Developing Writing Techniques and Mechanics at Basic Level:
A Case Study of Basic Schools, AL-kamleen Locality, Gezira State, Sudan

Mohammed Hassan Mohammed Khalid

B.A in English Language
Sudan Open University (2012)
A Dissertation
Submitted to the University of Gezira in partial Fulfillment of the Requirements for the Award of the Degree of Master in
English Language Teaching (ELT)
Department of Foreign Languages
Faculty of Education – EL-Hasahisa

September, 2015
Developing Writing Techniques and Mechanics at Basic Level:
A Case Study of Basic Schools, AL-kamleen Locality, Gezira State, Sudan

Mohammed Hassan Mohammed Khalid

September, 2015

Developing Writing Techniques and Mechanics at Basic Level:
A Case Study of Basic Schools, AL-kamleen Locality, Gezira State, Sudan

Mohammed Hassan Mohammed Khalid

Supervision Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Khalid Abd Elrhman Jabir</td>
<td>Main Supervisor</td>
<td>………………</td>
</tr>
<tr>
<td>Main Supervisor</td>
<td>Co- Supervisor</td>
<td>………………</td>
</tr>
</tbody>
</table>

Date: September, 2015
Developing Writing Techniques and Mechanics at Basic Level:
A Case Study of Basic Schools, AL- kamleen Locality, Gezira State, Sudan

Mohammed Hassan Mohammed Khalid

Examination Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Khalid Abd Elrhman Jabir</td>
<td>Chairperson</td>
<td></td>
</tr>
<tr>
<td>Dr. Shawgi Abdebagi Ali Musa</td>
<td>External Examiner</td>
<td></td>
</tr>
<tr>
<td>Dr. Ahmed Gassm ELseed Ahmed</td>
<td>Internal Examiner</td>
<td></td>
</tr>
</tbody>
</table>

Date of Examination: 9 / 9 /2015
Dedication

To my parents' Soul

To my brother

To my wife and our children
Acknowledgments

Before, Alla, thanks due to Alla Subbanahu wataala for this support. My thanks are extended to my supervisor Dr. Khalid Abd Elrhman Jabir for his kind treatments and invaluable a device without them this work will never be accomplished. and to soul of Dr. Yusuf AbdulGalil Nugud for their encouragement and their advice. Finally, I am grateful to all those who have offered help and encouragement to write this study.
Developing Writing Techniques and Mechanics at Basic Level:

A Case Study of Basic Schools, AL-kamleen Locality, Gezira State, Sudan
Mohammed Hassan Mohammed Khalid

Abstract

Writing is active means of communicating ideas. In its functional sense, it is equated with speech since both are concerned with conveying information. The study aimed to develop writing techniques and machines at basic level. The general objective of this study are to help and provide students with the basic requirements for writing and overcome difficulties. The study has followed the descriptive analytical method, questionnaire is used as a tool for data collection. The sample of the study consists of (50) EFL teachers from Alkamllen locality, basic schools. The study used the (SPSS) program to analyzed The data. The study found that: writing abilities are very poor and need to be developed. Technical writing requires clarity of expressions beside simplicity of language. Knowing the students need and designing syllabus accordingly. Teachers are in need of training. According to the above findings, the researcher recommend that: Teachers should teach vocabulary to students to help them in writing and teacher should give opportunities to their learners to discover their own writing errors.
تطوير طرق وآليات الكتابة بمرحلة الأساس
دراسة حالة: مدارس الأساس – محلية الكامليين - ولاية الجزيرة - السودان
محمد حسن محمد خالد

ملخص الدراسة

الكتابة طريقة فعالة لتوصيل الأفكار في وظيفتها الإدراكية لتواصليها مع الكلام لارتباطها
القديم بنقل المعلومات. تهدف الدراسة لتطوير طرق وآليات الكتابة في مرحلة الأساس. الأهداف
العامة لهذه الدراسة مساعدة وتحسين التلاميذ في المتطلبات الأساسية في الكتابة والغلب على
الصعب. اتبعت الدراسة النهج الوصفي التحليلي، واستخدمت الاستبيان كأداة لجمع البيانات،
تكونت عينة الدراسة من (50) معلماً من معلمي اللغة الإنجليزية مرحلة الأساس بمحلية الكامليين.
استخدمت الدراسة ببرنامج (SPSS) لتحليل البيانات. توصلت الدراسة إلى نتائج منها: مقدرة
التلاميذ للكتابة ضعيفة وتحتاج، إلى تطوير تقنية الكتابة وتطبب وضوح التعبير وبساطة اللغة.
معرفة حاجات التلاميذ وتصميم منهج موافق لهم يحتاج المعلمين للتدريب في مهارة الكتابة. وفقا
لنتائج أعلاه: توصي الدراسة المعلمين بتدريب مفردات اللغة لتساعدهم في الكتابة ويجب
أعطاء الفرصة للدارسين ليكتشفوا أخطائهم الكتابية.
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract (English)</td>
<td>v</td>
</tr>
<tr>
<td>Abstract (Arabic)</td>
<td>vi</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>vii</td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>1.0 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>1.3 Objectives of the Study</td>
<td>3</td>
</tr>
<tr>
<td>1.4 Questions of the Study</td>
<td>3</td>
</tr>
<tr>
<td>1.5 Hypotheses of the Study</td>
<td>3</td>
</tr>
<tr>
<td>1.6 Significance of the Study</td>
<td>4</td>
</tr>
<tr>
<td>1.7 Methodology of the Study</td>
<td>4</td>
</tr>
<tr>
<td>1.8 limits of the Study</td>
<td>4</td>
</tr>
<tr>
<td><strong>CHAPTER TWO</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LITERATURE REVIEW</strong></td>
<td></td>
</tr>
<tr>
<td>2.0 Introduction</td>
<td>5</td>
</tr>
<tr>
<td>2.1 Background</td>
<td>5</td>
</tr>
<tr>
<td>2.2 A Thesis Statement</td>
<td>6</td>
</tr>
<tr>
<td>2.3 Drafting</td>
<td>6</td>
</tr>
<tr>
<td>2.4 Writing Technical Documents (Writing Application Standard</td>
<td>7</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2.5 Effective Paragraphing</td>
<td>8</td>
</tr>
<tr>
<td>2.6 Technical Writing</td>
<td>9</td>
</tr>
<tr>
<td>2.7 Free Writing</td>
<td>9</td>
</tr>
<tr>
<td>2.8 Paragraph Unity</td>
<td>10</td>
</tr>
<tr>
<td>2.9 Written Work</td>
<td>10</td>
</tr>
<tr>
<td>2.10 An Essay</td>
<td>10</td>
</tr>
<tr>
<td>2.11 Vocabulary</td>
<td>11</td>
</tr>
<tr>
<td>2.12 Summary</td>
<td>12</td>
</tr>
<tr>
<td>2.13 Developing Plan from Stiles</td>
<td>13</td>
</tr>
<tr>
<td>2.14 Academic Essay</td>
<td>14</td>
</tr>
<tr>
<td>2.15 Using Drills</td>
<td>15</td>
</tr>
<tr>
<td>2.16 Writing Progress</td>
<td>15</td>
</tr>
<tr>
<td>2.18 Mechanics</td>
<td>17</td>
</tr>
<tr>
<td>2.19 Drafting</td>
<td>17</td>
</tr>
<tr>
<td>2.20 The Writing Process</td>
<td>18</td>
</tr>
<tr>
<td>2.21 Description</td>
<td>18</td>
</tr>
<tr>
<td>2.23 Techniques of Note-Making</td>
<td>19</td>
</tr>
<tr>
<td>2.23 Expository Writing</td>
<td>20</td>
</tr>
<tr>
<td>2.24 Types of Writing</td>
<td>21</td>
</tr>
<tr>
<td>2.25 Summary Writing</td>
<td>22</td>
</tr>
<tr>
<td>2.26 Style</td>
<td>23</td>
</tr>
<tr>
<td>2.27 Narration</td>
<td>23</td>
</tr>
<tr>
<td>2.28 Major sentence Errors</td>
<td>24</td>
</tr>
<tr>
<td>2.29 General in for Motion of Letter Layout</td>
<td>26</td>
</tr>
<tr>
<td>2.30.2 The Informal Letter</td>
<td>28</td>
</tr>
<tr>
<td>2.31 Using Prewriting Strategies</td>
<td>28</td>
</tr>
<tr>
<td>2.32 Convincing Your Reader</td>
<td>30</td>
</tr>
<tr>
<td>Section Description</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
</tr>
<tr>
<td>2.33 Evaluating What You Have Written – Revising and Editing</td>
<td>30</td>
</tr>
<tr>
<td>2.34 Punctuation Marks</td>
<td>32</td>
</tr>
<tr>
<td>2.35 Previous Studies</td>
<td>40</td>
</tr>
<tr>
<td><strong>CHAPTER THREE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>METHODOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>3.0 Introduction</td>
<td>41</td>
</tr>
<tr>
<td>3.1 Population of the Study</td>
<td>41</td>
</tr>
<tr>
<td>3.2 The Sample of the Study</td>
<td>41</td>
</tr>
<tr>
<td>3.3 The Tool of the Study</td>
<td>41</td>
</tr>
<tr>
<td>3.4 Reliability and Validity of the Questionnaire</td>
<td>41</td>
</tr>
<tr>
<td><strong>CHAPTER FOUR</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ANALYSIS AND DISCUSSION</strong></td>
<td></td>
</tr>
<tr>
<td>4.0 Introduction</td>
<td>43</td>
</tr>
<tr>
<td>4.1 Data Analysis</td>
<td>43</td>
</tr>
<tr>
<td>4.3 Testing the Study Hypotheses</td>
<td>63</td>
</tr>
<tr>
<td><strong>CHAPTER FIVE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CONCLUSION, FINDING AND RECOMMENDATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>5.0 Introduction</td>
<td>64</td>
</tr>
<tr>
<td>5.1 Conclusion</td>
<td>64</td>
</tr>
<tr>
<td>5.2 Findings of the Study</td>
<td>64</td>
</tr>
<tr>
<td>5.3 Recommendations</td>
<td>65</td>
</tr>
<tr>
<td>5.4 Suggestions for Further Study</td>
<td>65</td>
</tr>
<tr>
<td>References</td>
<td>66</td>
</tr>
<tr>
<td>Appendix</td>
<td>68</td>
</tr>
</tbody>
</table>
CHAPTER ONE
INTRODUCTION

1.0 Introduction

Firstly the term writing has been defined by the Oxfords dictionary as the a cline or skills of marking coherent words on paper and (composition) composing text. Writing is the vital mean of communication within an organization. In fact, a survey goes on to say that 30% of our work is a accomplished through (writing) written communication! Therefore, the skills of tactful writing are essential for achieving career and business goals. A part from the workplace, writing essential in many other areas as well.

Unfortunately, today these skills are being neglected. If one wants to achieve his/ her goals, the art of superior writing is imperative. There are avidity or methods to enhance and hone your ability to write well. A little effort will go a long way in achieving you goals. This is what sets you apart from your peers. Teacher take ( a look) a look at some instances where the art of writing is an important assent.

Writing is an active means of communication ideas. In this functional sense, it is equated with speech since both are concerned with conveying information. Thus, a pupil practices in writing what he practices orally, and expresses through it what he understands and wishes to convey while oral practice is necessary to become fluent in speaking than in witting. However, errors are more tolerated in speaking than in writing. In addition to its communicative function, writing is a major classroom procedure, and important language activity (e.g)and an dictation, composition, written exercises, tests, etc.) and an effective technique to reinforce the oral and written language material. It also
provides evidence of pupils' achievements and a source for later reference.

Writing is an essential skill up on which communicate with other. There are of different types of writing which use techniques as descriptive, first person, narrative, persuasive and subjective. Writing style berry based on the author's purpose and form. Writing is process of using symbols letter of the alphabet, punctuation and spaces) to communicate thought and ideas in readable form. Writing can also refer to the work/ career of an author, as in "Shakespeare did not make much money from writing. Generally we write using pen/ pencil we usually write on a surface such as paper or white board is normally attached to type writer, computer or mobile device. Voice recognition programs allow those who can't see or use their hands to have their four language. In our won language, writing is usually forth language skill that we learn,

To write clearly it's essential to understand the basic system of language in English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. Good writing does learn happen magically, it result of process you can learn and use. Although the process appears to have beginning a middle and end you’re a actual process variety according to your purpose, your audience and a task.

1.2 Statement of the Problem

It's a lacks of skills knowledge awareness that leads to weakness of learners performance in writing to develop and practice various sub-skills. Pupils at basic level have problems in first stage of the writing skill includes hand writing coping (or transcription). Dictation and spelling also there is a problem in hand writing, how to write the alphabet. Pupils need more practice in imitative writing (hand writing and coping) the
next mistakes in dictation, in the second step of composition writing they need to provide (vocabulary and structures). Statement of writing mechanics, in his side student facing problems for example in composition mechanics refer to the appearance of words students very weak with rules pf mechanics in spelling, sentences, problems in conversion of writing and spelling require that beautiful have two.

1.3 Objective of the Study
The study aims to
1. Develop students ability to write.
2. Help students develop their writing skills by practice.
3. Overcome difficulties that pupil may meet.
4. Communicate effectively in writing skills.
5. Know function of writing skills techniques and mechanisms.

1.4 Questions of The Study
1. Why do teacher to develop students' writing techniques and mechanisms?
2. What is need to overcome difficulties facing pupils?
3. What kind of writing skills pupils at basic level need to develop?
4. Why writing skills are important?
5. How a practical training advance writing skills?

1.5 Hypotheses of the Study
The study is carried out according to the following hypotheses:
1. Student ability to write is very poor so that teacher need to develop their techniques and mechanical writing skills.
2. Practice is the main techniques which develop student skills and sub- skills in writing
3. Students in Sudanese basic schools need more attention to use techniques which lead to develop their writing skill.

4. Basic school English language teachers are need of much training in teaching writing in general and specific in writing techniques.

1.6 Significance of the Study

Writing is essential skills to nearly any Endeavour undertake because communication is key. Though, we live in an ara where print media is faltering and people hand writing and mail letters out of novelty rather than necessity. Writing skills are still important, in fact, it can be argued that they are even more important now than ever. It is always been important for professionals and academics to use proper grammar and communicate well, but now, it is increasingly important for more people to have god writing skills.

1.7 Methodology of the Study

The study has adopted the disruptive analytical method. A questionnaire as a tool to collected data.

1.7 Limitation of the Study

This study will be limited to the secondary level, AL kamleen basic schools Gezira state/ Sudan.(2014- 2015)

1.8 Definition of Team

EFL: English as a foreign language.

Technique: are the specific activities manifested in classroom, which are consistent with a method and therefore in harmony with an approach as well”.

Mechanisms:
CHAPTER TWO
Literature Review

2.0 Introduction

This chapter is intended to examine developing writing techniques and mechanisms and procedures to discuss various topics that relate to writing skills as important and crucial element in foreign language learning. It also highlight on some techniques and mechanism that may help in creating desire, interes and needs to the learners of foreign language.

2.1 Background

Halliday (1988) Traditionally in the description of language a much high status was according to the written than spoken. It's not difficult to see the reasons for this. I culture where only a minority was educated, literacy was the significant in dictation of the educated man was reversed for the knowledge which his literacy gave him access and for the social province to which his literacy gave him since by definition, a literate man is on who can understand written language. Hubbord et al (1987) assure the linguistic altitude dearly of our skill writing is the skill neglected a lot of modern ELT method under influence of speech with writing coming a very poor second. It's no wonder that writing is tough very sketchily if at all. Writing skills Byrne (1995: 35) defines writing as: "when we write we use a graphic symbols (letter) or combination of letter which relates to sound we make when we speak". Halliday (1988:45) give more details definition

"writing is a sequence of written symbols arrange in constituencies special relationship between graphic symbols, (hierarchy from he smallest unit to the
largest unit) with structural signals (punctuation and spaces).

There are writing skills abilities which help writers put their thoughts in to words in meaningful form and to mentally interact with the message. Shanl Raja (2014) writing is just another skill. It's one of the most important you need for conveying a professional image and dimming up the career ladder.

2.2 A Thesis Statement

A thesis statement is a statement that tells you and your reader what you plan to write about. (Francine 2001) It's usually on sentences in the introduction to your paper. It tells the main idea of your paper. It might also give the reader an idea of the type of organization and the tone that you plan to use in your paper. Often a thesis statement is an answer to aquatic often it's appropriate to have a two-or-three sentences thesis. Before you begin writing you should have an idea of what your thesis is, you don't have to have the exact thesis statement that you will put in your final paper you don't have the gist written in a tentative form because it lets you organize your thoughts and the rest of the information in your paper. (ibid) (2001: 12) mention that:

"A thesis is a main idea of an essay or what you plan to write report, speech or research paper of ten written as a single declarative sentence in introduction".

2.3 Drafting

Drafting means writing a rough, or scratch, form of scratch, from of your paper. Francin (2001). It's time really focus the main ideas you want to get across in your paper, when drafting, you might skip section or make notes to yourself to comeback and add more examples in certain spots or check your facts later. As you draft you don't need to worry
about grammar, spelling or punctuation. You will have time to refine these mechanical parts of your paper at a later stage, you are probably familiar with the term rough draft. A rough draft is the first version of your paper. It won't be perfect and won't be final. It's not version you will show your audience, it's not usually version you are graded on in class. It's start, though and it will form the foundation of your final paper. So, it's important that you do good job even though you know it's just start. Francin (2001: 33) stats that:

"The next stage is to write your first, rough draft form of your paper. The words rough or draft suggests that your work is not perfect. It's time focus on the main ideas you want to get across in your paper and refine mechanical parts of your final paper".

2.4 Writing Technical Documents (Writing Application Standard)

Prepared by Montor Teachers (2003) "Pamela Cathcart millikan, high school Judith decourdes Jordan. High school Susan Humphrey. Polytechnic high school Maureen Rippee, Wilson High school. The main goal of writing technical documents is to report information and ideas. The writer skillfully introduces what the document will explain and supports this explanation with details and specificity. Technical documents provide the reader with the who, what, where, when, why or how of the information and idea being explained. The purpose may be to explain how some thing works, what the rules of behavior are in an office, procedures for conducting a meeting, the minutes of a meeting, etc. clear and accurate explanations are provided in logical way to ensure the readers comprehension.

The most successful documents present information in straight, for ward and authoritative manner to give the reader the impression the writer knows the topic well.
2.5 Effective Paragraphing

Starker (1962: 17) stats that:

"A paragraph by definition is a group of sentences about one idea. Long paragraph often contain more than main one idea and should usually be divided to improve readability and unity of ideas".

According to Jacqueling (1976) A question about effective paragraphing might be wended as follows: The author wishes to divide paragraph in to two paragraphs. After which sentence should the author begin a new paragraph? This question requires that you look for a turning point in the paragraph, a place where the topic shifts and anew idea is introduced.

2.5.1 A Paragraph

A paragraph contains one important idea that supports your argument. That idea, in turn, is supported by specific facts.

i. The topic sentence is a general statement, or argument that you intend to prove in the body of the paragraph. It is always the first sentence of the paragraph.

ii. Your evidence is contained in the body of the paragraph. It must support both your topic sentence and your over-all argument.

iii. Who organizing your evidence within the paragraph start with the most general statements and conclude with the most general statement and include with the most specific facts.

2.6 Technical Writing

Bernhad Suida (2002: 15) stats that:

"Technical writing requires clarity of expression and therefore simplicity of language. Technical writing is intent on expressing certain key programmers so that
these may be understood as easily as possibly by the intended readers – be they programmers or users. Writing in a clear, concise manner makes not only understanding the next easier for the reader, it also makes your life as a writer of technical documentation easier – specially when you are not a native speaker of English”.

When talking about algorithms, or sequences of events in a program, absolute clarity of writing is not only needed in the code discussed; but also in documenting this particular program for our fellow programmers and users (will not turn to other programs, which are accessible) we both cases, other wise readers will not turn to other programs, which are more accessible on the level to understanding and therefore easier to use or extend. (ibid) (2002: 55) States:

"More accessible on the level of understanding to the readers need a good technical writing. We require clarity of expression, concise manner and simplicity of language".

2.7 Free Writing

Free writing simple means getting ideas on paper as fast as you can. (Tomas, 2000) The trick is to let feeling and ideas pour forth. Jot down any thing that accurse to you, without worrying about order or even making much sense, keep going, to pause is to risk getting stuck, like a car in snow. Move the pencil, writing what ever pops in to mind. Don’t be afraid of making mistakes or of saying something foolish, you probably will. So what? You are writing for yourself, and if you won't risk saying some thing foolish, you are not likely o say any thing wise. Tomas (2000:12) stats:
"In free writing it's unnecessary to make mistakes or worrying about order, just getting idea free as you can. Jot down any thing that accurse to you".

2.8 Paragraph Unity

Paragraph unity involves two retailed but distinct concept: coherence and flow. (Tomas, 2000) Coherence mean that the ideas fit together. Flow means that sentences link up so that readers are not conscious of gaps. Flow is a matter of style and exists in specific words and grammatical patterns tying one sentence to another. Coherence belongs to the substructure of the paragraph, to relationships of the thought, feeling, and perception. Both are necessary if a paragraph is to be truly unified.

2.9 Written Work

Written work must be ordered. (David, 2000) Though information and ideas may come to you randomly, its your job as a writer to clarify and structure your data and present it in a sane, sensible and logical fashion. Here are some point to think abut when playing, selecting and sequencing your material. Have a goal, a min idea and intent. Every idea, sentence and paragraph must lead to wards that goal effectively, stick to the matter at hand; omit any thing that does not lead towards the goal, no matter how interesting. Have arson for ordering your paper as you do and then convince the reader of your argument by developing it smoothly and logically.

2.10 An Essay

According to (Jacqueline, 1976) An essay is assigned to enable a student to learn three things:

1- How to explore a subject area and to make a judgment about particular issue.
2- How to create an argument supporting that judgment using reasoning and evidence.

3- How to write an interesting and coherently organized essay.

The purpose of writing an essay is to persuade an educated, and critical, reader that you point of view on a topic is correct, you can not do this by indulging in emotional pleas or by listing fact after innumerable fact. In stead, you must make a well – reasoned and coherent argument, that is backed by authoritative evidence.

2.11 Vocabulary

Tomas S. Kane (2000) vocabulary is best extended by reading and writing. Memorizing list of words has dubious value. The words are abstracted from any context, so that while you may learn the denotation you acquire little feeling for connotation and level of usage. Vocabulary should not be a forced plant but should grow naturally with learning and experience. A good dictionary is the key to extending your knowledge of words. Try to keep one handy as you read. When you come up on a word you don't know, pause and look it up. If you can't stop or have no dictionary nearby, make a check in the margin (assuming the book is your own) or write the word on apiece of paper. Without such are minder you will probably only remember that there was some word you intended to look up which now you can't recall. As you write, don't be satisfied with thinking you know what a word means or how it is spelled or functions grammatically. If you aren't sure, open the dictionary. It's surprising how often what we think we know turns out to be wrong. Tomas S. Kane (2000) stated:

"Vocabulary grows naturally with learning, writing and experience you need some kind of vocabulary notebook where you can write down the new words you are learning, and select or are abstracted from
any context that need a good dictionaries to extending
your knowledge with a word means, spelling or
function grammatically”.

2.12 Summary

Crammer in Matthews et al (1985) calls for using summary
writing approaches which should not only aim at text – reduction. It
should rather aims to help the students to provide summary of varying
length. These summary should also be flexible in structure, creative in
wording, with the ideas given the right weight. These ideas should be
properly related to each other. Teacher should then help students to
understand how to with connected prose rather than a collection of
sentences. Teachers can also use parallel writing tasks based on reading
texts already taught. Crammer (1985) stated

"Summary should not only aim at text-reduction as
summarizing simply means. Producing a shortened
version of a text emphasis has always been on text
reduction. Moreover, in a summarized version we are
all ways concerned with reserving essential
information i.e.t the main ideas. Never the less how to
do this affected both the purpose of the summary and
the amount of space at our disposal".

2.12.1 Byrne (1988) argues that summarization is best viewed as than
asocial form of writing. Teachers should, therefore, try to make summary
writing a more purposeful activity for the students, this, he suggests will
enable us to work with different kind of material of very different lengths.
He believes that the foundations for summary writing could be laid
through note-taking, in particular, through activities such as identify the
main point of a text.
2.13 Developing Plan from Stiles

Stephen Bailey (2003) developing plan from titles most written work begin with a title, and students must be quite clear what question the is asking before starting to plan essay and read around the topic. This unit deal with analyzing titles and making basic plan when preparing to write an essay, it's essential to identify the main requirement of the title. You must be clear about what areas your teacher want you to cover. This will then determine the organization of the essay. For example:

Academic qualification are of title practical benefit in the world – discuss item the key word is discuss. Discussing in valves examining the benefit and drawback of something under line the key words in the following title and consider what they are asking you to do example:

a- Define information technology (IT) and outline its main applications in medicine.

b- Compare and contrast the appeal process in the legal systems of Britain and the USA.

c- Evaluate the effect of mergers the mote industry in the last ten years.

d- Trace the development of primary education in Britain illustrate some of the issues currently facing this sector.

As we know a title is a stories first impression. I agree with the writer students must be quite clear what question the title is asking for before stating to plan the essay.

Most student in Sudanese basic school not pay attention what the title asking for and not planning to make work much more likely or developing plan from a title or follow quite well.

2.14 Academic Essay

Mentor teachers Pamela Cathcard Millikan(2000). High school Judith Decourdes, Jordan High school, Susan Humphrey, Polytechnic
High school, Barbara Parts, Milikan High school. Maureen Rippee, Wilson High school. Most academic essay contain a thesis statement located at the end of the introductory paragraph. The thesis state the subject of the essay and take a stand, give position or makes acclaim about the subject which will be supported or argued throughout the essay. If you answering a writing prompt, you may think of thesis statement as you short answer the question. If you are developing your own subject, the thesis list reader know what subject you will discuss and what your position is on the subject. In addition, the thesis should suggest the organization over all movement of your discussion write your thesis after you have generated ideas look at your clusters, lists, free write, or graphic organizations to see what you have available to write about and what groups together what do you think about your subject? What facts led you to your ideas? How can you support your position and convince others of your position? How will you organize essay so that others can follow your logic? Now put your thinking in to one or two sentences. This will be your thesis. I agree with a writer the fact essay is very important, essay is a form rarely it very used by professional writer. It's usually given to the students to help them organize and develop their ideas, by more discussion or explanation as is necessary to explain the point also they try to use details and specific examples to make their ideas clear and convincing in writing, it follows in a logical sequence form.

2.15 Using Drills

A drill is controlled oral exercise. Drills are often used at the beginning of the practice stage i.e immediately after the new items have been introduced in meaningful context in order to provide carefully controlled and very accurate practice. Drills can be whole class drilling, group drilling or even individual drilling. According to Hubbard, et al (1983) the drill is important because it’s a technique used by almost every
foreign language teacher at one time or another; and in some cases, rightly or wrongly, it constitutes the basic of their method.

2.16 Writing Progress

The challenge for student at this level is to progress from writing at sentence level to writing coherent longer text. This involves using a wide range of skills, many of which will be new in the context of writing in English. Again students need to be encouraged to transfer these skills from their own language where possible e.g ways of generating and organizing ideas. And planning a longer text. However, writing conventions differ so greatly in different languages that may student may be unable to transfer what they know, e.g conventions in formal letters or selecting appropriate language for a particular text type or person. These lesson aim to raise awareness and give student confidence in these aspect of writing English. Clementson (2005)  Student at basic level, is to progress form writing at sentence level (well form sentence) to writing coherent, by well form sentences, student do not merely mean that should conform to grammatical rules of the English language that lead to clearly build. Theresa Clementson (2005) stated

"student should be encouraged to challenge (well form sentence level to write coherent long texts to trans for these need wide range of skills from their own language and give them appropriate confidence to select appropriate language to generate new ideas and make well form sentences and coherent long text".

2.17 Summary Writing

Summary writing is an important component in the school. However, the vast majority of the students find it difficult task. They almost write nothing in this section in spite of the fact that the passages
selected for summary are relatively short and straightforward. This due to the student weakness in the target language on the one hand and to the lack of adequate practice in summary writing. Byrne (1988) argues that summarizing is best viewed as a skill which is realized through different kind of writing, rather than a social form of writing. Teachers should therefore, try to make summary writing a more purposeful activity for the students. This, he suggests will enable us to work with different kinds of material of very different lengths. He believes that the foundations for summary writing could be laid through note-taking in particular, through activities such as identifying the main points of a text. Teacher should also show the students what kinds of summarized versions of a text look like.

2.17.1 Crammer in Matthews, et al (1985) add

"calls for using summary writing approaches which should not only aim at text-reduction. It should rather aim to help the students to provide summaries of varying length. These summaries should also be flexible in structures, creative in wording, with the ideas given the right weight. These ideas should be properly related to each other".

Ganer in Matthews (1985) stated

"teachers should then help students to understand how to write connected prose rather than a collection of sentences. Teacher can also use parallel writing tasks based on reading text already tough".

2.18 Mechanics

In composition mechanics refer to the appearance of words, to how they are spelled or arranged, on paper. The fact that the first word of a
paragraph is usually indented for example, is a matter of mechanics. These sentences violate other rules of mechanics. Thomas (1987)

Conventions of writing require that a sentence begin with a capital letter and end with full-stop punctuations (period, question mark, exclamation point). Conventions of spelling require that beautifully have two Ls. The rules gathered under the heading of mechanics attempt to make writing consistent and clear. They may seem arbitrary, but they have evolved from centuries of experience. Generally, they represent, if not the only way of solving a problem, an economic and efficient way. Complicated subject and by no means purely mechanical. While some punctuation is cut — and — dried, much of it falls in to the province of usage or style. Later, in the chapter on punctuation, we'll discuss the distinctions between mechanical and stylistic uses of commas, dashes, and so on. On of the most important things that you can do after you have written your first draft is to evaluate your writing, you need to make sure that your argument is clearly stated and that your writing style is clear and succinct. To help you evaluate your work.

2.19 Drafting

Adrift is an early version of a piece of writing. Most of us can not compose anything well at the first try. We must write and write these initial efforts are called drafts, in distinction from the final version. As a rule, the more you draft, the better the result. Thomas (1989) After you have written you first draft, you will need to revise it. Read your draft carefully to make sure that it is well or agonized.

2.20 The Writing Process

Laurie Gkrszr And Stephen R. Mandell (1980) The writing process has three during invention, sometime called pre-writing, you progress from
subject to object to topic to thesis. As you develop your thesis you also generate ideas that might be used to support it during the next stage arrangement, you decide how you are going to organize your ideas and finally progressing through several drafts as you refine style, structure and mechanics. Laurie G. Kirszeran Stephen R. Mandell (1980) stated:

"the most important three stages of the writing process invention, in this tag know how to plan writing and preparation secondly know how to arrange your material in to an essay by arrange your ideas. At final discuss revision through draft style, structure and mechanisms".

2.21 Description
Laurie G. Kirszner and Stephen R. Mandell (1980) A narrative essay presents a series of events; it tell a story. A descriptive essay on the other hand, tells what something looks like and perhaps, what it feels like smells like, sound like, or test like. When you write description, you use these sensory observations to create a vivid impression for your reader. As we mentioned in chapter 2, a good narrative may depend heavily on descriptive details. It is important. However, not to confuse these two types of writing, a narrative always presents event in time, in some sort of chronological order, where as a description tells about things in spatial rather than temporal order. Laurie G. Kirsznerra (1980) stated

"There is compare between a narrative essay and descriptive essay. A narrative essay presents a series of events in temporal order it tell story. On the other hand descriptive essay tell what something look like. This compare explain a good narrative may depend heavily on descriptive details".

2.23 Techniques of Note-Making
Making notes is an important aspect of studying at university. Good notes are effective notes, because they:

1- Highlight key points.
2- Identify relevant supporting details such as examples explanations, diagrams and other material.
3- Separate key points from supporting details.

Thus, your note-making strategies should be designed to help you remember key points and relevant details. The sorts of notes that you will take will vary according to whether you are:

1- Attending lectures
2- Participating in tutorials
3- Participating in a classroom format
4- Working in laboratory practical
5- Reading hard copy
6- Searching the internet

In almost all cases, what you get out of a lecture, tutorial classroom or laboratory practical will depend on what you put into it. This means that you have to be an active learner. To be an active learner you will need to develop effective listening skills so that you will be able to know what to note.

2.23 Expository Writing

Expository comes from the word expose which means to give an account of facts about a certain topic or situation. Abdul Gadir (2008) These facts should be made clear by providing details and examples. It is a nonfiction form of writing which deals with facts, opinion and events written for many reasons. For example, they are written to

a- Give information
b- Give instructions
c- Explain things
d- Set down the true facts of someone's life
e- Give advice
f- Persuade a point of view

In addition to that expository writing may include the following subjects:

a- Letter
b- Invitations
c- Reports
d- Advertisements
e- Instructions and explanations
f- Posters

Moreover, it includes a number of skills such as:

a- Planning
b- Making notes before you write
c- Being careful about the mechanics of writing, punctuation, capitalization and paragraphing conventions.

Example:

There are four main types of writing modes. The first one is description which is used in telling things are like, as the description of the heart and blood vessels. The second one is narration. This mode of writing is used in recounting how things happen. It is used in reporting events. The third one is exposition which is used in presenting data and exposition it. It is mainly about logical and scientific facts. For example, explaining the function of the circulatory system. The last one is persuasion which is a mode of writing used in persuading and convincing people (readers) of something. For example, explaining how blood moves through the body, in an attempt to persuade people of the benefits of a low-cholesterol diet.

Abdul Gadir M. Ali Adam (2008) stated:
"Expository mean to give an account of facts about a certain topic or situation. It includes a number of skills, there are a certain subjects that should be include in expository writing. the main purpose of expository writing is explain factual information and provide support so that our writing is convincing and logical. There are four main types of writing modes description, narration, exposition and persuasion”.

2.24 Types of Writing

2.24.1 Scientific Articles

Scientific and technical articles and essays are mainly published in journals, magazines and news papers. Leonard Da Vinci (2000) They are normally intended to reach a wider audience than research paper. The structure of a scientific article. Article and essays need to be a seamless whole paragraph flowing in to paragraph, ideas presented smoothly in logical order. Structurally they can be broken down in to these three parts. The introduction, the main body and the conclusion.

1.2 Research papers are general written for scientists in the same field and therefore have a more limited, and more specialized, readership than articles. Research papers can appear in specialist journals or be presented at conferences.

The structure of a research paper: a research paper has a more closely defined structure than an article or essay. There are normally & sections in a research paper or scientific report, and these tend to follow each other in fixed sequence. Obviously these may vary, depending on the nature of the research done. Each element of the research as title, abstract, introduction, methods and materials, results and discussion.

1.3 proposals: proposals may well be the least popular form of writing for researches but they are necessary. The purpose of proposal is to ask
for finding in order to make research possible as there is only a limited amount of money in the world for research, you need to make the case for your particular research ineffectively as you can. Leonardo (2000) stated:

"article and essay need ideas presented smoothly in logical order. Structurally they can be in three parts introduction, the main body and conclusion.

Each element of the research as a title, abstract, introduction, methods and material, result and discussion.

The purpose of propels is not ask finding in order to make research possible.

2.25 Summary Writing

A summary is a condensation of the main ideas in an article or in section of someone else's writing. A summary may stand alone, for example as a similar piece of writing to an abstract. Or it may simply form a section with in a longer piece of your writing, the aim of a summary may or may not, have not read, and to put in to the context of your won, work. Leonardo da Vinci (2000) Summarizing therefore is a skill that involves picking out the key ideas in someone else's writing and linking them up in your own words. Leonardo da Vinci (2000) stated: "summarizing is skill that involves pick out the key ideas in some one else's writing and linking them up in your own words".

2.26 Style

When publishing in English you need to take account of the general rules which have become accepted as the norm in academic communication. In writing technical and scientific papers in particular, you should aim to achieve objectivity, clarity and precision. Leonard da Vinci (2000) In addition, there are conventions governing the use of
formal patterns, through the need to establish rapport with your audience and to make your writing reader-friendly has an influence on determining your selection of formal or informal language phrases. This implies that there still is a certain amount of creative use of language in the dissemination of research information and that scientific writing does not simply follow a set of mechanical writing procedures for reporting results. The written text also reflects, though to a very limited extent, cultural and rhetorical assumptions about what is presented and how the material is organized.

2.27 Narration

A narrative tells a story by presenting a sequence of events in chronological order. Laurie & Stephenr. (1980) Narration can be the dominant pattern in many type of writing-formal, such as history, biography autobiography and journalism as well as formal, such as personal letters and entries and journals, narration is essential part of casual conversation, and it may dominate tall tales, speeches, and shaggy-dog stories, as well as news and feature stories presented on television. In short, any time you "tell what happened" you are using narration.

2.27.1 Narrative Detail

Narrative, like other types of writing, need rich, specific detail to be convincing. Each detail should help form a picture for the reader; even exact time, dates, and geographical locations can be helpful.

2.27.2 Narrative variety

Because narratives are often told from one person's perspective and because they present a series of events in chronological order. A narrative without sentence variety may affect your readers like arid down a monotonous stretch of highway.
2.27.3 Narrative Order

Most narrative present event in exactly the order in which they occurred, moving from beginning to end, from first event to last whether or not you follow a strict chronological order, though depend on the purpose of your narrative. Laurie G. Kirszner and Stephen R. Mandell (1980) stated:

"Narrative need rich, specific detail to be convincing. The list of details makes the narrative genuine. A narrative without sentence variety may affect your readers, a narrative present events in exactly the order moving from beginning to end".

2.28 Major sentence Errors

Experience has shown that the most common errors result when the principle that every sentence must express a complete thought is violated. Before you can begin correcting sentence error, you must understand what constitutes a complete sentence. There are two major requirements. First, a sentence must express a complete thought not just part of an idea: The second major requirement of a sentence is that it, contain both a subject and verb, you should be able to identify these two elements in any sentence you read or write. Mandell (1980)

1. Sentence Fragment

A sentence fragment (in complete sentence) is a port of complete thought punctuated as though it was a complete sentence. Here are some types of sentence fragments to a void in your writing and speaking:

1- A group of words having no subject.
2- A group of words having no verb.
3- A group of words with neither subject nor verb.
2. Run – on Sentence
An other common error, besides sentence fragments, is running sentences to gather without punctuation. When this is done the sentence rambles. Nothing is clearly expressed. You must be able to recognize when one sentence ends and the next one begins.

The run – on sentence is easy to a void. Watch out for these:
1. Sentences joined by 'and', 'or' and 's'
2. Sentences joined by commas.
3. Sentences having no connecting words or punctuation.

3 The Comma Splice
Sentence should never be separated by commas. The use of a comma between sentences is an error in thought as well as in punctuation. You can a void comma splice by expressing one complete idea in a sentence and by using end punctuation and capitol letters properly.

4. The Choppy Sentence
A choppy sentence is a sentence in which the ideas are stated too quietly and simply.

Example at choppy sentences:

While the use of short, choppy sentence is not entirely incorrect, it slows up the reading. If the ideas are combined in to longer sentences you will get a smooth, even flow of words. Every sentence must express a complete thought, in order to be a sentence, a group of words must express a complete thought. Also a sentence must contain a subject and a verb. Incomplete sentence is a part of complete thought punctuated as though it was a complete sentence. Omer Slsheikh Hago & Abdul Mahmoud Idrees (2005) An other thing anun-0n sentence is a sentence containing two or more complete thoughts punctuated as though they were one so you can a void comma splices by expressing one complete
idea in a sentence and by using end punctuation and capital letter properly.

2.29 General in for Motion of Letter Layout

All letter in English are arranged (or laid out) on paper according to a certain procedure. The word "layout" is used when we refer to his general arrangement. Omer Elsheikh Hago & Abdul Mahmoud Idrees (2005).

1. The Heading

This term refers to the address which appears at the top (or head) of the letter. The address is written in the top right-hand corner of the page and is followed by the date. There are two forms: the Indented style and Block style.

Example of the

<table>
<thead>
<tr>
<th>Indented style 14 peruses</th>
<th>The Block Style 14 peruses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>Berks</td>
<td>Berks</td>
</tr>
<tr>
<td>England</td>
<td>England</td>
</tr>
<tr>
<td>March 4th, 04</td>
<td>March 4th, 04</td>
</tr>
</tbody>
</table>

Some point to note:

a- Notice that the order of the address is as follows: house, number, name of street, town or city, area, country, never write your one name at the top of the letter.

b- Pay specil attention to the punctuation. Notice that there is a comma after each line and a full-stop after the last one.
c- Note that the abbreviation for "street" in English 'st' not 'str' and 'pl'
(place). Words like 'Rd' (road), 'Sq' (squire), 'Aug' (avenue). And 'PL'
(place. Words like 'drive' or 'lane' are not abbreviated.
d- The date is written in full, i.g 9{sup}th{sub} feb. , and 19{-}. The monthes of the
year, which may be abbreviated, are 'Jan', 'feb' 'Aug', 'Sept', 'Oct',
'Nov', 'Dec' the abbreviations used for days are 1{sup}st, 2{nd}, etc these
numbers may be placed either before or after the name of the month;
e.g., 'Jan 8{sup}th and '8{sup}th Jan are equally correct.
e- The name of the country be left out of your address only when you are
writing to someone who lives in your own country.

2. The Margin
Make sure that there is a clear margin on the left-hand side and that you
leave an equal amount of space on the right your letter must appear in the
middle of page, not on one side.

3. The Salutation
This word is used when we speak of the actual beginning of the letter.
Most letter should be begun with the word 'Dear'. Which should be
written against the left-hand margin.

4. The Body
The letter itself is usually referred to us the body. This is the main part of
the layout. Make sure that each paragraph is intended correctly and that
out start each following line again against the left-hand margin.

5. The Subscription
This term is used when we refer to the end of the letter. The subscription
is begun which the word 'yours' (note that the 'y' is a capital latter and that
there is no apostrophe before the 's').
6. The Postscript
This should come underneath the subscription and should always be written clearly.

2.30.2 The Informal Letter
When writing to your friends, make every effort to be natural. If you have to give reasons for something, make sure that they are convincing. Each time you write, try to imagine you are writing a real letter, not just exercise.

1. The Salutation
Never begin 'dear friend'. You should address your friends by their first names: i.e. 'Dear Tom'. A letter to a person with whom you are on very friendly terms may be begun 'My dear'. A comma always follows the name in the salutation.

2. The Body
In short letters you will be expected to write the following: (the body has three main parts): introduction, purpose and conclusion.

a. Introduction: you should begin your letter by referring either to a letter you have recently received, or to an event which has prompted you to write.

b. Purpose: this is most important part of the letter. It's here that you explain why you are writing.

c. Conclusion: it is customary to 'round off' a letter with a polite wish.

2.31 Using Prewriting Strategies
New your have decided on a topic, you are ready to begin exploring what you want to say about the topic and how you will say it. There are a number of techniques to explore ideas about your topic and different ways to say it. Galkon (2001) There are a number of techniques to explore idea about your topic and different ways to approach your writing.
Exploring your ideas

Here are some strategies you can use to develop your topic:

a- Brainstorming – let your ideas flow without judging
b- Free writing – write down your thoughts as they come to you.
c- Asking question – make list of question about your topic
d- Mapping (also called clustering or webbing) – make a visual diagram of your ideas about a topic
e- Journaling – write your thoughts in a journal
f- Listing – make a list of your ideas about a topic
g- Visualizing (also called image streaming) imagine your self in another situation and describe the situation from your point of view
h- Using charts – group your ideas visually in charts or tables

Galko (2001) stated:

"Using prewriting strategies will show you to explore your topic and ways to write about it. Even if you think you know exactly what you want to write also, can help you be more confident and creative about what you want to say. It will give you many strategies for coming up with the information you will need to begin writing".

Drafting Your Paper

Francine D. Galko (2001) You have a topic and an outline and you are ready to start writing. You know what you want to say. And you have an idea of how you would like to say it. What next drafting? Drafting means writing a rough, or scratch, form of your paper. It's a time to really focus on the main ideas you want to get.

2.32 Convincing Your Reader

According to Francine D. Galko (2001) Papers that take a stand or whose purpose is to persuade the reader of a specific point of view need more than supporting details and good writing; they also have to be
convincing. Even if you aren't writing a persuasive piece, there are things you can do to establish your credibility with your reader and build your readers confidence in the ideas you express.

**What is credibility?**

Let's say you are reading a book about a topic you know a lot about. You are reading along and suddenly the writer says something that you know is absolutely incorrect! What do you do? You might stop reading right there and throw the book away. You might begin questioning ideas in the book that you would have believed before. What has happened? You no longer trust this writer. The writer has lost his or her credibility with you. If you want others to believe what you write and to try to follow your ideas, you must establish credibility. This is true of any kind of writing you are understanding.

Francine D. Galko (2001) stated:

"It's important to be convincing no matter what kind of writing you are understanding. Convincing will show you how to make your writing more convincing and how to establish your credibility as a writer and know techniques you can use to persuade your reader at your view point".

### 2.33 Evaluating What You Have Written – Revising and Editing

Francine D. Galko (2001)

You might feel as though you should be done with your paper by now. You are done to the end! But you would be wise to take some time to evaluate what you have written to make sure your paper says what you meant to say.

**Reviewing what you've written**

As you read the first draft of your paper, you might come across a number of problems. For example you might find misspelled words or
confusing sentences. You might find that your thesis isn't supported adequately. One way to review your paper is to tackle different levels of problems at different times. Here are three main levels to look at:

a- Content: what the paper says
b- Structure: how the paper reads (this will be addressed)
c- Mechanics: how the paper is written – spelling, grammar, punctuation and usage.

To evaluate your paper's content. As yourself these questions as you first begin to review your paper.

a- Does my paper do what the assignment asks?
b- Is my thesis statement clear and easy to understand?
c- Have I supported my thesis statement in a convincing way?

Address each of these questions as following:

Does my paper do what the assignment asks? Reread your assignment. Focus on what the assignment asks you to do and how it asks you to do it. Is your topic appropriate to the assignment? If your paper does not meet the requirements of the assignment, then you will have to rewrite a test some parts of your paper. Before revising, though be sure you understand the assignment so you will not go a stray again.

Is my thesis statement clear and easy to understand?

Find your thesis statement. Is it clear? Does it tell what you intend for the rest of the paper to say?

If you can't find a clear thesis statement, your thesis statement doesn't tell what you intend for the rest of the paper to say, or you have more than one thesis statement, then you have some work to do. Have I supported my thesis statement in a convincing why? Do you have specific examples, facts, reasons, or other details that support your thesis statement? Are you supporting statements directly related to your thesis
statement? If your thesis statement is not adequately supported, then you have some revising to do. Francine Galko (2001) stated:

"Evaluating what you have writing revising and editing in this title show you how to evaluate what you've written and make improvements. It will explain the revising process and give you topics on making your paper the best it can be".

2.33 Punctuation Marks

(Abdul Mahmoud dress & Omer Elsheikh Hago, 2006) If there were no marks of punctuation, sentences would be hopelessly jumbled. We would not be able to communicate ideas so that others could understand exactly what we were trying to convey.

2.33.1 The Apostrophe (')

The apostrophe, if left out or incorrectly used, can cause as much confusion as an omitted comma. The apostrophe makes ideas clear by showing ownership, contraction of words or certain plural forms. Nouns that show ownership are called possessive nouns and take an apostrophe (') to the word (caution: don’t change any letters or leave off any letters from the original word, no matter how the word is spelled.)

woman – woman's, ship – ship's

1- To form he possessive to all singulars nouns simply add apostrophe ('s).

2- To form the possessive of plural nouns not ending in s, just add apostrophe s ('s) (again, do not change the spelling of the original word in any way).

Women – women's, men – men's

b. To form the possessive of nouns ending in s, joust add an apostrophe – nothing else.

Dickens – dickens', girls – girls'
3- The apostrophe is used to show omission of the clock – o'clock. We will – we'll
4- If something belong to two or move people, use ('s) with only the last of the names. Ali's room.
5- The apostrophe is used to form the plural of numbers, letters, abbreviations, and words. The 1970's, MP's, don't use the apostrophe:
   1- plural of any noun, books boys. 2- with the possessive pronouns, its yours whose hers. 3- when (of) is used to show possession. The note of the editors.

2.33.2 Abbreviations
Abbreviations save a lot of time and effort. Abbreviations can be of three kinds.
   1- Field abbreviation
   2- Commonly understood abbreviation
   3- Personal abbreviation mad up by the students himself.

Example:
   1- Abbreviation always end in a period
   2- Contractions always use an apostrophe to indicate missing letters
      Don’t b'klyn  won't  dep't
   3- Never use both a period an apostrophe in shortening a word.
      Correct: bklyn. Or b'klyn  govt. or go'v't
      Incorrect B'klyn  Gov't.
   4- Initials that stand for names are always followed by full steps.
      N. Salih is a student at ous.

2.33.3 Terminal Punctuation
All too often, the learner who know that he has come to the end f sentence carelessly overlooks the necessary exclamation point or question
mark (also called interrogation point) and uses a period. You must always
be aware of where the necessary question mark belongs and how
effective a well – placed exclamation point can be the full stop

1- Use the full stop after declarative sentence; one which makes a
statement. I will join you this after noon.
2- Use the full stop after an imperative sentence (a command or
making a request).
   Go to you room immediately.
3- Use the full stop after a question intended as a suggestion and not
requiring and answer

The question Mark

4- use the question mark (also called interrogation point) to indicate a
direct question.
5- Use it in parentheses to express doubt. Elman of (1842 -1886).

The exclamation point

6- The exclamation pint is used of the period or question mark to
express strong feeling – surprise, admiration, appeal and disbelief.
   How can we ever thank you! (Abdul Mahmoud dress & Omer
Elsheikh Hago,2006)

2.33.4 The Comma

Use the comma:

1- To separate a series of words or expression. Buy some, coffee,
sugar, milk and bread.
2- To set of an appositive (an appositive is a noun or a pronoun that
stands next to another noun or pronoun and means the same person
or thing).
3- To separate a direct quotation from the rest of the sentence. "I
believe," he said, "that you are right."
4- To set of words in direct address. Dalia, why were you late yesterday? I went home after school, and Abdulrazig went to the game.

5- To separate the clauses a complex sentence. After an adverbial phrase of clause, that is introductory or out of its normal place in the sentence.

**If you want to ask a question, raise your hand.**

6- To set off a contrasting expression introduced by 'not'

I shall go, not tomorrow, but next week.

7- To set of a non-restrictive clause.

Azhari, as first Sudanese president, served two terms.

8- To separate the parts of dates.

July 14, 1977    March, 1976

9- After the salutation and complimentary closing of friendly letters.

Dear Fred, your friend.

10- To separate the name of a city from the name of a state or a country.

Khartoum, Sudan    Abuja, Nigeria

11- To set of the words 'Yes' and 'No' and other introductory words.

Yes, he went away.    Well, maybe I will go.

No, he did not find it.    By, the way, who is he?

12- After digits indicating thousands and millions etc.

1,824    28,987    129,456    1,246,000

13- To set off a title, or abbreviation of a title, following a name.

His new title is J. P. M. D. (Abdul Mahmoud dress & Omer Elsheikh Hago, 2006)
2.33.5 The Colon and the Semicolon

Are you one who finds these two marks of punctuation confusing? there is no need to be puzzled. At no point can one be used for the other. The rules are few and definite. How well do you know them?

1- Use the colon after the salutation of a business letter. Dear Sir: ,
   Dear Mr. Hussein: , Gentlemen:.

2- Use the colon to introduce a list, and illustration or a statement.
   The book dealt with three major problems: drug addiction, damage caused by fires, and pollution of the air.

3- Use the colon to separate numerical hours from minutes. 7: 32 P.M.

4- Use the colon between chapter and verse in references. Elfatiha (1):

1. **Use the Semicolon:** to separate phrases and clauses that already contain commas.

   We had visited Naples, Rome, Paris and London; but not the canals of Venice, he ruins of Athens or the wonders of rebuilt Berlin.

2- **Use the Semicolon:** between parts of a compound sentence when and, but, and or have been omitted. Correct: We had tried very hard., but the results were disappointing.
   
   Correct: We had tried very hard; the results were disappointing.

2.33.6 Quotation Marks

Quotations are always followed by a period, comma, question mark or exclamation point. The use of the particular punctuation mark depends upon the location of the question and the idea expressed in the sentence.

For example:
"I hope I passed," he said.
"Do you think I passed?" he asked
"I passed!" he shouted.

1- Use quotation marks to enclose a direct quotation (exact words anyone uses).

   He said, "I shall not fail you this evening"

2- Do not use quotation marks to enclose an indirect quotation.

   He said that he would not join us this evening.

3- In dialogues, always stat a new paragraph each time the speaker changes.

   "I shall not fail you this evening," John said.
   "I know I can count on you," said his father.

4- Use quotation marks to show words or phrases used in a special sense.

   The "pros" are the best ball players.

   A process called "case-hardening" hardens the knife.

5- Quotation marks are placed around the titles of short stories, poems, essays, articles and sometimes names of ships (most authorities italicize the names of ships). Titles of books are italicized or underlined.


2.34.7 The Hyphen and the Dash

   The difference between the dash and the hyphen is that, the hyphen is inserted between parts of words not between sentences to separate clauses or to sum up their meaning.

   Use the Dash:

   1. To indicate Omission, or Beginning

      Sunday – Thursday (Sunday to/through Thursday)
      20 -26 (twenty to tewn-h-fix)

   2. to set off a series of items

      Sunshine, fresh air clean water – these are what I may find there.
3. To show a sudden break of thought
I think – no, I'm sure – she is innocent.

Use the Hyphen:
1. Between phrases used as adjectives
   A basic level teacher
2. in some compound words
   Walking – stick/ x-rays / t-shirt/ anti-American
3. in certain fixed compounds and expressions.
   Know – it – all/ person – call/ make – believe
4. Between compounds that form fractions.
   Two – fifth / one – third

2.34.8 Capitalization
The tendency today is toward using fewer and fewer capitals. Years ago
the writer could sprinkle capitals among his words just to gain emphasis.
However, the writer of today is more limited because practically all
stylbooks agree on certain rules for capitalization. The rules that follow
summarize present practices. If you are in doubt, consult you dictionary.
Capitalize the first word of a sentence.

Read this verse again.
1. Capitalize proper names.
   Omer recites Quran on Fridays at the grand mosque.
2. A title used before name is capitalized.
   Do you know professor Abdullah?
3. names of cities, states, countries and continents are capitalized.
   Kassala is a big city Sudan
4. Capitalize the names of avenues, streets, roads and routes.
   I live in the largest building Shingeeti Street.
5. Capitalize the names of mountains, parks, bodies of water planets and
   buildings.
Jabal Marra is famous for its mild weather.
Challenger fell into the Atlantic Ocean.

6. Capitalize the names of months, days and holiday.
   May and June are moths
   There was a great celebration on independence Day, last Monday.

7. The names of departments and branches of government, political parties. Companies and organization are capitalized.
   I met the Head of the English language Department.
   The Ministry of Justice is not far from here.

8. The names of historical events and documents are capitalized.
   The Battle of Qadisiya was an important event in the Islamic History.
   The Treaty of Versailles was signed in France.

9. Words that refer to God, religious creeds, and sacred books are capitalized:
   
   Words refer to God
     \{ Allah
     \{ the Almighty our Maker
     Muslim
     Christian
     Jewish
     Quran
     Bible
     The old testament

   Religions creeds

   Sacred books

10. Words that derived names that are capitalized are themselves capitalized.
    England – in English course

11. Capitalize the first, last and important words in the titles of books, plays, songs, and poems. Capitalize the second part.
2.35 Previous Studies

Fatima Ibrahim (2004) "Writing skills as a problematic Area in English Language Learning". University of Gezira- EL- Hassahieas. The study aims to show the important of writing skills integrated with other skills (speaking- listing and reading) to encourage English teachers to use various method and help their pupils towards writing skills activities. The study found that : The poor writing due to lacks of exercise. Writing skills are very boring lack for the students. The writing is very difficult task even in examination. The study recommended that the curriculum should emphasize on writing skills through other skills so as to integrated syllabus. Teaching foreign language the teacher should give wide orientation about language through the work shop. The students should motivate in writing skill so as to be boring skill.

Rabab Osman Adam Aladm (2014) "Relationship between vocabulary knowledge and writing skill". University of Gezira. Faculty of Education EL –Hassahiesa. The study aims to show importance ad relationship between knowledge and writing skills. Investigate the effective of rich vocabulary in learners confidence in writing. To establish suitable techniques for teaching new words to be use in writing. The study found that the course book does not provide intensive drills focusing on vocabulary. Learning more vocabulary items play and effective. Encouraging students to read difficult literature boo increase their vocabulary and help in writing school and classroom environment activities play great role in motivating students to learn the foreign language. The recommendation: Teacher should different techniques to teach vocabulary item to the students. Vocabulary should be give more attention to be laughs. Knowing the students need and designing syllabus according to the needs.
CHAPTER THREE
METHODOLOGY

3.0 Introduction

This study adopts the descriptive analytical method; therefore, this chapter provides a description of the sample of the study, the population of the study, the tools, the procedure and the analysis. Besides, it discusses the validity and reliability of the questionnaire used.

3.1 Population of the Study

The population of this study is about (150) basic school teachers in AL Kamleen unit. There are male and female. Their age average is about (45-55) years. Their qualifications are bachelor and master degrees. They teach SPINE series beside literature books.

3.2 The Sample of the Study

The sample of the study consisted of (50) teachers at basic schools in AL Kamleen unit. They required to response the questionnaire desired. The sample was selected randomly.

3.3 The Tools and Data Collection

For the purpose of this study the researcher used a questionnaire as a tool to collect data. In this study the questionnaire is designed and it was (50) copies then it distributed to EFL teachers in AL Kamleen unit collect data. Since this data will be analyzed using (SPSS) program.

3.4 Reliability and Validity of the Questionnaire

The study used the SPSS program for statistical analytical operations the researcher used Pearson correlation to prove and the reliability of the questionnaire. The result as follows:
\[ r_{xy} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}} \]

Where

r = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

\( \Sigma \): Sum

\[ R = \frac{2r}{1+r} \]

Val = \( \sqrt{\text{reliability}} \)

<table>
<thead>
<tr>
<th>0.786</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.647</td>
<td>Reliability</td>
</tr>
<tr>
<td>0.805</td>
<td>Validity</td>
</tr>
</tbody>
</table>
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter is intended to present, analyze and discuss the data which has been collected by means of questionnaire. Also it is intended to test hypotheses against findings.

4.1 Data analysis

Table (4-1) Effective Lesson Planning Contains A Good Record Of The Teachers' Own Ideas And Comments

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>23</td>
<td>46.0</td>
<td>46.0</td>
<td>46.0</td>
</tr>
<tr>
<td>agree</td>
<td>22</td>
<td>44.0</td>
<td>44.0</td>
<td>90.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>4</td>
<td>8.0</td>
<td>8.0</td>
<td>98.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>1</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From table (4-1) and fig (4-1) teachers who agree are 90% teachers, those who disagree with claim are 2% , 8% to some extent. So
according to the results 90% percent of the teacher agree with the claim and this claim us supported.

**Table (4-2) Interaction In The Classroom It's Very Important In Writing Skills Process**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>26</td>
<td>52.0</td>
<td>52.0</td>
<td>52.0</td>
</tr>
<tr>
<td>agree</td>
<td>16</td>
<td>32.0</td>
<td>32.0</td>
<td>84.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>90.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>2</td>
<td>4.0</td>
<td>4.0</td>
<td>94.0</td>
</tr>
<tr>
<td>disagree</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Fig (4-2) Interaction In The Classroom It's Very Important In Writing Skills Process**

From table (4-1) and fig(4-1), 84% teachers agree with the claim, 10% disagree and 6% to some extent. According to the result this claim is strongly supported since, 845% of teachers agree.
teachers should encourage pupils to feel they are making progress even when they are making errors

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>23</td>
<td>46.0</td>
<td>46.0</td>
</tr>
<tr>
<td>agree</td>
<td>20</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>6</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>1</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table (4-3) and fig (4-3) teachers who agree with the claim are 86%, those who disagree are 2% and 12% to some extent. According to the results teachers who agree are 86%. So the claim is strongly supported.
Table (4.4) allow student plenty of opportunity to write that lead to become better at writing is to be write

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>20</td>
<td>40.0</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>agree</td>
<td>24</td>
<td>48.0</td>
<td>48.0</td>
<td>88.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>6</td>
<td>12.0</td>
<td>12.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4.4) allow student plenty of opportunity to write that lead to become better at writing is to be write

From table (4-4) and fig (4-4) above teachers who agree are 88% and 12% disagree. According to the results 88% of the teachers agree with the claim. So the claim is supported strongly.
Table (4-5) hand writing teaching and practice belongs to the early stages of teaching writing

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>23</td>
<td>46.0</td>
<td>46.0</td>
<td>46.0</td>
</tr>
<tr>
<td>agree</td>
<td>24</td>
<td>48.0</td>
<td>48.0</td>
<td>94.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-5) hand writing teaching and practice belongs to the early stages of teaching writing

From table (4-5) and fig(4-5) teachers who agree are 94%, those who to some extent are 6% . According to the results, teachers who agree with the claim are 94%, so the claim is supported.
Table (4-6) The teacher should give his pupil opportunities to discover their own errors

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>17</td>
<td>34.0</td>
<td>34.0</td>
<td>34.0</td>
</tr>
<tr>
<td>agree</td>
<td>27</td>
<td>54.0</td>
<td>54.0</td>
<td>88.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>5</td>
<td>10.0</td>
<td>10.0</td>
<td>98.0</td>
</tr>
<tr>
<td>disagree</td>
<td>1</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-6) The teacher should give his pupil opportunities to discover their own errors

From table (4-6) and fig(4-6) teachers who agree with the claim are 88%, those who disagree are 2% and 10% are to some extent. According to the results teachers who agree with a claim are 88%. So the claim I strongly supported.
Table (4-7) The teacher should give his pupils opportunities to discover their own errors

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>21</td>
<td>42.0</td>
<td>42.0</td>
<td>42.0</td>
</tr>
<tr>
<td>agree</td>
<td>19</td>
<td>38.0</td>
<td>38.0</td>
<td>80.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>2</td>
<td>4.0</td>
<td>4.0</td>
<td>84.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>8</td>
<td>16.0</td>
<td>16.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-7) The teacher should give his pupils opportunities to discover their own errors

From table (4-7) and fig(4-7) teachers who agree with claim are 80%, those who disagree are 16% and 4% are to some extent. According to the results teachers who agree with claim are 0%. So the claim is strongly .
Table (4-8) The teacher is always responsible for correcting mistakes at anytime

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>13</td>
<td>26.0</td>
<td>26.0</td>
<td>26.0</td>
</tr>
<tr>
<td>agree</td>
<td>22</td>
<td>44.0</td>
<td>44.0</td>
<td>70.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>6</td>
<td>12.0</td>
<td>12.0</td>
<td>82.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>8</td>
<td>16.0</td>
<td>16.0</td>
<td>98.0</td>
</tr>
<tr>
<td>disagree</td>
<td>1</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-8) The teacher is always responsible for correcting mistakes at anytime

From table (4-8) and fig(4-8) teachers who strongly agree with the claim are 70% those who disagree are 18% and 12% are toms extent.According to the teachers who agree with the claim are 70%. So the claim is supported.
Table (4-9) Writing rational and valuable activity

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>23</td>
<td>46.0</td>
<td>46.0</td>
<td>46.0</td>
</tr>
<tr>
<td>agree</td>
<td>16</td>
<td>32.0</td>
<td>32.0</td>
<td>78.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>5</td>
<td>10.0</td>
<td>10.0</td>
<td>88.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>4</td>
<td>8.0</td>
<td>8.0</td>
<td>96.0</td>
</tr>
<tr>
<td>disagree</td>
<td>2</td>
<td>4.0</td>
<td>4.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-9) Writing rational and valuable activity

From tenable (4-9) and fig(4-9) teachers who agree with the claim are 78%, those who disagree with the claim are 12% and 10. %, are to some extent. According to the results teachers who agree with the claim 78%. So the claim is supported.
Table (4-10) Developing hand valuable activity

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>13</td>
<td>26.0</td>
<td>26.0</td>
<td>26.0</td>
</tr>
<tr>
<td>agree</td>
<td>26</td>
<td>52.0</td>
<td>52.0</td>
<td>78.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>6</td>
<td>12.0</td>
<td>12.0</td>
<td>90.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>5</td>
<td>10.0</td>
<td>10.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-10) Developing hand valuable activity

From table (4-10) and fig(4-10) teachers who agree with the claim are 78% those who disagree with the claim are 10%, and 12% are disagree. According to the results teacher who agrees with claim are 78%. So the claim is supported.
Table (4-11) Writing promoting accuracy

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>9</td>
<td>18.0</td>
<td>18.0</td>
<td>18.0</td>
</tr>
<tr>
<td>agree</td>
<td>29</td>
<td>58.0</td>
<td>58.0</td>
<td>76.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>7</td>
<td>14.0</td>
<td>14.0</td>
<td>90.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>2</td>
<td>4.0</td>
<td>4.0</td>
<td>94.0</td>
</tr>
<tr>
<td>disagree</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-11) Writing promoting accuracy

From table (4-11) and fig(4-11) teachers who agree with the claim are 76%, those who disagree with the claim are 10% and 14% are to some extent. According to the results teachers who agree with the claim are 76%. So the claim is supported strongly.
Table (4-12) the teacher should help students to construct good paragraph

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>19</td>
<td>38.0</td>
<td>38.0</td>
<td>38.0</td>
</tr>
<tr>
<td>agree</td>
<td>29</td>
<td>58.0</td>
<td>58.0</td>
<td>96.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>2</td>
<td>4.0</td>
<td>4.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-12) the teacher should help students to construct good paragraph

From table (4-12) and fig(4-12) teachers who agree with the claim are 96%, those who to some extent. According to the results teachers who agree with the claim are 96%. SO the claim is supported.
Table (4-13) plan the writing component of lesson very carefully to cover all the writing sub-skills

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>19</td>
<td>38.0</td>
<td>38.0</td>
<td>38.0</td>
</tr>
<tr>
<td>agree</td>
<td>27</td>
<td>54.0</td>
<td>54.0</td>
<td>92.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>98.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>1</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-13) plan the writing component of lesson very carefully to cover all the writing sub-skills

From table (4-13) and fig(4-13) teachers who agree with the claim are 92%, those who disagree are 6%, and 2% are to some extent. According to the results, teachers who agree 92%. So the claim is not supported.
Table (4-14) Practice structures lexis orally before using them in writing

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>18</td>
<td>36.0</td>
<td>36.0</td>
<td>36.0</td>
</tr>
<tr>
<td>agree</td>
<td>24</td>
<td>48.0</td>
<td>48.0</td>
<td>84.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>7</td>
<td>14.0</td>
<td>14.0</td>
<td>98.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>1</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-14) Practice structures lexis orally before using them in writing

From table (4-14) and fig(4-14) teachers who agree with the claim are 84%, those who disagree with the claim are 2%, and 14% are disagree. According to the results teachers who agree with the claim are 87.5%. So the claim supported.
Table (4-15) One of the main techniques of writing skills is pre-writing

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>18</td>
<td>36.0</td>
<td>36.0</td>
<td>36.0</td>
</tr>
<tr>
<td>agree</td>
<td>16</td>
<td>32.0</td>
<td>32.0</td>
<td>68.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>10</td>
<td>20.0</td>
<td>20.0</td>
<td>88.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>5</td>
<td>10.0</td>
<td>10.0</td>
<td>98.0</td>
</tr>
<tr>
<td>disagree</td>
<td>1</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-15) One of the main techniques of writing skills is pre-writing

From table (4-14) and fig(4-14) teachers who agree with the claim are 68%, those who disagree with the claim are 12%, and 20% are to some extent. According to the results teachers who agree with the claim are 68%. So the claim supported.
Table (4-16) Group work gives all the class maximum opportunity for writing practice

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>24</td>
<td>48.0</td>
<td>48.0</td>
<td>48.0</td>
</tr>
<tr>
<td>agree</td>
<td>16</td>
<td>32.0</td>
<td>32.0</td>
<td>80.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>2</td>
<td>4.0</td>
<td>4.0</td>
<td>84.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>7</td>
<td>14.0</td>
<td>14.0</td>
<td>98.0</td>
</tr>
<tr>
<td>disagree</td>
<td>1</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-16) Group work gives all the class maximum opportunity for writing practice

Table and fig(4-16) reveal that 80% of teacher are agree, 12% disagree and 4% to some extent. According to the result 80% of the teacher agree with the clime.
Table (4-17) Teacher help students to perfect their writing by drilling and by correcting

<table>
<thead>
<tr>
<th>q17</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>21</td>
<td>42.0</td>
<td>42.9</td>
<td>42.9</td>
</tr>
<tr>
<td>agree</td>
<td>21</td>
<td>42.0</td>
<td>42.9</td>
<td>85.7</td>
</tr>
<tr>
<td>to some extent</td>
<td>6</td>
<td>12.0</td>
<td>12.2</td>
<td>98.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>1</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-17) Teacher help students to perfect their writing by drilling and by correcting

Table and fig (4-16) reveal that 84% of teacher are agree, 3% disagree and 12% to some extent. According to the result 84% of the teacher agree with the clime.
Table (4-18) The teacher should point out the errors and let the students try to correct themselves first other students can also asked to suggest a correct version

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>20</td>
<td>40.0</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>agree</td>
<td>20</td>
<td>40.0</td>
<td>40.0</td>
<td>80.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>6</td>
<td>12.0</td>
<td>12.0</td>
<td>92.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>98.0</td>
</tr>
<tr>
<td>disagree</td>
<td>1</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Fig (4-18) The teacher should point out the errors and let the students try to correct themselves first other students can also asked to suggest a correct version

From table (4-18) and fig(4-18) teachers who agree with the claim are 80%, those who disagree are 8% and 12% are to some extent. According to the results teachers who agree with a claim are 80%. So the claim strongly supported.
The teacher asks pupils to collect their exercise for marking better than asked them to see individually.

<table>
<thead>
<tr>
<th>q19</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strongly agree</td>
<td>10</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>agree</td>
<td>17</td>
<td>34.0</td>
<td>34.0</td>
<td>54.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
<td>60.0</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>13</td>
<td>26.0</td>
<td>26.0</td>
<td>86.0</td>
</tr>
<tr>
<td>disagree</td>
<td>7</td>
<td>14.0</td>
<td>14.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From table (4-19) and fig(4-19), 54% teachers agree with the claim, 40% disagree and 6% to some extent. According to the result this claim is strongly supported since, 54% of teachers agree.
Table (4-20) Writing is producing teaching time talking

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree</td>
<td>10</td>
<td>20.0</td>
<td>21.3</td>
<td>21.3</td>
</tr>
<tr>
<td>agree</td>
<td>17</td>
<td>34.0</td>
<td>36.2</td>
<td>57.4</td>
</tr>
<tr>
<td>to some extent</td>
<td>7</td>
<td>14.0</td>
<td>14.9</td>
<td>72.3</td>
</tr>
<tr>
<td>strongly disagree</td>
<td>12</td>
<td>24.0</td>
<td>25.5</td>
<td>97.9</td>
</tr>
<tr>
<td>disagree</td>
<td>1</td>
<td>2.0</td>
<td>2.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From table (4-20) and fig(4-20), 54% teachers agree with the claim, 26% disagree and 14% to some extent. According to the result this claim is strongly supported since, 54% of teachers agree.
4.3 Testing the Study Hypotheses

**Hypotheses One:** Student ability to write is very poor so that we need to develop their techniques and mechanical writing skills. On the basis of the results in table (4.5) it is proved that (82.5%) of the respondents agree that comprehension checked question can be used in silent reading to assess its effectiveness.

**Hypothesis Two:** Practice and practice is the main techniques which develop student skills and sub-skills in writing. On the basis of the results in table (4.1) it is proved that (97.5%) of the respondents agree that techniques for teaching reading passage need to be evaluated.

**Hypotheses Three:** Students in Sudanese basic schools need more attention to use techniques which lead to develop their writing skill. On the basis of the results in table (4.8) it is proved that (77.5%) of the respondents agree that group work activities can be evaluated as suitable techniques for enhancing learners critical thinking.

**Hypotheses Four:** Basic school English language teachers are need of much training in teaching writing in general and specific in writing techniques. On the basis of the results in table (4.2) it is proved that (60%) of the respondents agree that teacher should be trained on how to evaluate the techniques used in reading classes.
CHAPTER FIVE
CONCLUSION, FINDINGS
AND RECOMMENDATIONS

5.0 Introduction

This chapter is a conclusion in which the study presents the main findings, recommendation and conclusion.

5.1 Conclusion

This study aims at evaluating the developing writing techniques and mechanics it tries to find ways of developing learners in writing skills, besides solving the difficulties which face the learner when writing such passages.

5.2 Findings

According to the statistical analysis in chapter four the study reveals the following findings:

1. Students' writing abilities are very poor so that teacher need to develop.
2. Technical writing requires clarity of expression and therefore simplicity of language.
3. Teachers need much training in teaching writing in general and specific in writing techniques.
4. Knowing the students need and designing syllabus according to the needs.
5. EFL teachers training is very important.

5.3 Recommendations

On this basis of the findings of the study the researcher suggest the following recommendations:
1. The teacher should point out the errors and let the students try to correct themselves first other students can also asked to suggest a correct version.
2. Teachers should encourage pupils to feel they are making progress even when they are making errors.
3. Knowing the students need and designing syllabus according to the needs.
4. The teacher should give his pupils opportunities to discover their own writing errors.
5. The knowledge of vocabulary helps students in their writing.
6. Teacher should used different techniques to teach vocabulary item to the student.

5.4 Suggestions for Further Study

1. Spelling problems encountered EFL learners.
2. Tools to devolving writing skills.
References


David Merrill (2000). Write your Dissertation first and other Essays on Graduate Education Utah State University.


Francine D. Gako(2001) better writing Wright now/ learning express, LLC, Network. /

Hakkiday(1988) cohesion in English . Long. man


Leonadon Davinic (2000) scientific and technical articles and essays are mainly published in Journals, magazines and news papers. 


Omer Elsheks Hago& Abdul Mahamoud Idrees (2005) writing skills. Publish by Open University of Sudan.


Technical writing Bernhard spuida (2002).
Dear Teacher

A questionnaire addressed to teachers of English language at basic Schools in Alkamleen. This Questionnaire aims to collect data for an MA Research in ELT, under the heading “Developing writing techniques and mechanics at Basic level.” I would be Grateful that you would kindly give your opinions by ticking ( √ ) where appropriate Scale.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective Lesson Planning Contains A Good Record Of The Teachers' Own Ideas And Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Interaction In The Classroom It's Very Important In Writing Skills Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teachers should encourage pupils to feel they are making progress even when they are making errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. allow student plenty of opportunity to write that lead to become better at writing is to be write</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. hand writing teaching and practice belongs to the early stages of teaching writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Hand writing teaching and practice belongs to the early stages of teaching writing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The teacher should give his pupils opportunities to discover their own errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The teacher is always responsible for correcting mistakes at anytime.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly agree</td>
<td>Agree</td>
<td>Not sure</td>
<td>Disagree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>9. Writing rational and valuable activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Developing hand valuable activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Writing promoting accuracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. the teacher should help students to construct good paragraph</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. plan the writing component of lesson very carefully to cover all the writing sub-skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Practice structures lexis orally before using them in writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. One of the main techniques of writing skills is pre-writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Group work gives all the class maximum opportunity for writing practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Teacher help students to perfect their writing by drilling and by correcting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. The teacher should point out the errors and let the students try to correct themselves first other students can also asked to suggest a correct version</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. The teacher ask pupils to collect their exercise for marking better than asked them to see individually.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Writing is producing teaching time talking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>