
The Effect of Guided Discovery with Instructional Aids on Developing Writing Skill for Iraqi Approach EFL Students at Intermediate Schools.**Key words: differentiated education, teaching aids, writing skill****Asst.Inst. Ibtihal Ahmed Sallal****College of Basic Education****University of Diyala****Ma.Ibtihal@yahoo.com****Abstract**

This study aims at investigating the effect of using guided discovery with instructional aids on developing writing skill for intermediate schools. To achieve the aim of the present study, the following hypothesis has been used: There are no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group who is taught writing skill according to guided discovery with instructional aids and the control group who is taught according to the traditional way in the post test. The present study is limited to the second intermediate female students in Al- Amal secondary school for girls in Baqubah city for the academic year 2018/2019. The sample of this study consists of 40 students as the experimental group and 38 as the control group. Then, it is insured that the two groups are equal through a statistical manipulation of a number of variables such as age, writing skill in the previous year, and writing skill (spelling and punctuation) on the pretest. Pre and post-tests are designed, and the validity of the tests and the lesson plans has been achieved by exposing them to jury members. The reliability of the test have been achieved by using Kuder Richardson-20 formula (0.83). Statistical analysis of data achieved through the test which standard deviation indicates that there are statistically significant differences between the mean scores of the two groups in favour of the experimental group in the post test. The researcher concludes that using guided discovery approach with instructional aids is proven to be more fruitful and effective in promoting the students' able and attention to writing easily and to give the students more opportunities than those in the textbook.

1. Introduction

Teachers guided learners try to be able to identify unknown words prior to their actual reading of subject matter . Possible new words are encountered by students in reading content were printed in neat manuscript letters on the chalkboard. A few teachers would print the possible unknown words within a sentence framework. In either case, the student teacher would observe pupils to see that they looked at each word being introduced carefully (Ediger and Rao,2006:155). Most course books make tasks easier by using exercises that carefully guide the learners. This usually has the effect of narrowing the task

that the learn have to do. For example, guided composition exercises, such as picture composition. provide the ideas that the learners will write about. The exercises often provide needed vocabulary and structures . The piece of writing will be organized. The learners' job is to compose the sentences that make up the composition (Nation, 2009:100).

Speaking any language involves more than simply knowing the linguistic components of the message, and developing language skills requires more than grammatical comprehension and vocabulary memorization. Teachers and students come to language classes with conscious or subconscious attitudes, expectations, interests and needs. Writing plays several roles in language learning and in language classes. Being aware of these roles will enable teachers to attend to them all and to see writing as one important element in developing each language skill and conveying culture knowledge (Chastain,1988:270).

1.1 The problem and its Significant

The different instructional strategies employed in teaching writing skill (spelling and punctuation) have not developed students in any subject clearly. This means that most students want to speak and write fluent are weak. The implication is that the teaching of speaking does not lead to students understanding of subjects. So, the need is to find educative approaches that promote active learning. What will be the effect of guided discovery with instructional aids in developing spelling and punctuation skill?

1.2 The aims

The present study aims at investigating the effect of using guided discovery with instructional aids in developing students writing skill (spelling and punctuation).

1.3 The Hypothesis

It is hypothesized that there is no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of writing skill (spelling and punctuation) in the post test.

1.4 The Value of the study

The present study is hoped to be value through the following :

1.It may help learners use guided discovery with instructional aids to discover the suitable way for writing skill(spelling and punctuation).

2.It may help students to overcome problems that they face in writing skill specially in spelling and punctuation.

1.5 The Limits

The present study is limited to the following:

1. The material of the prescribed textbook is taken from “Iraq Opportunities series, Book 6”.
2. The 2nd grade at Intermediate School for girls in Diyala governorate during the academic year (2018-2019).

1.6 Definition of Basic Terms

Guided discovery: "Is a constructivist instructional design model that combines principles from discovery learning and sometimes radical constructivism, students discover knowledge without guidance, developing the own understanding"(Goodyear et al,1991:263)

It is one of the teaching techniques regarded by encouraging students to be more active in learning through answering a chain of questions or solving problems designed in order to reach the general concept (Mayer,2003).

Spelling: Spelling is an important aspect of writing. Murray and Gravel (2010: 23) define spelling as “the encoding of linguistic forms into written forms”. Wendling et al. (2007:16) say that spelling is the ability to access and apply the knowledge of orthography of word forms by mapping whole- word phonology onto whole-word orthography, by translating phonological segments into graphemic units, or by activating spellings of words from the semantic lexicon

Punctuation : Is one aspect of written English. When people speak English, they have all sorts of things they can use to make their meaning clear such as stress, intonation, rhythm and pauses. Even, if all else fails, they repeat what they have said. When people write, however, they cannot use any of these devices, and the work these devices do in speech must be almost entirely compensated by punctuation marks Carreker (2007: 261).

2. Theoretical Background

2.1 The Guided Tasks

The learners' job is to compose the sentences that make up the composition. Guided tasks provide a lot of support for the learners while they do the task. This has several effects, which are :

1. Since, the task is narrowed, so, the learners only do a part of the work that would normally be required in such an activity.
2. The support given during guided tasks is that it allows grading, and sequencing of tasks. Experience tasks require the teacher to be sensitive to

learners' familiarity with parts of a task and to provide and stimulate previous experience where necessary.

3. The support given during guided tasks is the high degree of success . If learners make errors in guided tasks this is often seen as a result of a poorly made task; that is , the guidance was not sufficient (Nation ,2009:100).

2.2 Guidance service

This service should be offered to the children and parents often after thorough study of an and learning strategies are to be guided properly . Guidance service pays attention to making the parents conscious of their children's abilities , interests and aptitudes so that their Aspirations for the careers of their children may be realistic (Manivannan,2012:263).

2.3 Instructional plans

Instructional plans specify what should be taught, and when and how should be taught. They can be thought of as blueprints for achieving course objectives .Effective teaching requires detailed plans for an entire course, including plans for separate units and even individual lessons that comprise the course. Such plans are often to as the syllabus. A well-designed syllabus provides a great deal of specific information about all aspects of instruction .

2.4 Guidelines for Using Portfolios to Plan Instruction

As well as using portfolios to boost student involvement in learning, teachers can use them to plan instruction that is responsive to students' needs. This is largely an issue of reviewing evidence of student achievement in their portfolios (with the students or privately) and keeping a record of areas that require additional attention, More specifically.

- Plan regular conferences with students to review the contents of their portfolios.
- Review students' portfolios after major units or periods of instruction to monitor the impact of instruction.
- Look for recurrent and persistent difficulties experienced by students and keep a record of them (checklists or anecdotal notes can be helpful here) make provisions for keeping track of observations across time and of a number of students so that you can identify frequent and common difficulties.(Genesee and Upshur,1998:106).

2.5 Need for Programmed Instruction

The present era is passing through a period of a silent revolution in the field of education. Knowledge explosion and 'population explosion' are the two factors that are trying to change the web of life. They mean large quantum of knowledge to be imparted to large population which in turn leads to the spiraling problem of opening more schools and employing more teachers. In these circumstances what is needed is an education explosion technology or automation is the only solution to solve all these problems. Programmed Instruction is an innovative step in this direction towards automation and individualization of instruction. Arulsamy and Zayapragassarazan (2011:106).

2.6 The Importance of Spelling

In today's society, learning to spell is an essential part of becoming literate. Spelling is important for literacy because of its close relationship with reading and writing. Spelling supports reading because the two processes are reciprocally related and they both follow a similar course of acquisition (Ehri, 2000:20). Furthermore, spelling supports writing. This is because "spelling and text production in later grades will require that students can automatically and legibly write alphabet letters and match sounds in words to associated spelling patterns" (Ritchey, 2008: 44). Difficulties with spelling might divert students' attention from other aspects of writing such as structure, content, and organization etc. Students, who must think too hard about how to spell, use up valuable cognitive resources needed for higher aspects of composition (Allaith, 2009: 3). Thus, difficulties with spelling might lower the quality of composition because students, who have difficulties in spelling, will focus on how to spell a word rather than on the other aspects of writing.

In addition, learning to spell can enhance a learner's phonological awareness (sounds in words) and alphabetic (matching groups of letters to sounds) understanding, which can lead to more fluent reading and general enjoyment of the reading experience. Conversely, children who experience early difficulties with spelling tend to avoid reading and this affects their long term progress (Perfetti, 1997: 27).

The importance of spelling, which is mirrored in the above mentioned developmental outcomes, raises the concern about developing spelling performance.

2.7 The Development of Spelling

Traditionally, the progression of children from their earliest attempts at spelling through to mastery of the various codes and rules that contribute to

effective spelling has been viewed as occurring in clearly defined stages whereby less effective strategies are replaced with more successful strategies over the course of time (Ehri, 2000: 21). Henderson (1990:76) identifies five stages of learning to spell, from scribbling to being able to spell correctly:

1. Preliterate (scribbles and basic phonemic awareness);
- 2- Letter-name (phonemic awareness skills);
- 3-Within-words patterns (orthographic and morphological patterns); 4-Syllable-juncture (orthographic conventions and morphological strategies); and
- 5- Derivational constancy (roots of words and their derivations are learnt and this knowledge begins to be applied consistently).

2.8 Teaching Spelling

If spelling is considered as a chaotic system, every single word needs to be taught individually. This assumption makes teaching spelling difficult and tedious. Fortunately, English spelling has almost a logical system i.e. it has different logical patterns (Mann, 2003: 14). So students need to learn how that system works. It is preferred that the students are presented with the opportunities to learn the system rather than individual words. Learning the system and how it works will allow students to become independent spellers. Showing the logic and order of this system will appeal to students and improve their performance. These patterns can support students to produce words they have never seen before by assimilating the analogy of these patterns. For example when the students learn the pattern of *i consonant e = /ai/* as in life, side, tide, etc. they will be able to spell words like fine, wife, etc. even though they have never seen these words before. The spelling patterns should be introduced to students before the irregularity of minor patterns (Hamash, 1985:156).

Dictation can be used as a device to teach spelling. Suitable time should be assigned to practise this procedure and the words must be familiar to students (Templeton and Bear, 1992: 11). Spelling inventories can be used in this procedure. These inventories consist of lists of words specially chosen to represent a variety of spelling features or patterns at increasing levels of difficulty. The words in spelling inventories are designed to teach students the knowledge of key spelling features that relate to the different spelling stages.

2.9 Punctuation

Punctuation is one aspect of written English. When people speak English, they have all sorts of things they can use to make their meaning clear such as stress, intonation, rhythm and pauses. Even, if all else fails, they repeat what they have said. When people write, however, they cannot use any of these devices, and the work these devices do in speech must be almost entirely compensated by punctuation marks. Carreker (2007: 261) acknowledges that in writing, punctuation takes the place of the sound features (pitch, volume, speed) and physical gestures constantly used in speech. Consequently, written English has developed a conventional system of punctuation which is consistent and sensible. Every punctuation mark has one or more particular jobs to do, and everyone should be used always and only to do those jobs. If the reader has to wade through strange punctuation, s/he will have trouble following the meaning; at worst, s/he may be genuinely unable to understand what one has written.

Punctuation marks are the main means of showing the grammatical organisation of what you write. Hide the punctuation and you hide the grammatical structure. And if you hide the grammatical structure, you hide the meaning of what you are trying to say. (Crystal, 1996: 151).

As Crystal points out, punctuation and grammar are intrinsically linked. Effective punctuation makes meaning in written texts clear. As previously stated, in spoken language, the equivalents are stress, intonation, pauses, facial expression and body language. For this reason work on punctuation should be linked to grammatical awareness and expression of meaning. Therefore, punctuation marks are used for a range of purposes such as to clarify meaning, show grammatical relationships and add emphasis. They are an important aid to effective communication. Depending on how they are positioned, they can change the meaning of what has been written and they can help to make texts easier to read and understand (Lederer and Shore, 2005: 63).

2.10 Teaching Punctuation

Punctuation is taught along with spelling. It is usually taught explicitly when teachers give clear explanations about the different punctuation marks and the functions that these perform (Rivers, 1981: 298). Teachers also give some examples of how ambiguity has been created through a lack of punctuation as well as some advice for improving writing style through punctuation use. Punctuation exercises can be used as a teaching method. It is preferred that during these exercises the teacher asks the pupils to read their work aloud. Many secondary school teachers address punctuation through error correction or

marking (Dawkins,1995: 537). But it is a problematic issue to start directly with ground rules of punctuation because students forget what they have been told as soon as lesson ends. Angellio (2006:89) clarifies the importance of using punctuation marks meaningfully before presenting their rules, emphasising that it is not necessary to memorise punctuation marks in order to be able to punctuate correctly.

3. Methodology and Procedures

3.1 The Experimental Design

It is necessary to choose an appropriate design to determine whether or not the obtained results will be valid, objective and accurate. The experimental design applied in the present study to achieve its aim is the pre-test non-equivalent groups design and post test .This design does reduce the assignment bias. A pre-test was applied before the administration of the experimental and control treatment, a post-test is applied at the end of the treatment period. The purpose of the pre-test was to allow the researcher to assess whether the two groups are equivalent on the dependent measure or variable before the treatment is given to them (See Table (1)).

Table (1) the Experimental Design

Experimental group	Pre-test	Guided discovery instructional aids	Post-test
Control group	Pre-test	Traditional technique	Post-test

3.2 Population and Sample

The population of the study consists of all the second grades at the governmental schools in Diyala/Iraq enrolled in the second semester of the academic year (2018-2019). A sample of (78) female learners is chosen from AL-Amal secondary school for girls in General Director of Diyala Education . The sections have been chosen randomly. This school has two sections, section A and section B. The students are randomly distributed into these sections. Section A includes(40) students, while section B includes(38) students. The total number is (78) students. Section A is selected as the experimental group (EG) while section B is the control group (CG).

3.3 The Instructional Material

The material is taken from Iraq Opportunities series, Book 6. All The second four units of the student's book and activity book were taught in the

experiment. Material of spelling and punctuation are in the activity book in exercise 1 and 2 of each focus on writing activity of each unit (see Table 3.2).

Table 3. 2 The Instructional Material

Punctuation		
Unit	Material	Page
1	Capital letters	11
2	Capital letters and full stop	15
3	Question mark	22
4	Apostrophe	29
Spelling		
1	Spelling 3 rd person singular	11
2	Spelling correct vowels	15
3	Writing words correctly	22
4	Writing silent letters	29

3.4 The Students Achievements on the Pretest

An independent t-test formula has been used to compare the mean scores of the EG and CG on the pre-test. As shown in table (3), the mean score of the CG was (12.36) , whereas the mean score of the EG was(13.15) .The calculated t-value was found to be(0.247) at (70) degree of freedom and(0.05) level of significance, which indicates that there are no statistically significant differences between the achievements of the two groups in the pretest. This confirms that the participants assigned to EG and CG are not initially different but homogeneous.

Table (3) The mean, Standard Deviation and T-value of the Subject's achievement on the Pretest

GROUP	No.	M	SD	DF	T-VALUE	LEVEL OF SIGNIFICANCE
EG	40	12.36	1.54	77	0.247 - 2.00	0.05
CG	38	13.15	1.73			

3.5 Validity of the Tests

Validity means that the test should measure what it is supposed to measure (Brown, 2001:26). In order to ensure face and content validity of the tests, they were exposed to a jury of university and intermedaite school teaching staff members. The jury agreed that the tests were valid in their face and content .

3.6 Reliability

Reliability which is concerned with stability of scores of the same individual. Thus, reliability can be defined as the degree of consistency between two measures of the same test. It is the consistency with which a set of test scores measure what they are supposed to measure (Mehrens and Lehmann,1991:249). The reliability coefficient of the test has been computed by kuder Richardson-20 formula, where the reliability coefficient is found out to be (0.83)

3.7 The Experiment Application

The experiment started on 19 February, 2019 and ended on 23 April, 2019. The experiment lasted for (9) weeks. The lessons are arranged for both groups. The same instructional material was chosen for both groups, whereas the students have got equal learning opportunities. In addition, the students of the two groups have the same conditions except in one aspect namely: the use of guided Discovery for teaching writing for the EG, whereas the traditional approach is used with the CG. The researcher prepared typical plans: one for experimental group which is constructed according to guided discovery approach, and the second one for the control group which is adopted from the teacher s guide of (English for Iraq, 2 intermedaite). And the researcher discussed the lesson plans with the teachers of English in the secondary school in which the experiment was conducted, and with experts in teaching, the procedure for data collection was divided into the following three main phases : the preparation stage, the implementation stage, and the post stage.

3.7.1 The Control Group

The CG students are taught by the researcher himself. The material for each unit was taught according to the traditional method prescribed in the teacher's book for Book 6.

3.7.2 The Experimental Group

The EG students were also taught by the researcher himself. There are activities in each unit about spelling and punctuation. As prescribed in the teacher's book, teaching these activities started with presentation, practice, and reflection (or product). In the practice stage there were two exercises. For the EG, these exercises were used as a quiz within the guided discovery (see Appendix C). The procedures of Guided Discovery can be described as follows:

1- The students were told about the procedures (stated below) of Guided Discovery in advance.

2. A paper-and-pencil quiz was incorporated to implement the Guided Discovery . This quiz was going to be administered twice.

2- The students were asked to prepare a paper for the Guided Discovery. The first page was for the first administration of the quiz and the second page was for the second administration quiz. Students were asked to mark first page with letter (A) so the teacher could differentiate between the two administrations.

3- The first administration of the quiz was given to the students without any intervention. In this stage, this quiz was referred to as "unassisted quiz". The score of this administration represented the student's current level.

4- The same quiz was repeated immediately after the first administration but with intervention (scaffolding) which involved giving hints, clues, leading questions, rephrasing questions, and demonstrating an idealized way of doing the task. The teacher also actively intervened to keep students' performance as successful as possible through simplifying the task and controlling students' frustration. The teacher administered the quiz while she was walking around the class noticing the students' answers. Therefore, students had immediate feedback. Mostly, the scaffolding was provided chorally but sometimes was provided to individuals according to students' needs and time availability. In this stage, this quiz was referred to as "assisted quiz".

5- The teacher gathered the students' papers and analyzed them according to this formula:

(Assisted quiz) – (Unassisted quiz) = Guided Discovery score

The results of Guided Discovery scores are based on these frequent assessments, many decisions were made concerning the following:

1. Diagnosing the problems the students face and try to avoid them.

- 2- Sequencing the instructional material to best suit students level; and
- 3- Giving extra homework to support weak areas.

4. Findings and Discussions

As shown in Table 4.1, the mean score of the experimental group in the post- test was 54.224 and that of the control group was 39.534. Using the t-test for two independent samples, it is found that the computed t-value was 6.023 which is higher than the t-table value 2.00, with a degree of freedom of 79 and a level of significance of 0.05. This means that there was a statistically significant difference between the two mean scores and in favour of the experimental group. It follows that the aim of this study has been achieved and that the null hypothesis is rejected. Thus, an alternative hypothesis is adopted which says that there is a statistically significant difference between the experimental group, who was taught according to guided discovery and the control group who was taught according to the traditional method on students' spelling and punctuation as shown in Table 4.1 .

Table 4.1 T-test Statistics of the Study Subjects' Scores on the Achievement Test

Group	N	M	SD	Df	t-value		Level of significance
					Computed value	Table value	
EC	40	54.224	15.989	77	6.023	2.00	0.05
CC	38	39.534	20.429				

Concerning the amount of development achieved by the application of guided discovery , it can be described as being respectful since the difference of the overall performance of EG on the pre-test and that of the post-test is quite noticeable. The results show that Guided Discovery technique is a successful technique in teaching spelling and punctuation and helps to measure students' abilities. So, instruction is designed according to students' readiness neither beyond their potential nor less than their current ability. Therefore, the application of Guided Discovery approach increased the social interaction and it built a relationship between students and their teacher. The nature of Guided Discovery approach requires mediation on the part of the teacher and responsiveness on the part of the students. Both teacher and his students involved in a social interaction to solve a specific problem. And the teacher's

feedback and assessment are necessary when teaching spelling and punctuation according to Guided Discovery technique because such technique is very important in the promoting of spelling and punctuation. Such adopted techniques make students more confident, independent and motivated and reflects their abilities to do better in learning.

5. Conclusions

In the light of the results obtained, the following conclusions can be drawn:

1. Iraqi intermediate school students can be considered rather poor when it comes to spelling and punctuation knowledge, as shown in their achievement in the pre-test.
2. The traditional techniques used in teaching spelling and punctuation in Iraqi intermediate classes are effective, as the results of the control group had shown on the pre-test and the post-tests. However, the technique employed by the researcher, was proven to be more fruitful and effective in promoting the students' spelling and punctuation.
3. Guided Discovery approach could provide valuable information about the potentials of low achievement students.

اثر الاكتشاف الموجه بالوسائل التعليمية في تنمية مهارة الكتابة للطلبة العراقيين دارسي
اللغة الانكليزية لغة اجنبية في المرحلة المتوسطة

الكلمات المفتاحية : التعليم المتميز ، الوسائل التعليمية ، مهارة الكتابة

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المخلص

يهدف البحث الى التحقق من اثر استخدام اسلوب الاكتشاف الموجه بالوسائل التعليمية في تنمية مهارة الكتابة للصف الثاني المتوسط في مادة اللغة الانكليزية . وللتحقق من الهدف صيغت الفرضية الصفرية (لا توجد فروق ذو دلالة احصائية عند مستوى دلالة (0,05) بين متوسط درجات الطلبة في المجموعة التجريبية الذين درسوا باسلوب الاكتشاف الموجه بالوسائل التعليمية ومتوسط درجات الطلبة في المجموعة الضابطة الذين درسوا بالاسلوب النقايدي المتبع في الاختبار البعدي لتنمية مهارة الكتابة (التلفظ والتقيط) . تبنت الباحثة التصميم التجريبي للضبط الجزئي للمجموعتين التجريبية والضابطة تضبط احدهما الاخرى ذات الاختبار البعدي في تنمية مهارة الكتابة . اجريت هذه التجربة على عينة تتالف من (٧٨) طالبا وطالبة .

وحددت الدراسة على طالبات الصف الثاني المتوسط في ثانوية الامال للبنات في محافظة ديالى . واشتملت العينة على ٤٠ طالبة في المجموعة التجريبية و ٣٨ طالبة للمجموعة الضابطة . ثم تم التأكد من تكافؤ المجموعتين من خلال العمليات الاحصائية. اذ قامت الباحثة بتصميم كلا الاختبارين القبلي والبعدي وخطة الدرس وتم التأكد من صلاحية وصدق الاختبارات وخطة الدرس بعرضهما على الخبراء في طرائق تدريس اللغة الانكليزية ، كذلك تم التأكد من ثبات الاختبار من خلال معادلة كودر رچردسون والتي كانت (0,83) وبعد الانتهاء من التجربة تم تحليل البيانات احصائيا باستخدام الاختبار التائي وقد توصلت الباحثة الى وجود فروق ذات دلالة احصائية بين المجموعتين التجريبية والضابطة في تنمية مهارة الكتابة (التلطف والتنقيط) في نتائج الاختبار البعدي ولصالح المجموعة التجريبية . استنتجت الباحثة ان استخدام الاكتشاف الموجه بالوسائل التعليمية يعد مهما لتنمية مهارة الكتابة في اللغة الانكليزية ، يعطي الاكتشاف الموجه وفقا لخطة الدرس المعدة من قبل الباحثة فرصا اكبر لاكتساب وتنمية مهارة التلطف اكثر من الوسائل المستخدمة في المنهج المقرر .

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Appendix A

Lesson Plans for the EG

1. A Lesson Plan of Teaching Spelling for the EG

Class: second intermediate grade

First Lesson / Unit One

Date: October 20, 2018

Time: 45 minutes

Activity	resource	Language focus	Behavioral Objectives	Specific Objectives	Time
Exercise 2	Activity book	Spelling	At the end of the lesson, Students will be able to spell the third person singular correctly.	Enabling students to understand the rule of spelling the verb ending in the third person singular.	15
Exercise 3 and 5	Student's book	vocabulary	At the end of the lesson, students will be able to match vocabularies with each other, and to explain the meaning of vocabularies in text.	Able to control vocabularies in text and answer questions related to the text.	3

1. Presentation (4 minutes)

The researcher explains the rules of spelling the verb ending in the third person singular (morpheme 's') to students explicitly as follows:

He tells the students that we spell most verbs with –s in the third person singular. He writes examples on the board: works, visits, and likes. Except these cases:

1. When a verb ends in -s, -sh, -ch, or -z, add -es, e.g. fix, fixes; wish, wishes
2. When a verb ends in a consonant + y, change y into i before adding -es, e.g. study,

But when a verb ends in a vowel +y, add s. e.g. plays, says and buys.

2. Practice through using Guided Discovery (11 minutes)

Parts of the exercises 1 and 2, mentioned in the activity book, are converted into a dictation quiz. The researcher writes this quiz on the board as follows:

- **The Quiz**

Listen to the following text and write the spelling of third person singular.

My penfriend live--- in China. He go--- to Dean Park High School, and he play--- in the school basketball team. He like--- photography, and he collect---beautiful photographs.

The researcher administers the quiz as follows:

1. The first administration (Unassisted Quiz)

Before the researcher gives the students the quiz, he asks them to prepare a paper and mark it with the letter (A). He asks them to write their answers on the page of the paper marked (A).

2. The second administration (Assisted Quiz)

The researcher repeats the quiz with scaffolding. He gives scaffolding by using cues, hints and leading questions. For example, a student will be scaffolded to spell the verb *studies* as follows:

Teacher: As I told you before, we add s to most verbs except some cases. Is the verb *study* an exception or not?

Students: if they responded to the given mediation, the teacher will continue; if not he explains the problematic areas. For example, he asks the students “what letter does the verb study end with?”

Teacher: In the verb *study*, is the letter that comes before the letter y a consonant or a vowel?

Students: if they responded to the given mediation, the teacher will continue; if not he explains the problematic areas.

Teacher: if the letter that comes before y is consonant, what will you do?

As a result, students will have an immediate feedback. Mostly, the scaffolding is provided chorally but some time is provided to individuals according to students' needs and time availability.

3- The teacher gathered the students' papers and analyzed them according to this formula (He gave it back to them at the next lesson).

Guided Discovery score = Assisted quiz _ Unassisted quiz

2. A Lesson Plan of teaching Punctuation for the EG

Class: second intermediate grade

First Lesson / Unit One

Date: October 23, 2019

Time: 45 minutes

activity	resource	Language focus	Behavioral Objectives	Specific Objectives	Time
Exercise 1	Activity book	punctuation	At the end of the lesson Students will be able to capitalize names.	Enable students to understand using capital letters.	
Exercise 8 and 9	Student's book	speaking	At the end of the lesson students will be able to ask and answer questions.	Enable students to carry out conversation	3

1. Presentation (4 minutes)

The researcher states the rule of using capital letters "we use the capital letter for name". He writes examples on the board (John Smith, Cairo, Jordanian, Iraq, and Saturday)

2. Practice through using Guided Discovery (11 minutes)

The teacher uses the following quiz for implementing Guided Discovery:

- **The Quiz**

Parts of the exercises 1 and 2, mentioned in the activity book, are converted into a dictation quiz. The researcher writes this quiz on the board as follows:

1. Use capital letters in the following text.

Dear jane,

Thank you for your e-mail from cordoba. i'm really happy that i've got an argentinian e-mail friend now.

The researcher administers the quiz as follows:

1. The first administration (Unassisted Quiz)

Before the researcher gives the students the quiz, he asks them to prepare a paper and mark it with the letter (A). He asks them to write their answers on the page of the paper marked (A).

2. The second administration (Assisted Quiz)

The researcher repeats the quiz with scaffolding. He gives mediation by using cues, hints and leading questions. For example, a student will be scaffolded to spell the verb *studies* as follows:

The Pre- Test

Part A: Spelling:

Q.1 Listen and read. Complete the text with the missing words. (50 marks)

1-

My name is Noora. I am ----- Lebanon. I am ----- years old. My mother works in a -----and my father works in a ----- . He gets up at ----- A.M. He reads the morning ----- and then he ----- a cup of ----- . My mother and I get up at ----- A.M. She makes our ----- . I have shower and I ----- my teeth. I do not ----- TV. in the morning. My mum ----- to the news on the ----- .

I have ----- brothers and one sister. In ----- we do not go to school. I play ----- with my bothers. My sister is playing on the ----- now. Her favourite ----- is reading. She ----- reading English ----- . She can speak English and ----- . I have two pets, a ----- and a cat. The cat has lovely -----. They live in our ----- .

2-

My ----- lives in Baghdad. It is the capital of ----- . It is a ----- place. It is very ----- in summer but it is ----- in winter. I usually go to the ----- pool in -----.

We have got an ---- house. It has got a ---- sitting room, -----, bathroom and ----- bed rooms. My room has got ----- walls. It has got shelves for my -----, CDs, and ----- . I've got posters of my favourite ----- paintings. I've got a ----- for my papers. My mother ----- to the market every ----- . There are ----- people in the market. It is very ----- . Our house is ----- the sport centre. I go to the sport centre each ----- . I visited many ----- with my friends. I like taking -----.

Part B: Punctuation

Punctuate and write capital letters where necessary.

my name is emilee this is my school in london its called fort school its got nine classrooms a gym lab and music hall my classroom is number 6 its got a board two cupboards²¹ shelves²² and posters on the walls my teachers name is mr jack he is our art teacher the teacher s son and i always study together we are good at english geography art and history but we arent very good at maths and science ive got only one sister shes called fiona she is in the school team of basketball

The post- test

Part A: Spelling

Q.1 Listen and read. Complete the text with the missing words. (50 marks)

1-

My brother is----- and sometimes he is----- . He likes reading and-----
 -- e-mails. He is very----- and he always gets-----marks. He -----
 --every evening. At the weekend, he goes----- with my mother. She-----
 ---- him new books and CDs. The books are-----but the CDs are-----
 --. I like to go with my----- . He is a-----and he works in a big-----
 -. I usually----- about school----- I am at home. I love----- films
 and I go to bed----- . We go to school at-----past seven. My-----
 is our teacher. She-----good English. She -----us English and she
 has many----- . She tells us lovely ----- . She is very----- . She--
 -----that we are good at English.

2-

In summer-----, my family always-----Scotland. The weather is----- on the beach and it is -----at the top of the ----- . The sea is ----- in summer but it is -----in winter. We usually take summer -----with us. Our-----always comes with us. They are very----- . They have two----- . My brother likes-----and he has got a good ----- . He likes----- but I like----- .

There are many-----buildings in that----- . There is an old----- . There are few-----and there is a----- . The Scottish-----is very good. My mother-----cooks our----- . Sometimes we eat in a----- . I like fresh----- .

Part B: Punctuation

Punctuate and write capital letters where necessary.

my name is mark im married and my wifes name is sally she doesnt work we are from france but we dont live there we live in canada

our house has got a dining room living room bedroom kitchen and bathroom john is my brother he isnt married in june he travels to egypt we get up at 6 oclock and we eat bread milk egg cheese and coffee on sunday we go to oxford sports club my wifes favorite sport is tennis and my brothers favorite sport is football he supports the french football team