

Chapter One:

General Framework of the Research

Introduction:

University students encountered with enormous activities ranging from easy to difficult in their writing classes as they pass from one stage to another i.e. from basic level through secondary level and finally up to the university level. Each level corresponds to certain strategies and pedagogical practices. During their studies they have experienced different writing skills with different purposes in mind.

As far as second year English students have not gone through remedial courses and have not done more intensive writing tasks, they are not expected to produce good writing written work.

Hedage (1988 p. 302) mentioned that in order to produce coherent and well organised written work students should be exposed to a variety of techniques and strategies which are basically oriented towards developing the area of language appropriateness style, content, organisation and grammar. The process of writing is seen as a result of employing different strategies to manage the composing process which is one of the gradual developments of a text. It involves a number of activities such as setting goals, generating ideas, organising information,

selecting appropriate Language and making drafts; reading, reviewing and editing them.

This means designing such activities should be graded like all educational processes. If we follow this we may reach the ultimate goal.

Writing is an important skill for English language learners, even though it is the last to be taught in the sequence of skills and last to receive emphasis. It is the skill that most probably all university students should take care of because, the exam depends mainly on writing ability. Students find it difficult to cope with this important skill, especially those on the early stages. The main issue which this study discusses is the evaluation of the writing performance of second-year English students in Kordufan universities. These students face many difficulties in writing which can be attributed to many reasons such as the way English language is taught, teaching materials in Sudanese schools and universities and students themselves. As far as the purpose of writing is the expression of ideas and conveying messages to the reader, the writer need to pay some attention to the formal aspects of writing such as using understandable Language, writing correct sentences, forming good paragraphs, using suitable punctuation marks, correct spelling and neat handwriting.

Al Khuli (1983 p.83) mentioned that, “writing is one of the major skills involved in learning a foreign language because it is one of the medium of conveying a message”. University students should master writing skill in a way that helps them to communicate effectively and pass smoothly through their academic stages.

Statement of the Problem:

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

In recent years, university students writing performance has been questioned. Evidence of this is obviously noticed in their examination answer sheets. Many students cannot balance between content and form. The researcher tries to find out to what extent can university students produce clear and meaningful written work and propose some suggestions and recommendations.

Research Questions:

1. To what extent are second year English students in kordufan universities able to produce acceptable written work in English? This question leads to the following sub questions.

A. Are second year English students in kordufan universities able to produce good writing using appropriate language?

B. Are second year English students in kordufan universities able to construct meaningful sentences and well organized paragraphs?

C. Are second year English students in kordufan universities able to use suitable punctuation marks in their written works?

D. Are second year English students in kordufan universities able to produce acceptable written work with correct spelling and clear handwriting?

Research Hypotheses:

1. Second year English students in kordufan universities are able to produce good written work in English Language.

A. Second year English students in kordufan universities are good in using appropriate Language.

B. Second year English students in kordufan universities are weak in constructing meaningful sentences and well organized paragraphs.

C. Second year English students in kordufan universities are weak in using punctuation marks in their written works.

D. Second year English students in kordufan universities are able to perform acceptable written work with correct spelling and clear handwriting.

Significance of the Research:

The significance of the study stems from the fact that:

1. It attempts to evaluate the writing performance of second-year English students in Kordufan universities to avoid the problems of writing.
2. It might help English Language teachers to spot the areas of difficulties in teaching the skill of writing and also useful for planners and course designers to put more emphasis on writing exercises.
3. The study can be useful guide for researchers in the area of English Language teaching as a foreign language.
4. The researcher hopes that this study will be of great help to the university students to develop their writing skills.

Objectives of the Research:

The researcher intends to evaluate the writing performance of the second-year English students in Kordufan universities to explore the most prominent obstacles that face them in writing

English as second language. This study is a trail to recommend the best suitable solutions.

The objectives of this study are the following:

1. To identify the main problems that face second year English students in learning the skill of writing.
2. To explore the ability of second year English students of producing good writing performance in the area of language, sentence and paragraph construction, punctuation, spelling and handwriting.
3. This study will help teachers in the fields to overcome the problems of writing.

Limits of the Research:

The study is mainly devoted to the evaluation of writing performance among second-year students of Kordufan universities, Faculty of Education, (in El Obied , El Nahood and Dalanj).

Chapter Two
Literature Review & Related Studies:
Part One:
Literature Review

The Standard Writing System:

According to W. Nelson Francis (1965: p. 197-200) the idea of the standard writing system has emerged since the beginning of English language history. In the period of the standardization, the virtues of having a single system in which all writers spell the same words in the same way are adopted. For example, in the late ninth century, the king Al Fred helped establishing the West Saxon way of writing old English as strong standard for the two hundred years or more, then the political changes resulted from the Norman conquest which broke down this standard and introduced another period of innovation during which writers adopted a new standard based on French spelling. Then in the late fourteenth century another new standard based on speech and writing practice is yet developed. For example, educated people regardless of their native dialects pretty spell much a like.

Writing system today based on this notion in most of its features. In spite of some rather extensive changes of pronunciation, there have been no major alterations in the writing

system. However, there have been changes in the direction of greater consistency and virtually complete standardization.

Modern Language writing system as a result of strong pedagogical and social pressure for standardization has become sort of a language which is virtually uniform wherever; English is used with few exceptions which could be shown as follows:

1. There is slight difference between British and American standards.
2. There is an alternative spelling for few words which is accepted as standard in both British and American standard.
3. There is a deviation from the standard in the representation of spoken English especially in fictional dialogue.
4. There is a deviation from a universal standard in the acceptance of an alternative spelling system for the literary version of Scots dialects known as (Lallans).

ii the sixteenth century a great demand for standardization subjected to no changes emerged, though it was a difficult task as far as that English is a dynamic Language and may change at any time.

English Language Writing Development:

According to Azis A. Rub (2002 p. 13-17) course books have been produced on the assumption that, in order to write well and build good paragraphs students should master the language at sentence level. It was believed that writing activities should focus on sentence formation and grammar. Models of correct language were set as a basic reference to learners to imitate and copy.

Approaches based on this view are related to the bottom-up approaches. They have been proposed and provided to learners with the ideas that they need not only access to vocabulary and grammar to produce coherent piece of language but they should have also access to the macro-features of the text. These text macro-features include: The topic of the message and the overall structure of that text. Nunan (1991) as cited in Azis A. Rub argued that, the bottom-up approaches are not enough to produce a discourse.

"While the notion of learning by imitating appropriate written sentences fitted in well with the sentence-level view of structural linguistics, and the bottom-up approach to language processing and production, it could not marry so happily with more contemporary views of language and learning which concentrated more on language at the level of discourse".

It is believed that the origin of writing approaches is goes back to the time of Charles Fries in which language was seen as speech and that learning process as a habit formation. Those approaches emphasised the idea of controlled writing in which writing is regarded as a secondary tool and reinforcement for oral habits. Written exercises were also seen as part of this reinforcement and they should be free to extend language control in order to promote fluency. Some other approaches rejected this idea. e.g. They argued that it is not a manipulation of fixed patterns that lead to language use and it is not by imitation only that learning takes place. In short, learning to write is viewed as an exercise of habit-formation. The writer is a manipulator of previously learned language structures and the reader is a teacher who asks for an accurate piece of writing. The text according to them is seen as a collection of sentence patterns and vocabulary items

The development of teaching composition to students of English has been rapidly changing since the beginning of the twentieth century. This period witnessed cycle of changing approaches and orientations towards second language writing. Some of these approaches achieved remarkable success and then faded, but never disappeared. These approaches were controlled writing approach, current- rhetorical approach, the process

approach, English for academic purpose approach and the product approach.

Controlled Writing Approach:

Controlled writing approach based on the idea that students are given guidelines that help them to produce the written task.

This approach is subjected to several criticisms. It is criticized as being not enough for producing written discourse in which sentences were linked together and well-formed, therefore the focus on grammatical correctness only is no longer acceptable.

Accordingly, a new approach is needed to bridge the gap between controlled and free writing.

Current-Rhetorical Approach:

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

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

2. The discourse is analyzed into words, sentences and paragraphs.
3. The discourse is classified into descriptive, narrative, expositive and argumentative.
4. The stress is on the use of syntax, spelling and punctuation.
5. The style is concerned with economy, clarity and emphasis.
6. The perception is connected with informal essay and research writing.

The Process Approach:

The notion of both controlled writing and rhetorical approach did not satisfy the proponents of the process approach. They argued that, controlled writing approach failed to bring the students writer to the creativeness of writing and the current rhetorical approach discouraged creative thinking and writing. Due to these criticisms a new approach came to existence.

The process approach was based in the assumption that, writing is a non-linear process in which writers try to approximate the target meaning through using strategies to explore, generate, discover and reformulate their ideas. This approach based in studies carried out by writers who have the ability to compose and express ideas using ways and strategies similar to those used by native speakers of English language. The word process refers to the stages writers apply to express ideas and convey meanings.

Activities in the classroom are not based on the teacher. Students alone develop their skills to choose topics, find appropriate information, revise and rewrite their written work by adding and deleting irrelevant information and ideas.

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

English for Academic Purpose Approach:

The proponents of English for academic purpose approach criticized the above mentioned approaches because they focused on the writer without paying attention to the context of writing and their negligence to the individual differences that appear in the variations of writing process.

This approach suggested that, academic discourse schemata should be developed, because it focuses on academic genres. The academic writing tasks that aim at helping students to socialize their work into the university community should be raised. English for academic purpose approach viewed writing as acceptable technique in an academic context and learning to write must be socialized into the academic community. According to the

proponents the standard community and the readers are one part of that community. Those readers have the ability to judge the appropriateness of the academic discourse, while the text should meet the standards and the requirements of the academic community and falls into recognisable genres.

The Product Approach:

AL Saddiq Yahya (2000: p. 16-18) mentioned that the product approach is concerned with the finished text particularly with the manipulation of language structures of the relevant written text. All writing forms characteristics of grammar translational and audio- lingual methods were exclusively concerned with the correct presentation of such linguistic phenomena as vocabulary sentence structure and writing mechanics. Such phenomena could not be expected to develop writing composing abilities beyond sentence level. They can only reinforce the paradigms grammatical exercise dictation and translation from native to the target language. They are regarded as secondary concern as far as they are only reinforcing the oral habits.

Writing traditions in the 1950s and early 1960s which are dominated by the audio-lingual method were termed as controlled and free writing. Their primary emphasis was on sentence exercises and grammatical processing of paragraphs...etc. Such writing habits were thought to be a continuation of writing practice

preached by Fries (1940) as cited in Alsadiq Yahya. His argument was that written exercises might be part of the work of second language learner. In other words writing was incorporated into the process of learner's acquisition of oral habits.

However the middle of 1960s witnessed the introduction of a new approach to the process of writing known as current traditional approach. It was introduced due to the increasing awareness of second language learners needs concerning the production of written language. This approach was concerned with the logical construction and arrangement of discourse forms. Emphases were put on the topic sentence supporting sentences use of transitions and methods of development. It is argued that those components were intellectual and logical skills rather than linguistic ones. Therefore they can be taught without waiting for the student to acquire advanced English proficiency. Due to this approach writing became a respectable academic subject of research. There would be pedagogical purposes behind conducting research on writing. These purposes could improve teaching and learning of writing. Thus writing was no longer taught by part-time instructors or teaching assistants.

In spite of what has been said about this approach it became a subject of criticism for a number of linguists in general but the advocates of this approach in 1980s maintained that if the student-

writer is able to master all the rules of punctuation spelling grammar and style his reward would be a ph. D in linguistics but he would never be a competent writer. Therefore, another new approach was needed and it was the product approach. It has been argued that the product approach was prescriptive formulaic and overly concerned with correctness and pedagogically weak for the insufficient attention that paid to the writing stages.

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

The Relation between Writing and Speech:

W. Nelson Francis (1965 p. 211-215) mentioned that any language consists of lexicon (words) and grammar (rules) by which these words are combined to make meaningful constructions. But for a language to carry out its main communicative function there must be a channel through which these meaningful constructions can be passed from one person to another. All world languages have this channel (speech), but fewer than half of these languages including English language have a second channel which is referred to as writing. All other modes by which a language can be communicated are driven from one of these two channels.

With each one of these channels, communication is controlled by a system whose structure consists of a set of units and a set of rules which govern their use. The system which controls speech channel is referred to as phonological system and the system controls writing channel is referred to as graphological system. Each language uses the writing channel has its own graphological system. Although, the actual speech sounds or the shapes of letters used by two languages may be the same but the systems behind them are different. For example, English and Dutch use the same alphabets but any literate English speaker knows that, the word(lijk) is not an English word according to the graphological system of English and any literate Dutch speaker knows that the word (night) is not a Dutch word

The degree of accuracy with which writing system represents a phonological system is known as fit. If the fit is perfect and every feature of each system has its on counterpart in the other, then the two systems are isomorphic. The great advantages of the isomorphic system is that, once you have learned one of these systems you need only to learn simple sets of equivalent rules to learn the other. For example, in Morse code the structure is isomorphic with that of the writing system. In order to use it, you simply learn a set of do-and-dash patterns for each grapheme and

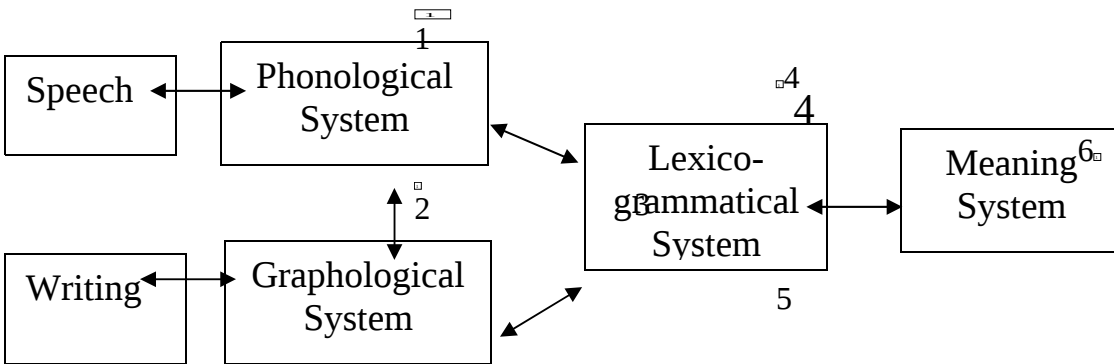
string them together in the same order. Thus there is no need to know the whole structure.

It is almost simple to devise a writing that is isomorphic with the phonological system of a language. With regard to the relation between writing and speech there are some useful points to consider:

1. Phonemes are ordered in one-dimensional time, while written symbols are ordered in two-dimensional space.
2. There is one unit (a grapheme) in the writing system and lexico-grammatical set of writing conventions for representing the tactical features of order.
3. The standard writing system is not isomorphic with the phonological system.

The situation is very complicated by the fact that, there are more than just two systems involved. The ultimate purpose of both speech and writing is not to present or produce each other, but to act as different channels through which structures in central lexico-grammatical system of a language can be communicated.

This situation can be schematically represented as follows:



To the left are speech and writing as physical events- sounds made with mouth and shapes made with fingers. The double-headed arrows indicate manifestation or representation. Arrow (1) means that the spoken utterance represents a structure in the phonological system and the phonological structure manifest itself as spoken utterance. Arrow (2) indicates that the same relationship exists between the phonological structure and its physical manifestation as some form of writing. Arrow (4-5) indicates that phonological and graphological structures form separate representation of structures in the lexico-grammatical system. Arrow (6) shows that, when we speak, we do not simply translate meanings into speech or writing, instead we form a message that should go into three stages of manifestations.

First, the message goes into grammatical structure, secondly, into either phonological or graphological structure. And thirdly, the message goes into speech or writing. Arrow (3) indicates the direct relationship between speech and writing in addition to their

indirect relationship as parallel manifestations of the lexico-grammatical system.

In conclusion the fit between speech and writing is by no means isomorphic and it is quite complicated and often inconsistent. It can be attributed to the fact that, the two systems have a divergent histories .Gradual and observed changes in the phonological system have not been matched by parallel adjustment in the graph logical system. There are lots of changes in the writing system which reduced the closeness of fit between the two systems.

The Relation between First and Second Language Writing:

Aziz A. Rub (2002: p.18-20) mentioned that, teaching writing has not been based on the insights driven from the second Language (L2) written researches. Until recently, in the 1980s most of the researches have been based on the first Language (L1) insights. It is necessary to gain insights from other sources like extensive literature of L1 theory. Thus, it had been suggested a model in which four components are listed and any theory concerning the process of writing should put them into account. These four components are, the writer, the reader, reality and truth and the source of language in written texts.

The writer is an important component that any theory of writing must take into account, because the writer is the one who

defines the problem, gives examples, suggests alternative solutions and writes supported conclusions. Another view of the writer is presented in the interactive approaches in which writers are involved with the reader and they are responsible about the text coherence. This depends on the kind of relationship between the writer and the reader in various languages. For example English Language is referred to as a writer-responsible language in which student writers should make their writing communicative by making their topics argumentative, informative and clear to the reader.

The reader is seen as the one created by the writer and for some others the case is different. They try to understand the way in which the reader is placed into the writers mind. To be good writers, students should take care of their readers' needs and interests. Yet another view considers writing as a social act. The reader viewed as an expert member of the discourse community and as a member of the academic context.

Reality and truth are the writers personal thought that can be expressed honestly. For some approaches reality and truth exist in the writers mind, but for the interactive approaches they both exist inside the reader and the writer. However, social constructionists view reality as determined through academic discourse communities which have their own conventions to establish reality

as well. These conventions include, developing hypotheses, data analysis and the evaluation procedures for writing ability.

Language components are considered as components emerged from the content i.e. the language in the written text is the writers own language. Another approach viewed language as that one drawn from the content schemata shared by both readers and writers. Another view stresses the idea of socializing students into the academic context. Therefore, language is that one of the discourse community for which it is written. Thus, the writer is forced to use language that can be acceptable to the members of that community.

The Nature of Writing:

Speaking and writing are usually classified as productive skills, while reading and listening are classified as receptive skills. This classification distinguishes the nature of writing from the nature of reading.

Ann Raimes (1988 P.5-6) explained the nature of writing by making difference between writing and reading as follows:

1. Speech is universal; every one may acquire a native language in few years, but can not learn to write in such few years.
2. Spoken language is easy, but written language needs standard forms of grammar, syntax and vocabulary.

3. Speakers use body language and their voice to carry their message and ideas, but writers rely on words only to express their ideas and thoughts.
4. Speakers use pause, stress and intonation, while writers use punctuation marks only.
5. Speakers pronounce words using their voices, while writers spell words using pens.
6. Speaking is usually spontaneous and unplanned, while writing takes time and need planning.
7. Speakers speak in the presence of listeners, while writers write in the absence of the reader.
8. Speech is usually informal and repetitive, while writing is more formal and compact.
9. Speakers use simple sentences connected by lots of (ands) but writers use more complex sentences with connectors.

Also Ann mentioned that writing is sometimes thought to be more complex than speaking because speaking can be judged by its closeness while in speaking participants are usually face to face and they can rely on extra linguistics cues such as facial expressions and gestures to facilitate meaning and feedback. The lexicon of speech is vague using words that refer directly to the situation.

Speech is suitable to social functions such as, passing the time, expressing social relations and personal options. However, errors on spoken language can not be withdrawn. As such errors perceived in writing can easily be eliminated in the later draft without the reader even knowing them. In writing there are unique features which can be taken care of such as lines, capitalization and several aspects of punctuation.

Definition of Writing:

Before the invention of writing as a means of communication, people faced many problems in conveying their beliefs, ideas and thoughts clearly. They use primitive ways of communication such as: memorization, verbal messages and symbols to draw other people attention.

Fromkin & Rodman (1998: p. 92) defined writing “as a means of communication”.

There are many definitions provided to the term writing. They are the following:

Sharples (1991:p.6) defined writing “as a primarily mental activity and a resource from pens and papers to word processes that relies on physical tools”.

Writing involves deliberate planning, discovery, problem solving, and evaluation requirements. Writers need to work within

the constraints of grammar, style, and writing mechanics to a well organized piece of writing.

Byrne (1989: p.17) described writing “as the act of forming graphic symbols, letters, or combination of letters that pertain the sounds people produce in their speech”.

On the other hand it has been regarded more than forming graphic symbols which people translate into language for communication. Thus, writing seems to be a very complex task that involves both physical and mental considerations of writers.

Raimes (1983: p. 4) mentioned that writing is the last skill to be taught and even the most difficult skill students ever learn which requires the capture of mental representation of knowledge. Its difficulty might be attributed to the following problems:

The first problem is psychological in nature. It occurs due to the lack of interaction and feedback of both the writer and reader. The second problem is a mechanical one such as the suitable use of punctuation marks, the correct spelling and grammar. The third is a cognitive problem. For example in spoken language learners do not usually need conscious efforts when writing. They need to learn writing through formal instructions and design their ideas accordingly.

Due to the problems mentioned above, it has been judged that writing is a very difficult process to define as far as it involves a

great deal of components such as contents, organisation, grammar, and word choice.

The Importance of Writing:

Zhu (2002: p.94) indicated that, “while listening and speaking skills are essential for effective communication in many situations, writing constitutes another powerful tool. It enables second language learners produce a variety of language tasks, ranging from leaving a note to a friend to answering an essay question exam or preparing a research”.

Zuhu claims that the main objective of learning English language is to communicate successfully in verbal and written format. Like the rest of the three skills; listening, speaking and reading, writing plays a critical and crucial role in mastering English language. The fact behind that, people from different fields of life communicate in different written format on a regular basis,; to negotiate, enrol in an educational institute, maintain a social relationship, apply for a job, advertise, deliver a speech or convey feelings. Also higher positions in ministries, firms, organizations or universities requires a profound grasp of writing mastery for better communication.

The importance of writing skill in different fields of knowledge can obviously be seen in many contributions. For example, Huckin and Olsen (1991 p.3) reported that, for many

technical professionals the ultimate product of their work is a written document. If their documents are badly written, they affect not only the individual, but also the entire organization in which they are working. Organizations know this and sometimes their employment or promotion depends on writing ability. The better they write the good chance they will get.

Ellis (1985 p.7) mentioned that, “there are firms that exist solely because of the gaps in writing skill made by men and women in a scientific business community”. For example one research company in New York depends on seven figures budgets, and spends most of its time on clarifying the good writing reports of its managers.

Hedage (1988: p. 3-5-9) mentioned that writing has been a neglected area for some years. If we have a look at the small number of books available to foreign language learners on reading and scarcity books on writing we can observe the imbalance. Also if we have gone further we might have observed that teachers have been offering models of reading principles, for designing reading tasks and practical suggestions for classroom reading methodology. It is only recently however, that research into writing has offered ideas about good writers' achievements. These ideas hold implications for teachers and help them and their students develop their writing. In the absence of widely recognized models

of writing, teachers need variety of ideas about the importance of writing, its role in the classroom and the possible roles of teachers and students in developing writing activities. Good writing in English language classroom can be taken as an aid to the process of learning. Also writing helps learners reinforce learning new structures, vocabulary and help them remember the new items of language.

Also he summarised the role and importance of writing in the following points:

1. It allows students to see how they are progressing, gets feedback from teachers and allows teachers to monitor and diagnose the problems.
2. Writing depends on more than the ability to produce correct sentences that helps students communicate and develop information, ideas or particular arguments for a particular reader or group of readers.
3. It provides learners with more information about social, educational and professional lives.
4. It helps learners to produce stories, reviews, essays, poems and simply gives them a chance to practice and improve their English language.
5. It provides learners with different learning styles and helps them learn effectively.

6. It provides learners with convincing evidence that enable them develop their knowledge.
7. Enable learners contact with different people in far remote areas.
8. Writing can be used in formal and informal testing as assessment and evaluation.

In conclusion writing is very important skill to university students which can help them perceive relationships with other students, solve their own problems and share ideas with each others. Even writing helps students transfer their customs and traditions abroad.

Reasons for Acquiring the Skill of Writing:

Writing a lot in the classroom helps consolidates learning new structures, vocabularies and provides learners with a good chance to know the new items of the language. Also writing allows learners see how they are progressing and get feedback from the teachers. Successful writing also helps learners write to communicate, amuse themselves and even develop information, ideas or arguments... etc. Students need to write in simple to express their ideas, opinions, emotions and attitudes toward a certain topic or an issue. Writers also need to achieve such skills to construct good sentences and join these sentences in a well organized composition.

Lavonne Mueller(1992: *p.8*) wrote some useful ideas about the reasons of writing mentioning that, may be you are interested in writing because of a story you read, may be you are just curious or may be you got something in mind you want to write about. Some others write to earn money.

Types of Writing:

The study of writing can not be isolated from the study of language, because they always go together.

Liz and Ben (1987:p.120-124) mentioned two types of language; (1) Spoken language (speech or word of mouth) in particular and (2) Written language particularly, the translation of words sounds into speech. Written language itself is divided into two major types:

Literary Writing:

This type of writing includes several literature components like:

- a) Poetry such as verses, poems, sonnets and lyrics.
- b) Fictions such as movies, stories and myth.
- c) Drama such as plays.
- d) Statements such as articles, essays, reports and criticism.

The above types of written language are called literature mainly characterized by the use of aesthetics of language that is the use of creative techniques and features of language which show the

beauty and good aspects of language. These aspects are always subjected to the par-linguistics features.

Non-literary writing:

It includes the following types:

- a. Legal writing.
- b. Economical writing.
- c. Technical writing.

These types of writing are referred to as non-literally writing in which aesthetic features of language such as figurative of speech can be used where as in literary writing simple and direct language can be used for the purpose of giving the exact meaning to the reader.

Hedage (1988: p.95-97) explained that when designing writing for a group of students it is better to draw up a check list of writing relevant to the group or even to have an elaborated list to show the types of writing. The list bellow contains these different types of writing:

1. Personal writing:

It is directed to someone and includes various kind of aids such as; memories, ideas, and journals. These kinds of writing activities would normally be carried out in the first language, but they are good motivational reason to be used in foreign language

classroom. For example, keeping journals in English provides practical opportunities for students.

2. Study writing:

It is used for oneself and may even be shown in other areas. For example, students make notes while reading in lectures and make summary for exam revision. All these types require skills which can be taught to students learning English Language for study purposes.

3. Public writing:

That type of writing is always applied in public organizations institutions or situations, so that there are certain conventions to keep in mind.

4. Creative writing:

This type includes all types of writing which again are mainly used for oneself but they can be shared with others. It is that kind of writing most commonly found at primary and secondary levels in mother-tongue classrooms. These types of writings have the values of helping personal and social development, building confidence and self esteem through narratives. Some teachers reported great success with creative writing in general.

5. Social writing:

It is the category which includes all types of writing that establish and maintain social relationships with family and friends.

Many of these types of writing are relevant to the needs of foreign students who need to learn its formats.

6. Institutional writing:

It relates to the professional roles mainly needed by businessmen, teachers, engineers and students in those fields. It is possible to record the importance of these types, because all professionals need to apply in their writings such as; reports, summaries, memos...etc.

However each area of these activities will have its own specialized texts like legal contracts or academic essays. Students in more specialized kind of writings can draw up specification of their own needs in English language writing and provide authentic products..

According to Anita Pincas (1991; p. 63-67) over and above the ability to write correctly and choose the appropriate words, writers need some sort of competence in each of the following types of writing. They are essential writing skills which teachers may choose for their lessons. These types are; communicative, composition and stylistic writing. For example every time a writer sets a pen to write he\ she in fact makes choice about what they want to do in each one of these three types and adjust the language accordingly. But in teaching it is more effective to isolate or

specify examples of such skills and try to integrate them into the overall writing community.

Some teachers may wish to give priority to one or several of these skills. For example, many students do not need to be competent in any other than formal style. Just as many would not need to handle range of emotive effects, stylistic skills which may be given less attention than communicational and compositional skills.

Communicative Writing:

Communicative writing gives indication to the vast range of activities students may use like writing to one, where there are few conventions of style through public and personal information and where there are impersonal written activities and strict formalities to be noticed. This type of writing can be sub-divided into the following:

(a) Communicating between People:

Communicating between people is therefore, subjected to how a piece of writing establishes an interaction between people in which students can select and demonstrate relevant varieties of writing such as newspapers, magazines, travel agents reports, governmental forms...etc. These pieces of writing have communicative functions. Each particular function in any particular case will depend on writers' aims. They may want to

report, evaluate, advice, suggest, question, command or invite. In fact there is a number of infinitives of such aims which give diversity of human motives and needs.

For instance, business letters frequently make request, agree or disagree, give reminders, express urgency, offer help, apologize...etc. On the other hand, scientific texts usually describe observations, exemplify, and make predictions and so on. In contrast, the aim of advertising is to persuade or provide information.

Further ideas may be found in books which aim to teach communicative English. They have the term functional the title. Although, most of them deal with spoken English, they are very useful sources for written English. For example, feelings deal with ways of expressing desire, anticipation, worry or apprehension. Communication between people takes many forms in writing; all of them are part of written English which should move beyond school essays to useful practical varieties of English.

(b) Suiting Specific Subject:

The choice of subject matter influences communication in a way that, most teachers prepare their classrooms to write about certain subject and try to provide the necessary vocabulary and structures. This is adequate for writing of the traditional school

essay type. But writing activity may go beyond that, for example, writing about World Wide Sport or writing a play.

A communicative approach prepares students to write with appropriate grammar and vocabulary. But also to fulfil the communicative aims usually associated with the subject area mentioned above.

(c) Presenting Ideas:

The earlier discussion based on writing as communicating between people o convey messages clearly. There must be certain logic involved in the ways our ideas are presented. These different ways such as; classification, descriptions of processes, hypotheses, giving reasons or describing similarities are referred to as logical functions.

Stylistic Writing:

Traditionally, four major skills fall under stylistic writing. They can be listed as follows,;

1. Narrative writing, which presents a sequence of events though not necessary to present them chronologically.
2. Descriptive writing which gives an account of features, things, people and concepts.
3. Expositive writing which outlines and details factual information.

4. Argumentative writing which presents one or more approaches to issues and problems.

According to the researcher point of view students usually have to develop their own writing skills in English language because, the measurement procedures applied in many educational systems and the nature of public examinations in English Language depend mainly on the skill of writing. It is also important to note that, these types of writing are helpful for our students to perform academic essays in higher education. Therefore, good command of these writing activities ensure that, students' future writing needs are met.

Then after we had full idea about writing history, its historical development, its definition, its nature and its importance, we shift to the practical area in the skill of writing. Therefore, a light must be shown on sentence, paragraph and yet up to the practice of a complete essay writing.

Sentence Writing:

Sentence writing is the primary task and the first step towards writing ability. To master the skill of sentence writing students should know the sentence itself and its components.

According to Hajo (2006:p.4) a sentence is a piece of language which expresses a complete thought and contains a

subject and a verb. The sentence always begins with a capital letter and ends with one suitable punctuation mark.

V. N. Arora (1981: p. 3-6) defined the sentence “as the basic unit of a language, comprising at least one independent verb with its subject”. The most elementary form of a sentence is noun-verb (N.V). The sentence can be sub-divided into three major types: (1) The simple sentence which has a single independent clause. (2) The compound sentence which has two or more independent clauses joined by a coordinate conjunction. (3) The complex sentence which consists of one independence clause joined with one or more dependent clauses. These dependent clauses are joined by sub-ordinate conjunctions. There are three basic requirements of a good sentence; clarity, consistency and economy.

1) Clarity:

Sentences should clearly state the writer's ideas and thoughts without any possibility of ambiguity. Clarity can be achieved on the basis of adequate punctuation, clear pronoun reference and correct word order.

2) Consistency:

The writer is free to choose the pattern, but once the choice is made the chosen pattern must be followed throughout the whole sentence. For instance, if the writer chooses to write a periodic sentence, he\ she must be sure that the main clause comes to an

end. Whatever styles the writer adopts; formal, informal or colloquial he\she must be careful about the decision. The words used must belong to correct register and must have correct connotations. Grammatical consistency is also necessary for effective sentences. The writer should keep sentences consistent by making subjects and verbs agree in number and person and the pronouns agree with their antecedents in gender, number and person.

3) Economy:

Good writing is reflected into one's ability to write precisely and effectively to convey what he wants. To achieve economy, the writer should avoid long-widened sentences, repetition and redundancy. Also what distracts the readers' attention from the main point should be taken out.

Handling words and sentences is also necessary for university students. They must be able to identify parts and types of sentences in order to work most effectively with word group. These types can be explained as listed below:

Types of Sentences:

Also Hajo (2006: p. 13-16) explained that there are three types of sentences according to their form and four types according to their use which can be shown as follows:

1. Simple sentence:

It expresses one thought and contains one complete predicate.

For example:

Football is an exciting sport.

2. Compound sentence:

The compound sentence expresses two or more independent thoughts of equal value. These two thoughts are always connected by a conjunction.

For example:

You must come on time or inform me of any delay.

3. Complex sentence:

The complex sentence expresses one independent idea and one or more dependent ideas expressed in one or more subordinate clauses.

For example:

Although they would like to go, they must work tonight.

According to use there are four types of sentences as follows:

1. Declarative sentence:

The declarative sentence expresses a statement and ends with a full-stop.

For example:

She has read a novel this week.

2. Interrogative sentence:

The interrogative sentence is that one which expresses a question and ends with a question mark.

For example:

Would you like to come early?

3. Exclamatory sentence:

This is the type of a sentence expresses a strong feeling and the terminal punctuation is an exclamation mark.

For example:

He could not have done it!

4. Imperative sentence:

An imperative sentence is that type which expresses a command and the terminal punctuation is an exclamation mark or a period.

For example:

Do it when the command is given.

The experienced writer finds that sentences can be monotonous. Too many simple sentences, too many compound sentences or too many complex sentences one after the other can be annoying. Thus, by varying a sentence the writer could get more strength. Variety adds extra points to the composition and adds more interest to what you want to say.

One of the basic secrets of sentence success is the variety in sentence pattern. Practice writing sentences in a variety of ways

create more interest and meaning. Learners might vary their sentences by changing the position of elements. For example, they can put the adverb, the phrase, the adverbial clause, or the verbal at the beginning or at the end of the sentence.

For example:

- -We will see you later on.
- -Later on, we will see him.

Another way of varying sentences is through combining them together using suitable connectors to gain varieties in style. That is to say, a sentence is a combination of clauses, a paragraph is a combination of sentences and an essay is a combination of paragraphs smoothly linked together.

Sentence Problems:

Experience has shown that most common sentence errors occur when the principle which says; every sentence must express a complete thought is violated. To avoid these problems learners should know that a sentence must express a complete thought not just part of an idea. Mastering the following review of sentence errors is only the first step towards the development of a mature sentence sense.

Abdul Mahmoud (2006: p. 4-9-88) enumerated sentence problems as follows:

1) Sentence Fragment:

A sentence fragment (incomplete sentence) is a part of a complete thought punctuated as if it was a complete sentence. Students always commit such errors in writing due to carelessness in punctuation. To avoid this error supply the missing words or join the incomplete thoughts together.

For example:

- Incorrect: The basketball star.
- Correct: The basketball star won the game.

2) Run-on Sentence:

A run-on sentence is a sentence containing two or more complete thoughts punctuated as if they were one. Such sentences ramble and nothing is clearly expressed. To correct such an error, separate the two ideas and supply an appropriate conjunction.

For example:

- Incorrect: They ate all the food. They were hungry and so they sat down.
- Correct: They were hungry, so they ate all the food and sat down

3) The Comma Splice:

The use of commas between sentences is an error in thought as well as in punctuation. A comma splice sentence is a sentence error where a comma has been used instead of a full-stop to separate two or more complete thoughts. You can avoid comma

splices by expressing one complete idea in a sentence using end punctuation and capital letters properly.

For example:

Incorrect: The motor had developed a squeak, the mechanic must take it into parts.

Correct: The motor had developed a squeak. The mechanic must take it into parts.

4) The Choppy Sentence:

This is a sentence in which the ideas are stated too quickly and simply. A choppy sentence is not entirely incorrect. It shows sense, if the ideas are combined into longer sentences smoothly.

For example:

- Incorrect: Jamal is going to school tomorrow. I am going too.
- Correct: Jamal and I are going to school tomorrow.

Mastering sentence writing, by taking care about the problems and errors that students encounter during their overall writing is a good step towards paragraph writing.

Paragraph Writing:

Students in early stages of writing should practise and should be trained to write a wide range of sentence patterns, ranging from simple, compound and complex. Then different modern writing techniques can be used to develop their performance into

paragraph writing After all, the concept of paragraph writing should be raised to the student level.

Also the paragraph can be defined as a group of sentences joined carefully together by suitable connectors to constitute a complete thought. To make an effective as possible a paragraph it should contain the following; unity, coherence, topic sentence and adequate development.

Abdul Kadir M. (1984: p. 1-3) defined the paragraph “as a group of sentences with unity of purpose. It deals with one distinct subject and forms an integral part of the whole composition”. It is a unit of information unified by controlling idea which is a summary of all information in the paragraph. A good paragraph must have a beginning middle and an end. Thus, writing a paragraph is a practical task in which certain points must be considered:

1) Length:

Paragraph length is determined by the whole composition. Students should be advised to write briefly and avoid irrelevant information and redundancy.

2) Unity:

Any paragraph should contain one main theme either expressed or implied. When the theme is expressed through the topic sentence, unity means that any sentence in the paragraph must bear upon these themes.

3) Emphasis:

Emphasis means to bring into prominence the important part of the paragraph. The topic sentence can be emphatic by its position in the paragraph. It may be in the beginning, in the middle or at the end, but it gains its prominence when appears at the beginning of the paragraph.

4) Coherence:

A paragraph depends upon the orderly arrangement or logical sequence of its sentences. It should be constructed in a way that each sentence leads to the next and the mutual relationship of sentences in the paragraph should be clearly manifested. Then the connection between various sentences in the paragraph may be shown using connectors such as; conjunctions, relative pronouns and signal of sequence. When writing a paragraph the following instructions must be observed:

1. State your main idea in the first sentence in the paragraph because it gives the reader an idea about the whole paragraph.
2. Avoid long ill-constructed sentences and keep close to the subject.
3. Make sure that your sentences are complete and do not leave them unfinished.

4. Connect your sentences so that everyone can read them clearly. Use connectors such as; introductory words, coordinators, relative pronouns and subordinators.
5. Keep a sense of proportions. Your paragraph should be clear and meaningful.

Writing a paragraph is a step of writing that falls between sentence writing and composition writing. Thus it will be nonsense to ask students to write a paragraph before giving them the idea of the paragraph structure.

Paragraph Structure:

Mohamed ALtayb (2007: p. 81-83)) defined the paragraph as “a number of sentences carefully linked together to give one complete idea. Each paragraph contains approximately about (75-150) words and deals with one thought in a text”.

The typical paragraph contains three parts:

The first part is the topic sentence or key sentence which is the heart of the paragraph. However, to write a good paragraph, students need to decide the purpose of writing which must be stated clear as a separate idea to the reader. The topic sentence should be stated at the beginning of the paragraph.

The second part contains sentences that develop the key sentence by explanations, arguments, details, examples, and other supporting ideas.

The last part in the paragraph is usually a conclusion which provides a precise summary of the whole paragraph.

Characteristics of a Good Paragraph:

Successful students should pay his attention to the qualities and characteristics of a good paragraph which appears as follows:

a) Paragraph Unity:

In writing a good paragraph, a student should discuss only one idea of a topic. This characteristic is known as unity. Any paragraph concentrates on a single idea, although these facts, examples and reasons used to develop that idea must be related to that idea.

b) Paragraph Coherence:

The paragraph usually begins with a sentence of central idea through the topic sentence, followed by other sub-sentences that develop the topic sentence which prepare the reader to the other ideas in the rest of the coming paragraph.

The straight line of paragraph development is called coherence. A paragraph is coherent when its ideas are clearly related to each other in a good sequence. Each sentence in the paragraph should clearly grow out of a previous sentence in the paragraph and leads to the next one in the same paragraph.

To achieve coherence in any paragraph writers should arrange their ideas in a systematic way. Writers who write in

English language should present their supporting ideas clearly in order of importance ending with the most important idea.

Mastering the Paragraph:

To master writing the paragraph students should know the a paragraph its importance, its structure and its characteristics.

Thomas Clark (1961:p.64-74) explained that the term paragraph comes from two Greek words Para which means beside and graphing which means to write. In the past there was a margin to show the beginning of a paragraph but, nowadays a signal is used to indicate the beginning of the paragraph. We use indention to begin; it means to begin a little from the left. The paragraph indention is really a form of punctuation. With each indention at the left the writer says to the reader, a new thought begins here and with each break at the right hand he says this is the end of this thought, get ready for the next.

The effective paragraph deals with one central thought and include details which support this central thought logically and forcefully.

Building a Unified Paragraph:

Students should study the idea of paragraph writing carefully because most writing problems are encountered when they try

writing paragraphs. Thus a paragraph will be more effective if the students work with topics that interest them.

There are four steps students must follow in writing a paragraph. All of them can be applied to write a paragraph in a large composition.

1. Make an inventory for your ideas:

Before planning your paragraph you should know what would like to do? When an idea comes to you immediately write it down. To decide whether the inventory is complete think several times, some ideas may a cross your mind. These ideas should be written simply in words, phrases and sentences as they come to your mind:

2. Select the related ideas:

In writing the related ideas, they must be grouped together as one unit. Learners must choose material that contributes to the development of one and only one central thought.

3. Express the central idea in a topic sentence:

Some students choose a topic because they have an idea about it or strong feeling to express it. Therefore, they have to build their inventory to develop this idea or feeling. Also students must not begin writing unless they decide what items on the inventory add something to what they have in their mind. Students state the central idea of the paragraph in the topic sentence which

always appears at the beginning of the paragraph. Also it may appear in the middle or at the end.

4. Stick to the point:

Everything included in the paragraph must relate to the central thought. Sometimes the writer chooses suitable ideas and plans to use them, and then new ideas come to mind. He must use them if they are closely related to the central thought. If not he must leave them no matter how interesting they may be. The paragraph which sticks to a point and includes no unrelated thoughts has unity and lack unity when any thought does not contribute to the development of the central thought.

Ways of Developing the Paragraph:

The paragraph can be developed by using different ways. The method you choose depends mainly on your topic and what you want to say. There are so many methods of developing the paragraph but the most important ones are; by giving examples, by giving details or by giving reasons.

1. Developing the Paragraph by Details:

When the paragraph topic is a statement that requires an explanation details should be provided to make the explanation clear and complete. Also when the topic of the paragraph is something or someone you want to describe you must provide details that fill in the gap.

2. Developing the Paragraph by Examples:

Writers often pin down the paragraph idea by giving one or more specific examples. This technique is mostly used in scientific topics because they deal with facts and reality.

3. Developing the Paragraph by Reasons:

Another way of developing the paragraph is to support the central thought by giving reasons. This way is very necessary for the students to know, because without which they can not write any paragraph. On the other hand they must practice writing daily in order to have experience in writing.

4. Developing the Paragraph by Comparison and Contrast:

When we compare things we look for ways in which they are the same or perhaps similar and when we contrast things we look for ways in which they are not similar. There are basically two ways to write essays that involve comparison and contrast. One way is to write down the main points of one subject to be compared and then take all the main points of the other subject. The other way is to take each point in turn and contrast them immediately one after the other. The first method is sometimes better for short and simple topics, while the second one is better for longer and complicated topics.

5. Developing the Paragraph by Description:

We often have to describe the appearance or a lay out of something. Static description should be orderly, clearly, accurate and complete. It is often better to start with the general appearance or main aspects of what you are describing and then go on to details.

There are other ways through which a paragraph can be developed such as listing or narrating, but these are the most important ones. If students follow them carefully they can write clear and effective paragraphs.

Making a Paragraph Coherent:

A paragraph must be more than simply a collection of sentences which support the central idea. The sentences must cohere or stick together. The development of the central thought must progress logically from the first sentence to the last one.

There are two ways to make a paragraph coherent which can be shown as follows:

1. Arrange the ideas in a logical order:

The most logical arrangement of ideas for the paragraph will depend on the nature of the subject. There are two ways of arrangement.

A) Time order arrangement:

For example, telling a story or describing an event. The writer should present his details in time order in which the event

took place. For example, when you explain a procedure such as how to attach accord to an electric lamp it is essential to use time order, so that the listener knows what is first , next and what is last.

B) Climax- Order:

The writer must obtain the effect he wants by building the details up to a climax. He must put the most important details first, then the most exciting ones and the most startling details at the end.

2. Using linking words and Phrases:

Another way of making a paragraph coherent is to use linking words and phrases that guide the reader from one point to the other. There are three linking devices which can be listed as follows:

A) Repeat the key word in the preceding sentence:

For example, a film is composed of an infinite number of scenes which can be joined together in a logical order using linking words.

B) Use a pronoun that refers to a person, a place or a thing:

For example, Mr. Hassan stopped his friend to give him an advice.

C) Use connectives:

These connectors can be used for several purposes:

- To show time relation when there is a time relation between sentences.
- To show space relation when you want to show position of something in relation to something else.
- To show thought relation when you want to show that the thought that is to follow contributes to the preceding one

Anita Pincas (1991: p.45-57-58) mentioned that, the writer should make the relationship between sentences and paragraphs clearer to the reader by using linking words or cohesive devices. Failure to handle them properly will make problems to the learner. For example, weak students may be able to perform standard grammar and good command of the language but, fail to produce acceptable paragraphs or essays. There are six ways to establish links between sentences and paragraphs:

1. Reference:

Some words do not have meanings of their own, but take their meanings from other words that they refer to like; pronouns, demonstrators and adverbs.

2. Conjunctions:

There are basic conjunction relationship such as, addition, opposition, cause and effect and temporal sequence.

3. Substitution:

They are words or phrases directly replace other words in the text which could be used, but they are avoided because of repetition.

4. Lexical relationship:

That means the link between words and themes.

5. Ellipsis:

This process means the omission of words or phrases so that, the abbreviated structures can be used in relation to the full forms which occur some where in the text.

6. Patterning:

It is the use of parallel structures. Therefore, in teaching written English at any level, it is important to include the use of linking devices. Although they enter into normal vocabulary and grammar teaching, they need special focus and practice. As far as students are able to produce a good paragraph they can easily join these paragraphs into a composition.

Composition Writing:

In order to convey thoughts and feelings as clearly as possible, we must arrange them into sentences, organize the sentences into paragraphs and with these components a composition or an essay can be constructed.

Anita Pincas stated that:

'We use special words, phrases and other devices to indicate how the ideas, sentences and paragraphs actually relate to each other. The result is a stretch of language that we have composed- a composition'.

Most commonly, a composition can be discussed in relation to paragraph building and essay planning. However, it starts at sentence level and then developed into a complete paragraph.

Essay Writing:

In universities and colleges the emphasis is on how students build a paragraph in more unified way to make an essay, because in the final exam essay writing is well considered. The best you write the highest grades you will get. In spite of the importance of essays, many students do not seem to be aware of the elementary techniques of writing essays. Writing an essay demands time and effort. Essays are always given to students to help them organize and develop their ideas in a good piece of writing.

Michael J. Wallace (1980 p. 98) mentioned that, in many universities and colleges the requirement of the traditional type of formal examination at the end of the academic year has become less important. The emphasis is more on students' written work during the course. These pieces of written work are usually called essays.

In spite of the importance of essays in students work, it is surprising that many students do not seem to be aware of certain elementary techniques in writing essays and so they always get low grades. Of course writing essays can not be made easy. They need time and efforts. Sometimes essays get less credit than they could because they have not been researched well enough or because they have been poorly organised.

According to Abdul Kadir M. (1984: p, 11-18) the term essay is an attempt that came into use in (1580). It can be defined as a literary composition usually in prose on any subject form. It is more or less limited to the person point of view. It may cover two or three pages and does not require a noticeable intellectual exertion on the part of the writer. Usually any essay consists of the following three parts:

1. The Introduction:

It tries to attract the readers' attention. It should be easy and natural to conduct the heart of the subject. An essay may begin with a question, a general reflection, definition or a statement.

2. The Development:

This is the middle part which carries the idea and develops the main point stated in the introduction and expands it with more details of the essay. This part carries the main idea forward and expands it with more details

3. The End:

The conclusion forms a summary of the idea expressed in the whole essay. The conclusion might take the form of effective sentences which neatly end the essay.

Essay Types:

Any essay falls into one of the following four categories:

1. Narrative essay:

Usually takes the form of a story, true or imaginary. It is often a short story or a tale. It can be of a single event and not necessarily series of events.

Descriptive essay:

Its aim is to convey an accurate description of the chief characters of certain object, person or a scene.

Expository essay:

It can be either scientific or reflective. This type is based on clear explanation and the use of illustrations to demonstrate and confirm facts. It also requires taking into account the reader's educational background to handle the subject from different points of view and presents the fact in a certain order.

2. Argumentative essay:

This style of an essay relates to the ability of using ideas in a logical order and makes use of knowledge. Bear in mind that, you may present a view point which may or may not

convince the reader or reach acceptable solution for certain problem. Therefore, dealing with this type of an essay requires you to define your attitude towards the subject carefully. The ability to write a good argumentative essay depends not only on what you know, but also on how well you can present what you know.

Abdul Mahmoud (2006: p. 138-142) explained that, essay test is usually given to students to help them organize and develop their ideas in writing. According to him any essay is supposed to contain an introduction, main body and conclusion. They are well linked by conjunctions, transitional words or phrases.

a) Introduction:

The introduction should start with a general discussion and specifying the main idea of the topic. Sometimes an essay begins with a grabber such as challenging claim or surprising story to catch the reader's attention. The paragraph may also begin with a key sentence in which the point or idea can be stated.

b) Main Body:

The main body in a paragraph focuses on a single idea, reason or example that supports you thesis. The perfect paragraph should have a clear topic sentence which states the main idea of the paragraph. As much as the discussion or explanation is necessary to explain the main point, you should try to use details and

examples to make your idea clear and more convincing. The main body can be long or short according to your topic.

The main body consists of many paragraphs with words or phrases to build an accurate essay. Transitions connect the paragraphs to one another. These words and phrases help learners to establish good connection between ideas and ensure that sentences and paragraphs flow together smoothly, making them easier to read.

c) Conclusion:

The conclusion normally begins with a restatement of the main idea. In the conclusion the writer might emphasise the importance of the topic. Also the writer may add his own opinion in the conclusion.

Writing an essay is not an easy task. It needs practice; The more you practice the better you will be. Also it is important to note that, our writing would not be better unless we have an idea about at least the basic rules of using of punctuation marks, capitalization, spelling handwriting.

Uses of Punctuation Marks:

Jean Wyrick ((1979: p. 499-519) stated that, punctuation marks do not exist to make life complicated as one student recently explained. They are used to clarify written thoughts so that the reader understands the intended meaning. They are just like the

traffic signals which tell the driver to slow down, stop or go on. Thus punctuation marks are used to guide the reader through the purpose of writing. For example notice the confusion in the following sentence when the necessary punctuation mark is omitted.

For example:

- Confusing: Has the tiger been fed Bill?
- Clear: Has the tiger been fed? Bill?

In the first sentence Bill was the food for the tiger which was a confused meaning but in sentence two the meaning was very clear in which Bill was the one who fed the tiger.

Therefore, punctuation marks are very necessary for learners when they perform any piece of writing because these marks help them communicate more effectively with the reader. So, learners should familiarise themselves with the following rules in order to perform good writing with clear meaning.

1) The Period (.):

A. The period is used to end a sentence.

For example:

- It will take too long time to reach the bus station.

B. It is used after initials and abbreviations.

For example:

- B.B.C- the U. Netc.

2) The Question Mark (?):

The question mark is used after the direct question.

For example;

- Can you tell me the truth Hassan, immediately?

3) The Exclamation Mark (!):

The exclamation point follows words, phrases or sentences to show strong feelings.

For example:

- Fire! Call the police at once dear Ahmed.

4) The Comma (,):

The comma is used in the following positions:

A. To separate two independent clauses. These two clauses must be joined with a coordinating conjunction

.For example:

- We visited Mona, but she was outside.

B. It is used after the conjunction adverbs like, however, moreover, thus ...etc. to show continuity and frequently set off by commas when they appear in mid-sentence.

For example:

- She soon discovered however, that her book was stolen.

C. Set off with a comma an introductory phrase or clause.

For example:

- After we finished our laundry, we realized that one sock was stolen.

D. Comma can be used to separate items in a series of words, phrases or clauses.

For example,

- Julio collects coins, old stamps, bottles caps and precious things.

E. Use commas to separate adjectives of equal emphasis that modify the same noun.

For example,

- She finally went outside her cold, dark apartment.

F. Comma can be used to separate a direct address.

For example:

- Car- fifty-four, where are you right now?

G. Commas are used to set off a degree or a title following a name.

For example:

- John, a Ph.D holder was arrested last night outside his house.

H. Comma is used to separate a dialogue from the speaker.

For example:

- Ahmed said, I do not think I want another book tonight.

I. We can use a comma to set off Yes/ No questions.

For example:

- Yes we can immediately take you to the swimming pool.

J. Comma is also used to set off interrupters or a parentheses appearing in the middle of a sentence.

For example:

- Jack, I think, he is still a compulsive gambler in the town.

5) The Semicolon (;):

The semicolon is used in the following positions:

A. To link two closely related independent clauses together.

For example:

- The student came early; so that he can catch the bus.

B. The semicolon can be used to avoid a comma splice when connecting two independent clauses with words like moreover and therefore.

For example:

- The village is not enough for both of us; therefore, I suggest we expand the village.

C. The semicolon is also used in a series of items that already contain internal.

For example:

- Her children were born a year apart; Moe, (1936); Curly, (1937); and Larry, (1938).

6) The Colon (:):

The colon is also used in a number of places which can be shown as follows:

A. To introduce a long or formal list, but, do not use one after verb to be.

For example:

- Please pick up these items at the store: garlic, wolf bane and mirrors.

B. Use a colon to introduce a word a phrase or a sentence that emphatically explains, summarises or amplifies the preceding sentence.

- Harry knew the ingredient that would improve any diet dinner: chocolate.

7) The Apostrophe (,):

A. We use the apostrophe to indicate contraction and position.

For example:

- It is too bad to drive Mohammed's car at night.

B. You can add apostrophe to avoid confusion in letters and figures.

For example:

- He made four (C's) at the final examination.

8) The Quotation Mark (" "):

They are used in the following places:

A. To enclose someone spoken or written words.

For example:

- The son wrote "Remember son, when you pass by bring your sister with you".

B. They are used around titles of essays, articles, chapter headings, short stories or songs.

For example:

- "The Fall of the House of Usher"

C. You can place the quotation around uncommon mistakes and words used ironically.

For example:

- Scot-cat "Malone takes Candy from babies".

9) The Parenthesis ():

The parentheses are used as follows:

A. To set off words, dates, or statements that give additional information, explain or qualify the main thought.

For example:

- To encourage sales, some automobile companies name their cars after comprehensive discussions (Impala and Mustang).

B. Use parentheses to separate information loosely related to the rest of sentence.

For example:

- Susan married Omer (his fourth marriage in Sudan).

10) The Brackets {}:

The brackets must be used to indicate the following:

It is used to set off editorial explanations in the work of another writer.

For example:

- The country singer ended the interview by saying "my biggest hit so far is' You are the Reason our Kids are Ugly' {original version by Sarah bell ham}."

11) The Dash (_):

The dash is used as follows:

A. To indicate a strong or sudden shift in thought.

For example:

- Now, let us be reasonable – wait put down that bag

B. Use dashes before a statement that summary the preceding thought.

For example:

- A good wine, delicious food, someone else picking check- the dinner was perfect.

12) The Hyphen (-):

It is used as follows:

A. To join words into a single adjective before a noun.

For example:

- A wind-blown wing.

B. Some compound words are always spelled with a hyphen.

For example:

- Mother-in- law.

13) Underlining (_):

A. Underline a word, a phrase or a letter used as the subject of discussion.

For example:

- No matter, how I spell offered, it always looks wrong.

B. Underline the title of books, magazines, newspapers, works of arts... etc.

For example:

- Gone with the wind.

These are the most important punctuation marks in English Language which can be used in writing. They can spoil any piece of writing, if they are badly used or omitted. Therefore learners should know and take care of them in order to perform a unified, and a well piece of writing.

Capitalization:

Capitalization is very important technique in writing. Learners in general must pay attention because it tells us where to put capital letters. The tendency nowadays is towards using fewer capitals to show emphasis. However, Writers of today use limited capitals, because all style books agree on certain rules for capitalization.

Omer Hajo (2006 p. 57 -58) summarised These rules as follows:

1. Capitalize the first word in a sentence.
2. Capitalize proper names, names of cities, states or continents.
3. Capitalize the historical events and documents.
4. Capitalize I and O when they are used as words.
5. Capitalize words refer to God, religious and scared books.

It is worth mentioning that, most capitalized words are names. So learners should pay their attention to capitalization rules in order to purify their writing.

Spelling:

Ruth and Sheila (2000: p.27)) pointed that, English Language spelling and pronunciation are full of inconsistencies. In the long history from (400) BC to (1066) AD there were many inventions which resulted in permanent settlements in various parts of the world; Great Britain, Greek and Germany. The nations in all these parts of the world formed the basis of today's English Language spelling. Though the first English dictionary was eventually written in (1623), it did not mean that, there was a consensus on pronunciation or spelling. The problem lies on the gradual changes in the way people pronounce English Language. The sounds are changed in most cases but, fewer written symbols are created for these sounds. Nowadays, many of these frozen spelling patterns are

problematic area for most of our students such as; (gh) as in cough, through and ghost.

Another problem is that, there are too many sounds for too few letters. For example in English, there are (26) letters used individually or in groups to make about (44) speech sounds. Sometimes there is an indirect relationship of the letter to the sound, as in the spelling of the word (enough). Another time one sound has many different spelling as (sh) does in nation, special and ship. However learning to spell is still a difficult task to many students. But they must keep struggling to spell. Learning to spell using whole-word method requires an excellent visual memory. We are left behind with identifying sound-letter pattern, even if there is more than one for a particular sound.

The difficulties of spelling can be reduced but never finished, though there is a number of a language processing skill. The need to spell well and accurately is vital these days. The following list includes the skills necessary for good spelling.

1. Be able to hear the sound correctly.
2. Try to pronounce the words correctly.
3. Try to remember all words phonemes in the correct order,
4. Be able to recognize letters and know the sounds they represent.
5. Try to copy words correctly from other sources.

6. Try to differentiate between similar looking letters such as; (d, t, b, g...etc).
7. Try to learn new vocabularies by memorizing them since they are very difficult.

Non-native speakers need additional skills so that they can be able to spell correctly. They have to learn different letters or sound codes. They may also have to learn the new language direction since their mother tongue is from right to left or from up to bottom as in Arabic and Chinese languages.

Robert F. Wilson (1980: p. 325-329) indicated that, English language spelling is very difficult because many words are not spelled the way they are pronounced. In the past some winters give little efforts to use the right letters in their words; some others appeared to spell their names in several different ways without a second thought. This is so difficult for foreign learners.

The modern attitude towards standardized spelling is different. Both teachers and students should take spelling seriously because, it is usually an area of right or wrong. Poor spelling is a sign of illiteracy or poor education. Spelling is really a problem for foreign learners. Therefore, there must be steps to be taken to solve this problem.

Learning to spell correctly requires students to memorise letters of words they encounter in reading so that they may

reproduce correctly in their writing. Students need to investigate the spelling of unfamiliar words and use a method to spell correctly. Thus the following steps help improving the spelling of any student.

1) Step One:

A good beginning is to know the list of words that may involve spelling problems. Having an idea about this list may fix the form in the subconscious so that misspelling can easily be recognized and avoided after the act of composition. All written work should be proofread for recheck and correction.

2) Step Two:

Knowing something of word analysis helps students understand affixes and roots which also help them increase their vocabulary and contribute to the spelling rules. Many English words are descendant of many Languages such as Greek, Latin, French, and German... etc. So, they bear more kinship. These words follow reasonable phonetics spelling in which letters constitute sound values. Therefore, knowing the origin or root will suggest the spelling of most English words.

3) Step Three:

Learning words in terms of their syllable division is another practical tool in mastering the spelling. It forces to concentrate on word letters and breaks down these letters to be learned at once.

There are so many mechanical steps towards better spelling but the most effective one is the personal list of the writer. When a spelling error is pointed out, write down the correction and compile a list of such corrected errors. Keep the list in alphabetical order where you can refer to every now and then.

Eventually, for the correct spelling, students can use a reasonable dictionary. Most of dictionaries are well made so that students should not fear misspelling or misunderstanding. These dictionaries do not give only word spelling, they also give pronunciation, word uses, standard modern meanings syllabification derivation...etc.

Besides all these spelling mechanical steps, learners should be careful about the rules of spelling to apply appropriately in their writing. These rules are introduced in most modern English dictionaries.

Students Handwriting:

Jennifer (2008: P. 1) explained that having neat and clear handwritings is an exception rather than a rule. Someone who writes with an exceptionally neat handwriting is going to be better than someone who writes sloppily and illegibly. There are so many benefits of neat handwriting that encourage students to perform good and clear handwriting. The most important of these benefits is that clear handwriting gives good impression and motivates the

teacher to go through the whole work more easily. Most students have poor handwriting that affect negatively their whole writing performance because it would be frustrating to attempt reading poor handwriting. For instance, teachers often have great difficulty in reading their students handwriting because it's unclear.

It is an obligation for university students to improve their own handwriting. There are several ways to enable students to meet the best standards in handwriting and improve their overall work. Teaching students to slow down and take care of their handwriting will benefit them in the class and for the rest of their lives. Therefore teachers should be aware of the following techniques to improve students handwriting.

1. Re-Writing:

When students perform bad handwriting, hand it back to them with the instructions to re-write neater. Forcing them to write the same answers over again will let them start to write neatly in the first place. This method needs patience and consistency. Some students may still be re-writing their work but never make progress.

2. Giving a Failing Grade:

When students do not meet good handwriting requirements they must take a zero grade.. As students' grades start to decline

teachers should explain to their parents and a proper handwriting is required to bring the grade up back again.

3. Assign Handwriting Practice:

At the early stages of learning how to write, students should practice handwriting for homework or classwork to insure that they learn forming letters properly. Forming letters improperly will lead to poor handwriting. The role of teachers is to explain to their students that practicing more and more will improve their handwriting.

4. Showcase Handwriting:

Creating a showcase bulletin board may be a positive method of encouraging the improvement of handwriting neatness. Each day or every week pick a single assignment that was written neatly and make a big announcement. Having a student stand up, receive applause or a reward in front of the students will let other students become more motivated and in turn improve their handwriting.

According to the researcher point of view teachers should encourage their students to write in clear and neat handwriting inside the classroom. They must explain the importance of neat and clear handwriting to their students. Also providing the consequences of poor handwriting and holding students responsible for turning in neatly written work will not only help us

as teachers, but our students as well to take care of what they write.

Students' Writing Problems and Errors in English:

It is a problem for some students who have not mastered the skill of writing to write correct grammatical sentences.

Yule (1998: p. 2) mentioned that, “most of these problems are due to grammar since English Language has been taught for specific purposes such as business diplomacy or academic. Thus, students make errors when they have problems with the chain of language (syntax), choices of words (vocabulary), forms of words (morphology) and shape of words (spelling)”.

The researcher noticed that in teaching English Language at schools and universities students need and their role in the process of learning are ignored. However, these needs are very important to consider and observe the problems that face students when they attempt writing.

Abdulmonim (1988: p. 34) listed these problems as follows:

1. Psychological Problem:

Writing is a solitery process in which there is no feedback between the writer and the reader. The writer should find out the best ideas, express them clearly and logical for the reader to understand. The reader may find many problems to interpret the

exact meaning intended by the writer because he always acts in the absence of the writer.

2. Linguistic Problem:

Writing is unlike speech, it doesn't have ways of communication such as stress, intonation, pauses...etc. For this reason, writing a language must be clear and logically put together than the language of speech. In order to obtain clarity and logical structure which is very necessary, we should know that, language of writing is more complex in vocabulary, grammar and cohesion than the language of speech. Thus, this makes the language of writing more complicated to produce.

3. Affective Problem:

Most schools and universities offer topics which are of no interest and even not relevant to students' lives and many students have few ideas about these topics. These two facts may leave negative feelings into the students and make their writing performance difficult and even impossible.

4. Cognitive Problem:

Any written text should move from one step to another clearly and carefully, giving reasons and examples. Whenever the writer does not fulfil this task, the message may be unclear or even lost. Therefore, we must consider the ability of our students thinking.

Learner's Writing Errors:

Broughton, (1980: p. 45) mentioned that: having errors when writing is not a bad thing but a good proof that learning is taking place. Making errors in a way or another is unavoidable and is a necessary part for the learning process. It is very important for the teachers to have full knowledge of the causes of errors in order to adopt a more effective teaching strategy .These causes are listed as follows:

1. Poor materials
2. Bad teaching methods.
3. The learning process.
4. Mother tongue interference.

Teachers should, bear in mind these difficulties and problems which face students while writing and the causes of these problems. Teachers can easily handle the causes of these problems and combat them. In this way they can improve learning process.

Definition of Errors:

According to Lengo Naskala (1995: p. 2) “errors are branches of code; a deviation from a norm”.

Ancker Williams (2000: p. 2) “defined them as a noticeable deviation from grammar of a native speaker, reflecting the inter-language competence of the learner”. He goes on and says that, errors are what learners can’t correct themselves. Therefore errors

are considered as unconscious break of the unwritten rules of the target language, other linguists considered errors as systematic deviations made by learners who have not yet mastered the rules of the second language.

Significance of Learners' Errors:

Ellis (1985: p. 258- 260) explained that, the major contribution of linguistics to language teaching process was seen as direct study of the systems of first language and second language. As a result of this came the inventory and exploration of the area of difficulty which learners might encounter and the value of directing this inventory to the attention of teachers to devote special care and emphasis to overcome or even avoid such difficulties. Learners' errors provide evidence about the systems of the language students learn in four ways:

1. Learners' errors let teachers undertake a systematic analysis the ultimate progression.
2. They give evidence to the researcher about the strategies or procedures learners should employ in the discovery of language errors.
3. The most important aspect of learners' errors is indispensable, because they can be regarded as a device learners use for learning. Thus, making of errors is a

strategy employed by both children acquiring their mother tongue and those learning a second language.

4. The investigation of errors has a double purpose (diagnostic and prognostic). It is diagnostic because it can tell the learners' stage and their level at a given point during the learning process and prognostic because, it can provide the course designers with the necessary language learning material on the basis of learners' current problems.

Types of Errors:

Further studies in the area of error analysis have shown that, errors are of different types and different causes as follows:

1. Inter-lingual Errors:

They are the type of errors which are happening due to the first language interference.

2. Intra-lingual Errors:

They are the errors committed by second language learners, regardless of their mother tongue. They may reflect the strategies that first language learners adopt in learning a second language which are independent of the first language. On the other hand, intra-lingual errors can be classified into the following types:

A. Overgeneralization Errors:

They are the errors which are caused by the second language learners who fail to cope with the boundaries of a rule, when applying it in more contexts than it should be.

B. Redundancy Errors:

These types of errors occur when redundant elements carrying information that can be re-trivet from other elements are omitted.

C. Teaching Induced Errors:

These types of errors happen as a result of a bad teaching programme.

For example:

- Teachers' misleading explanation, inadequate presentation or confusing the learner.

D. Communication Based Errors:

These errors happen when the teaching process focuses only in communication rather than on the well-formed structures.

Learners feel that, grammatical well-formed ness is unnecessary.

Qualities of Good Writing:

Abdlelrahman M. (2008: p. 8-10) stated that writing as a matter of translating sounds of words into graphic symbols, subjected to the requirements of good qualities which include accuracy, clarity and naturalness.

Accuracy of writing means the use of correct style of symbols or structures in terms of words formation and syntax. Thus, the written context or message will transmit the exact sounds and meaning intended by the writer.

Clarity in writing means the use of the clearest ways of writing to convey the exact and intended meanings and make them as simple as possible to enable the reader receive and understand in an appropriate way.

Naturalness of writing means mainly cohesiveness and coherence of the written text to enable the reader get the ideal idea from what he reads.

In addition to the above qualities there are so many other skills necessary for good writing which can be listed as follows:

1. Language Skills: The ability of using correct and appropriate sentences.
2. Mechanical Skills: The ability to use the suitable punctuation marks and correct spelling.
3. Treatment Skills: The ability to think creatively, developing thoughts and excluding all irrelevant ideas and information.
4. Stylistic skills: The ability to manipulate sentences, paragraphs and use the language correctly.
5. Judgment Skills: The ability to write in an appropriate manner for a particular purpose with a certain audience in

mind and the ability to select, organize and order relevant ideas and information.

Successful students will have passed an examination designed to test the ability to produce good writing performance in the following tasks.

Heaton J. B. (1989: p. 134-137) listed them below:

1. In the basic level: (The ability to write letters, post cards, diaries and films).
2. In the intermediate level: (The ability to write guided writing and self information).
3. In the advanced level: (The ability to write notes, newspapers and reports).

In addition to these skills mentioned above the students writing performance should meet the following minimum criteria:

1. In the basic level there must be no confusion in grammar, vocabulary and students must be able to produce simple and uncomplicated sentences.
2. In the intermediate level accurate grammar, vocabulary and spelling, though possibly with some mistakes which do not destroy communication.
3. In the advanced level high standard of grammar, vocabulary, spelling, easily and legible hand writing, no obvious limitations on

the range, able to gain accuracy, ability to produce organized coherent writing and displaying considerable sophistication.

Improving the Ability of Writing:

Byrne (1989: P. 27) P. 27)) noted that” to help learners write effectively or at least with fewer problems, teachers should allow them practice guided and free writing”.

These types of writing are essential for the improvement of writing ability. Controlled writing is the first stage because free writing is difficult in terms of the lack of form and content. It must also be practiced with the help of the teacher to facilitate students writing ability.

White (1991: p. 17) suggested that, there are many steps to follow in order to practice and improve one's writing ability inside the classroom such as:

1. Creating an atmosphere of discussion inside the classroom through groups or pair of students.
2. Making brainstorming to the students, taking notes or asking questions to facilitate ideas and information.
3. Encouraging students to write fast select ideas, establish viewpoints or new thoughts.
4. Then asking them to write their rough draft.
5. Encouraging the students to make preliminary self evaluation.
6. Let your students arrange the information to structure the text.

7. Then let them write the first draft by helping them evaluate themselves in groups.
8. Help students to arrange their second draft and to again make self evaluation.
9. Finally students can establish their final draft and make proof-reading.

F. Merat and M. Fabre (1976: p. 11) added another step to improve one's writing ability through reading. They mentioned that, reading is the best guide to writing. For example comprehension exercises help students make simple sentences, connect compound sentences and complex sentences. There are also free composition exercises which are always related to reading materials. They are very useful for advanced learners because they help them express themselves freely and creatively.

With regard to the above mentioned steps, the researcher assumes that, writing ability needs more effort from both students and teachers to be improved. But according to our long experience in teaching at schools and universities, it became clear that, the lack of student's motivation, their negligence of writing practice and the lack of exercises played a negative role in the overall student's writing ability.

Teaching Writing Skills:

Anita Pinca (1991: p. 1) stated that writing is an instrument of both communication and self expression. Most people, however, especially when writing in a foreign language or a second language use it primarily with other members of their own community or the wider world. Teachers main task is to teach effective functional writing rather than creative self expressions. Therefore, there are few initial guiding principles to be considered with regard to the teaching of writing:

1. Writing should be as close as possible to genuine functional use of language as a distinguished form to satisfy teachers.
2. Since people use different means of communication, there is no single way of writing correct English. It is therefore, important for students to read as much as possible in order to be familiar with different varieties of written English. They can not be expected to write in a style which they have never seen or read about.
3. Good writing depends on a set of specific writing skills which flows automatically from good grammar to adequate and suitable vocabulary.

Osama Mudawe (2008: p.138-142) indicated that writing is the process of producing real materials in a well organized way.

Teachers of English are required to classify and group their learners in groups or levels for designing better activities.

From the very beginning learners should know the alphabets, the relationship between sounds and written symbols, spelling, punctuation, indentation, sentence structure and sentence combinations to produce a better written work. Moreover, the basic paragraph building skills such as topic sentence, controlling idea, unity, coherence, transitions and subordinations should be well practiced by learners of English. After that the following writing activities and stages are recommended:

1. Pre-Writing Stage:

This is the stage in which learners are trained to write letters and graphic symbols.

2. Copying Stage:

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

3. Dictating Stage:

This activity is essential and important for developing the spelling. It can be practiced in many ways such as look at the picture and write the words, fill in the missing letters, rearrange

the following letters to make meaningful words and match the words with the pictures.

4. Controlled Writing Stage:

It is known as guided writing in which students will be given some information to be illustrated in tables, diagrams, pictures, sentences....etc. Then they are required to produce their writing referring to the same materials that presented. This kind of writing is in sharp contrast with free writing. Guided writing may take one of the following forms:

- a) Parallel sentences.
- b) Missing words.
- c) Word ordering.
- d) Joining sentences.
- e) Sentences completion.
- f) Writing based on pictures.

5. Free writing Stage:

It is the opportunity which gives students chance to write freely for a brief period of time in each class. This opportunity gives students a rewarding experience of writing because it can avoid inhibition which influences students writing. In this stage students are free in creating their own ideas, organising their own thoughts and depending on their own way of thinking. The

role of the teachers is to revise the strategies for developing the free writing task such as date, margin, title and indentation.

6. Grammar Stage:

It is admitted that it is too difficult to teach a Language without knowing its structure and function. Teaching grammar is simply a matter of knowing how sentences are arranged and formed. A language can not be learned without learning its grammar because grammar is the element that makes meaning in any language. Al Mutawa and Kilani (1989) as cited in Mudawe pointed that grammar is the most important element in producing a correct piece of writing. Teachers of English Language should make sure that their students have acquired the necessary skills in the area of grammatical meaning which includes syntax, functional words, intonation and stress. Therefore, the following items must be considered when teaching grammar:

- a) Grammatical Structures (subject-verb agreement, pronouns, tense form, phrases, and clauses....etc.
- b) Syntactical Structures (complete sentences, sentence variety and correct parallel structures).

7. Punctuation Marks stage:

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

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

a) Planning:

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

b) Revising:

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

c) Reader-Based Prose:

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

d) Motivation:

Students will be highly motivated when teachers give them meaningful, relevant and real purpose of writing.

Thus writing skill becomes an area of interest for many scholars and writers. As a result many students might be able to write and their contributions may be noticed in different formats such as books, educational forums, researches...etc. To achieve this aim, teachers should follow these points in their teaching:

1. Assist students to generate ideas.
2. Provide students with continuous practice and planning.
3. Encourage them to revise the strategies.
4. Support students with new technologies in writing.

In addition to that there are many useful strategies for teaching writing which successful teachers should follow. These strategies appear are the following:

1. Modelling:
 - a) Be a good model to students, share writing activities with them and provide them with model writing.
 - b) Help students generate topics through activities such as brainstorming and listing.
 - c) After choosing the topic help students generate ideas through small groups and classroom discussion.
 - d) Help students understand their audience and the purpose of writing.
 - e) Raise your students' awareness of rhetorical forms through reading activities.

2. Processing:

- a) Provide students with feedback on drafting.
- b) Train them to be effective evaluators in writing.
- c) Help your students monitor and evaluate their own writing.
- d) Teach them how to revise and edit strategies.

3. Evaluation:

- a) Keep in mind that in the early stages of writing process students should be devoted to content and organisation.
- b) Be sure that second Language learners bring different levels of writing experience from their first Language; therefore, provide them with suitable guidelines.

4. Motivation:

- a) Allow students to select their own topics if it is possible.
- b) When they choose their topics make sure that their topic sentences are meaningful and relevant.
- c) Respond to the students writing as an interested reader.
- d) Provide them with opportunities to establish their written work in a variety of format.
- e) Help your students to become confident in themselves as good writers.
- g) Keep in mind that students Language proficiency does not always determine their writing.

8. Be sure that students at lower levels of proficiency are able to state writing.

Testing Writing Skills:

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

1. We have to set our writing tasks properly of the population of tasks we expect our students to produce.
2. The tasks should elicit samples of writing which truly represent the students' ability.
3. The sample of writing can and should be scored reliably.

In conclusion there are some valuable points to classroom teachers to improve the design and scoring of composition test which are listed as follows:

1. Teachers should give their students more than one subject to write on and short compositions would be more reliable at early stages.

2. Set writing tasks within the reach of all students. That means the selection of topics will be according to students mental abilities.
3. Try to make writing tasks more clearly by providing full directions.
4. The more scores that provided for each candidate the more reliable the total scores should be.

The Contributions of Modern Technology to Writing:

Osama Mudawe (2008: p.131-135) argued that, the widespread of information technology found in computer, internet and associated media has stressed the role of the written format in global contacts. Writing has become a vital means of connecting different communities to communicate over different aspects of daily life. Writing in the digital age has taken a new shape shifting from limitations of printed papers to electronic format which can be displayed millions of miles away on screens. No doubt the challenge provided by the availability of modern information technology has provided not only students but also teachers with exciting possibilities for innovative classroom challenge in the process of teaching and learning foreign language.

Landham (1993) as cited in Mudawe .N. argued that students are going to do most of their writing and reading activities on the electronic screen. They are going to live in a world of electronic

text. These formats on the screen are called Asynchronous-Computer-Mediated Communication which include; e-mail, newspapers, mailing lists and web bulletin board.

Computer-Mediated Communication (CMC) is that type of communication which takes place via network computers. People communicating do not sit at the computer at the same time but messages are sent to them to be read later on.

Utilisation of technological tools has also changed the purpose of writing itself. Traditionally when someone starts learning a foreign Language especially writing, the target audience is the teacher and sometimes students in the classroom who are in charge of providing constant feedback with reference that English as a foreign language (EFL) learners in particular do not write to their teachers or classmates to attest their competence in the skills of writing but to the whole world when participating in the collaborative projects via the email for instant or publishing their written work on the school web-site. As a result the purpose of writing process has completely changed from solely audience to a large number of people through out the whole world.

Writing in the internet requires an elegant and sophisticated language style free from silly mistakes and ambiguity because who will be exposed to that written material is physically absent. Paying attention to the appropriateness of the language used, style,

contents and organisation and grammar represents core development of the writing process.

In addition to that, the appearance of Microsoft word processing programme contributed widely in student's writing development. This programme is designed to be used for writing and editing texts. With it's magic features (EFL) learners become able to write, organize and edit their written work without being scared of committing mistakes in the area of spelling, vocabulary or grammar.

Landham (1993: p. 12) as cited in Mudawe reported that with the divert of word processor, the teaching of writing has drastically changed; making radical revision of a text possible with few mistakes. In the same regards Selfe and Hilligoss (1994: p.166) as cited in Mudawe wrote that The computer is equipped with word processing software which provides a method of writing that offers great flexibility to students in creating, rewriting and editing their texts.

On the other hand Cunningham (2000) as cited in Mudawe stated that a number of positive effects are claimed for using word processing in a process approach in which writing errors are reduced. Students can develop more positive approaches to the process of writing; that writing quality is improved by the increase

in number and the complexity of revision which means the writers freedom to experiment and think without committing to a paper.

In fact the most amazing contribution of modern technology in the area of writing is the invention of the World-Wide Web (W.W.W) in the scope of human interaction and communication. With its magic applications and tools such as the internet rely chat and the email the web has unbelievable impact on pushing the wheel of humanity verbal and written forwards. The possibility offered by its unique features has brought a novel ways to assist people accomplishing their desired targets in many fields and practices.

The contribution of the web in writing is behind imagination. Teachers of English language have been given a chance to use and implement many resources and materials to create innovative instructional strategies for the purpose of developing students writing performance. EFL learners are able to search the internet for promoting their thinking process creatively. The materials on the internet are completely authentic, and are not prepared with the learner in mind which can sometimes be difficult but extremely rewarding for students when they realize that they read and write to the world outside and not the world inside the classroom.

Another contribution of modern technology in the field of English teaching and learning is the existence of the electronic and

on-line dictionaries. The use of dictionaries in EFL classes as additional resources in writing practice is strongly recommended and has great advantages. They help students solve the problems related to definitions, word formation, word categories ...etc. With increasing interest to the effective learning, Learners' independent dictionaries have come into focus as an important classroom and personal resources.

Informational technologies provide EFL learners with a novel sort of dictionaries which are known as electronic dictionaries. When they are compared with papers dictionaries, electronic dictionaries have many merits over papers dictionaries in terms of weight, size, cost and speed. These dictionaries are available in CDs such as American Heritage and Al-Mawrd dictionary. Also there are many more on-line dictionaries and encyclopaedias which can be accessible when searching the internet.

Evaluation of Students Performance:

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

performance can be checked. The major criteria for evaluating students' performance as general are the following:

1. Assessment:

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

In the day-today programme, teachers will necessarily depend on informal assessment than on formal one. That means, effective teachers observe and record student's strengths and weaknesses during the evaluation process in order to adjust the instructions to meet the student's needs. Therefore many reasons for student's assessment as part of the evaluative process which can be presented as follows:

- A. To point out the record of progress or development.
- B. Provide information from which teachers can obtain insights into their own effectiveness.

On the other hand, Weigle (2004: p.91) mentioned that teachers assess their students to:

- A. Find out what students already know.
- B. Identify the progress of the students.
- C. Know what have been already learned.
- D. Check Whether teaching objectives are achieved.
- E. Diagnose strengths and weaknesses.

2. Measurement:

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

- A. Qualification: It assigns the numbers of scores to the various outcomes of assessment. The set of scores available for the analysis when the data are gathered from a number of tests is known as data matrix.
- B. Checking: It means to find out the various kinds of mathematical and statistical patterning within the matrix to investigate the extent to which properties, for example, consistency of the student's performance are present.

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

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

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

3. Evaluation:

Evaluation itself can be defined in many ways:

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

Thorndike (1969: p. 30) defined evaluation “as a term closely related to measurement” This definition is to some extent it is more inclusive including informal and intuitive judgement of candidate's progress. In addition, it also includes the aspects of valuing what is desirable and good. Good measurement techniques provide solid foundation for evaluation whether for a single student or to all of them. Moreover, evaluation of student's progress is a

major aspect of teachers' job and a good view of where the students are and how they are progressing.

,Orlish (1998: p. 333) defined the term evaluation “as a process of making judgements and supporting one's point of view with specific facts and values”. It also determines the effectiveness of a lesson or a unit in terms of students' outcomes.

The process of evaluation is fundamentally descriptive in a degree to which certain trait is possessed by certain students. But, assessment is the process that assigns numbers to the result of assessment. It is a qualitative description that makes no statement about the quality of the students' performance.

After collecting students' writing materials to be evaluated, however, assessing writing may face many problems such as what criteria should be used for the assessment? How can we ensure the reliability of subjective marking?

Ibrahim (2004: p. 98- 102) explained that, a team of London Association (L. A) suggested some criteria for the assessment of student's writing performance. These criteria are; realization, comprehension and the relation of the spoken Language to the written Language. On the other hand, teachers of Somerset Local Education Authority (S. L. E. A.) considered eight criteria as basis for composition assessment. These criteria are; originality,

vocabulary, elaboration, organization, syntax, verb agreement, spelling and hand writing.

Raimes (1988) as cited in Ibrahim (2004) provided eight elements for making any piece of writing fluent, clear and effective which can be listed as follows:

- A. Purpose; (the reasons for writing).
- B. Audience; (to whom the writer writes).
- C. The process or the style; (brainstorming, making ideas, organizing these ideas and presenting them).
- D. The organization of writing (sentence, paragraph, supporting ideas, cohesion and unity).
- E. The content; (relevance, clarity, originality and logic).
- F. Syntax; (sentence and paragraph structure).
- G. Grammar; (rules of subject and verb agreement, articles pronouns and preposition).
- H. Writing Mechanics ;(punctuation marks, spelling and hand writing).

Eventually, the researcher suggests that teachers should be careful, because assessing these areas of writing depends on them, their motivation, behaviour and attitudes. Thus, in order to improve students writing performance, it is inevitable to assess, and measure their writing standard. And then at the end carry out the

evaluation every now and then to encourage writing practice inside and outside the classroom.

The next part of this study will be about the previous studies that help the researcher a lot in the preparation and the organisation of this study.

Part Two

Previous and Related Studies:

The researcher has gone through some of the previous and related studies. They provided the researcher with useful guides in the field of writing. Only few of them were conducted in kordufan universities. These studies were presented as follows:

Study (1): By Gamar Addawla Abbas Mohamed Albooni.

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

The Objectives of the study are the following:

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

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

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

The Results showed the following:

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

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

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

Study (2) By: Mohammed A Itayeb Alkabashi.

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

The Objectives of this study are listed as follows:

- To realize and maximize the ultimate goal of studying reading and writing in secondary schools.
- To investigate some of the factors that affect pupils' standards in reading and writing.
- To find out how to enable secondary level pupils develop their reading and writing abilities.
- To help educators, designers and teachers revive textbooks so that secondary school pupil's gain self-confidence in reading and writing

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

The population were secondary school teachers and students from these three universities both males and females. The sample consists of (30) Secondary school teachers and (225) secondary

school students from Khartoum, Khartoum north and Omdurman both males and females.

The researcher reached the following results:

1. Pupils were incompetent in reading as well as the spine series have not got sufficient vocabulary practice and reading material is overloaded.
2. Pupils were also incompetent in writing due to some factors as: their poor linguistic competence and insufficient writing material in spine series.

The previous study evaluated students reading and writing at secondary school in Khartoum State, while the present will investigate the written performance of university level students. The difference between them is in population, sample and the tools.

Study (3) By: Al Sadig Yahya Abdallah.

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

The Objectives are listed as follows:

- Giving insights into the nature of English Language discourse.

- Investigating Sudanese EFL learners writing problems at discourse level.
- To propose an approach to EFL learners in writing at Sudanese institutions.

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

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

The final results are the following:

1. Students were poor in grasping the properties of English written discourse such as cohesion and mechanics.
2. The overall quality of students' written performance was below average.
3. Students spelling errors were due to their lack of grammatical and morphological awareness and the complexity of the English Language system.
4. Students were also poor in the use of capitalization.

Both studies evaluate writing performance at university level. The previous study is of great value to the present one because it handled the study from different angle. The difference between them lies in population sample and tools of data collection.

Study (4) By: Osma Mudawe N. Mudawe.

Title: Effect of Web-based Instruction on Promoting EFL Students Reading and Writing Skills at University Level in Sudan. Unpublished PhD Thesis, Sudan University of Science and Technology (2008).

The Objectives of the study are the following points:

- To determine the effectiveness of the Web-based instruction in teaching reading and writing and its relation to other teaching methods.
- To discuss the theoretical and practical issues related to the ways in which the Web-Based Instruction can successfully be applied in teaching E. F. L. Classes.
- To help teachers use the Web-Based-Instruction in their teaching.
- To encourage EFL students and train them in using the Web-Based- Instruction as a self-taught strategy.
- To emphasize the role of the Web-Based- Instruction in revising the curriculum to meet the current needs of the students.

- To give university professors, learners and instructors a deep inside into a novel strategies to enhance their teaching methods.
- To encourage instructors and train EFL learners participating in e.mail discussion.

The researcher adopted the empirical methods by involving two groups (controlled and experimental) of EFL students. The researcher used evaluative test, reading comprehension and questionnaires to collect his data.

The population of the research were three university students; Sudan University of Science and Technology, Gedaref University and Gazera University. Those students have already completed (8) semesters. The sample was randomly chosen and consist of (50) students from each of these three universities.

The Results are the following:

1. There are statistically difference between the too groups in terms of their differences in favour of the experimental group.
2. The effect of the received back from tutors to students through e-mail instruction has enriched students learning experience which reflected directly in their achievement.
3. Students are proved to be more cooperative in participating in group work which improves their writing performance.
4. Web-based instruction develop students cultural background and self-taught.

The previous study is very necessary for the present one as far as it is concerned with students reading and writing ability, because it reflects the effect of the Web-Based-Instruction on students writing ability. The two studies differ in population, sample and area of study.

Study (5) By: Mohammed Hamid Al Ahmed Al Taani.

Title: An Investigation of the Spelling Errors Found in Writing Composition of Second and Third Secondary Students in the United Arab Emirates. Unpublished PhD Thesis. Sudan University of Science and Technology (2006).

The Objectives of the study are the following:

- What are the spelling errors in the writing of the Emirates students and what are the linguistics strategies adopted by students in spelling?
- What are the types and sources of most frequent spelling errors of Emirati students?
- What are the differences between second and third secondary classes' errors?
- Are there any differences between male and female students in spelling errors?
- What are the recommendations, suggestions and pedagogical implications to solve these problems?

The researcher followed the descriptive and analytical approach and used tests to collect the data for the study. .

The population of the research were second and third secondary cycle students in Umm Al Quwan educational zone in United Arab Emirates, second semester (2003-2004). Sample of the study consists of (100) second class students and 100) third class students in scientific stream (50) males and (50) females.

The study comes out with the following results:

1. Vowel and silent letters were the most problematic areas.
2. There were no differences between the percentages of errors due to sex.
3. The most frequent errors were in the middle of the spelled word.
4. Female students in both classes committed less spelling errors than male students.
5. Few errors were made in the area of derivational and inflectional morphemes.

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

Study (6) By: Tasneem Ghazi Saleem:

Title: The Effect of Using the Affixes on Enhancing Vocabulary Building among First Year College Students at Riyadh University for Women. Unpublished PhD Thesis. Sudan University of Science and Technology (2008).

The Objectives of the study are following:

- To have an idea about the effect of teaching affixes rules to first year college students.
- To shed some light on affixes and their usage.
- To survey the effective strategies of teaching affixes rules by the analysis of teaching and learning theories.
- To investigate the use of linguistic rules to develop and enrich learners vocabulary building.

The researcher adopted descriptive and experimental approach and used interviews, questionnaires and tests to collect the data. .

The population of the study involved the first year college students who specialized in English Language at Riyadh University for women. Kingdom of Saudi Arabia. The sample was derived randomly from (100) freshmen majoring in English. Kingdom of Saudi Arabia. Riyadh University for women (2007-2008).

The results are presented as followed:

1. Learning affixes rules linked to additional factors such as: vocabulary building and reading ability.
2. We should design an investigation in which students may create context to learn word building.
3. Using context, reading passages, computer and word games as effective learning techniques for teaching affixes to first year students.
4. The strategies used for teaching affixes rules affect first year students understanding.
5. Learning strategies for teaching affixes provide learners with an important opportunity to focus not only on language but also on learning process.

The study is of great value to the present study since it discusses the area of vocabulary which the present study handles under the title correct language. The only difference is in population, sample and area of the study.

Study (7) By: Sayed Mohammed Hassan Mohammed.

Title: Frequently Repeated Errors in Essay Writing (A Case Study of Saudi University Students). Unpublished M.A Thesis Omderman Islamic University (2006).

The Objectives are the following points:

- To find out the reasons behind committed frequent repeated writing errors by Saudi university students.
- To suggest strategies to avoid committing such errors.
- Suggest practical solutions to be adopted by teachers, syllabus designers and researchers to improve student writing competence.

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

The target population of the study was the college of languages and translation, level (3) Imam Mohamed Bin Saudi Islamic University in Saudi Arabia .The academic year (2006). The sample consisted of (45) students).who have been trained to write advanced compositions for three semesters.

The results appeared as followed:

1. The study proved that the frequent repeated errors in essay writing were due to inter -lingual factors, itra-linqual factors, fossilization, habit formation, performance and competence errors.
2. Teachers themselves help students commit errors through improper instructions and corrections.

The previous study investigated only the grammatical aspects in students writing performance while the present study deals with the most aspects of student writing performance like correct use of

language, sentence and paragraph structure, punctuation, spelling and handwriting.

Study (8) By: Rashida Hassan Amaciab

Title: An Analytical Study of the Syntactic and Semantic Aspects of English Sentences in the Composition of Some University Level Sudanese Students. Unpublished M. A. Research, University of Khartoum (2003).

The study main objectives are the following:

- Identifying and analyzing students' actual use of language while writing.
- How they use their knowledge in writing sentences?

The researcher followed the descriptive approach and used ready-made materials for data collection.

The target population were students from Omdurman Islamic University, Khartoum University and Juba University. The sample consisted of (170) students (males and females) from the third year with the same age group. Who have studied English for eight years..

The Results are the following:

1. Students who fail to write correct simple sentences can't write well connected sentences that make the free composition.

2. Students' syntactic and semantic problems in their free composition reflect their inability to express themselves in English.
3. There is always a relationship between students' thought and the language they used in their composition. For example:
The native language affects the second language.
4. Wrong testing and subject verb agreement make the problem and lead to errors which destroy students' efforts of constructing suitable written text.
5. The composition produced by mixed students indicates that, the third-year university students do not possess the basic of English which enable them to write acceptable composition.
6. Composition writing has always been a neglected area in teaching English as a foreign language.

In conclusion, the previous study investigated the syntactic errors of the students writing. It differs in a way that, the present study discusses the overall students writing skill. The two studies also differ in population, sample and place of the study.

Study (9) By: Abdanasir Ibrahim Abdulhalim

Title: An Analysis of EFL Learners' Errors on English Verb Forms: A Case Study of the Students of English at Omdurman Islamic University. Unpublished M.A.Thesis in Applied Linguistics. Omdurman Islamic University (2002).

The Objectives are the following:

- Exploring errors on English verb forms made by students of English at Omdurman Islamic University, especially correlation between students' errors on recognition and production of English verb forms.
- Testing the correlation between the students' errors on English verb forms and their level of study at the university.

The study followed experimental and correlation technique to explore students' verb forms errors and the researcher used tests to collect his data.

The target population of the study were students of English language enrolled for the academic year (2001-2002) in the faculty of Arts at Omdurman Islamic University. The total number was (439) both males and females. They have been studying English for seven years. The population was divided into: controlled group and instruction group. The controlled group includes the first year students while the instruction group includes second, third and fourth year students.

The Results are the following points:

1. There is a significance difference in the mean of errors of both recognition and production of English verb

forms between the controlled group and the instructional group.

2. Students' errors in the production of English verb forms are more significance than errors of recognition.
3. In the case of the instructional group there is a strong positive correlation between first year students and other students.
4. In both recognition and productions errors modal auxiliaries come at the top of errors students made.

Study (10) By: Said Hassan Farahat.

Title: Error Analysis: A Study of the Written Performance of University of Khartoum Freshmen. Unpublished M. A. Thesis University of Khartoum (1994).

The Objectives are listed as follows:

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

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

The target population were the first year students, faculty of Arts, university of Khartoum (1991). They were both males and females with the same age. They have studied English for six years. The sample consisted of (300) students, (120) males and (180) females.

The Results are the points listed bellow:

1. The major learning strategies employed by students were the causes of most errors students committed.
2. Mother tongue interference is also another cause of errors.
3. Other factors such as overgeneralization, simplification, and bad instructions were also causes of student's errors.

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

Study (11)By: Abderhman M. Ahmed.

Title: Problematic Areas in Writing Skills. Unpublished M. A. Thesis. Sudan University for Science and Technology (2008).

The Objectives are mentioned bellow:

- To identify some factors that cause writing problems.

- To identify the main types of writing problems that face secondary school students in Sudan.
- To find out whether SPINE provides learners with the basic aspect of writing.

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

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

- a. (30) Secondary school teachers.
- b. (30) Secondary school students.

The Results are the following:

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

The previous study discussed only the problematic areas in student writing at Sudan University for Science and Technology, while the present study discusses the whole aspects of writing in

kordofan Universities. There is also difference in population and sample of the two studies.

Study (12) By: Nuzaha Adlan Mohammed.

Title: Problems of Paragraph Writing at Basic Level Schools. A Case Study of 8th Class in Khartoum North. Unpublished M.A. Thesis, Omderman Islamic University (2006).

The Objectives are the following:

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

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

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

The Results are as followed:

1. Most of the pupils lack the basis of paragraph writing.
2. Few pupils who attempted the exam have little idea about sentence writing.

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

Study (13): By Alfadil Altyieb Abdulhalim:

Title: Analysis and Evaluation of Errors in English Tenses Made by Third Class Students of Secondary Schools in Omderman Locality. Unpublished M. A. Thesis. Omderman Islamic University.(2002).

The Objectives are the following:

- Identifying grammatical errors of Sudanese learners in tense usage.
- To identify the problematic areas in tense use which affect the performance and reduce learners' comprehensibility.
- Help students gain better use of English tenses.

The researcher employed methodological techniques and used the objective testing as a tool for data collection

The target population of the study were Alahlia governmental secondary school for boys, Ali Alasyied governmental secondary school for girls, Bashir Mohamed Saaied secondary school for boys and Omderman governmental model school for girls (third-year students). The sample consists of (150) students males and females. (100) represent governmental schools and (50) represent

governmental model school. All students studied English for six years.

The Results are the following:

1. The percentages of students' grammatical errors were high due to the difference in English Language teaching techniques used by teachers.
2. The grammatical errors made by governmental school students are higher than those made by governmental model school students.

The preset study focuses on students writing ability with reference to both content and form while the previous one focussed in grammar only. Also there are some differences in population, sample and the area of study.

Study (14) By: Bahia Khalifa Ibrahim.

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

The Objectives are mentioned bellow:

- To investigate composition writing deficiency through the analysis of SPINE books (4- 5- 6) students books and teachers guidebooks.
- Examine whether composition writing help improve students writing performance.

- To know whether the inability of students writing is due to inefficient teaching or the students themselves.

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

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

The Results are shown bellow:

1. Majority of the students are unable to write even a paragraph due to the following:
2. Insufficient writing materials in SPINE.
3. Insufficient teaching of English Language as general and composition writing in specific.
4. Students lack efforts to improve their writing ability.
5. Teacher's guide books fail to play thier role in proper way.

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

Study (15): By: Alfred Gasim Yacoub.

Title: Investigating Difficulties Facing Sudanese Secondary School Students in Writing in English as a Foreign Language.

Unpublished M. E.D. Thesis, Sudan University for Science and Technology (2005).

The objectives of this study are the following:

- To find out the difficulties facing Sudanese secondary level students in writing and try to solve them.
- To find out ways of introducing materials in Sudanese secondary schools that will reinforce English language learning.

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

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

The Results are these points:

1. Students' performance is better in post test than in per-test due to the effectiveness in teaching programmes.

2. Writing is deteriorating in secondary school due to the factors that affect teachers' performance and students writing ability.

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

Study (16): By: Ramazi Eltayeb Nour Edaim.

Title: Problems of Teaching Writing Skill in Secondary Level with Reference to SPINE (4, 5)). A Case Study of Jebal Awlia Locality. Khartoum State. Unpublished M .A .Thesis, Sudan University of Science and Technology (2008).

The Objectives of the research are the following points:

- To explore the problems of writing skill in secondary school level.
- To investigate the reasons behind the poor standards of writing at secondary school level.
- To know the types of writing activities at secondary school first and second year text books.

The researcher applied the descriptive and analytical approach and used questionnaires to collect the data for the research.

The population of the study were teachers of the secondary school level in khartoum state, Jebal Awlia locality. The sample consisted of (30) teachers males and females.

The Results are the following points:

1. Teaching writing is more complex and needs more efforts than the other language skills.
2. Writing provides additional contact with language outside the classroom.
3. There are not enough writing activities in SPINE (4-5) and writing types such as summary is completely ignored.
4. There is not enough time for writing activities.

The previous study paid attention to the difficulties which face secondary students in writing English as a foreign language. The present study focuses on all aspects of writing at university level. The difference is in population sample and the area of the study.

Study (17) By: Hamid Abdalla Arabi.

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

The Objectives represent the following points:

- To foster students' ability of writing in general and sentence connection and structural grammar in specific.

- To provide some suggestions to incooperate the teachers of English Language to improve students writing ability.

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

The target population of the study were Ahfad, Al Neelian and Juba University, first-year students (males and females). The sample is composed of (120) composition scripts of preliminary year students.

The Results approved that:

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

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

Stud (18): By Mohamed Abd Elhameed Shums Eddien Karrar.

Title: The Impact of the Difference between American and British English Spelling in Writing. A Case Study of Students of Sudan University of Science and Technology. Unpublished M. A Thesis, Sudan University of Science and Technology (2008).

The Objectives are the points bellow:

- To investigate and specify some of the differences between American and British English at the level of spelling and vocabulary.
- To make letters cope with these differences vocabulary in particular.
- To make teachers of English Language aware of the differences between these two varieties.

The researcher followed the descriptive and the analytical methodology and used the questionnaire as a tool for the research.

The population composed of post graduate students and teachers of English in Sudan University of Science and Technology faculty of Education and college of Language. The sample consisted of (16) post graduate students and (14) teachers from Sudan University of Science and Technology.

The Results have shown the following:

1. Teachers of English language should be aware of the difference between American and the British English spelling.
2. The curriculum pays no attention to other varieties of English Language.
3. The difference in spelling, vocabulary and grammar make teachers get confused during writing activity.

The main difference between the two studies is that, the previous one investigates the area of spelling in writing the American and the British English while the present study deals with the overall writing activity and the problems encounter students in writing.

Study (19) By: Mohamed Al tayb Alfaki.

Title: Analysis of Article and Grammatical Errors Made by Khartoum University First Year Students. Unpublished M.A. Thesis, University of Khartoum, Faculty of Arts (2007).

The objectives are the following:

- To identify and analyse common and frequent errors of the students under the study.
- To explain the reasons behind the occurrence of these errors and spot the pedagogical factors which can be useful to correct these errors.

The researcher adopted the descriptive and analytical approach and used test and ready-made materials for data collection.

The population of the study were the first year students enrolled in the department of English Language, Faculty of Arts. University of Khartoum. The sample was (100) students selected randomly from the first year students Khartoum University (1998). The Results are the following:

1. The indefinite article omission errors constitute the highest frequent errors due to the complexity of English Language article system.
2. The high frequency of article omission indicates that, students employ the strategy of deleting what they are not sure about.
3. The omission of the third person singular due to the inter-lingual and inter-lingual errors.

The previous study discussed articles and grammar, while the present study deals with correct use of language, sentence and paragraph structure, punctuation, spelling and handwriting. Also both studies differ in population, sample and the area of the study.

Study (20) By: Yaser Mohamed Mohamed Al Hassan.

Title: Analysis and Evaluation of Students Errors in the Use of the English Prepositions at the University Level. Unpublished M A Tthesis, Omderman Islamic University (2004).

The objectives represent the following:

- To analyze preposition errors made by students of English at University level.
- To investigate the reasons behind these errors.
- To provide teachers with practical implications that help them overcome such errors.

- To provide students with conceptual guide of preposition usage.
- To predict English preposition errors committed by Arab and Sudanese learners.

The researcher adopted the experimental and statistical methods and used ready-made materials to collect the data.

The target population was the undergraduate students of English Language from Omderman Islamic University, Nileen University and Shendi University, Faculties of Arts. The sample consisted of (135) students from these three universities specialised in English Language for the academic year (2004-2005).

The Results have shown that:

1. Students found that using prepositions in sentences was a difficult task due to incomplete acquisition and ignorance of the rules.
2. Mother tongue interference is the main cause of preposition errors.
3. There was no difference among students errors in the use of preposition.
4. Students were poor in the use of prepositions.

The previous study investigated preposition errors made by university students, while the present study deals with the area of

writing trying to evaluate students writing ability in general. The difference is in population, sample and the area of the study.

These related studies provided the researcher with tremendous and valuable information because all of them discussed issues related to the process of writing. The researcher benefited too much because these studies used the same descriptive analytical approach which the researcher used.

Chapter Three

Methods of the Research

Methods of the Research:

This chapter will describe the population, sample of the study, the tools of data collection, the statistical instruments and the procedures used for data analysis. The method of the research used is the descriptive analytical approach.

Population of the Research:

The population consisted of (210) participants from kordufan, west kordufan and Dalanj University, faculties of education. This population is divided as follows:

1. (30) English language teachers from kordufan universities.
2. (90) Second-year English students from kordufan universities.
3. (90) Exam answer sheets of the second-year English students.

Sample of the Research:

The sample composed of (140) participants chosen randomly from the three universities divided as follows:

1. (20) English language teachers from the three universities.
 2. (60) Second year English students in the academic year (2009-2010) semester four in kordufan universities.
 3. (60) exam answered sheets of second-year English students.
- They were native Arabic speakers aged between (20-22 years).

Characteristics of the Sample:

Table (1): Frequency Distribution of Students & their Number.

No.	University	Students No.	%
1.	University of kordufan	25	41.7
2.	University of West Kordufan	10	16.6
3.	University of Dalanj	25	41.7
	Total	60	100 %

Table (1) showed that the total number of the students was (60) in the three universities. There were only (10) students in West Kordufan University who represented (16.6%) of students in the other two universities. There were (25) students in both Kordufan and Dalanj University. The students in each of these two universities represented (41.7) of the students.

Table(2): Frequency Distribution of Teachers & their Number.

No.	University	Teachers No.	%
1.	University of kordufan	06	30%
2.	University of West Kordufan	07	35%
3.	University of Dalanj	07	35%
	Total	20	100 %

Table (2) showed that the total number of teachers in kordufan universities were (20). Teachers who work in West kordufan and Dalanj University were equal in number (7) each. They represented (35%) of the total number of teachers. In kordufan university there were (6) teachers. They represented (30%) of the whole teachers.

Table(3): Frequency Distribution of Teachers & their Qualifications.

No.	Academic Qualifications	Teachers No.	%
1.	Bachelor	01	05%
2.	Master	14	70%
3.	Ph. D	05	25%
	Total	20	100 %

Table (3) showed that most of the teachers were holders of master degree. They were (14) who represented (70%) of all teachers. There were (5) Ph. D holders who represented (25) % of the teachers. There was only one teacher who holds bachelor degree. He represented (5%) of the teachers.

Table(4):Frequency Distribution of Teachers & their Job Tiles

No.	The job	Teachers No.	%
1.	Teaching Assistant	01	05%
2.	Lecturer	14	70%
3.	Assistant Professor	03	15%
4.	Associate professor	02	10%
	Total	20	100 %

Table (4) showed that the majority of teachers were lecturers. They were (14) who represented (70%) of all teachers. There were (3) assistant professors who represented (15%) and (2) associate professors who represented (10%) of the teachers. There was only one teaching assistant who represented (5%) of the whole teachers.

Table(5):Frequency Distribution of Teachers& their Experience.

No.	Experience	Teachers No.	%
1.	1-5 years	04	20%
2.	6-10 years	08	40%
3.	10 & above years	08	40%
	Total	20	100 %

Table (5) showed that teachers who have (6-10) and above (10) years experience have the same number (8). They represented (80%), (40%) each of the whole number of teachers. Teachers who have (1-5) years experience were only (4) teachers who represented (20%) of teachers.

Tools of the Research:

The researcher used three tools to collect the data relevant to the present study. These tools were a test, an interview and a ready-made material concerning students' examination answer sheets.

The test and the interview were designed to give an accurate evaluation for the students writing performance in Kordufan Universities.

Design of the Test:

The test was designed to evaluate students writing abilities in using the appropriate language, constructing sentences and paragraphs, choosing suitable punctuation marks, writing in correct spelling and good handwriting. The test was composed of two questions. The first question tested students' abilities to construct sentences and paragraphs. The second one is a composition which tested students writing abilities in Language, the use of punctuation marks, spelling and handwriting.

The test was given to a number of English Language teachers and experts who recommended that the first question should test

students writing abilities in sentence and paragraph construction and the second one should test students writing abilities in the use of Language, the choice of punctuation marks, spelling and handwriting. (See appendix No.1)

Design of the Interview:

The interview was the second tool. It is designed to find out the opinions of teachers about their students writing abilities mentioned above. Teachers were given three choices to say whether students are very good, good or weak. This interview was given to a number of teachers and experts for judgments and further recommendations. They added another column which included excellent degree. The researcher corrected the final draft according to their valuable suggestions and recommendations. (See appendix No. 3).

Reliability and Validity of the Exam:

Reliability and validity of the exam have been calculated beforehand. Therefore the results of the students' answered papers will be considered by the researcher in addition to the results of the test. The rational for adopting ready-made materials has been based on the assumption that students would be motivated to perform at their best in the exam.

Reliability and Validity of the Test:

Both the test and the interview were given to a number of specialized teachers to find out whether they are reliable and valid. Five Ph. D holders referees who were specialized in the field of English language teaching and teaching methodology checked the test and the interview and then provided their suggestions and recommendations which the researcher accepted and made the necessary corrections. The researcher also met those teachers individually and discussed with them this issue. They agreed that students in kordufan universities were weak in writing English as a second language. (See appendix No. 3).

Marking Scheme:

Marking students' written work is subjective in nature therefore the researcher thinks that teachers should adopt a fairer criterion so that they can justify students' grades or marks. However, these marks must be away from teachers own impressions.

In the light of what is mentioned above the researcher designed a simple marking scheme of (96) marks as total for the (6) writing skills. These marks were distributed in a way that they can evaluate the whole writing performance of the students as showed below:

1. Excellent degree. (96 → 85).

2. Very good degree. (84 → 70).
3. Good degree. (69 → 50).
4. Weak degree. (49 → 0).

Then these marks were distributed to weigh the categories excellent, very good, good and weak as shown in the table bellow.

Table (6): Illustration of the Categories Excellent, Very Good, Good and Weak.

Category	Excellent	Very good	Good	Weak
Range	16-14	13-11	10-8	7-0
Illustration	Highly organised and clear written work.	Few mistakes. 1-2	Some mistakes. 3-6	Lots of mistakes. 7-10

Statistical Instruments:

The researcher used the following statistical instruments to analyze the data and test the hypotheses of this study:

1. Percentages.
2. Mean values.

In addition to that the researcher used the statistical package for social science (SPSS) and the computer programme (Excel) to obtain an accurate result.

Summary:

This chapter was concerned with reporting the methods of the research. It described the materials of data collection, the original instruments used in evaluating students' writing performance in these universities and the procedures used in eliciting these data.

The next chapter will be devoted to data presentation in statistical forms, discussion and research findings The statistical tools will measure the overall writing performance with regards to the skills mentioned above.

Chapter Four

Data Analysis, Discussion and Research Findings:

Data Analysis:

In this chapter the researcher will use the statistical instruments to analyse the data gathered by the tools of the research and discuss the results of this research.

Teachers' Opinions about Students Writing Performance:

The interview showed the opinions of teachers in kordufan universities about their students writing performance in the six skills selected by the researcher.

These opinions are presented bellow.

Table (7) Correct Language:

University	Number of teachers and their Opinions				
	Excellent	V. Good	Good	Weak	Total
Kordufan	1	0	4	1	6
West Kordufan	0	1	4	2	7
Dalanj	1	0	4	2	7
Total	2	1	12	5	20
Percentages	10%	5%	60%	25%	100%

Table (7) showed that (60%) of the teachers in the three universities agreed that their students writing performance is good in using correct language, while (25%) of them mentioned that

students performance is weak. (5%) of the teachers said that students' performance is very good and the other (10%) believed that their students were excellent in using correct language.

Table (8): Sentence Construction:

University	Number of Teachers and their Opinions				
	Excellent	V. Good	Good	Weak	Total
Kordufan	1	0	3	2	6
West Kordufan	0	0	3	4	7
Dalanj	0	1	2	4	7
Total	1	1	8	10	20
Percentages	5%	5%	40%	50%	100%

Table (8) Showed that (50%) of the teachers believed that their students are weak in constructing meaningful sentences while (40%) of them reported that students are good. The other (5%) of the teachers said that students are excellent and the other (5%) decided that students are very good in constructing good and meaningful sentences.

Table (9): Paragraph Construction:

University	Number of Teachers and their Opinions				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	0	2	4	6
West Kordufan	0	0	2	5	7
Dalanj	0	0	3	4	7
Total	0	0	7	13	20
Percentages	0	0	35%	65%	100%

Table (10) The Use of Punctuation Marks:

University	Number of Teachers and their Opinions				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	0	2	4	6
West Kordufan	0	0	4	3	7
Dalanj	0	0	3	4	7
Total	0	0	9	11	20
Percentages	0	0	45%	55%	100%

Table (10) showed that (55%) of the teachers in kordufan universities believed that students in these universities are weak in applying punctuation marks in their written work while the other (45%) mentioned that students are good in the use of punctuation marks. None of the teachers thought that students are able to get excellent and very good degree.

Table (11) Spelling:

University	Number of Teachers and their Opinions				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	1	3	2	6
West Kordufan	0	0	4	3	7
Dalanj	0	0	3	4	7
Total	0	1	10	19	20
Percentages	0	5%	50%	45%	100%

Table (11) showed that (45%) of the teachers indicated that their students are weak in spelling while (50%) of them believed that students are good. Only (5%) of the teachers believed that the students are very good in spelling. None of the students is excellent in spelling according to teachers opinions.

Table (12) Students Handwriting:

University	Number of Teachers and their Opinions				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	1	3	2	6
West Kordufan	0	1	3	3	7
Dalanj	1	0	3	3	7
Total	1	2	9	8	20
Percentages	5%	10%	45%	40%	100%

Generally the overall writing performance of the university students proved to be weak and continued to decline since the past decade due to a number of reasons.

Due to the researcher personal contact and discussion with teachers in these universities it is proved that there are so many reasons contributed to the students' weak writing performance.

These reasons can be summarised in the following points:

1. The weak writing performance at the secondary school affected badly students writing performance in the university because in Spine there are not enough writing exercises and activities to develop students writing ability.
2. University students always think that writing skill is very difficult therefore they lack motivation in writing.
3. Writing courses in the university are not enough and the time given to the teaching of writing skill is also not enough to improve this skill.
4. Teachers themselves lack motivation in teaching writing due to the continuous decline of students writing ability.
5. The traditional methods used in teaching writing seemed to be ineffective and invalid.
6. The complex nature of writing requires more efforts from both teachers and students to proceed. These efforts are neglected in the university.

7. Teachers do not use modern technology in teaching writing that affect negatively students performance.
8. The big number of students does not allow teachers apply group work activity in teaching writing skill.
9. Second- year students are just in the beginning and they do not yet have enough courses that enable them to acquire the basic requirements of writing.

Students Writing Performance in the Test:

The next coming tables will show students writing performance in the six skills.

Table (13) Correct Language:

University	Number of Students and their Performance				
	Excellent	V. Good	Good	Weak	Total
Kordufan	1	7	13	4	25
West Kordufan	0	3	4	3	10
Dalanj	0	4	17	4	25
Total	1	14	34	11	60
Percentages	1.7%	23.3%	56.7%	18.3%	100%
Means Value	9,7				

Table (13) showed that (1.7%) of the students were excellent in using correct language while (23.3%) of them were very good. On the other hand (56.7%) of the students achieved good performance. The other (18.3%) of the students in the three

universities were weak in using correct language. The total means value was (9.7); hence students were good in using correct language.

Table (14) Sentence Construction:

University	Number of Students and their Performance				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	6	17	2	25
West Kordufan	0	1	4	5	10
Dalanj	0	3	12	10	25
Total	0	10	33	17	60
Percentages	0	16.7%	55%	28.3	100%
Means Value	9.8				

Table (14) showed that none of the students in kordufan universities was able to achieve excellent degree in constructing meaningful sentences while (16.7%) of them achieved very good performance. (55%) of students were good and the other (28.3%) of them were weak. The total means value of students writing performance in sentence construction was (9.8). Thus they were good.

Table (15) Paragraph Construction:

University	Number of Students and their Performance				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	2	14	9	25
West Kordufan	0	1	1	8	10
Dalanj	0	0	8	17	25
Total	0	3	23	34	60
Percentages	0	5%	38.3%	56.7%	100%
Means Value	6.8				

Table (15) showed that none of the whole students was able to construct well organized paragraph while only (5%) of f them achieved very good performance. (38.3%) of the students were good and the other (56.7%) of them were weak in paragraph construction.

Table (16) Uses of Punctuation:

University	Number of Students and their Performance				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	0	11	14	25
West Kordufan	0	0	2	8	10
Dalanj	0	0	3	22	25
Total	0	0	16	44	60
Percentages	0	0	26.7%	73.3%	100%
Means Value	6.9				

Table (16) showed that no one of the students was able to score excellent and very good degree in the uses of punctuation marks. Only (26.7%) of the students were good in using

punctuation marks in their written work. Most of the students who represent (73.3%) were weak in the uses of punctuation marks. The total means value was (6.9); hence students were weak.

Table (17) Spelling:

University	Number of Students and their Performance				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	2	15	8	25
West Kordufan	0	1	8	1	10
Dalanj	0	3	12	10	25
Total	0	6	35	19	60
Percentages	0	10%	58.3%	31.7%	100%
Means Value	8.4				

Table (17) showed that no one of the students was excellent in spelling however only (10%) of them were very good. Most of the students who represent (58.3%) were good and the other (31.7%) of them were weak in spelling. Students were good in spelling since the total means value was (8.4).

Table (18) Handwriting:

University	Number of Students and their Performance				
	Excellent	V. Good	Good	Weak	Total
Kordufan	1	7	12	5	25
West Kordufan	0	4	3	3	10
Dalanj	1	2	13	9	25
Total	2	13	28	17	60
Percentages	3.3%	21.7	46.7	28.3%	100%
Means Value	9.3				

Table (18) showed that (3.3%) of the students were excellent in handwriting while (21.7%) of them were very good in handwriting. On the other hand (46.7%) of the students achieved

good degree in handwriting and the other (28.3%) of them were weak in handwriting. Students' handwritings proved to be good since the total means value of their handwriting was (9.3).

Students Writing Performance in the Exam:

The tables below will present students writing performance in the skills mentioned before.

Table (19) Using Correct Language:

University	Number of Students and their Performance				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	2	17	6	25
West Kordufan	0	1	5	4	10
Dalanj	0	2	18	5	25
Total	0	5	40	15	60
Percentages	0	8.3%	66.7%	25%	100%
Means Value	9.2				

Table (19) showed that no one of the students was able to perform excellent degree in using correct language while (8.3%) of them performed very good degree. On the other hand (66.7%) of the students were good and the other (25%) were weak in constructing good sentences. Since the total means value was (9.2) students were good in the use of correct language.

Table (20) Sentence Construction:

University	Number of Students and their Performance				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	2	20	3	25
West Kordufan	0	1	7	2	10
Dalanj	0	2	15	8	25
Total	0	5	42	13	60
Percentages	0	8.3%	70%	21.7%	100%
Means Value	8.7				

Table (20) showed that no one of the whole students was excellent while (8.3%) of them were very good in constructing meaningful sentences. The other students (70%) were good and (21.7%) of them were weak. The total means value was (8.7). Thus students were good in sentence construction.

Table (21) Paragraph Construction:

Table (21) showed that no one of the whole students was able to construct well organized paragraph. Only (7.5%) of the students achieved very good performance. (46.7%) of the students were good and the other (48.3%) of them were weak in paragraph construction. The total means value was (7.5). Therefore, students were weak in paragraph construction.	Number of Students and their Performance				
University	Excellent	Very Good	Good	Weak	Total
Kordufan	0	1	15	9	25
West Kordufan	0	0	3	7	10
Dalanj	0	2	10	13	25
Total	0	3	28	29	60
Percentages	0	5%	46.7%	48.3%	100%
Means Value	7.5				

Table (22) Uses of Punctuation:

University	Number of Students and their Performance				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	0	12	13	25
West Kordufan	0	0	3	7	10
Dalanj	0	0	11	14	25
Total	0	0	26	34	60
Percentages	0	0	43.3%	56.7%	100%
Means Value	7.5				

Table (22) showed that no one of the students was able to score excellent and very good degree in the uses of punctuation marks. Only (43.3%) of the students were good. The other (56.7%) were weak. The total means value was (7.5). Thus students were weak in the uses of punctuation marks.

Table (23) Spelling:

University	Number of Students and their Performance				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	2	10	13	25
West Kordufan	0	0	7	3	10
Dalanj	0	2	13	10	25
Total	0	4	30	26	60
Percentages	0	6.7%	50%	43.3%	100%
Means Value	8.1				

Table (23) showed that no student was excellent in spelling while (6.7%) were very good. The other students (50%) of them were good and (43.3%) of those students were weak. Students were good in spelling since the total means value was (8.1).

Table (24) Handwriting:

University	Number of Students and their Performance				
	Excellent	V. Good	Good	Weak	Total
Kordufan	0	5	12	8	25
West Kordufan	0	2	8	0	10
Dalanj	0	5	11	9	25
Total	0	12	31	17	60
Percentages	0	20%	51.7%	28.3%	100%
Means Value	9.5				

Table (24) showed that all students were unable to achieve excellent handwriting while (20%) of them were very good. Moreover (51.7%) of the students were good and the other (28.3%) of them were weak in their handwriting. The total means value was (9.5). Thus, students were good in handwriting.

In conclusion the final results of the interview the test and the exam reached the following facts,

1. Teachers' opinions about their students writing performance showed that in the use of correct language spelling and handwriting students were good. However, students are weak in sentence construction, paragraph formation and punctuation.
2. The total means value of the test and the exam showed that students were good in the use of correct language sentence

construction spelling and handwriting. But they are weak in paragraph building and the uses of punctuation marks.

3. Means value of the test showed that Kordufan university students scored the best writing performance, then followed by West kordufan university students and last came the students of Dalanj University. (See appendix No. 5 .A).

4. Means value of the exam showed that Kordufan university students were also the best, then followed by West kordufan university students and also students of Dalanj university came at last. (See appendix No. 5.B).

Research Findings:

The first Hypothesis stated that second year English students are able to produce good written work in English language. Results of both the exam answered sheets and the test showed that students produced good writing since the total mean value of the exam was (50.1) and the total mean value of the test was (50.7). Hence, the first hypothesis was confirmed

The second hypothesis stated that second year English are able to produce good written work using appropriate language. The results of the interview showed that (60%) of the teachers agreed that their students are good in using correct language. The total means value of the test in the use of correct language was (9.7) while in the exam was (9.1). This result indicated that students

writing performance according the interview the test and the exam was good. Therefore the first hypothesis was confirmed. (See tables No. 8-14 &20).

The third hypothesis stated that university students are weak in constructing meaningful sentences and well organised paragraphs. Teachers' in the interview believed that their students are weak in constructing meaningful sentences. Result of the students' achievement in the test was good while in the exam was also good. In constructing well organized paragraph teachers agreed that their students were weak, the test showed that students were weak and the exam showed the same result. This indicated that the second hypothesis was not confirmed. (See tables No.9-10\15-16\21-22).

The fourth hypothesis stated that university students are unable to use punctuation marks in their written work. The results of the interview the test and the exam showed that students of kordufan universities are weak in the uses of punctuation marks in their written tasks. In the interview (45%) of the teachers stated that students are weak, in the test (55%) of the students were weak and in the exam while (73.3%) of the students were weak. Hence the third hypothesis was confirmed. (See tables No.11-17-23).

The fifth hypothesis stated that to some extent university students are able to perform acceptable written work with correct

spelling and clear handwriting. The result of the interview showed that (50%) of teachers agreed students are good in spelling, in the test (46.7%) of the students achieved good performance and in the exam students were also good in spelling. In handwriting teachers mentioned that their students' handwritings are good, the test showed that students performed good handwriting and the exam also showed good handwritings for kordufan university students. Therefore the fourth hypothesis was also confirmed. (See tables No. 12-13\ 18-19\24-25).

Chapter Five

Results Recommendations and Suggestions:

Results:

The final outcome of the interview the exam sheets and the test showed the following results:

1. Kordufan universities students writing performance were good in using appropriate language.
2. Kordufan universities students were to some extent able to perform good writing with correct spelling and clear handwriting.
3. Kordufan universities students writing performance were weak in the use of punctuation marks.
4. Kordufan universities students writing performance were good in sentence construction and weak in paragraph building.
5. Most teachers agreed that their students writing performance is weak due to the following reasons:
 - A. Students' weak writing performance in the basic level and higher secondary school.
 - B. Teachers and students lack of motivation in writing.
 - C. The big number of students in the university does not allow teacher apply modern techniques in the teaching of writing.
 - D. The small number of teachers and the complex nature of English.
6. The test showed that kordufan university students writing performance was good since the total means value was (50.7).

7. The examination answered sheets of the students showed that the writing performance was good since the total means value was (50.1).
8. Students in both the exam answered sheets and the test were unable to obtain excellent degree in their writing performance as general.
9. Students were also unable to score excellent degrees in the use of punctuation marks.
10. The highest mark in both the test and the exam was (78) and it was scored by students of West kordfan University.
11. The lowest mark in both the exam sheets and the test was (33) and was scored by the students of Dalanj University.
12. The highest mark scored in the six skills mentioned above was (15) out of (16) in the test by students of Dalanj University and was achieved in the exam sheet, while the lowest mark was (0) and scored in paragraph construction by one students in West kordufan University.

Recommendations:

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

1. Teachers should be well qualified and trained.
2. They should call the attention of their students to the fact that good command of language, sentence structure and paragraph

formation, the use of punctuation marks, correct spelling and clear handwriting are very necessary in writing.

3. Teachers should be aware of the importance of writing and should be ready to offer their help to improve this skill of writing in the university level.

4. Both teachers and students should bear in mind the necessity of using methods and strategies to improve writing.

5. Students and teachers should exert more efforts and time to improve the skills of writing.

6. There should be continuous training courses for English teachers so that they can teach writing more effectively.

7. Group work activity with more exercises should be adopted to improve students writing performance.

8. Course materials should be modified to include sufficient writing exercises that enhance the development of writing.

9. Writing should be purposeful and must be taught in accordance with the various styles of prose such as descriptive, narrative, comparative or contrastive.

10. Writing should focus on topics that suit student' interests to improve the skill of writing.

11. There should be a continuous follow-up to the students writing performance to encourage them to improve their writing ability.

12. Teachers and students should be aware of the importance of evaluation which must be carried every now and then to reinforce the points of strength and get rid of the limitations.

Suggestions:

The researcher suggests the following fields of researches for Further Studies for Further Studies:

1. The causes of students' weak writing performance in English language at university level.
2. The importance of writing and the problems that hinder its development.
3. The importance of spelling and handwriting in teaching writing to university students.
4. The uses of punctuation marks and their importance in improving the skill of writing.
5. The effect of sentence and paragraph construction in students writing perform

References

- Abdelmonim, Siddiq (1988). Teaching Approaches 'the receptive skills. ISETI, Ministry of Education.
- Arora, V. N. (1982). Improve Your Writing, From Comprehension to Effective Writing. Oxford University Press, Del.hi Madras.
- Badman Lind, and Roger (1992). Evaluation at Schools. New felter. London.
- Broughton, Geoffery (1980). Teaching English as a Foreign Language. Rotledge & Kegan London.
- Burns, Paue, etal (1988). Teaching Reading in Today's Elementary Schools. Houghon Mifflin Company. Boston, Newyork.
- Byrne, Donn (1989). Teaching Writing Skills.Handbook, Longman series. London, U. K.
- El Bettar, Abdul Kadir M. Said (1984). Essay and Precis Writing for university Students. Al jameaa Printing press, Iraq.
- Ellis, R. (1985). Understanding Second Language Acquisition. London, Oxford University Press.
- Fabre, F. Merat and M. (1976). Creative Reading and Writing. Cassel& collier. Macmillan Publishers. LTD. London.
- Francis, W. Nelson (1965). The English language. An Introduction. Background for Writing. W. W. Norton& Company. INC. New York.

- Fromkin, V & Rodman, R (1998). An Introduction to Language. U. S. A., Harcourt Brace College Publisher.
- Hajo, Omer Elsheikh. et al (2006). Writing Skills. Published by Open University of Sudan. EWR (101).
- Hajo, Omer Elsheikh. et al (2006). Writing Skills. Published by Open University of Sudan. EWR (101).
- Heasley, Ben & Liz Hamp (1987). Basic Writing Skills in English. Educational Book. London.
- Heaton, J., B. (1989). Writing English Tests. Longman Handbooks for English Teachers. London & New York.
- Hedage, Tricia (1988). Writing. Oxford University press.
- Huckin, T. N. and Olesen L. A (1991). Technical Writing and Professional Communication for Nonnative speakers of English. Second Edition. Mc Craw Hill. International Edition. Writing Series.
- Idrees, Abdul Mahmoud etal (2006). Writing Skills (1).Published by Open University of Sudan, EWR (101).

- Jennifer, (2008). Students Handwriting. [http WWW.@Yahoo. Com](http://WWW.@Yahoo.Com).
- Jerry, and Lavonne Muller (1992). Creative Writing. National Text Book Company. Division of N T C. Publishing Group U. S. A.
- McNamara, Tim (2000). Language Testing. Oxford University Press London.
- Michael J., Wallace (1980). Study Skills in English. Cambridge University Press. Published in South Asia by Foundation Books Pvt. Ltd.
- Naskala, Lengo (1993). What is An Error? Forum, volume 33, No. 3, July - September. Re-trieved on 8-7-2006.
- Orlich, Donland. C. etal (1998). Teaching Strategies. Hougton Mifflin Company, Boston Newyork.
- Pincas, Anita (1991). Teaching English Writing. International Book distributors Ltd. Macmillan publishers Ltd, London. Typeset in Hong Kong by Graphicraft Typesetters.
- Pollock, Thomas Clark etal (1961). Teachers Manual for Essentials of Modern English. The Macmillan Company, New York.
- Raimes, Ann (1983). Techniques in Techniques in Teaching Writing English as a Second Language, Oxford University Press.

- Robert F. Willson Jr. (1980). Writing, Analysis and application. Macmillan publishing Company, Inc. New York. & London.
- Raimes,A.(1988). The Process of Composition Practice. Hall, inc. London.
- Sharples, Mike (1999). How We Write? Writing As Creative Design. Published by Routlege in US A & Canada.
- Sheila and Ruth Shemesh. (2000). Teaching English Spelling. A Practical Guide. Cambridge University Press.
- Thorndike, Robert. etal (1969). Measurement and Evaluation in Psychology and Education. U. S. A.
- Weigle, Sara Cushing (2004). Assessing Writing. ELT Journal, Vol, 58. 1st January
- White, R. (1991). Process Writing. Longman series, London.
- Wyrick, Jean (2005) Steps to Writing Well. GEX publishing Services. Thomson Wadsworth U.S.A & United Kingdom.
- Sharples, Mike (1999). How We Write? Writing As Creative Design. Published by Routlege in US A & Canada.
- Sheila and Ruth Shemesh. (2000). Teaching English Spelling. A Practical Guide. Cambridge University Press.
- Thorndike, Robert. etal (1969). Measurement and Evaluation in Psychology and Education. U. S. A.

- Weigle, Sara Cushing (2004). Assessing Writing. ELT Journal, Vol, 58. 1st January
- White, R. (1991). Process Writing. Longman series, London.
- Wyrick, Jean (2005) Steps to Writing Well. GEX publishing Services. Thomson Wadsworth U.S.A & United Kingdom.
- Yule, G (1998). Exploring English Grammar. Oxford University Press.
- Zhu, W. (2002). A Rational and Guide for Integrating Writing into English Language Instruction. In Macy et al (Eds). Teaching ESL/ EFL with the Internet. Catching the Wave (p. 125). Merrill Drentice Hall, Upper Saddle River, New Jersey, U. S. A.

List of Researches

- Abdallah, Al Sadig Yahya.(2000). Investigating Sudanese EFL Learners Written Discourse Competence. The Case Study of Fourth Year English Students in some Regional Universities. Unpublished Ph.D. Thesis University of Khartoum.
- Abdl Muniem, Abdanaser Ibrahim (2002.) An Analysis of EFL Learners Errors on English Verb Forms; A Case Study of the students of English at Omderman Islamic University. Unpubished M. A. Thesis in Applied Linguistics. Omderman Islamic University.
- Abdulhalim, Alfadil Altyieb (2002).Analysis and Evaluation of Errors in English Tenses Made by Third Class Students of Secondary Schools in Omderman Locality. Unpublished M. A. Thesis. Omderman Islamic University.
- Ahmed, Abdelrahman, M. J. Rezig (2008). Problematic Areas in Writing Skill. Unpublished M. A. Thesis, Sudan University of Science and Technology.
- Ahmed, Hatim Moh. (2008). Analysis of English Language Examinations. A Case Study of Regional Universities. Unpublished ph. D. Sudan University of Science and Technology.
- Albooni, Gamar Addawla Abbas Mohamed. (2004). An Analysis of Syntactic Errors in Written and Oral Productions: A Case Study of Students Studying English at the Faculty of Arts, University of Khartoum. Unpublished Ph. D Thesis, Presented to University of Khartoum.

- Alfaki, Mohamed Al tayeb.(2007). Analysis of Article and Grammatical Errors Made by Khartoum University First Year Students. Unpublished M.A. Thesis, University of Khartoum, Faculty of Arts.
- Al Hassan, Yaser Mohamed Mohamed (2004). Analysis and Evaluation of Students Errors in the Use of the English Prepositions at the University Level. Unpublished M A Tthesis, Omderman Islamic University.
- Al kabbashi, Mohamed, Al Tayeb (2007). Evaluation of Sudanese Secondary Schools Pupils' Standards in Reading and Writing after the Application of SINE Series. Unpublished Ph. D. Thesis, Sudan University of Science and Technology.
- Al-khuli, M. A. (1983). English as a Foreign Language: Linguistic Background and Teaching Methods. Ministry of Education Press. Kingdomof Saudi Arabia.
- Al Salafi, Aziz A. Rub Saleh (2002). Writing Skills from A Discourse Perspective. Unpublished M. A. Dissertation, University of Aden.
- Al Taani, Mohammed Hamid Al Ahmed (2006).An Investigation of the Spelling Errors Found in Writing Composition of Second and Third Secondary Students in the United Arab Emirates. Unpublished Ph.D Thesis. Sudan University of Science and Technology.

- Amaciab, Rashida Hassan (2003). An Analytical Study of the Syntactic and Semantic Aspects of English Sentences in the Composition of Some University Level Sudanese Students. Unpublished M. A. Research, University of Khartoum.
- Arabi, Hamid Abdalla (1999). An Investigation of Writing Performance among Preliminary-Year Students. Unpublished M A. Thesis, Khartoum University.
- Farahat, Said Hassan (1994). Error Analysis: A Study of the Written Performance of University of Khartoum Freshmen. Unpublished M. A. Thesis University of Khartoum.
- Ibrahim, Bahia Khalifa (2004). Composition Writing Deficiency; a Content Analysis of SPINE Series. Unpublished M. A. Omderman Islamic University.
- Karrar, Mohamed Abd Elhameed Shums Eddien.(2008). The Impact of the Difference between American and British English Spelling in Writing. A Case Study of Students of Sudan University of Science and Technology. Unpublished M.A Thesis, Sudan University of Science and Technology.
- Mohammed, Nuzaha Adlan. (2006). Problems of Paragraph Writing at Basic Level Schools. A Case Study of 8th Class in

- Khartoum North. Unpublished M.A. Thesis, Omderman Islamic University.
- Mohammed, Sayed Mohammed Hassan.(2006). Frequently Repeated Errors in Essay Writing (A Case Study of Saudi University Students). Unpublished M. A Thesis Omderman Islamic University.
 - Mudawe, Osama, Mudawe N.. (2008). The Effect of Students' Reading and Writing Skills at University Level in Sudan. Unpublished Ph. D. Thesis, Sudan University of Science and Technology.
 - Nour Edaim, Ramazi Eltayeb (2008). Problems of Teaching Writing Skill in Secondary Level with Reference to SPINE (4, 5)). A Case Study of Jebal Awlia Locality. Khartoum State. Unpublished M .A .Thesis, Sudan University for Science and Technology.
 - Saleem, Tasneem Ghazi (2008). The Effect of Using the Affixes on Enhancing Vocabulary Building among First Year College Students at Riyadh University for Women. Unpublished PhD Thesis. Sudan University of Science and Technology.

- Yacoub, Alfred Gasim (2005). Investigating Difficulties Facing Sudanese Secondary School Students in Writing in English as a Foreign Language. Unpublished M. E.D. Thesis, Sudan University for Science and Technology.

□□□□□□ □□□□□□ □□□□ □□□

Appendix (No. 1)
Sudan University of Science and Technology
Faculty of Graduate Studies
College of Education

Subject:
Interview for English Language Teachers Staff at Kordufan Universities

Dear Colleagues:

I am a ph D student carrying out a study under the title: Evaluation of the Writing Performance of kordufan Universities students. The purpose of the interview is to find out your views about the students writing performance. I would be grateful if you could complete the attached interview by giving your opinions frankly. Needless to say that the information provided will be treated confidentially and will be used only for the research purpose.

Your faithfully:

Mohamed Ilyas Mohamed Aradeb
A Ph.D student
Department of English Language

Section One

Personal Information:

Please put a tick in front of the appropriate bracket to illustrate your answer:

1. University where you work:

- a. West Kordufan () b. Korduf () c. Dalang ()

2. Faculty where you had been graduated:

- a. Education () b. Arts () c. Others ()

3. Academic Qualifications:

- a. Bachelo () b. Masters () c. Ph. D. ()

4. Job:

- a. Teaching Assistant () b. Lecturer ()

- c. Assistant Professor () d. Associate Professor ()

5. Teaching Experience:

- a. 1 – 5 years () b. 6 – 10 () c. Above 10 years ()

Section Two:

Teachers Opinions about Students Writing Performance:

The following table contains six writing skills committed by second year students who take English as a major subject to be evaluated by English teachers'

Instruction:

Put a tick (✓) in the opposite box to illustrate your choice.

No.	Skills	Excellent	V. good	Good	Weak
1.	Use of Correct Language				
2.	Sentence Construction				
3.	Paragraph construction				
4.	Use of Punctuation Marks				
5.	Spelling				
6.	Handwriting				

Thank you

□□□□□□ □□□□□□ □□□□ □□□

**(Appendix (No. 2
Faculty of Education
Test: 2009 - 2010**

Second Year

Semester Two

Time: Two hours
Answer all questions

:Question One

.Summarize the following passage in not more than sixty words

?Can war be abolished

Is it possible to persuade mankind to live without war? War is an ancient institution which has existed for at least six thousand years. It was always wicked and usually foolish but in the past the human race managed to live with it. Modern ingenuity has changed this. Either man will abolish war or war will abolish man. For the present it is nuclear weapons that cause the gravest danger but bacteriological or chemical weapons may before long offer an even greater threat. If we succeed in abolishing nuclear weapons our work will not be done. It will never be done until we have succeeded in abolishing war. To do this we need to persuade man kind to look upon international questions in a new way not as contest of force in which the victory goes to the side which is most skillful in massacre but by arbitration in accordance with agreed principles of law. It is not easy to change aged-old mental habits but this is what must be attempted.

There are those who say that the adoption of this or that ideology would prevent war. I believe this to be a profound error. All ideologies are based upon dogmatic assertions which are at best doubtful and aThe movement of word opinion during the past two years has been very largely such as we can welcome. It has become a commonplace that nuclear war must be avoided. Of course very difficult problems remain in the international sphere but the spirit in which they are being approached is a better one than it was some year a go .It has become to be thought even by the powerful men to decide whether we shall live or die that negotiations should reach agreements even if both sides do not find these agreements wholly satisfactory. It has begun to be understood that the important conflict nowadays is not between East .and West but between Man and the H-bomb

Question Two: □

Write a well organized composition about the advantages and disadvantages
.of using mobile phones by university students

.Good luck

Appendix (No.3)

The Referees who judged both the Interview and the Test:

No.	Name	Job	University
.1	Dr. Mohamed Adam Hussien	Associate Professor	Dalanj University
.2	Dr. Hamid Ali Idrees Moh.	Associate Professor	Dalanj University
3.	Dr. Mohamed Ahmed Ajabna	Assistant Professor	West kordufan University
4.	Dr. Hatim Mohmed Ahmed	Assistant Professor	West kordufan University
5.	Dr. Al Tayeb Daw Elbiet	Assistant Professor	Kassala University

Appendix (No.4)

***Sudan University of Science and Technology
Faculty of Graduate Studies
College of Education***

Subject: Analysis Form:

The following form indicates the degrees of Kordufan University students' achieved in the examination answer sheets and the test in the following skills:

No.	Skills	Excellent	V. good	Good	Weak
1	Use of Correct Language				
2	Sentence Construction				
3	Paragraph Construction				
4	Use of Punctuation Marks				
5	Spelling				
6	Handwriting				

Appendix (No.5)

Students Writing Performance:

A. The Test:

Students No.	Kordufan University	Dalanj University	West Kordufan University
	Marks		
1.	74	71	78
2.	65	60	53
3.	64	59	53
4.	60	58	50
5.	60	55	50
6.	59	54	50
7.	58	53	48
8.	57	51	43
9.	55	51	38
10.	54	51	35
11.	53	51	-
12.	52	51	-
13.	52	50	-
14.	52	44	-
15.	51	43	-
16.	51	43	-
17.	50	43	-
18.	49	42	-
19.	49	42	-
20.	48	42	-
21.	48	40	-
22.	47	39	-
23.	46	38	-
24.	46	35	-
25.	44	33	-
Total	1345	1199	498
M. Value	53.8	48	49.8
Total Means Value		50.7	

B. The Exam:

Students No.	Kordufan University	Dalanj University	West Kordufan University
	Marks		
1.	70	70	69
2.	64	63	56
3.	61	58	52
4.	59	56	52
5.	58	55	51
6.	56	54	50
7.	54	53	49
8.	54	52	45
9.	53	51	41
10.	53	51	40
11.	52	50	-
12.	51	50	-
13.	50	49	-
14.	50	48	-
15.	50	47	-
16.	48	47	-
17.	47	46	-
18.	46	46	-
19.	45	46	-
20.	45	42	-
21.	44	40	-
22.	42	39	-
23.	41	38	-
24.	40	38	-
25.	40	38	-
Total	1268	1231	505
M. Value	50.7	49.3	50.5
Total Means Value		50.1	

Appendix (No. 6)
Statistical Analysis (A)
Kordufan University Students Writing Performance According to the Interview.

T. No.	Correct Language	Sentence Structure	Paragraph Structure	Punctuation Marks	Spelling	Hand writing
-------------------	-----------------------------	-------------------------------	--------------------------------	------------------------------	-----------------	-------------------------

1.	excellent	excellent	Good	good	good	Good
2.	Good	Good	Weak	good	v. good	weak
3.	Good	Good	Weak	weak	weak	Good
4.	Good	Weak	Weak	weak	good	weak
5.	Good	Good	Good	weak	v. good	v. good
6.	Weak	Good	Weak	weak	weak	Good

St. No	Correct Language	Sentence Structure	Paragraph	Punctuation	Spelling	Hand writing
1.	15	13	13	8	10	15
2.	9	10	10	9	10	10
3.	10	11	12	10	11	11
4.	9	10	6	3	11	13
5.	9	10	3	7	9	8
6.	12	10	2	5	9	12
7.	13	8	3	4	10	11
8.	10	9	9	9	8	8
9.	13	10	10	6	7	8
10.	13	10	6	7	6	10
11.	8	9	8	7	8	8
12.	Kordufan University Students writing performance in the Test					8
13.	8	7	7	9	7	8
14.	7	9	8	7	6	10
15.	9	8	7	7	6	7
16.	10	10	8	6	7	7
17.	10	10	8	7	10	7
18.	10	8	8	8	10	7
19.	10	11	8	7	7	8
20.	11	10	8	8	8	12
21.	10	12	10	9	10	13
22.	13	10	8	7	9	12
23.	11	10	10	10	9	10
24.	10	12	7	10	8	13
25.	10	8	9	8	10	10
T	225	288	197	185	213	246
M.V	9	11.5	7.9	7.4	8.5	9.8

(B)

Kordufan University University Students Writing Performance in the Exam.

St. No	Correct Language	Sentence Structure	Paragraph Layout	Punctuation	Spelling	Hand Writing
1.	12	10	8	10	11	13
2.	10	12	9	8	10	12
3.	9	9	10	8	9	11
4.	10	9	8	8	9	10
5.	8	9	9	8	10	9
6.	9	8	8	9	10	9
7.	10	9	8	6	10	9
8.	10	9	8	7	10	9
9.	11	8	9	7	10	9
10.	10	9	9	8	10	10
11.	8	8	9	6	7	8
12.	8	9	7	8	7	11
13.	7	9	8	7	10	9
14.	10	8	7	6	7	10
15.	7	7	8	7	7	10
16.	8	8	8	6	7	10
17.	6	8	7	8	6	7
18.	7	8	7	6	6	7
19.	9	7	6	7	5	6
20.	7	7	6	7	5	6
21.	9	8	9	8	6	7
22.	10	10	6	6	9	10
23.	13	12	11	10	11	13
24.	9	8	6	8	6	7
25.	8	10	9	7	7	9
T.	225	219	200	186	205	231
M. V	9	8.8	8	7.4	8.2	9.2

(C)

Dalanj University Students writing performance according to the interview.

T. No	Correct Language	Sentence Structure	Paragraph Layout	Punctuation	Spelling	Hand Writing
1.	weak	weak	Weak	weak	Weak	Weak
2.	good	v. good	Good	good	Weak	Good
3.	good	weak	Weak	good	Weak	Weak
4.	weak	weak	Weak	weak	Good	Weak
5.	Good	weak	Weak	weak	Weak	Good
6.	v. good	good	Good	Good	Good	Good
7.	good	good	Weak	Good	Good	Excellent

Dalanj University Student writing performance in the Test

St. No	Correct Language	Sentence Structure	Paragraph Layout	Punctuation	Spelling	Hand writing
1.	12	9	7	6	11	9
2.	9	10	8	7	9	10
3.	10	10	8	8	10	10
4.	13	10	8	6	11	12
5.	8	7	8	6	6	7
6.	9	7	7	6	6	8
7.	10	10	8	6	7	8
8.	13	12	10	10	12	14
9.	8	9	7	6	6	7
10.	8	7	6	6	5	6
11.	10	9	6	6	8	10
12.	9	8	6	4	7	6
13.	6	5	3	6	8	7
14.	8	9	7	6	6	7
15.	8	10	8	7	8	9
16.	10	9	7	8	8	9
17.	10	11	6	6	10	10
18.	9	7	6	5	8	7
19.	9	10	8	7	10	9
20.	8	7	4	6	10	9
21.	9	8	7	6	6	6
22.	8	7	3	6	4	5
23.	9	10	6	6	10	10
24.	12	11	7	7	10	12
25.	7	7	6	5	6	8
T.	232	219	167	158	202	215
M.V	9.3	8.8	6.7	6.3	8	8.6

(D)

Dalanj University Students writing performance in the exam.

St. No	Correct Language	Sentence Structure	Paragraph Layout	Punctuation	Spelling	Hand Writing
1.	13	12	11	10	11	13
2.	10	9	10	8	9	12
3.	10	9	10	9	11	12
4.	10	10	9	8	10	10
5.	10	8	11	10	8	10
6.	10	9	6	6	10	10
7.	10	8	6	4	10	10
8.	9	10	9	2	7	10
9.	10	8	9	8	10	10
10.	10	7	6	6	7	4
11.	5	7	6	4	6	7
12.	7	6	7	7	7	5
13.	9	7	6	5	6	7
14.	10	7	5	5	6	7
15.	10	6	8	7	6	7
16.	9	7	8	7	6	7
17.	7	9	8	9	6	7
18.	7	7	8	8	9	10
19.	9	10	8	10	6	7
20.	8	9	7	8	9	10
21.	10	9	8	7	10	10
22.	9	8	7	7	7	10
23.	12	11	6	8	7	10
24.	10	9	8	8	6	12
25.	9	10	7	9	6	11
T.	235	212	194	180	196	228
M.V	9.4	8.5	7.8	7.2	7.8	9.1

(E)

West KUniversity Students Writing Performance According to the Interview.

T. No	Correct Language	Sentence Structure	Paragraph Layout	Punctuation	Spelling	Hand Writing
1.	good	weak	Good	v. good	Good	Weak
2.	good	weak	Weak	good	Weak	Good
3.	weak	weak	Weak	weak	Weak	Weak
4.	good	good	Good	v. good	Good	Good
5.	good	good	Weak	weak	Good	Weak
6.	good	good	Weak	weak	Weak	Good
7.	weak	weak	Weak	good	Good	v. good

West K. University Students Writing Performance in the Test.

St. No	Correct Language	Sentence Structure	Paragraph Layout	Punctuation	Spelling	Hand writing
1.	13	12	12	8	11	12
2.	8	9	6	9	10	11
3.	10	8	9	6	8	12
4.	8	7	0	5	7	6
5.	9	8	7	6	10	10
6.	12	8	0	7	10	13
7.	12	10	4	6	8	8
8.	7	7	0	6	8	10
9.	7	7	3	5	8	6
10.	7	7	5	0	8	8
T	93	83	46	58	88	94
M.V	9.3	8.3	4.6	5.8	8.8	9.4

West K, University Students Writing Performance in the Exam.

St. No	Correct Language	Sentence Structure	Paragraph Layout	Punctuation	Spelling	Hand writing
1.	13	13	10	10	10	13
2.	10	10	8	6	7	11
3.	10	10	9	8	9	10
4.	10	9	4	8	8	11
5.	10	9	7	8	8	10
6.	10	9	6	7	9	10
7.	7	8	7	6	10	10
8.	7	8	6	5	10	9
9.	7	7	5	6	6	10
10.	7	7	6	4	7	9
T	91	90	68	68	84	102
M.V	9.1	9	6.8	6.8	8.4	10.2

(F)

Teachers' Opinions about their Students writing Performance.

Kordufan University:

Teachers No.	Correct Language	Sentence Structure	Paragraph Structure	Punctuation Marks	Spelling	Hand Writing
1.	Excellent	excellent	Good	good	good	Good
2.	Good	Good	Weak	good	good	Weak
3.	Good	Good	Weak	weak	weak	Good
4.	Good	Weak	Weak	weak	good	Weak
5.	Good	Good	Good	weak	v. good	v. good
6.	Weak	Good	Weak	weak	weak	Good
Total						

Dalanj University:

T. No .	Correct Language	Sentence Structure	Paragraph Layout	Punctuation	Spelling	Hand Writing
1.	Weak	weak	weak	weak	Weak	Weak
2.	Good	v. good	good	good	Weak	Weak
3.	Good	weak	weak	good	Weak	Weak
4.	Weak	weak	weak	weak	Weak	Weak
5.	Good	weak	weak	weak	Weak	Good
6.	v. good	good	good	Good	Good	Good
7.	Good	good	weak	good	Good	Excellent

West Kordufan University:

T. No .	Correct Language	Sentence Structure	Paragraph Layout	Punctuation	Spelling	Hand Writing
1.	Excellent	weak	good	weak	Good	Weak
2.	good	weak	weak	good	Weak	Good
3.	weak	weak	weak	weak	Weak	Weak
4.	good	good	good	good	Good	Good
5.	good	good	weak	weak	Good	Weak
6.	good	good	weak	weak	Weak	Weak
7.	weak	weak	weak	good	Weak	V. Good

(G)

Teachers' opinions about their students writing Performance.

Universit y	Teacher s No.	Skills	Excelle nt	V. Good	Goo d	Weak
Kordufan	6	1. Correct Language.	1	0	4	1
		2. Sentence Construction.	1	0	4	1
		3. Paragraph Construction.	0	0	2	4
		4. Use of Punctuation Marks.	0	0	2	4
		5. Spelling.	0	1	3	2
		6. Handwriting	0	1	3	2
West	7	1. Correct Language.	1	0	4	2
		2. Sentence Construction.	0	0	3	4
		3. Paragraph Construction.	0	0	3	5
		4. Use of Punctuation Marks.	0	0	4	3
		5. Spelling.	0	0	4	3
		6. Handwriting	0	1	3	3
Dalanj	7					
		1. Correct Language.	0	1	4	2
		2. Sentence Construction.	0	1	2	4
		3. Paragraph Construction.	0	0	3	4
		4. Use of Punctuation Marks.	0	0	4	3
		5. Spelling.	0	0	3	4
		6. Handwriting	1	0	3	3
Total	20		4	5	57	54