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The Effectiveness of Using Writing Skills in Improving Secondary School Students' Written Performance
Case study third year secondary students in Umbada Locality

فعالية استخدام مهارات الكتابه في تحسين الاداء الكتابي لطلاب مرحلة الثانوية
دراسة الحالة محلية امبدة

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Chapter One

Introduction
1-1 Background of the Study

Writing is an essential means of communication. It may well be considered as one of the most difficult skills, and one of the productive skills. It is the method of representing language in visual form. However, writing system uses a set of symbols to represent the speech sound. That is to say it is the act of creating written work or putting something in written form.

Richard & et.al(2002:42) explain that, "writing is viewed as the results of complex processes of planning, drafting, reviewing and revising and some approaches to first and second language writing teach students to use these processes."

Hedge (1988:30) points out that writing has been a neglected area of English language teaching for some years. One only has to look at the large numbers of books available to English language teaching profession on reading, and scarcity of books on writing. To take the comparison further, teachers have for sometime been offered model of reading principles for designing reading tasks, and practical suggestions for classroom methodology.

It is only recently, research into writing has offered through provoking ideas about what a good writer does, ideas which hold implication for teachers who wish to help their students to be good writers. So, in the absence of a well-established or widely recognized model of writing, teachers tend to have very varying ideas about the role of writing in the classroom, what writing involves, and the possible role of teachers and students in developing writing activity.

Hedge (1988:35) points out that writing is an integrated process like the teaching of reading but writing process is the highly sophisticated skill combining a number of elements, some of them are linguistic. Specifically, writing a foreign language means the ability to use the structures, the

lexical items and their conventional representation. However, compared with speech, effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy, so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and careful choice of vocabulary, grammatical pattern and sentence structure to create style which is appropriate to the subject matter and the eventual reader

According to the above points, writing skills have effective techniques to teach at secondary level. So this area needs good effort to practice by the teachers and students. Teachers have to be well qualified so as to perform their role perfectly.

1-2-Statement of the Problem

Though writing is a productive skill, most of the learners encountered by problems in writing and due to the neglectegence of implementing effective techniques in teaching process. Thus, the researcher tries to investigate such problems.

1-3-Objectives of the Study

The objectives of the study can be clearly stated as follows:-
1- This study aims to investigate the effective skills for teaching writing.
2- It is an attempt to find out how much effective writing techniques raise the students' awareness of writing skills.
3- It is an attempt to enable students to produce accurate written work.

1-4-Questions of the Study

This study addresses the following questions:
1- To what extent do effective writing skills contribute to production of text-quality?
2- To what degree do effective writing skills promote good text(s)?

3- How far do effective writing skills affect the students' writing style?

1-5-Hypotheses of the Study

The study hypothesizes the following:

1- Effective writing skills contribute greatly to the production of text-quality.

2- Implementing effective writing skills improve good text(s).

3- Effective writing skills affect the students' style positively.

1-6-Significance of the Study

This study will be of great significance in examing the effective skills which are needed by the learner to write effectively, with intention to solve the problems that face the learner and overcome difficulties encountered by him/her.

1-7-Methodology of the Study

The researcher will use both descriptive and analytical methods. To collect data for the research two instruments will be used a questionnaire for teachers and a test for students.

1-8-Limits of the Study

This study will be limited to Sudanese students at secondary stage in Khartoum State during the academic year 2014- 2015. In Umbada Locality

Chapter Two
Literature Review
2.1 Introduction

This chapter is concerned with review of some literature relevant to this study. Students of English as a foreign Language undergo several difficulties in their learning process, particularly in writing which is one of the most difficult skills. This is because writing comprises all the aspects and devices of the language such as syntax, semantics, lexical terms, punctuation …etc. The role of writing is much more important in communicating messages, views and ideas. When students write, they develop confidence and sense of power over the language that none of the other skills is likely to produce.

2.2 What is Writing?

Byrne (1999:45) points out that writing in its simplest meaning is the act of forming the graphic symbols (letters) making marks on flat surface of some kind. These graphic symbols or letters should be arranged in order to form sentences. Generally, writing is a real process of communication. It is the sense of being in contact with people who are part of particular audience. In other words, writing is a representation of language in a textual medium through the use of a set of signs or symbols (known as writing system).

2.3 The Nature of Writing

Broughton and et.al (1980:11)explain that writing is unlike speaking, when we write we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of speaking in that it is less spontaneous and more permanent, and the resources which are

available for communication are fewer because we can not _ as we do in conversation _ interact with the listeners and adapt as we go along. For this reason, the conversation and the language which is used tend to be standardized.

Broughton and et.al (1980:23) point out that if the goal of the English teacher is to enable students to produce accurate and appropriate written English, so these aspects should be considered:

- Mechanical problems with the script of English.

- Problems of accuracy of English grammar and lexis.

- Problems of relating the style of writing to the demands of particular situation.

- Problems of developing ease and comfort in expressing what need to be said.

However, writing that occurs in the foreign language classroom is primarily concerned so much with developing writing skills as with reinforcing the teaching of particular structures. This very often consists of copying down sentences in order to establish patterns which have just been orally presented. While an activity may have a general teaching purpose, it is distinct in intention for work which aims at teaching students to write effectively in English.

2.4 Writing Complexity

Biber (1988:30) argues that what makes the writing process complex is the selection of words and how to string these words to form meaningful sentences, and how to put these sentences together to make a meaningful paragraph. So, the problems of writing lie in the selection of suitable types of words and sentences: simple sentence, complex sentence, compound sentence, linking words or the use of cohesive devices. A good paragraph should include these elements: clarity, coherence, cohesion and unity. All these elements make the researcher concludes in saying that the writing is so complex process.

2.5 Time for Writing

Hedge (1988:40) states that there is wide held belief that in order to be a good writer a student needs to read a lot of texts.

Intensive reading benefits students to be exposed to models of different text types so that they can develop ability of well-formed written texts.

This situation is exacerbated in many classrooms where writing is mainly relegated to a homework activity. It is perhaps not surprising that writing often tends to be an out-of-class activity; many teachers feel that class time, often scarce, is best devoted to aural/oral work and homework to writing, which can then be done at the students own pace.

Hedge in (1988:46) also points out that many students would benefit from classroom practice in writing for which the teacher can prepare tasks with carefully worked out stages of planning, drafting, and revision. If poorer writers feel some measure of success in the supportive learning environment of the classroom, they will begin to develop the confidence they need to write more at home and so start on the upward spiral motivation and improvement.

2.6 Goals of the Writing Programme

Broughton and et.al (1980:30) argue that in most language teaching courses, the language is taught by sentence pattern, with vocabulary being fitted in accordance to the situations used to illustrate the sentence pattern being presented. Even in courses designed in different lines, there is a tendency for language to be presented as a number of separate items, related to situation or communicative act. So when writing is used to reinforce work which has been initially presented, it is reinforced either at direct sentence level, or in relation to dialogue or situations which are not those usually expressed through writing, it is the responsibility of the writing programme to train students to

produce sequences of sentences which express their meaning most effectively. Since both when we speak and when we write, we work not through isolated sentences but through blocks of sentences, this should be a more natural activity than using exercises, which consist of lists of sentences without any context.   Therefore, the ability to put sentences together effectively needs systematic encouragement, and sometimes explicit teaching, and part of the work in a writing course involves teaching students to be sensitive to the rules of discourse in English.

If we define the main aims of writing course as developing appropriate ranges of style coherently and easily used, teachers may well feel the traditional concerns of spelling and basic grammatical errors are being neglected. In fact, while these are of some significance, and should be corrected by students as they learn to write good English, correction of these alone will not ensure that satisfactory English writing results. So a good writing course should help the students to correct their mistakes, but natural writing does not result primarily from exercises in avoiding mistakes. Therefore, we need to fit help with correction into a framework of more positive development of writing skills.

2.7 The Reason for Writing

Hedge (1988:22) points out that classroom   is undertaken as an aid to learning, for example, to consolidate the learning of new structures or vocabulary, also to help students remember new items of language .In this context, the role of writing is different from its role in any other subject; it allows students to see how they are progressing and to get feedback from the teacher, and it allows teachers to monitor and diagnose problems. Much of this writing is at the sentence level, but successful writing depends on more than the ability to produce clear and correct sentences. So teachers should be interested in tasks which help students to write whole pieces of communication, to link and develop

information, ideas, or arguments for a particular reader or group of readers.

Therefore, writing tasks which have whole texts, their outcome relates appropriately to the ultimate goal of learners who need to write English in their social, educational, or professional lives. Some of their students know already what they need to be able to write in English. Others may be uncertain about the nature of their future needs. So their role of teachers is to build communicative potential.

Hedge (1988:31) points out that many secondary students have to prove their competence in English by producing compositions for examinations. So in Hedges experience there have been substantial numbers of students who have no identifiable needs, present or future, for written English, but who enjoy writing, who are motivated to use their language resources in producing stories, reviews essays, and even poems simply to practice and improve their English. Thus by encouraging the production of the whole texts in the classroom, teachers can provide for these different motivations for writing.

2.8 A Basic Methodology for Written Work

Broughton and et.al (1980:40) state that in dealing with written work, there are a number of ways in which the teacher can bring task to the level of the class. This means making the exact solution to the writing problem more and explicit the lower down the educational system we go. So the teacher can grade the task in the following ways:

- Limit the length of the written material to be produced.
- Increase the amount of class preparation for the task.
- Provide guidance on the final form of written work, for example with picture prompts, or memory prompts as result of the oral preparation.
- Encourage students to collaborate in the actual process of writing.
- Allow cross-checking between the draft stage and writing of the final product.

- Limit the complexity of the writing task itself.
- Demand that the task be completed either slowly or quickly.
  So any combination of these methods can be used to bring the task to the level of the class. These strategies provide the teacher with ways of organizing his work in the class.

2.9 Writing Difficulties

Brown (1994:25) argues that writing is, often, a difficult activity for many people, both in the mother tongue and a foreign language. And if teachers want to make writing easier for their students, they must understand the reason for the difficulty and give appropriate guidance and help.

2.9.1 Psychological Difficulty

Speech is the natural and normal way of communicating. Usually, there are at least two people face-to-face, they interact and exchange roles. Writing on the other hand, is a lonely activity; the writer is alone in his head when he is writing. The writer does not have the stimulus of another participant, or the feedback that comes from face-to-face interaction. The writer has to find his own ideas and express them on paper very clearly, and logically.

Teachers can reduce this difficulty by giving the students plenty of group preparation, planning and discussion before they begin to write.

2.9.2 Linguistic Difficulty

Speech is very rich in signal; it carries information of many kinds in many different ways; stress, intonation, speed, loudness, pause, expression on face, movement of the body.

Writing does not have these ways of communicating except the little that we can show by punctuation. For this reason, the language of writing must be clearer and more logically put together than the language of speech.

teachers can reduce this difficulty by revising the vocabulary and structures that students need for a writing task before they begin to write.

2.9.3 Cognitive Difficulty

The logical structure of a piece of writing must be clearer than that of a piece of conversation. It must make the reader believes that the writer is correct about what he discussed. So, the writer must move from one step to another, giving reasons and examples.

Thinking logically is not a very natural process. It is a habit that students must develop. And teachers can reduce this kind of difficulty by showing them what we mean by logical development in English writing, and how they can use cohesive devices to introduce the reasons, examples, etc, that we need. Thus they must teach the students to think logically before they try to write.

2.9.4 Effective Difficulty

 people usually speak without much conscious effort or thought, because they often talk about things which interest them and have real relevance to their lives. Schools and institutes, however, often force them to write about topics that have little interest for us, teachers may have very little ideas about the subject. So, this fact often results in bad negative feeling on the part of students and these feelings may make writing difficult and even impossible.
Teachers can reduce this kind of difficult by allowing students to choose topics that they are interested in, and according to what is mentioned above, the teacher must be aware of the needs of his students to facilitate their writing.

2.10 Using Student Errors for Teaching

Kral (1993:50) defines error as a form or structure that a   native   speaker   deems   unacceptable   because   its

inappropriate use. He argues that there has been a decided shift in the approach to analyzing errors. In contrastive analysis, the theoretical base of which was behaviorism, errors were seen as "bad habits" that had been formed. The response was based on the stimulus. It was assumed that interference of mother tongue (L 1) was responsible for the errors made during the transitional period of learning the target language. The cognitive approach sees error as a clue to what is happening in the mind. In this approach, error seen as a natural phenomenon that must occur in learning first or second language.

2.11 Which Error to Correct

Kral (1993:52) argues that teachers, however, are still faced with the problem of "which" errors to correct. There are two types of errors. (1) Global errors as distortion of overall sentence, e.g. word order, incorrect connectives. (2) Local errors as distortion of single elements e.g. verb tenses, articles, auxiliaries. So the gravity of error should determine whether correction is necessary, thus for first draft global error be corrected and local errors on the second.

2.12 Common Causes of Errors and their Theories.

Corder (1974:27) and Hubbard (2000:30) point out that, the major causes of errors are literal translations from the students' mother tongue into English. If students try to translate word by word, they will definitely make mistakes.

If students write long complex sentences, then they are likely to make mistakes. The sentences become complicated and tenses may become confused.

If students try to write English in the same way as they speak it they will probably write in the wrong style. Spoken English is often informal, while academic writing is normally rather formal.

Theories have been formulated on the causes of errors in students' written work; such causes have been

traditionally held as transfer, analogy and teaching methods and materials used.

2.13 When Do Students Make Errors?

Hubbard and et.al (2000:18) state that students make errors when they have problems with the chain of language (syntax). Errors contain certain valuable information on the strategies that people used to acquire a languages. So the avoidance of excessive errors is the best policy in any teaching program.

The problems with the chain of language or syntax are connected with what Chomsky (1995:35) calls competence and performance. The term "competence" has been explained as that knowledge which enables the native speaker of a language to understand and produce the grammatical sentences of the language, and to accept or reject sentences produced by others as grammatical or ungrammatical, using the internalized rules, and the term performance has been explained as the native speakers' actual production of grammatical sentences. For this reason, the role of performance should be considered beside that of a long knowledge in the teaching process since competence is known as what is grammatically correct, and performance is what actually occurs in practice.

2.14 Mother Tongue Interference

Brown (2000:60) states that a second language learner meets some difficulties, because his L1 affects his L2 specially in adulthood, and this effect is result of L1 transfers, to L2 learners.

2.14.1 Transfer in language learning

James (1982:84) states that one of the concern of learning psychologists is the effect of one learning task on subsequent one. The observation that prior learning leads to the hypothesis of transfer which Ellis (1965) defines as "the hypothesis that learning of L1 will effect on the subsequent learning of L2".

Positive transfer occur when the relevant unit or structure of both languages is the same, linguistic interference can result in correct language production.

Negative transfer of what can be referred to as interference, occur' when previous performance disrupts the performance of second task' here the previously learned material interferes with subsequent material, a previous item is incorrectly transfers or incorrectly associated with an item to be learned.

2.15 Problems of Writing in Secondary Schools

Sandell (1982:90) and Yeddi (2003:110) discuss the problems of writing in secondary schools as follows:
1- Staffing: schools expanded, but no increase in their number.
2- Qualified and trained teachers were taken to work abroad some just decided to leave unofficially as a result new teachers are recruited annually.
3- Very low standard of Sudanese graduates in language competence and motivation, few of them specialized in English at university.
4- Untrained teachers were sent to schools.
5- Class size: it is one of the difficulties facing the teachers; due to political decisions, some class went to over 80 pupils.
6- Acute supply of books and other school materials.

7- Lack of libraries to support the progress of learning the language.
8- Lack of electricity makes it difficult to use some teaching aids such as tape recorders, projectors, etc.
9- The disappearance of educational inspection, inspectors some-times come to schools, but they don't help the teachers to improve teaching skills.

In (1966), a conference of English language in the Sudan discovered that there was a wide gap between the linguistic abilities of learners due to absence of uniform syllabus in the schools. It even described the materials used for teaching the English language as either childish or obsolete. It also complained of teachers undue qualification that they were untrained and inexperienced. Thus, the conference recommended for an integrated syllabus it also argued for teacher in service training. On the other hand, (Bright, 1967:44) also investigated the causes of decline of standard of English. He pointed out the problems of untrained graduates, frequent staff change and short contact expatriates. So, an effective and realistic teaching was needed to counteract the conditions created by Arabicization of the secondary schools. The standard of English language teaching (ELT) continued declining by late the seventies the exams were being used as a means to grade students. However, schools, syllabus designers or teachers training institutes got no feedback. In (1997), a unit of evaluation administration was established in the Ministry of Education to:

- assess the performance of candidates in certificate exams (which terminate the levels of schooling)
- make periodic tests in schools throughout the country to maintain the students standard in different provinces.

2.16 Speech and Writing

O'Grady and etal (1997:35) explain that speech and writing are different in both origin and practice. However, our ability to use the language is old. But writing is a

symbolic representation of language in graphic form, is a comparatively recent cultural development. Anyhow, the contrast between speech and writing comes into sharper focus when we consider that spoken language is acquired without specific formal instruction, whereas writing must be taught and learned through deliberate effort. There are groups of people in the world of today, as well as individuals in every literate society, who are unable to write. While spoken language comes naturally to human beings, writing does not.

As different as they are, speech and writing share one major characteristic: just as spoken language shows an arbitrary link between sound and meaning, the various symbols and techniques used in written language show an arbitrary link between symbol and sound.

2.17 Studying Writing

Lyons & Heasly (1987:63) state that, one approach to improve writing skills is through wide reading. Reading is essentially an attempt to discover the writer's goal. To help readers achieve an understanding of his /her goal, a writer must use some general framework to support whatever he/she trying to make. However, you can best appreciate how they can be varied to achieve different goals by studying other people's writings. In addition, you can best evaluate their relative effectiveness by examining how other writers use them.

Moreover, the most obvious way you can help yourself become a good writer is by writing. We strongly suggest that in addition to completing the task in study writing you also keep your own personal journal. Buy yourself an extra notebook, and try to write down some ideas every day, in English about any things that interest you. Write down your opinon in life, love, the writing class, etc… As you write, do not worry too much about putting your ideas in order, just let them flow; you will be surprised at what you will learn about your own thoughts, attitudes and feeling. Do

not worry about length; just keep going until the ideas stop, in words, then you will surprised yourself by producing pages and pages of writing. The main purpose of this stage is to find out what you know; feel, etc… about the topic in hand (Lyons & Heasly 1987).

2.18 Writing Based on a Text

Doff in (1988:114) describes that a text can be used as a model for writing. This type of writing activity can give the students guidelines for writing and help them to write effectively for examples:
- Students read a short text and paragraphs to study particular features of it as (the way sentences are joined, the use of verb tenses etc.). They then write a paragraph which is similar but involves some changes.
- As example of texts that could be used: students read a description of a car, and then write description of other cars from notes; students read a description of room, then write a description of another room shown in a picture.

2. 19 Writing a Summary

Brandon (2004:70) defines a summary as rewritten shortened version of a piece of writing in which you use your own wording to express the main ideas. Learning to summarize effectively will help you in many ways. Summary writing reinforces comprehension skills in reading. It requires you to discriminate among the ideas in the target reading passage. Summaries are usually written in a form of a well-designed paragraph. Frequently, they are used in collecting materials for research papers and in writing conclusion to essays. However, the guidelines for writing effective summary can be as follows:
• Cite the author and title of the text.

- Reduce the length of the original by about two-third, although the exact reduction will vary, depending on the content of the original.
- Concentrate on the main ideas and include details only infrequently.
- Change the original wording without changing the idea.
- Do not evaluate the content or give opinon in any way(even if you see an error in logic or fact).
- Do not add ideas (even if you have an abundance of related information).
- Do not include any personal comments(that is, do not use I, referring to yourself).
- Seldom use quotations. (if you use quotation, however, enclose them in quotation marks)
- Use some author tags(" according to York" or "the author explains") to remind the reader(s) that you are summarizing the material of an other author.

2.19.1 The Structure of the Summary

McDougal and et.al, (1989:42) argue that the structure of the summary centered on the main idea, a summary lists nthe relevant information that supports that idea. It expresses the tone of the original passage.

2.19.2 Steps for Writing Summary

There are important steps for writing effective summary. First, read the passage to be summarized.

Step 1: Locate the Important Points: Before you can write your summary, you must first understand what the writer is trying to say. Reread the passage to determine the main idea and locate the important points.

Step 2: Reduce the Information: A complete list of the important details in the passage would be almost as long as the passage itself. Therefore, you want to look for ways to reduce or eliminate unnecessary details, examples and repetitions. Also work on shortening long phrases and turning whole sentences into a minimum set of words.

Once you have reduced the information, you can draft your summary. Make sure you convey the main point of the original text and present the supporting point in the same order. Also be careful to write the summary on your own words.

Step 3: Revise the Summary: After you finish your draft, check to see that it includes all the important ideas of the original. You may find a few remaining details that can be omitted without losing any of the basic meaning. Revise your summary until it's about one-third the length of the original. Your final version should give all the essential information in a way that the reader can use without referring to the original. As a final step, proofread your summary and make a clean copy (McDougal and et.al, 1989:112).

2.20 What is a Paragraph?

Idrees and Hago (2006:86) state that a paragraph is a set of related sentences dealing with a single topic. To be as effective as possible, a paragraph should contain each of the following: unity, coherence, topic sentence, and adequate development. Thus, all of these qualities have common characteristics. Using and adapting them to your individual purposes will help you construct effective paragraphs.

2.20.1 Paragraph Unity

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

2.20.2 Paragraph Coherence

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

Logical Bridges:

- The same idea of a topic is carried over from sentence to sentence.

- Successive sentences can be constructed in parallel form.

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

2.20.3. A Topic Sentence

A topic sentence is a sentence that indicates in general way what idea the paragraph is going to deal with.. although not all the paragraphs have clear-cut topic sentences, and despite the fact that topic sentences occour anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph.

2.20.4 Adequate Development

The topic (which is introduced by the topic sentence) should be discussed fully and adequately. But this varies from paragraph to paragraph, depending on the author's purpose. Thus, writers should be aware of of paragraphs that only have two or three sentences (Idrees and Hago, 2006:95).

2. 21 Approaches to Teaching Writing Skills at Secondary Level

Kral (1993:68) states that teaching writing at secondary level in foregin language classrooms often reflects the teaching of basic sentence-level writing skills, with organization skills added. In basic writing training, often a student is given an example sentence whose meaning is explained; then the grammar pattern is taught; finally, the student is asked to write similar sentences using different content. At secondary level, the student is given an example paragraph to read; the overall organizational pattern of the paragraph is explicated; finally, the

student is told to write a similar paragraph about a different subject. For example, students might be given a paragraph to read in which two people are compared in terms of physical characteristics. Then the teacher will demonstrate the patterns for comparing the characteristics of things at the sentence level, and the overall organization pattern of a paragraph of comparison, followed by exercise for practice.

2.21.1 The Traditional Approach

Practitioners of the modern approach to write point out that the traditional approach is deficient in two important respects. First, the teacher views the student's writing as a product. He/she assumes that the students know how to write and use what they produce as a test of that ability. Second, the teacher focuses on form. i.e., in content. The content is seen mainly as vechile for the correct of grammatical pattern and the correct choice of vocabulary.

2.21.2 The Modern Approach

The modern approach to the teaching of writing involves a combination of the communicative approach and the process approach to writing. It is based on three assumptions:
1- People write to communicate with readers.
2- People write to accomplish specific purposes.
3- Writing is a complex process.

Thus, writing is seen as a communicative act. Students are asked to think of their audience, the reader, and their purpose for writing. Meaning is stressed, rather than form. And writing is seen as a process, which can be divided into three stages: prewriting, composing, and revision. Students are trained to use the method that good writers used in writing. The following points are example of the process that good writers have been found to follow in writing:

- They identify why they are writing.
- They identify whom they are writing for.
- They gather material through observing, brain,storming, making notes or lists, talking to others, and reading.
- They plan how to go about the task and how to organize the material.

- They write a draft.
- They read the draft critically in terms of its content.
- They revise.
- They prepare more draft and then a final version.
- They proofread for errors.

2.22. Characteristics of Good Writing Materials

Cral (1993:71) proposes the following principles as guidelines for choosing, designing, or adapting materials for teaching writing skills in EFL classes.

1- Materials should be learning-centered rather than teaching-centerted. They should focus on helping students to develop their own strategies for learning.

2- Materials should be creative. They should provide stimulating activities to focus students' attention on the things to be learned. Audiovisual aids such as tapes, pictures, and diagrams should be used to activate the students' awareness of the content as something real.

3- Materials should be interesting. They should be related to the students' interests. Moreover, there should be a variety of text types and activity types in the materials to motivate the students' interest in writing.

4- Materials should be task-based. They should use purposeful tasks to motivate students' learning and to make students see the usefulness of writing.

5- Materials should be practical. They should deal with real-life communication tasks.

2.23 Teaching Principles and Techniques

Cral (1993:78) proposes the following principles and techniques for teaching writing skills.

-Even though language learning is divivded into four skills areas, i.e. reading, writing, listening and speaking, the skills

shouldn't be treated in total isolation of each other. Thus, writing should be supported by other skills.

-The student should do as much of the work as possible, not the teacher. The teacher's role is to advise on procedures and to monitor the work that is going on.

-Students should work together in a lot of activities through pair and group work. Discussion is important in generating and organizing ideas and for discovering what the writer wants to say even though the actual writing may be done individually.

When pair work or group work is used, the teacher should monitor it carefully to that it is proceeding smoothly. On-the-spot correction and advice can be provided as appropriate. Although a lot of self-evaluation should be built in, students will want to have feedback on what they have written. However, this should be done after the students have tried to correct their work themselves.

-Students should be asked exchange their compositions so that they become readers of each other's work. This is an important part of the writing experience because it is by responding as readers that students will develop an awareness of the fact that a writer is producing something to be read by someone else. And through analyzing and commenting on another person's work, they will develop the ability to read their own writing critically.

-In correcting work, the teacher should:

-Introduce the correction code with symbols for the different types of errors:e.g., (p) for punctuation errors, (pcw) for poor choice of word, etc. This encoursages students to use their communicative competence, that is the information inside their head, to correct their own mistakes, or to ask questions to put them right.

-Focus on global rather than local errors. That is attending to errors that interfere with comprehensibility rather than errors that have little effect on the reader's ability to understand. In general global errors invole poor sentence and paragraph organization, omitting needed information, miuse including omission of sentence linkers and logical connectors,

brerakdown in tese concord across sentences, and ambiquity of reference including relative pronouns.
-Let students know how successful they have been in achieving the aims of task by including a short overall comment.

2.24 Preparing to Write

M.Ali (2008:33) arques that in the recent past, writing was considered the most ignored language skill. But many changes have occurred about how to approach writing as one very effective means of communication. In addition to that, the change of attitude towards the role of writing has lead to the understanding that writing is a natural outlet for students' reflections on the other language skills. The result is that language skills are, in most cases treated in integration. For it is very difficult to isolate a skill and teach or learn it separately.

Writing is mostly integrated with reading. When you read a text, you receive a lot of help from the way the text is presented. So, we can say that these two skills enable you to improve your language at large. Whenever there is reading, there is writing. By the same token, listening and speaking integrate quite naturally. So, we can also say, whenever there is a speaker, there is a listener.

However, writing is a slightly demanding task. It needs a lot of preparation which, in most cases, takes place in what we call prewriting skills.
How do you prepare for writing an activity?
Usually, your preparation starts with the following questions which guide you in your writing:
  -What are you writing about?.........(content/topic)
  -Who are you writing to/for?..........(audience/reader)
  -Why are you writing?....................(purpose)
  -Where are you writing?..................(place/location)
  -When are you writing?....................(time factor)
  -How are you writing?.....................(method)

2.25 Methods of Organizing Data

According to M. Ali(2008:50) explains that,there are several basic logical methods of organizing data. The most common methods used in arranging information are:

2.25.1. Chronological Order

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

2.25.2. Spatial Order

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

2.25.3. General-Specific Method

Information in a written text can also be organized according to a general-specific method or principle. Generalization is very important in writing. It is concerned with what is true or applicable in most cases. It is not limited in scope and it involves the obvious features of things. In other words, it does not provide details. But, in writing, it needs support by adding facts, details, stastistics, personal experiences, etc.

2.25.4 Classification Method

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

2.25.5. Comparison and Contrast Method

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

2.25.6. Cause and Effect Method

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

2.25.7. Explanation Method

This term is frequently used in writing assignments. To explain means to make something clear and comprehensive. This method can include a number of logical methods of organization. It can involve in the explanation process all the previous methods: classification, chronological order, spatial order, cause and effect, contrast and comparison, etc. but, it is important to select the most appropriate method of organization whenever you are asked to write an explanation.

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

2.25.8. Definition Method

Writing is skill that needs careful planning. It needs you to be able to predict the kind of difficulties that your target reader(s) may encounter when they will be reading your writing. Sometimes you may be writing about more specialized topics. Hence, you may use certain scientific terminologies and expressions. In this case, you have to supply the reader with definitions.

We may define concrete objects or abstract concepts. But defining abstract concepts is harder than defining concrete objects. Often concepts cannot be defined adequately in a simple, one-sentence definition. For instance, words like love, hatred, honesty, freedom, jealousy, beauty, truth, justice, etc. can hardly be defined in one each sentence.

2.25.9. Process Method

This method is called a **linear process method or linear relationships.** It consists of a series of stages and it has a beginning and an end. It is sometimes called the **Chain Reaction** in which each part of the series causes its successor. This method is mostly used in describing linear relationships in

chemistry and physics but it can also be used to describe relationships that exist in non-scientific situations.

2.25.10. Cyclical Process Method

The Cyclical Processs Method, which follows cause and effect relationship, is a series of reactions. Each part of the series is linked to its predecessor and successor (that is the stage before it and the stage after it). So when the cycle is complete, the last stage in the series is linked too the first stage.

2.26 Steps of the Writing Process

Wingersky & Boerner (2004:116) describe that writing well is easier for some people than for others. Most people, however, are able to write effectively if they put enough time and effort in the process. So, if you are willing to learn the writing process, you will be able to write paragraphs that communicate what you want to say. The more you practice writing, the easier it becomes and the faster you can write effectively. Therefore, the following steps of the writing process will help you to create effective sentences and paragraphs:

2.26.1.Prewriting

Prewriting is extremely important to help you generate ideas that lead to a main idea for your paragraph. It can be defined as any activity that you use to help you get started writing. It also helps you to find a direction for your paragraph as you select the main idea you want to explain and to find effective supporting examples and details for your writing. Thus, there are three activities that will help you to master the prewriting step:

2.26.1.1. Free Writing

Once you have a topic, you write whatever comes to your mind without worrying about spelling, grammar, or even complete sentences. You just start writing without stopping. You probably do not know where you are going with the topic,

but that is fine. After you finished free writing you will want to read over what you have written. Once you see some ideas that interest you. You can concentrate this on one of the ideas you discovered in your free writing. So, this idea may end up being your direction for further writing.

2.26.1.2 Brainstorming

Brainstorming for main idea is very similar to free writing; it is simply writing down words or simple phrases as they come to mind. Using this prewriting activity can be fun because you can work alone or you can brainstorm in a group. Once you are finished, your next step is to search through your ideas to see if any of them fit together. Think of general word or phrase that decribes related ideas. This thinking process prepares you for writing paragraphs.

2.26.1.3 Talking

Talking simply means discussing your topic with others to get main idea and supporting ideas for your paragraphs. You have just seen the possible results that come from free writing and brainstorming, then observe how talking to other people can provide more information to your topic. As you talk to others you will take notes that you can write more about later.

2.26.2. Organizing

Organizing is the second step in writing process; it refers to the way you arrange the information in a paragraph. Learning how to organize your ideas is one of the most important skills you can have as writer. Organizing simply means putting ideas into clear, logical order that your reader can easily follows. However, these are to put ideas in logical patterns of organization or order such as: chronological or time order (is putting first event first and then moving a long in the order that they actually occurred), grouping like ideas together (is organizing your paragraphs by putting together examples that are similar) and grouping in order of importance (the ideas in

the supporting sentences are often presented in order of importance i.e. from the most important to the least and vice versa)

2.26.3. Drafting

This step in the writing process should really be easy for the writer. Before you actually begin to draft your paragraph, you need to do a simple outline for main ideas, supporting ideas and ending sentences. The outline helps you to identify the kind of pattern you need for your particular paragraph.

2.26.4. Revising

Once you have drafted your paragraph, you want to be sure that it is clear and follows smoothly. Revising means rewriting a paper, building on what has been done to make it stronger. It can be through:

2.26.4.1 Changing Content

The first draft of your paragraph is usually not your best work. You may need to add your content or to take out ideas that do not seem to fit. So, you may need to revise by arranging ideas and changing content.

2.26.4.2. Adding Coherence

One of the most important steps in revising is adding words and phrases to make your paragraph follow more smoothly. Every sentence should be clearly and logically connected to that comes before as well as to the one that comes after it. This smooth follow is called coherence. It is possible to add coherence to a draft by using one or more of the following:

2.26.4.3. Key Words

One of the most effective ways to add coherence is to use key words. Key words refer to important words in the main idea. If you wish to emphasize a word, you might use that word more than once in your paragraph, but most of the time, you will want to find other words that mean the same things. However, it is actually excited to see a paragraph from boring and mechanical to interesting and creative while it supports the main idea of the paragraph.

2.26.4.4. Time Words

Time words can actually make the connection clear between events. However, you do not need to use exact clock hours. So, there are other ways to indicate time order such as in the ,morning at the end of the day, during the day, through the day…etc.

2.26.4.5. Trasitional Words

Another very important way to add coherence to your paragraph is to add transitional words or phrases. Transitional words are words or phrases that show a clear connection between ideas in a paragraph. These words or phrases may add clarity and meaning to your writing and help your reader to follow your ideas. As example for these words are: in addition, in the same way, on the other hand, furtheremore…etc.

2.26.5 Editing

Before you finish the paragraph, you will need to find and correct any errors in mechanics and grammar such as errors in spelling, punctuation, use of verbs, pronouns and sentence structure. As you practice writing sentence, you will learn how to find and correct these problems. However, writing sentence in context of a paragraph can help you to become a more competent writer.

2.26.6 Formating

Having a good paragraph is your goal; however, making it look polished is also important and leaves the message that you have worked hard and had been careful about the details. Thus formatting can be through capitalization, punctuation, and general paragraphing including the title, heading, using indentation,etc.

2.27. Using Computer in Writing Process

Langan (2003:89) states that word processing is an essential mechanical skill, just as effective writing. It is a vital communication skill. The computer can be a real aid in writing

process. You can quickly add or delete anything from a word to an entire section. You can "cut" material and "paste" it elsewhere in seconds. A word processing program makes it easy to set margins, space lines, and number pages. It can also help you check your spelling, your grammar, and to some extent your style. And at any point during your work, you can print out one or more copies of your text.

Word processing is not hard to learn, you do not need to understand how a computer functions to use it. Once you have learned a few simple keystrokes, you can begin to use it.

Moreover, computers can make a writer's job easy in the writing process. In addition, computers have some important role to develop writing ability.

Nowadays computers offer many specialties to use in writing.

They have prompts to keep writers on the point, highlight possible spelling mistakes, and offer a communication channel for corresponding with friends and colleagues.

In the writing process, computers can be valuable tools for many students. In addition to this, computers may help students with learning disabilities to participate in well-developed classroom writing programs. Writing is classified under three headings. These are prewriting, composing, and revising and editing. Generally, writers prefer to plan before writing. Students can use computers effectively to plan their writing. They can prepare a list of words or ideas. Then, they can rearrange these paper, but computers can offer them more features. For example,they can easily organize their list of words.

In short, computers are effective and useful tools in teaching the writing process in terms of prewriting, composing, revising, editing, and spelling.

Computers can mke writers' job easier in the writing process. In the prewriting phase, students can use computers effectively to plan their writing. If students use prewriting activities such as concept maps and on lines, they can break down the larger task into smaller ones. Computers are very

attractive for students. Due to this reason, they can spend so much time in prewriting activities. Teachers should develop their management strategies and make a balance between the time spent for planning and the time generating actual text. In the prewriting phase the biggest challenge is to convince students about the usefulness of the prewriting step.

In the composing phase, word processors can give writers more freedom than paper and pencil based writing because writers can compose texts sequentially, follow an outline, or insert ideas at any opoint in a text. Students become more prolife when they use computers in their writing.

Computers can simplify the revising process. Revising in the computer is easy, but the quality of revising depends on the nature of the changes that are made by students. In the editing process, the writer pays attention to details such as spelling and punctuation. Word processing programs, spelling checkers, on-line dictionaries, on-line style and grammar manuals are all useful for editing. Students make most appropriate revising when they use on-line prompting and word processing.
(Turkish online Journal of Education Technology).

2.28 Previous Studies

Previous studies were carried out on the area of writing tasks to investigate the failure of students to produce successful writing. So revising the contribution of some other researchers is important for having a clear picture, which helps for giving suggestions and contributions of some other researchers in the area of teaching writing to EFL,ESL learners.

Ali Ahmed (1999) conducted a research on "Problems of English Language Teaching in high secondary schools in the Sudan" at Khartoum University.

The objectives of this study are to identify and analyze the problems facing English language teachers, and find out whether teachers of English in secondary school received training and to identify the problems of teaching in secondary schools in teacher competence in English and training program. To collect, data the researcher used two instruments, questionnaire for teachers and a test for students.

The result of this study shows that most of the teachers are unqualified and few of them were graduated from faculities of education, objectives of teaching English are not clear to 40% of the population, a number of teachers notice that: English programme in secondary school does not prepare the students for life. Teachers use different methods of teaching, visits of supervision by the inspectors to schools are ineffective.

Fawzi Eltayeb (2010) conducted a study under the title "Analysis of pertinacious Common Errors in the writing Performance of EFL learners in Sudan" at Sudan University of Science and Technology to investigate the common errors which are committed by Sudanese learners in writing skills and their causes. To collect data the study adodpts the analytical descriptive approach. The researcher used two instruments. The first is an interview for university teachers. The second tool includes the students' answer sheets of the examinations of the writing performance of the academic years 2006/2007, 2007/2008 and 2008/2009.

The results of the study show that most students had problems in writing, because of weak grasp of language habits, interference of culture and mother tongue, learning stragtegies, insufficient activities and practice.

Adam Arbab(2010) conducted a study on "Evaluating Teaching Writing Skill in Sudanese Secondary Schools "at Sudan University of Science and Technology.

The main aims of study were to evaluate teaching writing in SPINE series, book 4 ,5 and 6, the activities, the materials and teaching stragegies. Three instruments were used for data collection: two questionnairs for teachers and pupils, textbooks analysis and classroom observations.

The findings of this study showed that pupils were not able to express themselves (writing) in English due to the poor and inadequate writing activities presented in the textbooks investigated, in addition to the lack of authentic materials in teaching writing, large classes and that little emphasis was given to the teaching of writing.

The study recommended that there is a need for further refining of the writing activities in Spine and incorporation of authentic materials, particularly materials for developing writing skill.

Abdelnasir Babo (2011) conducted a study on the "Influence of Vocabulary Warnness on Developing EFL learners' writing Skills in Secondary level" at Sudan University of Science and Technology.

The main aims of the study are to find out what hinders the learners to engage in writing using the new lexical items, to discover the reason of behind learners' failure to choose the correct lexical items for writing and to draw the attention of both teachers and learners to the importance of semantic properties of lexical items in writing. To collect data, the researcher used two questionnnairs for teachers and students; also two reading and writing tests were designed for secondary school students.

The main findings of this study show that teachers do not equip students with techniques for developing broad and varied vocabulary for their writing ability; the syllabus does not put emphasis on the development of learning and teaching vocabulary which results in effective writing. It also aims to give opportunities to study reinforce and practice different aspects of word learning and create activities from their own to integrate vocabulary teaching to writing tasks.

The above studies are related to the researcher's study because they investigates important areas in the field of teaching and improving writing for EFL and ESL learners. they aimed to diagnose the students' errors and their causes, overcome the difficulties that face learners in writing and encourage them to write effectively and skillfully.

2.29 Summary of the Chapter Two

Writing is considerd as the most difficult and sophisticated language skill, it is combining a number of sub-skills such as syntax, lexis, semantic in addition to cohesion and

coherence. Even teachers are confused about ways of approaching writing instruction.

Writing is an effective way of learning a foreign language, because it helps to reinforce many of grammatical structures, functions, notions and idioms.

Generally, writing is a complex and difficult task for students. To overcome their difficulties, teachers must use different types of techniques to encourage studets to write and develop their writing coherence.

The importance of writing appears in the words of Bernard Show "He who has nothing to say can not write " it really shows that writing is the natural outlet for the students reflections on their speaking, listening and reading experience in second /foreign language.

Chapter Three
Methodology
3.1 Introduction
This chapter is concerned with the methodology of the study. A detailed description of the subjets and setting is be provided. The design of the instrument procedures of data collection validity and reliability of questionnaire are also presented throughout this chapter.

3.2 Method of the Study
The used a descriptive analytic method to accomplish its objectives.

3.3 Subjects of the Study
A total of 30 E.F.L. teachers of different experience from different school in Umbada Locality participated in this study. They responded to the questionnaire. They have different teaching experience ranged from (1) to (15) years. Most of the teachers who participated in this study held Bachelor degrees in ELT. Only few of them were holding Diploma, Master or PHD degree in ELT.

3.4 Instrument of the Study
To collect data required, a questionnaire is used.

Nunan(1992:75) states that: " A questionnaire is an instruments for collection data, usually in written form, consisting of open and/ or closed questions and probes requiring a response from the subjects.

The questionnaire was designed and distributed to EFL language teachers in different schools in Umbada Locality. The questionnaire items focused on what strategies and techniques they adopt to teach writing skills. It consists of 9 items.

3.5 Validity and Reliability of the Questionnaire
The number of items in the questionnaire is nine. The questionnaire is well organized. It was judged by university teachers.

The questionnaire reliability was calculated by SPSS (statistical package for social science). The questionnaire is reliable because it concentrates its statements on the exact area to ensure its efficiency and reliability statistically using the following equation:

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

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

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 \times r}$$

r= Pearson correlation coefficient.

To calculate the validity and the reliability of the questionnaire from the above equation, the researcher distributed about (5) copies of the questionnaires to respondents. Therefore, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results are showed in the following table:

Table (3.1) questionnaire reliability and validity

	Reliability	Validity
Overall	0.57	0.75

The above table shows that all reliability and validity coefficients for pre-test sample individuals about each hypothesis of the questionnaire, and for overall questionnaire, are greater than (50%) and some of them are nearest to one.

This indicates the high validity and reliability of the answers; so, the study questionnaire is valid and reliable, and that gives correct and acceptable statistical analysis.

3.6 Procedures

The questionnaire was constructed and distributed to thirty English language teachers from different secondary schools in Umbada Locality. They answered according to their points of view on the following choices, agree, neutral and disagree. After one week the questionnaire papers were collected from them. Then they were analyzed by SPSS and the results were shown in the form of tables and figures.

Chapter Four

Data Analysis, Results and Discussion

4.1 Introduction

This chapter explains the data treatment for the instrument employed in this study; it presents the responses for the instrument and provides a summary of the results.

4. 2 Results

The results of the Study are presented in the following tables and figures:

4.2.1 Qualification and Experience

Table (4.1) Qualification and Experience

qualification	Number/ percentage	Teaching/ experience	Number/ percentage
Diploma	1 2.0	1-5	16 32.5
Bachelor	43 86.0	6-10	19 38.0
Master	5	11-15	5

	10.0		10.0
PH.D	1

2.0 | Above 15 years | 10

20.0 |
| Total/sum | 50

100.0 | Total/sum | 50

100.0 |

From the above table it is shown that most of the study respondents (86%) hold a bachelor degree; (10%) of them get master degree; (2%) hold diploma and the same percentage (2%) hold Ph.D.

Table (4.1) also shows that the teachers who participated in this study have different teaching experiences. Thirty two percent of the teachers range between (1-5) year; the teaching experience of (38%) of them ranges between (6-10) years.

Only (10%) of the teachers range between (11-15) teaching experience. And (10%) of the teachers have teaching experience above 15 years.

The results show that the different educational levels and teaching experience help to give different responses.

4.2.2 Results Related to the First Hypothesis:

"Efective writing skills contribute greatly to the production of the quality of texts.
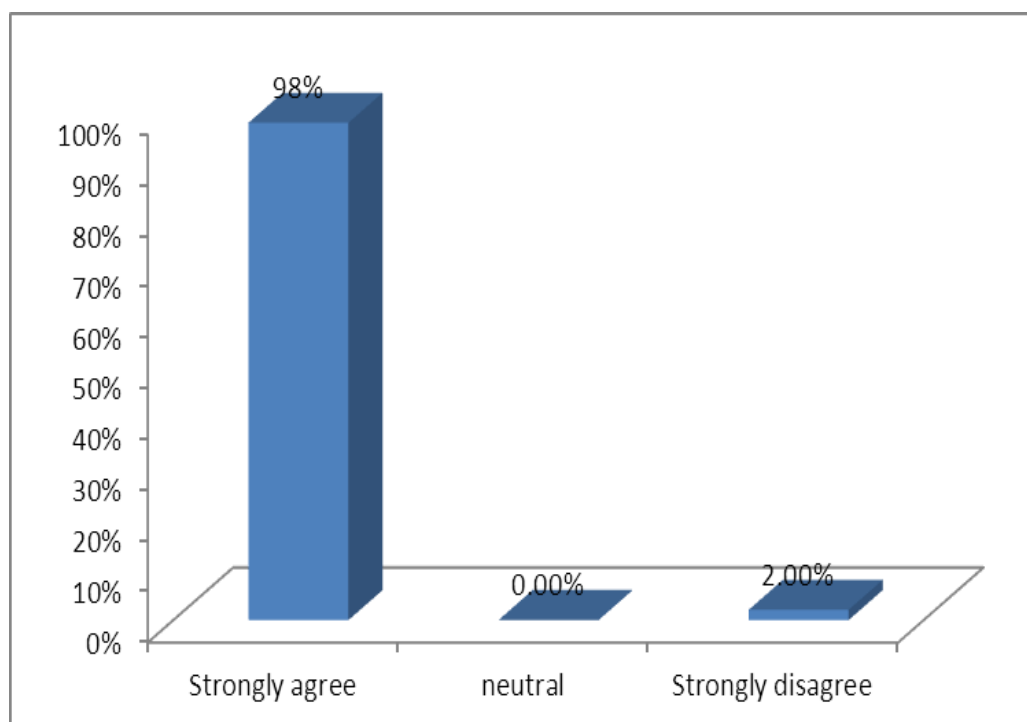
4.2.2.1 Accurate Written Work

Following table and figure show the results related to effective writing skills .

Statement No. (1) (**Effective writing skills contribute greatly in producing accurate written work)** was intended to elicit teachers' opinion about the importance of using writing skills in the production of accurate written work.

Table (4.2) Accurate Written Work

Agree	Neutral	Disagree
98%	0.0%	2.0%

Figure (4.2) accurate written work

Figure

The above table (4.2) and figure (4.2) show that (98%) of the participants agree that using effective writing skills contributes greatly in producing accurate written work. Only (2%) of the subjects disagree.

So, the majority of teachers know the importance of writing techniques in teaching writing skills so this statement is highly accepted.
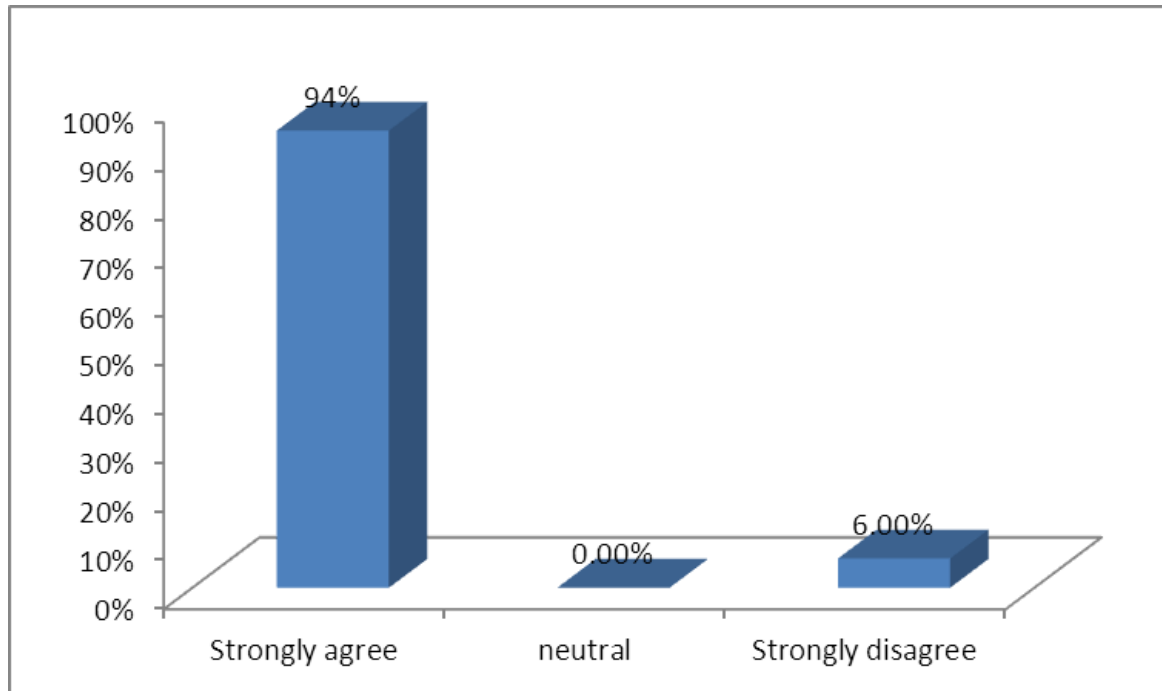
4.2.2.2 Writing Composition

The following table and figure show the results related to writing composition.

Statement No. (2) (**Most of the students do not use effective writing skills when they write composition**) was designed to elicit teachers points of view about students' skills in writing composition.

Table (4.3) Writing Composition

Agree	neutral	Disagree
94%	0.0%	6.0%

Figure (4.3) Writing Composition

The above table(4.3) and figure (4.3) show that (94%) of the participants agree that most of the students do not use effective writing skills when they write composition, whereas (6%) of the subjects disagree.

Therefore, most of the students cannot use writing skills when they write a composition. So, the second statement is highly accepted.
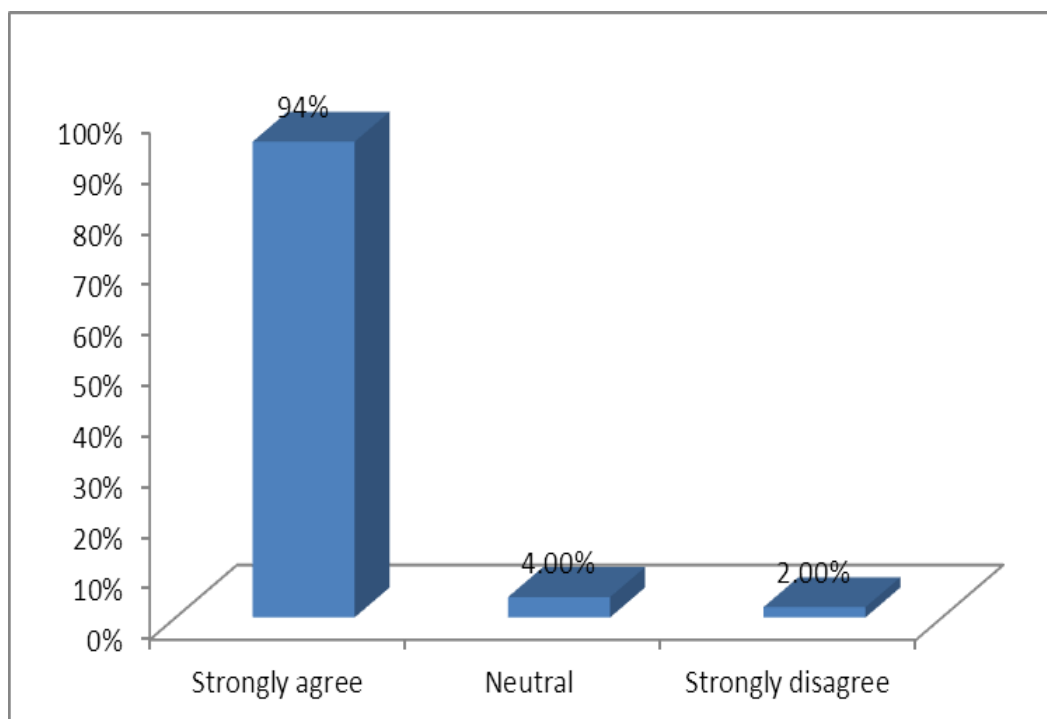
4.2.2.3 Practice of Writing Skills

The following table and figure show the results related to practice in writing skills.

Statement No (3) (**an adequate practice in writing allows students to be good writers**) is intended to elicit the teachers point of view about practicing for good writing.

Table (4.4) Practice of Writing Skills

Agree	Neutral	Disagree
94%	4.0%	2.0%

Figure (4.4) Practice in writing skills

The above table (4.4) and figure (4.4) show that the most of the participants (94%) agree that adequate practice of writing allows the students to be good writers. (4.0%) of the participants are neutral, they neither strongly agree nor disagree. Only small number (2%) of the subjects disagree to the idea.

Therefore, the third statement of questionnaire is approved. Most of secondary school teachers know the importance of practice that helps the students to become good writers.

4.2.3 Results Related to the Second Hypothesis:

"Implementing effective skills promotes the production of the quality of texts."
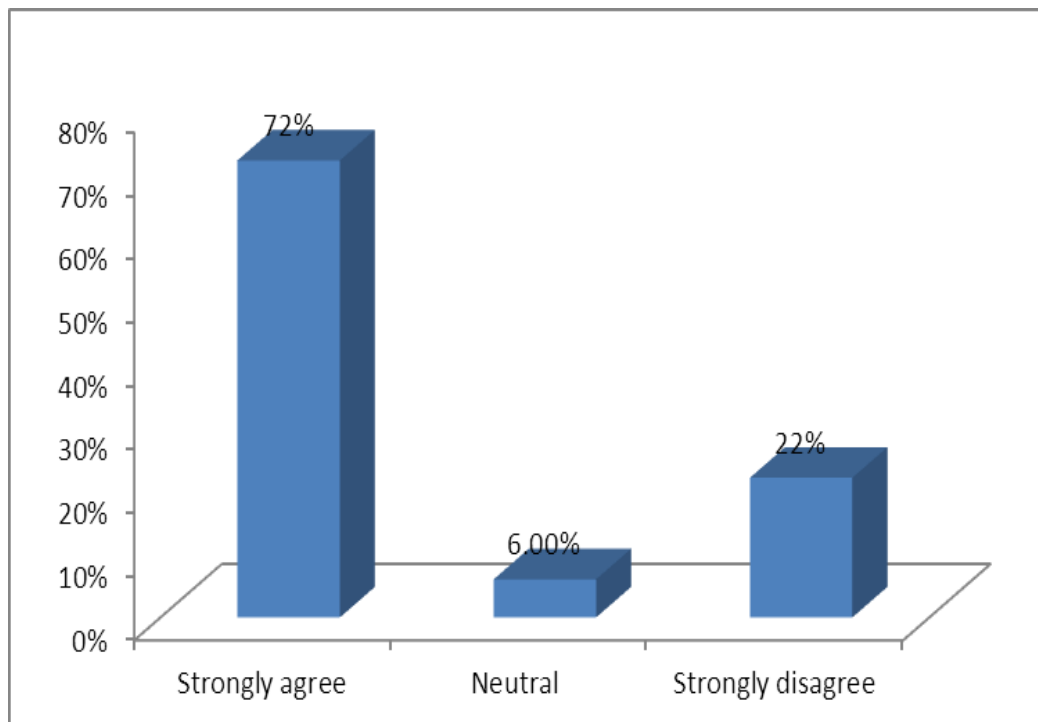
4.2.3.1 Writing in the Classroom

The following table and figure show the results related to writing in the classroom.

Statement No. (4) (The time given to an English period is too short for practicing writing in the classroom) was intended to know teachers' opinion about sufficient time of period for practicing writing in the classroom.

Table (4.5) Writing in the Classroom

Agree	Neutral	Disagree
72%	6.0%	22%

Figure (4.5) Writing in the Classroom

The above table (4.5) and figure (4.5) show that (72%) of the respondents agree that the time given to an English period is too short for practicing writing skills in the classroom. (6.0%) of the participants are neutral,whereas (22%) of the participants disagree with this statement.

In the light of the result above, the fourth statement of questionnaire is accepted, since most of the teachers confirm

that the short time for period cannot allow them to practice writing skills inside the classroom.
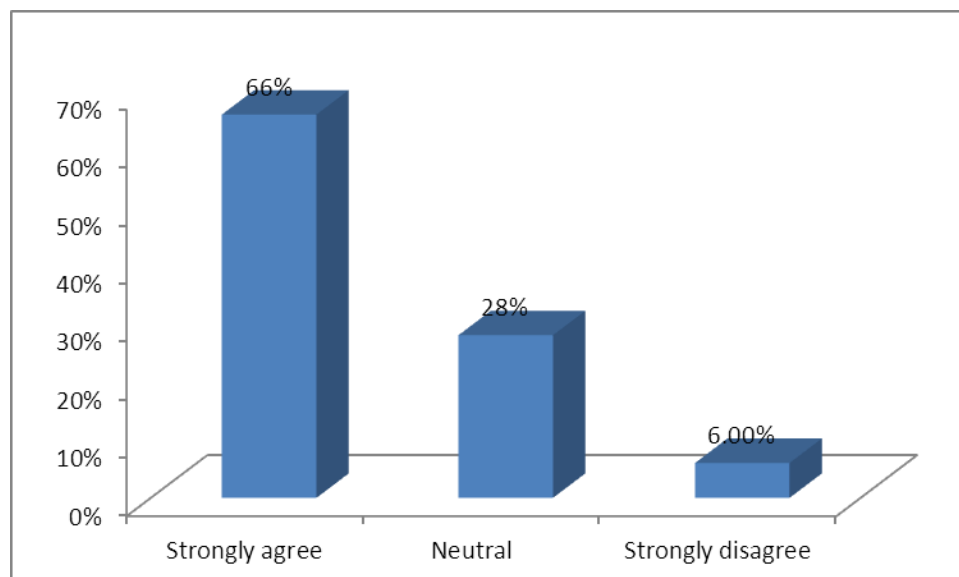
4.2.3.2 Spine Series

The following table and figure show the results regarding Spine series.

Statement No. (5) (Spine series satisfies neither teachers' nor students' need in practicing writing skills) was designed to get teachers point of view about whether spine series satisfies their need for practicing writing or not.

Table (4.6) Spine series

Agree	Neutral	Disagree
66%	28%	6.0%

Figure (4.6) Spine series

The above table(4.6) and figure(4.6) show that (66%) of the respondents agree that spine series satisfies neither teachers' nor students' needs in practicing writing skills. (26%) of them are neutral.

The (6%) of the subjects disagree to the statement.

It is clear that the fifth statement of the questionnaire is approved; this means that the syllabus should include a lot of writing activities that help teachers and students to practice writing skills successfully.
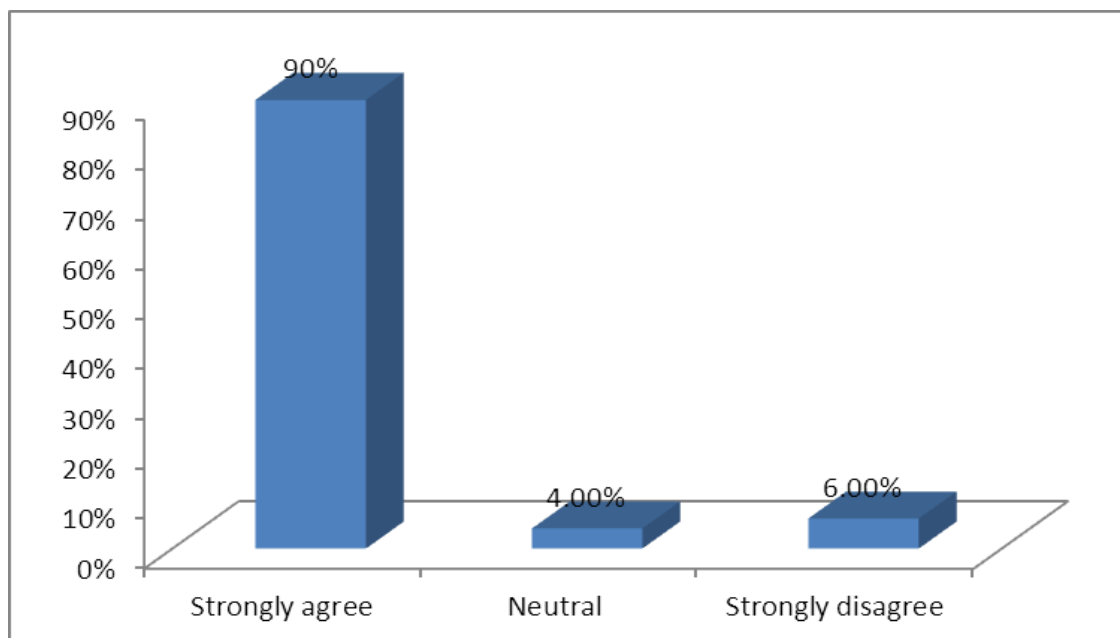
4.2.3.3 Sentence Structure

The following table and figure show the results related to sentence structure.

Statement No. (6) (**Most of the students do not know the structure of sentence, therefore, they cannot write effectively**) was intended to know the teachers' point of view about students' ability to build a well-form sentence.

Table (4.7) Sentence Structure

Agree	Neutral	Disagree
90%	4.0%	6.0%

Figure (4.7) Sentence Structure

The above table (4.7) and figure (4.7) show that (90%) of the participants agree that most of the students do not know the structure of the sentence, therefore, they cannot write effectively. (4.0%) of the participants are neutral. Only (6.0%) of the subjects disagree with that idea.

According to the above results, the statement (6) is approved, because most of the teachers think that the students have very weak background in sentence structure.

4.2.4 Results Related to the Third Hypothesis: "Effective writing skills affect students' style positively.

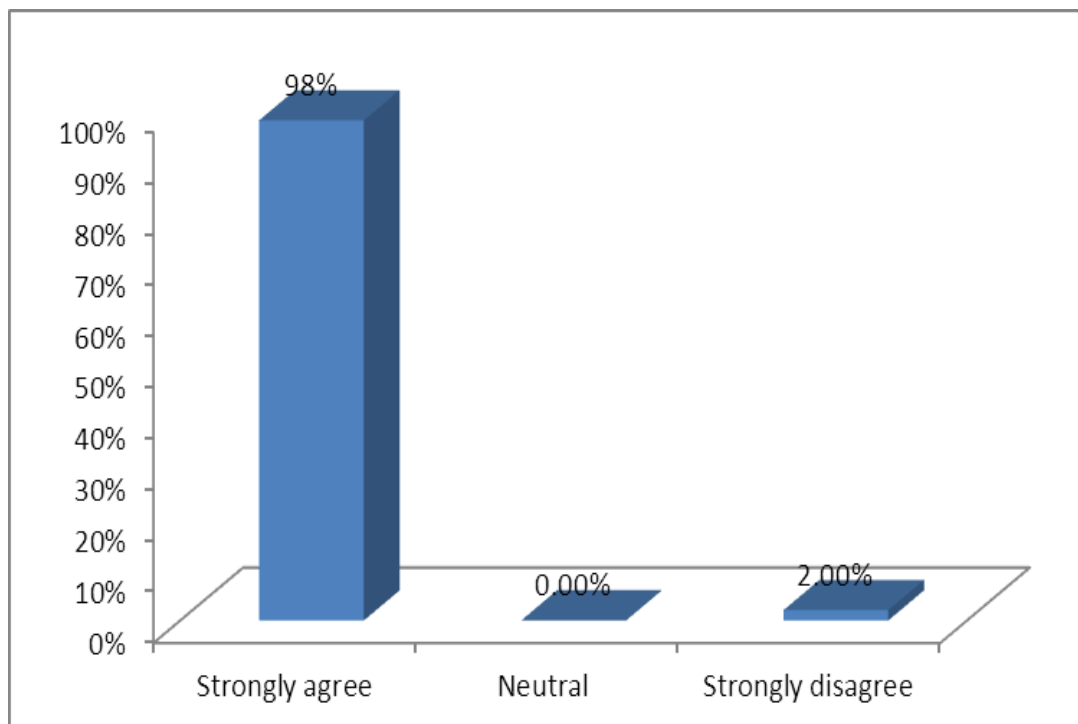## 4.2.4.1 Effective Writing

The following table and figure show the results concerning effective writing.

Statement No. (7) (**Effective writing requires a high degree of organization in terms of the development of ideas, careful choice of vocabulary and sentence structure**) was intended to know the teachers' points of view about the criteria of effective writing.

Table (4.8) Effective Writing

Agree	Neutral	Disagree
98%	0.0%	2.0%

Figure(4.8) Effective Writing

The above table (4.8) and figure (4.8) show that (98%) of the subjects agree that effective writing requires a high degree of organization in terms of the development of ideas, careful choice of vocabulary and sentence structure. Only (2.0%) of participants strongly disagree with them.

In the light of the result, the above statement (7) is approved because most of teachers agree that effective writing requires a high degree of organization in terms of the development of ideas, careful choice of vocabulary and good form of sentence structure.
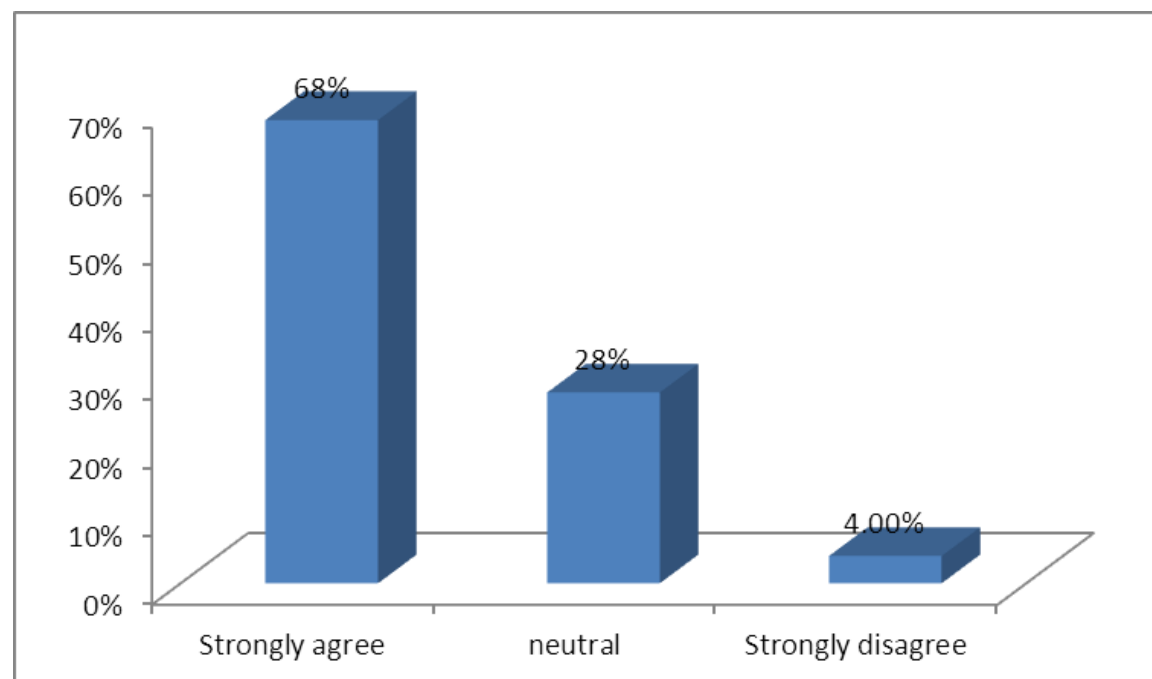
4.2.4.2 Teaching Writing

The following table and figure show the results related to teaching writing.

Statement No. (8) (**Teaching writing is more complicated than other language skills**) was intended to elicit teachers' opinion about the complexity of writing skills.

Table (4.9) Teaching Writing

Agree	Neutral	Disagree
68%	28%	4.0%

Figure (4.9) Teaching Writing

The above table (4.9) and figure (4.9) show that (68%) of the respondents agree that teaching writing is more complicated

than other language skills. (28%) of the respondents are neutral, whereas (4.0%) of the respondents disagree.

This statement is accepted, because most of the secondary schools teachers agree that writing is the most difficult skills due to sub-skill such as lexis, syntax, semantics…etc.

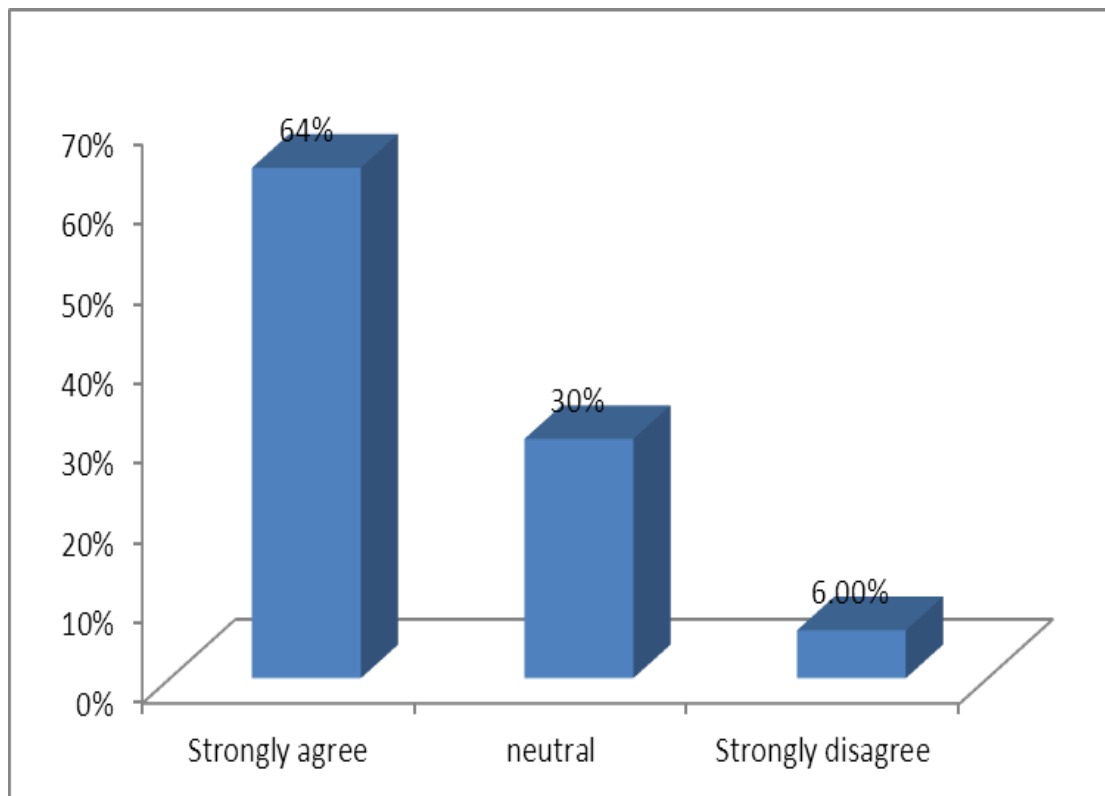## 4.2.4.3. Teachers' Qualification

The following table and figure show the results concerning teachers' qualification.

Statement No (9) (**Some of the teachers are not well-qualified to teach writing skills)** was intended to know the importance of teachers' qualification.

Table (4.10) Teachers' Qualification

Agree	Neutral	Disagree
64%	30%	6.0%

Figure (4.10) Teachers' Qualification

The above table (4.10) and figure (4.10) show that (64) of the subjects agree that some teachers are not well-qualified to teach writing skills. (30%) of the subjects are neutral. Only (6.0%) of the subjects disagree with that idea.

It is clear that this statement is accepted. Because, many teachers agree to it. They state that well-trained and qualified teachers play effective role in improving students' ability of writing skills.

4.2.5 Testing the Three Hypotheses

Hypothesis(1)   Effective writing skills contribute to produce accurate written work.

The main aim of this hypothesis is to know the importance of writing skills in the production of accurate written work.

Table (4.11) Testing Hypothesis (1):

Expected mean	Mean	Std. Deviation	p-value
7.5	8.380	1.086	0.000

According to the above table, the p-value is 0.000, and the mean (8.380) is more than the expected mean (7.5). Thus, most secondary school teachers agreed that using effective writing skills contribute to produce accurate written work.

The results show that the tables and figures of part(1) of the questionnaire are highly accepted by the teachers who want to develop the students' performance in writing skills and overcome their difficulties by using different types of skills that help students to effectively write.

Hypothesis(2) Implementing effective writing skills promote the production of good texts.

The main aim of this hypothesis is to know the importance of effective writing skills in promoting and producing the quality of texts.

Table (4.12) Testing Hypothesis (2):

Expected mean	Mean	Std.Deviation	p-value
1.731	0.2	10.0	0.93

According to the above table, the p-value (0.93) is more than (0.05). Thus, the teachers are not equal in their agreement and disagreement that implementing effective writing skills promote the production of the quality of texts.

The results show that the tables and figures of part (2) of the questionnaire is accepted by a group of teachers and is rejected by a few of them. Some of the teachers are neutral.

Hypothesis(3) Effective writing skills affect the students' style positively.

The goal of this hypothesis is to know teachers' opinions about the effect of using writing skills to positively develop students' style in writing.

Table (4.13) Testing Hypothesis (3):

Expected mean	Mean	Std.Deviation	P-value
15	13.54	1.887	0.000

According to the above table, the p-value is 0.000, and the mean (13.54) is less than the expected mean (15). Thus, most of the teachers agree that effective writing skills affect the students' style positively.

The results show that tables and figures of part (3) of the questionnaire confirm that some of secondary schools teachers do not know the importance of effectiveness of writing skills in developing the students' performance in writing.

Chapter Five
Conclusion, Recommendations and Suggestion for Further Studies

5.1 Introduction

In this chapter the principal findings of the study are summarized as conclusion. Also these are recommendations and suggestions for further studies.

5.2 Conclusion

Most of secondary school students encounter problems in writing because writing is combining a number of other sub-skills of language such as grammar, punctuations, spelling and vocabulary…etc. So, teachers should be creative in using effective writing skills and activities so as to help students to develop and improve their writing abilities.

The major findings of the study show that writing is an important means of communication. It provides additional contact with the language out the classroom.

The results show that one of the writing problems is due to the materials used, and the teachers' role in teaching writing skills.

Teaching writing is more complicated and need more effort than other language skills, so the main goal of teaching writing is to teach students how to write effectively and skillfully. But the short time of English period is one of the problems of practicing writing inside the classroom.

Thus, the students need to practice writing outside the classroom.

The findings also show that the students encounter difficulties in choosing the correct lexical items and organizing their writing in a cohesive and coherent paragraph. So, writing composition is problematic area in secondary school stage.

The syllabus does not put emphasis on the development of learning and teaching writing. In addition to that, the students are not well taught and provided with strategies that enable them

to develop their writing. Furthermore, teachers do not create their own effective method for teaching writing skills.

5.3 Recommendations

1-The researcher recommends that teachers should be well-trained and qualified to help their students to develop and improve their abilities to effectively.

2 -The teachers should give their students activities to practice writing skills as homework activities.

3-The teachers have to follow-up their students' work one by one so as to make sure that they do the best.

4- The number of students' in the class should be manageable in order to give chances for every student to participate.

5.4 Suggestions for Further Studies

The researcher suggests the following for further studies:

1-Analysis of strategies of teaching writing with reference to writing activities.

2-The difficulties that encounter secondary school students in using prepositions in written texts.

3-The problems that encounter secondary school students in writing composition and summary.

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Appendix No (1)
Questionnaire

Dear colleague:

This questionnaire is intended to collect data on the effectiveness of using writing skills in improving written performance at secondary level.

You are kindly requested to accurately and honestly answer all the statements in this questionnaire. Your responses will be treated confidently and will be used for research purposes only.

Thanks for your contribution and co-operation.

A) Qualifications:

a- Diploma { } b- Bachelor { } c-Master { } d- PH.D { }

B) Years of experience:

a- 1-5 years { } b- 6-10 years { } c- 11 – 15 years { }

The researcher has divided the statements into three domains so that they are related to one domain. Thus, we have the following domains:

Tick the box that best indicates your point of view:

1- Writing skills:

N	Statements	Agree	Neutral	Disagree
1	Using effective writing skills contribute to producing accurate written work.			
2	Most of the students do not use effective writing skills when they write composition.			
3	An adequate practice in writing allows students to be good writers.			

2-Good text:

N	Statements	Agree	Neutral	Disagree
4	Spine series satisfies neither teachers' nor students' needs in practicing writing skills.			
5	The time given to an English period is too short for practicing writing in the classroom.			
6	Most of the students do not know the structure of sentence therefore, they cannot write effectively.			

3-Style

N	Statements	Agree	Neutral	Disagree
7	Effective writing requires a high degree of organization in terms of developments of ideas, careful choice of vocabulary and sentence structure.			
8	Teaching writing is more complicated than other language skills.			
9	Some of the teachers are not well qualified to teach writing skills.			