

CHAPTER ONE

Introduction

1.0 Overview of the Study

This study aims to investigate the preparatory year program (PYP) in Imam Mohammed Bin Saud University. It examines and investigates the PYP students' poor performance in writing skill in the course that has been delivered by the PYP Department during one semester of study.

The type of English, which is intended for study to these students, is an intensive English course at Mohammed Bin Saud Islamic University, Sharia College. The materials that are granted for the course at (PYP) are designed to prepare Saudi students for study at universities all over the world.

This will help them by the end of the program to sit for a number of external examinations which include the Advance placement Exam (APE) , International English Language Testing System(IELTS) and Scholastic Aptitude Test(SAT) .

The study also aims to improve the Saudi students' English proficiency moving into university system, looking to improve their level of English comprehension and spoken ability. This development can be accomplished through the strategic placement of certified international native English speaking teachers.

This study will have a proud record of achievement in international exams. This program prepares the students who travel abroad to continue their studies in UK or USA. Students start lessons daily from 7:30 to 11:30. The PYP consists of multinational teaching staff including the United States, Canada, United Kingdom and some bilingual teachers from Lebanon, Egypt and

Sudan. Those educationalists represent a multicultural teaching staff at Al-Imam University. Inevitably, it gives support to the development of curriculum and students' mentorship. It contributes to improving English language skills of Saudi students and scholars. Consequently, this opportunity provides development to university and college professors, allowing them to gain some valuable teaching methodologies to transfer them to their countries, especially the bilingual teachers. Students, on the other hand, are expected to be exposed to a wide variety of cultural backgrounds and teaching styles. Accordingly, this prepares Saudi students with high English language proficiency will be able to have invaluable chances for admission to and succeed at competitive universities by providing a high quality, dynamic and challenging program in which they learn in a cooperative environment under the guidance of highly qualified and dedicated staff.

During this current PYP program, students study only twenty (20) hours of English language per week for one academic semester(three month and a half) . Instructors are usually keen to provide additional support and guidance to students outside classrooms on request.

1.1 Overview about the PYP

The English Language Preparatory Year Program (PYP) aims to further advance the English proficiency of Saudi students who starts university system, as well as looking to improve their level of English comprehension and spoken ability by some academics courses . This is accomplished through the strategic plan of certified international native English speaking teachers. Usually educators join a multinational staff at universities where they aid in the development of curriculum and student mentorship, and seek to improve the English language skills of Saudi students and scholars. Consequently this opportunity lends itself to university and college professors, allowing them to gain some valuable teaching experiences in other countries

1.2 Statement of the Problem

This study comes as a results of an observation throughout five years of teaching English at PYP Saudi universities in which the researcher has observed that a great number of students fail in writing skill and most of PYP students lack the whole procedures in writing skills.

Writing skill is considered as a major area where students experience difficulties even though it occupies a central place in Saudi universities curricular. Such problems or failure could be greatly and effectively minimized by employing experts in the field of writing skill with the view of ameliorating if not completely eliminating the problems.

This poor performance is very fundamental and crucial. The researcher in Imam University has assumed the students' failure in writing to short period of teaching and poor pedagogical methods .

For teachers, it is pertinent for them to know that a number of students in PYP have experienced problems in learning writing techniques. Steve (2012) argues that students are not given additional help to overcome such problems in improving the target skill. Besides, some teachers in the PYP are inadequately trained and tend to employ very poor pedagogical methods .

1.3 Objectives of the Study

The purpose of this study is to highlight the students' performance in writing skill during one semester at Al-Imam Mohammed Bin Saud University. The study aims to achieve the following objectives:

1. To investigate the effectiveness of the PYP on academic achievement of students in learning writing skill.

2. To examine the strengths and weaknesses of students' performance throughout the semester.
3. To encourage learners to improve writing skill during the semester.
4. To propose an effective teaching methodology to teach the course of writing.

1.4 Questions of the Study

To achieve the above objectives, the study attempts to answer the following questions:

1. Does the PYP at Imam University provide an effective plan to improve students' writing skill?
2. Does the program satisfy Saudi students' needs in writing skill?
3. To what extent does providing more practice for material help in gaining positive results at the end of the semester?
4. What type of pedagogical framework can be recommended for teaching writing skill?
5. Does the period of one semester enable teachers to teach the course of writing perfectly?

1.5 Hypotheses

To answer the research questions, the researcher hypothesized the following:

1. The PYP at Imam University does not provide an effective plan to improve students' writing skills.
2. The PYP program does not satisfy Saudi Students' needs in writing skills.
3. Providing more practice for material helps gaining positive results at the end of the semester.
4. Suitable materials as pedagogy help improve students' writing skill.

5. The period of one semester (twelve weeks) program does not enable teachers to teach the course of writing perfectly.

1.6 Methodology

The researcher uses the qualitative and quantitative analysis to conduct the study. The tools used for data collection are purposive sample, questionnaire and a test (pre-post). The sample of the study is represented by 60 students of the preparatory year in the first year at the university who are selected as a purposive sample.

The tools were piloted. The use of the instruments and how the data can be analyzed will be described in details in chapter three. Tables, figures, and diagrams will be used to analyses the data of this study, followed by descriptions and interpretations of the results.

1.7 Significance of the Study

The study is expected to help Saudi PYP students in general as well as students at Imam Mohammed Bin Saud University in particular. By the end of this study teachers are expected to improve the quality of teaching techniques. This study will help Saudi government to save much money, by stop students from rushing outside the country searching for high teaching quality.

1.8 Scope of the study

There are thirty universities in KSA which follow the system of PYP, but the scope of this study is intended to cover some of the PYP students at Al-Imam Mohammed bin Saud University, College of Sharia in Al-Ahas Branch. The college has other sections like Islamic studies, Sharia and Arabic section. Sharia college is a case in study. It is beyond the capacity of this

research to cover and investigate the problem in all colleges in Al Imam University.

CHAPTER TWO

Literature Review

2.0 Introduction

This chapter reviews the literature related to the topic under study. It provides a theoretical background about the study. It consists of three parts, the first part deals with historical background about the English Language Preparatory Year Program (PYP), the second part provides review about writing skills, and finally the third part involves related previous studies

Part One: Theories of Writing

2.1 Stages of Writing

Writing process consists of a series of steps and careful stages sometimes called “planning, drafting, and revising,” although today they are often referred to as “prewriting, writing, and rewriting.” emphasized the importance of invention and provide students with models of how writing is actually done. Strongly Scravener highlighted prewriting; however, also suggested that writing occurred in a linear sequence; each stage depend on the other; the “prewriting” phase preceding the “writing” phase, which then precedes the “revising” phase. Such a model was based on the idea that writing is a reflection of what already has been formulated in the mind of the writer and by implication: something that is suggested or indirectly stated. He proposed that writing can occur only after the main ideas are in place (Scravener , 2005).

Writers frequently discover and reconsider ideas during, as well as before they write, moving back and forth between the prewriting, writing, and

revision stages as the text emerges. Those who believe that writing cannot occur until every thought is clarified often delay writing until the paper is fully outlined and developed-or until time has run out and the due date forces the writer to begin. For some PYP students, the idea that a writer must know exactly what he or she is going to say before beginning to write can create a writer's block that actually prevents effective writing from taking place (Harmer, 1991). Although the idea that writing occurs in stages was a more helpful one than the emphasis on grammatical correctness, when it was interpreted rigidly, this idea didn't provide necessary insight into the composing processes of actual writers; nor was it always useful in the classroom (ibid) .

2.2 Writing a Paragraph

Always the paragraph about one topic and it is a group of words between 6 to 12 sentences, all of these sentences talk about the writer main ideas, generally the new ideas are in new paragraphs .Paragraphs gives information and opinions ,explains and sometimes gives short stories ,all these arranged logically so the readers can understand what the writers want to say (Hongue,1995).

A paragraph can contain three different types of sentences, a topic sentence which gives the reader the topic and the main ideas of the paragraph. Then supporting sentences which explain and develop and give details about the topic sentence .Finally the concluding sentence which restate the topic sentence but in different words and summarize the paragraph, make a prediction or gives advice or suggestions.

The sequence of writing paragraph is as follows choose the topic sentence then write the supporting sentences , finishing with the concluding sentence and finally giving the paragraph title (Graham,2012).

PYP students do not follow the same sequence at the beginning when they started writing but after the period of six weeks , which was done by the researcher, most of them start changed and improve what they wrote .

2.3 Writing Essays

The word essay means the first attempt to practice ,which perhaps suggests some kind of provisional exploration .It is a piece of academic writing which is generally between 500 up to 5000 words .It is an intellectual discovering for the topic which is looking at different arguments and evidence and develop the writers point of view. Points are developed and the language may not perfectly done . The essay consist of numbers of paragraphs which are not separated by sub-headings or bulleted points .It is look like preferred format of some journal articles (Pollard,2008).

The purpose of writing an academic essay is to provide written evidence of students' ability to research a topic, arguments, organizing thoughts, express these thoughts in a logical, coherent and critical manner, and reach conclusions which follow from the evidence and the arguments you put forward. There should be a limitation on the number of words you can use. So inevitably, you need to be selective about content (ibid).

2.3.1 Stages of Essay Writing

1-Pre-writing– It is a matter of understanding the ideas of others, generating ideas, collecting information: note-making, brainstorming (accessing tacit knowledge), ‘journaling’, free writing **Planning**– organizing and focusing ideas: mind mapping or collecting ideas and use organizing techniques, listing, outline planning (Elbow,1998) .

2-Drafting – writing initial drafts: focusing on the development, organization and gives the ideas for the details carefully .

3-Reflecting– put the work site , thinking, coming back to it later.

4-Peer or tutor reviewing– feedback from others (peer-reviewers will need guidance in how to offer helpful feedback), whether offered in class or informally.

5-Revising/additional research, idea generation– acting on feedback; further developing and put the ideas in a very clear way , structuring the text.

6-Editing and proofreading– focusing attention on the general features of the text, including linguistic accuracy, layout, footnotes and references; polishing (Sprat ,2011).

Most of PYP students understand the ideas but their problem is how to organize these ideas. Moreover, when they start writing the final draft lots of mistakes appear like grammar and spelling mistakes and so on. Their standard is the same. So it is not a good idea to get the feed beck from their peers.

2.4 Writing Mistakes

ESL/EFL students and even native speakers experience writing mistakes. There are four main types of mistakes in written language among others. In this study the researcher concentrates on these four types of mistakes because they are the main elements of the writing process: spelling, punctuation, grammar and usage(Spart ,2011).

2.5 Spelling Mistakes

When people made a mistake automatically they feel with depression. Spelling mistakes never prevent understanding the text for the reader, but they create a negative impression . One of the ways to avoid them is to write on a computer and use spelling check , also use a dictionary one of the best ways (Charles ,2001).

Interdependence between English spelling and phonological rules contributes to make spelling mistakes and complicate spelling rules that are found to be difficult, irregular, and sometimes odd. Differences between spelling and pronunciation in many languages create a threat problem to PYP Saudi learners of English because mistakes are often made in the written forms the learners are most familiar with. Like the word ‘cat’ most of them write it as ‘Kat’. This means that PYP students pronounce a word as spelled, if its spelling is different from its pronunciation (ibid).

Saudi PYP learners of EFL have a serious problem with vowel sounds and other sounds that do not have direct equivalents in students’ own language. For example, Saudi students of preparatory year often make mistakes when they pronounce the /p/ sound and the silent /e/ at the end of a word; subsequently, /p/ becomes /b/ as in (put- but). (example – examble), and (have- hav). Furthermore, PYP Saudi learners of English are not accustomed to read words from left to right, so they may transpose two or more letters e.g.’tow’ for ‘two’ or ‘waht’ for ‘what’ when they write. In addition, PYP students often experience problems relating to their writing words straight on a line; they are failure to write words straight on a line, make it difficult to determine whether the word is correctly written . Therefore, they should pay attention both to English spelling and English pronunciation

Many activities are available to help PYP learners to practice accuracy in writing e.g. labeling, copying sentence completion gap filling ,sentence transformation exercise , dividing texts into paragraphs ,putting punctuation into an unpunctuated text, proof reading exercises to correct error in texts.

The researcher supports PYP students in their writing by moving on to writing after doing some listening , reading or speaking on a topic . In this way PYP learners have already worked on the language of the topic and may have develop ideas about it. (PYP King Abd Alaziz ,2002)

2.6 Punctuation Mistakes

Usually punctuation mistakes is a matter of misunderstanding of what a sentence is , and the result in fragments (incomplete sentences) or run-ons(sentence that do not end) (Hogue ,1995).

Most of PYP students don't know even what is the word punctuation means , they find it difficult to differentiate between the use of the punctuation marks, but after many practice things get better.

Examples : sentence fragments :

I dot think I am going to get a good grade because I didn't study.

Run-on sentences :He was late to school again ,his bus got caught in heavy traffic .

Eg : When I fell stressed I like to do many things Make me calm down like

2.7 Grammar mistakes

The use of non right or correct form of the tense can cause a grammar mistake which most of the learners are used to.

Example :I drunk two liters of water yesterday .

Ex: Listen to music it is help me to forget the stressed .

2.8 Usage mistakes :

Usage mistakes are a word or group of words that a native speaker would never use to express the particular meaning the ESL/EFL students is trying to convey .

Example : ESL Students says :

My mother do not speak English .

I putted my pen in my bag .

(These sentences are understood)

My mother has an arrangement with her operator today

(will not be understood),

It should be:

My mother has an appointment with her surgeon

Eg : It helps me to relax and comfortable .

(PYP Department ,2009)

2.9 Teaching Writing Process and PYP

Writing process involves teaching PYP students about the stages involved in writing; i.e. the process. The aim is to help PYP students see each stage as being important and to dedicate time to each of them. The teacher's role is to guide PYP students through the stages one uses when writing. The stages are:

1-Brainstorming and noting down any ideas connected to the topic.

Decide from the brainstormed list of ideas that are related to the topic directly also it is the order which it should be . This can be done in the form of a plan or a mind map.

2-Preparation of the first draft; The focus here in organizing the writing , but the grammar and accuracy are not focus at this stage .

Revision an editing of drafts, will focus initially on content ,relevance and organization .

Then move onto correcting grammar, punctuation, vocabulary and linkers The final stage is the production of a finished piece of work.(Gunning ham, 2005)

To raise awareness in PYP students of the stages of writing, teachers can brainstorm the steps with their students. Teachers can guide their students through the stages by:

(1) Brainstorming: It means write the topic/title on the board and ask students to say anything which is connected to the topic. In this stage anything and everything and all comments are acceptable.

(2) Go through the brainstormed items and decide which are the most relevant to the topic and the most interesting. All class can share in this stage either group or class work ,but if all class share the work , all students have the same content while if the teacher choose the group or pair work it will be different content and that of course much better.

(3) From the list of chosen items, students decide how the comments will be organized. Different students or groups of students might choose different ways of organizing the ideas.

(4) Students start to write the first draft, but they should think carefully about relating the content to the title. Organizing the ideas and all the paragraphs should be hung together.

(5) In the same lesson, in later lessons, or for homework, students can revise their first drafts, improving on the content and organization.

(6) When they finished the second draft (content, relevant and organization) students can shift to make the language better. On this stage students can review their own work or the work of their classmates.

(7) Finally, students can copy out their essays, in a clean, final version.

(Haines, 2006)

There are many different ways to organize the work while the best way if the whole class share the stages at the same time together in pairs or group. Some of the work can be as a homework. The teachers' role is to help them with the ideas, guidance and the feedback, teachers also need to encourage students to edit their own work and to incorporate the feedback. (Harmer, 2004)

The researcher guides and supports PYP learners in their writing through the use of different processes and stages. They move from planning their work to drafting it and then on to editing, re-drafting and proofreading. This allows PYP learners to focus on different aspects of writing at different times. At the planning stage they focus on developing their ideas and organizing them.

At the drafting stage they focus on finding the language to express themselves and at the editing, re-drafting and proof reading stages they focus on evaluating, looking at strength and weakness of their ideas, and the organization of their writing and the accuracy of their language. But, they do not like homework. Saudi PYP students are the laziest students through round

the world to do homework and all of the work must be done in front of the teachers inside the classroom.

2.10 Learning Styles and PYP

Learning styles means the ways in which learner prefer to take information and the skills .Our learning style influences how we like to learn and how to we learn best .There are many different ways to classify learning style, it depends on the physical sense that we prefer to use to learn and the way that we interact with other people and our style of thinking . There are as follows:

- 1-visual learners do their best through watching and looking.
- 2-Auditory learners learn best through listening and hearing.
- 3-Kinesthetic learners learn best through being physical while moving or touching things.
- 4-Group learners learn best through working with others.
- 5-Individual learner does his/her best through working alone.
- 6-Reflective learner does best when given time to consider choice.
- 7-Impulsive learner learns best when he /she is able to respond immediately.
- 8-Analytic learner does the best when he/she is given the opportunity to analyze things.
- 9-Autonomous learner likes to decide what he/she learns and how to learn (Spart , 2011).

It is very clear that how learner with different learning styles learn in different ways . some learner have several styles may not fall exactly in one

category, sometimes it depend on the culture and some cultures use some learning styles more than other ,that means it is not fixed forever learner change and develop their learning style. (ibid)

In Imam Mohmmmed Bin Saud university PYP learners have different learning styles which obliges the teacher to use different activities that match with theirs. For example, listening activities followed by a reading activity followed by group work followed by mingle (which need students to move for a while from their seats) followed by exercise. Definitely, this sometimes has a negative implication on their writing because writing needs much time to practice and then to master. It is sometimes difficult for the teacher to match between the learners' personal styles. Across a number of lessons PYP teachers try their best to accommodate some of the learners' styles of learning in a lesson.

2.11 Learning Strategies and PYP

It means the ways that the learner choose and use to learn the language , depend mainly on what they need to learn ,process, remember, and use new language .When use the right strategy at the suitable time can help to learn the language better and also help to be an autonomous learner without depending on the teacher. (Scrivener , 2005)

Some examples of learning strategies are:-

- 1-Repeating new words in your head until you remember them.
- 2-Experimenting /taking risks by using just learnt language in conversations.
- 3-Asking the teacher or others to give you the feedback on your language use.

4-Deciding to use the foreign language as much as possible.

5-Recording yourself speaking, then judging and correcting your pronunciation.

6-Asking speaker to repeat what he/she has said

7-Deciding what area of vocabulary you need to learn and then learning it

8-Thinking about how to memorize all new words you meet in each lesson.

9-Decide to write each new vocabulary in a separate card and display it on your fridge

10-Paraphrasing.

Experts said that it depend on character and learning style , so different learner use different strategies. All of them are good because using strategy can help learner to be successful and can be trained to use the strategy (ibid)

PYP learners had learnt English at school through learning lots of grammar and have been successful in this way. Then they found themselves in a class where the teaching is done only through communicative activities. Activities where PYP learners communicated with each other in speaking or writing. They felt that they were not learning at the beginning, but later they preferred it because they realized that by improving their speaking they improved their writing .

Learning strategies helped them improve their writing skill a lot, like some of them preferred to repeat the new words until they were able to recall them. Others decided to use the foreign language as much as possible while other

PYP students preferred to do games and practice how to memorize all the new words that they had come across in each new lesson. But, most of them preferred to write each new vocabulary in a separate card and displayed it on their room.

According to (Spart,2011) Using these ways helped learners positively on their writing production and performance. This means they can get rid of the four types of mistakes which were mentioned before.

With respect to spelling mistakes, PYP students had notebooks to record all the new words that they had in each unit in their lessons. By the end of each unit they had a quiz which included spelling, and practicing spelling was one of the main goals of the quiz. Each book had ten units that means by the end they should have ten quizzes which is quite enough to revise, practice and improve spelling.

If you start learn a new language, grammatical and usage mistakes are acceptable. Grammatical and usage error can change the meaning, they play a very important role in our life in creating good and bad impression (Creme,2008).

Speaking classes with native speakers helped PYP learners a lot; they assumed that English is the language whose grammar and usage, they wish to improve by continuous practice.

All PYP students marked the grammar points that they need to focus on, at least a few days before the lesson on their text books' exercises to practice. While some other students practiced online activities and quizzes which helped them a lot.

With regard to punctuation mistakes, it was scheduled from the researcher to brought daily simple writing activities. Each activity concentrated on one

point: for example Sunday the concentration was on commas only .Then Monday the concentration on 'how' and 'when'. They should use the apostrophes and so on. By the end of the week there were a punctuation quiz so as to assess who understood those rules and who were not . Of course the answers were varied, but the majority was in the top of the list and very few who were not absorbed the punctuation rules.

2.12 PYP as Teenagers

PYP teenagers starting to keep still for longer periods but still need to move not like children who need to move all the time. Their concentration is developing ,beginning to learn in abstract ways i.e. through thinking as well as experiencing, they start begin to control and plan their own behavior .They may worry about what other think of them They sometimes aware of themselves and their actions ,They pay attention to the meaning and form ,during this period they begin to increase their experience of life .The cognitive skills generally believe to be develop at age 15 .Here the motivation are varies considerably and may not be fixed .(PTY King Abd Alaziz 2002) .

Part two: PYP Current Situation

2.13 The Preparatory Year Program (PYP)

The PYP program is ‘a skill based program’ that focuses on the four basic language skills: reading, listening, speaking and writing. The emphasis is placed on each of these skills in order to meet the objectives of the program.

Each one of the skills reading, listening, speaking and writing is tested every week. The (PYP) English program focuses on the English language sub-skills of: predicting, acquiring main ideas, finding details, making inference, expressing opinion, organizing and integrating ideas, synthesizing and expanding ideas, creating, writing, revising and editing.

The university offers four English courses: English1, English2, English3, and English4. Students are taught at different levels according to their colleges and majors. Students of the business and computer sciences colleges are taught up to a low intermediate level for English4, and Engineering and Medicine students are taught at an upper intermediate level. Each course is covered in ten weeks. All students must complete English 4 with the score of at least 80%.

The time table for the PYP is quite suitable. Students start lectures from 7:30am to 12:30 pm. Usually from 7:30 to 11:30 is an English lecture, but from 11:30 to 12:30 the students usually have other lectures such as Islamic, Arabic, Math and health studies.

Usually lectures from 7:30 to 8:30 are on listening and speaking skills then from 8:30 to 9:30 on reading and writing skills. Then they have a break for 30 minutes. Finally from 10:00am to 11:30am they start doing games.

The researcher made some changes to the above mentioned schedule so as to give writing skill more emphasis and more practice: From 7:30am to 8:00am speaking skill . Then from 8:00am to 9:30am writing skill. Then a break time followed by a reading class from 10:00am to 11:00 am. The last 30 minutes are usually for doing the games.

2.13.1 The Deanship Main Objectives

Eight years ago, the Excellence Minister of Higher Education approved the establishment of the Preparatory Year Deanship in Kingdom of Saudi Arabia (KSA). The Deanship has sought, since its inception, to achieve several goals

- Student be proficient in the general basics of the English and their mother tongue ; reading , communication and writing.
- Help students to use computer programs and their applications and retrieve information from databases, and Internet.
- Help student to solve basic mathematical problems, logical analysis of the problems, and demonstrate knowledge of foundation of the basic science according to the track in the preparatory year.
- Develop students` abilities and skills in the life sciences, natural and administrative, which is the basic for success in their future academic and career.
- Help students` to join into university community with active participation in: cultural, social and sports activities.
- Develop self-learning skills, and the ability to analyze and make collaborative learning much better.
- Help student to improve and invest their intellectual energies.

- Develop the skill of public life, relationships, communication and personal planning.

While the main objective of the preparatory Year is to prepare students to handle university courses and text books which are taught in English.(King Abd Alaziz pyp,2002)

2.13.2 Passing the Program

Students have the right to continue their undergraduate studies in colleges if they got standard acceptance. The student has to complete all offered courses in the preparatory year successfully on condition that cumulative GPA he/she has got is not less than 3 out of 5 at the end of the program ,except for health colleges that require a higher GPA.

In case of the student who does not achieve the conditions of passing the program stated in item No.1, Admission and Reiteration Deanship transfer him/her to another college, according to the mechanism determined by the Deanship into account of desire of the student, the cumulative GPA, and college possibilities to convert him/her.

If a student fails in a course or more in first academic term, it is possible for him/her to register for the course that he/she fails with transition to study on second academic term, on condition that contact hours for him/her not exceed 30 hours and without prejudice to the previous requirements for courses of second academic term and promise to remove the failure later.

The graduation does not require calculated GPA which is obtained by students while they are studying because English department's students are required to get eighty percent in English courses.(PYP King Abd Alaziz)

2.13.3 Attendance, Delay and Apology Study

Every student of the preparatory year must register as a regular student. That mean attending all lectures, practical lessons and performing homework and assignments. A student is withdrawn from the course if his/her absence rate exceeds 15% of the total lectures and practical lessons and not allowed to enter the final exam.

Students have the right to take the course later or apologize from attending lectures, but this must not exceed the duration of the study in the program : five academic quarters; except for health college students.

If the student does not come back after the period which the department granted to him/her at the beginning of the second academic term , they add his/her registration documents of the preparatory year program to the exceptional cases. Student has no right to withdraw from any of the courses of the preparatory year program throughout the period of the study in the college.(PYP King Abd Alaziz)

2.13.4 Course Equation

Student may apply for some courses equation after his/her admission to the preparatory year program according to the following condition:

- If the student had studied these courses at a university or known college before and his/her grade in each course not less than very good it will be easy for him/her to join Imam students .

(ibid)

2.13.5 Dismissal from Preparatory Program

The students can be dismissed from the preparatory year program of the university in the following cases:

1- If he/she has got a grade deprived two times (being absent for six lectures) in the same course without considering his/her level in other academic courses.

2-If he/she did not finish all the courses of the preparatory year during a maximum period of five academic quarters.

3-If he/she got GPA less than 1.5 out of 5 after studying two academic quarters in the program .

4-If he/she got cumulative GPA less than 2. Out of 5. at the end of the program.(King Abd Alaziz)

2.13.6 Changing the pyp System from full Academic Year to One Semester

In the view of this point, the system in PYP has been changed in its content and duration. As these changes are made to ensure that the quality of learning and management of institutions are equivalent to the higher international standard.

When the program was applied in PYP for the first time, it was of long duration (two semesters: seven month) and within one year to cover the four skills. Recently, that system was changed to the current one. That is one semester, equivalent to three months and a half . This is because the purpose is to equip PYP students with Knowledge that enables them to acquire certain skills from a variety of subjects .Most of Saudi students kept complaining about the seven months because they argued they had already learnt these

courses in advance when they were at secondary schools and it is just a matter of repetition to them . They suggested a period of three months for the PYP(ibid).

2.13.7 The placement Test

The Placement test is a requirement for the PYP student. It is meant to examine to what extent do the students get the basic skills and reveal certain areas that need much focus . However, there is no much attention given to sort out the obstacles and challenges that stand in the way. Instead the authorities who are keen to establish a platform for student's performance ignore doing something towards the students 'weak results .It is just a matter of a requirements.

2.13.8 Why Putting Emphasis on Writing

As known, all the basic skills should be taught in the form of integration. So writing skill is one of the most important basic skills which needs careful procedures to be performed. Accordingly, writing skill plays an important role for being one of the productive skills which requires systematic procedure to be followed so as to perform it. It is worth mentioning that Saudi authorities (e.g Ministry of Higher Education) Knows well the huge shortage in Saudi curriculum in schools. So they brought the idea of preparatory year(ibid).

2.14 Part three: Previous Studies

Reviewing the contribution of some other researcher, is important for having a clear picture, which helps for giving suggestions and contributions. Therefore, in this section, the researcher reviews the contributions of some other researchers the area of teaching writing to students whose are not English.

The researcher explores a lot in some Saudi universities and through web sites to find if there are studies carried out in the same area. There were only two studies : one was carried out in Najran university and the other one done in Hail university. The other studies are taken from Arab countries.

2.14.1 First Previous Study

Title: An Analysis of Written English Essay

- Case of students of the preparatory year program.
- Date :(2008)
- Place :Saudi Arabia Hail University
- Main question: What are the most common errors that students commit in their written essays?
- Methodology: A Sample of written paragraph of 32 participants. They were required to write on one of the following five different topics :
- (My city- Car accident –Hail University Campus- Shopping, my favorite season) they were asked to write approximately 150-300 words with in a period of one hour. They were informed that they had to start with: Outline- First draft –Final draft. The students did not know their writing is going to be under investigation.

- Main findings: The result showed that Saudi Arab students in this study committed 10 common errors: verb tenses, word order, singular /plural form, subject/ verb agreement, double negative, spellings capitalization, articles, sentence fragments, prepositions.

Such a research will help and assist ESL/EFL teachers and teaching strategies to reduce further problems among Saudi students.

The study has given an account of the main errors made by Saudi EFL learners at PYP level in their written work. The study has a number of important limitations which help ESL /EFL learners.

2.14.2 Second Previous Study

- Title: Developing writing skills (practical remedy of common writing problems among students of writing skill course at preparatory year program).
- Date :March 2012
- Place: Najran university KSA
- Main question: How to Improve Writing skill course among pyp students at Najran university
- Methodology: 60 students were given different tasks in writing (phrases- sentences –paragraphs)
- Main findings: Writing classes must witness more practice than delivering lectures.

Teachers must pay more attention in their pedagogical application. Already the teachers used all of the techniques but the students didn't apply the whole. The similarities are : Both of the studies in the same area ,Saudi

Arabia. Both of the studies present Saudi Arab students writing skill mistakes as well as the type of students both of them are PYP students. The first one highlights the problems while the second one shows the remedy. Both of the studies help and assist EFL /ESL learners and teachers and teaching process and reduce the problem later on.

214.3 Third previous study

- Title: The breadth and depth of foundation courses in Qatar's only public institution of higher education
- Date : 2012
- Place: Qatar
- Main question: The number and kind of foundation courses taken related to students enrollment.
- Methodology: A chi-square statistical analysis, Kruskal-Wallis analysis of variance (ANOVA) and a repeated measure (MANOVA) were used to address the research questions.
- Main findings: The results of this study demonstrate that those students who are enrolled in an English foundation course and take at least one or more foundation course are more likely to remain enrolled in the university.

Students who pass through preparatory courses in English have higher scores in both their first and second post-foundation English courses than those who do not participate in the program.

Those students who went through English and mathematics foundation courses were more likely to perform at a significantly higher level and achieve

a higher grade point average than those students who did not complete the preparatory program.

A significant role of the preparatory program is to bring students to an academic level that allows them to continue on to regular university programs. This paper is significant because it assesses the worth and benefits of a preparatory program in a Gulf Cooperation Council (GCC) country, which include Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates (UAE).

CHAPTER THREE

Research Methodology

3.0 Introduction

This chapter presents the methodology of this research. It shows how the design of the study was performed in terms of selected criteria of subjects and instruments.

3.1 Research Design

It is notable to mention that the researcher used two types of approaches. The first one was a qualitative approach which aimed to describe the data that had been obtained. It also intended to verify formulated hypotheses in order to elucidate them.

The second approach was a quantitative approach. The analyzed data were transferred into tables and figures which coped with forms of judgments and interpretations.

The rational choice for the two approaches was that they were open to changes and refinement of ideas during the process and the different stages of the research.

3.1.1 population

The participants of this study were the students and the teachers of Al-Imam Mohammed Bin Saud Islamic University - College of Sharia and Islamic studies, preparatory year program (PYP) In Ahsa. The students are 60 and the total number of teachers is 22 teachers: 6 females and 16 males.

The procedure followed in PYP to convey knowledge to students differs from one teacher to another .As such, some teachers tend to use an integral form of writing skill, a case in study. That means they teach the parts which they think are important and ignore other parts , while others embrace other methods such as peer-correction while listening to a model paragraph and the best student correct his/her classmate.

Others tend to utilize questions and answers (stretched into sentences or paragraphs), matching, brainstorming, integration between speaking and writing (through discussion) and related story- like in life.

Hence, PYP teachers have no unified or prescribed methodology to teach writing. Unfortunately they do not give students much time to practice the main steps in writing while the students do need much time to practice these stages.

Each one exerts effort and tries his/her best to fill the gaps in the recommended text book that they usually depend on. They have different methods and approaches towards teaching writing skill in the preparatory year.

3.1.1.1 Teachers' Sample Size

The sample of the teachers was concerned with those who are teaching English language at the PYP in male and female sections. The number of the teachers who participated in the study was 15 teachers out of twenty two at the two sections.

The following tables give more information about the sample of the PYP teachers in this study:

Table (3.1): Academic Institutions

	Frequency	Percent
Khartoum university	5	33.3%
Omdurman Islamic university	3	20%
Al-jazera university	2	13.3%
Juba university	5	33.3%
Total	15	100%

Table (3.2): Gender

	frequency	Percent
Male	9	60%
Female	6	40%
Total	15	100%

Table (3.3): qualification

	frequency	Percent
Diploma	1	6.7%
Bachelor	2	13.3%
Post graduate diploma	1	6.7%
Master	11	73.3%
Total	15	100%

Table (3.4): Experience

	frequency	Percent
(1-5)	5	33.3%
(6-10)	8	53.3%
(11-15)	2	13.3%
Total	15	100%

3.1.1.2 Students' Sample Size

The number of the students who participated in the study was 60 out of 120. They came from different local and private secondary schools in KSA. They were selected randomly to ensure that each student had the right to participate in this study. The selection was from the whole four groups of the PYP students (120 students). Twenty students from each group, on random selection basis, made a total of the 60 who represented the students' sample size of this study.

3.2 Data Collection Instruments

Two instruments were developed and used for this study as follows:

1-Writing skill pre-test and post-test.

2-Teacher's questionnaire

3.2.1 Writing Skill Test (Pre and Post Test)

In this test the researcher aimed to examine the students' competence and abilities in writing. The writing skill test consisted of six items drawn from general writing exams and specifically from the two text books: '**First Step in Academic Writing**' and '**keep writing**'. The items were well constructed after being assessed by some colleagues and research experts from the college. The test was in two parts: Writing techniques such as fill in the blanks, and free writing. Three topics were designed for the students to choose from. Some topics were descriptive ones like describing their city where they live.

The results obtained reveal that PYP can have great effect in increasing students' performance in writing skills if it concentrates on doing practice from the book "**First Step in Academic Writing**". This can be observed

from the big gap between the students' performance in the pre-test, which shows their poor results and their performance in the post-test which shows their good results.

There is a huge gap between the two books' **First Step In academic Writing**' and **Keep Writing**' : The former is a beginning level of the Longman Academic Writing series. It introduces basic composition skills by integrating in each unit paragraph organization, rhetoric, grammar and mechanics, sentence structure, and the writing process. Offering clear steps, numerous models, and an abundance of opportunities for practice, the texts help students quickly improve their ability to write effectively in English . The book has the following features:

- 1-A clear step by step approach to writing standard paragraphs.
- 2-Introduction to writing process that includes prewriting, drafting, revising, and editing.
- 3-A systematic and progressive treatment of simple, compound, and complex sentence structure.
- 4-Rigorous development of grammar and mechanical skills.
- 5-The time for practice the content is two month.

While **Keep Writing** ` by Harrison (1992) is a self-contained course in writing English aimed at elementary /intermediate level of Arab Students. The course guides students towards writing simple and accurate paragraphs, paying close attention to sentence structure ,verb formulation, punctuation , and spelling .

Continuous graded practice is provided through a variety of exercise types such as reading comprehension ,gap filling ,table completion ,the correction of passages and writing of the sentence and paragraphs using tabular information .

Richard Harrison developed the material for this course while teaching students in Saudi Arabia, Bahrain and Oman. It was being used in the PYP for only one month with the students to cover all the units.

3.2.2 Teachers' Questionnaire

This instrument was designed for the PYP teachers. It contained two parts. The first part dealt with the biographical information. The second part on the other hand, stated the factors that affect the learning processes in writing skill. These factors were divided into three factors: (Teachers factors, students' factors, and the university's factors). This method of collecting data was meant mainly to obtain the teachers' views and opinions about the current used syllabus. It was expected to investigate the students' performances and teaching techniques for writing skill. Likert's scale had been used to analyze and came out with results from this instrument. The statements in the questionnaire were structured on five points of Linkert's scale of strongly agree, agree, un certainly ,disagree ,strongly disagree. The teachers were instructed to tick appropriately against each statement .

3.3 Validity, Reliability and the Pilot Study of the Two Instruments

Validity in this study aims to test what the two instruments are supposed to measure. In order to do this, the two tests and the questionnaire are checked with two experts. Both of them are assistant professors in ELT at Imam University. They assessed the contents of the two tests against their validity. As such, other teachers who are native speakers checked the language use and proofread the structure of the questions in the two instruments. Accordingly, the researcher piloted the two instruments and based on the suggestions that had been made by the examinees such as irrelevant items, vague language and difficult forms of questions, the researcher modified the questions in the two instruments and came out with final draft.

Reliability in this study refers to the degree of stability or consistency of the measurement. When it is applied twice to the same participants the outcomes gives the same results. To increase validity and reliability of this study, the researcher has conducted the pilot study a week prior to the administration of data collection stage in order to test relativity of the items based on the students and teachers views and opinions on whether the questions are easy or difficult, clear or vague, etc. The researcher took a sample of 20 students to answer the two tests. The answered papers received on time, but the sample of the selected ten teachers to fill the questionnaire took a long time to get their answers back.

Table (3.5): Reliability index (α) for each of the questionnaire dimensions

Questionnaire's dimensions	A
Teacher's factors	-0.615
Student's factors	0.582
University's factors & student's test results	-0.360
All dimensions of questionnaire	-0.441

3.4 Data Collection Procedures

The data collection procedures started when the researcher obtained an approval letter from the authorities to conduct the study .The next step was to design the two methods of data collection and hence handed them to research experts for assessment. The following step was to undergo some changes to the two mentioned instruments based on the suggestions received. The fourth step was to do the piloting to test the validity and the reliability of the instruments. The fifth step was the administration of the instruments.

The researcher followed the following steps :

1. The researcher has an experience of teaching writing and designing tests to PYP students for five years.
2. The researcher purposively created a group from the students and called it 'writing experts' including some of the students who are used to skip PYP writing classes.
3. The researcher organized and prepared daily extra and supporting materials for two months.
 - The supporting materials were approved by the College Supervisor.
 - The teaching with the selected group (Writing Experts) started from first January to fifth of March 2014 .
 - The pre-test was conducted on first of January, answers were collected and checked to figure out the results
 - The Post- test was conducted on 1st June , answers were collected and checked to figure out the results.

- The questionnaire was distributed among the sample teachers. Answers were collected and prepared for analysis.

3.5 Summary

This chapter has discussed how the methodology has been followed, considering its steps . As seen it started when the researcher designed the two forms of data collection methods , that is writing skill test and the questionnaire . Then the selection of the subjects followed by the permission to use the instruments from the authorities .

In the next chapter ,the data analysis will take place ,using different types of tools such as tables diagrams , figures etc .

CHAPTER FOUR

Data Analysis and Discussion

4.0 Introduction

This chapter deals with data analysis that has been obtained from teachers' questionnaire and students' test. The data were tabulated, tailored with the researcher's discussion on each part, using frequency counts and percentages.

4.1 Data Analysis

The data for this study were collected via pre- and post-test and teacher questionnaire then analyzed using tables, figures and diagrams.

4.1.1 Analysis of Teachers' Questionnaire

The data were collected to obtain teachers' views and opinions about students' progress in writing skill.

4.1.1.1 Teachers' Factors views

Table 4.1: The period of twelve weeks is enough to teach the course perfectly

Response	Frequency(N)	Percent
Strongly agree	0	0
Agree	0	0
Uncertainly	1	7%
Disagree	5	33%
Strongly disagree	9	60 %
Total	15	100%

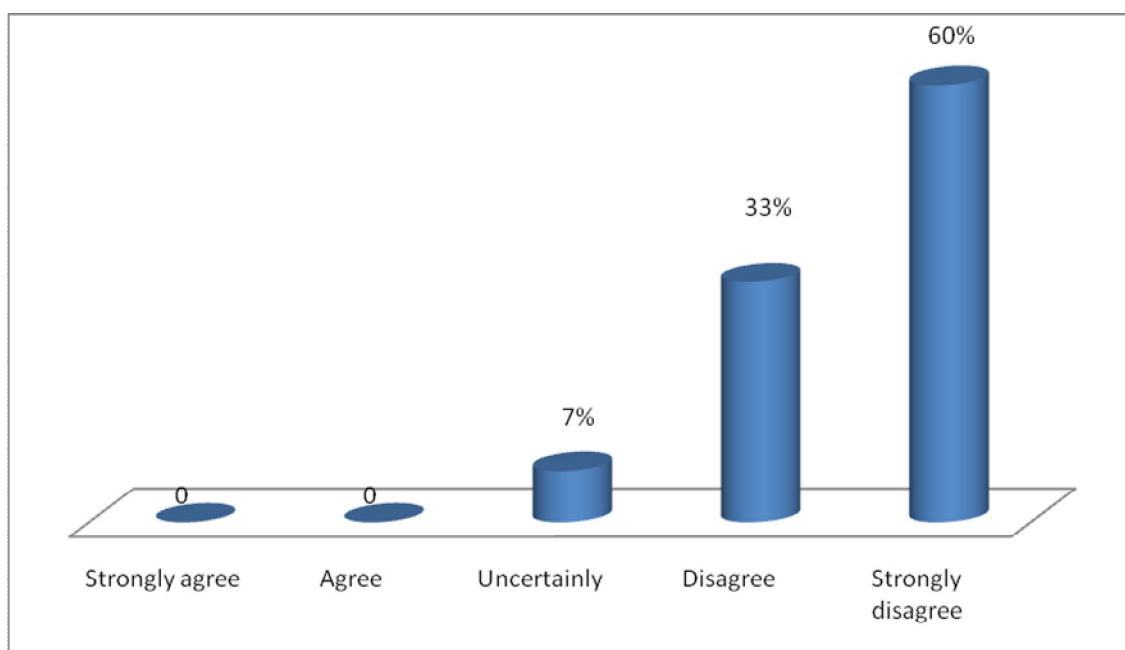


Chart 4.1: The period of twelve weeks is enough to teach the course perfectly.

Chart (4.1) shows teachers' views on whether the period of twelve weeks (one term /three months) is enough to teach the writing skill course perfectly. The results indicate that 60 % of the respondents strongly disagree, and 33% of them disagree upon that period of twelve weeks is enough.

On the other hand, 15% of the respondents were uncertain about that statement. The final results indicate that 93 % of the teachers have the same point that the period is not enough for teaching the skill.

Table 4.2: The students of (PYP) use the correct forms of language when they are writing

Response	Frequency	Percent
Strongly agree	0	0
Agree	0	0
Uncertainly	1	7%
Disagree	5	33%
Strongly disagree	9	60%
Total	15	100%

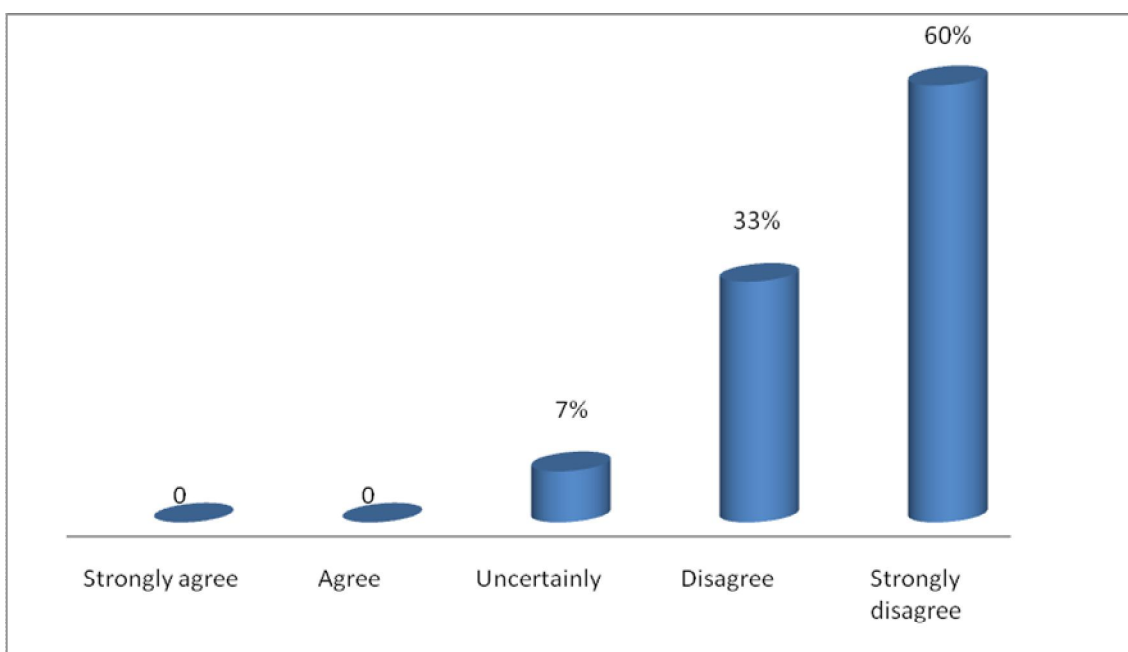


Chart 4.2: The students of (PYP) use the correct forms of language when they are writing.

Chart (4.2) shows the results of the students of preparatory year program use the correct forms of language when they write. The results indicate that 60 % of the respondents strongly disagree, and 33% of them disagree. Only 7% of the participants agree with students' use of correct forms of language when they write. The final result points out that 93% of the respondents share that the students of (PYP) do not use the correct forms of language when they write compared only with 7% who do not have the same opinion.

Table 4.3: Poor results in writing skill are because of the old fashion teaching style used by the PYP teachers.

Response	Frequency	Percent
Strongly agree	10	66.6%
Agree	2	13.3%
Uncertainly	1	6.7%
Disagree	1	6.7%
Strongly disagree	1	6.7%
Total	15	100%

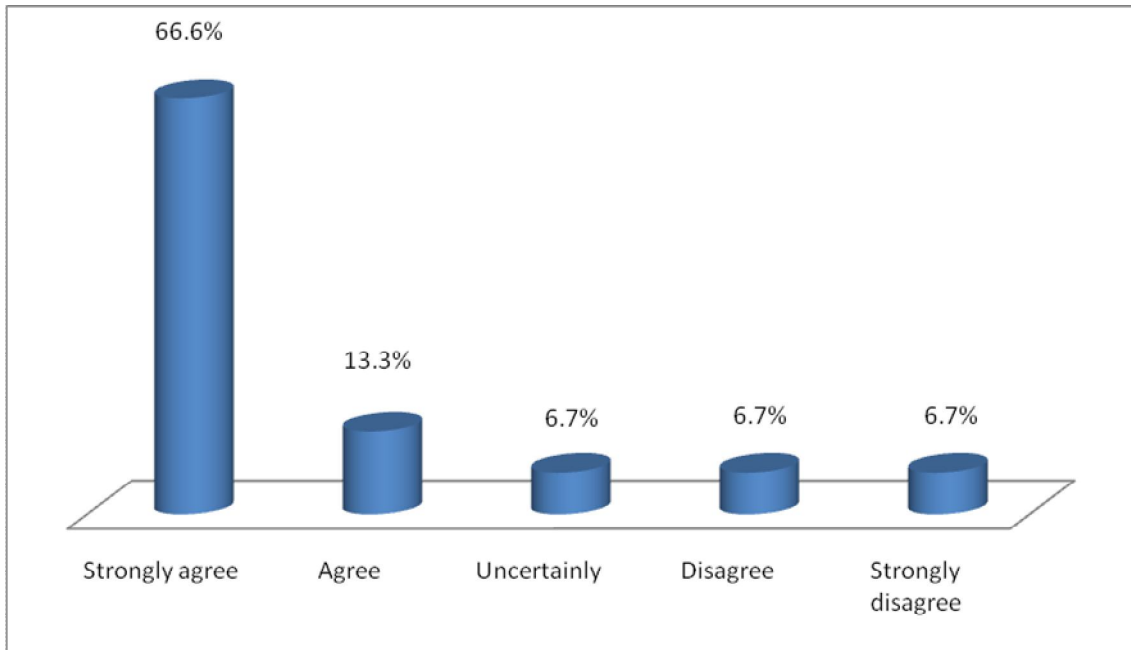


Chart 4.3: Poor results in writing skill are because of the old fashion teaching style used by the PYP teachers

In response to question (3), chart (4.3) shows that 66% of the respondents strongly agree, and 13.3% of them agree that the students' poor results in writing skill is due to the old method of teaching used by PYP teachers. On the other hand, 20% of the teachers either disagree, strongly disagree or uncertain about this statement. The conclusion revealed that the majority of the respondents (80%) provide their confirmation about this statement, compared to only 20 % who don't have the same point that students' poor results in writing is a result of old fashion teaching style.

4.1.1.2 Students' Factors Dimension

Table 4.4: The students learn intensively at preparatory year program.

Response	Frequency	Percent
Strongly agree	1	6.7%
Agree	1	6.7%
Uncertainly	0	0%
Disagree	1	6.7%
Strongly disagree	12	80%
Total	15	100%

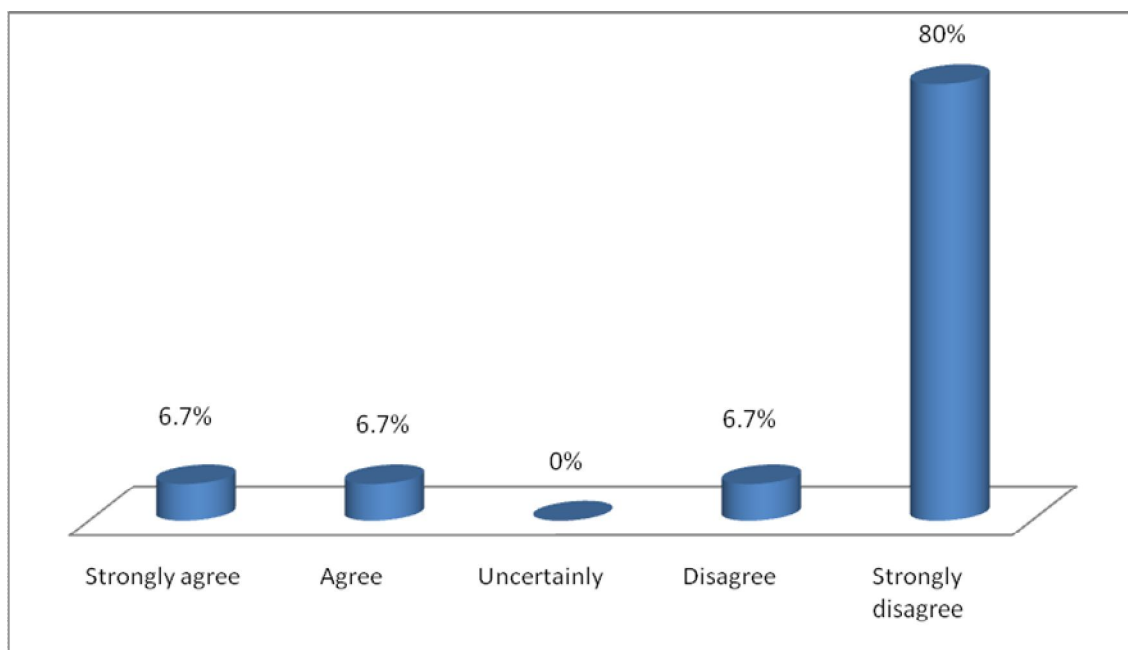


Chart 4.4: The students learn intensively at preparatory year program.

Concerning the statement “students learn intensively at preparatory year program”, the results from chart (4.4) show that 80% of the respondents strongly disagree; besides 6.7% of them agree with this statement. Only 13.4 % of the respondents either strongly agree or agree. The conclusion of the analysis shows that the majority of the respondents (80 %) have the same point of view that the students do not learn intensively at preparatory year program, compared with a few number of teachers who do not have the same point.

Table 4.5: The program (preparatory year system) satisfies the Saudi learners` needs in writing skill .

Response	Frequency	Percent
Strongly agree	1	6.7 %
Agree	2	13.3 %
Uncertainly	1	6.7 %
Disagree	2	13.3 %
Strongly disagree	9	60 %
Total	15	100 %

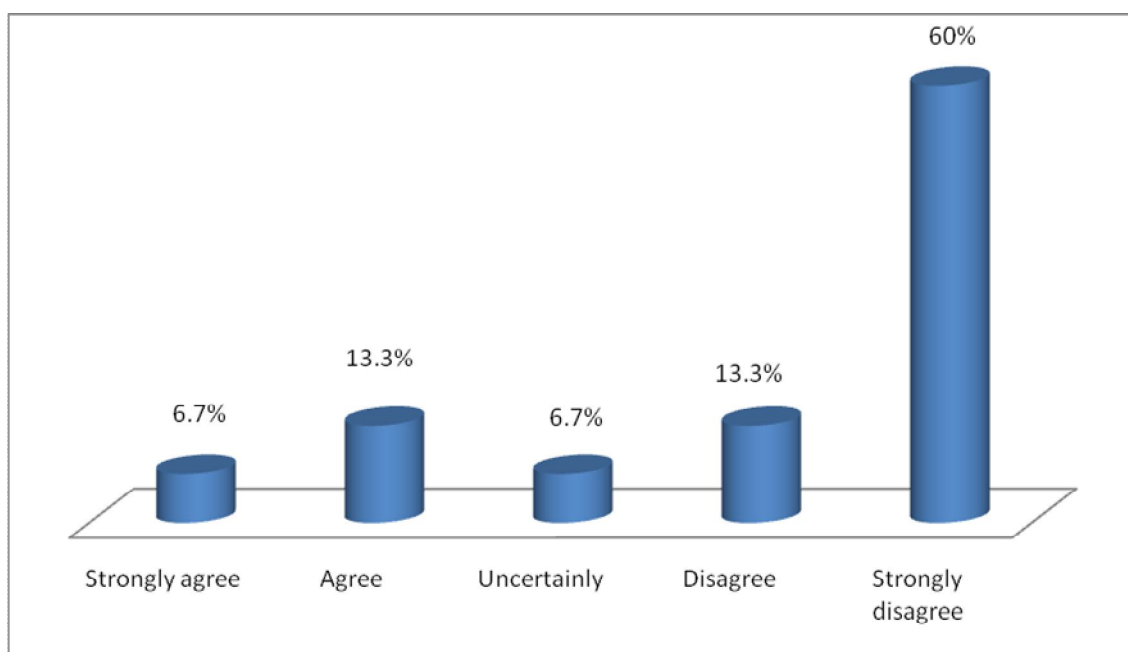


Chart 4.5: The program (preparatory year system) satisfies the Saudi learners` needs in writing skill .

For the statement ‘The program (preparatory year system) satisfies the Saudi learners needs in writing skill chart (4.45) shows that 60% of the respondents strongly disagree, and 13.3% of them disagree, while only 26.7 % either strongly agree, agree or uncertain. It can be concluded that majority of the respondents (73.3 %) have the view that the program (preparatory year system) does not satisfy the Saudi learners’ needs in writing skill.

Table 4.6: The dosage that the students have is quite enough to enhance the Students` writing skills

Response	Frequency	Percent
Strongly agree	0	0%
Agree	1	6.7%
Uncertainly	1	6.7%
Disagree	4	26.7%
Strongly disagree	9	60%
Total	15	100%

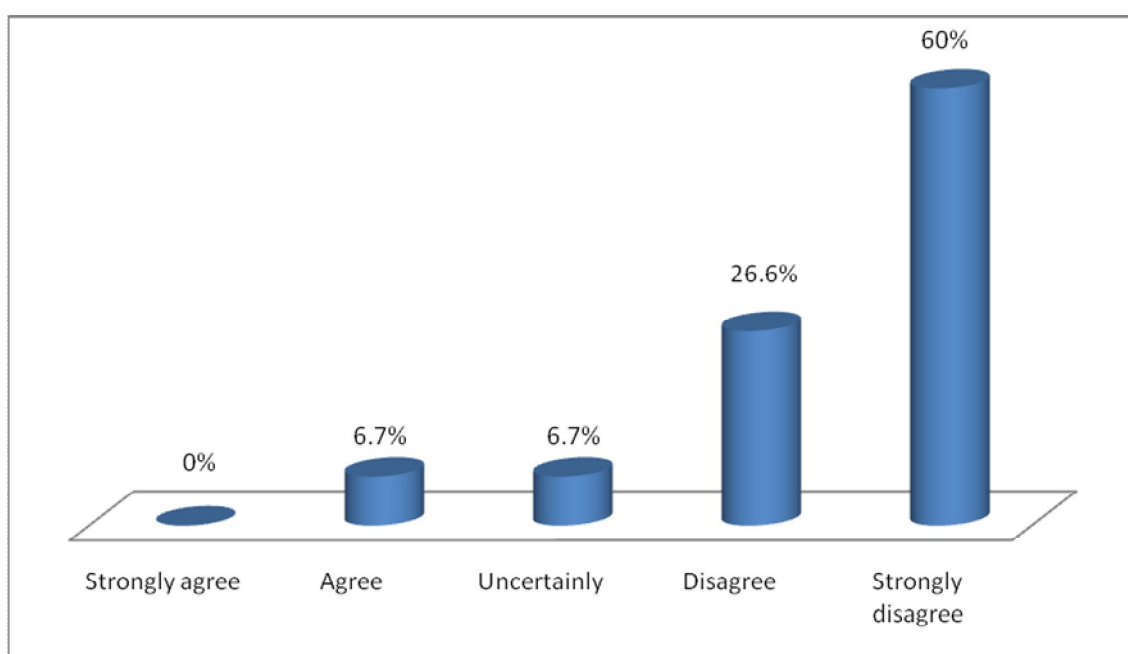


Chart 4.6: The dosage that the students have is quite enough to enhance the Students` writing skills

Chart (4.6) shows the dosage that the students have is not enough to enhance their writing skills. The results indicate that 60% of the respondents strongly disagree, and 26.6 % of them disagree. While only 13.4 % of them either agree or uncertain. The final results indicate that the great majority of the respondents (86.6%) think that the dosage that the students have in preparatory year program is not quite enough to enhance the students' writing skills.

Table 4.7: Preparatory year program encourages students to improve writing skill.

Response	Frequency	Percent
Strongly agree	0	0%
Agree	1	6.7%
Uncertainly	0	0 %
Disagree	5	33.3 %
Strongly disagree	9	60%
Total	15	100%

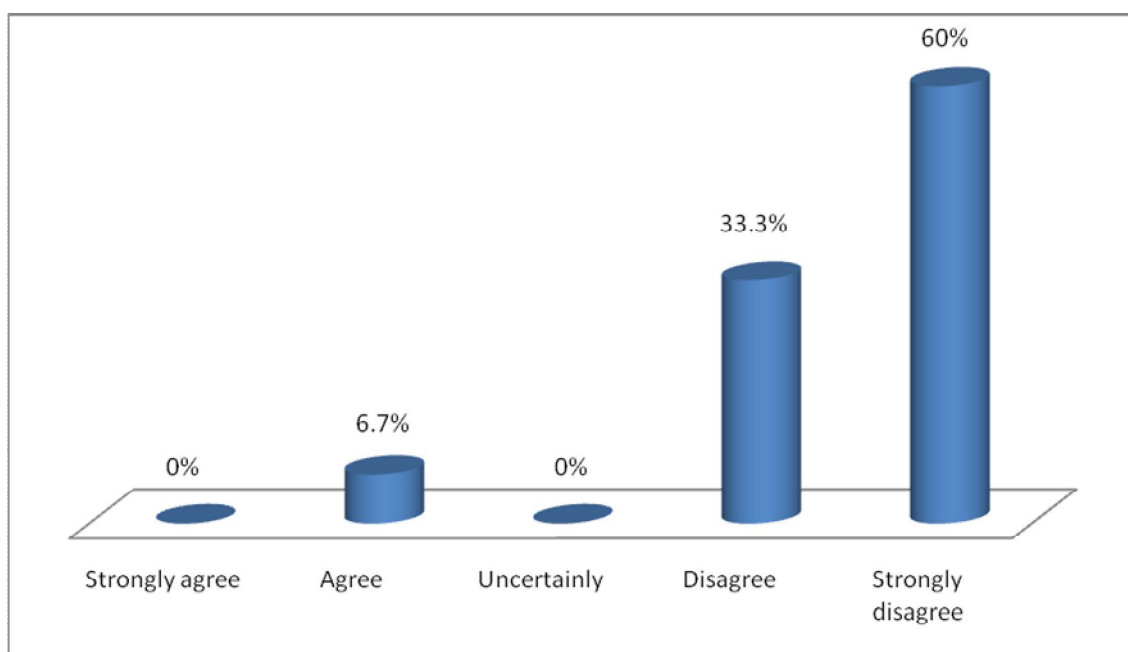


Chart 4.7: Preparatory year program encourages students to improve writing skill.

Regarding the statement ‘preparatory year program encourages learners to improve writing skill,’ both table (4.7) and chart (4.7) show that 60 % of the respondents strongly disagree, and 33.3% of them disagree, while only 6.7 % of the participants agree to this item. As a conclusion, the results indicate that the great majority of the respondents (93.3 %) have the point that preparatory year program does not encourage students to improve writing skill.

Table 4.8: The students of (PYP) write confidently in English.

Response	Frequency	Percent
Strongly agree	0	0%
Agree	1	6.7%
Uncertainly	0	0%
Disagree	1	6.7%
Strongly disagree	13	86.6%
Total	15	100%

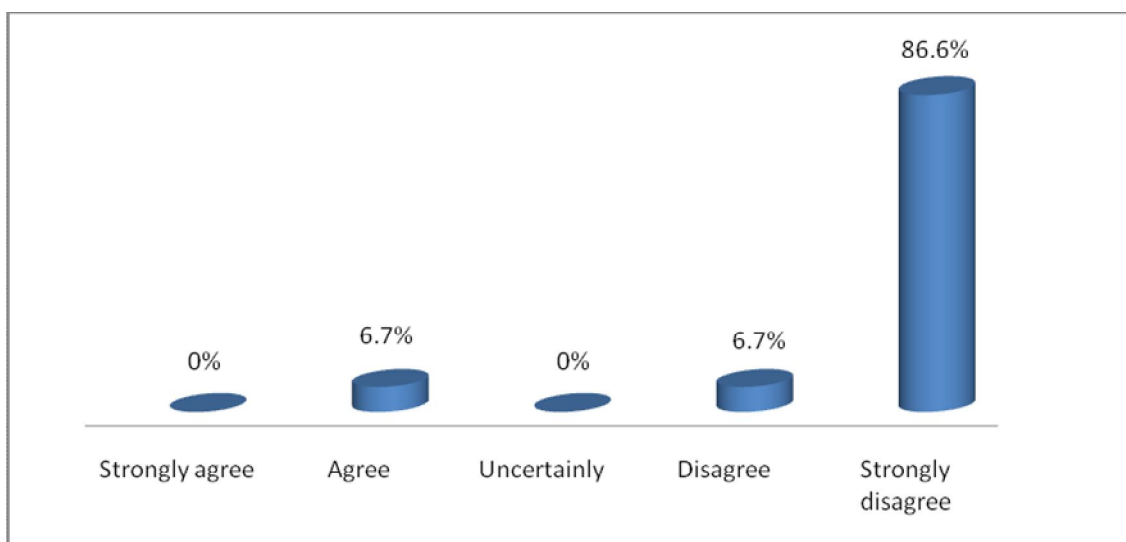


Chart 4.8: The students of (PYP) write confidently in English.

According to the statistical results presented in table (4.8) and chart (4.8), which deal with the statement "the students of (PYP) write confidently in English", the results indicate that 86.6% of the respondents strongly disagree and 6.7 % of them agree. Only 6.7% of the teachers provide the response "agree". The final results point out that the majority of the respondents share that the students of preparatory year program do not write confidently in English.

4.1.1.3 University Factors Dimension

Table 4.9: The preparatory year provides an effective program to Saudi students at Imam Mohammed Bin Saud University .

Response	Frequency	Percent
Strongly agree	1	14.3%
Agree	0	0%
Uncertainly	0	0%
Disagree	5	35.7%
Strongly disagree	8	50%
Total	15	100%

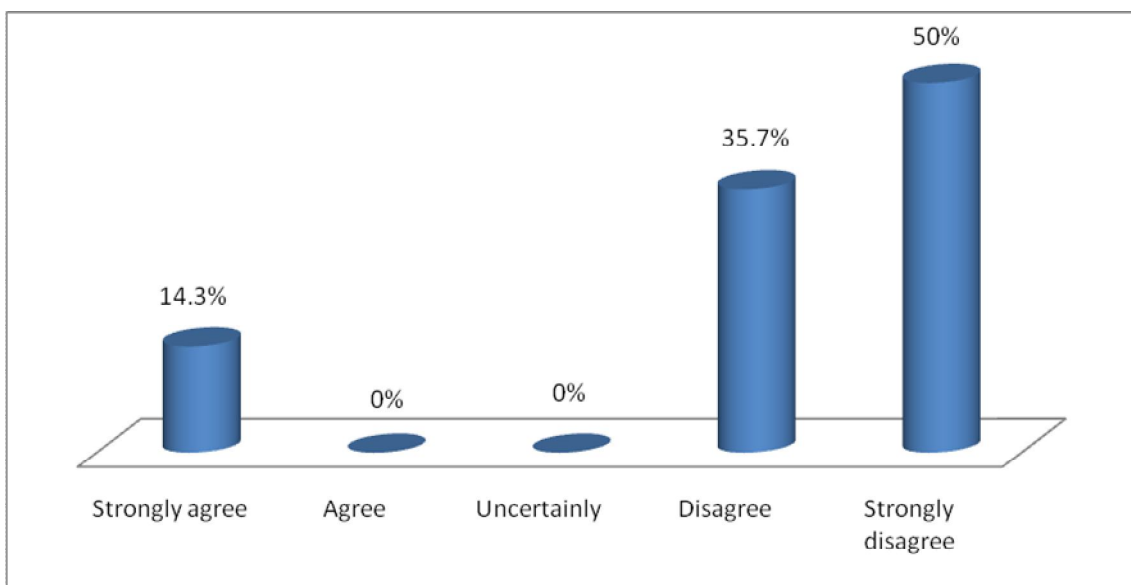


Chart 4.9: The preparatory year provides an effective program to Saudi students at Imam Mohammed Bin Saud University .

The table and the chart above show if the (PYP) provides an effective program to Saudi students at Al-Imam Mohammed Bin Saud Islamic University or not . The result of data analysis for this item reveals that 50% of the respondents strongly disagree to this item. It is also found that 35.7 % of them disagree to the same item. Only (14.3 %) of respondents provide response to the statement "strongly agree". It is quite obvious that respondents

have a consensus point of view about this item, since; the majority of them (85.7 %) think that the preparatory year does not provide an effective program to Saudi students at Al-Imam Mohammed Bin Saud Islamic University.

Table 4.10: Poor results in writing skill are because of the poor syllabus design.

Response	Frequency	Percent
Strongly agree	7	46.7%
Agree	3	20%
Uncertainly	0	0%
Disagree	2	13.3%
Strongly disagree	3	20%
Total	15	100%

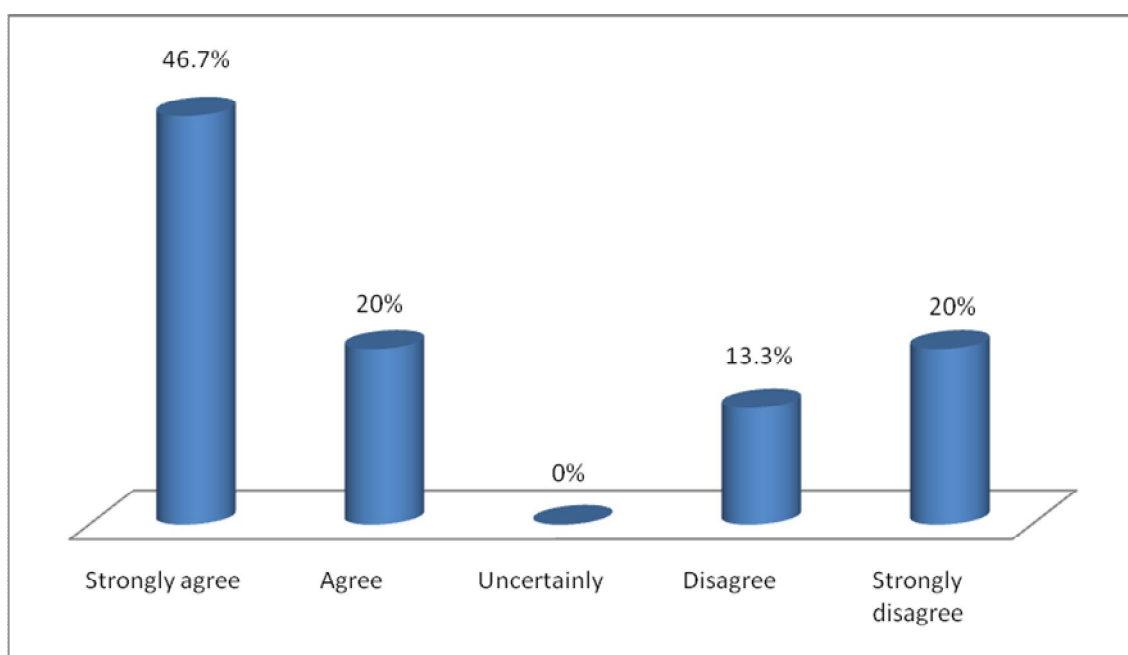


Chart 4.10: Poor results in writing skill are because of the poor syllabus design.

Concerning chart (4.10), it is found that 47.7% of the respondents strongly agree to the statement ‘poor results in writing skill are because of the poor syllabus design’; 20 % of them are in agreement to the item. On the other

hand, 13.3 % of the teachers who disagree to this statement and 20% strongly disagree. It is quite clear that respondents have different points of views about this item, it is realized that 67.7 % of the respondents agree that poor results in writing skill are due to the poor syllabus design, compared with only 32.3 % who disagree to this item.

4.1.2 Analysis of Students' Test

The analysis of data for this section of the students' test will also be through tables and charts as follows:

Table 4.11: Analysis of the pre-test according to the students' results (score out of 30)

	frequency	Percent	mean	Std. deviation
Excellent (A)	10	16.7%	3.48	1.40
Very good (B)	1	1.7%		
Good (C)	19	31.7%		
Accepted (D)	10	16.7%		
Bad (F)	20	33.3%		
Total	60	100%		

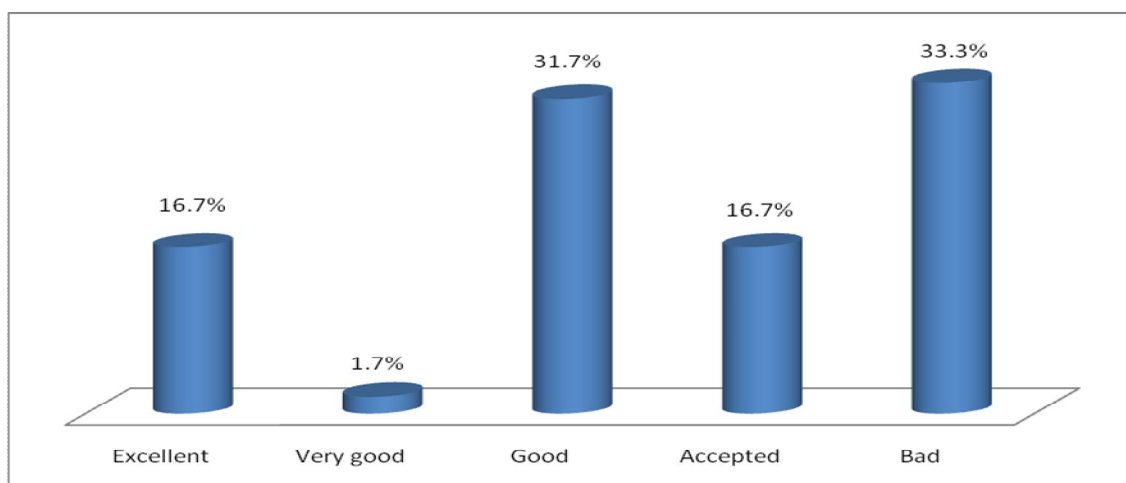


Chart 4.11: Analysis of the pre-test according to the students' results (score out of 30)

The results of the test have been interpreted in terms of the ‘grading system’ presented below:

1. A (80 - 100) (excellent)
2. B (70 - 79) (very good)
3. C (60 - 69) (good)
4. D (50 - 59) (fail)
5. F (0 - 49) (fail)

The above table and chart show that among 60 students only 10 students get grade ‘A’ with the percentage of only 16.7%. Only one student gets grade ‘B’ with the percentage of 1.7%. 19 students out of the whole number of students get grade ‘C’ with the percentage of 31.7%. The remaining number of the 30 students (50%) gets either grade ‘D’ or ‘F’, that is, they are considered as failed in the test of writing skill. The final results show a miserable state of students’ writing skills. Only a few students have an excellent performance, but the majority of them have extremely poor performance. Therefore, this result points out that the book “**Keep Writing**” is not an adequate choice for preparatory year program. Moreover, the teaching method which is used is also inappropriate because most of the teachers concentrate on grammar section and neglect the main other skills and sub-skills in writing.

Table 4.12: The analysis of students' result in the second test (post) (result score out of 30)

	frequency	Percent	mean	Std. deviation
Excellent (A)	25	41.7%	5.8	2.46
Very good (B)	9	15 %		
Good (C)	8	13.3 %		
Accepted (D)	14	23.3 %		
Bad (F)	5	8.3%		
Total	60	100%		

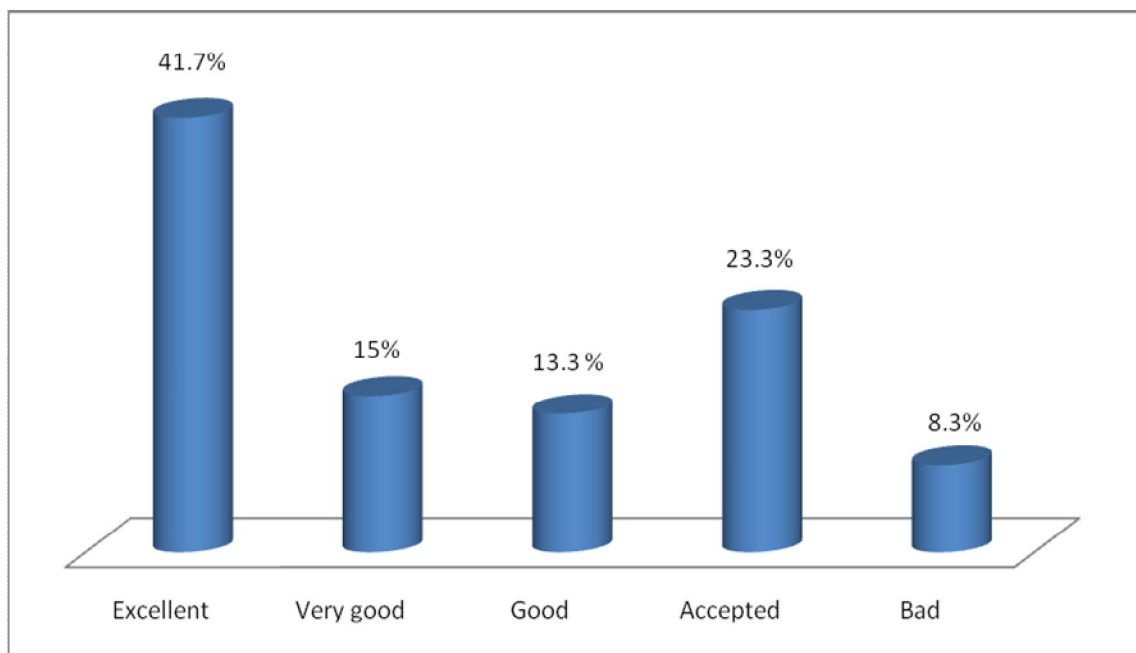


Chart 4.12: The analysis of students' result in the second test (post) (result score out of 30)

The above table and chart explain that the students' results in the post-test are conducted after teaching the students writing skill from the book “**First Step to Academic Writing**” during the PYP course of study. At the first glance we can observe that there is a speedy increase of the students' performance in the post-test than it was in the pre-test. These results show that 41.7% of the students get grade ‘A’ and 15% of them get grade (B) "very good". Only 33.6% of the students either get grade ‘C’, or ‘D’, but the

remaining number of students (8.3 %) gets grade ‘F’, that is, they failed in the test of writing skills. The final results show a high performance of students’ writing skills. Only a few students failed in the post-test, but the majority of them increase their performance.

4.1.3 Pre-test & Post-test Analysis

Table 4.13: The growth result of pre-test and post-test

No	Name of Student	Test Scores		Name of Student	Test Scores		Name of Student	Test Scores		Total Score	
		Pre	Post		Pre	Post		Pre	Post	Pre	Post
1	Student 1	29	30	Student 21	17	24	Student 41	9	18	55	72
2	Student 2	29	30	Student 22	17	24	Student 42	9	17	55	71
3	Student 3	28	30	Student 23	17	24	Student 43	9	17	54	71
4	Student 4	28	30	Student 24	17	24	Student 44	9	17	54	71
5	Student 5	28	30	Student 25	17	24	Student 45	9	16	54	70
6	Student 6	28	29	Student 26	15	23	Student 46	9	16	52	68
7	Student 7	28	29	Student 27	15	23	Student 47	9	16	52	68
8	Student 8	28	29	Student 28	15	23	Student 48	8	16	51	68
9	Student 9	28	29	Student 29	15	22	Student 49	7	16	50	67
10	Student 10	25	29	Student 30	15	22	Student 50	7	16	47	67
11	Student 11	20	27	Student 31	14	22	Student 51	7	15	41	64
12	Student 12	18	27	Student 32	14	21	Student 52	7	15	39	63
13	Student 13	18	27	Student 33	14	21	Student 53	7	15	39	63
14	Student 14	18	26	Student 34	14	20	Student 54	7	15	39	61
15	Student 15	18	26	Student 35	14	20	Student 55	6	15	38	61
16	Student 16	18	26	Student 36	13	20	Student 56	0	12	31	58
17	Student 17	18	26	Student 37	13	19	Student 57	0	12	31	57
18	Student 18	17	25	Student 38	13	19	Student 58	0	10	30	54
19	Student 19	17	25	Student 39	12	19	Student 59	0	10	29	54
20	Student 20	17	25	Student 40	10	18	Student 60	0	10	27	53
Total										868	1281

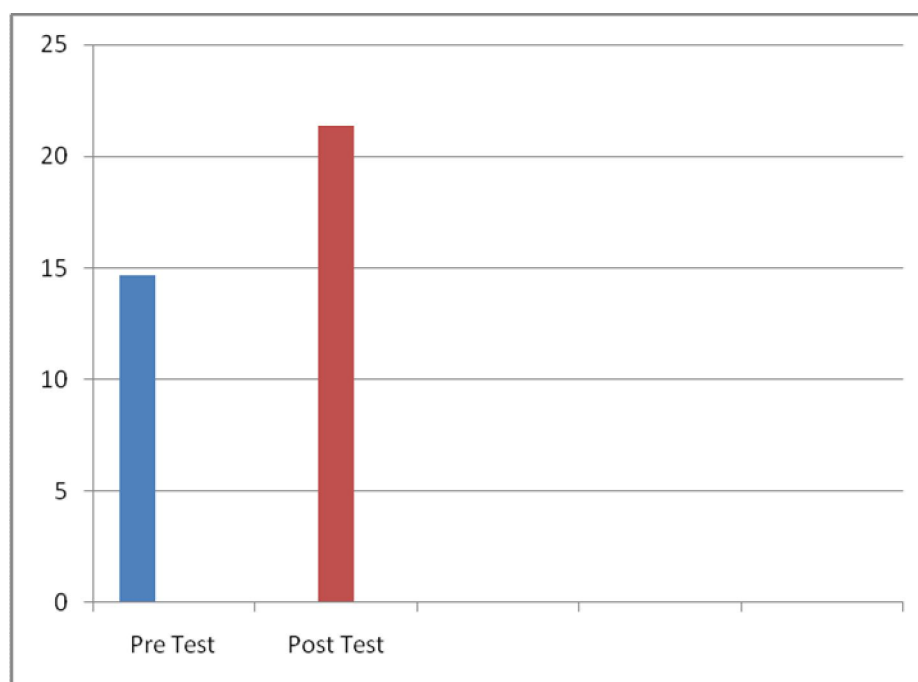


Chart 4.13: The growth result of pre-test and post-test

The growth result of pre-test and post-test shows the effectiveness of the intensive English program among preparatory year students which was applied to the students at “Sharia college of Mohammed Bin Saud Islamic University“, using the book, which was entitled “ **First Step Academic Writing**” in addition to “**Keep Writing**”.

4.2. Testing The Hypotheses

Hypothesis (1): The Preparatory Year Program at Imam University does not provide an effective plan to improve students writing skill.

According to the statistical analysis of both tests, the researcher finds that PYP does not help in increasing the students’ performance in writing skill.

This can be observed from the difference between students' performance in the pre-test, which is poor, whereas their performance in the post-test is regarded as good. It could be true to say that the book entitled "Keep Writing" which is taught in "PYP" is not as effective as the book entitled "First Step in Academic Writing" which is full of practice and drills.

Moreover, the percentages and the marks for the students in the pretest are not recognized as a university standard, but later in the post-test results were changed and things look different because the researcher changed the schedule and the methodology of teaching to a great extent so as to find much time for the students to practice and it worked with them and it was very clear in the results of the post test.

Hence, the PYP needs to look for a systematic plan that helps students enhance their writing skill. Examining a variety of task based text books can help in this matter.

Hypothesis (2): The preparatory Year program does not satisfy Saudi students' needs in writing skill.

The results revealed that students are not interested in PYP because they have a consensus point of view about it, that it does not provide an effective program to them. More to the point, the great majority of them (86.6%) think that the prescribed amount of writing skill that the students usually have at preparatory year program is not quite enough to enhance their writing skill.

This is very clear due to the small dosage that students usually have during the program which is not quite enough to enhance and improve the writing skill. The text book 'Keep Writing' does not meet their needs. It does not emphasize writing exercises. It concentrates on reading texts only. So, it is obvious that the PYP which depends wholly on that book failed to meet their writing skill's needs .

Hypothesis (3): Providing more practice for the material help gaining positive results at the end of the semester .

The results obtained indicated that most of the teachers (73.3 %) think that they do not provide students with more practice . This can be attributed to syllabus and period. In addition to that, 93% of the respondents believe that the students of (PYP) do not use the correct forms of language when they write, because of teachers method , compared with only 7% who do not believe in that.

Students during the first test found that they could not write perfectly. But when they started the new methodology that put emphasis on practical work ,with help of additional materials like ' Inter a action access and ventures ' positive changes were very clear then. Students started regular written tasks after having discussion on topics that are related to their real life and interest. They learnt from each other. The researcher encouraged pair work, group

work, and peer correction techniques. Students declared that they benefited a lot from each other.

Hypothesis (4): Suitable materials as pedagogy can help improve students writing skill.

The program doesn't provide students with the suitable material with more practice. The result of this paradigm reveals that the majority of the respondents (80%) provide their confirmation about the students' poor marks in writing is as a result of using of unsuitable materials. In addition to that, the result indicates that the great majority of the respondents (93.3 %) think that preparatory year program does not encourage learners with more practice to improve writing skill. Moreover, the result explains that 93.3 % of the respondents believe that the students of preparatory year program do not write confidently in English. It is quite clear that poor results in writing skill course is as a result of the poor syllabus design; this was proved by both tests, which shows that the book "Keep Writing" is not as strong as the book "First Step in Academic Writing" which is full of practice. Hence, concentrating on daily exercises, written tasks in pair work and group work enhance learners' writing skill. Positive results are very clear in the post-test.

Hypothesis (5): The period of one semester (twelve weeks) program does not enable teachers to teach the course of writing perfectly.

The results point out that 93 % of the teachers think the period for one term(twelve weeks) is not enough to train the students well for writing skills although the book “Keep Writing” is not full of practice. For that reason, the analysis shows that the majority of the respondents (80 %) think that the students do not learn intensively at preparatory year program due to the short time given for writing skill.

The results confirm that teachers can't cover the syllabus from cover to cover and at the same time train the students with different kinds of writing but by little changed students gain more benefits. Thus, it is not a matter of number of weeks or months that determine students' success in enhancing their writing skills. But it is a matter of putting emphasis on allocating time for practice. Students need to practice using every bit of language use in their life. Exercises and practice on how to write a complete sentence is as important as how to write a word without making a spelling mistake. Very important to them to practice how to write an essay in the pre-writing stage, then while writing stage and post writing stage more than just reading about these steps theoretically. So, having exposure to use the language through practice is one of the main elements to enhance students' writing skill.

As mentioned before in chapter two the first previous study revealed all kinds of Saudi learners' mistakes in writing and mentioned that concentrating on these skills while teaching will help teachers and teaching strategies to

reduce such problems among Saudi PYP learners .While the other previous study confirmed that writing classes must witness more practice than delivering lectures beside teachers must pay more attention to their pedagogical application because as mentioned PYP teachers have no unified or prescribed methodology to teach writing. Unfortunately they do not give students much time to practice.

Moreover, changing the system from full academic year (seven month) to one term (three month and half) was not a wise idea because three months are not enough for teaching and presenting additional material.

CHAPTER FIVE

Summary of results, conclusions and recommendations

5.0 Summary of Results

After the data has been analyzed, the researcher pins down the following summary of findings:

1. The period of one term in the PYP system (three months) is not enough to teach writing skill well.
2. When students have exposure to and more time to work with language better results are usually gained at the end.
3. PYP Students' failure in the writing course is due to the old fashioned procedure and limited techniques adopted by university authorities.
4. The PYP writing course never satisfies the Saudi learners.
5. The PYP program never serves writing skill.

5.1 Conclusions

A number of teachers' responsibilities and roles have been recognized as a result of the previous findings. In conclusion, Teachers should do the following:

- 1-Allocate extra hours and prepare supporting materials for students to practice writing skill.
- 2-Teach students different strategies for the various stages of writing process.
- 3-Gradually release writing responsibilities from themselves to the students.

- 4-Guide students to select and use appropriate writing techniques.
- 5- Encourage students to be flexible in their use of the components of writing process.
- 6-Help students to understand different purposes of writing.
- 7-Teach students to emulate the features of good writing.
- 8-Teach students to become fluent with handwriting, spelling, sentence construction, and word processing.
- 9-Teach students to construct sentence for fluency, meaning and style.
- 10-Participate as member of community by writing and sharing their writings.
- 11-Publish students writing and extend the community beyond the classroom.

5.2 Recommendations

The previous conclusions draw the attention to recommend the following points:

- 1- More and deep research is needed in the area of writing skill.
- 2- This study as a proposed program to teach writing should be under university supervision for one year and then subject for evaluation.
- 3- Emphasis on doing practice for the four skills needs more investigation.
- 4- Research should tap on the area of teaching strategies to enhance writing skills as well as other skills.
- 5-Research should investigate other skills in PYP in other Saudi universities.

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Appendix (1)

Writing Skill Test (Pre-test)

Q1: Write the missing vowels in these words:

a- m__rk__t

b- m__sq__ __

c- g__rd__ n

d- z__ __

e- h__rs__

Q2: Choose (and, but or so) to join these sentences:-

- a) I `d like to visit Algeria .I don't have enough money.
- b) I want to help other people. I am going to be a nurse.
- c) I am planning to study physics .I hope to become physic teacher.
- d) I may join the army .I may become a pilot in the air force.

Q3: Spelling and vocabulary

Complete the following statements :

- a) Your uncle`s son is your _____ .
- b) Ali is a _____ he works in a garage.
- c) My sister is studying _____ she wants to be a doctor.
- d) One of my hobbies is _____ to music.
- e) The capital city of Bahrain is _____.

Q4: Write three sentences about three people you know who are married (when did they get married –use (ago). Each one not less than fifteen words

a) _____

b) _____

c) _____

Q5: Put the capital letters, commas and stops in this paragraph:

How to use a video recorder

first switch on the video and the television then select the video channel on the television after that press the eject button on the video and put the cassette in the machine press the rewind button when the cassette is at the beginning press the play button

a) How many sentences are there? _____

b) Underline the verbs and write them below.

c) Put circles around all the sequence words and phrases -how many words and _____ phrases _____ are _____ there?

d) Circle the (when clause).

Q 6: Write a paragraph not less than seventy words about one of these topics

a) Describe your city.

b) Write a complaint letter to your building manager.

[illegible]

Appendix (2)

Writing Skill Test (Post-test)

Q1:Write the missing vowels in these words:

1- b__ g 2- leav__ 3- sp__nd 4- t__ke 5- dec__de check

Q2:Make sentences from the group of word below:

a-to/ went /summer/London/Nadia/ Last

b- uncle /in /Cyprus/visited/my/1995

c- arrived /my /on/there /parents /Tuesday

d- Jeddah /after /weeks /to/Salem/three/returned

Q3:Write the past form of these verbs:

a- Stay_____ b-visit_____ c-study_____

d- arrive _____ e-enjoy_____

Q4:Think of three famous people that you like. Write a sentence about each one : Examples are given

Example: Um Kalthoum was a famous singer.

Taha Hussein _____

Beethoven _____

Diego Maradona _____

Shakespeare _____

You can add your own .

Q5: Make sentences from these words . Write the sentence in the table:

a-returned/a/ weeks/Habiba/ago/ Kuwait /few /to

b-school/eight /brother /ago/left/my/years

c-to/ago/six/ family/ Jeddah/ my/moved/month.

d-was/in/Salem/ ago/town/ twenty-three/born/a/ in/small/Sudan/years

Who	Verb	What/Where	When

Q6: Write a paragraph not less than sixty words about one of these topics.

a-What are your plans for the next week?

b-How to photo copy a letter?

c- One of the time saving devices which you use at home.

d- Advantages and disadvantages of shopping on line.

Appendix(3)

Sudan University of Science & Technology
College of Graduate Studies
Research Questionnaire

Dear teachers, I will be very grateful if you read and respond to the following questionnaire. It is planned to collect data about teachers' opinion on(PYP) students' performances , writing skill , teaching techniques and methodology.

The data will be confidentially used for research purposes only.

Section One:

Biographical information:

1.University name:

.....
.....

2. Gender: a. Male ☐. b. Female ☐.

3. Qualification: a. Diploma ☐. b. Bachelor ☐. c. Post Graduate Diploma ☐. d. Master ☐. e. PhD ☐.

4. Experience: a. (1—5) ☐. b. (6—10) ☐. c. (11—15) ☐. d. (16—20) ☐. e. (21—25) ☐. f. (26—30) ☐.

Section two:

Instructions

This questionnaire is composed of {10} statements. Please, tick (✓) in appropriate response when answering the following statements.

No	Statements	Strongly agree	agree	Uncertainty	disagree	Strongly disagree
Teacher's Factors						
1	The period of one semester is enough to teach the course .					
2	The students of PYP use the correct forms of language when they are writing. The student's text book is not enough to cover teaching writing skill					
3	Poor results in writing are because of old fashion teaching style.					
Students' factors						
4	The PYP students learn intensively at preparatory year program.					
5	The PYP system satisfies the Saudi learners					
6	Preparatory year program encourages learners to improve writing skill.					
7	PYP students write confidently in English.					
University factors						
8	The preparatory year provides an effective					

	program to Saudi students .					
9	Poor results in writing are because of poor syllabus design.					