CAPTER ONE

Introduction

1.1 Overview

Writing skill represents a critical and crucial issue in mastering a language. The fact behind that people of different walks of life communicate in different written formats on a regular basis to negotiate over a price, apply for a job, advertise products and services, deliver speech, convey feelings, attitudes, beliefs…etc. Higher position in ministries, firms, organizations, universities require a profound grasp of writing mastery for a better communication.

Hedage (1988: 302) mentions that in order to produce a coherent and well organized written work; students should be exposed to a variety of techniques and strategies which are basically oriented towards developing the area of language appropriateness, style, content, organization and grammar. The process of writing is seen as a result of employing different strategies to manage the composing process which is one of the gradual developments of the text. It involves a number of activities such as setting goals, generating ideas, organizing information, selecting appropriate language and making drafts; reading, reviewing and editing them. This means designing such activities should be graded like all educational processes. If we follow this, we may reach the ultimate goal.

Writing is an important skill for English language learners, even though it is the last to be taught in the sequence of skills and last to receive emphasis. It is the skill that most probably all students should take care of because the exam depends mainly on writing ability. Students find it difficult to cope with this important skill, especially those in the third year of secondary level. The main issue which this study discusses is to investigate the best techniques which are used for teaching Sudanese EFL learners writing skill at secondary schools. These students face many difficulties in writing which can be attributed to many reasons such as the way English language is taught, teaching materials in Sudanese schools and students themselves. The purpose of writing is the expression of ideas and conveying messages to the reader; the writer needs to pay attention to the formal aspects of writing such as using understandable language, writing correct sentences, forming good paragraphs, using suitable punctuation marks, correct spelling and neat handwriting.

The researcher has observed that the drills and activities which were provided in the secondary school syllabus do not improve student's ability to write good topics. However, the researcher believes that the English language teachers could focus on using the best techniques for teaching writing skill at secondary school level in order to help students to develop their writing.

1.2 Statement of the problem

The researcher noticed that secondary students face many problems in their learning process, particularly in writing English language. This is because; writing is a complex process even in the first language. It is even more complicated to write in a foreign language because writing is a means of communicating ideas, thoughts, beliefs and feelings. Secondary school students should master the skill of writing so that they can communicate easily and express themselves clearly.

In recent years, secondary school student's performance in writing English has been questioned. Evidence of this is obviously noticed in their examination answer sheets in the secondary school certificate. Many students cannot write a good topic in English. In addition, drills and exercises of writing provided in their textbooks are not enough to help them develop their writing.

The researcher tries to find out the best and useful techniques that secondary school teachers can adopt to help students produce clear and meaningful written work and express themselves freely and clearly in English.

1.3 Research Questions

The problem of the research can be stated in the following questions.

What are the effective techniques that EFL teachers adopt to develop teaching writing at secondary schools?

1. Is performance of the students in writing EFL at secondary level satisfactory?
2. Do EFL teachers adopt classroom interaction techniques for teaching writing skill at secondary schools?
3. To what extent does the SPINE series provide adequate activities to develop writing at this stage?
4. To what extent can the use of visual aids help improve students' writing?

1.4 Hypotheses of Research

The following hypotheses form the base upon which the study will be conducted:

1. Performance of students in writing EFL at Sudanese secondary schools is not satisfactory.
2. Teachers of EFL do not apply adequate techniques like classroom interaction for teaching writing.
3. The activities of writing offered in SPINE series are not adequate to develop students' writing.
4. The uses of visual aids effectively help improve student's writing.

1.5 Significance of the Research

First, this study intends to provide English language teachers at Sudanese secondary schools with the best techniques in teaching writing skill. Second, the result of this study might help teachers, educators, experts, supervisors and syllabus designers to get benefit

from the findings of this study. Third, this study tries to encourage students to develop their writing and promote to write good extended topics. Fourth, this study also attempts to provide teachers, educators, supervisors and experts with feedback to improve the curriculum and the students' performance.

1.6 Objectives of the Research

This Study aims to:

1. assess secondary school students' writing performance.

2. find out whether the use of classroom interaction among teachers and students promote writing process.

3. find out whether SPINE series provides learners with basics of writing.

4. highlight the use of visual aids to improve students' writing.

1.7 Limits of the Study

This study is limited to the assessment of writing skill at Sudanese secondary schools in Khartoum State within the school year (2014-2015).

1.8 Methodology of the Study

The researcher is going to use the experimental and descriptive research methods. The tools are two tests for students, questionnaire for teachers, textbook analysis and classroom observation.

1.9 Definition of some important terms

1. **Effective technique**: method of doing something expertly.

2. **Technique**: technique is the way in which the teacher communicate and interacted in the classroom of any a wide variety of exercises, activities, pair or group work oral repetition, shooting questions or device which used in the language classroom for realizing lesson aims.

3. **SPINE**: Sudanese Practical Integrated National English.

CHAPTER TWO

Literature Review and Previous Studies

2.1 Introduction

This chapter is concerned with reviewing the literature relevant to this study and has been divided into two parts. Part (1) deals with a review of writing skill and techniques that are used in teaching. Part (2) surveys various previous studies related to techniques used in teaching writing English language.

2.2 The Importance of Writing

The importance of writing skill in different fields of knowledge can obviously be seen in many contributions. For example, Huckin and Olsen (1991:3) reported that, for many technical professionals the ultimate product of their work is a written document if their documents are badly written, they affect not only the individual, but also the entire organization in which they are working. Organization knows this and sometimes their employment or promotion depends on writing ability the better they write the good chance they will get.

(White, 1991) asserts that writing is an important human thinking activity for the following reason:

1. Through writing, thoughts can be recorded for a long time.

2. Writing is a means of communication, through which learners are able to share ideas and feelings (Sanders, 1988).

3-It exposes learners to more than one medium and also provides additional connection with the language outside the classroom.

4-It is used in formal and informal texts.

2.3 Standard Writing System

According to Nelson (1965: 197), the idea of the standard writing system has emerged since the beginning of English language history. In the period of the standardization, the virtues of having a single system in which all writers spell the same words in the same way were adopted. For example, in the late19th century, King Al Fred helped establish the West Saxon way of writing old English as strong standard for two hundred years or more then the political changes resulting from the Norman Conquest broke down this standard and introduced another period of innovation during which writers adopted a new standard based on French Spelling. In the late fourteenth century, another new standard based on speech and writing practice was yet developed. For example, educated people regardless of their native dialects pretty spell much alike.

The writing system today is based on this notion in most of its features. In spite of some rather extensive changes of pronunciation, there have been no major alternations in the writing system. However, there have been changes in the direction of great consistency and virtually complete standardization. Modern language writing system as a result of strong pedagogical and social pressure for standardization has become a kind of a language which

virtually uniform wherever; English is used with few exceptions which could be shown as follows:

1. There is a slight difference between British and American standards.

2. There is an alternative spelling for few words which is accepted as Standard in both British and American English.

3. There is a deviation from the standard in the representation of spoken English especially in fictional dialogue.

4. There is a deviation from a universal standard in the acceptance of an alternative spelling system for the literary version of Scots dialects known as (Lallans) (ibid: 200).

In the sixteenth century a great demand for standardization subjected to no changes emerged, though it was a difficult task as far as that English is a dynamic language and may change at any time (ibid: 202).

2.4 English Language Writing Development:

According to Rub (2002: 13), course books have been produced on the assumption that, in order to write well and build good paragraphs, students should master the language at sentence level. It was believed that writing activities should focus on sentence formation and grammar models of correct language were set as a basic reference to learners to imitate and copy.

Approaches based on this view are related to the bottom-up approaches. They have been proposed and provided to learners with the idea that they need not only access vocabulary and grammar to produce a coherent piece of language, but they should have also access to the macro- features of the text. These text macro-features include: the topic of the message and the overall structures of that text. It is believed that the origin of writing approaches goes back to the time of Charles Fries in which language was seen as speech and that learning process as a habitat formation (Nunan 1991).

Those approaches emphasized the idea of controlled writing in which writing is regarded as a secondary tool and reinforcement for oral habits. Written exercises were also seen as a part of this reinforcement and they should be free to extend language control in order to promote fluency. Some other approaches rejected this idea, For example: they argued that it is not a manipulation of fixed patterns that lead to language use and it is not by imitation, only that learning takes place. In short, learning to write is viewed as an exercise of habit- information. The writer is a manipulator of previously learned language structures and the reader is a teacher who asks for an accurate piece of writing. The text according to them is seen as a collection of sentence patterns and vocabulary items (ibid: 165).

The development of teaching composition to students of English has been rapidly changing since the beginning of the twentieth century. This period witnessed cycles of changing

approaches and orientations towards second language writing. Some of these approaches achieved remarkable success and then faded, but never disappeared. These approaches were controlled writing approach, current-rhetorical approach, the process approach, English for academic purpose approach and the product approach (Silva, 1990:11).

2.4.1 Controlled Writing Approach

Controlled writing approach based on the idea that students are given guidelines that help them to produce the written task. This approach is subjected to several criticisms. It is criticized as being not enough for producing written discourse in which sentences were linked together and well- formed; therefore the focus on grammatical correctness only is no longer acceptable (Alan, 1986).

2.4.2 Current-rhetorical Approach

The outcome of those criticisms was the current- traditional rhetorical approach which focuses on the composed products. In contrast with the controlled writing approach the rhetorical approach calls for producing longer structures of language rather than separated sentences. The main units of this approach are the paragraph, the organizational conventions of discourse forms and its development. Richard Young provided the characteristics of current-rhetorical approach as cited in Rub (2000):

1. The emphasis is on the composed products rather than on the composing process.

2. The discourse is analyzed into words, sentences and paragraphs.

3. The discourse is classified into descriptive, narrative, expositive and argumentative.

4. The stress is on the use of syntax, spelling and punctuation.

5. The style is concerned with economy, clarity and emphasis.

6. The perception is connected with informal essay and research writing.

According to Connor (1996:59) "current- traditional rhetorical approach benefited writing in three ways: First, "written products become a respectable object of academic enquiry". Second, writing was on longer taught by part time instructors or teaching assistants. Third, a number of journals were devoted to research in writing" .All in all, current traditional rhetoric contributed to free writing from being a mere reinforcement of its sister skills; viz. It became an independent skill and was practiced for its own sake.

2.4.3 Process Approach

According to Raimes (1983:126), the process approach was based on the assumption that writing is anon- linear process in which writers try to approximate the target meaning through using strategies to explore, generate, discover and reformulate their ideas. This approach based on studies carried out by writers who have ability to compose and express ideas using ways and strategies similar to those used by native speakers of English language. The

word process refers to the stages writers apply to express ideas and convey meaning. Activities in the classroom are not based on the teacher; Students alone develop their skills to choose topics, find appropriate information, revise and rewrite their written work by adding and deleting irrelevant information and ideas.

According to the proponents of this approach, writing is assumed to be a cycle and creative process and learning to write is to develop an effective composing product. The reader is asked to focus on communication rather than on form. The text formality serves its context and purpose and the writing content depends on individual writers (ibid).

2.3.4 English for Academic Purpose Approach

The proponents of English for academic purpose approach criticized the above mentioned approaches because they focused on the writer without paying attention to the context writing and their negligence to the individual differences that appear in the variations of writing process. This approach suggested that, academic discourse schemata should be developed, because it focuses on academic genres. English for Academic purpose approach viewed writing as acceptable technique in an academic context and learning to write must be socialized into the academic community. According to the proponents the standard community and the readers are one part of that community. Those readers have ability to judge the appropriateness of the academic discourse, while the

text should meet the standard and the requirements of the academic community and falls into recognizable genres (Raimes, 1987).

2.4.5 Product Approach

Ezza(2000: 16- 18) mentions that the product approach is concerned with the finished text particularly with the manipulation of language structures of relevant written text. All writing forms characteristics of grammar translation and audio-lingual methods were exclusively concerned with the correct presentation of such linguistic phenomena as vocabulary, sentence structure and writing mechanics.

Writing traditions in the 1950s and early 1960s which are dominated by the audio-lingual method were termed controlled and free writing. Their primary emphasis was on sentence exercises and grammatical processing of paragraphs…etc. such writing habits were thought to be a continuation of writing practice preached by Fries (1940) (cited in Ezza 200).His argument that written exercises might be part of the work of second language learner. In other words, writing was incorporated into the process of learner's acquisition of oral habits.

However, the middle of 1960s witnessed the introduction of a new approach to the process of writing known as current traditional approach. This approach was concerned with the logical construction and argument of discourse forms. Emphases were put on the topic sentence supporting sentences, use of transition and

methods of development. Due to this approach, writing becomes important academic subject of research. There would be pedagogical purposes behind conducting research on writing. Thus writing was no longer taught by part-time instruction or teaching assistants (Silva, 1990:159).

In conclusion, the product approach freed writing skill from becoming a mere reinforcement of the other skills. It became an independent skill practiced for its own sake. Therefore, writing was no longer the neglected child in the family of other four skills.

2.5 Learning How to Write

Recent approaches to the teaching of writing e.g. function/ notional interactive approaches have emphasized from the elementary stage onward the importance of relating what the learner needs to write and who he/ she needs to write to. Tomlinson's (1983) assumptions for the teaching of writing to native speakers of English are formulated. Their principal features are:

a. A view of writing as recursive process which can be taught.
b. An emphasis on writing as a way of learning as well as communicating.
c. A willingness to draw on other disciplines of cognitive psychology and linguistics.
d. Procedure for feedback which encourages the instructor during the process.

2.6 Features of Written English

Alan (1988) argues that English in the written mode has several characteristics which are best highlighted by comparing it with spoken language.

- Grammatical and syntactic features: grammatical and syntactic features are thing that writing does.
- Lexical features: The Written English uses a more precise vocabulary covering a smaller semantic field, because the writer has more time to encode than the speaker.
- Organizational features: composed writing is usually planned clearly; i.e. Build up in organization mode from the words to an essay or a book, not as speech which usually does not need planning.
- Graphic or facial features: the facial features of spoken language are facial expressions, gestures and body movement.

2.7 Types of writing

Writing is divided into two major types:

2.7.1 Literary Writing

In case of literary writing, we find these types of writing include several registers of language types, which are the literature components such as.

-Poetry (verses); poems, sonnets, and lyrics.

-Fiction and films: (novels), stories and myths.

-Drama: (plays).

- Statements: articles, essays, reports and criticisms.

All the above mentioned registers of language are called literatures, which are mainly characterized by the use of aesthetics of language that is the usage of creative techniques and features of writing which show the beauty and good aspects of language (Hamp and Hasley, 1987).

2.7.2 Non-literary Writing (fiction vs. non- fiction)

On the other hand, we find the non-literary writing includes the following registers of language types:

-Specific writing which is writing about specific subjects such as: medicine, pharmacy, education or agriculture …. etc.

-Economic writing about field of economy and business.

-Technical Writing, which is writing about engineering and technical subjects. These types of writing are called non-literary writing, which in their techniques of writing do not need the use of aesthetics; feature of language which are called English for specific purposes (ESP). It also called descriptive language. The major difference between the two cores of writing is that, in literary or literature, we use the esthetics language such as figurative language as well as non-figurative language, whereas in non-literary used direct and simple language mainly for meanings (ibid).

2.8 Qualities of Good Writing

Writing requires certain qualities; these are: accuracy, clarity and naturalness.

1- Accuracy: accuracy of writing means the use of correct styles to convey the meaning indented by the writer.

2- Clarity: Clarity of writing means the use of most clear ways of writing to convey the intended and exact meanings and ideas expressed by the write as simple as possible to enable the ordinary recipient or reader to get those intended meanings, and hence understand them.

3- Naturalness: The naturalness of writing context and it follows the natural form of target language to enable the reader to get the idea from what he reads.

4- In addition to the above qualities, there are also many and varied skills necessary for writing and these are:

-Language use: The ability to write correct appropriate sentences.

-Mechanical skills: The ability to use correct spelling and punctuation.

-Stylistic skills: The ability to manipulate sentences, paragraphs and use language effectively.

-Judgment skills: The ability to write in appropriate manners for particular purposes, with a particular audience, with an ability to select, organize and order relevant information (Heaton, 1989).

2.9 Difficulty of Writing

According to Brown (1994), writing is, often a difficult activity for many people, both mother tongue and foreign language. And if teachers want to make writing easier for their students, they must understand the reason for the difficulty and give appropriate guidance and help. Byrne (1983), Think that writing is difficult and complex process for the following:

1. Psychological difficulty: Speech is the natural way of communication. Writing on the other hand, is a lonely activity; a writer is alone in his head when he writes. The writer does not have the stimulus of other participants, or the feedback that comes from face to face interaction. The writer has to find out his own ideas and express them on paper very clearly and logically. We can reduce this difficulty by giving the pupils plenty of group preparation, planning and discussion before they begin to write.

2. Linguistic Difficulty: Speech is very rich signals; it carries information of much kind in many different ways: stress, intonation, loudness, pauses, facial expressions and body movements. Writing does not have these ways of communication except the little that we can show by punctuation. For this reason, and because the writer lacks immediate feedback from the reader, the language of writing must be clear and more logical to be put together than the language of speech. We can reduce this difficulty by revising

the vocabulary and structures that students need for writing tasks before they begin to write.

3. Cognitive difficulties: The logical structure of a piece of writing must be cleaner than that of a piece of conversation. It must make the reader believes that the writer is correct about what he is discussing. So, the writer must move from one step to another with giving reasons and examples. Thinking logically is not a very natural process; it is a habit that our students must learn. And we can reduce this kind of difficulty by showing our pupils what we mean by logical development in English writing, and how the use cohesive devices to introduce the reason, examples… etc that we need. Thus, we must teach the pupils to think logically before they try to write.

4. Affective Difficulty: We usually speak without much conscious efforts, because we often talk about things which interest us and have real relevance to our life. Schools and other education institutes, however, often force us to write about topics that have little interests for us and we have little ideas about the subjects. These facts often result in negative feeling the learners and therefore, make writing difficult or even impossible. We can reduce this kind of difficulty by allowing pupils to choose topics for which they have real interest. s(ibid)

According to what were mentioned, the teacher must be aware of the needs of the students to facilitate their writing.

2.10 Teaching Writing Skills

Anita (199:1) states that writing is an instrument of both communication and self-expression. Most people, however, especially when writing in a foreign language or a second language, use it primarily with other members of their own community or the wider world. The teacher's main task is to teach effective functional writing rather than creative self-expressions. Therefore, there are few initial guiding principles to be considered with regard to the teaching of writing:

1. Writing should be as close as possible to genuine functional use of language as a distinguished form to satisfy teachers.

2. Since people use different means of communication there is no single way of writing correct English. It is, therefore, important for students to read as much as possible in order to be familiar with different varieties of writing English. They cannot be expected to write in a style which they have never seen or read about.

3. Good writing depends on a set of specific writing skills which flows automatically from good grammar to adequate and suitable vocabulary.

   Mudawe (2008:138 -142) indicates that writing is the process of producing real materials in a well-organized way. Teachers of English are required to classify and group their learners in groups or levels for designing better activities. From the very beginning learners should know the alphabets, the relationship between sound and written symbols, spelling, punctuation,

indentation, sentence structure and sentence combinations to produce a better written work. Moreover, the basic paragraph building skills such as topic sentences, controlling idea, unity, coherence, transitions and subordinations should be well practiced by learners of English.

(Raimes) 1983 mentions the following writing activities and stages.

1. Pre- writing stage:

This is stage in which learners are trained to write letters and graphic symbols .A pre writing technique also helps students get ideas to write about.

2. Copying stage:

There are many activities related to this stage such as fill in the blank, scrambled sentences, putting sentences in the correct order, matching question and answers, correcting sentences, cross puzzles and sentence completion.

3. Dictating stage:

This activity is essential and important for developing the spelling. It can be practiced in many ways such as look at the picture and write the words, fill in the missing letters, rearrange the following letters to make meaningful words and match the word with pictures.

4. Controlled writing stage:

It is known as guided writing in which students will be given some information to be illustrated in tables, diagrams, pictures, sentences ….. etc. Then they are required to produce their writing

referring to same materials that presented. This kind of writing is in sharp contrast with free writing. Guided writing may take one of the following forms.

   a) Parallel sentences.

   b) Missing words.

   c) Word ordering.

   d) Joining sentences.

   e) Sentence completion.

   f) Writing based on pictures.

5. Free writing stage: Dickson (1995) defines Free writing it is the opportunity for students to write freely a brief period in each class, usually 10 times or there about.

   This offers students a rewarding experience of writing because it can avoid the inhibition which normally influences writing, inhibitions that have developed since first grade of elementary school; i.e. writing had to be clear, correct and neat. EFL students especially can benefit as their level of competency develops. To be successful though, free writing, while free for the students, will require the teachers to be organized, disciplined and methodical. In this stage, students are free in creating their own ideas, organizing their own thoughts and depending on their own way of thinking. The role of the teacher is to revise the strategies for developing the free writing task such as: date, margin, title and indentation.

6. Grammar stage:

It is admitted that it is too difficult to teach a language without knowing its structure and function. Teaching grammar is simply a matter of knowing how sentences are arranged and formed. A language cannot be learned without learning its grammar because it is the element that makes meaning in the language use (ibid).

Al Mutawa and kilani (1989), point that grammar is the most important element in producing a correct piece of writing. Teachers of English language should make sure that their students have acquired the necessary skill in the area of grammatical meaning which includes syntax, functional words, intonation and stress. Therefore, the following items must be considered when teaching grammar.

a) Grammatical structures (subject-verb agreement, pronouns, tense form, phrases, clauses… etc.)

b) Syntactical structures (complete sentences, sentences variety and correct parallel structures).

7. Punctuation marks stage:

Correct punctuation is more important in writing. Teachers should help their students develop the ability in using correct punctuation marks to avoid committing mistakes in writing.

Teachers must help students produce a coherent piece of writing with a meaningful context. To achieve this goal, they should bear in mind the following points:

a) Planning:

The role of the teacher is to support and encourage students to plan their own writing by stating purposes, linking ideas and knowing what kind of readers they are going to address.

b) Revising:

It is one of the most useful techniques in EFL writing in which students are trained to revise their own production to make sure that all expressed ideas are logical and persuasive.

c) Reader- Based Prose:

This is actually concerned with having an idea about readers need to adjust their information accordingly and make the process of writing as easy as possible.

d) Motivation:

Students will be highly motivated when teachers give them meaningful, relevant and real purpose of writing. Thus writing skill becomes an area of interest for many students, scholars and writers.

As a result, many students might be able to write and their contributions may be noticed in different formats such as: books, educational forums, researches…etc.

To achieve this aim, teachers should follow these points in their teaching:

1. Assist students to generate ideas.
2. Provide students with continuous practice and planning.
3. Encourage them to revise the strategies.
4. Support students with new technologies such as using game, picture videos and so on in writing (ibid).

2-11 Teaching procedures

Ur (1991: 162-163) assumes that, the objective of the teaching of writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an education person would be expected to be able to produce in their own language.

2-11-1 Writing as a means or as an end:

1. **As means**

Writing is widely used within foreign language courses as a convenient means for engaging with aspects of language other than the writing itself. For example: learners note down new vocabulary, copy out grammar rules, write out answers to reading or listening comprehension questions, do written tests. In these examples, writing is simply used either as a means of getting the students to attend to and practice a particular language point, it: providing information as to how well something has been learned in a form which the teacher can then check at his or her leisure.(ibid:162).

2. As end

Other activities take as their main objective the writing itself. At the 'micro' level they practice specific written forms at the level of word or sentence, (handwriting or typing, spelling, punctuation); at the 'macro' level the emphasis is on content and organization: tasks invite learners to express themselves using their own words, state a purpose for writing, and often specify an audience. Example of such activities would be: narrating a story, writing a letter (ibid:162).

3. As both means and end

A third kind of activity combines purposeful and original writing with the learning or practice of some other skill or content. For example, a written response to reading of a controversial newspaper article (combines writing with reading); the writing of anecdotes to illustrate the meaning of idioms (combines writing with vocabulary practice) (ibid).

2-11-2Writing for Content and/ or Form

According to Ur (1991), purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary. This is because much higher students of language are normally demanded in writing than in speech: more careful construction, more precise and varied vocabulary, more

correctness of expressions in general. Also, slow and reflective nature of the process of writing itself enables the writer to devote time and attention to formal aspects during the process of production something it is difficult to demand in the course of the real-time flow of speech (ibid).

One of our problems in teaching writing is to maintain a fair balance between content and form when defining our requirements and assessing. What this 'fair balance' is depend, of course, to some extent on your own teaching situation and opinion.

2-11-3 Writing Tasks

Ur(1991 :165) states that when you are selecting activities or designing your own for a class you are teaching, you should consider the following various types of writing activities as vehicles for promoting writing skills.

1. Book Report

Can be a fairly routine, rather boring, exercise, usually done in order to check that students have read a book, rather than for the sake of the writing. Some preliminary guidance is sometimes needed on content and organization.

2. Book Review

Also needs some preliminary guidance; but the writing is more purposeful, audience- oriented and interesting to do. There is some point in rewriting and polishing the reviews for publishing within the class (on a class notice board, for example).

3. Instruction Sheet

Students usually find this interesting to do, and a little easier than (1) and (2). You may wish to give some advice on the layout of instructions.

4. Narrative

A fairly interesting task that can be adopted for most levels. It depend on preparation of suitable pictures, perhaps cut from magazines.

5. Personal Story

On the whole students are motivated to write (and read) about personal experiences; also, each can write at his or her own level of proficiency. Preparation: perhaps a brief sample of a personal story contributed by the teacher or a volunteer student.

6. Describe a View

This can be interesting, but should be kept fairly short; it can be done at various level of proficiency. If no window with a view is available, students can be asked to recall and describe a view they are familiar with.

7. Describe Someone

Fairly easy to do, and straightforward to present; can be interesting both to write and read.

8. Describe People

Of about the same level as (7); can also be interesting, because of the stimulus to the imagination-but of course demands more preparation.

9. Answer A Letter

Usually a highly motivating task, fairly advanced, with a clear audience and purpose. As it stands, you need to prepare the original letter; an alternative is to ask all the students to write letters of complaint, and later answer each other's letters. Some pre-teaching of conventional letter formalities and layout in the target language is necessary.

10. Job Application

Again, some conventions about letters like this will need to be taught, and perhaps some details about the exact job being applied for.

11. Propose Change

Advance writing, involving the organized and convincing presentation of an argument. You may or may not feel it necessary to read a similar piece of writing with the students in advance, to supply a model.

12. News Report

This is a clear 'model- imitation' writing, which is perhaps useful, but not very interesting to do. It may be more interesting if it is a report of a genuine local event. In preparation, you may need to draw learners' attention to the typical features of this genre of written discourse.

13. Ideal School

A task which is interesting and relevant for schoolchildren. Little preparation is necessary, apart from, perhaps, some

preliminary brainstorming of the kinds of topics they may wish to include.

14. Describe Process

Amore sophisticated task, requiring precise orderly representation of facts: suitable particularly for learners of science or technology.

15. Film Music

Stimulation, fun task for imaginative students, but it may take time to select and prepare a suitable piece of music.

2-12 Helping Students to Write

(Scrivener 2005:192) provides when selecting work for students, you need to be clear about whether it is a useful practice or not.

2-12-1 Writing in Everyday Life

In the early 1990s many people wrote very little day by day, the advent and popularity of e-mail, web forums, Internet messenger services and text messaging has meant that there is now a huge increase in written communication. Whether this growth and popularity will continue as new technology offers easier, cheaper and faster video and voice connections is not clear.

.Beyond these new ways of communication, many people actually do very little writing in day to day life, and a great deal of what they do is quite short: brief notes to friends or colleagues, answers on question forms, diary entries, postcards, etc. The need for longer, formal written work seems to have lessened over the years, and this

is reflected in many classrooms where writing activities are perhaps less often found than those for other skills.

2-12-2 Writing in the Classroom

Scrivener (2005) mentions that it is useful to include work on writing in a course for many reasons:

- Many students have specific needs that require them to work on writing skills: academic study, examination preparation and Business English are three common areas where written work is still very important.

- At the most basic level, your students are likely to be involved in taking down notes in lessons such as yours; this is a skill that is worth focusing on.

- Writing involves a different kind of mental process. There is more time to think, to reflect, prepare, to rehearse, to make mistakes and to find alternative and better solutions.

- It can give you a break, quieted down a noisy class; change the mood pace of a lesson, etc.

Moreover, writing in classroom involves some activities and strategies such as: useless (because we lose out on a lot of potentially good ideas because we reject them too soon). For this reason, it seems helpful

1. Ideas for Generating Ideas

a. Brainstorming

Brainstorming is a way to get the 'ideas creation engine' running. It means 'opening your mind and letting ideas pour out'. It also means not engaging that 'checking' part of your brain that too

quickly dismisses things as stupid or useless (because we lose out on a lot of potentially good ideas because we reject them too soon). For this reason, it seems helpful to separate the ideas collection and the (later) critical review of those ideas. The following is a way to brainstorm in class:

- Write the topic or title in a circle in the middle of the board.
- Tell students to call out anything that comes to mind connected with the topic.
- Write up everything on the board.
- There should be no discussion or comments (especially derogatory ones) – just ideas.

So, students will call out ideas. Teacher will write them up. It may take a while to get going, but after a bit, the ideas will probably start flowing. After a reasonable period of time (i.e. however long it takes to fill the board with thoughts), you can stop. Now there is a lot to look back over. Invite students to select ideas they like and can use, or may be allow some discussion time in groups to continue the sifting process. Everyone should have something they can make use of.(ibid)

b. Text- starts

A lot of real- life writing involves looking at other texts and summarizing, reporting, responding to them, selecting ideas from them, commenting on them, etc. Supplying 'text-starts' can be a good way to provide useful writing work for students and practices reading/ writing skills that useful in professional life and academic research. The actual content of the texts provides a

lot of 'support' for the writer in that there is something concrete to deal with and many ideas are already formulated and mainly need a response or opinion, rather than original thought.

c. Fast- Writing

For many writers, the single most difficult thing is simply to start writing. The blank page sits in front of you, and it can become very hard even to put down the first word. The longer you fail to write, the harder that first sentence becomes. Instead, imagine that your students could have a whole page of their won writing to start from; not a final version, but something on which to base their new writing. This is what fast- writing aims to achieve. Even if only Word or a line from this first attempt makes it into the final text, it is ha served its purpose, like the ignition key on a car, getting the writing started.

Tell students that they need a few pieces of blank paper. The rules are that when you say 'start', they should:

- Start writing about the topic;
- Not stop writing;
- Not put their pen down at all;
- Not worry about spelling, grammar, etc;
- Write 'um, um, um' or rubbish' or something else if they can't think of what to write'
- Not stop to go back and read what they have written;
- Keep writing till you say 'stop' (which will be after five/ eight/ ten minutes or however long you think is appropriate for group).

At the end, they will have a page or more of writing. A lot of it will be rubbish but there will also often be ideas and ways of saying thing that are well worth retrieving. Give the learners enough time to really look back over what they have written. Tell them to be ruthless and cross out a lot of the writing, but also to retrieve some good pieces. They can then use these as starting points for the new writing.

2. Ideas for Helping Writing

a. Structuring and Organizing

Some simple strategies may help learners find an order for their ideas. 'Card planning' involves learners writing down the main themes that their text as notes onto separate cards. They then arrange the cards in various orders until they get a sequence that seems to work. Similarly, learners could draw a sketch diagram showing how their text will be put together, using lines and arrows to link separate items.(ibid)

b. Looking at Sample Texts

It is often helpful if students see samples of the kind of texts they are working on. If you offer this as an activity early on in the lesson sequence, it is likely that this sample will be viewed as a kind of model on which to base their own work. The final product may then be substantially similar to the original, especially in layout and organization, but with substitutions of content. If you offer samples later on in the writing work, learners will probably see the text as something to give them extra support and ideas, but may not

significantly alter their own overall structure and content. A sample text includes the following:

-The layout

- The overall message

- How the items are organized

-Specific phrases and sentences used

-Distinctive grammatical features

-The style and tone

- The effect in the reader

c. Getting Feedback on Drafts

Feedback on writing isn't something to save up until the text is fully completed. In fact, it is very little use then, as the thing is over, and students will probably just want a complimentary comment and then to forget it. The most useful comments are those that will have an impact as the writing is evolving; these will be useful from as many different readers as possible, from fellow students just as much as from you.

Organize pair of students to read each other's work, or group to give comments. Feedback could be done in answer to specific questions or according to a feedback from of some kind or more freely as general response and comments.

As a result of feedback, students can write a new draft of their work, which can then be submitted again to readers for comments. This cycle of feedback and comments can lead to excellent results and really help writers get a clear idea of what a reader finds in their work.(ibid)

2-13 Testing Writing Skills:

Hatim (2009:.53 -54) indicates that in writing students are asked to write paragraphs, stories, letters, or events. Most of these events are written as compositions or essays. In testing the skills of written there should be a problem which stimulates students to write. Therefore, the best way of testing students writing skills is to let them determine their own problem. Thus testing specific problem in writing requires the following three criteria:

1. We have set our writing tasks properly of the population of tasks we expect our students to produce.
2. The tasks should elicit samples of writing which truly represent the students' ability.
3. The sample of writing can and should be scored reliably.
   In conclusion there are some valuable points to classroom teachers to improve the design and scoring of composition test which are listed as follows:
   1. Teachers should give their students more than one subject to write on and short composition would be more reliable at early stages.
   2. Set writing tasks within the reach of all students that means the selection of topics will be according to students' mental abilities.
   3. Try to make writing tasks clearer by providing full directions.

4. The more scores that are provided for each candidate the more reliable the total scores should be.

2-14 Evaluation of Students Writing Performance

Teaching process without adopting any criteria or measures through which we can successfully check the standard of our students and then obtain the desirable feedback that enables us to achieve the ultimate goal, becomes of no use and ineffective. Evaluation itself can be seen as a process of improvement.

According to Badman (1992:3) "evaluation is a process of systematically collecting and organizing information to form valuable judgments based on firm evidence" These judgments are concerned with extend to which particular targets are done or achieved. Therefore, they must guide decision makers towards prosperity and development.

Thorndike (1969:30) defines evaluation "as a term closely related to measurement" This definition is to some extent it is more inclusive including informal intuitive judgment of candidate's progress. In addition, it also includes the aspects of valuing what is desirable and good. Good measurement techniques provide solid foundation for evaluation whether for a single student or to all of them. Moreover, evaluation of student's progress is a major aspect of teachers' job and a good view of where the students are and how they are progressing.

The process of evaluation is fundamentally descriptive in a degree to which certain trait is possessed by certain students. But, assessment is the process that assigns numbers to the result of assessment. It is a qualitative description that makes no statement about the quality of the students' writing performance. However, there are many ways through which students' performance can be checked. The major criteria for evaluating students' performance as general are the following:

2.14.1 Assessment:

Burns (1982: 482 – 483) illustrates the assessment as assessing students mastery of what is being thought indispensable and integral part of the educational procedures. There is a close relationship between instruction, and evaluation however, some evaluation procedures such as standardized tests, which designed to measure students' achievement at any particular time, are not easy identified with the instruction. Thus teachers should assess students' performance frequently to know the ongoing changes in their performance. They must carry out this assessment once or twice every year.

On the other hand, Weigle (2004:91) mentions that teachers' asses their students to:

A-Find out what students already know.

b-identify the progress of students.

C-Check weather teaching objectives are achieved.

d-know what have been already know.

e-Diagnose strengths and weaknesses.

2-14-2 Measurement:

McNamara (2000: 56-58) defined measurement as investigating the qualities of the process of assessment by looking at the scores. There are two types of measurement:

A. Qualification: It assigns the numbers of scores to the various outcomes of assessment. The set of scores available for the analysis when the data are gathered from a number of tests is known as data matrix.

B. Checking: It means to find out the various kinds of mathematical and statistical patterning within the matrix to investigate the extent to which properties, for example, consistency of the student's performance are present.

The aim of these procedures is to achieve quality control which improves the meaningfulness and fairness of the conclusion reached by students.

In addition to that, Thorndike (1969:9) pointed that, measurement always involves three common steps:

a. Identifying and defining the quality that is to be measured.
b. Determining a set of operations by which the attribute may be made manifested and perceivable.
c. Establishing set of procedures or definitions for translating the observation into qualitative statements of degree or amount.

Eventually, the researcher suggested that teachers should be careful, because assessing these areas of writing depends on them, their motivation, behavior and attitudes. Thus, in order to improve students writing performance, it is inevitable to assess, and measure their writing standard. And then at the end carry out the evaluation every now and then encourage writing practice and outside the classroom.

2-15 Writing Techniques

Writing is merely a way of recording language by means of visible marks (Jane Wills, 1981:135).

Writing is usually one of major skills involved in learning a foreign language because it is one medium of conveys language.

Teaching writing skill should be graded as all educational processes. The gradation should start with the easiest to more complicate step. First of all when begin teaching skill of handwriting; the teacher should start with teaching how to write then to copy topic then dictation after that controlled writing and finally free writing.

Writing skill should begin with the letters, than words, paragraphs statements, and at last long an easy (composition).Gradation is important for two reasons:

A. Fist one to ensure that learning experience go from the easy to the more difficult.

B. The second reason is a logical one no one teach writing statement before teaching a word.

2-15-1 Techniques

Archer (1979:9) defines techniques as.

"Away of working with methods functions and code commands to create the offer all response from the computer when the code is run also he define it as a general set of method used to create the offer all illusion of since"

Anthony (1972:2) Defines Technique

"A particular trick stratagem used to accomplish and mediate of adjective (a technique is there for implemental that which actually takes places in the classroom and must be in harmony with method and the approach adapted)"

The research view that the definition about the technique is a procedure used in the classroom.

2-15-2 Techniques in Planning the Class

Choosing classroom techniques are everyday business of every teacher (Jone, 1982).

Raimes (1983) states these questions that help us choose techniques:

1. How can writing help my students learn their L2 better? When students complain as they often do about how difficult is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar, but about the

difficulty of finding and expressing ideas in a new language for them.

2. How can I find enough topics? One useful source that is often overlooked is the students themselves and their interest such as notes and letters to a friend. The first thing we should consider is not which one assignment will be best, but how many assignment we can develop, so that our students can explore the subject as fully as possible.

3. How can I help to make the subject matter meaningful?

When we read our pupil's composition we will not be very interested in what they are writing, but rather in how they are writing and their spelling and grammar accurate? It is easy to make the same type of task much more interesting and meaningful, because the reader certainly needs to find subject matter of a piece of writing interest i.e. needs a purpose rather than just language written.

4. How much time should give my pupils for their writing?

Obviously a lot of language activities and group work take more time than the usual writing assignment. Before we can assess how much time to allow for writing task, we have to examine what writes actually do when they write. Hence are activities that a lot of writers say they do (Raimes, 1983).

They identify why and how they are writing.

They identify who they are writing.

They gather material through observation, brainstorming, making notes, and lists, talking to others and reading.

They plan how to go about the task and how to organize the materials.

They write the drafts. and revise.

They prepare more drafts and then the final version. And they proof read for errors.

The researcher concludes that when we plan for writing it is important for us to include enough time for student to explore the topic through and to try again. Students need to been encouraged by providing more enough time for writing thus, they will be expected to make their writing more interesting, organized and accurate.

2-15-3 Techniques for Teaching Vocabulary

Demonstrating and presenting new vocabulary, involves showing the form of the word (how it is pronounced and spelt) showing the meaning of the word clearly, giving students a chance to hear how the word is used.

2-15-4 Learner Vocabulary Development Strategies

There are some cognitive strategies that teacher could draw their student's attention to employ, so that they could get the largest possible volume of new vocabulary some of their strategies involve. Working out meaning from context (national guessing)

Vocabulary notebook

Word grouping

Rehearsal

Contrastive Vocabulary

2-15-6 Vocabulary Instruction Techniques

Ur (1996) suggests the following techniques for vocabulary instruction.

1. **Ostensive Techniques**

This technique involves vocabulary presentation through normally visual presentations or the use of physical objects. This involves the use (a) ralia (b) pictures and drawings (c) body expressions and movements.

2**. Verbal Techniques**

Word sets: Word sets are also a means of presenting vocabulary. There are very effective because a group or family of words that share a relationship help the learner to remember the words.

3. **Synonyms and Antonyms**

Synonyms and antonyms are also another useful tool for presenting new vocabulary. A synonym means a word that has more or less the same meaning. Teacher could present a new vocabulary that the students do not know in English through another word that bears the same meaning. The word used to explain the new

vocabulary must be known to the student in order for them to get meaning of the new word.

On the other hand, antonyms are the words which bear opposite meaning of the target word. Showing opposite meaning of the new vocabulary helps students to think about it and the contrast itself will increase the possibility of remembering it

A review of all the above mentioned views regarding the techniques for teaching vocabulary the research assumes that it is too difficult to teach writing without knowing vocabulary and meaning of a word.

2-16 Interaction

Interaction has been defined by many educationists as any kind of give and take process that takes places between teacher and learners or among learners themselves inside the classroom, Hubbandet.al, (1983:200) defines interaction as "the result of any communicative situation in which two speakers converse" whereas Stubbs and Delmont (1979:26) define as situations where individual come to a common definition of situation by drawing on similar commonsense knowledge, and make common assessments of appropriate action.

2-16-1 Importance of Interaction in Language Learning Situations

Interaction is considered as important fictions in language learning process, it enables students to acquire different aspect of languages. Rivers (1974:4) points out that "Through interaction students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow student in discussions. Skits, joint problem, solving tasks, or dialogue journals. In interaction students can all possess the language, all they have learned or casually absorbed – in real life – exchanges where expressing their real meaning is important to them. They thus, have experience in creating messages from what they hear, since comprehension is a process of creation, and in creating discourse that conveys their intentions.

2-16-2 Kind of norms that governs Classroom interaction

Norms that govern classroom interaction; are the co-operative principal of conversation,(norms that person and social distance).

Norms that regulate language usage.

Norms that regulate content and thematic development.

Norms that regulate discourse structure.

Norms that regulate social behavior in the classroom.

2-16-3 Factors playing a major role in shaping the structure of classroom interaction

The Following factors have great influence on the classroom interaction (student's knowledge and learning Experian's)

Teacher's style.

Teacher's methodological knowledge and expertise.

The Curriculum

Classroom Struggle for power.

Teacher's control of topic and interaction.

The way teacher and student feel about each other.

The teacher's greater knowledge of the foreign language.

2-16-4 Elements of Interaction in the Classroom

According to Rivers (1987:4) "Interaction is seeing as a collaborative activity involving the establishment of a triangular relationship between the senders. The receiver and the context of situation".

Malamah Thomas (1987:13) supports the same view that: "Teachers and learner are not the only participants in classroom interaction. A textbook written is seen as a transmitter of a message". Through the ideas laid down in text books, writers are communicating indirectly with the teacher and learners in classroom interaction.

In addition to above mentioned elements, the researcher includes some other important elements which are considered very important. Such elements are considered effective in bringing about good analytic and quantity from the interaction. These are the teacher's and learner's world knowledge, the time allocated to classroom activates, besides careful planning and effective management to the whole situation.

2-16-5 Teacher Learner Role in Classroom Interaction

Teacher student, interaction is an integral part of high school classroom and university classroom, because it builds rapport between the teacher and student's. When students feel that they can respect and trust their teacher, they tend to not only perform better academically but also grow more confident in themselves. Many studies have shown the importance of positive teacher student relationship.

Burke (1996) stresses on that:

> *"Multi-year's teacher-student's relationship yield positive result for both teachers and students. When teacher stay with their student for multiple years. They are better able to aid them in their needs. He add that: the relationship between the teacher and the students is something that is not to be ignored, but encouraged and mutated and this study concludes that idea model of the teacher- students relationship revolves around dialogue and mutually respectful treatment between individuals in the working*

relationship" And when students develop a positive relationship with their teacher. They feel inclined to pay attention and to perform satisfactorily in that particular teacher's"

2-16-6 Teacher's Role in Creating and Establishing Interaction inside the Classroom

Clements and Martian (1981) mention that: teachers establish rules for classroom, group work, seal work, translations and interpretation, use of materials and equipment, and beginning and ending the period or the day ideally, the class should establish these rules and procedures through discussion mutual consent by teacher and students teachers can also exhibit appropriate levels of dominance by providing clarity the content and expectations of an upcoming instructional unit.

2-16-7 Provide Flexible Learning Goals

Teacher can convey appropriate levels of cooperation by providing flexible learning goals. Giving students the opportunity to set their own objectives or asking students what they would like to write conveys a sense of cooperation this kind of choice increase their understanding of the topic and tries to accommodate students' interest.

2-16-8 Take a Personal Interest in Student

Probably the most obvious way to communicate appropriate levels of cooperation is to take a personal interest in each student in the class, allow and encourage all students to participate in class discussions and interactions.

From the above paraphrase it seems that there is an overlap in the roles, spontaneously the teacher change his role according to needs of the lesson and the change of role gives the learner great chance to participate and interact positively.

2-17 Teacher Learner Interaction

Teachers always centered most of activates inside classroom, addition to teacher as organizer, conductor, designer also learner considered as effectives participant in classroom and teacher many create various activities to make interaction process more successful.

Lynch (1996:105) mentions that teacher is interact with learners by asking questions and getting answers patterns of interaction in classroom vary from place to place, influenced by local education norms, and also from time to time, as methodological fashions come and go. The level and age of the class also make a difference; the purpose of current learning activity is another influence on interaction patterns.

2-18 Learner- Learner Interaction

Learners' role inside the classroom interaction in not only participation and communicative with their teacher, it also extended to create activities within their pairs is group.

Lynch (1996:106) states that:

"We need to provide for negotiation of meaning between learners through writing tasks involving pairs or smalls groups. The idea of group work (including pair work) is not new, of course. The usual reasons given for using it are that simultaneous group work maximizes each learner's opportunity to speak and write and that practicing in a mall group the psychological burden of public performance".

Chaudron (1988:100) adds that

"Several features of learner behavior examined thus for ultimately involve interaction in the classroom. The behavior which considered here include speech or write that are contingent on previous utterances and that is some way negotiate meaning by reacting to the preceding discourse. Clarifying, modifying, repeating, and asking for clarification and so on. Here, learners are not merely interacting they are interacting to clarity meaning and ideas".

2-18-1 Pair and Group Work

Since 1930s however, there has been an increasing interest in interactions between teachers and smaller groups, varying in size from three to fifteen persons. This movement, provides the basis for an emphasis on group work as a more efficient way of teaching as subject matter and will open up for them possibilities of interaction which are not normally available in whole class approach. Pair work and group occur more frequently in many English lessons class, they are regard as good patterns in classroom, so well planned group and pair work activities can assist in developing interaction process.

The above quotation ensures the researcher's view that group and pair work are designed to facilitate and make interactional process more useful as well as writing activities.

Nunan (1996:142) mentions that. "Pair and group work, can greatly increase the amount of active speaking and writing under taken by all students in the class. It also maximizes opportunities to write".

Richards (1994:152) States

"It has been emphasizes that without other kinds of interaction, students are deprived of may useful and motivating opportunities for using and learning the new languages various alternatives have been proposed which emphasized use of pair and group work in classroom".

Both Nunan and Richards agree that when pair and group work are introduced the opportunities of learning the language will increase, and this advocates the researcher's view that group and pair work are designed of facilitate classroom interaction because they add competition to the language.

2-19 Visual Aids

Visual aids are very important in teaching writing skill. Visual aids enable the learners to understand the main ideas of the lesson and they carry a message in themselves. Various types of visual aids demonstrate different message to the learners that draw their attention and motivate them in learning process.

2-19-1Graphic Organizers for Teaching Writing

Graphic organizers are visual displays that demonstrate relationships between fact, concepts or ideas. Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. Graphic organizers are some of the effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content. In a variety of formats dependent upon the task, graphic organizers facilitate students' learning by helping them identify areas of focus within a broad topic, such as a novel, article, essays and many other writing activities. Because they help the learners make connections and structure thinking, students often turn to graphic organizers for writing process.

In addition to graphic organizers can act as instructional tools. Teachers can use graphic including, web, concept, maps and mind.
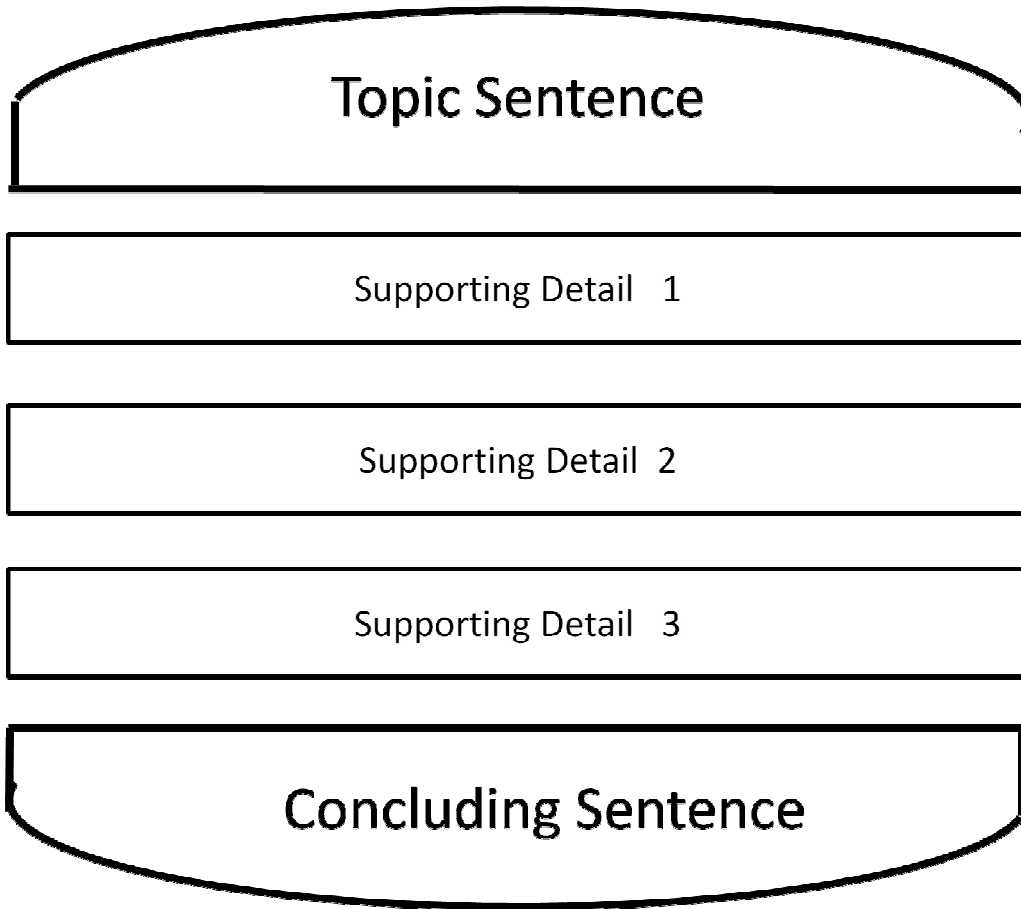
http:// www. inspiration.com/visual-learning/ graphic- organizers /6/2014

2-19-2 Types of Graphic Organizers

There are many types of graphic organizers such as:

Webs, concept maps, mind maps and plots as stack plots and Venn diagrams are some of the types of graphic organizers used in visual learning to enhance thinking and improve academic performance on written papers, tests and homework assignments.

Paragraph Sandwich

Topic Sentence

Supporting Detail   1

Supporting Detail 2

Supporting Detail   3

Concluding Sentence

Use this type to write a paragraph containing 5-8 sentences

http:// www.dailyteachingtools. Com/free- graphic- organizers- w.html

My first ideas (draw more boxes and lines as needed)

Sub topic	Sub topic

Main Topic

Sub topic	Sub topic
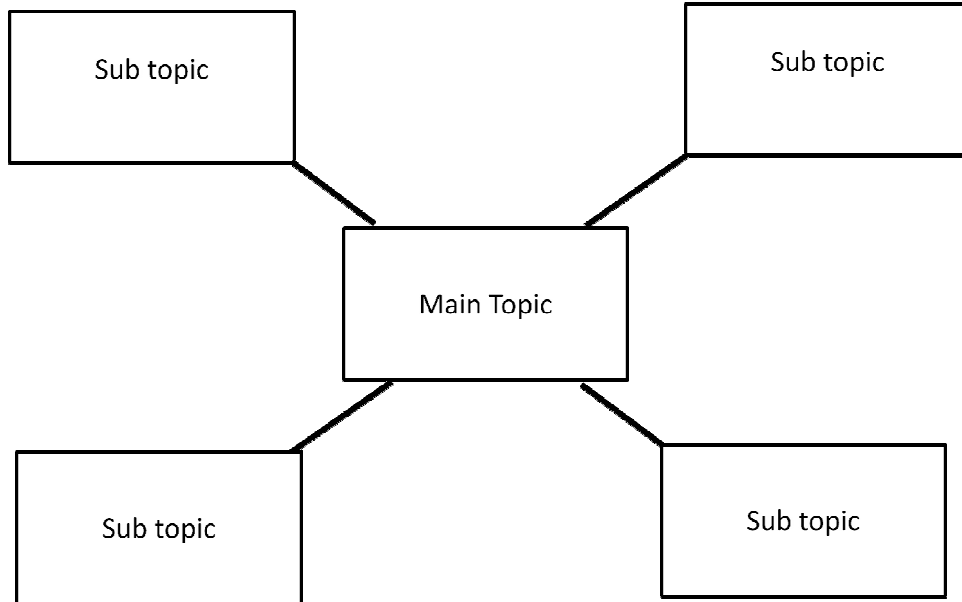
This type use for cause and effect, fact and opinion, compare and contrast, identify the main idea and making inferences.

http:// www.dailyteachingtools. Com/free- graphic- organizers-w.html

Cluster Diagram
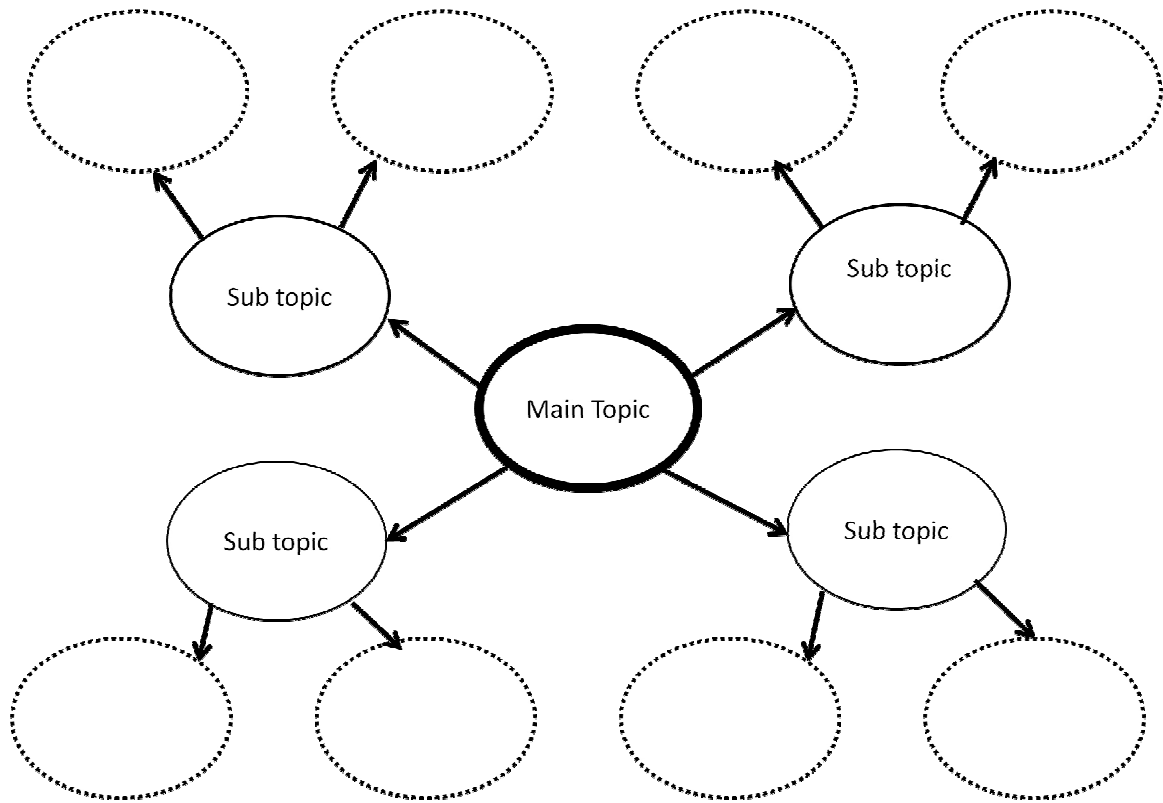
This type of graphic or cluster diagram use for generating, identifying, and organizing details.

2-19-3 Concept Maps

Concept maps graphically illustrate relationships between two or more concepts and are linked by words that describe their relationship.

2-19-4 Webs

Brainstorming Webs show how different categories of information relate to one another.

2-19-5 Mind Maps

Mind maps are visual representations of hierarchical information that include a central ideas or image surrounded by connected branches of associated topics or ideas.

2-19-6 How to Use Graphic Organizers

Graphic organizers are tools that can be used to visualize and organize information. Because they are often used as prompts for students to fill in the blanks, graphic organizers provide many benefits to students who use them including:

- Helping students structure writing project.
- Encouraging students to make decision.
- Making it easy for students to classify ideas and communicate.
- Allowing students to examine relationship.
- Making it easy to brainstorm.
- Guiding students in demonstrating their thinking process.

- Encouraging students to organize essential concept and ideas.

- Helping students increase reading comprehension.

- Making it clear how to break apart a story into the main elements (intro, rising action, climax, etc.) (ibid).

2-19-7 Teaching with Graphic Organizers

Used across the curriculum, teacher use graphic organizers to teach many things, including:

- Cause and effect

- Note taking

- Comparing and contrasting concepts

- Organizing problems and solution

- Relating information to main themes and ideas

- Organization skills

- Vocabulary Knowledge

- Sequencing

htt:// www. inspiration.com / visual- learning / graphic-organizers /6/2014

2-19-8 Flashcards

Flashcards is ELT jargon for pictures that can show to students. They are very useful teaching aid. They are also useful for handing out as part of various activities. Flashcards are very useful techniques for teaching writing and can be uses for:

To quickly show the meaning of lexical item, e.g.to iron; and picture of computer

To illustrate presentations of language for example by giving a visual image to an imaginary character e.g.' This is Marilyn'. Every day she gets up at six o'clock,'… ect;

To tell a story, providing occasional images to give students something tangible to look at and help their understanding, e.g. '… and then a large green lorry turned around the corner and drove towards them';

As prompts to remind them of a specific grammar point or typical error, e.g. a flashcard with the word past on it to quickly remind students to make verbs in the past form,

As seeds for student- base storytelling activates, e.g. handling out a small selection of pictures to groups of students and asking them to write a story that incorporates all those mages;

As prompts for guessing games, definition games, description games, etc. for example, one person in a team has a picture of a person, which they describe the other students are shown a pile of seven pictures (including the original one) and have to work out which picture was described.

2-19-9 Picture Stories

Pictures and picture stories can be in a book or handout, drawn on the board or OHP, on flashcards or on posters. Traditionally they have been used a starting point for writing exercises, but they are useful techniques for focusing on specific language point or as material for writing activities. Most picture stories seem inevitably

practice of the past simple and past progressive. This material could approach in a variety of ways such as:

1. Accuracy to Fluency

In this approach students start by looking at this language involved in this story and work on getting this understood and correct before they move on to work on telling the story. Thus could follow this route:

-Introduction of topic/subject.

-Focus on interesting or essential lexis, grammar or function.

-Look at the pictures and discuss; possibly more language focus.

-Tell the story.

  - Writing exercise.

Pictures and picture stories encourage students to talk by asking questions such as 'what's he doing' to focus on the picture and 'why is he doing it? To invite ideas about motive, intentions, feeling, etc. Specific language could be focused on (e.g. modal verbs for speculation- he might be …, he could be…, he must be …, etc.) when it seems appropriate ask for predictions about what is work with that.

When students have had enough opportunities to talk through the story, put them into pairs and ask them to tell the complete story to each other. Finally still working in pairs, they write it out. The focus on accurate use of language prepares students for an opportunity to

use the language correctly, Moreover, Oral preparation ensures that students are more familiar with the grammar and lexis, and are thus better prepared for the inevitably tricky task for writing a good story.

2. Variations

There basic recipes for picture – story lessons are easy to adopt. A little thought will reveal many ways of doing each of the stages differently, or not doing one of stages at all, or doing them in a different order, or doing something completely different with the pictures. For example:

Introducing the topic: setup a 'TV debate 'on UFOS with role cards.

Written work: instead of getting student to write out the whole story, give them a text that you have written earlier. Students have to decide on missing words and fill in blank spaces, or perhaps put jumbled – up sentences in the correct order.

3. Planning Work With A picture Story

Decide what lexis is going to be essential or useful for students to know if they are to tell the story.

Decide on a grammatical item that you could focus on at same points, in the story.

Devise a communicative activity

Devise a writing exercise that involves the whole class working or writing out a single text.

A review of above all mention the researcher assumes that once we understand why visuals are important, we should be excites to take steps to use these tools when we are teaching writing. In addition to, the use of visual aids actually show the students what we are teaching, Moreover, visuals clarify the material being taught, and make teaching and learning of writing more permanent.

2-20 Previous Studies

This part will deals with previous studies which were contributed to the present study. These studies represent the possible related literature that the researcher has successfully obtained and they provided the researcher with useful guides in the field of writing.

Study (1) by: Mohammed A ltayeb Alkabashi.

Title: Evaluation of Sudanese Secondary School Pupils Standards in Reading and Writing after the Application of Sine Series. Unpublished Ph.D. Thesis (Sudan University of Science and Technology (2007).

The Objectives of this study are listed as follows:

- TO realize and maximize the ultimate goal of studying reading and writing in secondary schools.

- To investigate some of the factors that affect pupils' standards in reading and writing.

- To find out how to enable secondary level pupils develop their reading and writing abilities.

- To help educators, designers and teacher revive textbooks so that secondary school pupil's gain self- confidence in reading and writing.

The researcher adopted the descriptive and analytical approach, tests and questionnaires for gathering data.

The populations were secondary school teachers and students from both male and female, the sample consists of (30) secondary school teachers and (225) secondary school students from Khartoum north and Omdurman both male and female.

The researcher comes out to the following results:

1. Pupils were incompetent in reading as well as the Spine series have not got sufficient vocabulary practice and reading material is overloaded.

2. Pupils were also incompetent in writing due to some factors as: their poor linguistic competence and insufficient writing material in Spine series.

The similarities and the differences between the pervious study and the present study are as follows:

The pervious study evaluated students' reading and writing at secondary school in Khartoum State, while the present study will investigate the written performance of secondary level students. Other differences between them are in population, sample and the tools.

Study (2) By: Al Sadig Yahya Abdallah.

Title: Investigating Sudanese EFL learners Written Discourse Competence. The Case Study of Fourth Year English Students in some National Universities. Unpublished Ph.D. Thesis University of Khartoum (2000).

The objectives are listed as follows:

- Giving insights into the nature of English language discourse.
- Investigating Sudanese EFL learners writing problems at discourse level.
- To propose an approach to EFL learners in writing at Sudanese institutions.

The researcher adopted the descriptive and analytical approach and used tests and ready- made materials to collect the data.

The populations of the study were the fourth year English students from three national universities. The sample of the study consisted of (50) students from Khartoum University, Faculty of Arts, (49) students from Omdurman Islamic University, Faculty of Arts and (50) students from Al Nilein University Faculty of arts.

The final results are the following:

1. Students were poor in grasping properties of English written discourse such as cohesion and mechanics.

2. The overall quality of students' written performance was below average.

3. Students spelling errors were due to their lack of grammatical and morphological awareness and the complexity of the English language system.

4. Students were also poor in the use of capitalization.

The similarities and the differences between the pervious study and the present study are as follows:

Both studies investigate writing performance; the previous study is a great value to the present one because it handled the study from a different angle. The differences between them lie in population, sample and tools of data collection.

Study (3):by GamarAddawla Abbas Mohamed Albooni.

Title: an Analysis of Syntactic Errors in Written and Oral Production: A case Study of Students Studying English at Faculty of Arts, University of Khartoum. Unpublished Ph.D Thesis, University of Khartoum (2004).

The Objectives of the study are the following:

- It is an attempt to describe and examine the approximate systems of English Language department of Khartoum University, faculty of Arts in Written and oral production.
- It tries to discover whether students improve their learning or not at the end of the year.
- The study also aims to determine which gender shows better improvement in written and oral production.

The researcher adopted inductive and descriptive approach and collected the data from a ready-made material of student's written work.

The population was the first year students, faculty of Arts, University of Khartoum. They have been learning English for seven years. The sample consisted of (250) students, (102) male and (148) were female.

The Results showed the following:

1. Students were improved in oral and written production in the second semester.
2. Students' average performance in written and oral performance is increased in semester two.
3. Average performance in written production was higher in oral production.
4. Female students' average performance in both written and oral production is higher than male students.
5. Articles, prepositions, verbs, nouns, and pronouns are the area of moat difficulties in the students' learning process.
6. Arabic interference was most visible in students' frequent omission of verb to be, preposition, articles, errors and the repetition of subject and object.

The similarities and the differences between the pervious study and the present study are as follows:

The two studies deal with students' writing performance, but the only difference is that the present study deals with students' writing ability only, while the previous study

investigated both written and oral production. There are some differences in population, sample and the tools of the study.

Study (4) By: Mohammed Hamid Al- Ahmed Al –Ta'ani Title: An Investigation of the Spelling Errors Found in Writing Composition of Second and Third Secondary Students in the United Arab Emirates. Unpublished Ph. D Thesis. Sudan University of Science and Technology (2006).

The Objectives of the study are the following **:**

- What are the spelling errors in the writing of the Emirates students and what are the linguistics adopted by students in spelling?

- What are the types and sources of most frequent spelling errors of Emirati students?

- What are the differences between second and third secondary classes' errors?

- Are there any differences between male and female students in spelling errors?

- What are the recommendations, suggestions and pedagogical implications to solve these problems?

7. The researcher followed the descriptive and analytical approach and used tests to collect data for the study. The similarity and the differences between the pervious study and the present study as follows:

The populations of the research were second and third second cycle students in Umm Al Quwan educational Zone in United Arab Emirates, second semester (2003-2004). Sample of the study consisted of (100) second class students and (100) third class students in scientific stream (50 male) (50) female.

The study comes out with the following results:

1. Vowel and silent letters were the most problematic areas.

2. There were no differences between the percentages of errors due to sex.

3. The most frequent errors were in the middle of the spelled word.

4. Female students in both classes committed less spelling errors than male students.

5. Few errors were made in the area of derivational and inflectional morphemes.

The previous study investigated only one area of spelling in students' writing, which is more helpful for the researcher because spelling is one of the areas into focus on the present study. The difference is in the population, sample and place of each study.

Study (5) By: Mohamed Ilyas Mohamed Aradeb.

Title: Evaluation of writing performance of Second Year English Language Students in Kordufan University. Unpublished P.h. D Thesis Sudan University of Science of Technology (2010).

The Objectives are listed as follows:

•To identify the main problems that face second years English students in learning the skill of writing.

•To explore the ability of second year English students of producing good writing performance in the area of language sentence and paragraph construction, punctuation, spelling and handwriting.

The study followed the descriptive analytical approach. The populations were English language teachers from Kordufan Universities and second-year English students from Kordufan universities. The sample consisted of (20) English language teachers from the three universities and (60) second year English students in the academic year (2009-2010) semester four in Kordufan universities.

Results:

1. Kordufan universities students writing performance were weak in the use of punctuation marks.

2. Students' weak writing performance in the basic level and higher secondary schools.

3. Teachers and students lack of motivation in writing.

4. The big number of students in the university does not allow teachers apply modern techniques in the teaching of writing.

The previous study evaluates the students' writing performance, while the present study investigates the students' writing

performance. The difference is also in the population, sample and place of each study.

Study (6) by: Sayed Mohammed Hassan Mohammed.

Title: Frequently repeated Errors in Essay Writing (A case study of Saudi University Students). Unpublished M.A Thesis Omdurman Islamic University (2006).

The Objectives are the following points:

- To find out the reason behind committed frequent repeated writing errors by Saudi university students.
- To suggest practical solutions to be adopted by teachers, syllabus designers and researchers to improve students writing competence.

The researcher conducted the descriptive analytical approach and used testing for data collection.

The target population of the study was the college of language and translation, level (3) Imam Mohamed Bin Saudi Islamic University in Saudi Arabia. The sample consisted of (45) students). Who have been trained to write advanced compositions for three semesters.

The results appeared as follows:

1. The study proved that the frequent repeated errors in essay writing were due to inter- lingual factors, itra-linqual factors, fossilization, habit formation, and performance and competence errors.

1. 2. Teachers themselves help students commit errors through improper instructions and corrections.

The similarity and the differences between the pervious study and the present study as follows:

The previous study investigated only the grammatical aspects in students' writing performance while the present study deals with the most aspects of students' writing performance like correct use of language, sentence and paragraph structure, punctuation, spelling and handwriting.

Study(7) by: Said Hassan Farah at.

Title: Errors analysis: A study of the written performance of University of Khartoum Freshmen. Unpublished M.A Thesis University of Khartoum (1994).

- Identify , classify, and analyze the common and frequent grammatical errors of the students under study and explain the reasons beyond their occurrence.
- Establishing the most frequent areas that inhabit the areas of English grammar.

The study followed the descriptive and analytical approach and the researcher used a ready-made material as instruments for data collection.

The target populations were the first year students, faculty of Arts, university of Khartoum (1991). They were both meal and female with the same age. They have studies English for six years.

The sample consisted of (300) students, (120) male and (180) females.

The Results are the points listed below:

1. The major learning strategies employed by students were the causes of most errors students committed.

2. Mother tongue interference is also another cause of errors.

3. Other factors such as overgeneralization, simplification, and bad instructions were also causes of student's errors.

The previous study investigated the writing performance with regard to the grammatical aspects only. While the present one will investigate sentence and paragraph structure, punctuation, spelling, and handwriting. The difference is also in population, sample and area of study.

Study (8) by: Alfred Gasim Yacoub.

Title: Investigating Difficulties Facing Sudanese Secondary school students in writing English as a foreign language. Unpublished M.E.D. Thesis, Sudan University for Science and Technology (2005).

The objectives of this study are the following:

- To find out the difficulties facing Sudanese secondary level students in writing and try to solve them.

- To find out ways of introducing materials in Sudanese secondary schools that will reinforce English language learning.

The researcher adopted the descriptive and analytical approach and used tests and questionnaires as for collecting the data.

The population of the study consisted of experts, English Language teachers and secondary level students in Sudanese secondary schools and the sample consisted of (175) teachers, (15) experts and(95) students from Sudan University of Science and Technology.

The Results are these points:

1. Students' Performance is better in post test than in pre-test due to effectiveness in teaching programmers.
2. Writing is deteriorating in secondary school due to the factors that affect teachers' performance and students writing ability.

The previous study is conducted on the students of Sudan University of Science and Technology in Khartoum State. It discussed writing problems while the present study is carried out on the students of secondary school trying to evaluate their writing performance. The difference is also in population, sample and place of the study.

Study (9) By: Bahia Khalifa Ibrahim.

Title : Composition Writing Deficiency, A content Analysis of SPINE Series, (Books 4-5-6). Unpublished M.A Thesis, Omdurman Islamic University (2004).

The Objectives are mentioned bellow:

- To investigate composition writing deficiency through the analysis of SPIN books. (4- 5- 6) students books and teachers guidebooks.
- Examine whether composition writing help improve students writing performance.
- To know whether the inability of students writing is due to inefficient teaching or the students themselves.

The researcher conducted the descriptive and analytical approach and used questionnaires, content analysis and interviews to collect data.

The target population were the third- year secondary school students and secondary school teachers in greater Omdurman province (Omdurman, Ombada and Karari). The sample consisted of (50) English language teachers (males and females) and (100) students both male and female.

The Results are shown below:

1.Majority of the students are unable to write even a paragraph due to the following:

2. Insufficient teaching of English Language as general and composition writing in specific.

3. Majority of the students are unable to write even a paragraph due to the following:

4. Students lack efforts to improve their writing ability.

5. Teacher's guide books fail to play their role in proper way.

The present study handles the whole writing skills of secondary schools students, while the previous study focused on the concepts of essay writing and the reasons behind students writing problems in the secondary school. The difference is also in population, sample and the area of the two studies.

Study(10) By: Hamid Abdalla Arabi.

Title: An Investigation of Writing Performance among Preliminary –Year Students. Unpublished M.A.Thesis, Khartoum University (1999).

The Objectives represents the following points:

- To foster students' ability of writing in general and sentence connection and structural grammar in specific.
- To provide some suggestions to in cooperate the teachers of English language to improve students writing ability.

The researcher followed the theoretical framework of medial error analysis and used ready- made materials to collect the data for the research.

The target populations of the study were Ahfad, AlNeelian and Juba University, first-year students (male and female). The sample is composed of (12 composition scripts of preliminary year students.

The results approved that:

1. English language teaching methods neglected writing ability.
2. Language interference lessens students writing performance.

The two studies deal with students' writing performance, but they differ in population, sample and the area of the study.

Study (11) By: Abderhman M. Ahmed.

Title: Problematic Areas in writing Skills. Unpublished M.A Thesis. Sudan University of Science and Technology (2008).
The Objectives are mentioned bellow:

- To identify some factors that cause writing problems.
- To identify the main types of writing problems that face secondary school students in Sudan.

The researcher adopted the descriptive and analytical approach and tests to collect necessary data.

The population consisted of secondary school teachers and students from Rabak and Dar elsallaam. White Nile State. The sample is divided as follows:

a. (30) Secondary school teachers.

b. (30) Secondary school students.

The Results are the following:

1. Many of secondary school students have problems in writing especially in grammar, punctuation marks, spelling and vocabulary.
2. Lack of teaching materials and literature books have led to further decline of writing skill.
3. There are not enough exercises in SPIN series to enable student master the skill of writing.

The previous study discussed only the problematic areas in students writing at Sudan University of Science and Technology, while the present study discusses the whole aspects of writing in Secondary schools. There is also a difference in population and sample of the two studies.

Study (12) By: Nuzaha Adlan Mohammed.

Title: Problems of paragraph writing at Basic Level Schools. Unpublished M.A Thesis, Omdurman Islamic University (2006).

The Objectives are the following:

- Discover pupils' paragraph writing problems.
- Prepare pupils for advanced paragraph writing.
- Suggest some techniques that can be applied to overcome writing problems.

The researcher used the descriptive and analytical approach and used read-made material for data collection.

The subjects of the study were the pupils of Musab Ibn Omier Basic level School for Boys, Bahri, District. The academic year (2005)-2006). They have learned English for (4) years. The sample consisted of (50) pupils to investigate how they are used to the writing of coherent and well-developed paragraph. The pupils were asked to write a paragraph of not less than (100) words.

The results are as followed:

1. Most of the pupils who attempted the exam have little idea about sentence writing.

Few pupils who attempted the exam have little idea about sentence writing.

The similarities and the differences between the pervious study and the present study are as follows:

Generally the present study deals with overall performance of the students' writing, while the previous one discussed only paragraph writing.

2-21Comments on previous studies

The previous studies provided the researcher with tremendous invaluable information as they are so related to the present study. And she benefited a lot in following manner:

- To recognize how the researchers encounter the problems and find solution to these problems.

- How the researcher chooses their population of their studies, the samples and set out the objectives of their studies.

- The researcher benefited a lot by recognizing the various methods and techniques for teaching English Language.

- The researcher benefited a lot by recognizing how to design the researcher and how to organize it properly.

- The researcher also benefited a lot from the related literature as all researchers of the related literature followed the descriptive method which was also adopted by this study so as to realize its broad aims.

- The researcher also benefited from the statistical measures and statistical treatment of these studies in obtaining accurate data analysis and results.

- Most of the previous studies concentrate mainly on SPINE Series textbooks.

Finally, when the researcher has compared the cited previous studies with the current study, however, it is agreeable to say that there are some points in previous studies corresponding with the current study as research entitled:

Interaction techniques in teaching writing EFL students. Pair and group work as techniques used in mixed ability overcrowded classes as a technique for teaching English in general.

CHAPTER THREE

Methodology and Procedures of the Study

3-1 Introduction

This chapter presents the method of the study, population of the study, the study sample, the tools of the study (four types of tools were used: two tests, questionnaire, textbook analysis and classroom observation), Procedures of data collection and statistical treatment.

3-2 Method of the Study

In this study, the researcher adopted empirical and descriptive analytical research methods in order to study, investigate and assess the pupils' writing performance.

3-3 Population of the study

From the researcher's experience in teaching English language in secondary schools, it has been noticed that many students' writing performance is not satisfactory. In addition, drills and exercise of writing provided in their textbooks were not enough to help students to develop their writing. This led the researcher to the choice of the secondary schools in Khartoum State, Omdurman Locality as population of this study. These secondary schools include both model schools and geographical schools.

3-4 Samples' of the Study

The first sample group of this study is secondary school teachers from Khartoum State, Omdurman Locality, which were selected randomly to make the total of forty (40) teachers of EFL from the whole population (130) (male and female). Their experiences ranged between 1-30 years in teaching English and they differ in their academic qualifications. Some of them have a Bachelor degree, others have Diploma and a few of the teachers hold a master degree.

The second sample group is the sample of students consisted of (300) students, (155) female and(145) male from Mussa Aldow Secondary School for boys and Omdurman secondary school for girls in Omdurman Locality.

3.5 Study experiment

There were actually two classes in this study. The first one was the experimental group while the other one was the control group. They all studied English for the same amount of time, and used the same textbooks.

The pupils in the two groups were taught writing skills from their textbooks for one month. The main difference between the classes, in terms of how they studied, was that the researcher could use visual aids (graphic organizer i.e. clustering for teaching writing). The aims were to get ideas to write about and to help explain how different pieces of information are connected to each

other, to quickly clarify new vocabulary or phrases for the experimental group, while visual aids were not used at all in the control group. Both classes took a pre-test prior to the instruction program and a post-test after the program.

3-5 Reliability and Validity of the tests

The tests are believed to have content validity as they aimed at assessing the students' achievement in writing skill. The tasks required in the tests were comparable to those covered in the book and practiced in class. In addition, the tests instructions were written clearly in English and the examinee's task required was defined.

3.5.1 Validity

The tests were validated by a group of experts who suggested some valuable remarks about the tests and the researcher responded to that.

3.5.2 Reliability

The study used the test-retest method: The test-retest method of estimating the test reliability involves administering the test to the same group of people at least twice. Then the first set of scores is correlated with the second set of scores. Correlations range between 0 (low reliability) and 1 (high reliability). The coefficient correlation formula was used to calculate the correlation:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x2 - (\sum x)2][(n\sum y2 - (\sum y)2)]}}$$

The results showed that there was strong positive correlation between the pre-test and post-test:

Pre-test: .878

Post-test: . 757

Furthermore, to increase the validity and reliability of the test, two tests were given as pre-test and post-test at different intervals of time. Taking more than one sample of students' work, "can help reduce the variation in performance that might occur from one task to task". Thus, we decided to take at least two samples.

3-6 Reliability and Validity of the teachers' Questionnaire

To guarantee the content validity and reliability of the teachers' questionnaire, the researcher has adopted the following procedures:

1-The questionnaire was reviewed by five judges who are Ph.D holders specialized in evaluation and measurement, educational Psychology, linguistics and curricula designers. (See appendix 2). The researcher intended for the questionnaire could be fully examined and evaluated.

2-The questionnaire was modified according to the judges' suggestions (some words were added, some difficult or unrelated items were deleted, some items were reconstructed) (See appendix 3).

3-After typing the teachers' questionnaire in its final version, it was distributed to (15) participants from the study population to ensure its face validity.

4-Then this pilot questionnaire was collected.

5-The majority of the participants commented that the questionnaire is clear.

The validity of the questionnaire is that the tool measures the exact aim which it is designed for. The researcher calculated the validity statistically using the following equation.

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (Spilt – half).

This method stands on the principle of dividing the answer location coefficient between the two parts. Finally, the (reliability coefficient) was calculated according to Cronbach's Alpha and Spearman Brown equations as follows:

$$\text{Reliability} = \frac{2+r}{2+1}$$

r = person correlation coefficient. For calculating, the validity and the reliability of the questionnaire from the above equation, the researcher distributed (15) questionnaire copies to respondents. The results have been shown in the following table.

Table No 3-1) the statistical reliability and validity of the pre-test sample about the study questionnaire.

	Reliability	Validity
Overall questionnaire	0.74	0.86

The results of the above table show all reliability and validity coefficients for pre-test sample individual, about each questionnaire hypothesis and for overall questionnaire are greater than (50 %) and some are near to one. This indicates that questionnaire was highly valid and reliable and that would give correct and acceptable statistical analysis.

3-6-1 Construction of Teachers' questionnaire

The questionnaire was designed on the basis of the hypotheses of the study after a comprehensive investigation into the field of learning and teaching writing skill. The teachers' questionnaire includes 16 items and aims to investigate the interaction techniques using visual aids in teaching writing skill at secondary schools as well as the students' writing performance.

Then the researcher designed responses with five options. These are: strongly agree, agree, not sure, disagree, and strongly disagree. Then from these options the teachers were asked to choose the one which suits their views by making a tick (√) in front of their option. The questions of teachers' questionnaire were divided into four domains.

Domain (1) to investigate the students' writing performance. Domain (2) to investigate the effect of classroom interaction techniques on teaching writing. Domain (3) to investigate quantity and quality of the writing activities provided in SPINE series. Domain (4) to investigate the effect of using visual aids on teaching writing.

3-6-2 Pupils' Test

This consists of two composition tests (pre-test and post- test) and aims to investigate the pupils' abilities in writing. The researcher used the interaction techniques using visual aids (graphic organizer or clustering) in the experimental group; to help to generate ideas to write about; and to help explaining how different pieces of information are connected to each other, to quickly clarify new vocabulary or phrases, while interaction techniques using visual aids were not used at all in the control group.

3-6-3 The marking scheme of the writing test:

The ESL composition profile Jacobs (1981) was used to score the pupils written products. This scheme involves grammar, vocabulary, spelling and punctuation marks.

3-6-4 Division of Marks

The marks were distributed like this: ten marks for grammar, ten marks for vocabulary, five marks for spelling and five marks for punctuation marks. The writing tasks were marked first by the teacher who taught the pupils then marked

by the researcher. The results are shown in table (4-1) and (4-2) in chapter four.

3-6-5 Textbook Analysis

This includes SPINE 6 and aims to analyze the types of writing activities provided in these books in terms of language items. It also aims to see whether the writing activities provided in these textbooks are authentic.

3-6-6 Classroom Observations

The researcher observed three classes (third year) in Musa Aldow Secondary School for Boys and three classes (third year) in Omdurman secondary school for Girls. The aim was to investigate the ways of teaching writing activities and the interaction of the pupils with their teachers and materials used, beside the classroom size and its organization using a checklist.

3-7 Pilot study

Pilot study is important for maintaining the objectivity of the study and to check out the instruments used before the final administration of this study. A group of 15 pupils from third class secondary level participated in the pilot study.

The Pilot study aimed to check the following:

1. Whether the interaction techniques using visual aids inside Classroom increase student' abilities to write.
2. Clarity of the questions and statements of the questionnaire.

The subjects were first asked to write two compositions (in two separate sessions). They were given some words to help them in their writing; also they were given graphic organizers to help them to see how different pieces of information are connected. Thus the usage of the graphic organizers facilitates the writing composition. In addition, the visual aids facilitated resolutions of word-related and ideas- related difficulties.

The teachers' questionnaire was also piloted on 15 teachers. Some respondents requested explanation for some expressions which were considered in the final version of the questionnaire.

3-8 Conclusions

This chapter has shown the method of the study and the tools of the study. These tools were (teachers' questionnaire, pupils' writing tests, textbook analysis and classroom observation). All these tools were proved to be reliable and valid. Reliability and validity were checked thought the pilot study.

The researcher confidently used these valid and reliable tools for the main sample of the study. Also this chapter has described the population and the sample of the study; procedural steps for administering tools and collecting the study data have been described.

Finally, the researcher explained the kind of statistical treatment which would to be used to collect and then analyze the

data. The next chapter will deal with data analysis, results and discussion of the results of data collected.

CAPTER FOUR

Data Analysis, Results and Discussion

4-1 Introduction

This chapter presents the results obtained from the data collected by the teachers' questionnaire, discusses the scoring procedure adopted to analyze the subjects' written work (pupils' tests), analyses the textbook of SPINE 6 and the checklist of classroom observation.

SPSS (statistical packages for social and science computer program) was used to analyze the data for each student's performance in both tests and the questionnaire. The results are presented in the form of frequency tables and percentages.

4-2 The tests analysis

The analysis of the experiment focuses on answering a vital question: To what extent can the usage of visual aids help to improve students' writing? To answer this question, computed the mean, standard deviation, standard error and ranges for the pre-test- and post test of both experimental and control groups. To find out whether the group had any progress as a direct result of instruction, T-test group was computed for each group using the pre-test and post-test mean scores of each group.

Table (4-1) .Distribution of pre-test and post-test Scores.

Group		Mean	SD	SE of Mean
Experimental group	Pre-test	28.7000	20.9244	3.5062
	Post-test	38.6000	20.9244	3.8201
Control group	Pre-test	32.000	19.2057	2.6847
	Post-test	32.4333	20.2057	3.5066

Table (4-2) .T-test comparing the results of the two groups.

Group	N	Mean	Std. Deviation	Std. Error Mean	t-observed	Df	Sig.(2-tailed)
Experimental	30	6.966	2.0620	.3821	18.233	29	.000
Control	30	6.300	1.3169	.2402	26.202	29	.000

Table 4-1 clearly shows that when the visual aids in teaching writing skill was used within the experimental group, it scored higher than those in the control group on the post-test (mean = 38

and 28 respectively) with similar variations among students in the experimental and control groups (SD = 20. 93 and 20. 20 respectively).

Since both the experimental and control groups were equal in size, no significant differences existed between the groups on basis of their pre-test mean scores previously at the beginning of the program.

Results of the T-test in Table 4- 2 shows that the mean scores of both control and experimental groups were (6. 966) and (6. 300) respectively, Comparison of mean scores for the groups yielded a difference of (+0.668) between experimental and control groups. Further, the results of the T- test yield at the .001 level ($p<.001^{***}$) meaning that the difference between the experimental group and control group scores were statistically significant. This suggests that students' writing performance within the experimental group improved significantly as a result of introducing the visual aids in the classroom.

Through observations, we can state that the results within table 4-1 show that while both classes improved, the results of the experimental group improved more than the control group. The control group's improvement was not expected though, as the pupils studied intensely for a period of one month, and may have applied their own skills. Both groups show improvements but the experimental group showed a marked improvement with the highest scores when compared to the slight improvements achieved by the

control group. These results clearly illustrate the strongest evidence we have found in experiment, and supports our original hypothesis: The use of visual aids can effectively help improve students' writing.''

Table (4 – 3) Teachers' Responses to Questions about the students' writing performance

Statement		Strongly agree	Agree	Not sure	Dis agree	Strongly disagree
1. Poor stock of vocabulary hinders students' writing ability	Freq.	33	22	00	00	00
	(%)	60	40	00	00	00
2. Pupils think first in Arabic then transfer their ideas into English.	Freq.	31	23	1	00	00
	(%)	56.4	41.8	1.8	00	00
3. Writing materials haven't got enough practices that help students assimilate mechanics.	Freq.	16	33	1	5	00
	(%)	29.1	60	1.8	9.1	00
4. Teachers are unaware of the sources of the students writing problems.	Freq.	30	21	3	18	6
	(%)	52.7	38.2	5.5	12.7	10.9

4-3 Analysis of the Teachers' Questionnaire

The teachers' questionnaire consists of four interrelated statements concerning the process of writing skill. They are about students' writing performance, classroom interaction, syllabus and visual aids.

When asked about whether poor stock of vocabulary hinders the students' writing ability, (60%) of teachers were strongly agree, (40%) of them agree with the point (see table 4-3).This means that teachers should make words grouping and synonymy strategies for teaching vocabulary.

In response to a question about the fact that pupils think first in Arabic then transfer their ideas into English, it was found that more than half (56.4%) of the respondents strongly agree, (41.8%) of them were agreewith the idea 1.8% not sure.This means that to avoid organizing thoughts in Arabic sense, students should be exposed to variety of exercises on how ideas and thoughts are organized in English.

Concerning wither writing materials have not enough practices that help students assimilate mechanic, table (4-3) shows that about (80%) of teachers strongly agree with the idea and 1.8% were not sure while only 9.1% of them disagree with that idea.This indicates that teachers should focus in teaching mechanics.

When asked about sources of the students writing problems, it was found that more than half (51%) of the teachers strongly agree

with this point, 5.5% were not sure while (32.7%) of them disagree and 10.9% were strongly disagree with the idea. This means that teacher should limit the sources of the students writing problems and treat them before give the instruction of writing.

The following table (4-4) shows teachers responses to questions about the classroom interaction.

Table (4 –4) Teachers Responses to the questions about the classroom interaction

Statement		Strongly agree	Agree	Not sure	Dis agree	Strongly disagree
5. Students should be exposed to meaningful interaction in a realistic task of writing.	Freq.	26	24	4	1	00
	(%)	47.3	43.6	7.3	00	00
6. Pair work and small group discussion help students to generate new vocabulary.	Freq.	32	22	1	00	00
	(%)	58.2	40	1.8	00	00
7. Discussion activities inside classroom motivate students to write.	Freq.	31	22	00	2	00
	(%)	56.4	40	00	3.6	00
8. Few students are ready to take part in classroom interaction activities of writing.	Freq.	17	27	2	9	00
	(%)	30.9	49.1	3.6	16	00

Table (4-4) shows that about (91%) of the respondents believe that students should be exposed to meaningful interaction in a realistic task of writing, 7.3% were not sure whereas only 1.8% of the teachers said they disagree with the idea. This affirms that authentic materials should be included in writing activities.

Concerning pair work and small group discussion helping students to generate new vocabulary, it was found that more than half (58.2%) of the teachers say that pair work and small group discussion help students generate new vocabulary, (40%) of the respondents were agree with that idea, and 1.8% of them were not sure. This means that working in groups enhance students vocabulary.

In response to a question about whether discussion activities inside the classroom increase students' abilities to write, the majority of teachers(56.4) were strongly agree with the idea (40%) were agree while, only 3.6% of them disagree with the idea (see table 4-4).This indicates that students highly motivated when used discussion inside the classes.

Whether few students are ready to take part in classroom interaction activities of writing, Thirty percent of the respondents were strongly agree with that point, (49.1%) of the them agree with the idea, 3.6% were not sure,(16.4%) disagree with that point. This means that teacher should purse them in order to involving them in these activities

Table (4 -5) Teachers' Responses to Questions about Syllabus

Statement		Strongly agree	Agree	Not sure	Dis agree	Strongly disagree
9. The textbook lacks separate work sheet for self- editing and peer editing.	Freq.	28	20	5	00	2
	(%)	50.9	36.4	9.1	00	3.6
10. SPINE (6) lack reinforcement in writing.	Freq.	27	28	00	3	00
	(%)	48.6	50.9	00	5.	00
11. Teaching writing at secondary schools requires more emphasis than other skills of language.	Freq.	15	34	3	3	00
	(%)	27.3	61.8	5.5	5.5	00
12. The time allocated for teaching writing at the secondary level is insufficient.	Freq.	22	27	1	3	2
	(%)	40	49.1	1.8	5.5	3.6

In response to some questions about the syllabus, the result shows that (50.9%) of the teachers say that the textbook lacks separate work sheets for self-editing and peer editing,(36.4%) of them were agree with the idea, (9.1%) were not sure while, only 3.6% of the teachers strongly disagree with that point (see table 4-5).This indicates that separate work sheets for self-editing and peer editing should be apply a across the curriculum to enhance learning process.

Table (4-5) shows that (47.6%) of the respondents were strongly agree that SPINE (6) lack reinforcement in writing,(50.9) were agree with the idea, whereas (25, 5%)were disagree with that idea. This means that the materials used should provide more writing exercises and focus on topics that suit pupils' interests.

When asked about whether teaching writing at secondary schools requires more emphasis than other skills of language,(61.8%) of the respondents were agree with the point and (27.3%) of them strongly agree while, only 5.5% were not sure. The same number (5.5%) disagree were with the idea. This affirms that writing skill is overlooked in the secondary school syllabus.

Whether time allocated for teaching writing at the secondary level is insufficient, 40% of the teachers strongly agree with the point, (49%) of them were agree with the idea. 1.8% were not sure, 5.5% disagree while, only 3.6% say they disagree with that point. This indicates that more time should be included in teaching of writing skill in secondary schools.

Table (4 – 6) Teachers' Responses to Questions about Visual aids

Statement		Strongly agree	Agree	Not sure	Dis agree	Strongly disagree
13. Using graphic organizers helps students to see how different pieces of information are connected.	Freq.	24	25	4	2	00
	(%)	43.6	45.5	7.3	3.6	00
14. Flash cards can be used for practicing sentence structure.	Freq.	26	22	4	3	00
	(%)	47.3	40	7.3	5.5	00
15. Using real object motivates students to generate vocabulary with word families.	Freq.	35	19	1	00	00
	(%)	63.6	34.5	1.8	00	00
16. Using clustering helps students to get ideas to write about.	Freq.	22	30	2	1	00
	(%)	40	54.5	3.6	1.8	00

Concerning visual aids, table (4-6) shows that (43.6%) of the respondents strongly agree that using visual aids (graphic organizers) helps students to see how different pieces of information are connected) and (45.5%) of them were agree with the idea, 7.3%

were not sure, whereas, only 3.6% of the teachers disagree with the point. This indicates that graphic organizers are some of the most effective visual learning strategies for students and are apply across the curriculum to enhance learning and understanding of subject matter content. When asked whether flashcards can be used for practicing sentence structure, (47.3%) of the respondents were strongly agree with the point, forty percent of the teachers agree with the idea, 7.3% were not sure, while, only 5.5 of the teachers disagree with that point. This means that flashcards strategy is the most attract of the students' attention.

As shown in the table (4—6), (63.6%0) of the teachers were affirm that using real objects motivates students use of new vocabulary within word families, (34.5%) of them were agree with the idea and (1.8%) were not sure. This means that real objects strategies are an illustration of students' thoughts on paper and help brainstorm.

In response to a question about whether using clustering helps students to get ideas to write about, forty percent of the teachers strongly agree with that point, and more than half (54,5%) of them were agree with the idea, 3.6% were not sure, while only 1.8 say they were disagree with that point. This indicates that clustering strategy enhance students' thinking skills and improve academic performance on written tests and homework assignment.

4-4 Textbook analysis

The textbook analysis included SPINE(6) Secondary level.
A survey of the content of SPIEN units in the teachers' book revealed that the course teachers both form and function not as isolated lists of language elements, but as means to integrate the four skills of language.

The survey of the syllabus showed that the objectives of teaching the different skills are ambiguous and not explicitly stated. There must be a purpose or reason for writing, in real life; writing is usually carried out for a purpose. Similarly in communicative drills, the students should be given a reason to communicate.

Furthermore, writing activities in SPINE emphasized repetition and accuracy. Ultimately, they did not help pupils to achieve writing competence in the target language. There is no role-play, information gap activities, challengers, which are core features in any writing syllabus. These is supported what Ishraga (2001) found out for she conclude that the SPINE syllabus was not the ideal one for developing writing. Thus, it came as no surprise that pupils' competence in writing is very poor.

SPINE(6) presents the following activities:

SPIEN 6:   The features of writing in SPINE six include the following points:

Filling blanks, short paragraph writing, transferring the information letter writing, descriptive writing, writing short

sentences, copying, narrative writing, answering giving question to write and writing a summary.

However, it can be noticed that writing exercises and activities provided by the SPINE series are not enough to enhance pupils' writing. Because their purposes are ambiguous and as revealed from the responses of the teachers, they are not graded in a way that develops writing.

In addition, three units out of ten have not exercises of writing; and most writing exercises start with write instate of giving the students how to write; because you learn not to test. Moreover, the exercises emphasize reading because most of them start by reading (read, then write) and the number of exercises designed to practice the various skills do not vary considerably.

Also it can be seen from the above that the writing skill was given much less attention than the other skills of language.

4-5 Classroom Observation

The researcher attended six different English classes in first, second and third years at Musa Aldow Secondary School for Boys and Omdurman Secondary School for Girls and discussed with teachers of English language writing activities which were offered in SPINE syllabus and they reported the following points:

1. Language items used (grammar, reading, writing, listing, speaking and pronunciation).

1. Classroom organization (pairs and group work, size of the class and seating arrangements. (i.e. overcrowded classes, short time and traditional seating or the way that they are arranged is the factors affected the process of learning, particularly writing activities.

2. The use of motivation and interest. On the other words it is an important part of teacher's job to motivate learners. So, learners who have succeeded in past tasks of writing will be more willing to engage with the next one, more confident in their chances of succeeding and more likely to persevere in their efforts and this led teacher to reward pupils. Moreover, interesting form of writing should be relevant to the life of the learners such as boys are interested in football activities and so on.

3. The use of visual aids especially (graphic organizers i.e cluster) are of greater helps to the teaching of writing,. Although visual aids are known to make teaching of writing interesting as well as effective, there is a noticeable shortage in visual aids used in teaching and learning writing skill. These visual aids may not prove that effective especially that we are in the modern age of technology where view graphs, TVS, VCRS, Overhead projectors and so on, are a available. But these current visual aids could be attributed to lack of financial resources.

Thus, the following can be said:

- Teachers never used motivation and interest to enable their pupils to write. However, they can motivate pupils by engage them in pairs

and group work activities, so teacher should choice topics that interest the pupils.

-Teachers never use authentic materials to encourage interaction among the pupils, and this clear emerged from the pupils' performance of the written work.

-Teachers never use visual aids (graphic organizers) to help pupils to see how different pieces of information are connected.

Also they are not rewarding or pursing their pupils so as to make them like to write. Moreover, the class size ranged between 70-75 pupils and this a real obstacle that affected the process of learning, especially writing activates.

Only a few teachers divided their students into pairs and small groups, and sometimes used the organization of (circular or U – shape) to facilitate teaching writing activities.

4-6 Summary

From the above results, the following can be said:

- The writing skill is overlooked in the secondary school syllabus and examinations.

- The exercises and drills of writing offered in SPINE series are not enough to enhance the writing skill.

- Time allocated for teaching writing lessons is insufficient and most teachers say that they need more lessons.

- Few students are ready to take part in classroom interaction activities prior writing.

- Crowded classes discourage the teachers, so they do not give their students more writing assignments, because no time to mark that number of students' exercise books.

- A few teachers use classroom interaction (pair and small group discussion) in teaching writing activities, and some of them do not encourage their pupils by any means.

- Some teachers use Arabic language while teaching English and this may cause some problems to the students such as: reducing the students' fluency and the probability of mother tongue interference will increase and students always think of translating Vocabulary, sentences and ideas from Arabic to English. On the other hand, some other few teachers ask their students to do more writing activities outside the classroom and to discuss different topics and these are very effective ways to improve the knowledge of the students about the language, especially the writing skill.

From the above results, it could be concluded that visual aids especially (graphic organizers, i.e. clustering) are of great help to the teaching of writing and to the learners understanding of the language, for a picture can worth a thousand words, and this is particularly true when teaching English as a second or foreign language. In addition, visual aids can be used to teach everything

from vocabulary to prepositions apart from keeping lessons interesting for the learners.

The next chapter is trying to deal with the main findings of the study, recommendations and the suggestions for further studies.

4.7 Testing the hypotheses

This section intents to test the following hypotheses:

4.7.1 Hypothesis (1)

The first hypothesis states that the performance of students in writing EFL at Sudanese secondary schools is not satisfactory. The results showed that the writing skill is overlooked in the secondary school syllabus and this is clearly proved by examining table (4-3) (p.95). Therefore, it can be stated that the results support the hypothesis (1).

4.7.2 Hypothesis (2)

The second hypothesis states that teachers of EFL do not apply adequate techniques like classroom interaction for teaching writing. The results show that a few teachers used classroom interaction (pair and small group discussion) in teaching writing activities, while most of them did not encourage their pupils by using any means as can be seen in table (4-4) (p.97).Therefore, it can be stated that the results support the second hypothesis.

4.7.3 Hypothesis (3)

This hypothesis says that the activities of writing offered in SPINE series are not adequate to develop students' writing. The results show that the exercises and drills of writing offered in SPINE series are not enough to enhance the writing skill. Textbook analysis and classroom observation reveal that both teaching materials and teaching techniques tend to focus on reading and pronunciation more than writing or speaking. This is shown in table (4-5) (p.99). Therefore, it can be stated that the results support the third hypothesis.

4.7.4 Hypothesis (4)

The last hypothesis states that the uses of visual aids effectively help improve student's writing. The results show that visual aids, especially graphic organizers, i.e. clustering, are of great help to the teaching of writing as well as learners' understanding of the language, this is evident in table (4-6) (p.101) Therefore, it can be stated that the results support the fourth hypothesis.

CHAPTER FIVE

Conclusions, Recommendations and Suggestions for Further Studies

5-1 Introduction

This chapter includes the main findings of the study, recommendations, and the suggestions for the further studies.

5-2 Conclusions

The final outcome of questionnaire and the tests show the following results:

1. The writing skill is overlooked in the secondary school syllabus and examinations.

2. A few teachers used classroom interaction (pair and small group discussion) in teaching writing activities, and some of them do not encourage their pupils by any means.

3. The exercises and drills of writing offered in SPINE series are not enough to enhance the writing skill.

4. Visual aids especially (graphic organizers, i.e. clustering) are of great help to the teaching of writing and to the learners, understanding of the language.

5. Classroom observation reveal that pupils are never divided into pairs or small groups to do certain writing activity.

6. Textbook analysis and classroom observation reveal that teachers and the syllabus tend to focus on reading and pronunciation more than writing or speaking.

5-3 Recommendations

In the light of the results reached, it is recommended that:

- The materials used should provide more writing exercises.
- More time should be allocated for teaching writing skill at secondary schools.
- A continuous training programmer in various types of methods and techniques of English language to improve the performance quality of secondary schools teachers.
- Breaking down large classes into smaller ones to facilitate the learning process particularly writing activities.
- A variety of teaching techniques should be included.
- More teaching techniques should be included.
- Using modern technology to produce new techniques.
- More time should be allocated for teaching writing skill at secondary schools.
- Raise the awareness among English language teacher to various techniques and methods in teaching writing skill at secondary schools.

5-4 Suggestions for Further Studies:

The following topics can be considered the researchers:

1. Problems inhibiting interaction in teaching writing skill at secondary schools.

2. The impact of motivation and other psychological in teaching writing skill at secondary school.

3. The assessment of writing skill in overcrowded classes at secondary school

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Interactive Graphic Organizers htt:// my, hrw. Com/ nsmedia/ intogs/ go.htm (15/5/2014).

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http://www.dailyteachingtools. Com/free- graphic- organizers-w.html

Appendix (1)

Teachers' Questionnaire

Dear Colleague

This questionnaire is one of the instruments for a Ph.D study to be submitted to the College of Education, Sudan University of Science and Technology. The research investigates the Effective techniques for teaching Sudanese EFL learners' writing skill. I would deeply appreciate your response and cooperation to respond to the questions/ statements. I assure you that your points of view and answers will be strictly and confidentially treated for research purposes only.

<div align="center">

Thanks for your cooperation

</div>

Research Title:

Investigating the use of Effective Techniques for Teaching EFL Learners Writing Skill

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Respond to each question/ statement by putting a tick (√) in the box that you think best suits your answer.

Part One:

Information:

1-Name :(Optional) -------------------------------

2-Gender: a) Male ☐ **b) Female** ☐

3-Teaching Experience:

  a) 1-5 Years ☐ **b)5-15 Years** ☐ **c)15-30 Years** ☐

4- Qualification:

  a)B.A ☐ **b) B.ED** ☐ **C)Diploma** ☐ **d) M.A** ☐

  e) M.Sc ☐ **f) Ph.D** ☐

Statement	Strongly agree	Agree	Not sure	disagree	Strongly disagree
1- Poor stock of vocabulary hinders the students writing ability.					
2- Pupils think first in Arabic then transfer their ideas into English.					
3- Writing materials haven't got enough practices that help students assimilate mechanics.					
4- Teachers are unaware of the sources of the students writing problems.					
5-Students should be exposed to meaningful interaction in realistic task of writing.					
6- Pair work and small group discussion help students to generate new vocabulary.					
7- Discussion activities inside Classroom increase					

students' abilities to write.					
8- Few students are ready to take part in classroom interaction activities of writing.	١٢٥				
9- The textbook lack of separate worksheets for self-editing and peer editing.					
10- SPINE (4,5and 6 lack reinforcement in writing.					
11- Teaching writing at secondary schools requires more emphasis than other skills of language.					
12- The time allocated for teaching writing at the secondary level insufficient.					
13- The using of graphic organizers helps students to see how different pieces of information are connected to each other.					
14- Flashcards can be used for practice sentence structure.					

15 Using real object enhance students to generate new vocabulary with word families		١٢٦			
16-- Using of Clustering helps students to get ideas to write about.					

Appendix (2)

The Questionnaire judgment

The questionnaire has been reviewed by five University Staff members, and the items have been modified according to their observations such as the effect use of classroom interaction in teaching writing skill.

The questionnaire judgment committee:

1. Dr. Farouk Mohammed Abdelsalam- Omdurman Islamic University.
2. Dr. Suleiman Norein – Elfashir University.
3. Dr. ElsadigYahayaEizz – Khurtom University.
4. Dr.Khlid Ahmed Hassan- Omdurman Islamic University.
5. Dr. Salah Ahmed Mussa- Omdurman   Islamic University.

Appendix (3)

Check list of the classroom observation

Statements	Always	Sometimes	A few	Never
The use of authentic material				
1.Picture and photo				
2.magazine and graphic				
Language items				
1.grammar				
2.reading				
3.writing				
4.listening				
5.speaking				
6.prouncation				
Classroom organization				
1.pair and group work				
2.size of the class				
3.seating arrangements				