Achievement of EFL Pupils in English Controlled Composition at Basic Level:

A Case Study of 8th Grade Pupils at Muhyiddin Diab Basic School, Wad Medani, Gezira State, Sudan (2018)

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B.A in English Language-Faculty of Education-Bakht El-Ruda University (2005)

A dissertation
Submitted to the University of Gezira in Partial Fulfillment of the Requirements for the Degree of Master of Arts

in
English Language Teaching (ELT)
Department of English
Faculty of Education (Hantoub)

March 2018
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Date of Examination: 14/3/2018
Dedication

To my family

With love.
Acknowledgments

The researcher is deeply indebted to Dr. Lubab EL-Tayeb El-Mikashfi, the main supervisor of this study. Without her help and fruitful remarks, this work would never have taken its present form. Thanks are also due to Dr. Musa Adam Mohammed, the co-supervisor of this dissertation. Really he has offered valuable support and continual encouragement. The researcher is grateful to typist Osman and colleagues at SELTI Institute for their helpful comments and assistance.
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Abstract

Controlled composition is one of the three major types of English composition. The other types are guided composition and free composition. Controlled composition is used more often with younger learners to prepare them for the other stages of writing. This study aimed at finding out EFL pupils' achievement in writing English controlled composition at basic level schools. It also aimed at discovering the types of controlled composition in which the pupils perform satisfactorily and the types in which they perform unsatisfactorily. The study followed the descriptive analytical method. The sample for the study consisted of a group of (50) pupils chosen randomly from the eighth grade in Mohyiddin Diab Basic School for Boys in Wad Medani Town. A diagnostic test was used to measure the pupils' achievement. The data was analyzed through SPSS programme. The study reached at a number of findings, the most important of which are that more than half of the pupils (53%) achieve unsatisfactorily in writing English controlled composition, that above two thirds of the pupils (68%) fail to correct a group of facts based on pictures, that the majority of the pupils (78%) have very low performance in completing a group of sentences from a given list of words, and that nearly two thirds of the pupils (64%) perform unsatisfactorily in rewriting a present-tense passage into the past. The study recommends that English language syllabus designers for basic school level should include more lessons on controlled composition in the syllabus and that teachers should give more attention to teaching controlled composition. In addition to that, the study recommends that teachers should place special focus on such writing subskills as correcting facts, completing sentences and rewriting a passage. The study also recommends that the problem of writing controlled composition should be dealt with since early stages of learning English and that intensive controlled writing should be utilized as remedial work for low-achievement pupils. Moreover, the study recommends that EFL teachers need not focus on such writing subskills as rearranging words and putting sentences in correct order because they are not problematic for the pupils. The study suggests that other researchers shall investigate the role of developing certain writing subskills in improving writing at the other levels of education.
تحصيل تلاميذ مرحلة الأساس في مادة اللغة الإنجليزية باعتبارها لغة أجنبية في كتابة الإنشاء المقيدة

دراسة حالة تلاميذ الصف الثامن بمدرسة محي الدين دياب الأساسية، ود مدني، ولاية الجزيرة، السودان، (2018م)

سليمان محمد عيسى شهيب

ملخص الدارسة

الانشاء المقيدة إحدى الأنواع الثلاثة الرئيسية للإنشاء الإنجليزية. وهي تعد الأكثر استعداداً مع التلاميذ المبتدئين بغرض إعدادهم لمواجهة الكتابة الأخرى. هدفت الدراسة للتعرف على مستوى تحسين اللغة الإنجليزية في كتابة الإنشاء المقيدة بمرحلة الأساتذة، كما هدفت للكشف عن أنواع الإنشاء المقيدة التي يؤديها التلاميذ بصورة مرضية وتكلفة التي يؤديها بصورة غير مرضية. اتبعت الدراسة المنهج الوصفي التحليلي. كونت عينة الدراسة من (50) تم اختيارهم عشوائياً من الصف الثامن بمدرسة محي الدين دياب الأساسية للبنين بمدينة ود مدني. تم استخدام الاختبار التشخيصي لقياس أداء التلاميذ. تم استخدام برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) لتحليل البيانات. توصلت الدراسة إلى عدة نتائج أهمها أن أكثر من نصف التلاميذ (53%) لم يكن أداءهم مرضياً في كتابة الإنشاء المقيدة باللغة الإنجليزية، وأن أكثر من ثلثي التلاميذ (68%) يعانون في تصوير الحقائق بالاستناد إلى الصور، وأن غالبية التلاميذ (78%) كان أداءهم ضعيفاً جداً في إكمال الفراغات في الجمل باستخدام قائمة مرفقة من الكلمات. و أن ما يقرب من ثلثي التلاميذ (64%) يؤديون أداءً غير مرضي في إعادة كتابة نص مكتوب بصورة الزمن الماسي. توصي الدراسة بأن موقع مصممو منهج اللغة الإنجليزية لمرحلة الأساس بتضمين مزيد من دروس الإنشاء المقيدة بالمنهج وأن يولي المعلمون مزيداً من الاهتمام بتدريسها، كما توصي الدراسة بتوزيع المعلمين بصورة خاصة في التدريس على المهارات اليدوية الفرعية المتمثلة في تصوير الحقائق وإكمال الجمل وإعادة كتابة النص. ومعالجة مشكلة كتابة الإنشاء المقيدة منذ المراحل الأولى من تعلم اللغة الإنجليزية. وأن يتم استخدام الإنشاء المقيدة المكثفة لدعم تلاميذ ذوي التحصيل الدراسي المنخفض. وكذلك توصي الدراسة بأنه لا حاجة لمعلمي اللغة الإنجليزية في التركيز على مهارات مكثفة فرعية مثل إعداد ترتيب الكلمات وترتيب الجمل لأنها لا تشكل تحدياً للتعليم. تقترح الدراسة إجراء دراسات حول الدور الذي يمكن أن يلعبه تطوير مهارات تعبيرية فرعية مكثفة في تحسين مهارة الكتابة في مراحل التعليم الأخرى.
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Chapter One

Introduction

1.0. Background

Good writing requires mastery of grammatical rules and devices for linking words, good knowledge in spelling and good handwriting. Writing has various activities in the syllabus. These are given for the pupils to learn the language and enable them to express the knowledge and information which they know. The importance of English controlled composition stems from the fact that it is the tool by which thoughts could be explored through. It is also considered as a mirror which reflects the pupils' achievement in other areas of the language. Besides, it is an active and vital means of communication. Writing English controlled composition is considered as one of the most important processes in the language. Writing English controlled composition is very necessary for all learners at all levels. English Controlled composition is a practical process of reinforcing grammar, vocabulary and syntax in context. Actually, there are many types of English controlled composition and each type has its specific procedures and stages in the teaching process, such as imitating, rewriting a story, writing clues given, combining sentences, completing sentences, putting words in the correct order, arranging sentences into chronological order, correcting the facts, and gap filling.

According to Lado, (1972, 143) the verb to write means ‘to put down graphic symbols that represent a language one understands.’ This definition presents writing as a means of communication since one person writes some words and another person understands them. Therefore, writing is compared with speech. Both of them are concerned with conveying information. Basically, writing is one of the main four language skills: listening, speaking, reading, and writing. William (1967, 36) states that writing is ‘a significant language skill that should be developed at an early stage of learning the foreign language.’ This viewpoint of William’s presents writing as a means of language learning. As the learner practices writing, he adds considerably to this knowledge of language.

1.1. Statement of the Problem

Being an EFL teacher at basic level for twenty years, the researcher has observed that the 8th grade pupils' achievement in English controlled composition is
unsatisfactory, so he intends to find out pupils' achievement in this type of composition.

1.2. Objectives of the Study
1- To examine the pupils' achievement in writing English controlled composition.
2- To find out the types of English controlled composition the pupils perform satisfactorily in.
3- To discover the types of English controlled composition the pupils perform unsatisfactorily in.

1.3. Questions of the Study
1- What is the pupils' achievement level in writing English controlled composition?
2- What are the types of English controlled composition the pupils perform satisfactorily in?
3- What are the types of English controlled composition the pupils perform unsatisfactorily in?

1.4. Hypotheses of the Study
1- Most EFL pupils at basic level achieve unsatisfactorily in writing English controlled composition.
2- The pupils perform satisfactorily in rearranging words and putting sentences in correct order.
3- The pupils perform unsatisfactorily in rewriting a passage, completing sentences and correcting facts.

1.5. Significance of the Study
Teaching English controlled composition has its importance in developing the English language inside and outside the class. The findings of this study can be beneficial and advantageous for ELF teachers at basic level, pupils through their teachers, syllabus designers and those who are concerned and interested in the field of writing skills and methodology.
1.6. Methodology of the Study

The researcher will use the descriptive analytical method to investigate the achievement of EFL pupils at basic level schools. Concerning the tool, the researcher will distribute a diagnostic test for a group of (50) pupils who will be chosen from the 8th grade in Muhyiddin Diab basic school. They will be required to answer five questions in English controlled composition. The collected data will be used and summarized in tables by using SPSS (Statistical Packaged for Social Science) programme employing percentages.

1.7. Limits of the Study

This study will be limited to achievement of EFL in English controlled composition at basic level. The sample of the study will be limited to (50) pupils at Muhialdin Diab Basic school (8th Grade) in Wad Medani Greater Locality. The study will be carried out in the years (2016-2017).

The next chapter will discuss the literature review and previous studies.
Chapter Two

Literature Review

2.0. Introduction

This chapter is composed of two parts: theoretical literature relevant to the study and previous studies. The theoretical part includes definition of composition, importance of English writing skill, types of English composition, activities in controlled composition, advantages of controlled composition, controlled versus free writing, teaching English composition, teaching controlled composition, role of planning, impact of critical reflection, impact of teacher’s feedback, and impact of displaying pupils’ writing on developing pupils ability to write a controlled composition. The part on previous studies consists of seven local studies, two regional and two international studies in the field of English composition.

2.1. Definition of composition

It is very usual that linguists use the term ‘writing’ and the term ‘composition’ to mean the same thing. What a writer writes is called composition. In other words, a composition is a product of writing. Bright, (1958,3) defines the term composition as the act of putting together words to make up a sentence and the act of putting together sentences to make up a paragraph or passage. The Oxford Dictionary defines composition as a short text or short essay that is written by pupils as a school exercise. Harper, (2006) [http://dic.reference.com](http://dic.reference.com) states that a composition is an organized coherent body of ideas that is narrative, descriptive, or argumentative. By studying these definitions, one can conclude that a composition is a writing product that has the unity of thoughts in all sentences within a paragraph. It must be coherent, with sentences and ideas logically ordered. It must also be clear and correct, involving careful use of vocabulary, correct spelling and punctuation, good use of grammar rules, and good conclusion.

It is often noticed that many language learners find it difficult to write a composition and that many language teachers find it difficult to teach composition. Willis (1981, 171) believes that composition is generally ‘the most difficult task’. This statement implies that composition writing needs much effort on the part of the teacher and much motivation on the part of the pupil. In writing a composition, it is
not enough that the learner gives correct grammar, spelling or punctuation. Johnson, (1976, 98) asserts that in writing a composition ‘the highest merits should be given for the production of ideas and forms of expression besides style. He adds that many learners are unable to develop their ideas or support their product with solid reasons and clear examples. They can make one point, but they do not provide specific details to support that point. Composition writing for many of them is just correct spelling and correct grammar. They do not concern themselves with production of new ideas, use of suitable language expression, or use of suitable styles. They tend to apply a single style to all their writings. Perhaps they are unaware of the need for suiting the style to the particular subject or part of subject.

2.2. Importance of English Writing Skill

Winer, (1992, 57) argues that although writing is rated last in the scale of the four language skills (listening, speaking, reading, writing), it will remain an important part of communication. Managers, for example, are expected to write reports and letters that should be read by subordinates. If this written communication is badly structured, the subordinates will waste time trying to understand it. In order for a manager to prosper in career, they need to master this important skill. The time spent by workers trying to get the point in a written communication has an impact on the cost of the company. In addition, many outstanding ideas die a natural death simply because they were not communicated properly from managers to senior management. If one already possesses great writing skills, he should have no problem making a success out of his career. Between someone with poor writing and someone with great writing, senior management will be better disposed toward that who can write well.

2.3. Affective Factors Regarding Writing Composition

There are three factors given by Silva, (1990, 35) which influence the learning of foreign language composition. They are previous experience, effect of the mother tongue, and way of teaching. Previous experience includes everything the learner knows about the world around him. This would help him in producing good ideas for his topic. The mother tongue usually interferes with the target language leading to errors of different kinds. The two languages may have very different styles of writing. If the foreign language learner follows the writing style in his mother tongue, the result will be a bad composition. The last factor is the way of teaching. A good foreign
language teacher can make good writer of his pupils. This is done by adopting appropriate techniques like giving examples and providing instant feedback.

2.4. Types of English Composition

English composition is generally divided into three types: controlled composition, guided composition, and free composition.

2.4.1. Controlled Composition

Murray, (1978, 123) defines controlled composition as an aspect of composition which is ‘completely controlled by the teacher’. The purpose of the teacher is to teach pupils the mechanics of writing, like copying letters and combining letters. After that, pupils learn skills like how to provide a missing word in a sentence. The first task for the learner of controlled composition is to master English handwriting, so the earliest activities will be copying letters and combining letters. At a later step, pupils learn how to complete simple sentences about one topic, e.g.:

- I am ........................................
- I have a .................................
- His name is ..............................
- He is a.................................
- I also have a...........................
- Her name is ..............................

Generally at the stage of controlled writing, learners need much help from the teacher because they cannot depend on themselves writing a composition. Therefore, the ideas and constructions are given by the teacher.

2.4.2. Guided Composition

Having practiced controlled composition adequately, pupils have to start learning guided composition. Spencer (1967, 11) points out that in guided composition, pupils use a given list of words to make up a sentence or they answer a group of questions about one topic, e.g.:

- When do you wake up?
- When do you go to school?
Do you like school? Why? Why not?
What do you do in the evening?
Where do you go on Friday?

Spencer adds that, before coming to write freely, pupils should do a lot of practice in single sentence building. He suggests two techniques for that practice:

1- Imitation of selected sentence patterns
2- Independent construction of sentences within a given framework.

That means in guided composition, the control of the teacher is relaxed or eased. Pupils can produce ideas of their own and add other constructions to their composition. The following general techniques for guided composition are given by Spencer,(1967,17):

1- Pupils answer questions about a picture.
2- Pupils listen to a story told by the teacher then they retell it in writing.
3- Pupils complete a short written story.
4- Pupils summarize a paragraph.
5- Pupils imitate a model paragraph.

Not far from Spencer above, Hamza (2009, 9) defines guided composition as a kind of directed writing in which a student is given instruction and supportive ideas to use for writing about a certain topic. By considering this definition, guided composition appears to have a number of disadvantages. First, students are not expected to make a series of errors if they strictly follow the instructions, so the teacher is not aware of their linguistic problem. Second, guided composition lacks in gradation, so there is no smooth transition from guided writing to free writing. Third, guided composition seems to force students to teacher’s purposes, not their own.

2.4.3. Free Composition

Nunan, (1982) www.slideshare.net argues that students having practiced controlled and guided composition are now able to use language with some originality of ideas and freedom from errors. They are now more careful about grammar, spelling and punctuation. Therefore, they are left free to use their own words and express their
own ideas. They may be given a single sentence to be developed into a complete paragraph or essay.

On that basis, the following are suitable types of free composition questions:

(1) Students develop a topic sentence into an essay.

(2) Students are given a title for composition and they write freely about it each giving different ideas and using different vocabulary.

(3) Students refer to their memory to describe in writing a scene they saw or a town they visited.

(4) Students choose from a list of topics and write a complete essay on the topic they choose.

Freedom here is not only in writing but also in their choice of topic.

(5) Students write a complete paragraph where they express their personal opinion about something.

On the face of it, free composition means that the writer has to write freely and continuously without stopping for some time to think of what to write to answer a question or fill in a gap. Elbow (1998, 13) states that free writing is the easiest way to get words on paper and the best practice in all types of writing. A free writer sometimes produces good and sometimes produces bad writing. In the end, however, he develops his abilities and becomes a good writer. The main goal of a free writer, according to Elbow (1998, 3), is not to write quickly and perfectly; it is to write without stopping. The goal of free writing is not in the product; it is in the process.

A free writer always tries to generate ideas without worrying about grammar and spelling. Barrett et al, (2013,2) maintain that a free writer should write his ideas naturally and spontaneously so that he/she can produce a lot of them. He does not look back until he has written enough. At this time he will find many good ideas spread all over his essay. More relevant words are supposed to be recalled in a free writing exercise than a controlled or guided one. When the writer comes to revise his essay, he will have more freedom to retain some words and to reject others. Barrett et al, (2013, 2) liken free writing to natural speech between native speakers. People usually speak without thinking about how to form words in the mouth or about the
rules of syntax they need to use. In spite of that, they produce very good speech that is easy to understand and easy to accept.

Not far from Elbow and Barrett above, Tricomi, (1986, 92) defines free composition as a kind of writing which allows students to develop their own ideas and to create their own style of writing. The teacher begins the task by supplying a topic sentence then the students try to develop that sentence each in the way they choose. Writing a free composition may be seen as a complex activity including a large number of sub-skills like proper spelling, linguistic competence, generating ideas, planning and organizing the ideas, recognizing the needs of the reader, choosing the appropriate wording and doing the corrections or editing. Nevertheless, Tricomi, (1986,93) identifies a number of benefits of free composition. For example, it makes students more comfortable with the act of writing. In addition, it helps them to get rid of the inner critic who tells them what they cannot write. Moreover, it helps them to discover things to write about.

2.5. Activities in Controlled Composition

Kral, (1999,170) comments that some grammar exercises may be disguised as controlled composition activities. He proposes the following activities that can be done at the controlled writing stage:

2.5.1. Missing word

This is one of the most efficient writing techniques. It trains basic school pupils to supply correct grammatical items. When having enough practice, learners are expected to produce correct grammatical sentence, e. g :

a-  There.......... two birds over the tree  ( be)

b-  Look out ! some children .......... (play )

c-  Can you help ..........., please      ( I )
2.5.2. **Word ordering**

Pupils are given a group of jumbled words to arrange to make a meaningful sentence, e.g., *very / boy / was / the / happy*. This technique trains pupils to practice syntax.

2.5.3. **Rearrangement of sentences**

Pupils are given a number of sentences about one topic but they are in wrong order. This activity trains pupils to understand the coherence of sentences and unity of the paragraph.

The following is an example:

- *Every day, Jim and his family meet in that hall.*
- *All the rooms open in one big hall.*
- *Jim has a beautiful big house.*
- *They meet there to talk and have their meals.*
- *The house has six rooms.*

The sentences should take the following order: c, e, b, a, d.

2.5.4. **Parallel paragraph**

In this activity, a model paragraph is given and pupils rewrite it making substitutions. For example, pupils read a paragraph describing a family and they write a similar paragraph about their own families.

2.5.5. **Picture description**

Pupils are given a picture and related vocabulary and structures to be used to describe it. Sometimes questions on the picture are provided as well.

2.5.6. **Correcting facts**

In this activity, pupils read a short paragraph that describes a picture. Some sentences give incorrect information about the picture.

Pupils identify such sentences and correct them. The correction may require them to give the opposite of one word in the sentence or simply to use the word ‘not’. For example, pupils look at a picture of a beautiful house where there are all kinds of rooms, trees and a car. The number of trees is three and the colour of the car is black.
The descriptive paragraph says that: There are four trees and one blue car. Pupils are supposed to rewrite this sentence as: There are three trees and one black car. The activity of correcting facts may be done without providing pictures. It also can take the form of separate sentences instead of one complete paragraph. The sentences address general facts that pupils already know, e.g. *winter is hot* / *Bananas are a kind of vegetables*, etc. Pupils are supposed to rewrite these sentences as: *Winter is cold/ summer is hot. Bananas are kind of fruit/ Potatoes are a kind of vegetables.*

The following sub-techniques of controlled writing are related to the activities proposed by Kral above:

1- Pupils rewrite from present to past, e.g.:

   *Every day we go to the river.*

   *Yesterday we ....................

2- Pupils replace the pronouns in the sentence, e.g.:

   *I help my younger brother.*

   *She (help) ............. (She ) ...... ....younger brother.*

3- Pupils substitute some selected words in the sentence, e.g.:

   *I decided to go to Cairo with my family*

   *(Planned / fly / Addis / friends)*

   *I planned to .......................*

4- Pupils combine two sentences using a suitable connective, e.g.:

   *He is happy. He has a new bicycle. (Because)*

   *He ..................................................

5- Pupils insert a suitable modifier before a noun or verb in the sentence, e.g.:

   *They have a ............ house.*

6- Pupils transform from statement to question, e.g.:

   *The teacher has got two pens.*

   *How many ......................?*

**2.6. Advantages of Controlled Composition**

Controlled composition is a useful tool for teaching composition to English language learners at different levels especially beginner ones. Raimes, (1983, 74) argues that controlled writing is ‘a practical process of reinforcing grammar, vocabulary, and syntax in context.’ While Owens (1970, 78) assumes that there are
several advantages of using controlled writing one of which is that it can be used with different levels. It also provides learners with plenty of writing practices using correct forms of grammar as opposed to free writing. Besides, it allows learners to watch their progress within certain limits. Another benefit of using controlled writing is that it can be prepared and corrected quickly and easily which reduces the burden on the teacher.

2. 7. Controlled Versus Free Writing

According to http://www.slideshare.net, controlled writing ‘serves as a foundation for free writing’. In a controlled writing activity, pupils are supplied with a great deal of content and form to use in completing an outline, continuing a passage, or following a model. Controlled writing stresses more the mechanics of writing like spelling and punctuation, but free writing stresses more the techniques of writing like description and argumentation. Controlled writing can take the form of single sentences that help pupils to practice previously learned structures, but free writing usually takes the form of a complete paragraph or passage. Unlike free writing, controlled writing focuses on established grammatical patterns. While free writing is more suitable for adult learners, controlled writing is more suitable for young learners.

According to http://www.hltmag.co.uk, controlled writing is ‘an effective tool in helping learners put words down on paper’. It helps beginners to learn such conventions of written English as punctuation and spelling. In controlled writing, learners have different types of writing tasks to do in one lesson. They are asked to do a short writing task each time. But this advantage is not found in free writing where learners are often asked to write a longer composition on one particular topic. Controlled writing can also be used to cover different teaching objectives and writing purposes such as writing a message and filling in an application. It has also been found out that the best way to improve EFL learners’ composition skills is through controlled writing rather than free writing.

Some linguists, however, see a psychological dimension in controlled writing. Emig, (2013, 152) for example, points out the controlled composition has its roots in behaviorist psychology which views learning as a matter of habit formation and claims that speech is more important for language learning than writing. According to this view, writing should only be seen as supportive of oral habits. Therefore, most of
the writing exercises should be controlled and directed towards improving the linguistic knowledge of the students. Each writing task should focus on a specific grammatical item that the students will need to use in their speech. Free writing, on the other hand, can be less effective here since students are free to avoid certain grammatical items that are difficult to them.

2.8. Controlled Writing Techniques

The www.slidshare.net website proposes the following techniques for controlled writing:
1- Rewrite the following paragraph in the past tense:

Everyday Kates wakes up at 6. She prepares breakfast for the family. Then she goes to work. She takes a coffee break at 10.

Last Monday, Kates woke up at 6. She ......................

2- Change to passive:

We need a car.

3- Combine these sentences using a correct conjunction:
   a. She woke up late.
   b. She needed to move fast.
   c. I want to get a better job.
   d. I need a high salary.

4- Rewrite this dialogue into a narrative:

   e. p Mother: Where are you going my son ?
   f. Son: I am going to the club.
   g. The mother asked her son where he .........................

5- Rewrite this story using the first person singular point of view:

Helen is a secretary. Last year she worked in Washington, but this year she is working in Texas. Her time in Washington was interesting. She has good memories of it. But she still likes the change.

   I am a secretary. Last year I .................................

6- Copy in your exercise books the first ten lines of any newspaper article you choose.

7- Your mother is going to the market this evening. Make a shopping list for her.

8- Fill in the following CV form about yourself:

   Name ........ Age .......... Gender ...........Address.......... 
   Religion ............ Hobby ............... Nationality ..........
2. 9. Teaching English Composition

Graham et al (2001) state that the teacher of composition should begin by considering four questions:

1. Where does the teaching take place?
2. How can learners learn to write?
3. What should be taught for writing?
4. How could a learner write a well-organized composition?

Graham et al add that teaching English composition has been one of the terrible problems that confront the teacher at both basic and higher levels even if they are well-trained. Teachers of composition themselves could not provide one answer to this problem. In many countries, they begin to produce textbooks on guided composition that are based on simple reading selections. The learners are required to imitate the model or to summarize it. Well-trained teachers and more qualified ones use effective techniques for teaching composition. Some paragraphs are about everyday life of individuals. Others are about the geography and history of the learners’ country. The model composition requires the learners to provide information from their own life.

The role of the teacher in the composition lesson according to Seow, (2002,84) is to give opportunity and encouragement to the learners to write and express their ideas. This role should be taken separately whether the teacher is controller, organizer, or participant. Classroom composition does not motivate individual learners only but it also encourages group discussion. The teacher should explain the situation for writing and give the learners general information they do not have about the topic. Equally important is instant feedback given by the teacher on every written task done by the learners. Among the good habits of writing the teacher should teach to his pupils, according to Seow, are those presentational and grammatical rules which are very necessary if pupils are to succeed as writers. Presentational rule includes that students use one colour of pen and that they leave a line free after the title. They rule a horizontal line along the page and centre the title on the page. The last presentational rule is that students leave a line free in the end.

Good presentation helps to raise pupils’ self-esteem. They feel good about something they have created that looks good. They feel proud of how their writing
looks like. On the other hand, grammatical rules include that students do not start a sentence with 'and' and that they avoid continual use of the word 'and' and 'then'. They use a capital letter after a question mark or exclamation mark. Other grammatical rules include that number should be written in words not figures and that a paragraph should start with an indentation. An important grammatical rule is that some phrases which are composed of two words should not be treated as one word, e.g. in case, of course, a lot, etc.

The teacher of composition should remember that many pupils are too shy to use the ideas of their peers or even their teacher in their composition. They are afraid of being accused of plagiarism or theft. But these pupils are mistaken. Watkins (2005, 283) asserts that to copy from others’ in one’s own composition can be more beneficial than harmful. He believes that the effective teacher redefines the concept of copying for his pupils. Copying should be transformed from being seen as negative attitude to being regarded as a positive attribute. It is a form of sharing for mutual benefit. The teacher should encourage his pupils to practice beneficial copying from him and from peers for composition purposes. The good teacher writes model composition for his pupils because he wants them to imitate him. Similarly, pupils should be willing to give their ideas to their peers. The whole class should be engaged in a moment of sharing ideas. What emerges over time will be a community of skillful writers.

2.10. Teaching Controlled Composition

There are many procedures of teaching controlled composition. Taylor, (1981, 76) for example suggests a number of such procedures. In the first procedure the teacher starts with a simple text. This text must succeed in capturing pupils’ interest and exciting their imagination. Teachers should not be worried about curriculum coverage. They should give pupils enough time to study a text. The text should be at a level of challenge that is slightly above the reading level of the class. This will result in the pupils making progress. A too difficult text would result in the pupils feeling frustrated. The purpose of the model text is that the class think of it together under the control of the teacher. The learners see how the writer has developed his ideas and utilised language. When they come to write their own texts, the task will become easier for them.
In the second procedure of teaching controlled composition, the teacher chooses a target area that is based on the level and age of pupils, purpose of learning English, future intentions for writing and objectives of the lesson.

In the third procedure the teacher plans the class. He thinks of how to get the pupils involved by considering what type of activities will be interesting to them. By choosing a topic that involves the pupils, the teacher provides a context within which effective learning on the target area can happen. Planning the class may require the teacher to have the pupils work in groups thereby learning from each other.

In the fourth procedure of teaching controlled composition, the teacher uses drama techniques to make the text come to life. Effective teachers of writing value highly the oral basis of written work, especially the use of role play and dramatic activity. Drama allows pupils to enter imaginatively into the world of texts. It enables them to live the story of the text. Drama means talk and talk is central to the process of learning. If the teacher hopes that his pupils will write well, he should give them time for talking about a topic before beginning to express it in writing.

Many teachers prefer that they move from table to table to offer help to pupils as they are writing a composition. But that is not good since the teacher offers only brief advice to each pupil. He does not stay in one place for long. The best way according to Corden, (2000) http://www.amazon/steeps-cont is for the teacher to support one group of writers as they are composing. This enables the teacher to offer complete oral feedback to individuals at the point of composition. Corden adds that the teacher should:

1- remain sitting at one table with a group of five or six pupils.

2- provide support to the group as they are writing.

3- pose helpful question to the group.

4- teach the group specific writing techniques at need.

5- provide each of the other groups with one or two good and helpful pupils.

6- rotate between groups over the course of the week so that there is equity between pupils.
The first formal step in teaching controlled writing as seen by Corden, (2000) is to deconstruct or analyse a model text with pupils. Most pupils at this stage learn best through imitation. They develop an appreciation of the constituent parts of the model text and know how they were put together. Pupils will borrow ideas from the model text and develop their own writing craft. But the model text should not be too long. It should exemplify basic techniques of writing.

It should teach pupils basic elements of punctuation. It also should help them to practise grammar in context. The second step is that the teacher writes for his pupils. Most pupils are sure that their teacher will not be asking them to do a challenging job like writing without giving them his own personal example. From that example they learn what constitutes good writing. Therefore, teachers have to write with and for their pupils because these pupils cannot understand the process they are going through without seeing it done for them first.

The third step is that the teacher sets criteria for writing. The pupils should keep remembering these criteria throughout the time they are writing. The following are examples of such criteria:

1- Remember to use correct spelling.
2- Remember to use correct punctuation.
3- Begin each sentence with a capital letter.

The fourth step is that the teacher provides his pupils with words and phrases to use. The words must be relevant to the topic and style of writing. Some of them may be new to extend the pupils’ word power.

A list of words and phrases is given to pupils for each unit of learning. They are called word mats. The technique of offering sentence starters may be very useful here if they are chosen carefully by the teacher to suit the subject, e. g. first,.... Then,.......at last,......if.......when.
2.11. Role of Planning in Controlled Writing

It is highly important that the teacher helps his pupils to plan their writing by giving them time to think through their ideas before they begin to write. Westwood, (2003, 67) comments that children need to think and talk about what they are going to write before making any start. At this stage they organize their ideas and get necessary help from the teacher and from each other. Controlled composition planning is one of the fruits of the workshop approach to writing that emerged in the 1980s. Effective teachers help their pupils to plan their composition by asking them skillful questions that break the topic down into orderly units.

2.12. Impact of Critical Reflection

One of the strategies of improving the performance of pupils in controlled writing may be to give them opportunity to criticize themselves and to criticize each other. They exchange exercise books and are asked to comment on the sentences written by their peers. They comment on grammar, spelling, punctuation, and handwriting. This helps to raise their motivation for writing and makes them write more carefully in the future. Mills and Abbot, (2002, 92) regard this activity as a social process that promotes sense of the group in the children. They also believe that it helps to develop an ‘internal editor facility’ in the pupils. But before introducing the technique of critical reflection, Mills and Abbot recommend that the teacher reminds the pupils of the importance of decent treatment of other people in the society. Pupils should politely and respectfully make their comments on the work of their peers. In this way criticism will be constructive and helpful rather than destructive. Mutual critical reflection means that the pupils find readers for their writing and that they share the little but very useful experience of their peers. According to Mills and Abbot, self-critical reflection helps to develop pupils’ self-cognition. That means the pupils will be aware of their own mental processes and cognitive strategies of writing.

2.13. Impact of Teacher’s Feedback

Effective teachers always provide instant feedback on pupils’ controlled writing. They highlight those parts of the composition which contain errors so that each pupil is aware of his point of weakness and can work to avoid them. Drowns, (2004, 215) suggests that the teacher takes samples of such errors and discusses them with pupils in the classroom without reference to the persons who made them. In the same way,
the teacher takes samples of good sentences and complete compositions, but this time the names of the writers are mentioned. The good samples are presented to the class on the board. A number of good sentences written by different pupils are shown to the class. The focus will be on effective use of vocabulary and interesting construction of sentences. Such a kind of providing feedback will help to improve pupils’ performance in controlled writing or any type of writing. Drowns (2004,216) asserts that pupils who do not receive either written or oral feedback will fail to make the progress they are capable of. That is because they will keep making the same errors in the future.


Drowns, (2004, 220) thinks that display of pupils’ writing in the classroom or in a shared area in the school will celebrate pupils’ achievements as writers. An attractive display will serve as a motivator for further success. Weak pupil writers will be inspired by reading the writing on display. High quality compositions may be published in the school newspaper to increase motivation in both the writer and the reader.

2.15. Previous Studies

The researcher has surveyed a number of libraries at different universities for related previous studies.

The first study was an M.A dissertation entitled ‘Difficulties of Teaching Composition to EFL Basic Level Pupils’ by Abass, Nizar Ahmed at University of Gezira (Hantoub). The study aimed to explain the difficulties facing pupils at basic level schools in writing composition and to suggest some solutions to the problem. The researcher found out that many teachers do not teach writing mechanics to their pupils and that many of them do not use teaching aids to raise pupils’ motivation for writing. The researcher recommends that English language teachers should teach writing mechanics to raise pupils' motivation for writing.

The second study was an M.A. dissertation carried out by Nazik Ibrahim Min El-seed under the title ‘Major Factors Affecting EFL Students Writing at Al-Baha University. The main objectives were to investigate the major factors affecting EFL
student’ writing and to suggest some solutions to the problem. The researcher found out that the writing skill is neglected by both the curriculum and the teacher and that many teachers are themselves not skillful at writing. The researcher recommends that both the curriculum and the teacher should give special attention to teaching composition and that composition should be taught by well-trained teachers.

The third study was an M.A. dissertation conducted by Afraa Abdelgadir Ahmed at University of Gezira (Hantoub) under the title ‘Investigating EFL Students’ Major Problems in Writing Free Composition’. The main objectives of the study were to explore the effect of mother tongue on EFL students’ performance in writing free composition and to suggest appropriate techniques to enhance students’ performance in English composition. The main findings were that mother tongue interference is one of the major factors which negatively affect students’ performance in free writing, that the students lack necessary stock vocabulary, that most students do not know the difference in writing techniques between English and Arabic, and that the students have their most serious problem in English spelling. The researcher recommends that the English language teacher should explain to their students the differences in writing techniques between English and Arabic and those students should often be tested in vocabulary and spelling.

The fourth study was an M.A. dissertation entitled 'Problems of Teaching English Composition in Salalah State'. It was submitted to University of Gezira by Al Sadig, Kamal Hussein. The main objectives of the study were to find out effective techniques to assist students to get mastery of composition writing and to highlight the obstacles that hinder the teaching of composition in Oman. The main findings were that English composition is not taught properly in many schools in Salalah State and that most students in Salalah State are weak in composition writing. The researcher recommends that teachers should focus on teaching controlled composition and that they should be more concerned with following up students’ written work.

The fifth study was an M.A dissertation conducted by Ammar Mohamed Hassan at University of Gezira (Hantoub) under the title 'Problem of Writing an English Paragraph at Secondary School Level.' The researcher aim was to identify the problems that students face at secondary school level in writing a well-organized
paragraph and to investigate teachers' role in developing students' skills of writing a well-organized paragraph. The main findings of the study were that the majority of the students have poor performance in writing a well-organized paragraph and that the students have limited word power which constitutes a major drawback for writing. The researcher recommends that students at secondary level should be exposed to the techniques of paragraph writing and that they should do more intensive and extensive reading to increase their word power.

The sixth study was carried out by Lubna Mohammed Abu-Alama at University of Gezira (Hantoub). It was a PhD thesis entitled 'Reflection of Psychological and Linguistic Barriers on Academic Writing'. The researcher aimed to explore the psychological and linguistic barriers reflected in EFL students' free writing and to suggest strategies for improving the writing performance of students. The main findings of the study were that students lack the linguistic ability to write a good paragraph and that many of them do not like to be asked to write a composition. The study recommends that the teacher of writing should increase the number of written assignments and that he should discuss in class the written work of some students for general benefit.

The seventh study was an M.A. dissertation conducted by Kawether Siddig Abdal-Ghani at University of Gezira (Hantoub) under the title 'An Investigation into Student' Performance in Paragraph Writing at University Level'. The main objectives of the study were to know the problems that university students face in their writing ability and to identify the different types of errors in the students' written work. The researcher found out that teaching writing at university of Gezira lacks in clear objectives and that students come to university with weak standards. The study recommends that composition should always be taught according to specified objectives and that teachers of composition should give their students intensive practice in writing without focusing on theory.

The eighth study was an M.A. dissertation conducted by Nassir Ahmed Ali at Morocco University under the title ‘Improving the Writing Skill through Controlled Composition’. The main objectives were to identify to what extent controlled composition improves the writing skill and to describe what should happen in the
class when the teacher is teaching controlled composition writing. The main findings of the study were that controlled composition can improve students’ writing and that good handwriting and spelling are among the most important motivators for students to practice controlled writing. The researcher recommends that English language teachers should insist on teaching controlled composition even to advanced students using suitable techniques and that sufficient time should be devoted to teaching such writing sub-skills as handwriting and spelling.

The ninth study was conducted by Jamba Kamela in 2016 in the School of Education at Kenyatta University in Kenya. The study was under the title 'The Role of Pictures in Teaching English Composition in Upper Primary Schools.' The main objectives of the study were to investigate the role of pictures in teaching composition writing and to find out the challenges teachers face in teaching composition in public and private schools in Vihiga County in Kenya. The researcher found out that very few teachers use pictures which hinder innovation in teaching of English composition and that learners are very enthusiastic to attend composition lessons when pictures are used. Based on the findings, the researcher recommends that all schools in the county should embrace the idea of using pictures in the teaching of composition and that teachers should be taken for regular training courses on better resources for use in teaching composition writing.

The tenth study was an M.A. dissertation carried out by Juriah Juriah, at Mahakam W.G. University, Indonesia, under the title ‘Implementing Controlled Composition to Improve Vocabulary Mastery in EFL Students’. The main objectives of the study were to identify if controlled composition has major impact on improving vocabulary mastery of EFL students and to propose some effective techniques for teaching controlled composition. The main findings of the study were that only much practice in controlled writing can have substantial influence on improving students’ vocabulary and that dictation is a useful technique for teaching controlled writing. The researcher recommends that more stress should be placed on teaching controlled composition at all levels of education and that controlled composition techniques should include dictation and summarization.
The eleventh study was an M. A. dissertation carried out by Claudia et al in 2013 at the University of El-Salvador under the title 'An Analysis of the Writing Skill Difficulties of the English Composition Students at the Foreign Language Department of the University of El-Salvador.' The main objectives of the study were to show the main factors for students' poor writing quality and to explain the most difficult techniques for English composition students. The researcher found out that most students have difficulty applying some writing techniques like mapping and editing and those students generally come to the English composition class without any idea about planning even in their mother tongue. Based on these findings, the researcher recommends that students should practice using writing techniques like mapping and editing so that they will be able to write good compositions and that the teacher must provide students with enough information and ideas to write about.

Although each of the eleven studies presented above is related to the present study, clear differences exist between them. They are similar in that they all discuss the problems faced by EFL learners in composition writing. Some of them are even more related to the present study in that they also focus on controlled composition. But they tackle the issue from a different point of view. Some of the studies are different from this study in that they do not target basic level pupils. The second study, for example, targets EFL university students. Generally, the present study has something to contribute to the field of teaching English as a foreign language. This lies mainly in some of the subskills of writing the study has focused on. Many EFL teachers may have neglected the subskill of rearranging words into meaningful sentences and the subskill of modifying a sentence to express a specific fact. They may have wrongly thought that such activities are not necessary for developing the writing skill in the EFL learner. Another contribution of this study is that it proposes that the problem of English composition writing had better be solved since early stages of introducing English language in the curriculum. The researcher believes that getting young pupils to write in the foreign language is more useful than delaying the skill to later stages.

In the following chapter, the researcher will present the methodology of the study.
Chapter Three

Methodology of the Study

3.0. Introduction

This chapter is concerned with the procedures followed in carrying out this study. It shows the study design and describes the sampling, the tools for data collection and the instruments for data analysis.

3.1. Study design

The researcher adopted the descriptive analytical method to carry out this study.

3.2. Sampling

The data for this study was collected from a sample of (50) EFL pupils at basic school. The pupils were chosen randomly. They were all from the eighth grade in Muhialdin Diab School for boys in Wad Medani town. All the groups were males and their ages ranged between 13 and 15 years old. They had spent four years learning English.

3.3. Tools for data collection

The researcher used only one tool for collecting data for this study. It was a diagnostic test that was given to the sample of pupils to find out their achievement in English controlled composition.

3.3.1. Content of the test

The diagnostic test consisted of five questions. The first question required the pupils to rearrange ten groups of words into meaningful sentences. The second question aimed at finding out if the subjects were able to put a group of seven sentences in correct order to form a well-organized paragraph. The last three questions of the diagnostic test were designed to check if the pupils would perform satisfactorily in rewriting a passage, completing sentences and correcting facts. Therefore, the third question required the pupils to correct some facts based on pictures. The fourth question instructed the pupils to complete five sentences using a list of words. The last question required the pupils to rewrite a present-tense passage
into the past. The total score of the test was (50). Each one of the five items was allotted 10 marks.

### 3.3.3 Validity of the test

The test was checked and judged by four EFL university teachers. All their comments and corrections were taken into account. And the test was modified accordingly. Finally, they agreed that the test was suitable for finding out pupils' achievement in writing English controlled composition and that it covered all the major subskills of English controlled composition. In that way, both face and content validity were approved.

### 3.3.2. Reliability of the test

The spilt half method was used to measure the reliability of the diagnostic test. The items of the test were divided into two halves: even numbered items and odd numbered items to get two scores for each student. Then the SPSS program was used to calculate the correlation coefficient. The reliability obtained was 0.86 which indicates that the test was reliable. The statistical operation for calculating the reliability was as follows:

\[
R = \frac{\Sigma XY - (\Sigma X \Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X^2)} \times N (\Sigma Y^2) - (\Sigma Y^2)}
\]

- \(R\): means reliability of the test
- \(N\): number of all items in the test
- \(X\): odd numbers.
- \(Y\): even numbers.
- \(\Sigma\): summation

\[
R = \frac{35 (19 \times 16) - (19 \times 16)}{\sqrt{35 (19^2) - (19^2)} \times 35 (16^2) - (16^2)}
\]

\[
R = \frac{2075}{\sqrt{5822544}}
\]

\[
R = \frac{2075}{2413} = 0.86
\]

\[
R = \frac{10 (9598) - (308 \times 304)}{\sqrt{10 (9710) - (308^2) \times 10 (9502) - (304^2)}}
\]
\[
R = \frac{2075}{\sqrt{5822544}}
\]
\[
R = \frac{2075}{2413} = 0.86
\]

### 3.4 Instruments for data analysis

The data obtained by means of the diagnostic test was analyzed through SPSS program. Three statistical techniques were used they were frequency, mean and percentage. The statistical information was displayed through tables.

In the following chapter, the results of data analysis will be discussed in relation to the hypotheses of the study.
Chapter Four
Results and Discussion

4.0. Introduction

This chapter is concerned with the presentation, analysis and discussion of the data collected by means of the diagnostic test. The result of each item of the test will be displayed in a separate table followed by analysis and discussion. Finally, the total results of the test will be discussed in relation to the hypotheses of the study.

4.1. Results of the test

4.1.1 Rearranging words to make meaningful sentences

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>37</td>
<td>74%</td>
</tr>
<tr>
<td>Below pass</td>
<td>13</td>
<td>26%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean=6.4

As shown in the table above, the pupils did well in the question about rearrangement of words into meaningful sentences. The table displays that most of the pupils (74%) got the pass score. It also conveys that the mean for this question was 6.4 which means that the average score for all the pupils together was more than (5) out of (10).

4.1.2. Putting sentences in correct order

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td>Below pass</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean=7.3
Table (4.1.2.) above indicates that the pupils also had high performance in the second question of the diagnostic test which required them to put a group of sentences in correct order to form a well-organized paragraph. The table shows that the majority of the pupils (70%) passed the question. It also displays that the mean score was calculated at (7.3.) This means that the average score for all the pupils together was far greater than (5) out of (10).

4.1.3. Correcting the facts according to the picture

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>Below pass</td>
<td>34</td>
<td>68%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean=3.4

By studying the above table, it becomes very clear that most of the pupils (68%) failed to correct a group of facts according to accompanying pictures. The table shows that the mean value for this question was calculated at only 3.4, which means that the average score for all the pupils together was below the pass mark. This indicates very low performance.

4.1.4. Completing sentences using the words in the box

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>Below pass</td>
<td>39</td>
<td>78%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean=3.2
Regarding table (4.1.4.) above, nearly four-fifth of the pupils (78%) were unable to complete a group of sentences using a list of words. Only (22%) of the pupils passed this question. The table indicates that the mean score for this question was the lowest in the whole test. It was only (3.2). The subjects had their lowest performance in this question.

### 4.1.5. Rewriting the passage into the past

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>18</td>
<td>36%</td>
</tr>
<tr>
<td>Below pass</td>
<td>32</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Mean = 3.7

The above table illustrates that the pupils had a problem in rewriting a present-tense passage into the past. The table shows that nearly two thirds of the pupils (64%) did not get the pass score in this question. It indicates that the mean value for this question was calculated at only (3.7,) which is far less than (5) marks out of (10).

### 4.2. Discussion of results in relation to the hypotheses of the study

In this section, the hypotheses of the study stated in Chapter One will be tested against the results of the diagnostic test for pupils based on the data analysis in the previous sections.

#### 4.2.1. Hypothesis one

*Most EFL pupils at basic level achieve unsatisfactorily in writing English controlled composition.*

This hypothesis is supported by the total mean score of the diagnostic test and by the results of the pupils in the last three questions of the test. By adding the (5) mean scores and dividing them by (5), the result is (4.5). This means that the average score for all the pupils together in the diagnostic test was below the pass score which
was 5 out of (10). The very low performance of the pupils in the last three questions of the test is presented in tables (4.1.3), (4.1.4), and (4.1.5) which will be discussed in detail when dealing with the last hypothesis.

4.2.2. Hypothesis two

The pupils perform satisfactorily in rearranging words and putting sentences in correct order.

This hypothesis is verified by the performance of the pupils displayed in the first two tables. As it is shown in table 4.1.1, the majority of the pupils (74%) were able to rearrange ten groups of words into meaningful sentences. According to table (4.1.2), most of the pupils (70%) had satisfactory performance in putting a group of sentences in correct order to form a well-organized paragraph. Both the two tables show considerable mean values indicating satisfactory performance.

4.2.3. Hypothesis three

The pupils perform unsatisfactorily in rewriting a passage, completing sentences and correcting facts.

This hypothesis is confirmed by the results of the pupils in the last three questions of the diagnostic test. The results are displayed and analyzed in tables (4.1.3), (4.1.4), and (4.1.5). The analysis following each of the three tables indicates that the pupils had a big problem dealing with the three composition subskills stated in the hypothesis. Table (4.1.3) shows that more than two thirds of the pupils (68%) had very low performance in the question about correcting a group of facts according to accompanying pictures. Concerning table (4.1.4), (78%) of the subjects got less than (5) out of (10) in the question about completing a group of five sentences using a list of words. This represents the lowest performance in the whole test. As for table (4.1.5), it is clear that nearly two thirds of the pupils (64%) had a great difficulty in rewriting a present-tense passage into the past. The mean score for this question was only (3.7).
Chapter Five

Conclusion and Recommendations

5.0. Introduction

In this chapter, the researcher concludes his study, states the findings, gives recommendations, and suggests some related topics for further studies.

5.1. Conclusion

This study is on the achievement of EFL pupils in English controlled composition at basic level schools. The main objectives of the study were to find out the types of English controlled composition the pupils perform satisfactorily in and the types in which they perform unsatisfactorily. The descriptive analytical method was used in carrying out the study. The sample consisted of a group of (50) basic school pupils. One tool for collecting data was used. It was a diagnostic test on techniques for writing controlled composition. The data collected was analyzed through SPSS program. The study reached the findings below.

5.1.1. Findings

1- More than half of the pupils at basic level schools (53%) achieve unsatisfactorily in writing English controlled composition.

2- A large number of the pupils (74%) perform satisfactorily in rearranging words to make a meaningful sentence.

3- A great number of the pupils (70%) have satisfactory performance in putting sentences in correct order to form a well-organized paragraph.

4- Above two thirds of the pupils (68%) fail to correct a group of facts according to accompanying pictures.

5- The majority of the pupils (78%) have very low performance in completing a group of sentences using a given list of words.

6- Nearly two thirds of the pupils (64%) perform unsatisfactorily in rewriting a present-tense passage into the past.
5.2. Recommendations

Based on the findings stated above, the study recommends the following:

1- The English language syllabus for basic school level should give more weight to composition writing in general and controlled composition in particular.

2- EFL teachers at basic school level should give more attention to teaching composition in general and controlled composition in particular.

3- EFL teachers should give special attention to such writing subskills as correcting facts, completing sentences and rewriting a passage.

4- EFL teachers need not focus on such writing subskills as rearranging words and putting sentences in correct order because they are not problematic for the pupils.

5- Intensive controlled writing should also be utilized as remedial work for weak students.

5.3. Suggestions for further studies

The researcher suggests the following related topics for further study by other researchers:

1- Achievement of EFL Students in English Guided Composition at Secondary Level.

2- Achievement of EFL Students in English Free Composition at University Level.

3- Role of Developing Certain Writing Subskills in Improving Writing at Secondary Level.
References


**Websites**

Nunan (1982)http://www.slideshare.com
http://www.slideshare.net/controlledwriting
http://www.hltmag.co.uk
http://prezi.com/controlled-coposition
http://www.cambridge.org/controlled-writing
Appendix (A)
Gezira State
Ministry of Education
Basic Level
Wad Madani locality
Muhialdin Diab Basic School for boys

English test – 8th grade

Name………………………………………………………………………………………………………………………………………………

**Question (1)**

Rearrange these words to make meaningful sentences:

1- Sudan - in - never - it - snows

2- dates - I - like .

3- Hamid - man - is - a

4- at - six - gets - Lado - up - o'clock

5- a long time - trees - to grow - take

6- bus - this - a - is

7- is - in - white - swimming - Ibrahim - Nile - the

8- is - Kamal - fish - eating

9- is - Yasir - name - My

10- Fatima - rice - cooks

…………………………………………………………………………………………………………………………………………………….
**Question (2)**

Put these sentences in the correct order.

Write the letter in the correct box

(a) He comes back from school at half past one.
(b) At seven he goes to school.
(c) He puts on his clothes.
(d) Sameer usually gets up at six o'clock.
(e) In the afternoon he plays football.
(f) He has breakfast at nine o'clock.
(g) He goes to bed at ten o'clock.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Question (3)**

Correct the sentences according to the pictures.

1-
This is a carpenter. He sells meat.

…………………………………………
…………………………………………
…………………………………………

2-
These boys are playing volley ball.

…………………………………………
…………………………………………
…………………………………………
In the garden, the girl is watching T.V. She is sitting on the floor.

I saw an old woman sitting in a chair. She was selling eggs.

This is Juha. He is riding a camel. The camel has a short tail.
**Question (4)**

Complete the following sentences using the words in the box:

<table>
<thead>
<tr>
<th>so</th>
<th>near</th>
<th>on</th>
<th>yet</th>
<th>until</th>
</tr>
</thead>
</table>

1- We shall stay at home .................. it stops raining.
2- He is very clever ...................... he doesn't succeed.
3- My house is ............... the school.
4- I watch a film ..................... T.V.
5- He was ill ....................... he went to the hospital.

**Question (5)**

Rewrite the passage into the past

Ahmed wants to make a telephone call to Ali. First, he goes to the public telephone. He picks up the receiver. Then he dials the number. At Ali's house the bell rings. Ali picks up the receiver. He talks to Ahmed. Ahmed invites him for lunch.

………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………
………………………………………………………………………………