The Islamic University of Gaza

Postgraduate Studies

Faculty of Education

English Curriculum & Teaching Methods Department

The Effect of Using a Comprehensive Approach for Teaching

High Frequency Words on Developing the Writing Skill

of Seventh Graders in Gaza

Presented by

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requirements for the master degree in

education

2010
يسّم الله الرحمن الرحيم

(1) مَا أَنْتُ بِنَجْحٍ (2) وَإِنْ لَكَ لِأَجْرٍ غَيْرِ مَمْتَنٌعٍ (3)

وَإِنَّهُ لَعَلَّ خَلْقٌ عَظِيمٌ (4)

(سورة الفاتحة من آية 1 إلّا 4)
Dedication

To all martyrs who dedicated their souls for our sake in the war on Gaza.

To my parents.

To my wife, sons and daughters

To my brothers and sisters.
Acknowledgement

I greatly acknowledge the contribution of the sincere people who supported me throughout this study. The successful completion of this study would have not been accomplished without the support and assistance of those dedicated and helpful people.

First, I would like to thank my supervisors, Dr. Nazmi Al Masri and Prof. Ezzo Affana for their support, advice and encouragement throughout this study; I am grateful for their willingness to help in reviewing drafts of each chapter of this study. Special thanks to Mr. Iyad Al Najjar and Dr. Ashraf Abu Ataya, who helped me reviewing statistical treatments.

My special thanks to Dr. Mohammed Atya and Mr. Mohammed A. Al Hadi who helped me a lot in my study.

My appreciation to the school principal Mr. Fadel Al Jadili, to the assistants, to the teachers and the students of Nuseirat Prep. Boys School "B" where the study was carried out.

My appreciation and gratitude are paid to the referee committees who guided and enriched the study.

Once again, I would like to express my sincere appreciation to my family; my father, mother and specially my sincere wife for their patience and consistent support during this period.

Finally, I reiterate my cordial acknowledgement and high appreciation to all who helped.
Abstract

This study investigated the effect of using a comprehensive approach for teaching high frequency words on developing the writing skills of seventh graders in Gaza. Sample of the study consisted of 59 male students. The sample was purposively chosen from Nuseirat Prep. Boys School "B". It was divided into two groups, experimental consisted of 29 and control group consisted of 30 students. The two groups were equivalent in their previous learning, achievement in English language in general and achievement in writing and spelling in particular.

To collect data and achieve the goal of the study, the researcher used three tools, card analysis to determine the most frequent words in English for Palestine grades 5,6 and 7, pre/post achievement tests (spelling and writing) and a portfolio to measure the progress in writing skills.

Data gathered from the card analysis revealed that there were 150 words that are frequently used in reading and writing exercises in the three grades.

The researcher pre-tested the two groups in spelling and writing. The comprehensive approach was used to teach the experimental group while the traditional method was used with the control group. The two groups were tested again in spelling and writing after the application of the experiment. The results were statistically analyzed.

The study findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group. This was due to the comprehensive approach. Post intervention data indicated a remarkable increase in the experimental group's achievement in writing skills and ability to transfer their knowledge of spelling skills into daily writing.
منحى الدراسة

"أثر استخدام الطريقة الشمولية في تدريس الكلمات الأكثر تكرارا على تحسين مهارات الكتابة في مبحث اللغة الإنجليزية لدى طلاب الصف السابع في قطاع غزة".

تهدف هذه الدراسة إلى التعرف على أثر استخدام الطريقة الشمولية في تدريس الكلمات الأكثر تكرارا في النهاج على تحسين مهارات الكتابة في مبحث اللغة الإنجليزية لدى طلاب الصف السابع في قطاع غزة.

اختار الباحث مدرسة دروس النصرات الإعدادية "ب" بطريقة قصصية حيث يعمل مدرسا فيها كما أن اختيار عينة الدراسة كان فصدايا أيضا. استمرت عينة الدراسة على 59 طالبا في الصف السابع الأساسي. قسمت العينة إلى مجموعتين: ضابطة وتجريبية. تكانت المجموعة التجريبية من 29 طالبا والمجموعة الضابطة من 30 طالبا. استخدم الباحث ثلاث أدوات للبحث، أولها: بطاقة تحليل تحديد أكثر الكلمات تكرارا في كتاب الصف الخامس، السادس والسابع. وقد اختار الباحث هذه الصفوف لأنها تمثل مرحلة تعليمية واحدة حسب تصنيف وزارة التربية والتعليم الفلسطينية كما أنها نفس الخصائص، حيث استفاد الباحث من بطاقة التحليل في تصميم قائمة تضم 150 كلمة تتكرر في تمارين القراءة والكتابة في الصفوف الثلاثة. ثانياً اختبار التحصيل و الذي انقسم إلى قسمين: أ- اختبار الوجه، ب- اختبار مهارات الكتابة. وقد تم تصميم الاختبارين وفقا لجدول المواصفات ووزن كل مهارة في النهاج الصف السابع. ثانياً؛ اختار الباحث أداة بحث جديدة نسبة في الدراسات الفلسطينية وهي "منف المتابعة" (portfolio)، حيث استخدم الباحث هذه الأداة في قياس مدى تقديم الطلاب وتحسينهم في مهارات الكتابة المختلفة قبل وآثناء وبعد التجربة.

نفذ الباحث اختباري الوجه والكتابة قبل بدء التجربة لضبط متغيرات التحصيل والتعلم المسبق. أتت نتائج الاختبارين أن العينتين متكافتين ولا توجد فروق بينهما، طبق الباحث الطريقة الشمولية على العينة التجريبية بينما درست العينية الضابطة بطريقة تقليدية.

تم تحليل النتائج إحصائيا لمقارنة نتائج الاختبار الفعلي والاختبار البديع، وقد بينت النتائج أنه هناك فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة لصالح المجموعة التجريبية ويعزى ذلك إلى استخدام الطريقة الشمولية.

وفي ضوء هذه النتائج يوصي الباحث التربويين،الموجهين والمعلمين إلى إبزار الطريقة الشمولية والاستفادة منها في تدريس اللغة الإنجليزية.
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<td>Statistical Package for Social Science</td>
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Chapter I

Introduction
Chapter I

Problem statement and background

1. Introduction

This chapter starts with an introduction, proceeds to a statement of the problem then presents research questions and hypotheses. It also discusses the objectives, significance, limitations, and finally, the terms of the study.

Writing is one of the four language skills that require special attention, as it is a productive language process. It is the process of transforming thoughts and ideas into written communication. Writing proficiency plays a great role in conveying a written message accurately and effectively. Writing has an Islamic concept where it receives special emphasizes in the Holly Quran and Sunnah.

The Holy Quran devotes special emphasis to writing where Allah says in Surah Al Qalam, verse 1 "Nun. By the pen and by what they (the angles) write (in the Records of men)." Allah swears in three letters "nun" then in the pen which is the tool of writing and finally in what the angels write in the Records of men. This verse shows the importance of writing in Islam.

In a long Hadith, Al Albani (1982, p 286) narrated that, Prophet Mohammed (peace and blessings of Allah be upon him) said," The first thing that Allah created was the pen…" Furthermore, Prophet Muhammad (peace and blessings be upon him) encouraged his followers (Al Sahaba) to broaden the horizons by seeking knowledge even to the depths of China (Bukhara). He enthusiastically welcomed traders from different countries to stop-by in Madinah to have his followers learn and appreciate their cultures.
The first battle Muslims fought was the battle of Badr, Muslims captured some men of Quraysh who had once tortured them in their homeland Makkah, instead of punishing them, Prophet Muhammad (peace and blessings be upon him) allowed them to buy their freedom through ransoms or to teach 10 Muslims how to read and write. Upon doing so, they would be free. This incident and many others emphasize the importance of writing in Islam.

Writing is an ongoing process that continues from early childhood to university and beyond as Applebee (1984, p.1) said,

Learning to write is a complex and ongoing process. It begins early, with a child’s first scribbles on the nearest table or wall, and continues (at least for the academically inclined) through the dissertation and beyond. For most of us, writing remains a difficult process, avoided at some length, and enjoyed most (if at all) only in the completion.

Writing is the process of translating thoughts and ideas into written messages. As Smith, et al. (2001, p. V) noted that ideas and language are essential to clear written communication, and so are the related skills of forming intelligible sentences and recognizable words. They added that the writing of students probably gives teachers best insight into the words students want to use and the kinds of difficulties they experience.

Writing proficiency plays a great role in conveying a clear written message effectively. Smith, et al. (2001, p. V) argued that spelling, handwriting, word knowledge, sentence sense, and self-editing are closely linked to effective written communication. In fact, among those elements, spelling always has an intriguing and interesting role.
Spelling is, of course, only one ingredient in a clearly written message. It contributes to an easy and effective exchange of ideas between the writer and the reader. Tompkins and Hoskisson (1995, p. 459) stated that, “Conventional spelling, neat handwriting, and standard English grammar have been considered the hallmarks of an educated person”. Reimer (2001, p.34) explained that these important components (conventional spelling, neat handwriting and Standard English grammar) have recently changed from being the goal of education, to the tools used by readers and writers. They help writers to communicate to their audience. According to Al Hassan (2007, p.1) the ability to spell well is an important part of producing effective writing. As Graves (1983, p.16) explained that if learners find it hard to spell, they will focus more on the mechanics of spelling than on their ideas, and so content will suffer.

Although spelling plays an important role in a clear written message, it should not be an end in itself. Smith (2001, p.17) argued that although the ability to spell words correctly is important for clear communication, it is not an end in itself. It is not unusual for students to memorize all the words on a list, get 100% on a spelling test, and then misspell some of the same words when they use them in compositions. This happens because students have memorized these words in isolated word–lists without practicing them in meaningful writing activities.

Smith (2001, p.11) stated that one of the reasons spelling fell out of language specialists' favor is that, they thought spelling was isolated to mechanical drills over artificial lists of words, perhaps for participating in a spelling bee (a technique for teaching spelling depends on memorization and drilling). In the past, words were listed in isolation, memorized in isolation, spelled aloud (or tested on
paper) in isolation and children didn't seem to transfer that kind of learning to the actual writing tasks, such as letters and short paragraphs.

Marten and Graves (2003, p.22) said that, “traditional spelling is more a rote routine than an engaging craft; the focus is on memorization, the word lists, the lessons, and the spelling tests”. Schlagal (2003, p.22) illustrated that the lists which are given to students may have an overall common trait (i.e. homophones) but the words themselves must be memorized as separated items. Memorizing these words may help some students succeed on the weekly spelling tests, but many students will have lost the spelling of the words by next day. If students cannot remember the spelling of some tested words on the next day of the test, they will not be able to spell or use them correctly in their actual writing.

However, the problem is that spelling is taught in isolation and addressed in the classroom by activities that focus on drilling and memorization. These activities are not enough for effective teaching of spelling. Teaching spelling in isolation may benefit some students in the spelling test, but it will not help them in the actual writing activities. To help students become effective writers, spelling should be taught in isolation and in actual writing tasks.

In the light of the importance of teaching spelling for writing, this study examines the effect of using a comprehensive approach for teaching high frequency words on developing the writing skills of seventh graders in Gaza. To achieve this goal the researcher will implement a comprehensive approach for teaching spelling of most frequent words that appear in the daily writing of the seventh graders.
Statement of the problem

In the age of globalization, the world of technology, information and internet, written English becomes a critical demand for any individual who tends to follow up the vast change in our modern world. However, teaching and learning writing is not an easy job for both teachers and students, especially within schools that have limited facilities.

Even with the vast amount of spelling textbooks and other material aids available, many teachers are implementing approaches that rely heavily on memorization for spelling tests. These methods are common among teachers with a traditional approach toward spelling instruction. A teacher with a traditional approach sees value in a weekly routine of memorization, repeated drills, and spelling tests as a way to remember spelling words (Marten & Graves, 2003, p.18). Many of the spelling curricula used by teachers with a traditional approach are designed for students to take part in this exact routine. As those curricula, English for Palestine grade 7 concentrates on memorization and drilling. This is clear in the light of the spelling activities used in it. There are three types of spelling activities spread all over the 24 units of the student's book and the workbook which are dictation, dictionary work, and word study. Despite the importance of these three types, they do not help 7th graders transfer the learned words into daily writing tasks such as sentences, answers to written questions, letters to a friend or short paragraphs. Most seventh graders are not able to spell words that are frequently used in their daily language such as, good morning, hello, goodbye, my name, stand up, well done. Moreover, they are not able to produce short sentences by using words frequently used in their daily written work. Evidence for the
existence of the problem included students' performance in the monthly tests, the
final exam, the researcher's observation as a teacher of English and the students'

Hence, the need for an effective approach that helps 7th graders transfer the
learned words into actual writing tasks seems to be necessary and vital. The
comprehensive approach could help 7th graders become more effective
communicators through writing. It incorporates variety of spelling and writing
instruction and techniques that can help students become good writers in English.
The purpose of this study is to examine the effect of using a comprehensive
approach for teaching high frequency words on the seventh graders' improvement
of writing skills in Gaza.

3. Need for the study

There are many studies that dealt with improving spelling of high
frequency words as a means for improving writing skills {e.g. Erion, et. al. (2009),
Conrad, (2008), Jones (2006)}. However, this study is distinctive for two main
reasons. Firstly, none of the previous studies has examined the effect of using a
comprehensive approach for teaching high frequency words on developing the
writing skills. Secondly, all of these previous studies were applied to native English
speakers.

To the best of the researcher’s knowledge, this study is the first of its kind
to examine the effect of using a comprehensive approach for teaching high
frequency words on developing the writing skills of Palestinian learners of English
as a foreign language.
4. **Research questions**

The study addresses the following major question:

- What is the effect of using a comprehensive approach for teaching spelling of high frequency words on developing the writing skills of the seventh graders in Gaza?

The following minor questions emanated from the above major one:

5.1 Are there statistically significant differences at ($\alpha \leq 0.05$) in the improvement of spelling skills level between the students who learn spelling of high frequency words through a comprehensive approach (experimental group) and those who learn spelling of high frequency words through traditional approach (control group)?

5.2 Are there statistically significant differences at ($\alpha \leq 0.05$) in the improvement of writing skills level between the students who learn spelling of high frequency words through a comprehensive approach and those who learn spelling of high frequency words through traditional approach?

5.3 Are there statistically significant differences at ($\alpha \leq 0.05$) in the improvement of spelling skills level of the experimental group before and after the experiment?

5.4 Are there statistically significant differences at ($\alpha \leq 0.05$) in the improvement of writing skills level of the experimental group before and after the experiment?

5. **Research hypotheses**

6.1 There are no statistically significant differences at ($\alpha \leq 0.05$) in the improvement of spelling skills level between the students who learn spelling of high frequency
words through a comprehensive approach and those who learn spelling of high frequency words through traditional approach.

6.2 There are no statistically significant differences at ($\alpha \leq 0.05$) in the improvement of writing skills level between the students who learn spelling of high frequency words through a comprehensive approach and those who learn spelling of high frequency words through traditional approach.

6.3 There are no statistically significant differences at ($\alpha \leq 0.05$) in the improvement of spelling skills level of the experimental group before and after the experiment.

6.4 There are no statistically significant differences at ($\alpha \leq 0.05$) in the improvement of writing skills level of the experimental group before and after the experiment.

6. Purpose of the study

The study aimed at achieving the following objectives:

7.1 Examine the effect of using a comprehensive approach on the seventh graders' improvement of spelling of high frequency words in Gaza governorates.

7.2 Examine the effect of using a comprehensive approach for teaching high frequency words on the seventh graders' improvement of writing skills in Gaza governorates.

7.3 Measure the change in the seventh graders' improvement in writing skills as a result of implementing a comprehensive approach for teaching high frequency words.
7. **Significance of the study**

It is hoped that this study will benefit the following categories involved in teaching English:

1. **Teachers**

   This study would help English language teachers implement new steps, activities, procedures and techniques for teaching high frequency words to improve students' writing skills.

2. **Supervisors**

   This study would stimulate specialists' and supervisors' interests in conducting training courses for teachers to promote the use of the above approach in their classes.

3. **Syllabus designers**

   They would benefit from this study to modify, organize and enrich English language curricular with various instruction, techniques and activities for teaching words related to students' environment and highly frequented in students' actual writing tasks.

8. **Methodology**

   To investigate the effect of using a comprehensive approach on developing the spelling and writing skills of seventh graders, a pretest, and posttest control group design was used. The comprehensive approach was used in teaching the participants of the experimental group while the traditional approach was used with the control group's participants.
9. **Sample of the study**

The sample of the study comprises of 59 male students, distributed into two groups. The experimental group consisted of 29 male students. The control group consisted of 30 male students.

10. **Tools of the study**

To achieve the aims of the study, the researcher used three tools outlined below:

11.1 **Card analysis**

This tool aimed at finding out the most frequent words used in writing activities in *English for Palestine grades 5, 6, and 7*. He developed a list of 150 high frequency words. The researcher chose these three grades because they represent upper primary stages and have nearly the same characteristics.

11.2 **Achievement tests**

a. A **pre-post spelling test** was prepared by the researcher and three seventh grade teachers to measure the subjects' achievement in spelling. The test was consisted of 50 high frequent words out of the 150 words list. The 50 high frequent words of the test were chosen randomly to be representative, (each third word of the list; i.e. 3, 6, 9, 12…..150). The test was designed to reflect students’ ability both to spell words in isolation and in written work. It was used as a pre test applied before the experiment and as a post test applied after the experiment.

b. A **pre-post writing test** prepared by the researcher and a group of good teachers to measure the subjects' achievement in writing skills. The test was built according to the content of *English for Palestine grade 7*. The test comprised four main categories represent the main writing skills of *English for Palestine grade 7*. 
11.3 A portfolio

It was designed to collect samples of students' writing before the experiment, during the experiment and after the experiment. These samples will be analyzed gradually to measure the progress in students' writing skills. More illustration is given in chapter 3.

11. Research procedures

The following steps were followed:

1. Review literature related to the topic of the research to get an idea of the most frequent approaches used to improve spelling as a means of developing the writing skills.
2. Design the tools of the study.
3. Consult a number of experts and specialists to verify the validity and reliability of the tools.
4. Take permission from the UNRWA administration in Gaza to carry out this study.
5. Apply experimental method in collecting and analyzing the data.

12. Definitions of terms

1. High frequency words

High frequency words are words that are always used by students in all language skills. They contain daily language of the classroom such as good morning, how are you, welcome and many other words. They also include prepositions, pronouns and articles. According to Smith (1997, p 7), "The 100 most used words accounted for approximately 60 percent of all words used".
High frequency words in this study are 150 words. The researcher used card analysis to find out the most frequent words used in reading and writing activities in *English for Palestine grades 5, 6, and 7*. The researcher chose these three grades because they represent upper primary stages.

2. **Spelling**

Spelling skill refers to "the ability to form words by arranging letters in a proper order." (Larson, Hammill, and Moats, 1999, p. 33).

3. **Improvement**

It is the expected change in the learners' level of achievement that may result from implementing the comprehensive approach.

4. **Orthography**

“The rules that govern how words are represented in writing”. (Carreker 2005, p. 265)

5. **Writing skills**

5.1 **Writing skills in *English for Palestine- grade 7***

According to the Palestinian General Administration of Curricula (1999, p. 30) writing skills for grade 7 are the ability to:

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. write answers to questions about reading material.
4. combine sentences using connectives.
5. produce a short text in imitation of a model.
6. write about personal feelings, experiences and opinions.
7. make notes about a text.
8. write post cards, personal letters and notes.
9. fill in an application form giving essential personal information.
10. transform information in diagrammatic display into written text.
11. revise, edit and rewrite own work.

5.2 Writing skills in this study

They refer to the writing skills in the first term of school year. They check seventh graders ability to:

1. provide correct capitalization
2. use punctuation (period, comma, question mark, quotation mark, colon, apostrophe, and exclamation mark) correctly.
3. answer questions to form a short paragraph.
4. transform information in diagrammatic display into written text.
5. describe a situation by using their own language.
6. revise, edit and rewrite their own work.

6. Spelling skills

6.1 Spelling skills in English for Palestine grade 7

According to the Palestinian General Administration of Curricula (1999, p. 30) spelling skills for grade 7 are the ability to:

1. complete a phrase or a sentence by supplying the missing words.
2. write dictated material correctly using correct punctuation.
6.2 **spelling skills in this study**

Spelling skills refer to seventh graders' ability to:

1. spell words within 7th graders own writing that have been previously studied and/or frequently used correctly.

2. spell words within 7th graders own writing that follow the spelling patterns of words that have been previously studied correctly.

3. spell a large body of words (at least 150 words that used in this study) correctly when writing.

7. **Traditional approach to teaching spelling**

Marten and Graves (2003, p. 35) stated that, "A teacher with a traditional approach to teaching spelling sees value in a weekly routine of memorization, repeated drills, and spelling tests, as a way to remember spelling words. In this specific study, the researcher adopted the definition of Marten and Graves.

8. **The comprehensive approach**

The comprehensive approach is an approach developed by Dr. Abdel-Salam Abdel-Khalek El-Koumy, a full professor of TEFL at Suez Canal University, in 2002 to aid learning English as a foreign language. The comprehensive approach is based on the behaviorists, cognitivists, and constructivists’ views of language teaching-learning error correction, and assessment. It combines skills and meaning and moves from partial to total integration of language skills.
The evolution of this approach was, to a large extent, a revolt against the skills-based approach and the whole language approach. The skills-based approach views language as a collection of separate skills. Each skill is divided into bits and pieces of sub-skills. These sub-skills are gradually taught in a predetermined sequence through direct explanation, modeling and repetition. The whole-language theoreticians suggest that all aspects of language are interrelated and intertwined. They further added that students should be given the opportunity to simultaneously use all language skills (listening, speaking, reading, and writing) in meaningful, functional, and cooperative activities.

8.1. The three-step procedure of teaching spelling according to the comprehensive approach

a. Presentation of spelling rules. In this step, students receive direct instruction in a spelling rule at a time. Example, add (er, or) to form a noun from a verb (play – player, act – actor).

b. Learning spelling through reading. In this step, students observe how the spelling rules explained to them in step one is applied in a reading passage. They also develop visual images of the words in this passage.

c. Producing spelling through writing. In this step, students apply the spelling rule explained to them in summarizing the text they read in step two. They are then asked to write a paragraph about a self-selected topic and to invent spelling of words whose spelling is unknown to them. (More illustration about the comprehensive approach is offered in chapter 2).
13. **Limitations of the study**

1. The study is limited to a sample of 59 male seventh graders from Nuseirat Prep. Boys School that is an UNRWA school located in the Middle Area in Gaza Strip.
2. The study was applied in the first semester of the school year (2009 – 2010).
3. The study is limited only to writing skills in English language textbooks "English for Palestine 7" through applying a comprehensive approach for teaching high frequency words.
Chapter II

Review of Literature
Chapter II (A)

Theoretical framework

Introduction

The purpose of this chapter is to review literature relating to spelling instruction and their effects on improving the writing skills. It also highlights the comprehensive approach as a new approach for teaching English. It is divided into four main sections that lay out important information for the design and purpose of this study.

The first section begins by discussing spelling instruction. It discusses literature that has supported spelling instruction in the past which had been implemented before along with some specific techniques teachers used as well. It also presents the history of word lists and spelling instruction in the classroom today. Furthermore, it introduces the ongoing controversy of spelling instruction and research that supported both sides of the debate between teachers and researchers on the best way to teach spelling in the classroom.

The second section discusses the importance of spelling and the relation between spelling and writing.

The third section introduces major approaches to teaching spelling. It highlights two major approaches to spelling instruction (the skills-based approach and the whole language approach) and their effects on improving the spelling and writing skills. Merits and demerits of each approach are also discussed.

The last section introduces the comprehensive approach. It describes how the comprehensive approach was originated, along with the principles, strategies and techniques of this approach. These four sections are followed by the researcher's comments on the literature.
1. Spelling Instruction

1.1 Spelling instruction and high frequency word-lists in the past

Spelling instruction has been in the English curriculum since 1783, when Noah Webster introduced the first Blue-Backed Speller (Bloodgood, 1991, p. 11). This type of textbook, along with others such as the McGuffey Reader, taught pronunciation and grammar as well as spelling. These spelling texts included pronunciation and grammar because spelling was integrated into the language arts instruction. Those early spelling books contained word lists as long as 50 words for all of the students to memorize for weekly assessments. The lists were given to all students in a grade level regardless of developmental levels, and they were to be studied as a rote memorization task (Schlagal, 2003, p. 23). Rote memorization was used as the study technique because it was assumed that the English language was too irregular to teach and would be best achieved through memorization. This technique led to the emphasis of teaching students to develop a memory for the spelling of words (Templeton & Morris, 2001, p. 18).

Theories of spelling instruction throughout the 20th century focused specifically on memorization, and the concern for using words with no commonality each week. Early in the 20th century, a question was raised whether spelling should be taught in context (i.e. during reading or writing instruction) or to continue using a list of words each week (Schlagal, 2003, p. 27). It was soon accepted that words in lists were supported over teaching words in context (Templeton & Morris, 2001, p. 23). Memorization continued to be the way in which to learn spelling.
In 1930s, there were two basic methods for teaching spelling, study-test method (i.e. study words during the week and take the test at the end of the week), and test-study-test assessment (i.e. take a pretest at the middle of the week, study missed words during the week, and retest all the words at the end of the week). Researchers at that time compared the two methods and supported the test-study-test method of assessment over the study-test routine (Templeton & Morris, 2001, p.24). Teachers implemented this approach as a way to study a list of words that frequently used in students daily writing.

Spelling books, such as the *Basal Speller* (series of spelling books), continued to be published in the 20th century although many teachers started to focus on spelling as a lesson separated from other language skills such as reading and writing. Those spelling books offered long lists of words to be learned each week but there were no common features among the selected words.

Schlagal (2003, p. 46) stated that “it wasn’t until the 1930s that educators began to organize spelling lists around words most frequently used in reading and writing”. He added that high frequency words make up about 98% of vocabulary words used by native speaker students in and out of school. Using high frequency words offered a better guarantee that the words students were given to spell would be the ones they would need in other subject areas such as Mathematics and Science. Teaching spelling of word lists that have commonality enable teachers to have more control over the difficulty of words in a list (i.e. word length). This seemed to be a more beneficial way to make multiple lists of words for the school year.
During the 1930s and 1940s, new strategies to study high frequency words, involving memory activities, were developed. Some of these memory activities included writing the spelling words multiple times, closing the eyes to visualize the word into memory, and self-correcting misspelled words (Schlagal, 2003, p. 47). However, the emphasis was still on memorization, drilling and testing.

In the 1950s educators brought much criticism toward the words used in spelling guidebooks such as *Basal Spellers* although high frequency words made up the spelling lists. Many argued that the words may have been screened for difficulty, but were not promoting orthographic generalizations. There were no patterns or common features among the lists. Because of this criticism and research results in this field, authors of basal spellers began to design a more functioning spelling system that incorporated common characteristics in the word lists for example common letter-sound patterns (Schlagal, 2003, p. 48). During that period of time, the use of word lists in spelling texts was still supported over the use of spelling in context.

After the 1960s up to these days, word lists in spelling instruction were beginning to use curriculum-based spelling words each week (i.e. words incorporated into the content areas of science, social studies, and math) (Schlagal, 2003, p. 50). These lists may have been challenging because they weren’t high frequency, but they were words necessary in other aspects of the school curriculum.

To sum up, published spelling series and word lists have been continually used through the late 1900s. In a matter of 30 years, spelling lists have changed from using only high frequency words, to lists with common features or patterns,
and finally to curriculum-based lists. They had been changed and modified several times depending on their frequency or usefulness, other content-based information, and patterns among the words selected. The test-study-test approach is continued in many classrooms as a way to assess students’ ability to spell words. Spelling is still often taught using word lists, although new approaches to instruction are being researched.

1.2 Spelling instruction in the classroom today

Spelling instruction has not changed very much over the last four decades, but the specific activities and ways of implementing them in the classroom have. Over the past thirty years, there has been considerable controversy among teachers and researchers regarding appropriate spelling instruction (Schlagal, 2003 p. 51). The controversy of spelling instruction has been existed between teachers and researchers with a traditional view and those with a reformist view.

Marten and Graves (2003, p. 22) argued that, “Traditional spelling is more a rote routine than an engaging craft; the focus is on memorization, the word lists, the lessons, and the spelling tests”. Scott (2000, p. 18) added that a teacher with a traditional view gives his/her students a list of words at the beginning of the week, complete drills during the week, and gives a test at the end of the week. Schlagal (2003) illustrated that the lists that are given to students may have an overall common trait (i.e. homophones) but the words themselves must be memorized as separated items. Memorizing these words may help some students succeed on the spelling test, but many students will have lost the spelling of the words by the next day (p. 35). If students cannot remember spelling of some words by the next day of
the test, they will not be able to spell or use the words correctly when writing or putting the words to actual use.

In addition, teachers with a traditional view rely heavily on the use of a spelling textbook as well. These spelling books are created for a specific grade level of instruction and are used regardless of the various needs of the students in the class (Schlagal, 2003, p. 37). Not all students are at the same level developmentally, which can make it difficult for some students to complete the activities from a textbook or workbook (Larson, Hammill, & Moats, 1999, p. 70). According to Morris, and Perrey (1995), “Textbooks are still a staple in the classroom, and traditionalists argue for continued use of spelling books in the elementary grades” (p. 146). The use of a textbook influences teachers' instruction in the classroom and students achievement as well. Morris, et al. (1995) argued that, “it is important for researchers and educators to understand how teachers use spelling books in the classroom and how the use of the books affects student achievement” (p. 146). Scott (2000, p.18) stated that the methods or activities in a textbook or workbook provide little or no direction for students to practice what they learned in actual writing tasks.

In a recent American study on spelling Johnston (2001, p.22) reported that, in a survey given to 42 public classroom teachers in USA grades 2-5, seventy-five percent taught spelling through workbook exercises. Fifty-three percent used pretests at the beginning of the week. Thirty-three percent did activities that required the students to use the spelling words in a sentence. Twenty-nine percent of the teachers had their students put their list of spelling words in alphabetical order; twenty nine percent had their students write their spelling words five times
each, and twenty four percent of teachers had their students look their words up in the dictionary. In the same study of 42 public classroom teachers, grades 2-5, Johnston, reported that seventy four percent said children today generally spell worse than children did in the past, and seventy three percent didn’t feel spelling was adequately addressed in the school curriculum. These teacher practices and traditional weekly cycles are still insufficient to promote actual teaching of spelling. The teachers who implement these weekly routines should change their concept of teaching spelling.

On the contrary, Marten and Graves (2003, p.33) explained that a teacher with a reformist view would argue that traditional instruction is more assigning and testing spelling, than actual teaching. They wonder whether teachers can say they are teaching spelling when they give a pretest today, provide spelling activities during the week, and give a final test at the end of the week. Thomas and Sullivan (1995, p. 17) argued that, explicit spelling instruction is important and should be provided in the classroom. However, students should not be completing isolated workbook activities and copying their words over and over. Schlagal (2003) agreed that, “Activities like unscrambling words, translating them into secret codes, alphabetizing them, and looking them up in the dictionary are unlikely to promote orthographic learning” (p. 53). Very few spelling textbooks engage students in activities to help them perceive, manipulate, or become familiar with the orthographic generalizations illustrated in the weekly word lists (Schlagal, 2003, p. 54).

A teacher with a reformist view, according to Matz (1994, p.18) believes that students should not be tested on words for which they have no immediate use.
Many of the words from a textbook or commercially made word lists are usually words that are of little use outside of spelling. These words can be forgotten easily if they do not have a purpose in other activities or lessons. It would be more useful to gather words that are commonly used in students' daily English classes. These words benefit the students because they are used in contexts outside the subject of spelling. The students then encounter the words, the spelling of the word, and the meaning of the word multiple times during the week. Matz (1994, p.19) added that teachers with a reformist view on spelling instruction want to help children become proficient spellers by providing them with strategies in remembering the words, and by giving opportunities to use those strategies in many ways. Reformists do not want to rely on textbooks, workbook activities, rote memorization, and spelling tests to guide their weekly instruction. Bloodgood (1991) said, “Students really know words when they internalize them through repeated use and they explore or test the underlying rules of how words work” (p. 206). However, reformers are having difficulty finding the most efficient approach to spelling instruction. Johnston (2001) concludes, “While classroom teachers, like other educators and researchers, will probably never reach consensus about the best way to teach spelling, they do need clear understanding of how to create and/or implement spelling programs that meet the wide range of student needs” (p.154)

Following the foregoing discussion about spelling instruction, it is clear that spelling instruction was and still is a problematic area for both researchers and teachers. Wilde (1992) states that, “Spelling strategies have been a missing component in spelling curriculum and instruction” (p. 118). It still appears that the majority of spelling instruction depends on commercial text with little emphasis on innovative spelling instruction.
Traditional methods may stem from a lack of knowledge that there can be alternative techniques in spelling instruction. More attention needs to be given to developing a knowledge base in the content and application of a spelling curriculum. Templeton and Morris (2001, p.70) argued that, although some teachers are trying new ways to teach spelling, most teachers have not considered spelling an important aspect of linguistic processing. Westwood (1999, p. 33) stated that, many teachers have resorted back to, or kept using, spelling lists and tests because they are unsure about how to implement a better approach into the curriculum.

2. Importance of Spelling

2.1 Why to teach spelling

The importance of spelling lies in the fact that to be literate, one must become proficient in spelling. There are several reasons given by different specialists and researchers to teaching spelling.

- Spelling is an extremely important aspect of the English curriculum, for both native and none-native speakers of English. Gentry (1997, p. 33) argued that acquiring spelling knowledge in early stage, primary schools, opens the door to early literacy and beginning reading. When young learners begin to learn the letters of the alphabet and the sounds each letter makes, they are acquiring knowledge of the alphabetic system, as well as knowledge they can use toward spelling words.

- Learning to spell correctly is necessary for being a good writer. Treiman (1993, p. 3) stated that, "The ability to spell words easily and accurately is an important part of being a good writer".
• Spelling improves reading because knowledge of spelling-sound correspondences is a basic component of reading. As Adams (1990, p. 421) noted, “Skillful reading depends critically on the deep and thorough acquisition of spellings and spelling-sound relationships”. Graham, Harris, and Chorzempa (2003) believed that, “Learning about spelling can enhance children’s reading development, especially their ability to pronounce words correctly and decode unknown words” (p. 66).

• There is a strong relationship between spelling and word recognition and between spelling and reading comprehension. Adams et al.(1996, p. 7) stated that poorly developed spelling knowledge has been shown to hinder student’s writing and to obstruct their vocabulary development and causes reading difficulties.

• Spelling is a tool for writing. Gentry (1997, p. 1) explained that, “The purpose of learning to spell is to make writing easier, more fluent, more expressive, and more easily read and understood by others”.

• Spelling is a tool of communication. Thomas and Sullivan (1995, p. 45) said that students need to know how to spell words to communicate their ideas in written language.

• The ultimate goal of spelling instruction, beyond teaching patterns and rules of English, is to create enthusiasm for language accord. Carreker (2005, P.261) explained that spelling can and should be taught as an interesting task that strengthens those relationships among reading, writing, and vocabulary knowledge. Abbott (2001, p. 33) argued that the skills required for learning to spell, read, and write are all interrelated.
2.2 Why to teach high-frequency words

The ProQuest Information and Learning Company (2009, p. 2) stated that although there are more than 600,000 words in the English language, only a small number of these appear frequently in the materials students read. There are only 13 different words that make up 2 percent of the words students read in the preparatory level, and there are 100 words that make up 50 percent of the words students read according to their levels. These words are called high-frequency words.

There are several reasons why students should be taught such high-frequency words. The ProQuest Information and Learning Company (2009, p. 3) listed three main reasons.

1. Some high frequency words, such as the, is, to and are, do not follow commonly taught phonics rules and cannot be sounded out. The only way a student can read these words is to recognize them by sight.

2. Knowing the most commonly used words by sight will make a student faster and more fluent reader. Students who need to pause and attempt to figure out most of the words they read tend to overload their memory. As a result, their understanding of what is read suffers.

3. Although many of these words alone do not carry much meaning, they do affect the meaning of a sentence and help make it understandable.
2.3 Spelling as a developmental process

Carreker (2005, p. 259) suggested that, “To understand the vital role spelling plays in learning to read, it is important to understand how spelling develops”. He added that spelling is developed at a young age through a series of four stages.

The first stage of spelling development starts according to Carreker (2005, p.261) at the age of five or six when children begin to differentiate between writing and drawing. This stage is the pre-phonetic or pre-alphabetic stage. In this stage, children scribble or write forms that look similar to letters and numbers. Sometimes children write letters they know spontaneously as letters of their names. They understand what writing looks like, but they do not know the concepts of print yet. Children may not leave spaces in between their words, write in a left to right progression, or know how long a word should be.

The second stage of spelling development that is called the semi-phonetic stage does not start until children begin to understand the letter/sound relationship. Children realize that the sounds they hear in oral language can be represented in print. Young children begin using letters of the alphabets in their writing, but only write one letter per syllable. For example, a child may write “nf” for the word enough, or “b” for the word bee (Carreker, 2005, p.262).

As children become more aware of letter sounds, they reach the third stage of development. This stage is called the phonetic stage. It is usually occurred at the age of six or seven. Children in this stage have mastered the alphabetic principle because they recognize that each individual letter has at least one sound. They
continue to write words, become able to write one letter for each sound they hear (mostly consonants), and the children are able to write in a left to right progression. Words may still run together though, as if there are no boundaries on the page (Carreker, 2005, p.263).

Children in the fourth stage, the transitional stage, can understand and grasp the concept of phonics. In this stage, they incorporate more vowels in their writing and demonstrate knowledge of spelling patterns. Children at the age of seven or eight can use chunks or groups of letters to write words (i.e. CVC patterns, or short and long vowel patterns). The concepts and strategies of spelling become more automatic as children progress up through eighth grade. The more experiences children have with print at a young age, the more successful they will be with reading and spelling in the future (Carreker, 2005, p.265).

2.4 Common myths about spelling

Many teachers have misperceived the goals and importance of spelling development in the classroom. Gentry (1987) believed that, “because of ignorance, misunderstanding, and poor teaching methods, myths about spelling are lived out daily in thousands of classrooms” (p. 7). Harboring these myths about spelling instruction can interfere with the student’s process of learning to spell. Specialists and researchers mentioned three common myths about spelling which are:

1. The first myth among teachers, according to Gentry (1987, p. 7), is that good spellers memorize a lot of information and can master many rules. Memorizing a list of words may help complete short-term assignments, or assessments, but it does not allow students to become good spellers. Good spellers find strategies that work
best for them, and they can apply that knowledge when writing. Good spellers do not try to learn every spelling rule either. They find rules that work to their benefit to succeed.

2. The second myth about spelling is that good spellers have to do hundreds of spelling book exercises and receive 100% on spelling tests. Schlagal (2003, P.21) argued that the amount of time students spend on these tedious drills would be more valuable if they could complete activities in which they applied their spelling knowledge. Too many workbook activities can actually cause children to apply desperate measures when completing them. Students may do anything to get the activities finished as soon as possible. Gentry (1987, p. 8) continued that doing well on spelling tests does not necessarily mean that children are good spellers. Many children can apply and use a lot of spelling strategies, but are nervous test-takers. These spelling tests do not always represent a complete and accurate picture of a child’s ability.

3. The last common myth that many teachers portray in the classroom is that spelling errors should not be tolerated. Gentry (1987, p. 9) stated that teachers often reduce grades or make corrections on students’ papers, which can send wrong message to students. According to Gentry, “Making errors is natural for learning to spell. Spelling errors should be expected and encouraged as students try to invent and modify their spelling” (p. 9). Students should be expected to spell correctly what they have already mastered developmentally, but should also be allowed to make mistakes when spelling and writing new words.
2.5 **Challenges for Arab Learners of English**

Smith (1982, p.146) stated that Arab learners of English “must ... learn an entirely new alphabet for English, including a capital letter system”. Smith highlights a number of problems Arab learners face with English script as follows:

1. misreading the ‘mirror’ shaped letters, e.g. \( p \) and \( q \); \( d \) and \( b \).

2. misreading letters in words by looking at them from right to left like the Arabic system, e.g. *twon* for *town*; *form* for *from*.

3. miswriting individual letters, owing to insufficient early training, or the development of an idiosyncratic writing system. This is most usually seen with capital letters (often omitted), with the letters \( o, a, t, d, g \) and the cursive linking of almost any letters.

As also noted by Waller (2002, p. 16), the fact that English is not a phonetic language plays a central role in making its spelling more complicated. Kharma and Hajjaj (1989) argued that, the greatest difficulty encountered by Arab students arises from the irregular spelling system of English compared with the greater regularity of the predominantly phonetic script of Arabic. (p. 56)

2.6 **Spelling and Writing**

Medrano and Zych (1998, p. 24) argued that an absence of the print-rich environment may be the cause to the problem of poor spelling skills for students. It is necessary for children to have experiences with verbal and written language, including phonemic awareness, to ensure that children are successful in their own written work.
Bailey et al. (2002, p.22) stated, “The first factor affecting the success of student writers was a lack of experience with language”. They added that, “In order for children to be successful in written language, they must have a strong verbal language developed, which is often based in phonemic awareness”.

Dorn, French, and Jones (1998, p.72) discussed the importance of carefully monitoring children’s writing samples in order to see writing and spelling development over time. Dorn et al. (1998) wrote, “In order to follow children’s progress effectively and instruct them according to their needs, teachers must be able to analyze and interpret children’s writing and spelling development” (p. 74). Spelling is a developmental process that teachers need to be aware of in order to create proficient spellers and good writers.

3. Major approaches to spelling instruction

El Koumy, (2002) stated that over the last two decades there were two major approaches domain the foreign language teaching and learning field and affect the teaching learning process: (1) the skills-based approach, sometimes referred to as the “direct,” “intentional,” or “formal” instructional approach, and (2) the whole-language approach, sometimes referred to as the “indirect,” “incidental,” or “informal” learning approach. (p. 11). Each approach has its own background, principles, strengths and weakness that will be explained below.
3.1 The skills-based approach

The skills-based approach drew its theoretical roots from behavioral psychology and structural linguistics. Advocates of the skills-based approach view language as a collection of separate skills. Each skill is divided into bits and pieces of sub-skills. These sub-skills are gradually taught in a predetermined sequence through direct explanation, modeling and repetition. Furthermore, the skill-building teacher constantly uses discrete-point tests (e.g., multiple choice, true or false, fill in the spaces) to measure the mastery of each sub-skill before moving to the next (El Koumy, 2002, p. 12).

3.1.1 Principles of the skill-based approach

- The whole is equal to the sum of its parts.
- There are differences between spoken and written language.
- Oral language acquisition precedes the development of literacy.
- Language learning is teacher-directed and fact-oriented.
- Students’ errors are just like ‘sins’ which should be eliminated at all cost.

3.1.2 Spelling in the skill-based approach

The skills-based approach views spelling as one of the sub-skills involved in reading and writing. It also holds that spelling involves many micro-skills such as letter-naming, phonics, word structure, etc. Spelling rules are taught through mechanical drills.
3.1.3 Advantages of the skill-based approach

There are many advantages of the skills-based approach. Shuy (1981, p.36) listed the following advantages:

- Teaching language as isolated skills makes language learning easier because it spares students from tackling the complexity that language entails.

- Skill-based approach reduces students’ errors because it concentrates on separate skills. These sub-skills are gradually taught in a predetermined sequence through direct explanation, modeling and repetition.

- This approach is easy to implement because it provides a systematic plan that is easy to follow, and graded instructional materials within and across grade levels.

Disadvantages of the skills-based approach

Although this approach directs students’ attention solely toward spelling, it has its own weaknesses. (Smith, 1982, p.23) stated the following disadvantages:

- It draws students’ attention away from the communicative function of spelling.

- Another weakness is that spelling rules have too many exceptions to be consciously learned.

El Koumy (2002) added five disadvantages of the skills-based approach:

- There is a large discrepancy between the manner in which the language is taught and the manner in which it is actually used for communication.
• The teaching of language as isolated skills makes it difficult because the brain cannot store bits and pieces of information for a long time.

• The skill-oriented programs demotivate students to study the language because what is taught to them is not relevant to their needs and interests.

• The teaching of language as isolated skills stifles students’ creativity.

• The role of students is too passive and leads to underdevelopment of independent learning skills". (p. 13)

Despite its demerits, the skills-based approach is still the most widely used approach throughout the whole world, (Ellis, 1993, p. 70). A basic reason for this is that higher authorities such as boards of education and curriculum coordinators mandate skills-based programs (Anderson, 1984 p. 54). Another reason is teachers’ resistance to new approaches in general.

3.2 The whole-language approach

In response to recent theories in cognitive psychology and psychosociolinguistics, the whole-language approach emerged in the latter part of the twentieth century. The evolution of this approach was, to a large extent, a revolt against the skills-based approach (El Koumy, 2002, p. 23). Theoreticians of whole-language approach such as Carrasquillo (1993, p. 35) argued that all language skills are interrelate and intertwine. Freeman and Freeman (1992, p. 67) stated that students should be given the opportunity to simultaneously use all language skills (listening, speaking, reading, and writing) in meaningful, functional, and cooperative activities. These activities are often centered on topics that build upon
students’ background knowledge. The students themselves often select these topics.

With regard to assessment, whole-language theoreticians argued that the contextualized nature of language, obtained by means of instruments such as projects, portfolios, and observations, provides a more realistic view of a student language than standardized tests.

### 3.2.1 Principles of the whole-language approach

- The whole is more important than the part.

- Language learning is a social process.

- Learning is student-centered and process-oriented.

- Language learning involves relating new information to prior knowledge.

- Oral and written language is acquired simultaneously and has reciprocal effect on each other.

- Students’ errors are signals of progress in language learning.

### 3.2.2 Spelling in the whole language approach

The whole-language approach views spelling as a developmental process through which meaning is understood and/or created. Spelling is learned by immersing students in or exposing them to print. Students are also encouraged to use invented spelling (approximations) in writing (Invernizzi et al., 1994, p 53).
3.2.3 **Advantages of the whole-language approach**

Just like the skills-based approach, the whole-language approach has some advantages:

- It respects students’ prior knowledge that can, in turn, encourage and foster comprehension. As Vance (1990, p.175) illustrated it, "The whole language teacher brings to each student a deep respect for his or her existing prior knowledge."

- It reduces behavior problems. Weaver (1990, p.18) stated that, "Whole language teachers develop learning communities characterized by mutual respect and trust'.

- It boosts students’ self-esteem. Freeman and Freeman (1994, p. 247) argued that when bilingual students are involved in a learner-centered curriculum, teachers focus on what their students can do rather than what they cannot do. This process builds student self-esteem and raises teacher’s expectations.

- It develops students' creativity and critical thinking. Weaver (1990, p.53) illustrated that students in whole language classrooms are thinkers and doers, not merely passive recipients of information. They learn to think critically and creatively and to process and evaluate information and ideas rather than merely to accept them.

3.2.4 **Disadvantages of the whole-language approach**

Despite its advantages, the whole-language approach has many disadvantages.
El Koumy, (2002, pp. 28-31) listed the following disadvantages:

- It neglects accuracy in spite of the fact that many language teaching theoreticians and researchers agree that accuracy is an essential element in the development of communication skills.

- It will not be easy to implement, and there will be resistance to many practices consistent with whole.

- It overestimates foreign language students' ability to select and monitor what they learn. In other words, it failed to distinguish between native speakers and foreign language students. El Koumy, (2002) stated that,

   As I think, this approach may fit only L1 students from the very beginning of school for two reasons. The first reason is that those students possess preschool language skills that enable them to concentrate on meaning and take full responsibility for their own learning. The second reason is that L1 students use the language out of school in meaningful activities just like the activities the whole-language approach calls for. Conversely, in the FL context, children join schools without any FL background knowledge. Therefore, there will be a lack of fit if the whole-language approach is implemented in this context from the very beginning (p.31).

4. The whole-language approach lacks curriculum guides.

   From the preceding discussion, it is clear that the two approaches (the skills-based approach and the whole-language approach) differ greatly from each other's in many different aspects. On one hand, the skills-based approach stresses skills at the expense of meaning in spite of the fact that understanding and
conveying meaning is the ultimate goal of language teaching and learning. On the other hand, the whole-language approach stresses meaning at the expense of skills in spite of the fact that skills are necessary for comprehending and conveying meaning. In other words, the whole-language approach as a reaction to the skills-based approach is too extreme. Spelling instruction in the two approaches do not help learners become good communicators through writing. In the skills-based approach, spelling is not linked with meaning and is isolated from purposeful reading and writing. On the contrary, the whole-language approach neglects spelling rules and teaches spelling through reading and writing. Evidence is growing that spelling should not be taught as a single subject, or thought about as an isolated skill. Teachers need to recognize the value of integrating spelling with writing, reading, vocabulary, and other content areas.

Students still need spelling strategies to increase their spelling achievement and to help them become good writers. Teachers need to combine spelling strategies and techniques from the two approaches to provide guided practice and help students discover and notice features of words. Gentry, 1987 (P. 70) suggested that if teachers do not teach those skills and strategies together, there will be a lack of spelling transfer between reading and writing. (Gill & Scharer, 1996) suggested that, "It follows, then, that the need is clearly for a comprehensive approach that combines skills and meaning and moves from partial to total integration of language skills" (p.100).
4. The comprehensive approach

4.1 Introduction and background

Last few years have seen the emergence of several diverse teaching methodologies. Each one is attracting practitioners who often contend that their particular technique is superior, to the exclusion of the others. El Koumy (2002 p. 7) argued that despite the claims of these proponents, no single methodology adequately addresses the needs of all English language students. He added that "Evidence gained from practical experience strongly suggests that the strong points of a variety of methodologies, if skillfully combined, can complement one another, together forming a cohesive, realistic, and highly motivational teaching strategy". (p. 7)

El Koumy (2002) stated that, "the either-or logic is damaging our educational possibilities. One can be an authority and a mediator, one can use both direct and indirect teaching, language is best learned as interactive and social, but there is a place for studying grammars, form, and usage (p. 7). He added that any classroom works better, when both direct and indirect teaching occur. Child-centered teaching does not occur in a vacuum; there must be content and a teacher who is doing his best to mediate and teach content in a dialogue with the student, making the notion of a child-centered versus a teacher-centered classroom is a foolish concept. Obviously direct and indirect teaching must occur in realistic classrooms where direct instruction precedes group work.

Ibrahim, (1993, p. 98) argued that the teaching of EFL students should be based on an integrated approach which brings linguistic skills and communicative
abilities into close association with each other, this is due to the fact that both language skills and language usage are important.

Direct guidance from tutors is preferred even in the self-access-learning environment. A tutor-guided scheme may offer a pathway for learners to start gradually learning independently on this new ground of autonomous/self-access learning. Tutor-guided schemes may also provide semiautonomous learning situations for learners as they have their own choices and at the same time directed by tutors to begin with (Kwan, 1999, p. 2).

From the foregoing discussion, it seems that the need for an approach that shifts from direct instruction to incidental learning of spelling is vital and necessary. This approach is called the comprehensive approach for teaching English as a foreign language. The comprehensive approach asserts that it is of utmost importance that the teacher should teach the spelling of some words and ask students to acquire the spelling of others from context and through invented spelling. (El Koumy, 2002, p. 11)

Research in the area of spelling provides indirect evidence that instead of either-or planning of spelling instruction, the comprehensive approach can be more effective in increasing spelling achievement. El Koumy (2002) stated that, "direct support for the comprehensive approach to teaching English comes from studies done by Castle et al. (1994), Rosencrans (1995) and Shefelbine (1995)". El Koumy continued that, Castle et al. (1994) found that providing phonemic-awareness instruction within a whole language program had significant effects on spelling and reading performance. Rosencrans (1995) found that direct instruction within a whole language spelling program increased children’s spelling achievement.
Shefelbine (1995) found that combining temporary (invented) spelling with systematic, formal spelling instruction resulted in more rapid growth in both correct spelling and word recognition than did either approach alone (p. 9).

4.2 What is the comprehensive approach?

The comprehensive approach is an approach developed by Abdel-Salam Abdel-Khalek El-Koumy, a full professor of TEFL at Suez Canal University - Egypt, in 2002 to aid learning English as a foreign language. The comprehensive approach is based on the behaviorists, cognitivists, and constructivists’ views of language teaching/learning error correction, and assessment. It combines skills, meaning, and moves from partial to total integration of language skills (El Koumy, 2002, p.20).

The evolution of this approach was, largely, a revolt against the skills-based approach and the whole language approach. The skills-based approach views language as a collection of separate skills. Each skill is divided into bits and pieces of sub-skills. The whole-language theoreticians argued that all aspects of language interrelate and intertwine.

4.3 Principles of the comprehensive approach

- The whole is equal to the sum of its parts.
- Learning is student-centered, teacher directed and process-oriented.
- Students’ errors are signals of progress in language learning.
- Language learning involves relating new information to prior knowledge.
- Oral and written language skills are acquired by direct instruction and incidental learning.
4.4 Characteristics of the comprehensive approach

The comprehensive approach is characterized by the following:

- It shifts from direct instruction to incidental learning.
- It brings linguistic skills and communicative abilities into close association with each other.
- It moves from assessing micro-skills to assessing the comprehension and production of whole texts.
- It combines skills and meaning in the primary and preparatory levels.
- It focuses on only meaning at the secondary and university levels.
- It shifts from closely controlled to semi-controlled and finally to student-directed activities in every lesson at the primary and preparatory levels.
- It shifts gradually from partial to total integration of language skills.
- In the partial integration phase, it integrates subsidiary skills with main language skills at the primary level and main language skills with subsidiary skills at the preparatory level.
- In the total integration phase, it integrates each two main language skills at the secondary level and all language skills at the university level.
- It moves from direct correction in the closely controlled activities to indirect correction in the semi-controlled activities, and finally to no error correction in the student-directed activities.
- The comprehensive approach weaves error correction and assessment into the teaching-learning process to save the time for both teachers and students and to document students’ progress over time.
4.5 The three-step procedure of teaching spelling

- Presentation of spelling rules. In this step, students receive direct instruction in a spelling rule at a time. Example, add (s, es, ies) to form plural from singular nouns.

- Learning spelling through reading. In this step, students observe how the spelling rules, explained to them in step one, is applied in a reading passage. They also develop visual images of the words in this passage.

- Producing spelling through writing. In this step, students apply the spelling rule explained to actual writing tasks such as short sentence, short paragraph and answers for written questions.

4.6 Techniques for improving spelling and writing achievement

The comprehensive approach stresses five primary categories that could improve spelling transfer into students' written work. The five categories include multiple intelligences (multi-sensory) techniques, meaningful writing experiences, self-correcting techniques, explicit spelling instruction, and various (collective) teaching strategies. The theoretical framework of these categories is discussed below while the activities and exercises are attached in the appendices at the end of the study.

4.6.1 Multiple intelligences (multi-sensory) techniques

The International Dyslexia Association (2000) stated that, “multi-sensory techniques that join listening, saying, looking, and writing in various combinations, . . . are the most successful strategy” (P. 63).
Multi-sensory techniques could improve transfer of correct spelling into written work because this technique helps both visual and auditory learners to be successful in spelling.

All learning styles and intelligences should be included in spelling instruction. Gardner, H. (1983, p23) believed that intelligence is a basic ability that affects performance on all cognitively oriented tasks. Consequently, an “intelligent” person will do well in computing mathematical problems, in analyzing poetry, in taking history essay examinations, and in solving riddles.

Gardner proposed a “theory of multiple intelligences” in which he suggested that people possess at least seven (eight since 1997) different forms of intelligences. Each of the seven intelligences, listed below, are characterized by core components such as sensitivity to the sounds, rhythms, and meanings of words and capacities to discern and respond appropriately to the moods, temperaments, motivations and desires of other people. The Multiple Intelligences are not subject specific and can be related to many different learning areas.

Gardner’s definitions of the Intelligences with examples of Spelling Activities demonstrated below:

1. Verbal / Linguistic intelligence

   It is the capacity to use language, your native language, and perhaps other languages, to express what is on your mind and to understand other people.

   **Example of spelling activities**

   a. Select words from the text.
   b. Say them - Look - Say - Cover - Write – Check.
   c. Make - crosswords - wonder words - jumbled words.
d. Add - endings - prefixes – suffixes.

e. Dictionary work - alphabetical order.

2. **Logical / Mathematical intelligence**

People with a highly developed logical-mathematical intelligence understand the underlying principles of some kind of a causal system, the way a scientist or a logician does; or can manipulate numbers, quantities, and operations, the way a mathematician does.

**Example of spelling activities**

a. Write your words in code.
b. Do word webs.
c. Identify patterns in your list words.
d. Rank your words in terms of - length – difficulty.
e. Classify your words in several different ways.

3. **Visual / Spatial intelligence**

It refers to the ability to represent the spatial world internally in your mind–the way a sailor or aeroplane pilot navigates the large spatial world.

**Example of spelling activities**

a. Draw the words - illustrate the meaning.
b. Write the word in fancy lettering styles.
c. Play “Dictionary”.
d. Arrange your words into - chains – ladders.
e. Draw the words as they sound.
4. **Bodily/ Kinesthetic intelligence**

It is the capacity to use your whole body or parts of your body—your hand, your fingers, your arms—to solve a problem, make something, or put on some kind of a production. The most evident examples are people in athletics or the performing arts, particularly dance or acting.

**Example of spelling activities**

a. Act out the words.

b. Play charades.

c. Say your words in sign language - deaf alphabet.

d. Act out the meaning of the word.

e. Clap out the syllables of the words.

5. **Musical/ Rhythmic intelligence**

It is the capacity to think in music, to be able to hear patterns, recognize them, remember them, and perhaps manipulate them. People who have a strong musical intelligence do not just remember music easily—they cannot get it out of their minds, it is so omnipresent.

**Example of spelling activities**

a. Tap out the syllables.

b. Create a rap incorporating the list words.

c. Put a group of words together and sing them.

d. Write a song and sing the words.
6. **Interpersonal intelligence**

   It is understanding other people. It is an ability we all need, but is at a premium if you are a teacher, clinician, salesperson, or politician. Anybody who deals with other people has to be skillful in the interpersonal sphere.

   **Example of spelling activities**

   a. Work with a partner to say/spell words.
   b. Do mimes of list words.
   c. Form peer-coaching teams to help learn words.
   d. Play word games in small groups.
   e. Games - Scrabble - Memory - Hangman - Boggle - Up Words.

7. **Intrapersonal intelligence**

   It refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward.

   **Example of spelling activities**

   a. Look at your spelling work
   b. Set goals for improving one aspect of your work.
   c. Think about the ways you learn best - what helps/hinders you?
   d. How do you feel about school subjects? Where do you rate spelling?
   e. Look back over your spelling assignments - do a self-evaluation.
8. **Naturalist intelligence** It designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations).

Gardner’s view of intelligences affects the way in which teachers teach in their classrooms. He challenges their ideas of what is intelligent behavior, in particular, the emphasis in schools on the development of verbal and mathematical abilities of children to the exclusion of a broader range of intelligent behaviors.

### 4.6.2 Purposeful Writing Experiences

Writing experiences should be meaningful to students. Students need frequent and purposeful writing experiences in their classrooms. Gentry, (1987, p.43) stated that purposeful writing experiences are the key to cognitive growth in spelling. Teachers can encourage purposeful writing, such as the writing of messages, lists, plans, signs, letters, stories, songs, and poems. Teachers can also provide opportunities for frequent writing, which, when integrated with all aspects of the curriculum, should be a natural part of the daily classroom routine.

Frequent application of spelling knowledge by students while writing encourages spelling competency. Lutz (1986) argued that writing should be integrated across the curriculum and should not be taught in isolation (p. 3). In addition, spelling instruction should not be embedded in writing instruction and children need many experiences with purposeful writing. “Purposeful writing is an important key to learning to spell…to teach kids to spell, get them to write” (Gentry, 1987, p. 17, p. 27).
4.6.3 Self-Correcting Techniques

Students should be aware of ways in which to edit and correct their own writing. Gentry (1987) discussed the importance of having children correct their own spelling tests, he stated that one the most effective techniques is self correcting. Students should correct their spelling errors immediately after taking a spelling test. This technique seems to aid their visual memory (p. 29). This statement implies that it is valuable and important for students to correct their own work frequently and in a timely manner.

The importance of spelling should be addressed through proofreading. “Good teachers teach proofreading skills and stress the value of correct spelling as well, but usually only for the final draft of a composition being readied for publication” (Gentry, 1987, p. 9). Teaching students to reread their own writing and make corrections independently is an important part of teaching students the importance of correct spelling.

4.6.4 Explicit Spelling Instruction

“It does not seem important or necessary that one embrace any one particular approach to the teaching of spelling strategies; what is important is that children are indeed taught spelling directly” (Degeneffe & Ward, 1998, p. 28). This powerful quote stresses the importance of explicit teaching of spelling. Gentry (1987) stated that, “research indicates that we do need to teach formal spelling lessons to supplement what kids learn about spelling through reading and writing” (p. 9). This statement confirms that spelling must be taught to children; most children cannot learn spelling solely from their experiences with reading and writing.

In an examination of ten studies, McNaughton and his colleagues found
that fifteen to twenty minutes of spelling instruction per day was found to be effective (Greene, 1995, p. 33). It is important to keep in mind that this time is dependent upon keeping the spelling period purposeful, lively, and interesting. (Lutz, 1986, p. 2) stated that learning to spell is a developmental process that culminates in a much greater understanding of English spelling than simple relationships between speech sounds and their graphic representations. This statement makes it clear that spelling is a subject area that must be taught to students at their own developmental levels; spelling is a cognitive process, much more in depth than simply memorizing letter and sound relationships.

Teachers have a responsibility to develop appropriate spelling expectations and lists. Peha (2003, p.29) offered many solution strategies for improving spelling instruction; these include creating spelling lists that are related to students’ writing needs and teaching words based on meaning, spelling patterns or common sounds. Dvorak et. al. (1999, p.41) strongly encouraged the use of a list of words that are most frequently used in reading and writing. This list of words would be the focus of the spelling program. These authors affirmed that the practice of having students master a basic list of 850 to 1,000 spelling words during the elementary grades provides them with up to 89 percent of the words they commonly use in their writing. Lutz (1986) explained that teachers can select spelling words from varied sources. For example, teachers can select words for formal instruction from two sources: their students’ own writing and a list of high frequency words. (p. 4). This implies that spelling word lists should be created from a list of high frequency words, the words that students will use in their own writing and reading.
4.6.5 Various teaching strategies

Spelling instruction needs to be designed to give students strategies to break down words into smaller, more solvable parts (Degeneffe & Ward, 1998, p.3). One very important component of a print-rich environment is the word wall. It (a word wall) is an interactive display of words on the classroom wall that can be used to aid in student spelling.

Each teacher can personalize the word wall to meet the needs of his/her students. Peha (2003, p.15) encourages the use of simple memory aids and suggests that word walls are an absolute necessity. Brecher, Gray, Price, and Sayles (1998, p.42) suggested possible solution for improving student spelling include expanding the word bank, addressing students’ multiple intelligences, editing, creating a print-rich environment, multi-modality learning procedures, and writing across the curriculum. Creating a print-rich environment, such as word wall, is very beneficial for helping students learn to visualize words.

Macmillan (2001, p. 33) found that phonics activities involving print and letter correspondences and letter formation in the context of letter sound relationship were the most successful activities for teaching spelling to young children. Teaching phonics is important because in order to sound out the spellings of words, students need to know the sounds that individual letters make.

Lutz (1986, p.38) discussed the importance of using instructional games for spelling instruction, such as games that allow students to practice letter/sound relationships, manipulating letters to make words, and alphabetizing.

Gentry (1987) offers many practical ways for teachers to teach children spelling in a child-friendly way. He discusses the use of copying as a form of spelling instruction, such as copying a word or sentence over and over.
“Copying correct spelling does little to enhance spelling ability (and) mechanical copying activities make writing seem difficult” (p. 14). The researcher agrees with Gentry that mindless copying of words is not an effective way of teaching spelling.

Gentry (1987) lists six procedures for effective teaching of spelling that have received research support:

1. Allot sixty to seventy-five minutes per week to formal spelling instruction.
2. Present the words to be studied in list or column form.
3. Give the students a pre-test to determine which words in the lesson are unknown. Have them study the unknown words, and then administer a post-test.
4. Have the children correct their own spelling test under your direction.
5. Teach a systematic technique for studying unknown words.
6. Use spelling games to make spelling lessons more fun. (p. 29)

4.7 Useful tips for teaching spelling

Based on the forgoing discussion about techniques and strategies for teaching spelling, the basics for teaching spelling in the comprehensive approach and the researcher own experience the following tips could be useful for teaching spelling.

4.7.1 Tips for teaching spelling

1. Devote more time to actual writing.
2. Pretest prior to instruction.
3. Allow students to correct their own errors.
4. Use a multisensory spelling strategy.
5. Spend no more than 75 minutes a week on spelling instruction.

6. Use suitable spelling.

7. Choose high frequency words.

4.7.2 Tips for Teaching High-Frequency Words

- Introduce the high-frequency words in a meaningful way. For example, write on a piece of paper a simple sentence using a high-frequency word such as saw: (saw a boat). Underline the word and discuss its features, the sound it starts with, the number of letters in the word, etc. Next, have the student spell it as you point to each letter, for example, saw: s, a, w. Then have the student write it in the air with her or his finger or on her or his hand before writing the word on paper.

- Point out differences between confused words. For example, (form/ for/ from; was/saw; on/no; there/then/them/their; and when/where/what/with. As you introduce and teach each word that might be confused, take time to encourage the student to create a personal dictionary in which to add new high-frequency words.

- Prepare flashcards that provide an initial assessment of student high-frequency words students are currently learning in the lessons and provide a cumulative review of all high-frequency words learned. Spend a few minutes with the student each day practicing the words. Show the cards, one at a time, and have the student read the words as quickly as possible. If the student hesitates on a word, say the word and have him/her repeat it while looking at the card.

- Allow students to practice reading high frequency words in context. Write short phrases or sentences that contain high-frequency words for students to read aloud.
If the student hesitates on a word, say the word and have him/her repeat it while looking at the card. Then have the student repeat the entire phrase or sentence aloud.

- Introduce one to four high-frequency words per lesson. Help students to practice reading the high frequency words in meaningful context. Each text contains high-frequency words that are focused on in the lesson, as well as high-frequency words learned in previous lessons.

**Commentary on literature review**

Having reviewed spelling instruction in the past and today and their impact on writing skills the researcher could affirm that, the traditional spelling curriculum and classroom practices need to be reevaluated for two main reasons: Firstly, they failed in helping students apply what they have taught to actual writing task that is the ultimate goal of teaching spelling. Secondly, they focused on lists of words that have no common traits, such as meaning, phoneme, suffixes or words frequency in students' reading and writing activities.

Having discussed the importance of spelling for writing, reading, words study and listening, the researcher believes that spelling is a developmental process, so theories that deal with spelling as a developmental process need to be explored.

Having discussed two major approaches to teaching spelling the researcher could conclude that none of these approaches (the skills-based approach and the whole language approach) suits Arab Learners of English for the following reasons:
Firstly, the skills-based approach focuses on teaching spelling in isolation and sees no value in teaching it in context. This concept for teaching spelling does not help students develop their writing skills. Furthermore, students may forget the spelling of the word the next day after the test. This approach does not enhance actual use of spelling through writing activities.

Secondly, the whole language approach deals with spelling as a sub-skill of writing and reading. This can be useful for English native speakers, but for Arab learners of English does not help much. The whole language approach sees no value in teaching spelling rules or teaching spelling in isolation. The advocates of this approach believe in teaching spelling through reading and writing. This conclusion paves the way to the emergency of the comprehensive approach.

Finally, the researcher believes that helping student to use correct spelling in actual writing tasks is the goal of teaching spelling. Spelling should be learned both in isolation and in context. The students should be involved in writing activities after they learn the spelling rules. The researcher also believes that spelling lists play vital roles in teaching spelling and in improving the writing skills of students. The most important thing is that, the spelling lists should focus on words that are commonly used in students writing activities. Making the words list is not enough, those words should be practiced in authentic writing exercises such as shorts sentence, short paragraph, letter to a friend, report etc. By using the comprehensive approach for teaching spelling of high frequency words, the seventh graders will become effective writers.
Chapter II (B)

Previous studies

Introduction

The purpose of this section is to review previous studies related to spelling instructions and their effects on improving the writing skills. It surveys twenty-five studies thoroughly in an attempt to benefit from their procedures, tools, results and recommendations. The studies are divided into three domains and sequenced thematically. The first domain, which includes twelve studies, reviews studies related to improving spelling. It discusses research that has supported spelling instruction and their effects on improving spelling skills. The second domain includes three studies related to improving spelling and reading skills. The third domain includes ten studies related to improving spelling and writing skills. These three domains are followed by the researcher's comments on the previous studies.

1. Studies related to improving spelling

In order to improve spelling achievement, Durnil et al. (97) examined the effect of a spelling program based on high frequency words on improving spelling achievement across the curriculum. The sample was composed of second and third grade students. To collect data, a pretest / posttest design was used. The researchers selected a spelling program encompassing three major categories of intervention: use of a high-frequency word list, language integrated lesson and skill building activities; and authentic assessment of students’ writing samples. Post-intervention data indicated an increase in students' spelling achievement. The researcher concluded that success was evident, especially with the high-frequency word list. Language integrated lessons and skill-building activities helped students retain the
correct spelling of the words. Improvement was also apparent in the students’
writing samples.

Similar to the previous study, Erion et al. (2009) discussed the effect of
cover, copy, compare (CCC) strategy on improving spelling skills. Participants of
the study were four elementary students. The impact of varying the number of
times a subject copied a word following an error was examined. The researcher
used an adaptive alternating treatments design with counterbalancing to compare
the effects of two versions of CCC and baseline during acquisition and retention 2
weeks later. Results showed that during acquisition, performance in both versions
of CCC was greater than that during baseline sessions. Results also showed that
there was not an appreciable difference between versions of CCC. Retention of
performance was similar for CCC1 and CCC3.

Spagnoli (2001) conducted a similar study to determine if spelling
instruction was more effective when the words presented followed a general
spelling pattern or when the words were randomly chosen with no correlation to
spelling generalizations. The study lasted for six weeks. Participants of the study
were nine boys and seven girls in grade two. The researcher used a pre-post
spelling test to measure the participants' spelling achievement. The results
suggested that both spelling instruction approaches were successful in assisting
children to learn spelling words

Close to the previous study's aims, Angelisi (2000) examined the
effectiveness of three spelling strategies, phonemic awareness, word identification
and the traditional strategy on improving spelling skills. Participants were 60 male
third graders. The study was conducted in three weeks on the pros, cons, and
effects of the three particular spelling strategies and activities. The participants were divided into three groups, and each week each group was taught using a particular strategy. Results indicated that the traditional “drill and write” method caused all three groups to feel more frustrated and tense at completing the sentences, definitions, and workbook pages independently. Phonemic awareness and word recognition proved to be more successful in elevating the students’ concentration, eagerness to learn, independent and cooperative work habits, and confidence.

In the same context, Van Der Jagt and Johan, (1998) examined the effectiveness of a multisensory spelling strategy under two conditions using high-frequency words written in isolation and in context. The sample of the study was 15 fourth and fifth grade students with learning disabilities. A pretest-posttest control group design was used. The two conditions were designated as non-perceptual vowel enhanced end perceptual-vowel enhanced. Analysis of data showed that the multisensory intervention under the two conditions did not significantly affect the subjects’ mean spelling accuracy scores for words written in either isolation or in context. Significant mean spelling accuracy score differences did occur within all groups between both pretest and posttests for words written in both isolation and in context.

Another study was conducted by Boylan, (19995) to determine the effect of formal spelling instruction on students' spelling achievement. Subjects of the study were 50 first—grade students divided into two groups. Tools of the study were pre-post achievement test. The experimental group was given formal spelling instruction throughout the week for 6 weeks and the control group received no
formal instruction. Both groups used the same phonics books and reading series. At the end of each week, all students were tested on 10 spelling words. Results showed significant differences in favor of students who received formal spelling instruction.

A further study was conducted by Palehonki (1995) to investigate the effectiveness of two spelling approaches, the whole-part-whole and the conventional approach. Sample of the study was 38 subagents divided into two classes. The first group was 17 first-grade students taught spelling in a conventional manner, with words introduced in isolation and then assessed in a weekly spelling test. The second group was 21 first-grade students introduced to words in a whole-part-whole lesson format, in which they were exposed to specific words in context and words and spelling patterns in isolation, and then the same words in yet another “whole” context. A word awareness writing activity was administered to both groups as a pretest and again as a posttest. Results showed significant differences in favor of the whole-part-whole approach.

As Palehonki’s study, Brown et al. (1993) explored the effect of decoding by analogy strategy on spellings development of second graders. The participants were twenty second graders from one intact classroom. The researcher used one sample group design. To collect data the researcher used a pr-post achievement test. Participants were taught decoding by analogy through direct instruction and by incorporating the strategy into purposeful reading and writing activities throughout the day. Data on students’ progress was collected throughout the school year. Results indicated that students who receive long—term instruction in decoding by analogy used the strategy to generate spellings during writing. Findings suggested
that analogy instruction seemed to help students develop an independent strategy for generating spellings.

A part from the previous study, Jones (2006) conducted a study to examine whether the five human intelligences (bodily kinesthetic including tactile activities, musical, naturalist, visual-spatial, and interpersonal) could help second grade students achieve a higher score on their spelling tests at the spelling test. The sample of the study was 54 second grade students divided into three classes. Each of the three classes rotated being the control group. To collect data the researchers used parents' survey, spelling checklist, pre and post spelling test. Data analysis revealed that there was not a significant difference among the overall test scores in the three classes chosen for this study, but the new activities had a positive impact on many of the individual second grade students.

A similar study was conducted by Shah and Thomas (2002) to improve the spelling of high frequency words by using centers that activate each of the eight multiple intelligences. It is a description of 12-week program. The targeted population consists of second and third graders. The tools for collecting data were Parent surveys, teacher interviews, observations, pre and posttests, weekly spelling tests, and writing samples document. Post intervention data indicated an increase in the ability to spell high frequency words conventionally within students’ daily writing. The researcher concluded that a new understanding of how multiple intelligences can enhance the students’ learning in all areas of the curriculum.

Chrisman (1996) conducted an analytical, descriptive study to explore spelling instruction in ESL by examining the TESL literature, general English language arts literature, and through a brief look at writing systems in general and
English orthography in particular. Results indicated that there is no one “right Way” to teach spelling. However, the researcher recommended an eclectic whole language approach.

Similar to Chrisman study, Coleman, et al. (2009) analyzed 2,056 spelling errors produced by 130 young adults (65 with dyslexia, 65 typically achieving), which came from two sources: a standardized spelling test and an impromptu essay-writing task. Students with dyslexia exhibited higher spelling error rates across both tasks. To characterize the inaccurate spelling attempts of both groups, the authors conducted linguistic and item-level analyses. Among unconstrained errors (essay), students with dyslexia had more difficulty than their typically achieving peers with familiar, low-level items (indexed by word frequency and number of syllables). Among constrained errors (spelling dictation), group differences in phonetic plausibility, morphological awareness, and visual accuracy varied by item. These analyses were telling on low-frequency items for which the groups obtained similar (dichotomous) accuracy rates. The researcher suggested that diagnosticians and educators employ error analysis to obtain critical information not typically reflected in the standard scores used to make learning disability identification decisions.

2. Studies related to improving spelling and reading

In order to improve spelling and reading ability, Kirk and Gillon (2009) suggested a spelling program based on instruction in morphological awareness together with other forms of linguistic awareness, including knowledge of phonology, orthography, syntax, and semantics. Participants of the study were sixteen children aged between 8;07 (years; months) and 11;01 who demonstrated
specific spelling difficulties. Participants received an average of 19.4 sessions of intervention that focused on increasing awareness of the morphological structure of words, with particular attention to the orthographic rules that apply when suffixes are added to the base word. Results of the study showed that participants in the experimental group made significantly greater gains in reading and spelling accuracy than those in the control group on both experimental and standardized measures of reading and spelling. The results also showed that participants were able to generalize to new words what they had learned in the intervention sessions. The researcher concluded that practitioners should consider the likely benefits of literacy intervention that focuses on developing morphological awareness in conjunction with other types of linguistic awareness.

Similar to Kirk and Gillon study, Johnston and Watson (2003) examined the effect of a synthetic phonics teaching program on improving the spelling and reading skills. Participants of the study were 300 primary 1 students. The program continued with those participants until they finished primary 5. The progress the children have made from Primary 1 through to the end of Primary 5 was measured by comparing the attainment of boys with that of girls, and examining the extent to which children underachieve when taught by synthetic phonics compared with an analytic phonics program. Results indicated that at Primary 5 (when children were 9.7 years old) the girls had a mean word reading age of 11.6 years, and the boys of 12.2 years; spelling and comprehension scores were also significantly above chronological age but did not differ significantly between sexes. Findings suggested that by Primary 5 children who had received synthetic phonics training had a 26-month advantage over chronological age.
In the same context, Conrad (2008) compared the effects of practice specific words through spelling and reading on the orthographic representations in memory involved in reading both practiced words and new, unfamiliar words. Participants were 20 second graders. The researcher applied a training program to examine whether transfer can occur between reading and spelling following a series of reading and spelling practice sessions. The program consisted of both repeated reading and repeated spelling of words with shared orthographic rime patterns. The researcher used a series of mixed analyses of variance to examine generalization within skill and transfer across skill. Results of the study showed that word-specific transfer across skill was found. Results also showed that participants were better able to spell words they had practiced reading and to read words they had practiced spelling. In addition, generalization to new words with practiced rime units was found both within a skill and across skills. Results analysis indicated that transfer from spelling to reading was greater than transfer from reading to spelling. The researcher concluded that the orthographic representations established through practice could be used for both reading and spelling. The researcher recommended that reading and spelling curricula should be coordinated to benefit children maximally.

3. Studies related to improving spelling and writing.

In order to improve students’ expressive writing in elementary school classrooms, Sims (2001) described a program based on explicit instruction and modeling of the writing process stages. The sample consisted of third and fourth grade students. Those students showed weakness in the quality of their writing. The researcher hypothesized that the causes of the problem were that students did not
connect reading and writing as closely related language processes and did not find writing relevant to their daily lives. The researchers suggested three major categories of intervention: explicit instruction and modeling of the writing process stages; writing in informal reader response journals; and participation in student-teacher writing conferences and peer collaboration. Results indicated a moderate increase in students’ use of the writing process strategies in formal tasks and a modest increase in students’ writing fluency in informal journal writing activities.

Similarly, Aravena et al. (1997) described a program for promoting standard writing skills development to facilitate effective communication. The sample of the study consisted of 75 students from regular third, fourth grade classes and one bilingual fourth-grade class. The researchers claimed that misinterpretation of whole language theories, absence of consistent wide writing programs, ineffective spelling program, and difficulty in acquiring English as a Second Language were probable causes of the problem. To collect data the researchers used pre-post achievement test. The researchers suggested three categories of interventions. Writers' workshop and cooperative learning strategies, teacher-designed spelling program, were all implemented and incorporated into a whole-language setting. Data analysis indicated that the direct instruction of writing and spelling strategies was effective in improving the written communication abilities of the targeted students. Both English and bilingual students benefited from this intervention.

A study by Dubois, et al. (2007) evaluated the effectiveness of a 12-week spelling program on improving the spelling of high frequency words for transfer in written work across the curriculum. The sample consisted of kindergarten, first, and third graders in two public elementary schools. The students in these schools
showed weakness in daily written work. The researchers chose three categories of intervention: direct teaching of spelling strategies, specific instruction utilizing high frequency words in a multisensory manner, and direct instruction of self-correction techniques. To collect data the researchers used a pre- and post-test of high frequency writing words, pre- and post-intervention, student self-assessment checklist, pre- and post-intervention writing samples, and a teacher survey. Findings of the study indicated an increase in the ability to spell high frequency words conventionally within students’ daily writing and progress in the stages of developmental spelling.

In the same context, Dvorak et al. (1999) suggested a program for increasing students' retention and transfer of weekly spelling words into daily writing. The sample of the study consisted of first, second, and third grade students. Students writing, teachers' observation and dictation tests reflected clear weakness in students' ability to transfer previously taught spelling skills to the writing process. Pre tests, intervention and post test were respectively used to collect data. The researchers selected three major categories of intervention: create a personal and classroom spelling dictionary, establish grade level high frequency word lists, and mastery of spelling patterns and rules. Results of the study revealed that students showed a substantial increase in both retention and transfer. The researcher concluded that students displayed a positive change in their attitudes toward spelling.

A further study by Johnson and Marlow (1996) described and evaluated a program for increasing student retention and transfer of weekly spelling words into daily writing. Sample of the study was 45 second—grade students. To collect data
the researchers used a pretest, posttest design, spelling inventories and teacher and parents questionnaires. The researcher suggested three major categories of intervention: requiring students to apply spelling words in authentic writing assignments; editing for spelling during the final stage of writing; and creating a personal spelling dictionary. Results indicated an increase in student ability to retain and transfer weekly spelling words during authentic writing assignments. Students also demonstrated an increase in the use of various spelling strategies.

Brecher et al. (1998) conducted a study to discuss the effectiveness of using multiple intelligences strategy on improving the spelling of high frequency words in daily writing. The targeted population consisted of second and third grade students. Data was collected by parent surveys; teacher interviews, observations, and journal entries; anecdotal records; pretests and posttests; weekly spelling tests; and writing samples. The problem was stated in the following statement. The students performed well on weekly spelling tests, yet did not transfer this knowledge to spelling high frequency words in daily writing across the curriculum. Analysis of data revealed a lack of scheduled time devoted to spelling, reliance on rote memorization with little or no use of multiple intelligences strategies, and lack of students’ spelling consciousness in editing were the causes of the problem. The researchers developed three major categories of intervention: development of spelling lists using high frequency words; incorporation of multiple intelligences centers to practice words; and assessment of writing samples to monitor the transfer of high frequency words. Data gathered after the intervention showed significant improvement in spelling and transferring of high frequency words. Findings of the study revealed that multiple intelligences programs have strong effects on improving spelling transfer into daily writing.
To examine the effect of using an integrated approach on improving spelling transfer into daily writing, Myers et al. (2000) implemented a program based on the embedded model of teaching spelling focusing on high-frequency words. The sample of the study consisted of a third grade class, a fourth grade special education resource class, a sixth grade language arts class, and an eighth grade language arts class. To collect data, the researcher used a pre-post spelling test. The results reflected a significant improvement in students’ spelling skills. The researcher concluded that by the end of the intervention the students showed clear awareness to the spelling of high-frequency words in all writing.

Similarly, Elliott and Rietschel (1999) examined the effect of word study on second-grade students’ application of spelling and phonics in their independent writing. Sample of the study was 19 second graders were divided into four groups based on ability and met two or three times a week for 45 minutes at the end of the school day. To collect data the researchers used three tools, a spelling inventory, independent writing samples, and student surveys. Subjects Activities for student discovery and application included word hunts, word sorts, games, making words, and reading books and poems at the appropriate developmental level. Results indicated that; all students progressed in their knowledge of words; the greatest gains were made by the English-as-a-second-language students; and students of all academic levels found word study to be meaningful and enjoyable. Findings suggested that word study was a valuable tool used as part of a larger literacy framework in this second-grade classroom.

A further study was conducted by Degeneffe and Ward (1998) to examine the effect of a suggested program based on direct teaching of spelling strategies on
improving spelling transfer into students' daily writing. The researchers implemented a program for teaching spelling strategies to increase the application of spelling skills in students’ writing. The teacher assessment of student writing, student spelling surveys, and parent surveys were used as tools and revealed inadequate application of spelling skills to student writing. The sample of the study consisted of two groups. The first group consisted of gifted first grade students. The second group consisted of heterogeneous third grade students. The reliance in one mode of instruction for spelling in isolation caused poor performance of spelling in daily writing. Results of the study indicated that students in both sites increased the number of correctly spelled words within their writing by a substantial percentage. The researcher concluded that direct teaching of spelling strategies is superior to teaching spelling in isolation.

The final study in this domain was conducted by Medrano and Zych (1998) to examine the effect of a program for instilling spelling strategies on increasing spelling transfer into daily writing. The sample consisted of first and second grade students. The researcher implemented a program focused on effective spelling strategy instruction and activities to promote spelling transfer in daily writing. to collect data the researcher used a pre-post achievement test, parents' survey and teachers' survey. Data indicated a lack of teacher’s knowledge of effective spelling instruction, and the students’ lack of skills and strategies Post intervention data indicated an increase in students’ use of effective spelling strategies and ability to transfer their knowledge of spelling skills into daily writing.
Commentary on the previous studies

From the above findings of research in spelling of high frequency words and their effects on improving spelling and writing skills, it becomes clear that there is direct relation between improving spelling in general and spelling of high frequency words in particular and the writing skills.

Discussing the previous studies, the researcher could conclude that the twenty five studies have similar characteristics in many aspects as follow:

A- Findings

1. All studies indicated that there is a strong relationship between spelling and writing.
2. All the discussed studies agreed that, spelling is a problematic area of learning English.
3. Seventeen out of the twenty-five studies' findings suggested using spelling programs for improving spelling transfer into daily writing.
4. Six of the previous studies stressed the use of multiple intelligences techniques for teaching spelling.
5. All of the twenty five studies agreed that spelling is a tool for writing and not an end.

B- Methodology

1. Seventeen of the previous studies tried the constructive-experimental method.
2. Three studies tried the descriptive method.
3. Three studies tried the analytical method.
4. Two studies tried the constructive method.

   In this study, the researcher used the experimental method.
C- **Tools**

The tools used in the previous studies were many and different in number and type of tools. There were seven tools used in the twenty five.

1. Pre-post test
2. Suggested program
3. Portfolio
4. Teacher, students, parents survey
5. Observation
6. Card analysis
7. Interview

This study used three tools: card analysis, two achievement tests and portfolio.

D- **Samples**

Samples of the previous studies were different in number, gender and age. However, it is worth to mention the following facts:

1. The largest sample number was 300 participants. Johnston and Watson (2003).

2. The smallest sample number was four elementary students. Erion, Joel et al. (2009).

3. Most of the participants were in primary grades and sometimes in the kindergarten.

In this study the sample is (59) male students. They are about 12.50 year-old.

E- **Place**

All the previous studies were conducted in the USA and Europe.

This study was conducted in Palestine, Gaza-the Middle-Area.
F- Time length (duration)

Duration of the previous studies differed according to the objectives of each one. However, there are some facts about the studies discussed in this research.

1. The longest study was the study of Johnston, Rhona S. and Watson, Joyce E. (2003). It lasted for five years. The researchers started with the 300 participants in primary grade 1st and continued with them until they became in primary 5.

2. The shortest study was the study of Erion, et al. (2009). It lasted for about two weeks.
   This study lasted for twelve weeks.

G- Statistical treatments

Various statistical treatments were used in the previous studies including the following:

1. Paired sample t-test
2. Unpaired sample t-test
3. ANOVA
4. Chi-square

In this study, the researcher used Independent-Samples T-test to compare the means of two independent groups (the control and the experimental groups), "Paired-Samples T-test" to compare two groups that are related to each other (pre and post-test) and Chi-square to compare results of related groups.

H- Benefits gained from the previous studies

It is worth admitting that the previous studies were very helpful to the researcher in conducting this study as they:
1. enriched the educational background of the researcher concerning high frequency words: how to collect them and how to use them.
2. guided the researcher in designing the procedures and steps of the study.
3. helped him to determine the tools of the study especially the portfolio and the card analysis

I- Significance of this study

Three essential characteristics distinguish this study

1. It measures the effect of using a comprehensive approach for teaching high frequency words as a means to develop the writing skills.
2. It deals with Arab Palestinian learners of English.
3. It deals with prep. graders.

Summary

Chapter 2 is divided into two parts theoretical framework and previous studies. The first part introduced literature related to spelling instruction and their effects on improving the writing skills. The second part discussed previous studies related to spelling, reading and writing.

The first section (theoretical framework) is divided into four main domains as follows:

- spelling instruction
- importance of spelling
- major approaches to teaching spelling
- the comprehensive approach
The second section (previous studies) has three main domains and includes twenty-five studies sequenced thematically as follow:

- studies related to improve spelling
- studies related to improve spelling and reading
- studies related to improve spelling and writing
Chapter III

Research Methodology and Design
Chapter III
Research Methodology and Design

Introduction

This chapter discusses the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, the research design and the statistical treatment for the study findings.

1. Methodology of the study

The researcher attempted the experimental approach where there are two groups of seventh graders; an experimental group and a control group. To investigate the effect of using a comprehensive approach for teaching high frequency words on developing the writing skills of seventh graders, the researcher used a pre/posttest control group design. The comprehensive approach was used in teaching the subjects of the experimental group while the traditional approach was used to teach the control group subjects.

2. Sample of the study

The sample of the study comprises of 59 male students, distributed into two groups. The experimental group consisted of 29 students. The control group consisted of 30 students. The researcher used a purposive sample from Nuseirat Prep Boys School 'B' (UNRWA) in Gaza, Middle Governorate where he works as a teacher of English. The researcher administered the experiment himself. Table (1) shows the distribution of the sample.
The subjects have similar economic, cultural and social level. All subjects were seventh graders. The school lies in a middle class area in Nuseirat Camp, and the whole majority of students were from poor or average class families. They were similar in their general achievement in accordance with the statistical treatment of their results in the second term of the school year (2009-2010). They were similar in their English language achievement in accordance with the statistical treatment of their results in the diagnostic test of the school year (2009-2010). To control age variable before the application of the experiment, the researcher recorded the students’ ages from their school files at the beginning of the school year (2009-2010). The average age of students was 12.5 years. T-Test was used to measure the statistical differences.

### Instrumentation

To achieve the aims of the study, the researcher used three tools.

- Card analysis
- Achievement tests (spelling test- writing test)
- A portfolio

### Table (1)

The distribution of the sample according to the groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Experimental</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>30</td>
<td>59</td>
</tr>
</tbody>
</table>
3.1 Card analysis

The researcher used card analysis to find out the most frequent words used in writing activities in *English for Palestine* for grades 5, 6, and 7. The researcher chose these three grades because they represent the upper primary stage and nearly have the same characteristics. The researcher developed a list of 150 high frequency words. Words such as pronouns, articles and prepositions were excluded. The words were chosen according to their frequency, where the researcher adopted the most frequent 150 words. The words were put in alphabetical order in a long list, then they were divided into ten main categories according to their meaning and content area. Each category consisted of 15 words. The suggested time for teaching these words is ten weeks from September to December. Appendix (3) includes this list.

3.2 Achievement tests

The study includes two achievements tests: spelling test and writing test.

3.2.1 A Pre-post spelling test

The test was prepared by the researcher and revised by three English teachers to measure the subjects' achievement in spelling. The test consisted of 50 high frequency words out of the 150 words list. Those 50 high frequency words were chosen randomly to be representative, (the third word of the list was chosen; i.e. 3, 6, 9, 12…..150). The test was designed to reflect students’ ability both to spell words in isolation and in context. It was used as a pre test applied before the experiment and as a posttest applied after the experiment. It was built according to the criteria of test specification. Appendix (1) includes the spelling test.
3.2.1.1 General aims of the spelling test

- To identify the subjects' weakness and strengths in spelling.
- To identify spelling ability of the subjects in the experimental and the control groups before and after the experiment in order to control spelling achievement variable.
- To measure the effect of using a comprehensive approach on the subjects' achievement in spelling.

3.2.1.2 Specific objectives of the spelling test

The test was designed to check the subjects' ability to:

- write the correct spelling of the words they hear.
- choose the correct spelling of the word they hear among three other words.
- correct the spelling of underlined words.

3.2.1.3 Items of the spelling test

The items of the test fell into four categories.

- Write the correct spelling of the underlined misspelled words.(15 words)
- Write the word you hear. (10 words)
- Write the words you hear in the suitable places to finish the following sentences. (15 words)
- Choose the correct spelling of the word you hear. (10 words)
3.2.2 A Pre-post writing test

The test was prepared by the researcher and revised by three teachers of English to measure the subjects' achievement in writing skills, (there are five basic writing skills listed below). The test was built according to the specification table and the content of *English for Palestine grade 7*. It comprised of four main categories represent the main four writing skills of *English for Palestine grade 7*. Appendix (1)

3.2.2.1 General aims of the writing test

- To identify the subjects' weakness and strengths in writing skills.
- To identify writing ability of the subjects in the experimental and the control groups before and after the experiment in order to control writing achievement variable.
- To measure the effect of using a comprehensive approach on the subjects' achievement in writing.

3.2.2.2 Specific objectives of the writing test

The test was designed to check the subjects' ability to:

- provide correct capitalization.
- use correct punctuation (commas, full stops, question marks, quotation mark, and exclamation mark).
- answer questions to form a short paragraph.
- use information in a table to write a short paragraph
- describe a picture.
3.2.2.3 Items of the writing test

Items of the test fell into four categories.

- *For each of the following items, provide the correct capitalization and punctuation.*
  
  This question consists of seven sentences. Each sentence checks student's understanding of a punctuation rule; (i.e. The first sentence checks capitalization, the second sentence checks full stop, the third checks comma, etc.) Students are required to rewrite the seven sentences with the correct capitalization and punctuation. More illustration is provided in appendix (1).

- *Answer the following questions to form a paragraph*  
  
  The aim of this question is to check the seventh graders' ability to write a six-sentence paragraph by answering six familiar questions. Students in the sixth and seventh grades are familiar to the rubric and the questions.

- *Read the information about ostrich in the table then write a paragraph.*
  
  The aim of this question is to check students' ability to transfer information from a table to write a paragraph. The table provides six notes about the ostrich, like (weight – color – number of eggs a year, etc). Students are asked to use these notes to write six-sentence paragraph.

- *Look at the two pictures then write three sentences to describe each one.*
  
  This question aims at checking students' ability to describe a situation. Students are asked to use their own language to describe two pictures in the test.

3.3 Portfolios

3.3.1 What is meant by a portfolio?

Because portfolios are relatively new in Palestine, it is important to define them and discuss how they work. Grosvenor, (1993, pp. 14-15) defined portfolios as,
Collections of students' work over time. A portfolio often documents a student's best work and may include other types of process information, such as drafts of the student's work, the student's self-assessment of the work, and the parents' assessment. Portfolios may be used for evaluation of a student's abilities and improvement.

3.3.2 What do portfolios contain?

Grosvenor (1993, p.15) lists three basic models:

- Showcase model, consisting of work samples chosen by the student.
- Descriptive model, consisting of representative work of the student, with no attempt at evaluation.
- Evaluative model, consisting of representative products that have been evaluated by criteria.

3.3.3 Assumptions about portfolios

DeFina (1992, pp.13-16) listed the following assumptions about portfolio assessment:

- "Portfolios are systematic, purposeful, and meaningful collections of students' works in one or more subject areas.
- Students of any age or grade level can learn not only to select pieces to be placed into their portfolios but can also learn to establish criteria for their selections.
- Portfolio collections may include input by teachers, parents, peers, and school administrators.
- In all cases, portfolios should reflect the actual day-to-day learning activities of students.
• Portfolios should be ongoing so that they show the students' efforts, progress, and achievements over a period.

• Portfolios may contain several compartments, or subfolders.

3.3.4 How can portfolios be managed?

Polakowski (1993, pp. 52-53) described three management techniques she uses concurrently for instruction and individualized assessment:

• Teacher-directed, timed centers through which small groups of students rotate for equal amounts of time.

• Child-directed, timed centers that children choose for the allotted time.

• Child-selected, timed centers that include some "must do" tasks.

Using such techniques, a teacher is able to engage in one-to-one assessment conferences or instructional conversations and collect products for assessment purposes.

3.3.5 How did the researcher use portfolios as a tool of assessment?

The researcher collected one writing sample a week of each participant in the experimental group. Then the researcher chose three random writing samples of each participant to be evaluated. These three writing samples were chosen respectively (one sample before the experiment, another sample during the experiment and a third sample after the experiment). The three samples were analyzed gradually to measure the progress in the subjects' writing skills.
3.3.6 Aims of the portfolios

1. To measure the subjects' progress in writing skills during the experiment.
2. To provide the researcher with feedback about participants' progress.
3. To help the researcher making the necessary changes during the experiment.
4. To enable the researcher maintaining the experiment.

3.3.7 Evaluating writing works of students in the portfolios

To evaluate the progress in writing skills the researcher prepared a table of criteria. This table was prepared according to the objectives of the writing skills test. It helped the researcher measure the progress of the subjects in writing skills. The researcher collected prompts of students writing activities before the experiment, during the experiment and after the experiment. The results were analyzed three times; before the experiment, during the experiment and after the experiment. The table of criteria (appendix 6) includes three main categories: weak, average and excellent. The item weak refers to completely incorrect answer, the average refers to correct and incorrect answers and the term excellent refers to completely correct answers.

4. The pilot application of the achievement tests

To examine the appropriateness of the tests items as well as their validity and reliability, the two tests (spelling and writing) were administered separately in two time periods on a random sample of (29) male students (seventh grade class) from the same school Nuseirat Prep Boys School (B). The results were recorded and statistically analyzed to estimate the validity and the reliability of the tests. The necessary revisions and recommendations were made in the light of the statistic of
results. The clarity of the rubrics and questions was also checked. The misleading items were modified. Moreover, this trial application helped the researcher to:

- estimate the time needed for answering each test
- measure the coefficient of difficulty of each test.
- calculate the coefficient of discrimination of each test.

**Time needed for the spelling and writing tests**

Time was measured according to the following equation:

\[
\text{Time of the first student} + \text{time of the last student} \over 2
\]

Therefore the suitable time for applying spelling test was (40) minuets and for the writing test was (43) minutes.

**Difficulty Coefficient**

Difficulty coefficient is measured by finding out the percentage of the wrong answers of each item made by the students. The coefficient of difficulty of each item was calculated according to the following formula:

\[
\text{Co. of difficulty} = \frac{\text{Number of students who gave wrong answers}}{\text{Total number of student}} \times 100
\]

Applying the formula above shows that the difficulty coefficient of the test items lie in (27.58 - 72.41) with a total means (54.45) thus, all the items were accepted.

**Discrimination coefficient**

The discrimination coefficient was calculated according to the following formula:

\[
\text{Co. of Discrimination} = \frac{\text{correct answers number in higher group} - \text{correct answers number in lower group}}{\text{The total number of students in one group}} \times 100
\]
Applying the formula above shows that the discrimination coefficient of the test items varied between (17.24 - 44.82) with a total mean (28.37) thus all the items were accepted. Table (2) shows the difficulty coefficient and the discrimination coefficient.

Table (2)

<table>
<thead>
<tr>
<th>Items</th>
<th>Difficulty coefficient</th>
<th>Discrimination coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>37.93</td>
<td>34.4</td>
</tr>
<tr>
<td>2</td>
<td>51.27</td>
<td>34.4</td>
</tr>
<tr>
<td>3</td>
<td>31.3</td>
<td>41.3</td>
</tr>
<tr>
<td>4</td>
<td>58.62</td>
<td>20.6</td>
</tr>
<tr>
<td>5</td>
<td>55.17</td>
<td>17.24</td>
</tr>
<tr>
<td>6</td>
<td>62.2</td>
<td>24.3</td>
</tr>
<tr>
<td>7</td>
<td>58.62</td>
<td>27.58</td>
</tr>
<tr>
<td>8</td>
<td>65.61</td>
<td>20.6</td>
</tr>
<tr>
<td>9</td>
<td>41.37</td>
<td>38</td>
</tr>
<tr>
<td>10</td>
<td>69</td>
<td>24.3</td>
</tr>
<tr>
<td>11</td>
<td>69</td>
<td>31</td>
</tr>
<tr>
<td>12</td>
<td>48.27</td>
<td>27.5</td>
</tr>
<tr>
<td>13</td>
<td>58.62</td>
<td>44.82</td>
</tr>
<tr>
<td>14</td>
<td>27.58</td>
<td>20.6</td>
</tr>
<tr>
<td>15</td>
<td>65.61</td>
<td>20.6</td>
</tr>
<tr>
<td>16</td>
<td>65.61</td>
<td>27.5</td>
</tr>
<tr>
<td>17</td>
<td>72.42</td>
<td>20.6</td>
</tr>
<tr>
<td>18</td>
<td>60.2</td>
<td>27.5</td>
</tr>
<tr>
<td>19</td>
<td>65.61</td>
<td>34.4</td>
</tr>
<tr>
<td>20</td>
<td>31.3</td>
<td>34.4</td>
</tr>
<tr>
<td>21</td>
<td>51.27</td>
<td>28.37</td>
</tr>
</tbody>
</table>

Table (2) illustrates that all the items of the test have a suitable difficulty. However, item number 5 shows unsuitable discrimination coefficient. The researcher revised the item and found that the item was ambiguous, so he substituted the item with a clear and familiar one. Accordingly, the test is suitable to the study.
Scoring of the Tests

To avoid personal inflections and to have real results, the researcher trained another English language teacher from the same school to help him in correcting the two tests. The researcher corrected papers of the control group and the other teacher corrected papers of the experimental group. One degree was given to each item, so the maximum average was (25) and the minimum was (zero).

5. Psychometric properties of the tests

5.1 Validity of spelling test

The researcher used only content validity with the spelling test for two main reasons:

a. This study aimed at improving the writing skills. Spelling is used as a tool for improving writing skills. The researcher applied the spelling test just to control spelling achievement of both the control and the experimental group.

b. Spelling is a sub-skill of writing skills. There are not many spelling exercises in English for Palestine 7. Furthermore, all items of the test fell into one main category that is spelling.

5.1.1 Content validity of the spelling test

The test was discussed by a panel of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools (Appendix 5). Some items of the test were modified according to their recommendations.
5.2 Validity of writing test

The writing test was subjected to both content validity and internal consistency validity.

5.2.1 Content validity of the writing test

The test was discussed by a panel of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools. The researcher modified some items of the test according to their recommendations.

The test specification was designed according to the general objectives of the content of *English for Palestine - grade 7*, the content analysis and the weight of each skill. The seventh grade syllabus consisted of (24) units. Each unit consisted of (4) lessons: reading, listening and speaking, language (structures and words) and writing. This study aimed at developing the writing skills of seventh graders, so the four writing skills were equally represented in the test specification and therefore their items in the test. The test items for each skill accord with the general objectives of the skill and its nature according to the syllabus. Table (3) illustrates this.
### Table (3)

#### Table of specification

<table>
<thead>
<tr>
<th>Questions of the test</th>
<th>Levels of writing skills</th>
<th>Test items, marks &amp; percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Question 1 Punctuation</td>
<td>8%  2Is -2Ms</td>
<td>8%  2Is - Ms</td>
</tr>
<tr>
<td>Question 2 Answer questions</td>
<td>8% 2Is - 2Ms</td>
<td>4% 1I -1M</td>
</tr>
<tr>
<td>Question 3 Write a paragraph</td>
<td>4% 1I -1M</td>
<td>8% 2Is Ms</td>
</tr>
<tr>
<td>Question 4 Describe a picture</td>
<td>4% 1I -1M</td>
<td>8% 2Is -2Ms</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24% 6ls - 6Ms</td>
<td>28% 7 ls -7 Ms</td>
</tr>
</tbody>
</table>

I = item  
Higher levels = analysis, syntheses, evaluation  
M = marks

#### 5.2.2 The internal consistency validity

The internal consistency validity was calculated by using Pearson Equation. The correlation coefficient of each item within its scope is significant at levels (0.01) and (0.05).

Table (4) shows the correlation coefficient of each item with the total average of the test.
Table (4)

Coefficient correlation of each item degree with the total degree

<table>
<thead>
<tr>
<th>Test Questions</th>
<th>Person correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.680</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>2</td>
<td>0.603</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>3</td>
<td>0.385</td>
<td>Sig. at 0.05</td>
</tr>
<tr>
<td>4</td>
<td>0.559</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>5</td>
<td>0.659</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>6</td>
<td>0.665</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>7</td>
<td>0.406</td>
<td>Sig. at 0.05</td>
</tr>
<tr>
<td>8</td>
<td>0.663</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>9</td>
<td>0.718</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>10</td>
<td>0.721</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>11</td>
<td>0.777</td>
<td>Sig. at 0.05</td>
</tr>
<tr>
<td>12</td>
<td>0.492</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>13</td>
<td>0.515</td>
<td>Sig. at 0.05</td>
</tr>
<tr>
<td>14</td>
<td>0.751</td>
<td>Sig. at 0.05</td>
</tr>
<tr>
<td>15</td>
<td>0.669</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>16</td>
<td>0.561</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>17</td>
<td>0.573</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>18</td>
<td>0.788</td>
<td>Sig. at 0.05</td>
</tr>
<tr>
<td>19</td>
<td>0.717</td>
<td>Sig. at 0.05</td>
</tr>
<tr>
<td>20</td>
<td>0.859</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td>21</td>
<td>0.832</td>
<td>Sig. at 0.05</td>
</tr>
</tbody>
</table>

According to Table (4), the correlation coefficient of all items is significant at (0.01) and (0.05). It can be concluded that the test is highly consistent and valid to be used as a tool of the study.

Table (5)

Correlation coefficient of the scopes with the total average of the test

<table>
<thead>
<tr>
<th>Scope</th>
<th>Total</th>
<th>Punctuate</th>
<th>Answer questions</th>
<th>Transfer information</th>
<th>Describe pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuate</td>
<td>0.891</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer questions</td>
<td>0.874</td>
<td>0.663</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer information</td>
<td>0.927</td>
<td>0.773</td>
<td>0.752</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Describe pictures</td>
<td>0.901</td>
<td>0.755</td>
<td>0.715</td>
<td>0.799</td>
<td>1</td>
</tr>
</tbody>
</table>
Table (5) indicates that the correlation coefficient of each scope is significant at (0.01) which means that the test is highly consistent and valid.

6. **The reliability of the test**

The reliability of the test was measured by the Spilt- half method. Table (6) shows spilt-half coefficient of the writing skills test.

Table (6)

<table>
<thead>
<tr>
<th>Test</th>
<th>Number of items</th>
<th>Spilt-half Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills test</td>
<td>21</td>
<td>0.919</td>
</tr>
</tbody>
</table>

Table (6) indicates that the Spilt-half coefficient is (0.919) and this result confirms the high reliability of the test.

7. **Variables of the study**

The study included the following variables:

**The independent variables included**

1. The teaching methods, the comprehensive approach and the traditional method
2. The students’ general knowledge of English language

**The dependent variables** are represented in the students’ achievement in writing skills and spelling skill.

**Controlling the variables**

To ensure the results' accuracy and avoid any marginal interference, the researcher tried to control three variables before the study.

**Age variable**

The researcher recorded the students’ ages from their school files at the beginning of the school year (2009-2010). T-Test was used to measure statistical differences.
Table (7) indicates that there were no statistically significant differences at (0.05) level between the experimental and the control groups due to age variable.

Table (7)
T-test results of controlling age variable

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T. value</th>
<th>Sig. (2 tailed)</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>age</td>
<td>Experimental</td>
<td>29</td>
<td>12.50</td>
<td>0.5552</td>
<td>0.3119</td>
<td>0.7563</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>30</td>
<td>12.45</td>
<td>0.5502</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The two-tailed p value equals 0.7563. by conventional criteria, this difference is considered to be not statistically significant.

**General achievement in English language variable**

T-test was used to measure the statistical differences between the two groups due to their general achievement in English. The subjects’ results in the diagnostic test of the school year (2009-2010) were recorded and analyzed.

Table (8)
T-test results of controlling general achievement in English language variable

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T. value</th>
<th>Sig. (2 tailed)</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Test</td>
<td>Experimental</td>
<td>29</td>
<td>12.59</td>
<td>6.93</td>
<td>0.0516</td>
<td>0.9592</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>30</td>
<td>13.07</td>
<td>7.10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The two-tailed P value equals 0.9592. By conventional criteria, this difference is considered not statistically significant.

Table (8) shows that there were no statistically significant differences at (0.05) level between the experimental and the control group due to the general achievement variable.
Previous learning variable

To make sure that the participants are equivalent in their previous English language achievement the researcher applied the pre-achievement tests. The results of the subjects were recorded and statistically analyzed using T-Test. Table (9) illustrates this equivalency.

Table (9)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T. value</th>
<th>Sig. (2 tailed)</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>Experimental</td>
<td>29</td>
<td>13.5</td>
<td>8.50</td>
<td>0.0844</td>
<td>0.9334</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>30</td>
<td>13.20</td>
<td>8.31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Experimental</td>
<td>29</td>
<td>5.72</td>
<td>4.79</td>
<td>0.1331</td>
<td>0.8946</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>30</td>
<td>5.57</td>
<td>4.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Experimental</td>
<td>29</td>
<td>19.27</td>
<td>13.29</td>
<td>0.0273</td>
<td>0.9784</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>control</td>
<td>30</td>
<td>18.77</td>
<td>12.61</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The two-tailed P value equals 0.9784. By conventional criteria, this difference is considered not statistically significant.

Table (9) shows the mean and the standard deviation of each group in English previous learning. The results analysis indicated that there were no statistically significant differences between the experimental and the control groups at (0.05) level due to their previous learning of English before the experiment.

8. The project of the study

The study aims at improving the spelling and writing skills of seventh graders using a comprehensive approach for teaching high frequency words. In order to achieve this goal it is important to describe English for Palestine grade 7.
8.1 Seventh grade curriculum

The curriculum of the seventh grade consists of four components: the Student Book, the Workbook, the Teacher's Book and two cassettes that are listed below.

- **The Student Book**

  It contains material (24 units) to be taught in one school year. The 24 units contain 305 activities- 169 activities for the first semester and 136 for the second semester. The units are one-week units, each with four lessons. Each lesson is on a single page. In each lesson, there is an emphasis on a particular skill area. For example, lesson one is always reading comprehension and within a four-week period students will be introduced to different text types/ genres of text, including e-mails and letters, and a wide variety of information texts. Every fourth week there is a review unit to revise difficult structures or skills. There is a practice test in units 12 and 24 to prepare the students for the final tests.

- **The Workbook**

  It provides exercises and activities that help students to practise and consolidate what they have learned from the student's book. Units 12 and 24 of the Workbook include model tests.

- **The cassette**

  It provides both listening material and pronunciation model. The students listen to the stories and dialogues and perform them to the class. There are also poems and rhymes and in the Workbook, a regular pronunciation focus.
• The Teacher's Book

It provides a guide to the components of the course and the lessons. It also contains an explanation of the aims and approach of the course. The teacher's book contains two model tests. Moreover, it provides teachers with the tape scripts for all the recorded material.

8.2 The proposed time for teaching each lesson

According to the Teacher's Book- grade 7 the proposed time for teaching each skill is illustrated in table (10).

Table (10)

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Skill</th>
<th>Number of periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Reading comprehension</td>
<td>One or two</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Language function</td>
<td>One</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Listening and speaking</td>
<td>One</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Writing</td>
<td>One or two</td>
</tr>
</tbody>
</table>

8.3 Writing skills in English for Palestine- grade 7

Writing skills represent one fourth of 7th grade English curriculum. According to the scope and sequence in the teacher's book, the proposed time for teaching writing is one or two periods. The researcher thinks that two periods a week are sufficient time for teaching writing.
8.4 Time for implementing the experiment

The researcher implemented the study in the formal English lessons as follows:

8.4.1 Time for implementing spelling activities

At the beginning of the English lesson the seventh graders in the two groups received spelling instruction for 7 minutes. Four high frequency words of the word list were presented each lesson except one lesson the participant received three words. Students were asked to train at home then they were tested in the words the next day. By the end of each week, students learned 15 words of the high frequency word-list.

The researcher used the comprehensive approach to teach the experimental group while he used the traditional approach to teach the control group. Appendix 3 shows schedule for spelling program.

8.4.2 Time for implementing the Writing activities

The researcher implemented the writing activities in the writing lessons. During these lessons, students in the experimental group practiced the learned words in that week (15 high frequency words) through writing activities. These activities were prepared by the researcher to enhance both spelling of the high frequency words and their use in actual writing tasks such as short paragraph, punctuation, sentence writing, and description of specific situations.

8.5 The procedures

This study needed a plan of action that addressed seventh graders spelling and writing in order to improve their writing skills. In order to accomplish the project objectives, the following processes were conducted.

.
1. The researcher incorporated cooperative learning strategies into the classroom to enhance students’ writing skills.

2. The researcher developed and implemented a spelling program that included 150 high frequency words.

3. Materials (spelling activities, wall dictionary, word cards, wall charts, etc.) that foster the learning of spelling strategies were developed.

4. The researcher implemented writers workshop to increase students’ use of accurate conventions and spelling in written work.

5. A series of writing activities that encouraged the use of high frequency words in writing were implemented.

6. Students writing samples and artifacts were collected and evaluated for spelling, punctuation, subject verb agreement, paragraph indentation and sentence cohesion. Appendix 4 shows the action plan of writing and spelling activities from September to December.
Chapter IV

Results: Analysis of data
Chapter IV

Results: Analysis of data

This chapter of the study discussed the statistical treatment of the groups’ results and data analysis as well as its statistical significance. The researcher used various forms of statistics including test, mean, and standard. Tables and graphs are also used to clarify the results.

1. Data Analysis

Result of the first hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in the improvement of spelling skills level between the students who learn spelling of high frequency words through a comprehensive approach and those who learn spelling of high frequency words through traditional approach.

To examine this hypothesis, means and standard deviation of both groups' results in the post-test were computed. Independent Samples T-test was used to measure the significant differences. Table (11) illustrates the results.

Table (11)

<table>
<thead>
<tr>
<th>Scope</th>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T. value</th>
<th>Sig. (2 tailed)</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>Experimental</td>
<td>29</td>
<td>22.28</td>
<td>8.59</td>
<td>0.8523</td>
<td>0.3976</td>
<td>Non-sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>20.37</td>
<td>8.62</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The two-tailed P value equals 0.3976. By conventional criteria, this difference considered to be not statistically significant.

Table (11) indicates that the T. table value is larger than T. computed value in the test that means that there are no statistically significant differences at ($\alpha \leq 0.05$)
between the experimental and the control groups. Therefore, the first hypothesis was confirmed.

This result may be due to two main reasons:

1. **The method**

   Both the traditional approach and the comprehensive approach stressed rote teaching of spelling. The traditional approach focused on teaching spelling in isolation and gave special emphasis to memorization and testing. The comprehensive approach emphasizes teaching spelling in isolation and in context. Accordingly, participants in the experimental and control group showed similar improvement levels in spelling after the experiment.

2. **High frequency words list**

   Participants in the two groups received the same high frequency words list during the experiment. Participants in the control group practiced spelling of the list in isolation while participants in the experimental group practiced spelling of the list in isolation and in context through different activities. As a result, participants in the two groups achieved similar improvement in spelling.

**Result of the second hypothesis**

*There are no statistically significant differences at *(α ≤ 0.05)* in the improvement of writing skills level between the students who learn spelling of high frequency words through a comprehensive approach and those who learn spelling of high frequency words through traditional approach.*
To investigate the second hypothesis, mean and standard deviation of the experimental and the control groups’ results were computed. T-Test was used to measure the significance of differences. Table (12) shows the results.

**Table (12)**

<table>
<thead>
<tr>
<th>Scope</th>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T. value</th>
<th>Sig. (2 tailed)</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Experimental</td>
<td>29</td>
<td>12.69</td>
<td>7.19</td>
<td>2.25</td>
<td>0.028</td>
<td>Sig. at 0.0</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>30</td>
<td>8.97</td>
<td>5.39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The two-tailed P value equals 0.0281. By conventional criteria, this difference is considered statistically significant.

Table (12) explains that “t” computed value is larger than “t” table value in all scopes and the total degree. This means that there were significant differences in favor of the experimental group due to the comprehensive approach. As a result the hypothesis was refused.

To measure the effect size of the comprehensive approach on the experimental group achievement in writing skills, the study applied the "Effect Size" technique as a complement dimension of the statistical significance, depending on the following criterion of (Afana, 2000, p.38)

**Table (13)**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\eta^2$</td>
<td>Small</td>
</tr>
<tr>
<td></td>
<td>0.01</td>
</tr>
</tbody>
</table>

* The following formula was used:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

** Notice: $(\eta^2)$ = effect size, $(t^2)$ = t square, (df) = degree freedom
Table (14) shows the effect size of applying the comprehensive approach on the subjects' achievement in writing skills.

Table (14)

The Effect Size of the comprehensive approach on the experimental and the control group's achievement in writing in the post-test

<table>
<thead>
<tr>
<th>Test</th>
<th>df</th>
<th>t</th>
<th>η²</th>
<th>Effect volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>57</td>
<td>2.25</td>
<td>0.08</td>
<td>Medium</td>
</tr>
</tbody>
</table>

According to η² value shown in table (14), the effect size of the comprehensive approach is medium on students' achievement in writing. This significant effect may be due to the types of techniques and activities that the comprehensive approach emphasizes.

Result of the third hypothesis

There are no statistically significant differences at (α ≤ 0.05) in the improvement of spelling skills level of the experimental group before and after the experiment.

To investigate the third hypothesis the researcher used (T-Test paired sample).

Table (15) illustrates the results.

Table (15)

Mean, standard deviation and “t” value of the spelling test for the experimental group before and after the experiment.

<table>
<thead>
<tr>
<th>Scope</th>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T. value</th>
<th>Sig. (2 tailed)</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>Pre</td>
<td>29</td>
<td>13.38</td>
<td>8.40</td>
<td></td>
<td>0.0001</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>29</td>
<td>22.28</td>
<td>8.59</td>
<td>12.76</td>
<td></td>
<td>Sig. at 0.01</td>
</tr>
</tbody>
</table>

The two-tailed P value is less than 0.0001. By conventional criteria, this difference is considered extremely statistically significant.
Table (15) stresses that “t” computed value was larger than “t” table value in all scopes and the total degree. This means that there were significant differences in the experimental group's spelling achievement between the pre and post application in favor of the post application. As a result, the hypothesis was not confirmed.

Table (16) shows the effect size of the comprehensive approach on the experimental group spelling improvement after the experiment.

Table (16)

The Effect Size of the comprehensive approach on the experimental group spelling improvement after the experiment

<table>
<thead>
<tr>
<th>Test</th>
<th>df</th>
<th>T</th>
<th>$\eta^2$</th>
<th>Effect volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>28</td>
<td>12.76</td>
<td>0.85</td>
<td>Large</td>
</tr>
</tbody>
</table>

According to $\eta^2$ value shown in table (16), it is observed that the effect size of the comprehensive approach is large. This is due to the continuous teaching of spelling of high frequency words during the experiment. It is also due to spelling techniques and activities that enhance the communicative teaching of spelling through actual writing tasks.

Results of the fourth hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in the improvement of writing skills level of the experimental group before and after the experiment.

To investigate the fourth hypothesis, the researcher used T-Test paired sample. Table (17) illustrates the results.
Table (17)

Mean, standard deviation and “t” value of the writing test for the experimental group before and after the experiment.

<table>
<thead>
<tr>
<th>Scope</th>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T. value</th>
<th>Sig. (2 tailed)</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Pre</td>
<td>29</td>
<td>6.97</td>
<td>6.28</td>
<td>8.77</td>
<td>0.0001</td>
<td>Sig. at 0.01</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>29</td>
<td>12.69</td>
<td>7.19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The two tailed P value is less than 0.0001. By conventional criteria, this difference is considered to be extremely statistically significant.

Table (17) ensures that “t” computed value was larger than “t” table value in all scopes and the total degree. This means that there were significant differences in the experimental group's writing achievement between the pre and post application in favor of the post application. As a result, the hypothesis was refused.

Table (18) explains the effect size of the comprehensive approach on the experimental group writing improvement after the experiment.

Table (18)

The Effect Size of the comprehensive approach on the experimental group writing improvement after the experiment

<table>
<thead>
<tr>
<th>Test</th>
<th>df</th>
<th>t</th>
<th>$\eta^2$</th>
<th>Effect volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>28</td>
<td>8.779</td>
<td>0.73</td>
<td>Large</td>
</tr>
</tbody>
</table>

According to $\eta^2$ value shown in table (18), the effect size of the comprehensive approach was large. This is due to the writing activities and techniques used in the comprehensive approach. It is also due to spelling techniques and activities that enhanced the communicative teaching of spelling through actual writing tasks.

2. Analysis of portfolios' data

In order to measure the progress in writing skills of the experimental group's subjects the researcher collected samples of writing activities three times: before,
during and after the experiment. These pieces of writing were analyzed gradually by the researcher according to a table of specific criteria. Appendix (6)

**Results before the experiment**

The researcher collected samples of students' writing activities in the first week of September and kept them in portfolios. Those writing activities included punctuation, sentence complement, paragraph writing and spelling. Table (19) shows the results.

Table (19)
Students' performance in writing and spelling before the experiment.

<table>
<thead>
<tr>
<th>Number of students in each scope</th>
<th>Percentage (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scopes</td>
<td>0-25%</td>
</tr>
<tr>
<td>Punctuation</td>
<td>15</td>
</tr>
<tr>
<td>Complete Sentences</td>
<td>18</td>
</tr>
<tr>
<td>Subject/Verb agreement</td>
<td>17</td>
</tr>
<tr>
<td>Paragraph Indentation</td>
<td>15</td>
</tr>
<tr>
<td>Correct Spelling</td>
<td>17</td>
</tr>
</tbody>
</table>

Table (19) reflects general weakness in all writing skills. 86% of students' marks lay between 0% and 50%. Only 14% of the students got more than 50%. The mean of students' marks was 5 out of 30 which is considered very low. Figure (1) reflects students' performance in writing and spelling before the experiment.
This weakness may be due to four main reasons:

1. The researcher collected the writing samples in the first week of September, where students have been back to school from a three-month holiday for only 10 days. Their readiness to learn wasn't complete.

2. Students suffered the Zionists War at The Gaza Strip seven months ago. This war reflected badly on students' achievements and their readiness to learn.

3. Students started the first school semester in Ramadan, the month which Moslems fast from the dawn to sunset and the majority of students were fasting this month.

4. Writing is the most difficult skill, where it is a productive not receptive skill.
Results during the experiment

After a month and half of training on writing and spelling using the comprehensive approach, the researcher analyzed samples of students' writing activities and analyzed them. Table (20) explains the results.

Table (20)
Students' performance in writing and spelling during the experiment.

<table>
<thead>
<tr>
<th>Scope</th>
<th>Percentage (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-25%</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td><strong>Complete Sentences</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Subject/Verb agreement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td><strong>Paragraph Indentation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
<tr>
<td><strong>Correct Spelling</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Table (20) shows noticeable progress in all writing skills including spelling. The largest progress was in spelling and the least was in sentence complement. The mean of students' marks rose from 5 to 9. Figure (2) reflects the progress.
Analysis of students' performance in writing and spelling during the experiment

Results after the experiment

The researcher analyzed samples of students writing activities in the tenth week of the experiment. The analyzed papers showed greater progress in all writing skills including spelling. Table (21) illustrates this progress.

Table (21)
Students' performance in writing and spelling after the experiment.

<table>
<thead>
<tr>
<th>Scope</th>
<th>0-25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76 - 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Complete Sentences</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Subject/Verb agreement</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Paragraph Indentation</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Correct Spelling</td>
<td>5</td>
<td>5</td>
<td>11</td>
<td>8</td>
</tr>
</tbody>
</table>
Table (21) indicates that the participants showed the greatest progress in writing and spelling in the after experiment phase compared to the before and during phases. The largest progress was in subject/verb agreement and the least was in paragraph indentation. Students became familiar to the spelling of high frequency words in all writing aspects, in isolation and in context. They showed understanding of punctuation and capitalization. Figure (3) illustrates the progress.

Figure 3

Analysis of students' performance in writing and spelling after the experiment

<table>
<thead>
<tr>
<th>Skills</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td>62%</td>
</tr>
<tr>
<td>Com. sentence</td>
<td>60%</td>
</tr>
<tr>
<td>S/v Agreement</td>
<td>60%</td>
</tr>
<tr>
<td>P. indentation</td>
<td>46%</td>
</tr>
<tr>
<td>Spelling</td>
<td>58%</td>
</tr>
</tbody>
</table>
Data comparison

By comparing the three figures (before, during and after the experiment), it became clear that there was remarkable progress in the subjects' performance in writing and spelling. Table (22) shows comparison among the three phases (before, during and after the experiment).

Table (22)
Students' writing performance in the three phases of experiment

<table>
<thead>
<tr>
<th>no</th>
<th>scope</th>
<th>Before the experiment</th>
<th>During experiment</th>
<th>After the experiment</th>
<th>Percent of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Punctuation</td>
<td>20%</td>
<td>41%</td>
<td>59%</td>
<td>39%</td>
</tr>
<tr>
<td>2</td>
<td>Complete sentences</td>
<td>14%</td>
<td>27%</td>
<td>59%</td>
<td>45%</td>
</tr>
<tr>
<td>3</td>
<td>Subject/verb agreement</td>
<td>14%</td>
<td>38%</td>
<td>69%</td>
<td>55%</td>
</tr>
<tr>
<td>4</td>
<td>Paragraph indentation</td>
<td>14%</td>
<td>34%</td>
<td>48%</td>
<td>34%</td>
</tr>
<tr>
<td>5</td>
<td>Spelling</td>
<td>10%</td>
<td>60%</td>
<td>62%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Table (22) reveals that 20% of the participants got more than 50% in punctuation before the experiment, 41% of them got more than 50% in punctuation during the experiment and 58% of them got more than 50% in punctuation after the experiment. Comparing the fifth scopes results, the researcher could conclude that there is remarkable progress in the participants' achievement in all writing skills.

To make sure that there are significant differences between students' performance in the three phases of the experiment the researcher analyzed results of students' performance in the three phases using chi-square. Table (23) shows chi-square value for three related groups.

Table (23)
Chi-square value for related groups

<table>
<thead>
<tr>
<th>Scope</th>
<th>Chi-square value</th>
<th>df</th>
<th>Sig value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>41.79</td>
<td>28</td>
<td>41.36</td>
<td>Sig</td>
</tr>
</tbody>
</table>
Table (23) shows that chi-square computed value (41.79) is larger than table value (41.36) at .05 level which means that there are significant differences in the seventh graders' writing achievements in the three phases of experiment (before, during and after the experiment).

3. **Commentary**

Chapter 4 discussed the statistical analysis of the study. The results showed that there was significant role of the comprehensive approach in improving the writing skills of seventh graders. The results also showed that, there were significant role of the spelling list in improving the spelling skill of the subjects of the experimental and control group. The results indicated that repetition, memorization and traditional techniques could improve the spelling in isolation but they were not helpful in actual writing tasks. The spelling achievements of the subjects of the control group improved but they were unable to use the words they learned in writing activities such as sentences, paragraphs and answering questions. Analysis of the portfolio's data indicated gradual improvement of the subjects in the experimental group in both spelling and writing skills.
Chapter V

Discussion, Conclusion, Pedagogical Implications, & Recommendations
Chapter V

Discussion and suggestions

Introduction

This chapter discusses the results of the study. It sums up the conclusions that were deduced in the light of study results and the pedagogical implications that the researcher has reached. It also involves suggestions and recommendations for further study. Such suggestions are expected to be beneficial for course designers, teachers of English seventh grade, supervisors, students, educators. They could help improve teaching English language in general and writing skills in particular.

1. Findings

1.1 There weren't differences of statistical significance in the seventh graders’ spelling achievement due to the method.

1.2 There were differences of statistical significance in the seventh graders’ writing achievement of English language due to the method in favor of comprehensive approach.

1.3 There were differences of statistical significance in the improvement of spelling skill between the pre and post application in favor of the post application.

1.4 There were differences of statistical significance in the improvement of writing skills between the pre and post application in favor of the post application.
2 Discussion

Interpretation of the first finding

There were not differences of statistical significance in the seventh graders’ spelling achievement due to the method. Both the experimental and the control groups' subjects showed similar improvement in spelling. This similarity in spelling achievement may be due to:

- **The method**

The researcher used the comprehensive approach for teaching the spelling of high frequency words with the experimental group, while the traditional method was used for teaching spelling of high frequency words with the control group. On one hand, the traditional method depends on memorization, drilling and testing in teaching spelling. On the other hand, the comprehensive approach does not neglect memorization, drilling and testing. Both the comprehensive approach and the traditional method emphasize drilling and repetition for teaching spelling in isolation but they differ in the objectives of teaching it. The aim of teaching spelling in the traditional approach is to provide the correct spelling in the spelling test, while the comprehensive approach focuses on both the form and the usage. Accordingly, because of ten-week continued practice of spelling in isolation it was normal that subjects in the two groups got similar results in the post-spelling test.

- **The spelling list**

The researcher applied the same high frequency words list on the two groups. Both the experimental group and the control group received the same words during the
experiment. Subjects in the two groups were tested in the same spelling test, so it was logical that they showed similar improvement in the post-spelling test.

To sum up, this result is logical because both the experimental group and the control group received the same spelling list. The traditional approach emphasizes memorization and drilling and the comprehensive approach does not neglect memorization. Both the control and the experimental groups were tested in spelling before and after the experiment. The test focused mainly on students' ability to write high frequency words correctly.

This result agrees partly with Chrisman, Roger (96) who concluded that, there is no one ‘right Way” to teach spelling and he suggested an eclectic whole language approach. This study concluded that, there is no one right way to teach spelling in isolation. However, the comprehensive approach emphasizes that the aim of teaching spelling is to use it through writing and spelling should be taught for writing and not for spelling itself.

**Interpretation of the second finding**

There were differences of statistical significance in the seventh graders’ writing achievement of English language due to the method in favor of comprehensive approach.

The comprehensive approach exhibited advantages over the traditional approach in improving the writing skills. Analysis of the data indicated that this difference is due to the method since the researcher previously controlled all variables, such as age, previous learning and achievement. Moreover, the effect size of the comprehensive approach was medium (0.08). There were two reasons underlying these results.
• The comprehensive approach emphasizes the integration of language skills. In this context, it emphasizes the integration between spelling and writing in order to improve both spelling and writing skills. It stresses that learners should practice spelling in actual writing tasks. During the experiment students in the experimental group involved in writing lessons where they practiced high frequency words into different types of writing tasks. This practical writing course during twelve weeks improved the writing skills of the subjects in the experimental group remarkably. On the contrary, subjects in the control group did not practice high frequency words in actual writing task such as, sentence writing, short paragraph and answering written questions. They only learned high frequency words in isolation where the traditional approach focuses on memorization, drilling and testing.

• The ten-week continued training on spelling for writing. In the training course students involved in a print-rich learning environment. The course provided the students with different learning materials such as high frequency words wall chart, personal mini-dictionary, graphs, diagrams and wall pictures. The course included multiple intelligences activities that suit all students.

Results of the second hypothesis agree with studies of Dubois et al. (2007), Dvorak et al. (1999), Degeneffè and Ward (1998) and Brecher et al (1998) that the integration between writing and spelling could improve writing skills.

**Interpretation of the third finding.**

There were differences of statistical significance in the improvement of spelling skill between the pre and post application in favor of the post application.

This improvement of spelling achievement could be due to the following:
• The method

Since all variables were previously controlled. The comprehensive approach emphasizes integration between spelling and writing and doesn't neglect the role of repetition, drilling and memorization.

• The words list

Through ten weeks, subjects in the experimental group practiced the spelling of 150 high frequency words in different contexts as they practiced it in isolation.

• The print-rich environment

To successfully apply the experiment the researcher provided the classroom with wall charts mini-dictionary, personal mini-dictionary for each student, wall pictures, graphs and diagrams. Moreover, the researcher used some electric sets such as LCD and type recorder to apply some lessons. The school library also played special role in improving the spelling competencies of students. Through reading some short stories, the seventh graders became familiar to lots of words' spelling.

• The spelling activities

The comprehensive approach stresses individual differences and multiple intelligences activities. The spelling activities activated five of intelligences, which are verbal (linguistic), mathematical (logical), spatial (visual), kinesthetic (body) and musical (rhythmic).
Interpretation of the fourth finding.

There were differences of statistical significance in the improvement of writing skills between the pre and post application in favor of the post application.

This significant improvement in writing skills in the post application may be due to:

• The method

This improvement could be due to the comprehensive approach, since all variables were controlled previously. The comprehensive approach stresses the integration between language skills. In this context, it integrates spelling and writing. By this integration, students improved their spelling achievement through the continued practice of spelling in isolation. They also improved their writing achievement through their involvement in real writing tasks.

• The practical writing course

The researcher designed a practical writing course. This course integrated spelling of high frequency with actual writing tasks. In this context, the comprehensive approach sees value in teaching spelling for writing. Through ten-week practical course, seventh graders in the experimental group involved in doing different writing activities. Furthermore, activities that activate multiple intelligences and individual differences were also applied.
3. **Conclusion**

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

- The comprehensive approach had superiority over the traditional method in teaching writing.

- The comprehensive approach provided students with a better learning environment that was positively reflected on their writing and spelling achievement.

- The comprehensive approach stimulated students towards an independent practice of English language instead of direct instruction. This was clear through the group-work activities and the homework writing tasks.

- The comprehensive approach developed cooperative learning within the same group and competition with other groups. This was clear in the daily practices of students in the classroom.

- High frequency word lists were very beneficial for both the experimental and the control groups where students in the two groups showed remarkable improvement in the post-spelling test.

- Trained students on self-correcting techniques helped them to edit their work independently.

- The students’ aloud-reading skill improved where they became able to read high frequency words without hesitation.
4. **Pedagogical Implications**

The pedagogical implication of the results of the present study suggests that:

- There are many teaching approaches and each approach has merits and demerits, so teachers should choose what suit their classes.

- English orthography is difficult and complex so it should be taught both in isolation and in context.

- Spelling should not be taught as an isolated skill, but as a tool for writing. Making spelling a part of the writing process makes it more meaningful and gives students a real reason to spell well. Integrating spelling and writing helps students practice the spelled words many times and in different texts.

- The focus on spelling needs to be shifted from rote memorization to communication between the writer and the reader. Good spelling makes the message easier to read and understood.

- Portfolios help teachers in measuring the progress of their students' especially low achievers. By collecting personal data, samples of students work, special hobbies and other facts, teachers become aware of their students from the early beginning of the school year.

5. **Suggestions**

According to the conclusions and implications of the study, the following suggestions are offered:

Teachers and supervisors are recommended to:

- enrich the Palestinian curriculum with different and assorted spelling exercises. Some examples are shown in appendix (12)
• prepare and distribute instructional materials that increase teachers’ awareness of the comprehensive approach as a new approach that suits the Palestinian schools. Appendix (8) provides more illustration.

• conduct training courses that help teachers enhance their competencies of implementing the comprehensive approach in their classes.

• conduct workshops that aim at familiarizing teachers with different techniques and strategies used in the comprehensive approach.

• extend their knowledge of English teaching approaches, through internet, soft or hard copy sorts. Useful websites are provided in appendix (8).

• familiarize themselves with educational research that has been conducted in Palestine. Teachers can visit libraries websites which are provided in appendix (9).

• prepare high frequency words lists that suit their students' grades and levels. They can avail from the procedures done in this study as illustrated in chapter 3.

• teach spelling in isolation and in actual writing tasks, in order to improve both spelling and writing. Appendix (12) provides spelling and writing activities.

6. **Recommendations for Further Studies**

Education in Palestine is still in need for many studies that explore all the pillars of the educational system. These pillars represented in the strategies, the teacher, the students, the curriculum, the administration and the local community. The researcher suggests the following titles for further studies.
• The effect of a comprehensive approach on developing reading skills.

• Using a comprehensive approach in developing students’ speaking skill of English language.

• The effect of using a suggested program based on high frequency words on developing spelling.

• Improving conventional spelling through the use of words in context versus words in isolation.

• The effects of word study on students’ application of spelling and phonics in their independent writing.

• Improving student spelling skills through the use of activities focusing on retention and transfer.

• Using multiple intelligences techniques in teaching spelling for writing.

7. Summary of the study

This study aimed at investigating the effect of using a comprehensive approach for teaching high frequency words on improving the writing skills of seventh graders in Gaza middle governorate. To achieve this goal the researcher used three tools.

1. card analysis

2. achievement tests (spelling and writing)

3. portfolio
Subjects of the study were 59 male seventh graders divided into two groups, the experimental and the control group. The comprehensive approach was used to teach the experimental group while the control group was taught by the traditional method.

This study consists of five chapters. The first chapter starts with an introduction, proceeds to state the problem, the research questions and hypotheses. After that, it deals with the purpose of the study, limitation of the study, significance of the study and finally the definition of terms.

The second chapter is divided into two parts, the literature review and the previous studies.

The literature review includes four sections. The first section begins by discussing spelling instruction. It discusses research that has supported spelling instruction in the past which has been implemented over the past years along with some specific techniques teachers used as well. This leads into the second section that is the importance of spelling and the relation between spelling and writing. The third section introduces major approaches to teaching spelling. It highlights two major approaches to spelling instructions and their effects on improving the spelling and writing skills. Merits and demerits of each approach are also discussed. The last section of this chapter is the comprehensive approach. It describes how the comprehensive approach was originated, along with the principles, strategies and techniques of this approach. It discussed the reasons why a comprehensive approach should be used in the classroom. These four sections are followed by the researcher's comments on the literature.

In addition to that, chapter two intended to present the previous studies related to the current study. It includes three scopes. The first scope deals with
studies related to spelling instructions while the second scope deals with studies related to improving writing through spelling. The third section introduces studies related to major approaches to teaching spelling. Finally, the researcher commented on the previous studies.

In chapter three, the researcher introduces the procedures followed throughout the study. It includes a description of the methodology of the study, the population, the sample, the tools and control of the variables. It also presents research design in addition to the statistical treatment for the study findings.

Chapter 4 presents the results of the study that have been reached with use of the statistical program (SPSS) for data processing. The finding of each hypothesis was presented as followed:

- There were not differences of statistical significance in the seventh graders’ spelling achievement due to the method.
- There were differences of statistical significance in the seventh graders’ writing achievement of English language due to the method in favor of comprehensive approach.
- There were differences of statistical significance in the improvement of spelling skill between the pre and post application in favor of the post application.
- There were differences of statistical significance in the improvement of writing skills between the pre and post application in favor of the post application.

The researcher also used the Effect Size Technique to measure the effect of the comprehensive approach on students' achievement in English spelling and writing skills. The statistical results indicated that the comprehensive approach had a clear effect on both the spelling and writing achievement.
According to the statistical results, it was concluded that there was a positive effect of the comprehensive approach on the seventh graders' achievement in spelling and writing skills.

Chapter 5 stated the findings, conclusion, pedagogical implications, recommendations and suggestions for further researches and the summary.
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Appendices
Appendix (1)

Achievement tests (writing and spelling)

Dear Supervisor, /Expert teacher,

The researcher is conducting a study entitled "The Effect of Using a Comprehensive Approach for Teaching High Frequency Words on Developing the Writing Skills of Seventh Graders in Gaza," to obtain a Master's Degree in curriculum and English teaching methods.

One of the requirements of this study is to prepare two separated tests; a spelling test and a writing test. Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the two tests to:

1- determine the degree of suitability of each item of the test.
2- modify the language if necessary.
3- add other items not mentioned in the tests.
4- suggest ideas or issues to enrich the tests.

Please tick (✓) if the item is suitable or (✗) if the item is not suitable

(Key: 1 = suitable, 2 = not suitable, 3 = others)

Thanks a lot for your co-operation,
Dear educators, supervisors and teachers

It would be grateful if you check items of the writing test within the following criteria:

**Writing skills to be tested:**

The test should examine the seventh graders' ability to:

1- answer written questions in complete sentences to form a short paragraph.

2- use information from a table to form a short paragraph.

3- write meaningful sentences to describe the setting by using suitable words.

4- punctuation (capital letters, spaces, full stops, speech marks, apostrophe and exclamation marks).

**Spelling skills to be tested**

The spelling test should examined the seventh graders' ability to:

1- correctly spell words within students own writing that have been previously studied and/or frequently used.

2- correctly spell words within students own writing that follow the spelling patterns of words that have been previously studied.

3- spell a large body of words (50) accurately and quickly when writing.
| Question (1)                                                                 |
|---|---|---|---|
| no | Item                      | 1 | 2 | 3 |
| 1  | Clarity of the rubric     |   |   |   |
| 2  | Variety of sentences     |   |   |   |
| 3  | Number of sentences      |   |   |   |
| 4  | Difficulty               |   |   |   |
| 5  | Time (10 minutes)        |   |   |   |
| 6  | Space                    |   |   |   |

| Question (2)                                                                 |
|---|---|---|---|
| no | Item                      | 1 | 2 | 3 |
| 1  | Clarity of the rubric     |   |   |   |
| 2  | Variety of sentences     |   |   |   |
| 3  | Number of sentences      |   |   |   |
| 4  | Difficulty               |   |   |   |
| 5  | Time (10 minutes)        |   |   |   |
| 6  | Space                    |   |   |   |

| Question (3)                                                                 |
|---|---|---|---|
| no | Item                      | 1 | 2 | 3 |
| 1  | Clarity of the rubric     |   |   |   |
| 2  | Variety of sentences     |   |   |   |
| 3  | Number of sentences      |   |   |   |
| 4  | Difficulty               |   |   |   |
| 5  | Time (10 minutes)        |   |   |   |
| 6  | Space                    |   |   |   |
### Question (4)

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<th>Item</th>
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<th>2</th>
<th>3</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Variety of sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Number of sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Difficulty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Time (10 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Space</td>
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<td></td>
</tr>
</tbody>
</table>

### Table for evaluating spelling skill test

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<th>3</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>The rubric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Number of words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>difficulty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Time</td>
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<td></td>
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</table>

#### Question (2)

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<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The rubric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Number of words</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>difficulty</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Question (3)

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<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
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<td>The rubric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Number of words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>difficulty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Question (4)

<table>
<thead>
<tr>
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<th>Item</th>
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<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The rubric</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Number of words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>difficulty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question (1) (7 pts)

Directions: For each of the following items, provide the correct capitalization and punctuation.

1- nadia asked what languages can you speak

2- huda said thats wonderful im going to palestine soon to learn arabic

3- no i dont want to go out

4- mangoes bananas pineapple pears and apples are all fruits

5- what a beautiful dress its wonderful

6- hello how are you

7- have you seen my new hat

Question (2)

Answer the following questions to form a paragraph (6 pts)

1- What's your name? 2- How old are you?

3- Where do you live? 4- How many brothers and sisters have you got?

5- What's your favorite subject? 6- What are you interested in?
Question  (3)
Read the information about ostrich in the table then write a paragraph (6 pts)

<table>
<thead>
<tr>
<th>The ostrich</th>
<th>The largest birds in the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
<td>Africa</td>
</tr>
<tr>
<td>Height</td>
<td>2.5 meters</td>
</tr>
<tr>
<td>Speed</td>
<td>60 kph (kilo meter per hour)</td>
</tr>
<tr>
<td>Number of eggs</td>
<td>40-50 eggs a year</td>
</tr>
<tr>
<td>Length of life</td>
<td>40 years or more</td>
</tr>
</tbody>
</table>

Question  (4)
Look at the two pictures then write three sentences to describe each one (3 pts)

(1)
1………………………………………………………………………………
2-……………………………………………………………………………
3-……………………………………………………………………………

(2)
1-……………………………………………………………………………
2-……………………………………………………………………………
3-……………………………………………………………………………

Check Points to Remember:
Carefully arrange your ideas. Remember what you know about paragraphs. Use correct language for the teachers who will read your paper. Check that you correct sentences, punctuation, and spell/irig.
Spelling Test for Grade 7

Name: -----------------------------  Mark: 50
Class:-----------------------------  Time: 40 minutes

Question 1

(A) - Listen carefully to your teacher's explanations, follow his reading, then write the correct spelling of the underlined words. Make sure they are 50 words

1- I taidy my room evryday.

2- My friend ansured the qwstions.

3- The barty will begun at 7 o'clock tody.

4- I red an amasing story yestrday.

5- My fathur cumes hoome late on Friday.

(B) - Write the word you hear. Make sure that there are 10 words

1- ------------------------------------------------
2- ------------------------------------------------
3- ------------------------------------------------
4- ------------------------------------------------
5- ------------------------------------------------
6- ------------------------------------------------
7- ------------------------------------------------
8- ------------------------------------------------
9- ------------------------------------------------
10- ------------------------------------------------
(A)- Write the words you hear in the suitable places to finish the following sentences. Make sure that each sentence contains five spaces.

1- We shouldn’t ------------ --- in the sea
2- ------------ do you ------------ go in the morning ?
3- While I was ------------ in the street, I -------------- an accident.
4- The ------------ man was -------------, polite and helpful.
5- a farmer grows --------------- and -------------- it in markets.
6- Ahmed ------------ English to -------------- with foreigners.
7- A builder is ------------ who builds new ---------------
8- A lion is a ------------animal.

(B)- Choose the correct spelling of the word you hear.

1- becum bekom become becom
2- kontry country cuntry kuntry
3- excuse' eksicuse exkuse excuze
4- groop gruup group gruop
5- haf haaf halff half
6- hyoug huge huje hug
7- now know know noo
8- ofen offen often offen
9- woman weman wuman womn
10-yong yung young yuong
Key answer of the spelling test

**Question 1 (A)**

1- I tidy **my room** **everyday**.

2- My **friend** **answered** the questions correctly.

3- The **party** will **begin** early **today**.

4- I read an **amazing** **story** **yesterday**.

5- My father often **comes home** **late**.

**Question 1 (B)**

1- **buy**

2- **take**

3- **common**

4- **put**

5- **environment**

6- **please**

7- **number**

8- **modern**

9- **hear**

10- **introduce**

**Question 2 (A)**

1- We shouldn’t **throw rubbish** in the sea.

2- Where do you **usually** go in the morning?

3- While I was **walking** in the street, I **saw** an accident.
4- The rich man was honest, polite, and helpful.

5- Farmers grow food and sell it in markets.

6- Ahmed learns English to communicate with tourists.

7- A builder is a person who builds new houses.

8- A lion is dangerous animal.

**Question 2 (B)**

List of words

1- become

2- country

3- excuse'

4- group

5- half

6- huge

7- know

8- often

9- woman

10-yong
## Appendix (2)

### Table (---)

Criteria for evaluating students' writing

<table>
<thead>
<tr>
<th>Response: Number/Percentage</th>
<th>Weak</th>
<th>Good</th>
<th>excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the end of a sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After abbreviations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>after an initial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question Mark</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at the end of a sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclamation Mark</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>after words or sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>showing excitement or strong feeling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apostrophe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in contractions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to show possession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to separate words in a series</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>between day and year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to separate a quote from the speaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hyphen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to divide a word at the end of a line</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>capital Letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>beginning of a sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper nouns</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Complete Sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject/Verb agreement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph Indentation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Correct Spelling</td>
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</table>
Appendix (3)
Criteria for evaluating spelling

<table>
<thead>
<tr>
<th>Incorrect spelling</th>
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<th>correct</th>
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<tbody>
<tr>
<td>Pre-communicative</td>
<td>Semi phonetic</td>
<td>Phonetic</td>
<td>Transitional</td>
<td>Correct</td>
</tr>
<tr>
<td>Example</td>
<td>Example</td>
<td>Example</td>
<td>Example</td>
<td>Example</td>
</tr>
<tr>
<td>1</td>
<td>random</td>
<td>u</td>
<td>unitid</td>
<td>younighted</td>
</tr>
<tr>
<td>2-</td>
<td>random</td>
<td>kd</td>
<td>klozd</td>
<td>ellosed</td>
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</table>
Appendix (4)

Card analysis (1)
English for Palestine grade 5
Card Analysis for High Frequency Words

<table>
<thead>
<tr>
<th>Twice</th>
<th>Three times</th>
<th>Four times</th>
<th>Five times</th>
<th>Six times and more</th>
</tr>
</thead>
<tbody>
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<td>better</td>
<td>Purple</td>
<td>al</td>
<td>New</td>
<td>all, am</td>
</tr>
<tr>
<td>bring</td>
<td>Made</td>
<td>wa</td>
<td>our</td>
<td>be, but</td>
</tr>
<tr>
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<td>if</td>
<td>ys</td>
<td>out</td>
<td>are, came</td>
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<td>aro</td>
<td>now</td>
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English for Palestine grade 7
Card analysis for High Frequency Words

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<td></td>
<td>think</td>
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<td></td>
<td>threw</td>
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<tr>
<td></td>
<td>tidy</td>
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<td></td>
<td>trust</td>
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<td>work</td>
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Card analysis 5

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<td>53-heard</td>
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<td>58-huge</td>
<td>59-hundred</td>
<td>60-important</td>
<td>61-ill</td>
<td>62-industry</td>
<td>63-inside</td>
<td>64-introduce</td>
<td>65-job</td>
<td>66-juice</td>
<td>67-jump</td>
<td>68-just</td>
<td>69-keep</td>
<td>70-knew</td>
<td>71-late</td>
<td>72-learned</td>
<td>73-life</td>
<td>74-like</td>
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158
Appendix (5)
Word list

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<th>Days</th>
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<th>Week 2</th>
<th>Week 3</th>
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<td>see</td>
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<td>Answer</td>
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<td>Tuesday</td>
<td>take</td>
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<td>4</td>
<td>introduce</td>
<td>fruit</td>
<td>Today</td>
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<td>knew</td>
<td>meat</td>
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<td>late</td>
<td>repair</td>
<td>care for</td>
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<td></td>
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<td></td>
<td>4</td>
<td>get</td>
<td>buy</td>
<td>Usually</td>
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<td>trust</td>
<td>who</td>
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<tr>
<td></td>
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<td>family</td>
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<td>toward</td>
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<td>Dangerous</td>
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<td>---</td>
<td>---</td>
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<td></td>
<td>3</td>
<td>sister</td>
<td>ill</td>
<td>group</td>
<td>size</td>
<td>enough</td>
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<td></td>
<td>4</td>
<td>Brother</td>
<td>honest</td>
<td>you're</td>
<td>speed</td>
<td>half</td>
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<td>1</td>
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<td>high</td>
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<td>2</td>
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<td>young</td>
<td>modern</td>
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<td>Place</td>
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<td>Important</td>
<td>helpful</td>
<td>rubbish</td>
<td>go</td>
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<tr>
<td></td>
<td>4</td>
<td>life</td>
<td></td>
<td></td>
<td>Threw</td>
<td>begin</td>
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Table (6)
Action Plan of the study

<table>
<thead>
<tr>
<th>No.</th>
<th>Process</th>
<th>Time</th>
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| 1   | **Gather problem evidence by:**  
- administering spelling pretest  
- administering writing pretest  
- establishing a portfolio and analyzing samples of students' writing. | The first week of September                     |
| 2   | **Cooperative group instructions.**  
A- group building & social skills  
• Acrostic Group Name  
• Teamwork  
• Class Rules | The first week of September                     |
| 3   | **A- Student behaviors during writers workshop**  
- come prepared to write everyday  
- work at your writing- make every moment count  
- move through all steps of the writing process  
- do not do anything that might disturb anyone in the class  
- conferencing  
  - no interruptions of student and teacher conferences low volume  
  - use another color for revising and editing  
  - suggestions only  
  - kind comments  
  - initial paper after revising and editing  
B- **Working portfolio**  
- samples of students' writing before the experiment | The first week of September                     |
| 4   | **Spelling**  
A- **high frequency words**  
- references for students  
  - alphabet wall  
  - flash cards  
  - desk sheet  
B- **individualized lists**  
- student generated words from writing  
- independent study  
- games, activities  
- review  
- peer test | From 7th September to 21st November  
5 – 10 mm each lesson |
<table>
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<td></td>
<td>- quotations</td>
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<tr>
<td></td>
<td>- apostrophe</td>
</tr>
<tr>
<td></td>
<td>- period</td>
</tr>
<tr>
<td></td>
<td>- comma</td>
</tr>
<tr>
<td></td>
<td>- colon</td>
</tr>
<tr>
<td></td>
<td>- complete sentences</td>
</tr>
<tr>
<td></td>
<td>- run-ons and Fragments</td>
</tr>
<tr>
<td></td>
<td>- subject and predicate</td>
</tr>
<tr>
<td></td>
<td>- sentence Strips</td>
</tr>
<tr>
<td></td>
<td>- combining sentences</td>
</tr>
<tr>
<td></td>
<td>(and, then, however, but, so, because, .. )</td>
</tr>
<tr>
<td></td>
<td>Additional activities supplemented by Language texts</td>
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<tr>
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<td>One lesson each week from September to December</td>
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</table>

<table>
<thead>
<tr>
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<th>Methods of Assessment</th>
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<tr>
<td>6</td>
<td>1. Writing skills test</td>
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<tr>
<td></td>
<td>2. Spelling skills test</td>
</tr>
<tr>
<td></td>
<td>3. Writing prompt (portfolio)</td>
</tr>
<tr>
<td></td>
<td>4. Testing</td>
</tr>
<tr>
<td></td>
<td>weekly spelling tests on new words</td>
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<tr>
<td></td>
<td>5. Homework-- practice writing words at home daily.</td>
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<tr>
<td></td>
<td>In September and December</td>
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<tr>
<td></td>
<td>Weekly</td>
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<td>Daily</td>
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Appendix (7)

Criteria for evaluating students' writing (portfolios)

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<td><strong>A- Period</strong></td>
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<td>1- At the end of a sentence</td>
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<td>2- After abbreviations</td>
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<td></td>
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<tr>
<td>3- After an initial</td>
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<td><strong>B- Question Mark</strong></td>
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<td>4- At the end of a sentence</td>
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<td><strong>C- Exclamation Mark</strong></td>
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<td>5- After words or sentences showing excitement or strong feeling</td>
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<td></td>
</tr>
<tr>
<td><strong>D- Apostrophe</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7- In contractions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8- To show possession</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E- Comma</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9- To separate words in a series</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10- Between day and year</td>
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<td></td>
</tr>
<tr>
<td>11- To separate a quote from the speaker</td>
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<td><strong>F- Capital Letters</strong></td>
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<tr>
<td>12- Beginning of a sentence</td>
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<tr>
<td>13- Proper nouns</td>
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<tr>
<td><strong>G- Complete Sentences</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>H- Subject/Verb agreement</strong></td>
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<tr>
<td><strong>I- Paragraph Indentation</strong></td>
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<tr>
<td><strong>J- Correct Spelling</strong></td>
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*Number of correct and incorrect answers*
Appendix( 8)

Useful websites

Booklists and online reading communities: children and young people

Here are some useful websites to help teachers, student and parents to choose books, talk to others about books or get some ideas to motivate others to read.

Please note that the National Literacy Trust does not endorse any of these services, but it is simply providing a gateway to the wide range of booklists and online reading communities which we know are currently available.

www.achuka.co.uk
An independent website for anyone interested in recommended children's literature, including reviews.

www.arbookfind.co.uk
Accelerated Reader Book Finder is a free online tool from Renaissance Learning. You can search as a pupil, parent, teacher or librarian.

www.bookahead.org.uk
Book Ahead is an initiative by the DCSF, which aims to get enjoyable books into the hands of young children aged birth -7. You can access the booklist online from the Book Ahead website.

www.bookcrossing.com
Book Crossing is a worldwide book exchange. Members "release" their books for other people to find in locations across the world. The website provides records of books released and found, reviews, ratings and recommendations from across the globe.

www.bookgrouponline.com
Book Group Online is an online reading group for registered users. Discussions are based around genres and themes as well as specific books. Discussions are monitored and so are suitable for both children and adults.

www.clpe.co.uk/publications
The Centre for Literacy in Primary Education updates their Core booklists for primary schools every two years. It also publishes Simply the Best Books for Children.

www.cool-reads.co.uk
Cool Reads is a useful book review website run by and for 10-15 year-olds.

Early Years booklist – Suffolk School Library Service
If you are looking specifically for book ideas for 0 to 5-year-olds, download Suffolk schools library service booklist for under fives (pdf)

www.encompassculture.com
Encompass Culture is the British Council's worldwide reading group site, providing information on thousands of books and a chance to talk about books with other readers
around the world. There is also a database of reading group projects in the UK and information for groups, including how to get started and how to 'twin' your group with one in another country.

www.greatbookstoreadaloud.co.uk
(70 Tried and Tested) Great Books to Read Aloud is a complete guide to all the best books to read aloud to children aged birth -11. The guide also features reading tips from experts and recommendations from celebrity parents.

www.groupthing.org
group thing is a safe and accessible networking website managed by The Reading Agency where young people (13 -18) creatively engage with reading and words. group thing harnesses the power of Web 2.0 technology to create an online environment open to all young. Young people can write, review, chat and 'meet' authors on the site as well as publish their own creative work.

www.lovereading4schools.co.uk
In 2007 the NLT and lovereading4schools.com surveyed over 1,300 adults to recommend reads for reluctant readers. Download the lists (Word):
Key stage 1 (5 to 7-year-olds)
Key stage 2 (7 to 11-year-olds)
Key stage 3 (11 to 14-year-olds)

www.sla.org.uk/riveting-reads.php
The School Library Association's Riveting Reads series has suggested books that will encourage pupils to read widely and independently for enjoyment. They are grouped under themes and have been recommended by pupils in the relevant age group.

www.storiesfromtheweb.org
The Stories from the web website provides information about books and authors for children and young people aged birth-7, 7-11 and 11-14. It is run by Birmingham, Leeds and Bristol Library Services and the UK Office for Library and Information Networking.

www.wordpool.co.uk
Word Pool is a children's books website for anyone interested in children's books. It gives personal profiles for a range of authors along with their bibliographies, reading lists and reviews, titles and tips for reluctant readers, and information and advice for aspiring writers.

Education Information for New and Future Teachers
www.adprima.com/student_portfolios.htm
appendix (9)

Websites of national universities

1- The Islamic University- Gaza
   www.iugaza.edu.ps

2- Al Azhar University- Gaza
   www.alazhar.edu.ps

3- Al Quds Open University
   www.qou.edu

4- Al Aqsa University –Gaza
   www.alaqsa.edu.ps/

5- AN-Najah National University, Nablus, West Bank
   www.najah.edu/

6- Birzeit University- Palestine
   www.birzeit.edu

7- Hebron University – Palestine
   www.hebron.edu/
Name: Iyad Ibrahim Abu Ghazalah
Contact details Address: Nuseirat camp, Gaza
E-mail: aboanasiyad@yahoo.com
Nationality: Palestinian

Education

1. B A - English Methodology
   AL Azhar University – Gaza (1994-1998)

2. M A- English Curriculum & Teaching Methods
   The Islamic University –Gaza (2007- 2010)

Work experience

1999 – now:  Teacher of English language in the
UNRWA Schools -GAZA
### Appendix (11)

**Referee Committee for study tools**

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<th>No</th>
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<tr>
<td>1</td>
<td>Dr. Nazmi Al Masri</td>
<td>Lecturer (IUG) (PHD)</td>
</tr>
<tr>
<td>2</td>
<td>Mohammed Attya</td>
<td>Lecture (Al Alqsa) (MA)</td>
</tr>
<tr>
<td>3</td>
<td>Kamal Shamla</td>
<td>English supervisor (MA)</td>
</tr>
<tr>
<td>3</td>
<td>Alaa Jadili</td>
<td>Teacher of English (BA)</td>
</tr>
<tr>
<td>4</td>
<td>Morid Jadili</td>
<td>Teacher of English (BA)</td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Al Habash</td>
<td>Supervisor for E. L. (BA)</td>
</tr>
<tr>
<td>6</td>
<td>Mohammed Abd El Hady</td>
<td>Lecture (IUG) (MA)</td>
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<tr>
<td>7</td>
<td>Mahmoud Ghrab</td>
<td>Teacher of English (BA)</td>
</tr>
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<td>8</td>
<td>Mohammed Isifan</td>
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<tr>
<td>9</td>
<td>Ali Abu Sweereh</td>
<td>Teacher of English (BA)</td>
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<tr>
<td>10</td>
<td>Arafat Jarwan</td>
<td>Teacher of English (BA)</td>
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Appendix (12)

Portfolios
Student Portfolio Information

Electronic portfolios that use digital storage processes have largely replaced the more traditional paper type as the need to present not just information, but sound, motion, and color has become the standard. Whether in the many varieties of digital format, such as DVDs, CDs, the Internet, personal websites, flash drives, or printed on paper, portfolios are used in almost every aspect of communicating personal information. Regardless of the format used, many people, especially students and teachers, seeking to understand the need for, or use of portfolios, require information. Be aware though that bad information presented in the most dazzling electronic format is still, well, bad information.

Portfolios are collections of student work representing a selection of products that represent specific student performance. Portfolios in classrooms today are derived from the visual and performing arts tradition in which they serve to showcase artists' accomplishments and personally favored works. A portfolio may be a folder containing a student's best pieces and the student's evaluation of the strengths and weaknesses of the pieces. It may also contain one or more works-in-progress that illustrate the creation of a product, such as an essay, evolving through various stages of conception, drafting, and revision.

Many teachers are using portfolios in all curricular areas. Portfolios are useful as a support to new instructional approaches that emphasize the student's role in constructing knowledge and the teacher's role in promoting this process. For example, in writing instruction, portfolios can function to illustrate the range of assignments, goals, and audiences for which a student produced written material. In addition, portfolios can be a record of the activities undertaken over time in the development of written products. They can also be used to support cooperative teaming by offering an opportunity for students to
share and comment on each other's work. For example, a videotape of students speaking French in the classroom can be used to evoke a critical evaluation of each other's conversational skills at various points during the school year.

Recent changes in education policy, which emphasize greater teacher involvement in designing curriculum and assessing students, have also been an impetus to increased portfolio use. Portfolios are valued as an assessment tool because, as representations of classroom-based performance, they can be fully integrated into the curriculum. And unlike separate tests, they supplement rather than take time away from instruction. Moreover, many teachers, educators, and researchers believe that portfolio assessments are more effective than "old-style" tests for measuring academic skills and informing instructional decisions.

**WHY TRY IT?** Students have been stuffing assignments in notebooks and folders for years, so what's so new and exciting about portfolios? Portfolios capitalize on students' natural tendency to save work and become an effective way to get them to take a second look and think about how they could improve future work. As any teacher or student can confirm, this method is a clear departure from the old write, hand in, and forget mentality, where first drafts were considered final products.

**HOW DOES IT WORK?** Although there is no single correct way to develop portfolio programs, in all of them students are expected to collect, select, and reflect. Early in the school year, students are pressed to consider: What would I like to reread or share with my parents or a friend? What makes a particular piece of writing, an approach to a mathematics problem, or a write-up of a science project a good product? In building a portfolio of selected pieces and explaining the basis for their choices, students generate criteria for good work, with teacher and peer input. Students need specifics with clear
guidelines and examples to get started on their work, so these discussions need to be well
guided and structured. The earlier the discussions begin, the better.

While portfolios were developed on the model of the visual and performing arts tradition
of showcasing accomplishments, portfolios in classrooms today are a highly flexible
instructional and assessment tool, adaptable to diverse curricula, student age/grade levels,
and administrative contexts. For example:

The content in portfolios is built from class assignments and as such corresponds to the
local classroom curriculum. Often, portfolio programs are initiated by teachers, who know
their classroom curriculum best. They may develop portfolios focused on a single
curricular area--such as writing, mathematics, literature, or science--or they may develop
portfolio programs that span two or more subjects, such as writing and reading, writing
across the curriculum, or mathematics and science. Still others span several course areas
for particular groups of students, such as those in vocational-technical, English as a second
language, or special arts programs.

The age/grade level of students may determine how portfolios are developed and used. For
example, in developing criteria for judging good writing, older students are more likely to
be able to help determine the criteria by which work is selected, perhaps through
brainstorming sessions with the teacher and other students. Younger students may need
more directed help to decide on what work to include. Older students are generally better
at keeping logs to report their progress on readings and other recurrent projects. Also,
older students often expand their portfolios beyond written material to include photographs
or videos of peer review sessions, science experiments, performances, or exhibits.
Administrative contexts also influence the structure and use of portfolios. While the primary purpose of portfolios for most teachers is to engage students, support good curricula and instruction, and improve student teaming, some portfolio programs are designed to serve other purposes as well. For example, portfolios can be used to involve parents in their children's education programs and to report individual student progress. Teachers and administrators need to educate parents about how portfolios work and what advantages they offer over traditional tests. Parents are generally more receptive if the traditional tests to which they are accustomed are not being eliminated. Once portfolios are explained and observed in practice, parents are often enthusiastic supporters.

Portfolios may also be used to compare achievement across classrooms or schools. When they are used for this purpose, fairness requires that standards be developed to specify the types of work that can be included and the criteria used to evaluate the work. Guidelines may also address issues of teacher or peer involvement in revising draft work or in deciding on what to identify as a best piece.

In all administrative contexts, teachers need administrative support to initiate a portfolio program. They need support material such as folders, file drawers, and access to a photocopy machine, and time to plan, share ideas, and develop strategies.

All portfolios--across these diverse curricular settings, student populations, and administrative contexts--involve students in their own education so that they take charge of their personal collection of work, reflect on what makes some work better, and use this information to make improvements in future work.

**WHAT DOES THE RESEARCH SAY?** Research shows that students at all levels see assessment as something that is done to them on their classwork by someone else. Beyond
"percent correct," assigned letter grades, and grammatical or arithmetic errors, many students have little knowledge of what is involved in evaluating their classwork. Portfolios can provide structure for involving students in developing and understanding criteria for good efforts, in coming to see the criteria as their own, and in applying the criteria to their own and other students’ work.

Research also shows that students benefit from an awareness of the processes and strategies involved in writing, solving a problem, researching a topic, analyzing information, or describing their own observations. Without instruction focused on the processes and strategies that underlie effective performance of these types of work, most students will not learn them or will learn them only minimally. And without curriculum-specific experience in using these processes and strategies, even fewer students will carry them forward into new and appropriate contexts. Portfolios can serve as a vehicle for enhancing student awareness of these strategies for thinking about and producing work--both inside and beyond the classroom.

**WHAT ARE THE DRAWBACKS?** Good portfolio projects do not happen without considerable effort on the part of teachers, administrators, and policymakers. Research shows that portfolios place additional demands on teachers and students as well as on school resources. Teachers need not only a thorough understanding of their subject area and instructional skills, but also additional time for planning, conferring with other teachers, developing strategies and materials, meeting with individual students and small groups, and reviewing and commenting on student work. In addition, teachers may need extra space in their classrooms to store students' portfolios or expensive equipment such as video cameras.
So, if you are considering student portfolios as a means of assessment, the preceding may suggest criteria by which you may make a prudent decision. There are many opinions about value of student portfolios and you are encouraged to gather as much information as possible before making any decision.

Appendix (13)

Teaching material
Introduction

This course (teaching material) is intended for teachers, and students. It provides instructions, activities and techniques needed to lead seventh graders through 10 lessons or 10 weeks of learning for writing and spelling. The course helps seventh graders to learn to identify common, logical spelling patterns; leads them to more complex words; and aids them in becoming a confident, independent speller. The course encourages seventh graders to write real-life messages and to involve in doing actual writing tasks. By doing this, they learn to communicate in writing for all kinds of reasons: giving directions, writing sentences, letters, short paragraphs, answering invitations, and describing situations. The course incorporates 150 high-frequency words and activities that help seventh graders use these words into real writing tasks.

1. Lesson procedures

The researcher suggests a five-step plan. Make any adjustments needed to suit your students' grade and ability and to adapt to any special problems that may need work. Spend as much or as little time on each word list as needed. You may want to follow a five-day plan as you work on each word list, devoting one day to the ideas given in each of these five steps:

1. Introduce words and patterns if necessary
2. Practice spelling the words
3. Use words in writing
4. Review and extend
5. Evaluate

1.1 Step One: Introduce Words and Patterns

Begin with the list of words to be studied. Focus on the generalization that is represented by the words in the list. Do not insist that the words be memorized for their own sake. Instead, help the learner understand those spelling principles that can have wider application beyond any single word list.

In some cases, your students may already know some of the words in a particular list. That’s fine, but still use the whole list in order to show that a spelling pattern or a structural principle is found in each group of words, and this pattern or principle can also be applied to other words not on the list.
1.2 **Step Two: Practice Spelling the Words**

Students need to practice words by *hearing* them, *seeing* them, and *writing* them. A number of different practice activities will be listed here because students learn in different ways. You will find that some activities work better with your students than others. The most important thing is to make these activities enjoyable and to stress the fact that words are not just things to be spelled; they have meanings and are important because they can be used to communicate messages.

On the next few pages the researcher suggests some types of activities that can be used. You can refer to this information as needed. The teaching material provides some exercises that reinforce important patterns.

**Sample Activities**

1. **Supply Missing Words**

One good way to stress the meaning of words is to give sentences that have a word missing. Your students must look at the list words and find the one that fits each sentence. For example, if the list words include *pay*, *day*, and *play*, you might give sentences like the following examples and have your child write the appropriate word in each blank space:

- It is a rainy _____ *(day)*
- I like to _______ ball. *(play)*
- How much did you _______ for that hat? *(pay)*

2. **Use Word-Search Puzzles**

Students enjoy word-search puzzles in which they must hunt for list words and encircle each one they find.

3. **Provide Definitions**

You can also give definitions and have your students write the spelling word that matches each one. If the list includes *fish* and *ship*, you could give the following definitions and have your students write in the word that fits:

- An animal that swims in the water: -------------------
- A big boat that can sail on the ocean: -------------------

1.3 **Step Three: Use Words in Writing**

The whole purpose of learning to spell is to be able to use words correctly in writing.
Students discover that learning to spell words on a list becomes meaningful and important when they use the same words in messages of their own. Students also need to understand that spelling is an important tool for expressing themselves. Correct spelling not only ensures that they will be understood but also affects the way in which they are perceived by others. If a student writes *trick* for *truck* or *weth* for *with*, then many people may be put off by the misspellings and perhaps not even try to understand the message.

**1. Write about Real-Life Situations**

Include real-life writing tasks: letters, narratives, and conversations, for example. It is also important for learners to review writing projects so that they become aware of the need for self-editing and revision. Weekly proofreading exercises develop the habit of editing written material—a habit that transfers to writing in all areas. Student writing can always benefit from review and self-correction in mechanics, grammar, and sentence structure as well as in spelling.

**Step Four: Review and Extend**

The key to all this is the process of review and self-correction. It is not always possible to spell every word correctly on the first try, but it is possible to look back over what you have written, to check any words you aren’t sure about, and to correct spelling errors. This is the way students learn to spell more challenging words: by using them in a meaningful context and by checking their own work to locate and correct any mistakes.

In addition to reviewing words presented in a weekly lesson, students can also enrich their vocabularies, develop their interest in language and their motivation to spell, and increase their competence in using resources such as dictionaries and thesauruses.

One good way to expand knowledge and understanding of a word is to find synonyms: words that mean almost the same thing. For example, students often use the word *big* to refer to anything of great size, but as they write they should be encouraged to use synonyms for list words. They will learn other words such as *huge* or *large* may be more precise or colorful in certain situations.

Children can expand their understanding of a word through antonyms: words that have opposite meanings. Words such as *big* or *large* can be matched with *little* or *small* or tiny to provide a range of possibilities. Descriptive words are especially good when it comes to a search for synonyms and antonyms.
1.5 Step Five: Evaluate

At any point, you can have students write the words on the List as you read them aloud. This should not be viewed as a “test,” as an ordeal to be endured. Instead, it can provide a good way to find out what has been learned and what still needs to be reviewed.

After the words have been read, it is important to have each student correct the spellings himself or herself by referring to the printed word list. This process of self-correction is one of the most valuable parts of the learning process.

Also, encourage each student to keep a record of troublesome words so they can be worked on until they are mastered. Perhaps this record can be a sheet of paper inserted as a bookmark in each child’s activity book.

1. Moving from Inequity to Independence in Spelling

Encourage students to experiment, to check themselves, and to share notes so that they gradually feel comfortable. Accurate spelling takes years to achieve.

2 Testing for progress

You and your students want to know that your spelling exercises are producing results. Here are some ways to find out how your students are doing as you work through the spelling for writing activities.

Note progress

When you are working closely with students, you get a regular sense of their progress. If words are repeatedly misspelled or spelling patterns are not understood, then you know you need to spend more time on those words or patterns. Your main concern, however, is that your students can see growth and positive change.

1.3 Challenge with a quiz

Some students like the challenge of a test and may actually enjoy a weekly quiz that provides recognition of their progress. Read the word list for each week and let them write the words. Then have them match their spellings with the words on the list so they can show you how many they have spelled correctly. Most of the time, let them do their own checking and correcting.
1.4 What do you know?

Every few weeks it is helpful to review the spelling principles the students have studied. Select a few words from each list, ask your students to spell them, and then ask for an explanation of what has been learned about spelling words of each type. If your students do not recognize the patterns, then review those lessons and search for additional words that fit the patterns. You want your students to see the logic of English spelling as you progress through the course. Your assessment techniques should help your students see their own progress and learn how to use patterns to improve spelling accuracy. Always encourage your students to talk to you about what they are learning. And remember: You are looking for progress, not perfection.
WEEK I

Word list

English, question, example, answer, introduce, knew, learned, read
Because, should, inside, get, guess, remember, think

1- Practice Sentences
A- Finish the following sentences with words between brackets.
   (guess – learn – read – because)
   
1- I -------------- English at school.
   
2- I -------------- a story every day.
   
3- Ahmed didn't come to school, ---------------- he was ill.
   
4- Can you ---------------- what's in my bag?
   
B- Look up the meaning of the following words in your mini-dictionary then use them in meaningful sentences:
   (know – remember – think)
   
1- ----------------------------------------------------------------------------------------------------------------------------------
   
2- ----------------------------------------------------------------------------------------------------------------------------------
   
3- ----------------------------------------------------------------------------------------------------------------------------------
C- Match the words in column "A" with their opposites in column "B":

<table>
<thead>
<tr>
<th>&quot;A&quot;</th>
<th>&quot;B&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should</td>
<td>Outside</td>
</tr>
<tr>
<td>Inside</td>
<td>Loose</td>
</tr>
<tr>
<td>Get</td>
<td>Ask</td>
</tr>
<tr>
<td>answer</td>
<td>don't have to</td>
</tr>
</tbody>
</table>

2- Spelling for writing

- Capital Letters and Periods
  When you write sentences, keep these things in mind.
  • Begin every sentence with a capital letter.
  • Use a period (.) at the end of each sentence that makes a statement.
  • Also use a period at the end of a sentence that tells someone to do something. (For example: “Be sure to close the windows.”)

- Writing Sentences

D- Rearrange the following words to make meaningful sentences. Check your punctuation.

1- study – at school – english – i

-----------------------------------------------------------------------------------------

2- introduces – the – teacher – himself – to – the - class

-----------------------------------------------------------------------------------------
3- Word Study

_Singular and Plural Nouns_

E- Add the ending-s to form the plural of the following nouns. The first example is given.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>books</td>
</tr>
<tr>
<td>question</td>
<td></td>
</tr>
<tr>
<td>example</td>
<td></td>
</tr>
<tr>
<td>answer</td>
<td></td>
</tr>
</tbody>
</table>

F- Write two sentences. In each sentence, use at least one of the plural nouns given above.
1. ____________________________________________
2. ____________________________________________

4- Editing Sentences

After you write something, you need to edit it. This means checking it to make sure everything is correct. Use these symbols to mark things that need to be corrected.
1. capitalize = x
2. take out = xx
3. add = xxx

Here is how these symbols are used to edit a sentence. The corrected sentence is given right after the edited one.

I am _glax_ to be outdoors. I am **glad** to be outdoors.

Mark the errors in each sentence and then write the correct version.
1. my English teacher is kind. ____________________________
2. let's go to market. ________________________________
3. we like our school. _______________________________
WEEK 2

Word list

donkey, farmer, fish, keep, fruit, meat, juice, market,
quickly, quietly, slowly, buy, grow, feed, sell

1- Practice Sentences

Finish the sentences with ( buy – grow- feed – sell)

1- I -------------- the chickens and goats everyday.

2- Traders (التجار) ------------- and ----------- goods.

3- Farmers ------------------ food such as vegetables and wheat.

4- My brother -------------- some birds at home.

2 - Definitions

Write the Word that fits each definition. Choose from the following:

donkey – farmer – fish

1. A person who works on a farm is a ________________.

2. It lives in water is a __________________

3. A farm animal that lifts people and carries their goods : ----------

3- Spelling for writing

Question Marks and Exclamation Marks

Keep these things in mind as you write sentences.

Use a question mark (?) at the end of a sentence that asks a question.

Use an exclamation mark (!) at the end of a sentence that expresses surprise or strong emotion.

4- Editing Sentences

In Week 1,you learned when to use capital letters and periods. And this week you learned when to use question mark and exclamation mark.
Apply what you have learned to the following sentences. Write the correct version in the space provided.
1. can I get some meat please

----------------------------------------------------------------------------------------
2. what a nice dress  where did you buy it

-----------------------------------------------------------------------------------------
3. i could not find the map

-----------------------------------------------------------------------------------------

5- Writing Sentences
Imagine that you want to buy something. Write two sentences that explain what you want to buy and where you buy them. Use correct punctuation and capitalization. Try to include the following words:
  (fruit – meat – juice – market- go - buy)

1-                                                                                         
2-                                                                                         

6- Word study
More Singular and Plural Nouns
When a singular noun ends in y, change the y to i and add es to form the plural: lady, ladies. If a singular noun ends with ey, just add the letter s to form the plural: key, keys.
Write the plural form of each of these nouns.
  1. baby, _____________________  2. monkey, _______________
  3. butterfly, ____________________  4. puppy , _______________
  5. cry, ___________________________  6. donkey , _______________
Write two sentences. In each sentence, use at least one of the plural nouns given above.

1- -------------------------------------------------------------------------------------

2- -------------------------------------------------------------------------------------

Using Adverbs
Adverbs are often used to describe the action of the verb. They can also define adjectives:
“This is a very good cake.” Here are some adverbs:
(slowly- suddenly- easily- gladly- sadly - before- after- soon- away).

** Note ** Many adverbs are formed by adding -ly to adjectives.
** words ending with y change to i before adding -ly (easy, easily).

G- Add -ly to change each of the following adjectives to an adverb.
1. brave _____________________   2. greedy _________________
3. quiet  ______________________ 4. slow ___________________
5. busy   _____________________   6. quick _________________

H-Write the adverb that fits in each sentence.
1. The boy ran ------------------ to catch the bus.

2. A tortoise walks -----------------.

3. Speak -------------------------. The baby is sleeping.
1- Spelling

A- Write the correct spellings of the days of the week.

1. t S r d y a u a :------------------------

2. n u S y d a : ------------------------

3. n o d y M a :-------------------------

4. u e s T y d a :------------------------

5. d W e n s y a d :-----------------------

6. h T r u s d y a :-----------------------

7. d F r a i y :--------------------------

2- Practice sentences

B- Write four sentences describing what you do in four days.

Example: I wash the car on Saturday.

1- ----------------------------------------------------------------------

2- ----------------------------------------------------------------------

3- ----------------------------------------------------------------------

4- ----------------------------------------------------------------------
Adverbs of Frequency

Adverbs of Frequency answer the question "How often?" or "How frequently?" They tell us how often somebody does something.

Adverbs of frequency come before the main verb (except the main verb "to be"): 

- We usually go shopping on Saturday.
- I have often done that.
- She is always late.

Occasionally, sometimes, often, frequently and usually can also go at the beginning or end of a sentence:

- Sometimes they come and stay with us.
- I play tennis occasionally.
- We see them rarely.
- John eats meat very seldom.

C- Finish the sentences with: ( today - everyday – early - late)

1- I come to school ----------------------.

2- we should come to school ----------------------.

3- we will visit grandma ------------------ afternoon.

4- yesterday, I got up ----------------------, so I didn't catch the bus.
D- Match the words in column (A) with their opposites in column (B).

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>early</td>
<td>none</td>
</tr>
<tr>
<td>today</td>
<td>ancient</td>
</tr>
<tr>
<td>once</td>
<td>late</td>
</tr>
<tr>
<td>recent</td>
<td>yesterday</td>
</tr>
</tbody>
</table>

E- Rearrange the following words to make meaningful sentences. Check your punctuation.

1- school – late – yesterday – ahmed – came
2- arrived – home – my father – early – today

F- Finish the sentences with (usually – often - recently - once)

1- ----------, the number of people who use computers increased.
2- I have meat ---------- a week.
3- We ---------- visit grand mother, about four times a week.
4- We ---------- go to the sea in summer, twice a month.
WEEK 4

Word list

become, bring, receive, take, built, clean, correct, repair,
colors, yellow, White, excuse, please, sorry, trust

1- Practice Sentences

A- Finish the following sentences with words between brackets.

(takes– becomes– bring – receive )

1- I ------------ two messages every day.

2- M father will --------- us mangoes and bananas tomorrow.

3- Water ------------ ice when you boil it.

4- Sara ---------- three sandwiches to school.

B- Look up the meaning of the following words in your mini-dictionary then use them in meaningful sentences:

(repair – built - clean – correct )

1---------------------------------------------

2---------------------------------------------

3---------------------------------------------

4---------------------------------------------

2- Spelling and writing

- Write a Description

Describe your favorite place. Try to use at least one spelling word in your writing.
Tips for Writing a Description

• Think about the place you will describe. Picture it in your mind before you write.
• Tell what you can see in the place, what you can hear, and what you can smell, taste, or touch.
• Write what makes this place different from other places.
• Tell why you like the place so much.

(colors- yellow –white)

You can start like this:
My favorite place is the public garden in Gaza city. I like it because……………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………………….

- Write Apology Note

you have broken your friend's bicycle and you feel sorry for this. Write a note to your friend expressing your sorrow. The following words may help you:

(excuse me – please- sorry- trust)

Tips for Writing Apology Note

• Start the letter with Dear and the name of the person you are apologizing to.
• What are you apologizing for?

Start like this:
Dear:-----------
I am really -----------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
---------------------------------------------------------------------------------------------
--------------------------------------------------------------------------------------------.

4- Word study

More Singular and Plural Nouns

When a singular noun ends in y, change the y to i and add es to form the plural: lady, ladies. If a singular noun ends with ey, just add the letter s to form the plural: key, keys.

Write the plural form of each of these nouns.
Write two sentences. In each sentence, use at least one of the plural nouns given above.

1-  

2-  
Week 5

Word list
put, hear, see, speak, tidy, walk, work, care for
green, red, black, where, which, while, who

1- Practise Sentences
- Write the Basic Word or Challenge Word that fits in each sentence.

(Where- which -while -who)

1. ------- do you live?

2. ---------- teaches you English?

3. ------------ school do you go to?

4. ------- I was coming to school, I saw an accident.

2- Word study

Adding –ed and –ing to Verbs

When you add the inflections -ed and -ing to verbs, keep these guidelines in mind.

• Add -ed and -ing without changing the spelling of the original verb if that verb ends with a consonant preceded by two vowels:
  peel, peeled, peeling; wait, waited, waiting.

• Also add -ed and -ing without any change in spelling if the verb ends with a group of two or three consonants: pull, pulled, pulling; jump, jumped, jumping; pitch, pitched, pitching.

Here are some verbs in the present tense:
(rush- mail- bump- watch)
Find the verb that fits in each sentence and write it with the correct inflection, -ed or -ing

1. The crowd ___________________ out to see the rock star.
2. This bottle of water is ___________________ all over the place.
3. Have you _________________ all the letters?
4. I am ____________________ for the postman to come.

Note: Verbs in the present tense tell about something that is happening now or that happens all the time: “We walk every day for exercise.”
Verbs in the past tense tell about things that have already happened. With most verbs, just add the inflection -ed to show the past tense: “They walked to the store yesterday.”
The inflection -ing is used to show that something is happening now and will continue to happen: “We have been waiting for an hour.”

3- Spelling and writing

The Predicate Part of the Sentence
• The predicate part tells what the subject does. The predicate contains a verb, which specifies the action, and often contains other words as well.
Underline the predicate part of each sentence. The first example is given.
1. The last game of the season was played yesterday.
2. Our team won.
3. They beat three other teams.
4. Next year, our team will be even better.

Writing Sentences
Imagine you are shopping at a market. What do you see there? Complete each of the following sentences by adding a predicate after each subject.

Use the verbs in brackets (speak- walk- buy)

1. Several people-------------------------------------------------------- .
2. A few customers ------------------------------------------------------ .

Descriptive Words
When you are writing stories or descriptive paragraphs, you want to use words that tell the reader exactly what you see or hear or feel. You can do this by using precise nouns that
name the things you are talking about and precise adjectives that describe those nouns.

Here are some words that relate to colours. Make sure you know the meaning of each word, and then write the word that fits in each sentence.
(green - black – red – white – orange – brown- blue- yellow- grey)

1. My father bought a ---------- car yesterday.

2. We've got a ---------- cat.

3. Samy gave me a ---------- hat.

Finish the sentences with verbs between brackets:

(hear- see- tidy- put -works -care for)

1. I -------- my room every morning.

2. Mothers -------------- their children.

3. We ----------our eyes and --------- with our ears.

4. We -------- our books on our desks.

5. Ahmed's father ----------- in a factory.

Editing Sentences

Use the editing symbols to correct mistakes in these sentences. Write the correct sentences on the lines provided.

1. the workers after a long day
2. som farmers sold all there cropes at the market
3. how much stuf did you by
1-Sentences
Write the basic word or challenge word that fits in each sentence.

(family woman, children )
1- I live with my ---------- in Nuseirat.
2- --------------- like to play football.
3- my grandmother is an old -----------.

2- Definitions
Write the basic word or challenge word that fits each definition.

( home – friend)
1- A person I like very much, he is as old as me. I play with him everyday.
   He is my -----------.
2- It is a place where I live with my family. I sleep in it at night. It is my -----------.

3 -Spelling and writing
The Subject Part of the Sentence
You already know that a sentence is made up of a group of words that make sense because they belong together. In order to be complete, each sentence must have a subject part and a predicate part. We will talk about the subject part first.
• The subject part tells who does something or what the sentence is about. The subject part may contain only one word or a whole group of words.

Underline the subject part of each of these sentences. The first one is already given.
1- **My father** works on a farm.
2- My mother cooks food everyday.
3- People should help each other.
4- The young boy hit the cat badly.
Writing Sentences

Write three sentences. Use the following words as subject parts.

( brother – sister- man)

1- Adam flickered in the house
2- Could you see who ran up the stairs
3- I have never been so scared in my whole life

Editing Sentences

You have already seen the symbols used to make corrections in sentences. Use those symbols to edit these sentences. Write the corrected sentences in the spaces provided.

1. Adam flickered in the house
2. Could you see who ran up the stairs
3. I have never been so scared in my whole life

4- Word study

Singular and plural nouns

Note: Singular nouns name one person, place, or thing: boy, school, book. Plural nouns name more than one person, place, or thing. Most nouns add -s to form the plural: boys, schools, books.

When a singular noun ends with letters that have the /is/ sound, add -es to form the plural. The final Is! sound is usually spelled s, ss, x, ich, or sh: buses, glasses, boxes, bunches, batches, bushes.

Write the correct plural form of the following nouns

1. man: -----------------------
2. child:----------------------
3. life: ----------------------
4. job: ----------------------
5. person: ---------------------

Use at least two of the previous plurals to write two meaningful sentences.

1- -------------------------------
2- -------------------------------
## Word list

<table>
<thead>
<tr>
<th>Common</th>
<th>Dangerous</th>
<th>Difficult</th>
<th>Dirty</th>
<th>Huge</th>
<th>Regular</th>
<th>Ill</th>
<th>Honest</th>
<th>High</th>
<th>Traditional</th>
<th>Modern</th>
<th>Peaceful</th>
<th>Exciting</th>
<th>Amazing</th>
<th>Important</th>
</tr>
</thead>
</table>

### 1. Practice sentences

#### Descriptive Words

When you are writing stories or descriptive paragraphs, you want to use words that tell the reader exactly what you see or hear or feel. You can do this by using precise *nouns* that name the things you are talking about and precise *adjectives* that describe those nouns.

Here are some adjectives. **Make sure you know the meaning of each word, and then write the word that fits in each sentence.**

*(dangerous- huge- honest)*

1. People like the **---------** boy.
2. Elephants are **----------** animals.
3. Wolves are **----------** animals.

### 2- Definitions

**Write the Basic Word or Challenge Word that fits each definition.**

*(Common – traditional – dirty)*

1. People used to cook, wear, act things such as dabka, maftool,. It is **----------**
2. The place is not clean. It is **----------**
3. very popular and widely spread. It is **----------**

### 3- Spelling and writing

**Question Marks and Exclamation Marks**

Keep these things in mind as you write sentences.

Use a *question mark* (?) at the end of a sentence that asks a question.

Use an *exclamation mark* (!) at the end of a sentence that expresses surprise or strong emotion.
4- Writing Sentences

Imagine that you went to the sea with your family and suddenly you saw a wale. Write two sentences expressing your surprise. Use the following words (exciting – amazing)

Example: Wow, it's wonderful!

1. 

2. 

b-Write two sentences to describe the following. Use adjectives in brackets (ill, modern)

1. My friend, Ahmed, didn't come -----------------. He -----------------------------

2. I like -----------------------------

5- Editing Sentences

In Week 1, you saw the symbols you can use to make corrections in your work. Here they are again:

- capitalize X
- take out XX
- add XXX

Use these symbols to mark each incorrect sentence. Then write the correct version in the space provided.

1. water is imprtant 

2. english is dificult subject 

3. we seek a peacful life
Week 8

Word list

- country, flag, industry, street, school, student, group,
- book, story, jump, like, first, next, then, finally

1-Practise Sentences

Write the basic word or challenge word that fits in each sentence.

(jump – like – street)

1. I -------- my father and mother.
2. Ahmed can -------------- high.
3. There are many cars in the ------------.

2- Definitions

Write the basic word or challenge word that fits each definition.

1. A place where students learn. It is -------------------
2. A piece of cloth, painted with many colors. It is symbols of countries. It is --------
3. it is made of paper. People read it to learn. It is -------- .

3-Spelling and writing

A Time-Order Paragraph

Here is a paragraph that tells about things that happened in a definite order in time. Notice the words that tell what that order was.

On Saturday I washed our car. First, I wet it all over with a hose. Next, I washed it good with soapy water. Then I rinsed the soap off with the hose. Finally, I dried the car with a towel.

Writing a Time-Order Paragraph

Write your own paragraph telling about something you know how to do. You might describe the steps you follow when you make tea.

Start like this;

Yesterday I made tea. First, (boil) ------------------------. Next , (put)--------------------------
-----------. Then , (add) -------------------------------. Finally, --------------------------------------
------------------------------------------------------------------
Editing Your Paragraph

Check back over your paragraph to make sure everything is correct. Use the editing symbols from Week 1 and make the necessary changes. Then make a fresh copy for other people to read. Here are some things to look for as you edit,
1. Does each sentence begin with a capital letter?
2. Does each sentence end with the right punctuation mark?
3. Are all words spelled correctly?
4. Is your paragraph arranged clearly? Can the reader tell what happened first, what happened next, and so on?

Note: When you write a paragraph, you combine several sentences that belong together. You often begin with a topic sentence that tells what the paragraph is going to be about. Then you add detail sentences to give more information about the topic.

4- Word study

More Singular and Plural Nouns

When a singular noun ends in y, change the y to i and add es to form the plural: lady, ladies. If a singular noun ends with ey, just add the letter s to form the plural: key, keys.

Write the plural form of each of these nouns
1. country: ------------------------
2. story:---------------------------
3. industry:-----------------------

Write two sentences. In each sentence, use at least one of the plural nouns given above.
1. -------------------------------------------------------------------------------------------------- .
2. --------------------------------------------------------------------------------------------------.

5- Finding the Right Spelling

Underline the word that is spelled correctly in each group. Then use the word in a sentence on the line provided.
1. groop  group  group

2. student  stuedent  sudnt

1. -------------------------------------------------------------------------------------------------- .
2. --------------------------------------------------------------------------------------------------.
1-Sentences

Write the basic word or challenge word that fits in each sentence.

(pollution - environment- rubbish)

1. people should keep the -------------- clean.
2. don’t throw ------------------ in the street.
3. cars and factories cause ----------------- .

2- Definitions

Write the basic word or challenge word that fits each definition.

( visitor – party )

1. who visits other people is a --------------.
2. a celebration of one's birthday or wedding is a ------------------------.

3- Spelling and Writing

Using Adjectives

Look at these two sentences. What do you notice about the second one?

The weather was very unpleasant.

The cold, windy, dreary weather was very unpleasant.

In the second sentence we have added three adjectives. These are words that tell more about nouns (and sometimes pronouns). Most adjectives tell which one, what kind or how many. Here are some adjectives you often use to describe things:

big, small fast, slow soft, hard, rough, smooth,

loud, soft, bright, dark, few pretty, ugly

Underline each adjective in the following sentences.

1. The busy streets were filled with noisy traffic.
2. A long bridge spanned a wide, muddy river.
3. A large dog was barking at the little children.

When you use two or more adjectives together, it is often helpful to separate them with commas to help the reader.
The **dented, rusty, old** car rolled slowly down the rough, muddy road.

You can also use adjectives in the predicate part of the sentence after linking verbs. The road *is* **rough and muddy**.

The car *is* **dented, rusty, and old**.

When you use two adjectives, you often can join them with *and*. If there are more than two, separate them with commas and use *and* before the last one.

**Underline each adjective in the following sentences. Also draw an arrow from each adjective to the word it describes.**

4. Many of the buses were big and smoky.
5. We finally got away from the dirty streets and hot sun.
6. Next time we will go to the clean, quiet mountains.

**Add the following adjectives to the sentences below:**

- (polite, happy, rich, helpful)

1. Ahmed is a boy.
2. Mr. Saleh is a man.

**Write two sentences. Use at least two of the following words:**

- (hundred, number, size, speed)

1- --------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2- --------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------.
Week 10

Word list

toward, before, just, new, little, few, enough, half,
dark, room, sea, come, communicate, go, begin

1- Practise Sentences
Write the basic word or challenge word that fits in each sentence.

(dark – room – sea)

1. people go to the ---------- in summer.
2. I tidy my ---------- everyday.
3. look! The sky is very ------------------. It's going to rain.

2- Spelling and Writing

a- Avoiding Run-On Sentences

Last week you saw sentence fragments that were incomplete because they lacked important parts of the subject or predicate. What do you notice about this example?

I had a lot of fun when we went to the mountains last summer. We saw a bunch of animals and birds there was a big storm and we got soaked we still had a good time anyway.

How would correct the problems in this example? Write your version here:

The example looks like one long sentence, but it is actually a run-on sentence containing several individual sentences that need to be separated. There is no punctuation, so you can’t tell where one idea ends and the next begins. Here is one way to correct this run-on sentence:

I had a lot of fun when we went to the mountains last summer. We saw a bunch of animals and birds. There was a big storm and we got soaked. We still had a good time anyway.

Use the editing symbols to mark the mistakes in the following run-on sentence. Then rewrite the example as a paragraph containing four separate sentences.

Have you ever been to a museum it can be a lot of fun when I went to a museum I saw some dinosaur bones and a big stuffed giraffe there were also some fossils of birds and smaller animals

Note: When you correct a run-on sentence, you usually have to add capital letters to mark
the beginning of each separate sentence and add punctuation to mark the end of each sentence,

b- Avoiding Sentence Fragments
What is wrong with these sentences?

A - looked for the missing hikers.

B - One search party finally.

These are not complete sentences. They are called *sentence fragments* because important parts are missing in each one. In the first fragment, there is no *subject*. We don’t know who looked for the hikers. The second fragment lacks the most important part of the *predicate*: the verb. What did the search party do? Here is how these fragments could be corrected:

*a- Dozens of people* looked for the missing hikers.

*b- One search party finally *found them.*

Look at each of the following sentence fragments. After each one, write the letter (S) if something is missing in the Subject, or the letter (P) if something is missing in the Predicate. Then write a completed version of each fragment.

1. looked all over the place for a new scarf.
2. Several of my friends
3. found a great pair of shoes at the mall.
4. Everyone in the room

Note: It is important to make sure you have a clear subject and predicate in each sentence you write. Sometimes you may be in a hurry and leave something out. This is the kind of thing you want to check for when you revise your writing.
تمتد بحمد الله وتوقيته