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Sudan University of Science and Technology
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Investigating the Effectiveness of Sudan National Center (SNCL) for Languages Syllabi in Developing Trainees English Writing

استقصاء فاعلية مناهج مركز السودان القومي للغات (سنسل) في تطوير كتابة اللغة الانجليزية للمتدربين

(A Case Study in Sudan National Centre for Languages/ Khartoum)

A Thesis Submitted in Fulfillment of the Requirements for the Degree of PhD in Education (ELT)

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قال تعالى:

بسم الله الرحمن الرحيم

﴿اللَّهُ نُورُ السَّمَاوَاتِ وَالْأَرْضِ ۚ مَثَلُ نُورِهِ كَمِشْكَاةٍ فِيهَا مِصْبَاحٌ ۖ الْمِصْبَاحُ فِي زُجَاجَةٍ ۖ الزُّجَاجَةُ كَأَنَّهَا كَوْكَبٌ دُرِّيٌّ يُوقَدُ مِنْ شَجَرَةٍ مُبَارَكَةٍ زَيْتُونَةٍ لَا شَرْقِيَّةٍ وَلَا غَرْبِيَّةٍ يَكَادُ زَيْتُهَا يُضِيءُ وَلَوْ لَمْ تَمْسَسْهُ نَارٌ ۚ نُورٌ عَلَىٰ نُورٍ ۗ يَهْدِي اللَّهُ لِنُورِهِ مَنْ يَشَاءُ ۚ وَيَضْرِبُ اللَّهُ الْأَمْثَالَ لِلنَّاسِ ۗ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ﴾

صدق الله العظيم

سورة النور، الآية (35)

(God is the light of the heavens and the earth, the parable of His light is as a niche in which is a lamp, the lamp in a glass, the glass is as if it were a brilliant star lit from a blessed tree, an olive, neither of the east nor of the west, whose oil would almost light up even if no fire touched it. Light upon Light! God guides to His Light whom He wills. And God sets forth parables for mankind, and God is All- Knower of everything.)

Verse 35 - Surah An-Nur

Dedication

I dedicate this study

To my Parents

my wife

my sisters, Brothers, and my Sons & daughters

To all participants and colleagues

Acknowledgements

Abstract

This study aimed at investigating the effectiveness of Sudan National Centre(SNCL) for Languages Syllabi in Developing Trainees English writing skills towards constructing English writing. The study focused on SNCL trainees of Khartoum state (65) of them at SNCL in addition (7) trainers in the same centre. The study adopted descriptive method. The SPSS program was used to analyze the data that had been collected through trainers' questionnaire and pre-post tests for trainees. The data analysis was presented in percentage forms. Also the study concluded that SNCL trainees of EFL can need help as a word arrangement when they use English writings and they are capable to improve their applicable English writing during training period. The study recommended that the SNCL trainers should pay more attention in teaching word arrangement and applicable English writing, also trainers be aware of writing &written to communicate while training. The study suggested carrying out a similar study on an inability of improving English writing proficiency. In addition to curry out investigating the role of SNCL, centre syllabi enhancing their proficiency in English writing. So as to find out and acquire appropriate words arrangement when writing English. And not to commit word arrangement mistakes, also not to commit miss use of word collocation towards suitable English writing, In the same time to protect some trainees from mechanics miss use when writing English.

Abstract

(Arabic Version)

مستخلص

ترمي هذه الدراسة إلى استقصاء فاعلية مناهج مركز السودان القومي اللغات (سنسل) في تطوير مهارات الكتابة لدى المتدربين بالانجليزية إزاء صياغة الكتابة بالانجليزية. تركز هذه الدراسة على المتدربين في مركز السودان القومي اللغات (سنسل) في ولاية الخرطوم والذين يوجد (65) منهم في مركز السودان القومي اللغات (سنسل) إضافة لـ (7) منهم في نفس المركز. وتتبنى الدراسة المنهج الوصفي ، استُخدم برنامج الحزمة الاحصائية للعوم الاجتماعية في تحليل البيانات التي جمعت عبر استبيان خاص بالمتدربين والاختبارات القبلية والبعدية للمتدربين. عُرض تحليل البيانات في شكل نسب مئوية، كما استنتجت الدراسة أن المتدربين على الانجليزية بوصفها لغة أجنبية بمركز السودان القومي للغات (سنسل) يمكن أن يكونوا بحاجة للمساعدة فيما يتعلق بترتيب الكلمات عند اتبعاهم الكتابة بالانجليزية وعند مقدرتهم على تحسين الكتابة بالانجليزية المناسبة لديهم أثناء فترة التدريب. وأوصت الدراسة بأن يولي المتدربين بمركز السودان القومي اللغات (سنسل) المزيد من الاهتمام بشأن تعلم ترتيب الكلمات والكتابة بالانجليزية المناسبة. كما ينبغي أن يكون المتدربون على إلمام بالتواصل عبر الكتابة إثناء التدريب. واقترح عبر الدراسة اجراء دراسات مماثلة بشأن القصور في تحسين كفاءة الكتابة بالانجليزية إضافة لعمل استقصاء بشأن دور مناهج مركز السودان القومي اللغات (سنسل) في تطوير كفاءتهم في الكتابة بالانجليزية من أجل استخلاص واكتساب ترتيب الكلمات بصورة مناسبة عند الكتابة باللغة الانجليزية وعدم ارتكاب أخطاء بشأن ترتيب الكلمات وعدم فقدان تجميع الكلمات نحو الكتابة بالانجليزية بصورة مناسبة وفي نفس الوقت حماية بعض المتدربين بشأن سوء استخدام التقنيات عند الكتابة بالانجليزية.

Table of Contents

Chapter One

Introduction

1.0 Overview

Writing is one of the four important skills that learners should master in any language. In addition to its importance, it is the most difficult skills to acquire. So, when one want to learn how to write perfectly they should follow many steps and procedures.

1.1 Background

There are many reasons why students might need to improve writing skills in English. Perhaps they need to reply to emails at work in English or take an English language exam, or maybe need to write essays in English for university write letters to English friends or relatives or might want to start writing a blog in English! Whatever the reason is for improving English writing skills, they need to work hard. Having good writing skills in English is not something, which is easy to achieve. However, in order to develop writing skills, there are many approaches teachers should follow to enhance learner's skill of writing. The most common approaches are controlled to free approach, communicative approach, product approach, grammar syntax organization approach and process approach. In addition, each teacher may use one or more approaches to develop learners' writing skill ;to apply one of the above styles it is depending on the learner's attitude, cognitive skills, condition and individualities among students. Thus, according to researcher's observations through teaching English and correcting learner's exercises, learners suffer a lot in writing. Therefore, to solve this problem researcher believe that the process approach is the best approach could use in teaching to overcome the problem. To do so, there are many approaches, which teachers should follow to develop students' writing. One of these approaches is the process approach.

According to Willis (1996), teachers and many successful learners feel that extensive reading is a very good means to learn another language. They find that reading is an excellent way of expanding vocabulary, learning new phrases, and consolidating grammar. Reading provides rich exposure to language in use. It has the advantage that students can read at their own pace, read things over again, look up new words in the dictionary, and record new words and useful phrases

1.2 Statement of the Problem

The researcher observed throughout years of training basic and secondary schools English language untrained teachers at general education level in which the researcher observed most of untrained English teachers suffer from many hindrances when they exploit to teach English language specially in writing skills. However from practice of teaching English in general education level and holydays training as well as teaching writing skills exploring that English teachers have problems in recognizing sentence patterns in English. It is most important and helpful to support them with suitable courses and plenty of references that they can depend upon along way of teaching. As a benefits that teachers gained out of extensive training courses. It is a best way to give confidence for trainees to learn a wide range of English language for example writing skills and sentence mastery. In the same time to train teachers is superior towards animating their learners to learn a wide range of the English language, then learners be capable in writing skills from the authentic areas of language(Berry, Jack, February, 2018).

1.3 Significance of the Research

This research is hope-fully going to generate information that needed to help untrained teachers to solve their problems and difficulties in teaching writing skills. In addition, the research focuses on writing skills towards English writing mastery by trainees or unspecialized teachers during

training, In the same time investigating the effectiveness of SNCL Syllabi in developing Sudanese Trainees in writing well-constructed English.

(Riddell. David, (1994) (130) claims that the efforts will be carried out to improve trainees' proficiency in writing English by using suitable methods and techniques in addition how to write well plan and good prepared lesson towards better English teaching and writing skills mainly English writing mastering. We know how these teachers motivate their learners and encourage themselves to share the academic knowledge. This will help exchanging that acquired lessons and their activities hence trainees to learn through discussions, collaboration and practicing activities then all these can be done with trainees, but they must be guided towards how effectively importance of training. It is important and helpful to encourage them with suitable courses and plenty references that they can depend upon along way of teaching. As a benefits that teachers gained out of extensive training courses. This is a best way to animate trainees to learn a wide range of English language for example writing skills and sentence mastering. In the same time training teachers is enhanced towards animating their learners to learn a wide range of the English language, then learners be capable in writing skills from the authentic areas of language.

1.4 Objectives of the Research

1. To identify trainees' development within (SNCL) syllabi, in writing English.

2. To trace the syllabi provided by the Sudan National Centre of Languages (SNCL) in enhancing trainees' proficiency in mastering English writing.

3. To find out Trainees development after studying (SNCL) syllabi in writing skills during training.

1.5 Research Questions

1. To what extend does (SNCL) develop trainees' self- learning in mastering English writing?

2. To what extent do writing syllabi provided by the Sudan National Centre for Languages (SNCL) enhance trainees' proficiency in mastering English writing?

3. To what degree do trainees improve them-selves in mastering English writing during the training period?

1.6 Hypotheses of the Research

1. Trainees can develop their self-learning when they consult (SNCL) training to improve them-selves in mastering English writing.

2. The writing syllabi provided by the Sudan National Centre for Languages (SNCL) enhance trainees' proficiency in mastering English writing.

3. Trainees can develop them-selves in English writing ability during SNCL training period.

1.7 Research Methodology

In order to carry this research a descriptive and analytical methods will be adopted. And the researcher will use a questionnaire for trainers as well as pre and post test for trainees in order to collect the required data.

1.8 Limits of the research

This topic is limited to be studied as a case-study in Sudan National Centre for languages/Khartoum.

The study covers the chosen community within the year 2018-19. Patch forty two (42).

Definitions of terms

Acquisition: the gradual development of ability in a first or second language by using it naturally in either written or oral communicative situations

Affective factors: emotional reactions such as self-consciousness or negative feelings that may influence learning.

Background knowledge: information that is not in a text, but is used from memory by a reader to reflect what he understands from the text.

Bilingual: a term used to describe a native speaker of two languages or a country with two official languages, in contrast to monolingual.

Bilingualism: the state of having two languages.

Productive competence: the general ability to use language accurately , appropriately and flexibly either written or orally .

Competence: the implicit system of rules that constitutes a person's knowledge of a language.

Context: either the physical context or the linguistic context (co-text) in which words are used.

Cultural transmission: the process whereby knowledge of a language is passed from one generation to the next.

Culture: socially acquired knowledge.

Discourse analysis: the study of language beyond the sentence, in text and conversation.

Displacement: a property of language that allows users to produce about things and events not present in the immediate environment.

Fossilization: the process whereby an **inter-language**, containing many non-**L2** features, stops developing toward more accurate forms of the **L2**.

SNCL Sudan National Centre for Languages /Khartoum

Innateness hypothesis: the idea that humans are genetically equipped to acquire language.

Instrumental motivation: the desire to learn an **L2**, not to join the community of L2-users, but to achieve some other goal, in contrast to **integrative motivation**.

Integrative motivation: the desire to learn an **L2** in order to take part in the social life of the community of L2-users, in contrast to **instrumental motivation**.

Interlanguage: the interim system of **L2** learners, which has some features of the **L1** and **L2** plus some that are independent of the **L1** and the **L2**.

L1: first language, acquired as a child.

L2: second language.

Language planning: choosing and developing an official language or languages for use in government and education.

Linguistic variable: a feature of language use that distinguishes one group of speakers from another.

Monolingual: having, or being able to use, only one language, in contrast to **bilingual**.

Morphology: the analysis of the structure of words.

Negative transfer: the use of a feature from the **L1** (that is really different from the **L2**) while performing in the **L2**, in contrast to **positive transfer**.

Negotiated input: **L2** material that an acquirer/learner is exposed to when active attention is drawn to that material during interaction in the **L2**.**Phonology**: the study of the systems and patterns of speech sounds in languages.

Physical context: the situation, time or place in which words are used.

.**Politeness**: showing awareness and consideration of another person's public self-image.

Productivity: a property of language that allows users to create new expressions, also called 'creativity' or 'open-endedness'.

Schema: a conventional knowledge structure in memory for specific things, such as a supermarket (food is displayed on shelves, arranged in aisles, etc.).

Semantics: the study of the meaning of words, phrases and sentences.

Social variable: a factor such as working class or middle class that is used to identify one group of speakers as different from another.

Sociolinguistic competence: the ability to use language appropriately according to the social context as part of communicative competence.

Sociolinguistics: the study of the relationship between language and society..

Strategic competence: the ability to use language to organize effective messages and to overcome potential communication problems as part of the communicative competence or written others.

Syntax (syntactic structures): (the analysis of) the structure of phrases and sentences.

Task-based learning: using activities involving information exchange and problem solving as a way of developing ability in language.

Transfer: using sounds, expressions and structures from the **L1** while performing in an **L2**.

Chapter Two
Literature Review

2.0 Background

This research intends to investigate the effectiveness of (SNCL) syllabi on trainees' in writing skills, as well as mastering of English writing. Furthermore it is clear that qualified, trained teachers or trainers can add awareness to improve untrained teachers (trainees) proficiency in English language teaching, then writing skills. However all this will be discussed in five units as a theoretical frame work. Initially writing skills processes will be converse to direct the discussion about writing as a skill. (Idreas & Hago, (pp.4) writing skills 1)They claimed that they make use of discussing, a variety types of English writing either according to form or use. FAS or wards stress writing style and discuss "Factors that affect writing skills". The study directs awareness towards assessment and evaluation with their types. What force to encourage trainees towards improving their proficiency in writing skills to master English writing as it allocate to. In addition illustrate about productive skills according to (SNCL) syllabi that have been taught in "Sudan National Center for Languages/Khartoum" whether this can help to produce language and get mastery of sentence writing, along with teaching the language properly. After on, investigate trainers and examine trainees for more information at "Sudan National Center for Languages/ Khartoum". This research looks forward to illuminate some about the institutes those are training English language teachers along with faculties those used to graduate B. A. English language teachers for general education ministry. Then discuss abundance about "National Center for Languages/Khartoum" in the company of its activities and efforts that are still pleasing or rest as teachers training center along by means of improving English language proficiency for learners and untrained teachers of English language.

The research prefers to devote a time to discus about "Process Approach" defining, highlight extra about it, as well as its stages of writing, and enlighten about the role of "Process Approach" on writing skills towards English writing mastery. The research will cover some about assessment and evaluation of "Process Approach". In addition previous studies are concern.

2.1 Writing as skill

According to Barry (2018) writing as skill accurately in a language involves the dealers' good knowledge of writing as a skill. The same as Barry (2018) in SNCL Module, (pp. 2-19-24) . In lights that when processing language skills, unless we listen we will not speak to articulate either orally or written as a mean of producing language. Riddell. David, (1994) claimed that some differences between these four English language skills towards using them and their influence on writing as a skill. He categorized them into two ones

1- Listen-------------------Speak

2-Read--------------------Write   Understanding these four English language skills, ought to be recognized as a base of language acquisition. Then mastering the English language culture as a knowledge and information needs. In addition parts of speech to be well known. All previous information helps trainees, deal, use and realize how to apply and operate the four English language skills focusing on writing skills to produce written language. However writing as a skill demonstrates grammar rules towards accurate English structure either as a form or use as following;-

Subject + Verb + Complements   as simple structure.

Parts of speech;-

Subject   = Nouns

            = Pronouns

Verb   =   am/is/are.

      =   play/ go

      =   statement / affirmative / (not) negative

      =   Tenses (present simple / continuous / perfect

      =   past simple / continuous / perfect

      =   Future

Statement =   Object

      =   adjective

        =   adverb

        =   preposition phrase

  =   Is / Are / Am   Question interrogative

Where / who/ why/ what/ how/ which/ when.   =

Barry (2018) adds that speaking and writing as a productive skill. In addition these skills help trainees to know and apply the knowledge of linguistics, phonetic and phonology, semantic, morphology and syntax prior to this entire two, more things ought to be well known the first one is parts of speech shown above and the second one is English letters besides sounds symbols as vocabulary usage. All these can guide trainees to distinguish words and their usages towards vocabulary mastery forward phrase, clause forming and sentence mastery moreover grammar knowledge is essential. Under the title of 6 powerful Tips to develop your English writing skills Jack Barry (2018) to… writing as skills. The most significant point that to be unambiguous, on what the research yearning for, is to get trainees', to improve sentence writing mastery. Actually teacher focuses on education and language they are teaching as Jack Barry (2018) said: "*Before implementing the other tips be clear on the type of style you are going to use or need*" for example Education or English

language teaching skills in general, then specifically use to improve writing skills towards sentence writing, forwards dig up resources focused on this. Furthermore it accounted for writing as a skill.

For example: George Yule (2006) p(73-74) mentioned that we came to form a well-formed phrase. Formed as following:-

The	luck	-y	boy	-s
Functional	lexical	derivational	lexical	inflectional

as the lucky boys, taking the sequence (article + adjective + noun) . In the same way he aimed at consideration to processes of relating the structure of phrases and sentences.

2.2 - Writing style

2.2.1.1 What is writing style?

Think-Written (2018) claims that

It is a sort of passage types or as another method of saying or writing the structure within any written work of any writer creates his on script fashion which has unalike purpose. Different inscription characteristics present, when you come to a decision to write any of dissimilar types of work. Styles are four as following:-

1. Expository style

"It describes something or intends to explain it in detail for example books and articles that make clear how to do something are also very fashionable. Types of written work can be new to reduce as expository style:-

Writing style depends in move onward to the purpose and core of attention on the field you would similar to write on. So you engage to comprise clearly on what you are departing to gone write in relation to.

2- Descriptive style

It goes deeper and makes operate lots of writing elements and literary devices similar to descriptions and images. The root and goal of descriptive

is to convey your booklover into the written vocation as if the reader were to be experiencing it direct.

3- Narrative Writing

In narrative one there is an explanation to be told, an unambiguous plot entire with setting, characters, dialogue, disagreement and resolution. A narrative piece often has a timeline or tidy of events which further build to the point of conflict or judgment etc. fiction novels, Epic poems and so.

4- Persuasive Writing

It is type of writing style where the function is to influence someone into believing or dependability to do something.

2.2.2 Writing or constructing English

1- Note down examples of what you yearning to write, and then locate it in writing. (Without looking at the inspired draft) so far accurate your outline and write one sentence as main idea. Create other sentences round the first sentence.

2- Reading more and more is one essential tool to become familiar with the way English language is written.

3- Write and launch your written component to one of your native citizen friend throw face book or any other media for assessment. Consequently your objective is to get better writing skills. Create language and replace it with other people to help. It is a kind of correcting and learning from their mistakes.

4- Using website for correction is very central too, as it corrects trainees' mistakes regularly, they will begin to notice this mistakes and knowing how to correct them.

5- Sentence learning and practicing;-

Trainees assure that each sentence or phrase they write to be typed this will guide to enough agreement accuracy of writing English sentences.

2.3 What are the English writing skills?

Riddell, David (1994) claimed that writing skills are processes and hard work done to master writing in proper language that emphases will be on accuracy then specific writing skills forewords to sentence mastery. So trainees require help in particular areas in classroom under teacher regard. In the same time guiding writing skills what leads sentence writing as efforts, Claudia &Dumitrescum, (2015) claimed that writing as skills hand out trainees to send reasonable message. So writing as skills is important enough for communicating, than any other media of declaration to the wide range of audience than face to face.

Peck & Coyle, (2012) said that you might need to write to correspond oneself thoughts without grammatical or spelling mistakes. First of all aims are useful to make trainees think about their writing. There are extra three things to commute as following:

1- Grammar.

2- Spelling.

3- Punctuation.

How we sketch writing activities. So as to grant guides for writing a certain peaces in our schools or training centers to generate the writing we need. The keys in written pieces are correcting spelling, grammar and punctuation.

An extra way of improving writing skills is to read more and more. Why we need to read? You resolve to decide on new vocabulary and different writing styles. When you persist in mind your consultation and the medium throw which you decided to publish with and what style do you want to use either formal or more informal others. At the time you will utter what you would like to say in easy and simple way. So the writing is able to be read and understand. In the same time expressive writing types are helping more as following:-

1- Note taking.

2- Minutes of formal meeting.

2,4- **Preparing a report or a period.**

Types of writing need or require a certain or specific skills and knowledge of exacting style as usually. As efforts to develop our writing skills at any level of learning as following:

Take pleasure in the processes of writing; there are a lot of activities to do in writing as writing activities. So interior near-term, emotions as an enjoyment in writing as a processes will be easier if;

1- Having sufficient time to write.

2- Separating writing tasks down into several stages. This one is superior and easier than writing an essay or report at first time.

3- Writing several drafts make efforts to aim making each draft better than the previous one.

4- Your technique and gathering of your area under discussion, will take pride in writing a piece of writing accordingly.

Describe the task: To use up time and efforts working out what is required by the project title. You have to put together questions answering the title as guide's lines. Here are some questions directing conducting any inscription as following:

1- Why have you chosen this title or assignment?

2- What are the opportunities that your tutors intended for you to research?

3- Comprise your tutors' determined you to write about?

4- What resent research or article has been published on this subject?

5- Do your tutors articulate you to certain theories, research and confirmation?

6- What choices of methodologies that your tutors projected you to use to demonstrate that you realize how to submit an application?

2.5 - Plan the compulsion task

By means of the scheme title and the utterance limit as guidance in how much we require to read each book and article that matches my assignment, building or record steps we need to win and to be competent of guide to finish the writing task, teacher plan shows how he can goes through his steps which can help not to spend more time.

1- Writing every task in his dairy.

2- Building an outline plan for my text.

4- Stages in the writing progression:

This kind of writing depends on surroundings of the assignment as following;

2.2.6- Summary.

2- Theoretical frame work OR LITERATUE REVIEW

3- Methodology.

4- Results.

5- Conclusion.

5- BIBLIOGREFY .

Bryan, Greet-ham, (1989) pointed out that adding together an attention on grammar, spelling and punctuation as a foundation of improving technical writing skills which must be taken in consideration as following;-

2.6 -Various Types of Writing English

Idrees & hago, (2006) also said that: It is significant for writing full meaning sentences with no mistakes. Recognizing sentences correction, forwards correct and categorize fragments then run on sentence. Also is important to write sentences according to sentence types as following;

1- Forms; simple sentences, compound sentences and complex sentences.

2- Use; declarative, interrogative, exclamatory and imperative.

Errors committed when we move toward writing like;

1- Going a head off the street.

2 The girl who is wearing a red skirt and black jacket with grew shoes and navy blue socks.

Sentence one is not complete notion without who is going (the subject).

As well as paint filled girl it is also not complete thought. Sentence has to contain two main belongings; a subject and a verb

1- A subject tells what is performing an action the verb tells that what the subject is doing.

Any sentence begins with capital letter and ends with one of three marks. The first one is full stop; the second is exclamation mark and the third one is question mark.

2.7 English writing

Idrees & hago, (2006) said that: a sentence is a collection of words that expressing a complete thought. And it has a subject and a verb

First kind of mistake is sentence fragments. For example writing a part of a sentence not complete idea.

Second kind of errors run on two sentences together without punctuation or miss punctuation. Commuting this kind of mistakes will be due to carelessness in punctuation use or miss accepting clearly what sentence fragment is. **1 Sentence fragment:**

Idreas & Hago, (2006) said that a sentence fragment is a part of a complete notion punctuated as a complete sentence.

For example

Incorrect

1- On the table near the door. (What about it.)

2- One of the world's supreme teachers. (What about him.)

3- Skiing on the snow flurry. (Who is he or what was skiing.)

These three examples are pieces or fragments that cannot make since. It is not complete notion.

How do you correct these mistakes?

As a technique of correcting is to write the terms that will complete the thought or fasten together the partly uncompleted thought to the sentence from which the writer has divided.

1- Just swift at me. Incorrect. The man just swift at me. Correct.

Sentence without verb or having no verb is not correct.

2- A/ The theater actress. Incorrect

   B/The theater actress act properly.

These are groups of words without either subject or verb.

3- A/ after the first half of the game. Incorrect.

   B/ after the first half of the game the coal's keeper leg hurt.

These are some of sentence fragment.

Run on sentence

This is the second common error. What is very important for us to recognize. And when one sentence ends and where the next one begins.

A run on sentence is a sentence containing two or more complete thoughts punctuated that as they were one sentence.

How to correct as a method;

I became upset by his conversation; I walked out of the room.

Separate the two ideas.

1- I became annoyed by his gossip. I walked out of the room.

2- Supply an appropriate coordinating conjunction.

- I became irritated by his gossip and I walked out of the room.

3- Subordinate the first one of the two ideas by turning it into a dependent clause.

Because I had become wound up by his gossip, I walked out of the room.

The Run on sentence

1- They are simple to be avoided. Sentences can be joined by 'and', 'or', and 'so'.

 And I ate all the food. I was hungry and so I sat down. Not correct.

I was hungry, so I sat down and ate all the food.

2- Sentence joined by commas;

Fatima used to play on the basket ball team, she is visiting me now. Not correct.

Fatima used to play on football team; she is running by the side of me now.

3- Sentence having connecting words or punctuation;

Not correct. I could not eat lunch I was thinking about the wonderful dinner.

Correct. I could not eat lunch because I was thinking about the wonderful dinner.

Correct. I could not eat lunch; I was thinking about the wonderful dinner.

4- The Comma Splice:

It is an error that use comma between sentences as well as in punctuation. Here we can avoid this by expressing one complete idea in a sentence. Or by using end punctuation and capital letters properly.

The comma sentence is a sentence error in which a comma has been used instead of full stop to separate between two or more complete thoughts.

(Incorrect) The motor of the refrigerator had developed a squeak; the mechanic had to take apart.

1- Separate the two ideas by correct punctuation;

(Correct) The glide of the refrigerator had developed a squeak. The mechanic had to take the motor apart.

2- Supply an appropriate coordinate conjunction;

We can use 'and' between the two full thoughts.

3- Subordinate the first one of the two ideas.

Because the motor……………………………………………..

4- Subordinate the second one of the two ideas;

By "so".

The Choppy Sentence

A choppy sentence is a sentence in which the ideas are started too quickly and simply.

Ahmed is going picnic tomorrow. I am going too. We made an arrangement for food and we wrapped it in waxed paper.

Correct method;

Combine the ideas into single smooth sentence;

Ahmed and I are going for a picnic tomorrow; there for we made an arrangement for food and wrapped it in waxed paper

2.8 Types of sentences

Idreas & Hago, (2006) Three types of sentences according to formation in writing and speaking;

1- The simple sentence that expresses one comprehensive thought.

2- The compound sentence, which expresses two or more full thoughts of equal value.

3- The complex sentence, which expresses one free and one or more dependent thoughts.

Types of sentences according to use:.

1- How accurate are you in your use of end punctuation?

2- Do you know when to use a period, exclamation points or a question mark?

So there are four kinds of sentences according to their use.

1- Declarative sentence;

A declarative sentence expresses a statement. The end punctuation is full stop.

He has read three novels this week.

My favorite pastime is raising pigeons.

2- Interrogative sentence;

An interrogative sentence is one that expresses a question the end mark is question mark.

Will you please say again the question?

Would you like to watch the game?

3. Exclamatory sentence:

These kinds of sentences are expressing strong feelings. That is the terminal

Punctuation is an exclamation mark.

He could not have done it!

I beg to differ with you!

4. Imperative sentence:

An imperative sentence is one that expresses a command. The terminal punctuation may be either an exclamation mark or a period.

Leave immediately!

Do it when the authority is given.

Sentences Variety

(Idrees & Hago, (2006)) claimed that Laying a discussion that guiding trainees to discover different ways of creating and encouraging to form sentences as a variety of sentences. And too many simple sentences or too many compounds or complex sentences one after another can be irritating. All these can make a reader not interesting for these too many simple, compound and complex sentences without unstable them for interest of the reader.

This research intends to know whether trainees can acquire writing skills as sentence mastery. Trainers help them how to write better sentences in different ways. Because forming to awareness through style varying. Knowing to what extend do they gain from training institute syllabi and its impact on their production. Writers were patient enough searching making efforts conducting different writings after they spent hours reading others

efforts. To see how others had handled similar feelings. Learners still had much to learn. As (William Savoy the famous short story writer said). But learning to write with multiplicity of sentences learners could get more knowledge strength and meaning out of it. Variety is a wide range space that adds the extra points to writing in general. Also it adds interest to what you have to say. The real basic things of sentence success are changeable in sentence pattern. To affect your achievement is working on writing sentences in a variety ways what is significant to create interest for our readers.

 How we vary the beginning of sentences

1- Placing an adverb at the beginning of the sentence;

   We talk to him yesterday.

    Yesterday we talk to him.

2- Phrase placing;

   We were finally able to see him in the morning.

   In the morning we were finally able to see him.

 3- Adverbial placing

   They failed to meet us because we had left early.

   Because we had left early, they failed to meet us.

   I cannot refuse you.

   Refuse you, I cannot.

4- **Placing verbal at the beginning of the sentence**

   (original) Helen called, wanting to invite me to the party.

   (varied) Wanting to invite me to the party, Helen called.

5- Writing through combining sentences

   As claimed by Michael d…and Wallace, (2005) when we express meaning. Using some arrangement of words, phrases and clauses into sentence form to form a unit of full thought that called a sentence. To

match simple thought with a simple sentence, we will write a series thoughts that may be shown or realized as a compound sentence.

By meaning shad of complex sentence, also may be shown by complex sentences.

In writing there is another reason for using these three kinds of sentences simple, compound and complex sentences. What guide us to avoid monotony and gain variety in the style? Actually any pieces of writing consist of simple sentences seem to be childish well-formed sentence well-formed sentence h or sound so. Combining of series short sentences into longer and smoother ones will make your writing more interest. There are some methods of combining sentences. Some of them need closest attention.

All what we did in previous are processes of sentence mastery. A sentence needs more things or element to be accurate enough as a mastering of sentences writing. One of these is well knowledge of writing mechanics. Which were punctuations, abbreviations and capitalizations? Practicing these mechanics of writing is essential for the following two aspects;

 1- Comprehension communication.

2- Written communication.

Then stating the general rules that govern the use of;

1- Punctuation.

2- The principle of proper capitalization.

    Using these two aspects will result towards accurate written activities or work. Also practices.

    It is important to curry on practices as exercises as necessary to help trainees understand what is the mastery of sentences. As a result of studying all these aspects trainees have to;

1- Recognize and correct sentence fragments and run-on sentences.

2- Recognize sentence type by;

1- Form; (simple, compound and complex).

2- Use; (declarative, interrogative, exclamatory and imperative.

3- Vary his sentences.

4- Avoid common sentence errors.

5- How to punctuate sentences?

6- How to punctuate dialogues?

7- How to form contractions, abbreviations and passive nouns.

8- Write and identify the rules of correcting capitalizations.

9- Trainees recognize the paragraph structure.

10- Trainees can be able to write simple coherent paragraphs.

11- They can be able to identify and use link devices.

How do we find the structure of English? Topics and frames in writing skills. (Study skills in English page 91).

2.12 Factors that affect writing skills

"There are many factors affecting general education level students writing performance in (E FL)as Fareed & Ashraf (2016)

1- similar to contents of lettering (writing)

2- Vocabulary use.

3- Organizing writing.

4- Language handling and mechanics of writing.

Comprehending in writing what will affect trainees writing proficiency is language use, as they have to learn grammar, syntactic structure, vocabulary and other language features. In general writing is a difficult learning subject for general education different levels. Acquisition of grammar and other above mentioned features of language. Also language structure can make most of the processes of writing difficult or complicated. All of us believe that trainees who do not studied reading and writing properly at their first language need to work harder on the new creative activities of forming ideas and thoughts in English. As there in

(PDF/EFL learners, writing skills Problems, Factors and …). Fareed & Ashraf, (2016)et al.

Trainees either of them face many problems in writing. So why this study aims at encouraging them to solve sentence forming problems firstly and secondly to get suggest that how to improve basic trainees of English in sentence writing. For this purpose samples collected.

The specific objectives of the research were to assess and encourage trainees and teachers to know their attitude towards English writing skills current basic schools or trainees at that mentioned language center which the research is going to assess and know the effect of these factors and the status of their views about the influence of former habits and other factors trainees or teachers hinder of English writing skills and sentence writing then the use of "Process Approach" in teaching writing skills.

1. Factors affecting writing skills in English language teaching

1- Believes based on teacher's earlier learning experience, and teachers training course taken at schools or training institutes.

2- Teacher's cultural back ground as (Liao- 2007, P: 63).

"It is generally agreed that teaching is greatly affected by believes system of its practitioners. So teachers believes need to be explored before teachers can critically reflect on their teaching practices or facilitate changes to teach more effectively".

BELL, David M.(2007,p. 143) " claimed that teachers should be exposed to all methods and they themselves would 'build' their own methods or decide what principles they would use in their teaching".

Then which methods work and what do the term methodology and (methods) mean and why do they matters? How does method connect with teachers in point of fact as they are working in their classes? As claimed in previous paragraph by Bell (2007. P: 183).

Ibid (P: 139). Said actually knowing methods are important and useful for teachers to decide practices they need to know methods in order to make their choices. A teacher must use a method or a group of methods that suites his/ her personality, suit the class atmosphere, and students proficiency and interest. Also (Ibid P: 140).

3- Coherence, spelling and use of punctuation are necessary to be well known, then to be used accurately. The trainer has to reach on writing examining of learners performance. However still he has to reach on their legality. Trustworthiness will be checked through examining the same writing repeatedly through different questions or activities using instruments or tools as a data collection then analyze the whole. Then put together the obtained result. What are the findings that they indicate to? Did they like writing? If they are not; encourage them to practice more to develop pupils or trainees writing skills.

How many of them are operational with writing skills? If the trainee's practice the whole above mentioned elements or features of writing properly, so their writing will explore out better. Trainers need to support trainees with reading more and more repeatedly plenty time as an involved of writing skills to improve trainees writing proficiency.

2.13 Assessment and evaluation in writing

Trainees for the duration of training comprise to be assessed and evaluated by careful monitoring as they become skilled at writing. In the same time trainers have to assess their trainees during activities are working or when they are doing writing. For the purpose of evaluation that they ought to compare their activities they fashioned with writings of proficient that of the same age or grade level.

Assessment and evaluation are important to improve learners proficiency, so trainers have to assess either learners/ trainees activities when producing written language. Also teachers or trainers have to direct the attention

towards areas of study contains theories and practices that can show the way forward and evaluate learners writing activities.

As Uwe, (2016) mentioned in his book; (assessment and evaluation).

Actually testing is one of evaluation and assessment tools. But still there is not an accurate assessing dimension of language ability within teaching system. So we can say examination is mistrusted by many languages teachers. The purpose of this study is to investigate the Impact of SNCL syllabi on basic level trainees in writing well-formed sentences. The useful of its syllabi towards writing sentences as a production and methods use in teaching English for communicative and teaching purposes.

Their progress in writing sentences as writing skills.

Assessment and evaluation are important in learning processes. They will allow trainees to use the knowledge and skills they have learnt. What shows their level of skills mastery. The most important one is feedback in assessment and evaluation. It also supplies trainees with clear information on the criteria they require to compare successfully at certain tasks. There are three types of assessments:-

1- Formative assessment;-

It take place in the small terms as trainees are processing and manufacture meaning of new contented in the similar time integrating it into what they already knew. Feedback to trainees is immediate or (about to it) enable trainees to vary their behavior. All are based on trainees understanding and performance.

2- Interim assessment;-

It takes place infrequently throughout a longer time period. Feedback to trainees is still quick but may not be immediate within assessments. The given test can be as reconstruct his/her understanding. Which can help teachers identify the gaps occur with students.

For example;-

Chapter tests.

3-Summative Assessment;-

It takes place at the end of large waves of learning which take time to be parole back to trainees.

2.14 Process Approach on writing:-

According to (What is a sentence writing: Comparison written by Graham Stanley, British Council,)

This research attempt, to "Investigate the Impact of SNCL Syllabi on Basic Level Teachers in Writing Sentences." To master sentence writing, so this study deals with sentences writing. To improve teachers writing skills what is the most important step. The following step guide towards research goal. The first one is to dominate the words and their usages to form different kinds of writing according to "Process Approach on writing" combining different words and their class to form phrases, clauses towards full meaning sentences as syntax mastery. Then the well usage of words combined according to grammar regulations and words order. The researcher uses to conduct the study searching a way that can be helpful to improve trainees writing skills accurately to sentences mastering ability and proficiency. The research tries to improve trainees writing skills according to "Process Approach" on writing steps. Researcher helps trainees, and triggering them gradually towards sentence writing mastery.

2.14.1 Roles of Process Approach on Writing:-

Brown, (2001) says this approach leaves its affect on trainees or any learners' activities when they decide to write. They have to think more accurately towards the goals of writing they decide to write. Also they have to think during writing . He said" Students convey their messages to a reader in written form".

Dibakar Dutta (2016) How to improve my English writing skill? Then this Denial Levenson, ESL for 10 years he said that: If anybody focus on spelling and punctuation he cannot be excellent as better than many native speakers at English writing. So we know how we improve our English writing skills? The role is to guide learners to comprehensive improvement in writing skills. Where language focuses on the process approach through its processes they produced their final production.

What the "Process Approach" means:-

Tim Caudery, (1995) *"The article reports on a survey on T ESL aimed at discovering whether if these teachers have similar concepts of the "The Process Approach" to writing, or whether the concept has now evolved in different ways in different places."*

The survey results show that teachers actually have strongly differing ideas as to what process writing is such divergence may be typical of teaching approaches which have been in use for some time; but in this instance the changes may have been accentuated because the *" Process Approach" was originally developed in and for 1L classroom, has been adopted for 2L teaching."*

Also they comment that " Twenty years ago or so, researchers of writing to native speakers of English were beginning to explore the processes that went or in the creation of written text. The result came that to discover writing was the highly complex processes, made up of various sub-processes that occur not one after another in strict linear cyclically and in varying pattern. What guides to discover differences in writing process approach of expert and non-expert writers? For writing teachers dissatisfied with "Traditional" American approaches to teaching writing survey findings suggested a way forward. Instead concentrating on the writing either learners or students produced and make critical comments on it. Teachers could aim to help students write better by aiding in the

actual processes of writing or by finding the source of their problems in creating good written text and enabling them to overcome those difficulties. Such ideas also accorded well with thoughts being expressed in the late seventies in numerous articles (e, g, Murray, 1980) by Donald Murray, a professional writer and an influential [-1-] teacher of writing. His ideas were based not on research; into the writing processes of others, but on his reflection on his own writing processes. He placed emphasis on the importance of the series of drafts in writing process as the writer gradually discovered though writing what it is that he/she wanted to say. Thus "Process Approach" to teaching writing was born. The key factor Was that teaching focused on the writing process rather than the final product? But this was in the first instance of a teaching approach not teaching, method; pedagogical methods and means where by a teacher was to help students adapt more successful writing processes were not laid down or even very clearly implied by most of those who did empirical research in to writing process approach. In second language teaching certain amount of writing teaching had always gone on to meet the needs of students who were to take international language examination for example. But for much of this century E2L classroom eliminated by methods aimed acquiring spoken language skills that is to say at least this has been so in those teaching situation where pedagogy was not still firmly rooted in grammar/ transition technique. In the early sentences, communicative teaching methodology and work on functional/notional syllabuses of directing our attention more firmly towards the specific needs of the individual learner. These needs were viewed not only in term of particular language items but also of particular types of communication, and the result realization that different learners actually had different requirement with respect to language skills mean that new attention was given to, among other things, the teaching of writing in this context, the

process approach arrived on the scene at very opportune moment. For in second language teaching the problem was not so much that traditional methods of teaching writing had proved in-adequate as there had previously exist no coherent, theory based approach at all for teaching writing in a second language. And so slowly at first, but with gathering momentum, the process approach of writing teaching has been widely adopted in the second language classroom.

The "Process Approach" has always controversial, however. In part, this has been for practical reasons; process teaching often requires more in the way of input from teachers and students alike, and the degree of individualization involved can also present organizational problems, leading disruption of "normal" teaching patterns. There has been debate over whether the focus of the teaching is always appropriate for the students' concerned for example; students preparing for language examinations there is an obvious conflict between extended composing processes encouraged by the "Process Approach" and the single draft writing usually necessary in an examination

Horowitz,(1986) The fact that the "Process Approach" found is the justification in the Mather tongue [-2-] through opposition to an existing methodology has always tinged the "Approach" with an adversarial flavor; justification for using the "Process Approach" always seems to start not "with" here's a wonderful new way of teaching writing "but rather with" old fashioned approach to writing teaching are wrong " the essence of the "Process Approach" has even be reduced slogan, a battle-cry which stresses this confrontational aspect " Process not Product" And now opponents of the process approach are beginning to gather under new banner, that of "genre approach". The reader hopes forgive this superficial and over-generalized introduction. It is not our purpose in this article to describe the history of the process approach in detail, but rather to begin to examine its

current position in E2L teaching. At this point some fifteen years or so into the history of the process approach in a second language teaching context, and with new ideas on the teaching of writing being introduced, I feel that it is useful to take stock and see what the process approach now means to the language teaching profession. What have we learned from it? Is it being used as well as it could be? Where do we go from here? Process Approach as a teaching approach.

2.14.3 Assessment and Evaluation:-

When we come to review a learners writing, whatever it was. We should offer an assessment of the learners writing to help them develop as writers. So we will review the tools and methods used to assess learners' papers.

Assessment means (Mr. Smith, a new English instructor) when preparing learners farther for first writing assignment. After period of time work for example of working through the writing process; they conduct and make their efforts towards final draft after submitting the processes and stages of writing process approach. So teachers or trainees have to be ready to grade their first paper but how they do this successfully? Here trainers have to know how they can be sure that they are giving constrictive feedback. What steps should either teachers or trainees take to be sure they are assessing their learners writing correctly? When grading learner's papers. Instructions are doing more than giving grads. So they are assessing or gathering information about their learners and learners' writing through what they are doing as writing. Either trainer or teachers are able to see how their learners are developing in writing and what changes trainers need to make in their trainees teaching; whether trainees are able to give feedback on their writings. What was the best ways trainees can grow in writing?

Here we will discuss how we can assess our learners' writings including the steps you should take as a teacher before, during, and after grading.

Preparing an assignment before we begin grading papers, we first ought to provide a clear assignment to our learners'. Where we should know what our learners' papers should include and the overall goals of writing. As part of this trainers or teachers should work through the whole writing process with their learners.

Assessment really begins in the first stage of writing. Teacher works with his trainees that he will be able to see how they are progressing. What changes they were needed and how learners' papers will be evaluated when they finished writing. (As Mr. Michael Smith, (2017)in his class) Then Mr. Smith for a minute, in his class, he is assessing the writing of a narrative. As part of this assessment, he first discusses with the class exactly a narrative includes, the topic from which they may choose and what stages they should take to plan for the paper.

Next, he meets with each student or trainee one by one to see how the papers are progressing and offer any feedback, keeping his goal for writing on essay clear to the student or trainees. Finally, before he collects the final paper he makes sure that each of the students or trainees have a copy of the rubric to be sure that he/she knows how the paper will be graded by taking these early steps, Mr. Smith is making sure that every student has been prepared for assessment. The above example of Mr. Smith is clear enough to share the steps and progress of our learners or students in writing.

The instructions for the assessment are clear. Teacher meets with them (instructions) to observe any progress and makes sure that a rubric was developed and followed.

Now, let us take a look at the different steps teacher will take to assess his learners or students writings:-

1- Step one leave and use a rubric.

2- Step two leaves comments.

2.14.3 Conclusions:--

Overview a Process Approach:-

What is a process Approach?

Process is any movement or operations, which receives inputs and converts them output. Almost the whole activities and operations are involved to generate a product or as providing services that are processes.

Benefits of "Process Approach":-

Why it is a good idea for any second language teaching society to apply the "process Approach"?

By applying the "Process Approach", an association should be able to obtain the following benefits:-

1-The adjustment relationship of its process is to include the realization of it.

2- A competence of focusing hard work on process effectiveness and good organization. As found (2015) PDF

3- As enlarge in the confidences of trainers or trainees and other teachers as interested parties as a part of educational system or teaching processes. What shows the regular performance of any institute processes?

4- Clearness of training center activities and operations within the ministry of education in general.

5- The discovery of opportunities towards focus and prioritized improvement of problem-solving.

6- Get better managing of processes interface. Processes are happening. Everywhere in our life activities, either in teaching or managing trainees writing activities we have to manage and direct the processes.

We have to remember that every process has the following processes:-

1- An input;-

Either training center, English department or any trainee of English language teaching who has the control of the process has to input.

2- An owner;-

Department or a person performs and has the control of the process.

3- A core activities;-

The main action of what is being accomplished by the process? The changes that occur out of the activities add value to the input and create an output what is more useful and effective downstream.

4- Output;-

Is the end results of the processes, but every output becomes an input of the another processes.

The instructions for the assessment are clear. Teacher meets with them (instructions) to observe any progress and makes sure that a rubric was developed and followed.

Now, let us take a look at the different steps teacher will take to assess his learners or students writings:-

1- Step one leave and use a rubric.

2- Step two leaves a comment.

The whole we get from the article was the responses he received to his questionnaire were complex, thoughtful provoking, and in many instances detailed and lengthy. They were also very varied and trying to find common threads in them involved a great deal of "reading between the lines". I may have already done too much over-interpretation on the responses in discussion above. To move on from the discussion the author mentioned to conclusion is even more dangerous, and he does so with some trepidation he has already mentioned that he was struck by the fact that no one of the respondents made any mention of the fact that they were giving their views on process writing in the 2L/2L classroom. It is clear that there are similarities between writing in 1L and 2L but there are differences.

Most obvious among them being the constraints imposed by in-perfect knowledge of the language code involved. Another difference, which may be equally important, is that 2L writers' may have already develop successful writing processes in 1L.

The work of Amdt (1987) and Hall (1990) suggest similarities in 1L and 2L. 2L writing process of individuals, while Cumming (1988; 1989) demonstrated the quality of writing [-1-] product in the 1L and 2L were related, though the quality of the 2L product was independently affected by knowledge of 2L this evidence suggested that; A- Writing processes developed in 1L then transferred for good or ill, to 2L

B- That poor 2L is not necessarily sign that 1L writing process what is inadequate, but may simply be due to inadequate knowledge of 2L.

A poor 2L writer may or may do not need help to develop and improve writing process approach. For some 2L writers, even though they may be producing poor products. A process approach to teaching writing may be irrelevant, or may need considerable adaptation. Farther more the fact is there are slight differences in the process what may be appropriate for writing in language where one has native speakers. Knowledge and writing in a language were having less complete knowledge suggest again that the process approach may need some adaptation for the 2L classroom.

Amazingly, however, relatively little seems to have been done to develop process approach which is specifically oriented towards 2L writing the researcher of this article claims that: If, for example, one examines the process writing theory outline in the "Introduction" to White and Arndt (1991/pp 1-10) he said major book on process writing theory and practice for 2L teachers, one can finds nothing (a part of the samples of students writing) which marks the book out as being intended specifically for the 2L

teachers as opposed to 1L teachers, he suggested also more could be done now towards elaborating a teaching approach and methodologies specifically for teaching 2L writing drawing on what we have learned from writing process research and the process approach in classroom.

His survey that he believes, and suggests the time for this may be ripe. Passions surrounding the process approach seem on the wane, suggesting that debate can be more rational than perhaps might have been the case earlier. A tradition for pragmatically adapting the process approach to the teaching circumstances of different classroom, seems to be gathering strength on the other hand, rediscovery and reexamination of some of the research roots of the process approach may be necessary at this time to prevent writing teaching eventually becoming stultified and over simplified as nothing more than a set sequence of teaching writing stages of process approach which are too inflexible to take account of the needs and existing skills of writing process of the individual. The process approach may have a new lease of life a head of it in the 2L classroom in a renewed and reshaped form or the next trend in teaching writing may not be recognized the process approach but may nevertheless drawn what this approach has taught us. His survey reported in it's text trend in teaching writing what doesn't show what the future will be, but the researcher does think it suggests that change may be in the air [-15-] as White. R and Arndt. V. (1991) ;Process Writing London and new York- Longman. [-16-].

2.15 The History of Teacher Training Institutes in Sudan:-

As mentioned by Mohammed Masada M. (2007). Cromer, the trendy of the Anglo-Egyptian condominium compliance, by which the Sudan used to be governed from the time of its signature up to independence, wrote advising both Lord Kitchener, the defeater of the Sudan and Sir James Currie, the first director of Education.

"I wish, conversely, to explain what I mean by knowledgeable course group. I do not refer to high education. What is now mainly required is to inform such a knowledge of reading, writing and arithmetic to a convinced number of young men as will enable them to engage with advantage the subordinate places in the management of the country. The need for such a class is severely felt." (Eltigani: January 1966. P. 7)

This multiplicity of education was to be given in the Gordon Memorial College – first started as a primary school and later developed into a secondary school with occupational bias in the senior forms. It was determined to follow a three- stage pattern from the beginning – elementary, intermediate and secondary. As the philosophy fixed in the above – quoted part of Lord Cromer's report meant, among other things, the preparation of young men to be able to occupy subsidiary places in the administration of the country, and as it has already been decided that English should be the language of official correspondence, it was decided that this language should be taught in intermediate and secondary stages. English was taught as a language in the intermediate stage and used as medium of instruction in the secondary one. Moreover it was decided that passes in the E.C.E One (for the intermediate stage and in the E.C.E Two were the main condition for admission to the government job, or even a job with a firm.(Eltigani : ibid pages 7-8). What leads to the foundation of teachers' training in Sudan, as early on the beginning of the last century for the period of the condominium statute. In the year 1900 an intermediate school was opened with a training college close to it, which became a part of Gordon Memorial College in 1903 in 1906, .(Bashir, 1970) mention that a section for training intermediate school teachers, was opened with a phase of four years. This age was divided into two ; the first two years were for the study of languages and general subjects, and the other two were for the study of methods of teaching English Language , Arabic Language ,

mathematics, history and geography, both theoretically and practically (Bashir, 1970)The year 1934 witnessed a striking chance in the training of teachers. The training system of teachers became a outstanding by the institution of "Bakhter-Ruda Training Institute". For the institute to play its role effectively in preparing skilled teachers who can work with high efficiency in country areas, the site of the institute was chosen to be about a mile north of El Dueim in the White Nile State of central region . At the beginning of the categorization of training was in-service then later changed to pre-service with unlike periods of study. Up to 1939 the period was four years after the primary school, but in 1941, the first group of five years of study graduated. Then the arrangement changed to six years after the primary school where the first group was graduated in 1945.

Bakhter-Ruda and similar institutions continual to play their role in primary and intermediate teachers' training till the apply for the new educational ladder in 1971, when the need for the conscription of a huge number of teachers to fill the shortage of teachers in the primary schools due to the enlarge of the classes from four to six, this lead to thinking of new institution to train this huge number without leaving schools ,so the In-service Educational training Institute (ISETI) was established.

2.15.1 In Service Education Training Institute The Sudan (ISETI):

ISETI was time-honored in 1972 after the change of the educational stepladder from 4: 4: 4 to 6 : 3 : 3 which lead to the need for recruiting more teachers, who have finished their secondary school and haven't received any kind of training, due to the increase of the classes from 4 to 6 at the primary level. What was greater than before? The number of the untrained teachers and urged the establishment of an in-service training institution in categorizes not evacuates the schools from the teachers as full time. The training centers were chosen to be near the trainees schools. (Rajaa: 2004)

ISETI followed the incorporated Multimedia Approach which is based on part-time work instead of the full-time study used to be followed by Bakhter-Ruda and parallel institutions. The approach uses the subsequent components for training which are divided into two types of media: (Rajaa: 2004)

a. Indirect components:

- Modules for self study by the trainees prepared specially for such kind of study to enlarge interaction between the trainees and the writer of the module. These modules include subject matters, educational psychology, methodology components with many activities to be done by trainees on their own.

  Some of the criteria of a superior module are:

- Objectives are clearly confirmed to define for the trainees the purpose of its study.

- Addressing the trainees directly to increase contact between him/her and the writer of the module.

- Includes pre and post activities that help in developing higher cognitive dealings.

- Motivates student-teachers for further study.

- Libraries: which contains references, periodicals specialized magazines audio- video tapes etc... To complete the shortage in the module.

- Teaching aids: which are important components of the approach, these include for example: drawings, graphs, models, etc..

Educational technology: as well as over-head projector, audio and video players, slide projector, etc. That use to highlight English language Training Institutes Programs.

a. Direct components:

- Weekly seminars where the student-teachers meet with their field tutors to discuss the activities in the modules.

- School visits done by the tutors to follow up the implementation of the ideas and techniques discussed during the weekly seminar..

- Observation lessons to be observed and discussed by the student-teachers live or using video and audio tapes.

- Summer schools all through the school year vacation when the student-teachers meet at the centre and do the practical part of: lesson planning, making and using visual aids , discuss the text books etc…

- School environment improvement project to be done by the trainees.

- Educational research to be written by the train. (Ismail, 1981)

ISETI expanded its role to train intermediate school teachers in 1976 to help in the training of the increasing number of untrained teachers at the intermediate level. Here started the training of English Language teachers. (Rajaa : 2004)

The same procedure used in the training of the other subjects is used in English language teacher's training

1. Modules were prepared in a self study mood and were distributed for the participants before the seminars which were twice weekly. During the seminar the activities in the modules were discussed. Participants' participation during the seminar is evaluated and recorded to form part of their final results. The modules include: (ISETI , English department, 2006)

   Year One modules:
   - Methodology foundation.
   - Listening & speaking
   - Introduction to phonetics.
   - Literature : 1 book
   - Language awareness
   - Classroom management

Year Two modules:

- Developing Reading
- Writing.
- Vowels and Diphthongs
- Consonants
- Using the dictionary
- Literature : 1 book
- Visual aids
- Research methodology

2. Weekly seminars where the student-teachers meet with their field tutors twice to discuss the activities in the modules.

3. Classroom visits done by the tutors to follow up the implementation of the ideas and techniques discussed during the weekly seminar.(8 visits in each year.)

4. Observation lessons live and recorded to be observed and discussed by the student-teachers using video and audio tapes.

5. Micro and peer teaching were conducted during the seminars.

6. Two, three weeks summer schools during the school year vacation when the student-teachers meet at the centre and do the practical part of: lesson planning, making and using visual aids, exploring the text books etc…

7. Educational research to be written by the student-teacher followed up the tutor, after chosen by the student-teacher from some suggested topics.

(ISETI, English department, 2006)

The program included beside the English language other educational topics. The studying hours for English were 112 hours in each year 28 weeks x 4 hours weekly. The two summer schools were 210 hours during

the two years, beside 16 class room visits during the two years.(Rajaa: 2004) .

The evaluation and certification of student-teachers used the following tools: (Rajaa: 2004)

1. Four exams: two term exams in each year equal to 40 % of the final result.

2. Teaching practice (class-room visits) equal to 30% of the final result.

3. Weekly seminars equal to 10% to the final result.

4. Summer schools equal to 10% to the final result.

5. Action research or school improvement project equal to 10% to the final result.

The final evaluation is obtained by a statistical calculation to get the result out of seven and the accreditation is as follows :7 excellent , 6 very good, 5 good, 4above average, 3.5 average , 3 below average, 2weak and 1 very week. Passers are awarded certificates as follows: Grade one: 7 – 6, Grade two: 5.9 – 5 and Grade three: 4.9 – 3.5.(Rajaa: 2004). Then what our "Government" of Sudan decided to locate universities all over the Sudan, and they create education faculties to graduate educational teachers for general education levels. So the most important thing is how to train those graduated students, to become qualified teachers tackling teaching processes rightly as experienced teachers do. To improve our English language teachers' proficiency in general education, there are some Institutes ready to train any kind of English language teachers, An English language is important so it is guiding towards creating helpful policies to keep it a-life as following since Egypt Britain agreement of governing the Sudan.

Cromer, the architect of the Anglo-Egyptian condominium conformity, by which the Sudan used to be governed from the time of its signature up to independence, wrote advising both Lord Kitchener, the

conqueror of the Sudan and Sir James Currie, the first director of Education, as Dr. M. Musa'ad cited

"I wish, however, to explain what I mean by educated class. I do not refer to high education. What is now mainly required is to impart such a knowledge of reading, writing and arithmetic to a certain number of young men as will enable them to occupy with advantage the subordinate places in the administration of the country. The need for such a class is severely felt." (Eltigani: January 1966. P. 7)

This type of education was to be given in the Gordon Memorial College – first started as a primary school and later developed into a secondary school with vocational bias in the senior forms. It was decided to follow a three-stage pattern from the beginning – elementary, intermediate and secondary. As the philosophy embedded in the above – quoted part of Lord Cromer's report meant, among other things, the preparation of young men to be able to occupy subordinate places in the administration of the country, and as it has already been decided that English should be the language of official correspondence, it was decided that this language should be taught in intermediate and secondary stages. English was taught as a language in the intermediate stage and used as medium of instruction in the secondary one. Moreover it was decided that passes in the E.C.E One (for the intermediate stage and in the E.C.E Two were the main condition for admission to the government job, or even a job with a firm.(Eltigani : ibid pages 7-8)

2.17 SNCL/SELTI:From1975uptodate

The SNCL/SELTI had been created to weep on TEFL Diploma Program been established since 1975. Sponsored by The British Council, was previously established out in the British universities for further professional qualification and training in universities such as Leeds University, Lancaster University, Reading University, Edinborough University, etc. Although that sort of training had the advantage of being

conducted in the target language 'homeland', it was pricey and benefited a very limited number of teachers. Moreover, the programs offered by those universities targeted a number of overseas teachers who came from different countries with different educational backgrounds and target 'home teaching situations'. In effect, this seriously affected the quality of education and working out the Sudanese nominees received. The reason for this was that the programs had to be modified in such way that it would meet the 'lowest common dominator' of all the group members.

In the early 1970s, Sudan English Language Teaching Institute (SELTI) was established as a joint undertaking between the Government of Sudan (represented by the Ministry of Education) and the British Government represented by the Overseas Development Administration (ODA). The basic aim was to establish an institute that would undertake the preparation of the nominees for scholarships (in different fields) to do post graduate studies in the UK. Also the TEFL Diploma program was designed and conducted according to the equal standards of the British Universities. An efficient program of training the Sudanese tutors was adopted through the system of counter-parting. This process of training was a unique one. It started with a team of British English language teachers (KELTs). Each KELT was to train a Sudanese counterpart teacher in a man-to–man fashion. The KELT was actually a "entire tie together of training" including a scholarship of study in the UK for the Sudanese counterpart at postgraduate levels. The KELTs also designed the courses for the Diploma.

Although this course was originally directed towards the English Language teacher of the intermediate schools (Basic Level now), it is in general a course for teaching English as a foreign language.

Over the years SELTI Diploma course was updated a number of times so as to accommodate the continuous changes in the field of ELT, almost all

of these changes were made by specialists who themselves are native speakers. They were usually employed by the British Council. The last updating is the current one which was supervised by the British consultant Stephen Bax from Canterbury University, Church College. It follows a task-based approach, intended to allow teachers to discover things for themselves.

suitable to the changes in the educational system and policies in this country the target collection of this course has changed a lot. The TEFL Diploma is now selected from the Basic Level teachers, most of whom have had no previous professional training as teachers. In addition to that, their domination of English is below satisfactory, as their contact with the language has grown weaker and weaker because they have not taught it at the primary level of education. So the new target group lacked both *conventional* knowledge and *investigational* knowledge, two basic factors that compose the basis of the principles and techniques upon which the notion of teacher development rests.

- To stop the deteriorating, on the one hand, and to continue progress, on the other, we have had to take some preventive measures so as to defend the academic reputation of the Diploma and at the same time make it accessible to the trainees. To achieve this objective, the following measures have been adopted.

o Nominees have to sit a PLACEMENT test that categorizes them and specifies their level of language to start within the preliminary course and to ensure their potentiality to perform well in the main course.

o Those who pass the PLACEMENT test start with an intensive language course to repair their linguistic competence in order to furnish a basis for the academic studies that are going undertake. (See below).

o The second part of the preliminary course is concerned with equipping the trainees use to curry with the terminology of ELT and the study skills required for the lubrication of the study tasks and activities.

o Any of the trainees who fail to pass the course exams will end up with an attendance certificate.

2.15.2 (B) Course Components

(1) The Preliminary Course (For both Basic Level and Secondary Level)

The main aim of this course is to prepare the students for TEFL Diploma. It is intended to improve the overall standard of students and equip them with the necessary skills to pursue their studies. The course contains.

(i) Language Study

From Headway Beginner to Headway Pre-Intermediate

Student Books + Pronunciation Books + Workbooks

Headway Intermediate – Headway Advanced will continue throughout the course.

(ii) Study Skills

The aim of this course is to develop the techniques which will enable the students to maximize the exploitation of their resources and create the most optimum conditions for learning. The course handles:

- Note-taking
- Dictionary work
- Effective reading and writing

(iii) Phonetics

This course aims at equipping the participants with the necessary basics of using the dictionary and all the pronunciation aspects:

- Organs of speech
- Vowels and consonants articulation and symbols.

- Word syllables and stress and intonation
- . Weak and strong forms
- Sound Simplifications(assimilation, elision, insertion

(iv) Discussion Groups

This course aims at familiarizing the students through discussion with the register of ELT and focuses on major controversial issues in ELT. It also aims at developing their oral skills and conversational conventions.

2.15.3 (C) TEFL Proper syllabi:-

(I) Semester One

(i) The Methodology of Teaching Reading

This course deals with the theoretical aspects and the nature of reading. It discusses the proposed models of the reading process; top-down, bottom-up and interactive models. This is in addition to the practical approaches to the pedagogical applications of theory in the classroom.

(ii) The Methodology of Teaching Writing

This course discusses the basic issues of writing as a language skill, both as a means and as an end in it-self. It focuses on the methodology aspects

(iii) The Methodology of Teaching Oral Skills

This course teaches the trainers how to develop oral skills. It adopts a communicative approach to the teaching of oral/aural skills.

(iv) Practical Studies:-

This is the conclusion of all aspects of TEFL. Practical Studies starts from Week One and goes on until the end if the year. It starts with

Formulation of behavioral objectives,

- lesson planning,
- classroom management,
- classroom language,
- Teaching techniques etc.

This is followed by a session of microteaching and peer teaching. Finally, the students show that they are able to apply this knowledge in real teaching situations in real classes. Lessons are prepared in groups and then taught in schools. A feedback session follows to provide formative and development evaluation.

(II) Semester Two:

This semester includes the following components:

(i) Theories of Language Learning

This course deals with the following aspects:

- Behaviorist Views of language learning and acquisition
- Mentalist views of language leaning and acquisition
- Difference and similarities between L1 and L2 learning/acquisition
- Motivation
- Error correction

(ii) Language Testing

This component deals with:

- What tests are
- Characteristics of a good test
- Types of questions
- Validity and reliability
- Statistical analysis of test items

(iii) Trends in ELT

This course is a review of the historical development of language teaching and how it changed over the years in accordance with the change of the objectives and theories of language teaching/learning. It focuses on the blending of the different methods and approaches in an eclectic approach that can meet the different needs and learning strategies of the different learners. This component deals with:

- Why methods change

- History of Methods and Approaches

- Differences between methods, approaches, techniques, etc

- Historical Development of methods, approaches

- Characteristics of methods ,approaches

(III) Course Culmination

The course rounds up with an intensive programmed of teaching practice and teaching evaluation. This includes:

- Intensive practice in Lesson Planning under the supervision of the tutors

- treatment of all the four skills

- Coverage of all the stages of the lesson

- Formative/Developmental assessment

- Summative assessment

The program uses a variety of techniques:

- Demonstrations

- look closely teaching

- Microteaching Teaching

- Teaching in real classes

- Self-evaluation

2.14 Condition for the presentation of the Diploma:

- The Diploma is awarded on the condition that the candidate passes all of the courses.

- Failure to pass any one of the courses will result in the disqualification of the candidate for obtaining the Diploma.

- The regulations allow for the sitting of not more than three supplementary exams. Failure to clear any one of the supplementary exams disqualifies candidate from obtaining the Diploma.

- Any candidate who fails more than three courses shall not sit supplementary exams and will receive an attendance certificate.
- Any candidate who fails the language or the practical studies courses shall not sit supplementary exams and will receive an attendance certificate.

2.15.5 Other Activities

The TEFL Diploma department board undertakes the following activities:

- Training of trainers
- Training supervisors
- Short training courses
- Evaluation of textbooks
- Designing teaching materials.

2.15.6 Teaching Aids and materials

- In combination with the most recent teaching methods (task-based approach, reflective approach, etc), the traditional lecture mood is almost deserted together with the now old-fashioned chalk. The rooms are now equipped with big size plasma screens (which are multimedia). All the teaching materials are now electronic in the form of power-point.
- The trainees are provided with all of the modules as well as Headway Books.

2.15.7 Technical Staff

There are Computer engineers who are specialized in it and in networking. These engineers are always ready to help with any problems and to fix any. They are capable with all aspects; software and hardware.

2.15.8 Teaching Staff

- All of them have long and rich experience in education and teaching

- All of them have trained as trainers.

- They are academically qualified (MA holders and PhD holders)

- Some of them have had advanced training and qualification in the most renowned British Universities. Such as Moray House College of Education, Lancaster University, Cambridge University, etc)

- They are all capable of developing themselves personally and professionally.

Note :

 The above programmed continued for 37 years 1976 – 2013 and it took a whole school year to complete . For the new batch (38) it is proposed to be conducted intensively in six month as follows:

Course	Hrs
Language study	240
Phonetics	80
Grammar	20
Developing skills : listening , Reading , Writing and Speaking	120
Testing & evaluation	80
Aspects in language learning & Trends in language teaching	40
Lesson planning , classroom management , Visual Aids & Teaching practice	100
STYLE & Teaching Literature & Learning Styles	60
Total	720

6 hours daily 5 days a week for 6 month

A continual and effective evaluation will take place to insure that the graduates will be competent enough to teach their students using the most suitable and resent methods.

The training at SELTI branches will be under the absolute supervision of the HDQ with the participants session for the same final examinations and

some of the teaching staff at the HDQ will visit them as visiting teachers to teach some courses, follow up the work and conduct the final exams to ensure the trustworthiness of the diploma awarded

2.16 The Previous Studies:-

1- The First Study;-

Hala Awad Ahmed (2015). Sudan University of Science & Technology, conducted a research on "*In Competency of Secondary School Students in Constructing Well-Formed Sentences*". The study aims at the difficulties that face secondary schools students in how to construct well-formed sentences. The findings directed that the main problems with English secondary schools students' writing are in sufficient grammatically and linguistically As a result of this study students should be given different programs to improve their levels in writing. Such as improving and developing weak structure conducting, she suggested that these problems are influenced by many factors as untrained teachers.

This study is similar to my research in writing well-formed sentences by different programs that guide to writing sentences as an improvement of well studied courses towards teachers as well training if they are untrained to improve their proficiency in writing skills. Then they will become as an experience teachers. Also it differs in writing as skills. The sameness as he stated a great deal of writing that goes in EFL lessons, especially in an elementary level classes is sentence to reinforce grammatical items and vocabulary they have learnt.

It also differs in the content because I use the writing skills and investigating trainees to what extent do they recover writings during training to improve their teaching writing. As a solution of this problem the researcher pointed out the following recommendations. Trainers and syllabus designers should contribute in developing training courses farther more to develop curriculums. Trainees should draw their attention towards

their students in order to improve student's ability in writing. The instructors should provide adequate training in teaching process for teachers. Teachers should encourage their students to practice using cohesive devices in writing; through focusing on supplementary Graded Reader.

2- The Second Study;

Abu-baker Mohammed Ali (2015), Sudan University of Science & Technology, conducted a research on *"The Impact of Supplementary Graded Readers on writing at paragraph Level with Reference to Secondary Schools Students"*. The study intends to determine the effect of previous mentioned title to achieve this purpose; using experimental method. The researcher uses data collection as a tool then post test. As a solution of this problem the researcher pointed out the following recommendations. Teachers and syllabus designers should contribute in developing curriculum. The teachers should draw their attention towards their students in order to improve student's ability in writing. The instructors should provide adequate training in teaching process for teachers. Teachers should encourage their students to practice using cohesive devices in writing; through focusing on supplementary Graded Reader.

This research is similar to mine in writing improvement and in using some tools. He also strongly directed his attention towards teachers' training as a base of improving students' proficiency in mastering sentences writing. It is similar in improving trainees' proficiency. So teachers help students in mastering sentence writing. We differ in some devices through which he collects research data. The researcher pointed out more reading well writing.

3- The third study:-

Samia Yahia Salim (2016) Sudan University of Science & Technology, conducted a research on "Perversity Caused by cohesive Devices of English Foreign language Sudanese Students when they learn the second language writing skills " The study aims at investigating the use of cohesive devices in second language writing skills. That found out there were many elements which were a major reason behind the misuse of cohesive devices by students; when they learn English language writing skills. A hundred students were chosen from first year at Sudan university of Science and Technology (males and females) as a sample. They were divided into two groups. The researcher chose central group and an experimental group. The experimental group was given a test after they were taught the general principles of using cohesive devices in English language writing skills. The result of the marks showed that the students in this group did better. The control group who were given the test directly without any teaching faced difficulties, when comparing the marks of the two groups in the pre and posttest ill was clear that the students in experimental group did better. In addition, the statistical analyses emphasized the differences in the performance of the students' marks of the two groups in the pre and post test. This means that there were statistically significant differences among the students before and after teaching them cohesive devices in second language writing skills. The researcher used questionnaires as a tool for data collection of this study that was given to fifty Sudanese English language teachers from various universities. Their answers support the findings of the study. This means that there is a need to teach English language students the use of cohesive devices in second language English writing skills. The study is differs to mine in term of a community and on descriptive method usage. It is similar in tools and analytical method. The community treatments also the researcher sued.

4- The fourth Study:-

Mohammed Altayeb (2007) Sudan University of Science & Technology conducted a research on "Evaluating of Sudanese Secondary schools Pupils Standards in Writing and Reading. The research supervised by: Dr. Mohammed Al-Hassan Ahmed. The researcher conducted it at department of English language in Sudan University of Technology and Science. The study aimed at evaluating secondary schools pupils' standards in reading and writing. The research conducted under the above mentioned title, after the application of spine serious. To achieve this purpose, the researcher tries to investigate the problems facing secondary school pupils when attempting reading and writing. In addition this research attempt to find out how secondary school pupils can be competence in reading and writing. The study adopts the analytical descriptive method the sample of the researcher consist of third year secondary school pupils and secondary English language teachers. Two different tools were used to collect research data. i.e. a test and questionnaire whose validity and reliability were checked and specified. Then statistical operations such as arithmetic mean, standard deviation were utilized to analyze data collected. The study revealed that pupils were incompetence in reading as the spine series haven't got sufficient vocabulary practices; the reading materials are overloaded with a heavy burden of new lexical items and due to inappropriate selection, grading and presentation of reading materials within spine series. On the other hand, pupils were also found in competence in writing due to multitude of factors such as their poor linguistics competence, insufficient writing techniques and in sufficient writing materials within spine series. Consequently in the light of these findings, the study has drowned some recommendations and suggestions for further study.

This study is differing to mine in term of community and area of data collection, but it is similar to it in methods and some tools he used. Improving secondary schools pupils' competence in writing according to problems they are facing in addition I am trying to improve basic English teachers as they are guiding teaching processes. In my opinion trying to improve their proficiency by training, and giving them information to increase their knowledge in teaching English language writing skills, towards mastering sentence writing.

5- The fifth Study:-

Fawzi El-tayeb Yusuf (2006), in Sudan University of Science and Technology conducted to curry out this study under the title: "Analysis of Pertinacious Common Errors in the Writing Performance of EFL Learners in Sudan" as fulfillment of PhD degree. The research supervised by Dr. Abdel Azeim Zein El-Abdeen.

the study is curried out to investigate the pertinacious errors committed by university students of EFL at three Sudanese universities in capital kordufan,namely university of westen kordufan and university of Dalanj.

The study aims at identifying and analyzing these errors, explaining the problem causes of these errors and suggesting suitable solutions to help in improving students' competence in writing however, the study hypothesizes that Sudanese EFL university students commit errors are pertinacious from second year to fourth year. It also hypothesizes that the interference of culture and math longue of Sudanese EFL university student contributes to most of their writing errors. Moreover, it hypothesizes that the origins of some errors could be found within the structure of university English language curriculum. Besides that it hypothesizes that the teaching and learning strategies contribute to most of the writing errors committed by Sudanese students. The study adopts the analytical descriptive approach. The researcher uses two different tools to

collect data. The first tool is an interview which has been conducted on the university English language teaching staff at the above mentioned universities. The second tool includes the students' answer sheet of the examinations of the writing performance of the academic years 2006/2007, 2007/2008, 2008/2009. The study has targeted the answer sheet of twenty (20) students from second years to the fourth year of their academic study at each university. That is the number of students answer sheet is (180). The results of the study show that most students had problems with the format of composition writing. The ways in which they wrote their compositions clearly show their weak grasp of the basic rules of grammar, spelling, lexis, punctuation and discourse of English language. The study also shows that there are some factors which contribute to most pertinacious errors committed by students in their writing performance such as interference of culture and mothers' tongue of Sudanese EFL university students in the learning process in addition to that learning strategies adopted by Sudanese EFL university students as overgeneralization and simplification of target language rules other factors also include insufficient activities and practice of the basic techniques of writing besides the lack in following-up the students writing performance. The study concludes by recommending that more of composition writing in particular with sufficient activities beside giving more emphasis to the teaching of grammar, spelling, lexis, punctuation of English language.

This study is similar to mine in term of researching to solve different writing problems and methods he used and investigating teachers to improve writing skills. But the tools were differ from my research tools and the community targeted and sufficient training of teachers of basic English language. Also it differs in items and other kinds of problems,

6-The Sixth Study:-

Nadia Ali Al-Shareef (2012) "Sudan University of Science & Technology" The researcher conducted his research under the title "Evaluation of Effectiveness of English Language Training Program" at "Sudan Teaching Institute" as required fulfillment of PhD. Under Supervision of Dr. Abd-Azeem Zain Al-Abdeen.

The purpose of the research is to assess the value of the SELTI Diploma program for secondary school English language teachers and is it sufficient for the training of suitably qualified English language teachers. The research is divided into chapter's introduction, literature review, methodology, analysis and discussion, the results, and the recommendations. It provides a statement of problem, which is sufficient training of the secondary schools English language teachers. Also it provides the history of English language teachers training in Sudan, at the same time it provide some useful practice of classroom management and the evaluation of teachers' performance. The Same point of view of teaches' training consternation with special reference to the TEFL Diploma at SELTI ARE included.

Three main types of instruments as mean of data collection ere used. These were evaluation of SELTI courses. Professional action observation sheet and standard lesson observation sheet.

The evaluation of SELTI courses and the result there of showed SELTI courses connected the English language teachers requirement and the diploma conduct a standard lesson adequately.

The main recommendations are laid to guide that teacher should be selected from graduates who already have the first degree and who are willing and desirous to take up education as their future profession. And people who want to become teachers should have a one year training courses in education and methodology (SELTI Diploma).

This research is similar to mine in term of performance act towards training teachers in all language skills to become English language teacher, also in some or most of tools but the methods of data collection as an evaluation and assessing the whole processes of SELTI syllabi that used to qualify ELT teachers are different and concentrating on writing skills in general then mastering sentences writing in particular. As an impact of SNCL syllabi.

7- The Seventh Study:-

"Inaam Abbas Hassan" in year (2014) at English department of "Sudan University of Science & Technology" conducted her research under the" Title" "An Analyses of Errors Made by Sudanese University Students in Written Production". Under Supervision of " Dr Ali Khalid Moudwe. It is required fulfillment of "PhD" degree.

The study aims at identifying, classifying and analyzing errors made by Sudanese university students at Ahfad University for women and Sudan University of Science &Technology, discovering the role played by mother tongue, the arbitrary nature of English language, the techniques of teaching writing skill and the university curriculum of English language in the occurrence of these errors. The sample of this study consisted of 30 university English language teaching staff, and 60 second year students of English language at Ahfad University for women and Sudan University of science & technology. The researcher used the descriptive analytical approach. To achieve the objective of the study, two types of tools were used to collect data, a questionnaire of 27 statements was developed covering the areas of mother tongue interference the nature of English language, writing skills teaching techniques; and an English test. The validity of the questionnaire was done by a group of referees. Its stability was determined by sample consisting of 10 persons. The questionnaire's correlation coefficient was o.97 at 0.60.1. I collected data were analyzed

using frequencies, percentages. Major findings were seen as Errors committed by Sudanese university students are attributed to learning strategies adapted by them such as over generalization and simplification of the target language rules. Errors committed by Sudanese students of university are attributed to carelessness and luck of memorization spelling words, in addition to ignorance of punctuation rules. English teachers need training to improve their teaching skills.

In the light of the results of the study, the researcher suggested some recommendations as following: First further studies should be conducted to investigate errors committed by EFL students in their spoken English language. Second a study is recommended to investigate the effectiveness of a combination of techniques in teaching writing compared with other techniques. Third a further research is needed to investigate the effect of training and curriculum of writing.

This research is similar to my research in methods he used and concentrating on errors as process approach I used also one of its belongings is errors. Training institutes train English language teachers in writing to improve their proficiency. Then some tools used by the researcher. And the study differ in community kind, solution target towards basic school teachers for building basic schools' pupil competence as an effect of teachers training and improving teachers' teaching in writing skills to get sentence mastering in particular

8- The eighth Study:-

"Mahir El-Rufai Babikir", (2010), the researcher conducted this research in "Sudan University of Science & Technology" at English language departments. He conducted this research under the "title" of "Paragraph Writing problems Encountered EFL Sudanese Secondary School Students" to get PhD degree. Under Supervision of Dr. " Abdal-Mahamoud Idrees".. This research aims at exploring problems of paragraph writing encountered

by Sudanese secondary school students. It also intended to get responses to questions manifesting those students who are very week in the knowledge of paragraph writing and in using grammatical rules, cohesive devises, and punctuations. However the study intended to exploit specific episodes of literary texts (Sudanese short stories) as a technique of paragraph writing. The descriptive analytical method was used for analyzing the collected data from the student's test and teacher's questionnaire through SPSS program. The samples of the study consisted of second class students from Bait Almal secondary for boys in Omdurman locality, the teachers' questionnaire concerning secondary school teachers from Khartoum and an interview with some English secondary stage directors from Khartoum and White Nile states. The study hypothesized that the students are in need of grasping the concept of basic sub-skills of writing and knowing the techniques of paragraph writing, but it was found that students have no idea about methods, procedures of using literature in paragraph writing regardless, the use of basic sub-skills. So the study suggested doing a lot of practice on grammatical aspects. Accordingly, a course exploiting short stories is useful for improving and promoting students' level in methods of paragraph writing and in grammatical aspects and mechanics.

This research is similar to mine in method and most of the tools he used then the writing processes in general. Paragraphs consist of sentences but it differs in the community and it goes towards improving writing skills.

9- **The ninth Study:-**

Mohammed Hamed, (2003), in Sudan University of Science & Technology at Methodology of Teaching section. He conducted his research under the "title" of "An Investigations of Spelling Errors Found in Written Composition of second and third classes of secondary students in the " United Arabs Emirates" as a partial fulfillment of PhD degree and it is under supervision of Dr. Osman Ahmed Mohammed, This research aimed

at investigating the spelling errors in compositions written by the second and the third secondary students in the "United Arabs Emirates. These errors were identified, classified and the frequency of these errors under each category was counted.

The sample of this study consisted of (200) male and female secondary students in the academic year (2003/2004) chosen randomly from the secondary schools in Umm Al-Quean Educational Zone in the United Arab Emirates.

The study attempted to answer the following questions;-

1- What are the spellings' errors subs served and occurred in the writing of the Emirati secondary students?

2- What are the linguistics strategies adopted by students in spelling which ultimately contributed to more spelling errors?

3- In which type do the most frequent errors occur?

4- What are the sources of spelling errors made by the students?

5- In which position do the most frequent errors occur, in the miss spelt words?

6- Are there any significant differences between male and female students in spelling errors quantitatively and qualitatively?

7- What are the most difficult parts (hard spots) in the miss spelt words?

8- What are the recommendations, suggestions and pedagogical implications to remedy these errors and help students as well as teachers to overcome these difficulties?

The researcher used test and chi-square test to determine whether the differences in the percentage of spelling errors are significant at the 0.05 level of significance.

The results of the study showed that vowels and silent letters were the most problematic areas, there no significant differences between the percentages of errors due to sex, the most frequent errors where in the

middle of the miss pelt words male students in both classes committed less spelling errors than females students; the higher the grade was, the less errors were, the most frequent errors were in the inta-morphemic errors, especially inflections were predominant errors.

In the light of findings of this study, was recommended that spelling should be allotted more time to be taught in the United Arab Emirates, teaching schedules and those teachers should draw their students' attention to the limitation, restrictions exception of spelling rules through teaching procedures. Also, it was recommended to conduct a study on the effect of extensive reading on reducing spelling errors, to investigate the relationship between spelling achievement on the one hand and the auditor discrimination and visual discrimination on the other hand, to conduct a study on the relationship between motivation for learning English as a FL and the persistent spelling errors and to investigate the relationship between the effect of streaming and the yielded spelling errors.

We are similar in investigating errors of spelling as one of three main features like grammar and punctuations. It is a kind of writing and sentence combination, also vocabulary usage of gathering words according to grammatical rules. They are errors committed in composition writing as sentence writing. This research is differing on procedure he used and some of his tools of data collection then methods he used one method. The community is completely different but it is a kind of writing improving and problems solving.

10- The tenth study:-

Smith, Carl B.(2000). University of Missouri-St. Louis Libraries Archives. ERIC Digest D 156. Under the title "Writing Instruction: - Current Practices in the Classroom" in University of Indiana (2000) USA.　　　　He claimed that over the past forty years, the emphasis in "writing instruction" has shifted from product to process. A companion

ERIC Digest entitled "Writing Instruction Changing Views over the Years" gives an over view of this development during the period from 1960 to 1999. It focuses on the experiences of individual teachers as they searched for ways to put the principles of process writing into practice in classroom. They found that "Writers' Workshops are effective in helping students master the principle of process writing in particular 'The term" writer's workshop" refer to an environment conceived to encourage written expression "Because writing is difficult an risky". "Children need to know that their environment is a predictable, safe place for them to take risks". (Bunce-Crim, 1991; cited in Bayer, 1999, p. 8). Even first graders can benefit from "Writer's Workshops" . Also Fisher (1995) says that:- "writing workshop are essential part the curriculum in my first grade classroom, and almost every mom ring the children are evolved in self selected writing endeavors. ' this lets students know that writing is important and that they can count on "daily opportunities to pursue their own topics, work by themselves or with friends, and begin a new piece of every day or work on a story book over time"(p. 1).

With young children, a systematic organization of material is essential. Furthermore, a predictable routine helps children get organized first thing in the morning. Fisher also reads aloud to class during the day so that children can here different models of written language. Also frequent mini-lessons are used to focus on specific areas of writing such as procedures (using folder) strategies (such as using books to inspire topics).

Bayer (1999) evaluated a first grade class to find out whether or not students actually became more confident, proficient writers after participating in a writer's workshops. Children actively participated in workshop two or three times a week and each session began with mini-lesson that focused on a specific topic such as sentences structure, correct capitalization, punctuation, grammar. After the mini-lesson the actual

writing began, with the teacher modeling her/his own writing along with the children. The teacher worked with individuals as needed, helping each child focus on the appropriate step in the writing process.

Before beginning writer's workshop, students were asked how they felt when the teacher "said it was a writing time " whether or not they liked to write, whether they preferred, their own topic, and how they described themselves as writers. The same questions were asked during the final weeks of the workshop. The results showed that to a great extent "writing workshops improve the feelings and attitudes that first graders have about writing as well as how they feel about themselves" (Bayer, (1999, p.6). For example, the percentage of children who looked forwards to writing time almost doubled, and the number of those who said they liked to write jumped from 25% present to 71% present.

Although the preceding comment suggested that children can benefits greatly from writer's workshops, still there are questions and potential problems that need to be conceded. Sadol (1991) discuses some of the questions that arose during adoption of the "Process Approach" and during a writer's workshops in fifth grade, classroom taught by Peg Sadol.

In the first place there is question time. Although some recommend as such as hour of writing each day it is difficult to devote this much time when other subjects must be taught as well. Also, curriculum requirements may make it difficult for students to choose their own topic because teachers are required to teach specific kinds of writing (Sadol, 1994, p.294).

Another problem relates to pacing and deadlines. It is true that all students should not be expected to work at the same pace, but a few students may have difficulties even completing any project. In addition, students are often put off by workshops devoted to assigned writing types.

In general, the experience of PegSadol was positive in spite of the problems encountered early on. "In the main, her children enjoyed the writing.

Routman (2000) points that journal writing is a good way to begin implementing a writing workshops because journal can permute fluency in reading and writing encourage risk taking provide opportunities for reflection, and promote the development of written language can ventions" (p.23). However the advantages of journal writing can be lost if teachers fail to monitor students' work and to let them know what is expected.

All too often, children's journals are flowed by sloppy, careless writing and frequent misspellings of essay words. He suggested that journal writing can become more worthwhile if teachers encourage students to write for several days on a topic they care very much about if they teach students how to write with details and voice. Furthermore, students should realize that journal writing is only one type of writing they are expected to do.

This "Article" or study is similar to my study in most of its direction and details as he suggest teachers have to improve their teaching of writing at its all sides up to students ' writing in its different ways with different types of writing with good guidance to examine and improve applying "Process Approach" what helps more in conducting the research easily with benefits towards improving either trainees training or students writing proficiency. We differ in devices.

11- The eleventh Study:-

Dr. Mellor MD. Yunus' & Siti Sukainah che Mat2. June (2014) In American Institute of Policy development " Two challenges faced by teachers in primary schools in Malaysia. Dr. Mellor MD, Yunus & Siti Sukainah Che Mat2, Conducted their Research Journal of Education and

Human to solve these two problems occurred under the "Title" "Writing Needs and Strategies of FELDA Primary ESL Pupils " at the year (2014)..

Two of the challenges faced by teachers in the primary schools in Malaysia are to improve the English proficiency level and to prepare pupils for the up-coming school Certificate Examination (UPSR). Pupils have been taught certain ways to answer the questions but all efforts prove to no avail as reports came out suggest that pupil composition for paper2 are week and they have yet to master writing skills. The fact that pupils failed to produce a short paragraph of intelligible writing comes by surprise as pupils are often being spoon –fed with information they hardily digest on their won. This study investigates the need and writing strategies among primary FELDA ESL pupils, where the data collected serves as a guide the development of an English learning module. Sixty two respondents, of eleven and twelve's years old took part in this study. Data was collected via a survey and was analyzed strategically. Findings suggest that pupils are interested to learn English aware of the importance of English and use various writing strategies. The use of writing strategies differ between boys and girls and when an independent sample t-test was run, there is a significance various between the selection of writing strategies used by girls and boys . In terms of the preferences of an English learning module, pupils preferred the learning module to be in the medium of book, Malay as the language of instruction and writing as the main skill taught.

This study is similar to my study in terms of searching to improve primary or basic pupil's English proficiency via improving teachers teaching threw training to encourage trainees towards acquiring the ability of writing well tidy paragraph as a mean of mastering sentence writing. Teachers are learning processes guider, training and improving their proficiency in English writing skills is very important. We differ in terms of tool using, observing productive skill as a training syllabus to improve

trainees writing proficiency and then questionnaire trainers and trainees towards the need of writing according to "Institutes" policy.

12-The twelfth Study:-

"Mawahib Abdalghffar Alimam malik Ahmed" (2015) to get M.A. degree in education, in Sudan University of Science & Technology, Faculty of education. The researcher conducted her research under the "title" of investigating teachers writing skills in secondary school", as an attempt to investigate teachers in writing skills using spine 4,5 and 6. This study is an attempt to investigate teaching writing skills in the spine (Sudan Practical Integrated National English) series 4, 5, and 6, the activities, the material and teaching strategies used.   The study surveyed teacher's attitude towards teaching writing in secondary schools in an attempt to help teachers as well as syllabus appliers and designers and pupils , in respect to the skills under investigation. The study also examined whether the traditional classroom in terms of size and group dynamics is conductive to stimulate writing.

Thirty teachers from Umbada Locality participate in this study two instruments were used for data collection, questionnaire for teachers and classroom observations. The findings of this study showed that pupils were not able to express themselves (writing) in English due to the poor and luck of authentic materials in teaching writing.

The study recommended that there is need for further refining of writing activities in "SPINE" and incorporation of authentic materials particularly materials for developing writing skills.
This research is similar to my research in terms of encouraging teachers to curry on improving their ability to improve teaching writing towards improving pupils' proficiency in writing and sentence mastery the same tools he used the only different is the syllabus he used.

13- The thirteenth Study:-

"Nasreddin Hammad Ahmed" () Sudan University of Science & Technology. Under the "title" of " Difficulties of Writing a Paragraph at Secondary Schools" conducted his research attempting or aiming at finding the fundamental difficulties of writing a complete paragraph. The researcher aimed at knowing the causes of these difficulties. Then he can decide the best way towards preventing these difficulties of writing. under the supervision of Dr. Montasir Hassn Mubarak. For M. Ed. In English Language Teaching (ELT). His research aims to find out the fundamental difficulties of writing a complete paragraph at secondary schools, the causes of these difficulties and the best ways of preventing them. Also, the study will try to pinpoint the roles of syllabi and the teachers' in preventing theses difficulties in writing in writing complete paragraph.

This study comprises five chapters. Chapter one is an introductory chapter which clarifies theoretical framework of the study. Chapter two explains the literature review and previous studies. Chapter three is the methodology of the research. Chapter four discusses the data analysis and chapter five is the conclusion of the study which consists of the findings, suggestions and recommendation. This research is similar to my research in term of writing then no paragraph will be written without writing good sentences and the tools are the same. The whole processes he guided except the community he applied the study at to get the results it is a secondary schools mine is basic schools trainees.

14- The fourteenth Study:-

Muhammed Fareed. et al conducted their research (study) (2016). University of Engineering and Technology-Karach>>Department of Humanities, under the "title" ESL Learners' Writing Skills: Problems, Factors, and Suggestions. They suggest that: Writing is an important skill for language production. However, it is considered a difficult skill,

particularly in English as a second language the same also (ESL) contexts where students face many challenges in writing. There for, the present study conducted with an aim to investigate problems in Pakistani under graduate ESL learners' writing skills. For this purpose focus groups of Pakistani English language teachers' and under graduate learners to find the major problem in their writing. The interviews and essays were analyzed. The findings reveal that the major problems in Pakistani undergraduate ESL learners' writing are insufficient linguistic proficiency (including command over grammar, syntax and vocabulary) writing anxiety, lack of ideas, and relevance on L1 and week structure organization. These challenges are influenced by various factors including untrained teachers, ineffective teaching methods and examination system, lack of reading and writing practice, large classrooms, low motivation lake of ideas. The study also sheds light on the remedial measures such as increased reading, conscious and incidental vocabulary teaching, writing practice, trained teachers, and reforms in the examinations system, and writing competitions.

{NED University of Engineering and Technology-Karach>>Department of Humanities>>Muhammed Fareed Ph.D Edu. (E L T) }

  This study is similar to my study in term of writing skills as sentence mastery in the same time it conducted to solve many kinds of writing ability problems and the factors that affect writing sentences, also in searching to find solutions so as to improve

untrained teachers proficiency as well as students' learning of writing.

This study is differing to my study in term of tools used and presidios usages.

All of the two studies are trying to come over writing problems and anxieties towards improving learners' and untrained teachers' in exploring

different kinds of writing improving for example sentence writing, pieces of writing, paragraphs writing, and essays writing e t c.

Summary of the chapter

To train general education teachers is something not easy to be applied and it will be done throw qualified trainers also they can add awareness to improve trainees proficiency. So teachers can make use of plenty discussion variety types of sentence writing and others according to form or use and all their concern. However trainers train and direct awareness towards assessing and evaluating the most important is to illustrate about productive skills there for no skill can work alone they are receptive and productive they use to trigger each other to study SNCL syllabi. And also the study illuminates some about (the) English language Institutes those specialized on EF teachers training. And the English language itself.

All previous studies are similar, because they are seeking to construct sentence writing in different ways with different communities. Also many counties of grammatical usages and linguistics applying towards authentic written language acquisition, as efforts to solve either trainees or any learners to take on sentence writing encouraging teachers, trainees by laying programs and good courses to improve teachers teaching towards improving students sentence writing as improvement of well studied courses to achieve well experience towards teaching well constructed sentences writing. So trainers and syllabus designers should contribute in developing trainers and training courses with curriculums improvement as a result teachers should draw their attention towards student's ability in language study improvement and sentence mastery. Then the instructors should provide adequate training in teaching processes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter reviews the methodology of the study, including the population of the study, the sample of the study, description of the sample, the instruments, reliability, validity and data analysis procedures.

3.1 Methods and Tools for the Study

The researcher used a descriptive method. As a tools pre and post test in addition a good quality of the trainers. Questionnaire as data gathering tool to validate the hypotheses, for trainers and to find out answers to the questions of the study as stated earlier in chapter one.

The researcher is going to use the statistical pack up for social sciences (SPSS) namely; the researcher focuses on percentages and frequencies.

3.2 Population and Sample of the Study

A/ The part one population of this study is drawn exclusively from Sudan National Center for Languages (SNCL 's Trainers as TOT certificate holders & others).

B/ The part two population of this study is drawn exclusively from Sudan National Center for Languages Khartoum (Sudanese basic schools English language teachers from Khartoum State), Teachers who are having training at Sudan National Center of Languages Khartoum, Patch 42 year 2018/19 .

3.3 Instruments of Data Collection

The pre-test & post-test of writing as productive skills for trainees as a result of studying or been trained on how to produce an English language towards producing written language. In addition trainers', questionnaire, will be adopted as one of the tools for collecting data for the purpose of the main study. All of them will be designed as following; questionnaire for trainers. Then the researcher is going to use the questionnaire and pre, post

tests as the tools to collect the data of the study. A questionnaire will be given to trainers who are mainly working at (SNSL) TOT certificate holders. All the tools of data collecting will be arranged as following; questionnaire will be located at (Appendix A) pre-test & post-test will be placed at (Appendix B).

3.3.1 Trainers' Questionnaire

The questionnaire will be distributed to the trainers from both sexes. This questionnaire includes a covering page which introduces the topic of the research. It uses Liker 5-point scale (strongly agree, agree, neutral, disagree and strongly disagree). The statements are about "Investigating the Impact of SNCL Syllabi on Sudanese Basic level English Language Trainees in Mastering Sentences writing "Basic level English Language teachers during Training". The questionnaire will be designed as a tool for collecting information about the problem encountered by Sudanese Basic English Trainees at Sudan National Center for Languages Khartoum. The questionnaire includes (5) statements given to (trainers) at the center (SNCL's trainers). It will be judged by experienced professors and doctors from Sudan University of Science and Technology & Sudan National Center of Languages Khartoum then other universities.

3.3.2 Validity and Reliability of Trainer' Questionnaire

Before putting the questionnaire in the final draft, it was distributed to be judged. It was judged by the experienced professors and doctors from Sudan University of Science and Technology & Sudan National Center of Languages Khartoum then other universities. In the light of their comments, the questionnaire was put in its final draft. Thus, the study used the statistical package for social science to analyze the data collected. Thus, the results are obtained as we will fine after analyzing the results. Judgers of trainers' questionnaire as following:

1/ Dr Sabri Mohammed Abdalla, Omdeirman Islamic University, Faculty of Education, Department of English Language.

2/ Prof. Babikir H. Mohad. Qadrimari, Yusuf Al-Khalifa Center for Writing languages in Arab Scripts, International University of Africa, Khartoum, Director of the Center.

3/ Dr Tahia Al-Sheikh Alhameem Yusuf, Alzaem Alzhari University, Faculty of Education Applied Linguistics, English Department.

4/ Dr Talha Mohammed Al-Zebear Suliman, Al-Zaem Al-Zhari University, Faculty of Education, English Department.

5/ Dr Al-Sadig Osman Mohammed, Sudan University of Science & technology, Faculty of Education, English Department.

The responders to the questionnaires will be given to an expert in statistics and the finding will be as there in the result of analysis.

3.3.3 Trainees' pre & post test

The tests will be distributed to the trainees from both sexes. This test includes a covering of the trainee's situation before learning SNCL productive courses which introduces the topic of the research. It shows the changes that will take place or to know what is there as a pre-knowledge about trainee's knowledge in mastering sentence writing. The statements are about "Investigating the Impact of SNCL Syllabi on Sudanese Basic level English Language Trainees in Mastering Sentences writing" before training, then "Sudanese Basic English Language teachers (trainees) after Training". So after post test will be designed as a tool for collecting information about the problem encountered by Sudanese Basic English teachers (trainees) at Sudan National Center for Languages Khartoum after training. The questions included should show trainees final knowledge at the Center after training, accordingly English language trainees from the same community. Both tests will be judged by experienced professors and doctors from Sudan University of Science and Technology & Sudan

National Center of Languages, University graduate & TOT holders. Each test at its fixed time.

3.3.4 Validity and Reliability of Pre-test & Post-test

Before putting every test in the final draft, it was distributed to be judged. It was judged by the same EFL experts who used to train as TOT at SNCL. In the light of their comments, every test was put in its final draft. Thus, the study used the statistical package for social science to analyze the data collected. Thus, the results are obtained as will be found after analyzing. Judgers' of pre-post tests as following;

1/ Dr. Al-sadig Osman Mohammed, Sudan University of Science & Technology, Faculty of Education. & Trainer at SNCL.

2/ Dr. Mahasin Mohammed Ahmed Suliman, Sudan University of Science & Technology, Department of English. & Trainer at SNCL.

3/ Mohammed Musaad M. El-Amin. Director General of SNCL. MA. holder & TOT Certificates holder.

4/ Alawia Ahamed Al-Mardi, University graduate & TOT Certificates holder, Head of Teachers' Training Department, of tefl diploma department Certificate & trainer at SNCL.

5/ Mohammed Saeed Yagoub, University graduate & TOT, Certificates holder. Tefl diploma department Certificate trainer at SNCL.

6/ Ali Omer Al-Sindi, University graduate & TOT Certificates holder, Tefl Diploma department Certificate trainer at SNCL.

3.4 The Responders' as following

1/ The responders' to the trainer's questionnaire and the results of pre & post tests will be given to an expert in statistics and the finding will be as there in the result of analysis.

3.5 Data Analysis Procedure

The researcher will use the SPSS programme for data analysis. This will be made for the trainers' questionnaire, accordingly trainees' pre – & post test.

Reliability and Validity of the Data the researcher collected as following:

The researcher in order to test the reliability the trainers questionnaire's statement , used Cranach's alpha coefficient with value ranging between zero and one, so , if the coefficient value equal zero the data will be unreliable if the coefficient equal one, therefore, the coefficient approximate value equals one the higher reliability, and the coefficient value approximate to zero the lower reliability.

Generally, the coefficient value which is less than 60% is considered weak, if it's 70% actually it will considered accepted. While 80% is considered a good coefficient value.

The coefficient of the validity means that the measurement measure what is consider or set to be measured and its mathematically equals the square of the coefficient of the reliability.

The researcher adopted cranbach alpha coefficient to measure the reliability of the questionnaire's statements and its equals (0.8041) which means the statement one quite reliable and as the result shows positive reflected on the validity of coefficient value which equals (0.708).

From the table (3)

Table (3) Cronbach's Alpha

	N	Cronbach's Alpha	
1	5	0.863	0.93
2	4	0.362	0.601
3	9	0.770	0.877
For all	18	0.802	0.89

From the table (3) above, the researcher points out that the coefficient of both the reliability and the validity using Cronbach alpha equation are very high indicating the strength of the questionnaire's reliability and validity and thus the responders' understanding of the questionnaire's statements and accordingly the questionnaire is considered adoptable to verify the hypotheses of the study.

3.6 Summary of the chapter

This chapter has drawn the road map for the study. It will describe the different aspects of the research (population, samples, tools, etc.). It also describes in detail pre & post test then the trainers' questionnaire, and the procedures for data analysis and other tools of data collection.

<center>**Chapter Four**

Data Analysis and Results</center>

4.0 Introduction

This chapter is concerned with data analysis, results and the reading of the results on the basis of research questions and hypotheses. In discussing these results, statistical figures in terms of frequencies and percentages were reported for each variable of the study.

Questionnaire was designed to measure the attitudes and opinions of SNCL trainers about the barriers of written significance among Sudanese EFL trainees (basic level EFL teachers) .The results of data were analyzed, tabulated, presented and discussed.

The variables were discussed within the results obtained from the result of data analysis.

Finally, the hypotheses were tested according to these results. The final results were set for further comments and recommendations. The tools of data collection used in attendance study were designed to measure the main variable of the study.

4.1 The Analysis of the Questionnaire

4.1.1Qualification

Table (1) qualification

Value	Frequencies	Percent
BA	3	42.90%
MA	2	28.55%
PhD	2	28.55%
Total	**7**	**100.0%**

Figure (1) Qualification

The table and the figure above show that some of the respondents have MA as qualification, and their number was (2) with percentage (%33.4).The respondents who have BA were (2) with (%33.3), and the respondents who have a PhD were (2) with (%23.3).

4.2.2 Years of Experience in Teaching Productive Skills & Sentence Writing in Particular:

Table (2) Teaching Experience

Value	Frequencies	Percent
1-5 years	0	0%
6-10 years	4	57.2%
More than 10 years	3	42.8%
Total	**7**	**100.0%**

Figure (2) Trainers' Experience

It is noticed from the above table and figure that, most of the sample' respondents have experience between 1 to 5 years their number is (0) trainers with percentage (0%).The number of the sample 'respondents who have experience between 6 to 10 years their number were (4) trainers with percentage (57.2%).This indicate that there are more qualified teachers. The number of the sample respondents who have experience more than 10 years their number were (3) trainers with percentage (42.8%)

4.3 Statement of hypotheses one: Trainees can develop their self learning when they consult SNCL training centre to improve writing English sentences.

4.3.1 Table (4) statement (1) some trainees commit grammatical mistakes when they write sentences

Table (4.3.) some trainees commit grammatical mistakes when writing sentences.

Value	Frequencies	Percent
Strongly agree	2	28.6%
Agree	5	71.4%
Total	**7**	**100.0%**

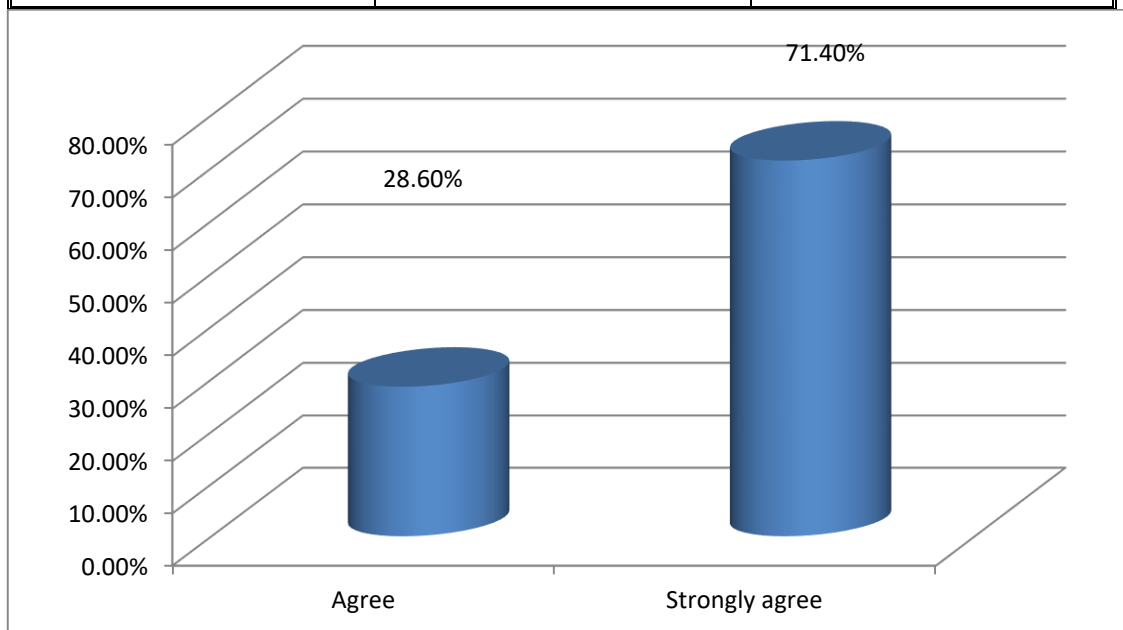**Figure (.4.3)**

The table and figure above show the distribution of the sample by the statement shows as follows: strongly agree respond by (2) from the sample answer agree to the statement with (%28.6) while (5) answer Strongly agree with (%71.4) the majorities (100.0%) of the respondents support the statement which claims that some trainees commit grammatical mistakes when they write sentences.

4.3.2 Statement (2) some trainees do commit spelling mistakes while English writing.

Table (4) some commit spelling mistakes when they write sentences.

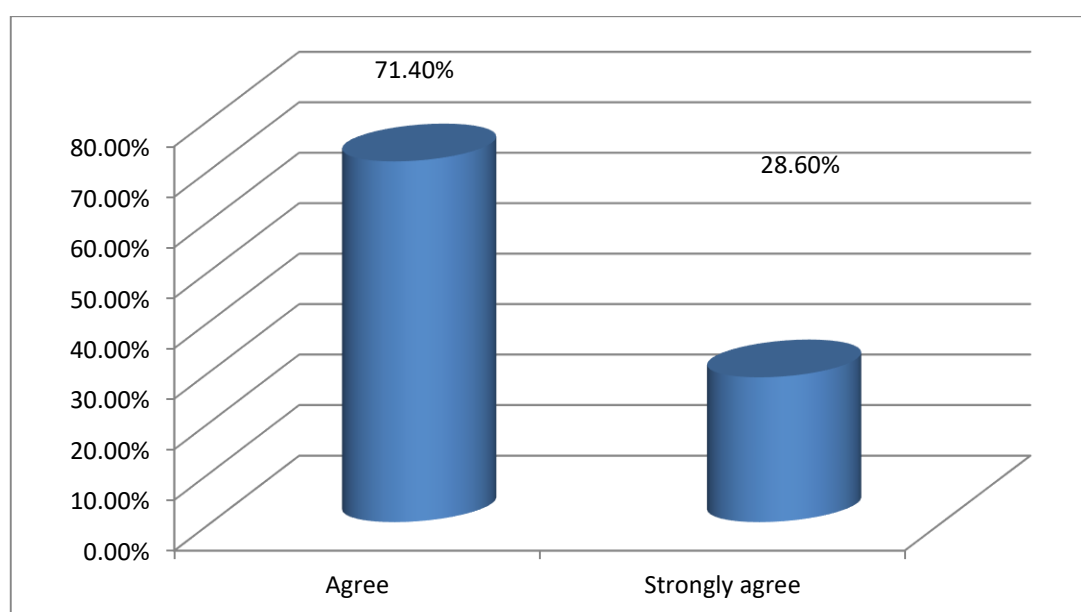| Value	Frequencies	Percent
Strongly agree	5	71.4%
Agree	2	28.6%
Total	**7**	**100.0%**

Figure (4) some commit spelling mistakes when they write sentences

The table and the figure above show the distribution of the sample by the statement as follows: strongly agree by (%71.4) agree by (%28.6). And the majorities (100.0%) of the respondents support the statements which claim that some trainees commit spelling mistakes while writing sentences.

4.3.3 Statement (3): some trainees do not know how to use proper punctuation when they write sentences.

Table (5) some do not know how to use proper punctuation.

Value	Frequencies	Percent
Strongly agree	4	57.1%
Agree	3	42.9%
Total	**7**	**100.0%**

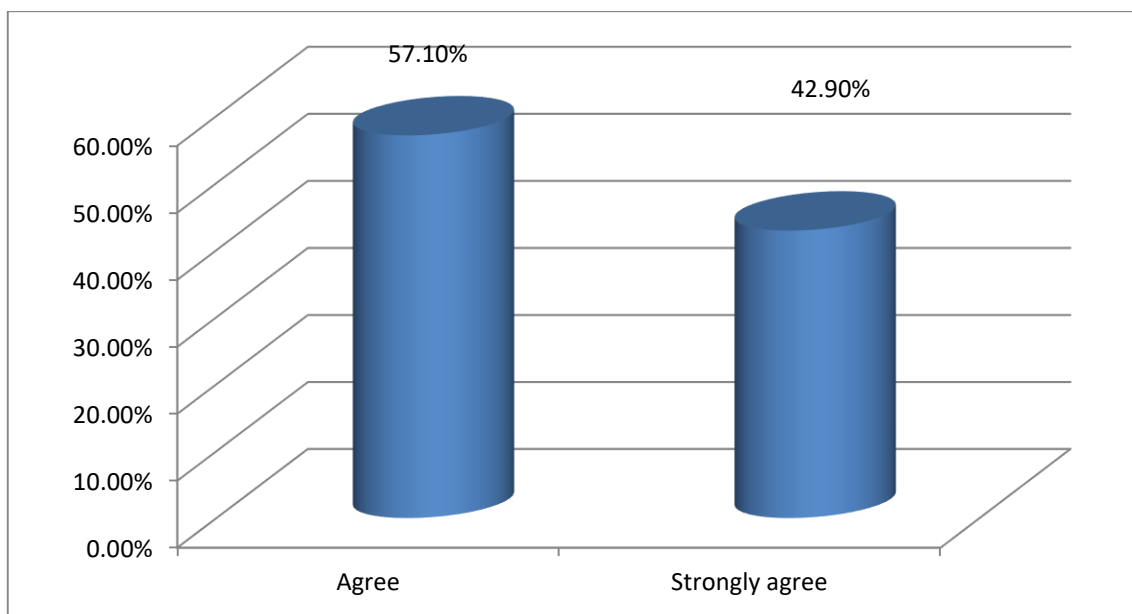**Figure (5) some do not know how to use proper punctuation when they write sentences**

The table and the figure above show the distribution of the sample by the statement (3)as follows: strongly agree by (%57.1) of (4) respondents & agree by (%42.9) of (3) respondents, the majority (100.0%) of the respondents support the statements which claims some of trainees do not know how to use proper punctuation.

4.3.4 Table (6) Statement (4): some trainees do not differentiate between simple, compound, & complex sentences.

Value	Frequencies	Percent
Strongly agree	5	71.4%
Agree	2	28.6%
Total	**7**	**100.0 (6)**
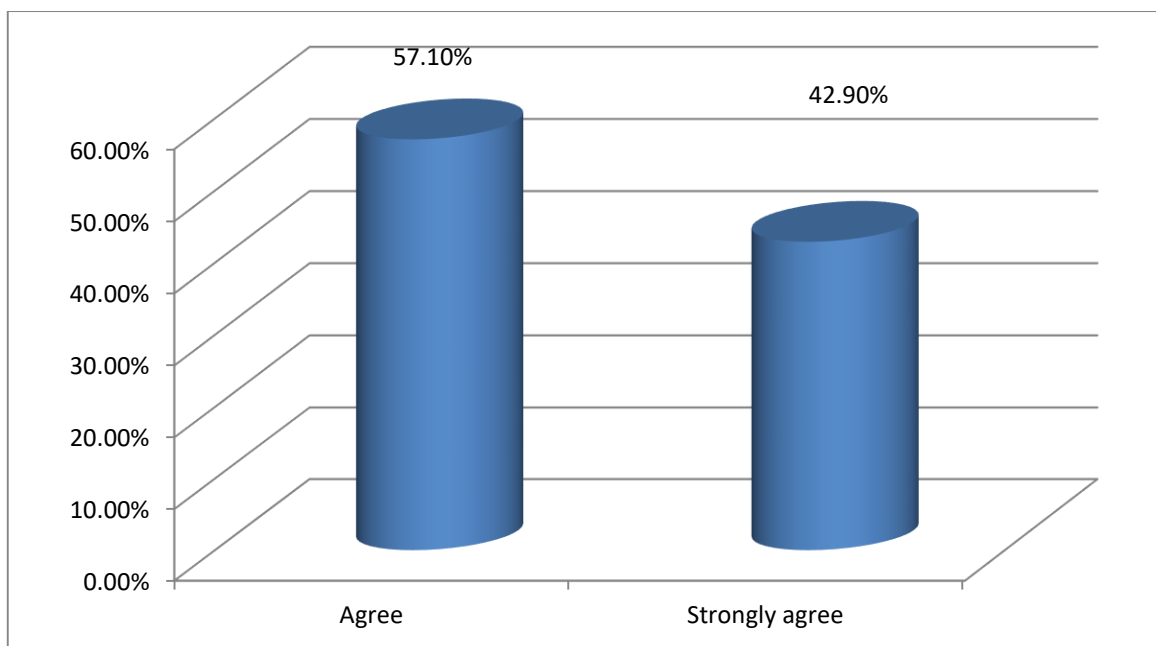
Figure (6)

The table and the figure above show the distribution of the sample by the statement as follows; Strongly agree by (71.4%) of (5) respondents & agree by (28.6%) of (2) respondents. And all the respondents support the statement which claims some of trainees do not differentiate between simple, compound, & complex sentences

4.3.5 Statement (5) some trainees are not good in using transitional words between sentences.

Table (7) they cannot use transitional words between sentences.

Value	Frequencies	Percent
Strongly agree	5	71.4%
Agree	2	28.6%
Total	**7**	**100.0%**

Figure (.7)

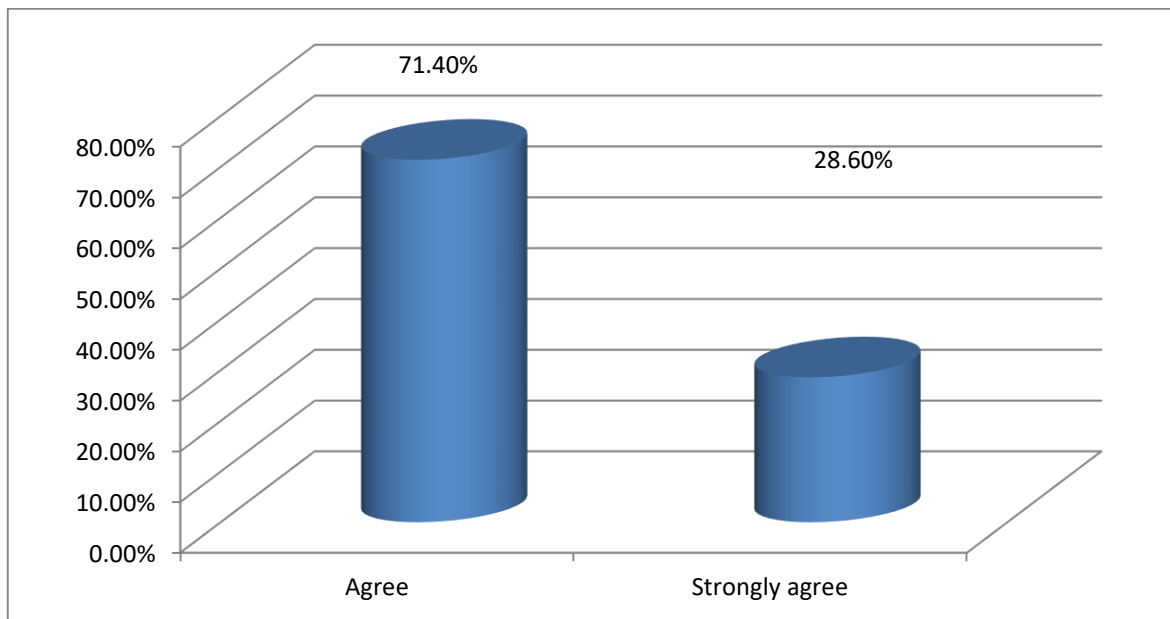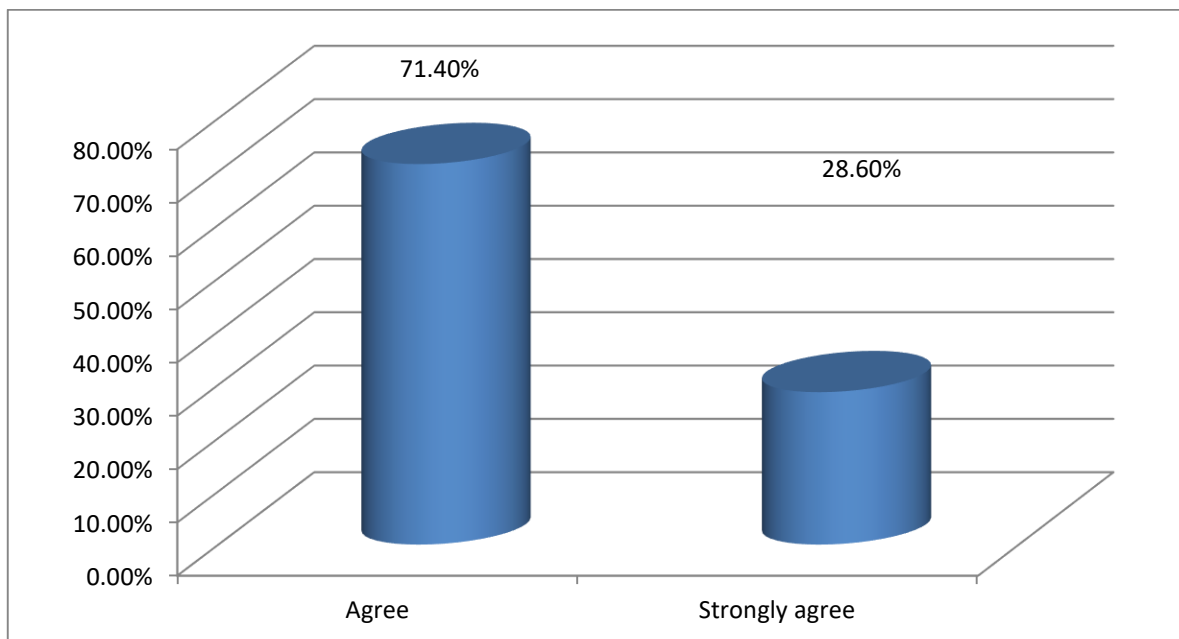**Figure (7)**

The table and figure above, the statistical results show that strongly agree by (28.6%) of (2) respondents & agree by (71.4%) of (5) respondents. And all of the respondents support the statements that saying; some trainees are not good in using transitional words between sentences, as an agreement of study samples.

One-Sample(T)test

Table (8) Mean and Std. Deviation and One-Sample (T) test for the first hypothesis

Statement	Mean	Std. Deviation	T
some trainees commit grammatical mistakes when they write sentences	4.71	.488	25.562
some trainees do commit spelling mistakes while writing sentences	4.29	.488	23.238
some trainees do not know how to use proper punctuation when they write sentences	4.43	.535	21.920
some trainees do not differentiate between simple , compound, & complex sentences	4.29	.488	23.238
some trainees are not good in using transitional words between sentences	4.29	.488	23.238

Table (8) show that the mean and **Std. Deviation for the hypothesis** trainees can develop their self-learning when they consult SNCL training center to improve writing English sentences . the mean for all statement is greater than standard mean (3), also the different between high and low **Std. Deviation (1.097 – 0.672)** is less than one .so that researcher respondent in the positive direction of the study, this indicated that the first hypothesis is achieved, trainees can develop their self-learning when they consult SNCL training center to improve writing English sentences .

4.4 Statements of hypothesis tow:

 the writing syllabi provided by SNCL center enhance trainees' proficiency in writing English

4.4.1   Table (9) Statement (1) Errors worry trainees when writing sentences cooperatively

Value	Frequency	Percent
Neural	2	28.6%
Agree	4	57.1%
Strongly agree	1	14.3%
TOTAL	**7**	**100.0%**

Figure (9). Sources: prepared by researchers with SPSS 2020

Table and figure above show that 2 from the sample study answer Neural to the statement   with 28.6% ,1 from the sample study answer strongly agree , while 4 answer agree with 57.1%, this indicate most of the sample study   agree   that   (Errors   worry   trainees   when   writing   sentences cooperatively.

4.4.2 Table (10) Statement (2) Trainees are poor in writing simple coherent piece of writing

Value	Frequency	Percent
Disagree	1	14.3%
Agree	5	71.4%
Strongly agree	1	14.3%
Total	7	100.0

Figure (10) Sources: prepared by researchers with SPSS 2020

Table and figure above show that 1from the sample study answer disagree to the statement with 14.3% ,5 from the sample study answer agree with 71.4%,while 1 answer strongly agree with 14.3% this indicate most of the sample study agree that (Trainees are poor in writing simple coherent piece of writing .

4.4.3 Table (11) Statement (3) Trainees need more support in word arrangement towards English writing.

Value	Frequency	Percent
Neural	1	14.3%
Agree	6	85.7%
Total	7	100.0%

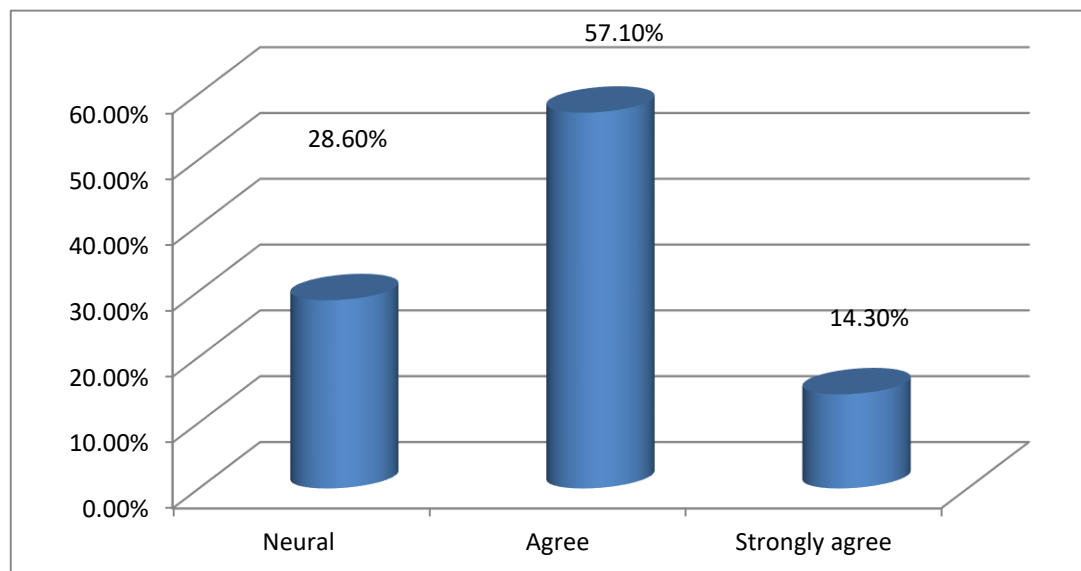Figure (11) Sources: prepared by researchers with SPSS 202

Table and figure above show that 1from the sample study answer neural to the statement   with 14.3% , while 6 answer agree with 85.7%,this indicate that most of the sample study agree that (Trainees needs more support in words arrangement to English writing)

4.4.4 Table (12) Statement (4) Trainees do not know how to arrange a piece of writing

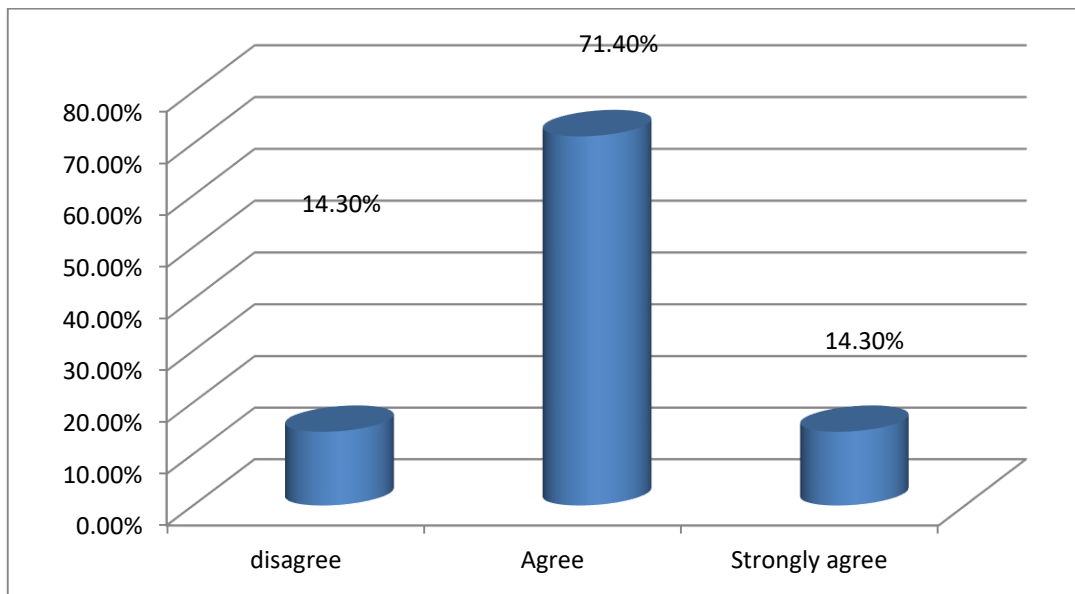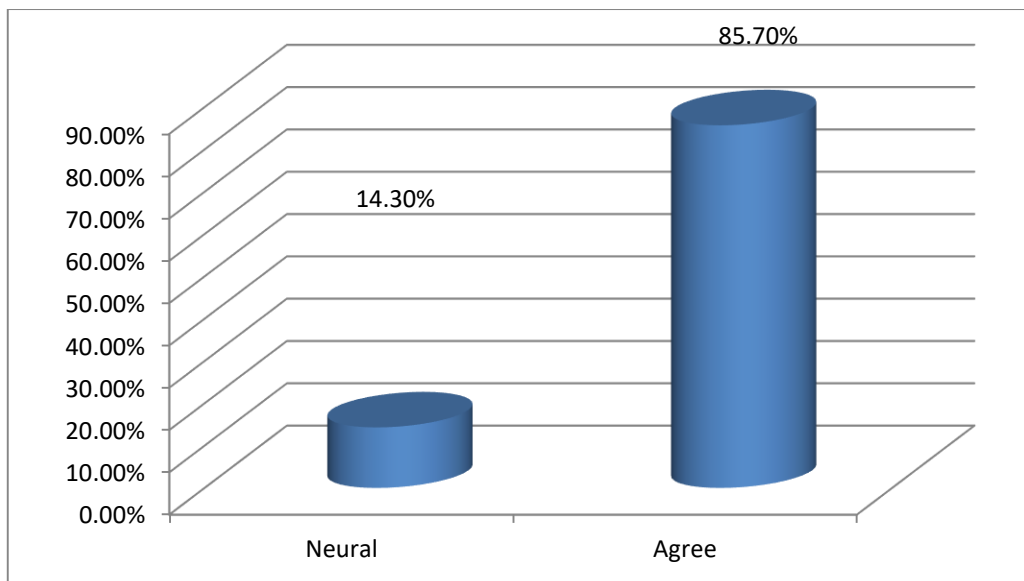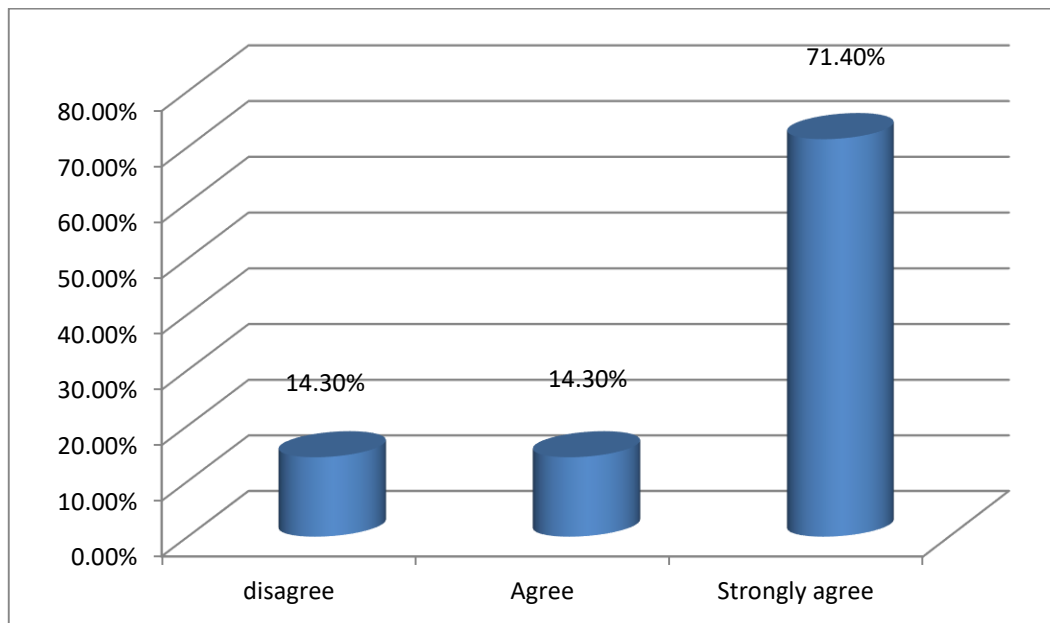| Value	Frequency	Percent
Disagree	1	14.3%
Agree	1	14.3%
Strongly agree	5	71.4%
Total	7	100.0

Figure (12).

Sources: prepared by researchers with SPSS 2020

Table and figure above show that 1 from the sample study disagree to the statement with 14.3% ,and 1 from the sample study agree to the statement with 14.3% while 5 answer agree with 71.4%,this indicate that most of the sample study agree that (Trainees do not know how to arrange a piece of writing).

4.5 Table (13) Mean and Std. Deviation and One-Sample (T) test for the second hypothesis

Statement	Mean	Std. Deviation	T	Sig
Errors worry trainees when writing sentences cooperatively	3.86	.690	14.789	.000
Trainees are poor in writing simple coherent piece of writing	3.86	.900	11.342	.000
Trainees needs more support in vocabulary use to write English sentences	3.86	.378	27.000	.000
Trainees do not know how to arrange a piece of writing	3.57	.787	12.010	.000

4.5 Table (13) show that the mean and **Std. Deviation for the hypothesis** the writing syllabi provided by SNCL center enhance trainees' proficiency in writing English , the mean for all statement is greater than standard mean (3), also the different between high and low **Std. Deviation (0.378 – 0.900)**   is less than one .so that research respondents in the positive direction of the study, this indicated that the second hypothesis is achieved , the writing syllabi provided by SNCL center enhance trainees proficiency.

4.5 Statement of hypothesis three: Trainees improve their ability in writing English during SNCL Training period

4.5.1 Table (14) Statement (1) Trainees know how to use the dictionary for transcription & pronunciation when writing English.

Value	Frequency	Percent
Disagree	2	28.6%
Neutral	4	57.1%
Strongly agree	1	14.3%
Total	**7**	**100.0%**

Figure (14)

Sources: prepared by researchers with SPSS 2020

Table and figure above show that 2from the sample study disagree to the statement with 28.6% ,and 4from the sample study neutral to the statement with 57.1% while 1 with 14.3%,this indicate that most of the sample study disagree that (Trainees know how to use the dictionary for transcription & pronunciation when writing.

4.5.2 Table (15) Statement (2) phonetics plays the essential role in enhancing trainees' writing skills

Value	Frequency	Percent
Disagree	2	28.6%
Neural	2	28.6%
Agree	3	42.9%
Total	7	100.0

Figure (15) Sources: prepared by researchers with SPSS 202

Table and figure above show that 2 from the sample study disagree to the statement with 28.6% ,and 2from the sample study neutral to the statement with 28.6% while 3 with 42.9%, this indicate that most of the sample study agree that (phonetics play the essential role in enhancing trainees' English writing skills) .

4.5.3 Table (16) Statement (3) Extensive courses are very important for the trainees' proficiency in English language writing.

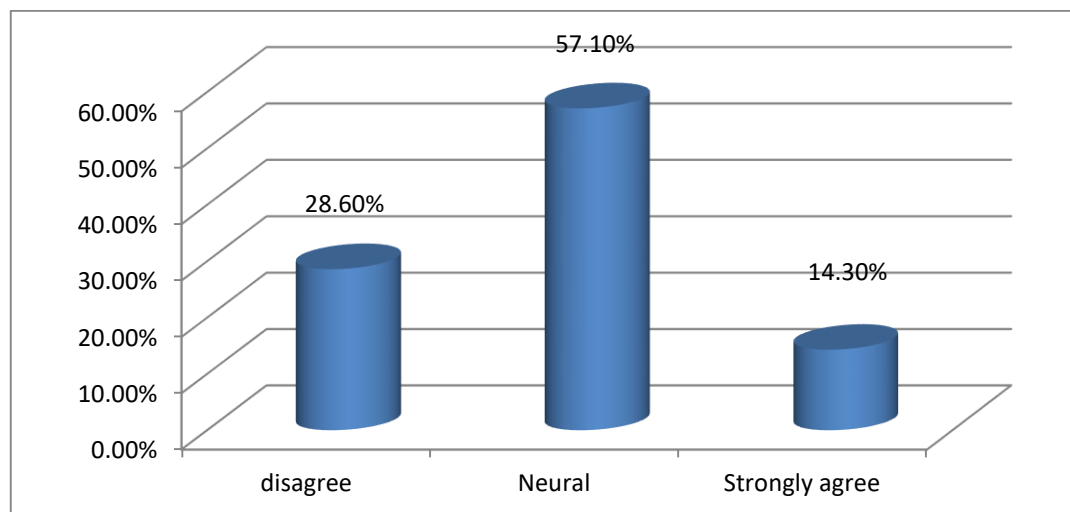| Value	Frequency	Percent
Disagree	1	14.3%
Neural	1	14.3%
Agree	3	42.9%
Strongly agree	2	28.6%
Total	7	100.0%

Figure (16) Sources: prepared by researchers with SPSS 2020

Table and figure above show that 1from the sample study disagree to the statement with 14.3% ,and 2 from the sample study neutral to the statement with 14.3% while 3 with 42.9% agree and 2 from the sample with 28.6%this indicate that most of the sample study agree that (Extensive courses are very important for the trainees' competence in writing English language sentences).

4.5.4 Table (17) Statement (4) The 20hours of training are enough for trainees to write English writing.

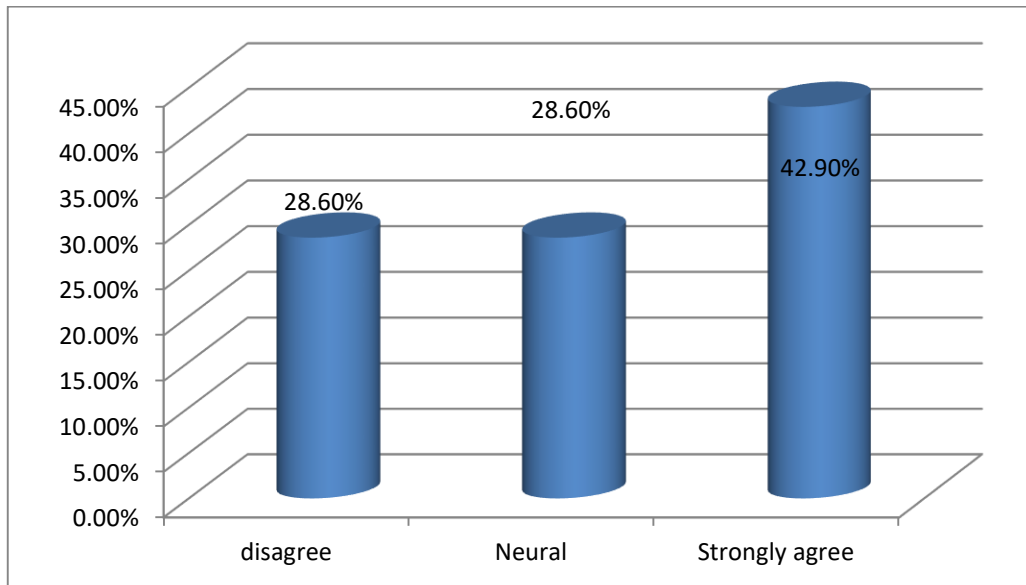| Value	Frequency	Percent
Disagree	4	57.1%
Neural	2	28.6%
Agree	1	14.3%
Total	7	100.0%

Figure (17) Sources: prepared by researchers with SPSS 2020

Table and figure above show that 4from the sample study disagree to the statement with 57.1% ,while 1 with 14.3% agree , this indicate that most of the sample study disagree that (The 20hours of training are not enough for trainees to write sentences)

4.6.5 Table (18) Statement (5) all subjects in TEFL contribute in enhancing trainees' language skills mainly English writing.

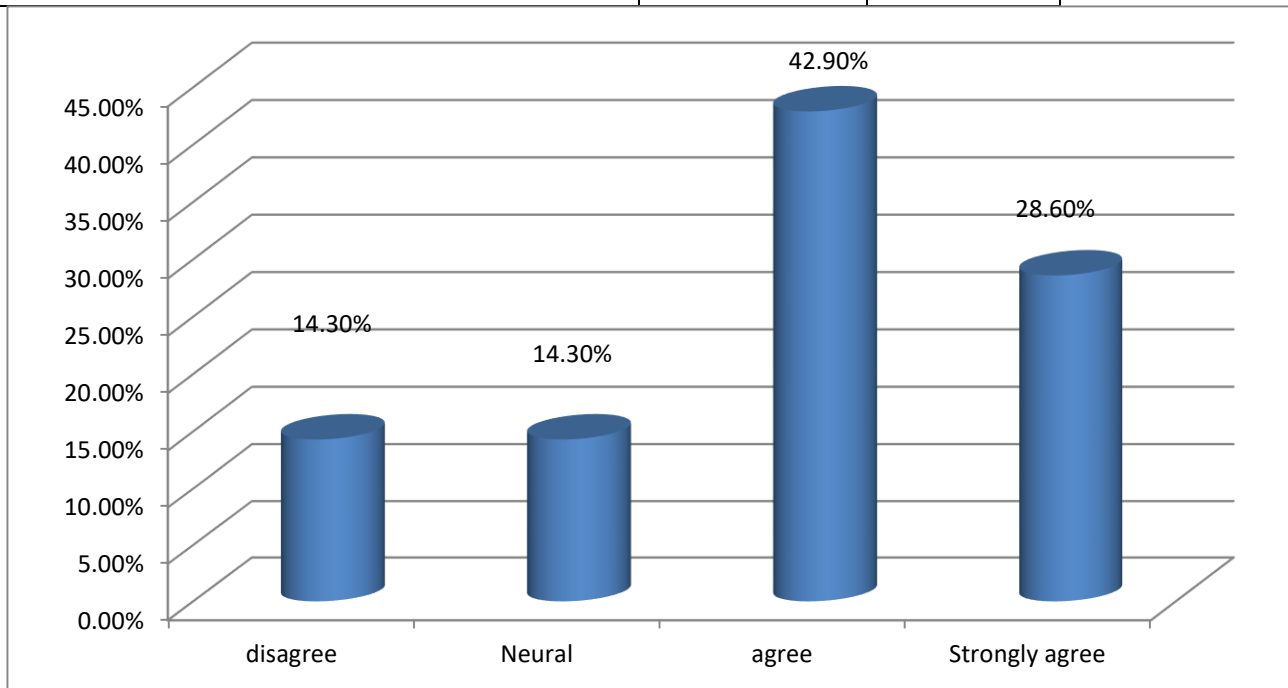| Value	Frequency	Percent
Disagree	2	28.6%
Neural	1	14.3%
Agree	3	42.9%
Strongly agree	1	14.3%
Total	7	100.0

Figure (18) Sources: prepared by researchers with SPSS 2020

Table and figure above show that 2from the sample study disagree to the statement with 28.6% and 1from the sample study neutral to the statement with 14.3% while 3 with 42.9% agree and 1 from the sample with 14.3% this indicate that most of the sample study agree that (all subjects in TEFL contribute in enhancing trainees' language skills mainly writing)

4.5.6Table (19) Statement (6) Process approach in writing helps trainees'
in English writing.

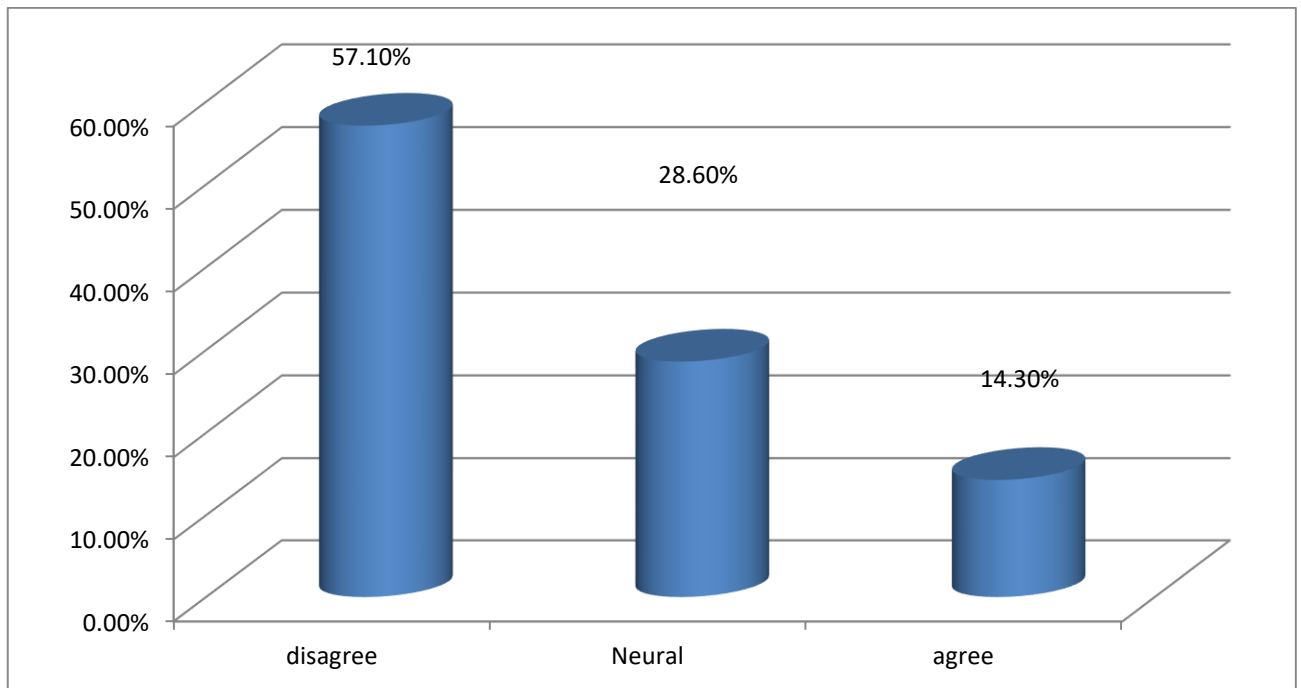| Value	Frequency	Percent
Disagree	1	14.3%
Agree	3	42.9%
Strongly agree	3	42.9%
Total	7	100.0%

Figure (19). Sources: prepared by researchers with SPSS 2020

Table and figure above show that 1from the sample study disagree to the
statement with 14.3% ,and 3from the sample study agreewith42.9% while
3 with 42.9% agree , this indicate that most of the sample study agree that
(Process approach in writing helps trainees' in writing sentences)

4.5.7 Table (20) Statement (7) trainees improve their English writing skills by joining the SNCL.

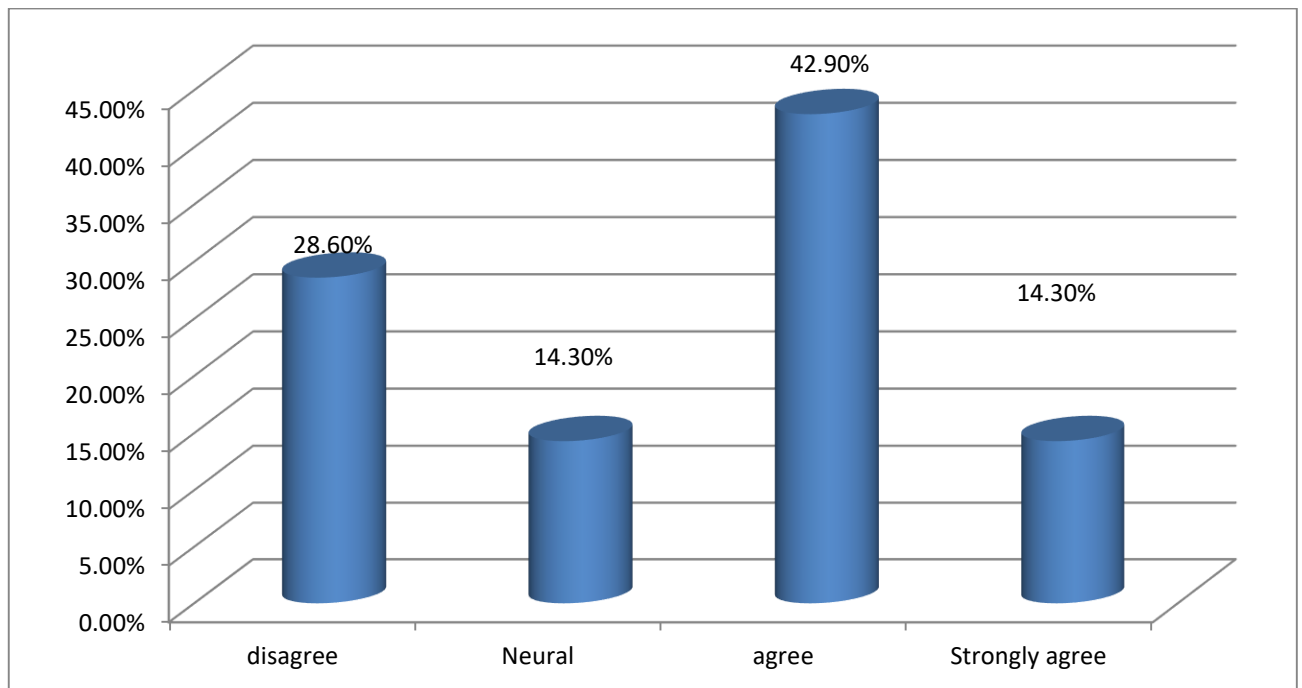| Value	Frequency	Percent
Disagree	1	14.3%
Neural	1	14.3%
Agree	4	57.1%
Strongly agree	1	14.3%
Total	7	100.0%

Figure (20)

Sources: prepared by researchers with SPSS 202

Table and figure above show that 2 from the sample study disagree to the statement with 28.6% and 1 from the sample study neutral to the statement with 14.3% while 3 with 42.9% agree and 1 from the sample with 14.3% this indicate that most of the sample study agree that (all subjects in TEFL contribute in enhancing trainees' language skills mainly writing).

4.5.8 Table (21) Statement (8) Trainees are now good at vocabulary use, when they write

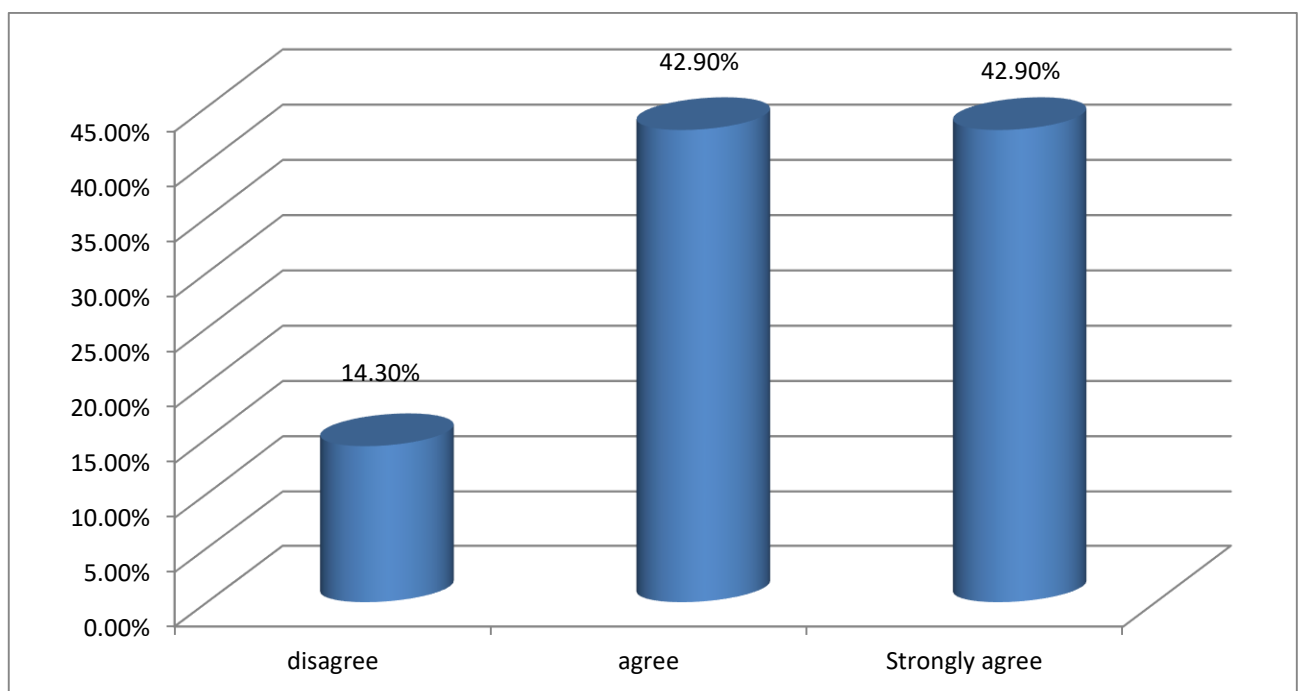| Value	Frequency	Percent
Disagree	1	14.3%
Neural	3	42.9%
Agree	2	28.6%
Strongly agree	1	14.3%
Total	7	100.0%

Figure (21).

Sources: prepared by researchers with SPSS 202

Table and figure above show that 1 from the sample study disagree to the statement with 14.3% and 3 from the sample study neutral to the statement with 42.9 while 2 with 28.6% agree and 1 from the sample with 14.3% this indicate that most of the sample study agree that (Trainees are now good at vocabulary use, when they write).

4.5.9 Table (22) Statement (9) Trainees are now good at linguistic

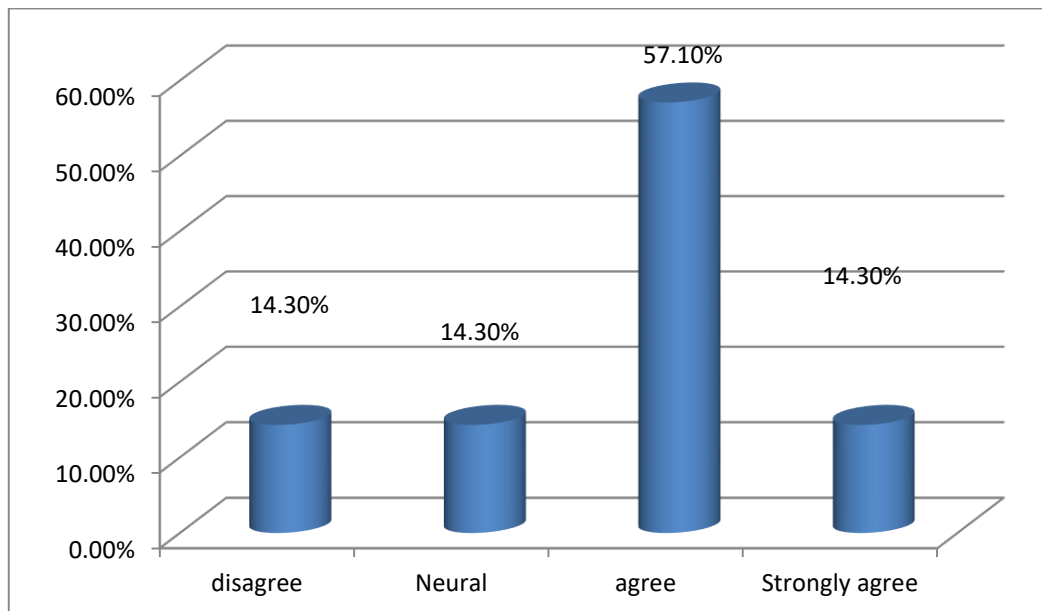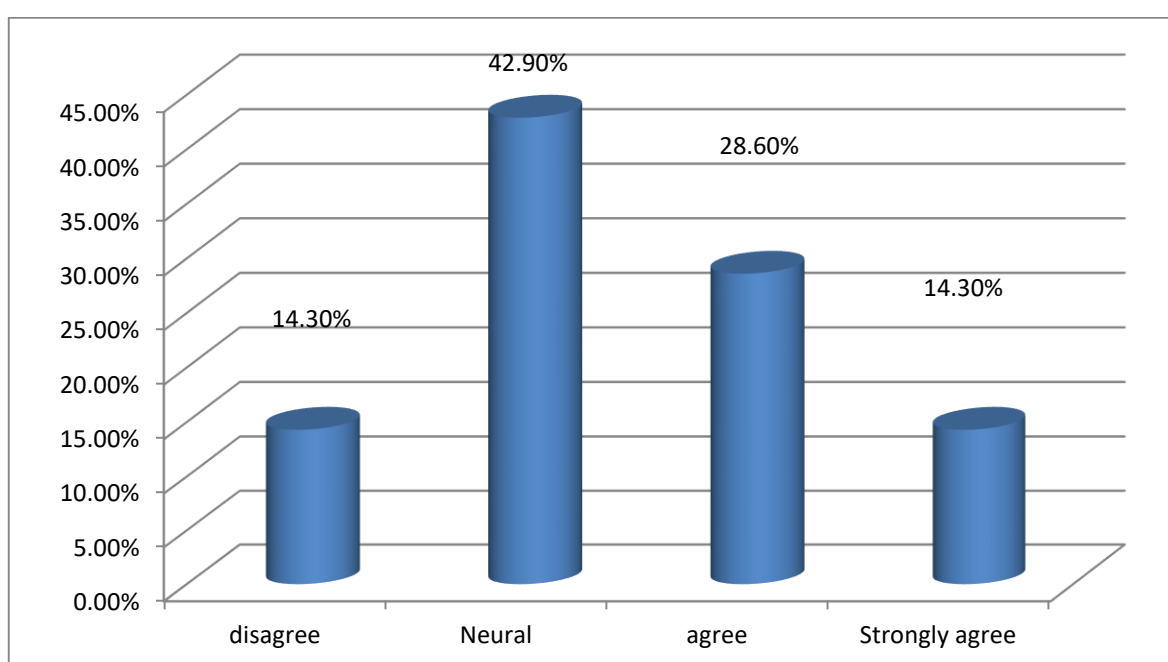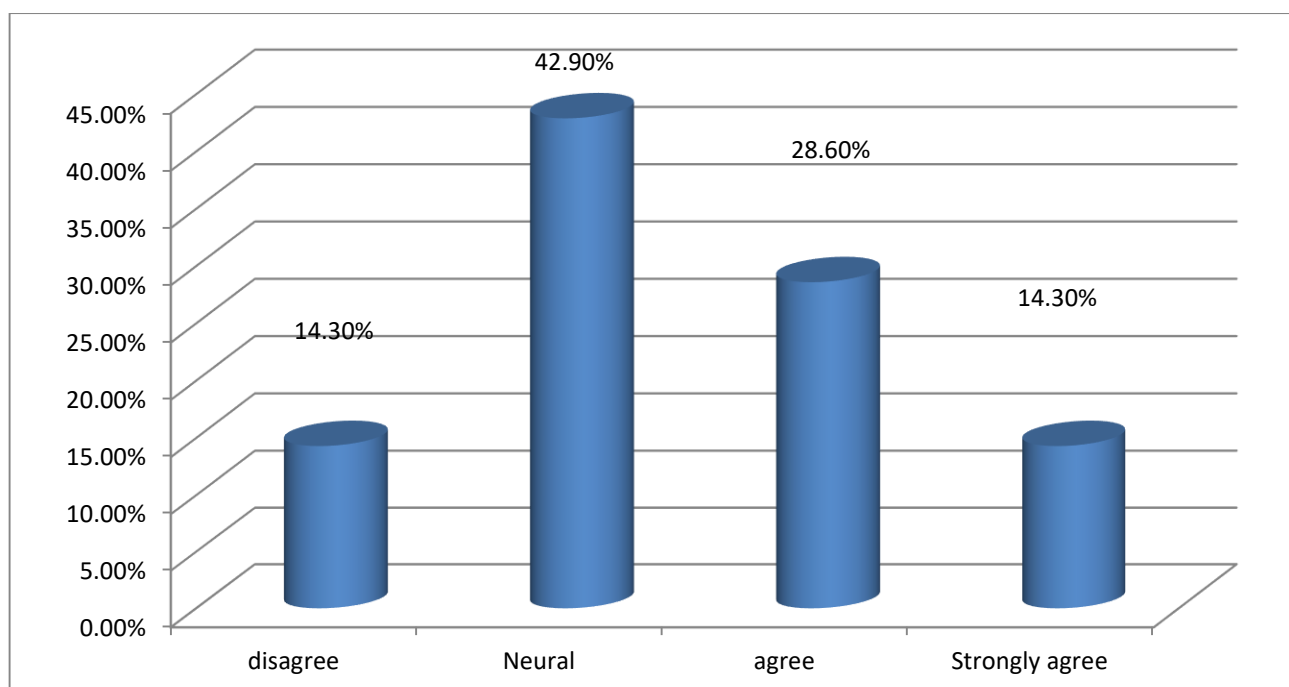| Value	Frequency	Percent
Disagree	1	14.3%
Neural	3	42.9%
Agree	2	28.6%
Strongly agree	1	14.3%
Total	7	100.0%

Figure (22).

Sources: prepared by researchers with SPSS 2020

Table and figure above show that 1 from the sample study disagree to the statement with 14.3% ,and 3 from the sample study neutral to the statement with 42.9 while 2 with 28.6% agree and 1 from the sample with 14.3% this indicate that most of the sample study agree that (Trainees are now good at linguistic)

One-Sample T

4.5.10 Table (23) Mean and Std. Deviation and One-Sample (T) test for the second hypotheses

Statement	Mean	Std. Deviation	T	Sig
Trainees know how to use the dictionary for transcription & pronunciation when writing	3.00	1.000	7.937	.000
phonetics play the essential role in enhancing trainees' writing skills	3.14	.900	9.242	.000
Extensive courses are very important for the trainees' competence in writing English language sentences	3.86	1.069	9.546	.000
The 20hours of training are enough for trainees to write sentences	2.57	.787	8.647	.000
all subjects in TEFL contribute in enhancing trainees' language skills mainly writing	3.43	1.134	8.000	.000
Process approach in writing helps trainees' in writing sentences	4.14	1.069	10.253	.000
trainees improve their writing skills by joining the SNCL	3.71	.951	10.331	.000
Trainees are now good at vocabulary use ,when they write	3.43	.976	9.295	.000
Trainees are now good at linguistic	3.43	.976	9.295	.000

Table (23) show that the mean and Std. Deviation for the hypothesis Trainees improve their ability in writing English sentences during SNCL Training period, the mean for all statement is greater than standard mean (3), also the different between high and low Std. Deviation (1.097 – 0.672) is less than one .so that researcher respondent in the positive direction of the study, this indicated that the third hypothesis Trainees improve their

ability in writing English sentences during SNCL Training period is achieved.

Test of normality for the data

4.6 Table (24) Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
After	.072	65	.200*	.975	65	.201
Befor	.063	65	.200*	.983	65	.496
a. Lilliefors Significance Correction						

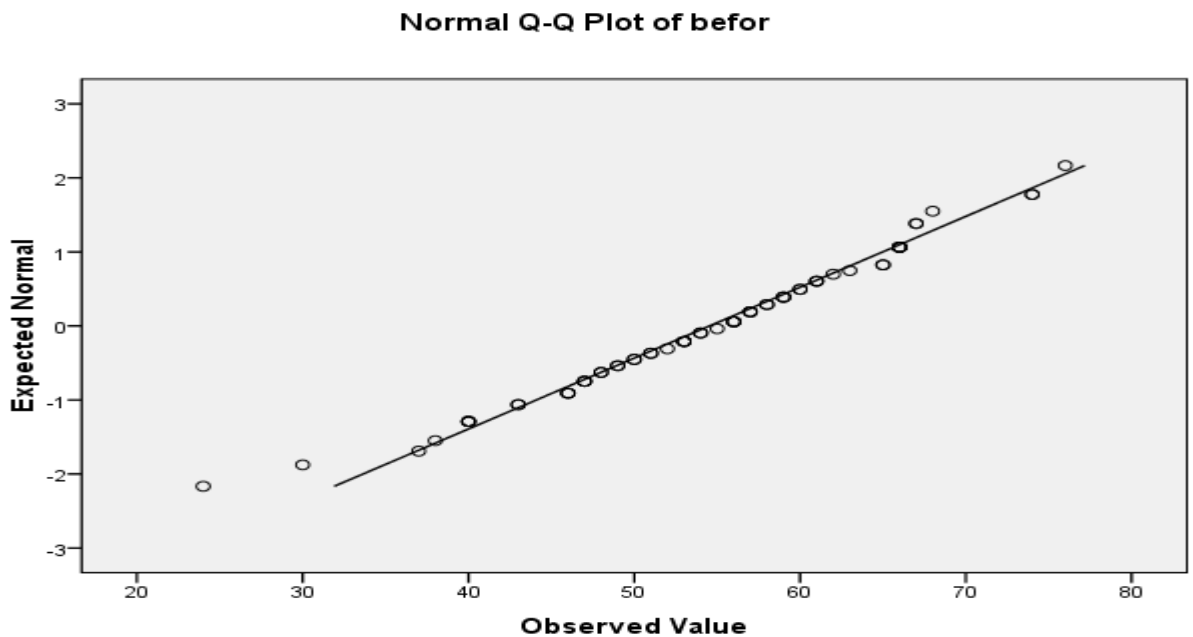As the (p.value) is greater than the significance level which is (0.05) that means the data are naturally distributed.

Figure (24).

Normal Q-Q Plot of after
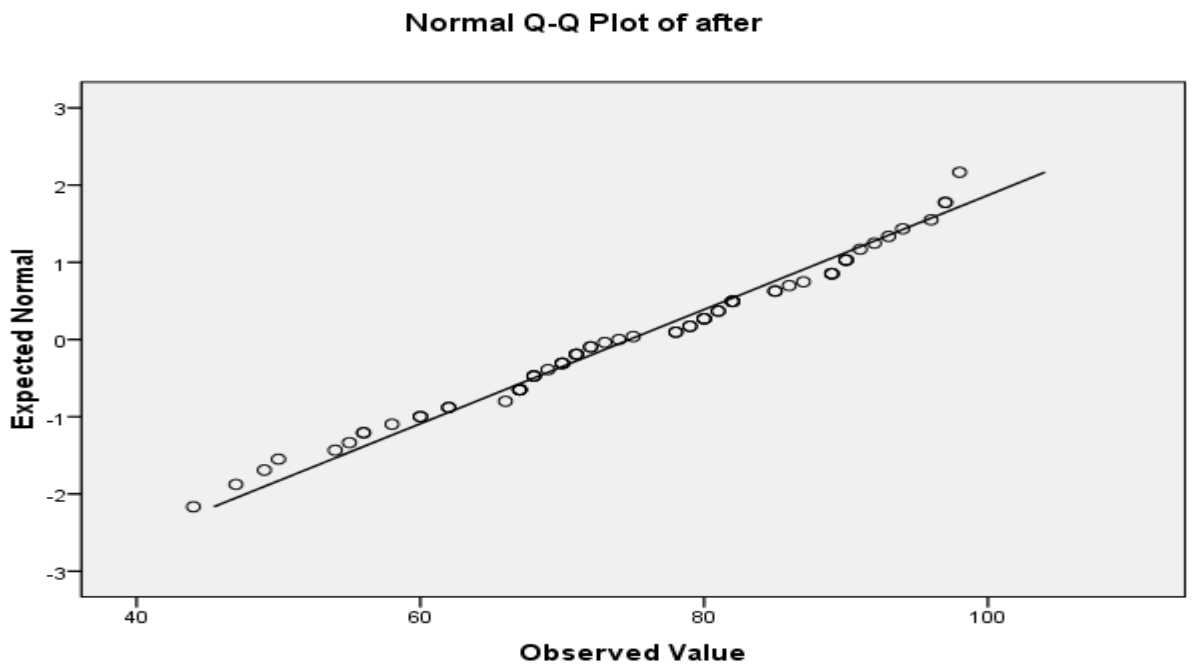
Figure (24).
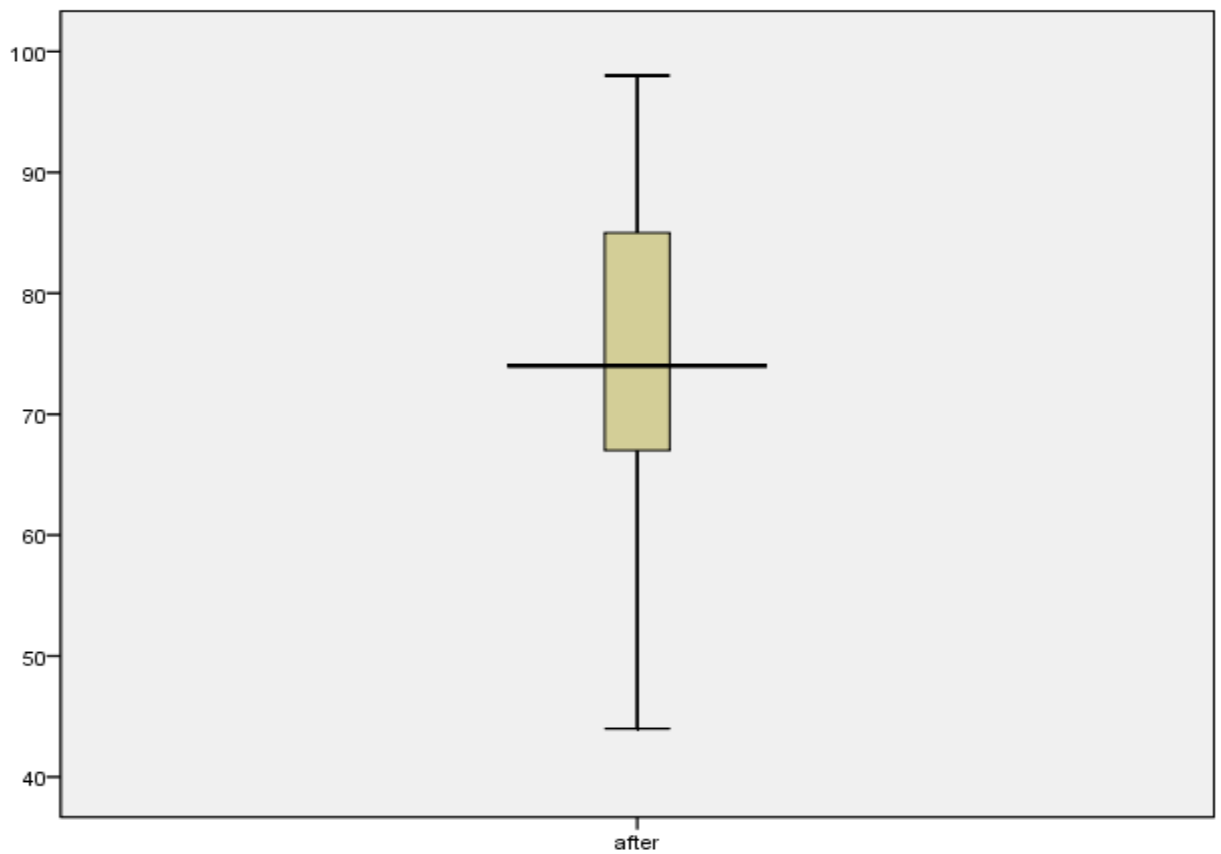
4.7 Paired Samples (T):

Table (25) Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	54.54	65	10.448	1.296
	After	74.74	65	13.521	1.677

The table (25) above which contains the Paired Sample Test, shows that the mean of the trainees' pretest scores does not equal the mean of their posttest scores. This indicates that there is a significant difference between the students' scores.

The table (25) shows that the significance value is (.000) which is less than (0.05) confirming that the result is very significant between the trainees' scores at the pretest and the posttest.

4.8 Table (26) Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before & after	65	.506	.000

4.9 Finding and recommendation

Question (1): To what extent does SNCL develop trainees' self learning in mastering sentence writing?

Statements 1, 2, 3, 4, and 5 were phrased to elicit whether trainees can develop themselves when they consult SNCL training centre to improve writing English sentences. The mean for all statement is greater than standard mean (3), also the different between high and low Std. Deviation (1.097-0.972) is less than one, so that the research respondents in the positive direction of the study, this indicated that the first Hypothesis is achieved, trainees can develop their selves-learning when they consult SNCL training centre to improve writing English sentences.

1. trainees can develop their self-learning when they consult SNCL training center to improve writing English sentences, some trainees do commit spelling mistakes while writing sentences

2. some trainees are not good in using transitional words between sentences and do not differentiate between simple , compound, & complex sentences

3. the writing syllabi provided by SNCL center enhance trainees' proficiency in writing English

4. Some trainees do not know how to arrange a piece of writing and are poor in writing simple coherent piece of writing

5. Trainees improve their ability in writing English sentences during SNCL Training period is achieved, Trainees are now good at linguistic.

6. trainees improve their writing skills by joining the SNCL and all subjects in TEFL contribute in enhancing trainees' language skills mainly writing .

One-Sample (T) test

4.10 Table (28) Mean and Std. Deviation and One-Sample (T) test for the first hypothesis

Statement	Mean	Std. Deviation	T
some trainees commit grammatical mistakes when they write sentences	4.71	.488	25.562
some trainees do commit spelling mistakes while writing sentences	4.29	.488	23.238
some trainees do not know how to use proper punctuation when they write sentences	4.43	.535	21.920
some trainees do not differentiate between simple , compound, & complex sentences	4.29	.488	23.238
some trainees are not good in using transitional words between sentences	4.29	.488	23.238

4.11 Hypothesis2: The writing syllabi provided by SNCL enhance trainees' proficiency in mastering sentences writing.

Question2: To what extend do writing syllabi provided by SNCL enhance trainees' proficiency in mastering sentence writing?

One-Sample T

Table (29) Mean and Std. Deviation and One-Sample (T) test for the second hypotheses

Statement	Mean	Std. Deviation	T	Sig
Trainees know how to use the dictionary for transcription & pronunciation when writing	3.00	1.000	7.937	.000
phonetics play the essential role in enhancing trainees' writing skills	3.14	.900	9.242	.000
Extensive courses are very important for the trainees' competence in writing English language sentences	3.86	1.069	9.546	.000
The 20hours of training are enough for trainees to write sentences	2.57	.787	8.647	.000
all subjects in TEFL contribute in enhancing trainees' language skills mainly writing	3.43	1.134	8.000	.000
Process approach in writing helps trainees' in writing sentences	4.14	1.069	10.253	.000
trainees improve their writing skills by joining the SNCL	3.71	.951	10.331	.000
Trainees are now good at vocabulary use ,when they write	3.43	.976	9.295	.000
Trainees are now good at linguistic	3.43	.976	9.295	.000

Table (29) show that the mean and Std. Deviation for the hypothesis Trainees improve their ability in writing English sentences during SNCL Training period, the mean for all statement is greater than standard mean (3), also the different between high and low Std. Deviation (1.097 – 0.672) is less than one .so that researcher respondent   in the positive direction of the study, this indicated that the third hypothesis Trainees improve their ability in writing English sentences during SNCL Training period   is achieved.

Test of normality for the data

4.13 Table (30) Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
After	.072	65	.200*	.975	65	.201
Befor	.063	65	.200*	.983	65	.496

a. Lilliefors Significance Correction

As the (p.value) is greater than the significance level which is (0.05) that means the data are naturally distributed.

4.14 Hypothesis Three: Trainees' can develop themselves in sentence mastering ability during SNCL training period.

Question Three: To what degree do trainees' improve themselves in mastering sentence writing during the training period?

Statements and the items which were designed to elicit whether EFL trainees can adopt the suitable writing communication which enable them to keep the writing going on smoothly . Most of the respondents provided answers to the statements (strongly agree or agree some neutral), the trainees which were designed to have pre-post tests whether EFL trainees are able to adopt the suitable sentence writing or not, after SNCL training period. The answers were (strongly agree and agree), this shows that the trainees have progressed after SNCL training in writing sentences as a mean of written communication competence.

According to the tables results of chi-square was less than (0.05).This indicates that the above statements were reliable. The interpretation of the statements and the statistical results led to a conclusion that the majorities of the EFL trainees do commit the suitable qualifications and ability in discussions. The acceptance of the above hypothesis was achieved by the findings of the trainees and trainers. According to previous hypothesis what indicates that the progresses had took place of adopting the suitable sentence writing in the data collected to some extent plays a role in making

barriers in written communicative competence among EFL trainees in SNCL Centre.

4.15 Summary of the chapter

This chapter discussed the qualitative and quantitative data collected by the research instruments. The discussion of data aimed at providing answers to the research questions and testing the hypotheses of the study.

The trainees' tests and trainers responses showed that EFL trainees experienced barriers due to the lack of adopting the suitable accusation of sentence writing, tools of data collected he use suitable communication strategies related to the situation appropriately as vocabulary and grammar usage in written communication in addition use of mechanics and some sentence arrangement.

These results will be accepted accordingly as a positive results achieved in the light of trainers' questionnaire and trainees' tests. Hens as analysis findings;

1. trainees can develop their self-learning when they consult SNCL training center to improve writing English sentences, some trainees do commit spelling mistakes while writing sentences

2. some trainees are not good in using transitional words between sentences and do not differentiate between simple , compound, & complex sentences

3. the writing syllabi provided by SNCL center enhance trainees' proficiency in writing English

4. Trainees do not know how to arrange a piece of writing and are poor in writing simple coherent piece of writing

5. Trainees improve their ability in writing English sentences during SNCL Training period is achieved, Trainees are now good at linguistic.

6. trainees improve their writing skills by joining the SNCL and all subjects in TEFL contribute in enhancing trainees' language skills mainly writing .

Chapter Five

Findings, Recommendations, and Suggestions for Further studies

5.0 Introduction

The preceding chapter includes the analysis of data collection and results. Chapter five will summarize all these results and in the same time proposes some recommendations. Also it will suggest some further research areas then concluding and summing it.

5.1 Findings

The research is projected to investigate the barriers that hinder English writing mastery among trainees EFL at Sudan National Centre (SNCL) for Languages as a case study in Sudan University of Science and Technology. A descriptive study was carried out and the results are analyzed and discussed in relation to the hypotheses. As the analysis and discussion in the chapter show the following findings resulted from the research:

1. Trainees of EFL (SNCL) commend mishandling of the appropriate word arrangement and when writing English.

2. Trainees hand over some grammatical mistakes when writing English.

3. Trainees of (SNCL) training centre for EFL, some of them can make misuse of suitable English writing related to the situation.

4. Some trainees' use some of writing mechanics incorrectly when writing English.

5. All trainees can develop themselves when they consult SNCL training centre.

5.2 Recommendations

In the light of results mentioned above the researcher recommends the followings:

- SNCL trainers should take into their account the importance of ward arrangement and their rules when teaching productive skills they do but to concentrate with secondary schools certificate holders
- SNCL trainers should encourage trainees as they can develop their selves learning when they consult SNCL training centre to improve writing English .
- The writing syllabi provided by SNCL training centre, improves trainees' proficiency.
- SNCL trainees should be encouraged to use written dissertation expressions when discussing English writing.
- Trainers should pay attention when training at Sudan National Centre for Languages, encouraging trainees when they are writing formal and informal English language.
- SNCL trainers should be aware in taking trainees seriously as all subjects in TEFL contribute in enhancing language skills mainly English writing.

5.3 Suggestions for Further Studies

The researcher suggests the following as recommendations for potential areas for further research. These suggestions are based on the findings and conclusions of the study:

1. Investigating the barriers of using word arrangement and applying grammar rules when writing English.

2. Investigate the lack of Trainees ability of using dissertation expressions in written messages, when they were at training centre.

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SUDAN UNIVERSITY OF SCIENCE & TECHNOLOGY

College of Graduate Studies

FACULTY OF EDUCATION

SNCL's Trainers Questionnaire

Dear…………………………,

As part of PhD thesis at Sudan University of science and Technology, I'm conducting a study "Investigating the Impact of SNCL Syllabi on Sudanese Basic Level English Language Trainees in Writing Well-constructed sentences, (A Case Study at Sudan National Centre for Languages, Khartoum).

I will appreciate if you respond to all statements below. Any information obtained in association with this study will remain confidential.

Name: (optional)……………………………………………………

Qualification: **BA** ☐

                           MA ☐

                          PhD ☐

                          Others

Years of Experience in Teaching English writing skills: **1-5** ☐

                                                6-10 ☐

                              More than 10years ☐

THE QUESTIONNAIRE

Read the following statements and then kindly put a tick (√) inside the square next to the suitable option that you think is most appropriate.

Hy: 1/ Trainees can develop their self-learning when they consult SNCL training center to improve mastering English sentences writing.

Statements	Strongly agreed	Agree	I am not sure	Disagree	Strongly disagree
1/ Some trainees commit grammatical mistakes when they write sentences.					
2/ Some trainees do commit spelling mistakes while writing sentences.					
3/ Some trainees do not know how to use proper punctuation when they write sentences.					
4/ Some trainees do not differentiate between simple, compound, & complex sentences.					
5/ Some trainees are not good in using transitional words between sentences.					

Hy: 2/ The writing syllabi provided by SNCL center enhance trainees' proficiency in mastering English sentence writing.

Statement	Strongly disagree	Agree	I am not sure	[Disagree	Strongly disagree
6/ Errors worry trainees when writing sentences cooperatively.					
7/ Trainees are poor in writing simple coherent piece of writing.					
8/ Trainees need more support in vocabulary use to write English sentences.					
9/ Trainees do not know how to arrange a piece of writing.					

Hy: 3/ Trainees can develop their ability in mastering English sentences writing during SNCL Training period.

Statement	Strongly agree	Agree	Do not know	Disagree	Strongly disagree
10/ Trainees know how to use the dictionary for transcription & pronunciation when writing.					
11/ Phonetics play the essential role in enhancing trainees writing skills.					
12/ Extensive courses are very important for the trainees' competence in writing English language sentences.					
13/ The 20hours of training are enough for trainees to write sentences.					
14/ All subjects in TEFL contribute in enhancing trainees' language skills mainly writing.					
15/Process approach in writing helps trainees' in writing sentences					
16/ Trainees improve their writing skills by joining the SNCL Centre.					
17/ Trainees are now good at Vocabulary use. When they write.					
18/Trainees are now good at linguistic					

Pre-test

At National Centre for Languages (SNCL)

Question one/ (grammar and sentence completion)

Read the questions below and write the correct answers (a, b, c, or d) on your paper.

1/ ………….. from Sudan. a/ am b/ are c/ is d/ be.

2/ My teacher ……………..from Britain/. a/ am , b/ are c/ be d/is.

3/ My brother ……………..football. a/ play b/ plays c/ playing d/ is play.

4 / ……………… you go to Omdurman yesterday. a/are b/ have c/ did d/ do.

5/ He …………… to Saudi Arabia five years ago. a/was b/ went c/ has gone d/ goes.

6/ I 'm ……….. meet my friend after work. a/ will b/ will be   c/going d/going to.

7/ Your cousins' …………..here soon. a/going to b/ going to be will d/ will be.

8/ Sorry, you can't …………… here. a/ smoking b/ smoke   c/ smoked. d/ to smoke.

9/We haven't got …………. Tomatoes. a/ any b/some c/ little d/much.

10/ She was born ……… September . a/ on b/in c/at d/ for.

11/ ……….. a shop next to my house. a/ is there b/ are there c/ there's d/there are.

12/ Please pass me ……….. books. a/ that b/ those c/ they d/ this.

13/ I help sick people. I 'm …………. a/ a teacher b/ a singer c/an engineer d/ a doctor.

14/ I like vegetables, especial ……….. a/ bread b/ chicken c/ onions d/ bananas

15/ ……………… comes after Sunday. a/ Monday b/ Tuesday c/ Friday d/ Saturday.

16/ I listen to ………… every day. a/ music b/ television c/books d/ telephone.

17/ Kassala is ……………………… Khartoum. a/ smaller than b/small than c/ smallest d/ the smallest.

18/ He's a good person. Everyone likes ………………………..

a/ he b/ his c/ him d/ it.

19/ My mother ……………… at the moment.

a/ cook b/ cooks c/ cooking d/ is cooking

20/ …………………. New shirt is blue.

a/ Ahmed b/ Ahmeds c/ Ahmed's d/ Ahmeds'

21/ It isn't mine. It's ………..

a/ she b/ hers c/ her d/ your

22/ Al-Hillel is ………………. Football-team in Sudan.

a/ good b/ better c/ the better d/ the best

23/ My neighbor's house is ..……….. my house.

a/ on b/ under c/ next to d/ opposite

24/ Don't forget your umbrella. It's ……………..

a/ raining b/ sunny c/ windy d/ cold

25/ If you ………………..hard, you will succeed.

a/ will work b/ work c/ are working d/ worked

26/ I ………….here since 2014. a/ have studied b/ studied

c/ studying d/ study

27/ He enjoys …………….. his parents on Fridays.

a/ Visit b/ to visit c/ visiting d/ visits

28/ You are working tomorrow ………….?

a/ aren't you   b/ don't you   c/ will you   d/ won't you

29/ I …………… outside when I was a child.

a/ use to playing   b/ use to play   c/ used to playing   d/used to play

30/ My cousin lives in ………………. .

a/Egypt   b/ the Egypt   c/ a Egypt   d/an Egypt

31/ I don't like this film. It's ………………… .

(a/ bored   b/ boring   c/ exited   d/ exiting)

32/ I ………….. eating fast food two weeks ago.

(a/ gave back   b/ gave in   c/ gave up   d/ gave over)

33/ While I was walking home from work, I ……………..   rain-

bow.   (a/ saw   b/ have seen   c/ was seeing   d/had seen)

34/ This book was ………….. by Tayep Salih,.   (a/writes

b/ write   c/ wrote   d/ written)

35/ I'd buy that chair if it ………………….. so expensive.

(a/ didn't   b/ isn't   c/ wasn't   d/ wouldn't)

36/ He said he …………….. me tomorrow.

(a/ calls   b/ will call   c/ called   d/ would call)

37/ I ……………….. for him since nine o'clock!

(a/ wait   b/ am waiting   c/ have been waiting   d/ was waiting)

38/ We wouldn't have been late if we ………………

(a/ hadn't got lost   b/ haven't got lost   c/ didn't get lost

d/ don't get lost)

 39/ I don't trust that man. He's ………………… .

(a/ unhonest   b/ dishonest   c/ inhonest   d/ imhonest)

40/ I had a bad math's teacher at school. He didn't ………………. Me

anything.   (a/ learn   b/study   c/ revise   d/teach)

Sudan University of Science & Technology

College of Graduate Studies

Post Test

To Form a Test Focusing on Sentence Formation:-

Question one:-

Subject verb agreement:-

1/ Write a tidy simple sentence?

2/Write any sentence & add two modifiers? (Adjective & Adverb)

3/ My father --------------------------------------. Complete the sentence.

4/ Process approach is a -------------------------- that helps trainees in writing.

5/ ---------------------- went home by train.   15marks

Question Two:-

Sentence Organization:- Fill in the gaps;-

1/ I'll ----------- you a -------------.

2/ I 'm ------------- to stay --------- friend.

3/ ----------- working late ---------.

4/ Fill in the gaps with suitable article a, an, the, or no article?

He has --- boy and --- girl ---- boy is 22 and ---- girl is 17.

Fill in the gaps with for or since?

They've played here ---------------2009.

5/ I have ------------hammed ----------- five years.

Question Three:-

Complete these sentences and punctuate them?

1/ Ahmed ------------- to work --------------------.

2/ They (be)----(go)--------------.

3/ What ------- in the ---------------

4/ Wow-------------------------------.

5/ Sudanese has arranged for peaceful ------------------.   22.5marks

Question Four:-

Re-arrange these sentences;-

1/ in the 1990s. The first text was send message.

2/ today? From mobile phoned different How was the.

3/ Re-arrange and join the two sentences?

-The boy There's. window Brock who

4/ studied yours three for psychology.

5/ always He jeans wear.

Question Five:-

Correct underlined sentences common mistakes and write

the symbols and type

of mistake?

1/ I 'm <u>enjoing</u> the party.   ----sp---------- -enjoying--------------------

2/ They went <u>in</u> Italy on holiday. -------------   -----------------------------------

3/ I have <u>two brothers</u> younger. --------------   ---------------------------------

4/ She has got some new <u>reds</u> shows.

5/ He <u>arrive</u> yesterday.

6/ They <u>arent</u> coming.

7/ She's <u>----</u> doctor.