

**Sudan University for Science & Technology**

**College of Graduate studies**

**Exploring the Role of Literature in Developing  
Composition-Writing Skill of Basic School Pupils**

**(A Case Study of Basic School Pupils - Al-Gazira State)**

**إستكشاف دور الأدب الإنجليزي في تنمية مهارة كتابة التعبير لدى  
تلاميذ مرحلة الأساس**

**A Thesis Submitted in Fulfillment of the Requirements For  
the Degree of Ph.D in English Language (Applied  
Linguistics)**

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# **Dedication**

This work is sincerely dedicated to my family members, Ustaz/ Mohammed Ali Mustafa, my first English language teacher, Mr. Haitham Alamin Gurashi, (Abu Amna), Mr. Mahmoud Noor Mahmoud Mr. Ali Gadoor, Mr. Osman Husein my close friends and all of those who helped me design this research in such remarkable way.

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## **Abstract**

This study aimed at exploring the role of literature in developing the composition-writing of basic school pupils (Gazira State). As for procedure of data collection, the researcher used tools of a questionnaire responding teachers and a capacity-check test answered by the pupils. The researcher adopted analytical and descriptive approach. For the sake of measurement, pre-test and post-test were used. The researcher used the program of Statistical Packages of Social Science (SPSS) for assessing the data and results. The study came out with findings and moreover, it ended with some recommendations and suggestions for further studies.

## مستخلص الدراسة (The Arabic Version)

هدفت هذه الدراسة إلى إستكشاف و بحث دور مادة الأدب الإنجليزي في تنمية مهارة كتابة الإنشاء لدى تلاميذ مرحلة الأساس بولاية الجزيرة كنموذج و في إطار إجراء جمع البيانات , فقد إستخدم الباحث أداتي الإستبانة (للمعلمين) و الإختبار (للتلاميذ). تبنى الباحث النهج الوصفي التحليلي. و لغرض القياس , قام الباحث بتقييم أداء التلاميذ بإختبارين (قبلي و بعدي). هذا و قد إستخدم الباحث حزمة البرنامج الإحصائي للعلوم الإجتماعية للعمليات الإحصائية و قد خرجت الدراسة بعدة إستنتاجات كما ختمت الدراسة ببعض التوصيات و الإقتراحات لدراسات لاحقة.

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# Chapter One: Introduction

## 1.1 A. Background about this chapter

This chapter includes a detailed background about the study, statement of the problem of the study, objectives of the study, questions of the study, hypotheses of the study, significance of the study, and limitation of the study.

## 1.1B. Background about the study

Any person shares others in a society needs a language. It is a mean of communication to each other. A research by **Abbott and Wingard (1981)** supported this by saying that, (a language is the written and spoken methods of combining words to create meaning used by a particular group of people”. There are many languages exist in the World. English language has become an international language that is used by more than two thirds of the World population. Anywhere in the World, English language is taught either as a second language or a foreign language. English is the lingua-franca (A medium of communication between people of different languages).

The teaching of English language as a foreign language in primary schools is gaining popularity throughout the world. Many countries are also using English in the upper grades as the vehicular language for all or part of the general curriculum. It is therefore, important to identify the types of materials that best prepare pupils for academic work in L2.

The traditional structurally-based texts and the newer, integrated, communicative courses might not be sufficient for the demands of the academic classes. On the other hand, a syllabus that is based, or that draws heavily on authentic children's stories, provides a motivating medium for language learning while fostering the development of the thinking skills that are needed for L2 academic literacy. Literature can also act as a powerful change agent by developing pupils' intercultural awareness while at the same time nurturing empathy, a tolerance for diversity, and emotional intelligence. This is an important consideration at a time when our world is becoming smaller, yet increasingly hostile.

## **1.2 Statement of the problem**

In spite of its clear importance in this era of technology, English language is not taught seriously or maybe largely neglected by the students or sometimes by their teachers, especially in the basic schools where at least two of the main four skills of the language (speaking and listening) are completely ignored.

Basic schools teacher clearly focus on the other two skills of language (reading and writing). They spend more time on writing, but the problem is still there as if it is refusing to leave forever.

It has been noticed that, most students of basic schools are really weak at writing. This study aims to find out if literature can help in solving this problem or not.

### **1.3 Questions of the study**

The study aims at finding answers to these questions.

- To what extent does literature occupy an important place in the classroom language?
- How does the inclusion of literature develop the students' skills of the language?
- How can literature contribute to language skill development?
- What are the differences between the learners of English Language who are taught literature as a part of their syllabus and those who are not?
- To what extent do basic school teachers neglect using literature in developing the learners' skills.

### **1.4 Objectives of the study**

- This study aims at investigating the role that literature plays in developing writing skill.
- Finding out, whether the absence of literature has a negative effect on developing the language and its skills or not.
- Finding out the differences between learners who study literature in English language courses and those who do not.
- Finding out how literature helps improves writing skill.
- Finding out whether English language teachers neglect teaching literature or not.

## **1.5 Hypotheses of the study**

- Literature has a great role to play in language learning.
- The inclusion of literature in English language instruction helps in developing students' language awareness.
- Teaching literature contributes to skills development.
- Literature has a significant difference between the scores of the students who study literature and those who do not study it.
- Basic schools teachers neglect the use of literature to develop students' skills.

## **1.6 Significance of the study**

To enable learners to use the language effectively in addition to the use of it as a mean to keep pace with worldwide development in the field of the foreign language, also to expand their thinking and language abilities as well as it will be a remarkable addition to the scientific research. This study is planned to benefit teachers, learners and problem designers.

## **1.7 Methodology of the study**

To come out with final results, the researcher will use two different methods, (test) for the students and (questionnaire) for the teachers. The researcher will test a group of students who study literature in their English courses and other group of those who do not study literature to find out whether literature has a role to play in developing writing skill or not.



After investigating the teachers, the researcher will use the quantitative technique in the collection of data and information through using the questionnaire. The descriptive analytic approach will be adopted and Statistical Packages for Social Science (SPSS) will be used to analyze the data.

### **1.8 Limits of the study**

The study will be limited to teachers of basic schools in Al-Gaziera state. Teachers of Shikeir Governmental Basic School will be taken as the sample of the study. The study will collect information from more than seventy teachers with remarkable experience in the field of teaching.

# Chapter Two

## Literature Review and Previous Studies

### Part 1: Literature Review

#### 2.1 Background

Generally most people have their own ideas of what literature is when enrolling in a literary course at university, you expect that everything on the reading list will be literature. Similarly, you might expect everything by a known author to be literature, even though the quality of that author's work may vary from publication to publication. Perhaps you get an idea just by looking at the cover design on a book whether it is "literary" or "pulp". Literature then, is a form of demarcation. However, fuzzy based on the premise that all texts are not created equal. Some have or given value more than others.

The common definition of literature, particularly for university courses, is that it covers the major genres of poetry, drama and novel/fiction. The term also implies literary quality and distinction. This is fairly basic view of literature because, as mentioned in the introduction, the meaning of the term has undergone changes and will no doubt continue to do so.

The three main ways of approaching literature are relativism, subjectivism and agnosticism. With relativism, there are no value distinctions in literature; anything may be called good literature. Subjectivism as the term implies, means that all theories value are subjective and the literary evaluation is a purely personal matter. Agnosticism flows from subjectivism, though it argues that there may be real distinctions in literary value. Our subjective value systems prevent us from knowing anything about the real values.

## **2.2 English Literature**

### **2.2.1 Old English Literature Anglo-Saxon Period (450 – 1066)**

The term Anglo-Saxon comes from two Germanic tribes; the Angles and the Saxons. The period of literature dates back to their invasion (along with the Jutes) of the Celtic England 450. The period ends in 1066, when the Norman France under William, conquered England.

Most of the first half of this period there was just oral literature including some important poetry works of Caedmon and Cynewulf.

The time period of about 500- 1100 AD in British history was characterized by foreign invasions and internal struggles. This resulted in the mixing of several races, tongues and cultures.

After the Romans departed from the British Isles in 407 AD, fighting continued between the Picts and the Scots who had lost their common enemy. The fifth century also saw conquests and the gradual occupation by Germanic tribes – Angles, Jutes and Saxons, who had moved north to Scandinavia and from there to Britain. Apart from making conquests, these tribes preferred agricultural life, had strong families and tribal ties, and were very loyal to their king or chief. The legendary king Arthur defeated the Saxons in 490 AD and for about a decade halted their advance.

The language of the whole period (500 – 1100) is known as Old English. The exact date exists for its beginning. The first written records of the language date from around 690 AD (however, people had spoken it long before then). Most Old English words were Germanic, having come from the languages of the Angles, Jutes and Saxons. Latin, however, also had a strong influence on early English. Later, the Scandinavians (Vikings) contributed many words to Old

English. By the end of the Old English period (marked by the Norman conquest), Old English had been established as a literary language with a remarkable polish and versatility.

Old English literature consists of poetry, drama, prose, charms, riddles maxims, proverbs and various other wisdom sayings. It is a mixture of pagan traditions, thoughts about life, the universe and nature, as well as Christian thought and moral values. There is often no clear-cut delineation between religious and non-religious poetry or even sometimes between poetry and prose.

### **2.2.1.1 Old English Poetry**

Old English poetry included long epic heroic poems, which drew on the Bible as well as on pagan sources for their content. Some poetry was also based on historical events. With a history of invasions and occupations, many writings of this era are chronicles, annals and historical records. Some are in the forms of poetry and describe various battles, for example, “The Battle of Maldon” and “The Battle of Brunanburh”. The themes are war, conquest and bravery. Many eighth-century works depict Anglo-Saxon resistance against the Vikings.

Lament and melancholy are frequently presented in describing man’s struggles against his environment, life’s difficulties and the passage of time. Life is feeling. Often a prologue and epilogue express hope in God’s compassion and mercy. Examples of such poems include “The Wanderer”, “The Seafarer” and “The Ruin”. Other poems depict the separation of a man and a woman and the accompanying sadness, such as in “Wife’s Lament” and “The Husband’s Message”. In these types of poem the man may have been exiled and sometimes there is hope, sometimes not. Collectively, Old English poems that lament the loss of worldly goods, glory, or human companionship are called elegies.

Beowulf is the best-known and best-preserved Old English verse. Caedmon and Cynewulf were well-known Old English religious poets in the 7<sup>th</sup> and 9<sup>th</sup> century respectively. Much Old English poetry is difficult to date and even harder to assign to specific authors.

### **2.2.1.2 Beowulf – Typical Old English Verse**

Beowulf is an epic poem of over 3000 verses, whose manuscript dates from about the 10<sup>th</sup> century. The poem is the only epic from the time that has been preserved as a whole. Its author is unknown, but he seems to have had a good grasp of the Bible and other great epics, such as Homer's *Odyssey*.

The work glorifies a hero and the values of bravery and generosity. The story is set in Scandinavia around 500-600 AD, a time of the battles and conquests by Germanic Anglo-Saxon tribes in Denmark and Southern Sweden. Its sources are old legends of these tribes who had moved north from Germany over Scandinavia and into Britain. It also reflects the acceptance of Christianity by these new British settlers at the end of the 6<sup>th</sup> century.

The first part of the story takes place in Denmark. King Hrothgar is being pestered by a water monster, Grendel who is killing his men. Beowulf comes to his aid and kills Grendel and later, at the bottom of the lake, also Grendel's mother, who comes to revenge her son. The second part of the story happens in Southern Sweden about fifty years later. Beowulf himself is a king and has to fight a fire-breathing dragon.

As with other Old English literature, this epic incorporates both pagan and Christian ideas. The monster-slaying hero has his origin in two ancient fairy tales. From the pagan traditions also comes love of war and the virtue of courage. The biblical Old Testament supplies the idea about giants and monsters having descended from Cain's line. The poem is sometimes seen as a conflict between good

and evil. From the Christian tradition, it incorporates morality, obedience to God, and avoidance of pride.

There are many contrasts, for example, water and fire, youth and old age, life and death, rise and fall of nations and individuals, friendship and desertion, faithfulness and betrayal, heroism and cowardice, hope and resignation, good and evil as well as past and present.

Elegy is apparent throughout – life is passing in full of struggles and suffering (this theme has an application also for modern life and the struggles of the mankind ) and the struggles of obedience to God and avoidance of pride.

The work is written in characteristic of Old English verse style, has artistic maturity and unity. It uses alliteration (words beginning with the same sound), kennings (metaphorical descriptive phrases or compound words), and internal rhyme (a word within a line rhyming with the word at the end of the line). Each line has two beats or stressed syllables. The style of poetical descriptions and word pictures with much repetition makes the action moves slowly.

The poem is an important source of the historical information which was later confirmed by archaeology. The tones and descriptions capture the rough, cold and gloomy North Sea atmosphere, as well as life's struggles of the people of that time who had to deal with many trials and obstacles. The poem was originally recited by a court singer and poet called “Scop” , who accompanied it with music and made occasional changes according to inspiration of the moment.

### **2.2.1.3 Caedmon – a 7<sup>th</sup>–Century Poet**

Caedmon was one of the religious writers of the time. His works were based mainly on the Old Testament. Some historians have attributed to Caedmon writing a 3000-verse poem about the creation

of the world (Genesis), which basically follows the Bible text with some departures. He may have also written two other works, "Exodus" and "Daniel", though some feel that all three works have anonymous authorship. "Exodus" deals with Israelite escape from Egypt and the miraculous crossing the Red Sea. "Daniel" includes the fall of Jerusalem, the two dreams of Nebuchadnezzar and Daniel's interpretation of them, and the miraculous survival of Daniel's three friends in the fiery furnace. A short hymn in praise of the creation, "Hymn of Creation", is also attributed to Caedmon.

#### **2.2.1.4 Cynewulf- a 9th-Century Poet**

A later poet, Cynewulf, and his followers, drew on the New Testament, as well as historical events connected with Christianity. His works include "The Fates of the Apostles", a short metrology, , "The Ascension" (or Christ II), a homily (lecture on moral conduct) and biblical narrative, and Juliana, the story of saint. The most famous is Elene (Helene), which describes Constantine's victory under the sign of the "Cross", his conversion, and his mother's legendary miraculous discovery of the original cross in Jerusalem. At this time, the "Holy Cross" cult was spreading across Europe and the cross was becoming sacred. Over the centuries, it would be used as a symbol giving blessing to the expression of man's basest instincts.

Cynwulf's work is clear and technically elegant. His theme is the continuing evangelical mission of the church from the time of the Christ to that of Constantine. Cynewulf's followers later produced literature mixing oriental, pagan, and Christian thought with images from nature and the animal world. For example, "The Panther" symbolized Christ, "The Whale" the Devi.

### **2.2.1.5 Old English Prose**

Prose was developed later than poetry - in the ninth century – but sometimes it also partly contained the characteristic of poetry. It was influenced by Latin, the language of the church and the educated. It consisted of factual, historical and religious writings.

### **2.2.1.6 King Alfred's Works**

King Alfred the Great reigned (871 – 900), one of the most significant rulers of the first millennium, after making peace with the Vikings, made his kingdom into a cultural centre. He translated many works from Latin, especially in the areas of religion, history and philosophy. This was the foundation of the written national language. The first translated works influenced *The Pastor's Book* containing ideals for a pastor, with which Alfred as a secular ruler identified. He also translated *Bede's Church History* and other historical accounts. In addition, Alfred compiled medical information, annals, chronicles, and information for law books. His works lacked originality, and were more instructive and educational than artistic and beautiful.

### **2.2.1.7 Later Annals and Religious Writings**

The first half of the tenth century saw Alfred's successors expand politically and militarily, but not culturally due to exhaustion from frequent battles with the Vikings. Only the annals continued and some poetry about victories over the Vikings. The Anglo-Saxon Chronicles is the best known work of historical records spanning even beyond the Norman conquest. It contains both, prose and poetry.

In the second half of the tenth century, there was a cultural enlivenment through the Benedictine reform a monastic reform which resulted in a religious revival. The main literary styles included homilies, sermons, stories of saints' lives, and Bible translations. The chief authors were Aelfric and Wulfstan.



### **2.2.1.8 Aelfric and Wulfstan**

Aelfric, abbot of Eynsham, wrote three cycles of forty homilies each (two volumes of *Catholic Homilies* and *Lives of the Saints*), as well as other homilies, pastoral letters, and several translations. His writings were clear to understand and beautiful in style. His alliterative prose, which loosely imitated the rhythms of Old English poetry, influenced writers long after the Norman Conquest.

Wulfstan, the archbishop of York, wrote civil and church-related legal codes as well as homilies. He denounced the morals of his time and exhorted people to repentance. The belief was that, the Vikings occupation and the resulting oppression and suffering were the result of sin, and that the end of the world was at hand.

### **2.2.1.9 Old English Drama**

The origin of drama goes back to brief scenes that monks acted out in churches to illustrate Bible stories. These later developed into full-length plays. Sources of drama were primarily Catholic traditions and ceremonies that were gradually becoming more worldly. The Catholic church throughout Europe controlled almost the entire ideological sphere, including literary art. Drama was developing in churches where the whole society from the king to the lowest citizen gathered. It therefore had to cater to the broadest audience, hence its tendency toward secularity and language understood by the masses.

Two strong undercurrents influenced early drama. “Folk plays” based on ancient nature cults and pagan traditions and “classic

Greek and Latin drama” which were preserved, at least in rudimentary form, throughout the Dark Ages.

Catholic services were often in the form of drama with colorful robes, reaction, singing and acting. Easter and Christmas ceremonies developed into major dramas in the ninth and tenth centuries. Herod’s murderous acts often became a focal point of Christmas plays with horror and violence.

### **2.2.2 Middle English Literature (1066-1500)**

This period sees a huge transition in the language, culture and lifestyle of England and results in what we can recognize today as a form of modern (recognizable) English, dating to around 1500. As with the Old English Period, much of the Middle English writings were religious in nature. However, from about 1350 onward, secular literature began to rise. This period is home to the likes of Chaucer, Thomas Malory, and Robert Henryson. There are some notable works such as *Piers Plowman* and *Sir Gawain and the Green Knight*.

It is the English literature of the medieval period. 1100 – 1500. The Norman Conquest of England in 1066 traditionally signifies the beginning of 200 years of the domination of French in English letters. French cultural dominance, moreover, was general in Europe at that time. French language and culture replaced English in polite court society and had lasting effects on English culture. But the native tradition survived, although little of the 13<sup>th</sup> –century and even less 12<sup>th</sup> century, vernacular literature is extant, since most of it was transmitted orally. Anglo-Saxon fragmented into several dialects and gradual evolved into Middle English, which despite an admixture of French, is unquestionably English. By the mid-14<sup>th</sup> century, Middle English had become the literary as well as the spoken language of England.

#### **2.2.2.1 The Early Period**

Several poems in the early Middle English are extant. The *Orrmulum* ( c. 1200), a verse translation of parts of the Gospels, is of linguistic and prosodic rather than literary interest. “The Owl” and the “Nightingale”, of approximately the same date, is the first example in English of the debate, a popular continental form, in the poem, “The owl”, strictly monastic and didactic, and the nightingale charmingly debates the virtues of their respective ways of life.

### 2.2.2.2 The Thirteenth Century

Middle English prose of the 13<sup>th</sup> century continued in the tradition of Anglo-Saxon prose-homiletic, didactic, and directed toward ordinary people rather than polite society. The “Katherine Group” (c 1200), comprising three saints’ lives, is typical. The **Ancren Riwle** (c. 1200) is a manual for prospective anchoresses, it was very popular and greatly influenced the prose of the 13<sup>th</sup> and 14<sup>th</sup> century. The fact that there was no French prose tradition was very important to the preservation of the English prose tradition.

In the 13<sup>th</sup> century, the Romance was an important continental narrative verse form. It was introduced in England. It drew from three rich sources of character and adventure: the legends of Charlemagne, the legends of Ancient Greece and Rome, and the British legends of King Arthur and the Knights of the Round Table. Layamon’s *Brut*, a late 13<sup>th</sup> century metrical romance (a translation from French), makes the first appearance of Arthurian matter in English. Original retain elements of the Anglo-Saxon heroic tradition.

Medieval works of literature often centre on a popular rhetorical figure, such as the *ubi sunt* which remarks on the inevitably and sadness of change, loss and death, and the *cursor mundi*, which harps on the vanity of human grandeur. A 15,000-line 13<sup>th</sup> –century English poem, the *Cursor Mundi*, results human history (i.e., the medieval version-biblical plus classical story) from the point of view its title implies

A number of 13<sup>th</sup> century secular and religious Middle English lyrics are extant, including the exuberant *Sumer is Icoumen*, but like Middle English literature in general, the lyric reaches its fullest flower during the second half of the 14<sup>th</sup> century lyrics continued popular in the 15<sup>th</sup> century, from which time the ballad also dates.

### **2.2.2.3 The Fourteenth Century**

The poetry of the alliterative revival, the unexpected reemergence of the Anglo-Saxon verse form in the 14<sup>th</sup> century, includes some of the best poetry in Middle English. *The Pearl*, a Christian allegory, is a poem of great intricacy and sensibility that is meaningful on several symbolic levels. *Sir Gawain and the Green Knight*, by the same anonymous author, is also of high literary sophistication, and its intelligence, vividness, and symbolic interest render it possibly the finest Arthurian poem in English. Other important alliterative poems are the moral allegory *Piers Plowman*, attributed to William Langland, and the alliterative *Morte Arthur*, which, like nearly all English poetry until the mid-14<sup>th</sup> century, was anonymous.

The works of Geoffrey Chaucer mark the brilliant culmination of Middle English literature. Chaucer's *The Canterbury Tales* are stories told each other by pilgrims who comprise a very colorful cross section of the 14<sup>th</sup> century English society on their way to the shrine at Canterbury. The tales are cast into many different verse forms and genres and collectively explore virtually every significant medieval theme. Chaucer's wise and human work also illuminates the full scope of medieval thought. Overshadowed by Chaucer but of some note are the works of John Gower.

### **2.2.2.4 The fifteenth Century**

The fifteenth century is not distinguished in English letters, due in part to the social dislocation caused by the prolonged Wars of the Roses. Of the many 15th century imitators of Chaucer the best-known are John Lydgate and Thomas Malory's Hoccleve. Other poets of the time include Stephen Hawes and Alexander Barclay and the Scots poets William Dunbar, Robert Henryson, and Gawin Douglas. The poetry of John Skelton, which is mostly satiric, combines medieval and Renaissance elements.

William Caxton introduced printing to England in 1475 and in 1486 printed Sir Thomas Malory's *Morte d'Arthur*. This prose work, written in the twilight of chivalry, casts the Arthurian tales into coherent form and views them with an awareness that they represent a vanishing way of life. The miracle play, a long cycle of short plays based upon biblical episodes, was popular throughout the Middle Ages in England. The morality play, an allegorical drama centering on the struggle for man's soul, originated in the 15<sup>th</sup> century. The finest of genre is *Everyman*.

### **2.2.2.5 Literature during the Renaissance Period (1550 – 1660)**

Recently, critics and literary historians have begun to call this the "Early Modern period", but here we retain the historical familiar term "Renaissance". This period is often subdivided into four parts, including the Elizabethan Age (1558 – 1603), the Jacobean Age (1603 – 1625), the Caroline Age (1625 – 1649) and the Commonwealth period (1649 – 1660).

The Elizabethan Age is the golden age of English drama. Some of its noteworthy figures include Christopher Marlowe, Francis Bacon, Edmund Spenser, Sir Walter Raleigh and of course William Shakespeare. The Jacobean Age is named for the reign of James I. It includes the works of John Donne,

William Shakespeare, Michael Drayton, John Webster, Elizabeth Cary, Ben Jonson and Lady Mary Worth.

The King James translation of the Bible, also appeared during the Jacobean Age. The Caroline Age covers the reign of Charles I (Carolus), John Milton, Robert Burton, and George Herbert are some of the notable figures. Finally, there is the commonwealth Age, so named for the period between the end of the English Civil War and the restoration of the Stuart Monarchy. This is the time when Oliver Cromwell, a Puritan, led Parliament, who ruled the nation. At this time public theatres were closed (for nearly two decades) to prevent public assembly and to combat moral and religious transgressions. John Milton and Thomas Hobbes' political writings appeared. While drama suffered, prose writers such as Thomas Fuller, Abraham Cowley and Andrew Marvell published prolifically.

In tradition of literature, it is remarkable for its exacting and brilliant achievements. The Elizabethan and Early Stuart periods have been said to represent the most brilliant century of all. The reign of Elizabeth I, began in 1558 and ended with her death in 1603. She succeeded beside the Stuart King James VI of Scotland, who took the title James I as of England as well. English literature of his reign as James I, from 1603 to 1625, is properly called (Jacobean). These years produced a gallery of authors of genius, some of whom have never been surpassed and conferred on scores of lesser talents the enviable ability to write with fluency, imagination and verve. From one point of view, this sudden renaissance looks radiant, confident, heroic and belated. But all the more dazzling for its belatedness. Yet, from author's point of view, this was a time of unusually traumatic strain, in which English society underwent massive disruptions that transformed it on every front and decisively affected the life of every individual, in the brief, intense moment in which England assimilated the European Renaissance, the circumstances that possible were already disintegrating and calling into question the newly won certainties,

as well as the older truths that they were dislodging. This doubtlessness of new possibilities and new doubts simultaneously apprehended gives the literature its unrivaled intensity.

#### **2.2.2.6. Chaucer and the Birth of English Literature**

Geoffrey Chaucer (1343 – 25<sup>th</sup> October 1400) is known as the father of the English literature. He is widely considered the greatest English poet of the middle ages. He was the first poet to be buried in the Poets' Corner in Westminster Abbey.

He has many good works. But the “Canterbury Tales” is the best of his works.

Texts in Middle English (as opposed to French or Latin) began as a trickle in the 13<sup>th</sup> Century, with works such as the debate poem “The Owl” and the “Nightingale” probably composed around 1200) and the long historical poem known as Layamon's “Brut” (from around the same period). Most of the Middle English literature, at least until the flurry of literary activity in the latter part of the 14<sup>th</sup> Century, is of unknown authorship.

Geoffrey Chaucer began writing his famous “Canterbury Tales” in the early 1380s, and crucially he chose to write it in English. Other important works were written in English around the same time, if not earlier, including William Langland's “Piers Plowman” and the anonymous “Sir Gawain and the Green Knight”. But the “Canterbury Tales” is usually considered the first great work of English literature, and the first demonstration of the artistic legitimacy of vernacular Middle English, as opposed to French or Latin.

In the 858 lines of the Prologue to the “Canterbury Tales”, almost 500 different French loanwords occur, and by some estimates, some 20-25% of Chaucer’s vocabulary is French in origin. However, the overall sense of his work is very much of a re-formed English, a complete, flexible and confident language more than adequate to produce great literature. Chaucer introduced many new words into the language, up to 2000 by some counts. These were almost certainly words in everyday use in the 14<sup>th</sup> Century. Words used by Chaucer were like (friendly, learning, loving, restless, willingly, add, agree, border, box, cinnamon, desk, desperate, discomfit, digestion, examination, finally, nod, obscure, observe, perpendicular, princess, resolve, scissors, session, short, theatre, universe, Valentine, village, etc.

Such was the pace of continuous change to the language at this time, that different forms of words were often used interchangeably, even by the same author, and this flexibility in spelling is quite noticeable in Chaucer’s work (e.g yeer and yere, doughtren and doughtres, etc). However, it should be noted that, because Chaucer’s work was copied by several different scribes, and we have no original in Chaucer’s own hand. Different manuscripts have different spellings, none of which are definitive (e.g the same word is variously rendered as site, sight, syth, sigh and site in different manuscripts).

In 1384, John Wycliffe produced his translation of “The Bible” in vernacular English. This challenge to Latin as the language of God was considered a revolutionary act of daring the time, and the translation was banned by the Church in no uncertain terms (however, it continued to circulate unofficially). Over 1000 English words were first recorded in it, most of them were Latin-based, often via French, including barbarian, birthday,

child-bearing, communication, cradle, crime, dishonor, emperor, envy, godly, graven, humanity, glory, injury, justice, lecher, madness, mountainous, multitude, novelty, oppressor, philistine,



pollute, profession, suddenly, unfaithful, visitor, zeal, etc, as well as well-known phrases like (an eye for an eye).

By the late of the 14<sup>th</sup> and the 15<sup>th</sup> Century, the language had changed drastically, and Old English would probably have been almost as incomprehensible to Chaucer as it is to us today, even though the language of Chaucer is still quite difficult for us to read naturally.

William Caxton writing and printing less than a century after Chaucer, is noticeably easier for the modern reader to understand.

### **2.2.3 Modern English Literature**

Modernism is not identical to modernity or modernization, though these terms' meanings overlap. Modernism is a recent period of Western or World civilization. Modernity or Modernization is a historical process rather than a period. Modernization or modernity is going since emergence of humanism and modern science in Classical Greece or at least, since the renaissance. Modernism replaces or transforms traditions, collective identities, and past orientations with revolutionary activities such as doubt, inquiry, individualism and future-orientation.

The simplest understanding of the modern culture, is in contrast with tradition cultures, which prevailed through most human history and prehistory and still survive today in family life, rural and religious communities, etc.

Like the Renaissance, the Enlightenment and the Romanticism, Modernism is a period or movement. It is an international movement in European, American and World art, literature and culture.

Modernism occurs approximately 100 years after Romanticism (late 1700s – mid 1800s or later) and more precisely, after the Realistic Period in American literature and the Victorian / Edwardian periods in England.

Modernism began in late 1800s and early 1900s, a convenient starting point is just before World War I (1914 – 1918). Modernism continued till the mid of 1900s (end of World War II in 1945) when it may be succeeded by Post-Modernism, if Post-Modernism is just more Modernism like other major cultural movements such as the Renaissance, the Enlightenment, or Romanticism.

### **2.2.3.1 Historic Dimension of Modernism**

The great decades of Modernism parallel profound World events, particularly the two World Wars (1914 – 1918 & 1939 – 1945) and the great depression (1929- 1940).

### **2.2.3.2 The Neoclassical Period (1600-1785)**

This period is also subdivided into ages, including the Restoration (1660 – 1700), the Augustan Age (1700 – 1745), and the Age of Sensibility (1745 – 1785). The Restoration Period sees some response to the puritanical age, especially in the theatre. Restoration comedies (comedies of manner) developed during this time under the talent of play writers such as William Congreve and John Dryden.

Satire, too, became quite popular, as evidenced by the success of Samuel Butler. Other notable writers of the age include Abhra Behn, John Bunyan and John Locke. The Augustan Age was the time of Alexander Pope and Jonathan Swift who imitated those first Augustan and even drew parallels between themselves and the first set. Lady Mary Worthy Montagu, a poet was prolific at this time

and noted for challenging stereotypical females roles. Daniel Defoe was also popular at this time. the Age of Sensibility (sometimes it refers to as the age of Johnson was the time of Edmund Burke , Edward Gibbon, Hester Lynch Thrale, James Boswell and of course Samuel Johnson. Ideas such as neoclassicism a critical and literary mode and Enlightenment, a particular worldview shared by many intellectuals, were championed during this age.

### **2.2.3.3 The Romantic Period (1785-1832)**

The beginning date for this period is often debated. Some claimed it is 1785, immediately followed the Age of Sensibility. Others say it began in 1789 with the Start of the French Revolution, and still others believe 1798, the publication year for Wordsworth & Coleridge’s Lyrical Ballads, is its true beginning. It ends with the passage of the Reform Bill (which signaled the Victorian Era) and with the death of Sir Walter Scott. American literature has its own Romantic Period, but typically when one speaks of Romanticism, one is referring to this great diverse age of British Literature, perhaps the most popular and well-known of all literary ages. This era includes the works of such juggernauts as William Wordsworth and Samuel Coleridge, mentioned above as well as William Blake, Lord Byron, John Keats, Charles Lamb, Mary Wollstonecraft, Percy Bysshe, Shelley, Thomas De Quincy, Jane Austen, and Mary Shelley. There is also a minor era, also quite popular between (1786-1800) called the “Gothic era”. List of most important writers of this era includes Matthew Lewis, Anne Radcliffe and William Beckford.

### **2.2.3.4 The Victorian Period (1832-1901)**

This period is named for the reign of Queen Victoria, who ascended to the throne in 1837 and lasts until her death in 1901. It was a time of great social. Religious, intellectual and economic issues, heralded by passage of the Roman Bill. The period has often been divided into “Early” (1848-1870) and “Late” (1870-1901) periods or into two phases, that of the Pre-Raphaelites (1848-1860)

and that of Aestheticism and Decadence (1880-1901). This period is in strong connection with the Romantic Period for the most popular, influential and prolific period in all of English and (World) literature. Poets of this time include Robert and Elizabeth Barrett Browning, Christina Rossetti, Alfred Lord Tennyson, and Matthew Arnold, among others.

Finally, prose fiction truly found its place and made its mark under the auspices of Charles Dickens, Charlotte and Emily Bronte, Elizabeth Gaskell, George Eliot, Anthony Trollope, Thomas Hardy, William Makepeace, Thackeray and Samuel Butler.

### **2.2.3.5 The Edwardian Period (1901-1914)**

This period is named for the King Edward VII and covers the period between Victoria's death and the outbreak of World War I. Although a short period (and a short reign of Edward VII), the era includes incredible classic novelists such as Joseph Conrad, Ford Madox Ford, Rudyard Kipling, H.G Wells and Henry James (who was born in America but spent most of his writing career in England). Notable poets such as Alfred Noyes and William Butler Yeats, as well as dramatists such as James Barrie, George Bernard Shaw and John Galsworthy.

### **2.2.3.6 The Georgian Period (1910-1936)**

This term usually refers to the reign of George V (1910-1936), but sometimes it also includes the reigns of the four successive Georges from 1714-1830. Here, we refer to the former description as it applies chronologically and covers, for example, the Georgian poets such as Ralph Hodgson, John Masefield, W.H. Davies and Rupert Brooke. Georgian poetry today is typically considered to be the works of the minor poets, anthologized by Edward Marsh. The themes and subject matter tended to be rural

or pastoral in nature, treated delicately and traditionally rather than with passion (such as was found in the previous periods) or with experimentation (as would be seen in the upcoming modern period).

### **2.2.3.7 The Modern Period (1914- 1945)**

The modern period traditionally applies to works written after the start of the World War I. Common features include bold experimentation with subject matter, style and form, along with encompasses narrative, verse and drama. W.B. Yeats' words, "Things fall apart, the center cannot hold" are often referred to when describing the core tenant or "feeling" of modernist concerns. Some of the most notable writers of this period, among many, include the novelists: James Joyce, Virginia Woolf, Aldus Huxley, H.D. Lawrence, Joseph Conrad, Dorothy Richardson, Graham Greene, E.M. Forster and Doris Lessing. The poets are: W.B. Yeats, T.S. Eliot, W.H. Auden, Seamus Heaney, Wilfred Owens, Dylan Thomas and Robert Graves. The dramatists are: Tom Stoppard, George Bernard Shaw, Samuel Beckett, Frank McGuinness, Harold Pinter and Caryl Churchill. New criticism also appeared at this time, led by the likes of Virginia Woolf, T.S. Eliot, William Empson and others, which reinvigorated literary criticism in general. It is difficult to say whether or not modernism has ended, though we know that postmodernism has developed after and from it, but for now, the genre remains ongoing.

### **2.2.3.8 The Post-Modern Period (1945- 1990)**

This period begins about the time that World War II ended. Many believe it is a direct response to Modernism. Some say the period ended about 1990, but it is likely too soon to declare this period closed. Poststructuralist literary theory and criticism developed during this time. Some notable writers of the period include Samuel Beckett, Joseph Heller, Anthony Burgess, John

Fowles, Penelope M. Lively and Iain Banks. Many postmodern authors had written during the modern period as well.

Modernism may or may not end at mid 20<sup>th</sup> century, depending on definitions of Post-Modernism, but certainly the heroic age of Modernism has passed. The current cultural era may be like Realism, following Romanticism, both an extension of and exhaustion from a revolutionary period.

## **2.3 Literary Genres**

Literary genres deal with works of literature such as fiction, drama and poetry.

### **2.3.1 Fiction**

The term fiction is a general concept which is used to refer to the art of storytelling that is recognized in the various fictional forms

such as short story and novel. Fiction is a form of literature which is different from drama and poetry. However, there are different literary genres. Fiction is basically a narrative that is told in prose. Different forms of fictions have different purposes such as physiological problems, history of nations, the life of society or community, economic conditions and supernatural terrors. The short story is a form of prose fiction. It usually narrates a limited number of events with concentration on a single aim with one plot. It often involves a small number of characters. One main difference between the short story and the novel is that the short story is more economical. Short story does not allow for elaboration. Usually there is a single main point around which the whole story revolves.

There are more detailed descriptions and elaborated treatment of the characters, setting and theme in the novel. The novel is an extended work of prose fiction. It describes human life in large. The novelist tells about his/her personal opinion of life. It reflects human life in the universe around us in a kind of representation. The English novel has enriched English literature with many master pieces written by novelists.

### **2.3.2 Drama**

Drama is the form of literature which is intended to be performed usually in some sorts of theatre. Drama is both similar to and different from the forms of literature. Drama is just like fiction and poetry in being a feat. This aims at communicating ideas about certain issues. However, it differs from both fiction and poetry in several aspects. Drama has one characteristic peculiar to itself. It is written mainly to be performed, not to be read. Moreover, drama uses dialogue. Most works of drama are divided into acts and scenes. Plays

can be classified into different types, nevertheless it can specify into the major types such as comedy, tragedy and tragicomedy.

### **2.3.3 Poetry**

Poetry is a form of genres of literature. It is an art. The funny verse is also used to refer to poetry in general. Poetry like fiction and drama has its own elements. Some are similar to those of fiction and drama and some are different. There are different poetic forms such as dramatic poetry.

## **2.4 Teaching Literary Genres**

### **2.4.1 Teaching Fiction**

Teaching fiction mainly concentrates on short stories and novels. They are often introduced in high schools. In teaching fiction, the teacher often tends to focus mainly on the plot and other literacy considerations.

#### **A. Pre-reading activities**



Pre-reading activities is helping the students with cultural background that presented in reading comprehension about the others lives or historical or cultural background to the story. Creating the students interest in the story can be made by leaving them make very general predictions about the story.

### **B. while reading activities**

Reading activities is helping the students to understand the plot by providing students with two or three overall questions if they have understood the gist of the story. That is helping the students to understand the characters choosing from the list of the adjectives which ones are more appropriate for describing particular characters. Teaching fiction helps the students with difficult vocabulary as it helps them with language and style.

### **C. post- reading activities**

Post-reading activities mainly focus on interpretations of the main themes of the story providing students with different critical interpretations of the story which they discuss.

Post-reading activities help students to understand the narrative point of view and writing activities in using certain stylistic features of linguistics.

## **2.4.2 Teaching poetry**

Poetry is introduced early in the students' language career. At first, is used as a device for improving pronunciation.

### **A. Pre-reading activities**

The students predict the theme of the poem, then discuss anything relevant to the theme of the poem to the teacher. Another genres of the poem are literacy movement and helping the students with the language of the poem.

### **B. While reading**

The students read only one event and try to predict what will come next and speculate metaphorical meaning in addition to answering the questions about the meaning of words or phrases in the poem.

### **C. Post-reading**

It is helping the students to understand the interpretation of the poem, further follow-up activities by re-writing the poem in different discourses. The students make discussion or role play based on the theme or subject of the poem.

## **2.4.3 Teaching Drama**

Plays often introduce language classes, because they are written in a dialogue, which is very easy for the students to understand. However, students fail to enjoy plays because they cannot visualize the story and the text of the play is usually based on the figure of speech.

### **A. Pre-reading activities**

The students are given the situation in the extract setting relationships between characters. They develop their own role play around it. The teacher outlines the social, political background to the

play. The teacher explains how the genre of the play is taken and the students try to identify the teacher's speech.

### **B. While reading activities**

After understanding the setting and social background of the play, the students are given the play writer's description of the setting of the play an edge to jot down any association or any expectations they may have of what the play could be about. Understanding characters and their relationships is very important while understanding the plot represented in a given summary of the first view scenes of the play which is very crucial.

### **C. Post-reading activities**

Students always discuss the main ideas of the play which is the subject of the play. Students would be divided into groups or pairs to invent biography of the characters.

## **2. 5 Teaching Writing to Young English Language Learners**

Writing, in any language, can be so much fun. It is exciting to send messages and letters to people in a language that they understand. Everyone enjoys describing events in their lives, talking about pictures and places as they are sharing their thoughts and ideas. Many also like to create stories and songs too! So how can we as teachers help our students develop this type of enthusiasm for sharing and writing in English.

Children enjoy the beginning stages of writing, when they are learning letters or characters. Young learners are very willing to work at tracing letters and words. They are usually eager to learn how to print their names and the names of their brothers, sisters and pets. It's this interest in writing that we want to maintain as we help our students to learn and continue to develop their English writing skills. Yet, writing can be a challenging skill for children to learn. So what we can do to help them retain their interest in writing while they develop their skills and confidence in writing in English.

To be able to write in English, students must have a basic foundation and understanding of the spoken language. To get our students prepared to write, we need to provide opportunities for them to recycle and review the language they already know. They need to know how to identify and talk about objects and people in English in order to write something about them. Of course, they must also know how to write the alphabet letters so that they can learn how to spell words that they know. Finally, they need to know some basic sentence patterns in order to write sentences that are meaningful to them.

Students must be also able to read some words and sentences, because the skill of reading goes hand-in-hand with learning to write. Reading provides opportunity for students to become more familiar with language patterns, and it develops their vocabulary. Yes, reading as well as listening and speaking, are important in helping our students learn to write. So our writing activities should always include these skills as part of the pre-writing steps.

### **Steps for beginner writers**

- 1. Use pictures to simulate comments and discussion.**  
Have students draw their own pictures or bring in photos.

Or, you can provide pictures for them from magazine, internet or other sources. Some of the first recognizable pictures that most children draw, are pictures of themselves and their family. If they have pets, they often like to draw them. Favourite places like houses and landscapes with the sun, are also among the first things that the children like to draw. Therefore, as you prepare your students, for writing activities, primarily, focus on having them draw these types of pictures.

**2. Have students describe and talk about their pictures.**

Be sure to provide plenty of chances for your students to talk about and share pictures. Children enjoy talking about people, places and events that are important to them. Let them share their pictures and thoughts about these pictures with each other. This also gives them a great opportunity to review and practice their English as it helps them remember what they already know and builds confidence.

**3. Help students write down what they have said.**

For the young learners, this often means you will do much of the writing at the beginning. You write down the sentences that your students use to describe their pictures. Then you have your students trace the sight words or key vocabulary. As the children develop more ability and confidence in their writing, they can start writing the descriptions on their own under their pictures. They may start with one or two words in the beginning and then gradually start to write a sentence on their own. More confident and experienced students of English can write their own longer descriptions of their pictures (two to three sentences). The main goal of this step in writing is to

encourage and capitalize on the natural interest that children have in describing what they see.

**4. Have the students read each other's captions and descriptions of the pictures.**

After they read, they can share ideas with each other in small groups. Then you can have them together in small groups to add another sentence to the description.

**5. Have students use their descriptions to create their own little pieces of writings.**

Students become more skilled in writing words and sentences. If you have them describe several of their own pictures, they can then put them together to write their topics. This is a great motivator for the students. They will enjoy reading their topics and will like to write more. You could also let them take their topics home to share their stories and new writing skills with their family.

You can also motivate your students of all levels to write by providing them with real-life writing experiences. For example, they can write about something that happened while they were all together in your English class. Start by talking about what happened as a class and then encourage each of the students to draw a picture and write a sentence or two about the event. Next, have them share their sentences with the class and finally combine all the sentences in one story. It becomes a small book that was written by the class.

Other types of real-self writing activities include making list of vocabulary words, making lists of things to buy at the store and writing notes, text messages and

emails to friends. You can also have your students create their own comic strips or keep a simple journal in which they share thoughts in English with you.

These are just a few of the ways you can keep your students engaged in writing in English. There are many activities can be used which give the children a realistic reason to write. Whatever activity you choose to use, should be one that is motivating and that taps into your students' interest. Doing this will help you keep your students enthusiastic about writing in English.

## **2.7 Writing Speed Formula**

Some people are writing machines. They get an idea, pound it out in minutes, post it to their blog and move on to something else. For the rest of the world, writing is often slow grinding work. But it does not have to be. Anyone can write faster if they follow a 5-steps formula for writing more efficiently. It is called S.P.E.E.D. Writing. When you follow it, you can write twice as fast or faster.

### **2.7.1 Five tips to double your writing productivity (S.P.E.E.D. Writing)**

## **S: Select a topic**

Not having anything to say can cause writer's block. But having too much to say, is a problem too. If you try to jam in every thought, you will end up with an unfocussed post. This slows you down because you'll have to figure out how to make all the extra stuff sound relevant. Then, because you know it is not relevant, you'll just spend more time deleting later.

Narrow your topic to one idea. ONE idea. If other topics come in mind, make a note of them for other posts. By sticking to one and only one idea, you'll force yourself to stay on-point, which will shorten your writing time and gives your readers better post.

## **P: Prepare your facts**

When you find yourself starting helplessly at your computer screen, it is almost because you don't have facts at hand. Gathering information before you start will usually get you writing quickly.

Before you write a single word, jot down a few notes. If you don't have the facts in your head or if you need additional information, do a little research that can be as simple as opening a book, scanning a magazine, or Googling a few key terms. Don't "compose" while taking notes. Just get the facts in one place.

Starting your idea file in a huge time-saver. Keep a simple text file on your computer desktop and jot down ideas as you get them. You also use Google Notebook to record notes from online reading.

## **E: Establish a structure**



Some writers like to think that writing should be free of rules. But, that's bunk.

Every piece of writing, specially blog writing needs a structure. It could be a short narrative a Q&A, a series of a bullet points, a numbered list, etc.

You can use this structure to outline your post. It does not have to formal outline like the type you learnt in school. Just take all your facts or ideas and arrange them in the order you want them to appear in your finished piece, using your chosen structure as a guide.

For this article, use an essay to remember acronym S.P.E.E.D. , to give you five points you cover. Once, you collected your information, you divided it among these five points.

A set structure also helps you avoid the trap of linear writing. You don't have to start at the beginning and write line-by-line to the end. With structure, you can write in pieces, in any order you like. For this article you write the five points first and you'll write the introduction last.

## **E: Eliminate distractions**

This is harder than it sounds. There are so many distractions in your day that you often take multitasking to the extreme. That slows down writing exponentially.

Like any other task, you want to complete quickly, writing requires undivided attention. Turn off the TV, mute the phone, close your e-mail program, get off your social networks and just write.

## **D: Dash to finish**

This is the biggie. You can't agonize over every word you have written. Just GO.

It doesn't have to be perfect writing. Just get the words down. You may be surprised at how much you can get done and how good it is if you take off the brakes.

This means you can't read and reread what you are writing while you write. When you get stumped, you often go back and read what you have written to create momentum that can carry you forward. You can read what you have written after you have written it all.

## **2.8 Using the Right Word**

The words you choose give your reader a good or a bad reaction to what you write. It is important to use words you mean to use and to use the best words, you can think of or find in a dictionary.

### **2.8.1 Use the words you mean to use**

You can ruin a perfectly good sentence by using a single wrong word. If you are in doubt about a word, consult a good dictionary. If it is possible, try to do your best to avoid using a word that do not exist or that does not say what you think it says. It is better to use a word that sounds too simple to you than to use a word that is incorrect.

Example: **Inaccurate sentence:** gas rationing should be reinforced.

**Accurate sentence:** gas rationing should be reinstated.

## 2.8.2 Use clear specific words

Sometimes a word is used correctly, it is not the very best word you have used. The best word is the one that gives the reader the clearest picture of what you mean to say.

Your writing will be highly improved if you choose the words that give your readers a clear, not a vague picture of what you want to tell them.

**Example:**

**Vague:** my room is very cheerful.

**Clear:** my room has plenty of chairs, vases and memorial pictures.

## 2.8.3 Problematic words

There is a number of confusing words in English that cause many problems in writing. Students must take care of their meanings whenever they use them to avoid making mistakes. Here is a list of them:

<b>The word</b>	<b>The meaning</b>
a	It is an indefinite article used before a noun which begins with a consonant sound. a desk, a man, a boy, a girl, .....
an	Indefinite article used before a noun which begins with a vowel sound. an apple, an egg, an elephant, an idea, an umbrella, ....

accept	Means to take something or to agree to do something. I accept your present.
except	Means not included. All of them were here except Salma.
affect	It is a verb. Means “to influence”. Her sad words affected all of us deeply.
effect	It is a noun. It means “result”. The effect of the war is still there.
already	It means “before now” or “by this time”. She has already left.
all ready	Means “completely prepared”. We are ready to start the game.
always	Means “all the time”. She always comes late.
all ways	Means “every manner”. He tries to be the best in all ways.
borrow	Means “to get, with the intention of returning”. I borrowed some money from Ahmed.
lend	Means “to let someone have something you expect to get back”. She did not want to lend me her book.
fewer	Means “not as many”. It is a plural word. I have fewer friends than I had at university.
less	Means “not as much”. It is a singular word. I have less money than I had last week.
into	Means “towards the inside” of a place. He walked into my room.
its	Means “belonging to it”. The cat is sitting on its tail.

it's	Means "it is" or ' it has". It's good to come on time.
loose	Means "not tight" or "unfastened". Your left shoe is loose.
lose	Means "to allow to get away" or to "misplace". It's sad to lose an old friend.
passed	Means "went by". The train passed through the new railway line.
past	Means "former times" or "belonging to former times". I often have been lost in remembering the past.
their	Means "belonging to them". It is their time.
there	Means "in the place" and sometimes introduces the subject of a sentence. There are a few reasons for being late.
they're	Means "they are". They are remembering their past.
to	Means "toward" or "in the direction of". I'm going to school.
too	Means "also" or "more than enough". I am too happy to see you again.
two	Means "one plus one"
Who's	Means "who is" or "who has". Who's at the office door?
whose	Means "belonging to what person". Whose book is this?
whole	Means "entire". I have read the whole book.
hole	Means "opening". Children must not play near big holes.

## 2.12 Techniques of Note-making

Good notes are effective notes because they:

- highlight key points.
- identify relevant supporting details such as examples, diagrams, explanations and other materials.

To be an active learner you will need to develop effective listening skills so that you will be able to know what to note.

### 2.9.1 The art of note-taking

Notes are useful to collect information as they assist us to remember important details of what we have read.

The characteristics of notes are four. Notes are always brief. They present only relevant facts. They often ignore examples, illustrations and minute descriptions. They are made in words and phrases not necessarily in full sentences. Normally, they are presented in logical sequence.

To have a perfect set of notes, think of the following:

#### 1. Skills involved in note-taking.

- a) To concentrate and study thoroughly.
- b) To identify important ideas and supporting details.
- c) To jot down outline.
- d) To number the ideas in order.

## **2. Notes help**

- a) To collect information.
- b) To remember important details.
- c) To revise lessons for examinations.
- d) To write an essay.
- e) To participate in discussions.
- f) To give a lecture.

## **3. Characteristics of notes**

- a) Brief.
- b) Relevant facts.
- c) In words and phrases.
- d) In logical sequence.

You will realize that there are two important principles for making good notes. Firstly, you must be able to distinguish the main ideas from subordinate ideas and show this distinction clearly in your notes. Secondly, you must be consistent in your numbering.

## 2.10 Writing a Paragraph

A paragraph is a set of related sentences dealing with a single topic. A paragraph should contain Unity, Coherence, A Topic sentence, and Adequate development (detailed sentences that support the topic sentence).

### 2.10.1 Unity

The entire paragraph should concern itself with a single idea. If it begins with one idea or major point of discussion, it should not end with another or wonder within different ideas.

### 2.10.2 Coherence

Coherence is the trait that makes the paragraph easily understandable to the reader. Coherence is a reasonable connection between ideas. You can create coherence in your paragraphs by creating logical bridges and verbal bridges.

#### **Logical bridges:**

- The same idea of a topic is carried over from sentence to sentence.
- Successive sentences can be constructed in a parallel form.



## **Verbal bridges:**

- Key words can be repeated in several sentences.
- Synonymous words can be repeated in several sentences.
- Pronouns can refer to nouns in previous sentences.
- Transition words can be used to link ideas from different sentences.

### **2.10.3 Topic sentence**

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Not all paragraphs have clear-cut topic sentences. In the fact, topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence or in the middle of the paragraph). An easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence in the beginning of the paragraph.

### **2.10.4 Adequate development**

The topic (which is introduced by the topic sentence) should be discussed fully and adequately. This varies from paragraph to paragraph, depending on the author's purpose, but writers should beware of paragraphs that only have two or three sentences.

## **2.14 Preparing to Write**

In the recent past, writing was considered the most ignored language skill. Then many changes have occurred about how to approach writing as an effective mean of communication. In addition to that, the change of attitude towards the role of writing has led to the understanding that writing is a natural outlet for students' reflections on the other language skills. The result is that the language skills are, in most cases treated in integration. It is very difficult to isolate a skill and teach it separately.

Writing is mostly integrated with reading. This is why we can say that these two skills enable you to improve your language largely. Whenever there is reading, there is writing. By the same token, listening and speaking integrate quite naturally. That means whenever there is a speaker, there is a listener.

Writing needs a lot of preparation which is called prewriting.

### **2.11.1 Think before you write**

Much of the effort which produces good writing occurs before the writer ever puts pen to paper. No one writes in a vacuum. If you do so because you are interested enough in a certain subject, in this case the subject is your own choice. It might be about sport or any other subject. But in the case of schools and universities, writing might be a compulsory task. The subject will ordinarily be given to you by your teacher. After getting the general area of your topic, you need to narrow it down so that it has a clear focus. The simple way of narrowing a topic is to use WH-QUESTIONS.

## **2.11.2 Brainstorming**

Brainstorming means to search your brain for as many ideas as possible about the topic you have intended to write about. You jot down these ideas very quickly without paying attention to correctness. Usually the work on correction comes later.

Brainstorming is a good way of generating lots of ideas that closely relate to your topic that you are going to write about. Then you have the possibility to choose the ideas that serve your piece of writing in the way that you like. Brainstorming is most effective with groups of 8-12 people and should be performed in a relaxed environment. If the participants feel free to relax and joke around, they will stretch their minds further and therefore produce more creative ideas. Creativity exercises, relaxation exercises or other fun activities before the session can help participants relax their minds which will lead them to be more creative during the brainstorming session.

A brainstorming session needs a facilitator, a brainstorming space and something on which to write ideas, such as a board or software tool. The facilitator's responsibilities include guiding the session, encouraging participation and writing ideas down.

Brainstorming works best with a varied group of people. Participants should come from various departments across the organization and have different backgrounds and even specialist areas. Outsiders can bring fresh ideas that can inspire the experts.

There are numerous approaches to brainstorming, but the traditional approach is the most effective because it is the most energetic and openly collaborative, allowing the participants to build each other's ideas.

When you feel that your ideas are enough to serve your objectives of writing, you need to group them as you also need to arrange them in the right order.

### **2.11.3 Arranging Events in Order**

There are some methods of arranging: chronological order, spatial order, general specific method, classification method, comparison and contrast methods, cause and effect method, explanation method, definition method, process method and cyclical process method.

#### **2.11.3.1 Chronological Order**

This method is used in arranging data according to time sequence.

Some words can be used with chronological order such as:

Firstly, secondly, thirdly, earlier, now, nowadays, then, after that, when, before, after, while, during, since, later, earlier, ....

### **2.11.3.2 Spatial Order**

This method arranges information according to the place or relationship in space. It usually goes together with the chronological order.

The spatial order is used with the descriptions of places and geographical sites. It follows two ways of organizing a description:

1. A bird's eye view:

To describe a place as if it was seen from the air.

2. A pedestrian's view:

It means describing a place from a point of view of a journey through it.

### **2.11.3.3 General Specific Method**

Generalization is very important in writing. It does not provide details. But, in writing, it needs support by adding facts, details, statistics, personal experiences, etc.

### **2.11.3.4 Classification Method**

It is one of the most used methods of organizing information. It is used in grouping items of data according to their similarities and differences. Some data can be classified in one way but most data can be classified in many different ways. Classification of data is based on your ability to recognize differences between concepts and objects.

### **2.11.3.5 Comparison and Contrast Method**

This method is actually seen as two methods. But, because they are very close to each other, they are treated as one method. Comparison means estimating likeness and similarities between things, while contrast deals with differences and similarities. They usually appear in the same composition.

### **2.11.3.6 Cause and Effect Method**

Cause and effect is a method of presenting information in a written form. It is related to chronological order in that the results usually follow the cause in time. In other words, causes always precede effects.

### **2.11.3.7 Explanation Method**

To explain means to make something clear and comprehensive. This method can include all of the previous methods: classification, chronological order, spatial order, cause and effect, contrast and comparison, etc. But, it is important to select the most appropriate method of organization whenever are asked to write an explanation.

The explanation method can be used to explain a number of phenomena. It can be used to explain mathematical and statistical diagrams. It can be also used to explain sayings and proverbs, weather, superstition, historical events, pictures, biological facts, etc.

### **2.11.3.8 Definition Method**

Because sometimes it is difficult for the reader to understand the topic or the concept of the writer, here, the writer has to supply the reader with definitions and examples to ease it for the reader.

### 2.11.3.9 Process Method

This method is called a **linear process method** or **linear relationships**. It consists of a series of stages and has a beginning and end. It sometimes called the **Chain Reaction** in which each part of the series causes its successor. This method is mostly used in describing linear relationships in chemistry and physics but it can also be used to describe relationships that exist in non-scientific situations. It can be illustrated by the following chain reaction:

A causes B

B causes C

C causes D etc.

Example:

A) The referee whistles giving a penalty

B) The right wing kicks the ball

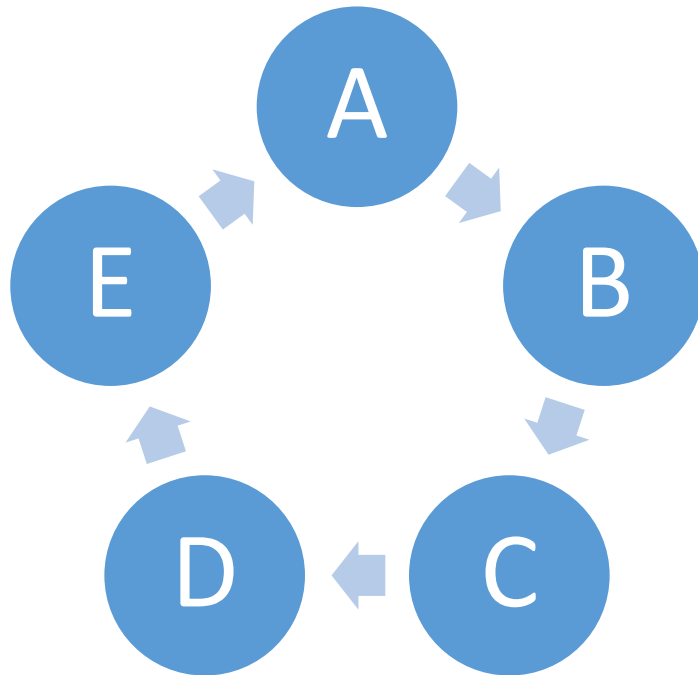
C) The goalkeeper catches the ball

D) The goalkeeper kicks the ball to the wing of his team, etc.

### 2.11.3.10 Cyclical Process Method

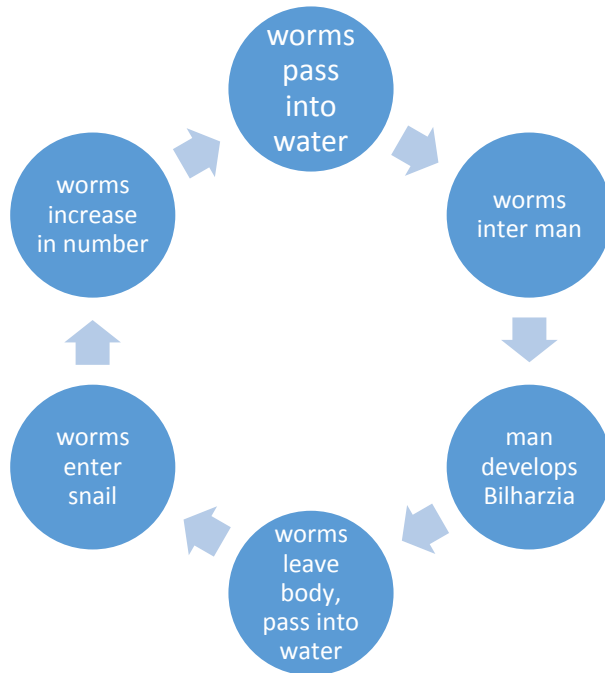
The Cyclical Process Method is a series of reactions. It follows cause and effect relationships. Each part of the series is linked to its predecessor and successor (the stage before it and the stage after it). When the cycle is complete, the last stage in the series is linked to the first.

Look at this diagram.





## Example of using Cyclical Process Method



## 2.12 Being a Good Writer

Many people think that it is very easy to be a good writer. According to them, writing is a matter of putting the words correctly in the paper or the board. It is completely an incorrect idea because writing has to come from heart which means you need to feel your words before putting them in the paper. Most well-known writers have been known to write thoughts and feelings much better than being able to speak them.

Being a good writer doesn't mean just a person who can spell well. As a matter of fact many great writers have people who actually proofread for them, because when the words seem to pour out, so do many typos.

As a writer, you suppose to realize that, you are human and will make mistakes which means you need to self-edit. Always try to get names right. Mistakes will be made, but careful writers and editors catch as many as possible. They always double-check sentences that they have written.

Being careful at dealing with grammar while writing, is very essential as well as the basic components of clear writing which are represented in brevity and simplicity.

To have the ability of writing, you need to listen carefully to others. Good interviewers ask well-prepared questions, then they listen to the answers.

A piece of writing needs to appear in the finest way if it is possible. One way of making writing looks very nice, is using quotes. But you do not need to use them for facts, use them for emphasis and flow.

The best way to create a good piece of writing is to think, write and rewrite. First prepare for what you are going to write about through searching well, then write it and then rewrite it. Let your rewrite become your master piece because it may be the most important.

Being original and relating to readers, is the best way of contact between the writer and his readers. The best writer is that one who explains and uses elements that his readers will understand. People add life to stories. If the story is good, people will keep it and retell it for so long time.

## **2.13 Expository Writing**

### **2.13.1 What is Expository Writing?**

Expository comes from the word expose which means to give an account of facts about a certain topic. These facts should be made clear by providing details and examples. It is a non-fiction form of writing which deals with facts, opinions and events written for many reasons. For example, they are written to:

- a) give information.
- b) give instructions.
- c) explain things.
- d) set down the true facts of someone's life.
- e) give advice.
- f) persuade.
- g) put forward a point of view.

In addition to that, expository writing may include the following subjects:

- a) letters.
- b) invitations.
- c) reports.
- d) advertisements.
- e) instructions and explanations.
- f) posters.

Moreover, it includes a number of skills such as:

- a) planning.
- b) making notes before you write.
- c) explaining your ideas clearly and sensibly.
- d) selecting the style and language variety that suit the readers.
- e) being careful about the mechanics of writing, punctuation, capitalization and paragraphing conventions.

### **2.13.2 The purpose of expository writing**

The main purpose of expository writing is to explain factual information, usually in two kinds of exposition you practice in secondary schools and university. These are: **composition/essays** and **essay examinations**.

### **2.13.3 Planning an expository composition**

The first stage in an expository writing (composition or essay), is as other types of writing, it begins by finding a subject, which is (in most cases) provided by the teacher. But if you are not given a subject, your role is to think of one. The fact that still remains is that, expository writing is concerned with facts and explanations.

Writing an expository composition needs to follow these stages: finding subjects, audience and style, gathering information, recording information organizing notes and making an informal outline.

#### **2.13.3.1 Finding subjects for the exposition**

After finding a subject for expository writing, the next stage is to focus your subject and narrow it to a topic which means making a frame to limit the way you will present information. Otherwise, your essay would look vague and general. There are three points you need to take care of them when you are writing your expository writing:

- a) The topic should be interesting to you.
- b) The topic should be too general and vague.
- c) The topic should allow you to include some pertinent and interesting information.

### **2.13.3.2 Audience and style**

Once you find a subject (what) for your writing, the next stage is to apply the wh-question technique which includes:

- a) Who (your readers)
- b) How (method, style, in which way,...)

Expository writing in school often aims at a general audience (universal audience) or your teacher. However, writing for a general audience needs you to be careful about any fact or any method of explanation required in your writing. The general audience of expository writing determines your style. Different people require different styles. The style you use to write to your father is different from the one you use to write to your son, friend, etc.

### **2.13.3.3 Gathering information for the expository writing**

The simplest method you can apply in gathering information at the beginning is the wh-question technique which is considered as the most important stage in the expository writing because the information you could gather from the basis of your topic. You can use the changing viewpoint method which needs you to look at the topic from three different perspectives:

- a) To examine the features and the characteristics of the topic.
- b) Study how the topic changes or varies.
- c) Look at how the individual parts fit together and how the topic fits into a large background.

Example:

The topic: (**Radios as a Mean of Communication**). The first viewpoint examines the question, the features and the characteristics of the topic by asking the questions:

- a) What is a radio?
- b) When was the radio invented?
- c) Who invented the radio?
- d) What is a radio used for?
- e) What are the benefits of the radio in our life?
- f) How can we use the radio in the best way?

You can add as many questions as you like about the radio and its characteristics and features.

The next step is to study how does the radio change over a period of time. You can ask questions like:

- a) How is the radio similar or different from the television?
- b) What was the first generation of radios like?
- c) What was the first shape the radio?
- d) What were the people attitudes towards the radio at first?
- e) How long has the radio needed to be as better as we see it now?

Many questions can be added to the above list of questions about changes and variation of the radio along the time.

The third viewpoint examines how the different parts of the topic relate to one another and how the topic itself relates to a larger background. Here you can ask the following questions:

- a) How does a radio work?
- b) What are the main parts of the radio?
- c) Which is the most important part of the radio?
- d) What are the other important parts?
- e) How do these parts work together?
- f) Which parts are changeable?
- g) How are the different parts of the radio similar to the parts of the television?
- h) To what extent can the radio be useful as a mean of entertainment?

Also you can add many questions about the changes of the radio over a long period of time.

#### **2.13.3.4 Recording information for the expository writing**

After you have selected your subject and narrowed it down to a carefully focused topic, you need to assemble data to form it. You can do this by following many methods. You can apply the changing viewpoint method, brainstorming, clustering or any other method available to you as you can use note cards.

#### **2.13.3.5 Organizing your notes**



After you have gathered information in a note form, the next step is to organize your notes. First, you need to read your notes, highlighting the ideas you need to include in your expository writing. Second, List those ideas you have highlighted on a separate paper. Third, group the ideas on the separate paper and look for ways of relating those ideas. This is usually related to the main purpose (why) of your writing and the length of your composition.

### **2.13.4 The basic form of expository composition**

The basic form of most expository writings consists of three main parts:

- a) Introduction.
- b) Body.
- c) Conclusion.

#### **I. Introduction**

The introduction is usually one paragraph which does the same task that the topic sentence does in a paragraph. It gives a general idea about the contents of the topic in an attractive manner to catch the reader's interest, curiosity and surprise. Normally, the introductory paragraph provides background knowledge about the topic.

#### **II. The body**

It is the main part of the topic. Its purpose is to develop the topic in

as many paragraphs as there are main ideas. For example, if the topic discusses five main ideas, the topic will contain seven paragraphs: the first one is for the introduction, the following five paragraphs are set to represent the body of the topic and the last paragraph is for the conclusion. Each paragraph in the body of the topic begins with a topic sentence supported by some details sentences. Transition from one sentence to another, from one paragraph to the next, from one idea to the other should be careful and logical. All paragraphs in the body of the topic should have clear unity.

### **III. The conclusion**

The conclusion is the final paragraph. It may present a form of summary including the results of the body and the writer's personal comments. It must give the reader a sense of completeness. Such important matter to be mentioned here is that, a conclusion should never include new ideas.

## **2.14 Writing a Composition**

The word composition comes from the Latin word componere, meaning “put together” and its meaning remains close to this. Writing classes are often called composition classes, and writing music is also called composition.

The term composition has multiple meaning. Here it can be defined as (The process of putting words and sentences together in conventional patterns).

In composition, the term purpose refers to a person’s reason for writing, such as to inform, entertain, explain or persuade. Also it is known as the aim or writing purpose. Successfully getting on a purpose requires defining, redefining, and continually clarifying your goal.

### **2.14.1 How to write a composition for basic schools students**

Writing composition is very important for basic schools students doubtless the oldest ones (grade 8 students) who take it as a compulsory part of their final exam, and even in their internal exams.

Here is how to write a composition and what are the important things to take note of:

#### **1. The basic structure of a composition**

A primary composition is categorized as a narrative composition. That means, the child is basically narrating a sequence of events from a plot he comes up with. The basic structure of the composition consists of four parts:

- Introduction
- Conflict/Problem
- Resolution
- Conclusion

This is the standard structure which the students suppose to follow. Surely, there are many other creative ways to write, but for the sake of keeping this post specific, it supposed to be assumed that the children are still beginners in writing.

Here is what expected of each segment of the composition:

**Introduction:** Introduce the setting. Set the tone. Generate interest. Lead in to the next paragraph.

**Conflict / Problem:** This is the crux of the story. Your characters must be trying to overcome a conflict or a problem related to the theme of the story.

**Resolution:** Here is where the conflict or the problem is resolved.

**Conclusion:** The end of the story which provides a closure.

## 2. Planning for your composition

The child must first plan for his composition. This is a crucial step that many students always leave out. Teachers have to ask their students to find answers for questions like:

Who are the characters?

What is the main problem?

How does the story end?

Is the narration logical?

Then the student has to organize his/her points according to the basic outline: Introduction > Conflict / Problem > Resolution > Conclusion.

Failing to plan for a composition can lead to these problems:

- Sudden change in plot, loopholes in the story.
- Confusion of pronouns (he, she, they, ...). This happens when the students decide to write from a third person perspective and then switch to a first person midway and (vice versa).
- Writing a pointless introduction.
- Inability to resolve the problem or conclude the story.

The single clue to avoid having such problems, is to make sure that your students have the habit of planning.

### **3. Writing the first paragraph**

Many students struggle with that first paragraph. Hence they, they end up with memorizing the introductions from model compositions to make up for their lack of ideas.

That may help them get over the mental hurdle in the short run, but it totally defeats the purpose of CREATIVE WRITING. The child's creative brain might remain under-developed if all he does for "education" is simply to memorize and regurgitate information.

The purpose of the first paragraph is to:

- Capture the reader's attention.
- generate interest.
- must be relevant to the story.

#### **4. Writing the problem/conflict**

All stories consist of a central problem or conflict which the characters trying to resolve. This is the most important part of the story. The child must be spending most of his time here. The conflict must be more complicated to have the student putting more effort in solving it, which makes the story more interesting. Also the child has to describe more details in this part of the story.

The child must be trying to describe the events clearly here. He has to be super detailed. Teachers suppose to encourage their children to describe using their five senses (sight, smell, taste, hearing and touch). But make sure the description aims to accomplish a clear purpose. Words shouldn't be used to fill up blank space just for the sake of it.

The student must be able to build the suspense and make the reader feel excited, or worried, or nervous in the climax of the story. He can vary sentence structures and use emotive words to put the readers on the edge. He must make the problem or the conflict seems SO BAD, so the reader loses all hope for a proper resolution. The

successful conflict is that one which brings out that feeling of hopelessness in the reader.

## **5. Writing the resolution**

Writing this portion is fairly simple. All of what your child needs to do, is to resolve the problem or conflict in a logical way. If possible, try to allow the main character to help resolve the conflict. Also consider solving the problem in other ways, rather than just turning to the police or complaining to the teacher.

Could the problem or conflict be solved by a stroke or luck?  
Could the community get involved to solve the problem together?  
Could the characters work out a compromise?

The key here is to be creative, but logical at the same time.

## **6. Writing the conclusion**

By this time, the student is likely to be rushing to finish the composition. Most of new students mess up this part of their composition rather badly. It is one of the common mistakes made by students during composition writing.

A conclusion is used to:

- tie up the loose end in the story.
- reflect on the events.
- make plans for the future.

- how will your character's life be different from now onwards?

By writing the conclusion, the child must ensure that the story has a proper closure.

## **2.15 Nine Common Mistakes Made in Composition Writing**



There are several common mistakes made by the students while writing composition. Here is a list of the most common nine of these mistakes:

### **1. Clichéd Intro:**

Introductory paragraphs for compositions that use flowery phrases to describe the hot sun or weather are overused.

When writing composition, if the child wants to stand out, he must avoid using such clichéd openings that other students are using. The child must be different and unique. If the child insists on describing the setting, get him to describe a specific setting, instead of spending one paragraph talking about the weather when the weather has no part to play in the conflict later.

### **2. Jumping from one sequence to another, without adequate description**

Students have a habit of writing compositions with minimal description and focus too much on narrating from one sequence to another. This results in a chain of events that will happen very quickly in the essay and the students will then have to worry about not having “enough” words to meet the requirement.

Example:

*The robbers stormed into the bank, took the money and shot the security guard. Then they left before the police came. The*

*witnesses told the police what had happened. The next day the robbers are caught. The End*

The above example of writing a composition is lacking detailed description that accompanies each sequence. So, it supposed to be as follow:

The robbers stormed into the bank without warning. They glared at the shocked faces through their black ski masks. The customers cowered in fear and stifled screams were heard. Waving their guns and shouting grievous threats, the robbers herded all the customers into a corner ...

Don't let your child jump from one sequence to another. Make sure your child adds detailed description for each action that happens. (The robbers stormed into the bank *without warning*).

### **3. Illogical content**

Maybe basic school students are still too immature for their age. Many times they introduce two of the details that cannot happen at same time.

Example :

*Calling the police and the police will appear at the scene immediately.*

How can we call the police and the police appears at the same time? After the police is called, he needs time to appear, so this is another event that cannot occur at the same time of calling.

Any illogical content written during the child's composition, will cause him to lose marks.

#### **4. Problem or Conflict is resolved too easily**

Every essay will involve a problem or conflict which the characters in the story will seek to solve. In some essays, the problem could be mischievous acts committed by the student. In other essays, the conflict could be between two characters fighting or arguing with each other. One of the mistakes that the students tend to make is that they allow the problem to be solved easily.

Encourage your child to make the problem **worse!** And put in mind that when you make the problem worse, you must still keep the content logical!

#### **5. Not participating in the Problem or Conflict**

Many students, when writing using first person pronoun, will take a bystander approach to the problem or conflict happens within the essay. They will write the essay such as that the problem or conflict is happening to other people, while they just stand aside and watch.

When the child is writing as a first person, he must get involved in the problem or conflict. Instead of hiding behind a wall and watching the scene unfold before him, the main character must always partake in the conflict, willingly or not.

## **6. Memorizing fancy phrases. Then using them wrongly**

Memorizing phrases and using them in writing composition, is a serious mistake that the students sometimes make, maybe in the sake of varnishing their pieces of writings and putting them amongst the best and most attractive.

Instead of using fancy phrases, and marks of the wrong use of the phrase, focus on learning the meaning of each phrase and how it supposed to be used. Good phrases will fit into the sentence naturally you don't have to force them.

## **7. Rushed ending / conclusion**

The most common mistake for composition writing always happens at the end. The ending is too rushed. Due to poor time management or lack of discipline, students often rush to finish the ending. Then, the student will probably add in a lame, generic lesson learnt like: “ I learnt never to tell lies again”.

## **8. Writing out of topic**

Most students do not plan their compositions. They tend to make it up as they go along. Hence, they will often go off-topic as they get engaged in the task of writing and totally forget about the theme. Also as topics become tougher or more specific, students tend to stray from the core topic. For example, a student writing a topic of “A Disappointment” becomes “A Dilemma”. Many students lack the awareness to maintain focus on the core theme of the story.

Other students lack the essential writing skills of description, variation of sentence structure or a set of powerful vocabulary. Therefore, they try to make the story more interesting by creating conflicts, problems and additional complications in the story. Sadly, most of the time, they just go out of point as the resolution and conclusion tend to be about the problem-created, not the topic they were supposed to write.

To make things worse, some students will try to end their stories with irrelevant proverbs like: “A friend in need is a friend indeed” or “Honesty is the best policy” when the composition does not even deal with Friendship or Honesty.

## **9. Writing overly-long sentences or joining sentences wrongly**

These students belong to two groups: those who have stronger grammar foundation and those who have a weaker grammar foundation.

The students who are better at grammar, seem to pride themselves in writing overly-wordy, long, complicated sentences that just confuse themselves and the reader. They think long sentences demonstrate their writing process.

The second group of students who are weaker at grammar, try to write long sentences too! They do this by using commas to join two independent sentences together without any conjunctions or connectors! This is grammatically wrong.

What students should do is to focus on writing clear and concise sentences that convey the message to the reader easily.

Sentence structure variation is should then be used to improve the flow and fluency of the story.

## **2.16 Eight Common Grammar Mistakes in Basic Schools Compositions**

Some common grammar mistakes have been made by the students who do not know how to deal with these grammar rules. Not having a full understanding of these concepts leads to wrong application of these rules. Here are 8 common types of grammar mistakes made by the students when writing.

## 1. Tenses

### Past tense

Past tense should be used for all compositions as it is usually a narration of an event that happened in the past.

### Present tense

When writing dialogue, characters are speaking in real time, therefore, it should be in present tense.

### Past continuous

We use past continuous when we are recounting an action and describing it as it was happening. It is also used to show that it was happening for a longer period of time. When writing about universal concepts, we write in present tense. This is because these universal concepts (or facts) hold true through the ages.

### Example:

Kindness is the language that the deaf can hear and the blind can see.

## 2. Subject Verb Agreement

In a sentence we have a subject (which can be a singular or plural) and action words describe what is happening (the verb). The subject and the verb must agree each other, (if the subject is plural the verb must be plural, if it is singular, the verb must be singular).

### Example:

The boy (*singular*) is (*singular*) playing football.

The boys (*plural*) are (*plural*) playing football.

### 3. Connectors / conjunctions

Conjunctions, otherwise known as connectors, connect one clause to another. Beside memorizing the list of connectors (*although, however, so, but, therefore, as, and, or, because, if, yet*), it is very important to know how to use each of them in the right way. One of the most common mistakes of using connectors is using two of them in one sentence as in the following example:

*Although you did well, however you were blamed.*

No need of using two connectors (although and however). One of them could suffice.

### 4. Complex sentences

#### Missing comma and/or connectors

If there is no any comma in a very long sentence, people could read it breathlessly.

When writing a complex sentence, a key thing to note is that, such sentence consists of more than one clause.

**A clause is one single idea.** A sentence may have more than one clause. Each clause is separated from the next one by a comma.

In compound sentences, a connector is used to connect two simple sentences:

He came yesterday and told me the story.

To combine more two clauses or more into a complex sentence, there must be correct placement of punctuation and/or connectors.



## 5. Prepositions and phrases

A preposition is a word comes before or after a noun to inform us the position physically or position on timeline.

Some students use the prepositions wrongly. Look at this example:

Wrong: He quickly put his coat.

Correct: He quickly put on his coat.

Here is a list of prepositions: (in, on, of off, at, after, behind, between, under, over, alongside, to, near, from, in front of, ... ).

Another definition for prepositions is: Words that tell us where something or someone is.

## 6. Connectors to convey time transitions

Some of the most common grammar mistakes occur when the child tries to express time transitions. In this case, the connectors used should be more specific to express the duration.

**For:** “for” is a preposition and a connector at the same time. As a connector, it is used to express duration.

Example:

I was running for three hours.

You can also use more specific phrases like: “few weeks ago”, “two days ago”, “three hours earlier” and so on.

## **7. Pronouns**

Pronouns are words that are used in places of previously mentioned nouns. Words like (I, you, me, myself, he, she, her, he, his, him, his, it, its, they)

Children should be encouraged to use the pronouns to avoid repeating the nouns while writing. Instead of saying Ahmed is a young boy. Ahmed lives in Kosti. Ahmed .... We can say : Ahmed is a young boy. He lives in Kosti. He ... .

Students must be creative to use different pronouns. But at the same time they have to be sure that they are writing them in the correct way.

### **Me and Myself**

The pronoun “me” is used to express the object. As in this example:

He told me the story.

The pronoun “myself” is used with the subject. As in the example:

I did it myself.

**Note:** the suffix “self” here, expresses loneliness.

So, I did it myself means I did it alone.

### **Name / Personal pronoun**

Start the word with a capital letter when using it as a term of address like “Coach”, “Mother”, “Father”. However, another way to write it would be “my coach”, “my mother”. With the inclusion of the personal pronoun “my” –stating possession then the noun that follows would not need to be capitalized.

## **8. Dialogue punctuation mistakes**

“Tim, go and do your homework!” my mother shouted.

If you treat this entire dialogue from the open inverted comma to the full stop after “shouted” as a sentence, you will realize that “My” should not have a capital “M” as a description of who is saying it is still within the sentence and not a new sentence.

### **Final words:**

Practice makes perfect. It is true only if you are practicing correctly. Practicing will eventually lead to the perfection that is surely desired.

## **2.17 The Most Misused Word in Basic Schools Compositions**

When writing a composition there are some words that the students like to use more and more, maybe because of the rhythm of the word which seems to be more attracting than many others. That

leads to misuse that word especially when it is repeated more than once.

Look at the following samples of sentences that maybe written in composition:

Suddenly I heard some noise out.

Suddenly I the police came.

Suddenly he caught the thief.

Suddenly the thief was sent to prison.

The most misused word in writing compositions in basic schools is “**suddenly**”. There is nothing wrong with the word “suddenly”. It is just the way students are using it. They are using it for every little thing that happens in their story, whether it was a sudden occurrence or not. In reality, most of the time is not.

### **2.17.1 Why do students keep using that word?**

Most students keep using that word due to the following reasons:

- limited vocabulary.
- Lack of starter words.

- Unable to describe a transition of events.

### **2.17.2 Other alternatives**

Here are some other synonyms that students can use in order to avoid repeating the same word “suddenly”.

All of a sudden

Without warning

Unexpectedly

Out of the blue

On the spur of the moment

Swiftly

Abruptly

Caught unaware

### **2.17.3 Other sentence starters**

Not everything happens “suddenly”. Here are other words you can consider. Some of them are used to change the focus of the story, while some are used to show a passage of time. Use the right word for the right context.

Instantly / immediately

Later on

Then after that

Afterwards

After a while

Before

At that moment

A few seconds later / a few minutes later

Moments later

Within minutes

Eventually / Finally

Surprisingly

Simultaneously

While

During

Meanwhile

Before long

#### **2.17.4 Do away with starter words**

Another option to consider when writing is to do away with starter words (to avoid using them). Wean off your reliance on starter words! Throw away that crutch! It is perfectly fine to write sentences without starter words. What matters more in your writing is a variation of words and sentence structures for smooth, comprehensive reading.

Consider this example:

*Suddenly, the teacher called my name.*

Now the word ‘suddenly’ is being used too freely here. In fact, it seems rather pointless.

Now try,

*The teacher called my name.*

Notice that your sentence now seems so simple and strait to the point. The meaning is still the same.

You want something more flowery?

What about

*The teacher called my name in a loud voice.*

Or

*“Ahmed!” the teacher called.*

Notice that suddenly, you do not need to use the word “suddenly”.

When do you need to use the word “suddenly” ?

You can use it when the context is *rrreaalllly* calling for it.  
Meaning, the event that occurs has to be really **sudden**.

,

## 2.18 Tips for Writing a Good Composition for Basic School Pupils

Some difficulties may come across children when writing composition because they do not know how to start or are not well motivated to write.



Here are five simple tips for better writing:

## **1. Using visual scaffolding**

For children, it is sometimes difficult to write without seeing an image in their heads. To help the child form such a mental image, you can use actual drawings to stimulate their brains. This can be done via physical drawings. When drawings are done, the children can start to write about them simply by describing what they see in the drawings. This is a much easier way for children to write, rather than forcing them to write about things they are not good at.

## **2. Using list of keywords**

Beside using images, you can also pre-select a list of keywords for each paragraph of the composition. These keys will let the child understand what is supposed to be written for that paragraph. You can mix and match the keywords such that some are nouns while others are verbs. This mixture can better enable the child to sketch his/her writing ability.

## **3. Using their favourite characters**

Using their favourite cartoon characters or any other sample of the characters they like, children have a strong motivation to write well. For example, if the child loves historical characters, use them as characters in the composition. This will help the child in two ways. First, he/she can visualize how they look like, and their characteristics which they can use in their writing. Second, he/she can recall stories about these characters which make them more exciting.

#### **4. Use a small reward system**

One of the most effective techniques that used to help improve the students writing skills and abilities is using a small reward system. This is supposed as a small present to encourage the children to work harder. For example, a very interesting book for the most improved student in the class for the current or next month. The reward can be also an appreciation certificate.

#### **5. Start with their interest**

It is easier for children to write about something really interests them. If the child loves nature, try to start with topics around this area. It is very hard for a child who loves nature to write about moral behavior because the interest is not there. Once the child becomes comfortable in writing things he/she likes. You can then start venture into other topics which might not interest them that much.

## **2.19 Cause and Effect**

Cause and effect tell how one event makes another event happens.

The cause is how something happens.

The effect is what happens after the cause.

Example:

Cause: *The sun shines on the ocean.*

Effect: *It heats the water of the ocean.*

We can use certain words to show cause and effect.

Examples: as a result    because    since    so    for this reason  
therefore.

## **2.20 Writing a Memoir**

### **2.20.1 What is a memoir?**

Memoirs tell true stories about people's lives. From a memoir, you can learn how different lives can be. You can also discover what people learnt from the experiences they have had.

As you write a memoir, you may find that you learn a little bit more about who you are and how you became that way, which means you may know things about yourself you did not know before.

You may write a memoir for yourself, but others will read it. Those people are your audience. Your audience will probably be your family or your friends – the people you are speaking to as you write. As more as you are famous, as more audience you have.

When you write a memoir, you use the first person pronoun ( I ) because you are telling a story about yourself. Further than that, it makes a sense to use the pronoun I.

### **2.20.2 Choosing a topic**

Some memoirs are as long as a book and tell about someone’s entire life. A memoir like this can also be called an autobiography. Other memoirs focus on a shorter time or even a single event that was important to the writer.

### **2.20.3 Elements of a memoir**

In some way, writing a memoir is like telling a story. It has many of the main elements of the story.

The memoir has:

- A plot: what happened (in the beginning, middle and end).
- Characters: the people who are part of what happened.
- A setting: where and when the event took place.
- A theme: the theme tells the lesson you learnt.

## **2.20.4 Prewriting: Organizing a memoir**

When you write a memoir, you are telling a story. For many writers, the most natural way is to organize a story in chronological order which means to tell the events in the order in which they happened, from first to last.

One of the most important Parts of writing a very successful memoir is remembering what you felt, did and said. While writing, think of the following:

- What happened?
- What sights, sounds, smells or tastes come to mind?
- Why is this event important to you?
- What did you learn from it?

## **2.20.5 Writing the body**

You may wonder why you are writing the body first. That is because writing the introduction and conclusion last saves you time. As you work on the body, you will be thinking about your topic. By the time you finish, you will be able to take those thoughts and quickly introduce what you want to say. You will more closely show what you will be writing about.

The body is the largest section of the topic and will contain most of the information you gather. This part of your topic should come directly from your outline, following the same order. Sometimes a writer finds that he/she must change his/her outline. The writer may find that the division of his/her outline don't work

in the order in which he/she wrote them, or he/she needs more information. If that should happen to you, change your outline.

Every paragraph in the body of your topic should be about a single idea. The topic sentence states the main idea in the paragraph. Most often, you write the topic sentence to begin the paragraph. The rest of the paragraph should be sentences that give facts and details about the topic sentence.

### **2.20.6 Watch your tense**

It is very important to keep writing using one tense, you do not switch back and forth between the past and present tense. If you begin writing your memoir in the past tense, keep using the past tense.

Most memoirs are written in the past tense because the writers are telling events that occurred in the past.

Before start writing, think about the following:

- What are the main events?
- Who are the main characters?
- What is the setting?
- What do you think the theme will be?

### **2.20.7 Writing the introduction**

The introduction needs to make a good first impression on your reader. It should give your reader an idea of where you are headed with your writing and it should make him want to keep reading.

There are many different ways to begin a memoir, but the most well known that are commonly used are the (dramatic situation), (the question) and (a scene of humor).

### **2.20.8 The dramatic situation**

This type of introduction aims to grab your reader's interest quickly, in the first sentence or two.

### **2.20.9 The question**

Sometimes you interest your reader by beginning with a question. Here are two examples.

Have you ever wanted something so much you couldn't stop talking about it, longing for it, even dreaming about it?

Asking your reader a question is like engaging him in a conversation. He is instantly involved, and he usually wants to read on to find the answer to the question.

### **2.20.10 A scene of humor**

If you can start by making your reader smile or laugh, you will make him keep reading.

Here is an opening sentence from a memoir by one of the American greatest writers, Mark Twain:

“Fifty years ago, when I was a boy of fifteen and helping to inhabit a Missourian village on the banks of the Mississippi, I had a friend whose society was very dear to me because I was forbidden by my mother to partake of it.

We smile at the idea of a friend who is “very dear” because the writer was forbidden to see him.

If you want to use humor in your introduction, you don’t have to tell a wildly funny joke. All it takes is a touch of wit to win over a reader.

### **2.20.11 Writing the conclusion**

The conclusion of a memoir serves two purposes:

- A).** It satisfies the reader. When a reader finishes a piece of writing, he wants to feel that the loose end have been tied up. You might think of this as closing the circle that begins with the introduction, moves through the body and finishes with the conclusion.
  
- B).** It tells what you learnt. A memoir should have a theme (something you learnt), whether it is a new understanding about yourself,



others or the world. The theme doesn't have to be deep or heavy with the seriousness. You show that you learnt something like wisdom or proverb.

Example: *no place like home.*

## **2.21 Writing a Prompt**

Sometimes you get to choose what to write about. When someone else tells you what to write about, you are writing a prompt. If your mother tells you to write a thank-you letter to your friend for a birthday present, that is writing a prompt. If you sit down to take a test and the instructions say, "Explain which season you like best, and why," that is writing to a prompt.

From this introduction we can conclude that: A prompt is a topic you are asked to write about.

Here are different types of essays you may need to write in one of them:

### **2.21.1 A narrative Essay**

A narrative tells a story either fiction or nonfiction. When you are writing a narrative, you include a beginning, middle and an end, and usually you tell the story in the order in which the events happened.

When writing a narrative essay, one might think of it as telling a story. These essays are often experiential and personal allowing students to express themselves in moving ways

Telling the events of the story in the chronological order is well known. This means you tell the events according to their sequence. The event that happened first, should be told first and so on.

When you write a narrative essay, you have to keep these in your mind:

- Write in the first person. Since it is your story, use “I” to start your sentences.
- Include vivid imagery and lots of details.
- Try to use dialogue, which can help you to engage the reader and add realism.
- Weave your emotion into your narrative.

## **2.21.2 An Expository Essay**

Expository is another word for explaining. It is a writer's explanation of a short theme, idea or issue. In an expository writing, you may be asked to give information about something, for example: "tell about an animal you like and why". The key here is that you are explaining an issue, theme or idea to your intended audience. The expository essay also can be used to give a personal response to a world event, political debate, football game, a work of art and so on.

### **2.21.2.1 Most important qualities of expository writing**

If you want to get the readers' attention, you should:

- Have a well defined thesis. Start with a thesis statement question. Make sure you answer your question or do what you say you set out to do. Do not wander from your topic.
- Provide evidences to prove what you are saying. Support your arguments with facts and reasoning. Do not simply list facts, incorporate these as examples supporting your position, but at the same time make your point as succinctly as possible.
- The essay should be concise. Make your point and conclude your essay. However, try to avoid repetition as possible as you can.

### **2.21.3 A Descriptive Essay**

A descriptive essay is a genre of essay that asks the students to describe something, someone, an object, a place, situation, an experience, etc. This genre encourages the students' ability to create a written account of a particular experience.

In a descriptive essay, you describe a thing, person or place. You write to appeal to your reader's sense. You try to make him see the place or thing and sometimes to hear, smell, taste, and touch it as well.

### **2.21.4 A Persuasive Essay**

To persuade is to try to convince someone to agree with you. This is the type of essay where you try to convince the reader to adopt your point of view. Here, your argument is the most important. You are presenting your opinion and trying to persuade. A prompt for a persuasive essay might ask for specific thing. Your job is to decide your point of view, what your opinion is. Then write arguments to persuade your reader to share your point of view.

#### **Its most important qualities**

- Have a define point of view.
- Maintain the reader's interest.
- Use sound reasoning.
- How can you win over your audience?
- Make sure that your evidence is convincing.
- Your purpose is to convince, don't bore the reader by repeating your points.
- Remember the rules of the good paragraph. A single topic per paragraph, and natural progression from one to the next.
- End with a strong conclusion.

## **Part 2: Previous Studies**

### **Study 1**

A research Prepared by: Hasab Alrasol Farah Ahmed Farah and supervised by: Prof. Ali Khalid Madbowli (2011), (The Role of Teaching Literature in Developing Sudanese Schools Students Language Proficiency), shed some light on the important role of incorporating literature in the Sudanese school English language courses to show how it can contribute to improving the learners' general proficiency in the foreign language. It is intended to improve the level achievement of the learners

of English language at the Sudanese schools with reference to the present hazy state of literature teaching at the Sudanese schools.

The researcher used the descriptive analytic method in collecting data of the questionnaire, In addition, empirical work was done at a school, regarding the effect of literature in developing students' language proficiency.

Through the implemented research tools of questionnaire and field work, the study has revealed that the inclusion of literature in the English language courses:

1. Is an important tool that helps fostering language awareness in general and is recommended by almost all teachers of English.
2. Helps in developing students' awareness of all language features, especially the English language structures and vocabulary.

## **Study 2**

A research entitled "The Importance of Teaching English Literature to Cadets" , prepared by: Faisal Mohammed Yosif and supervised by: Dr. Mohammed El-Tayeb Alkabbashi, aims at appraising the importance of teaching English literature to the young learners.

The findings of the study have shown the following:

1. The students are interested and have positive attitudes towards learning English literature
2. There are some difficulties that may face the students when they are learning English literature.

According to the above mentioned findings, the researcher recommended the following:

1. Establishing specialized mechanism to specify the needs of learning the foreign languages and to propose how to fulfill these needs.
2. Learning English language as a subject in the promotion examinations for the officers.
3. Establishing a military libraries equipped with human cadre and modern equipment.
4. Cooperation with famous military academies to train the students.

### **Study 3**

A research prepared by Amna Sid Ahmed Yousf and supervised by Dr. Abdulmahmoud Idrees (2012), tried to explore ways of teaching literature to enhance the four skills .

The researcher adapted a descriptive and analytical methods of investigation. Data has been through a number of statistical procedures.

The researcher used the questionnaire and oral interview as tools for collecting data to carry out this study. Having finished analyzing the data statistically, the study came out with these findings: Using literature in English language courses helps learners to develop their language, Using literature in the language lessons is crucial to develop the four skills of the language and English language teachers should verify their techniques of teaching vocabulary.

## **Chapter Three**

### **Methodology of the Study**

#### **3.0 Introduction**

This chapter covers the methodology used in this study to realize the objectives set by the researcher. As this study investigates the mistakes that the students made in their written composition, the descriptive analytical method has been followed. The descriptive method is described by scholars as a method which aims at collecting data objectively through a test, a questionnaire or an



interview. Therefore, the researcher of the this study has adopted both tools of the data collection, the test and the questionnaire. The researcher used writing test to accurately observe and analyze the performance of the students regarding the main aspects of proper writing such as: spelling mistakes, grammar mistakes, capitalization and punctuation mistakes, coherence mistakes and neatness mistakes, and a questionnaire is surely used to reflect the teachers' attitudes towards the performance of the students concerning writing composition.

### **3.1 Procedures of Data Collection**

#### **3.1.1 Tools**

To come out with the final results, the researcher used two different methods: (test) for the students and (questionnaire) for the teachers.

A.

The researcher used to test a group of (thirty) students of those who do not study literature in their English lessons (Group A) and other group of (thirty) of those who study literature in their English lessons (Group B), to find out whether literature has a role to play in developing writing skill or not.

The two groups of students would sit for the pre-test at the same time as they will do when they sit for the post-test.

B. The questionnaire is used as data collecting tool. It is composed of twenty items in order to attain the objectives and the aims of the study. The researcher believes that the questionnaire is the most suitable data collecting tool in this study. This will help the researcher to obtain the data that lead to reliable findings at the end of the study.

The questionnaire is designed in an accurate way to realize the aims it intended to achieve.

### **3.1.2 The Test**

More emphasis was given to the test than to the questionnaire, because the students were the more target of the study and the investigation of their writing performance is the main objective of this study.

The test was carefully designed to assess the students' writing. Therefore, the questions are set to cover the different aspects of writing a good composition such as neatness, spelling, grammar, capitalization and coherence.

The test was set to a total of 60 of grade eight students in Shikeir Primary School for Boys in Gezira State who received a thirty-minutes orientation in which they were introduced to the subject of the study.

### **3.1.3 The Teachers' Questionnaire**

The questionnaire which was designed to a total of thirty of ELT teachers, consisted of two parts: the first part concerned with the personal information of the participants, while the second part contained twenty statements to reflect the ELT teachers' views about problems that face the students when they are writing composition.

A 3-options scale was used to show the responses expected from the participants. The three options were on the scale as follow:

agree

neutral

disagree

### **3.2 Population and Sampling of the Study**

The population of this study is made of two samples. The first subjects of it are grade eight students of Shikeir Governmental Basic School, while the second subjects of it are the English language teachers in Gezera State.

The sample of the study which is regarded as purposive, is made up of a total number of 60 students.

The second representative sample of this study is made up of thirty English language teachers of those who have remarkable experience in the field of teaching English, and still in touch with students in grade eight.

### **3.3 Validity**

To ensure the validity of the research, the researcher consulted some English language teachers and gave them copies of the test and questionnaire in order to receive their valuable recommendations about the tool of this research which were really taken into the consideration and used in the final version.

#### **3.3.1 Reliability of the Test**

The reliability of refers to the consistency of the test which means that, the test has to give similar results if it is given to the same group of subjects in different circumstances.

### **3.3.2 Validity and Reliability of the Teachers' Questionnaire**

The questionnaire is reliable, because it makes us concentrate. It is composed of twenty items. Each one tests and measures a specific area. Being consistent can be account for the reliability of the questionnaire which was randomly distributed to thirty English language teachers and analyzed by using the features of Statistical Packages for Social Science (SPSS).

<b>Inspected by</b>	<b>Location</b>
Professor Mahmoud Ali A	Sudan University of Science & Technology
Professor Abdulgadir M. Ali	University of Al-Gazira

### **3.4 Procedure**

Thirty copies of the Questionnaire were distributed to ELT teachers, some of them were Shikeir Governmental Basic School teachers, as the test was given to the students of the same school.

### **Summary of the Chapter**

In this chapter, the researcher described the methodology of the study, the tools and the procedures which he used to carry out this research as he described the validity and reliability of the research.

The chapter gave full description of the population of the study and the selected sample as it described the tool of the research with its two sections, the test that was given to the students and the questionnaire for the English language teachers.

## **Chapter Four**

### **Data Analysis, Results and Discussion**

#### **4.0 Introduction**

This chapter shows the analysis of the data of the composition test and the teachers' questionnaire which was analyzed by the computer using the Statistical Packages for Social Science (SPSS) program. Some descriptive statistics such as the standard deviation and means were also used to identify any significant differences of independent variables in the study.

The chapter has two different parts, one of them analyzes the data that was obtained from the teachers' questionnaire, while the other provides a writing composition task.

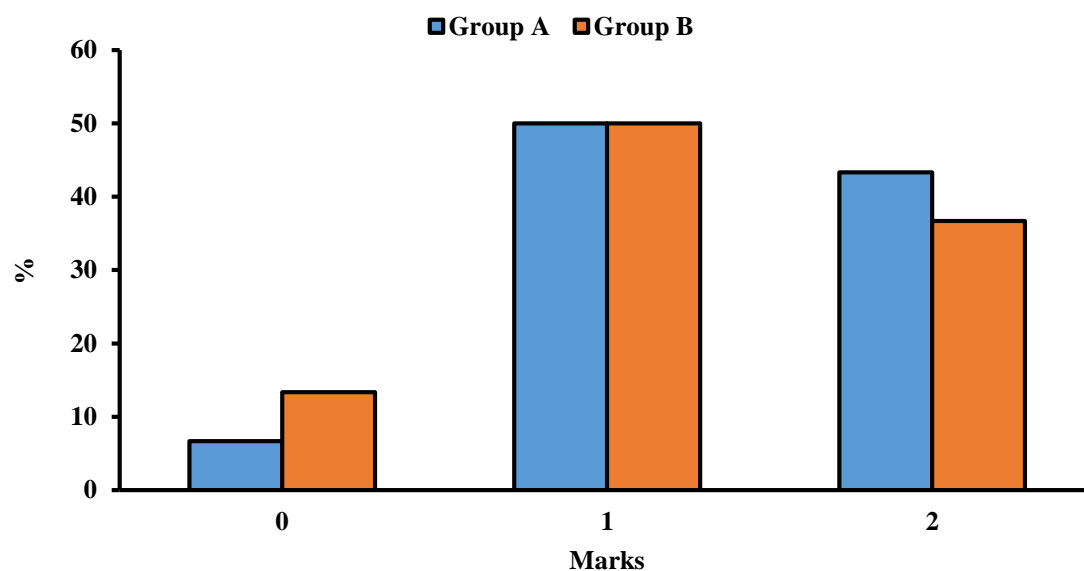
## 4.1 Pretest Results

[A] Frequency distribution

**Table (1): Marks of spelling mistakes of students**

	Group
--	-------

Marks	A		B	
	Frequency	%	Frequency	%
0	2	6.67	4	13.33
1	15	50.00	15	50.00
2	13	43.33	11	36.67
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

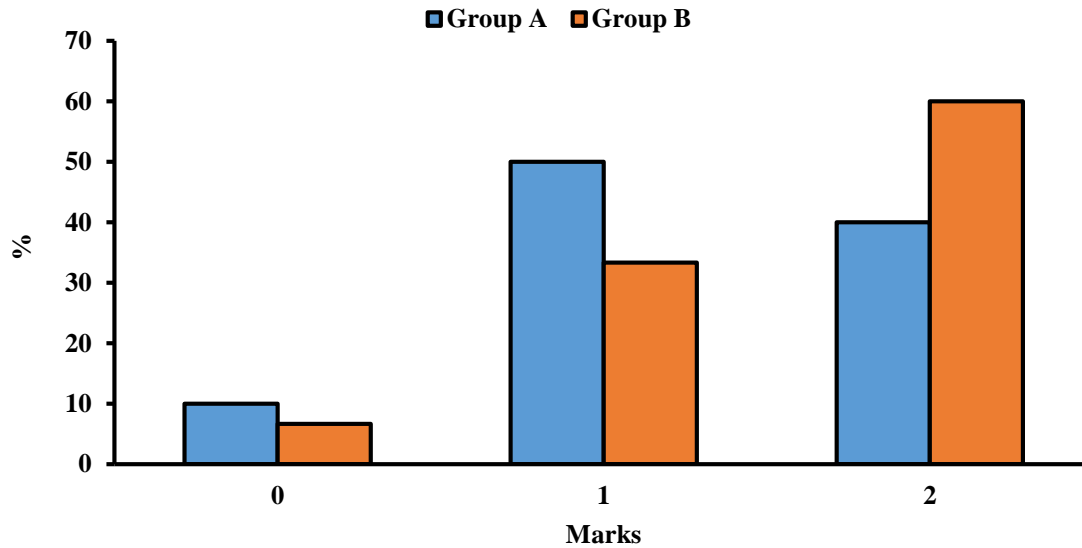


**Fig. (1): Spelling mistakes**

As shown in Table (1) and Fig. (1), 6.67 and 13.33% of students of group (A) and group (B), respectively obtained zero mark in spelling mistakes test, 50% was share percent for same students respectively obtained 1 mark, while 43.33 and 36.67% of group A and group B, respectively obtained 2 marks.

**Table (2): Marks of grammar mistakes of students**

Marks	Group			
	A		B	
	Frequency	%	Frequency	%
<b>0</b>	3	10.00	2	6.67
<b>1</b>	15	50.00	10	33.33
<b>2</b>	12	40.00	18	60.00
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>



**Fig. (2): Garmmar mistakes**

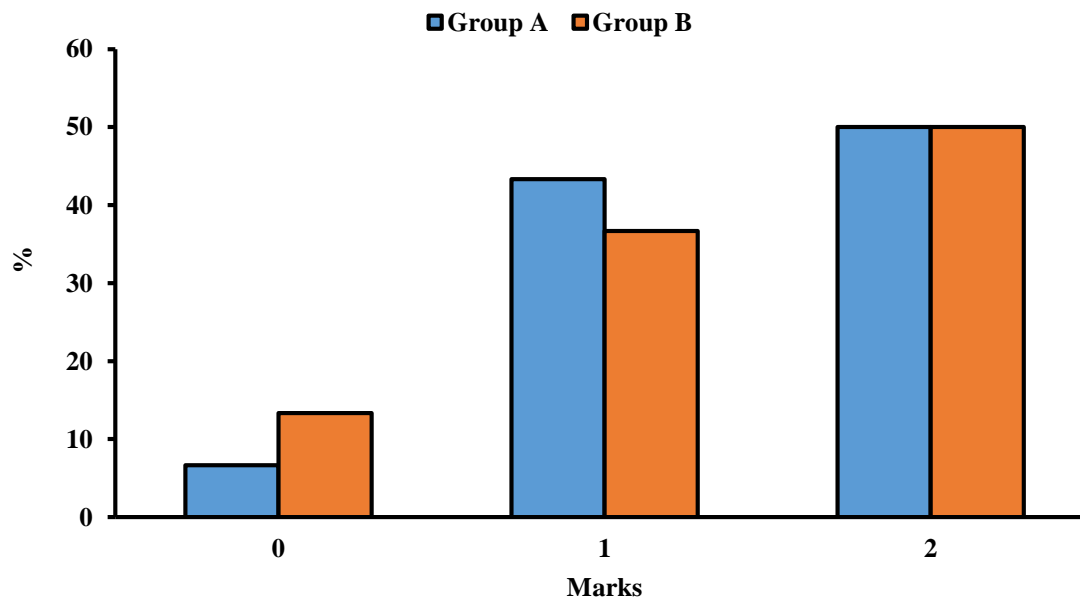
Table (2) and Fig. (2) show frequency distribution of marks of grammar mistakes of students. 10, 50 and 40% of students of group (A) obtained 0, 1 and 2 marks, respectively in grammar test; whereas 6.67, 33.33 and 60% of group (B) obtained 0, 1 and 2 marks, respectively.





**Table (3): Marks of capitalization and punctuation of students**

Marks	Group			
	A		B	
	Frequency	%	Frequency	%
<b>0</b>	2	6.67	4	13.33
<b>1</b>	13	43.33	11	36.67
<b>2</b>	15	50.00	15	50.00
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>



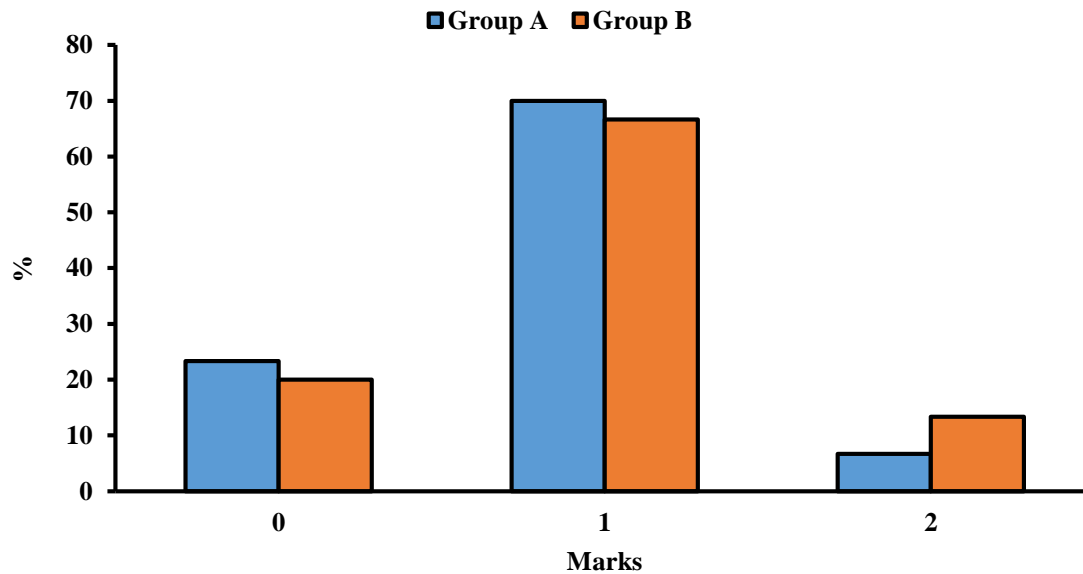
**Fig. (3): Capitalization and punctuation**

Table (3) and Fig (3) illustrate frequency distribution of marks of capitalization and punctuation of students. For students of group (A), 6.67, 43.33 and 50% obtained 0, 1 and 2 marks, respectively in capitalization and

punctuation test; and for group (B), 13.33, 36.67 and 50% obtained 0, 1 and 2 marks, respectively.

**Table (4): Marks of coherence of students**

Marks	Group			
	A		B	
	Frequency	%	Frequency	%
0	7	23.33	6	20.00
1	21	70.00	20	66.67
2	2	6.67	4	13.33
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

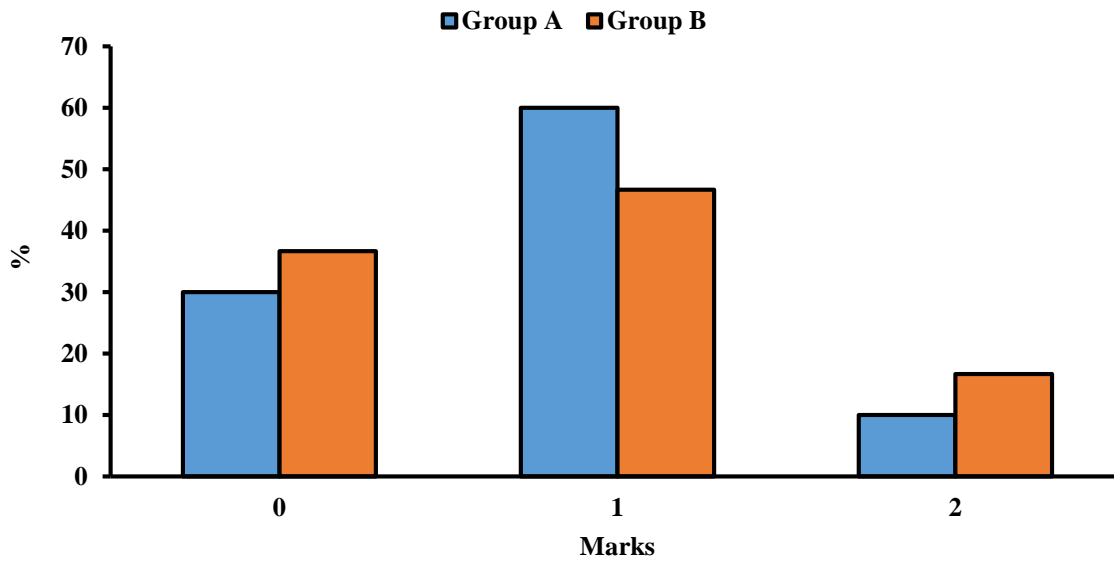


**Fig. (4): Coherence**

As shown in Table (4) and Fig. (4), 23.33, 70 and 6.67% of group (A) students obtained 0, 1 and 2 marks, respectively in coherence test and 20, 66.67 and 13.33% of group (B) students obtained 0, 1 and 2 marks, respectively.

**Table (5): Marks of neatness of students**

Marks	Group			
	A		B	
	Frequency	%	Frequency	%
<b>0</b>	9	30.00	11	36.67
<b>1</b>	18	60.00	14	46.67
<b>2</b>	3	10.00	5	16.67
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

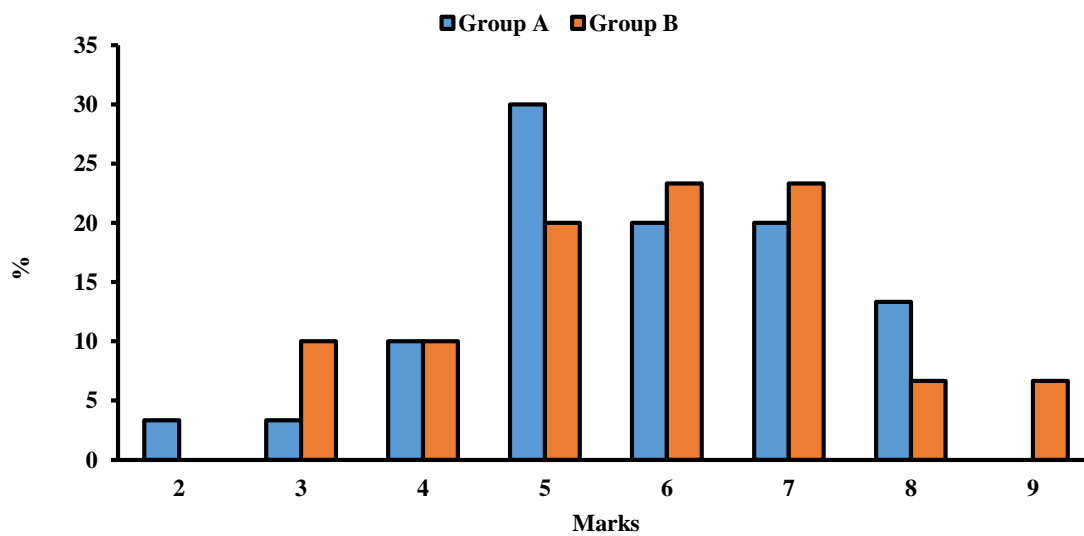


**Fig. (5): Neatness**

Frequency distribution of marks of neatness of students was presented in Table (5) and Fig. (5). For group (A) students, 30, 60 and 10% obtained 0, 1 and 2 marks, respectively; while 36.67, 46.67 and 16.67% of group (B) students obtained 0, 1 and 2 marks, respectively,

**Table (6): Total marks of students**

Marks	Group			
	A		B	
	Frequency	%	Frequency	%
2	1	3.33	-	-
3	1	3.33	3	10.00
4	3	10.00	3	10.00
5	9	30.00	6	20.00
6	6	20.00	7	23.33
7	6	20.00	7	23.33
8	4	13.33	2	6.67
9	-	-	2	6.67
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>



**Fig. (6): Total marks**

Total marks of students were demonstrated in Table (6) and Fig. (6). 3.33, 3.33, 10, 30, 20, 20 and 13.33% of group (A) students obtained 2, 3, 4, 5, 6,7 and 8 marks respectively for all tests; whereas 10, 10, 20, 23.33, 23.33, 6.67 and 6.67% of group (B) obtained 3, 4, 5, 7, 8 and 9 marks, respectively.

## [B] Relationships between means

Table (7): Comparison of means

Test	Group A *	Group B	P-value
Spelling mistakes	1.37±0.61	1.23±0.68	0.02*
Grammar mistakes	1.30±0.65	1.53±0.630	0.04*
Capitalization and punctuation	1.43±0.63	1.37±0.72	0.07 <sup>NS</sup>
Coherence	0.83±0.53	0.93±0.58	0.05*
Neatness	0.80±0.61	0.80±0.71	0.06 <sup>NS</sup>
<b>Total</b>	5.73±1.51	5.87±1.63	0.03*

\*Values are mean ± standard deviation.

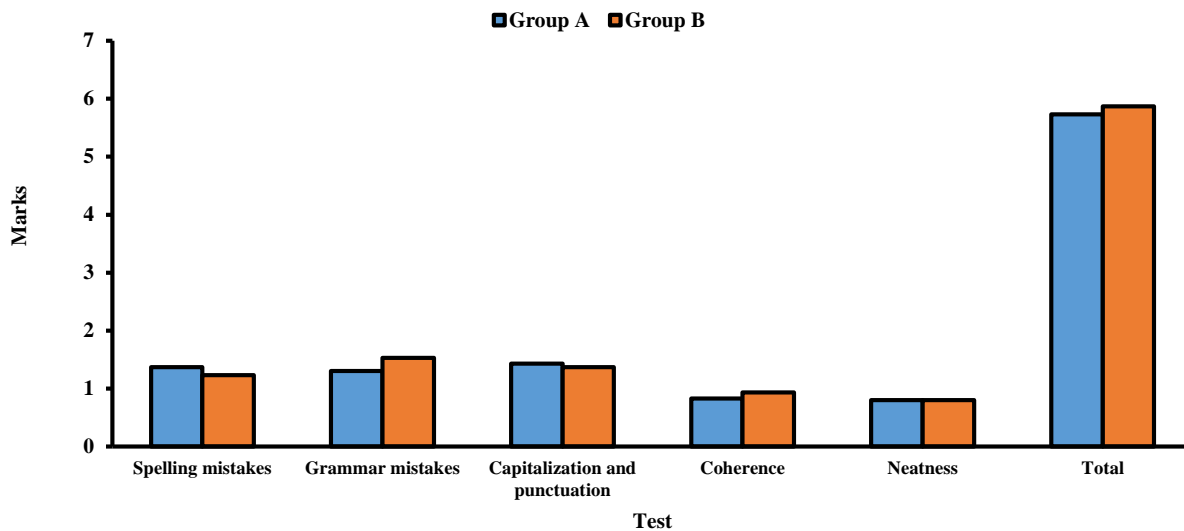


Fig. (7): Comparison of means

Academic performance in English language of students in the pretest is shown as follow: spelling mistakes ( $P=0.02$ ), grammar mistakes ( $P=0.04$ ), coherence ( $P=0.05$ ) and total marks ( $P=0.03$ ), while capitalization and punctuation and neatness showed no difference ( $P=0.07$ ) and ( $P=0.06$ ), respectively.

## 4.1.2 Post-test results

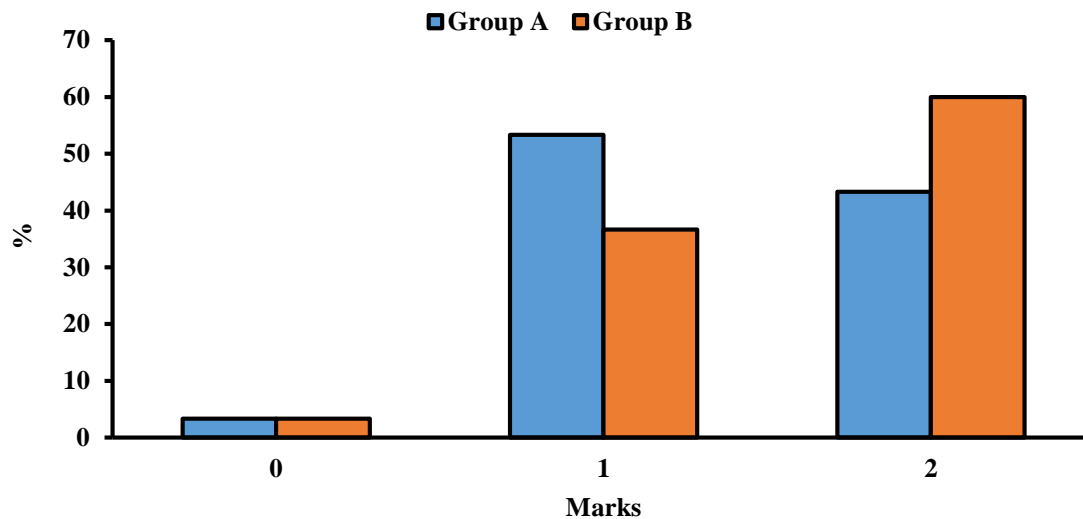
### [A] Frequency distribution

Table (1): Marks of spelling mistakes of students

Marks	Group			
	A		B	
	Frequency	%	Frequency	%
0	1	3.33	1	3.33
1	16	53.34	11	36.67
2	13	43.33	18	60.00



<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>
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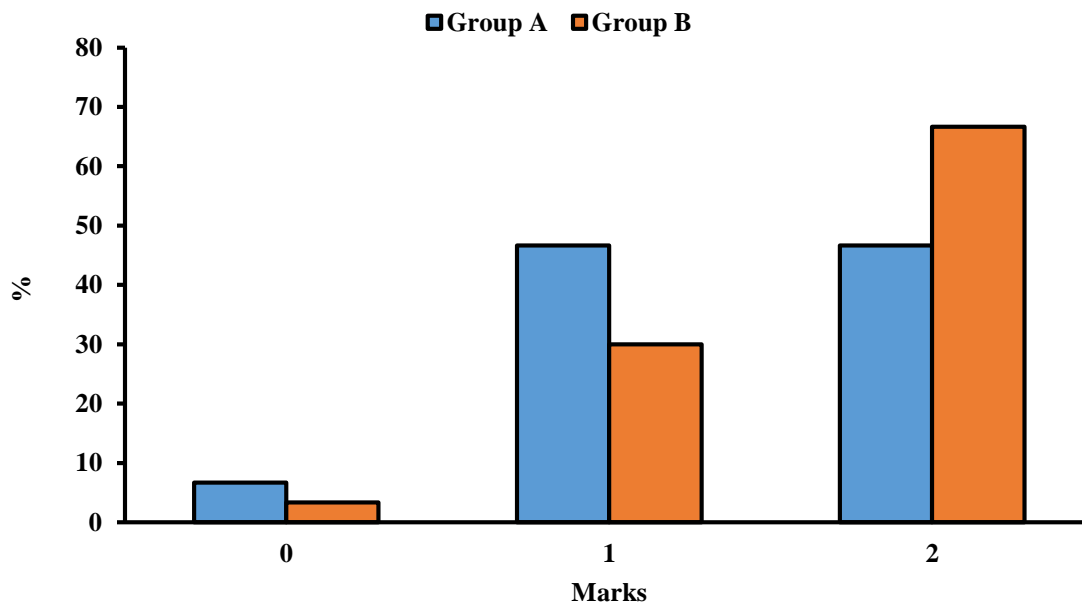


**Fig. (1): Spelling mistakes**

As shown in Table (1) and Fig. (1), 3.33% of students of group A and group B, respectively obtained zero mark in spelling mistakes test, 50% of students of group (A) obtained 1 mark, while 36.67% of group (B) obtained same mark. 43.33% and 60% of group A and B students respectively obtained 2 marks.

**Table (2): Marks of grammar mistakes of students**

Marks	Group			
	A		B	
	Frequency	%	Frequency	%
0	2	6.67	1	3.33
1	14	46.67	9	30.00
2	14	46.67	20	66.67
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>



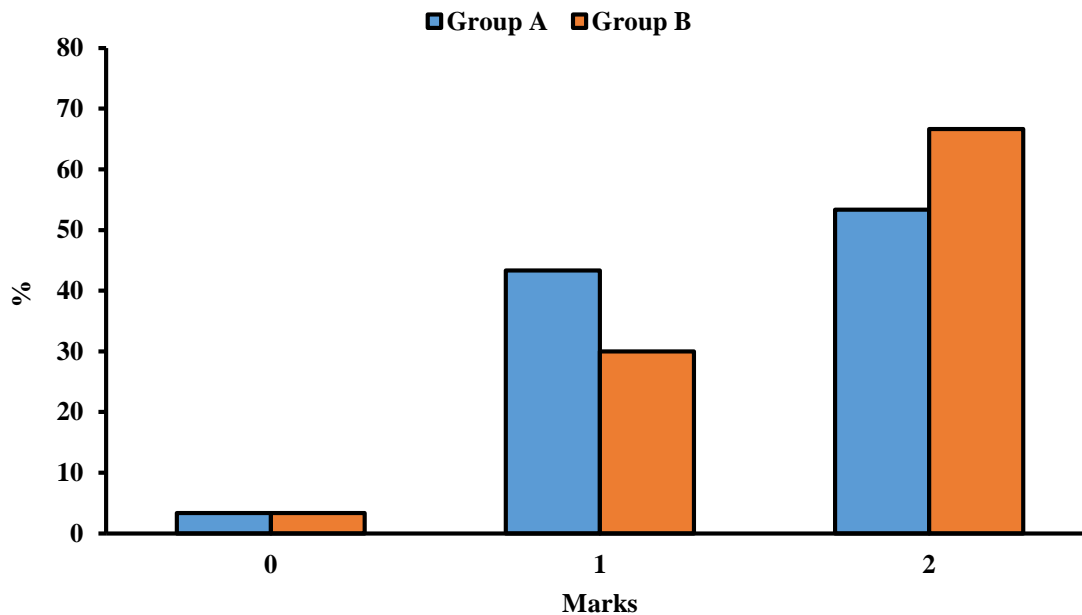
**Fig. (2): Garmmar mistakes**

Table (2) and Fig. (2) show frequency distribution of marks of grammar mistakes of students. 6.67, 46.67 and 46.67% of students of group A obtained 0, 1

and 2 marks, respectively in grammar test; whereas 3.33, 30 and 66.67% of group B students obtained 0, 1 and 2 marks, respectively.

**Table (3): Marks of capitalization and punctuation of students**

Marks	Group			
	A		B	
	Frequency	%	Frequency	%
0	1	3.33	1	3.33
1	13	43.33	9	30.00
2	16	53.34	20	66.67
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>



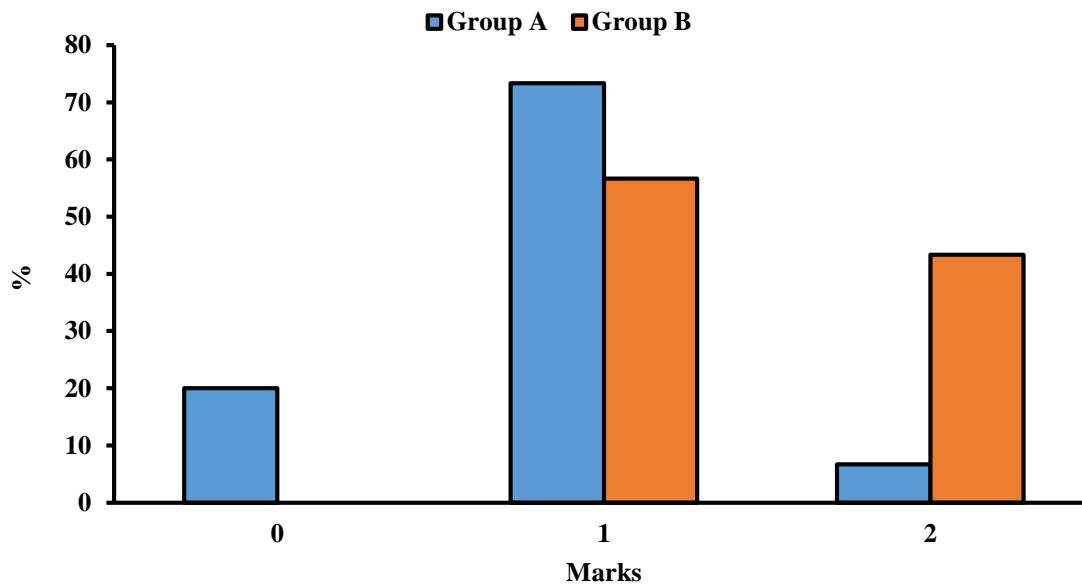
**Fig. (3): Capitalization and punctuation**

Table (3) and Fig. (3) illustrate frequency distribution of marks of capitalization and punctuation of students. For students of group A, 3.33, 43.33 and

53.33% obtained 0, 1 and 2 marks, respectively in capitalization and punctuation test; and for group B, 3.33, 30 and 66.67% obtained 0, 1 and 2 marks, respectively.

**Table (4): Marks of coherence of students**

Marks	Group			
	A		B	
	Frequency	%	Frequency	%
0	6	20.00	-	-
1	22	73.33	17	56.67
2	2	6.67	13	43.33
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>



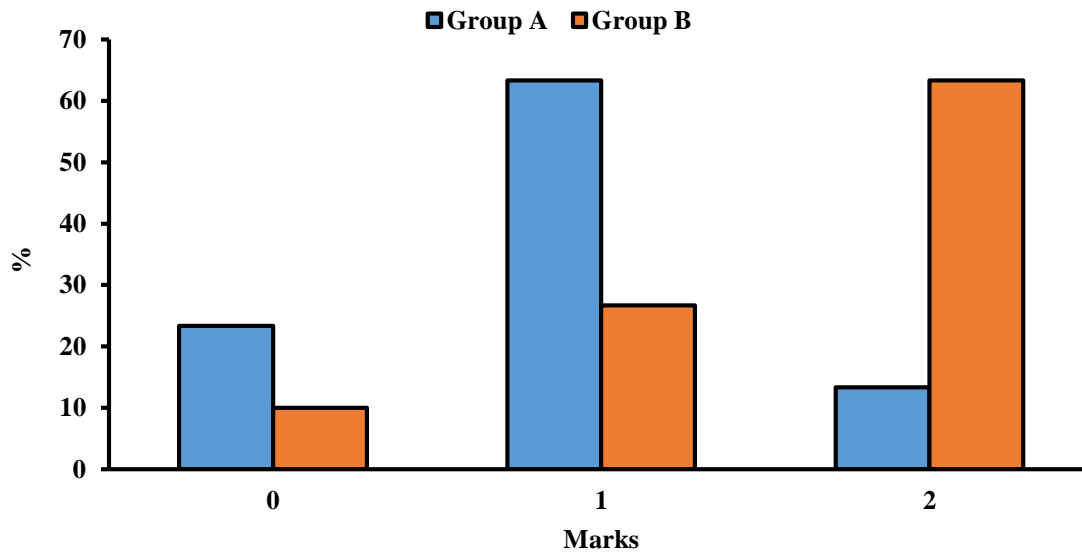
**Fig. (4): Coherence**

As shown in Table (4) and Fig. (4), 20, 73.33 and 6.67% of group A students obtained 0, 1 and 2 marks, respectively in coherence test and 56.67 and 43.33% of group B students obtained 1 and 2 marks, respectively.



**Table (5): Marks of neatness of students**

Marks	Group			
	A		B	
	Frequency	%	Frequency	%
0	7	23.33	3	10.00
1	19	63.34	8	26.67
2	4	13.33	19	63.33
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>



**Fig. (5): Neatness**

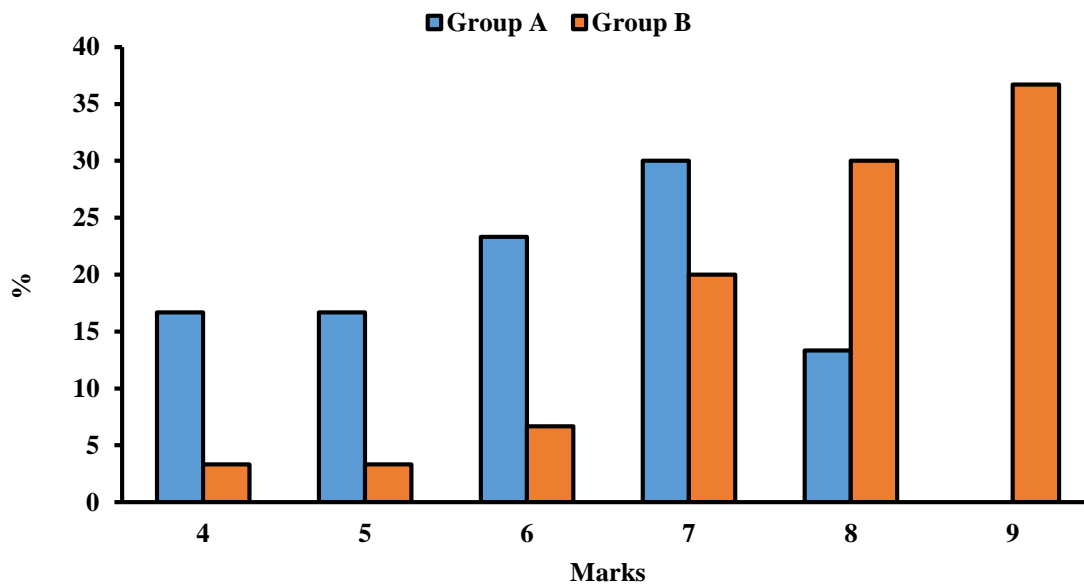
Frequency distribution of marks of neatness of students was presented in Table (5) and Fig. (5). For group A students, 23.33, 63.34 and 13.33% obtained 0, 1 and 2 marks, respectively; while 10, 26.67 and 63.33% of group B students obtained 0, 1 and 2 marks, respectively,





**Table (6): Total marks of students**

Marks	Group			
	A		B	
	Frequency	%	Frequency	%
4	5	16.67	1	3.33
5	5	16.67	1	3.33
6	7	23.33	2	6.67
7	9	30.00	6	20.00
8	4	13.33	9	30.00
9	-	-	11	36.67
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>



**Fig. (6): Total marks**

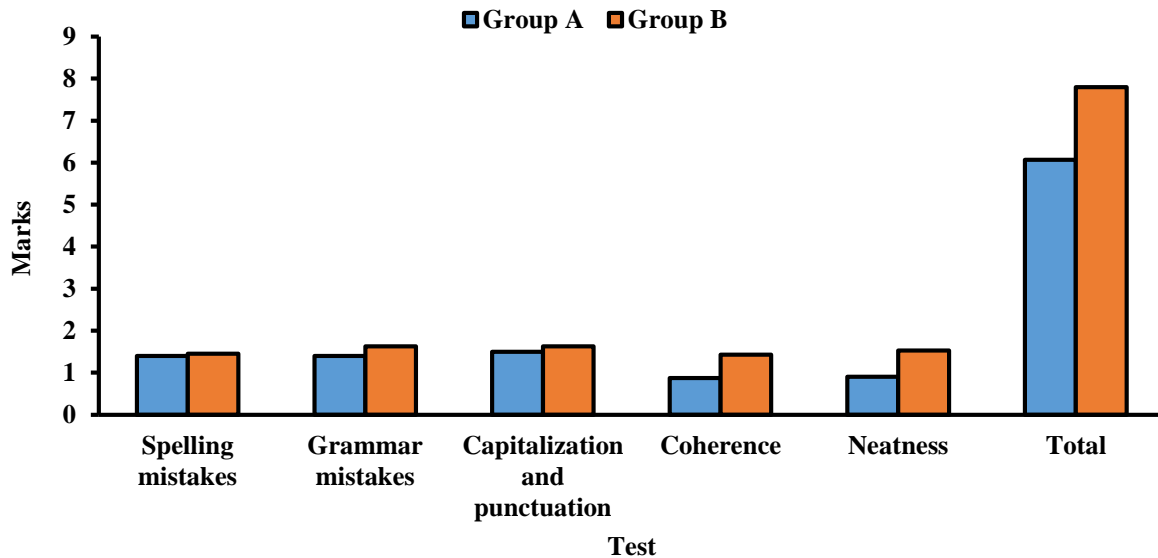
Total marks of students were demonstrated in Table (6) and Fig. (6). 16.67, 16.67, 23.33, 30 and 13.33% of group A students obtained 4, 5, 6, 7 and 8 marks respectively for all tests; whereas 3.33, 3.33, 6.67, 20, 30 and 36.67% of group B obtained 4, 5, 6, 7, 8 and 9 marks, respectively.

**[B] Relationships between means**

**Table (7): Comparison of means\***

Test	Group A	Group B	P-value
Spelling mistakes	1.40±0.56	1.56±0.57	0.07 <sup>NS</sup>
Grammar mistakes	1.40±0.62	1.63±0.56	0.09 <sup>NS</sup>
Capitalization and punctuation	1.50±0.57	1.63±0.56	0.06 <sup>NS</sup>
Coherence	0.87±0.51	1.43±0.50	0.01*
Neatness	0.90±0.61	1.53±0.68	0.02*
<b>Total</b>	<b>6.07±1.31</b>	<b>7.80±1.30</b>	<b>0.0**</b>

\*Values are mean±standard deviation.



**Fig. (7): Comparison of means**

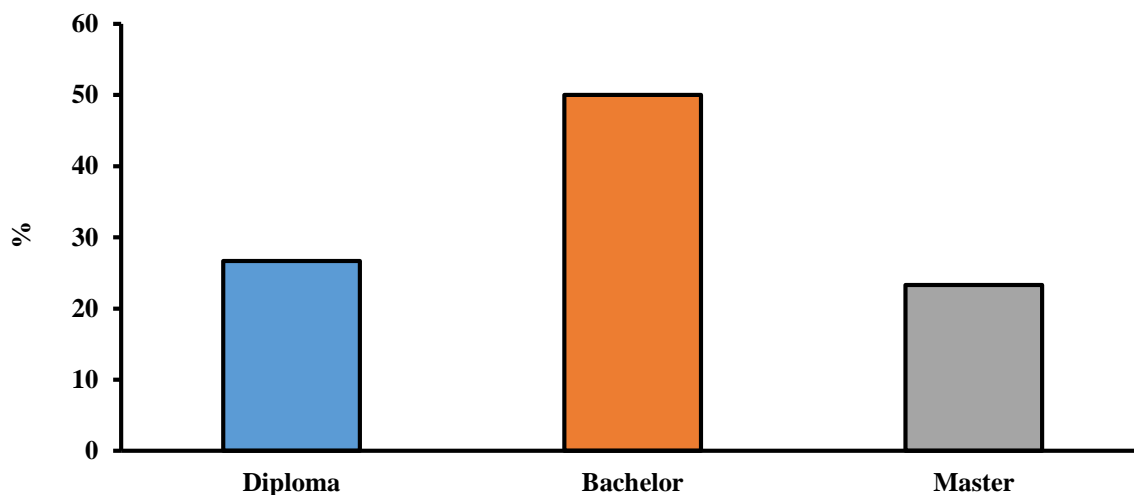
Comparison between the two groups of students based on means and their standard deviations was shown in Table (7) and Fig. (7). Studying literature significantly affected academic performance in English language of student as follow: coherence ( $P=0.01$ ), neatness ( $P=0.02$ ) and total marks ( $P=0.00$ ), spelling mistakes, grammar mistakes and capitalization were not influenced due to studying literature ( $P>0.05$ ).

## 4.2 Part (B): The Questionnaire Results

### [A] Personal characteristics

**Table (1): Frequency distribution of teachers according to academic qualification**

Qualification	Frequency	%
Diploma	16	26.7
Bachelor	30	50.0
Master	14	23.3
<b>Total</b>	<b>60</b>	<b>100%</b>

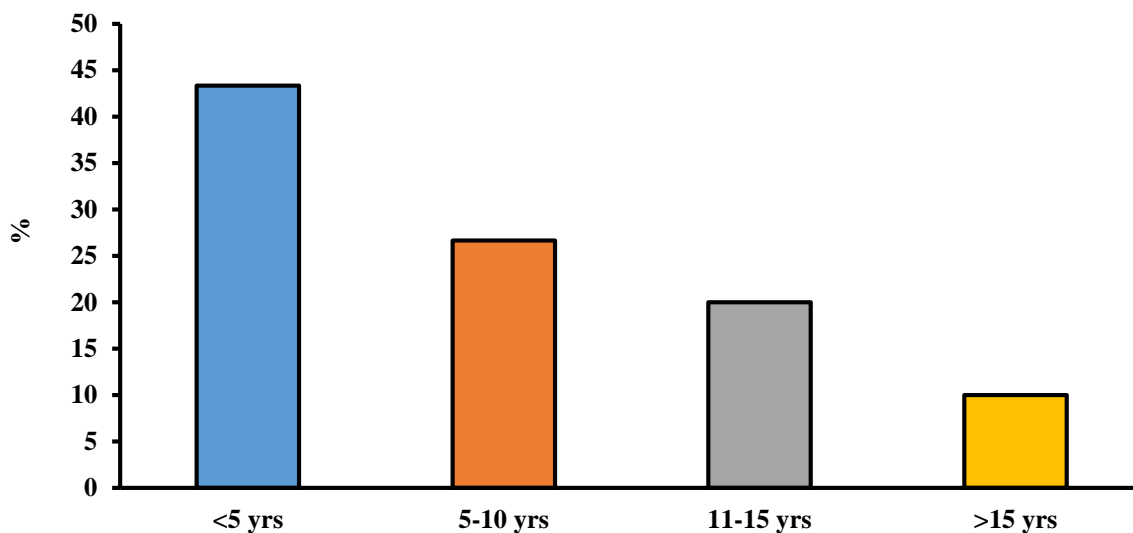


**Fig. (1): Qualification**

Academic qualifications of teachers understudy was shown in Table (1) and Fig. (1). 26.7% of them were diploma holders, 50% were bachelor and 23.3% were obtained master.

**Table (2): Frequency distribution of teachers according to years of experience**

Years	Frequency	%
<5	26	43.3
6-10	16	26.7
11-15	12	20.0
>15	6	10.0
<b>Total</b>	<b>60</b>	<b>100%</b>



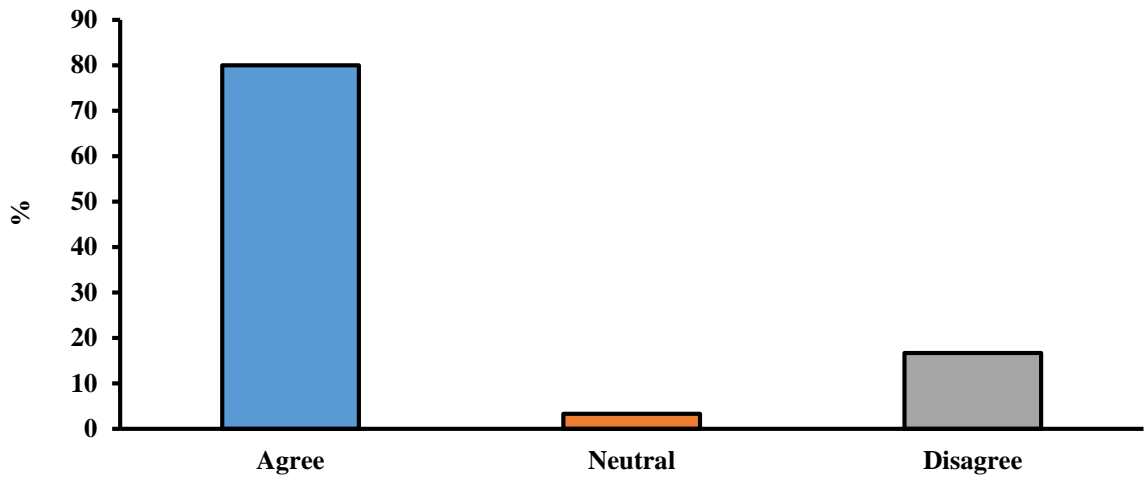
**Fig. (2): Years of experience**

Frequency distribution of teachers according to their years of experience was presented in Table (2) and Fig. (2). 43.3% of them their experience below 5 years, 26.% between 6-10 years, 20% between 11-15 years and 10% were above 15 years.

**[B] Questions**

**Table (3): Literature overcomes cultural problems (Q1)**

Answer	Frequency	%
Agree	48	80.0
Neutral	2	3.3
Disagree	10	16.7
<b>Total</b>	<b>60</b>	<b>100%</b>

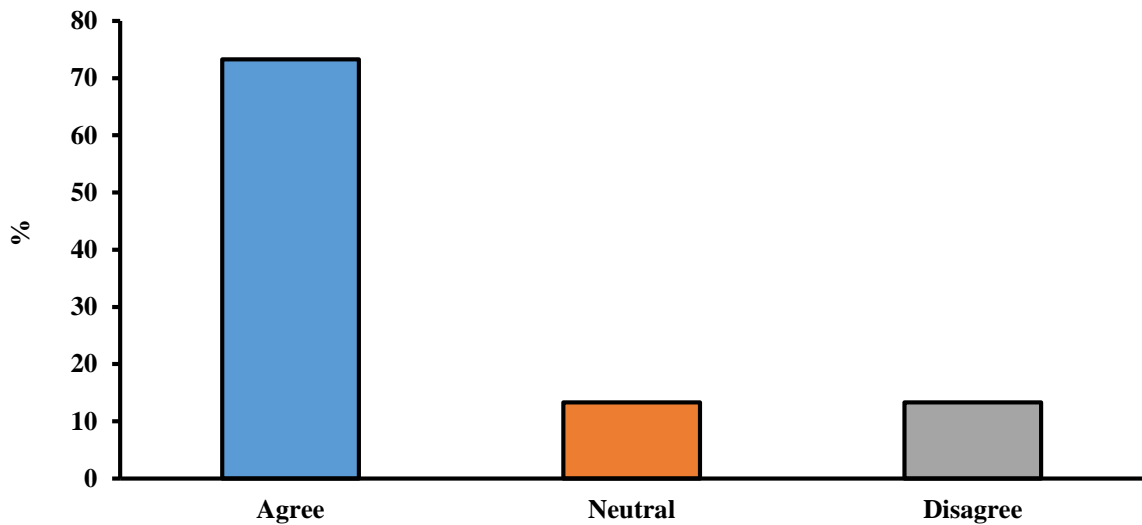


**Fig. (3): Q1**

Investigated teachers when they were asked, literature overcomes cultural problems, most of them 80% agreed, 3.3% neutral and 16.7% disagreed (Table 3 and Fig. 3).

**Table (4): Literature contributes to the world's knowledge (Q2)**

Answer	Frequency	%
Agree	44	73.3
Neutral	8	13.3
Disagree	8	13.3
<b>Total</b>	<b>60</b>	<b>100%</b>



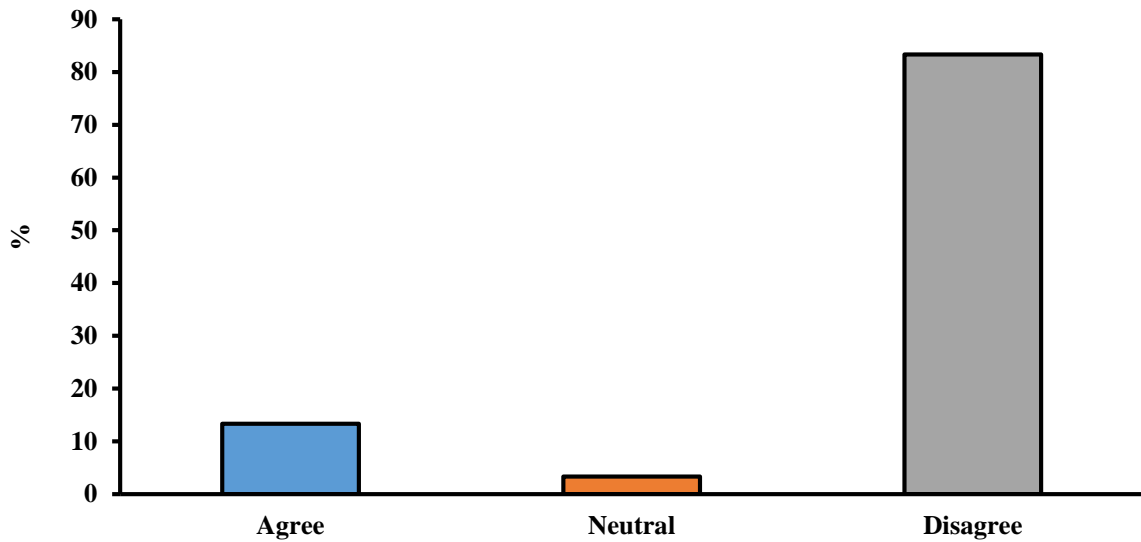
**Fig. (4): Q2**

Most of teachers (73.3%) agreed that literature contributes to the world's knowledge, 13.3% were neutral and disagreed, respectively (Table 4 and Fig. 4).



**Table (5): Literature is seriously consisted to develop learners' skills (Q3)**

Answer	Frequency	%
Agree	8	13.3
Neutral	2	3.3
Disagree	50	83.3
<b>Total</b>	<b>60</b>	<b>100%</b>

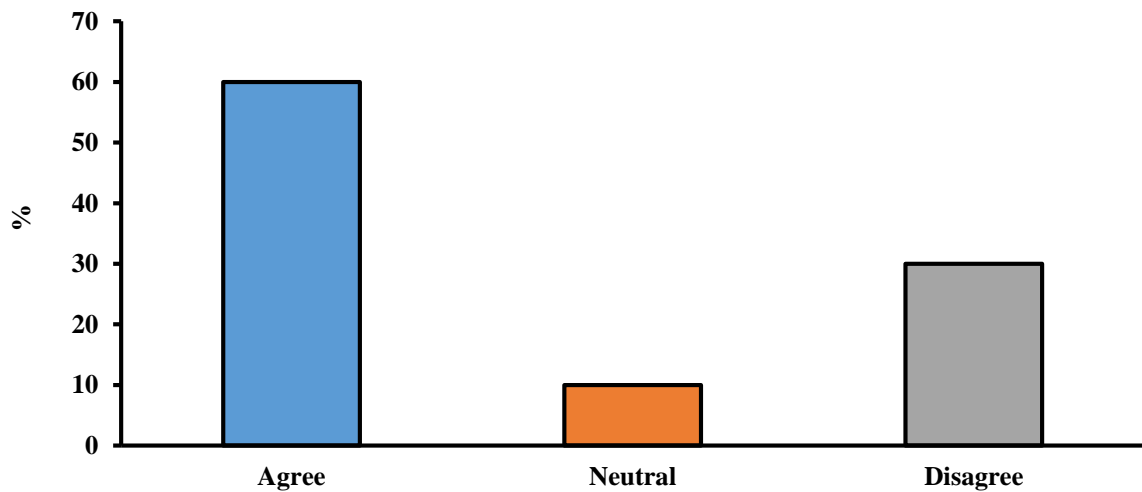


**Fig. (5): Q3**

As it is shown in Table (5) and Fig. (5), 13.3% of teachers agreed that literature is seriously consisted to develop learners' skills; 83.3% disagreed and the rest (3.3%) were neutral.

**Table (6): Literacy teaching should be made in a way that suits the learners' standard (Q4)**

Answer	Frequency	%
Agree	36	60
Neutral	6	10
Disagree	18	30
<b>Total</b>	<b>60</b>	<b>100%</b>

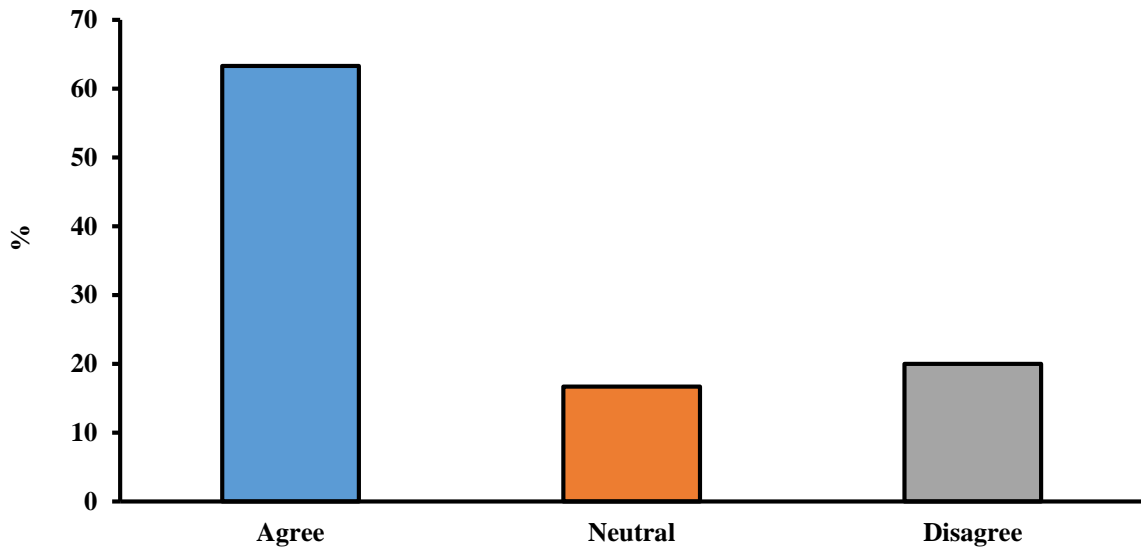


**Fig. (6): Q4**

The majority of teachers (60%), agreed that literacy teaching should be made in a way that suits the learners' standard, 30% disagreed and 10% were neutral (Table 6 and Fig. 6).

**Table (7): Literature provides students with cultural background of target community (Q5)**

Answer	Frequency	%
Agree	38	63.3
Neutral	10	16.7
Disagree	12	20.0
<b>Total</b>	<b>60</b>	<b>100%</b>

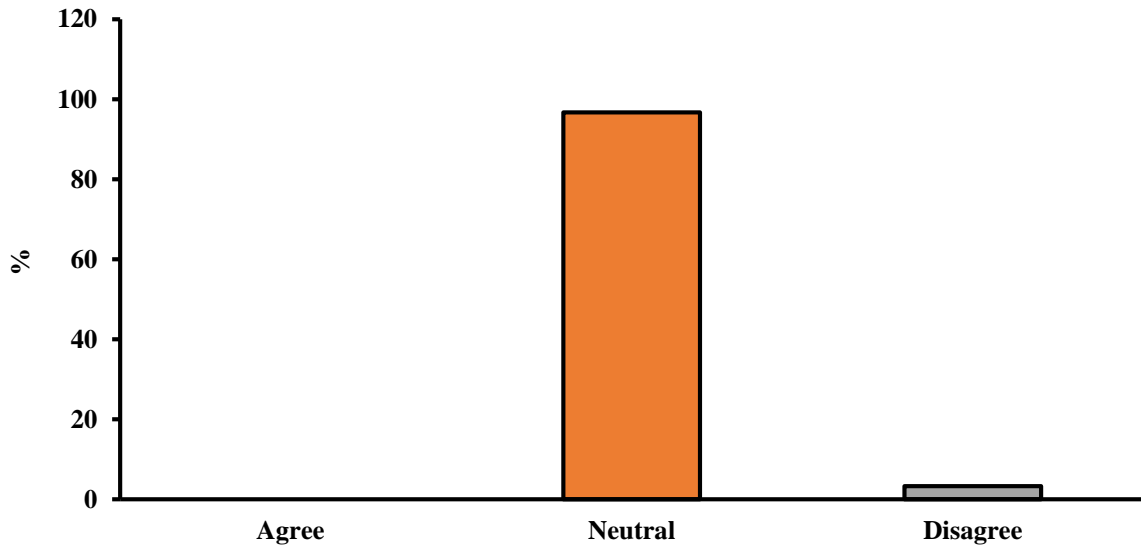


**Fig. (7): Q5**

Most of teachers 63.3% agreed that, literature provides students with cultural background of the target community, 20% disagreed and 16.% were neutral (Table 7 and Fig. 7).

**Table (8): Basic schools' students have little interest in literature (Q6)**

Answer	Frequency	%
Agree	0	0
Neutral	2	3.3
Disagree	58	96.7
<b>Total</b>	<b>60</b>	<b>100%</b>

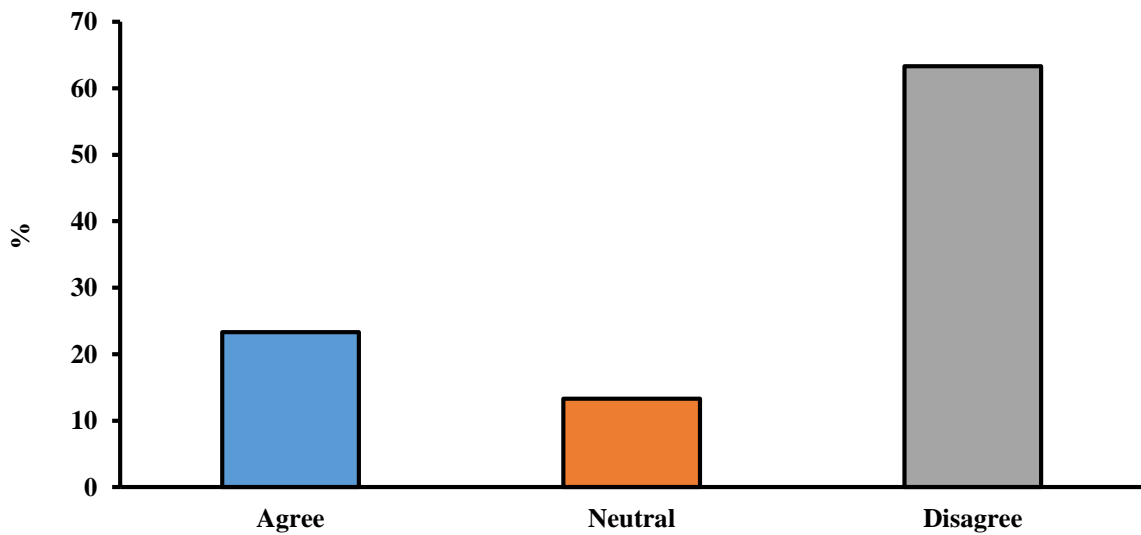


**Fig. (8): Q6**

The majority (96.7%) of the teachers disagreed that basic schools' students have little interest in literature; while 3.3% of them were neutral (Table 8 and Fig. 8).

**Table (9): Some modern literary writings are not suitable to our students (Q7)**

Answer	Frequency	%
Agree	14	23.3
Neutral	8	13.3
Disagree	38	63.3
<b>Total</b>	<b>60</b>	<b>100%</b>

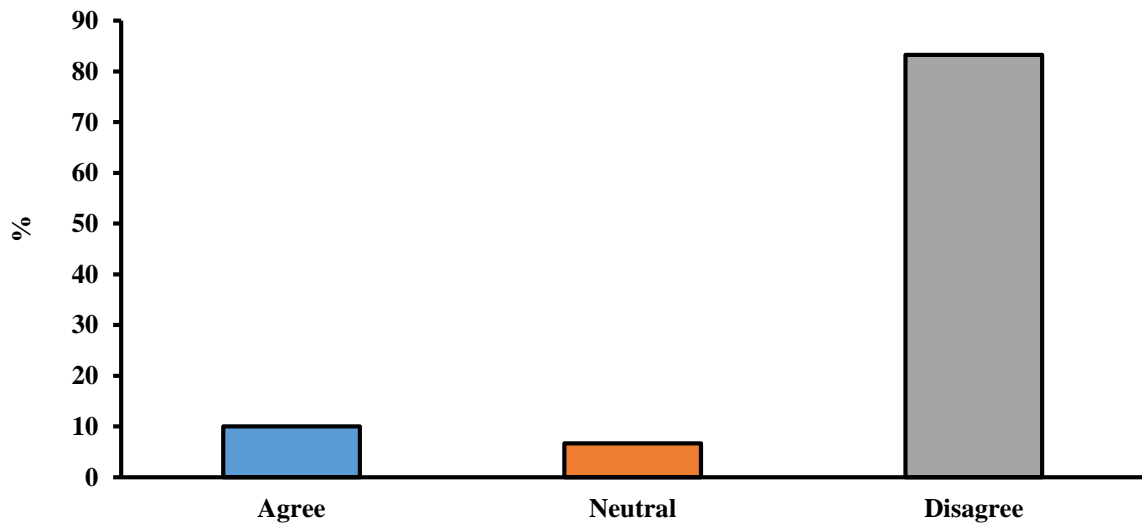


**Fig. (9): Q7**

As demonstrated in Table (9) and Fig. (9), 23.3% of teachers agreed that some modern literary writings are not suitable to our students, 63.3% disagreed and 13.3% were neutral.

**Table (10): Literature in basic schools must be purely Sudanese (Q8)**

Answer	Frequency	%
Agree	6	10.0
Neutral	4	6.7
Disagree	50	83.3
<b>Total</b>	<b>60</b>	<b>100%</b>

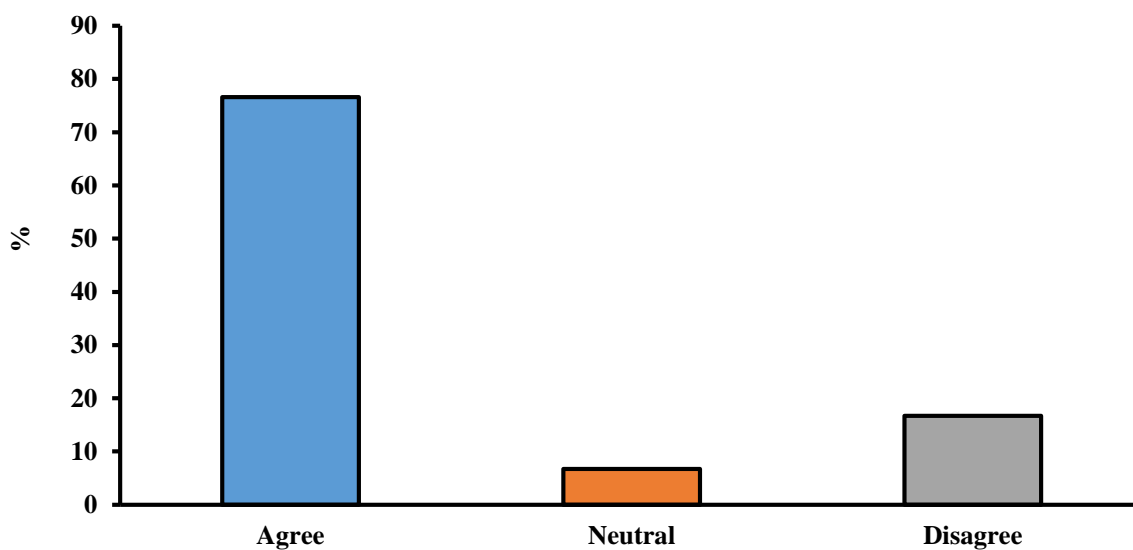


**Fig. (10): Q8**

Only 10% of the teachers agreed that literature in basic schools must be purely Sudanese, 83.3% disagreed and the rest 6.7% were neutral (Table 10 and Fig. 10).

**Table (11): Literature should be a compulsory part of the curriculum (Q9)**

Answer	Frequency	%
Agree	46	76.7
Neutral	4	6.7
Disagree	10	16.7
<b>Total</b>	<b>60</b>	<b>100%</b>

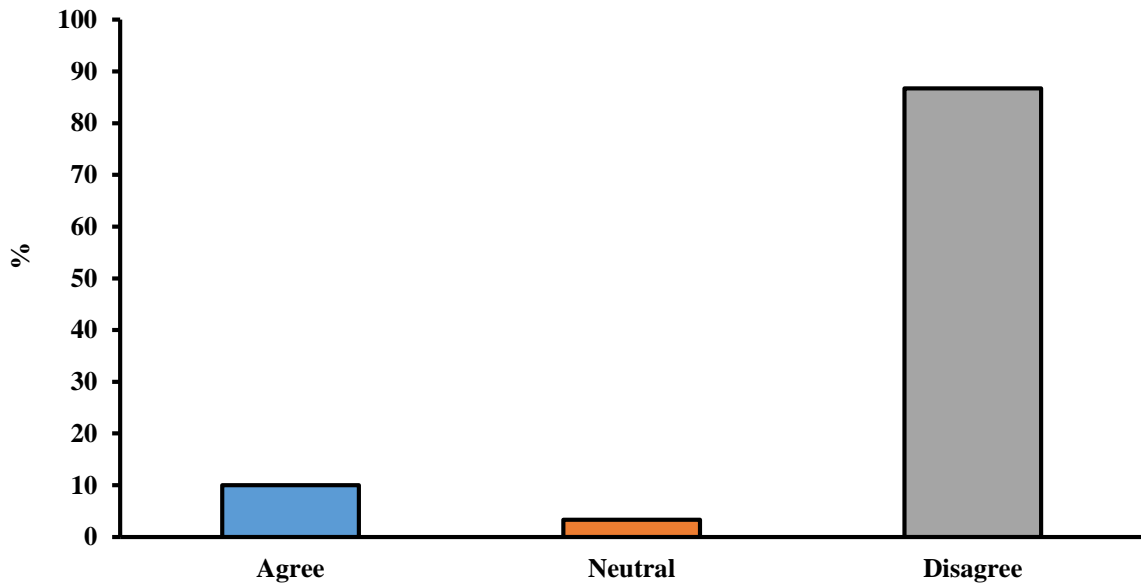


**Fig. (11): Q9**

Most of the teachers (76.7%) agreed that literature should be a compulsory part of the curriculum, 16.7% disagreed and 6.7% were neutral (Table 11 and Fig. 11).

**Table (12): Literature should be an optional subject (Q10)**

Answer	Frequency	%
Agree	6	10.0
Neutral	2	3.3
Disagree	52	86.7
<b>Total</b>	<b>60</b>	<b>100%</b>



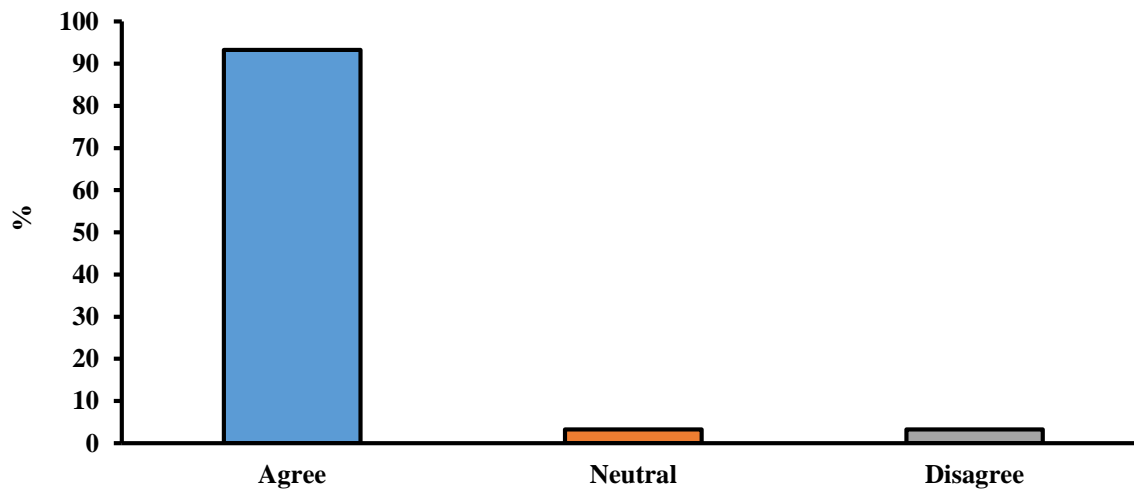
**Fig. (12): Q10**

The majority (86.7%) of the teachers disagreed that, literature should be an optional subject, while 10% of them agreed and 3.3% were neutral (Table 12 and Fig. 12).



**Table (13): Lower levels must study simple literacy texts (Q11)**

Answer	Frequency	%
Agree	56	93.3
Neutral	2	3.3
Disagree	2	3.3
<b>Total</b>	<b>60</b>	<b>100%</b>

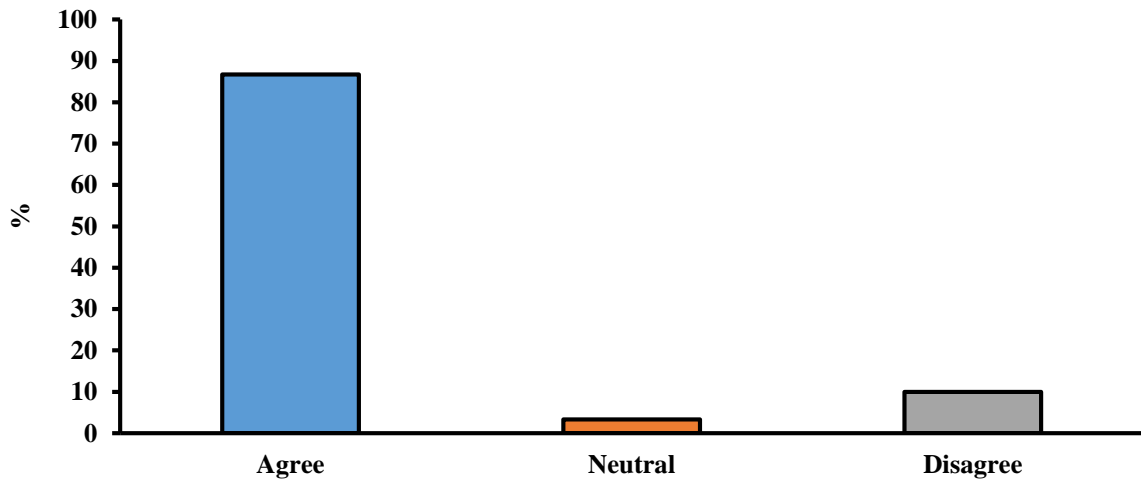


**Fig. (13): Q11**

Most of the teachers (93.3%) agreed that lower levels must study simple literacy texts, 3.3% disagreed and 3.3% were neutral, respectively as illustrated in Table (13) and Fig. (13).

**Table (14): Textbooks are not well-designed (Q12)**

Answer	Frequency	%
Agree	52	86.7
Neutral	2	3.3
Disagree	6	10.0
<b>Total</b>	<b>60</b>	<b>100%</b>

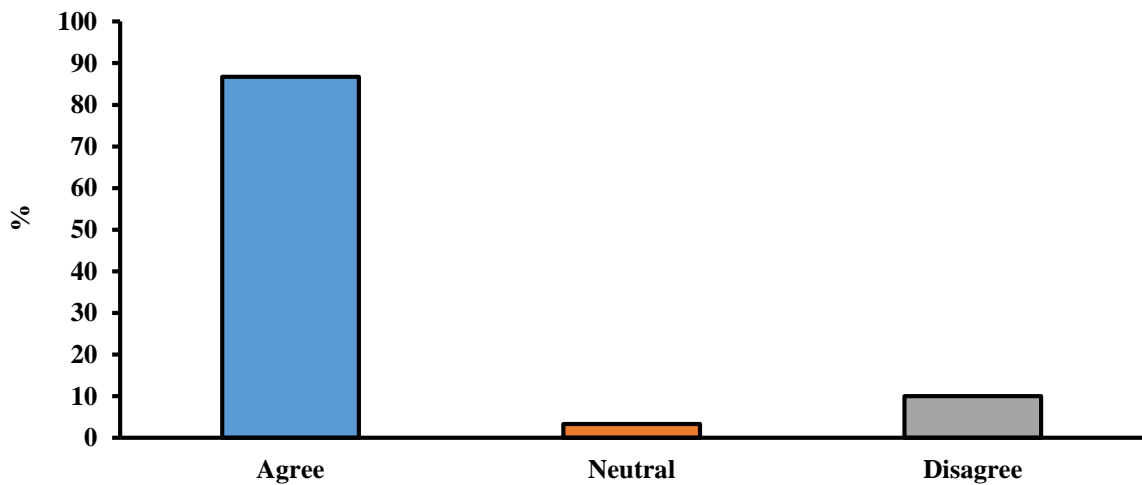


**Fig. (14): Q12**

As shown in Table (14) and Fig. (14), most of investigated teachers (86.7%) agreed that, textbooks are not well-designed, 10% disagreed and the rest (3.3%) were neutral.

**Table (15): Literature should be a compulsory separated subject (Q13)**

Answer	Frequency	%
Agree	52	86.7
Neutral	2	3.3
Disagree	6	10.0
<b>Total</b>	<b>60</b>	<b>100%</b>

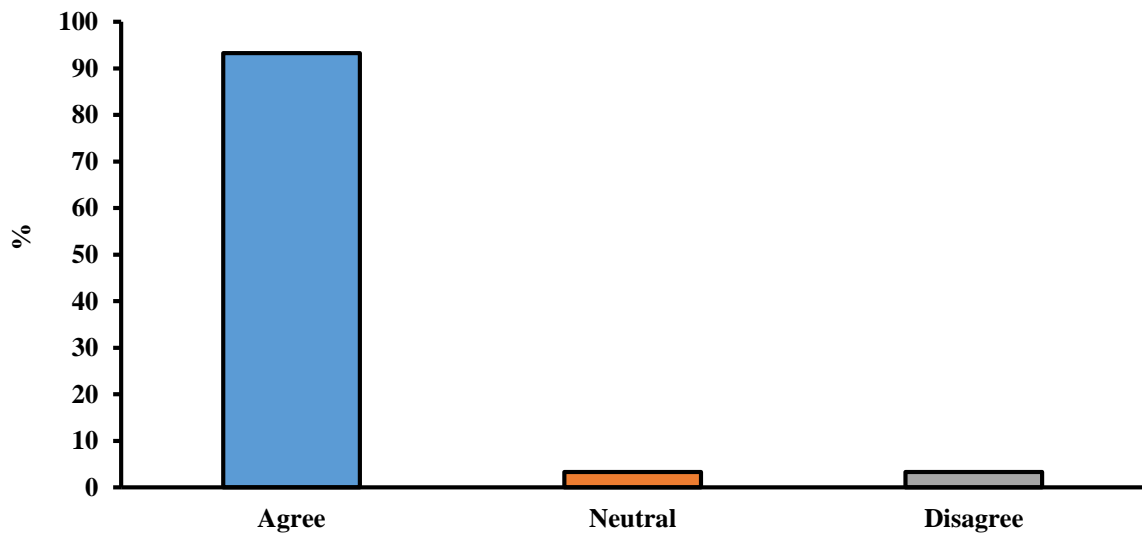


**Fig. (15): Q13**

Table (15) and Fig. (15) show answers of teachers for the question “literature should be a compulsory separated subject”. 86.7% of them agreed, 10% disagreed and 3.3% were neutral.

**Table (16): English library is very important for basic school students (Q14)**

Answer	Frequency	%
Agree	56	93.3
Neutral	2	3.3
Disagree	2	3.3
<b>Total</b>	<b>60</b>	<b>100%</b>

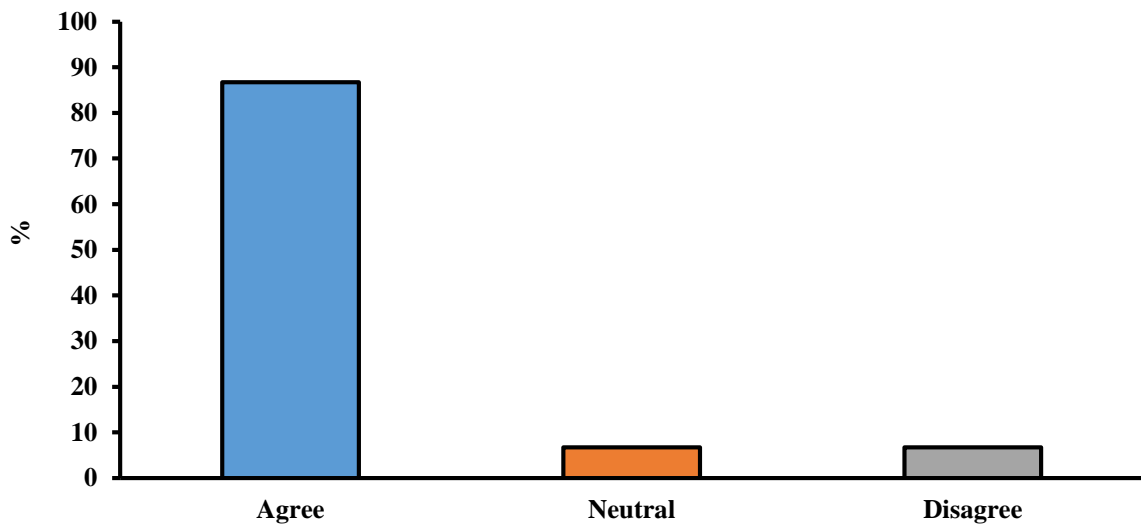


**Fig. (16): Q14**

Most of teachers (93.3%) agreed that, English library is very important for basic school students while 3.3 % were disagreed and 3.3 were neutral, as it is shown in (Table 16 and Fig. 16).

**Table (17): English teachers neglect teaching literature (Q15)**

Answer	Frequency	%
Agree	52	86.7
Neutral	4	6.7
Disagree	4	6.7
<b>Total</b>	<b>60</b>	<b>100%</b>

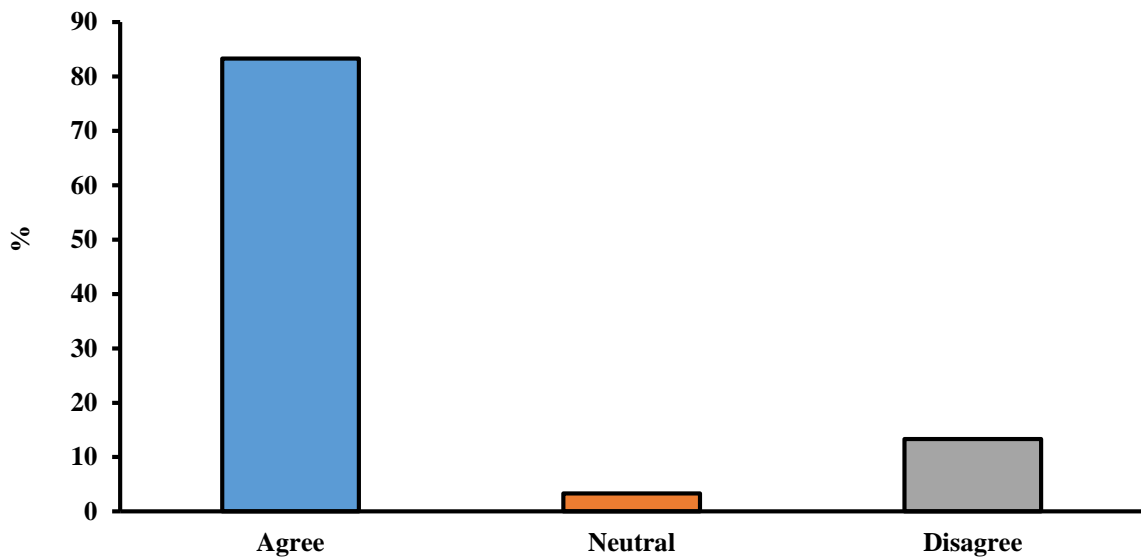


**Fig. (17): Q15**

The majority of the teachers (86.7%) agreed that, English teachers neglect teaching literature, 6.7% disagreed and 6.7% were neutral, (Table 17 and Fig. 17).

**Table (18): English teachers are not interesting in literature (Q16)**

Answer	Frequency	%
Agree	50	83.3
Neutral	2	3.3
Disagree	8	13.3
<b>Total</b>	<b>60</b>	<b>100%</b>

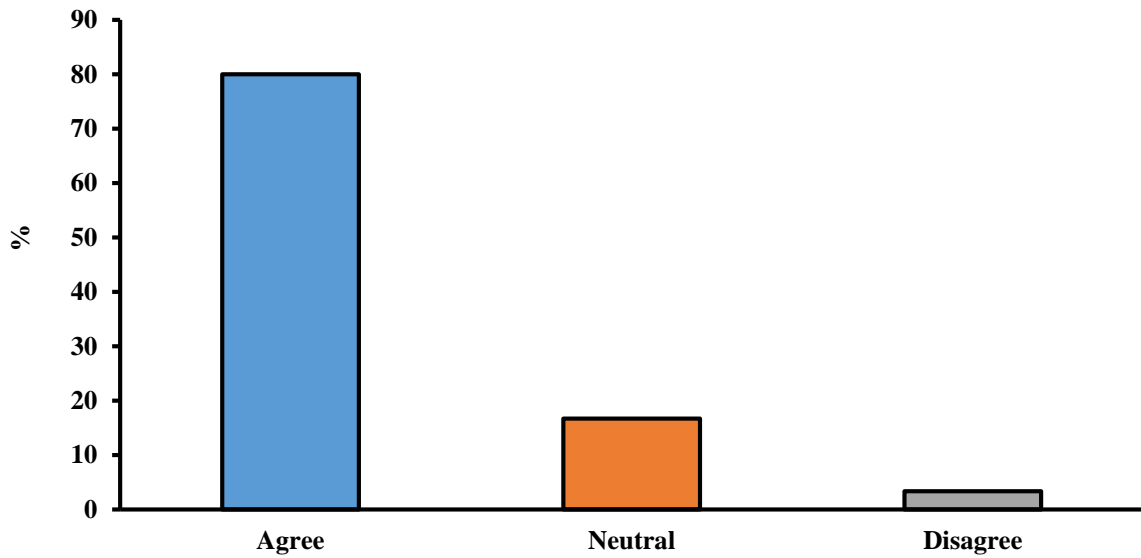


**Fig. (18): Q16**

As shown in Table (18) and Fig. (18), 83.3% of teachers agreed that, English teachers are not interesting in literature, 13.3% disagreed and 3.3% were neutral.

**Table (19): English teachers are not well-trained to teach literature in an interesting way (Q17)**

Answer	Frequency	%
Agree	48	80.0
Neutral	10	16.7
Disagree	2	3.3
<b>Total</b>	<b>60</b>	<b>100%</b>

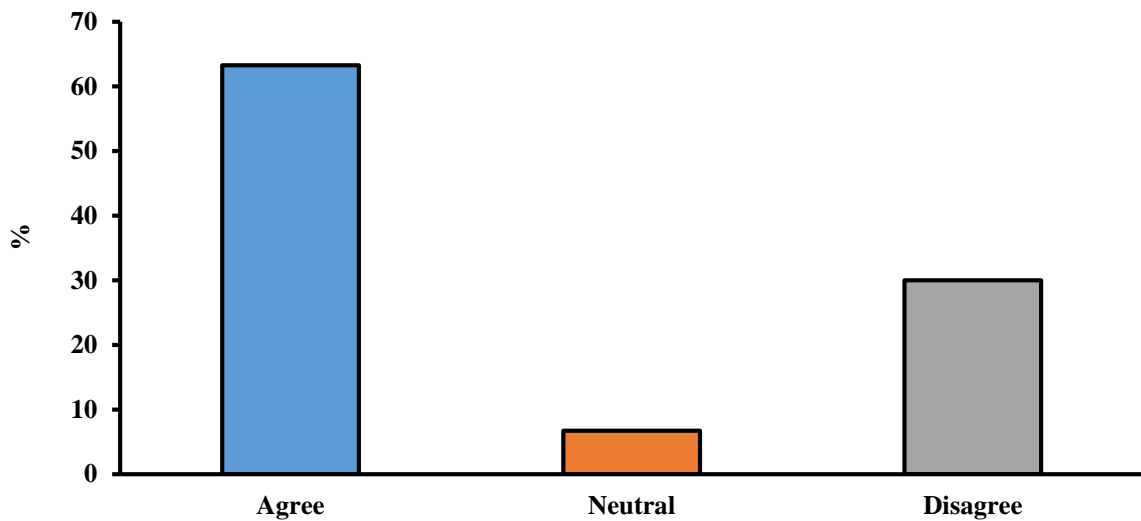


**Fig. (19): Q17**

Most of teachers (80%) agreed that, English teachers are not well-trained to teach literature in an interesting way, 3.3% disagreed and 16.7% of them were neutral (Table 19 and Fig. 19).

**Table (20): Literature topics in basic schools are very complicated (Q18)**

Answer	Frequency	%
Agree	38	63.3
Neutral	4	6.7
Disagree	18	30.0
<b>Total</b>	<b>60</b>	<b>100%</b>



**Fig. (20): Q18**

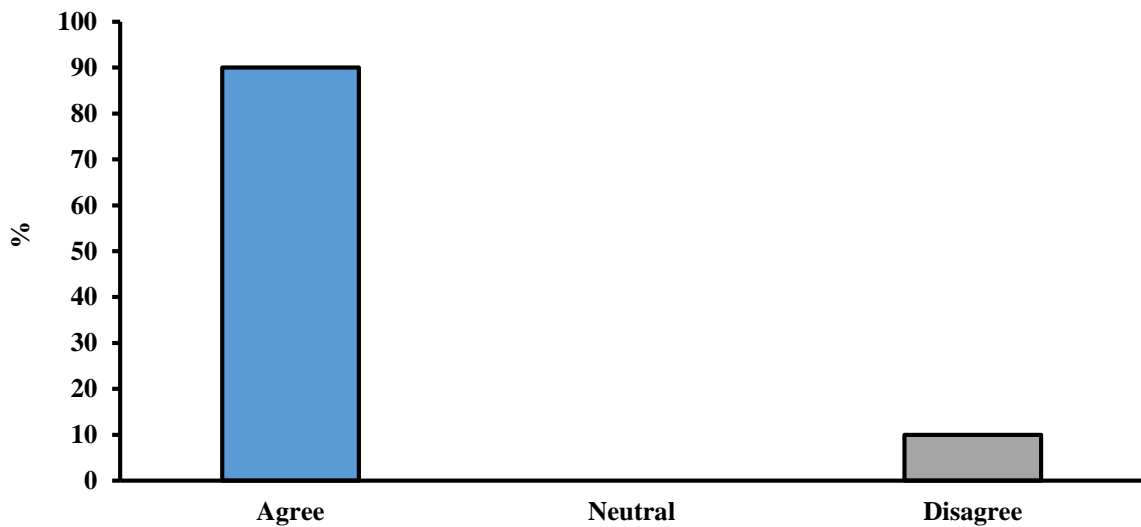
Table (20) and Fig. (20) show answers of teachers understudy about the question “literature topics in basic schools are very complicated”. 63.3% of them agreed 30% disagreed and the rest (6.7%) were neutral.





**Table (21): Literacy topics in basic schools are not enough (Q19)**

Answer	Frequency	%
Agree	54	90
Neutral	0	0
Disagree	6	10
<b>Total</b>	<b>60</b>	<b>100%</b>

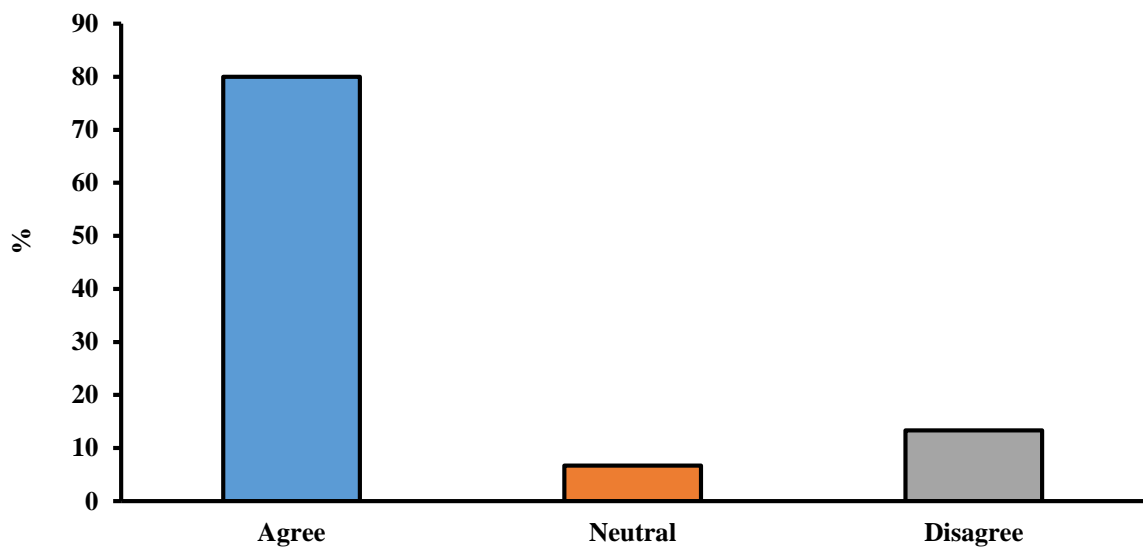


**Fig. (21): Q19**

The majority of the teachers (90%) agreed that, literacy topics in basic schools are not enough; whereas 10% of them disagreed (Table 21 and Fig. 21).

**Table (22): Regular competitions in English writing improve students' writing skills (Q20)**

Answer	Frequency	%
Agree	48	80.0
Neutral	4	6.7
Disagree	8	13.3
<b>Total</b>	<b>60</b>	<b>100%</b>



**Fig. (22): Q20**

As shown in Table (22) and Fig. (22), 80% of investigated teachers agreed that, regular competitions in English writing improve students' writing skills, 13.3% disagreed and the rest (6.7%) were neutral.

**Table (23): Summary of Results**

Questions		Agree	Neutral	Disagree
		%		
Q1	Literature overcomes cultural problems	80.0	3.3	16.7
Q2	Literature contributes to the world's knowledge	73.3	13.3	13.3
Q3	Literature is seriously consisted to develop learners' skills	13.3	3.3	83.3
Q4	Literacy teaching should be made in a way that suit the learners' standard	60.0	10.0	30.0
Q5	Literature provides students with cultural background of the target community	63.3	16.7	20.0
Q6	Basic schools students have little interest in literature	-	3.3	96.7
Q7	Some modern literary writings are not suitable to our students	23.3	13.3	63.3
Q8	Literature in basic schools must be purely Sudanese	10.0	6.7	83.3
Q9	Literature should be a compulsory part of the curriculum	76.7	6.7	16.7
Q10	Literature should be an optional subject	10.0	3.3	86.7
Q11	Lower levels must study simple literacy texts	93.3	3.3	3.3
Q12	Textbooks are not well-designed	86.7	3.3	10.0
Q13	Literature should be a compulsory separated subject	86.7	3.3	10.0
Q14	English library is very important for basic school students	93.3	3.3	3.3
Q15	English teachers neglect teaching literature	86.7	6.7	6.7
Q16	English teachers are not interesting in literature	83.3	3.3	13.3

Q17	English teachers are not well-trained to teach literature in an interesting way	80.0	16.7	3.3
Q18	Literature topics in basic schools are very complicated	63.3	6.7	30.0
Q19	Literacy topics in basic schools are not enough	90.0	-	10.0
Q20	Regular competitions in English writing improve students' writing skills	80.0	6.7	13.3
<b>Mean ± SD</b>		<b>68.81±30.57</b>	<b>6.40±4.20</b>	<b>25.23±29.69</b>

As shown in Table (23), means plus or minus standard deviation of agreed teachers for 20 questions was  $68.81 \pm 30.57\%$ , neutral was  $6.40 \pm 4.20\%$  and disagreed was  $25.23 \pm 29.69\%$ .

## Verification of the hypotheses:

### Hypothesis (1)

The aim of this hypothesis is to investigate the role that literature plays in developing writing skill.

Concerning this hypothesis, the results showed that, the students of grade eight in Gezira State in general and those of Shikeir Governmental Basic School for boys who study literature in their English language courses, do not face more difficulties such as grammar, punctuation, coherence, when they are writing a composition which is clearly observed by their English language teachers. Therefore, teaching literature develops writing skill whether rejected or accepted.

### Hypothesis (2)

This hypothesis aims at finding out whether the absence of literature in Basic schools has a negative effect on writing skill, or not.

According to the results of the test, the students who do not study Literature in their English language courses, face some difficulties like spelling mistakes, grammatical mistakes and coherence and surely neatness, when they are writing composition, which was mentioned by their teachers who had tried their best to overcome these difficulties. Thus, the absence of literature in basic schools has a negative effect on writing skill.

### **Hypothesis (3)**

This hypothesis aims at approving that, teaching literature contributes to skills development, which is completely achieved, according to the results of the test and the questionnaire.

### **Hypothesis (4)**

The aim of this hypothesis is find out the differences between the students who study literature in their English language courses and those who do not.

As it was shown clearly by the results of the test and the questionnaire, the students who study literature in their English language courses made very less mistakes when they are writing composition rather than those who do not, which concludes that teaching literature has a great role to essentially play in developing writing skill.

### **Hypothesis (5)**

Hypothesis (5) aims at finding out whether English language teachers neglect teaching literature, or not.

According to the result of the test and the questionnaire, English language teachers really neglect teaching literature in the way that helps their students improve their writing skills, in the way that enables them to express what they have in mind in a written form.

## **Summary of the Chapter**

This chapter showed the final results and discussion of the test which was given to grade eight students of Shikeir Governmental Basic School for Boys, and the English language teachers' questionnaire of basic schools in Gezira State in general and those of Shikeir Governmental Basic School for Boys as sample of the study in the questionnaire.

This chapter was made of two parts; the test for grade eight students and the questionnaire which was perfectly designed to express the teachers' points of view towards teaching English literature. The data of the test and the questionnaire were analyzed. Descriptive statistics such as means and standard deviations were calculated by the Statistical packages for Social Sciences (SPSS).

According to the hypothesis, the students who study literature have less mistakes when they are writing composition, while those who do not study literature in their English language courses, made more mistakes which concludes that, literature has a positive role to play to develop writing skill.

## **Chapter Five**

### **Findings, Suggestions & Recommendations**

#### **5.1 Introduction**

This chapter introduces summary of findings followed by recommendations and suggestions for further studies.

#### **5.2 Main Findings**

All of the teachers of the sample study expressed positive attitudes towards English literature and its vital role in developing writing



skills. In addition to that, most of the respondents pointed to the obvious weakness of the textbooks in basic schools which will not serve the writing skills development.

The “Test” approach (that consists of a pretest and post test), is used to measure the differences between the students who do not study literature in their English courses (Group A) and those who study literature in their English courses (Group B). Thirty students of each group sat for the pretest. The test was marked regarding spelling mistakes, grammar, punctuation and capitalization, coherence and neatness.

According to the analysis of the pretest, there is no big difference in total marks between the students of the two groups: spelling mistakes ( $p= 0.02$ ), grammar mistakes ( $p=0.04$ ), coherence ( $p=0.05$ ), and total marks ( $p- 0.03$ ), while capitalization and punctuation and neatness showed no difference ( $p= 0.06$ ) and  $9p= 0.07$ )

According to the analysis of the post-test, there is a clear improvement in the performance of (Group B) who study literature in their English language courses which means that studying literature significantly affected academic performance in English language of the students who study it. It appears clearly in the mean of the results as follow: coherence ( $p= 0.01$ ), neatness ( $p= 0.02$ ), total marks ( $p= 0.02$ ), while spelling mistakes, grammar mistakes

and punctuation and capitalization were not influenced due to studying literature ( $p > 0.05$ )

Finally, as a conclusion of the analysis and description of the procedures that are carried out by the research, test and the questionnaire, the study has come out with the following main results:

1. Literature has a vital role to play in developing the language skills in general and writing specifically.
2. School library should be well fixed and teachers should encourage their students to gain the furthest benefit from it.
3. Textbooks should be well designed to suit our students' standard.
4. Literature should be a compulsory part of the curriculum, not an optional subject.

### **5.3 Conclusions**

Regarding this study, the researcher recommends the following:

1. Teachers have to stimulate the students' awareness and interest in literature.

2. Encourage the students to parade their writing skills during writing competitions.
3. Students should be trained on how to expand their writing skills.
4. Reading more literary works develops writing skills. More you read, better you write.
5. Literary topics should be more interesting to arouse students to react positively.

#### **5.4 Recommendations and suggestions for further studies**

According to the results of the research, the researcher suggests the following:

1. Library with various books supports students with the vocabulary that enable them to express themselves widely in the way they like.
2. The problem of the weakness of writing skills can be solved by holding regular writing competitions.
3. Teachers training centers should be well established as teachers must be well trained.

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# Questionnaire

## Sudan University of Science & Technology College of Graduate Studies

Dear teachers,

I am conducting my Ph.D research (The role of Literature in Developing Writing Composition Skills of Basic Schools Students - Al-Gazira State (Shikeir Governmental Basic School), so I shall be grateful if you kindly put a (✓) in front of the alternative which expresses your point of view.

Your participation will be highly appreciated.

The Researcher

(A) Qualification:

(1) Diploma [ ]      (2) Bachelor [ ]      (3) Master [ ]

(B) Years of experience:

(1) 1-5 years      (2) 6-10 years      (3) 11-15 years      (4) over 15 years

Item	agree	neutral	disagree
1. Literature overcomes cultural problems.			
2. Literature contributes to the World knowledge.			
3. Literature is not seriously consisted to develop learners' skills.			
4. Literacy teaching should be made in a way that suit the learners' standard.			
5. Literature provides students with cultural background of the target community.			
6. Basic schools students have little interest in literature.			
7. Some modern literary writings are not suitable to our students.			
8. Literature in basic schools must be purely Sudanese.			
9. Literature should be a compulsory part of the curriculum.			



10. Literature should be an optional subject.			
11. Lower levels must study simple literary texts.			
12. Textbooks are not well designed.			
13. Literature should be a compulsory separated subject			
14. English library is very important for basic school students.			
15. English teachers neglect teaching literature.			
16. English teachers are not interesting in literature.			
17. English teachers are not well trained to teach literature in an interesting way.			
18. Literary topics in basic schools are very complicated.			
19. Literary topics in basic schools are not enough.			
20. Regular competitions in English writing improve students' writing skills.			

## Appendix 2

**In not less than 150 words, write a composition about the journey you like most. You can use words in the box to help you:**

my friends - morning - some food - very far - bus -  
people on the road - some trees - enjoyable -  
nice time - came back - good memories.

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