CHAPTER ONE

INTRODUCTION

1.0 Background

Writing competence is essential for English-major students. Writing, as defined by Hyland (2003: 14) is a combination of lexical and syntactic forms and of the rules used to create a text. Students commonly identify language difficulties, especially insufficient comprehension of vocabulary or grammar, as their main problem with writing and often are unable to convey ideas in appropriate and correct English. Writing is acquired not taught. So, writing instruction is implicit and personal. Writing is a method of sharing personal meanings and writing courses to enable learners to produce their own views on a topic. Burke (2009: 4) mentioned that learners need to know both how to write and what to write. Each style of writing needs its specific qualities in order to produce the good written essay. In addition, students need to be familiar with basic elements of effective writing in general such as clarity, good language and suitable organization of data. Smith (2005: 65) reported that no text is ever completely new, original or independent.

Writers are always to some degree, reinventing what has already been written. Writing is rather like recycling paper, you give the texts you have read another life through the way you reshape them, or to put it in another way. When we write, we are constantly taking from what we have read in the past, either directly or indirectly. Mcleod and Soven (2000: 130) argued that writing is a mode of learning or that universities must present students to convention of thinking and writing in different training. Students have to be asked to read literary texts and write about them as training in literary criticism, be provided with various academic writing in disciplines. Elbow (1998: 7) stated that writing calls on two distinctive skills that usually make some difficulty: creating and criticizing. That is

to say writing requires ability to generate words and thoughts out of oneself, but it also requires ability to criticize them so as to decide which ones are more appropriate to be used. Zamel (2007: 9) expressed that writing is a consistent attempt of exploring what one wants to say. This act is the key element of the writing process. It is the process of discovering and writing one's intended meanings, the form with which to express more accurately.

Writing is of the most difficult skills that face L2 learners, since students are supposed to master different linguistic, cognitive and socio-cultural competencies. Barkaoui (2007: 35) wrote that students have to acquire macro strategies like planning, drafting and revising and micro strategies as automatic search for words and syntax. A reader of English as stated by Raimies (1998: 57) generally expects writing to be direct and clear. He also said that a well written piece defines its points explicitly and supporting details to be concrete and specific so that they can carry the writer's own knowledge and experience. Broughton et al (2003: 116) mentioned that when people write, they are involved in an activity which is usually at the same time both personal and public. It is personal because the act of writing by its nature is solitary, but it is public in that most writing is intended for audience. Students can be trained to write in order to produce fluent, accurate and appropriate written discourse through overcoming the mechanical problems with script of English, problems of accuracy of English grammar and lexis, problems of relating style of writing to the demands of a specific situation and problems of writing with ease and comfort in expressing what is to be said. Winterowd and Murray (1985: 675) stated that the ability to spell rightly and successfully depends on careful proofreading, correcting every single error, and learning the key spelling rules about sounding out the letters and grasping exceptions to the rules. King (2010: 25) mentioned that the

sequence of words in sentences in English formulates the meaning of a single thought, and the sequence of sentences in a paragraph makes the meaning of one general theme or idea with various levels of examples and details. He also said that in order to produce a long piece of writing, writers use paragraphing to lead readers through a main idea reinforced with different main points and levels of detail for each one. Emig (2007: 122) wrote that writing plays a unique mode of learning. This is because it is product processes that harmonize uniquely to specific powerful learning strategies. Darling (1999: 70) said that free writing can be very hard for some students because it is not the same to what they have learnt. In free writing students do not first concentrate on the correctness and therefore do not plan well.

To write meaningfully and clearly, students need to master the mechanics of writing. The important role of punctuations as argued by Grellet (2006: 8) is to produce clear and easy text. He added that defective punctuations can make a text very hard to be understood, and even lead to misunderstanding. Greenbaum (1996: 507) also wrote that the earliest punctuation systems were used to reflect a division into sense units in order to correlate their boundaries with pause in speech. He further mentioned that the punctuation system was introduced for silent reading and was connected with grammatical structures than to the rhythms of the speech.

Students are required to write systematically, by using suitable discourse markers as cohesive devices. Penston (2005: 101) said that discourse markers are mainly used to relate sentences or clauses to another, or to signal the writer's attitude or style. Without discourse markers we just have bare sentences, no discourse. Thoughts, as introduced by Dagher (1976: 129) must be mechanically connected by words, by punctuation, and by the order in which they are arranged so

that they will be really understood. Sharples (2003: 112) introduced that the writer has to choose and arrange the ideas and put them into language that suits the context. The language must keep the flow of ideas and connect them to the existing text via a sequence of words that refer to the given text and present new information. He added that the writer then translates this language into text on page or screen, assuring cohesion and coherence to produce a good written text. Freedman et al. (2014: 2) stated that schools use to teach how to write in second language composition in very limited ways. Concentration is laid on correct usage, correct grammar, and correct spelling. They also lay emphasis on the topic sentence, developing the paragraph and the usefulness of unity and coherence.

Mastering grammar helps students write correctly so as to produce meaningful structures. Davis and Elder (2014: 50) mentioned that grammar is functionally decided by writers to simultaneously represent experience, manage their relationship with their co-participants and produce a written text, which is cohesive and coherent. The realization of these meta-functions can be recognized both at the micro-level of clause structure and macro-level of the context. Finch (1998: 216) wrote that reading about the subject is ok, but having to write something intelligible about it is another matter. He emphasized the importance of thinking linguistically. He added that if you think linguistically, then you should write linguistically, because it means studying language, and language use. McCarthy (2011: 7) stated that grammatical structures have effects on units such as paragraphs and development of the whole text. He added that the grammar of English offers a limit set of choices for making surface link, between the clause and sentences of the text, which is known as cohesion. Basically, most texts show connections from sentence to sentence in terms of grammatical features such as pronominalization,

ellipsis and conjunctions of different types. Each elementary sign is a stable symbolic associated between a meaning and a form which may combine together in a ruled-governed way to form a complex signs which convey correspondingly complex meaning, Cruse (2000: 6). He also went on to say that vocabulary of a language is not just a collection of words scattered at random throughout the mental landscape, but at least it is partly structured at various levels. Ghasemi (2013: 161) explained that students lack the ability in order to produce linguistically well-formed written material to write meaningful essays that carry suitable and accurate information.

L2 writers must be conscious of their own cognitive processes to manipulate and add existing writing competencies. Whale and Menord (2001: 382) argued that L2 writers must be able to exercise deliberate control over these cognitive processes in ways that allow them to achieve pragmatic and textual goals defined by a given writing task. They must sustain a reasonable high level of lexicomorphosyntatic knowledge of the L2 to translate ideas into linguistic acceptable form. Students need to realize the importance of writing in English. Hyland (2003: 32) stated that students need to achieve target language proficiency in order to arrive at the level of competence that allows them to communicate to their own satisfaction. Smetanova (2013: 337) summarized that students have to grasp the importance of writing in the process of foreign language acquisition. This process is connected to mental strategies such as thinking, remembering and using the foreign language. He added that when students write, they do not only concentrate on the structure of the text, correct punctuation and selected thought, but they have to have aptitude to express themselves. They have to be aware of some techniques and strategies that help them understand better ideas and remember some new words.

1.1 Background of the Research

This study is conducted to assess the students' performance in written text, especially essay writing at Dalanj University. Kumara (2006: 8) stated that discourse is an instance of written language that has desirable internal relationships of form and meaning, such as words, structures and cohesion that relate coherently to an external communicative function or purpose. Gleason and Mark (1993: 13) mentioned that essay writing is a skill which can be consciously learnt, developed and taught to others. They added that writing as an art depends on creation, especially when it is successful produced. If students master how to use grammar, punctuation and capitalization correctly, their essay writing will get better. Starkey (2004: 55) reported that texts are often seen as a series of grammatical structures, in which sentences with various meaning can be built. The structural direction in this way defines writing as mixture of lexical and syntactic forms and good writing as the explanation of knowledge of these rules used to make texts. Accuracy and good construction are regarded as the main measures of good writing, Hyland (2003: 4).

The objectives of the study are to find out to what extent students use grammatical rules and mechanics in writing essay, whether students can express their thoughts and ideas logically and systematically. Develop and maintain rich source of cognitive process and strategies for essay writing. The study tries to answer whether students can use transitional words and phrases to connect ideas within and between sentences while writing, why students can't construct unified and meaningful sentences in order to write good essay, whether students can produce essays with correct grammar, meaningful punctuations and accurate spelling and to what extent they can write a unified, coherent and cohesive essay. Chandler (2007: 55) justified that students' fear and loss of confidence are

perennial topics in composition writing. This is because writing is connected with conceptions of self, pressure to modify the method the students construct challenges the self engendered by the discourse marked for correction.

Consequently, learners need to change the way they write often take great internal conflict. Winterowd and Murray (1985: 79) clarified that an effective paragraph has unity, in which the sentences combine to produce a single and complete unit of idea. Hyland (2003: 4) reported that an essential principle here is to relate structures to meanings and making language use. This presents the idea that specific language forms have certain communicative functions, which are the mean for fulfilling the goals of writing. Furthermore, they help learners develop effective paragraphs through the creation of topic sentences, supporting sentences, and transitions, and develop different kinds of paragraphs.

A paragraph is considered unified when there is only one central idea stated and developed by all other statements or supporting sentences in the paragraph. Lagan (1984: 66) wrote that the first base or standard of effective writing is unity. The text is unified when all the details are related in the thesis and with supporting sentences. Erazmus (2006: 27) said that to make free writing a useful device in order to improve students' abilities, certain practical matters should be put in mind. Writing must be produced in great quantities to be effective. The ability to produce written forms of language with patterns which can be seen as the end product which is intended to achieve, that is, fluency in written expression. This fluency enables students to write a tied discourse of some length on a subject familiar to them, in good informal prose, in a short time with sufficient vocabulary and correct sentence patterns. These forms of motivations presented to the students must be agreed with the linguistic capacity of the students.

Students encounter difficulties in writing composition, Grossmann (2009: 5) mentioned that these difficulties are either linguistic or a lack of skills to write because learners do not write in their L2. So, they lack confidence and experience needed in order to write in L2. Moreover, previous learning experience is also an essential part in students' view of what they can or cannot do. The linguistic problems emerge to some extent since written discourse is generally not just a question of writing down what we say, but is turns to be a combination of clauses that are complex language. All these factors affect students' motivation, which no doubt plays a significant part in their success.

The significance of the research is to assess students' performance in written text, specifically, essay writing. Because it will specify what appropriate methods and techniques of teaching will be used in helping students write more creatively. Hyland (2003: 8) stated that students' expressive abilities encourage them to find their way to produce writing that is fresh and natural. These personal experiences and ideas, and writing is seen as a creative act of self-discovery which helps generate self-awareness of a writer's position and literate possibilities as well as facilitate clear thinking, effective relating, and satisfying self-expression. Students learn to express their feelings and opinions so that others can get what they think and like to do. In addition to, supporting students in an ongoing development of the abilities needed to monitor and manage their own writing.

1.2 Statement of the Problem

This study intends to investigate why EFL students at Dalanj University (Teachers' College and Faculty of Education) are unable to write a good academic written essay.

Past literature has identified many reasons why university students fail to write good cohesive and coherent essays. Jahin and Idress (2012:

10) in their study assessing the current EFL students' writing concluded that the participants had low writing proficiency level. Sattayatham and Ratanpinyowong (2008: 30) in their study mentioned that students' writing did contain introduction, neither topic sentence, nor transitional words. They added that the paragraphs were incoherent and lack organization, and students had difficulty in using grammar. Adeyemi (2012: 48) wrote that students faced many difficulties in writing composition; they encountered difficulties with surface level errors such as spelling, punctuation and paragraphing. She added that they could not communicate successfully in writing. Most of them lacked grasping the topics or ideas to be expressed, because of their limited vocabulary and L1 interference. A Study conducted by Kansopons (2012: 86) investigated the validity and reliability of writing assessments of undergraduates. He aregued that English-major students had academic writing skills problem, especially among non-native English speaker whose writing ability was critical to their academic achievement.

Another study which was carried out by Zakaria and Mugoddam (2013: 9) investigated the written performance of Sudanese EFL students' at tertiary level and stated that the students were unaware of different writing modes, thus they were unable to use the writing strategies. In addition to, the students were unsuccessful in using cohesive devices which resulted in producing disconnected sentences and incoherent paragraphs. Alkhairy (2013: 1) said that students were poor in writing skills and therefore, produced many errors in their written text. A study was produced by AL-Buaninain (2006: 18) wrote that non-native students could not create written products that explain their ability to organize the content, or demonstrate their linguistic ability such as vocabulary, punctuation, and spelling. Azzouz (2009: 3) stated that students use inappropriate grammatical devices such as reference, conjunction, ellipsis

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and substitution. These are used wrongly because of the little experience in manipulating such types of devices when writing a discourse.

Another study conducted by Mohamed (2006: 117) argued that students were unsuccessful in academic writing literacy, particularly in grammar, tenses and vocabulary. Nyoni (2012: 264) explained that there were many weaknesses in students' composition writing which includes spelling, organization and insufficient vocabulary for certain topic. He mentioned that students showed a lack of pertinent vocabulary to express themselves. Al-Sawalha and Chow (2012: 379) showed that most students failed to express complex ideas in their writing because they lacked appropriate vocabulary. Kemboi, et al. (2014: 132) commented that students face difficulty in vocabulary and how to express their ideas clearly. The study also revealed that learners could not choose the right English words and they use poor sentence structures. Abdulkareem (2013: 55) concluded that most students' mistakes were in vocabulary, spelling, expressing ideas and organizing paragraphs. Hamza (2009: 12) stated that students could not organize their writings in coherent and a unified way.

Although many studies have addressed university students' weakness in written text, there have not been any remedies for it. Many students in Sudanese universities suffer the same writing problem, which indicates that university courses do not answer students' needs in order to improve their ability in writing. Most university courses of English neglect writing skills, or give very little room to it. All this, eventually leads to incapability in constructing cohesive and coherent texts, which in turn results in poor written essays. The present study tries to assess students' performance and then attempts to look forward to appropriate future solutions or remedies for the problem addressed.

By exploring the needs of students in order to improve their skills in written texts, curricula designers should bear in mind the potential and

significance of being able to write correctly and systematically, therefore good course books with ample of written exercises are required. Also lecturers have to ponder of issues and topics that answer students' needs in their courses so as to enable them express their ideas communicatively. Furthermore, this will enhance learners' competence, especially when they write in motivation. Also students themselves are in great need to acquire writing skills, as they are essential for any educated person, particularly those who work in field of education. Finally, by diagnosing and understanding the writing problem, the researcher, can fully visualize the difficulties that encounter university students in essay writing. By so doing the researchers can conduct further studies in the same domain.

So, the purpose of the present study is to investigate the difficulties that the English-major students of EFL at Dalanj University, Teachers' College and Faculty of Education encounter in producing comprehensive, unified and coherent written essay.

1.3 Objectives of the Research

Being able to transcribe thoughts into well structural, meaningful, cohesive and coherent written essay, students require various writing strategies and techniques. Because mastering these strategies and techniques enable one to be good in writing. The ability to produce comprehensive and communicative piece of a written text needs some cognitive processes in order to maintain unity and develop the paragraphs in full written essays. Therefore, English-major students at Teachers' College and Faculty of Education are expected to be successful in their essay writing. They are also expected to struggle hard so as to overcome their writing problems. In addition, learning process is supposed to be high since students have undergone to some writing experience throughout their previous academic years in the college.

The purpose of this study is to achieve the following objectives:

a. Measuring students' abilities in using grammatical rules and mechanics in writing essay.

b- Whether students can express their thoughts and ideas logically and systematically or not.

c- Investigating how far students maintain rich source of cognitive processes and strategies in essay writing.

1.4 Questions of the Research

a- To what extent are students capable of using grammatical rules and mechanics in writing essays?

b- How far can students express their thoughts and ideas logically and systematically?

c- Why do students fail to maintain rich source of cognitive processes and strategies for constructing an essay?

1.5 The Research Hypotheses

The researcher hypothesizes that:

a. EFL students are capable of using correct grammatical rules and mechanics in essay writing.

b. EFL students can express their thoughts and ideas logically and systematically.

c. EFL students are unable to maintain cognitive processes and strategies in essay writing.

1.6 The Significance of the Research

English-major undergraduate students are supposed to be well-equipped with knowledge and writing skills. Mastering learning skills; especially writing acts as a cornerstone for their success in their university studies.

Conversely, university students are incapable of producing any cognitive writing. Not only this, but also they cannot express their thoughts and feelings in comprehensive meaningful sentences. They cannot convey their message via writing.

For what has been mentioned above, this research is conducted to assess students' performance in written text, specifically, essay writing. Knowing the students' performance, will specify what type of methods and techniques of teaching will be appropriate for helping students write more creatively. Hyland (2003: 34) expressed that the clearest factor that distinguishes many L2 writers is the difficulty they face in adequately expressing themselves in English. In addition, supporting students in an ongoing development of the abilities needed to monitor and manage their own writing.

1.7 Research Scope

In the current research, I have confined myself to the University of Dalanj, Teachers' College and Faculty of Education, third year English-major students. I have also confined to examining third-year students who have had sufficient courses in writing skill that would enable them to constitute comprehensive essay writing. The aim of the research is to find out to what extent English-major students are capable of constructing a unified written essay.

1.8 Research Methodology

The research uses the following types of tools for data collection:
1- Analysis of students' writing proficiency test which measures students' capacities in using grammatical rules and mechanics in their essay writing. It also assesses students' competence in expressing their thoughts to produce logical and systematic written essays. Furthermore, it tests students' cognitive processes and strategies for essay writing.
2- A questionnaire is designed for English language lecturers of some Sudanese universities namely (University of Dalanj, Kordofan Universty, Asalam University and West Kordofan Unversity. The purpose of the questionnaire is to reveal lecturers' opinions towards students' performance in essay writing. I have selected this instrument to enable me

to find out whether the lecturers think positively, or negatively of students' performance of the written essay. The questionnaire is divided into three sections. Each one contains four items. Section (A) contains items from one to four, which evaluates students' abilities in using grammatical rules and mechanics in essay writing. Section (B) starts from five to eight tries to find out answers concern students' competence of expressing their thoughts systematically and logically. The last section begins from nine to twelve attempts to assess students' consciousness of cognitive processes and strategies in producing a good written essay. The questionnaire is distributed to (15) English language lecturers of four Sudanese universities which previously mentioned.

The research sample consists of (89) third-year English-major students of two colleges at Dalanj University (Teachers' College and Faculty of Education.

1.9 Summary of the Chapter

This chapter starts with an introduction which introduces what has been written on writing as a productive skill in general. It also presents some of past studies which have investigated in the related studies. It also presents the research problem that why EFL third-year students of Teachers' College and Faculty of Education at University of Dalanj are unable to write a good essay. The purpose of the study is to assess students' abilities in using grammatical rules and mechanics in writing. Expressing thoughts in logical and systematical way and it also aims at measuring students' abilities in keeping cognitive processes and strategies in essay writing. In addition the chapter also presents the research questions, the significance of the study and scope of the study.

This chapter also contains research hypotheses in which the researcher hypothesizes that EFL third-year students are capable of using correct grammar and mechanics in essay writing. Secondly, EFL students can

express their thoughts logically and systematically in order to write an essay and finally EFL students can maintain cognitive processes in essay writing.

Finally, this chapter also states the research methodology in a test and a questionnaire are used as means of data collection. The sample of the study is (89) EFL third-year students of Teachers' College and Faculty of Education of University of Dalanj.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviews relevant literature of the concepts of the study problem. Moreover it reviews some related previous studies.

2.0 Theoretical background

This literature is used to present the main points of view and concepts that are related to essay writing. The first part of the chapter is a collection of the most important components that constitute semantic relationship between elements in a text. It also investigates the expressions that are used in extending, elaborating and enhancing the materials and structuring the text. Making clear relationship between the parts of sentences, between sentences or between paragraphs make good written texts. Texts which lack cohesion look abrupt; the use of cohesive devices connects the text together to give coherence.

Achieving coherence in a written text is also investigated for its effectiveness. Schultz (2009: 65) wrote that effective paragraphs have two main aspects: unity and coherence. A paragraph has unity when there is only one theme. Everything within that paragraph should be relevant to that one theme. The focal point of the paragraph which is the topic sentence, demonstrates the theme of the topic. Coherence within a paragraph develops from the ordering and relationship between sentences within each paragraph, they should continue in logical order, presenting new idea sequentially.

Students fail to keep the main three elements in any written text, clarity, coherence and focus on their written assignment. Carroll (1990: 4) reported that insufficient clarity is a result of using words or expressions whose meanings are not precise or definite enough. The students also fail to make clear connection between ideas, between sentences, and between paragraphs. Focused writing has clear purpose and a clear topic. Links create relations and transition. Most students' writings fail because they lack a clear purpose, which makes the whole writing incoherent. When the material is organized clearly and logically, it produces a coherent text. Sentences are linked and tied together so as to develop the paragraphs. The main techniques for tying together the material in a text are also

illustrated. Berzlanovich (2008: 4) wrote that coherence has to be clearly differentiated from cohesion. Cohesion refers to the semantic relation in the text, but coherence refers to semantic and pragmatic relation between the text parts. He also mentioned that cohesion and coherence are essential for the organization of the written texts, because both of them contribute to the text organization.

How to develop a clear pattern of organization is explained as it is an important element in a written text. Cumming (2001: 2) wrote that there are two features of a text. Micro-level and macro-level of text structures, At macro-level of text structure, students learn to relate ideas at the beginning, end, or during constructing a text by using cohesive, functional-semantic, or different stylistic devices in their second language text. Learners tend to use a greater range of vocabulary in their writing as their second language proficiency increases. At a micro-level of discourse, students develop the complexity and accuracy of the syntax and morphology in their written text. Once a satisfactory topic statement is written it should be followed by supporting sentences which carry a consistent pattern of organization.

This chapter also introduces specific written discourse strategies that are brought to bear on existing knowledge structures of the cognitive system. Hyland (2003: 10) said the process of writing emphasizes that the writer is an independent producer, and has to be helped in order to perform a writing task. The various incarnations of perspective are consistent in realizing main cognitive processes as core to writing and in stressing the need to improve students' abilities to plan, define rhetorical problems, and propose and evaluate solutions. Smetanova (2013: 337) said that students have to evaluate the final product of their writing, such as grammatical mistakes, content and most importantly organizing thoughts into logical units, concentrating on the process of writing and

ways and techniques that they are used to achieve their goal. These written discourse production strategies are planning, evaluation, revision and transcription. Sharples (2003: 74) mentioned that planning plays two roles, it maps out the structure of the intended text and also acts as a guide to writing an essay. A written plan is a mechanism for ideas exploration and creative writing. Barkaoui (2007: 35) wrote that the linguistic knowledge of L2 helps learners write more fluently, plan, draft and revise more effectively. They are used by the writer to assess, retrieve, manipulate, and integrate various kinds of knowledge.

Professional writers tend to revise eleven functions in their writings. These include altering form, organizing information, and expanding information, creating transitions, omitting and adding information, emphasizing information, subordinating information, improving language usage and cleaning up. Carolyn (1981: 1) summarized that students limit themselves to the last two ones. He added that the majority of the students focus only on surface level revisions such as changes in single words, vocabulary and grammar. He justified that students do not involve themselves in deeper revisions because of the writing instructions they have.

Cohesion Devices 2.1

A text is a semantic unit that has various parts which are joined together by direct cohesive ties. The main concept of cohesion as states by Cruse (2000: 91) is the presence of the semantic tie between an item at one point in a text and an item in another point. This semantic tie makes one of the items depends on the other for its interpretation. The absence of semantic ties between elements in a text makes the whole text look irrelevant and hard to be understood.

Cohesion tie is defined as a semantic relationship between an element in a text and some other element that is important to

interpretation of it. Witte and Faigley (2008: 190) pointed out that cohesion in this way recognizes a text as a text. A cohesive tie is a semantic link between elements in a text at some other one that is important to the interpretation of it. It relies upon lexical and grammatical relationships that make sentence sequences to be grasped as concerned discourse rather than as isolated sentences.

As explained by Taboada (2004: 165), cohesion is expressed through grammatical system and through the lexical one. These are reference, substitution, ellipsis and conjunction types. The lexical system includes repetition, synonymy, collocation and other semantic relationships. Tong (2007: 55) mentioned that students have to organize their paragraphs in accurate patterns that agree with the purpose of the writing as well as the style of the essay. Learners can follow different modes of writing, such as cause and effect, problem-solution, comparison, fact and reasons, contrast a general statement supported by specific reasons or details. There are five main classes of cohesive ties in English: reference, substitution, ellipsis, conjunction and lexical reiteration and collocation. Substitution and ellipsis are mostly used in conversation. The other three are more frequent cohesive ties in written English. The categories of references and conjunctions have ties that are both grammatical and lexical. Lexical reiteration and collocation is restricted to ties which presumably lexical. The effect of both substitution and ellipsis is to extend the textual or semantic domain of one sentence to the subsequent one. The word "one" and "do" illustrate substitution and ellipsis respectively. Sanders and Maat (2006: 591) claimed that discourse is more than a random set of utterances: it introduces connectedness. The core purpose of the linguist is to describe this connectedness. Text connectedness is described in terms of reference, substitution, ellipses, conjunctions and lexical cohesion. These hints make a text a text. Cohesion happens when the

explication of some elements in the written text is dependent on that of other.

a- Substitution

(20) Did you ever find a lawnmower?
(20) Yes, I borrowed one from my neighbour.
b- Ellipsis

(20) Do you want to go with me to the store?

(20) Yes, I do.

c- Reference Cohesion

Reference cohesion takes place when one item in a text points to another element for its interpretation. Witte and Faigley (2008: 191) wrote that there are four kinds of reference ties: pronominal, demonstratives and definite articles and comparatives.

Each of the following examples explains a different kind of reference cohesion.

a. Reference Cohesion (Pronominal)

(20) At home, my father is himself.

(20) He relaxes and acts in his normal manner.

b. Reference Cohesion (Demonstratives)

(20) We question why they tell us to do things.

(20) This is part of growing up.

c. Reference Cohesion (Definite articles)

(20) Humans have many needs, both physical and intangible.

(20) It is easy to see the physical needs such as food and shelter.

d. Reference Cohesion (Comparatives)

(20) The generation is often quick to condemn college students for being carefree and irresponsible.

(20) But those who remember their own youth do less quickly.

A fourth major class of cohesive ties frequent in writing is conjunction. Conjunctive elements are not in themselves cohesive, but they do express certain meanings which indicate the presence of other components in the discourse. They are five distinguished kinds of conjunctive cohesion: additive, adversative, causal, and continuative.

Texts that contain all the elements of writing together form a unified whole. Taylor (2009: 216) mentioned that the written language provides connections between words and between structures that can be made more or less explicit to readers in different ways and varying levels. The features of cohesion and texture are not superficial. Although some of the textual effects are subconscious, it is in the conscious revision of the text one will be able to rework some of its main deficiencies into a better unified whole. The revision requires the following things: sentences adverbials, referring expressions, coordinating structures and vocabulary.

2.1.1 Sentence Adverbial (Linking Term)

The main groups of these signals are the sentence adverbials and other connecting terms such as (firstly, furthermore, in particular, consequently, in other words, alternatively, in comparison, by contrast, similarly, admittedly, certainly, to disagree, to decapitate, to resume…). (Ibid) These are the terms which are used for extending, elaborating, enhancing or analyzing the materials and structuring the text.

2.1.2 Referring Expressions

In order to clarify what goes with what in the text referring expressions, a subject or participant presented in one point, the text becomes the most important one. These include:

- The definite article 'the"
- The pronoun "it", "he", "she", "they", "him", "them"…
- The demonstratives "this", "that", "these", and "those"
- The qualifiers "some", 'many", "much", "all", "none", "each"...

-        Other terms "such", "very…, "the same", "previously", the "former", "the latter", "here", "there", "earlier", above".

All these words refer backwards in the text to antecedents which have been mentioned earlier. Similarly, there are words and phrases that indicate forwards in the text such as (below, as we shall see, thus, the following to be discussed). Besides, the colon (:) is a punctuation mark that shows forward.

2.1.3 Coordinating Structures

The grammatical level that is used in a text makes language different. Eggins (2004: 15) mentioned that the function of this grammatical level helps us understand the indented meaning in a context. The impact of this freedom is that language can have a definite limit of expression units to produce infinite number of meanings. Thus, in language, we use finite means to get unlimited ends. The grammatical level provides us with the ways to combine sounds into words, which can be stated in various grammatical structures to carry different meanings. While building up stretches of the text, one needs to look back to see whether grammatical structures have been used to achieve cohesion or not. Building up a written text has much in common with constructing anything else. To write good grammatical structures, the parts have to be connected together in order to be sufficiently similar in shape at the place where they match to fit securely.

The study of grammatical rules can assist students to improve their ability to master the language. Decapua (2008: 7) wrote that Standard English is the concept of public writing, and students have to learn to acquire the conventions for public writing in grammar which is generally considered as the core of linguistics. Therefore, it should be intended in a linguistic curriculum on its own terms. Grammar can develop the ability

to write English correctly and effectively. Students can write better via learning about the sources for grammatical structures, word order, and devices for linking sentences and paragraphs. No doubt that this type of knowledge is fruitful at the editing stages in order to help students produce correct written texts free from grammatical errors. Greenbaum (1996: 33) stated that a sentence is only considered ungrammatical if grammar does not account for it as a grammatical sentence of the language. Sentences may be unacceptable for many reasons, because they are logically nonsensible, that is with no meaning, or because they are stylistically not well designed. Coordinators are formed in the phrase "fan boys", where each letter stands for specific coordinator (for, and, nor, but, or, yet, and so) respectively.

2.1.4 Vocabulary

Vocabulary of a language is not just a collection of words scattered at random throughout the written text. Cruse (2000: 127) mentioned that it is at least partly structured at various levels. A careful selection of vocabulary is one way of things which brings most satisfaction in the process of writing, and by greatly enhances the texture of the prose, makes it satisfying to read. This kind of patterning and lexical cohesion can be presented in many various ways; but here only two are to be discussed – repetition and substitution. Whether a word is repeated or substituted a synonym for it cannot easily be considered separately, since a decision to repeat a word will be affected in partially by what substitutes might be used. Inexperienced writers tend to repeat a key word either for too much or hardly at all. The art of using lexical cohesion determines which words are the important ones in the thematic structure of the text. Cook (2003: 20) stated that when people write, they have to distinguish between word knowledge and word use. A learner of English as a second language may have the knowledge and ability to show what

the word means, or may get the word from its L1 equivalence. He added that this does not show that the learners will use the word at their will in free expression.

Cohesion clarifies a sentence, making clear the relation between the parts of the sentence, between sentences or between paragraphs. Niakaris (2007: 24) wrote that texts which lack cohesion look abrupt and jumpy as ideas expressed are not connected together and there are no signposts to the reader to indicate where the text is heading. Cohesion is achieved not as through transitions and expressions, but reference words, words that refer to places in the text, such as pronouns. The use of following cohesive devices connects the text together to give it coherence.

a- Addition

It indicates continuation such as and, too, also, furthermore, moreover, in addition, besides, in the same way, again, another, and similar…

b- Opposition

It shows contrast such as but, yet, however, still, nevertheless, though, although, whereas, in contrast, rather, instead, on the other hand…

c- Exemplification

It introduces shift from a more general/ abstract idea to a more specific/ concrete idea. This includes for example, for instance, after all, illustration of, ever, indeed; in fact, it is true, of course, specifically, to be specific, that is, to illustrate…

d- Identity

This indicates sameness, such as that is to say, in other words…

e- Concession

It shows willingness to consider the other side. It includes I admit, true, of course, naturally, some (people) believe, it has been claimed that, once it was believed, there are those who would say…

f- Cause/ Reason

This includes, for, because, since, as a result of, because of…

g- Effect/ Result

It is introduced by, as a result, therefore, so, the reason for, accordingly, consequently…

h- Comparison

Such as, similarly, likewise, also, too, and, as, just as, like, just like, in the same way, both…and, not only…but also.

i- Contrast

This includes, however, in contrast, in (by) comparison, on the other hand, but, different from, unlike, despite, at any rate…

j. Alternative

Such as otherwise, or, if, unless…

k- Summary

This includes, actually, fortunately, in brief, in short, in conclusion, the whole, to summarize, to conclude…

As summarized by Bailey (2006: 73), cohesion means connecting phrases together so that the whole text is clear and readable. It is done by various ways, such as the use of conjunctions. Another is the joining of phrases and sentences with pronouns like he, they and that which refer back to something mentioned before. The following are examples of reference words and phrases;

- Pronouns: he, she, it, they…

 - Possessive pronouns; his/ her/ hers/ their/ theirs…

- Objective pronouns: her/ him/ them…

- Demonstrative pronouns: this/ that/ these/ those.

- Other pronouns: the former/ the latter/ the first/ the second…

2.1.5 Structure: Control and Support

Every written text nearly contains the same structure. It states something about something and has certain elements. Even a single

sentence generally has three basic parts. Dagher **(**1976: 129) expressed that most sentences have not only a subject and a predicate verb which says something about the subject, but some kind of completer which rounds out the meaning. Each of these parts is essential, and, without all of them, the entire meaning could not be grasped. In order to give a complete meaning, sentences must have at least two and usually three main parts or sections – subject, predicate verb and completer – whether expressed or understood.

2.2 Achieving Coherence

The written text is coherent and effective when the material is organized clearly and logically, the use of transitional words that as signpost. Moreover, the sentences are linked and tied together in order to develop the paragraphs. Lagan (1984: 72) mentioned that the supporting ideas and sentences must be organized so that they cohere, or stick together. The main techniques for tying together the material in a text include clear or emphatic order, transitions, and other connecting words. Dagher (1976: 271) defined coherence as the process by which details of written text are linked and arranged to reveal their relationships to each other, and to the predetermined elements. In order to present coherence, details must be connected within sentences, within paragraphs which are all linked to the main idea expressed in the controlling sentence. Smith and Tolisano (2010: 2) stated that a good paragraph moves form sentence to sentence in a systematic way. It moves in smooth sequence. The details are tied to one another by repetition (as pronouns stand for and thus 'repeat" nouns), by the use of identical language structures for similar parts of ideas, and sometimes by organizing words such as first, second, then, finally, and so on. Kennedy et al. (1996: 380) introduced that effective writing is well organized. But even well-organized prose can be difficult to understand unless it is coherent. To make a written text

coherent, it is essential to use various devices that tie together words in a sentence, sentences in a paragraph, and paragraphs in an essay.

2.3 The Main Paragraph

A paragraph is a group of connected sentences that tackle one main idea. Oshima and Hogue (2005: 2) presented that a paragraph can be as short as one sentence or as long as ten sentences. The paragraph should be long enough to develop the main idea clearly. Leah and Cameron (2011: 13**)** argued that paragraphs constitute the building blocks for an essay. Paragraphs should introduce one main idea and provide supporting sentences that describe the main idea.

Any paragraph should have a beginning, middle, and if is a long paragraph, a summary sentence at the end. Dagher (1976: 161) argued that in longer pieces of writing, the main paragraph is the most important one in the whole written text because it carries the specific subject sentence. This is usually described by one or more supporting or explanatory sentences that explain terms or ideas in the subject sentence, and that are essential to the discussion. They also help the writer tune in which the thoughts are being expressed so that hidden assumptions and meaning, if any are made clear. A long with subject sentence and explanatory sentences, the main paragraph sometimes bears its own opener. This is especially true in a short composition of one or two pages, in which a single first paragraph performs the whole job. Bailey (2006: 43) defined paragraphs as the main body of texts. Well-arranged paragraphs not only assist readers to comprehend the topic, but they also help them structure their thoughts effectively.

One of the best ways to write good paragraphs is that a paragraph should have unity; it concentrates on single idea or theme. Secondly, a good paragraph has coherence; one sentence leads to the next in the some kind of logical sequence. Lastly, a good paragraph has suitable content: It

has adequate selection and number of details to reinforce the main idea of the paragraph. Huckin and Olsen (1993: 17) claimed that readers expect to find these features in paragraphs. There are two main tools which are used to give the paragraphs the properties just described, a good topic statement and an appropriate pattern of organization.

2.3.1 A good topic Statement

The topic of a paragraph is its idea or theme; it shows what the paragraph is about. Flower and Layers (1981: 371) introduced that a topic sentence shapes the choice of a paragraph, each word in the developing text that decides and limits the options of what comes next. As with a large piece of writing, readers of a paragraph want to find out what the topic is. Furthermore, they like to have some idea of how this topic will be developed. Thus is to say, readers will use whatever hints they can to quickly form expectation about the paragraph as a whole. This strategy serves two aims. Firstly, it lets readers guess what a head is and thus understand it more easily. Secondly, it allows readers to avoid reading the paragraph altogether if the subject matter contains no interest to them.

2.3.2 Develop a clear pattern of organization

Once a satisfactory topic statement is written, it should be followed with a number of supporting sentences. These statements should carry a consistent pattern of organization, one that flows naturally or even predictably from the topic sentence. By so doing, the readers' expectation will be satisfied and this will lead them to process the paragraph as a unified whole.

Some of the most commonly used patterns of organization in scientific and technical writing are chronological description, cause-and-effect analysis, comparison and contrast, listing, and general-particular ordering of details. Each of these patterns has specific quality, and by using them

can simplify for the readers to perceive which pattern is used. They are explained in detail below:

a- Chronological description

It is used to tie sentences together. It is commonly used for instance, to either describe or prescribe a step-by-step procedure. It is also used to recount a sequence of past incidents in order to bring a reader up to date. The most characteristic features of chronological description are:

Time adverbs and phrases: in 1990, last week, at 10:15 first, second, (29) .finally, soon, after the project began

Verb tense sequencing: originally, wanted to…, more recently we (29) .have attempted to., now we are trying to…, in the future we shall try to

(29) Grammatical parallelism: mount the grading near the end…, locate a rider on the scale…, the grading…, read the distances on the scale…

b- Cause-and-Effect-Analysis

This pattern of organization is used in scientific and technical writing for various purposes, including making a logical argument, describing a process, explaining why something occurred the way it did, and predicting some future sequence of events. The characteristic signals of cause-and-effect analysis include:

(29) Connective words and phrases: therefore, thus, consequently, as a result, so.

(29) Subordinate clauses: since, because (of), due to.

(29) Causative verbs: cause, results in, gives, rises to, affects, requires and produces.

(29) Conditional constructions: when ozone reacts with nitric oxide, the ozone is destroyed and NO_2 is formed.

c- Comparison and contrast

Coherence is the process by which the details of an essay are tied and organized to indicate their relationships to each other and to predetermine

elements. Dagher (1976: 272) explained that to achieve coherence, the details within sentences must be linked effectively. Within paragraphs, sentences must be connected to each other and to the key idea expressed in the controlling sentence. In addition, the paragraphs must be related to each other, and to the predetermined elements stated in the purpose sentence. The following are some of the main devices by which the linking is done:

A. Connecting or linking words

 (30) Conjunction

(30) Prepositions

(30) Pronouns

(30) Linking verbs

Repetition (30)
a. Of the same words

b. By derivatives of words previously used

c. By synonyms of words previously used.

B. Transitional words, sentences, and paragraphs.

(30) To keep orderly space progression between words, sentences and paragraphs.

(30) To maintain orderly time progression between words, sentences, and paragraphs.

(30) To have orderly logical progression from one supporting form to another.

C. Orderly arrangement.

(30) Spatial

(30) Chronological

(30) Logical

   One way to look at writing is to see it as marks on a page, coherent arrangement of words, clauses, and sentences, structured according to

system of rules. Hyland (2003: 3) described that writing in the manner results in producing formal text units or grammatical features of text. Learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic patterns, which form the most important building blocks of texts. Essentially, writing is considered as a product constructed from the writer's command of grammatical and lexical knowledge. Good structural production of a text ensures writing as combinations of lexical and syntactic forms and good writing.

2.4 Transitional Words and Sentences

Transitions are instinctively used in writing. Words and phrases help readers follow the train of thought. Kennedy et al **(**1996: 380) stated that some writers in a rush to get through what they have to say omit essential links between thoughts. Often just a word, phrase, or sentence of transition put in the right place will make a seemingly untied passage into a coherent one. Time makers are transitions that make clear when one thing happens in relation to another. The English language has various words and phrases that make clear connections between or within sentences.

2.5 Unity

Maintaining unity in a paragraph necessitates that every sentence should be closely related to the topic. Lagan (1984: 66) claimed that a strong paragraph will exclude sentences that do not relate or help develop the paragraph's main idea. Thus, an essay will only have paragraphs that are crucial to developing the thesis with supporting sentences. Oshima and Hogue (2005: 18) wrote that unity is an essential element of a good paragraph. It shows that a paragraph discusses one and only one main idea from beginning to end. It also links each supporting sentence directly with the main idea. Smith and Tolisano (2010: 10) argued that keeping

unity in a paragraph makes every sentence in a paragraph or every paragraph in a written essay closely related to the topic. A well-tied paragraph leaves out sentences that are irrelevant to the paragraph's main idea. So, a unified written essay will only contain paragraphs that are important to the developing the thesis.

2.6 Modes of Writing

Most written texts emerge under one of four categories: description, narration, persuasion and exposition. Winterowd and Murray (1995: 24) stated that A description is used when the writer wants to tell how things look like. A narration tells us what happened in an accident for instance, whereas in persuasion, the writer tries to convince or persuade a reader to think or act in a specific manner. In expository writing, the writer explains and clarifies factual information clearly

2.7 Discourse Production Strategies

Language processing takes place at the same time at various different level of stages in essay writing processes, at the level of letters, lexemes, prepositional and phrase structures and sentence level. Whalen and Menard (2001: 384) claimed that those specific written discourse production strategies are cognitive system which includes: planning as a discourse production subprocess where the learner defines the textual context of the intended message. This process guides the selection of appropriate conceptual and linguistic structures of any stage of the writing task. They also said that there are other written discourse production strategies such as evaluation, revision and transcription which are used by the writer to asses, retrieve manipulate and integrate various types of knowledge. Carolyn (1981: 1) introduced that students revise their written text in order to make changes in surface level revisions, changes in single word, in vocabulary and grammar.

2.8 The Writing Process

Writing is an expression of the mental process which is used as a means of communication. Barnett (1992: 17) stated that this view considers essay as an interaction between the writer, the text and the reader. Myhill and Locke (2007: 2) presented that writing process is the first systematic attempt to describe the cognitive activities that learners use in writing a text. The process of shifting from thoughts to written word, or from communicative message to textual production is the core of the writing process. Hyland (2003: 10) mentioned that the process approach to writing defines the learners as a free producer of texts, recognizes the main cognitive processes as central to writing activity. It assures the need to improve students' abilities to plan, define, and evaluate solutions. Learners restructure their ideas as they try to estimate meaning, planning, drafting, revising and editing. Badger and White (2000: 154) argued that there are four ways that writers follow in constructing a piece of written text. The first stage is pre-writing in which learners brainstorm on the topic in which they provide a plan of a description of the topic under question. This stage automatically leads to the second stage of the writing process which is drafting. Here, the learners produce the first draft of the written text. Then the students shift to third process which is revision. The learners revise the first draft and then they would edit or proof-read the text finally. Bea (2011: 18) summarized that in pre-writing stage, learners concentrate on what to write and how to write in order to reach the chosen topic. Students have to create or generate ideas about the topic. Secondly, since it is difficult for students to transfer from planning to actual writing, students need to change plans into temporary text to some point in order to shift them from generating ideas to drafting. In this stage, students focus on writing ideas on paper, paying no attention to grammatical and mechanical errors. Then students make revision by deciding how to make their writing better

by studying their writing from different point of view. The students not only correct the minor grammar errors but also concentrate on content and organization. Lastly, learners have to put the written text into its final form after careful correction to mechanical and grammatical errors. Tong (2007: 55) stated that students can be trained in order to overcome their problems, especially at revision and edition stages. So, it is essential to provide learners with some guidance so as to enable them to revise and edit their essays more explicitly and accurately. For instance, students can compare an effective text with a poorly written one to raise their awareness of elements of good writing. Sommers (1980: 381) explained that revising means just having ability to use better words and leaving out that are not needed. Students grasp the revision process as a rewording activity. This is because they conceive words as the unit of written discourse. They focus on specific words apart from their function in the text.

Generally, most concepts mentioned here have mainly concentrated on the significance of the grammatical structures in stating the intended meaning in a context. These grammatical structures have to be linked together in order to achieve cohesion. Moreover, the studies also revealed that sentences in any written text should be connected and ties together so as to develop the paragraphs, and that supporting ideas must be organized so that they cohere and stick together.

It is also mentioned that students need to organize their thoughts in accurate patterns that agree with the purpose of writing as well as the style of the essay. Furthermore, the importance of mechanics in writing is also demanding. They make the text clear and easy to be grasped. Finally, studies stressed that students need to learn how to organize expand their thoughts in order to produce a good written text.

2.9 Previous Studies

The study of Zakaria and Mugaddam, Sudan 2012 entitled (An Assessment of the Written Performance of the Sudanese EFL University Learners: A communicative Approach to Writing). The researcher aimed at assessing student' written texts so as to measure their use of writing as means through which meaning is conveyed. The sample of the study was (240) fourth level of English-major students in five universities. The study used three tools for data collection: writing test, teachers' and students' questionnaires and an interview with students. The findings of the study showed that students were unable to use the different modes of writing, failed to use writing strategies, and they produced incohesive and incoherent paragraphs.

Arabi and Ali, 2015:91 (Patterns of Textual Coherence in Students' Written Discourse) at Alneelain Universirty. The study intended to investigate manifestation of textual coherence types in the answer sheets produced by fifty of Sudanese English-major students. The researcher has chosen 50 answer sheets from the final examination of the academic year 2013-2014 as an instrument for data collection. The study concluded that students committed a lot of errors at the syntactic and lexical levels, misuse of definite and indefinite articles and poor handling of conjunctions.

The study carried out by Elnour, Inaam Abbas Hassn, 2014, (An Analysis of Errors made by Sudanese University Students in Written Production). The study aimed at identifying, classifying and analyzing errors produced by Sudanese university students at Ahfad University for women and Sudan University of Science and Technology. The sample of the study was (30) university English language teaching staff and (60) of second year English-major students. Data was collected by two instruments: a questionnaire and a written test. The main findings of the

study were that students made errors by overgeneralization, simplification, carelessness, misspelling and misuse of punctuations.

They study of Jensen, 2008 (Adult Sudanese Students in Transitional English Classes: Factors that may Contribute to Academic Writing Readiness. The study aimed at exploring the writing problems and accomplishments. The researcher used two tools for data collection, a written text and an interview. The participants chosen for the study were (5) Sudanese students in a transitional writing problems. The findings revealed that students were poor in using mechanics; run-on sentences were common which caused unclear meaning of some sentences. Students also faced difficulty in concentrating on a topic and making a main point.

The study of Kansopons, 2012, Thailand. (An Investigation of the Writing Test Used at the Institute of International Studies. Ramkhamhaeng University,). The study aimed to investigate the validity and reliability of the writing assessment and their backwash effects in the undergraduates of the institute. The sample size of the study was (44) participants, nine professors of English language teaching and thirty-five English-major students. The researcher used an interview as an instrument for obtaining the required data. The final result was that the positive backwash from writing exam affected a number of students majoring in English to change their learning behaviours and approaches and attempted to meet the criterion of the course with great efforts.

One of the studied that worked on the same study under question was the study of AlBuainain, 2006 (Students' writing errors in ESL, Qatar University. The study aimed at identifying areas of difficulty in the writing skill. The subjects selected for the study were (40) students majoring in English. The researcher used the writing test as a tool for data collection. The study findings showed that students used grammatical

errors, lack of variety in grammatical structures, use of inappropriate vocabulary and poor punctuation.

Jahin and Idress, 2012 (EFL Major Student Teachers' Writing Proficiency and Attitudes Towards Learning English) also conducted a study to assess the current EFL major students' writing proficiency and examined the relationships between their attitudes towards learning English. The researcher selected (250) English-major students studying at the Teachers' College as a sample of the study. The findings of the study revealed that students' overall level in essay writing was poor. There were many errors related to mechanics and grammatical rules.

Cavkaytar and Yasar, 2008, Turkey, (Using Writing Process in Teaching Composition Skills: An Action Research). The purpose of the study was to identify the efficiency of the writing process in improving written expression skill. The subject of the study was the 5th grade students. Data was collected through composition writing. The findings obtained from the data indicated that students showed improvement in the dimension of written expression. It also showed that literacy writing components in written expression affected the students' class participation positively. Furthermore, the interactive teaching environment helped students in improving intellectual skills.

Hourai, 2008, UAE, (An analysis of the Common Grammatical Errors in the English Writing made by 3rd secondary male students in the Eastern coast of the UAE). The study aimed at exploring the common types of grammatical errors. (105) students and (20) teachers were chosen as the subject of the study. Two separate questionnaires and interview with 50 supervisors were conducted for data collection. The data revealed that students made different types of grammatical errors that mostly were due to interlingual ones.

Abdulkareem, 2013, Malaysia, (An Investigation Study of Academic Writing Problems faced by Arab Postgraduate Students at University of Technology). The purpose of the study was to enquire the academic writing problems faced by Arab speaking postgraduate students. A questionnaire was distributed to (80) students to state their opinions on the academic writing problems, and (5) students were given a written task. The findings of the study showed that students were incapable of using their own word to construct correct sentences, unable to organize the functions of writing. Many students committed many mistakes related to sentence structure.

The study conducted by Hamza, 2009, (Comparing the Achievement of Iraqi EFL Undergraduates in Writing Guided and Free Compositions). The study tried to compare the achievement of Iraqi undergraduate students in writing both guided and free compositions. The study was limited to 80 male and female Iraqi 4th class students in English Department. For data collection, guided and free written test compositions were chosen as the tools of the study. The results indicated that students could not produce unified and coherent writings by their own. In addition, students failed to express their own ideas correctly in a free composition test.

Falhaisri, 2010 (The Effectiveness of Explicit and Implicit Corrective Feedback on Interlingual and Intralingual Errors: A case Study of Error Analysis of Students' Composition). The study intended to shed light on the most occurring grammatical and lexical errors made by students in their compositions. (23) Male and female undergraduate students were selected for the study. A written test was used for collecting the required data. It was found that most of the errors were of interlingual types.

The study conducted by Sattayatham and Ratanpinyowong, 2008 (Analysis of Errors in Paragraph Writing in English by First Year Medical

Students at Mahidol University. The objective of the study was to identify the types of errors in paragraph writing in English made by first year Medical students. (130) students were assigned to on opinion paragraph writing in English on Medical ethics. The findings of the study revealed that students' writing contained no introduction, no topic sentence, and no transitional words. Moreover, the paragraph was incoherent and lacked organization. Students also had difficulty in using English grammar.

Alkhairy, 2013 (Saudi English-Major Undergraduates' Academic Writing Problems). The study attempted to investigate Saudi English-major undergraduates' types of academic writing problems. For data collection, senior faculty members were interviewed and a questionnaire was administered to (75) English-major students. The study concluded that Saudi English-major undergraduates were poor in writing skills and made lots of errors in their written task.

The study of Rahimi, 2011 (Discourse Markers in Argumentative and Expository Writing of Iranian EFL Learners). The study aimed at investigating the frequency and types of discourse markers used in argumentative and expository writings of Iranian EFL Learners and their influence on the participants' writing quality. For data collection, a written text was conducted as a tool of the study. The sample was (56) Iranian English-major students. The result showed that neither discourse markers were used appropriately nor properly in order to create a coherent text. The study also revealed that Iranian students did not use a wide range of discourse markers, they only used particular markers, as "and", "or", "but", and "also".

The study carried out by Hassan and Akhand, 2010 entitled (Approaches to Writing in EFL Context. Balancing Product and Process in Writing Class at tertiary Level). The study aimed at examining the effects of product and process approach to writing on learners'

performance. Data were collected from learners' products of a written text. (60) Students were selected to undertake a writing task. The findings indicated that students were unable to produce a good composition and they also failed to write effectively the structure of the composition in their scripts. The result also showed that the students faced problems in brainstorming and organizing their ideas cohesively, and providing the structure of a paragraph, especially topic sentences and supporting details.

The study of Ridha 2012 (The Effect of EFL Learners' Mother Tongue on their Writings in English: An Error analysis Study). The study aimed at examining the errors Iraqi EFL College students made while writing and analyzing the source of these errors. The sample of the study was (83) students from the Department of English. The required data were collected via a written text. The findings of the study showed that participants committed many grammatical errors both at word and sentence levels in relative to tenses, spelling, semantic/ lexical errors and word order.

The study conducted by Sawalmeh, 2013 (Error Analysis of Written English Essays: The case of students of the Preparatory Year Program in Saudi Arabia). The study intended to investigate the errors in a corpus of 32 essays written by Arabic-speaking Saudi learners of English. The instrument used for this study was participants' written essays in English language. The results indicated that students made errors in verb tense, word order and mechanics particularly, spelling and capitalization.

The study done by Ahmed, 2010 (Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Prospective). The study aimed at focusing on the organizational problems namely, cohesion and coherence those Egyptian student teachers of English language encounter in writing an English essay. The sample of the study

composed of (165) student teachers of English language and (7) lecturers. The tools used for data collection were a questionnaire and an interview. The findings of the current study revealed that students faced difficulty in writing the introduction, the thesis statement, the topic sentence, transition ideas and sequence ideas.

The study carried out by Jones, 2007 (Losing and Finding Coherence in Academic Writing). The study indented to measure coherence in students' written texts. A total of 41 undergraduate students of different ages, and cultural, linguistic and educational background were administered to academic writing. The findings showed that most students had poor performance. The results also revealed that students sometimes indistinguishable in their quality of writing and they tended to suffer from loss of coherence in argument.

The study of Javid & Umer, 2014 (Saudi EFL Learners' Writing Problems: A move Towards Solution). The study attempted to identify the importance of writing tasks, major areas of difficulty in academic writing, the factors causing these difficulties and the corrective measures in the Saudi EFL academic context. The sample of the study was (194) Saudi English-major undergraduates of Taif University who were asked to respond to questionnaire items about various dynamics of writing skills. The findings of the study reported that Saudi EFL learners had serious problems in their academic writing due to their weakness in using appropriate lexical items, organization of ideas, grammar, spelling and punctuation.

The study done by AL-Sawalha and Chow, 2012 (The Effects of the Proficiency on the Writing Process of Jordanian EFL University Students). The study aimed to investigate how proficiency affects the writing process of a selected group of English language and literature students at Yormouk University in Jordan. The sample of the study was

(60) English language and literature students who were asked to complete a questionnaire of writing strategies. The findings revealed that most Jordanian University students failed to express complex ideas in their writing as they lacked the appropriate vocabulary. The findings also showed that students did not know how to plan, edit or revise their writing essays.

The study of Nyoni, 2012 (Semantically Enhanced Composition Writing with Learners of English as a Second Language. The study aimed at establishing the effectiveness of using semantic mapping in enhancing composition writing with learners of English as a second language. 44 students divided into two groups participated in the study by writing a composition. The findings showed that students who have been exposed to semantic mapping tended to write better composition than those who had no knowledge of semantic mapping; the study also revealed that semantic mapping helps students generate information before a composition is written. In addition, it encourages cooperative learning.

The study carried out by Huwari and AL-khasawneh 2013 (The Reasons behind the Weakness of Writing in English among Pre-Year Students at Taibah University. The study aimed at exploring the reasons behind the Weakness of Writing among pre-year students at Taibah University. The participants of this study were (100) pre-year male students. The study used semi-structured interview as an instrument for collecting the data. The findings showed that grammatical weakness, knowledge and understanding were the main themes discovered by the participants.

The study of Nezami, 2012 (Common Errors Types of Iranian Learners of English). The study aimed at obtaining a clear understanding of Iranian EFL learners' L2 writing errors types. A test of written English was administered to (103) university students majoring in English. The study

explored that the students committed ten most frequent errors types such as the use of proper punctuation, lexical or phrase choice. The findings also showed that the students made many spelling mistakes and misused of subject/verb agreement.

The study of Ismail, 2010 (Exploring Students' Perception of ESL Writing). The study attempted to investigate students' perception about an academic writing. The data were collected through a questionnaire and an interview of total of (65) female students. The findings were that students need to improve their proficiency and get rid of their anxiety. The results also showed that students were influenced by their experience of first language writing.

2.10 Summary of the Chapter

This chapter includes the theoretical background of the study. This section reviews in details the relevant literature of the concepts of the study problem. It also presents the definition of a text. A text is a semantic unit that has various components which are joined together by direct cohesive devices, grammatical rules, appropriate vocabulary that brings most satisfaction in the process of writing.

The chapter also provides the importance of coherence in any written text. Coherence keeps the materials in the written essay organized clearly and logically. Sentences are linked and tied together in order to develop the paragraphs. The supporting sentences must be organized so that they can cohere or stick together. In brief, in order to maintain coherence, details must be connected within sentences, within paragraphs which are all linked to the main idea expressed in the controlling sentence.

This chapter also introduces the different types of modes of writing such as description, narration, persuasion and exposition. Moreover this chapter presents discourse production strategies as cognitive system. This includes planning, selection, evaluation, revision and transcription. These

strategies are used by the writer to assess, retrieve, manipulate and integrate various types of knowledge. Writing process is also introduced in this chapter. This includes pre-writing, drafting, revision, editing and proof reading. The chapter is closed by some previous studies.

Chapter Three

The Methodology of the Research

This chapter introduces the research methodology followed in the study, the population and the sample of the research. Furthermore, it presents the research instruments and the reason for choosing them. It also provides data collection, method of scoring, statistical means and data analysis.

3.0 Methodology

As it was previously stated, the objective of the present research is to investigate why English-major students at Dalanj University (Teachers' College and Faculty of Education) cannot construct well tied written essays. The research aims at knowing to what extent students are capable in using mechanics and grammatical rules in writing an essay. Furthermore, the research tries to answer why students can't express their thoughts and opinions systematically and logically, and how far they can maintain rich source of cognitive processes and strategies in essay writing. This chapter includes methodology, the population of the research, sampling, the research instrument, students' test and lecturers' questionnaire, method of scoring and statistical means. The following is description of the methodology used in conducting this research.

3.1 The Population of the Research

It consists of English-major third-year undergraduate students at Dalanj University, during the academic year (2014-2015). It comprises Teachers' College and Faculty of Education students. The determination of the class is justified as the third-year students, because they are supposed to have the accumulative knowledge and skills in writing essays.

3.2 The Sample of the Research

The sample chosen for the research is (89) third-year English-major students of English Language Department, Teachers' College and Faculty of Education of Dalanj University. They constitute the total number of the two colleges of batch 2012 at the University of Dalanj. These students have spent three years studying English as a foreign language. They have had enough courses in different skills, especially writing which is supposed to make them qualified enough for any written discourse. Therefore, they are more appropriate for the present research.

3.3 The Research Instrument

The purpose of this research is to assess students' performance in essay writing. Students have to use their own language and thoughts freely. A quantitative method is designed, which is a procedure for collecting and analyzing data at some level of the research process within a single study.

Consequently, to achieve this goal, the researcher uses two tools to get the required data, writing proficiency test and a questionnaire. They are used for their suitability of gathering the required data for the research. Besides, they are the most appropriate tools for measuring the students' written performance.

3.3.1 Constructing the Students' Test

The main objective of the test is to measure the students' performance in a written discourse, namely an essay of about (250-300) words. The testees are given eight topics from which they have to choose one topic in order to write on it. These eight topics are feasible and familiar to the students and are selected carefully so as to enable the students to write more easily and comfortably. Hence, the students would face no difficulty in understanding them, they are engaged under the limits of two hours so as to think, write, revise, and then rewrite an essay in its final production.

The test is done during the 5th semester, when the students have to write an essay by using their own thoughts and vocabularies on one of the following topics:

a- "No for war, yes for peace".

b- "Living in a village is better than living in a town".

c- "Smart mobile phones among the youth have advantages and disadvantages".

d- "My childhood".

e- "Organized marriage is more successful than love marriage".

f- "Money is everything nowadays".

g- "English/Arabic. Which is the best medium for instruction at university level?"

h- "A journey you had in your life".

The varieties of topics aimed at offering students chance to select the most appropriate one that suits their interest and ability.

3.3.2 Method of Scoring

In the present research, the total mark of the test is (60). Five marks for each item are developed to evaluate each area. The breakdown of the areas corrected is as follows:

a- Using correct capitalization and punctuations.

b- Misspelling.

c- Appropriate use of grammatical rules.

d. Maintenance of cohesion, coherence and a mode of developing paragraph.

e. Capability of stating only one idea in a paragraph.

f. Organizing and developing information into progressive logical patterns of arrangements.

g. Ability of stating thoughts into appropriate forms of expressions.

h. Keeping logical relationships among sentences.

i. Good textual planning of a written discourse.

j. Evaluating linguistic efficacy and comprehensibility before final production.

k. Ability to revise the correctness and precision of linguistic structures.

l. transcribing ideas into correctly tied forms of sentences.

3.3.3 The Questionnaire

The key purpose of the questionnaire is to gauge lecturers' responses to find answers to the main research questions. Each question comprises four items. Therefore, the questionnaire consists of 12 items, with five options from which respondents have to make a tick before each item.

Items from 1-4 assess whether students are capable of using appropriate mechanics and correct grammatical rules in order to produce well written essays or not. Items from 5-8 measure students' competence in expressing their thoughts and ideas systematically and logically, and the last four ones from (9-12) enquire whether students are capable of maintaining rich source of cognitive processes and strategies in constituting good essays or not. (See appendix (B).

3.4 Validity and Reliability of the Research Tools

Five experts in ELT were asked to assess the accuracy of the questionnaire items and the test in order to validate their investigation. Moreover to see whether the means of measurements are actually measuring what they are intended to measure or not.

The consistency and the similarity of the results emerged from the individuals' scores remain stable. This ensures the reliability of the test.

3.5 Statistical Means

The research conductor uses SPSS (Statistical Package for Social Sciences) for data analysis. Frequency counts and percentages are adopted to obtain results for the study. The research also uses Excel programme to convert the tables into graphs.

3.6 Data Analysis

Assessing the written performance of English-major third-year students of Dalanj University of teachers' College and Faculty of Education is the researcher's key purpose. In order to achieve this aim, the researcher designed a questionnaire for English Language lecturers and a test for the students under question. This is done so as to test students' abilities in writing an essay. After collecting the required data, the researcher analyzed and calculated them by using frequencies and percentages.

For relating the theoretical description of the data analysis procedure with empirical statistical evidence, the next chapter presents tables that

show the descriptive statistics of students' performance in the test and responses of the lecturers' questionnaire.

3.7 Summary of the Chapter

This chapter starts with the research methodology which discusses the population of the study which is EFL third-year undergraduate students of Teachers' College and Faculty of Education at University of Dalanj. Two tools are used for data collection. Firstly, a test is administered to (89) students in order to write an essay of about (250-300) words. The testees are given eight topics in order to write on one of them by using their own language within two hours. The total mark of the test is (60). Five marks for each item.

The second instrument is a questionnaire of (12) items, with five options from which respondents have to put a tick before each one. The questionnaire is distributed to (15) respondents (11) lecturers, (2) assistant professors and (2) associate professors. These (15) respondents comprises four universities (University of Dalanj, Kordofan University, West Kordofan University and Asalam University.

The study uses SPSS (Statistical Package for Social Sciences) for data analysis. The study also uses Excel programme to convert the tables to graphs.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter provides how data are analyzed. Moreover it introduces the results obtained from lecturers' questionnaire and the students' test. Lastly, this chapter ends with the discussion section which attempts to explain the research results and conclusion emerged from the study.

4.0 Introduction

The aim of the present research is to assess the performance of third year English-major students at Dalanj University, Teachers' College and Faculty of Education. This research attempts to find out why English-major students at Dalanj University are unable to produce good essays.

To investigate this claim, the following questions were previously put forward:

a- To what extent are students capable of using mechanics and grammatical rules in writing essays?

b- How far can students express their thoughts and ideas logically and systematically?

c- Why do students fail to maintain rich source of cognitive processes and strategies when constructing an essay?

4.1 Data Analysis

In order to test the above stated questions, a series of independent frequencies and percentages are presented. The step-by-step procedure is detailed here.

Twenty-five copies of a questionnaire were distributed to English language lecturers of four different universities namely, University of Dalanj, Kordofan University, West Kordofan University and Asalam University. The copies were distributed by colleagues in March 2015 and only fifteen were returned in June 2015. According to the copies received from the four universities, it is found out that there are 11 lecturers, 2 assistant professors and 2 associate professors. Three respondents with experience in teaching less than six years, two respondents with experience from 6-10 years and ten respondents have been working for more than sixteen years.
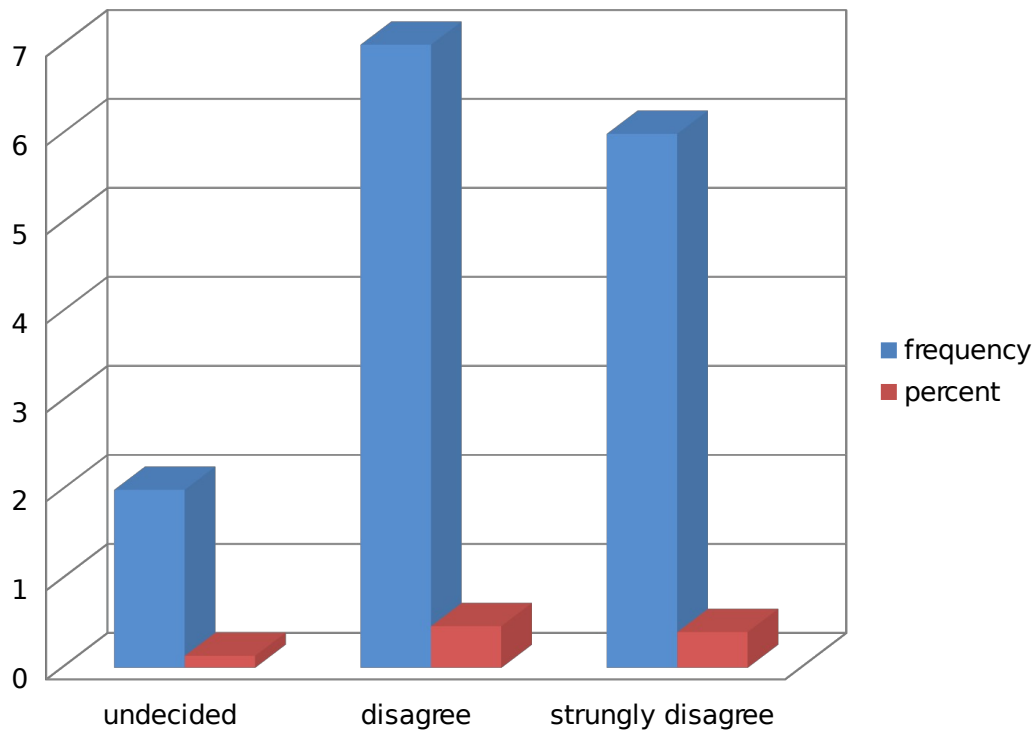
4.2. Lecturers' Questionnaire

4.2.1 Students' Ability in Using Mechanics and Grammatical Rules.

The table below shows lecturers' opinions on students' performance of the written essay.

| mean	Strongly disagree	disagree	undecided	agree	Strongly agree	item	N0
4.27	40%	46.7%	13.3%	-	-	Students use correct capitalization and punctuations.	1
	6	7	2	-	-		
1.80	-	6.7%	-	60%	33.3%	Students frequently misspell words while writing.	2
	-	1	-	9	5		
3.87	13.3%	66.7%	13.3%	6.7%	-	Students apply appropriate grammatical rules while writing their essays.	3
	2	10	2	1	-		
4.20	33.3%	53.3%	13.3%	-	-	Students maintain good cohesion, coherence and a mode of developing paragraphs	4
	5	8	2	-	-		

Table (4.1) shows lecturers' responses to students' ability in using mechanics and grammatical rules.

Responding to the first item whether students can use correct capitalization and punctuations in their written essay, table (4.1) above shows that (13.3%) of the lecturers did not decide on the matter, (46.7%) of the respondents disagreed with the idea that students can use correct capitalization and punctuations and (40%) of the lecturers strongly disagreed with the claim that students can capitalize and punctuate their written text accurately. The table shows the mean of the respondents is 4.27.
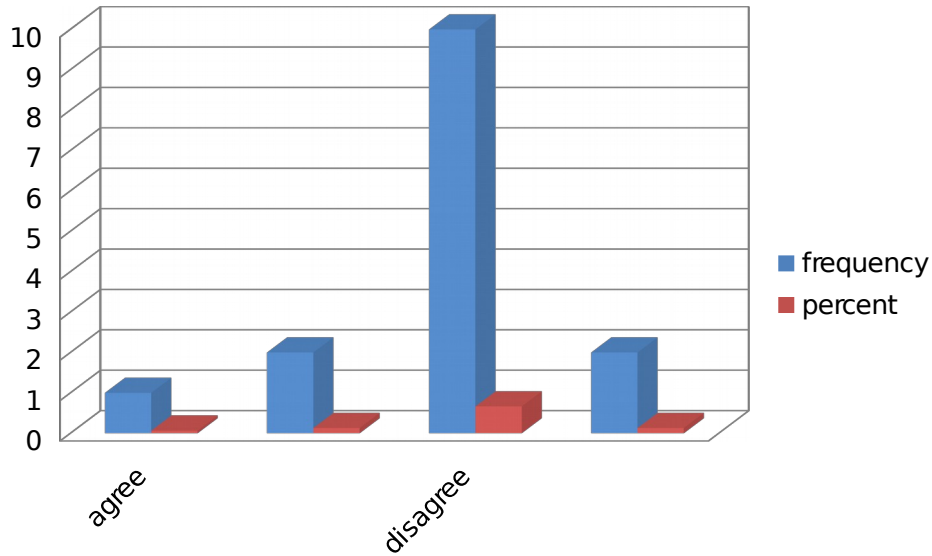
Graph (1) lecturers' opinions on students' use of correct capitalization and punctuations

Responding to the second item of the questionnaire, whether students can use correct spelling or not. The table reveals that (33.3%) of the respondents strongly agreed that students misspell words as they write their essays, (60%) of the respondents agreed with the assumption and (6.7%) of the respondents thought that the subject are able to write the correct spelling of the written words. The mean of the respondents is 1.80.
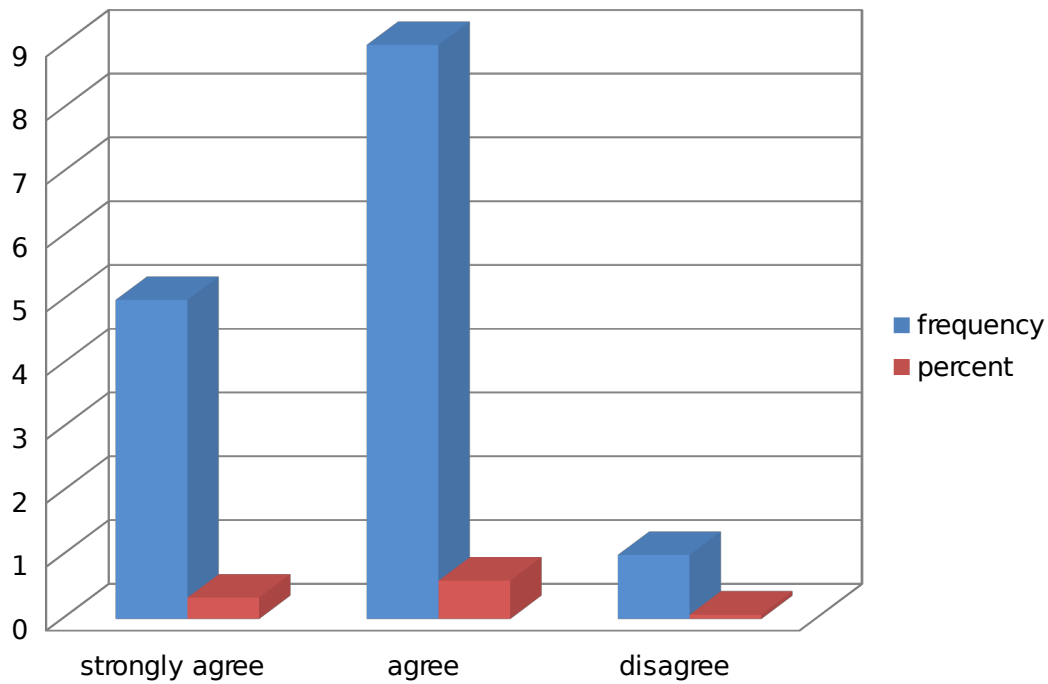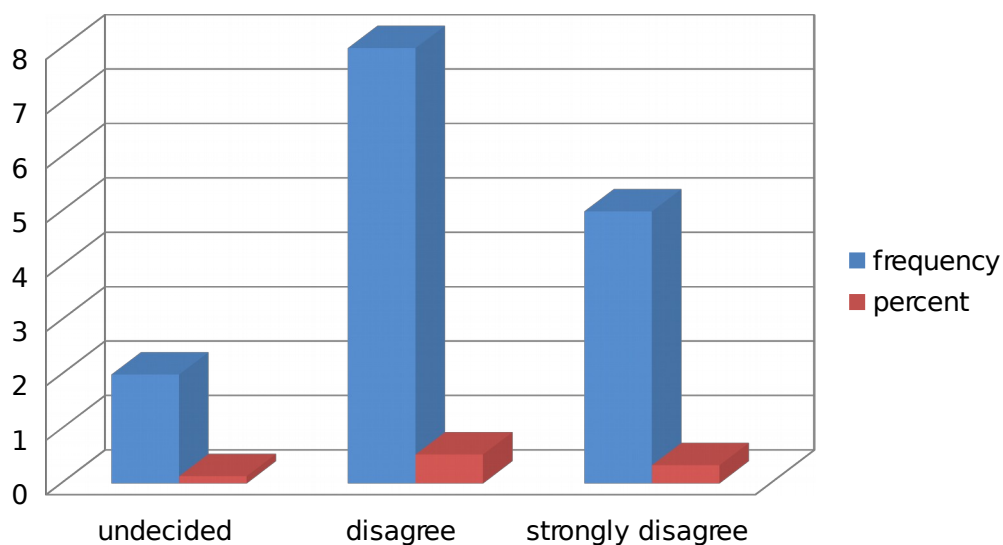
Graph (2) lecturers' opinions on students writing with incorrect spelling

Concerning to the third item which argues students' competence of using correct grammatical rules, the table reveals that (6.7%) of the lecturers have agreed that the subjects are able to use grammar correctly while writing their essays, (13.3%) of the respondents did not decide on the claim. Whereas (66.7%) of the respondents did not think that students are competent enough in using correct grammar in their essay writing and (13.3%) of the lecturers strongly disagreed. The mean of the respondent is 3.87.

Graph (3) lecturers' opinions on students' ability of applying grammatical rules while writing their essays

As for the fourth item , (13.3%) of the respondents did not decide whether students can write cohesively and coherently or not, (53.3%) of the respondents were not in favour with the idea that students are able to maintain cohesion, coherence and a mode of developing paragraph in their written texts. In addition, (33.3%) of the lecturers who strongly disagreed with the claim. The mean is 4.20.

4.2.2 Students' Abilities in Expressing Thoughts Systematically and Logically.

mean	Strongly disagree	disagree	undecided	agree	Strongly agree	item	N0
3.27	20%	6.7%	33.3%	33.3%	6.7%	Students are capable of stating only one idea clearly in each paragraph.	5
	3	1	5	5	1		
3.93	26.7%	46.7%	20%	6.7%	-	organize and develop their information into progressive logical patterns of arrangements	6
	4	7	3	1	-		
4.13	20%	73.3	6.7%	-	-	Students are able to state their thinking into pertinent forms and expressions.	7
	3	11	1	-	-		
3.60	20%	-	13.3%	13.3%	6.7%	Students can maintain logical relationships among ideas clearly.	8
	3	-	2	2	1		

Table (4. 2) shows lecturers' responses to students' abilities in expressing thoughts systematically and logically.

Responding to the fifth item, table (4.2) indicates that (6.7%) of the lecturers strongly agreed that students can state only one main idea in each paragraph, (33.3%) of the respondents agreed with the claim, (33.3%) could not decide, (6.7%) of the respondents disagreed with the assumption that students are able to state only one idea in a paragraph, In addition to, (20%) of the lecturers strongly disagree with claim that students can state one clear idea in each paragraph with the respondents' mean of 3.27.
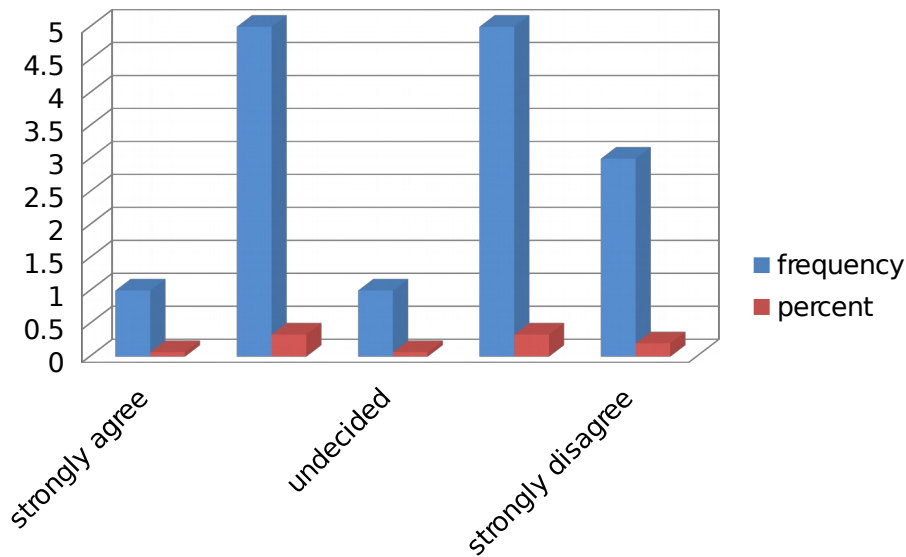
Graph (5) lecturers' opinions on students' incapability of stating only one idea clearly in each paragraph

In response to the sixth item, the table also displays lecturers' opinions on whether students can organize and develop their information into progressive logical patterns of arrangements or not. The table shows that (6.7%) of the respondents agreed with claim, (20%) of the lecturers did no decide on the matter, (46.7%) of the respondents disagreed with the claim, besides (26.7%) who strongly disagreed that students can organize and develop their information logically. The respondents' mean is 3.93.
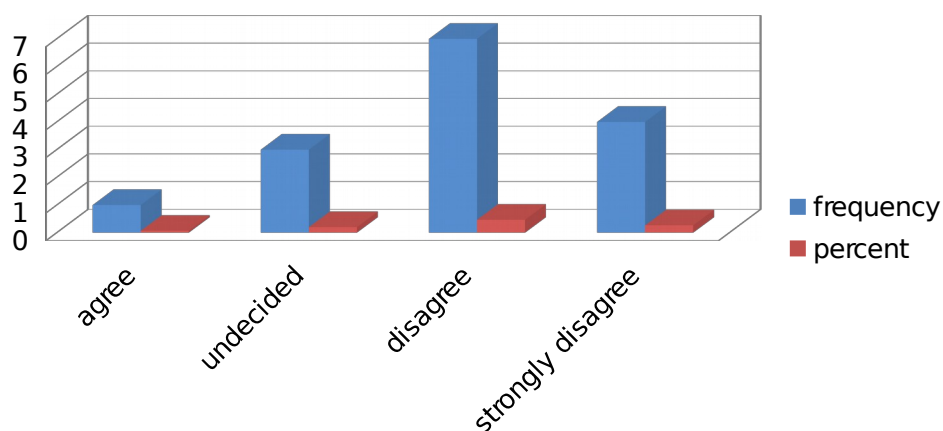
Graph (6) lecturers' opinions on students' ability of organizing their information

Responding to the seventh item, table (4.2) also shows that (6.7%) of the lecturers did not decide on students' ability of stating their ideas in inappropriate expressions, (73.3%) of the lecturers disagreed with idea that students are able to construct their thoughts into pertinent forms of arrangements, besides (20%) of the participants who strongly disagreed with the assumption, with the highest mean 4.13.
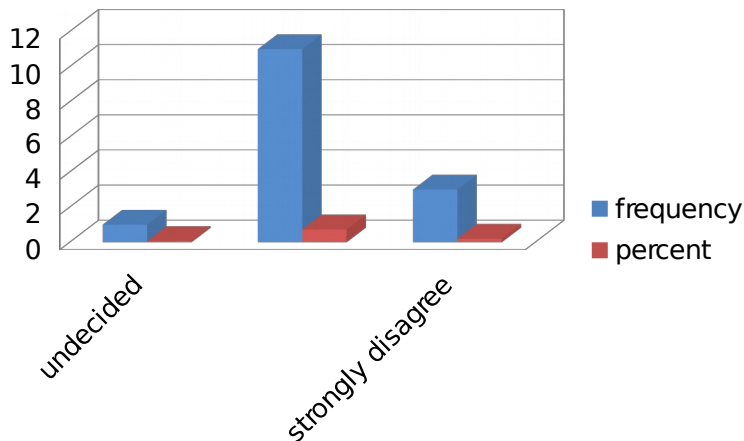
Graph (7) lecturers' opinions on students' ability of stating their thinking into pertinent forms and expressions

Concerning the eighth item, the table shows that (6.7%) of the respondents strongly disagreed that students can maintain logical relationships between ideas clearly, (13.3%) of the lectures agreed with the claim, (13.3%) did not decide on the matter. On the other hand, (20%) of participants strongly disagreed with the statement.
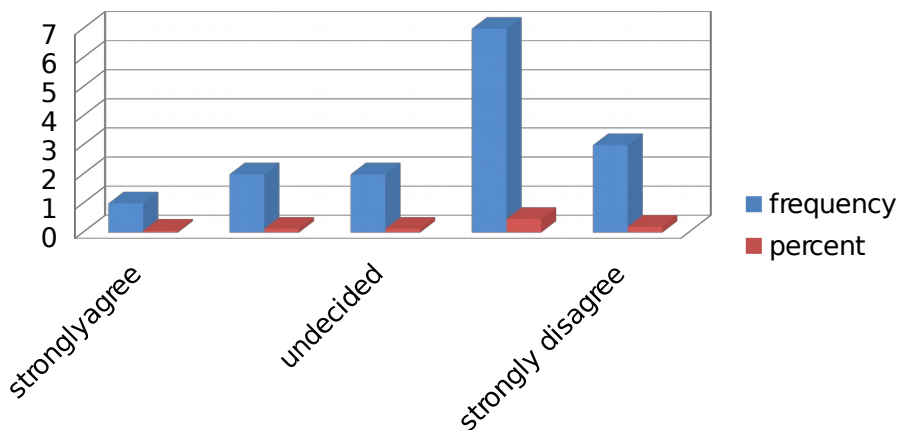
Graph (8) lecturers' opinions on students maintaining logical relationships among ideas.

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4.2.3 Students' Abilities in Keeping Rich Source of Cognitive Processes and Strategies that Constitute a Good Written Text.

| mean	Strongly disagree	disagree	undecided	agree	Strongly agree	item	N0
3.87	26.7%	53.3%	-	20%	-	Students make good textual planning of their written text.	9
	4	8	-	3	-		
4	26.7%	53.3%	13.3%	6.7%	-	Students are capable of evaluating their linguistic efficacy and comprehensibility before making final production.	10
	4	8	2	1	-		
3.93	20%	60%	13.3%	6.7%	-	Students have ability to revise the correctness and precision of linguistic structure of their literacy writing.	11
	3	9	2	1	-		
3.60	20%	53.3%	-	20%	6.7%	Students can transcribe their ideas into correctly ties forms of sentences to produce final written text	12
	3	8	-	3	1		

Table (4.3) shows lecturers' responses to students' abilities in keeping rich source of cognitive processes and strategies that constitute a good written text.

Responding to the ninth item, table (4.3) above shows that (20%) of participants agreed that students can make good textual planning for their written text, (53.3%) of the participants did not agree with the claim, in addition to, (26.7%) of respondents who strongly disagreed, with the mean of 3.87.
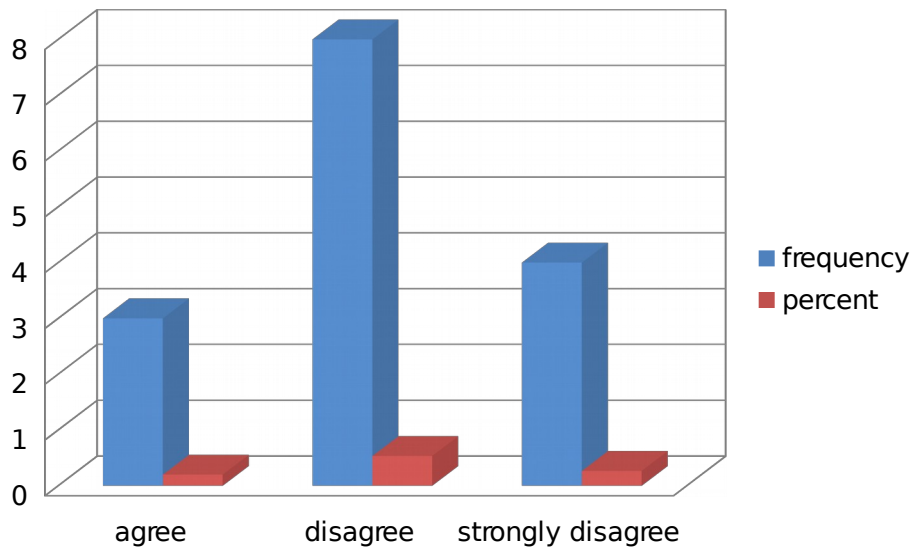
Graph (9) lecturers' opinions on students' good textual planning of the written text

In response to tenth item, the table also reveals that (6.7%) of the lecturers agreed that students can evaluate their linguistic efficacy, (13.3%) of the lectures did not decide, whereas (53.3%) of lecturers disagreed with the idea that the subjects are capable of evaluating their linguistic efficacy and comprehensibility before they make their final production, in addition to (26.7%) who strongly disagreed with this claim, with the highest mean 4.00.
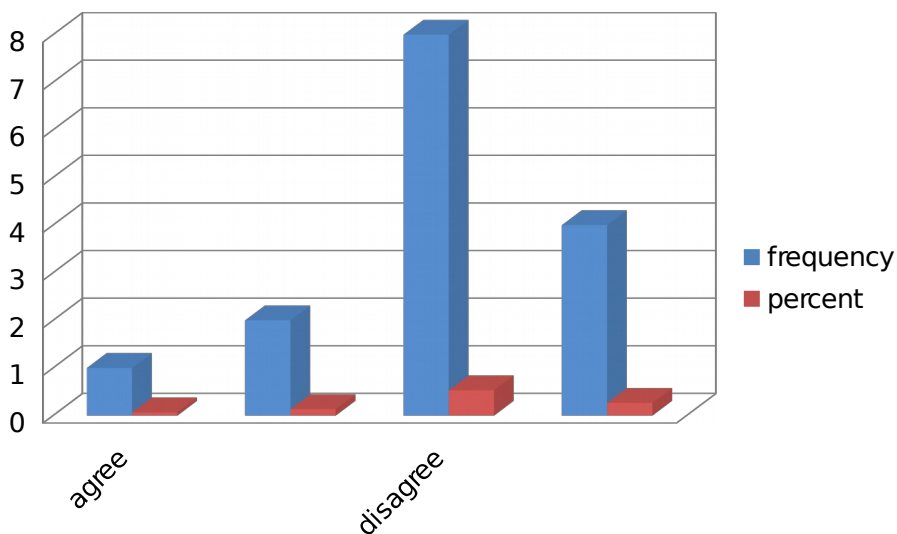
Graph (10) lecturers' opinions on students' capability of evaluating the linguistic efficacy and comprehensibility before making final production.

Responding to the eleventh item, the table shows that (6.7%) of the lecturers agreed that students can make good revision to their essays, (13.3%) did not decide whether students are capable of revising the written text or not, (60%) of respondents said that students have no ability to revise their written discourse, besides (20%) who strong opposed the claim that the subjects can revise their linguistic structures of their written essays. The mean of the respondents is 3.93.
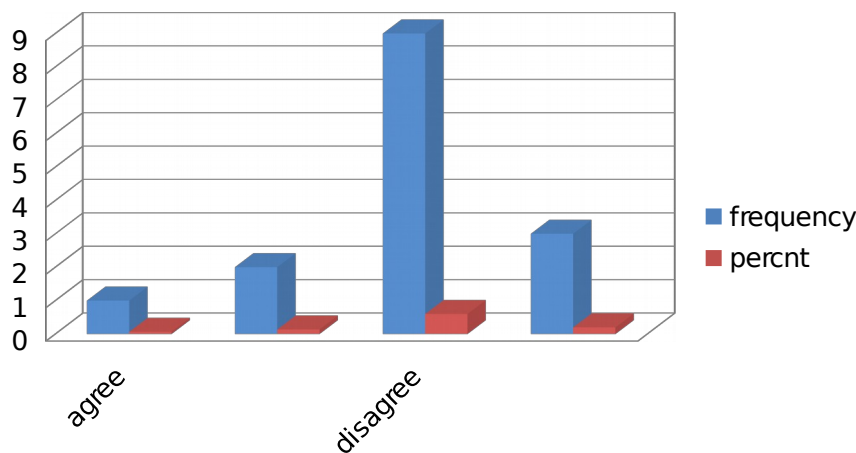
Graph (11) lecturers' opinions on students' ability of revising the correctness and precision of linguistic structure of their written text

In response to the last item, the table indicates that (6.7%) of the lecturers strongly agreed, (20%) agreed that the participants are competent enough in transcribing their ideas into correct structures, whereas (53.3%) of participants disagreed with the assumption that students can transcribe their ideas into correctly tied forms of structures to have final production. In addition to (20%) who strongly disagreed. The mean of the lecturers is 3.60.
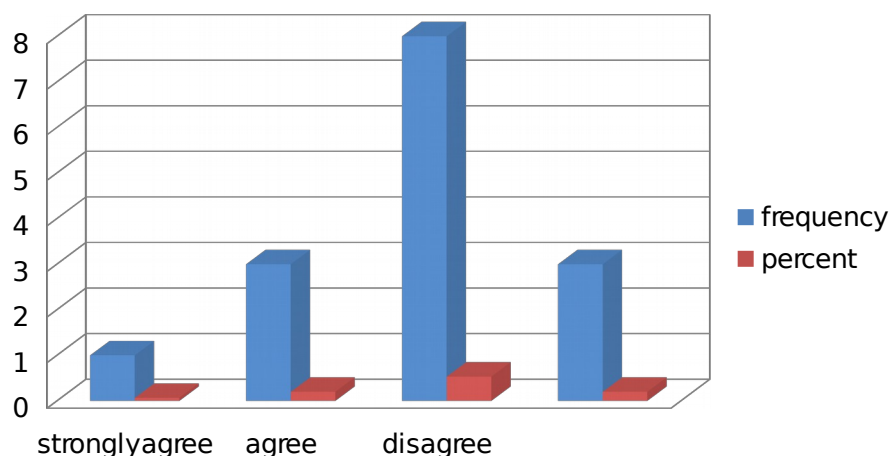
Graph (12) lecturers' opinions on students' ability of transcribing their ideas into correctly ties forms of sentences to produce final written text.

4.3 The Students' Test

4.3.1 Correct Use of Capitalization and Punctuations

mean	Percentages of scores	Frequency of scores	scores
			Total marks (5)
	16.9%	15	0
	42.7%	38	1
	24.7%	22	2
1.40	14.6%	13	3
	1.1%	1	4
	100%	89	Total

Table (4.4) correct use of capitalization and punctuations

Table (4.4) illustrates students' scores, frequencies and percentages in using correct capitalization and punctuations. The table above shows that (15) students got zero (16.9%), (38) participants scored only one mark (42.7%), (22) students attained two marks (24.7%), (13) students have scored three marks (14.6%), (1) participant has got four out of five (1.1%). From the table above only (14) Students (15.7%) were able to use capitalization and punctuation marks correctly, whereas (84) students (84.3%) fail to write with correct use of capitalization and punctuations.

From the table above, it is clear that students' abilities in writing essays lack the techniques of using appropriate systems of punctuation marks and how to use capitalization.

Below are some examples of students' writing in using capitalization and punctuations:

 A- *living in a villge is better Than Living in a town because The villge give us The mony serviwes too, living in twon too give us Serviwes and the town is very important and the villge very important too, in a town…..*

B- *English and Arbic mores Than beweewn in The Arabic The Arabic generally conteray peapoles in the aslamis astoudenis facaltas university in a Eideucetion infosaleisy inmportanes Than English Languege……*

C- *in the Autumn The sky is ranny we going to ther journey we arrived To location of The journey first work clean The place after clean my friend collagea The wood and stone after That work beging The cooking after the cook sTarT The lunch out lunch beging The prgramme To programme That conterast is Isamic and poetry and cultural programme The journey is very nice because……….*

D- *because any studan or any preson he tower English studing with Arabic it is Not good for you. And also if the teacher is explain to by the Arabic you understand but you not able to lrean English easy for you like and you not like speaking English. too also you not able to presuation he know English quilly……..*

E- *The Maariage is very important in our life. so that I gave More somethings in this. I has need to marriage a but in the. Fauath- will give The chiladern. in live . the good life Also enjoying The live life. were are Most a change the level you're true. in life step by step……….*

F- *some people say in living a village is very deffical no easy and living in a town very easy But I said living in village very easy why – because*

village atheal put no school and weater more But the weathly very good…

G- in fact the war its very terrible thing in the world because The war to stop the deveoloping in our contery and also stop the marcheh between the contery side and the town. the mak the peope homless his place and the child can not contiuns his study In education the war cus the strvation…..

4.3.2 Misspelling

mean	Percentages of scores	Frequency of scores	scores
			Total marks (5)
1.67	5.6%	5	0
	40.4%	36	1
	34.8%	31	2
	19.1%	17	3
	100%	89	Total

Table (4.5) Misspelling

Table (4.5) shows the total scores of the subjects, frequencies and percentage of the scores in misspelling word during writing. The above table indicates that (5) students have attained nothing (5.6%), (36) participants got (1) mark (40.4%), (31) students scored two marks (34.8%) and only (17) participants (19.1%) have got three marks out of five. On the other hand, (72) subjects were unable to write down correct spelling. Thus, this emphasizes that students' are poor in using mechanics of writing.

The following examples are taken from student's writing illustrating misspelling:

A- But the peace let the people live in peas Every thing going will like marden and education and the develop scietey injoy by the freedome and the contry gocins in development….…..

B- …..if we spk or we need hem in education and altof thing becothe he halp you or halp all the huomane in the live spashal if we spek abut your goub or your child or the education heis important things in this taime…..

C- …..in the eslam cantry can be see uor a waif and ather cantry like amarcan pepol Theris mak see a wif all tim and Theris going The cenam and the part and Theris dancing and song and lesnig to muoc all the tim..

D- ….in Einglish longeuch a practes importonce very well. The Einglish longeuch intrnatlion in futcher next. sometemes Einglish longeuch comfarelbl in Arabic. I say Einglish longeuch very eises baut need is practes a lot of and halping in Bivcuray.

4.3.3 Appropriate Use of Grammatical Rules

mean	Percentages of scores	Frequency of scores	scores
			Total marks (5)
	37.1%	33	0
1.11	30.3%	27	1
	16.9%	15	2
	15.7%	14	3
	100%	89	Total

Table (4.6) Appropriate use of grammatical rules

Table (4.6) presents students' total marks, frequencies and percentages in using correct grammatical rules in constructing essays. The table shows (33) students have no mark (37.1%), (27) students got (1) mark (30.3%), (15) participants scored two marks (16.9%) and (14) subjects (15.7%) could afford to use correct grammatical rules in their essay writing. The table on the other hand, indicates that the majority of the subjects (84.3%) are unsuccessful in writing with correct grammatical rules.

From the figures above, it is obvious that students' competence in grammar is weak and therefore they cannot generate good written discourse.

The following lines are extracted from students' writing displaying their grammatical misuse.

A- Money is money the are money at is money today is money importen the is Sudan of the money give we my friedem money at the marriage and about what.

B- I don't living in a town because town it's very crowed and daret. It is very expensive life town bout better than uillage in education and government.

C- we don't forgetting the Arabic langouge it is come with it The khoraan kreem for God and it is first language and good. We injoyble with it in our life.

D- Because war can be destroyed all economic situation and no education among people. There also mony reason for war…

E- if a conber between life a town and life at village the life at the town is better indeed. because if you want anything can existing such as transport, communication, Electersity and many thing.

4.3.4 Maintenance of Cohesion, Coherence and a Mode of Developing Paragraph.

mean	Percentages	Frequency	scores

	of scores	of scores	Total marks (5)
	61.8%	55	0
	15.7%	14	1
.70	13.5%	12	2
	9%	8	3
	100%	89	Total

Table (4.7) Maintenance of cohesion, coherence and a mode of developing paragraph.

Table (4.7) illustrates students' scores in keeping cohesion, coherence and a mode of developing paragraph. The above table shows (55) subjects attained no mark (61.8%), (14) students got one mark (15.7%), (12) participants have score two marks (13.5%) and only and only (8) participants (9%) were able to maintain cohesion and coherence and are also capable of using a mode of developing paragraph in order to produce written texts. The table also justifies that (91%) of students write incohesively, incoherently and shows no mode of developing paragraph.

Here are some examples of students' writing which lack cohesion, coherence and mode of developing paragraph:

A- *Now every thing this baber and the life is no go without money. can you leving without money? no can you marriage without money? no so every Thing need this money. This taim very difical without money. all the people doing any thing by money. I have the money that mense I have everything in our life….*

B- *The organized marriage of coecity in that is not cood beacoc in the marriage in this time but the fre befical and ferre to the no mone. Organized of marriage con not school in the love marriage the marriage is the conjution between to person in marriage but the other of people no lobe but the marriage this is of persnlity.*

C- *war better also war desitory all the people and house war no is education in the development war cheing for people the a town and village war is ver better peace is ver buwtful but war bad……*

D- one days for week I was put to journey after pefor we are seslt we of ol com aftr that we ar going to fourst thy ar wethe is outman an ol of person was going in this journey we have one gout and to acar and som comrs and music we had oll the person in the is journey…..

4.3.5 Capability of Stating Only One Idea in a Paragraph

mean	Percentages of scores	Frequency of scores	scores
			Total marks (5)
	73%	65	0
	14.6%	13	1
.47	4.5%	4	2
	7.9%	7	3
	100%	89	Total

Table (4.8) Capability of stating only one idea in a paragraph

Table (4.8) above shows students' scores, frequencies and percentages in being able to state only one main idea in each paragraph. The table above indicates that (65) students scored zero (73%), (13) subjects got one mark (14.6%), (4) students have scored two marks (4.5%) and only (7) students (7.9%) could state only one main idea in each paragraph, whereas (82) students (92.1%) could not afford to write a clear main idea in each paragraph.

Here are some examples of student' writing:

A- A journey you had in your life to town in big bortSudan in very big town it is my today life is family is my father and mother I my berather and my sister.

B- I see for marriage colocieton marriage in the eslam cantry and the ather cantry.

C- Money is very importance in our live in now day the is keep any The we needed in my where ant Time any person need.

D- my childhood has beutful, first thing I play with my friends.

E- I'm see English e'ts very beutefwoll an fantasting.

4.3.6 Organization and Development of Information into Progressive Logical Patterns of Arrangements

mean	Percentages of scores	Frequency of scores	scores
			Total marks (5)
	78.7%	70	0
	12.4%	11	1
.36	3.4%	3	2
	5.6%	5	3
	100%	89	Total

Table (4.9) Organization and development of information into progressive logical patterns of arrangements

Table (4.9) illustrates students' scores and their frequencies and percentages in organizing and developing information into progressive and logical patterns of arrangements. The table above tells that (70) students attained zero (78.7%), (11) subjects got one mark (12.4%), (3) participants got two marks (3.4%) and only (5) subjects (5.6%) could develop information progressively and logically while writing, whereas (84) students (94.4%) face difficulty in organizing their written discourse. Examples of students' writing:

A- the living in town is very nice but in yor villag is very beutfol but town is samething in yor town not in yor village town in grop of all thing Exam big organizations can big market and peace for pepal or twon fine oll or twon find in transport are government find different between illane and twon is big area an village or living in yor village big different…...

B- in my holday was had Ajourney in my life in the holday we had a nice journey with my frined in theis journey we collection money and after that we buy some thing my journey was became in a big garding in the city…

C- How is money made in Sudan about what is money important is that in Sudan is money and which in the better medium of the at money in life….

D- ….but we in the university and all the student in different university regusting for them learning English language it can be there are big life is good and he is or there are injoying by it and it is mor easy comfertebll to learning it in instruction……..

E- Woman saying happying the oth pesrons. That yours in the marriage. don't have another yours saying the marriage keep the people information the famliys. in the fauath was past not saying the marriage…

4.3.7 Ability of Stating Thoughts into Pertinent Forms of Expressions

mean	Percentages of scores	Frequency of scores	scores
			Total marks (5)
.36	80.9%	72	0
	9%	8	1
	5.6%	5	2
	4.5%	4	3
	100%	89	Total

Table (4.10) Ability of stating thoughts into pertinent forms of expressions

Table (4.10) above, presents students' scores, frequencies and percentages in being able to state thoughts into appropriate forms expressions. It is obvious that (72) students got zero (80.9%), (8) participants got one mark (9%), (5) subjects attained two marks (5.6%) and only (4) students (4.5%) could express themselves clearly, whereas (85) students (95.5%) failed to make themselves clear in stating their thoughts in words in order to express themselves.

This shows that most of the subjects find difficulty in forming their ideas and thought into expressions that can convey the intended meaning. Below are some examples of students' writings:

A- you are colled long taime all and desadantays the mobile is enaf Enargy and rainec and the barok. You don't lesing time long yoan see the draw badly and goodnow……

B- ….but i neet t peace in any place in the area of the Sudan the ware it is very passive But I wan to tele all my present an this university letle at bece the inportun larnig Educition English the education of English langeue….

C- We is yor marrieag marrieag is barry defacl. Im student of unfarat of to No Im marriage. fran reund is bat faradan is uor marriage. Sadanle of an problem man of wment but is leue is oll…..

D- peopal Sudan bromblm English aftar gainay Exziy Englis I'm you and frien The Topik Englis and crops and Tolken abowod you and write essay Englis samtimes This brolim and samTimes et's very bat.uoswell and Normaley. This snkuoy urer math…..

E- it is very good in school on university is the main idea in English. The English country side is beautiful in English. I love Book English in the market. I have texi book in school and education is The university of the English…..

4.3.8 Keeping Logical Relationships Among Ideas

mean	Percentages of scores	Frequency of scores	scores
			Total marks (5)
	80.9%	72	0
.31	10.1%	9	1
	5.6%	5	2
	3.4%	3	3
	100%	89	Total

Table (4.11) Keeping logical relationships between ideas

Table (4.11) shows students' scores, frequencies and percentages of maintaining logical relationships among sentences. The table above reveals that (72) students got zero (80.9%), (9) participants score one mark (10.1%), (5) students got two marks (5.6%) and only (3) students (3.4%) were capable of keeping logical relationships between sentences.

On the other hand, (86) Students (96.6%) produced unrelated sentences. This shows that students cannot connect ideas in series of meaningful expressions.

Some examples of participants' writing:

A- *The childhood is your father and math is cear My childhood in the life my childhood is paly They childeng and play in the land my childhood It's very help my mather It's cive water.*

B- *We like the peace no like war the sbasls in the Sudan the peace can be mor confatble oll the people and warke the etan in the better and the lik childhood but see now the [eople Jaban and u.S.A they can mor conftable He lik defrant beteen fart masation and three mastion…..*

C- *Economic exching the Economic the pordaction The village pordeice the farmar people the town exching The pordece the they are the workers. in job but ather people the shops……*

D- *We will wich to leraning This world or Their biesc. They are deferent in English in Sudan. How to witte and better is a very Type in Sudan together in the world Ive is deferent between world in outside. but stday form the leraning since in parmry.*

E- *Iuam marriage is the bedhr a scool Iuam lve bu Im Not gagless we is the is aum berry habns. He thart is very ingann the leve is barry tractaf. Wat is hart on marriage hart is uor betwn tareth tham to gankas…..*

F- *This blog is abut all my childhood memories 1 want to remember them so I can tell randomstories to my kids somedy or do anyone. really Asking my father if he could drive all the to Isael I hah always wanted to drive him like him he said yes……..*

4.3.9 Good Textual Planning of Written Discourse

mean	Percentages	Frequency	scores

	of scores	of scores	Total marks (5)
	83.1%	74	0
	10.1%	9	1
.25	5.6%	5	2
	1.1%	1	3
	100%	89	Total

Table (4.12). Good textual planning of written discourse

Table (4.12) illustrates students' scores, frequencies and percentages in having good textual planning of written discourse. The table shows that (74) students got no mark (83.1%), (9) subjects got one mark (10.1%), (5) participants have got two marks (5.6%) and only one student (1.1%) could produce well-planned text, whereas (88) students (98.9%) could not write with clear planning of the text.

4.3.10 Evaluation of Linguistic Efficacy and Comprehensibility Before Final Production

mean	Percentages of scores	Frequency of scores	scores
			Total marks (5)
	84.3%	75	0
	9%	8	1
.24	5.6%	5	2
	1.1%	1	3
	100%	89	Total

Table (4.13) Evaluation of linguistic efficacy and comprehensibility before final production

Table (4.13) reveals students' scores, frequencies and percentages of being able to evaluate their linguistic efficacy and comprehensibility before making final production. The table shows that (75) participants have got zero (84.3%), (8) students scored one mark (9%), (5) subjects attained two marks (5.6%) and only one student (1.1%) was able to evaluate the linguistic efficacy and make comprehensible production,

whereas (88) students (98.9%) were unable to evaluate their text and make any necessary changes before finalizing their text.

Here are some examples of students' writing:

A-….*say the living in town is very nice but in yor village is very beutfol but town is samthing in yor town not in yor village town in grop of oll thing…*

B- *The English langeue it is conjunction larttion shep with all canteres un warliet. but laring of English langeue it is very esse an very canfateple our life…..*

C- *…any waay the smart mobil he not have soo mach disadvantages. The smart mobil he can to shoot to personal bay the deseas, and he can to stop the hard in the work…..*

4.3.11 Ability to Revise the Correctness and Precision of Linguistic Structures

mean	Percentages of scores	Frequency of scores	scores
			Total marks (5)
.21	84.3%	75	0
	11.2%	10	1
	3.4%	3	2
	1.1%	1	3
	100%	89	Total

Table (4.14) Ability to revise the correctness and precision of linguistic structures

Table (4.14) introduces students' marks, frequencies and percentages in revising the correctness and precision of linguistic structures. The table provides that (75) students scored no mark (84.3%), (10) subjects have attained one mark (11.2%), (3) participants scored two marks (3.4%) and only one student (1.1%) was able to revise the linguistic structures, whereas (88) students (98.9%) failed to make any changes in their

writing. This reveals that students are not competent enough to discover whether what they write are right or wrong linguistically.

Here are some examples of students' writing:

A-….*by the money you can learning, by the many you can ate, by the money you can travile, and you can marriage. the genral idea about the money we can say not life free for the money. the world now it is could moste the seience by the money….*

B-… *as first we must see the advantage that telephone has made in for us, for example in unchent time if you want to send the a text it may rich them after days perhaps mouths, but when this great invention appeared it changed that…..*

C- *love marriage__ it is the most butful of all kind of marrge why? Because you are disad wHo is your wife or wHo is your hasban and when you choth you will fell very haepy. but to marry by love it is very defical and it is the most loge why for marry why? Becue the love it is the problem and the hasband or the unnsy is need a time to compled the widing….*

D- *in the town it is scarce to found the grams of murder because they are one family and also tranditional of theme played role in this it is a bad thing to killing samebody that mean they recpect the right of humanben…*

4.3.12. Transcription of Ideas into Correctly Ties Forms of Sentences

mean	Percentages of scores	Frequency of scores	scores
			Total marks (5)
	84.3%	75	0
	11.2%	10	1
.22	3.4%	3	2
	1.1%	1	3
	100%	89	Total

Table (4.15) Transcription of ideas into correctly ties forms of sentences

Table (4.15) provides student' scores, frequencies and percentages in transcribing ideas into correctly ties forms of sentences. The table shows that (75) students got zero (84.3%), (10) participants have scored one mark (11.2%), (3) subjects got two marks (3.4%) and only one student (1.1%) could transcribe ideas into correct forms of structures to produce a well-tied piece of written text, whereas (88) students (98.9%) could not transform their ideas into meaningful sentences to write a good essay.

Here are some examples of students' writing:

A- in English it is leran frm Arabic. becuss it is very important English the leran in our life. That arbic is avery lanestic in university we as reading very Easy Than arbic. in the English our contry That very a big putur form last one in any large. This lean that after one school and university he is little for speech.

B- My childhood is beutyfwol i muwas old Five eyers was in the laif but in future in some in poroplem in next in live but most inportint in lif some old sven in school in the school fund frind in group or teacher or frind Than girls or boys but in taskes sockets. Modes tie from my mother or brohe ware cive my yors ceme This minimy. They are boys or girls uors…

C- ….are you an English to staday an this univery he is very olse can be stadiys your Arbic we are the lern it is not for the Arbic because. In Arbic he is very easy. when did he Arbic in the word for boys…..

D- My childhood is beutyfwol i muwas old Five eyers was in the laif but in future in some in poroplem in nxt in live but most inportint in lif some old 7 sven in school in the school fund frind in group or teacher frind Than girls

4.3.13 Students' Total Marks of the Test

Table (4.16) below illustrates students' total marks of the test. The table shows that most students' marks fall below the half mark (30). It is

obvious from the table that only (4) participants (4.5%) out of (89) students have passed the test. Whereas (85) subjects (95.5%) failed to write comprehensible, legible and meaningful piece of a written text. the table also indicates that the highest mark (36) was scored by only one participant, and the lowest mark is (0) which was obtained by one student (1.1%). The table also explains that most of the subjects' marks are between (0 and 27).

Student' scores	frequencies	percentage
0	1	1.1%
1	10	11.2%
2	19	21.3%
3	10	11.2%
4	9	10.1%
5	7	7.9%
6	5	5.6%
7	5	5.6%
8	2	2.2%
10	5	5.6%
11	1	1.1%
15	2	2.2%
18	1	1.1%
19	3	3.45
21	2	2.2%
26	1	1.1%
27	1	1.1%
30	1	1.1%
31	2	2.2%
32	1	1.1%
36	1	1.1%
Total marks (60)	89	100%

Table (4.3.13) shows students' total marks and their percentages in the test.

4.4 Results

After the explanation of what the present research attempts to answer, the whole research has reached the following results:

1- Comparing the means of lecturers' responses and the test scores of the subjects on students' efficiency in using correct capitalization and punctuations, a clear weakness in the test mean score is observed. This claim is shown in table (4.1) in which the mean of respondents is 4.27, this means that lecturers do not agree that students can use correct capitalization and punctuations. This result of lecturers' opinions corresponds with the actual scores of the students in using correct capitalization and punctuations which is revealed in table (4.4); in which the mean is only 1.40

2- Comparing the lecturers' opinions on whether students' written essays contain many spelling mistakes or not with the subjects' actual performance, the following means are observed: table (4.1) shows that lecturers agree that students do make a lot of spelling mistakes in their written texts. The mean of the lecturer' responses is 1.80. This finding is proved by the subjects' actual performance of the students which is illustrated in table (4.5); in which the mean scores is 1.67. This assures that students of English-major students of both Teachers' College and Faculty of Education are poor in writing correct spelling in their written essays.

3- Continuing with the comparison between the lecturers' responses with the students' performance, table (4.1) furthermore, reveals respondents' opinions on students' ability in applying appropriate grammatical rules. The table indicates that the mean is 3.87 which clarifies that lecturers do not think that student are competent enough to use correct grammatical rules. The result is confirmed by table (4.6) which shows the mean scores of the subjects' in the written essay is 1.11 as an indication of the subjects' inability of using correct rules of grammar.

4- Table (4.1) also elaborates lecturers' opinions on students' performance in maintaining cohesion, coherence and a mode of

developing paragraph. It is obvious that lecturers have negative attitude towards the above claim. This is clear from the mean response which is 3.87 which proves that students are too weak in keeping their written texts cohesively and coherently. This result agrees with the mean scores of the actual production of the subjects which is only .70. Hence, it can be said that students' writings lack cohesion and coherent. It also confirms that students are incapable of handling the different modes of developing paragraphs.

In the light of the findings arrived at, the result does not agree with the hypothesis set early by the study in this respect (EFL students are capable of using correct grammatical rules and mechanics in essay writing) and the alternative hypothesis is accepted.

5- Continuing to compare the means of lecturers' responses with subjects' scores, table (4.2) shows lecturers' opinions on whether students are able to state only one idea clearly in each paragraph or not. The mean response is 3.27 which indicate that lecturers do not think positively of the students' abilities in stating a clear topic sentence. This finding is supported by the actual scores of the subjects. Table (4.9) shows that the mean score is .47 which very low. It emphasizes that students are unable to divide their written texts into separate paragraphs that tackle a variety of ideas.

6- Table (4.2) also displays lecturers' responses whether students can organize and develop information into progressive logical patterns of arrangements in their written text or not. The table indicates that the mean response is 3.93 which reflect that respondents do not agree that students can organize and develop their thoughts in order to produce progressive logical sentences. This negative impression of the lecturers coincides with the subjects' finding of their written

essay. Table (4.10) shows the mean score is .36 which definitely reinforces what has been stated by the lecturers.

7- Table (4.2) also introduces the lecturers' opinions on students' abilities in presenting their thoughts into pertinent forms of expressions. The mean response is 4.13 which shows that a considerable number of lecturers do not agree that students are good at expressing themselves in writing legibly. This result is confirmed by the subjects' actual work. Table (4.11) indicates that the mean score of the students' written texts is .34 which proves that students' performance is weak.

8- Table (4.2) also reveals lecturers' opinions on whether there are logical relationships between sentences in students' written essay. The table shows that the mean response is 3.60 which are strongly against the assumption that students can write logical and related ideas. This finding is emphasized by the students' work. Table (4.12) reveals that the mean is .31. This low mean is an indication of the subjects' failure in keeping their written text in a state of unity.

According to the findings arrived at, the hypothesis set early by the study in this respect (EFL students can express their thoughts logically and systematically in order to write an essay) is rejected and the alternative hypothesis is accepted that EFL students cannot express their thoughts logically and systematically.

9- Continuing the comparison between the means of lecturers' responses and the means of actual performance of the students' written essay, table (4.3) shows lecturers' responses whether students can make good textual planning of their writing essays or not. The table shows that the mean is 3.87 which indicate that lecturers do not agree that students can make good planning of their written text. Table (4.13) shows that the mean score is .25

which is very low. This consolidates the fact that the students cannot plan their written text in order to produce a good essay.

10- Table (4.3) also reveals teachers' opinions on students' ability of evaluating their linguistic efficacy and comprehensibility before they make final production of their written discourse. The table reveals that the mean of the responses is 4.00 which are very high. This proves that the lecturers are not in support of the idea that students can evaluate their texts before they make final production. This result is confirmed by the finding of the subjects' performance in table (4.14) in which the mean score is only .24. This low mean is an indication of students' inability of evaluating their written text.

11- Table (4.3) also displays lecturers' responses of students' ability in revising the correctness and precision of linguistic structure of their written work. The mean of the response is 3.93 which indicate that the lecturers do not think that students have ability to make revision so as to make modification in their written discourse. This means that students cannot correct the wrongly written structures. This finding is emphasized by the actual work of the students. Table (4.15) shows that the mean of the score is .21 which is the poorest. This is an indication of the students' inability in making revision.

12- Finally, table (4.3) reflects lecturers' opinions on students' capability in transcribing ideas into correctly tied forms of sentences. The table shows that the mean of the response is 3.60 which mean that students cannot transcribe ideas into correctly tied of sentences. This result agrees with the subjects' actual performance of the written text. Table (4.16) reveals that the mean score is .22. This confirms the idea that students cannot make good

transcription of ideas into meaningful tied sentences in order to create a final comprehensive essay.

In the light of the findings arrived at, the hypothesis set early by the study in this respect (EFL students are unable to maintain cognitive processes and strategies in essay writing) is accepted.

4.5 Discussion

Most students' writings lack appropriate use of mechanics. The whole essay runs together without means of punctuations or capitalization. There are a lot of run on sentences and periods and commas are inserted where they are unnecessary. So, most of the written texts in the current research are just a group of words or a series of uncommunicative and functionless utterances.

No doubt that having knowledge of grammatical rules is significant for the mastery of language. One cannot use words if s/he does not have knowledge of how they can be put together to convey certain meaning. Not only this but also how and when each tense is used. Based on these facts, students of the present research cannot communicate effectively in using correct grammatical rules in their essay writing. They completely lack mastery of the English language as whole not only grammatical rules. Students cannot construct one correct simple sentence in order to make themselves clear. Therefore, what they write as final production is merely unstructured and meaningless groups of irrelevant utterances.

Most effective written texts also make one main point; and all thoughts and ideas are built and unified a round that point which is often explicitly and plainly stated. This technique of writing helps writer clarify and reinforce the main idea. It keeps the writers in the right track as they write, too. It tells the reader how the topic will be developed, as well.

According to what has been mentioned above, the participants of the current research are unable to state their main ideas clearly in their

written texts. They cannot organize the generating ideas so as to show how these ideas are related.

Effective writing is also the one that is well organized and developed in some sensible order. The sentences follow and cohere naturally each other. Coherent writing requires a variety of devices that link together words in a sentence, sentences in a paragraph and paragraphs in an essay. Moreover, each written text should help the readers follow the train of thoughts which transfer information which creates cohesion in a text. That is to say, a text is cohesive when sentences stick together and come from one to another.

In English language, it is important to establish cohesion in order to show relationships between the sentences. The above mentioned elements are not found in the students' writing which indicates that students are unskillful in providing coherence and cohesion in their written essays.

Most students' writings also lack the appropriate use of mechanics. The whole text runs together without any means of punctuations or capitalization. There are a lot of run-on sentences and some periods and commas are inserted where they are unnecessary. So, most of the written essays of students if not all are just groups of words or a series of uncommunicative and functionless structures.

Having the ability of spotting the mistakes and correcting them in a text helps students reformulate their written texts. Analyzing the subjects' work, it is found out that students fail to make revision to their written essays. This failure is due to students' inability of identifying the mistakes that require correction, especially surface level mistakes.

Lastly, students cannot make a last impression to give a sense of completeness. They are unable to express their final thoughts successfully.

The findings of the present research correspond with some of the findings of the previous studies investigated in this research. The findings of the current research coincide with the study of (Sattayatham and Ratanpinyowong, 2008) whose findings stated that students' writing did not contain introduction, no topic sentence, no transitional words. Furthermore, their paragraphs were incoherent and lacked organization. Students also had difficulty in using correct English grammar.

The present findings are also in line with the study of (Hamza, 2009) which reached the findings that the students were unable to produce unified and coherent writings by their own. In addition, students could not express their own ideas in a free composition.

The findings also in correspond with the findings of (Elnour, 2014) which came to the fact that students made errors by lack of memorization of spelling and misuse of punctuation rules

The present findings also agree with the findings of (Abdulkareem, 2013) whose findings stated that students were unable of using their own words to construct correct sentences. Besides, they were unable to organize the function of writing. Many students committed many mistakes related to sentence structure.

The same findings have been reinforced by the findings of (Jones, 2007) which revealed that native and non-native English speaking students were sometimes indistinctive in their quality of writing, and both of them suffered from a loss of coherence in writing.

Another findings that agreed with the present findings, were reached by (Jensen, 2008) in which the students were poor in using mechanics, run-on sentences which caused unclear meaning of some sentences. Students also showed difficulty in concentrating on a topic and making a main point.

The findings of (Hourari, 2008) also came in line with the present findings. They stated that students made different types of grammatical errors that mostly were due to intralingual ones.

The present findings are also in keep with the findings of (AlBuainain, 2006) whose findings showed that students made grammatical errors, lack of variety in grammatical structure, use of inappropriate vocabulary and poor punctuation.

The findings of (Zakaria and Mugaddam, 2013) also correspond with the present findings. They reinforced that students were unable to use different modes of writing, failed to use writing strategies, and they produced incohesive and incoherent paragraphs.

Hassan's and Akhand's findings in (2010) also came in line with the present findings because they revealed that students were unable to produce good compositions and they also failed to write effective structure of the composition. The findings also indicated that students faced problems in brainstorming and organizing their ideas cohesively. They were also unable to provide the structure of paragraphs, especially topic sentence and supporting details.

The findings of the research in question also summed up with the findings of (Nezami, 2012) whose findings summarized that students were unable to use proper punctuation, lexical or phrase choice. They also misspelt and misused subject/ verb agreement.

4.6 Summary of the Chapter

This chapter covers the breakdown of data analysis, results and discussion. The two the tools, the lecturers and the students' test are analyzed by using SPSS (Statistical Package for Social Sciences.

By analyzing the first four questionnaire items which tackles students' abilities in using mechanics and grammatical rules in essay writing, the results reveals that most respondents do not agree that students are capable of using correct grammar and mechanics in essay writing. Responding to the second four items that discuss students' abilities in expressing thoughts systematically and logically, the results show that most of the respondents think negatively of students' performance in expressing thoughts systematically and logically. Responding to the last four questionnaire items which deal with students' abilities in maintaining cognitive processes and strategies in essay writing, the result indicate that the majority of the respondents disagree that students can keep cognitive processes and strategies in essay writing.

As for the students' test, the results reveal only (4) subjects (4.5%) out of (89) have passed the test, whereas (85) students (95.5%) failed to write legible and meaningful written text.

The discussion of this chapter focuses on students' inability of constructing correct grammatical sentences in order to convey the intended thoughts. Furthermore students' texts lack coherence and cohesion. This resulted in producing irrelevant sentences, with no clear topic themes. Moreover students are unable to use correct punctuation and capitalization. In brief, students' final production lack completeness and convey no clear message.

CHAPTER FIVE
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a summary for the whole study. It also presents conclusions drawn from the results of the data analysis. This chapter also introduces recommendations and suggestions for further studies.

5.0 Summary

The aim of this research is to discover why English-major students at University of Dalanj are unable to produce cohesive coherent written essay. The research aims at measuring students' abilities in using grammatical rules and mechanics in producing essays, whether students are able to express their ideas and thoughts logically and systematically and maintaining rich source of cognitive processes and strategies in their written or not. The research attempts to answer to what extent students have ability of using correct grammatical structures and mechanics in writing essays, how far students can express their thoughts in logical and systematical ways and why students cannot keep rich source of cognitive processes in their written essay.

The sample chosen for the present research is (89) third year English-major students of English Department, Teachers' College and Faculty of Education of Dalanj University. These students comprise two colleges of batch 2012 at the academic year (2014-2015) at the University of Dalanj who have spent three years studying English courses in different skills, especially writing. These students are supposed to be qualified enough for any type of written discourse.

The current research uses two kinds of instruments for data collection. Firstly, the subjects are administered to a written test. It is designed to measure the students' performance in writing an essay. Secondly, a questionnaire is designed for English Language lecturers of four universities namely, University of Dalanj, Kordofan University, Asalam University and University of West Kordofan. The questionnaire is intended to reveal lecturers' opinions towards students' performance in

essay writing. Both the test and the questionnaire are analyzed by using frequency counts and percentages.

5.1 Conclusions

From the findings above, the research has yielded the following conclusions:

1- Third year English-major students of Teachers' College and Faculty of Education at Dalanj University are unable to use correct capitalization and punctuations. Moreover, they commit a lot of spelling mistakes and grammatical errors. Their writings lack cohesion and coherence. Besides, students cannot use any mode of developing paragraphs in their essay writing.

2- Students of the current research are unsuccessful in expressing their thoughts logically and systematically. No clear ideas are stated in each paragraph. Thus, their written essays are unorganized and lack development of information.

3- Students' written essays of the present research show neither planning nor unity. Students are unable to evaluate, revise and make correction to their written texts in order to produce final well-tied piece of essays.

5.2 Recommendations

The research recommends the following:

1- Mastering grammar helps greatly in producing comprehensible essays. So, participants have to be train to develop their thoughts in correct grammar to enable them write more communicatively and meaningfully.

2- Since there are no clear designed courses for reinforcing writing skills at University of Dalanj, specifically at Teachers' College, such courses encourage and train EFL students to write both free and controlled writings at university level.

3- Providing students with sufficient of time and techniques of writing processes in order to develop their writing skill.

5.3 Suggestion for Further Research

The researcher suggests the following for further research:

1- In order to improve students' writing skill and encourage them to write in motivation, the researcher suggests the necessity of further study on guided composition through which students would be able to accomplish any literary writing easily.

2- It is obvious that undergraduate students encounter great difficulty in dealing with grammatical rules and mechanics of writing which are essential and important components in any written text, therefore, a research on assessing students' grammar and the use of appropriate mechanics would be of great significance.

3- Remedial studies on discourse writings are required to be conducted in order to deal with the different problematic areas that face undergraduate students.

5.4 Summary of the Chapter

This chapter includes a summary, conclusions, recommendations and suggestions for further study. The summary provides restatement of the research problem, the research objectives, the research questions, the sample of the research and the tools used for data collection.

This chapter presents conclusions drawn from the results of the data analysis. The findings conclude that EFL students cannot use correct grammar, correct capitalization and punctuation. The findings also reach that students are unable to state clear ideas in each paragraph and that students' writings lack unity and planning.

Research recommendations are also introduced in this chapter. The study recommends that participants have to be train to develop their thoughts in correct grammar to enable them write more communicatively

and meaningfully, for reinforcing writing skill, EFL students to be train to write both free and controlled writings at university level. Finally, providing students with sufficient of time and techniques of writing processes in order to develop their writing skill. This chapter also introduces suggestion for further research

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APPENDICES

Appendix (1)

The covering letter

Sudan University of Science and Technology

Faculty of Education

A thesis Submitted in Fulfillment for the Requirements of PhD Degree in Applied Linguistics

This questionnaire is designed for the teaching staff of English Language in (Dalanj University, Kordofan University, West Kordofan University and Asalam University)

(This questionnaire is for the purpose of scientific research only)

It is conducted to assess students' performance in a written discourse.

Please mark your answer with (√)

❖ *Primary information:*

• *Degree:*

Lecturer (   )   assistant professor (   )   associate professor (   )   full professor (   )

• ***Years of experience:***

1-5 (   )   6-10 (   )   11-15 (   )   more than 16 (   )

The researcher

Appendix (2)

Sudan University of Science and Technology
Faculty of Education
A thesis Submitted in Fulfillment for the Requirements of PhD Degree in

Applied Linguistics

(This questionnaire is for the purpose of scientific research only)

This questionnaire is conducted to assess students' performance in a written discourse.

Your response is very important to the success of assessment. Your responses to this questionnaire will be confidential; no individual will be identified with his or her responses. I very much appreciate your completing and returning the questionnaire.

Please respond to all items with (√)

Lecturers' Questionnaire

(A) Students' ability in using mechanics and grammatical rules.

Strongly disagree	disagree	undecided	agree	Strongly agree	item	N0
					Students use correct capitalization and punctuation.	1
					Students frequently misspell words while writing.	2
					Students apply appropriate grammatical rules while writing their essays.	3
					Students maintain good cohesion, coherence and a mode of developing paragraphs	4

(B) Students' abilities in expressing thoughts systematically and logically.

Strongly disagree	disagree	undecided	agree	Strongly agree	item	N0
					Students are capable of stating only one idea clearly in each paragraph.	5

Strongly disagree	disagree	undecided	agree	Strongly agree	item	N0
					organize and develop their information into progressive logical patterns of arrangements	6
					Students are able to state their thinking into pertinent forms and expressions.	7
					Students can maintain logical relationships among ideas clearly.	8

(C) Students' abilities in keeping rich source of cognitive processes and strategies that constitute a good written text.

Strongly disagree	disagree	undecided	agree	Strongly agree	item	N0
					Students make good textual planning of their written text.	9
					Students are capable of evaluating their linguistic efficacy and comprehensibility before making final production.	10
					Students have ability to revise the correctness and precision of linguistic structure of their literacy writing.	11
					Students can transcribe their ideas into correctly ties forms of sentences to produce final written text	12

Appendix (3)
The students' Test Topics

Choose one of the following topics and write an essay of about (250-300) words:

1- " No for war, yes for peace".

2- "Living in a village is better than living in a town".

3- "Smart mobile phones among the youth have advantages and disadvantages".

4- "My childhood".

5- "Organized marriage is more successful than love marriage".

6- "Money is everything nowadays".

7- "English/Arabic. Which is the best medium for instruction at university level?"

8- "A journey you had in your life".

Appendix (4)

Demographic Composition of the Respondents

	Degree					Years of Experience			
No	lecturer	Assistant professor	Associate professor	Full professor		1-5	6-10	11-15	16 and above
1	√					√			

2		√						√	√
3	√					√			
4	√								
5			√						√
6	√								√
7	√								√
8	√							√	
9	√								√
10	√								√
11	√								√
12	√								√
13		√							√
14	√					√			
15			√						√
Total	11	2	2	-		3	-	2	10