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**The Impact of a Remedial Program on English Writing
Skills of the Seventh Grade Low Achievers at
UNRWA Schools in Rafah**

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*A Thesis Submitted to the Curriculum and English Teaching Methods
Department -Faculty of Education in Partial Fulfillment of the
Requirements for the Master Degree of Education*

July 2011



هاتف داخلي: 1150

عمادة الدراسات العليا

الرقم ج س غ / 35 / Ref

التاريخ 2011/07/06 Date

نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ مازن أحمد رمضان أبو عرماتة لنيل درجة الماجستير في كلية التربية/ قسم المناهج وطرق التدريس- اللغة الإنجليزية وموضوعها:

The Impact of a Remedial Program on English Writing Skills of the Seventh Grade Low Achievers at UNRWA Schools in Rafah

وبعد المناقشة العلنية التي تمت اليوم الأربعاء 05 شعبان 1432هـ، الموافق 2011/07/06م الساعة العاشرة صباحاً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية التربية/ قسم المناهج وطرق التدريس- اللغة الإنجليزية.

واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

عميد الدراسات العليا

د. زياد إبراهيم مقداد

Dedication

To the soul of my son, the martyr Mohammad

To the soul of my father and to my beloved mother,

To my wife, sons and daughters,

To all my friends,

I dedicate this work

Mazen Ahmad Abu Armana

Acknowledgements

IN THE NAME OF ALLAH, THE MOST GRACIOUS, THE MOST MERCIFUL

All praise to Allah, the one to whom all dignity , honor, and glory are due, the Unique with perfect attributes, who begets not, nor is He begotten. He has no equal but He is the Almighty Omnipotent. Peace and blessing of Allah be upon all the prophets and messengers, especially on Mohammed, the last of the prophets and on all who follow him in righteousness until the Day of Judgment. The prophet Mohammed , peace be upon him, said, "He who is thankless to people, is thankless to Allah."

I would like to thank my supervisor Dr. Awad Keshta for his encouragement and guidance through this thesis. I also would like to thank the committee members for their advice, expertise and time.

I would like to express my deep thanks and appreciation to my friend Mr. Alaa Harb for his valuable help and contribution that improved this study also to Mr. Mohammed Al Ashqar, Alaa Abu Jarbou and Ibrahim Abu Jabal for their help.

My appreciation and gratitude are due to the juries of the tools of the study, for their valuable and intellectual notes and suggestions.

Finally, words cannot express my heartfelt gratitude, appreciation and thanks for all the support and encouragement of my family and my friends.

Abstract

The purpose of the study was to examine the impact of a remedial program on English writing skills of the seventh grade low achievers at UNRWA Schools in Rafah .

For answering the questions of the study, the researcher adopted the experimental approach. The sample of the study consisted of (127) seventh grade low achiever students distributed into four groups . Two experimental groups i.e. a male group consisting of (31) students and a female group consisting of (37) students . The others are two control groups i.e. a male group consisting of (25) students and a female group consisting of (34) students. The researcher used the sample from Rafah Prep Boys "E" school and Rafah Prep Girls "D" school. Both are UNRWA schools in Rafah Governorate where two teachers administered the experiment and were helped and guided by the researcher . The remedial program was used in teaching the experimental group, while the ordinary teaching periods and the textbook was used with the control one in the second term of the scholastic year (2009-2010). A writing test of three scopes with (30) items was designed and validated to be used as a pre and post test.

The data of the study were analyzed, using Statistical Package for Social Science (SPSS), to confirm the test validity and reliability. On the other hand, Mann Whitney, t. test paired and independent sample were used to measure the statistical differences in mean between the experimental groups due to the use of the remedial program.

The study indicated that there are statistically significant differences at the level ($\alpha = 0.05$) on English writing skills of the seventh grade low achievers in favour of the experimental groups. It means that the use of the program in the remedy of the weaknesses of the writing skills of the low achievers had a significant impact on the students.

Based on those findings, the study recommended the necessity of implementing remedial programs for the low achievers to bring about better outcomes in students' writing skills of the English language. It also was suggested that further researches should be conducted related to other skills of writing .

مستخلص للرسالة باللغة العربية

هدفت هذه الدراسة إلى التعرف على اثر برنامج علاجي على مهارات الكتابة في اللغة الانجليزية لطلاب الصف السابع من ضعيفي التحصيل في مدارس وكالة الغوث الدولية في مدينة رفح . وللإجابة على أسئلة الدراسة، استخدم الباحث المنهج التجريبي. وقد تكونت عينة الدراسة من (59) طالبا من مدرسة ذكور رفح الإعدادية "هـ" و (68) طالبة من مدرسة بنات رفح الإعدادية "د"، وجميعهم من الطلاب ضعيفي التحصيل في مدارس الوكالة في محافظة رفح. وبلغ مجموع العينة (127) موزعين على أربعة مجموعات: مجموعتين تجريبيتين من الذكور والإناث ومجموعتين ضابطتين من الذكور والإناث ، وقد استخدم البرنامج العلاجي مع المجموعتين التجريبيتين في التدريس، في حين أن المجموعتين الضابطتين كانت تدرس في حصة عادية و باستخدام الكتاب المدرسي وكان هذا في الفصل الدراسي الثاني من العام الدراسي (2009-2010). وصمم الباحث اختبارا قبليا و بعديا مكون من ثلاثة مجالات و(30) بنداً اختباريا.

وقام الباحث بالتحليل الإحصائي للبيانات باستخدام برنامج (SSPS) وتم استخدام الطرق الإحصائية التالية : الإحصاء العددي، واختبار مان -ويتني و تي - تيسست . وأشارت نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية عند المعامل ($\alpha = 0.05$) بين متوسطات الدرجات في الاختبار البعدي لصالح المجموعات التجريبية نتيجة لتطبيق البرنامج العلاجي.

وبناءً على النتائج فقد أوصت الدارسة بتطبيق برامج علاجية خاصة بضعاف التحصيل وذلك لتحسين أداء الطلاب في مهارات الكتابة في اللغة الانجليزية وكذلك أوصت الدراسة إلى إجراء المزيد من الأبحاث الأخرى على مهارات الكتابة في اللغة الانجليزية .

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List of Abbreviations	
UNRWA	United Nations Relief and Works Agency.
PNA	Palestinian National Authority
TEFL	Teaching English as Foreign Language
EFL	English as Foreign Language
ESL	English as Second Language
SPSS	Statistical Package for Social Science
et al	(Latin abbreviation),et alli, which means and others
L1	First language
L2	Second language

Chapter I

Chapter I

Problem Statement and Background

1. Introduction

1.1. Study statement and background:

A language is the written and spoken methods of combining words to create meaning used by a particular group of people. Language is something specific to humans, that is to say, it is one of the most important characteristics of the human beings which distinguishes them from all other living beings. Language therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes. (Manivannan:2006:1)

Nowadays, same like Arabic, English language has great importance in the whole world in general and in the Arab world in particular. Kachru (1992) points out that English is one of the most important languages in the world. It is the single most important language. It is one of the world's most commonly spoken languages. Although estimates vary, the consensus is that hundreds of millions of persons speak English as a first language or "mother tongue" and hundreds of millions more speak English as a second (or higher order) language.

The prominence of English is increasing but not because of increases in the numbers of persons who learn it as a first language. English is spreading as a world language because it is increasingly the most commonly spoken second-or higher order-language in the world. In general, the reasons for the growing prominence of English as a world language lie in the confluence of English as the language of commerce, science and technology. The forces of globalization that allow , encourage and to some extent follow networks of communication, and the motivation of societies and individuals to participate in the political, economics, scientific, and technological spheres that are dominated by the English language. Keshta (2000:4) points out that English language through the years has become of an increase importance, not only in the West but also in the Middle East and the rest of the world. It has become the common language

between people from different backgrounds. In the Middle East area, governments provide programs for English language in almost every school and university.

Brown (1987 p:123) describes English as “a way of life”, “the context within which we exist , think, and relate to others”, “a context of cognitive and affective behaviour, a blueprint for personal and social existence”. He also states that language and culture “intricately interwoven” to the extent that separating the two would result in a loss of significance of either language or culture. Perhaps it would be more accurate to say that separating language from culture would result in a change in the significance of the two.

Rohma (2005:108) points out that English is not only used when people communicate with English speakers. English is used by people of different first languages. It is not only applied when people speak to English people, but also used when people from different nations meet. English is the most widely spoken language in very different contexts in the world. Therefore, English is not only an international language, but also a global language.

Realizing the importance of English language, Palestinian National Authority began its promising project of introducing our students to English since the first elementary grade .It makes considerable effort to teach English as a foreign language (EFL) but this is not easy , it is a complex process. It faces serious changes and challenges in the new millennium . The modification of educational policies, the expectations of the society and the demands of the information era, all require schools to provide students with effective instruction in EFL as well as in other subject areas so that students can be fully prepared for future educational possibilities and be able to survive in the economically competitive world (Al-Mutawa,1997:42).

However, we still notice the low level of students' achievement in English language (Harb,2007). Nevertheless, Palestine has its special case in all aspects of life. It has its special conditions as it comes into a critical stage. The changes in the Palestinian political, economic, social and societal circumstances directly affect the teaching-learning process.(Sorour,2009)

Teaching English in Palestinian schools began in the middle of last century, at the beginning of World War I. The existing curricula, after the Israeli occupation of the West Bank and Gaza strip in 1967, were Jordanian in the West Bank and Egyptian in Gaza. Both curricula were maintained by the Israeli government. The public education system is divided into two types: basic and secondary education. The general education consists of two levels: the low basic from the first to the sixth grade level (elementary) and the high basic from the seventh to the tenth grade level (preparatory). The voluntary education starts at the eleventh level and ends at the twelfth level which constitutes the secondary education. (Sorour,2009)

English language has been taught from the first grade since 2000. In 2008 the complete English for Palestine series was implemented. The PNA runs all the governmental schools and has the supervision over the United Nations Relief and Works Agency (UNRWA), which runs the elementary and preparatory schools for refugees (Barzaq,2007:19).

The teaching of English language has been the main target for the Palestinian Ministry of Education. During the Israeli occupation of the Gaza strip which has lasted for about 39 years – students start to study the English language from the fifth grade when. Since 1996, the Palestinian Ministry of Education started to teach English language from the first grade when the pupils are seven years old. They then continue to study English as a compulsory school subject until the final year of the secondary stage.

Abu Qulbein (2004: 1) indicated that English is considered as one of the major subjects at schools of Palestine. Furthermore, it is used as a foreign language next to the mother language which is Arabic , this gives English Language its importance in the Arab world in general and in Palestine in particular . So the main purpose of learning English as a foreign language is not only to enable the learners to communicate with the outside world but also to play a useful part in the society.

English is the only foreign language taught in the Palestinian territories as a foreign language. UNRWA affirms that the Palestinian refugees have traditionally placed great emphasis on education as the key for a better future. UNRWA adds that despite difficult circumstances, Palestinians are one of the most highly educated groups in the

Middle East. Fiqaawy (2000 cited in Mortaja 2004:15) states that "Palestinians consider English as the language of international negotiation through which they could tell the world about their problem." Still, the history of teaching and learning foreign languages often appears to have been a history of failure (Kara, 1992: 9-21). As a result many theories, studies and researches tackled this issue, each tried to provide teachers and learners a better way for learning foreign languages. But language learning is still a hard task which sometimes is frustrating.

Sorour, (2009:17) points out that the language system is complex so it is important for the language teacher to know the language they are teaching. Learners will often come across a language for the first time which they need to incorporate into their own language system. In order to do so, they need to understand what it means, how to form and use it to communicate, either in spoken or written form and to understand it when it is used by other people. To assess their learning, teachers should choose the most appropriate texts and activities and give the learners the chance to input language, use it, and modify their understanding of that language until they are able to recall and use it automatically

Swaffar et al.(1982: 26) claim that teaching is a dynamic interactional process in which the teacher's method results from the process of interaction between the teacher, the learners, and the instructional tasks and activities overtime. Such an interaction reveals itself as a quite different approach to teaching , one in which teachers are involved in observing and reflecting upon their teaching as well as the learning behaviors of their students .

Hamdan (1991:1) assured that it is now commonplace that the effectiveness of foreign language instruction is not only measured by the quality of textbooks and other instructions or by the type of method used for teaching but also by the learners' ability to internalize and use the target language in natural situations and the abilities for adaptive behavior that enable them to deal effectively with the demands and challenges of everyday life.

Since learner centeredness is the focus in Education nowadays, learners are expected to take a more active role in their education. It is expected that students be

aware of their learning styles and adapt their language learning strategies to fit with their styles. Researchers in the field of learning strategies such as Oxford (1990); Cohen (1987); and O'Malley and Chamot (1990) have emphasized that successful language performance depends heavily on the appropriate use of strategies which match the personal preference to the learning style.

The last achievement test conducted in Gaza UNRWA schools in May 2009 showed a very low English Language achievement level among all the students in general and the seventh graders in particular. The success average in English language in the second semester documented by the Administration of Education in the UNRWA schools was :

The overall average of success in English language for the seventh graders in Gaza governorates was 53.31% for both male and female students .It was 42.50% in the male schools and 64.82% in the female schools. In the Southern governorate; the average of success in English language for the seventh graders was 30.74%. Although some improvement has been made, students' English achievement especially in writing maintained to be far below the level acceptable by the Ministry of Higher Education and the local community.

The researcher, being a school principal and an English Language teacher , noticed this problem. Such a problem may be attributed to curriculum, materialistic resources, evaluation instruments or the strategies used in the teaching- learning process. Special remedial programs or other authentic techniques may contribute in solving this problem. Hence, the current study attempts to find out the impact of a suggested remedial program on English writing skills of the seventh grade low achievers in the UNRWA schools in Rafah governorate.

1.2. The Need for the Study:

To the researcher's knowledge, there were no experimental studies that showed the impact of remedial programs on EFL students writing skills in Gaza Governorates. The unified final exam conducted by the UNRWA in 2009 in Gaza Governorates schools revealed a serious problem in education in general and in the English language in particular and the students are at risk. The results of this exam showed that more than 50% of the seventh graders are low achievers. The researcher felt the importance of conducting such a research to find a way to help low achievers in English Language to get better achievement in writing.

1.3. Statement of the Problem:

The researcher has a fifteen years experience as an English teacher and ten years experience as a school principal in the UNRWA schools. During this period he noticed that EFL learning / teaching process in Palestine has suffered from considerable difficulties . The purpose of the study was to examine one of the most crucial educational issues which is students' underachievement. The researcher thought it was important to conduct such a research in implementing a remedial program mainly to help underachievers in English Language to get better in English writing skills .

Learning English is not an easy task for the majority of our students, specially within our schools limited potentials , a new and different syllabus and the traditional evaluation instruments are obstacles that prohibit our teachers to perform what they are expected to do. The students' low achievement level in English language in general and in writing in particular requires serious research that investigates, diagnoses and remedies students low level in writing skills.

1.4. Research Questions

To achieve the purpose of the study, the research was addressed as the following questions:

1- What is the frame of the remedial program in English writing skills of the seventh grade low achievers at UNRWA schools in Rafah ?

2- What is the impact of the remedial program on English writing skills of the seventh grade low achievers at UNRWA schools in Rafah?

3 . The other sub questions emerged from the main research questions:

1. Are there statistically significant differences at ($\alpha \leq 0.05$) in the average total score in the writing skills in the post test between the male experimental group and the male control group ?
2. Are there statistically significant differences at ($\alpha \leq 0.05$) in the average total score in the writing skills in the post test between the female experimental group and the female control group?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in the average total score in the writing skills in the post test between the male and female experimental group and the male and female control group?

1.5. Research Hypotheses :

In order to address the research questions four corresponding directional research hypotheses were tested :

1. There are statistically significant differences at ($\alpha \leq 0.05$) between the average scores in the post test of the male experimental group and those of their counterparts in the control group in favour of the former.

2. There are statistically significant differences at ($\alpha \leq 0.05$) between the average scores in the post test of the female experimental group and those of their counterparts in the control group in favour of the former.

3. There are statistically significant differences at ($\alpha \leq 0.05$) between the average scores in the post test of the male and female experimental groups and those of their counterparts in the control groups in favour of the former.

1.6. Purpose of the Study:

The purpose of the study was:

To examine the impact of a remedial program on writing skills of the seventh low achievers at UNRWA schools in the Rafah Governorate of the Gaza Strip.

1.7. Significance of the Study

The study may benefit :

1. The teachers:

The study may help English language teachers organize and conduct effective remedial programs. It may familiarize them with the basic principles of designing, selecting and implementing remedial programs in teaching English writing among the seventh graders. Besides, providing them with a guide to facilitate this job.

2. The supervisors :

The study stimulates specialists and supervisors' interest in conducting training courses for their teachers to enhance implementing remedial programs.

3- School administrators:

They may take the benefit from this study to modify, organize and enrich English Language with remedial activities.

4- Parents:

They may take the benefit from this study to help their children to be better in English Language

1.8 Limitations of the study:

1.The study was limited to the population of the seventh Preparatory Graders in Rafah .

2. The study focused on the remedy of English writing skills for the low achievers .
3. The results of the study were limited to the second semester of the scholastic year 2009- 2010
- 4- The study was limited to teaching English language textbook "English for Palestine 7" units (13 – 14 – 15 – 16 and 17) through implementing the program that was designed based on content and the teachers guide.

1.9. Definitions of variables and operational terms

The researcher adopted the following definitions:

1- Impact :

The effect or impact of one thing on another .It is the degree of improvement in the students' writing skill in English language as a result of using a remedial program . It is statistically measured.

2. Program:

A group of concepts, activities, and various experiences which is presented by an institution for learners in order to interact with that leads to modifying their behaviors(Good,1998:323).

3. A suggested program:

A well-designed and arranged instructional unit that includes a group of experiences, activities aids, techniques and means of evaluation for the purpose of developing defined skills (Afana, 2000:75).

4. Lower English achievers :

Students whose total score in English achievement test lies among the lowest 25% of other students score (Harb,2007:10).

5. Remedial:

Giving a remedy to the students that are slow or low achievers who did not excel in a certain area. It is intended to correct or improve deficient skills in a specific subject.

6. Remedial program:

It refers to procedures intended to correct and improve deficient skills
(The American Heritage® Dictionary of the English Language)

7. Writing :

Writing is defined as the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and the recording of language via a non-textual medium such as magnetic tape audio.
(en.wikipedia.org/wiki/Writing)

Writing is also defined as "any thing written, such as composition, that has meaning".(The American Heritage Dictionary of English Language, Fourth Edition.)

Writing is not a natural activity. It requires thought, discipline, and concentration. It involves committing something to a relatively permanent
From social constructionists` point of view, writing is a social act that happens within a specific context and for a specific audience. (De Larios and Murphy, 2001, pp.25-40)

Writing refers to " the domain of language proficiency that encompasses how students engage in written communication in a variety of forms for a variety of purposes and audiences." (WIDA document,2005).

8-The Writing Skills :

The writing skills in " English for Palestine " seventh grade book which will be tackled in the study are the following :

- 1-. Writing dictated material correctly using correct punctuation
- 2- Arranging scrambled letters into a words.
- 3- Arranging scrambled words into coherent sentences .
- 4- Arranging scrambled sentences into a coherent paragraph.
- 5 - Transcoding information in diagrammatic display into written text .

Chapter II

Review of Literature

And Related Studies

Chapter II

A) Review of Literature

2.1. Introduction:

This chapter consists of two sections: the first section starts with an introduction and a review of the literature that discusses information about low achievers at school, their types characteristics, causes of underachievement, and how to remedy underachievers. Then is it followed by definition of remedial instruction, the need for remedial instruction, choosing remedial interventions, the writing skill, teaching writing, the writing as a process, the writing stages, purposes for teaching writing. The second section discusses previous studies related to teaching the writing skills and studies related to remedial instruction and comment on both sections.

2.2. Low achiever Students:

2.2.1. Who are the low achievers at School?

Educationalists have found it difficult to proffer a universal definition of underachievement ,though there are considerable sum of literature studies and increasing research on student performance and achievement. This problem of a unified definition has persisted over the years.

Klinge et al. (1997) posited that defining the characteristics of the child who is labelled as an underachiever has been a difficult task for psychologists and educators for a considerable time.

Barbara (2005) contended that despite all the assessment tools available to today's educators and mountains of existing research, a straightforward definition of underachievement is not available. Divergences of opinion among commentators on what constitutes underachievement appear to be one of the major reasons for disagreement, and different researchers may use different measures to determine who is an underachiever.

Gallagher (1985) pointed out the danger of using intelligence tests for some gifted students who are labelled underachievers because of poor academic performance. This is because less is known about their intellectual functioning .

Reis and McCoach (2000) suggested that the impact of culture on academic performance should not be ignored when considering underachievement in schools, especially for foreigners. They maintained that these students face unique barriers to achievement, such as language problems. Furthermore, people within particular sub-cultures may define achievement in different ways from that of the dominant culture. In a research carried out with underachieving students in China, revealed that underachievement involved a marked discrepancy between expected and actual performance (Kit-Ling Lau and Chan 2001). Nevertheless, promising definitions have contributed much in addressing the issue of underachievement. For example, Whitmore (1980), Dowdall and Colangelo (1982) believe that many definitions of underachievement underscore the gap between potential (ability) and performance (achievement). In other words, the inability to maximize potentials have been a common denominator in these definitions. However, while this position may offer a general definition of underachievement, the dynamics of ability and performance must also come to play. Ability and performance are not static phenomena but are in constant flux, and therefore change over time. Student performance varies at different times, and could be better depending on the degree of preparation before examinations. Yet the same student with the same amount of preparation may not perform as well as at other times. The failure to perform to the optimum could be attributed to factors external to the student's intellectual and cognitive ability. Such factors could include emotional problems or behavioural/maturational issues (DeHirsch et al. 1996, cited in Ogbonnia 2009).

Sousa (2002) observes that underachievement is behaviour, not an attitude or set of work habits. Behaviour change over time and can be more directly modified as opposed to attitude. Research conducted with students in Nigeria which aimed at determining the causes of underachievement found that a major cause was behaviour problems other than deficiencies in ability or intellectual capability. However, underachievement is a pattern as complicated as the children to whom this label is

applied, and some researchers believe that a more accurate way to define it is to consider its various components.

According to Delisle and Berger (1990). Underachievement is content and situation specific; those who may not be successful at school, for example, are often successful in outside activities such as sports, music or after-school jobs. Also, labelling a student as an underachiever ignores the positive outcome of those areas in which the student does succeed; it therefore makes more sense to label the area of underachievement, not the student. For example, a student may be underachieving in mathematics or science. Underachievement is tied to the self-concept which can become a self-fulfilling prophecy. If students see themselves as failures, they may eventually place self-imposed limits on what is possible. For students in this category, good grades are dismissed as accidents or luck but poor grades serve to reinforce a negative self-concept.

From the literature, it is evident that a universally acceptable definition of underachievement has not been possible. However, most researchers agree that discrepancies between ability and actual performance, behavioural disruptiveness, and neurological/cognitive factors may have much to say in explaining underachievement (Bleuer 1987; Delisle and Berger 1990; Sousa 2002).

In answer to the question about underachievers at school, it can be deduced that underachievers include those students:

1. who do not perform according to expectations in a particular subject area.
2. who as a result of behaviour do not show interest/do well in their studies.
3. who do not perform well in a specific subject area.
4. who do have the necessary intellectual ability but still underachieve.
5. who are limited by culture, language and gender from doing well academically at school

2.2.2. Types and Characteristics of Underachievement:

A comprehensive model has not yet been devised that can organize educationalists' current understanding of underachievement (Launch 2006). Nevertheless, it is generally observed that the quest for improving the condition of

underachievers and students with “special educational needs” SEN has placed considerable demands on teachers. Educationalists and psychologists acknowledge the fact that separating underachieving students and those with special educational needs into different categories could enable in-depth knowledge and understanding of their circumstances (Smith 2005).

Mandel and Marcus (1988) identified six major types of underachievers, described as follows:

1. Coasting underachievers are believed to emerge at about 9-10 years. They exhibit general contentment with themselves and life, procrastinate at home and school, give up easily, show little concern about low grades, make sincere-sounding statements about their intentions, are easily distracted from school work and seem unconcerned about the future

2. Anxious underachievers may have problems at any age and tend to show performance deficit of 10-20%. They tend to be tense and unable to relax, avoid school, excessively worry and are unrealistic about their competence and mistakes, need constant reassurance and approval, and may even become school-phobic. Marcus (2007) noted that worried or anxious underachievers are insecure, have high levels of self doubt and experience high levels of tension.

3. Defiant underachievers are more often boys than girls before adolescence. They lose their temper easily, argue with authority figures and defy them, deliberately annoy others and blame others for their own actions or mistakes.

4. Wheeler-dealer underachievers may be impulsive, charming or intimidating, manipulative and self-seeking and intent on instant gratification (Mandel and Marcus 1988). They tend to live for the moment and for immediate rewards, lie, cheat or steal, manipulate others, get into the same kind of trouble over and over again, and may even talk about becoming rich and famous.

5. Identity search underachievers are so wrapped up in trying to work out who they are that they become distracted from their work (Mandel and Marcus 1988). They possess

the characteristics of intense self-absorption, struggling with the question, “Who am I”? They search for the meaning of life, are intense about everything, opinionated, and determined to be independent. They take responsibility for their own actions, behaviour and decisions and experiment with opinions, value systems, and beliefs.

6. Sad or depressed underachievers are depressed, have low self-esteem, find it difficult to make decisions and lack the energy needed to concentrate on school work (Mandel and Marcus 1988). They appear apathetic, have poor appetites or overeat, sleep too much or have trouble sleeping, are low in energy and feel tired, have trouble concentrating and may feel hopeless and pessimistic.

Marcus (2007) his typology of underachievers is slightly different from that of Mandel and Marcus (1988) though they share certain characteristics. Marcus’ types of underachiever include those who are worried and anxious; acting and manipulative; easygoing; lazy and unmotivated; oppositional; and introspective. An appreciable amount of the literature on underachievement has highlighted a type of underachievement which has posed particular problem for educationalists.

Weiss (1972), Peterson and Colangelo (1996), and Barbara (2005) all posited that gender and culture differences affect underachievement. According to a study by Weiss (1972), approximately 25% of females who are above-average in academic performance may be considered underachievers as compared to 50% of above-average males. A more recent study by Silverman (1993) discovered that female students are more at risk than male students of avoiding their talents as they strive to maintain a balance between inter-personal relationship and academic performance.

Butler-Por (1987) stated that more attention is given to female than male students in helping them to realize their intellectual potential due to competition between physical appearance and intellectual functioning. The fact that physical appearance and global self-worth components of self-esteem decline more in female than male students after age 12, sometimes affect academic or career choices and aspirations in female students .

2.2.3. Causes of underachievement:

A review of the literature has revealed considerable divergences of opinion on what causes underachievement in students.

Sousa (2003) stated that a combination of factors both at home and at school can cause underachievement. On the basis of current research in cognitive development and reading comprehension, two important reasons for students' underachievement in any academic area can be identified:

- (1) their inadequate understanding of how to select, adapt, and monitor strategies for learning.
- (2) their insufficient motivation to apply actively the understanding they have.

Siegel and Ryan (1989). stressed that reading plays an important role in achievement. His research indicated that for the attainment of any reading or writing goal, an individual has four types of cognitive capabilities available for use:

1. basic abilities
2. acquired knowledge,
3. strategies and
4. met cognition.

Ryan further observed that 75% of underachieving pupils in primary schools had reading problems among other things, whereas only 35% of the other pupils had reading problem. The former group underachieved in all subjects.

Adequate attention should be given to reading and writing when the issue of underachievement arises, especially in countries where English is a second language. If pupils do not learn how to read effectively early on in school, they may have difficulty at later stages and may withdraw from learning rather than risk being exposed to shame.

Eide Fernette and Eide Brock (2005) found that visual memory problems are woefully under recognized as a source of school underachievement. The study explained that teachers take visual memory activities for granted. Others have cited a lack of motivation amongst students in secondary, primary and higher education as one of the causes of underachievement

(Gallagher 1991 , Reis and McCoach, 2000, Sousa 2002). These authors further argued that lack of motivation provided by either teachers or parents could have a negative impact on children's performance. For example, Whitmore and Rand (2000 cited in Ogbonnia , 2009) observed that many gifted underachieving students need motivation from their teachers because they have learning styles incompatible with prevailing instructional methods.

Mroczek and Little (2006) in their research on personality studies contend that the self-concept is learned through the child's environment, both at home and at school. Negative self concepts can cause underachievement when parents do not acknowledge their children's abilities or fail to support them. A teacher's responses and feedback given to students also have the capability to shape their perceptions of themselves It can, therefore, be deduced that the following factors can cause underachievement in school children:

1. lack of motivation
2. parental/home influence
3. lack of nurturing of intellectual potential.
4. conflict of values
5. disabilities/poor health condition.
6. life experiences of specific groups of pupils; for example, resulting from brain damage/cerebral dysfunction or neurological impairment.
7. inability to recruit and also retain highly qualified personnel in schools.

3. Remedial Instruction:

3.1. Definition of remedial instruction:

Basically, remedial instruction is a type of clinical teaching. It is a "spiral process of assessment—instruction—re-assessment" (Tseng, 2008, p.9). The subjects are targeted at low achievement learners, or under-prepared students. After the teacher diagnoses students' learning difficulties, a remedial course will be designed in accordance with students' needs.

And then the teacher takes initiative in offering the instruction, and an evaluation will be conducted during and after the implementation of the remedial instruction to

examine the actual effectiveness of the course. Minor adjustments would be made based on the results of the evaluation to ensure that students are able to catch up in regular classes.

Grubb et al (1999, p. 174) defined remediation as “a class or activity intended to meet the needs of students who initially do not have the skills, experience or orientation necessary to perform at a level that the institutions or instructors recognize as ‘regular’ for those students.”

Institutions identify such students either by administering placement tests in basic skills or by noting deficiencies in course completion or grades from school transcripts. It is especially noteworthy that the placement tests that are used to identify students for remediation are usually calibrated to select students who have severe deficiencies, typically those lacking the skills required at elementary grade.

3.2. The need for remedial instruction:

Remedial instruction is designed to help students who fall behind academically to catch up to a desired level. It has become “an indispensable component of higher education” in countries such as the United States, Canada, or Japan (Zhang, Shou, and Ishino, 2008, p:331). As universities are more available to high school graduates, the demand for students’ basic academic abilities has been lowered in admission. After entering the universities, some of the students encounter great difficulties comprehending lectures as they lack the required academic knowledge to manage college-level work (Attewell, et. al 2006). Thus, remedial programs are provided to help these students compensate for the insufficient learning in previous academic settings so that they can “gain the skills necessary to complete college-level courses and academic programs successfully” (Weissman, et al 1997)

Remedial programs are usually offered during normal school hours; however, more and more schools offer after-school and summer-school programs. Programs implemented after school or in summer are reported to be more successful as students do not have to miss the normal classroom instruction while attending the remedial course (Allington and Bennett, 2009). In addition, the intensive program can bring students up to speed quickly.

Based on the teaching materials and curriculum design, remedial programs include the following types: compensatory program, supplemental program, tutorial program, adaptive program, basic skills program, and learning strategies training program. The compensatory program provides necessary services to at-risk students who are from disadvantaged backgrounds to help them overcome learning problems and increase academic achievement. It also requires the involvement of school staff and parents (Chang, 2001). The supplemental program is a support program that aims to help students master content-oriented materials, improve study skills or test-taking strategies tailored to the specific needs of a class.

The higher-achieving tutors can offer extra explanation and practices to the underachieving students and meanwhile reduce teachers' workload. In the adaptive program, the teacher uses alternative instructional strategies and resources to meet the learning needs of individual students for them to effectively master basic skills in academic subjects (Wang, 1980). The teacher could choose different teaching materials or even compile materials that appeal to students' interest and learning level. Alternative evaluation methods, rather than traditional paper and pencil tests, could be used to measure students' achievement. In the basic skills program, the instruction focuses on teaching students to acquire the basic skills required in certain subjects so that they can academically prepare for college-level work. With respect to the learning strategies training program, it aims to help students become more effective and efficient learners by teaching them thinking, learning and self-management strategies.

3.3 Choosing Remedial Interventions:

If there is any consensus among educators concerning remediation, it is that so-called drill-and-skill approaches are falling out of favour. Yet, while there is no reliable national survey on teaching techniques for remedial courses in community colleges, casual observation at many sites suggests that drill-and-skill approaches are still dominant .(Grubb et al,1999). Such courses are based upon the presentation of concepts, operations, or classification schemes and repetitive practice to master them, and they are often combined with learning laboratories. This style of pedagogy has many drawbacks, including the fact that many remedial students have serious attitudinal obstacles to learning in this way. Often it is the same style that the students were

exposed to in high school, which may have contributed to their difficulties in the first place. Beyond that, its abstract and isolated nature may prevent students from seeing its usefulness in real-world situations and from applying the skills that are learned to later academic and vocational coursework.

Based on previous literature on remediation in higher education and adult learning, Levin and Koski (2007) found the following ingredients to be central for designing successful interventions for underprepared students in higher education:

1. Motivation: building on the interests and goals of the students and providing institutional credit toward degrees or certificates.
2. Substance: building skills within a substantive or real-world context as opposed to a more abstract approach.
3. Inquiry: developing students' inquiry and research skills to help them learn about other subjects and areas about which they might be curious.
4. Independence: encouraging students to do independent meandering within the course structure to develop their own ideas, applications, and understandings.
5. Multiple Approaches: using collaboration and teamwork, technology, tutoring, and independent investigation as suited to student needs.
6. High Standards: setting high standards and expectations that all students will meet if they make adequate efforts and are given appropriate resources to support their learning.
7. Problem Solving: Viewing learning less as an encyclopedic endeavor and more as a way of determining what needs to be learned and how, and then implementing "the how."
8. Connectiveness: emphasizing the links among different subjects and experiences and how they can contribute to learning rather than seeing each subject and learning experience as isolated and independent.

9. Supportive Context: recognizing that to a large degree learning is a social activity that thrives on healthy social interaction, encouragement, and support.

4. Writing

4.1. The Writing Skill

Zen (2005:2) defines writing as one of the four skills, commonly accepted goals of learning a foreign language, but often a skill that “falls through”.

Archibald (2001:153-160) says that writing is a skill that needs knowledge and proficiency in many areas. It is a multidimensional skill. It is a complex skill that results from the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task.

Bello (1997:1). says that writing is a continuous process of discovering how to find the most effective language for communicating one's feelings and thoughts. He maintains that writing is challenging, whether it is in a native language or in a second language.

Orwig (1999: 2) gives a definition of writing as a skill saying that :It is a productive skill that is more complicated than it seems at first, and often seems to be the most difficult of the skills since it has a number of micro skills such as : using orthography correctly, spelling and punctuation conventions, using vocabulary in a correct way and using the appropriate style.

Salah (2009:11) defines writing as a craft that needs tools. These tools are the sub-skills of writing such as mechanics of writing and text organization.

The researcher defines writing as a means the is used to express needs and feelings by using a variation of certain tools and sub-skills.

4.2 Teaching Writing

Harmer (2001: 79-84) explains four reasons for teaching writing to students of English as a foreign language. They are reinforcement, language development, learning style and writing as a skill.

1. Reinforcement: some students acquire languages in an oral /aural way, others get benefit from seeing the language written down. "The visual demonstration of language construction is invaluable for both understanding and memory". It is useful for students to write the new language shortly after studying it.

2. Language development : the process of writing is different from the process of speaking, the former helps us to learn as we go along. "The mental activity of constructing proper written texts is part of the ongoing learning experiences."

3. Learning style : some students are quick at acquiring language just by looking and listening. Others may take longer time spent in producing language in a slower way is invaluable. So, writing is appropriate for those learners.

4. Writing as a skill: the most essential reason for teaching writing is that, it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays and reports and how to use writing's conventions.

Archibald (2004: 5) notes that, "although proficiency in writing is somewhat related to overall language proficiency, improvements in general language proficiency do not necessarily affect a student's proficiency in writing in their L2. However, writing instruction can be effective in raising proficiency in a number of areas. Recent approaches to instruction have recognized that, while weak areas can and should be specifically addressed, writing must always be seen as culturally and socially situated."

Cumming (2002: 123-134) cautions writing teachers to be wary of exercises that attempt to break writing down into component skills as such exercises

often eliminate portions of the task that are important to the personal and cultural significance of the writing.

Learners' needs are different at various stages in their learning and that teachers must develop tasks to accommodate this. A detailed discussion was given of teaching approaches at beginning, intermediate and advanced levels of proficiency. At lower levels frequent, short writing activities can help to build familiarity and develop a useful, productive vocabulary. The variety and length of tasks can be extended for intermediate level students - developing more complex themes and building a repertoire of strategies for effective writing. Advanced level students need to develop a greater understanding of genres and the place of writing in particular discourse communities. They also need to develop their strategies and establish their own voice in the second language.

Monaghan (2007: 4) notes that teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basis of grammar, syntax through various pedagogical methods. Ultimately, teaching writing means guiding students toward achieving the highest ability in communicating in words.

4.3 Writing as a Process:

Min (2007: 42) in her study writes down, "Process writing is learning how to write by writing," This current emphasis in writing instruction focuses on the process of creating writing rather than the end product. The basic premise of process writing is that all learners can write and the focus here is on creating quality content and learning the genres of writing.

Lynch (1996:155). says that teaching writing has been shifted since 1970s. It was concerned with the product, with the learner's answer. The focus was on accuracy of mechanics of writing (spelling, grammar, vocabulary and punctuation marks. Since 1970s, there has been a great interest in the process of writing. This approach is more concerned with giving about it the right way.

Harmer (2004: 4-6) tells us something about the process of writing and the stages a writer goes through so as to produce a piece of writing. He suggests four main elements: Planning, the writer has to think about three issues (purpose, audience and content structure.) Drafting, is the first version of a piece of writing. Editing (reflecting and revision) and finally the final version.

Oshima and Hogue (1981: 4-15) identify four stages of the writing process: (prewriting, planning, writing and revising drafts and the final copy)

Stage 1: Prewriting:

Two steps should be focused on: choosing and narrowing a topic and brainstorming.

Prewriting (step 1) Choosing and narrowing a topic:

When students are given a choice to write about a topic they like, they must narrow the topic to a particular aspect of that general topic. This means, the topic should not be too broad to write in one paragraph because it is impossible to cover a topic like "environment" in only one paragraph.

Prewriting (step 2) Brainstorming:

Brainstorming means generating ideas that help students write more quickly on the topic they are interested in using three techniques: listing, free writing and clustering. Teachers should help students learn how to use each of them and decide which is the most productive one.

Stage 2: Planning:

Students are asked to organize the ideas they generated by brainstorming.

Stage 3: Writing and revising drafts:

Students are asked to write a draft or more till they produce a final copy. This can be done by: writing the first draft, revising content and organization, proofreading the second draft for grammar, spelling and punctuation marks.

Stage 4: writing the final copy: after making the needed corrections, students can write the final copy.

4.4 Writing Stages:

Writing is not an easy task as it needs skills and high thinking abilities. It is a productive skill of important stages which should be focused on during teaching writing. White and Arndt (1991: 5) assert, writing serves as cyclical process. This means that when students are revising their writing, they might return to the prewriting phase so as to expand their ideas. They show the nature of the writing stages as in the following diagram.

Millrood (2001:147) describes three –phase frame work of teaching to write:

- Pre-writing (schemata-the previous knowledge a person already has- activation, motivation for writing, preparation for he writing, familiarization with the format of the text.).
- While-writing(thesis development, writing from notes, proceeding from a given beginning phrase and following a plan)
- Post-writing(reflection on spelling and grammar errors, sharing the writing with other students-redrafting, peer editing)

Shin-Chien (2007:25-31) in his study differentiates between two kinds of strategies in the writing process. Cognitive and metacognitive strategies. The first involves strategies for using knowledge to solve problems, the second concerns monitoring, controlling, and understanding one's strategies. Sometimes they overlap with each other. He adds, writing consists of three main cognitive process/strategies: planning, translating and reviewing.

Planning is divided into three sub-strategies: generating ideas, organizing and goal-setting. **Translating** is done when writers put their ideas into visible language. Finally, **reading and editing** are the sub-strategies of reviewing.

Lindsay and knight (2006: 94-95) divide writing into three stages:

- **Pre-writing stage**-the teacher sets the task, learners [prepare for what they will write.

- **The writing stage-** the learners do the task, for example, writing a report, a story, a letter.

- **post- writing-** feedback and follow-up work.

4.5 Purposes of Teaching Writing:

Teachers of English often choose writing tasks from textbooks to help students improve their writing ability. The writing tasks that teachers select from text books and assign to students can help them become confident writers and independent thinkers.

Foong (1999: 30-47) points out four purposes for teaching writing:

1. Writing for language practice.

Writing can be taught for practicing language forms to develop accuracy and correctness. It is basically for reinforcement, training and imitation of language forms. In language-based writing tasks, students would be given writing exercises that would reinforce language structures that have been taught through the manipulation of grammatical patterns. For example, students would be given a paragraph and asked to perform substitutions, transformations, expansions or completion exercises.

2. Writing for rhetorical practice.

In writing tasks that teach rhetorical forms, teachers would provide the content and use model essays as stimuli for writing. Students will imitate the rhetorical and syntactic forms by following the chosen model passage. Examples of such tasks are : writing guided compositions in which the content and organization are given by the teacher, reading a passage and writing a composition with parallel organization, and reading an essay and analyzing its organizational pattern and writing a similar essay on a related topic.

3. Writing for communication.

Teaching writing began to shift its emphasis on accuracy and patterns to the ability to understand and convey information content. Completing a communicative writing task would require greater awareness of writer's purpose, audience and the context of writing. Here, writing has a social function. Such communicative writing tasks stimulate real life situations where a writer will write to convey some information to a reader.

4. Writing as a discovery and cognitive process.

Writing tasks in the classrooms have begun to shift their focus to the process of writing which has been influenced by the humanistic and cognitive approaches. The process approach has two main schools of thought: the expressive and the cognitive. The expressive school of thought stresses the importance of self-development. Writing is viewed as an expressive mode through which student writers use writing as a means to explore or discover meaning by themselves and develop their own voice. According to the cognitive school, writing researchers begin to study the mental processes during the act of composing. They find that good writers do not have only a large repertoire of strategies, but also they have sufficient self-awareness of their own process.

In addition to the previous purposes of writing, Foong (1999), recommends some classroom practices for teaching writing to the teachers to follow in their schools. They are:

- Allowing students to generate their ideas through pre-writing strategies and by writing the topics that are related to the students' world experiences for writing to be meaningful.
- Creating opportunities for students to select their own topics.
- Providing feedback on drafts that stimulates and encourages students to rethink and revise ideas instead of focusing on form and accuracy.
- Conferencing with students to help them gain insights and understanding of their writing process and to provide them with support.
- Promoting collaborative rather than competitive learning in the classroom.

Flower and Hayes (1981) as cited in (Conner, 1996: 75). theorize that writing as a cognitive process consists of four interactive components: task, environment, the writer's long-term memory, and the composing processes themselves. The task environment consists of writing topic, the audience, the degree of the urgency of the task, and the text produced so far. The writer's long-term memory retains definitions of the topic, the identity of the audience, and possible writing plan. the writing processes include planning, translating and reviewing.

Planning involves generating ideas, goals, and procedures. Translating involves expressing ideas and goals in verbal forms, and reviewing includes evaluating and revising.

Additionally, Tang (2007: 52-53) proposes some principles for developing writing skills and how they can be applied in a Chinese ESL classroom. The principles applied in teaching writing are:

- Raising students` awareness: students should be helped to see the role of writing in language learning.
- Students having ideas: student is not only the exposition of ideas, but also the working out of ideas". it is teachers` responsibility to help students analyze their own ideas through teaching.
- Reading to write: writing does not exist alone. Before a learner starts to write, he/she needs to read so as to learn the language and get familiar with certain patterns or rhetorical structures.
- Teaching process writing: process writing is characterized by the awareness of the writer of the writing process and the intervention of a teacher, or peers at any time during the process of writing to improve writing skills instead of fixing mistakes. This approach aims at enabling students to share information, make personal choices about reading and writing, take the responsibility of their own learning task, take writing as process, and develop cooperation.
- Creating a learner-centered classroom in active communication: basically, writing is a verbal communication. The view that writing is a verbal communication finds strongest support in Bakhtin's dialogic theory of language. It implies the interactive nature of writing.

Chapter II

B) Related Studies

1 : Studies Related to Writing Skill:

Many researchers focused on developing the writing skills in their studies:

Naeem's study (2007) aimed at investigating the effect of a suggested Computer- Assisted Language learning CALL program on developing EFL learner's mechanics of writing in English. The researcher chose the sample randomly. The sample consisted of eighty fourth –year students (2006-2007) of the English Department at the Faculty of Education in Kafer El-Sheikh. Forty students have been chosen to the experimental group to study mechanics of writing via the CALL program and the other forty students have been chosen to the control group. The researcher used a pilot study, an achievement test, the CALL program, a lecturer's guide, a student's guide and a questionnaire to collect the data and carry out the experiment. The experiment of the study has lasted for ten weeks. The researcher used the One Way ANOVA and the t-test to analyze the data statistically. The findings of the study showed that the suggested CALL program developed EFL college learners' components of writing mechanics (Punctuation marks, Capitalization and Spelling).

Gouty and Lid (2002) described a program to improve student writing ability. The targeted sample of the study consists of first and third grade students in a middle class community in the Midwest. Materials that develop writing activities are developed. A writing unit is also constructed. The tools of the study are surveys, teacher and student writing performance and self-editing checklists. The results indicated an increase in the students' use of grammar and vocabulary. Student improvement also increased in self- editing skills and attitude toward writing. Portfolio assessment is highly recommended as an alternative to traditional assessments. Some writing activities used in this study are adopted during the stages of explaining the writing process in the program at hand.

Kowalewski et al (2002) in their study described a program for instructing students in the writing process in order to improve their writing skills. The population of the study consisted of fourth and fifth grade students in a middle class community in northern Illinois. The total population of the school was 566 students. The sample of the study consisted of 76 students distributed into three sites. Site (A) 24 students, site (B) 26 students, site (C) 26 students. The collected data showed lack of use of progress writing skills because there was a lack of skills related to organization and revision in the writing process. And also a lack of teacher modeling, reflection and the time given for student writing. The study suggested some solution strategies for the problem such as: increasing the time allowed for writing, more teacher modeled demonstrations of writing techniques like (organization, ideas, word choice, sentence fluency, voice and conventions). The results of the study showed a marked improving in students writing. The students showed greater ability to communicate more effectively through their writing at the end of the program.

Bartscher et al (2001) did a study for describing a program for students in the grades four, seventh and eighth who suffered from low achievement in writing. This low achievement affected students' behavior, attitudes and interaction. The tools of the study were writing check lists, interviews and writing rubrics. The population of the study was 1483 students distributed into two sites. School site (A) contained 283 students. school site (B) served approximately 1,200 students. The researchers said that the lack of writing skills has been resulted from the of feedback from teacher to students.

The study suggested that using cooperative learning, creative writing and journalizing can improve students' level in writing. The journalizing strategy will serve two purposes: First, the journal is an indicator of writing skills improvement. Secondly, the journal serves as a tool to improve writing skills. The results of the study showed an improvement in writing skills.

Bassett et al (2001) in their study aimed at describing a program for improving writing skills. The targeted population consists of first and third graders in two middle class communities in the southern suburbs of Chicago. The need for improving in writing skills is documented through observation, checklists, writing

samples and surveys. The suggested strategies for teaching writing sub-skills are: parents involvement, through newspapers and articles, the use of writing centers, the use of e-mail, letter writing, free choice of topics, the use of literature to read writing, author's chair, interactive journals or notebooks, allowing inventive spelling, cross curricular writing and encouraging at home writing. Findings of the program show an increase the targeted students' writing abilities, a positive attitude toward the writing process, an increased confidence in the editing and revising of student work and increased parental involvement in the area of writing. The suggested strategies for teaching writing in this study can be activated during the stages of the current program.

Lambert (1999) implemented a program to help twelfth grade honors English students' writing skills through conferencing. The targeted sample consisted of thirteen students who experienced difficulties in writing effective written pieces. Students' writing included fragments, run-on sentences, and improper use of punctuation. The objectives of the program were to improve students' abilities to write sentences that include transitions and sentence variety, and also, to improve their attitudes toward writing. The researcher used Stanford Achievement Test to give students' scores (pre-post test) strategies mainly include collaborative learning, revision conferences. These strategies improve students' writing skill effectively. This study is useful for the present one as it gives a model of teacher /student conference which is helpful to the current suggested program.

Harrington et. al (1998) aimed at describing a program for increasing student skills in writing. The population of the study consisted of fifth grade talented, regular education and students in a middle class. The study took place in western suburb of a Midwestern city. The tools of the study were teachers surveys, student surveys, writing samples, local assessments and checklists. The collected data revealed that teachers report student frustration, lack of "seeing real life" connection and in poor writing skills. The teacher also reported that limited time, previous failure and lack of modeling fostered poor writing skills.

The study suggested four major categories of intervention:

- goal setting conferences.
- cooperative learning.

- graphic organizers.
- use of rubrics.

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

Cumberworth and Hunt (1998) in their study aimed at describing a program for improving middle school writing skills and their attitudes toward writing. The population of the study consisted of seventh and eighth graders in western Illinois. The program was implemented at a middle school in the Quad City metropolitan area. The school had 1,100 students in grades five through eight. The program lasted for 18 weeks. The tools of the study were the teacher's observation, student surveys, writing samples and a writing checklist was used to assess students' samples. Through these tools the researcher observed the weak writing skills, ineffective use of the writing process and students' poor attitudes toward writing. When the researcher analyzed the collected data, it showed that students were unmotivated to use the writing process and there was a lack in a cognitive awareness of the purpose of the writing process. They revealed little emphasis on revision skills and also students have no "real world" purpose for writing. The study suggested three major categories of intervention:

- providing real world purposes for writing.
- implementing a change the amount of strategies related to the writing process.
- emphasizing metacognitive strategies related to the writing process.

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

Hopkins (2002) applied and developed his study to assist low- achieving tenth grade students' essay writing skills. According to first term examinations in the scholastic year 2002, many students were not performing on their grade level in regards to the writing process. The goal was to help students write successfully and understand the elements of the five- paragraph essay. The objective of the study was to help students write successfully and understand with 70% accuracy in

(prewriting – drafting revision , and finalization of essay writing , this was done by pre / post tests. The researcher improved the stages of the writing process such as: prewriting , drafting , revision , proofing and publishing of the five - part essay . To reach and achieve the objectives the researcher use graphic organizers for clustering diagrams , charts , revision charts , peer editing and scoring rubrics . The researcher recommended that the time spent on peer editing clustering methods and writing portfolios be increased and rubrics be used to help students in essay writing . The study was implemented in Bethel High school in Virginia. The school had 966 male students and 984 female students. The population of tenth graders was 504:255 male students And 249 female students. The study lasted for six weeks, 18 intervention were implemented to assist low achieving students with their ability to improve essay writing skills. This study is useful for the current one as it gives clear ideas about the stages of the writing process.

2. Comments on the studies of the writing skills

The studies of Naeem (2007),Gouty and Lid(2002), Kowalewski et al.(2002), Bartscher et al.(2001), Bassett et al (2001), Lambert(1999) Harrington et. al. (1998) Cumberworth and Hunt (1998) focused on improving the writing skills of the students in different stages through using suggested programs and this supported the importance of the researcher's study that aimed to improve and remedy the writing skills of the low achievers .Moreover the study of Hopkins (2002) tried to assist low achiever tenth grade students to improve their writing skills too. Results of many previous studies revealed the existence of a general weakness in writing skill in all levels and this too enhance the need for this study. They also revealed that there was considerable important in the writing skills due to the use of the suggested programs to improve the writing skills in all levels.

3. Studies Related to Remedial instruction:

Huang (2010) examined the effects of an English remedial instruction on low-achieving students using a self-developed English textbook and with the intervention of teaching assistants. Participants were 30 low English proficiency students, who attended a five-week intensive English remedial course. Data were collected through the assessment of grammar and vocabulary, and a questionnaire. A paired t test method was conducted to analyze the pre- and post-tests and the collected data of the survey. The results of this study show that this English remedial instruction is effective and beneficial to low English achievers as students made a significant progress in grammar and vocabulary learning and they self-perceived improvement in their overall English competence. The self-developed textbook met students' needs and the intervention of teaching assistants was effective in terms of assisting their pronunciation and fluency. Ultimately, students' learning motivation was moderately enhanced. EFL teachers can teach effectively for low-achieving students by designing suitable materials and involving teaching assistants and perhaps applying some alternative innovative approaches.

Shu-Li Chen et al (2006) this study aimed to examine the effectiveness of an 11-week reading remedial program for 2nd- and 3rd-grade underachieving aboriginal students in Taiwan. Seventy-eight low-achieving aboriginal students from Taitung City participated in the study. They were divided into two groups, with 47 in the experimental group and 31 in the control group. The researchers provided seventy-five 40-minute sessions for a total of eleven weeks. The program was conducted in small groups. The four major findings are as follows: 1. The reading ability of the participants in the experimental group improved significantly as a whole; the 2nd-graders improved in the recognition of low-level characters, while the 3rd-graders improved in high-level dictation skills and reading comprehension. 2. The experimental group outperformed the control group with regard to scores of all reading skills; however, when pretests were used as a co-variate, the former significantly outperformed the latter only with regard to high-level composition writing skill. 3. After the remedial program, 11 (23.4%) out of 47 experimental group students achieved the reading level of their same-age peers. Furthermore, if children with disabilities were excluded from the

experimental group, 40% of this group achieved the reading level of the same-age group. 4. A cost-effectiveness analysis revealed that, compared with the cost of referral to special education for these students, the pre-referral remedial reading program is feasible, and should be implemented as soon as possible to give much-needed help to these children.

Zhai and Skerl (2001) investigated the impact of remedial English courses on students' college-level coursework performance and persistence. The study was applied from fall 1992 to spring 2000 in West Chester University, there were 4,060 students who took ENG 020. The results indicated that the remedial course prepared students effectively for regular English classes and supported students' overall academic success as measured by retention and graduation rates.

Aragon (2004) examined the influence of a community college remedial writing course on academic performance. The research site was a public rural community college located in the Midwest in USA. The purposeful sample (N = 669) was drawn from the population of 1269 first-time degree-seeking, and were identified as needing the developmental education writing course during their first semester. The sample was further divided into two groups based on first-semester participation (n = 384) or nonparticipation (n = 285) in a developmental education writing course. The results showed that the participants had significantly higher cumulative grade point averages and higher English grades than those nonparticipants.

Leake and Lesik (2007) used the regression discontinuity design to examine the impact of remedial English programs on first-year success in college. The programs focused on teaching sentence and paragraph formation and the development of the coherent essay. Participants were 197 first-time, full-time university students. The result demonstrated that English remedial program could increase first-year GPA. Students who were assigned to the remedial program obtained higher GPA compared to equivalent students who did not participate in the program

Sheu, Hsu, and Wang (2007) examined the effects of an English remedial course on low proficiency first-year students. The eight-week course focused on pronunciation, basic grammar, and analysis of sentence structure. Results showed that the experimental group performed significantly better in the final exam, compared with the control group. The experimental group self-reported an improvement in their basic skills in English and had highly positive attitudes toward the remedial course. Also, their motivation and confidence were enhanced.

Huang (2009) cited in Huang (2010) investigated the possibility of applying task-based method to implement English remedial instruction in normal class hours. The content of the remedial instruction consisted of basic vocabulary, grammar, and eight reading articles for self-studying. The participants were four classes of freshmen at a technological university. Results indicated that those who participated in the remedial course obtained higher scores on the reading and listening sections of GEPT elementary level and their learning motivation was promoted.

Rosenbluth and Michael Reed (2002) the study involved 38 remedial and 29 accelerated 11th-grade students, two groups from each ability level received writing-process-based instruction using computers and two other groups from each ability were instructed without the use of computers. The treatment lasted approximately 16 weeks with three data collection points: (a) pre-instruction, (b) mid-instruction, and (c) post-instruction. The following dependent measures were used in the study: (a) holistic quality scores for the essays, (b) the number of T units for the essays as a measure of fluency, (c) writing apprehension, and (d) computer anxiety. Because the treatments ultimately differed across ability level, 2 (Treatment: computer-based vs. non-computer-based) \times 3 (Writing Task: Essay 1, Essay 2, Essay 3) analyses of variance (ANOVAs) with a repeated measure (writing task: Essay 1, Essay 2, Essay 3) were conducted for each ability group and for each of the four dependent measures, for a total of eight procedures. The results indicated that remedial writers' essays did improve, but irrespective of computers, whereas the accelerated writers' essays did improve more quickly when using computers. Fluency of remedial writers' essays increased when using computers, while the fluency of those remedial writers not using computers did not. Although the fluency of both accelerated groups did increase, the fluency of those using computers was significantly greater at the mid- and post instruction points than the fluency of those not using computers. The computer anxiety of remedial writers

using computers did decrease, as did the computer anxiety of accelerated writers using computers; the anxiety of those not using computers in both ability groups did not change. The writing apprehension of the remedial students using computers significantly decreased whereas the apprehension of the remedial writers without computers did not. For the accelerated writers, writing apprehension did not decrease, regardless of computer use.

Rusrus (2007) examined the efficiency of a suggested program to remedy the common mistakes in solving the mathematical problems for the eleventh literary section graders in Gaza. The researcher used the descriptive and experimental approach. The sample of the study consisted of (303) male and female students. The sample of the study was purposive one consisted of (4) classes; (2) males and (2) females. The sample which was (165) students was distributed into four groups; two experimental and two control groups. The researcher used a pre and post test .The results were analyzed using T-test , Mann Whitney (u) and Black Profit Range to assure the efficiency of the suggested program. The results of the study showed the efficiency of the suggested program to remedy the common mistakes in solving the mathematical problems. The study showed that there were statistically significant differences between the experimental group of the male and female and the male and female control group in favour of the experimental group.

El Attar (2009) investigated the effect of a multimedia remedy program to remedy some difficulties in Arabic morphology for the eight graders . The researcher used the descriptive and experimental approach. The sample of the study consisted of (128) male and female eight grade students from the town of Bani Suhila .Gaza Strip . The sample of the study was purposive one consisted of (4) groups; (2) males with (64) students and (2) females with (64) . The sample groups were distributed into two experimental and two control groups. The treatment program was applied on the experimental group while the traditional method was used with the control group The researcher used a pre and post test .The results were analyzed using T-test , and One Way ANOVA and others . The study showed that there were statistically significant differences between the experimental male and female group and the control male and female group in favour of the experimental groups due to the implementation of the proposed treatment program .

Fiqawi (2009) aimed at identifying the effectiveness of a proposed program for the treatment of learning difficulties Dictation for the seventh grade students .The sample of the study consisted of (136) male and female seventh grade students from KhanYuonis city, in Gaza Strip. The sample was divided into (4) groups; (2) males with (75) students and (2) females with (61) . The sample groups were distributed into two experimental and two control groups. The proposed treatment program was applied on the experimental group while the traditional method was used with the control group The researcher used a pre and post test .The results were analyzed using T-test , and One Way ANOVA and others . The study showed that there were statistically significant differences between the experimental male and female group and the control male and female group in favour of the experimental groups due to the implementation of the proposed treatment program .

4. Comments on the studies of the remedial instructions

The studies of Chiu-Ping Huang(2010), Shu-Li Chen et al (2010), Huang (2009), El Attar(2009), Fiqawi (2009), Leake and Lesik (2007), Sheu, Hsu, and Wang (2007), Rusrus (2007), Aragon (2004), Rosenbluth and Michael Reed(2002), Zhai and Skerl (2001), focused on improving the achievement of the low achievers in the English and the Arabic languages and in Math in different stages through using suggested remedial programs and this too supported the importance of the researcher's study that aimed to improve and remedy the writing skills of the low achievers. Results of the previous studies revealed that there was considerable improvement in the low achievers achievement in the concerned subjects due to the use of the various suggested remedial programs.

The researcher benefited a lot from reviewing the related studies which helped in :

- Choosing and designing the tools of the study and the approach .
- Choosing the right statistical treatments for the study.
- Writing the outlines of theoretical framework.
- Justifying the study's results.

These previous studies are considered a guide for the researcher because they help him to design the procedures and the steps of the study, and they especially help in preparing the suggested program and identifying its components.

5. Summary

In this chapter, the researcher provided a relevant review of related literature in terms of the importance of improving the writing skill. The researcher also presented a review of related literature and empirical studies which were applied to show the importance of implementing remedial instruction programs for the improvement of the writing skill in different stages in the educational process .

Chapter III

Research Methodology and Design

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Research Methodology and Design

3.1. Introduction

The purpose of the study is to examine the impact of a suggested remedial program on English writing skills for the seventh grade low achievers in the UNRWA schools in Gaza governorates. This chapter deals with the methodology, design and procedures of the study. It introduces the method, the population, the instrumentation and the data analysis procedures.

3.2. Method

The researcher attempted the experimental and approach where there are two groups of students, an experimental group and a control one. Both groups are pre-tested, and then the experimental group was taught writing according to the techniques of the suggested program while the control group was taught writing using the traditional method. The researcher also used the constructive approach to design the suggested program.

3.3. Variables of the study:

The current study variables were divided as follows:

3.3.1 Independent variable:

The independent variable was represented in the suggested program designed by the researcher.

The dependent variable was the seventh grade low achiever students' writing skill.

3.4. The population:

The population of the study consists of 3400 seventh graders in the UNRWA schools in Rafah governorate for the scholastic year (2009 – 2010), 1650 of them are males and 1750 are females.

3.5. The sample:

The sample of the study consists of (127) seventh grade low achievers students distributed into four groups . Two experimental groups i.e. a male group consisting of (31) students and a female group consisting of (37) students . The others are two control groups i.e. a male group consisting of (25) students and a female group consisting of (34) students. The researcher used the sample from Rafah Prep Boys "E" school and Rafah Prep Girls "D" school. Both are UNRWA schools in Rafah Governorate where two teachers administered the experiment and were helped and guided by the researcher .

The distribution of the sample according to the gender and groups is shown in table (1)

Table: (3.1): Numbers and Percentages of study sample

			Gender		Total
			Male	Female	
Group	Control	N	25	34	59
		%	42.4	57.6	100
	Experimental	N	31	37	68
		%	45.6	54.4	100
Total		N	56	71	127
		%	44.1	55.9	100.

From table(3.2) it can be noted that the male control group consists of 25 students, i.e. (%=42.4),while the female control group consists of 34 students, i.e. (%=57.6) On the other hand the male experimental group consists of 31 students, i.e. (%=45.6),while the female control group consists of 37 students, i.e. (%=54.4) .

The subjects were ranked at school as low achievers . They learned English for seven years since the first grade. They all failed to pass the final unified test in the first term of the scholastic year (2009-2010). Moreover they all are considered as repeaters because they did not pass the final test in the first and second terms of the scholastic year (2008-2009).

3.6. Instruments of the research:

The researcher used two tools in order to achieve the aim of the study which are the remedial program and the pre and post achievement test to find out the impact of implementing the program on the sample of the study . The researcher reviewed the general objectives of the writing skills for the seventh grade students in the English textbook " English for Palestine 7 " which included three main skills: dictation, cohesion and coherence . The main skills were divided into sub skills as follows:

- 1- Using capital letters and punctuation marks namely: period, comma, question mark, quotation mark, colon, apostrophe, and exclamation mark, correctly,
- 2- Arranging scrambled sentences into a coherent paragraph,
- 3- Completing a phrase or sentences by supplying the missing words,
- 4- Writing dictated material correctly using correct punctuation ,
- 5- Writing answers to questions about reading material,
- 6- Combining sentences using connectives,
- 7- Producing a short text in imitation of a model,
- 8- Writing about personal feelings, experience and opinions,
- 9- Making notes about a text,
- 10- Writing post cards, personal letters, and notes,
- 11- Filling in an application form giving essential personal information,
- 12- Transcoding information in diagrammatic display into written text, and
- 13- Revising, editing and rewriting own work.

(English Language curriculum for public schools grade 1- 12. The English Language National Team 1999: 30)

3.6.1. The Pre -Post test:

A pre-post test is prepared by the researcher and a group of experienced teachers to measure the subjects' writing skills . It is used as a pre test applied before the experiment and as a post test applied after the experiment .(Appendix: A.6)

The test aims at measuring the impact of the suggested remedial program on the subjects' English language writing skills . It is built according to the criteria of test

specification. (Appendix: A.4.) The items of the test fell into three scopes, i.e. dictation, cohesion and coherence.

A. Dictation:

This scope includes thirteen items that measure students' dictation skills in accordance with Bloom's Taxonomy.

In knowledge scope, students have to complete words with letters about pictures within four items, and they have to write the plural of irregular nouns within three items.

In the application scope, students have to complete sentences using the opposite of the underlined words within four items.

In the reasoning scope, student have to rewrite pronouns using the short form with in two items.

B. Cohesion :

This scope includes eleven items that measure students' cohesion skill in accordance with Bloom's Taxonomy .

In knowledge scope students have to form new words using suffixes within four items.

In the application scope students have to join sentences using connectors within four items.

In the reasoning scope students have to rearrange letters to make correct words within three items.

C. Coherence :

This scope includes six items that measure students' coherence skill in accordance with Bloom's Taxonomy.

In the application scope, students have to complete a paragraph with suitable pronouns within two items.

In the reasoning scope, students have to use notes to complete a text within four items.

3.6.2. Validity of the test:

Al Agha (1996:p.118) states that a valid test is the test that measures what it is designed to measure. Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has different aspects and assessment

approaches. Statistical validity is used to evaluate instrument validity, which included the internal consistency validity and the content validity. The study used the referee validity and the internal consistency validity .

3.6.2.1. The referee validity:

The test was introduced to a committee of specialists in English language and methodology in Gaza universities, experts and teachers in UNRWA schools (Appendix D) The items of the test were modified according to their recommendations.

3.6.2.2. The content validity:

The test specification was designed according to the general objectives of the content (Appendix A 1), the content analysis (Appendix A.3) and the weight of each sub skill and the objectives of the test . These skills were equally represented in the test specification and therefore their items in the test. The test items for each sub skill accord with the general objectives of the main skill and its nature according to the syllabus .

The researcher referred to the units 13,14,15,16, and 17 concentrating on the writing skill and the three main scopes which are dictation, cohesion and coherence from the seventh grade textbook (English for Palestine 7).

3.6.2.3. The internal consistency validity:

Section No.1:

Table (3.2): Correlation coefficient of each question of section No.1 and the total of this section

No.	Question	Correlation Coefficient	P-Value (Sig.)
1.	Question No.1	0.846	0.000
2.	Question No.2	0.895	0.000
3.	Question No.3	0.671	0.000
4.	Question No.4	0.577	0.000

Correlation is significant at the 0.05 level

Table (3.2) clarifies the correlation coefficient of each question of section No.1 and the total of the section. The p-values (Sig.) are less than 0.05, so the correlation coefficient of this section is significant at $\alpha = 0.05$, so the questions of this section are consistent and valid to measure what they were set for.

Section No.2:

Table (3.3) : Correlation coefficient of each question of section No.2 and the total of this section

No.	Question	Correlation Coefficient	P-Value (Sig.)
1.	Question No.1	0.950	0.000
2.	Question No.2	0.634	0.000
3.	Question No.3	0.889	0.000

Correlation is significant at the 0.05 level

Table (3.3) clarifies the correlation coefficient of each question of section No.2 and the total of the section. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this section are significant at $\alpha = 0.05$, so it can be said that the questions of this section are consistent and valid to be measure what it was set for.

Section No.3:

Table (3.4) Correlation coefficient of each question of section No.3 and the total of this section

No.	Question	Correlation Coefficient	P-Value (Sig.)
1.	Question No.1	0.895	0.000
2.	Question No.2	0.824	0.000
3.	Question No.3	0.612	0.000
4.	Question No.4	0.711	0.000

Correlation is significant at the 0.05 level

Table (3.4): clarifies the correlation coefficient of each question of section No.3 and the total of the section. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this section are significant at $\alpha = 0.05$, so it can be said that the questions of this section are consistent and valid to be measure what it was set for.

Section No.4:

Table (3.5): Correlation coefficient of each question of section No.4 and the total of this section

No.	Question	Correlation Coefficient	P-Value (Sig.)
1.	Question No.1	0.639	0.000*
2.	Question No.2	0.913	0.000*

Correlation is significant at the 0.05 level

Table (3.5) clarifies the correlation coefficient of each question of section No.4 and the total of the section. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this section are significant at $\alpha = 0.05$, so it can be said that the questions of this section are consistent and valid to be measure what it was set for.

Section No.5:

Table (3.6): Correlation coefficient of each question of section No.5 and the total of this section

No.	Question	Correlation Coefficient	P-Value (Sig.)
1.	Question No.1	0.653	0.000
2.	Question No.2	0.778	0.000
3.	Question No.3	0.637	0.000
4.	Question No.4	0.670	0.000

Correlation is significant at the 0.05 level

Table (3.6) clarifies the correlation coefficient of each question of section No.5 and the total of the section. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this section are significant at $\alpha = 0.05$, so it can be said that the questions of this section are consistent and valid to be measure what it was set for.

Section No.6:

Table (3.7) : Correlation coefficient of each question of section No.6 and the total of this section

No.	Question	Correlation Coefficient	P-Value (Sig.)
1.	Question No.1	0.754	0.000
2.	Question No.2	0.727	0.000
3.	Question No.3	0.631	0.000
4.	Question No.4	0.894	0.000

Correlation is significant at the 0.05 level

Table (3.7) clarifies the correlation coefficient of each question of section No.6 and the total of the section. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this section are significant at $\alpha = 0.05$, so it can be said that the questions of this section are consistent and valid to be measure what it was set for.

Section No.7:

Table (3.8): Correlation coefficient of each question of section No.7 and the total of this section

No.	Question	Correlation Coefficient	P-Value (Sig.)
1.	Question No.1	0.781	0.000
2.	Question No.2	0.488	0.000
3.	Question No.3	0.344	0.000

Correlation is significant at the 0.05 level

Table (3.8) clarifies the correlation coefficient of each question of section No.7 and the total of the section. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this section are significant at $\alpha = 0.05$, so it can be said that the questions of this section are consistent and valid to be measure what it was set for.

Section No. 8:

Table (3.9) Correlation coefficient of each question of section No.8 and the total of this section

No.	Question	Correlation Coefficient	P-Value (Sig.)
1.	Question No.1	0.964	0.000
2.	Question No.2	0.964	0.000

Correlation is significant at the 0.05 level

Table (3.9) clarifies the correlation coefficient of each question of section No.8 and the total of the section. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this section are significant at $\alpha = 0.05$, so it can be said that the questions of this section are consistent and valid to be measure what it was set for.

Section No.9:

Table (3.10) Correlation coefficient of each question of section No.9 and the total of this section

No.	Question	Correlation Coefficient	P-Value (Sig.)
1.	Question No.1	0.667	0.000
2.	Question No.2	0.863	0.000
3.	Question No.3	0.847	0.000
4.	Question No.4	0.796	0.000

Correlation is significant at the 0.05 level

Table (3.10) clarifies the correlation coefficient of each question of section No.9 and the total of the section. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this section are significant at $\alpha = 0.05$, so it can be said that the questions of this section are consistent and valid to be measure what it was set for.

3.6.2.4. Validity of whole the test:

Table (3.11) Correlation coefficient of each section and the whole of Test

No.	Field	Correlation Coefficient	P-Value (Sig.)
1.	Section No.1	0.735	0.000
2.	Section No.2	0.659	0.000
3.	Section No.3	0.849	0.000
4.	Section No.4	0.558	0.000
5.	Section No.5	0.678	0.000
6.	Section No.6	0.795	0.000
7.	Section No.7	0.673	0.000
8.	Section No.8	0.605	0.000
9.	Section No.9	0.743	0.000

Correlation is significant at the 0.05 level

Structure validity is the second statistical test that is used to test the validity of the test structure by testing the validity of each section and the validity of the whole test . It measures the correlation coefficient between one section and all the sections of the test that have the same level of likert scale.

Table (3.11) clarifies the correlation coefficient of each section and the whole test The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the sections are significant at $\alpha = 0.05$, so it can be said that the sections are valid to be measured what it was set for to achieve the main aim of the study.

3.6. 3. Reliability of the test:

The test is reliable when it gives the same results if it is reapplied in the same condition (Al Agha,1996: 118). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test was applied on the same sample on two occasions and then the scores obtained by computing a reliability coefficient were compared. The reliability of the test was measured through the Spilt- half methods.

3.6. 3.1 Difficulty Coefficient:

Difficulty coefficient is measured by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994: p.308)

The coefficient of difficulty of each item was calculated according to the following formula:

$$\text{Co. of Difficulty} = \frac{\text{Number of students who gave wrong answers}}{\text{Total number of the students}} \times 100$$

Table (3.12) Difficulty Coefficient

	Total No.	N	%
1	68	38	55.9
2	68	31	45.6
3	68	51	75.0
4	68	53	77.9
5	68	9	13.2
6	68	50	73.5
7	68	23	33.8
8	68	15	22.1
9	68	13	19.1
10	68	27	39.7
11	68	20	29.4
12	68	57	83.8
13	68	44	64.7
14	68	27	39.7
15	68	35	51.5
16	68	38	55.9
17	68	30	44.1
18	68	9	13.2
19	68	14	20.6
20	68	18	26.5
21	68	17	25.0
22	68	39	57.4
23	68	47	69.1
24	68	55	80.9
25	68	45	66.2
26	68	45	66.2
27	68	15	22.1
28	68	14	20.6
29	68	13	19.1
30	68	17	25.0

Applying the formula, the difficulty coefficient of the test items varied between (13.2 / 83.8) with a total mean (44.56) thus, all the items were accepted

3.7. The procedures:

The researcher pursues the following procedures to fulfill the research:

- 1-The related previous studies were reviewed carefully to benefit from their data, procedures, tools, results, and recommendations.
- 2-Preparing the theoretical framework in the light of reviewing the literature review was significant to the researcher.
- 3-Designing the pre - post test, that was refereed by specialists in English language and methodology.
- 4-Applying the pre test to the control and experimental groups.
- 5-Ensuring the validity and reliability of the tools by experts and specialists.
- 6-Designing a suggested remedial program for the writing skills.
- 7- Referring the suggested program .
- 8- Applying the remedial program and follow up the results.
- 9-Applying the post test to the control and experimental groups.
- 10- Analyzing the collected data statistically.
- 11- In the light of analyzing the data I put recommendations and suggestions.

3.8. Statistical analysis Tools:

The researcher used both qualitative and quantitative data analysis methods. The Data analysis was made utilizing SPSS. The researcher utilized the following statistical types:

- 1- The Mann-Whitney is used to examine if there are any significant difference between two averages.
- 2- On the other hand, T. test paired and independent sample was used to measure the statistical differences in mean between the four groups due to the implementation of the remedial program.

3.9. The Suggested Program:

The main components of the program including its objectives, contents, techniques and strategies, timing and the evaluation are presented in this chapter. This chapter also presents the basis on which the program was built on, the practical steps followed by the researcher.

The idea of constructing such a suggested program emanated from the urgent and demanding need for improving the writing skills of the low achievers of the seventh grade students.

The program was designed on the bases of the seventh textbook material. The contents of the program were chosen, organized and modified in accordance with the direction of some language and education specialists (Appendix D). Some considerations were taken into account by them in order to help the program function effectively. Among such serious considerations are: the program's suitability for students' levels and abilities, the language employed in the program, and finally, the educational atmosphere where the program is intended to be implemented .

3.9.1. Definition of the Suggested Program:

Many researchers agreed on similar definitions of the suggested program. They almost have a typical image of what it is meant to be. The main components of the suggested program were similarly described by the researchers as a well-organized series of activities that function together and aim at achieving desirable change in the learners' characters. The program is " a group of well designed activities that aim to develop the knowledge, attitudes and skills of the trainees, promote their competencies, guide their thinking and improve their work performance" (Good, 1998:613).

In addition, AL-Farra (1989:175) defines it as the experiences that are well designed for the purpose of teaching and training through the feature of certain level of performance. It is based on arranged units that include basic elements: importance, goals, and content, learning activities, instructional aids, reference and means of evaluation.

Moreover, Afana (2000:75) defines a program as a well-designed and arranged instructional unit that includes a group of experiences, activities, aids, techniques and means of evaluation for the purpose of developing defined skills.

In the light of the above definition, the researcher defines the program as "a group of well-planned and designed activities that aim to develop the learners' skills by using selected content, instructional aids and constant process of evaluation.

3.9.2. Steps of Constructing Instructional Program

Canale and Swain (1998:33) suggested five steps that make up a model of a good teaching program. Below is a description of these patterns and an explanation of how each step was taken into consideration in building up the suggested program.

3.9.2.1. Diagnosis

Diagnosis means the initial evaluation or assessment of the teaching learning situations. In this stage the teachers attempt to define the students' present state of knowledge, skills, competencies and their needs as a basis to target what is missing and trying to cover it. The researcher's background as a former English teacher and a present school principal about the low level of students in English achievement in general and the writing skills in particular was an initial step and also form a rationale in constructing the suggested program.

3.9.2.2. Preparation

In this step, the teacher get ready for the instructions . The teacher defines the aims of the program, motivates the students and manages the setting for the instruction. In this research, the aims of the program was defined by the researcher taking into account the results of the students in the unified achievement test , selected and organized the content and assigned some techniques and aids to be applied in performing the remedial lessons.

3.9.2.3. Guidance of Learning

The researcher intentionally emphasized different techniques and activities that can provide opportunity for all students to promote their writing skills. In this procedure of learning guidance actual instruction is surely included. It presents information or skills, shows the students how to interact and respond, encourage them to be active with learning situations and monitor their engagement in the presented activities.

3.9.2.4. Evaluation

Evaluation provides a clear picture, through different evaluation techniques, about the progress of both teachers and learners in performing their tasks.

The suggested program included constant process of evaluation through the stages considering the program itself by formative and summative tasks of evaluation.

3.9.2.5. Follow-Up

It is the step of re-organizing the learning experiences with the purpose of production. This final step included activities which help the students to apply the learnt experiences. All units in the suggested program provide several activities for this purpose.

The researcher took into consideration the previous ideas and referred to the educational literature that dealt with similar suggested programs; the researcher came to a conclusion of the basic principles for planning such program as the following:

1. The overall goals and the principles need to be determined of supporting objectives,
2. Selecting a suitable content in view of the objectives,
3. Scheduling the time plan considering the time needed for each unit,
4. Choosing the appropriate teaching approach, strategies and activities in addition to the working team, and
5. Assigning procedures for assessing the students' achievement of the program objectives.

3.9.3 Principles of the Suggested Program

The following principles are considered by the researcher during designing the program :

1. The modern role of the teacher in the age of technology is not merely a collector or a walking encyclopedia, but a guide, a trainer and developer of the students' intellects.
2. The writing skills are down and surely students' achievement is affected. So, writing skill should be focused on.
3. The objectives of the program are designed to enable the students practice and then improve their skills of writing , particularly those important skills which

are also a source of confusion and a reason for the low attainment.

4. The suggested program takes into account the individual differences among learners though all of them are considered to be low achievers.

5. Time planning is a crucial issue in the suggested program.

6. Variety of teaching aids is a must in the suggested program.

7. The suggested program is related to learners' likes and preferences.

8. The researcher depended on two types of evaluation which are the formative and the summative evaluation in attaining the objectives of the program.

3.9.4. Program Construction:

The components of the program were constructed primarily according to the above mentioned basics as follows:

3.9. 4.1. Aims of the Program

The major aim of the suggested program is to improve the students' writing skill through improving the missing skills that form an impediment in the way of students' progress. The specific objectives are determined in the light of the test results, the analysis of the targeted units and by the guidance and consultations of English language and methodology experts, as well as the long experienced English teacher.

At the end of the lessons students are expected be able to:

- 1 -Write dictated words at a reasonable speed correctly,
- 2- Use the prefixes (un) and (dis) to build new words and to form the opposite,
- 3- Complete sentences using the opposite of the underlined words,
- 4- Write the plural of irregular nouns,
- 5- Make one sentence from two using who or which,
- 6-Complete sentences using " who " or "which",
- 7- Complete a paragraph with suitable pronouns,
- 8- Write the short forms of words. e.g. he+is he's,
- 9- Rewrite sentences using the short forms of the underlined words,
- 10- Use notes to complete a text,
- 11- Build words using suffixes, and
- 12- Correct the spelling of words that need suffixes .

3.9.4.2. Content of the Program

The contents of this suggested program were selected with awareness to help in training the students to improve their writing skills through the presented practice. The contents of any educational program are the substance of teaching and they consist of facts, concepts, skills and attitudes. The suggested program consisted of five units, based on the content of grade seven textbook, the program covered twelve lessons. Each lesson was forty-five minutes. The contents and the time of the program are shown in table .(Appendix A.3.)

3.9.4.3. Program Techniques and Activities:

The program techniques and activities were designed in the light of the program's aim and content, the researcher also reviewed the related previous studies in the writing skills to benefit from the various activities used in this program. It is worth mentioning that the researcher adopted a series of techniques and activities that suit the learning atmosphere. Stage one is preparation before class; stage two is classroom teaching; and stage three is learning after class. During these stages, teachers and students set teaching objectives, choose teaching content and design teaching activities mutually (Wolvin and Coakley ,1992). The researcher here planned every item in advanced.

3.9.4.3.1. Pre-writing Activities:

The activities chosen during pre-writing phase may serve as preparation for writing in several ways. During pre-writing the researcher:

Set a purpose or decide in advance what to do,

Set some warming activities,

Decided if more revision of knowledge is needed,

Made students aware of the type of task they will do through presentation, and

Provided opportunities for group or collaborative work.

3.9.4.3.2. While-writing Activities:

While-writing activities relate directly to students' engagement in the task of writing , and students do them during the time decided for practice planning while –writing activities. The researcher kept in mind the following points:

- Giving the student time to practice writing,
- Encouraging students to monitor their writing, and
- Giving an immediate feedback whenever possible.

3.9.4.3.3. Post-writing Activities:

The researcher writes questions on the board and asks students to answer them. Students are also stimulated to talk and actively participate in the task.

Students are asked to check their work.

Students are encouraged to respond to what they wrote .

The teacher evaluate the writing task.

The strategies used should be checked to ensure their appropriateness for the purpose and for the task

3.9.4.3.4. Instructional Aids:

The most important aid in the program were the LCD, pictures and cards of the English alphabet which were essential to save time.

3.9.4.3.5. Evaluation

Evaluation is intended by the evaluator as a basis for improvement the writing skill . It is the process of determining significance or worth, usually by careful appraisal and study. Evaluation is a primary part of any instructional program. It signifies the positive or negative aspects of the program .Simply, the process of evaluation is seen as indicators for teachers and students' success. The suggested program includes two types of evaluation formative and summative. The

researcher believed that they are essential for the instructional program in order to be fruitful to help to find out how good the program components are.

A- Formative Evaluation:

Ongoing evaluation facilitates the teacher's mission and also helps in deciding whether the learning activities are proper or some modifications should be made. Formative evaluation was used to evaluate the students' progress in achieving the learning objectives throughout the unit by immediate feedback

B- Summative Evaluation:

Summative evaluation is designed to evaluate the effectiveness of a program or activity based on the original objectives or for a variety of other purposes. Summative evaluation is a method of judging the worth of a program at the end of the program activities. The focus is on the *outcome* (Bhola, 1990). The researcher used it at the end of each unit to measure the extent of the objectives achieved, therefore the effectiveness of the program.

3.10. Program Validity:

To ensure the program validity, the researcher consulted a number of English Language specialists and educationalists who served in modifying and improving the program through emphasizing the following points:

- The program's components were clear and comprehensive.
- The program matched English language textbook for the seventh grade in the levels and abilities.
- The content is well-ordered and designed according to the specified aims, of the program.
- The sources of the content are remarkable; the content is strongly related to the native speakers' life and was authentic.
- The content meets the individual differences of the students through diversity of activities.
- The materials were chosen carefully to fit some differences between the Arabic

and foreign cultures.

- The techniques and activities are proficient to serve the content and the objectives as well.
- Program's activities were objective and helped the learners to check the extent of their progress.
- Means of evaluation was sufficient and served in checking how much progress the students achieved and also how many objectives are successfully attained.

After consulting the panel of juries, the researcher modified the program in accordance with their advice so the program became valid to be applied

Controlling the variables

To assure the results accuracy and avoid any marginal interference, the researcher tried to control some variables before the study.

Previous learning variable in writing skills :

To make sure that the sample subjects are equivalent in their previous learning variable in writing skills. The researcher applied the pre-test. The results of the subjects were recorded and statistically analyzed using T. test.

3.11.2 Previous perceptions of literacy in writing :

3.11.2 .1.The all two groups:

To make sure that the sample subjects are equivalent in their previous learning variable in writing skills. The researcher applied the pre-test. The results of the subjects were recorded and statistically analyzed using T. test.

Table (3.13): T. test results of controlling previous skills variable in perceptions of literacy in writing.

section	type	N	Mean	Std. Deviation	t	Sig. (2-tailed)	sig. level
Section No.1 Complete the words with letters	Control	59	0.119	0.326	1.318	0.190	not sig.
	Experimental	68	0.206	0.407			
Section No.2 Write the plural of these irregular nouns	Control	59	0.780	0.744	0.573	0.568	not sig.
	Experimental	68	0.853	0.697			
Section No.3 Complete the sentences using the opposite of the underlined words	Control	59	0.271	0.715	1.214	0.227	not sig.
	Experimental	68	0.471	1.072			
Section No.4 Rewrite using the short forms as shown in the example	Control	59	0.017	0.130	0.100	0.920	not sig.
	Experimental	68	0.015	0.121			
Section No.5 Make new words using r - er - or - ly	Control	59	0.797	1.063	0.557	0.579	not sig.
	Experimental	68	0.912	1.243			
Section No.6 Join the sentences using the words in the brackets	Control	59	0.288	0.872	0.481	0.631	not sig.
	Experimental	68	0.221	0.709			
Section No.7 Rearrange the letters to make correct words	Control	59	0.068	0.254	0.423	0.673	not sig.
	Experimental	68	0.088	0.286			
Section No.8 Complete this paragraph with the suitable pronoun	Control	59	0.000	0.000	1.637	0.104	not sig.
	Experimental	68	0.044	0.207			
Section No.9 Complete the paragraph with information from the table	Control	59	1.424	1.465	0.393	0.695	not sig.
	Experimental	68	1.529	1.550			
Average total score	Control	59	3.763	2.830	1.092	0.277	not sig.
	Experimental	68	4.338	3.069			

“t” table value at (125) d f. at (0.05) sig. level equal 1.96

“t” table value at (125) d f. at (0.01) sig. level equal 2.58

Table (3.13) The "t" indicates that there are no statistical significant differences among the experimental and the control group at (0.05) level in perceptions of literacy.

3.11.2.2 Male before:

Table (3.14): Mann-Whitney results of controlling previous skills variable in perceptions of literacy in writing

section	type2	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig. value	Sig. level
Section No.1 Complete the words with letters	control male	25	28.860	721.50	378.50	0.277	0.782	not sig.
	experimental male	31	28.210	874.50				
	Total	56						
Section No.2 Write the plural of these irregular nouns	control male	25	25.440	636.00	311.00	1.417	0.156	not sig.
	experimental male	31	30.968	960.00				
	Total	56						
Section No.3 Complete the sentences using the opposite of the underlined words	control male	25	27.560	689.00	364.00	0.868	0.386	not sig.
	experimental male	31	29.258	907.00				
	Total	56						
Section No.4 Rewrite using the short forms as shown in the example	control male	25	29.120	728.00	372.00	1.114	0.265	not sig.
	experimental male	31	28.000	868.00				
	Total	56						
Section No.5 Make new words using r -er - or - ly	control male	25	26.220	655.50	330.50	1.637	0.102	not sig.
	experimental male	31	30.339	940.50				
	Total	56						
Section No.6 Join the sentences using the words in the brackets	control male	25	28.140	703.50	378.50	0.380	0.704	not sig.
	experimental male	31	28.790	892.50				
	Total	56						
Section No.7 Rearrange the letters to make correct words	control male	25	27.740	693.50	368.50	0.584	0.559	not sig.
	experimental male	31	29.113	902.50				
	Total	56						
Section No.8 Complete this paragraph with the suitable pronoun	control male	25	27.000	675.00	350.00	1.585	0.113	not sig.
	experimental male	31	29.710	921.00				
	Total	56						
Section No.9 Complete the paragraph with information from the table	control male	25	27.260	681.50	356.50	0.531	0.595	not sig.
	experimental male	31	29.500	914.50				
	Total	56						
Average total score	control male	25	25.280	632.00	307.00	1.349	0.177	not sig.
	experimental male	31	31.097	964.00				
	Total	56						
	experimental male	31	28.210	874.50				
	Total	56						

Table (12) The " Mann-Whitney U" indicates that there are no statistical significant differences among the experimental and the control group at (0.05) level in all sections and the average total score.

3.11.2.3 Female before:

Table (3.15) T. test results of controlling previous skills variable in perceptions of literacy in writing .

	Type	N	Mean	Std. Deviation	t	Sig. (2-tailed)	sig. level
Section No.1 Complete the words with letters	control female	34	0.118	0.327	1.872	0.065	not sig.
	experimental female	37	0.297	0.463			
Section No.2 Write the plural of these irregular nouns	control female	34	1.029	0.717	0.014	0.989	not sig.
	experimental female	37	1.027	0.726			
Section No.3 Complete the sentences using the opposite of the underlined words	control female	34	0.441	0.894	0.719	0.475	not sig.
	experimental female	37	0.622	1.187			
Section No.4 Rewrite using the short forms as shown in the example	control female	34	0.000	0.000	0.958	0.341	not sig.
	experimental female	37	0.027	0.164			
Section No.5 Make new words using r -er – or - ly	control female	34	1.324	1.093	0.547	0.586	not sig.
	experimental female	37	1.486	1.387			
Section No.6 Join the sentences using the words in the brackets	control female	34	0.441	1.078	0.501	0.618	not sig.
	experimental female	37	0.324	0.884			
Section No.7 Rearrange the letters to make correct words	control female	34	0.059	0.239	0.086	0.932	not sig.
	experimental female	37	0.054	0.229			
Section No.8 Complete this paragraph with the suitable pronoun	control female	34	0.000	0.000	.	.	not sig.
	experimental female	37	0.000	0.000			
Section No.9 Complete the paragraph with information from the table	control female	34	1.471	1.502	0.031	0.976	not sig.
	experimental female	37	1.459	1.556			
Average total score	control female	34	4.882	3.043	0.545	0.588	not sig.
	experimental female	37	5.297	3.349			

“t” table value at (69) d f. at (0.05) sig. level equal 2.00

“t” table value at (69) d f. at (0.01) sig. level equal 2.66

Table (3.15) The "t" indicates that there are no statistical significant differences among the experimental and the control group at (0.05) level in perceptions of literacy.

The results of the previous tables assure that the sample subjects of the study are equivalent in their previous learning variable in writing skills. This helped the to confirm the results accuracy and avoid any marginal interference.

3.12. Summary

This chapter dealt with methodology of the study. It described how the research was conducted, the instruments used, how the data were collected, recorded and analyzed and how validity and reliability of the data were assured. At first, the researcher presented the population distribution and presented the sample of the study in accordance with the study variables. In addition, the validity and reliability of the tools used were tested. Finally, the researcher detailed the procedures in performing the study.

Chapter IV

Data Analysis and Results

Chapter IV

Data Analysis and Results

4.1. Introduction:

This chapter introduces the results of the study as in the form of statistical tables in addition to the analysis of the results in the light of the hypotheses of the study.

4.2. Testing the hypotheses:

Three major statistical hypotheses were formulated from the research questions:

4.2.1. The First hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) between the average scores in the post test of the male experimental group and those of their counterparts in the control group in favour of the former.

Table (4.1): Mann-Whitney results skills variable in all sections and the average total degree for male groups

section	type2	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig. value	Sig. level
Section No.1 Complete the words with letters	control male	25	16.140	403.50	78.50	5.400	0.000	sig. at 0.01
	experimental male	31	38.468	1192.50				
	Total	56						
Section No.2 Write the plural of these irregular nouns	control male	25	14.540	363.50	38.50	6.039	0.000	sig. at 0.01
	experimental male	31	39.758	1232.50				
	Total	56						
Section No.3 Complete the sentences using the opposite of the underlined words	control male	25	13.000	325.00	0.00	6.769	0.000	sig. at 0.01
	experimental male	31	41.000	1271.00				
	Total	56						
Section No.4 Rewrite using the short forms as shown in the example	control male	25	22.620	565.50	240.50	3.069	0.002	sig. at 0.01
	experimental male	31	33.242	1030.50				
	Total	56						
Section No.5 Make new words using r -er - or - ly	control male	25	16.640	416.00	91.00	5.340	0.000	sig. at 0.01
	experimental male	31	38.065	1180.00				
	Total	56						
Section No.6 Join the sentences using the words in the brackets	control male	25	16.000	400.00	75.00	5.769	0.000	sig. at 0.01
	experimental male	31	38.581	1196.00				
	Total	56						

Section No.7 Rearrange the letters to make correct words	control male	25	21.220	530.50	205.50	3.627	0.000	sig. at 0.01
	experimental male	31	34.371	1065.50				
	Total	56						
Section No.8 Complete this paragraph with the suitable pronoun	control male	25	19.500	487.50	162.50	4.550	0.000	sig. at 0.01
	experimental male	31	35.758	1108.50				
	Total	56						
Section No.9 Complete the paragraph with information from the table	control male	25	13.000	325.00	0.00	6.901	0.000	sig. at 0.01
	experimental male	31	41.000	1271.00				
	Total	56						
Average total score	control male	25	13.000	325.00	0.00	6.624	0.000	sig. at 0.01
	experimental male	31	41.000	1271.00				
	Total	56						

In table (4.1) " Mann-Whitney U" indicates that there are statistical significant differences among the experimental male and the control male group at (0.05) level in all sections and the average total score.

Table (4.1) shows that the mean rank total score in the writing skills in the post test for the male control group = 13.00 and mean rank total score in the writing skills in the post test for the male experimental group = 41.00. The p-value (Sig.) = 0.000 which is smaller than the level of significance ($\alpha = 0.01$), it is concluded that there is significant difference in the average total score in the writing skills in the post test between the male experimental group and the male control group . In addition, the average total score in the writing skills in the post test for the male experimental group is significantly greater than that of the male control group. As a result the first hypothesis is accepted.

4.2.2. The second hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) between the average scores in the post test of the female experimental group and those of their counterparts in the control group in favour of the former.

Table (4.2): T. test for female control group and experimental group

section	type	N	Mean	Std. Deviation	t	Sig. (2-tailed)	Sig. level
Section No.1 Complete the words with letters	control female	34	0.000	0.000	4.812	0.000	sig. at 0.01
	experimental female	37	0.676	0.818			
Section No.2 Write the plural of these irregular nouns	control female	34	0.382	0.697	5.718	0.000	sig. at 0.01
	experimental female	37	1.595	1.040			
Section No.3 Complete the sentences using the opposite of the underlined words	control female	34	0.000	0.000	12.649	0.000	sig. at 0.01
	experimental female	37	2.486	1.146			
Section No.4 Rewrite using the short forms as shown in the example	control female	34	0.000	0.000	4.096	0.000	sig. at 0.01
	experimental female	37	0.486	0.692			
Section No.5 Make new words using r-er – or - ly	control female	34	0.000	0.000	8.270	0.000	sig. at 0.01
	experimental female	37	2.189	1.543			
Section No.6 Join the sentences using the words in the brackets	control female	34	0.000	0.000	17.131	0.000	sig. at 0.01
	experimental female	37	3.432	1.168			
Section No.7 Rearrange the letters to make correct words	control female	34	0.000	0.000	4.044	0.000	sig. at 0.01
	experimental female	37	0.757	1.090			
Section No.8 Complete this paragraph with the suitable pronoun	control female	34	0.000	0.000	2.665	0.010	sig. at 0.01
	experimental female	37	0.324	0.709			
Section No.9 Complete the paragraph with information from the table	control female	34	0.000	0.000	12.941	0.000	sig. at 0.01
	experimental female	37	2.811	1.266			
Average total score	control female	34	0.382	0.697	17.130	0.000	sig. at 0.01
	experimental female	37	14.757	4.844			

“t” table value at (69) d f. at (0.05) sig. level equal 2.00

“t” table value at (69) d f. at (0.01) sig. level equal 2.66

In table (4.2) "t" indicates that there are statistical significant differences among the experimental female and the control female group at (0.05) level in all sections.

Table (4.2) shows that the average total score in the writing skills in the post test for the female control group = 0.382 and average total score in the writing skills in the post test for the female experimental group = 14.757. The p-value (Sig.) = 0.000 which

is smaller than the level of significance ($\alpha = 0.01$), it is concluded that there is significant difference in the average total score in the writing skills in the post test between the female experimental group and the female control group. In addition, the average total score in the writing skills in the post test for the female experimental group is significantly greater than the female control group. As a result the second hypothesis is accepted. This shows that there is a good impact of the remedial program on the experimental groups.

4.2.3. The third hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) between the average scores in the post test of the male and female experimental groups and those of their counterparts in the control groups in favour of the former.

Table (4.3): T. test for control groups and experimental groups

	Type	N	Mean	Std. Deviation	t	Sig. (2-tailed)	sig. level
Section No.1 Complete the words with letters	Control	59	0.102	0.443	7.135	0.000	sig. at 0.01
	Experimental	68	1.456	1.398			
Section No.2 Write the plural of these irregular nouns	Control	59	0.322	0.628	10.216	0.000	sig. at 0.01
	Experimental	68	1.794	0.939			
Section No.3 Complete the sentences using the opposite of the underlined words	Control	59	0.017	0.130	20.590	0.000	sig. at 0.01
	Experimental	68	2.897	1.067			
Section No.4 Rewrite using the short forms as shown in the example	Control	59	0.034	0.183	5.266	0.000	sig. at 0.01
	Experimental	68	0.515	0.680			
Section No.5 Make new words using r -er - or - ly	Control	59	0.051	0.391	10.939	0.000	sig. at 0.01
	Experimental	68	2.250	1.500			
Section No.6 Join the sentences using the words in the brackets	Control	59	0.000	0.000	16.925	0.000	sig. at 0.01
	Experimental	68	3.147	1.427			
Section No.7 Rearrange the letters to make correct words	Control	59	0.034	0.183	5.830	0.000	sig. at 0.01
	Experimental	68	0.926	1.163			
Section No.8 Complete this paragraph with the suitable pronoun	Control	59	0.000	0.000	5.636	0.000	sig. at 0.01
	Experimental	68	0.676	0.921			
Section No.9 Complete the paragraph with information from the	Control	59	0.000	0.000	21.006	0.000	sig. at 0.01
	Experimental	68	3.132	1.145			

table							
Average total score	Control	59	0.559	0.969	22.534	0.000	sig. at 0.01
	Experimental	68	16.794	5.456			

“t” table value at (125) d f. at (0.05) sig. level equal 1.96

“t” table value at (125) d f. at (0.01) sig. level equal 2.58

In table (4.3) "t" indicates that there are statistical significant differences among the experimental and the control group at (0.05) level in all sections and the average total score. The average total score in the writing skills in the post test for the control groups = 0.559 and average total score in the writing skills in the post test for the experimental groups = 16.794. The p-value (Sig.) = 0.000 which is lower than the level of significance ($\alpha = 0.01$), it is concluded that there is significant difference in the average total score in the writing skills in the post test between the male and female experimental groups and the male and female control groups. In addition, the average total score in the writing skills in the post test for the experimental groups is significantly higher than that of the control groups. As a result the third hypothesis is accepted.

4.3 Summary

This chapter dealt with the results of the study. The study results were handled in the light of the study hypotheses.

Chapter V

Findings: Discussion,

Conclusion

and Recommendation

Chapter V

Findings: Discussion , Conclusion and Recommendation

5.1. Introduction:

In the light of educational literature reviewed throughout the study, and in the light of the practical application of the tool of the study ,this chapter aims at discussing and interpreting the results. This study has been accomplished through five chapters that aimed to examine the impact of the suggested remedial program in English writing skills for the seventh grade low achievers in the UNRWA schools in Rafah Governorate.

5.2 Findings

Based on the statistical results of this study the following findings were observed :

1- There were statistically significant differences in the writing skills scores of the male experimental group and the male control group in the post test. Differences were recorded in favour of the experimental group . This indicates that the suggested program has a valuable effect on the writing skills of the seventh grade low achievement students of the target experimental group.

2- There were statistically significant differences in the writing skills scores of the female experimental group and the female control group in the post test. Differences were recorded in favour of the experimental group. This indicates that the suggested program has a valuable effect on the writing skills of seventh grade low achievers students of the experimental group.

3. There were significant differences between the average total score in the post test of the (male and female) experimental groups and (male and female) control groups in favour of the experimental groups .

5.3. Discussion

The current study aimed at examining the impact of a suggested remedial program in English writing skills for the seventh grade low achievers in the UNRWA schools in the Rafah Governorate . As a result of the extensive literature review as well as the test conducted, the researcher attempted the constructive approach and the quasi-experimental approach to examine the research questions and hypotheses. The study was conducted on two experimental groups of thirty seven female students and thirty one male students of the seventh grade low achievers in the UNRWA schools in Rafah Governorate. Data were collected through testing the target groups before and after the implementation of the program. The results of the pre and post tests were recorded and statistically analyzed.

5.3.1. Answer of the first question

The famous Chinese proverb says "Don't give me a fish, but teach me how to fish" perhaps proved true in language teaching. But how do we go about teaching our students the language skills so that they become more interested in learning the language? Also how do we maintain their interest in language learning when English is not seen as important for their immediate needs other than to pass the examinations? The suggested program is constructed to enhance the seventh graders abilities in English language and to remedy their writing skills. The first question of the study was about the format of the suggested remedial program in English writing skills for the seventh grade low achievers in the UNRWA schools in Rafah?

The contents of this suggested program were selected from the seventh grade textbook then the writing skills planned to be taught in the targeted units were chosen, designed, and introduced in a new way . The idea of constructing such a suggested program emanated from the urgent need for helping the low achievers in the English language and to improve their writing skills. The contents of the suggested program were chosen, organized and modified after consulting a group of language and education specialists in the UNRWA and other educational institutions . Those helped the researcher to get insights for building the program. Some considerations were taken into account by them in order to help the program function effectively,

among such serious considerations were the program's and the language employed in the program suitability to students' levels and abilities.

The program consisted of (5) units. It was covered over 12 sessions , each session is forty-five minutes. It was implemented in the second semester of the academic year 2009- 2010 in two schools in the Rafah Governorate in two schools: a female school and a male school . The researcher introduced twelve lessons with different activities and instructional techniques. There were also different types of evaluation, namely the formative and the summative evaluation. The program was implemented on the study sample (sixty eight students) after the pretest, then the post test was applied after the program application and students' results were recorded and analyzed. Results showed a notable improvement in students' writing skills .

5.3.2.The Discussion of the Results of the second question:

What is the impact of the remedial program on English writing skills for the seventh grade low achievers in the UNRWA schools in Rafah ?

This question will be answered in the light of the results of the study hypotheses.

5.3.3. Results of the first hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) between the average scores in the post test of the male experimental group and those of their counterparts in the control group in favour of the former.

To test this hypothesis, Mann-Whitney test was used. Table (4.1) shows that there is significant difference between the average total score of male control group and male experimental group and the average total score of male experimental group is significantly greater than that of male control group. Hence there is statistically significant difference in the writing skills scores of the male experimental group and the male control group in the post test. Differences were recorded in favour of the post test. This indicates that the suggested program has a valuable effect on the writing skills of the seventh grade low achiever. Moreover, this proves the researcher's

point of view that the remedial program could provide the students with a lot of supported writing skills which are positive elements to help the low achievers to understand the task and to grasp the best ways and information to complete the task in the correct manner. The program helped the male students in the experimental group to increase their abilities in fulfilling the task in the correct way and that causes self-confidence and encourages the low achievers to improve themselves to overcome their weaknesses and to improve their writing skill in particular and their achievement in general.

The results agreed with almost most of the previous studies. It agreed with the results of Naeem (2007). The findings of the study showed that the suggested CALL program developed the learners' components of writing mechanics (Punctuation marks, Capitalization and Spelling). Moreover, it agreed with the results of Gouty and Lid (2002) study which indicated an increase in the students' use of grammar and vocabulary due to the implementation a program to improve the students' writing ability, and with Kowalewski et al.(2002) in which the results of showed a marked improving in students writing. The students showed greater ability to communicate more effectively through their writing at the end of the program.

The results of the study are the same like Bartscher et al. (2001) that revealed the effect of a program for students in the grades four, seventh and eighth who suffered from low achievement in writing, Bassett et al (2001) That designed another program for improving writing skills, Harrington et. al (1998) aimed that revealed the effect of a program for increasing student skills in writing, Cumberworth and Hunt (1998) that revealed the effect of a program for improving middle school writing skills and their attitudes toward writing.

It also agreed with the results of some studies that tried to find out the effects of remedial programs on the students' achievement such as: Huang (2010) this study show that the English remedial instruction was effective and beneficial to low English achievers as students made a significant progress in grammar and vocabulary learning, Shu-Li Chen et al (2006), who proved that their reading remedial program for the second and third grade underachieving aboriginal students in Taiwan has a good impact on them.

Moreover the study agreed with other studies which proved that remedial programs can improve the students achievement and have good impact on the subjects of the study such as Zhai and Skerl (2001), Sheu, Hsu, and Wang (2007), Rusrus(2007) El Attar (2009 and Fiqaawi (2009).

5.3.4. Results of the second hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) between the average scores in the post test of the female experimental group and those of their counterparts in the control group in favour of the former.

To test this hypothesis, T. test was used. Table (4.2) shows that there is significant difference in the average total score in the writing skills in the post test between the female experimental group and the female control group . In addition, the average total score in the writing skills in the post test for the female experimental group is significantly greater than the female control group. This shows that there are statistically significant differences in the writing skills scores between the female experimental group and the female control group in post test. Differences were recorded in the favour of the post test of the experimental group . This indicates that the suggested program has valuable effect on the writing skills of the seventh grade low achievement students of the female experimental group.

This result agreed with the studies of Hopkins (2002), Rusrus (2007) and Fiqaawi (2009) whose female subjects showed good improvement in their learning ability and skill due to the implementation of remedial programs.

5.3.5. Results of the third hypothesis :

There are statistically significant differences at ($\alpha \leq 0.05$) between the average scores in the post test of the male and female experimental groups and those of their counterparts in the control groups in favour of the former.

To test this hypothesis, T. test was used. In Table (4.3) the "t" indicates that there are statistical significant differences among the experimental and the control groups at (0.05) level in all sections and the average total score and that the average total score in the writing skills in the post test for the male and female control group = 0.559 and average total score in the writing skills in the post test for the male and

female experimental group = 16.794. The p-value (Sig.) = 0.000 which is lower than the level of significance ($\alpha = 0.01$), it is concluded that there is significant difference in the average total score in the writing skills in the post test between the male and female experimental group and the male and female control group. In addition, the average total score in the writing skills in the post test for the experimental group is significantly higher than that of the control group. As a result, this shows that there is a good impact of the remedial program on the experimental group. This indicates that the suggested program has a valuable effect in improving the writing skills of the students of the seventh grade low achievers.

This agreed with the studies of Cumberworth and Hunt (1998), Harrington et al (1998), Bassett et al (2001), Zhai and Skerl (2001), Bartscher et al. (2001), Kowalewski et al.(2002), Gouty and Lid (2002),Shu-Li Chen et al (2006), Rusrus (2007), Sheu, Hsu and Wang (2007), El Attar (2009), Fiqawi (2009), and Huang (2010) as all studies showed statistical significant differences among the experimental and the control groups at (0.05) in favour of the experimental groups.

This also proves that the well organized activities in the program could successfully share in helping the students to analyze the task and perform well after having enough time for mastering the needed writing skills. The researcher believes that giving especial time for the experimental group could the low achievers to comprehend what the teacher explained and that help them to do the needed task correctly. The researcher thinks that if low achievers were given especial remedial lessons that go side by side with the curriculum, they will perform more effectively in the given tasks.

Finally the researcher proved that the remedial program succeeded in providing the experimental groups with the needed skills to carry out the required task, which appeared clearly in the average of the total score differences between the pre test and the post test. The skills which the low achiever students learnt and practiced could provide them with efficient awareness to help them get rid of their points of weakness in the writing skill. On the other hand the training which the experimental groups received has a positive impact on their performance in the post test. The remedial program provided them with efficient and precious time with their teachers to ask and to express

themselves without tension or any embarrassment which they experience in the normal English classes.

Moreover, the special treatment motivated and energized the students' desire to enhance themselves in learning what they think is difficult, help them overcome some of their learning problems and rebuild information correctly. This special treatment and the suggested remedial program gave the experimental groups a good chance to be so close to the teacher who gave each one of them time, help and special care.

5.4.Conclusion:

Based on the findings derived from the results of this experimental study the following conclusions were reached:

The purpose of the study was to examine the impact of a suggested remedial program on English writing skills for the seventh grade low achievers at UNRWA schools in Rafah governorate . The statistical treatments which were used in the study indicated that the differences between the means of the experimental group before and after implementing the suggested program are statistically significant at level ($\alpha \leq 0.05$). In other words the use of the suggested program in the remedy of the weakness of the writing skills of the low achievers had a significant impact on the students.

The effect of the program on performance of the experimental group may be due to various techniques and activities which were used in the program. This also helped students to do better at learning the writing skills. The use of the program with its techniques and activities could have been affected the students' motivation and interest which could also have reflected on their willingness to learn.

5.4.1.Pedagogical Implications

The current study suggests a number of pedagogical implications that English Language teachers at UNRWA and public schools should stick on when teaching the writing skill lessons those are:

1. Teachers should be aware of the special needs of the low achievers and have to work hard with them if they want the students to get better and improve the students abilities in the writing skills; it will surely be a hard task if it is left to the students autonomously.
2. Teachers should raise the awareness of students towards the importance of the writing skills and help them acquire the skill and remedy continuously the defects and weakness that are found throughout the lessons and the school year.
3. The more exposure to authentic graded context and exercises, the more interaction can be seen among the learners.
4. Special considerations should be taken into account by the teacher in terms of planning and preparing the exercises and texts to the intended teaching lessons when they teach the low achievers.
5. Teachers should be more tolerant with students' errors to decrease their anxiety and he should encourage and motivate the students all the time to make them self confident in their abilities.
6. Monitoring the students' work and the extent of their interaction with the exercises is a key task by the teacher in order to find out any difficulty that may hinder students' learning.
7. There should be a clear mission for the students in each writing skill activity.
8. Teachers must be fully aware of the importance of the proper space given to each activity.
9. Teachers should be active and encourage students for more training and remedy works and always give them additional work at home to follow up.

10. Teacher should make sure that students are aware of the task they are going to do .

11. There must be a series of remedial programs to cover different writing weakness , which makes the students practice the writing skills regularly.

5.5. Recommendations:

In the light of the study results, and based on the lengthy investigation of the writing skills importance and its requirements, the researcher offers some recommendations to develop the writing skill. The researcher's recommendations are given to :

1- The teachers:

Teachers are recommended to :

- 1- Organize effective teaching strategies in the light of implementing a remedial program and they should adopt up-to-date strategies of teaching writing and other skills.
- 2- Read and search for useful writing remedial approaches to help in avoiding time hinder while teaching writing lessons.
- 3- Use collaborative learning, pair work and group work techniques in the writing lesson to help students exchange their ideas and help each other.
- 4- Provide students with frequent feedback, including positive reinforcement, suggestions and advice.
5. Encourage the students to overcome hesitation and psychological factors i.e. low self-esteem, lack of motivation and conflict of values that affect their competence.
6. Encourage students to practice the writing skills inside and outside the classroom, which leads to the command of writing.

7- Focus on the conventions of writing i.e. clarity, coherence, cohesion, handwriting, spelling and punctuation.

8. Exchange experience in peer coaching by exchanging classroom visits among teachers, inside and outside the one school.

9. Cooperate with each other to solve the problem of low achievers.

2- School administrators:

School administrators are recommended to :

1. Modify, organize and enrich English Language with remedial activities.
2. Make it possible for the low achievers to attend the classes away from the others with different content remedial materials .
3. Provide an extra period to the weekly English periods for writing practice and remediation.

3-The supervisors :

Supervisors are recommended to:

- 1- Help conduct training courses for their teachers to enhance implementing remedial programs.
2. Prepare and distribute instructional materials that increase teachers' awareness of how to teach the writing skills for low achievers.
- 3- Prepare and distribute remedial materials which include graded exercises to make the learning process more effective .
4. Urge the teachers to use various techniques and activities which are profitable for more productive achievement.

4- Parents:

Parents are recommended to :

1. Monitor the progress of their children in learning the English Language in general and writing in particular.
2. Help their children in the daily homework and assignments.
3. Encourage their children to learn and practice English at home.

5.6 .Recommendations for Further Studies

The researcher offers the following suggestions for further studies:

1. Evaluating writing courses in the light of the important skills determined by specialists.
2. Conducting studies related to other skills of writing .
3. Conducting studies related to writing strategies.

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APPENDIX (A)

TOOLS OF THE STUDY

APPENDIX (A.1)

The general objectives of the writing skills for the seventh grade students in the English textbook "English for Palestine "

They include three main skills dictation, cohesion and coherence .

The main skills are divided into sub skills as follows:

- 1- Use capital letters and punctuation (period, comma, question mark, quotation mark, colon, apostrophe, and exclamation mark) correctly.
- 2- Arrange scrambled sentences into a coherent paragraph.
- 3- Complete a phrase or sentences by supplying the missing words.
- 4- Write dictated material correctly using correct punctuation .
- 5- Writing answers to questions about reading material.
- 6- Combine sentences using connectives.
- 7- Produce a short text in imitation of a model.
- 8- Write about personal feelings, experience and opinions.
- 9- Make notes about a text.
- 10- Write post cards, personal letters, and notes.
- 11- Fill in an application form giving essential personal information.
- 12- Transcode information in diagrammatic display into written text.
- 13- Revise, edit and rewrite own work.

(English Language curriculum for public schools grade 1- 12. The English Language National Team 1999.p.30)

APPENDIX (A.2)

The specific objectives of the content for the writing skill for
Units (13,14,15,16,17)

At the end of the units students are supposed to :

Make one sentence from two using who or which .

Use the dictionary to identify adjectives .

Complete sentences using " who " or "which".

Choose adjectives to complete a story .

Use pronouns to develop paragraphs.

Complete a paragraph with suitable pronouns.

Write the short forms of words. E.g. he+is he's.

Rewrite sentences using the short forms of the underlined words.

Complete a table finding words that starts with the letters (b , s , t).

Make a list in groups about what they can do to help the environment

Develop their list into short notes.

Use notes to complete a text.

Work out crosswords puzzle.

Build words using suffixes

Correct the spelling of words that need suffixes .

Use the pre fixes (un) and (dis) to build new words and to make opposite.

Make sentences using words with prefixes.

Complete sentences using the opposite of the underlined wor

APPENDIX (A.3)

The content Analysis

The analysis of writing skills for the units of seventh grade textbook

Units (13,14,15,16,17)

Unit	Lesson	Skills	Objectives	Key structures	Key words
13	4	Writing Dictation Dictation Cohesion Cohesion Cohesion Dictation	- To write dictated words (knowledge) -To complete words wit the missing letters. -To Use the prefixes (un) and (dis) to build new words and to make opposite .(Application and Knowledge) - To Make sentences using words with prefixes . (Application) - To Complete sentences using the opposite of the underlined words .(Reasoning) - To Write the plural of irregular nouns .(knowledge)	"But " Huda's bedroom is tidy , but Majed's is untidy . I like tea but I dislike coffee .	Prefix- healthy – tidy – common – mice – children – teeth – feet
14	4	Writing Cohesion Cohesion	-To Make one sentence from two using who or which .(Application) -To Complete sentences using " who " or "which". (Application)	The connectors (who) and (which):- I talked to the teacher who did the experiment . I did an experiment which went wrong A sunny day / A thick forest /	Adjectives – experiment – attack – boring – intelligent

Unit	Lesson	Skills	Objectives	Key structures	Key words
15	4	Writing Dictation Coherence Cohesion Dictation Dictation	<ul style="list-style-type: none"> - To write dictated words (knowledge) -To use pronouns to develop paragraphs. (Reasoning) -To complete a paragraph with suitable pronouns. (Application) -To write the short forms of words. E.g. he+is he's. (knowledge) -To rewrite sentences using the short forms of the underlined words. 	Past simple tense: He started to do this. He played the first guitar. The bought the guitars.	Guitar – guitarist – amazed – factory – glass making – artist – antelope.
16	4	Writing Dictation Dictation Coherence	<ul style="list-style-type: none"> - To write dictated words(knowledge) -To use notes to complete a text. (Reasoning.) 	Imperatives: Reduce the amount of water. Reuse the water from washing plates in the garden. Recycle old paper.	Developing – reduce – reuse – recycle – protect – environment – amount
17	4	Writing Dictation Cohesion Dictation	<ul style="list-style-type: none"> - To write dictated words(knowledge) - To build words using suffixes. (knowledge) - To correct the spelling of words that need suffixes . (Application) 	Present perfect : Jamal has been to	Wood carver – dancer – swimmer

Table (3.12) Content and the timetable of the Program

unit	week	lesson	Content	objectives	Key words	AVM	Time
13	One	1-2	Who's polluting our world	By the end of this lesson , students are expected to be able to: -Write dictated words at a reasonable speed correctly. - Use the prefixes (un) and (dis) to build new words and to make opposite - Complete sentences using the opposite of the underlined words . - Write the plural of irregular nouns	Prefix- healthy – tidy –mice – children – teeth – feet - pollution	flash cards - cards - pictures - worksheet	45min each lesson
	Two	3-4					
14	three	5-6	Let's experiment!	By the end of this lesson , students are expected to be able to: -write dictated words at a reasonable speed correctly. - make one sentence from two using who or which -complete sentences using " who " or "which".	adjectives – experiment – recycle - intelligent	flash cards - cards - pictures - worksheet	45min each lesson

15	four	7-8	Hebron glass	By the end of this lesson , students are expected to be able to: -write dictated words at a reasonable speed correctly. - complete a paragraph with suitable pronouns. - write the short forms of words. E.g. he+is he's. (Application.) - rewrite sentences using the short forms of the underlined words.	guitar- amazed- factory – artist – glass making – plastic	flash cards - cards - pictures - worksheet	45min. each lesson
16	Five	9-10	Think global, act local	By the end of this lesson , students are expected to be able to: -write dictated words at a reasonable speed correctly. - use notes to complete a text.	reduce – reuse – protect – amount - environme nt	flash cards - cards - pictures - worksheet	45min each lesson
17	Six	11-12	Arts and crafts of Palestine	By the end of this lesson , students are expected to be able to: -write dictated words at a reasonable speed correctly. - build words using suffixes. - correct the spelling of words That need suffixes	wood – carver – dancer – swimmer	flash cards - cards - pictures - worksheet	45min each lesson

APPENDIX (A.4)

English Language

Structured table of Test Specification seventh Grade Test for the suggested program 2010

Bloom Level Skill weight	Knowledge	Application	Reasoning	Total
Dictation 47%	$\frac{30 \times 62 \times 47}{100 \times 100} = 7 \text{ Qs}$ $(30 \times 7) \div 30 = \underline{7\text{Pts}}$	$\frac{30 \times 25 \times 47}{100 \times 100} = 4 \text{ Qs}$ $(30 \times 4) \div 30 = \underline{4\text{Pts}}$	$\frac{30 \times 13 \times 47}{100 \times 100} = 2 \text{ Qs}$ $(30 \times 2) \div 30 = \underline{2\text{Pts}}$	<u>13Pts</u>
Cohesion 35%	$\frac{30 \times 34 \times 35}{100 \times 100} = 4 \text{ Qs}$ $(30 \times 4) \div 30 = \underline{4\text{Pts}}$	$\frac{30 \times 34 \times 35}{100 \times 100} = 4 \text{ Qs}$ $(30 \times 4) \div 30 = \underline{4\text{Pts}}$	$\frac{30 \times 33 \times 35}{100 \times 100} = 3 \text{ Qs}$ $(30 \times 3) \div 30 = \underline{3\text{Pts}}$	<u>11Pts</u>
Coherence 18%	-----	$\frac{30 \times 34 \times 18}{100 \times 100} = 2 \text{ Qs}$ $(30 \times 2) \div 30 = \underline{2\text{Pts}}$	$\frac{30 \times 66 \times 18}{100 \times 100} = 4 \text{ Qs}$ $(30 \times 4) \div 30 = \underline{4\text{Pts}}$	<u>6Pts</u>
Total 100%	<u>11Pts</u> 37%	<u>10Pts</u> 33%	<u>9Pts</u> 30%	<u>30Pts</u> 100%

1-The highlighted percentage refers to the estimated weight of each taxonomy in each skill according to its total weight in the content ,the analysis of the instructional objectives and the specialists' opinions.

2-The inner percentage within each cell is approximate.

3-Number of questions =

$$\frac{\text{Total number of questions} \times \text{The qualitative weight of a skill} \times \text{Percentage of Blooms Taxonomy of thinking}}{100 \times 100}$$

APPENDIX (A.5)

English Language

**Structured table of Objectives Specification
7th Grade Test for the suggested program 2010**

Bloom Level Skill weight	Knowledge	Application	Reasoning	Total
Dictation 47%	Completing words with letters about pictures (4 Items) (4Pts) Writing the plural of irregular nouns (3 Items) (3Pts)	Completing the sentences using the opposite of the underlined words (4 Items) (4Pts)	Rewriting the pronouns using the short form (2 Items) (2Pts)	13 Items <u>13Pts</u>
Cohesion 35%	Forming new words (4 Items) (4Pts)	Joining sentences using connectors.(who – which) (4 Items) (4Pts)	Rearranging the letters to make correct words (3 Items) (3Pts)	11 Items <u>11Pts</u>
Coherence 18%	-----	Completing a paragraph with suitable pronoun. (2 Items) (2Pts)	Using notes to complete a text . (4 Items) (4Pts)	6 Items <u>6Pts</u>
Total 100%	11 Items <u>11 Pts</u> 37%	10 Items <u>10Pts</u> 33%	9 Items <u>9Pts</u> 30%	30 Items <u>30 Pts</u> 100%

APPENDIX (A.6)

The Pre – Post Test

Pre- Post test in writing skills for seventh grade low achievers
April 2010

30

Name : ----- Class : _____ Time : 60 minutes

1) Complete the words with letters:

(4 marks)

1- The man is playing on a guit__r



2- We can rec__cle plastic .



3- This is a fact__ry .



4- The c__rver can make nice things
from wood.



2) Write the plural of these irregular nouns: : (3 marks)

tooth

teeth

foot

mouse

Man

3) Complete the sentences using the opposite of the underlined words : (4 marks)

- 1-Ali was happy yesterday, but he is _____ today.
- 2- I agree with you ,but I _____ with Ali .
- 3- Heba's bedroom is tidy but Ali's bedroom in _____ .
- 4- Samera was well yesterday but she is _____ today.
-
-

4) Rewrite using the short forms as shown in the example: (2 marks)

He is doing his homework now. He's doing his home work now.

- 1- They are going to play football.
-
- 2- He will be here before it's dark .
-
-
-

5) Make new words using r -er – or - ly : (4 marks)

- | | | | |
|---|-------|-------|--------------------------|
| - | dance | _____ | <input type="checkbox"/> |
| - | act | _____ | <input type="checkbox"/> |
| - | thin | _____ | <input type="checkbox"/> |
| - | quick | _____ | <input type="checkbox"/> |
-
-

6) Join the sentences using the words in the brackets : (4 marks)

- 1 -. This is the girl . She gave me a gift (**who**)
-
- 2 - Where are the books ? They were on the table . (**which**)
-

3 - I talked to the teacher . The teacher did the experiment. (who)

4 - This is the cat . It ate the fish . (which)

7) Rearrange the letters to make correct words: (3 marks)

1 - Clean your **ehett** every morning .

2- People in Palestine can **ercycle** plastic .

3- The **arstit** can paint nice pictures on the plate .

8) Compete this paragraph with the suitable pronoun: (2 marks)

Samy and Huda are students. They live in Rafah.

Samy is in grade seven. _____ goes to boys school

but Huda is in grade six. _____ goes to girls school.

9) Complete the paragraph with information from the table (4 marks)

went to	Makka Restaurant
ate	Salad - a fried chicken
drank	orange juice

Yesterday , I went to Makka ----- .

I was hungry , so I ate -----and a fried

----- . I drank orange ----- .

Good Luck

APPENDIX (A.7)

Pre – post test referral to the Committee

**The Islamic University of Gaza
Deanery of Graduate Studies
Faculty of Education
Curriculum and English Teaching
Methods Department**



**Pre- post test in English writing skills for 7th
grade Low achievers**

**Prepared by
Mazen Ahmad Ramadan Abu Armana**

**Supervised by
Dr. Awad Suleiman Keshta**

April 2010

Dear, educators,

The researcher is conducting a study entitled " The Impact of a Suggested Remedial Program on English Writing Skills for the Seventh Grade Low Achievers' in the UNRWA Schools in Gaza Governorates", to obtain a Master's Degree in Curriculum and English Teaching Methods.

One of the requirements of this study is to conduct pre/post writing skills test. You are kindly requested to look carefully at the attached test, and fill in the following form whether the items of the test are suitable or unsuitable.

Your notes and responses will be highly appreciated and confidential.

Pretest Refereeing Checklist

Name:-----

Job:-----

Experience:-----

Date:-----

Items	High	Average	Low
1- The test items reflect the objectives.			
2- The test suit 7th graders' level.			
3- There is coherence between the test items and the table of specification.			
4- The layout is acceptable.			
5- The rubrics are clear.			
6- The time assigned is suitable.			

Any further comments are highly appreciated.

.....
.....
.....

Best regards

The researcher: Mazen Abu Armana

APPENDIX (B.1)

The suggested program referral to the committee

**The Islamic University of Gaza
Graduate Studies Deanery
Faculty of Education
Curriculum and English Teaching
Methods Department**



**A Remedial Program on English Writing Skills
for the Seventh Grade Low Achievers**

**Prepared by
Mazen Ahmad Ramadan Abu Armana**

**Supervised by
Dr. Awad Suleiman Keshta**

April 2010

Dear, educators,

The researcher is conducting a study entitled " The Impact of a Remedial Program on English Writing Skills of the Seventh Grade Low Achievers at UNRWA Schools in Gaza Governorates", to obtain a Master's Degree in Curriculum and English Teaching Methods.

One of the requirements of this study is to design a suggested program in English writing skills . Please, you are kindly requested to look carefully at the attached program, and fill in the following form whether the program fulfill its objectives.(high- average – low).

Your notes and responses will be highly appreciated and confidential.

The program Refereeing Checklist

Name:-----

Job:-----

Experience:-----

Date:-----

Items	High	Average	Low
1- The activities of the program reflect the objectives.			
2- The activities which are designed to develop the dictation skills reflects the objectives			
3-The activities which are designed to develop the cohesion skills reflects the objectives			
4- The activities which are designed to develop the coherence skills reflects the objectives.			
5- The teacher's guide gives the teacher clear instructions about how to deal with the activities .			
6- The layout of the activities is acceptable .			
7- The program is suitable for the seventh grade low achievers.			
8- The time assigned is suitable.			

Any further comments are highly appreciated.

.....
.....
.....

Best regards

The researcher: Mazen Abo Armana

APPENDIX (B.2)

The Material of the suggested program

**The Islamic University of Gaza
Graduate Studies Deanery
Faculty of Education
Curriculum and English Teaching
Methods Department**



**A Remedial Program on English Writing Skills
for the Seventh Grade Low Achievers**

**Prepared by
Mazen Ahmad Ramdan Abo Armana**

**Supervised by
Dr. Awad Suleiman Keshta**

April 2010

Unit 13

a) Complete the words with the missing letters:

t_dy	he__lthy	t_eth	mi_e
fe_t	ch_ldren	pr_fix	poll_tion

b) Complete the sentences with words about pictures :

1- I like cats, but I dislike m_____



2- He's got nice te_____



3- there are a lot of chi_____ in the classroom .



4- We use our fe_____ when we walk.



5- Smoke causes air poll_____



c) Write the plural of these irregular nouns:

1- tooth -----

2- foot -----

3- child -----

4- mouse -----

5- man -----

6- woman -----

d) Rearrange the letters to make words:

1 - Clean your **ehett** every morning .

2- Cats always run after **icme**.

3- Parents play with their **hdcilrne**.

e) Rearrange the words to make a sentence :

1- are -pollution - three - There- types of.

2- warming -cause- Gases -global .

3 - like - who - boys- are - honest - I.

f) Use the prefix (un), (dis) to make opposite:

1- Healthy -----

2- agree -----

3- happy -----

4- like -----

5- usual -----

6- common -----

7- tidy -----

8 honest-----

9- known-----

10- well -----

g) Complete the sentences using the opposite of the underlined words :

1-Ali was happy yesterday, but he is -----today.

2- I agree with you ,but I ----- with Ali .

3-I like bananas, but I _____ apples.

4-What Ali says is true ,but what you say is _____ .

5- Rana is feeling well this morning, but she was feeling
_____ last night.

h) Complete the paragraph with words you hear

Pollution is man-made . It's very _____. Land
_____ is caused by rubbish _____ makes the
places dirty and ugly. _____play there so they get sick.

i) Complete the sentences with what you hear:

1- We use a _____ to change the meaning of a word.

2- It is important to eat _____ food.

3 - I like tea but _____ .

Unit 14

a) Complete the words with the missing letters:

adject__ves	exp__riment	r__cycle	int__lligent
-------------	-------------	----------	--------------

b) Complete the sentences with words about pictures :

1- The boy is doing an expe_____ .



2- She is an intell_____ girl .



3- We can rec_____ plastic .



c) Rearrange the letters to make words:

1- - I did an **emrixetepn** which went wrong .

2- "Happy" is an **ajeivcdte** .

3- Huda is an **itenllniget** girl .

4- People in Palestine can **ercycle** old paper .

d) Complete the following sentences using who- which :

1- I talked to the teacher----- did the experiment.

2- I did an experiment----- went wrong.

3- That is the car----- hit the little boy.

4- Ali played with a football team ----- won the match.

5- That is the man ----- helped me

e) Join the sentences using the words in the brackets :

1 -. This is the girl . She gave me a gift (**who**)

2 - I talked to the teacher . The teacher did the experiment. (**who**)

3 - This is the cat . It ate the fish . (**which**)

4 - Where are the books ? They were on the table . (**which**)

f) Rearrange the words to make sentences :

1- important- Water - is

2 - in - recycled - Iron - is - Gaza .

3 - pollution - Rubbish - causes - land .

Unit 15

a) Complete the words with the missing letters:

gu__tar	am__zed	fact__ry
art__st	gl__ss mak__ng	pl__stic

b) Complete the sentences with words about pictures:

1- The man is playing on a gu_____ .



2- She was am_____ when she won the race.



3- This is a fac_____ .



4- These vases are made of g_____ .



c) Rearrange the letters to make words:

1- The **arstit** can play the guitar.

2- Telephones are made of **spltiac**.

3- People can make a lot of things in the **ofactory** .

d) Complete the sentences with the words you hear:

- 1- She was _____ when she won the race.
- 2- Hebron is famous for its _____ factories.
- 3- The guitarist plays nice music on his _____.

e) Complete with suitable pronoun as shown in the example:

- 1- Ali is a good student . He is my friend .
- 2- Soha always helps her mom.----- is a good girl.
- 3- The boys like to play football. ----- played football yesterday.
- 4- I bought a nice vase last week. ----- was made of glass.
- 5- I visited Jerusalem. I went ----- five years ago

f) Rewrite using the short forms as shown in the example:

He is doing his homework now.

He's doing his home work now.

1- They are going to see what is happening at school.

2- They have polluted the air.

3- He will be here before it is dark .

4- They were not at home when I came .

5 - I would helped you if you asked me .

g) Compete this paragraph with the suitable pronoun:

Samy and Huda are students. _____ live in Rafah. Samy is in grade seven. _____ goes to boys school but Huda is in grade six. _____ goes to girls school.

Unit 16

a) Complete the words with the missing letters:

r__duce	re__se	pr__tect	amo__nt	envir__nment
---------	--------	----------	---------	--------------

b) Complete the words with the missing letters:

- 1- We should all help to pro_____ the envir_____ .
- 2- We can re_____ water from washing plates in gardens .
- 3- Turn off the tap to reduce the a_____nt of water .

c) Complete the sentences with what you hear:

- 1- We must _____ our environment from pollution.
- 2- To reduce the _____ of water we need to turn off the tap.
- 3- The world is trying to _____ pollution.

d) Listen and complete

1 - Chemicals _____

2 - We can reuse _____ .

e) Complete the paragraph with information from the table :

went to	Makka Restaurant
ate	Salad - a fried chicken
drank	orange juice

Yesterday , I went to Makka ----- .

I was hungry , so I ate -----and -----

. I drank -----.

Unit 17

a) Complete the words with the missing letters:

wo__d	c__rver	da__cer	sw__mmer
-------	---------	---------	----------

b) Complete the words with the missing letters:

1- We get w_____ from the trees .



2- He is a good dan_____ .



3- The car_____ can make nice things from wood.



4- He is a fast sw_____ .

c) Rearrange the letters to make words:

1- oodw _____

2- rcarve _____

3- randce _____

4- mswrime _____

d) Complete the paragraph with words you hear

Palestine is a small _____, but it has a long history .

Tourists _____ visit Palestine can buy gifts at craft shops.
_____ can buy wood _____ , vases and olive oil soap.

e) Make new words :

dance	dancer
paint	
swim	
visit	vistor
act	
crave wood	wood craver
play tennis	
work on a farm	
drive a lorry	

thin	thinner	thinnest
fat		
wet		
thick		
heavy	heavier	heaviest
noisy		
angry		

f) Correct the spelling of the following words:

1- hoter

2- noisyest

3- cheapist

4- coldier

g) Complete the sentences with information from the table

Towns	Hebron	Gaza	Jerusalem	Bethlehem	Nablus
Crafts	glass	Wicker furniture	pottery	Olive wood carving	Olive oil soap

1 - Hebron is famous for glass .

2 - Gaza is famous for ----- .

3 - Jerusalem is famous ----- .

4 - Bethlehem is ----- .

5 - ----- .

Key for Answers:

Unit 13

- a) tidy – healthy – teeth – mice – feet – children – prefix- pollution .
- b) 1- mice 2- teeth 3- children- 4- feet – 5- healthy 6- pollution .
- c) 1- teeth 2- feet 3- children 4- mice 5- men 6- women.
- d) 1- There are three types of pollution.
2- Gases cause global warming .
3- I like boys who are honest .
- e) 1- unhealthy 2- disagree 3- unhappy 4- dislike 5- unusual 6- uncommon.
7- untidy 5- dishonest 6- unwell.
- g) 1- unhappy 2- disagree 3- dislike 4- untrue 5- unwell
- h) 1- unhealthy pollution which Children
- i) 1- prefix 2- healthy 3- dislike coffee

Unit 14

- a) adjectives – experiment – recycle – intelligent .
- b) 1- experiment 2- intelligent 3- recycle
- c) 1- experiment 2- adjectives 3- intelligent 4- - recycle
- d) 1- who 2- which 3- which 4- which 5- who
- e) 1 – This is the girl who gave me a gift .
2- I talked to the teacher who did the experiment .
3- This is the cat which ate the fish.
4- Where are the books which were on the table?
- f) 1- Water is important.
2- Iron is recycled in Gaza.
3- Rubbish causes land pollution

Unit 15

- a) guitar – amazed – factory – artist - glass making – plastic .
- b) 1- guitar 2- amazed 3- factory - glass
- c) 1- The **artist** can play the guitar .
2- Telephones are made of **plastic**
3- People can make a lot of things in a **factory**
- d) 1- amazed 2- glass making 3- guitar
- e) 1- He 2) She 3) They 4) It 5) there
- f) 1- They're going to see what's happening .
2- They've polluted the air .
3- He'll be here before it's dark.
4- They weren't at home when I cam.

5- I'd help you is if you asked me.

g) They - He - She

Unit 16

a) reduce – reuse – protect – amount - environment .

b) 1- protect environment 2- reuse 3- amount

c) 1- protect .

2- amount

3- reduce

d) 1 can pollute the water .

2- water from washing dishes in the garden .

e) restaurant - salad – a fried chicken – orange juice

Unit 17

a) wood – carver – dancer – swimmer.

b) 1- wood 2- dancer 3- carver 4- swimmer .

c) wood 2- carver 3- dancer 4- swimmer .

d) country – who – They – carvings .

e)– painter – swimmer - actor – tennis player – farm worker – lorry driver

fatter – fattiest

wetter - wettest

thicker – thickest

noisier - noisiest .

angrier – angriest .

e) 1- hotter

2- noisiest

3- cheapest

4- colder

f) 2 – Gaza is famous for wicker furniture .

3 – Jerusalem is famous for pottery .

4 – Bethlehem is famous for olive wood carvings .

5 – Nablus is famous for olive oil soap.

APPENDIX (B.3)

The suggested program Teacher Guide

**The Islamic University of Gaza
Deanery of Graduate Studies
Faculty of Education
Curriculum and English Teaching
Methods Department**



**A Remedial Program on English Writing Skills
for the Seventh Grade Low Achievers
The Teacher Guide**

**Prepared by
Mazen Ahmad Ramdan Abo Armana**

**Supervised by
Dr. Awad Suleiman Keshta**

April 2010

Lesson plan

Date: _____

Grade 7 Unit 13

lesson 1 -2

Time : 90minutes

Learning objectives

By the end of this lesson , students are expected to be able to:

- Write dictated words at a reasonable speed correctly.
- Use the prefixes (un) and (dis) to build new words and to make opposite .(Appland Know)
- Complete sentences using the opposite of the underlined words .
- Write the plural of irregular nouns .(know)

Key vocabulary: Prefix- healthy – tidy –mice – children – teeth – feet -pollution

AVM: flash cards - cards - pictures - worksheet

Steps	Procedures			
Warming up	- Greetings T asks Ss to say the letters of the English alphabet . T asks Ss if they can sing a song about the letters. Ss sing T asks Ss to write (a,b,c,d,e,f,g,h) in the air by hand movements.			
Revision	T shows Ss some cards with letters. Ss say the names of the letters. T gives Ss time to look at the cards. T asks them to fill in the missing letters to form short words (c_t - _oy- _ow- _og- _ar- _reen. _ot. Ss form words and say them. T motivates and encourages.			
Presentation	T. shows a card with the word (tidy) a picture of a tidy room and says. This is a tidy room. T checks the meaning. T says the word 3 times .Ss repeats (C,G,S) T. presents the word <u>untidy</u> - under lines the un and says untidy. Checks the meaning T tells the Ss that the letters un is a prefix. T tells Ss how a word is formed by using prefix The drills (prefix) checks the meaning. T presents the words healthy – unhealthy – happy -unhappy – common - uncommon- checks the meaning. T presents the word (pollution- like –dislike- agree- disagree) in the same way.			
Practice	T writes on the board the words (Pr_fix- he_lthy – t_dy – disl_ke-) T asks Ss to complete the missing letters. Using the cards on the board. Now in the worksheets .			
Formative Evaluation	a)Complete the words with the missing letters: (page1 the activity material) <table border="1" style="margin-left: 40px;"> <tr> <td style="padding: 2px;">t_dy</td> <td style="padding: 2px;">he_lthy</td> <td style="padding: 2px;">pr_fix</td> </tr> </table>	t_dy	he_lthy	pr_fix
t_dy	he_lthy	pr_fix		

Lesson plan

Date: _____
lesson 3-4
Time : 90minutes

Grade 7 Unit 13

Learning objectives

By the end of this lesson , students are expected to be able to:

- Write dictated words at a reasonable speed correctly.
- Use the prefixes (un) and (dis) to build new words and to make opposite .(Appland Know)
- Complete sentences using the opposite of the underlined words .
- Write the plural of irregular nouns .(know)

Key vocabulary: Prefix- healthy – tidy –mice – children – teeth – feet -pollution

AVM: flash cards - cards - pictures - worksheet

Steps	Procedures
Warming up	- Greetings T asks Ss to say the letters of the English alphabet . T asks Ss if the can sing a song about the letters. Ss sing T ask Ss to write (i,j,k,l,m,n,o,p) in the air by hand movements. Ss rearrange the letters according to the alphabetical order .
Checking home work Revision	T Checking the home work. T shows Ss some card with letters. Ss say the names of the letters. T gives Ss time to look at the cards. T asks them to form short words using the cards. Ss form words and say them. T motivates and encourages. T revises cat – cats- table – tables. Regular plurals.
Presentation	T. shows a picture of smoke. T says : Smoke cause pollution . T checks the meaning. Ss Drill (C,G,S) T. shows a picture of teeth points at 1 toot hand says. A tooth – the to the other teeth and says teeth . These are nice clean teeth . T checks the meaning. T says the word (teeth) 3 times . T. explains singular and the plural . presents the words1- foot -feet –mouse - mice –man – men –woman - women child - children .
Practice	T writes on the board the words (te_t –fe_t - m-ce - childr_n – pollut__on) T asks Ss to complete the missing letters. Using the cars on the board. Now in the worksheets .
Formative Evaluation	a)Complete the words with the missing letters bout the picture: (page1 the activity material)

	<p>1- I like cats, but I dislike m_____</p> <p>2- He's got nice te_____</p> <p>3- There are a lot of chi_____ in the classroom</p> <p>4- We use our fe_____ when we walk.</p> <p>5- Smoke causes air poll _____</p>													
<p>Presentation</p>	<p>T writes</p> <table border="1" data-bbox="563 656 959 887"> <tr> <td>te</td> <td>ldren</td> </tr> <tr> <td>fe</td> <td>eth</td> </tr> <tr> <td>mi</td> <td>et</td> </tr> <tr> <td>Chi-</td> <td>ution</td> </tr> <tr> <td>poll</td> <td>men</td> </tr> <tr> <td>wom</td> <td>ce</td> </tr> </table> <p>T asks the Ss to join the letters to form words.</p>		te	ldren	fe	eth	mi	et	Chi-	ution	poll	men	wom	ce
te	ldren													
fe	eth													
mi	et													
Chi-	ution													
poll	men													
wom	ce													
<p>Presentation</p>	<p>T writes (putolnlio).</p> <p>Asks ss to spell the letters.</p>													
<p>Practice</p>	<p>T asks the to rearrange the letters to form words :(teteht –imce – wmoen – chdilren- eeft- pollution)</p>													
<p>Formative Evaluation</p>	<p>Rearrange the letters to make words:</p> <p>1 – Clean your <u>ehett</u> every morning .</p> <p>2- Cats always run after <u>icme</u>.</p> <p>3- Parents play with their <u>hdcilrne</u>.</p>													
<p>Presentation</p>	<p>T explains how we rearrange words to make sentences.</p> <p>nice – He– teeth – got .</p> <p>Mice- dislike- Ali</p>													
<p>Practice</p>	<p>Rearrange the words to make a sentence :</p> <p>-like- children- play- football.</p> <p>Clean-every day – We – teeth.</p>													
<p>Summative Evaluation</p>	<p>Complete the paragraph with the words u hear:</p> <p>Pollution is man-made . It's very _____ . Land _____ is caused by rubbish _____ makes the places dirty and ugly. _____play there so they get sick.</p>													
<p>Rounding up Homework</p>	<p>Ss read the key words</p> <p>T asks Ss to do Ex (H) in the activity material.</p> <p>-Complete the sentences using the opposite of the underlined words :</p>													

Lesson plan

Date: _____
lesson 5-6
Time : 90minutes

Grade 7 Unit 14

Learning objectives

By the end of this lesson , students are expected to be able to:

- write dictated words at a reasonable speed correctly.
- make one sentence from two using who or which .(Appl)
- complete sentences using " who " or "which". (App)

Key vocabulary: adjectives – experiment – recycle - intelligent .

AVM: flash cards - cards - pictures - worksheet

Steps	Procedures
Warming up	- Greetings T asks Ss to say the letters of the English alphabet . T asks Ss if they can sing a song about the letters. Ss sing T asks Ss to write (q-r-s-t-u-v) in the air by hand movements. Ss rearrange the letters according to the alphabetical order .
Checking home work Revision	T Checking the home work. T shows Ss some cards with letters. Ss say the names of the letters. T gives Ss time to look at the cards. T asks them to form short words using the cards. Ss form as many words as they can and say them. T motivates and encourages. T revises who –which - pollution – rubbish- wrong-books- table.
Presentation	T. shows a picture a girl raising her hand. T says : She is an <u>intelligent</u> girl . T checks the meaning. Ss Drill (C,G,S) T. Asks what is she? Ss answer. T. says " intelligent" is an <u>adjective</u> . T checks the meaning. Ss Drill (C,G,S) T. Asks what is " intelligent " ? Ss answer. T. shows a picture a boy doing an experiment says: The boy is doing an experiment . T checks the meaning. Ss Drill (C,G,S) T. says " we need to recycle many things like plastic, paper, iron" T checks the meaning. Ss Drill (C,G,S)
Practice	T writes on the board the words (adject_ ve – experim_nt – rec_ cle – intell_ gent) T asks Ss to complete the missing letters. Using the letter cars on the board.

	Now in the worksheets .Ex. a page 3
Formative Evaluation	<p>b) Complete the sentences with words about pictures : Ex. b page 3</p> <p>1- The boy is doing an expe_____ . </p> <p>2- She is an intell_____ girl . </p> <p>3- We can rec_____ plastic . </p> <p>4- "Important" is an adject_____ .</p>
Presentation	T writes <u>xpiemernet</u> . Asks ss to spell the letters
Practice	T asks Ss to write some letters they know and form words.
Formative Evaluation	Rearrange the letters to make words: 1- – I did an <u>emrixetepn</u> which went wrong . 2- "Happy" is an <u>ajeivcdte</u> . 3- Huda is an <u>itenllniget</u> girl . 4- People in Palestine can <u>ercycle</u> paper .
Presentation	<p>T writes " This is the boy. The boy gave the teacher a gift. This is the boy who gave the teacher a gift. This is the cat. The cat ate the fish. This is the cat which ate the fish.</p> <p>T gives Ss time to read and think. What is different ? T explains the use of who and which as connectors.</p>
Practice	<p>Ss in pairs try to connect the sentences.</p> <ul style="list-style-type: none"> - That is the car. The car hit the little boy. - Ali played in a football team . The football team won the match. - That is a good man . The good man helped me
Summative Evaluation	- Join the sentences using the words in the brackets : 1 –. This is the girl . She gave me a gift (who)

	<p>2 – I talked to the teacher . The teacher did the experiment. (who)</p> <p>3 – This is the cat . It ate the fish . (which)</p> <p>4 – Where are the books ? They were on the table . (which)</p>
Rounding up	Ss read the key words
Homework	T asks Ss to do Ex (d) in the activity paper. Rearrange the words to make sentences.

Lesson plan

Date: _____
 lesson 7-8
 Time : 90minutes

Grade 7 Unit 15

Learning objectives

By the end of this lesson , students are expected to be able to:

- write dictated words at a reasonable speed correctly.
- complete a paragraph with suitable pronouns. (Application .)
- write the short forms of words. E.g. he+is he's. (Application.)
- rewrite sentences using the short forms of the underlined words.

Key vocabulary: guitar- amazed- factory – artist – glass making – plastic. .

AVM: flash cards - cards - pictures - worksheet

Steps	Procedures
Warming up	- Greetings T asks Ss to say the letters of the English alphabet . T asks Ss if they can sing a song about the letters. Ss sing T asks Ss to write (w-x-y-z) in the air by hand movements. Ss rearrange the letters according to the alphabetical order .
Checking home work Revision	T Checks the home work. T shows Ss some cards with words . Ss say the words .(is – are- like dislike-mice-untidy –room- Ali's-children- T gives Ss time to look at the cards. T asks them to form short sentences using the cards. Ss form words and say them. T motivates and encourages. T revises play – race – glass - ago.
Presentation	T. shows a picture a man playing a guitar. T says : She is an <u>artist</u> . T checks the meaning. Ss Drill (C,G,S) T. Asks what is he? Ss answer. T. says " the artist plays the guitar " T checks the meaning. Ss Drill (C,G,S) T. Asks what is the artist doing ? Ss answer. T. shows a picture a the girl who looks amazed . Look! this girl is amazed .She won the race . T checks the meaning. Ss Drill (C,G,S) T. says " Why is the girl amazed?" Ss answer. T says" There are many <u>glass making factories</u> in Hebron. T checks the meaning. Ss Drill (C,G,S) T asks "What are there in Hebron?". Ss answer . They make nice blue <u>glass vases</u> . T checks the meaning. Ss Drill (C,G,S) T asks " What do people make in Hebron?" T Ss answers
Practice	T writes on the board the words (gu_tar- am_zed -g_ss m_king- fact_ry – art_st)

	<p>T asks Ss to complete the missing letters. Using the letter cars on the board.</p> <p>Now in the worksheets .Ex. a page 3</p>
Formative Evaluation	<p>b) Complete the sentences with words about pictures : Ex.</p> <p>b page 5</p> <p>1- The man is playing on a gu_____ .</p> <p>2- She was am_____ when she won the race.</p> <p>3- This is a fac_____ .</p> <p>4-- These vases are made of gl_____ .</p>    
Presentation	<p>T writes (ssgla maingk).</p> <p>Asks Ss to spell the letters</p>
Practice	<p>T asks Ss to write some letters they know and form words.</p>
Formative Evaluation	<p>Rearrange the letters to make words:</p> <p>1- The tarsit can play the guitar.</p> <p>2- Telephones are made of spltiac.</p> <p>3- People can make a lot of things in the ofactry .</p> <p>4- The girl was madzae when she won the race.</p>
Presentation	<p>T writes " Ali is a student . He gave the teacher a gift.</p> <p style="padding-left: 40px;">This is a cat. It ate the fish.</p> <p>T gives Ss time to read and think.</p> <p>What is different ?</p> <p>T explains the use of pronouns .</p>
Practice	<p>Ss in pairs try form sentences using pronouns.</p>
Formative Evaluation	<p>e) Complete with suitable pronoun as shown in the example:</p> <p>1- Ali is a good student . ----- is my friend .</p> <p>2- Soha always helps her mom.----- is a good girl.</p> <p>3- The boys like to play football. ----- played football yesterday.</p> <p>4- I bought a nice vase last week. ----- was made of glass.</p> <p>5- I visited Jerusalem. I went ----- five years ago</p>

Presentation	<p>T writes " Ali is a student . Ali's a student .</p> <p>They are good students. They're good students .</p> <p>T gives Ss time to read and think.</p> <p>What is different ?</p> <p>T explains how to make short forms .</p>
Practice	Ss in pairs try form sentences short forms.
Formative Evaluation	<p>Rewrite using the short forms:</p> <p>1- <u>They are going</u> to see what is happening at school.</p> <p>2- <u>They have</u> polluted the air.</p> <p>3- <u>He will</u> be here before it is dark .</p> <p>4- <u>They were</u> not at home when I came .</p> <p>5- <u>I would</u> helped u if u asked me .</p>
Summative Evaluation	<p>Complete this paragraph with the suitable pronoun:</p> <p>Samy and Huda are students. brother and sister .</p> <p>..... live in Rafah. Samy is in grade seven. goes to boys school but Huda is in grade six. goes to girls school.</p>
Rounding up	Ss read the key words
Homework	T asks Ss to write 3 sentence with short forms.

Lesson plan

Date: _____

Grade 7 Unit 16

lesson 9-10

Time : 90minutes

Learning objectives

By the end of this lesson , students are expected to be able to:

- write dictated words at a reasonable speed correctly.
- use notes to complete a text. (App.)

Key vocabulary: reduce – reuse – protect – amount - environment .

AVM: flash cards - cards - pictures - worksheet

Steps	Procedures
Warming up	- Greetings T asks Ss to say the letters of the English alphabet . T asks Ss if they can sing a song about the letters. Ss sing Spider gram about words in school.
Checking home work Revision	T Checking the home work. T shows Ss some cards with words . Ss say the words .(grade- age- restaurant- pollution – use) T gives Ss time to look at the cards. T asks them to form short sentences using the cards. Ss form words and say them. T motivates and encourages.
Presentation	T. shows a card with the word " reduce ". T says : we need to <u>reduce</u> the <u>amount</u> of water we use . T checks the meaning. Ss Drill (C,G,S) T. Asks what we need to do ? Ss answer. T. says " We have to <u>protect</u> the <u>environment</u> . T checks the meaning. Ss Drill (C,G,S) T. asks " What have we to do?" T says " We need to <u>reuse</u> the water from washing dishes in the garden. T checks the meaning. Ss Drill (C,G,S) T. asks " What do we need to do?"
Practice	T writes on the board the words (red_ce – r_use – pr_tect – am_nt – envir_ment) T asks Ss to complete the missing letters. Using the letter cars on the board. Now in the worksheets .Ex. a page 7
Formative Evaluation	Rearrange the letters to make words: 1- We should all help to <u>ropttec</u> the environment. 2- We can <u>ersue</u> water from washing plates in gardens . 3- Turn off the tap to <u>dreuec</u> the amount of water .
Presentation	T introduces a table with information

	Name	Age	Grade	School	Lives in
	Ahmed	13	7	Prep E	Rafah
	<p>T asks about the information in the table . What is his name ? How old is he ? what grade is he in ? What school does he go to ? Where does he live ? Ss answer</p>				
Practice	Ss in pairs ask and answer the same questions .				
Formative Evaluation	<p>Complete the paragraph with information from the table : Ahmad is ---- years old. He is in grade----- . He lives in ----- and he goes to ----- school.</p>				
Summative Evaluation	<p>Complete the sentences with what you hear:</p> <p>1- We must _____ our environment from pollution.</p> <p>2- To _____ the _____ of water we need to turn off the tap.</p> <p>3- We need to _____ water from washing the dishes in the garden .</p>				
Rounding up	Ss read the key words				
Homework	T asks Ss to do Ex e page 8 .				

Lesson plan

Date: _____
lesson 11-12
Time : 90minutes

Grade 7 Unit 17

Learning objectives

By the end of this lesson , students are expected to be able to:

- write dictated words at a reasonable speed correctly.
- build words using suffixes. (know.)
- correct the spelling of words that need suffixes . (appl.)

Key vocabulary: wood – carver – dancer – swimmer .

AVM: flash cards - cards - pictures - worksheet

Steps	Procedures
Warming up	- Greetings T asks Ss to say the letters of the English alphabet . T asks Ss if they can sing a song about the letters. Ss sing Spider gram about words with prefix .
Checking home work Revision	T Checking the home work. T shows Ss some cards with words . Ss say the words .(trees – history—gift – country- farm) T gives Ss time to look at the cards. T asks them to form short sentences using the cards. Ss form words and say them. T motivates and encourages.
Presentation	T. shows a picture of some pieces of wood. T says : What can u see in this picture . There are pieces of <u>wood</u> . T checks the meaning. Ss Drill (C,G,S) T. Asks where can we get wood? Ss answer. T. says " A <u>carver</u> can make nice things from wood " . T checks the meaning. Ss Drill (C,G,S) T. Asks what can a carver do ? Ss answer. T. shows a picture a man dancing. T says : This man is a good <u>dancer</u> . T checks the meaning. Ss Drill (C,G,S) T. Asks what can this man do? Ss answer. T. says " Samy is a good swimmer " . T checks the meaning. Ss Drill (C,G,S) T. Asks what can samy do ? Ss answer.
Practice	T writes on the board the words (wo_d – c_rver – d_ncer – sw_mmer) T asks Ss to complete the missing letters. Using the letter cars on the board. Now in the worksheets .Ex. b page 8
Formative Evaluation	Rearrange the litters to make words: 1- oodw _____ 2- rcarve _____

	3- randce	4- mswrime																											
Presentation	<p>T introduces a table with nouns with suffixes .</p> <table border="1"> <tr> <td>dance</td> <td>dancer</td> </tr> <tr> <td>act</td> <td>Actor</td> </tr> <tr> <td>crave wood</td> <td>wood craver</td> </tr> </table> <p>T explains</p>		dance	dancer	act	Actor	crave wood	wood craver																					
dance	dancer																												
act	Actor																												
crave wood	wood craver																												
Practice	<p>Ss in pairs for words .</p> <table border="1"> <tr> <td>paint</td> <td>painter</td> </tr> <tr> <td>swim</td> <td>swimmer</td> </tr> <tr> <td>visit</td> <td>visitor</td> </tr> <tr> <td>play tennis</td> <td>Tennis player</td> </tr> <tr> <td>work on a farm</td> <td>Farm worker</td> </tr> <tr> <td>drive a lorry</td> <td>Lorry driver</td> </tr> </table>		paint	painter	swim	swimmer	visit	visitor	play tennis	Tennis player	work on a farm	Farm worker	drive a lorry	Lorry driver															
paint	painter																												
swim	swimmer																												
visit	visitor																												
play tennis	Tennis player																												
work on a farm	Farm worker																												
drive a lorry	Lorry driver																												
Formative Evaluation	<p>Make new words using suffixes:</p> <table border="1"> <tr> <td>paint</td> <td></td> </tr> <tr> <td>swim</td> <td></td> </tr> <tr> <td>visit</td> <td></td> </tr> <tr> <td>play tennis</td> <td></td> </tr> <tr> <td>work on a farm</td> <td></td> </tr> <tr> <td>drive a lorry</td> <td></td> </tr> <tr> <td>Act</td> <td></td> </tr> <tr> <td>dance</td> <td></td> </tr> </table>		paint		swim		visit		play tennis		work on a farm		drive a lorry		Act		dance												
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swim																													
visit																													
play tennis																													
work on a farm																													
drive a lorry																													
Act																													
dance																													
Presentation	<p>T introduces a table with ajectives with suffixes .</p> <table border="1"> <tr> <td>thin</td> <td>thinner</td> </tr> <tr> <td>wet</td> <td>wetter</td> </tr> <tr> <td>heavy</td> <td>heavier</td> </tr> </table> <p>T asks Ss what can they see. They read the words identify the suffixes T explains</p>		thin	thinner	wet	wetter	heavy	heavier																					
thin	thinner																												
wet	wetter																												
heavy	heavier																												
Practice	<p>Ss in pairs for words .</p> <table border="1"> <tr> <td>thin</td> <td></td> <td></td> </tr> <tr> <td>wet</td> <td></td> <td></td> </tr> <tr> <td>cheap</td> <td></td> <td></td> </tr> <tr> <td>fat</td> <td></td> <td></td> </tr> <tr> <td>wet</td> <td></td> <td></td> </tr> <tr> <td>thick</td> <td></td> <td></td> </tr> <tr> <td>heavy</td> <td></td> <td></td> </tr> <tr> <td>noisy</td> <td></td> <td></td> </tr> <tr> <td>angry</td> <td></td> <td></td> </tr> </table>		thin			wet			cheap			fat			wet			thick			heavy			noisy			angry		
thin																													
wet																													
cheap																													
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wet																													
thick																													
heavy																													
noisy																													
angry																													
Formative Evaluation	<p>Correct the spelling of the following words:</p> <p>1- hoter 2- noisist 3- cheapr</p>																												

	4- colder
Summative Evaluation	Complete the sentences with what you hear: 1- Autumn is ----- the winter but summer is the ----- . 2- A car is ----- than a bicycle but a train is the -----. 3- A train is ----- then a lorry but the plane is the ----- .
Rounding up	Ss read the key words
Homework	T asks Ss to do Ex f page 10 .

Appendix (D)

The Names of the Referee Committee

The primary program and the pre – post test was handed to these expertise in education in the Islamic University ,UNRWA, as well as the Qattan Center for Educational Research .

No	Name	Qualification	Place of work
1	Dr. Mohamed Abo Malluh	Ph.D. Education	The Qattan Center for Educational Research
2	Mr. Alaa' Harb	M.A. Methodology	UNRWA English Supervisor
3	Mrs. Maha Barzaq	M.A. Methodology	The Qattan Center for Educational Research
4-	Miss. Sana' Afana	BA in English	UNRWA English Supervisor
5-	Mr. Awny Abu Swerah	BA in English	UNRWA English Supervisor
6-	Mr.Mohamad Al Ashqer	BA in English	UNRWA English Teacher
7-	Mr.Ibrahim abo Jabal	BA in English	UNRWA English Teacher
8-	Mrs. Rana Keshta	BA in English	UNRWA English Teacher
9-	Mr. Alaa' Abu Jarbu	BA in English M.A. psychology	UNRWA English Teacher



الأخ الدكتور/ رئيس برنامج التربية والتعليم بوكالة الغوث،
حفظه الله،
السلام عليكم ورحمة الله وبركاته،

الموضوع/ تسهيل مهمة طالب ماجستير

تهديكم عمادة الدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ مازن أحمد رمضان أبو عرماتة برقم جامعي ١٢٠٠٤٤٣٦٢ المسجل في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس-اللغة الإنجليزية، وذلك بهدف تطبيق أدوات دراسته والحصول على المعلومات التي تساعد في إعدادها والمعونة بـ:

The Impact of a suggested remedial program on English writing skills for the seventh Grade Low Achievers' in the UNRWA School in Gaza Governorates

والله ولي التوفيق،،،

عميد الدراسات العليا

د. زياد إبراهيم مقداد



السادة/ مدير الدراسات والبحوث
الفاضل/ د. زياد إبراهيم مقداد
عمادة الدراسات العليا
صورة إلى:-
♦ تلف:

C V

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-BA of English Language (Al Azhar University – Egypt 1978.1983)

- Diploma of Islamic Studies and Hadith (The House of the Ketab and Sunah - Khanyounis 1995)

- Diploma of Diplomatic Studies (Creative Institute for Studies and Research –Gaza(.2009)

- Courses in Conflict Management and Negation Skills.

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-Nowadays I'm writing my M.A research on the" The Impact of a Suggested Remedial Program on English Writing Skills for the Seventh Grade Low Achievers in the UNRWA Schools in Gaza Governorates"

Professional Experience :

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Teacher of English Language (Gaza UNRWA Schools- Sep. 1986 - Feb. 2000).

Teacher of English Language (Governmental Schools- 1984 - 1986).

Languages And computer skills

Arabic (Native Language).

English (Fluent)

Hebrew (good)

Word and excel (good)