

Table of Contents

Item	Page
Dedication	I
Acknowledgements	II
Abstract (English)	III
Abstract (Arabic)	IV
List of Tables	IX
Chapter One: Introduction	
1-0 Overview	1
1-1 Statement of the Problems	2
1-2 Questions of the Study	3
1-3 Objectives of the Study	4
1-4 Hypothesis of the Study	4
1-5 Significance of the Study	5
1-6 Limitations of the Study	5
1-7 Methodology of the Study	5
Chapter Two: Theoretical Framework and Previous studies	
2-1 Introduction	6
2-2 Historical Background	6
2-3 Error Analysis	8
2-3-1 Definition of Errors	9
2-3-2 Error and Mistake	9
2-4 Definition of Writing	10
2-5 The Nature of Writing	12
2-6 Features of Written English	13
2-7 Types of Writing	15
2-8 The Difficulty of Writing	16
2-8-1 Psychological Difficulty	16
2-8-2 Linguistic Difficulty	17
2-8-3 Cognitive Difficulty	17
2-8-4 Affective difficulty	18
2-9 The Needs of the Learners	18
2-9-1 Teaching Learners How to Write	19
2-9-2 Exposing the Pupils to Appropriate Varieties of Writing	19
2-9-3 Writing as a System of Communication	19
2-9-4 Teaching the Pupils to Write Texts	20
2-9-5 Setting Realistic Tasks for the Learners	20
2-9-6 Supporting the Learners in their Writing Task	20

2-9-7 Teaching Learners' Efforts Sympathetically	20
2-10 The Importance of Teaching Writing	21
2-11 Purpose and Audience	21
2-12 The Writing Process	22
2-12-1 Prewriting Methods	24
2-12-2 Free Writing	25
2-12-3 Revising	26
2-13 Mechanics of Writing	28
2-13-1 Punctuation Marks	28
2-13-2 A Concise guide to Punctuation	29
2-13-3 The Question Mark (?)	30
2-13-4 The Period(.)	32
2-13-5 The Exclamation Mark(!)	33
2-13-6 The Dash(-)	
2-14 The most Common Problematic Punctuation Marks	33
2-14-1 The Comma(,)	34
2-14-2 The Semicolon(;)	36
2-14-3 The Colon(:)	38
2-14-4 The Apostrophe(')	39
2-14-5 Quotation Marks	42
2-14-6 The Dash(-)	43
2-14-7 Parentheses	44
2-14-8 Capitalization	45
2-15 Previous Studies	46
Chapter three : Methodology	
3-1 Introduction	47
3-2 The Sample of the study	47
3-3 Instruments	48
3-4 Pilot Study	50
Chapter Four: Data Analysis and Discussion	
4-1 Introduction	51
4-2 The Test Analysis	51
4-3 Analysis of Teacher's Questionnaire	57
Chapter Five : Summary, Conclusion and Recommendations	
5-1 Introduction	66
5-2 Summary	66
5-3 Conclusion	68
5-4 Recommendations	69
Bibliography	70
Appendices	72

List of Tables

Table	Page
Table (4-1) Student's Response to the First Question	51
Table (4-2) Student's Response to the Second Question	53
Table (4-3) Student's Response to the Third Question	54
Table (4-4) Student's Response to the Fourth Question	55
Table (4-5) Student's Response to the Fifth Question	56
Table (4-6) Activities and Attitudes Towards Punctuation Marks	61
Table (4-7) Teaching Punctuation Marks	65