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كليت الدراسات العليا

Investigating Using Basic Mechanics of Writing at Sudanese Secondary Schools

تـقصي استـخدام آلـيـات الـكـتـابـة في بعض الـمـدارس الـثـانـوية الـسـودانـيـة

A case study of some secondary schools in Khartoum Locality

A Thesis Submitted in fulfillment of the Requirements for Ph.D. Degree in English Language (Applied linguistics)

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استهـلال

آيـــــة قـــرآنـيـة

قال تعالى: ((يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ))

سورة المجادلة الآية 11

Preface

Quranic Verse

Allah the Almighty said: (Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is aware of what you do)

Surah al-Mujadalah –verse No11

Dedication

To my parents,my family and all who contributed and made me who
I am today.

Acknowledgements

All thanks are due to Allah Almighty Who enabled me to research on such a good and investigating topic. I would like to express my sincere gratitude to my supervisor prof/ Mahmoud Ali for the continuous support he kept offering to me through the period of a chive of this thesis .

 I revere the patronage and moral support extended with love, by my parents for their financial and moral support.

I would also like to thank my family members for rendering me not financially but also moral and other types supports.

I would like to pay special thanks, warmth and appreciation to the persons who made my research successful and assisted me at every point to reach my goal.

Abstract

This study aims to investigating using basic mechanics of writing in second year at secondary schools when writing paragraph, compassion and essay. The study adopt and got use of descriptive analytical method. As a procedure for data collection, a questionnaire had been designed and handed over to (70) teachers of English language at secondary schools in Khartoum locality. A test was also given to (150) male and female students of secondary schools in Khartoum locality. SPSS program was used to process data. Accordingly, a number of results were found out by the study; some of the most importance ones were: linking devices are not taught properly. Basic mechanics of writing are not clearly manifested in syllabuses. Students do not give attention to the important of using basic mechanics of writing while writing. Regarding results, the researcher made some recommendations the main of which are: teachers should seek to teach the different skills by drawing heaving on texts and materials from varied sources. Students should be encouraged by their teachers to browse the internet for original interesting material that satisfies their need. Teachers should provide their students with authentic teaching and learning material.

Abstract

Arabic Version

المستخلص

هدفت هذه الدراسة لتقصي استخدام ادوات الكتابة الاساسية لدى طلاب الصف الثاني بالمدارس الثانوية عند كتابتهم فقرة, تعبير او مقال. لقد اتبعت الدراسة المنهج الوصفي التحليلي . صممت الباحثة استبانة لجمع البيانات وزعتها لسبعين معلما من معلمي اللغة الانجليزية بالمدارس الثانوية في معتمدية الخرطوم كما صممت اختباراً الي خمسين طالباً وطالبة من طلاب الصف الثاني الثانوي بمعتمدية الخرطوم. اُستخدمَ برنامج (SPSS) لتحليل البيانات. ووفقاً لعدد من النتائج توصلت الدراسة الي نتائج اهمها: ربط ادوات الكتابة لم يكن صحيحاً, استخدام ادوات الكتابة الاساسية لِمكن واضحاً في المناهج الدراسية، لم يعطي الطلاب انتباهاً كثيراً لاستخدام الادوات الاساسية اثناء الكتابة. وبناءً علي هذه النتائج وضعت الباحثة بعض التوصيات اهمها: ينبغي علي الاساتذة ان يبحثوا عن مهارات مختلفة تركز علي النصوص و المواد من مصادر مختلفة. ينبغي علي المعلمين ان يشجعوا الطلاب لاستخدام الانترنت لإيجاد المواد الاصلية الممتعة التي ترضي احتياجاتهم. ينبغي علي الاساتذة تزويد طلابهم بالمواد التعليمية الاصلية. بالإضافة الي عدد من المقترحات مقترحة لدراسات اكثر.

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List of Abbreviations

Abbreviations	Words
SSS	Sudanese Secondary Schools
EFL	English as a Foreign Language
ESL	English as a Second Language

Chapter One
Introduction

Chapter One

Introduction

1.0 Background

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the definition of the research problem, the study questions and hypotheses as well as the research methodology.

1.1 Overview

This study attempts to investigate the introduction of basic mechanics of writing at Sudanese secondary schools, Khartoum locality school as a sample. The reason of choosing basic mechanics of writing are considered in this study is because they are important for the writing process, and determine the meaning of a text. This will require using them correctly and clearly in writing in such way to help readers understand each sentence.

Alice Oshima and Ann (2006) stated that, "using correct basic Mechanics are important because they conveys meaning just as punctuation do", agree with him Thomas S.Kane(2000-15) who states that "the rules gathered under the heading of mechanics attempt to make writing consistent and clear".

In spite of that, the study observes to that most of students at Sudanese secondary schools (S.S.S) neglected basic mechanics usage. This negligence is widely observed in their writing compositions, paragraphs and essays. This marks great impact in their levels of writing year after year becomes down, and it refers to misapplying mechanics in writing. They make various mistakes such as errors in using capitalization for example:

Notice the following sentences:

Example A: She dresses beautiful skirts.

Example B: she dresses beautiful skirts.

The difference between the two sentences is only influenced by the basic mechanics of writing. Both sentences are correct but the first sentence begins with a capital letter, and the second one doesn't. It is clear that these sentences take the view that is correct and incorrect ways of using basic mechanics of writing. According to the above example it is apparent that the Students at Sudanese secondary schools (S.S.S) don't care to use them and sometimes they are unaware of using basic mechanics in appropriate place thus that conveys to neglect using them.

The neglect of using basic mechanics increase because the methods of teaching mechanics of writing changed which lead to misuse them. On the other hand, students confuse in spelling homophones which lead to mechanic writing errors. See the example below:

Ex1:at the weak 7 days

 Ex 2: at the week 7 days   .

They make an errors in the mechanics of writing not grammar. The difference between the two sentences is only appears in mechanics writing. To avoid this misunderstanding teachers have to teach students to use mechanics as well as punctuation. This reflects a students' weakness in basic mechanics of writing According to that, this study indicates the importance of basic mechanics in writing and it also indicates the relationships of words and word group within writing, joining them, separating, or setting them. Properly used basic mechanics controls and emphasizes the meaning. So students use accurate mechanics, they can't make a mixed-up writing, this may save a weak writing from ambiguity, and it can make the meaning of a complicated writing precisely and clearly.

In many cases students don't pay attention to using mechanics of writing, so teachers have to show them how to use these basic mechanics of writing and teach them that basic mechanics are systems and signs of functions which assist

students of English language to use them correctly in writing. To avoid that mistake,. Gregory and Elizabeth (1980) argued that

> *"Mechanics are rules that standardize certain thingsin writing. In some cases they function as signals to the readers; but, in most cases, mechanics are simply conventions that standardize things like capitalization, the use of numbers, and abbreviations"*

Basic mechanics are important for students to choose the right basic mechanics to clarify the sentence. Since the wrong or misuse of basic mechanics could change the meaning. Mccrimmon (third edition-492) stated that "it is important for students to choose the right mechanics in the sentences . Since the wrong or misuse of mechanics could change the meaning". Using correct basic mechanics will convey correctly students' ideas, clarify and emphasize the meaning of the sentences in such a way that the reader understands eachsentence quickly and easily on first reading.

More importantly, the study will attempt to find ways to help and encourage students at Sudanese secondary schools to use basic mechanics in their writing.

This chapter provides description of the theoretical framework of the study. It will include the definition of the basic mechanics, statement of the problems, the research objectives, the research significance, research questions, the research hypotheses, the research methodology and limits of the study.

1.2 Statement of the study Problem

As an old practitioner in the field of teaching English as a foreign language in Sudan, the researcher has observed that students at Sudanese Secondary Schools (S.S.S) students face many difficulties when they write English paragraph or composition at secondary schools. One of the difficulties is inability to use basic

mechanics. These difficulties lead students to neglect of this basic mechanics because they effects on their writing. This can often be attributed to little practice of writing along with incorrect usage of mechanics of writing.

It is worth mentioning that the study has noticed that many of Sudanese students who learn English as a foreign language often have problems in using the appropriate basic mechanics of writing.

Despite the significance use of basic mechanics in writing, Sudanese secondary schools (S.S.S) have remained ignored of teaching rules and ways of using them. Teachers seldom follow a method that makes students aware of the correct ways to use basic mechanics in their writing. Thus, this study focuses on the importance of using basic mechanics that will enable students to use them and make them clear in their writing.

To achieve this goal, the study attempts to analyze and evaluate the correct use basic mechanics of writing at Sudanese secondary schools to find out what reasons that lead them to neglect using mechanics. On one hand, the research aims at detecting some errors that face students in using mechanics in writing. It tries to analyze the difficulties made by the Sudanese secondary schools. The present study also aims at investigating the importance, types and difficulties that face students when using basic mechanics in writing.

Students sometimes think that mechanics are little elements and they never pay them consideration, but actually they have great effect in writing. Readers could not perceive the goal of writers to understand what have been written. Although basic mechanics are one of the most important marks in writing, yet the Sudanese secondary school students don't use them.

1.3 Questions of the Study

The study raises questions to find answers to the following:

1- To what extent does teaching writing at Sudanese secondary school (S.S.S) is important?

2- To extent does the use of basic mechanics of writing is helpful in improving the standard of students at secondary level?

3- What are the difficulties that face Sudanese secondary schools in using basic mechanics of writing?

1.4 Hypotheses of the study

This study hypothesizes following:

1. Teaching basic mechanic of writing is a very important task at Sudanese secondary school (S.S.S) is important?

2. There is great relationship between using proper basic mechanics of writing and the improvement of students' standard level.

3. There are so many difficulties facing students at Sudanese secondary schools (SSS) in using basic mechanics of writing.

1.5 Objectives of the Study:

This study aims to:

1- Help Sudanese secondary students to use basic mechanics in their writing and how to develop them.

2- Find solutions for the difficulties face Sudanese secondary schools students in using basic Mechanics of writing.

3- Explain how students can use basic mechanics of writing easier and more correct.

4- Get a better grasp of using basic mechanics.

1.6 Significance of the Study:

The study is considered to be crucial for a number of reasons:

First: This study attempts to introduce basic mechanics of writing at Sudanese secondary schools. Thus it is hoped to give an account for basic mechanics of writing. By doing so, the study tries to shed light on the basic mechanics of writing and evaluate their use.

Second: This study is also investigating specific difficulties that encountering Sudanese secondary school students in using basic mechanics of writing and to help students to have good awareness of using basic mechanics properly in writing. They might be able to recognize their difficulties in using basic mechanics.

Third: This study is the primary attempt in the Sudanese context that endeavors to examine basic mechanics of writing rules and the influence of contextual factors on writing usage.

Fourth: The study is expected to provide use basics mechanics of writing in areas that have been in focus of the students. The results should be remedy to poor basics mechanics of writing. The study hopesto examine the factors that influence on the writing.

Fifth: The study will be great value not only to Sudanese secondary school, but also to Sudanese English teachers in Sudan. And also this study supports teachers to teach basic mechanics and to know the students' problems in using basic mechanics of writing and handling of these problems.

Sixth- The importance of this study come as it gives Sudanese students enough information about basic mechanics of writing as well as helping them to improve their use of basic mechanics in their writing.

According to the above reasons, it can be said that this study is significant for Sudanese secondary schools because it helps them to overcome their basic mechanics of writing problems. Also it helps the writers of English language in general to enrich their understanding of using basic mechanics correctly.

1.7 Methodology of the study

This study follows a descriptive analytical method.

The main instruments used for collecting data in this study are test and questionnaire. The researcher designs a test for students and questionnaire for teachers. The test covers the subject of the study for the Sudanese secondary schools (S.S.S.), while the questionnaire obtain teachers response about the problems .The samples are randomly chosen from students at S.S.S and students in Khartoum locality.

1.8 Limits of the study

This study is limited to investigation of basic mechanics of writing. The study is conducted in Khartoum where the researcher works, so it makes an advantage of reaching good number of the samples.

1.9 Summary of the Chapter:

The chapter has presented a detailed description of theoretical framework of the study, particularly the statement of the problem, objectives, significance, questions, hypotheses, the research methodology and limits of the study.

Chapter Two
Literature Review and Previous Study

Chapter Two

Literature Review and Previous Studies

2.0 Introduction

This chapter reviews the relevant literature on the issue of glosses the mechanics of writing and how they can be used in FL classroom setting to improve the quality of students' writing, not to mention the discussing of other related topics with some emphasis on the effect of the mechanics on reading comprehension. Important findings and arguments from opponents and proponents of an English-only teaching method will be discussed. The chapter is divided into two parts, the first one is on the theoretical framework, and the other is on previous studies.

Part one: Theoretical framework

Part Two: Pervious related Studies

2.1 Overview

Certainly, in order to learn to write, students should combine rules for punctuation, capitalization, spelling, and grammar, without forgetting the ideas they want to use. In addition, they need to have the mental ability necessary to concentrate long enough on the task and not be distracted by the things going on around them. Some students may have an easy time remembering rules for practicing mechanics and grammar on a work sheet, but struggle to remember everything at once while writing a paragraph, story, or report. To spell words correctly, students need to have a good understanding about the sounds that make up words, and how these sounds can be put together to create letters and words on paper. Some students are very good at remembering what words look like; others may sound out the word as they are spelling it.

As students progress through school, it is very helpful if they can remember how to spell many words mechanically or routinely. When students are able to spell a word without stopping to think about it, they can pay more attention to remembering and organizing the ideas they want to write. This chart describes some important skills related to the mechanics of written language.

Table (1): Describe Some Important Skills

Necessary SubSkills	Common Obstacles	Helpful Tips
Student uses correct capitalization and punctuation.	Student has a hard time remembering and/or using the rules for capitalization and punctuation.	view
Student correctly spells most words when writing.	Student frequently misspells words while writing stories, essays, book reports, etc.	view
Student uses grammar correctly when writing.	Student struggles to remember and/or apply grammar rules, such as noun-verb agreement, when writing.	view

A basic part of the mechanics of writing is the learning of grammar rules. Having strong skills in writing and grammar allows writers to get their message or story to their readers in a clear and understandable way. It is important to know the rules of grammar and how to use them properly.

There are useful sites on the web to find resources to help students improve their familiarity with writing and grammar. You'll find free writing resources covering capitalization, parts of speech, and punctuation. The articles on each topic provide additional guidance and students can practice their skills using activities that include video lessons, printable worksheets and quizzes, standardized test prep

materials, and interactive games. For a more in-depth look at the mechanics of writing, eight-week courses are available.

Parents and educators can use these resources to motivate students and reinforce skills. Students can gain a better understanding of writing and grammar as well as boost their confidence and expand their skills with online practice.

2.1.1 Parts of Speech

Knowing the parts of speech, using them correctly, and understanding how they relate to one another is an important early step in creating strong writing skills. From nouns and verbs to prepositions and conjunctions, each part of speech plays a key role in sentence structure and clarity of thought. One of the very important things teachers should pay special attention to particularly when teaching pupils at the basic level is the question of The question of subject-verb agreement highlights a writer's need to make sentences clear and understandable. Having plural subjects with singular verbs, or the reverse, results in nobody being quite sure who is doing what. This becomes particularly important when long phrases separate the subject from the verb. Learning about and understanding subject-verb agreement helps students create clear sentences that the reader will understand.In a world of lowercase texting, learning proper capitalization takes on a whole new meaning. From learning to distinguish between "capitonyms" (a turkey in Turkey, a march in March) to learning the basic rules of capitalization, students have much to gain from mastering this area of writing mechanics. Punctuation marks are signposts used by writers to give directions to their readers about which way a sentence is going. Using punctuation properly is one of the most crucial elements in making the meaning of the sentence absolutely clear. Take our favorite example: "Let's eat

Grandma!" becomes considerably less worrisome when a single comma is added … "Let's eat, Grandma!

Some of the most interesting words in English are homophones, homonyms, and homographs. However, intrigue can quickly give way to confusion when dealing with sound-alikes and look-alikes! Learning the distinction between identical spellings with two different pronunciations or two different spellings with identical pronunciation is not just confusing, but potentially frustrating. Still, with the proper approach, students can learn to appreciate homophones, homonyms, and homographs.

Consequently, Error-free writing requires more than just using good grammar. You must also use correct mechanics of writing in your documents. The *mechanics of writing* specifies the established conventions for words that you use in your documentation. *Grammar* reflects the forms of words and their relationships within a sentence. For instance, if you put an apostrophe in a plural word ("Create two **file's**"), you have made a mistake in the mechanics of writing, not grammar. Now, let's handle each item of the mechanics of writing in   a more elaborate fashion.

2.1.2 Definition of WritingMechanics

Generally speaking, the conventions govern the technical aspects of writing, which include spelling, punctuation, capitalization and abbreviations. All these aspect are called mechanics of writing. Julie, (2015) states that *Basic Mechanics of Writing is the term we use to describe the technical aspects of writing, such as spelling, punctuation, capitalization, etc.* This definition is in complete alignment with Cali (2009) who defines them as, *conventions of print that do not exist in oral language including spelling, punctuations, capitalization and paragraphing.* James, A.W (1982) provided a much broader definition for the mechanics as

"…*conventional rules such as the one requiring capitalization for the first word of sentence. You need to follow the conventions so that your writing will look the way formal writing is expected to*".

A more elaborate definition is the one given by Gregory Cowan and Elizabeth Cowan, (1980) who explained that

"*Mechanics are rules that standardize certain things in writing. In some cases they function as signals to the readers; but in most cases, mechanics are simply conventions that standardize things like capitalization, the use of numbers, and abbreviations*".

2.1.3 Functions of Mechanics

Mechanics do serve a wide range of purposes:

(i) All mechanics do exist basically to help readers understand what is written. They specifically tell the reader where particular idea stops and where the new one starts.

(ii) Using Basic Mechanicsofwritingdetermines meaning and clarifies intent and may be change the connotation of a sentence: Cathy Collins, John N. Mangier and Erlbaum, L., (1992) supports by explaining that "*these mechanics are used to determine meaning and to clarify intent. It is possible to change the connotation of a sentence by altering punctuation and/or capitalization.*"

In general, the mechanics of writing play two basic roles with consideration to both reader and writer: Firstly, the reader depends on small things like italics to identify the title of a book or a foreign word for example an apostrophe is used to differentiate between *its* and *it's*.

Secondly, even if the reader could figure out what was going on, typos and sloppy writing makes it clear that the writer has no commitment to the work; if the writer has no commitment, why should the reader? As with anything else, the sum is only as good as the parts.

2.1.4 The Importance of Using Basic Mechanics of Writing

A growing mass of research has offered valuable insights into the significance of this skill for academic success. For the reader to interpret your ideas and questions within the written text as you intent, you need to use correct punctuation in every text you write. Mechanics of writing tell the reader where one thought ends and the next begins. They clarify and add emphasis. Capitalization also distinguishes for the reader what are the common nouns and what are the proper ones within the text. It marks the beginning of every sentence.

When it comes to spelling, correct words are essential meaning barriers that shows the readers what are you trying to say. Knowing correct spelling of a word is not just necessary in writing, but also in reading and other skills like speaking and listening. Most of the students mispronounce words with the same sound but different spelling (homophones) or homographs. So, the importance of spelling is as significant as eliminating such mispronunciations.

The study focuses on the basics mechanics of writing processes because of their importance in writing outcomes and they are elements of text writing that play an important role in determining the meaning of a text.

On the other hand many fiction writers think that mechanics are not the most important part of writing. They come second to other elements of writing such as a good storyline, well-developed characters, and theme and so on. But in one sense,

study is simply a process of finding a solution that makes students writing better. However, mechanics of writing are still very important for many reasons:

Firstly, the best way to demonstrate that you understand the information and idea in any piece of a written text is to compose an accurate and clearly written in their own words with correct basic mechanics. Ronald. F and Bill (2005- p 675) say "*Basic Mechanics can be used to determine sentences boundaries. The analysis might provide students to use the correct mechanics which could increase their competence*". Correct uses of basic mechanics tell the students that words have to be together as a unit to clarify the meaning in a sentence. Before students start writing using basic mechanics purposefully, they need to see their function within their reading. They are not something that students apply. They are a part of the sentences, without them, the sentence would be meaningless.

Secondly, Basic Mechanics help students to understand the idea with clarity and can further be used in their own writing or production.

2.1.5 Difficulties in Using Mechanics

Many students face difficulties when they use mechanics of writing. It was observed that there were various problems such as:

(i) Majority of students   have no desire to write with using mechanics. This is reflects a picture of students weakness as they use basic mechanics.

(ii) Emphasize the difficulties of using mechanics to the low ability of writing a sentence and understanding the correct uses of mechanics. According to Heaton, (1979):

> *"The writing skill in a foreign language is complex and difficult to learn not only the ability to use structures, but also conceptual of varied skills such as stylistic and mechanical skill. Stylistic skill is the ability to manipulate sentences and use language effectively whereas mechanical skill is the ability to*

use correctly those conventions peculiar to the written language

such as punctuation and spelling".

The task of producing a written text with correct spelling and mechanics is very difficult specifically for secondary school students when looking at the amount of writing activity they take.

It was found by many researchers and scholars that students problem of mechanics of writing is the cognitive problem. As stated by Alfaki (2015) "The cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization. Similarly on the difficulty of writing skill, Abu (2001: 30) states that *"writing is a difficult skill for native speakers and non-native speakers alike because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics".*

Teachers often lament that many students do not know to put them in the right place when they write there for; teachers need to find suitable ways of teaching basic mechanics which conveying meaning.

Ruwaida, (2015) stated that writing is a difficult skill for native speakers and nonnative speakers alike because writers must balance multiple issues in their writing such as content, organization, purpose, audience, vocabulary and mechanics which means using the right punctuation, spelling and capitalization. Basic mechanics of writing has been a neglected area of English language teaching for some years.

2.1.6 Erroneous Use of Mechanics

Many researchers have reviewed the types of punctuations errors that EFL students usually commit. Alamin and Ahmed, S (2011) in their study that analyzes *"Syntactical and Punctuation Errors"* among university students, have found that

capitalization, the use of comma and semi colon were among others are most common errors of mechanics in students writing performance. Experienced teachers of English as a second language have noticed that punctuations are to be extremely difficult and confusing for many ESL/EFL students. They do not use mechanics like commas in combining simple or compound sentences to make new sentences. Alamin, A. and Ahmed, (2011) an example for:

Students love Science [, and] they plan to study more They usually do not combine the two simple sentences by using a semicolon. An example of that:

Students like Science [;] they plan to major in that disciplinary area.

It is not unusual to see students write compound sentences using a comma without a coordinating conjunction. They use an adverb instead of conjunction. For example:

Students love Science, therefore, they want to major in this area.

Another common of mechanics error noticed in the students' papers is the ability to write a sentence after a sentence without a period at the end of one sentence or a capital letter at the beginning of the next. Sentences just run together. For example:

"*I do not forget the invitation that i sent it to you before several weeks as you said that you are very busy now you do not have any excuse to reject my invitation so however i hope you choose the time that you want to get the dinner together and sent the date to me. thank you very much"*.

"He likes English and he wants to continue study"

The researchers have categorized their errors into the following:

1. Starting new sentences with lower case letters.

2. Not using capital letters for proper nouns.

3. Using the colon incorrectly.

4. Using the semicolon incorrectly at the beginning of the passages and after the words.

5. The exclamation mark hardly used.

6. Forgetting to use full stops at the end of a sentence.

7. Not using enough space between words.

8. Hardly using question marks.

9. Hardly using hyphens

As Elkilic et al (2015) states "*Most of the languages share some common usage of the mechanics and capitalization rules; however, there are also some uncommon rules that can be explained by the characteristics of the languages; especially, in Turkish, possessive markers with the pronouns carry different punctuation*". Albalawi (2015) asserts that "*The students of the subject are in need of learning the aspects of the English punctuation system, such as the way to punctuate a question or when to end a sentence*". These findings go in line with Shoebottom's (2016), who found out that the most serious of punctuation mistakes are made not only by ESL students, but also by native speakers, too. The mistakes are due to the lack of a clear understanding of what a sentence is, and they result in fragments (incomplete sentences) or run-ons ('sentences' that do not end when they should).

2.1.7 Errors of Basic Mechanics

In consideration of the errors made upon writing,many students might commit errors when they use basic mechanics during the writing. Such as:

2.1.7 (a) Spelling Errors

Spelling is addressed differently in several studies. Swan and Smith (2008 p. 199) observe that "*all aspects of writing in English cause major problems for Arabic speakers*". They discuss some of the major differences between the two languages that cause Arab learners a lot of difficulties. For example, Arabic is a cursive system that rarely recognizes words written in isolated forms of letters. For example, the Arabic equivalent word of the English word "*study"* is (يدرس)*,* which

is formed of separate Arabic letters. However, it would be highly unusual to see this word, or most Arabic words are written by using separate letters. Another important difference they mention is that Arabic is a writing system that runs from right to left, which makes Arab learners misread and sometimes misspell words that contain letters with mirror shapes such as *p* and *q* and *d* and *b*. They also add that the right-to-left writing system makes learners misread letters within words by right to left eye movement. For example, learners' might misread *form* for *from.* One of the major problems of mechanics is capitalization. Nearly all students either do not know the rules of capitalizing words and sentences or they neglect them.

2.1.8 Ways to Help Students:

Teachers at primary school have the key role to play in guiding pupils toward overcoming the problem of mechanics. As mentioned by Hago, S (2015) *"The periods allocated for writing skills are extremely rare. Teachers encouragement for students concerning writing skills is entirely rare"*. This rareness of teachers' engagement has created some stereotyped writing among students. There are proposed strategies from different researchers. Hago, S (2015), Alfaki (2015)) have put teachers in the center of the process of creating good atmosphere for students to master different language skills, writing as the most important one. Since good writing cannot be achieved without applying the correct mechanics, error-free spelling, proper punctuation and capitalization so, this is the aim that teachers should look to fulfill. Here are some ways that can be helpful in teaching basic mechanics of writing:

(i)Teaching students at secondary school how and when to use basic mechanics are the most essential task that teachers must begin with, because they cannot produce good writing unless they know how to use them.

(ii) Teaching students how to use basic mechanics in the classroom correctly with motivating strategy. It depends on giving students a number of basic mechanics to use in different types of sentences. However, this type of practice might provide review most common problems in the classroom.

(iii) Teachers must show students the value of basic mechanics as much as punctuation marks, letters and words for conveying the meaning.

(iv) Teachers need to make their students familiar with the use of rules of basic mechanics of writing in activities which might not found in the class. Approach two seems to be the most accept for error correction especially when teachers are correcting their students' error in punctuation. Most teachers agree on approach two that they need to correct some errors to help students learn the correct forms of the language.

(v) Teacher might correct errors as little as possible. They may ask their students to express themselves in mechanics without worrying too much about making mistakes. Sometimes teachers notice errors committed by students, but they correct them later.

(vi) Teachers try to correct students' mistakes, if they make anything mistake, by stopping them and show them how to do it correctly.

(vii) Teachers sometimes correct students but not all the times; because students do not feel comfortable in frequent correction.

2.1.9 Functional Concept of Punctuation

McCaskil, (1990) explains that

> "*Punctuation is placed in text to make meaning clear and to make reading easier. The various punctuation marks perform four functions: they (1) separate (a period separates sentences), (2) group or enclose (parentheses enclose extraneous information), (3) connect (a hyphen connects a unit modifier), and (4) impart meaning (a*

question mark may make an otherwise declarative sentence interrogative)".

The function of a punctuation mark is the basis for the rules governing its use (Linton 1962) and should be the basis for determining whether or not it is needed. The modern tendency is to punctuate to prevent misreading (open style) rather than to use all punctuation that the grammatical structure will allow (close style).

Although the open style results in a more inviting product, it does allow subjectivity, perhaps arbitrariness, in the use of some marks, for example the comma and hyphen. Consistency in the author's or editors subjective decisions is vital to a well-punctuated report.

(a) Apostrophe

McCaskil (1990) stated that *"The functions of the apostrophe are to indicate possession; to form the plurals of abbreviations, characters, and signs; and to indicate omitted characters in contractions".* An apostrophe is never used to form the possessive of a personal pronoun.

A R B Etherton (1966) said that "an apostrophe show that one or more letters are missing".

Chicago Press (1982) and Skillin et al. (1974) recommend that the apostrophe be used in such plural constructions only when necessary to avoid confusion. Layn(2006) agreed Chicago he stated " an apostrophe stands for one or more omitted letters in a word, a contraction and help form plurals of litters ".

An ('s) is used to form the plural of a word referred to as the word itself, but the apostrophe is not necessary when the word retains its meaning: There can be no ands, ifs, and buts. (Meaning no conditions) There can be no *and's, if's,* and *but's.* (Meaning the words cannot appear). The apostrophe indicates letters left out of contractions, for example, it's (it is).

(b) Brackets

The nonmathematical function of brackets is to enclose editorial insertions, corrections, and comments in quoted material and in reference citations.

Although some authorities (Chicago Press 1982; Skillin et al. 1974; and Ebbitt (1982) recommend brackets to enclose material within parentheses, particularly in legal and scholarly works, we have not found the nonmathematical use of parentheses within parentheses to be misleading in Langley reports.

Teachers must learn students when use brackets in the correct place, emphasis for them it's very important and they must be attention to take them exercises to use it. Layn (2006) stated that "Brackets allow you to enclose words you need to insert into quotation …"

Brackets are not substitutes for parentheses. To preserve their unique service as meaningful signals to your readers, construct sentences in a way that minimizes the grammatical need for brackets.

Use brackets in the following situations:

_ **Within parenthetic text.** Use brackets to insert a parenthetic word or phrase into material that is already enclosed by parentheses. Placing comments within a menu file often makes sense.

_ **In optional command-line entries.** Use brackets to set off an optional part of a command line.

(c) Colon

The function of the colon is to separate and introduce lists, clauses, and quotations, along with several conventional uses. Authorities disagree on usage of the colon and capitalization after a colon. The following guidelines generally correspond to *Words Into Type* (Skillin et al. 1974).

 Colon is used in the following situations:

_ **To introduce a list.** When introducing a list, use a colon if the introduction is clearly anticipatory of the list, especially if the introduction contains phrasing such as "the following" or "as follows."

Default settings include four secondary groups: operator, devices, accounts, and networks.

The following options are available from the Diagnostics menu:

- Test Computer

- Inspect Computer

- Upgrade Software

If the introduction is complete in itself, use a period. See "Capitalizing and Punctuating Lists" on page 39for other guidelines to use when punctuating lists.

Ensure that any introductory text that ends in a colon is a complete sentence or a noun phrase. Avoid sentence fragments for introductory text that ends in a colon.

Incorrect:

For example, in your startup script, set:

Correct:

For example, in your startup script, set the following parameters:

When the introduction to steps in a procedure is a complete sentence, the use of a colon is optional. If numbered steps immediately follow the statement, you can generally use a colon. If numbered steps do not immediately follow the statement, use a period.

Learn how to send a message by following these steps:

Follow the steps in this section to send a message.

_ **Before explanatory text.** Use a colon to indicate that the initial clause will be further explained or illustrated by information that follows the colon. The colon serves as a substitute for phrases such as "in other words," "namely," or "for instance."

Notice in the next example that the first word following the colon is capitalized. Capitalize the first word of the statement if the statement is a complete sentence. Do not capitalize the first word if the statement is a sentence fragment.

This software project was bad from the start: Customer requirements were never defined, management was not committed to the project, and the deadlines were unrealistic.

_ **After an introduction.** Use a colon after an introduction to a statement or question.

Here is the choice: Do you want to save the file or delete it? Remember this cardinal rule: Never reboot your system until you have saved all of your files.

_ **Before "for example" and similar expressions.** Use a colon before expressions such as "for example," "that is," and "namely" when the expression causes a major break in the flow of the sentence.

Take precautions to preserve your data: For example, the best precaution that you can take is to save your files often.

_ **With the name of a disk drive.** Use a colon after the name of a specific disk drive. Insert the diskette into drive A: and press Return.

A colon is an elegant way of introducing a list and at the same time emphasizing the elements of the list (by separating them from the rest of the sentence). Such lists might consist of words, phrases (prepositional, infinitive, or noun), or even clauses.

• Use a colon to introduce a list in opposition to a noun:

The scatterometer is separated into three assemblies: a gimbal, a

transmitter-receiver assembly, and rack-mounted electronics.

• Use a colon to introduce a list whose introductory statement contains the words *as follows* or *the following:*

The rack-mounted electronics consist of the following: power supplies, the gimbal controller, ...

• Use a colon to introduce a list that amplifies an introductory sentence:

- The purpose of this report is twofold: to evaluate the performance of the instruments and to expand the data base.

- colon may be used between two clauses when the second amplifies or restates the first, for example:

- The toughness of pseudo-maraging steel degrades at cryogenic temperatures: at -320°F, its Charpy impact energy is 6 ft-Ib.

- The first word after a colon may be capital only when the capital begins a complete sentence; however, capitalization of a complete sentence after a colon is optional.

- The dash and semicolon may also be used in this situation. The colon is more forma than the dash and has more introductory force than the semicolon (Ebbitt and Ebbitt 1982) .

- A colon is particularly useful for introducing displayed equations (which can be considered clauses), particularly when the equation symbolically restates the preceding sentence.

A colon may be used to introduce a direct quotation, particularly if the quote is long (more than one sentence) or not built closely into the sentence (Ebbitt and Ebbitt 1982) states this conclusion: "Thermal neutron fluxes up to 1020 might be required." However, a comma is usually sufficient for direct quotations for example Ebbitt states, "Thermal neutron fluxes up to 1020 might be required." Neither a colon nor a comma should be used before an indirect quotation: In reference 6, he concludes that "thermal neutron fluxes up to 1020 might be required".

Conventionally, the colon is used as follows:

- After the salutation in formal letters: *Dear Sir:*

- Between hours and minutes in time: *11:30 a.m.*

- In reference citations: *Slater, Philip N.: Remote Sensing...*

- To express ratios: 2:1 *mixture*

With regard to other marks, a colon follows closing parentheses and closing quotation marks McCaskill, (1990).

2.1.10 Comma:

Of all the basic mechanics , the comma requires the most judgment.

To punctuate with commas requires not only compliance with a set of rules but also thorough understanding of the material being punctuated. ***Commas can change meaning!***

The primary functions of the comma are to separate and to enclose elements of a sentence. The function of a particular comma is important:

when it separates, it stands alone, but when it encloses, it needs a partner.

The instances when commas separate sentence elements are discussed first in this section, and then the instances when commas enclose.

Separating Comma

Many separating uses of the comma are optional in an open style. If commas are used whenever possible, they chop up the text and can even render it difficult to read, contrary to the purpose of punctuation.

Independent clauses

Independent clauses joined by coordinate conjunctions may be separated by a comma:

The mixing noise dominates the spectrum, but the background noise peaks at a high frequency.

• When the independent clauses are short and closely related, the comma may be omitted:

Each performance of an experiment is called a trial and its result is called an outcome.

The comma is usually retained between clauses joined by the coordinate conjunctions *but* and *or,* in order to emphasize the contrast.

• When the independent clauses are complicated and contain internal commas, a semicolon may be used to separate them.

• Do not use a comma to separate independent clauses without a coordinate conjunction:

State	*Example*
Wrong	The differences were generally about 11 percent, however, larger differences occurred at a = 15°.
Either	The differences were generally about 11 percent, but larger differences occurred at a = 15°.
Or	The differences were generally about 11 percent; however, larger differences occurred at a = 15°.electronics.

Elements of series

Commas (at least) are required to separate series of three or more   elements:

The flight navigation system also provides altitude, roll, pitch, yaw, and ground speed.

Pressures at the bulkhead, in the cove, and at the seal were measured.

Wind speed is obtained from antenna brightness temperature, rain rate is obtained from the brightness temperature difference at two frequencies, and wind vector is obtained from radar cross section.

We prefer a comma before the conjunction in a series. This serial comma is often necessary to prevent misreading McCaskil, (1990).

Introductory phrases and clauses

A comma may be used to separate an introductory phrase or clause from the main clause:

If the variable t is actually time, then a is frequency.

As discussed in reference 4, one has considerable freedom in defining the Fourier transform pair.

With this definition of a transform pair, the factor must be preserved during integration.

Coordinate adjectives

"Adjectives are coordinate if (1) they can be linked by *and* (2) they independently modify the substantive" (Linton 1962).

• Separate by commas only those consecutive adjectives that are coordinate.

Deciding whether adjectives are coordinate can be tricky; two tests might help. First try inserting *and* between the adjectives

A comma is appropriate between *long* and *controversial.*

Consider a linear shift-invariant system. *(linear and shift-invariant?)*

If still in doubt, try reversing the adjectives (if they independently modify the noun, order makes no difference):

Consider a shift-invariant linear system.

The adjectives *shift-invariant* and *linear* are probably coordinate, but the final decision requires someone who understands the technical meaning of the adjectives.

When in doubt, do not insert the comma between adjectives. The current tendency is to omit the comma between two coordinate adjectives anyway. The comma adds emphasis though to the adjectives as separate modifiers.

Elliptical constructions

When clauses in a sentence contain repeated elements (for example, the verb), the omission of these elements is indicated by a comma:

Wind speed is obtained from antenna brightness temperature; rain rate, from the brightness temperature difference at two frequencies; and wind vector, from radar cross section.

The comma may be omitted if the clauses are short:

Wind speed is obtained from antenna brightness temperature and wind vector from radar cross section.

2.1.11 Dash

Dash is use in similar fashion like the comma, they are both used to enclose and separate; and, like the comma, an enclosing dash needs a partner. In fact, enclosing dashes are replacements for enclosing commas in order to add emphasis. Ebbitt and Ebbitt (1982) suggest a useful philosophy toward using the dash:

> *"If used sparingly, the dash suggests a definite tone, often a note of surprise or an emphasis equivalent to a mild exclamation. If used regularly in place of commas, colons, and semicolons, it loses all its distinctiveness and becomes a sloppy substitute for conventional punctuation. At it's best the dash is a lively, emphatic mark ".*

(a)Dash that Enclose

Dashes may replace commas in enclosing interrupting elements and nonrestrictive modifiers and appositives.

• Dashes are appropriate when a comma might be misread, for example, as a serial comma: studied- argon and neon-argon.

• Use dashes when the enclosed element needs emphasis.

• Enclose by dashes a complete sentence that interrupts another**.**

Commas are insufficient to enclose an interrupting sentence; dashes or parentheses are required.

The choice of commas, dashes, or parentheses to enclose a nonrestrictive or interrupting element depends on the relation of the element to the rest of the sentence and on the emphasis it requires *(Effective Revenue Writing 1,* IRS 1962):

• Commas (most frequently used) indicate only a slight separation in thought from the rest of the sentence.

• Dashes emphasize the element enclosed and clarify meaning when the element contains internal commas.

• Parentheses indicate that the enclosed element is only loosely connected to the rest of the sentence and therefore tend to de-emphasize it.

The Dash that Separate

The dash is used to separate sentence elements in essentially three situations:

• In a displayed list, a dash may separate the item from an explanatory statement.

Support systems for the facility supply the following:

1. Air-The 600-psi system can deliver a flow rate of 300 lb/sec for 3 min.

2. Cooling water-The closed-loop system delivers 450 gal/min at 550 psig.

3. Gaseous propellants-Hydrogen, oxygen, and nitrogen are supplied from tanks at 2400 psia.

• A dash may separate two clauses when the second amplifies or restates the first:

The toughness of pseudo-mar aging steel degrades at cryogenic temperature sat -320°F, its Charpy impact energy is 6 ft-Ib. The dash is less formal than the colon and more emphatic than the semicolon.

• A dash may precede a phrase like *that is, namely,* and *for example* when it introduces a summarizing or explanatory phrase or clause at the end of a sentence,

but a comma or semicolon may also be used (Rowland 1962). If an explanatory clause follows the sentence, a semicolon is necessary; if an explanatory phrase follows, a comma is sufficient. If the explanatory phrase or clause receives enough emphasis by being at the end of the sentence, use a comma or semicolon, whichever is appropriate.

2.1.12 Hyphen

As McCaskill explains "*The hyphen is used to connect words or parts of words: it connects the syllables of words broken at the ends of lines, it connects prefixes and suffixes to words, and it connects compound words".* The modern trend is away from hyphenation. Permanent compounds tend to become solid, and temporary compounds tend to be hyphenated only when necessary to avoid ambiguity.

(a) Word Division

In general, end-of-line hyphens should be avoided when possible. To avoid extremely ragged right margins in unjustified text or to avoid large spaces between words in justified text, words may be hyphenated at the ends of lines. The following guidelines for end-of-line hyphenation are taken from *The Chicago Manual of Style* (Chicago Press 1982):

• Words may be divided only between syllables. Consult a dictionary for syllabification. Ellis (1982) states that " hyphens break words between syllables in some compound words, numbers and fraction ". But there are no reliable rules explained by teachers to the use of words hyphenation between syllables.

• Divisions leaving one letter at the end or beginning of a line are not permissible.

• Two-letter syllables may be left at the end of a line, but two-letter endings may not be carried to the next line.

• The last word of a paragraph, page, or similar item (e.g reference citation, figure caption) should not be divided.

• A hyphenated compound should be divided only at the hyphen. Likewise it is best to divide solid compounds at the natural breaks (after-body), after prefixes (dis-comfort), and before suffixes (other-wise).

• Avoid, if possible, several consecutive end-of-line hyphens.

2.1.13 Italics:

The purpose of italics very closely resembles the purpose of punctuation, to make meaning clear and reading easier. According to *Words Into Type* (Skillin et al. 1974), "Italics are used to distinguish letters, words, or phrases from the rest of the sentence so that the writer's thought or the meaning and use of the italicized words will be quickly understood." Italics are used to distinguish elements to be emphasized, special terminology, symbols, and words or letters to be differentiated from text. In addition, there are several conventional uses for italics:

In typewritten text, underscore replaces italics and should be used only when absolutely necessary. In many instances, underscore is not used in typewritten text when italics would be appropriate in typeset text.

Words may be italicized when they would be stressed if spoken (Ebbitt and Ebbitt 1982). Italics are especially appropriate if the emphasis would be lost when written:

Of all the events affecting Langley history, only two have caused major trauma. The *second* was the Sputnik crisis.

Only rarely would a whole sentence be italicized for emphasis and never a whole passage (Chicago Press 1982). As a matter of fact, overuse of italics causes them to lose their force. Italics for special effects "are used less and less ... , especially by mature writers who prefer to obtain their effect structurally ... writers who find themselves underlining frequently for emphasis might consider (1) whether many of the italics are not superfluous, the emphasis being apparent from the context, or

(2) if the emphasis is not apparent, whether it cannot be achieved more gracefully by recasting the sentence" (Chicago Press 1982). Consider the following sentences: Although holographic interferometry and modulation transfer function techniques were applied, a simple *shadowgraph* system eventually identified the flow-visualization problem.

2.1.14 Parentheses

Parentheses may be used to enclose nonrestrictive or interrupting elements. Commas or dashes may also be used for this purpose McCaskil, (1990).

• Parentheses are most appropriate to enclose a nonrestrictive element that is only loosely connected to the sentence and could be left out without damaging the sentence.

• Do not insert a parenthetical element with no relation whatever to the rest of the sentence. The following example is taken from Fowler (1944):

> **In** writing this straightforward and workmanlike biography of his grandfather (the book was finished before the war and delayed in publication) Mr. Walter Jerrold has aimed at doing justice to Douglas Jerrold ....

The parenthetical idea has no bearing on the sentence!

• Parentheses enclose numbers in an enumeration within a sentence:

The scatterometer is separated into (1) a gimbal, (2) a transmitter receiver assembly, and (3) rack-mounted electronics.

The flow-visualization problem was eventually identified not by holographic interferometry, not by modulation transfer function techniques, but by a simple shadowgraph system.

2.1.16 The Period

The period is a mark of separation. Its primary purpose is to separate complete thoughts, to mark the end of declarative and imperative sentences. (Interrogative

sentences end with a question mark; exclamatory, with an exclamation point.) The key word here is *complete;* a period should be used only after a sentence complete with subject and predicate McCaskill, (1990).

• Do not use a period after headings on separate lines (run-in headings are often separated from text by a period), after running heads, after table titles, or after items in an enumerated, displayed list unless one or more of the items are complete sentences:

The purposes of this report are

1. To evaluate the performance of instruments

2. To expand the data base

We can define the requirements of the power converter as follows:

1. Energy conversion should be high.

2. Efficiency should be independent of laser wavelength.

2.1.17 Question Mark

The purpose of the question mark is to terminate a direct question: McCuen and Winkler,(2000) showed the important uses of a question mark to signal direct question, but not indirect question " , whether the question is an independent sentence, a clause within a sentence, or a direct quotation:

What system identification procedure should be used for a statically unstable aircraft?

The question addressed by this research project is, What system identification procedure should be used for a statically unstable aircraft?

Jones asks, "What system identification procedure should be used for a statically unstable aircraft?"

When the direct question occurs within a sentence, the author mayor may not choose to capitalize the first word of the question.

• When the question is a single word, such as *when, how,* or *why,* within a sentence, neither a question mark nor a capital is necessary; the word is often italicized:

The announcement should answer the questions *who, what, where, when,* and *why.*

• A question mark should not follow an indirect question:

This research project addresses what system identification procedure should be used for statically unstable aircraft.

2.1.18 Quotation Marks

Quotation marks are used to enclose words quoted from another source, direct discourse, or words requiring differentiation from the surrounding text. Since they enclose, they always come in pairs. They can also be overused and render a text visually hard to read.

Double quotation marks (" ") are used most of the time. Single quotation marks (' ') are used only within double quotation marks.

If a document quotes extensively from other sources, consult an authority, such as Chicago Press (1982), chapter 10, for details of correctly setting up quotations.

Quotation marks enclose material taken verbatim from another source.

The quote can be of any length, from a phrase to several paragraphs:

Diehl argued that a transonic research plane was necessary to demonstrate that the sound barrier was "just a steep hill."

As Richard P. Hallion has explained: "They gave the fuselage a pointed nose then gradually thickened the body-that is, increased the cross sectional area-until the fuselage reached its maximum diameter near the middle."

• The source of a quote should always be clear, either from the context or with a reference citation.

2.1.19 Semicolon:

The semicolon separates coordinate clauses, long internally punctuated elements of series, explanatory phrases and clauses, and elliptical clauses.

The semicolon denotes nearly a full stop; thus its uses are "as much a matter of personal choice as of correct punctuation" (Ebbitt and Ebbitt 1982).

(a) Coordinate clauses and semicolon

• If coordinate clauses are not joined by a coordinate conjunction, they must be joined by a semicolon:

> The first two flight runs for each pilot were treated as practice; only the last four runs were used in the analysis.

If coordinate clauses are joined by a coordinate conjunction but the clauses are long, complicated or internally punctuated with commas, they may be separated by a semicolon:

> The pilots unanimously preferred the new display format because of the steadiness of the horizon, runway image, and pitch grid during turbulence; and they felt that this steadiness resulted in less distraction and better situational awareness.

• If coordinate clauses are joined by a conjunctive adverb *(however, thus, therefore, hence),* a semicolon (or a period) must precede the conjunctive *adverb*. McCaskill, (1990).

Whether a period, semicolon, or comma is used between clauses is a matter of style. Ebbitt and Ebbitt (1982) discuss semicolons and style: "Semicolons are usually more suitable in the longer, more complicated sentences of formal styles....

In general styles commas are often used where semicolons might appear in formal writing, or else clauses that could be linked by semicolons are written· as separate sentences." A semicolon slows the pace and has more separating force than a comma while still tending to *join* clauses; a period simply *separates* sentences. The semicolon is particularly effective between contrasting clauses.

2.1.20 Capitalization

Capitalization, or **capitalization**, is writing a word with its first <u>letter</u> as a capital letter (upper-case letter) and the remaining letters in lower case in writing systems with a <u>case distinction</u>. The term is also used for the choice of case in text. Conventional writing systems (<u>orthographies</u>) for different languages have different conventions for capitalization.

The systematic use of capitalized and uncapitalized words in running text is called "mixed case". Conventions for the capitalization of titles and other classes of words vary between languages and, to a lesser extent, between different style guides. In some written languages, it is not obvious what is meant by the "first letter": for example, the <u>South-Slavic digraph</u> "*nj*" is considered as a single letter for the purpose of <u>alphabetical ordering</u> (a situation that occurs in many other languages) and can be represented by a single <u>Unicode</u> character, but at the start of a word it is written "*Nj*": only the "N" is capitalized. In contrast, in <u>Dutch</u>, when a word starts with the digraph "<u>*ij*</u>", capitalization is applied to both letters, such as in the name of the city of <u>*Ijmuiden*</u>. There is a single Unicode character that combines the two letters, but it is generally not used.

The generally accepted rules of capitalization vary between different written languages. The full rules of capitalization for English are complicated. The rules have also changed over time, generally to capitalize fewer terms. To the modern reader, an 18th-century document uses initial capitals excessively. The current rules can be found in <u>style guides</u>, although there is some variation from one guide to another.

Owing to the essentially arbitrary nature of <u>orthographic</u> classification and the existence of variant authorities and local <u>*house styles*</u>, questionable capitalization of words is not uncommon, even in respected newspapers and magazines. Most

publishers require *consistency*, at least within the same document, in applying a specified standard: this is described as "house style".

The chief reason to capitalize a word is that the word is *proper*, not because the word has greater status than other words. A *proper noun* identifies a specific member of a class. A *common noun*, on the other hand, denotes either the whole class or any random member of the class. For example, King Henry VIII (a particular member of a class) was a king of England (the class itself).

Answering the following question can help you determine whether a noun is proper. If the answer is yes, the noun is probably a common noun. Does an article or other **limiting** word appear before the noun? Limiting words include **"a," "the," "this," "some," and "certain."** Notice the difference between the following sentences:

- Use a text editor to change the information in your file.
- Use Text Editor to change the information in your file.

In the first sentence, the article "a" makes clear that the writer is not pointing to a particular member of the group of text editors. Therefore, "text editor" is a common noun. But in the second sentence, the absence of an article or limiting word helps to clarify that the writer is pointing to only one member of the group. In that case, capitalize the proper noun "Text Editor."

2.1.3 Lexical Items to be Capitalized

The following lexical items are always capitalized:

(i) Proper nouns

(ii)The letters of many abbreviations and acronyms

(iii) The first letter of the first word in numbered or bulleted lists

(iv) The first letter of the first word in figure callouts (see "Writing Callouts for Illustrations"

2.1.21 Contractions

Contractions can potentially cause confusion for localization or nonnative English speakers. When using contractions, follow these guidelines:

_ **Never** use a contraction when you want to emphasize the negative.

Incorrect: Don't press the Escape key.

Correct: Do *not* press the Escape key.

_ **Avoid** obscure contractions, nonstandard usage, and regionalisms such as "mustn't," "mightn't," "you'd best," "shan't," "ain't," or "don't" to mean "does not."

_ **Never** create your own contractions.

_ Avoid adding "'s" for "is" or "has" to form a contraction (for example, "that's"). This construction can be confused with possessive constructions.

_ **Use** "it's" and "its" correctly.

"Its" is the possessive of "it." "It's" is the contraction of "it is."

If you must use these constructions, make sure that the antecedent is clear.

Its features include expanding and contracting list items.

It's the correct contraction to use.

The following contractions are not usually a problem for translators: "can't," "isn't," and "don't" (for "do not").

Gerunds and Participles

When you use a gerund or a participle, ensure that the phrase or sentence in which the gerund or the participle is used is unambiguous. A *participle* is based on a verb, ends with "-*ing*" or "-*ed*," and functions as an adjective. A *gerund* is also based on a verb and ends with "-*ing*," but a gerund is used as a noun.

Confusion can arise when a gerund is followed immediately by a noun because the gerund could be misinterpreted as a modifier. For example, the sentence "Moving

companies can be a growth opportunity in an economic decline" is ambiguous because you can interpret "moving" in either of the following ways:

The movement of companies can be a growth opportunity in an economic decline.

The moving services industry can be a growth opportunity in an economic decline.

Follow these guidelines when using gerunds and participles:

_ Rewrite sentences to avoid gerunds that are immediately followed by nouns.

Tip – *In many instances, you can avoid ambiguity by preceding the noun with an article or possessive pronoun.*

Incorrect:

Disabling network services prevents IP packets from doing any harm to the System.

Correct:

Disabling **the** network services prevents IP packets from doing any harm to the system.

The disabling of network services prevents IP packets from doing any harm to the system.

If you disable network services, the IP packets do not harm the system.

Rewrite sentences to avoid participles that have ambiguous meanings.

The following sentence is ambiguous because you do not know whether the participle "using" applies to the term "request" or "Document Editor."

The Document Editor sends an edit message request using the file name as a parameter for the message.

You can interpret this sentence in either of the following ways:

The Document Editor sends an edit message request that uses the file name as a parameter for the message.

The Document Editor uses the file name as a parameter for the message to send the message.

The following sentence is ambiguous because you do not know whether the participle "used"applies to the term "variables" or "semaphores."

Semaphores are almost as powerful as conditional variables used in conjunction with mutexes.

You can interpret this sentence in either of the following ways:

Semaphores are almost as powerful as conditional variables that are being used in conjunction with mutexes.

Semaphores are almost as powerful as conditional variables when the semaphores are used in conjunction with mutexes.

2.1.22 Numbers and Numerals

A *number* is expressed by *numerals* (1, 2, 3, 4), by *Roman numerals* (I, II or i, ii), or by words. *Cardinal numbers* use words such as "one, two, three." *Ordinal numbers* use words such as "first, second, third."

In computer documentation, you most often use numerals when numbers are discussed in text.

(a) Spelling Out Numbers

Spell out numbers in the following situations:

_ Numbers from zero through nine, unless the number is part of a measurement or is used in standards that are approved by organizations such as International Organization for Standardization (ISO) three computers (a count)

3 MIPS (a measurement)

XDR fits into the presentation layer (layer 6) of the ISO reference model.

_ Common units of time, greater than one second, from zero through nine five minutes three days

_ Approximations

You can choose from hundreds of applications for your computer.

_ The zeroes in extreme values, such as "million" and "billion," but precede these words with a numeral

3 million instructions per second

_ Any number that begins a sentence

Ten files are required.

_ A number that is immediately followed by a numeral

Print twelve 500,000-byte files.

Print 12 of the 500,000-byte files.

(b) Using Numerals

Use numerals in the following cases:

_ Numbers 10 or greater

_ Numbers less than 10 if they are of the same type and appear in the same sentence, paragraph, or bulleted list as numbers of 10 or greater

The menu offers 11 options, but you use only 4 options.

_ Numbers less than 10 if they are used in terms common to standards that are approved by organizations such as International Organization for Standardization (ISO)

XDR fits into the presentation layer (layer 6) of the ISO reference model.

_ Negative numbers

_ Most fractions (see "Using Fractions" on page 9)

_ All percentages

_ All decimals, including the leading zero

0.15

1.25

_ All measurements (see "Units of Measurement" on page 13)

6 pounds

3.5-inch disk drive

12x12 feet

_ Units of time smaller than one second

5 milliseconds

_ Bit and byte references

4 bytes

8-bit color

_ Chapter, section, page, step, figure, example, and table numbers

Step 4

Section 6.2

_ Part numbers. Use uppercase Roman numerals, for example, "Part IV"

(c) Punctuating Numbers and Numerals

Numbers and numerals generally require the same punctuation as words. Punctuating numbers and numerals becomes troublesome, however, when the numbers are compounded. Follow these guidelines:

_ Do not hyphenate numbers or numerals when they serve as single modifiers. Your file contains 500,000 bytes.

_ Hyphenate numbers or numerals in compound modifiers.

Print the 500,000-byte file.

_ Do not use a comma in numerals of four digits.

1028

6000

_ Use a comma in numerals of more than four digits.

10,000

600,000

2.1.23 Pronouns

Follow these guidelines for the use of pronouns:

_ **Avoid** the indefinite pronoun or indefinite possessive pronoun, especially at the beginning of a sentence, unless the noun to which the pronoun or possessive pronoun refers is clear.

A pronoun that forces a reader to search for an antecedent can frustrate or mislead the reader. Pronouns that typically cause this type of confusion include "it," "they," "its," "theirs," "this," "these," "that," and "those."

Incorrect: It also describes how to install the software.

Correct: This chapter also describes how to install the software.

Incorrect: You can use these either individually or together.

Correct: You can use these two options either individually or together.

Incorrect:

The value in this variable is used to determine when to pause during long display output, such as during a software dump. Its value is reset each time the ok prompt is displayed.

Correct:

The value in this variable is used to determine when to pause during long display output, such as during a software dump. The variable's value is reset each time the ok prompt is displayed.

_ **Do** not use first person pronouns.

Incorrect:

We recommend that you install the custom components only on large systems.

Correct:

Install the custom components only on large systems.

Incorrect:

We can write a protocol specification that describes the remote version of

Print message().

Correct:

You can write a protocol specification that describes the remote version of print message().

2.1.24 Slash

A slash, also called *solidus* or *virgule,* can be correctly used (1) in *and/or.* (2) in fractions *(x/y),* (3) to indicate *per* (m/sec), and (4) when quoting poetry.

Although most usage and grammar authorities do not acknowledge use of the slash in a temporary compound, it is being widely used to indicate temporary compounds**.**

- ❖ hoop/column antenna
- ❖ boundary-layer / shock-wave interaction
- ❖ matrices / vectors
- ❖ lateral/ directional characteristics

In the first example *(hoop/column),* those coining the new technical term seem to have chosen (erroneously) to use a slash rather than a hyphen; however, this term, meaning a combination of a hoop and a column, has been widely used with the slash. In the second example *(boundary-layer/shock:wave interaction),* the slash is being used as an en dash, or "long hyphen."

In the third example *(matrices/vectors),* the slash indicates alternatives, a usage that Tichy and Fourdrinier (1988) accept with caution. In the last example *(56ilomet directional),* the slash is being used in a unit modifier that has been hyphenated for years.

These four examples illustrate our objection to use of the slash m   temporary compounds: Its meaning is not clear.

2.1.25 Points of Ellipsis:

Points of ellipsis (three evenly spaced periods) are used in formal writing to indicate an omission from quoted matter:

This combination caused Wright to wonder whether "since the interference velocities due to . .. walls are of opposite signs ... , opposite effects might be so combined in a slotted tunnel as to produce zero blockage."

- Ellipsis points should not be used (Chicago Press 1982)
    - o Before or after a quotation run in the text
    - o Before a block quotation beginning with a complete sentence
    - o After a block quotation ending with a complete sentence.

Points of ellipsis are commonly used with other punctuation marks.

Ellipsis points in a quotation always occur within the quotation marks.

Punctuation in the quote before or after the ellipsis should be retained if it will enhance meaning:

"The gangs were of all races and conditions: '" part of the huge compost of America."

"In the city of Hampton alone, hundreds of families emigrated ... , scores were made jobless, houses were empty and business generally suffered."

2.1.26 Spelling

Children with reading difficulties usually have problems in spelling as well, and oftentimes have more severe deficits in spelling than in reading, according to Hallahan et al. in *Introduction to Learning Disabilities*. In reading, context and other cues help one to decode a word, but in spelling, one must produce the word after hearing or thinking it. As a consequence of their difficulties with spelling, children find writing tasks both laborious and aversive.

Spelling requires that a person produce in written or oral form the correct sequence of letters that form a particular word. To do this, a person converts *phonemes* (sounds) into *graphemes* (written letters). There is only *one* correct way to spell any particular word with a given meaning. Thus, spelling does not allow any room for "creative" answers or "style"; a word is either spelled correctly or it is miss pelt.

English spelling is particularly difficult. Over the centuries the pronunciation of English has deviated ever further away from the spelling. Many languages have reformed their spelling to adjust to such changes, but English has not. It teems with spelling and pronunciation challenges… words like buffet, cousin, canyon, cough, and mosquito.

What makes spelling even more difficult is that the written form of the English language has an inconsistent pattern. It would be much easier if each phoneme had one and only one grapheme. But that is not the case. There are 251 different spellings for the 44 sounds of English and the language contains many irregularly spelt words. Only approximately 50% of spellings follow regular phonetic rules.

Successful intervention is dependent on finding the cause or causes of a problem. A disease such as scurvy claimed the lives of thousands of seamen during their long sea voyages. The disease was cured fairly quickly once the cause was discovered, viz. a vitamin C deficiency. A viable point of departure in this case would thus be to ask the question, "What causes spelling problems?"

To understand the cause of spelling problems it is important to take note of the fact that *learning is a stratified process*. One has to learn to count before it becomes possible to learn to add and subtract. Suppose one tried to teach a child, who had not learnt to count yet, to add and subtract. This would be quite impossible and no amount of effort would ever succeed in teaching the child these skills. In the same way, there are also certain skills and knowledge that a child must have acquired *first, before* it becomes possible for him to benefit from a course in spelling.

The skill of spelling embraces many subskills. Subskills of particular importance are

- the ability to analyse, i.e. to perceive the whole in its individual parts,
- auditory perception of letter sounds,
- auditory memory,
- decoding skills, and
- visual memory for sequences.

Although learning to spell correctly is a difficult task to master for most children, it is especially difficult — and sometimes impossible — if there are underlying shortcomings.

(a) Concept of Spelling

Current scholars describe the relationships between reading, writing, and spelling. While researchers agree that these processes are related, there is disagreement about which has more influence or which informs the other.

Ehri (1997) tied spelling more closely to reading: "Learning to read and learning to spell are one and the same almost"(p. 237). Spelling and reading are seen to be the same in that they access the same kinds of information in memory: information about the alphabetic system and about specific word knowledge. They are dissimilar in how the language user applies this information. In reading, students must identify a word; in spelling students must write letters in their correct order. Therefore, more information is needed to spell correctly than to read accurately (Ehri, 1997).

Frith (1980) contended that good and poor spellers read differently. Good spellers read using full clues, which provide them with the full orthographic picture of words; they look at all of the letters and the order in which they are placed. Poor spellers, on the other hand, read with partial clues. While this enables them to read

more quickly, it results in a lack of detailed orthographic information about letter identities and positions in words (Funnel, 1992).

2.1.27 Technical Abbreviations, Acronyms, and Units of Measurement

Computer documentation requires extensive use of abbreviations, acronyms, and units of measurement, many of which have become generally accepted "words" in the industry language. As with any word in a sentence, use abbreviations, acronyms, and units of measurement accurately and with consistent meaning in your documents. Do not create your own abbreviations or acronyms. Rely on industry definitions for these terms. Reference books of this type include *The New IEEE Standard Dictionary of Electrical and Electronics.*

(a) Abbreviations and Acronyms

An *abbreviation* is a shortened form of a word or phrase that is used in place of the entire word or phrase. "CPU" for central processing unit, "Btu" for British thermal unit, and "SGML" for Standard Generalized Markup Language are examples of abbreviations. An *acronym* is an easily pronounceable word formed from the initial letters or major parts of a compound term. "GUI" for graphical user interface, "pixel" for picture element, and "ROM" for read-only memory are common acronyms.

(a) Basic Guidelines for Abbreviations and Acronyms

When using abbreviations or acronyms, follow these guidelines:

_ Do not use the Latin abbreviations e.g., i.e., vs., op. cit., viz., and etc.

_ In most cases, write out the full word or phrase and enclose its abbreviation or acronym in parentheses the first time the word or phrase is used.

Then, continue using the abbreviation or acronym alone.

A local area network (LAN) consists of computer systems that can communicate with one another through connecting hardware and software. Your company probably uses a LAN.

_ Do not spell out acronyms and abbreviations that are trademarked terms.

_ Avoid using acronyms and abbreviations in the plural form.

Acronyms and abbreviations in the plural form can potentially cause problems for assistive technologies and for localization.

_ If you cite a term only once or twice in a document, show both the abbreviation or acronym and the spelled-out version at each occurrence.

_ If an abbreviation or acronym is used often in a document, repeat the spelled-out version at the first appearance in each chapter where the abbreviation or acronym appears.

_ When writing out the full word or phrase, do not capitalize any letters unless the letters are capitalized as part of a standard or begin a proper noun. floating-point unit (FPU)

Internet Protocol (IP)

_ Do not shorten trademarked terms.

_ When using an acronym, ensure that its pronunciation is natural and obvious to a reader.

The acronym "SCSI," for example, is pronounced "scuzzy." A user who does not know that "SCSI" is pronounceable might expect to see "*an* SCSI port," not "*a* SCSI port." In such cases, provide a pronunciation key when you first use the acronym by itself, as in this example:

A small computer system interface (SCSI, pronounced "scuzzy") cable connects the disk drive to the SCSI port.

(b)Punctuating Abbreviations and Acronyms

 While you usually do not have to add punctuation to abbreviations and acronyms, the following list provides a few exceptions:

_ Use periods in abbreviations that look like words.

U.S. for United States

no. for number

_ Use punctuation marks other than a period in abbreviations or acronyms when that punctuation is standard form.

I/O for input/output

3-D for three-dimensional

_ Add an "s" and no apostrophe to form the plural of abbreviations or acronyms that contain no periods.

PCs

ISVs

GUIs

_ Add an apostrophe and "s" to form the plural of abbreviations or acronyms that use internal periods.

M.S.'s

Ph.D.

Part Two: Previous Studies

Study No.1: Study presented by Dr. Ibrahim Mohamed Alfaki (2015).*University Students' English Writing Problems: Diagnosis And Remedy*. The aim of this study was to identify university students' writing problems in English language and to suggest ways of solving those problems.

Study Sample and Data Collection

The study was conducted in the Teachers' College, and the College of Education, Nile Valley University, North Sudan in 2014. The research method used was the descriptive research method. A sample of 20 **.**English language students were selected using a simple random sampling procedure.

Findings

The findings reveal that those university students have various writing problems: language problems at the levels of morphology and syntax; usage errors, and mechanical mistakes, that is, spelling, punctuation and capitalization, lack of several writing development skills, cognitive problems and graph motor problems.

Recommendations : In the light of these findings a number of recommendations have been made: It is always helpful to tell learners to revise their written work aloud. When they speak, they will make natural pauses and this will help them in punctuation. Spelling mistakes can be corrected by using dictionaries or spellcheckers. Usage mistakes and grammar mistakes will eventually disappear, if the students read extensively in English.

Study No.2

Study presented by Crossly, S., Kyle, K., Allen, L. and McNamara, D. (2014). *The Importance of Grammar and Mechanics in Writing Assessment and Instruction: Evidence from Data Mining*.

Study aims: The study examined relationships between expert human judgments of text quality and grammar and mechanical errors in student writing.

Sample and Data Collection

A corpus of essays (N = 100) written by high school students in the W-Pal system was collected, coded for grammar and mechanical errors, and scored by expert human raters.

Findings

Results revealed weak relations between grammar errors and holistic essay scores and stronger relations between mechanics and holistic essay scores. Implications for essay scoring algorithms and providing feedback to writers are discussed.

Study No. 3

Study presented by ZuhourBaniYounes& Fatima SalamhAlbalawi. (2015). Exploring the Most Common Types of Writing Problems among English Language and Translation Major Sophomore Female Students at Tabuk University.

Aims of the Study: The purpose of this study was to explore the most common types of writing problems among English language and translation major sophomore female students at Tabuk University.

Study Sample and Data Collection

The study was conducted in the Department of English and Translation at Tabuk University. Forty students participated in this study; they were asked to give a sample of their own writing modules and to answer a questionnaire about what they think the reasons behind the types of writing problems they face when they write in English.

Findings The findings of the study showed that most language problems which manifested themselves in the students' writing were as follows: 1- grammatical problems in the field of tenses, prepositions, syntactic, subject – verb agreement and the use of articles. 2-Punctuation problems at the level of the absence, the misuse or the addition of punctuation marks.3- Spelling problems in the field of substitution, omission, addition, disordering, segmentation and unrecognizable words.

Study No.4

Study presented by Sayed Mohammed. (2006). Frequently Repeated Errors in Essay Writing. A case study of Saudi University students.

Study aims: The study investigates the frequently repeated errors found in essay writing of the third level learners of the college of languages and translation, Imam Mohammed Bin Saud in Ryadh, KSA. The study seeks to find a better remedy for these frequently repeated errors and eliminate the roots.

Sample and Data Collection

Forty five subjects were chosen as study sample. The data for the study were collected through two essay writing tests: one pre-test and one post-test applied randomly on the sample.

Findings

The findings of the study has revealed that frequently repeated errors were due to inter-language factors, fossilization, habit information, performance errors and competence errors. It found also that teachers make students commit errors through improper instructions and corrections.

Study No. 5

Study presented by Bahia K. Ibrahim. (2004). Composition Writing Deficiency (A content Analysis of the SPINE series). An unpublished M.A thesis.

Study aims The aim of the study was to evaluate the course material as written document to investigate the problem of the students' inability of composition writing.

Sample and Data Collection

The sample of the study were students at secondary level and English language teachers at Omdurman province. The data have been collected through questionnaires and have been manipulated statistically, analyzed and presented.

Findings

The study has found that majority of the students are unable to write paragraph let alone composition and it is due to insufficient writing material and insufficient teaching of English language.

Summary of the chapter

The chapter has discussed the concept of mechanics of writing with its elements (spelling, punctuation and capitalization). A brief demonstration was given to show how scholar discussed the mechanics of writing. Previous studies were also reviewed at the end of the chapter to see how researchers tackle the issue of mechanics.

Chapter Three
Methodology

Chapter Three

Methodology

3.0 Introduction

This chapter will provide a full description of the research methodology adopted as well as the research instruments employed. Moreover, the validity and reliability of these instruments will be confirmed.

The chapter will further include as part of its components, four main sections:

1. The subjects of the study

2. The teaching/learning materials.

3. The theoretical principles on which the methodology is based.

4. Instrumentation and procedures of data collection.

3.1 The Study Methodology

To analyze the collected data and arrive at a solid conclusion, the study espoused a mixed-method approach: the descriptive analytical and experimental method. This situation has the effect of allowing the instruments used in the research to go together in a complementary manner. For this reason, an experiment, questionnaires, and class observations were used to deal with the research questions and objectives. The (SPSS) program version 17 was used for data analysis.

3.2 The population and Sample

The study population was students and the teaching staffs of English, male and female at Khartoum Secondary Schools, namely second year students both males and females. Mubarak Zaroug Secondary school for boys and Al-Khair Haj Mousa Secondary School for girls are the two schools to be the forum where the experiment and testing should be conducted.It goes without saying, that these

students have studied English Language as a foreign language for six years. Their age ranges between 14 to 16. They were all exposed to SPINE series of English language which is a locally developed syllabus by Sudanese experts and educators, right at the basic level to the secondary school.

The test used was similar to students test practiced on their text book and as Sudanese Secondary Certificate (see appendix b). The test consists of insert the correct mechanics and multiple choice questions, such questions are good means to assess reading comprehension because they don't require production (Nuttal1982).

Luckily, most of the teachers, who participated in the experimentation process, are trained staff though these are public schools which hire both trained and untrained teachers.

3.3 Tools of the Study

To collect the desired information to inform the recent study, two types of tools have been adopted. One type is a questionnaire, which was distributed to a randomly selected group of Sudanese English language teachers at universities. A pre-test and a post-test, is the second tool used in this research and classroom.

The descriptive and analytical method of investigation has been adopted in the present research. The well-known package of (SPSS) was employed for the data analysis to produce the wanted statistical end.

3.4 Validity of the Questionnaire

The questionnaire of this study, was validated by a jury consisting of five assistant professors specialized in English language. They based their comments on the following criteria:

(1) The clarity of the items and instruction.

(ii) The simplicity of items, and how far they related to the subject

(iii) The language used.

The jury made some remarks concerning some items and suggested modification for these items. Two items from TsQ. were omitted, and the researcher responded to their suggestions, and made the required modifications.

Table (3.1): The questionnaire's referees and their jobs and places of work

No.	Name	Job	Qualification	Place of work
1	Hassan Mahil Hassan	Teacher	Ph.d holder	SUST
2	Hilary M. Pitia	Teacher	Ph.d holder	SUST
3	Muntasir Hassan	Teacher	Ph.d holder	SUST

3.5 Statistical Reliability and Validity:

It is meant by the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability mean when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

1. Split-half by using Spearman-Brown equation.

2. Alpha-Cronbach coefficient.

3. Test and Re-test method

4. Equivalent images method.

5. Guttman equation.

On the other hand, validity also is the measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among is the validity using the square root of

the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Re liability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals in to two parts, i.e. items of the odd numbers e .g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

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

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher was distributed about (20) questionnaires to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table (3.2): The statistical reliability and validity of the pre-test sample about the study questionnaire

Hypotheses	Reliability	Validity
First	0.70	0.84
Second	0.80	0.89
Third	0.76	0.87
Four	0.83	0.91

Overall	0.78	0.88

We note from the results of above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

Statistical Instruments

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.

2. Frequency distribution.

3. Person correlation coefficient.

4. Spearman-Brown equation for calculating Reliability coefficient.

5. Median.

6. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

Table (3.3): Sex

Valid	Frequency	Percent
Male	33	66.0%
Female	17	34.0%
Total	50	100.0%

Table (3.4): Years of experience

Valid	Frequency	Percent
1-5 years	27	54.0%
5-10 years	8	16.0%
10-15 years	15	30.0%
Total	50	100.0%

Table (3.5): Paired Samples Test

Pair	No	Mean	Std. deviation	T test	Df	Sig.(2-tailed)
Before	50	10.9	4.38	-5.713	49	0.00
After	50	12.01	2.38			

Note from the table above is that the t-test (-5.713) significant value (0.00) which is less than the probability value (0.05) this means that there are statistically significant differences in the degrees of students before and after the test.

3.6 Summary of the Chapter

This chapter described the methodology employed for gathering the data of the present study. Research instruments were described; instruments reliability and 50 validity were confirmed. Having finished with the methodology of the study, the next chapter will present data analysis, results and discussion.

Chapter Four
Data Analysis, Results and Discussions

Chapter Four

Data Analysis, Results and Discussions

This chapter presents the analysis of data obtained from experiment, pre-test, post test and teachers' questionnaire.

4.1 Analysis of the Experiment

The analysis of the experiment will focus on answering vital questions on basic mechanics of writing and its effects on classroom interaction effect on the overall standards of the students' interlanguage and knowledge of English. To answer these questions, we computed the mean, standard deviation, standard error and ranges for the pretest- and post-test scores of both experimental and control groups. T-test was computed to find out whether each group had made any progress as a direct result of instruction. The following three hypotheses will be verified or confirmed in view of the analysis of the diagnostic test, Discourse Completion Test (DCT) as well as the questionnaire for the tutors and students.

4.2 Test of the Study Hypotheses

To answer the study's questions and hence verify its hypotheses, the median will be computed for each question from the diagnostic test, Discourse Completion Test (DCT) as well as the questionnaire that shows the opinions of the study respondents about the problem in question, namely expanding classroom interaction to reinforce interlanguage and pragmatic or what is known as pragmalinguistic communicative competence. To accomplish this task five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer " neutral", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree" will be given. This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will

use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions. The hypotheses to be tested are as follows:

1. Teaching basic mechanic of writing is a very important task at Sudanese secondary school is important

2. There is great relationship between using proper basic mechanics of writing and the improvement of students' standard level.

3. There are so many difficulties facing students at Sudanese secondary schools in using   basic mechanics of writing.

In order to make the most of classroom interaction certain language material was chosen for conducting the diagnostic as well as the DCT, as the outcome of the two tests will also give insights into the type of teaching material to be used to maximize the use of the linking devices as well as to enhance classroom interaction. The material was taken from the internet as this web-based learning, students' syllabus and other resources. As far as the diagnostic test is concerned, the first question was intended to check the students' vocabulary as regards cultural knowledge of native speakers. The question also calls on the students to use their language to describe their environment, their visit to a foreign country etc …clothing in relation to whether worn on the head, round the neck, top/bottom or half of the body with very special emphasis on the use of the linking devices. 17 marks were given to this question. So it is clear that all questions as will be seen call for pragmatic competence. The following is the analysis in relation to:

(i)Statistical Reliability and validity for student's test

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the test to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table:

	Reliability	*validity*	*N*
ALPH – CRONBACH	0.89	0.93	

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

From the above table it's shown that the validity of the test is very high (0.93). This indicates that if we repeat the test we are sure with 93% that it's going to give us the same results.

Table (2) shows the frequency and percentage distribution of the students according to section (1)

Valid	Frequency	Percentage
Success	95	63.3
Failure	55	36.7
Total	150	100

from the above table No.(2) and figure No (1) it's shown that there are as many as (95) students in the study's sample with percentage (63.2 %) have managed to produce the right answer in section number 1 (*Choose the meaning of underlined words or phrases from the given four alternatives*).There are (55) persons with percentage (have failed).
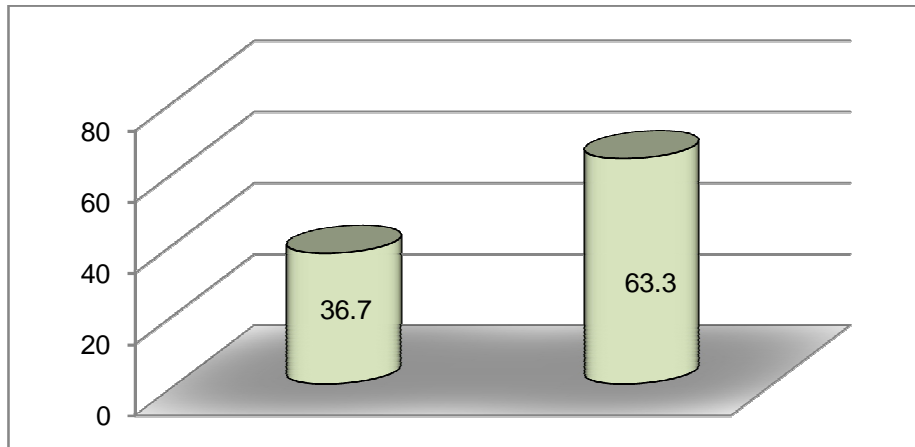
Nonstandard test items were more difficult for students to answer correctly than the standard test items, provided no enhanced ability to discriminate between higher- and lower-performing students, and resulted in poorer student performance. Item-writing guidelines should be considered during test construction.

Table (3) showsthe frequency and percentage distribution of the students according to section (1)

Valid	Frequency	Percentage
Success	90	60
Failure	60	40
Total	150	100

from the above table No.(3) and figure No (2) its shown that there are (90) students in the study's sample with percentage (60.0%) are success the test in section number 2 *(Choose the words below that best complete the sentences in the text:)* There are (60) persons with percentage (40.2 %) are failures.
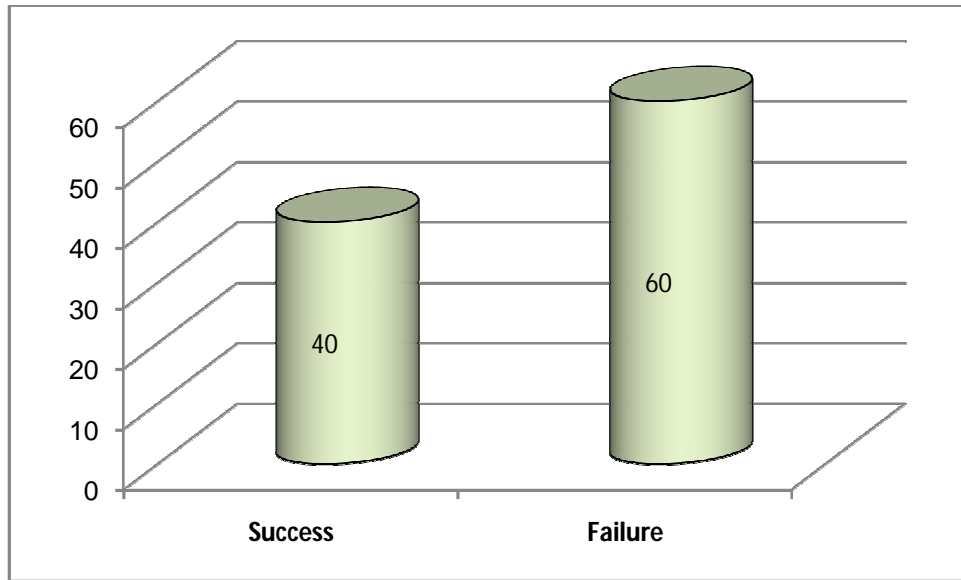
Table (4) the frequency and percentage distribution of the students according to section (2)

Valid	Frequency	Percentage
Success	96	64
Failure	54	36
Total	150	100

from the above table No.(4) and figure No (3) its shown that there are (96) students in the study's sample with percentage (46.0%) are success the test in section number 2 *(**Choose the words below that best complete the sentences in the text)** .There are (54) persons with percentage (36.0 %) are failure.
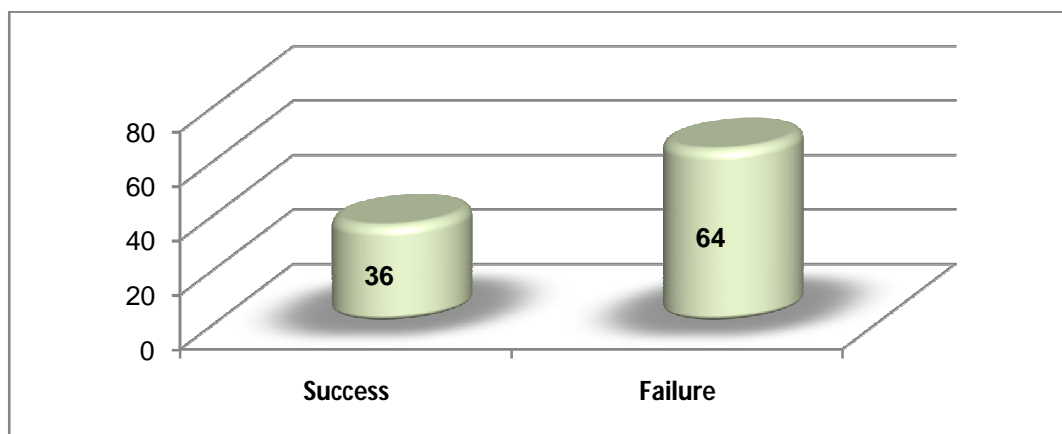
Table (5) one sample T-TEST for the questions of the study

Sections	N	mean	SD	t-value	DF	p-value
1	150	3.6	0.2	14.5	149	0.002
2	150	2.7	1.81	17.1	149	0.001
3	150	3.4	2.44	7.17	149	0.012
For all	150	6.33	4.03	15.50	149	0.032

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the section No (1) was (14.5) which is greater than the tabulated value of T – TEST at the degree of freedom (149) and the significant value level (0.05%) which was (2.34). this indicates that, there is statistically significant differences at the level (0.05 %) among the answers of the respondents . this mean that our hypothesis is accepted .

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the section No (2) was (17.1) which is greater than the tabulated value of T – TEST at the degree of freedom (149) and the significant value level (0.05%) which was (2.34). this indicates that, there is statistically

significant differences at the level (0.05 %) among the answers of the respondents . this mean that our hypothesis is accepted .

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the section No (3) was (7.17) which is greater than the tabulated value of T – TEST at the degree of freedom (149) and the significant value level (0.05%) which was (2.34). this indicates that, there is statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our hypothesis is accepted.

4.3 The Responses to the Questionnaire

The responses to the questionnaire of the 70 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

(A) Analysis of the Questionnaire:

The researcher   distributed the questionnaire on determined study sample (70), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, uncertain, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

(B) Statistical Reliability

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied

another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Re liability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to 30 respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table:

Reliability Statistics

Cronbach's Alpha	N of Items
0.91	15

Statement No.(1):_Error-free writing requires more than just using good grammar. One must also use correct mechanics of writing in one's writing._

Table No (7) The Frequency Distribution for the Respondent's Answers of Question No. (1)

Valid	Frequency	Percentage
Strongly agree	20	28.6
agree	40	57.1
Uncertain	4	5.7
disagree	2	2.9
Strongly disagree	4	5.7
Total	70	100

From the above table No.(7) and figure No (6)It is clear that there are (20) persons in the study's sample with percentage (28.6%) strongly agreed with " *Error-free writing requires more than just using good grammar. One must also use correct mechanics of writing in one's writing.* ". There are (40) persons with percentage (57.1%) agreed with that, and (4) persons with percentage (5.7%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (7) persons with 5.7% are strongly disagree.

fig (6)
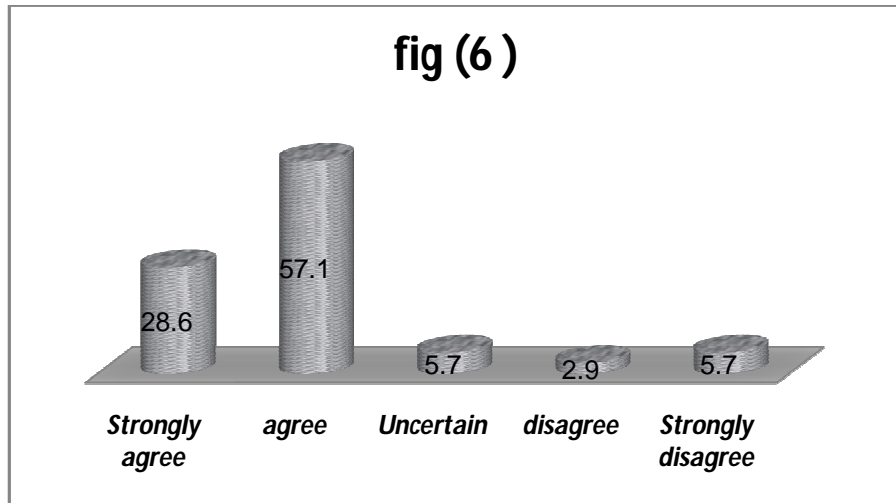
Writing is among the most complex human academic activities. It involves the development of a designed idea, the capture of mental representation of knowledge and of experience with subjects. What makes writing or a written end product intelligible is the proper use of the linking devices or the mechanics of writing. Hence, *Error-free writing requires more than just using good grammar. One must also use correct mechanics of writing in one's writing,* has been opted for by 90% of the overall respondents. This in turn confirms the second hypothesis of the present study which demonstrates that **there is great relationship between using proper basic mechanics of writing and the improvement of students' standard level.**
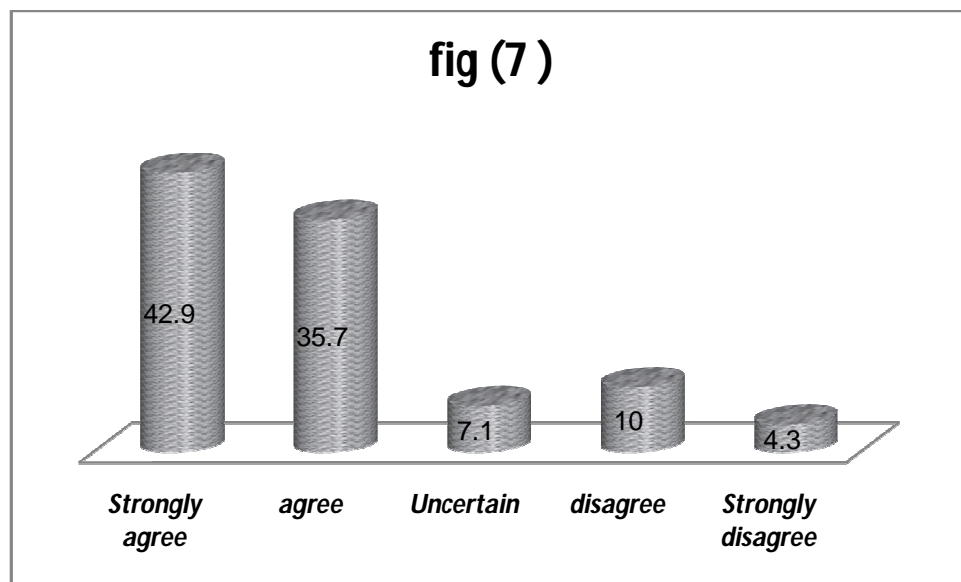
Statement No. (2): *The mechanics of writing specifies the established conventions for words that we use in our writing*.

Table No (8) The Frequency Distribution for the Respondent's Answers of Question No. (2)

Valid	Frequency	Percentage
Strongly agree	30	42.9
agree	25	35.7

Uncertain	5	7.1
disagree	7	10
Strongly disagree	3	4.3
Total	70	100

From the above table No.(8) and figure No (7) It is clear that there are (30) persons in the study's sample with percentage (42.9%) strongly agreed with " *The mechanics of writing specifies the established conventions for words that we use in our writing*. ". There are (25) persons with percentage (35.7%) agreed with that, and (5) persons with percentage (7.1%) were not sure that, and (7) persons with percentage (10.0%) disagreed. and (3) persons with 3.4% are strongly disagree.

fig (7)

Strongly agree	42.9
agree	35.7
Uncertain	7.1
disagree	10
Strongly disagree	4.3

Certainly, in order to learn to write, students should combine rules for punctuation, capitalization, spelling, and grammar, without forgetting the ideas they want to use. In addition, they need to have the mental ability necessary to concentrate long enough on the task and not be distracted by the things going on around them. Some students may have an easy time remembering rules for practicing mechanics and

grammar on a work sheet, but struggle to remember everything at once while writing a paragraph, story, or report. Therefore, almost 90% of the respondents' went for the *mechanics of writing specifies the established conventions for words that we use in our writing.* This confirms the first hypothesis which states that **teaching basic mechanic of writing is a very important task at Sudanese secondary school is important.**

Statement No. (3): The chief reason to capitalize a word is that the word is *proper*, not because the word has greater status than other words.

Table No (9) The Frequency Distribution for the Respondent's Answers of Question No.(3)

Valid	Frequency	Percentage
Strongly agree	32	45.7
agree	27	38.6
Uncertain	7	10
disagree	3	4.3
Strongly disagree	1	1.4
Total	**70**	**100**

It is clear from the above table No.(9) and figure No (8) that there are (32) persons in the study's sample with percentage (45.7%) strongly agreed with " *The chief reason to capitalize a word is that the word is proper, not because the word has greater status than other words.* ". There are (27) persons with percentage (38.6%) agreed with that, and (7) persons with percentage (10.0%) were not sure that, and (3)

persons with percentage (3.4%) disagreed. and (1) persons with 1.4% are strongly disagree.

fig (8)

Strongly agree	45.7
agree	38.6
Uncertain	10
disagree	4.3
Strongly disagree	1.4
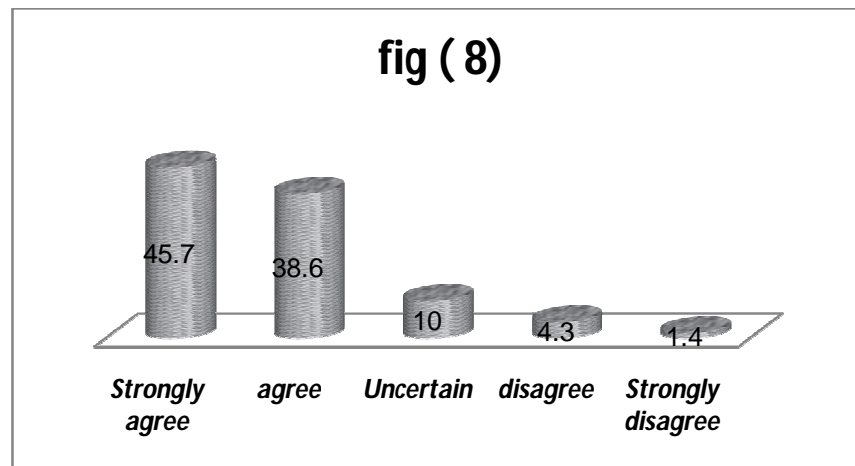
As students learn to write, they must consolidate rules for punctuation, capitalization, spelling, and grammar, without forgetting the ideas they want to use. In addition, they need to have the mental "fuel" necessary to concentrate long enough on the task and not be distracted by the things going on around them. Some students may have an easy time remembering rules for practicing mechanics and grammar on a work sheet, but struggle to remember everything at once while writing a paragraph, story, or report. To spell words correctly, students need to have a good understanding about the sounds that make up words, and how these sounds can be put together to create letters and words on paper. Some students are very good at remembering what words look like; others may sound out the word as they are spelling it.

As students progress through school, it is very helpful if they can remember how to spell many words automatically. When students are able to spell a word without stopping to think about it, they can pay more attention to remembering and organizing the ideas they want to write. This chart describes some important skills related to the mechanics of written language.

Statement No.(4): EFL Sudanese students have very poor knowledge of the mechanics of writing.

Table No (10) The Frequency Distribution for the Respondent's Answers of Question No. (4)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	0	0
disagree	3	4.3
Strongly disagree	2	2.9
Total	**70**	**100**

It is clear from the above table No.(10) and figure No (9) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with *" EFL Sudanese students have very poor knowledge of the mechanics of writing.* ". There are (25) persons with percentage (35.7%) agreed with that, and (0) persons with percentage (00.0%) were not sure that, and (3) persons with percentage (3.4%) disagreed. and (2) persons with 2.9% are strongly disagree.

fig (9)

Strongly agree 57.1 | agree 35.7 | Uncertain 0 | disagree 4.3 | Strongly disagree 2.9
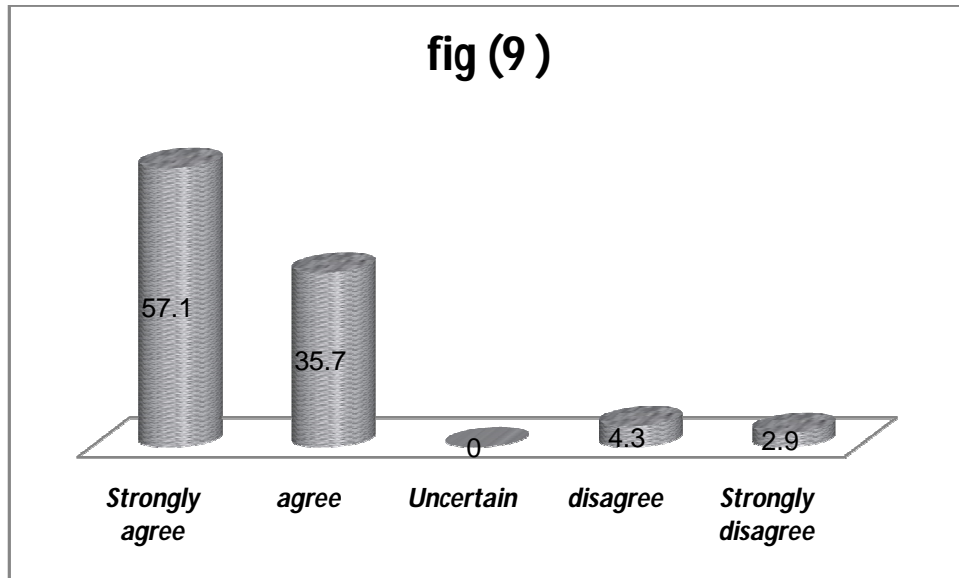
Writing is a complex intellectual task involving many component skills, some of which students may lack completely, some of which they may have only partially mastered. When students lack skills in these areas, their writing may be unsatisfactory in multiple ways – from poor grammar and syntax to unclear organization to weak reasoning and arguments. Complicating matters is the fact that many students' reading skills are also poor. For example, if they cannot recognize the main point of an argument in their reading, they obviously cannot respond to this point in their writing. In addition, students often lack the meta-cognitive skills to recognize the areas in which their prior knowledge and skills are insufficient – and thus which skills they need to work to improve.

Statement No.(5):_There are useful sites on the web to find resources to help students improve their familiarity with writing and grammar._

Table No (11) The Frequency Distribution for the Respondent's Answers of Question No. (5)

Valid	Frequency	Percentage

Strongly agree	35	50
agree	30	42.9
Uncertain	0	0
disagree	2	2.9
Strongly disagree	3	4.2
Total	70	100

It is clear from the above table No.(11) and figure No (10) that there are (35) persons in the study's sample with percentage (50.0%) strongly agreed with " *There are useful sites on the web to find resources to help students improve their familiarity with writing and grammar.* ". There are (30) persons with percentage (42.9%) agreed with that, and (0) persons with percentage (00.0%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (3) persons with 4.2% are strongly disagree.
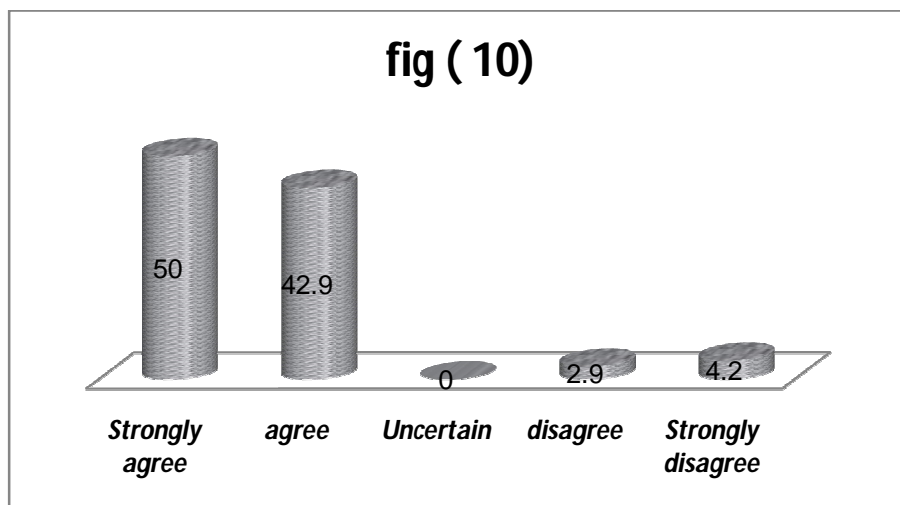
This Website (interactive site for learning) serves as a resourceful guide to English language arts topics. You can find educational, interactive games and

simulations for grades K-5 as well as for advanced students in the categories of grammar, compound words, capitalization, phonemes and words, punctuation, poetry, reading and sight words, parts of speech, writing and rhyming. These activities work well with an interactive whiteboard. However, you can also recommend them for individual learning at home.

Statement No.(6): Parents and educators can use these resources to motivate students and reinforce skills.

Table No (12) The Frequency Distribution for the Respondent's Answers of Question No. (6)

Valid	Frequency	Percentage
Strongly agree	28	40
agree	27	38.6
Uncertain	5	7.1
disagree	3	2.3
Strongly disagree	7	10
Total	**70**	**100**

It is clear from the above table No.(12) and figure No (11) that there are (28) persons in the study's sample with percentage (40.0%) strongly agreed with " *Parents and educators can use these resources to motivate students and reinforce skills*. ". There are (27) persons with percentage (38.6%) agreed with that, and (5) persons with percentage (7.2%) were not sure that, and (3) persons with percentage (2.3%) disagreed. and (7) persons with 10.0% are strongly disagree.

fig (11)

40	38.6	7.1	2.3	10
Strongly agree	agree	Uncertain	disagree	Strongly disagree
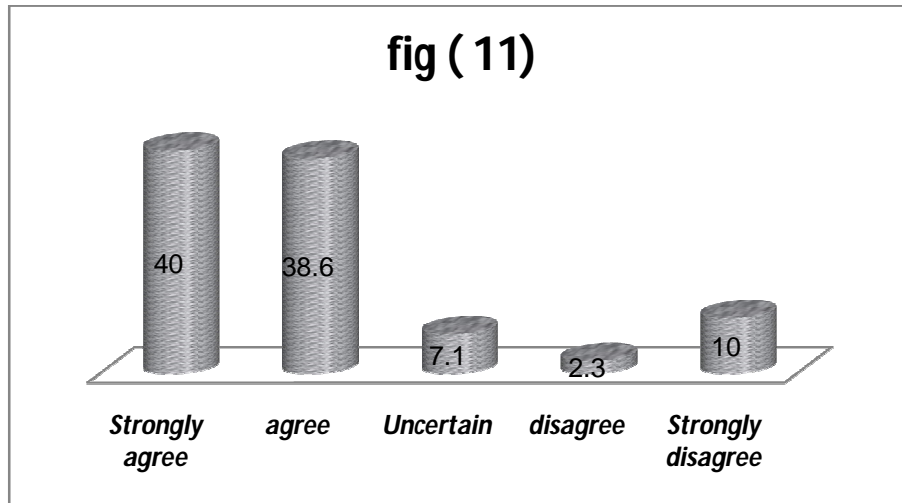
Parents encourage their children to draw on the internet as they believe that this offers comprehensive lessons on all aspects of English grammar and writing. You will easily locate all materials you need in the Index, which includes links to all resources of the Guide to Grammar and Writing, as well as Principles of Composition. This online source is like the grammar textbook you always wished to have. Now you can use it to make the lectures more accessible for your students.

Statement No. (7): Students can gain a better understanding of writing and grammar as well as boost their confidence and expand their skills with online practice.

Table No (13) The Frequency Distribution for the Respondent's Answers of Question No.(7)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	0	0

disagree	2	2.9
Strongly disagree	3	4.3
Total	70	100

It is clear from the above table No.(13) and figure No (10) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with " *Students can gain a better understanding of writing and grammar as well as boosting their confidence and expanding their skills with online practice.* ". There are (25) persons with percentage (35.7%) agreed with that, and (0) persons with percentage (0.00%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (3) persons with 3.4% are strongly disagree

fig (12)
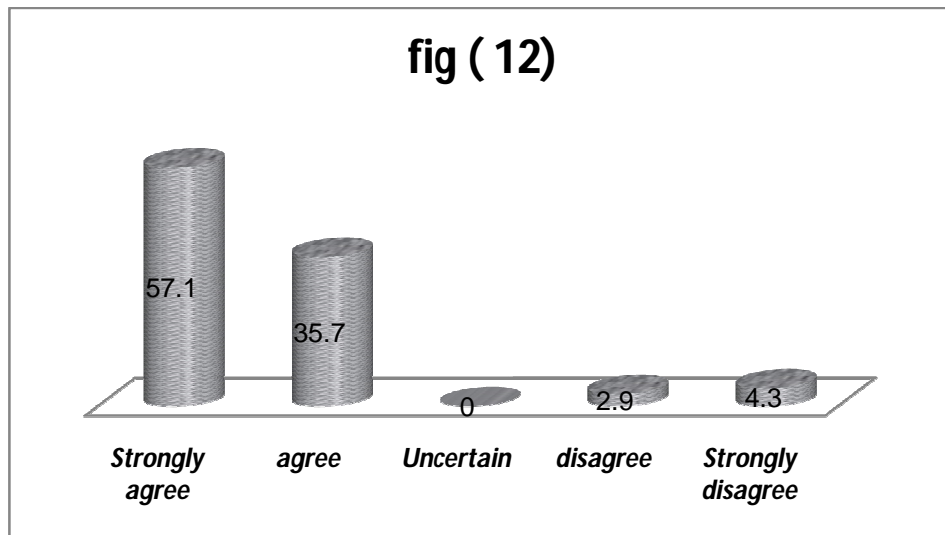
E-learning or online learning has currently become much more important than before particularly in rural areas because learners may gain appropriate knowledge as their peers living in big cities. Online courses help them to choose new professions, find a good job with high salary and access global education platforms. For example, this is a big challenge to find enough teachers in India to

provide skilled teaching. So, dr. Maddox Sade has implemented e-learning courses to solve this problem. Village schools throughout the region now may get self-contained programs projected onto a big screen in the classroom. It works without a connection to the Internet and children can learn many subjects with these programs.

E-learning helps to improve educational quality, engage young learners. Students become more confident; they use their knowledge and appreciate the opportunity to study. This program allows learners teach themselves and their families.

In India, online learning has many good results and students won first place at the science competing. It helps to prepare learners for the good higher education as well. After the graduation of the university, they will come back to the villages to develop them.

Statement No.(8): Knowing the parts of speech, using them correctly, and understanding how they relate to one another is an important early step in creating strong writing skills.

Table No (14) The Frequency Distribution for the Respondent's Answers of Question No.(8)

Valid	Frequency	Percentage
Strongly agree	20	28.6
agree	40	57.2
Uncertain	0	0
disagree	5	7.1
Strongly disagree	5	7.1

Total	**70**	**100**

It is clear from the above table No.(14) and figure No (13) that there are (20) persons in the study's sample with percentage (28.6%) strongly agreed with " *Knowing the parts of speech, using them correctly, and understanding how they relate to one another is an important early step in creating strong writing skills.* ". There are (40) persons with percentage (57.2%) agreed with that, and (0) persons with percentage (0.00%) were not sure that, and (5) persons with percentage (7.1%) disagreed. and (5) persons with 7.1% are strongly disagree.

fig (13)

| Strongly agree	agree	Uncertain	disagree	Strongly disagree
28.6	57.2	0	7.1	7.1
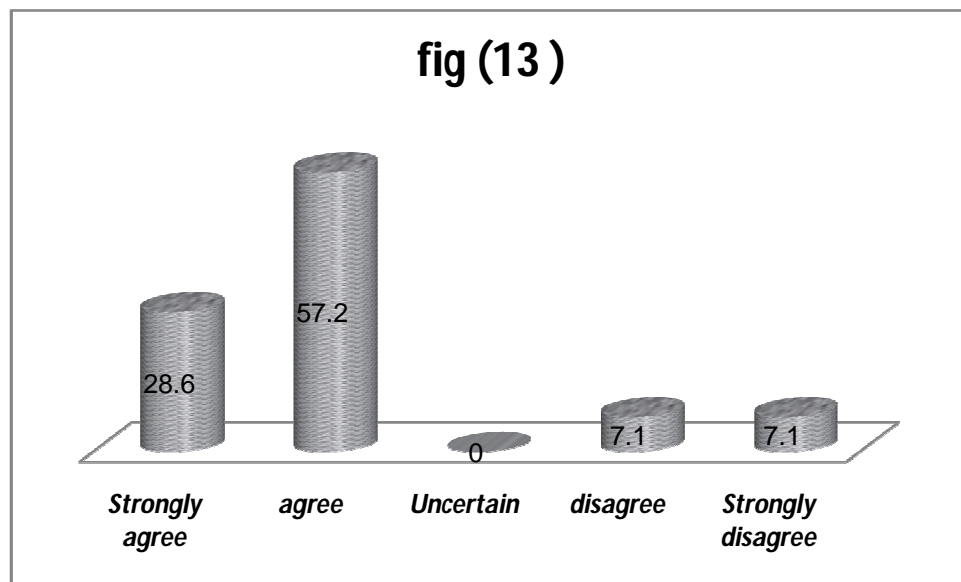
Statement No. (9): One of the very important things teachers should pay special attention to particularly when teaching pupils at the basic level is the question of the question of **subject-verb agreement.**

Table No (15) The Frequency Distribution for the Respondent's Answers of Question No.(9)

Variables	Frequency	Percentage
Strongly agree	18	25.7

agree	40	57.2
Uncertain	5	7.1
disagree	2	2.9
Strongly disagree	5	7.1
Total	70	100

It is clear from the above table No.(15) and figure No (14) that there are (18) persons in the study's sample with percentage (25.7%) strongly agreed with "*One of the very important things teachers should pay special attention to particularly when teaching pupils at the basic level is the question of The question of subject-verb agreem*ent ". There are (40) persons with percentage (57.2%) agreed with that, and (5) persons with percentage (7.1%) were not sure that, and (2) persons with percentage (2.9%) disagreed. and (5) persons with 7.1% are strongly disagree.

fig (14)
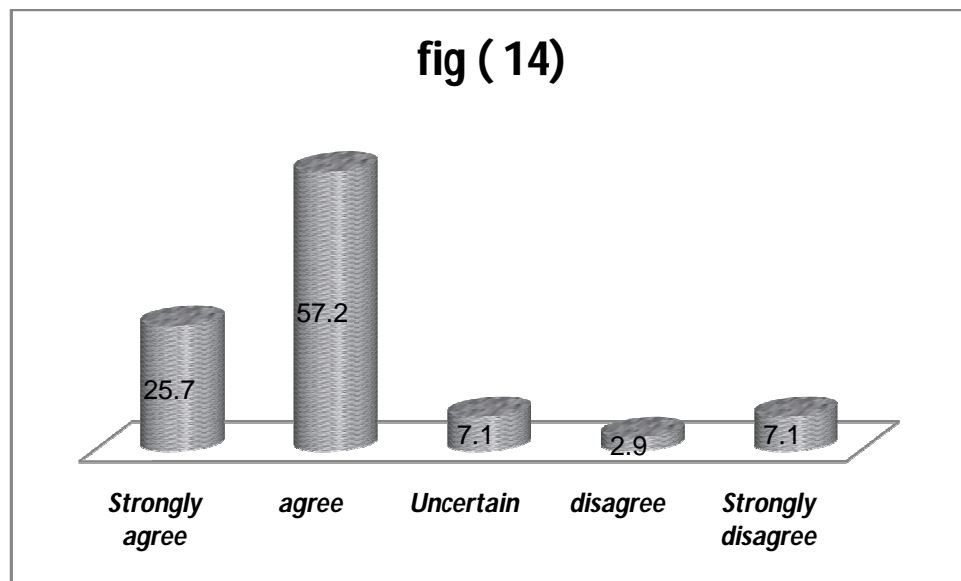
Subject-verb agreement is an extremely complex area of English syntax even for the native speakers.Subject verb agreement refers to the fact that the subject and verb in a sentence must agree in number. In other words, they both must be singular or they both must be plural. You can't have a singular subject with a plural

verb or vice versa. Teachers at the basic level should provide their students with plenty of examples particularly those areas which are thought to be difficult to master or observe.

Statement No.(10):*From learning to distinguish between "capitonyms" (a turkey in Turkey, a march in March) to learning the basic rules of* **capitalization.**

Table No (16) The Frequency Distribution for the Respondent' s Answers of Question No.(10)

Valid	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	2	2.9
disagree	3	4.3
Strongly disagree	0	0
Total	70	100

It is clear from the above table No.(16) and figure No (15) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with " From learning to distinguish between "capitonyms" (a turkey in Turkey, a march in March) to learning the basic rules of **capitalization.** ". There are (25) persons with percentage (35.7%) agreed with that, and (2) persons with percentage (2.9%) were not sure that, and (3) persons with percentage (3.4%) disagreed. and (0) persons with 0.0% are strongly disagree

fig (15)

Strongly agree	57.1
agree	35.7
Uncertain	2.9
disagree	4.3
Strongly disagree	0
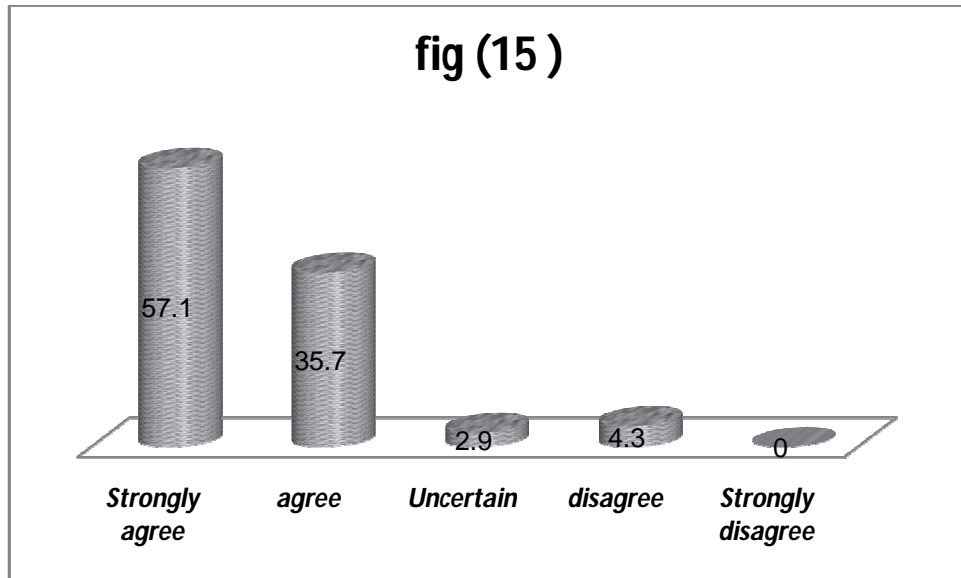
Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase. Experienced writers are stingy with capitals. It is best not to use them if there is any doubt. This is a sub-skill which has to be introduced as early as the basic level. Pupils should learn to capitalize the for example the first word in a sentence, proper nouns and so on. With the passage of time, some words originally derived from proper nouns have taken on a life, and authority, of their own and no longer require capitalization. The main function of capitals is to focus attention on particular elements within any group of people, places, or things. We can speak of *a lake in the middle of the country*, or we can be more specific and say *Lake Michigan*, which distinguishes it from every other lake on earth.

Statement No.(11):*Using **punctuation** properly is one of the most crucial elements in making the meaning of the sentence absolutely clear.*

Table No (17) The Frequency Distribution for the Respondent's Answers of Question No.(11)

Variable	Frequency	Percentage
Strongly agree	50	71.4
agree	15	21.5
Uncertain	1	1.4
disagree	4	5.7
Strongly disagree	0	0
Total	70	100

It is clear from the above table No.(17) and figure No (16) that there are (50) persons in the study's sample with percentage (71.4%) strongly agreed with "*Using punctuation properly is one of the most crucial elements in making the meaning of the sentence absolutely clear.*". There are (15) persons with percentage (21.5%) agreed with that, and (1) persons with percentage (1.4%) were not sure that, and (4) persons with percentage (5.7%) disagreed. and (0) persons with 0.0% are strongly disagree.
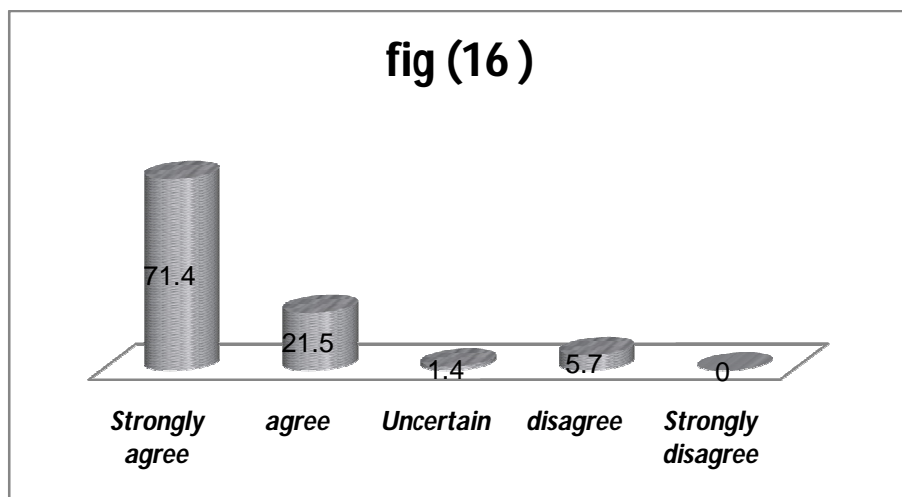

fig (16)

Using **punctuation** properly is one of the most crucial elements in making the meaning of the sentence absolutely clear. Take our favorite example: "Let's eat Grandma!" becomes considerably less worrisome when a single comma is added

… "Let's eat, Grandma! Tutors at the basic level should pay utmost attention to the question of punctuation as this sub-skill is totally ignored in Arabic.

Statement No.(12):_Consequently, Error-free writing requires more than just using good grammar._

Table No (18) The Frequency Distribution for the Respondent' s Answers of Question No.(12)

Valid	Frequency	Percentage
Strongly agree	30	42.9
agree	29	41.4
Uncertain	3	4.3
disagree	4	5.7
Strongly disagree	4	5.7
Total	70	100

It is clear from the above table No.(18) and figure No (17) that there are (30) persons in the study's sample with percentage (42.9%) strongly agreed with "Consequently, Error-free writing requires more than just using good grammar.". There are (29) persons with percentage (41.4%) agreed with that, and (3) persons with percentage (4.5%) were not sure that, and (4) persons with percentage (5.7%) disagreed. and (4) persons with 5.7% are strongly disagree.
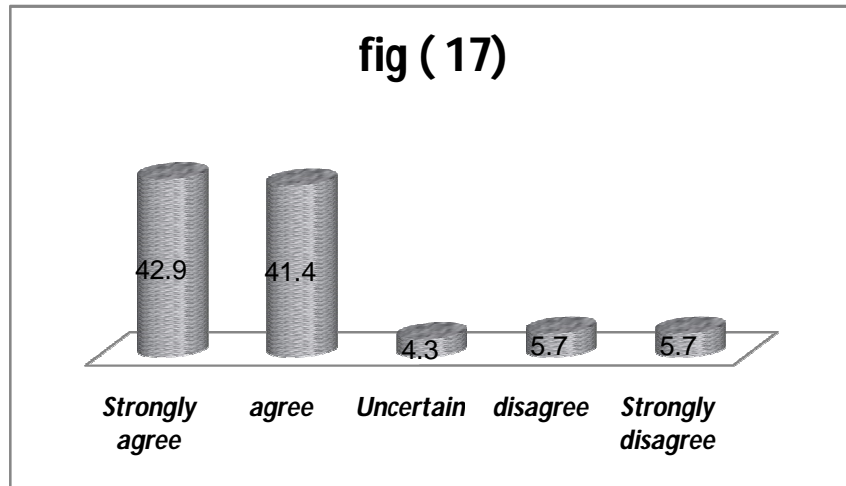
fig (17)

A basic part of the mechanics of writing is the learning of grammar rules. Having strong skills in writing and grammar allows writers to get their message or story to their readers in a clear and understandable way. It is important to know the rules of grammar and how to use them properly. Good knowledge of grammar is essential for good mastery of the overall language.

Statement No. (13): All mechanics do exist basically to help readers understand what is written. They specifically tell the reader where particular idea stops and where the new one starts.

Table No (19) The Frequency Distribution for the Respondent's Answers of Question No.(13)

Variables	Frequency	Percentage
Strongly agree	40	57.1
agree	25	35.7
Uncertain	2	2.9
disagree	3	4.3

Strongly disagree	0	0
Total	70	100

It is clear from the above table No.(19) and figure No (18) that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with "*All mechanics do exist basically to help readers understand what is written. They specifically tell the reader where particular idea stops and where the new one starts.*". There are (25) persons with percentage (35.7%) agreed with that, and (2) persons with percentage (2.9%) were not sure that, and (3) persons with percentage (4.3%) disagreed. and (0) persons with 0.0% are strongly disagree.
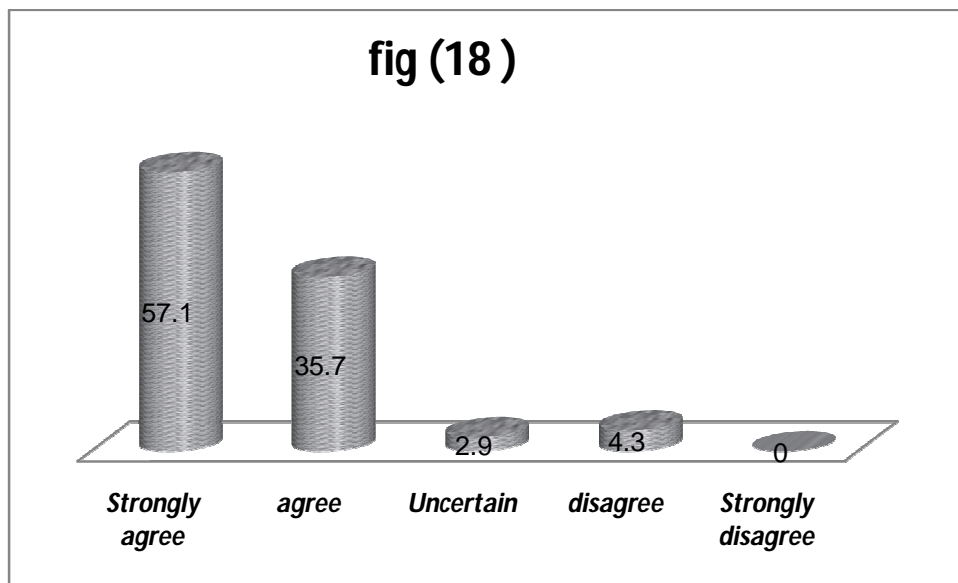
fig (18)

57.1	35.7	2.9	4.3	0
Strongly agree	agree	Uncertain	disagree	Strongly disagree

A growing mass of research has offered valuable insights into the significance of this skill for academic success.For the reader to interpret your ideas and questions within the written text as you intent, you need to use correct punctuation in every text you write. Mechanics of writing tell the reader where one thought ends and the next begins. They clarify and add emphasis. Capitalization also distinguishes for the reader what are the common nouns and what are the proper ones within the text. It marks the beginning of every sentence.

Statement No. (14): Most of the students mispronounce words with the same sound but different spelling (homophones) or homographs.

Table No (20) The Frequency Distribution for the Respondent's Answers of Question No.(14)

Variables	Frequency	Percentage
Strongly agree	20	28.6
agree	29	41.4
Uncertain	10	14.3
disagree	10	14.3
Strongly disagree	1	1.4
Total	70	100

From the above table No.(20) and figure No (19) It is clear that there are (20) persons in the study's sample with percentage (28.6%) strongly agreed with "*Most of the students mispronounce words with the same sound but different spelling (homophones) or homographs*.". There are (29) persons with percentage (41.4%) agreed with that, and (10) persons with percentage (14.3%) were not sure that, and (10) persons with percentage (14.3%) disagreed. and (1) persons with 1.4% are strongly disagree.
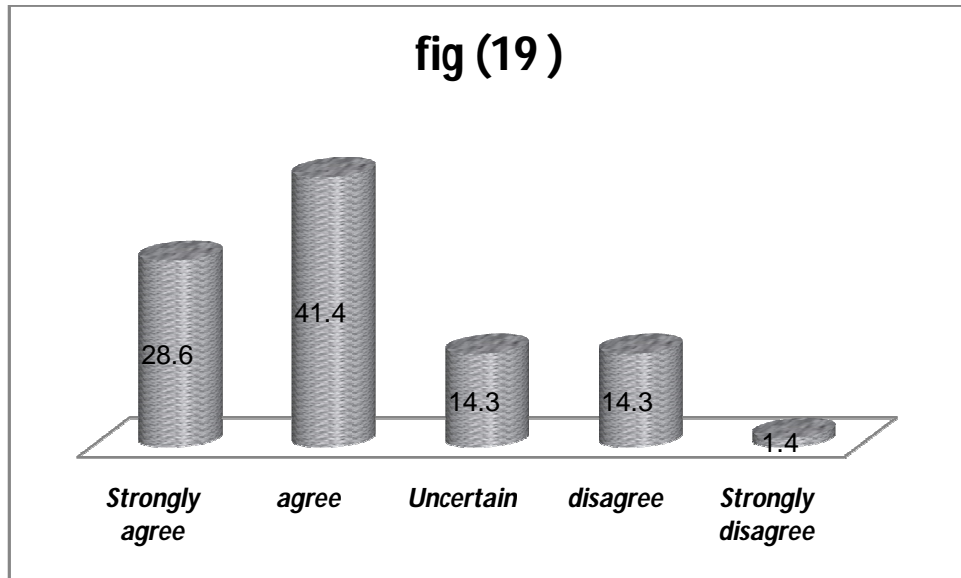
fig (19)

English has 19 vowel sounds and 25 consonant sounds. Its vowel sounds cover the entire range of mouth positions – front, center, back, open, close, spread, relaxed and rounded. Some vowels are long, others short, but all vowels change length depending on the level of stress on them. Many students speak languages with fewer vowels – a lot of modern languages (Spanish, Japanese, Arabic to name a few) have no more than 5 vowel sounds, for most learners, the 19 vowel sounds present an important area of study.

Consonant sounds are also problematic – nearly everyone needs to learn the 'th' sounds /θ/ & /ð/, the approximant 'r' sound often requires attention, and other sounds such as /h/, /w/ and /ŋ/ cause a lot of errors. All students need to pay attention to accurate consonant production: voicing and placement need to be mastered.

Statement No.(15): Correct uses of basic mechanics tell the students that words have to be together as a unit to clarify the meaning in a sentence.

Table No (21) The Frequency Distribution for the Respondent's Answers of Question No. (15)

Variables	Frequency	Percentage
Strongly agree	40	57.1
agree	28	40
Uncertain	0	0
disagree	1	1.4
Strongly disagree	1	1.4
Total	70	100

From the above table No.(21) and figure No (20) It is clear that there are (40) persons in the study's sample with percentage (57.1%) strongly agreed with "*Correct use of basic mechanics tell the students that words have to be together as a unit to clarify the meaning in a sentence*.". There are (28) persons with percentage (40.0%) agreed with that, and (0) persons with percentage (0.0%) were not sure that, and (1) persons with percentage (1.4%) disagreed. and (1) persons with 1.4% are strongly disagree.

fig (20)

57.1	40	0	1.4	1.4
Strongly agree	agree	Uncertain	disagree	Strongly disagree
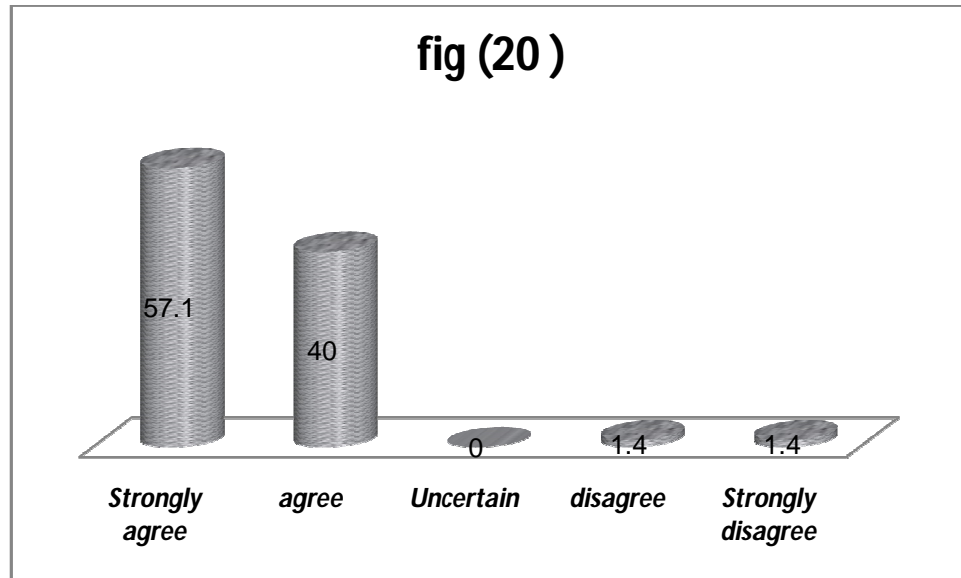
Adequate knowledge of the mechanics of writing is very much important for learners to proceed with the operation of learning. Generally speaking, the conventions govern the technical aspects of writing, which include spelling, punctuation, capitalization and abbreviations. All these aspect are called mechanics of writing. Julie, (2015) states that *Basic Mechanics of Writing is the term we use to describe the technical aspects of writing, such as spelling, punctuation, capitalization, etc.* This definition is in complete alignment with Cali (2009) who defines them as, *conventions of print that do not exist in oral language including spelling, punctuations, capitalization and paragraphing.*

Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis: <u>**the hindrance of communication**</u>

Nom.	Statement	mean	SD	Chi square	p-value
1	Error-free writing requires more than just using good grammar. One must also use correct mechanics of writing in one's writing.	2.7	0.8	27	0.000
2	The *mechanics of writing* specifies the established conventions for words that we use in our writing.	2.6	0.5	25.7	0.000
3	The chief reason to capitalize a word is that the word is *proper*, not because the word has greater status than other words.	2.1	0.7	23	0.000
4	EFL Sudanese students have very poor knowledge of the mechanics of writing.	2.7	0.6	26	0.000
5	There are useful sites on the web to find resources to help students improve their familiarity with writing and grammar.	2.5	0.5	32	0.000
6	Parents and educators can use these resources to motivate students and reinforce skills.	2.9	2	25	0.000
7	Students can gain a better understanding of writing and grammar as well as boost their confidence and expand their skills with online practice.	2.5	0.6	28	0.00

8	Knowing the parts of speech, using them correctly, and understanding how they relate to one another is an important early step in creating strong writing skills.	2.6	0.8	27.7	0.00
9	One of the very important things teachers should pay special attention to particularly when teaching pupils at the basic level is the question of The question of **subject-verb agreement**	2.4	0.9	25.7	0.001
10	From learning to distinguish between "capitonyms" (a turkey in Turkey, a march in March) to learning the basic rules of **capitalization.**	2.4	0.5	35	0.008
11	Using **punctuation** properly is one of the most crucial elements in making the meaning of the sentence absolutely clear.	2.5	0.8	33	0.00
12	Consequently, Error-free writing requires more than just using good grammar.	2.6	0.8	27.7	0.00
13	All mechanics do exist basically to help readers understand what is written. They specifically tell the reader where particular idea stops and where the new one starts.	2.5	0.6	28	0.00
14	Most of the students mispronounce words with the same sound but different spelling (homophones) or homographs.	2.6	0.8	27.7	0.00
15	Correct uses of basic mechanics tell the students that words have to be	2.4	0.9	25.7	0.001

	together as a unit to clarify the meaning in a sentence.				

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Error-free writing requires more than just using good grammar. One must also use correct mechanics of writing in one's writing.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " The *mechanics of writing* specifies the established conventions for words that we use in our writing.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The chief reason to capitalize a word is that the word is *proper*, not because the word has greater status than other words.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "EFL Sudanese students have very poor knowledge of the mechanics of writing.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement There are useful sites on the web to find resources to help students improve their familiarity with writing and grammar.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Parents and educators can use these resources to motivate students and reinforce skills.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students can gain a better understanding of writing and grammar as well as boost their confidence and expand their skills with online practice.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Knowing the parts of speech, using them correctly, and understanding how they relate to one another is an important early step in creating strong writing skills.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "One of the very important things teachers should pay special attention to particularly when teaching pupils at the basic level is the question of The question of **subject-verb agreement**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "From learning to distinguish

between "capitonyms" (a turkey in Turkey, a march in March) to learning the basic rules of **capitalization.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (11) question was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using **punctuation** properly is one of the most crucial elements in making the meaning of the sentence absolutely clear.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (12) question was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " Consequently, Error-free writing requires more than just using good grammar.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (13) question was (25.6) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "All mechanics do exist basically to help readers understand what is written. They specifically tell the reader where particular idea stops and where the new one starts.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (14) question was (27.5) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Most of the students mispronounce words with the same sound but different spelling (homophones) or homographs.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (15) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Correct uses of basic mechanics tell the students that words have to be together as a unit to clarify the meaning in a sentence.

4.1.4 Summary of the Chapter

This chapter as apparent from its title:Data analysis and discussion, has analyzed the collected data through the test and the questionnaire to confirm the hypotheses of the study and find answers for the questions posed in chapter one.

Chapter Five

Main Findings, Conclusions, Recommendation and Suggestions for Further Studies

Chapter Five

Main Findings, Conclusions, Recommendation and Suggestions for Further Studies

5.0 Introduction

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

5.1 Main Findings and Conclusion

This study is an attempt to explore the use of the mechanics of writing in order to help produce a nicely linked piece of writing whether an essay or composition at the basic level.   To find answer to the pose question, the study surveyed the teachers' viewpoints in relation to the issue in question

Basically, the study sets out to examine the questions:

1- To what extent does teaching   writing at Sudanese secondary school (S.S.S) is important?

2- To what extent does the use of basic mechanics of writing is helpful in improving the standard of students at secondary level?

3- What are the difficulties that face Sudanese secondary schools   in using basic mechanics of writing?

To achieve the set objectives, the study adopted a mixed- methods approach: the descriptive analytical and experimental methods. This allowed the research instruments to complement each other. Hence, an experiment, questionnaires, and

a diagnostic test were used to address the research questions and objectives. The (SPSS) program version 20 was used for data analysis.

150 secondary school students bothmales and females participated in the study experiment, 50 tutors s completed questionnaires.

Statistically, the study found out that the teaching of linking devices can help secondary school students improve their writing. The findings were in conformity with lots of works and research carried out across the globe, particularly in Arab countries. Again the findings further have been in commensurate with the set questions and hypotheses.

Again, it was found out the idea of mechanics of writing is not clearly manifested or included in the secondary school syllabuses though there are lots of examples in the students' books which are intended to strengthen this aspect of writing. However, teachers at the secondary level were not trained to handle the teaching material effectively. A huge number of those teaching at the secondary level have specialized in disciplines other than English Language. Definitely this deplorable situation can run counter to the effective teaching and learning operation.

Conclusions

It was also found that at the basic level the idea of teaching mechanics of writing is completely indistinct either for the classroom practitioners or clearly presented in the syllabus. Therefore, a thorough treatment of this ailing situation should start right at the grass-roots to lay the foundation for comprehensive understanding and practicing of good writing at the secondary and university levels.

Teaching and learning vocabulary in classroom settings drawing on authentic learning materials can be exploited to further improve students writing abilities.

86% of the respondents are in favor of teaching vocabulary along the line with the writing mechanics.

Good punctuation can account for first-class intelligibility. **Punctuation** gives the text its final shape. 60% of the respondents believe that punctuation is such an essential tool in furthering the textual meaning. No one of the respondents belittles the effect of punctuation. Punctuation is one of the most important aspects of written English, and yet it is one that is taken the most lightly. It is, in fact, this feature of writing that gives meaning to the written words… much like pauses andchanges in tones of the voice when speaking. An error in punctuation can convey a completely different meaning to the one that is intended.

5.2 Recommendations

Based on the findings of this study, the following recommendations are suggested:

1. Tutors should seek to teach the different skills by drawing heavily on texts and materials from varied sources including the web. There are web-cites that are intensively backed with relevant material to academic writing.

2. Tutors should encourage their students to browse the internet for original interesting material that suits their likes and inform them on different topics particularly the area they seek to explore and learn about.

3. Tutors should provide their students with authentic teaching and learning materials form the internet to patch up the gap found in the students' syllabus. This is the only way to make up for the loss found in the students' books. idiomatic aspects of punctuation explaining the importance of punctuation in building good language structures.

4. Special attention should be given to the fact that all students are actually using their technological devices which can be harnessed to fit in the field of learning.

5. Tutors should keep a close observation over their students' progress and may exchange their findings with their peers in a cooperative manner to enrich the teaching learning operation.

5.3 Suggestions for further Studies

This study put forward the following suggestions for future researchers:

1. More practice on the mechanics of writing is required at the basic level.

2. Much research is needed with respect to the type of English language syllabuses adopted at the basic level and secondary schools particularly in connection with the area in question.

3. A research is needed to explore the entire syllabuses we have taking into consideration all the critical parts that students need to proceed with their higher studies such as the issue of academic writing.

Appendices

Appendix (A)

The Questionnaire

Dear teacher,

I would be grateful to receive your responses the following statements.Which are intended to collect data for a study under the title:

"Introducing Basic Mechanics of writing at Sudanese Secondary School"

Below are Statements about Critical Thinking Skills in using mechanics of writing when write composition, text and paragraph. To indicate the extent to which you agree with each statement, please tick box in each scale that best represents your choice where:SA = Strongly Agree, A = Agree, UD = Undecided, D = Disagree, SD = Strongly, Disagree WFC = Writing Free Composition, CT = Critical Thinking

Nom.	Statement	SA	A	UD	D	SD
1	Error-free writing requires more than just using good grammar. One must also use correct mechanics of writing in one's writing.					
2	The *mechanics of writing* specifies the established conventions for words that we use in our writing.					
3	The chief reason to capitalize a word is that the word is *proper*, not because the word has greater status than other words.					
4	EFL Sudanese students have very poor					

	knowledge of the mechanics of writing.					
5	There are useful sites on the web to find resources to help students improve their familiarity with writing and grammar.					
6	Parents and educators can use these resources to motivate students and reinforce skills.					
7	Students can gain a better understanding of writing and grammar as well as boost their confidence and expand their skills with online practice.					
8	Knowing the parts of speech, using them correctly, and understanding how they relate to one another is an important early step in creating strong writing skills.					
9	One of the very important things teachers should pay special attention to particularly when teaching pupils at the basic level is the question of The question of **subject-verb agreement**					
10	From learning to distinguish between "capitonyms" (a turkey in Turkey, a march in March) to learning the basic rules of **capitalization.**					
11	Using **punctuation** properly is one of the most crucial elements in making the meaning of the sentence absolutely clear.					
12	Consequently, Error-free writing requires more than just using good					

	grammar.					
13	All mechanics do exist basically to help readers understand what is written. They specifically tell the reader where particular idea stops and where the new one starts.					
14	Most of the students mispronounce words with the same sound but different spelling (homophones) or homographs.					
15	Correct uses of basic mechanics tell the students that words have to be together as a unit to clarify the meaning in a sentence.					

Appendix (B)

Student Test

Topics Discussed and Tested in Second Grade Secondary School The researcher discussed and tested the students before and after teaching Critical thinking skills. Here are some samples test

Section 1

Q1 Read the following passage, insert the correct Mechanics of writing wherever they are need:

Three natural cycles keep the plants and animals on earth alive (   ) The cycles are the carbon and oxygen cycle( ) the nitrogen cycles( ) and the water cycle( ) All living things need oxygen (O) (   )carbon ( )C ( ), nitrogen ( ) N( )and water ( ) which is ( )of course ( ) a combination of hydrogen and oxygen (   )

H_2O (   ). How does a natural cycle work( ) The process is simple ( ) something converts or changes the form of a substance. For example( ) in the water cycle heat of the sun convert liquid water in rivers and seas into a gas( ) Then ( ) the gas cools and changes back a liquid ( )called rain() or a solid ( )called snow ( ).

Section 2

Q 2Read the following sentences then insert the correct Mechanics of writing wherever they are need:

1-Whoe( )s the head of your school(   )

2-new information goes to short ( ) memory(   )

3-Look at the title(   ) heading(   )

4-Oh dear ( ) Get out ( )

He like banana(   ) orange (   ) and dates(   )5-

6-explain these words (   )parent(   )adult(   )

7- He said( ) ( )Why did you do that?( )

8- your car is new( ) mine is eight year old(   )

9-() What is matter ?(   ) she asked (   )

10-Ali ( ) father is a teacher (   )

11-He gets up at 5(   ) 00 A(   ) M

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Appendix (A)
The Questionnaire

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4	EFL Sudanese students have very poor					

	knowledge of the mechanics of writing.					
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	grammar.					
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15	Correct uses of basic mechanics tell the students that words have to be together as a unit to clarify the meaning in a sentence.					

Appendix (B)

Student Test

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Section 1

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living things need oxygen (O) (   )carbon ( )C ( ), nitrogen ( ) N( )and water ( )
which is ( )of course ( ) a combination of hydrogen and oxygen (   )

H2O (   ). How does a natural cycle work( ) The process is simple ( ) something
converts or changes the form of a substance. For example( ) in the water cycle heat
of the sun convert liquid water in rivers and seas into a gas( ) Then ( ) the gas cools
and changes back a liquid ( )called rain() or a solid ( )called snow ( ).

Section 2

**Q 2Read the following sentences then insert the correct Mechanics of writing
wherever they are need:**

1-Whoe( )s the head of your school(   )
2-new information goes to short ( ) memory( )
3-Look at the title(   ) heading( )
4-Oh dear ( ) Get out ( )
He like banana(   ) orange (   ) and dates(   )5-
6-explain these words (   )parent(   )adult(   )
7- He said( ) ( )Why did you do that?( )
8- your car is new( ) mine is eight year old(   )
9-() What is matter ?(   ) she asked (   )
10-Ali ( ) father is a teacher (   )
11-He gets up at 5(   ) 00 A( ) M ( )