

Investigating the Poor Performance of Preparatory Year Program Students' at Imam Saud University in Writing Skills

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Abstract

This study aims to investigate the Preparatory Year Program students' poor performance in writing skills for the course that has been delivered by the PYP department during one semester of study. An experimental and controlled group approach was employed in a view that to enable the researcher to pin down where the problems lie within a short period. Pre-test and post-test were used as research instruments. The study sample consists of 60 female students. SPSS was used to analyze the data obtained. The major findings include: Firstly, one term is not enough to present and practice using the material. Secondly, teachers are not using suitable materials and methodologies to improve writing skills. Lastly, the preparatory year program at Imam University does not provide an effective plan to improve students writing skill.

Keywords: Preparatory year program, Poor Performance, Writing skill.

1. OVERVIEW OF THE STUDY

This study aims to investigate the preparatory year program at Imam Mohammed Bin Saud University. It examines and investigates the

PYP students' poor performance in writing skills in the course that has been delivered by the PYP Department during one semester.

The type of English, which is intended for the study, is an intensive English course at Mohammed Bin Saud Islamic University, Sharia College. The materials that are granted for the course at (PYP) are designed to prepare Saudi students to study at universities all over the world.

This study will have a proud record of achievement in international exams. This program prepares students who travel abroad to continue their studies in the UK or the USA. Students start lessons daily from 7:30 to 11:30. The PYP consists of multinational teaching staff including the United States, Canada, The United Kingdom and some bilingual teachers from Lebanon, Egypt, and Sudan. As such, those educationalists represent a multicultural teaching staff at Imam University. Inevitably, they give support to the development of the curriculum and the students' mentorship. They contribute to improving the English language skills of Saudi students and scholars. Consequently, this opportunity provides development to university and college professors, allowing them to gain some valuable teaching methodologies to transfer them to their countries, especially bilingual teachers. Students, on the other hand, are expected to be exposed to a wide variety of cultural backgrounds and teaching styles. Accordingly, this approach prepares Saudi students with high English language proficiency and will be able to have invaluable chances for admission to and succeed at competitive universities by providing a high quality, dynamic and challenging program in which they learn in a cooperative environment under the guidance of highly qualified and dedicated staff.

During this current Preparatory year program, students study only twenty hours of English language per week for one academic semester. The current instructors are usually keen to provide additional support and guidance to students outside classrooms on their request.

2. Statement of the Problem

This study is yielded as an observation throughout five years of teaching English at PYP Saudi universities in which the researcher

has observed that a great number of students fail in writing skills and most of PYP students lack mastering the writing skills.

Writing skill is considered as a major area where students experience difficulties even though it occupies a central place in Saudi universities curricular. Such problems or failure could be greatly and effectively minimized by employing experts in the field of writing skills with the view of ameliorating if not eliminating the problems. This poor performance is very fundamental and crucial. The researcher at Imam University has assumed that the students' failure in writing is to a short period of teaching and poor pedagogical methods.

3. Objectives of the Study

The purpose of this study is to highlight the students' performance in writing skills throughout one semester at Imam Mohammed Bin Saud University. The study aims to achieve the following objectives:

1. To investigate the effectiveness of the PYP on the academic achievement of students in learning writing skills.
2. To examine the strengths and weaknesses of students' performance throughout the semester.

4. Questions of the Study

To achieve the above objectives, the study attempts to answer the following questions:

Does the PYP at Imam University provide an effective plan to improve students' writing skills?

Does the program satisfy Saudi students' needs in writing skills?

5. Hypotheses

TO answer the research questions, the researcher hypothesized the following:

1. The PYP at Imam University does not provide an effective plan to improve students' writing skills.
2. The PYP program does not satisfy Saudi Students' needs in writing skills.

6. Significance of the Study

The study is expected to help Saudi PYP students in general as well as students at Imam Mohammed Bin Saud University in particular. By the end of this study, instructors are expected to improve the quality of teaching techniques. This study will help the Saudi government to save much money, by stop students from rushing outside the country searching for high teaching quality.

7. Scope of the study

The scope of the study is intended to cover some of the PYP students at Imam Mohammed bin Saud University, College of Sharia in Al-Ahas Branch. The college has other sections like Islamic studies, Sharia and the Arabic section. Sharia College is a case in this study. It is beyond the capacity of this research to cover and investigate the problem in all colleges at Imam University.

8. Literature Review

It reviews the literature related to the topic under study. It provides a theoretical background of the study. It consists of three parts, the first part deals with historical background about the English Language Preparatory Year Programs, the second part provides a review about writing skills, and finally, the third part involves related previous study.

8.1 The Deanship Main Objectives

Eight years ago, the Excellence Minister of Higher Education approved the establishment of the Preparatory Year Deanship in the Kingdom of Saudi Arabia. The Deanship has sought, since its inception, to achieve several goals including:

- The student will be proficient in the general principles of the English and Arabic languages; reading, communication, and writing.
- Help students to integrate into the university community and active participation in activities: cultural, social and sports.
- Support for students ambitious in academic excellence.
- Develop self-learning skills, and the ability to analyze and promote collaborative learning.
- Help the student to better invest their intellectual energies.

- Develop the skill of public life, relationships, communication, and personal Planning.

While the main objective of the Preparatory Year is to prepare the student to handle university courses and textbooks which are taught in English.

8.2 The Preparatory Year Program

The Preparatory year program is a 'skills-based program' that focuses on the four basic language skills: reading, listening, speaking and writing. The emphasis is placed on each of these skills to meet the objectives of the program.

Each one of the skills is tested every week. The Preparatory year English program focuses on the English language sub-skills of predicting, acquiring main ideas, finding details, making an inference, expressing opinions, organizing and integrating ideas, synthesizing and expanding ideas, creating, writing, revising and editing.

The university offers four English courses: English1, English2, English3, and English4. Students are taught at different levels according to their colleges and majors. Students of the business and computer sciences colleges are taught up to a low intermediate level for English4, and Engineering and Medicine students are taught at an upper-intermediate level. Each course is covered in ten weeks. All students must complete English 4 with a score of at least 80% to the portion of the PYP.

8.3 Passing the Program

Students have the right to continue their undergraduate studies in colleges if they got standard acceptance. The student has to complete all offered courses in the preparatory year successfully on condition that cumulative GPA he/she has got is not less than 3 out of 5 at the end of the program, except for health colleges that require a higher rate.

In case of a student who does not achieve the conditions of passing the program stated in item No.1, Admission and Reiteration Deanship transfer him/her to another college, according to the mechanism determined by the Deanship into account of desire of the student, the cumulative GPA, and college possibilities to convert him/her.

If a student fails in a course or more in first academic term, it is possible for him/her to register for the course that he/she fails with transition to studying on second academic term, on condition that contact hours for him/her do not exceed 30 hours and without prejudice to the previous requirements for courses of second academic term and promise to remove the failure later.

The graduation does not require a calculated GPA which is obtained by students while they are studying because the English department's students are required to get eighty percent in English courses.

8.4 PYP Teachers

The procedure followed in PYP to convey Knowledge to students differs from one teacher to another. As such, some teachers tend to use an integral form of writing skill, a case in study. That means they teach the parts which they think are important and ignore other parts, while others embrace other methods such as peer-correction while listening to a model paragraph and the best student correct his/her classmate.

Others tend to utilize questions and answers are stretched into sentences or paragraphs, matching, brainstorming, integration between speaking and writing through discussion and related story-like in life.

Hence, PYP teachers have no unified or prescribed methodology to teach writing. Unfortunately, they do not give students much time to practice the main steps in writing while the students do need much time to practice these stages.

Each one exerts effort and tries his/her best to fill the gaps in the recommended textbook that they usually depend on. They have different methods and approaches to teaching writing skills in the preparatory year.

8.5. Why Putting Emphasis on Writing

As known, all the basic skills should be taught in the form of integration. So writing skill is one of the most important basic skills which need careful procedures to be performed. Accordingly, writing skill plays an important role in being one of the productive skills which require a systematic procedure to be followed to perform it. It is

worth mentioning that Saudi authorities such as the Ministry of Higher Education know well the huge shortage in Saudi curriculum in schools. So they brought the idea of the preparatory year.

8.6 Stages of Writing

Writing process consists of a series of sequenced, discreet stages sometimes called “planning, drafting, and revising,” although today they are often referred to as “prewriting, writing, and rewriting.” Scravener (2000) emphasized the importance of invention and providing students with models of how writing is done. Strongly he highlighted prewriting; however, he also suggested that writing occurred in a linear sequence; each stage following neatly upon the other; the “prewriting” phase preceding the “writing” phase, which then precedes the “revising” phase. Such a model was based on the idea that writing is a reflection of what already has been formulated in the mind of the writer and by implication: something that is suggested or indirectly stated. He proposed that writing can occur only after the main ideas are in place (ibid).

Writers frequently discover and reconsider ideas during, as well as before they write, moving back and forth between the prewriting, writing, and revision stages as the text emerge. Those who believe that writing cannot occur until every thought is clarified often delay writing until the paper is fully outlined and developed-or until time has run out and the due date forces the writer to begin. For some PYP students, the idea that a writer must know exactly what he or she is going to say before beginning to write can create a writer’s block that prevents effective writing from taking place (Harmer, 1991). Although the idea that writing occurs in stages was a more helpful one than the previous emphasis on grammatical correctness when it was interpreted rigidly, this idea did not provide sufficient insight into the composing processes of actual writers; nor was it always useful in the classroom (ibid).

8.7 Writing a Paragraph and the PYP

According to Hogue (1995), a paragraph is a group of about 6-12 sentences about one topic. Every sentence in the strong paragraph is about the same topic. All of the sentences explain the writer’s main idea about the topic. When the writer wants to write about a new

main idea, he/she begins a new paragraph. A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writer wants to say.

8.8 Stages of Paragraph Writing

A paragraph can contain three different types of sentences, a topic sentence which tells the reader the topic and main idea of the paragraph, then supporting sentences, the ones which develop, explain, and give details about the idea of the topic, and finally a concluding sentence which restates the topic sentence, summarizes the paragraph, makes a prediction or gives advice or suggestions. After choosing a topic and brainstormed ideas the sequence of writing paragraphs will be as follows, choosing a topic sentence first, then writing the supporting sentences, finishing with a concluding sentence and finally giving the paragraph title (Graham, S., 2012).

PYP students do not follow the same sequence at the beginning when they started writing but after six weeks, which was done by the researcher, most of them started changing and improving what they wrote

8.9 Writing Mistakes

ESL/EFL students and even native speakers experience writing mistakes. There are four main types of mistakes in written language among others. In this study, the researcher concentrates on these four types of mistakes because they are the main elements of the writing process: spelling, punctuation, grammar, and usage.

8.10 Spelling Mistakes

Spelling mistakes can be a matter of feeling depressed, but never usually prevent the understanding of a text for the reader they can create a negative impression. The best way to avoid them is to write on a computer and use a spelling check or use a dictionary as an alternative (Charles, J., 2001).

Interdependence between English spelling and phonological rules contributes to make spelling mistakes and complicate spelling rules that are found to be difficult, irregular, and sometimes odd. Differences between spelling and pronunciation in many languages

create a threat problem to PYP Saudi learners of English because mistakes are often made in the written forms the learners are most familiar with. Like the word 'cat' most of them write it as 'Kat'. This means that PYP students pronounce a word as spelled if its spelling is different from its pronunciation.

Saudi PYP learners of EFL have a serious problem with vowel sounds and other sounds that do not have direct equivalents in students' language. For example, Saudi students of preparatory year often make mistakes when they pronounce the /p/ sound and the silent /e/ at the end of a word; subsequently, /p/ becomes /b/ as in (put-but). (example – examble), and (have- hav). Furthermore, PYP Saudi learners of English are not accustomed to read words from left to right, so they may transpose two or more letters e.g.'tow' for 'two' or 'waht' for 'what' when they write. Also, PYP students often experience problems relating to their writing words straight on a line; they fail to write words straight on a line, make it difficult to determine whether the word is correctly written. Therefore, they should pay attention both to English spelling and English pronunciation.

Many activities exist to help PYP learners to practice accuracy in writing e.g. labeling, copying sentence completion gap filling, sentence transformation exercise, dividing texts into paragraphs, putting punctuation into an unpunctuated text, proofreading exercises to correct an error in texts.

The researcher supports PYP students in their writing by moving on to writing after doing some listening, reading or speaking on a topic. In this way, PYP learners have already worked on the language of the topic and may have developed ideas about it.

8.11 Punctuation Mistakes

Punctuation mistakes occur due to the lack of a clear understanding of what a sentence is, and the result in fragments (incomplete sentences) or run-ons (a sentence that does not end) (Hogue, A., 1995).

Most of PYP students don't know even what the word punctuation means is, they find it difficult to differentiate between the uses of the punctuation marks, but after many practices, things get better.

Examples: sentence fragments:

I dot think I am going to get a good grade because I didn't study.

Run-on sentences: He was late to school again; his bus got caught in heavy traffic.

E.g.: When I feel stressed I like to do many things Make me calm down like

8.12 Grammar mistakes

Most learners do not choose the right or correct form of a tense. Thus, they fail to express their ideas correctly.

Example: I drunk two liters of water yesterday.

Ex: Listen to music it is help me to forget the stressed .

8.13 Usage mistakes :

Usage mistakes are a word or string of words that a native speaker would never use to express the particular meaning the ESL/EFL students in trying to convey .

Example: ESL Students says :

My mother do not speak English.

I putted my pen in my bag .

(These sentences are understood)

My mother has an arrangement with her operator today

(will not be understood),

It should be:

My mother has an appointment with her surgeon

E.g.: It helps me to relax and comfortable .

8.14 Previous Study

The researcher reviews the contributions of some other researchers in the area of teaching writing to students who are not English.

Title: An Analysis of Written English Essay

- The case of students of the preparatory year program.
- Date :(2008)
- Place: Saudi Arabia, Hail University
- Main question: What are the most common errors that students commit in their written essays?
- Methodology: A Sample of a written paragraph of 32 participants. They were required to write on one of the following five different topics:

- (My city- Car accident –Hail University Campus- Shopping, my favorite season) they were asked to write approximately 150-300 words within a period of one hour. They were informed that they had to start with: Outline- First draft –Final draft. The students did not know their writing is going to be under investigation.

- Main findings: The result showed that Saudi Arab students in this study committed 10 common errors: verb tense, word order, singular /plural form, subject/ verb agreement, double negative, spellings capitalization, articles, sentence fragments, prepositions.

Such a research will help and assist ESL/EFL teachers and teaching strategies to reduce further problems among Saudi students.

The study has given an account of the main errors made by Saudi EFL learners at PYP level in their written work. The study has a number of important limitations which helps ESL /EFL learners.

The present study attempts to confirm that writing classes must witness more practice than delivering lectures beside teachers must pay more attention to their pedagogical application because as mentioned PYP teachers have no unified or prescribed methodology to teach writing. Unfortunately, they do not give students much time to practice.

9. Methodology

The researcher uses qualitative and quantitative analysis to conduct the study. The tool which is used for data collection is a test (pre-post). The population of the study is represented by 60 students of the preparatory year in the first year at the university who are selected as a purposive sample. Tables, figures, and diagrams will be used to analyze the data of this study, followed by descriptions and interpretations of the results.

10. Students' Sample Size

The number of students who participated in the study was 60 out of 120. They came from different local and private secondary schools in KSA. They were selected randomly to ensure that each student had the right to participate in this study. The selection was from the whole four groups of the PYP students (120 students). Twenty

students from each group, on a random selection basis, made a total of the 60 who represented the students' sample size of this study.

11. Writing Skill Test (Pre and Post Test)

In this test the researcher aimed to examine the students' competence and abilities in writing. The writing skill test consisted of six items drawn from general writing exams and specifically from the two textbooks: 'The First Step in Academic Writing' and 'keep writing'. The items were well constructed after being assessed by some colleagues and research experts from the college. The test was in two parts: Writing techniques such as fill in the blanks and free writing. Three topics were designed for the students to choose from. Some topics were descriptive ones like describing their city where they live.

The results obtained reveal that PYP can have a great effect on increasing students' performance in writing skills if it concentrates on doing practice from the book "First Step in Academic Writing". This can be observed from the big gap between the students' performance in the pre-test, which shows their poor results and their performance in the post-test which shows their good results.

There is a huge gap between the two books` First Step In academic Writing` and` Keep Writing`: The former is a beginning level of the Longman Academic Writing series. It introduces basic composition skills by integrating into each unit paragraph organization, rhetoric, grammar and mechanics, sentence structure, and the writing process. Offering clear steps, numerous models, and an abundance of opportunities for practice, the texts help students quickly improve their ability to write effectively in English. The book has the following features:

- A clear step by step approach to writing standard paragraphs.
- Introduction to the writing process that includes prewriting, drafting, revising, and editing.
- A systematic and progressive treatment of simple, compound, and complex sentence structure.
- Rigorous development of grammar and mechanical skills.
- The time for practice the content is two months.

While ` Keep Writing ` by Harrison (1992) is a self-contained course in writing English aimed at the elementary /intermediate level of Arab Students. The course guides students towards writing simple and accurate paragraphs, paying close attention to sentence structure, verb formulation, punctuation, and spelling.

The continuous graded practice is provided through a variety of exercise types such as reading comprehension, gap filling, table completion, the correction of passages and writing of the sentence and paragraphs using tabular information.

Richard Harrison developed the material for this course while teaching students in Saudi Arabia, Bahrain, and Oman. It was being used in the PYP for only one month with the students to cover all the units.

12. Analysis of Students' Test

The analysis of data for this section of the students' test will also be through tables and charts as follows:

Table (1): Analysis of the pre-test according to the students' results (score out of 30)

	frequency	Percent	mean	Std. deviation
Excellent (A)	10	16.7%	3.48	1.40
Very good (B)	1	1.7%		
Good (C)	19	31.7%		
Accepted (D)	10	16.7%		
Bad (F)	20	33.3%		
Total	60	100%		

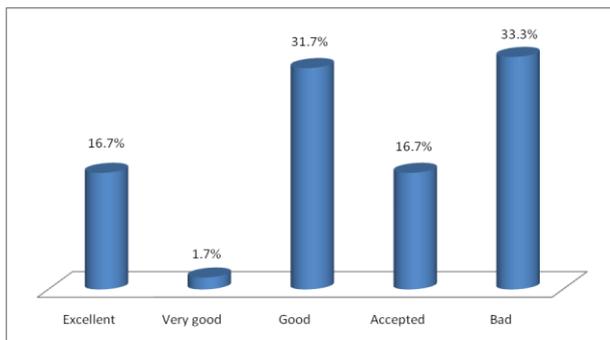


Chart (1): Analysis of the pre-test according to the students' results (score out of 30)

The results of the test have been interpreted in terms of the ‘grading system’ presented below:

1. A (80 - 100) (excellent)
2. B (70 - 79) (very good)
3. C (60 - 69) (good)
4. D (50 - 59) (pass)
5. F (0 - 49) (fail)

The above table and chart show that among 60 students only 10 students get grade ‘A’ with the percentage of only 16.7%. Only one student gets grade ‘B’ with a percentage of 1.7%. 19 students out of the whole number of students get grade ‘C’ with a percentage of 31.7%. The remaining number of the 30 students (50%) gets either grade ‘D’ or ‘F’, that is, they are considered as failed in the test of writing skill. The final results show a miserable state of students’ writing skills. Only a few students have excellent performance, but the majority of them have extremely poor performance. Therefore, this result points out that the book “Keep Writing” is not an adequate choice for the preparatory year program. Moreover, the teaching method which is used is also inappropriate because most of the teachers concentrate on the grammar section and neglect the main other skills and sub-skills in writing.

Table (2): The analysis of students’ result in the second test (post) (result score out of 30)

	frequency	Percent	mean	Std. deviation
Excellent (A)	25	41.7%	5.8	2.46
Very good (B)	9	15 %		
Good (C)	8	13.3 %		
Accepted (D)	14	23.3 %		
Bad (F)	5	8.3%		
Total	60	100%		

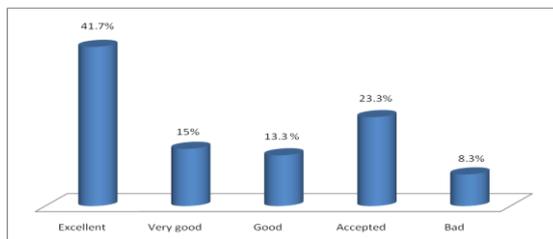


Chart (2): The analysis of students’ result in the second test (post) (result score out of 30)

The above table and chart explain that the students' results in the post-test are conducted after teaching the students writing skills from the book "First Step to Academic Writing" during the PYP course of study. At first glance, we can observe that there is a speedy increase in the students' performance in the post-test than it was in the pre-test. These results show that 41.7% of the students get grade 'A' and 15% of them get a grade (B) "very good". Only 33.6% of the students either get grade 'C', or 'D', but the remaining number of students (8.3 %) gets grade 'F', that is, they failed in the test of writing skills. The final results show a high performance of students' writing skills. Only a few students failed in the post-test, but the majority of them increase their performance.

13. Pre-test & Post-test Analysis

Table (3): The growth result of pre-test and post-test

No	Name of Student	Test Scores		Name of Student	Test Scores		Name of Student	Test Scores		Total Score	
		Pre	Post		Pre	Post		Pre	Post	Pre	Post
1	Student 1	29	30	Student 21	17	24	Student 41	9	18	55	72
2	Student 2	29	30	Student 22	17	24	Student 42	9	17	55	71
3	Student 3	28	30	Student 23	17	24	Student 43	9	17	54	71
4	Student 4	28	30	Student 24	17	24	Student 44	9	17	54	71
5	Student 5	28	30	Student 25	17	24	Student 45	9	16	54	70
6	Student 6	28	29	Student 26	15	23	Student 46	9	16	52	68
7	Student 7	28	29	Student 27	15	23	Student 47	9	16	52	68
8	Student 8	28	29	Student 28	15	23	Student 48	8	16	51	68
9	Student 9	28	29	Student 29	15	22	Student 49	7	16	50	67
10	Student 10	25	29	Student 30	15	22	Student 50	7	16	47	67
11	Student 11	20	27	Student 31	14	22	Student 51	7	15	41	64
12	Student 12	18	27	Student 32	14	21	Student 52	7	15	39	63
13	Student 13	18	27	Student 33	14	21	Student 53	7	15	39	63
14	Student 14	18	26	Student 34	14	20	Student 54	7	15	39	61
15	Student 15	18	26	Student 35	14	20	Student 55	6	15	38	61
16	Student 16	18	26	Student 36	13	20	Student 56	0	12	31	58
17	Student 17	18	26	Student 37	13	19	Student 57	0	12	31	57
18	Student 18	17	25	Student 38	13	19	Student 58	0	10	30	54
19	Student 19	17	25	Student 39	12	19	Student 59	0	10	29	54
20	Student 20	17	25	Student 40	10	18	Student 60	0	10	27	53
Total										868	1281

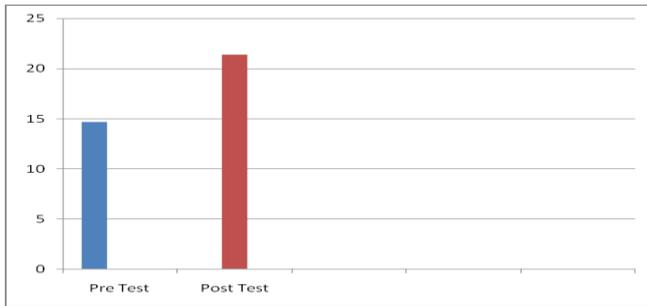


Chart (3): The growth result of pre-test and post-test

The growth result of pre-test and post-test shows the effectiveness of the intensive English program among preparatory year students which was applied to the students at “Sharia college of Mohammed Bin Saud Islamic University“, using the book, which was entitled “ First Step Academic Writing” in addition to “Keep Writing”.

14. Discussion and Interpretation of the Findings

Hypothesis (1): *The Preparatory Year Program at Imam University does not provide an effective plan to improve students writing skills.*

According to the statistical analysis of both tests, the researcher finds that PYP does not help in increasing the students’ performance in writing skills. This can be observed from the difference between students’ performance in the pre-test, which is poor, whereas their performance in the post-test is regarded as good. It could be true to say that the book entitled “Keep Writing” which is taught in “PYP” is not as effective as the book entitled “The First Step in Academic Writing” which is full of practice and drills.

Moreover, the percentages and the marks for the students in the pretest are not recognized as a university standard, but later in the post-test results were changed and things look different because the researcher changed the schedule and the methodology of teaching to a great extent so as to find much time for the students to practice and it worked with them and it was very clear in the results of the post-test.

Hence, the PYP needs to look for a systematic plan that helps students enhance their writing skills. Examining a variety of task-based textbooks can help in this matter.

Hypothesis (2): *The preparatory Year program does not satisfy Saudi students' needs in writing skills.*

The results revealed that students are not interested in PYP because they have a consensus point of view about it, that it does not provide an effective program to them. More to the point, the great majority of them (86.6%) think that the prescribed amount of writing skill that the students usually have at preparatory year program is not quite enough to enhance their writing skill. This is very clear due to the small dosage that students usually have during the program which is not quite enough to enhance and improve the writing skill. The textbook 'Keep Writing' does not meet their needs. It does not emphasize writing exercises. It concentrates on reading texts only. So, it is obvious that the PYP which depends wholly on that book failed to meet their writing skill's needs.

15. The Results

After the data has been analyzed, the researcher pins down the following findings

1. The result confirmed that it is not a matter of the number of weeks or months that determine students' success in enhancing their writing skills. But it is a matter of emphasizing allocating time for practice.
2. Students need to practice using every bit of language use in their life. Exercises and practice on how to write a complete sentence are as important as how to write a word without making a spelling mistake.
3. The PYP writing course never satisfies Saudi learners.
4. The PYP program never serves writing skills.

The study revealed all kinds of Saudi learners' mistakes in writing and mentioned that concentrating on these skills while teaching will help instructors and teaching strategies to reduce such problems among Saudi PYP learners.

16. Conclusion

Several teachers' responsibilities and roles have been recognized as a result of the previous findings. In conclusion, Teachers should do the following:

- Teach students different strategies for the various stages of the writing process.
- Encourage students to be flexible in their use of the components of the writing process.
- Help students to understand different purposes of writing.
- Teach students to emulate the features of good writing.
- Teach students to become fluent with handwriting, spelling, sentence construction, and word processing.
- Teach students to construct a sentence for fluency, meaning, and style.
- Publish students writing and extend the community beyond the classroom.

17. Recommendations

The previous conclusions draw the researcher's attention to recommend the following points:

- 1- This study as a proposed program to teach writing should be under university supervision for one year and then subject to evaluation.
- 2- Research should tap on the area of teaching strategies to enhance writing skills as well as other skills.
- 3- More and deep research is needed in the area of writing skills.

18. Suggestion for Further Study

The researcher suggests further studies should be done in writing to increase the standard of the student's language competence. The following suggestion is made:

Further study should be conducted on teaching writing strategies carried out by English Instructors. They may consider to design and promote writing activities to help willing students to enhance their skills.

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APPENDIX (A)

Writing Skill Test (Pre-test)

Q1: Write the missing vowels in these words:

- a- m__rk__t b- m__sq__ __ c- g__rd__ n
d- z__ __ e- h__rs__

Q2: Choose (and, but or so) to join these sentences:-

- a) I `d like to visit Algeria .I don't have enough money.
b) I want to help other people. I am going to be a nurse.
c) I am planning to study physics .I hope to become physic teacher.
d) I may join the army .I may become a pilot in the air force.

Q3: Spelling and vocabulary

Complete the following statements:

- a) Your uncle`s son is your _____ .
b) Ali is a _____ he works in a garage.
c) My sister is studying _____ she wants to be a doctor.
d) One of my hobbies is _____ to music.
e) The capital city of Bahrain is _____.

Q4: Write three sentences about three people you know who are married (when did they get married –use (ago). Each one not less than fifteen words

- a) _____
b) _____
c) _____

Q5: Put the capital letters, commas and stops in this paragraph:

How to use a video recorder

first switch on the video and the television then select the video channel on the television after that press the eject button on the video and put the cassette in the machine press the rewind button when the cassette is at the beginning press the play button

- a) How many sentences are there? _____
b) Underline the verbs and write them below.

c) Put circles around all the sequence words and phrases -how many words and _____ phrases _____ are _____ there?

d) Circle the (when clause).

Q 6: Write a paragraph not less than seventy words about one of these topics

- a) Describe your city.
- b) Write a complaint letter to your building manager.
- c) Which are better books or movies?

APPENDIX (B)

Writing Skill Test (Post-test)

Q1: Write the missing vowels in these words:

- 1- b__g 2- leav__ 3- sp__nd 4- t__ke 5- dec__de check

Q2: Make sentences from the group of word below:

- a-to/ went /summer/London/Nadia/ Last
- b- uncle /in /Cyprus/visited/my/1995
- c- arrived /my /on/there /parents /Tuesday
- d- Jeddah /after /weeks /to/Salem/three/returned

Q3: Write the past form of these verbs:

- a- Stay _____
- b- visit _____
- c- study _____
- d- arrive _____
- e- enjoy _____

Q4: Think of three famous people that you like. Write a sentence about each one: Examples are given

Example: Um Kalthoum was a famous singer.

Taha Hussein _____

Beethoven _____

Diego Maradona _____

Shakespeare _____

You can add your own.

Q5: Make sentences from these words .Write the sentence in the table:

- a- returned/a/ weeks/Habiba/ago/ Kuwait /few /to
- b- school/eight /brother /ago/left/my/years
- c- to/ago/six/ family/ Jeddah/ my/moved/month.
- d- was/in/Salem/ ago/town/ twenty-three/born/a/ in/small/Sudan/years

Who	Verb	What/Where	When

Q6: Write a paragraph not less than sixty words about one of these topics.

- a-What are your plans for the next week?
- b-How to photo copy a letter?
- c- One of the time saving devices which you use at home.
- d- Advantages and disadvantages of shopping on line.