



University of Benghazi

Faculty of Arts

Postgraduate Studies
Department of English

Investigating Some Problems Encountered by Fourth Year Students in the English Department at the University of Benghazi in Developing the Topic Sentence.

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in English Language and Linguistics.

By

Eman.Wanis. Abdulnabi. Elbarani

Supervisor:

Dr. Khadejah Abuarrosh

May, 2012

الملخص

البحث التالي هو محاولة لدراسة المشكلات التي تواجه طلبة السنة الرابعة بقسم اللغة الانجليزية في جامعة قار يونس في كتابة و تطوير الجملة الرئيسية للموضوع. عينة البحث هم طلبة السنة الرابعة بقسم اللغة الانجليزية حيث تتكون العينة من أربعون طالبا. عشرون طالبا من شعبة اللغة وعشرون من شعبة الترجمة. ولكي تتم الإجابة علي السؤال المطروح في البحث قامت الباحثة بتطبيق المنهجية المتبعة في الدراسة من خلال امتحان قامت بتقديمه للطلبة خلال العام الدراسي 2009- 2010. وقد تم تحليل البيانات بواسطة أداة وصفية إحصائية تم من خلالها تقييم أداء الطلبة إثناء الكتابة. وقد أوضحت نتائج الدراسة أن معظم الطلبة أبدو مستوى ضعيف من الإبداعية والكفاءة عند الإنشاء والتعبير في اللغة الثانية حيث عاني الطلبة من صعوبات لغوية وبلاغية تتعلق بكتابة العناصر الأساسية للفقرة خاصة في تطوير الجملة الرئيسية للموضوع. وبشكل عام قد أعزيت الأسباب وراء هذا الضعف إلي قلة استخدام الطالب للاستراتيجيات والقدرات والتقنيات التي يتطلب تطبيقها في كتابة وتطوير الفقرة في اللغة

الانجليزية. وفي الجانب الأخير من الدراسة قدمت الباحثة عدد من التوصيات لكلا من المدرس والطالب التي من المتوقع أن تساعد في تحسين وتطوير أداة كتابة وتطوير الفقرة التعبيرية في اللغة الثانية.

ABSTRACT

The present study is an attempt to examine the challenges that fourth year university students face when writing an English paragraph, particularly in the areas that relate to writing and developing a topic sentence. The sample of the study consisted of 40 fourth year students, divided into two groups. Twenty students were chosen from the translation section while the other twenty were chosen from the language section. In order to answer the research question, data were collected through preparing a writing assignment for students in the academic year 2009-2010. Data were analyzed, calculated and highlighted using the tool of descriptive statistics. The results of the study showed that the students exhibited a low level of creativity and accuracy when writing in their L2, particularly when developing a topic sentence. The supposed reason that may lay behind this weakness is the students' lack of skills, strategies and techniques required in writing and developing a topic sentence of an English paragraph. Some recommendations are offered to help both students and teachers in order to improve the performance of writing and developing a topic sentence.

DEDICATION

To the Memory of My Beloved Father Wanis Elbarani,

My Brother Mosbah El-Barani,

His Wife Fawzia El-Sileeni,

And Their Son Mohammed Mosbah El-Barani.

ACKNOWLEDGMENTS

I am very grateful to my supervisor, Dr Khadejah Abuarrosh for her great support, invaluable suggestions and expert guidance throughout all stages of this project.

I would also like to express my deep appreciation to my mother for her great loyal support and words of advice in the preparation of this work.

Lastly, my heartfelt thanks to my friend Zenab Elaojli for her thoughtful encouragement and continuous help.

TABLE OF CONTENTS

Abstract	I
Dedication.....	II
Acknowledgement.....	III
Table of Contents.....	IV
List of Figures and Tables.....	VI
I.0 Background to the Research.....	1
I.1 Introduction.....	1
I.2 Statement of the Problem.....	2
I.3 Aim of the Study.....	2
I.4 Question Research.....	2
I.5 Methodology.....	3
I.5.1 Research Strategies	3
I.5.2 Sample of the Study.....	5
I.5.3 Instrument and Procedure.....	6
2.0 The Skill of Writing.....	7
2.1 Learning Writing.....	7
2.2 The Process of Writing.....	9
2.3 Teaching Writing.....	12
2.4 Approaches to Teaching Writing.....	14
2.4.1 The Process Approach.....	15
2.4.2 The Product Approach.....	16
2.5 Techniques in Teaching Writing	18
2.6 Learning Strategies of Writing	20
2.7 Contrastive Rhetoric	21
2.8 Modes of Writing.....	22
2.9 The Structure of Writing.....	23

2.10 The Paragraph.....	24
2.10.1 The Topic Sentence.....	25
2.10.2 The Supporting Sentence.....	26
2.10.3 The Concluding Sentence.....	27
2.11 Writing Techniques	27
2.11.1 Pre writing Activities.....	28
2.11.2 Aspects of Writing.....	30
2.11.3 Post writing Techniques.....	37
2.12 Relevant Research.....	38
3.0 Results and Discussions.....	49
3.1 Assessment Criterion.....	49
3.2 Data Analysis.....	52
3.3 Analysis of the Assessment Criterion.....	58
3.4 Statistical Analysis.....	68
4.0 Conclusion	74
4.1 Recommendations.....	75
4.2 Suggestions for Further Research.....	82
Bibliography.....	83
Appendices.....	
I The Students Essays.....	

List of Tables

Table 1: Scoring Protocol.....	55
Table 2 : Scoring Protocol for Students of Language Section.....	58
Table 3 : Scoring Protocol for Students of Translation Section.....	59
Table 4 : Overall Scores for Paragraphs.....	60
Table 5 : Overall Grades for Paragraphs.....	61

List of Figures

Figure 1 : The Writing Process.....	7
Figure 2 : Aspects Needed in the Process of Teaching Writing.....	16
Figure 3 :The Flower and Hayes's Model of Writing.....	19
Figure 4 : Knowledge Telling Strategy.....	20
Figure 5 : Knowledge Transformational Strategy.....	21
Figure 6 : The Elements of a Paragraph.....	26
Figure 7: Constructing an Outline.....	30
Figure 8: Constructing Clustering.....	31
Figure 9 : A Summary of the Four Bases of Effective Writing.....	37
Figure 10 : Cross-cultural Differences in Paragraph Organization.....	43
Figure 11: Errors Committed in Writing Paragraph Forms.....	69
Figure 12: Errors Committed in Achieving Cohesion and Coherence.....	69
Figure 13: Errors Committed in Using Punctuation and Grammar.....	70
Figure 14 : Errors Committed in Achieving Style.....	70
figure 15 : Errors Committed in Writing Paragraph Forms.....	71
Figure 16 : Errors Committed in Achieving Cohesion and Coherence.....	71
Figure 17: Errors Committed in Using Punctuation and Grammar.....	72
Figure 18: Errors Committed in Achieving Style.....	72

CHAPTER ONE

BACKGROUND TO THE RESEARCH

I.1 Introduction

One of the most fascinating aspects of human development is the ability to learn a foreign language. This ability is a central issue to many people in all walks of life in today's global community (Lightbown & Spada; 1993). The development of this ability requires learning four basic skills. These skills are divided into receptive skills which include reading and listening and productive skills which include writing and speaking. These skills are organized in a way in which any one of them cannot be taught without the other. Lee and Allen (1963) say that none of them can be learnt directly without the others. They argue that the acquisition or learning language is based on the premises that one must listen first, speak, write and then read.

The skill of writing is one of the productive skills that a student can learn and develop with practice. Myles (2002) states that the ability to write well in a second language is not a natural activity, but it is usually learned and developed in formal settings or other environments. Thus, writing must be practiced and learned through experience. In view of this, Raimes (1998: I) points out that "we learn to write not from lectures or from instructions in a book but from doing a lot of reading and writing".

Out of the four skills, writing in both languages is considered to be the most complex skill for language learners because a writer is required to demonstrate a certain amount of background knowledge about the principles of rhetorical organization, language use and other skills (Tangermoon, 2008). " Learning to write is not just a question of developing a set of mechanical orthographic skills: it also involves a new set of cognitive and social relations" (Tribble, 1996:12). In fact, writing is perceived to be a challenge to many learners, especially learners whose native language is not English.

Actually, many researchers see writing as a means of self expression through which writers can express their inner thoughts, feelings and experiences. Weigle (2002) maintains that learning to write effectively in a L2 enables learners from different cultures and backgrounds to communicate. He says "it is now widely

recognized that writing plays a vital role not only in conveying information but also in transforming knowledge to create knowledge" (Ibid, x).

Writing as a productive skill is different from speaking. Brighton and others (1978: 27) argue that writing is unlike speaking; "the act of writing differs from speaking in that it is less spontaneous and more permanent and the resources which are available for communication are fewer because we cannot do in conversation as we go long. For this reason, the conventions of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardized". On the other hand, Byrne and White (1987:23) believe that writing depends to a great extent on the reading skill since the process of creating a piece of writing or composing depends on writing what we had read. " writing is output, what is in your head comes out onto a paper. But you cannot have output without input".

I.2 Statement of the Problem

As demonstrated by El boury (2003), Hewaydi (2006), and Dahesh (2008), the majority of Libyan students encounter some problems in writing, especially writing paragraphs and essays. This research is principally concerned with investigating the problems that students face in the English Department at the University of Benghazi when writing and developing a topic sentence.

I.3 Aim of the Study

The primary goal of this study is to identify the problems encountered by Fourth year students in the English Department in writing a good paragraph, especially composing topic sentences and develop them into paragraphs.

I.4 Research Question

This study is based on the assumption that most learners in the English Department at Benghazi University have problems in writing paragraphs and essays, specifically problems relating to developing a topic sentence and thesis statement. Thus, the research question is as follow: What are the problems

encountered by fourth year students in the English Department at Benghazi University when writing and developing a topic sentence?

I.5 Methodology of the Study

I.5.I Research Strategies

Scollon (1995:381) indicates that "research methodology is a cover term for day-to-day practices which are often less well formed than our final research report suggest". The validity of any discipline is predicted from the research methods that are used to collect data (Cohen, Gas and Tarone, 1994 as cited in Lazaraton, 2005). The methodology determines the instrument that a researcher uses in his study. Thus, methodology has two primary functions: (1) to control and dictate the acquisition of data; and (2) to control the data after acquisition and extract meaningfulness from them (Abu-baker, 2005).

There are certain stages that a researcher should follow when doing any kind of research. These stages include the following:

- Collection of data.
- Analysis of data
- Examining and exploring of the results
- Forming a conclusion
- Considering an implications or recommendations
- Suggesting further research

Different types of questions or hypothesis demand different types of research designs, so it is important to have a broad preparation and understanding of the different types of designs available. There are two main types of research that most researchers often depend on, qualitative and quantitative research. In this study, the method chosen for data collection depends on a quantitative method which is a writing task.

Quantitative research is a deductive method that seeks explanation and predictions that will be generalized to other situations. It is broadly used to explore and understand people's beliefs, attitudes and experience toward a

particular problem or topic. Lazaraton (2005: 210) defines quantitative research as "an endeavor in which quantities of data are tallied, manipulated or systematically aggregated". It is more concerned with developing and empirically testing specific hypotheses or research question that will be generated to wider or similar situations. In general, quantitative research tends to be based on numerical measurement of specific aspects of a phenomenon that seeks measurement and analysis of casual relationship between variables (King, Keohane & Verba as cited in Thomas, 2003). In line with this, variables are the basic building blocks of quantitative research. They are some entities that take on different values or categories like time, performance and treatment.

Data collection in quantitative research involves the generation of the numerical data to address the research question or hypothesis. In this field, the researcher's role is to collect, observe and measure data under controlled conditions and through personal involvement with the research subjects. In other words, data is based on precise measurement using structured and validated data collection instruments (e.g., closed-ended items, rating scales, behavioral responses). The researcher in quantitative research focuses more on established procedure rather than the individual judgment or treatment (Glense & Pekin, as cited in Thomas, 2003).

Data analysis conducted from quantitative research requires some steps that should be utilized: (1) descriptive and explorative procedures that describe study variation and the sample; (2) statistical techniques to test proposed relationships and to clarify the process of analysis; (3) techniques to make predictions and describe characteristics of populations; and (4) analysis techniques to examine casualty. Researchers, in most cases, use the computer to perform analysis of data. The choice of analysis is determined by the researcher according to the research design, hypotheses or research question. To a great extent, detailed tables and statistical charts are all subjects that often presented when analyzing data in the quantitative research (Grove and Nancy, 2005).

There are two main types of quantitative research: experimental and non-experimental. Experimental research is often used to identify a cause and effect relationship. In particular, it is typically more concerned with random assignment, manipulation of an independent variables and strict control. Experimental research includes two sub types: true experimental and quasi-experimental.

On the other hand, non-experimental research tends to examine and differentiate the relationship between variables. There are two types of non experimental research: correlational and descriptive. Correctional research is conducted to investigate the nature of relationship or association between variables in their natural environment. Descriptive research describes real life phenomena.

Non experimental designs are often classified into four types: cross-sectional, longitudinal, retrospective and prospective. In a cross-sectional study, variables are identified at one point in time and the relationships between them are determined. In a longitudinal study, data are collected at different points over time. In a retrospective study, an event or phenomenon identified in the present is linked to factors or variables in the past. In a prospective study, or cohort study, potential factors and variables identified in the present are linked to potential outcomes in the future (Sousa, Driessnack and Mendes, 2007).

The current research is considered to be a descriptive one. Descriptive research is concerned with the exploration and description of a particular phenomenon in a real life situation. It is used to obtain information and describes what exists with respect to variables or conditions in a situation. Through descriptive research, concepts are described and relationships are identified that provide a basis for further research and theory testing (Grove and Nancy, 2005).

Two types of quantitative descriptive research are identified: case control and comparative. Case control involves a description and explanation of a particular case or subject with and without a pre-existing condition or exposure. The cases of the study can be an individual, a group or a family. This design is also known as a case report or case study. Comparative studies describes the difference in variables that occur naturally between two or more subjects or cases of the study. The current study is an example of a case study (Ibid).

I.5.2 Sample of the Study

The participants in this study were 40 students enrolled in the English Department at the University of Benghazi during the academic year 2009- 2010. The students were in the fourth year. They included 20 from the translation section while the other 20 were from the language section. There were 10 males and 30 females aged between 22-27 years of age. All 40 participants had studied English for more than three years.

I.5.3 Instrument and Procedures

The instrument used to collect data in this study was a writing task. The instrument was administered to two both groups of participants. The two groups were asked to write a paragraph about the same topic which was 'the use of internet'. This topic was chosen on the basis of its appeal and interest to university students. Students were given 45 minutes to write one paragraph of at least 60 words. Classes were chosen in which there was no writing course. Students were given the writing task during the "Readings in Linguistics" and "Translation from Arabic into English" courses in which it was assumed that all students would be present.

CHAPTER TWO

THE SKILL OF WRITING

2.1 Learning Writing

In recent years, there has been an increased need to learn English as a second language because of its importance in the global communities today. Writing as a creative skill is considered to be one of the language skills that it is very important both in academic and outside academic institutions. It structures our relations with others and organizes our perception of the world"(Bazerman and Parodis, 1991:3). As mentioned earlier, writing in the first or second language is a process that can be learned and practiced. Raimes (1998: v) realized this fact and argued that writing in L2 is a complex process that needs much concentration on everything at once " taking time over writing, doing a lot of reading, thinking, talking and writing about a subject. For second language learners, these activities are especially valuable, as they provide many opportunities for communication in the new language".

Actually, academic writing is considered to be a complex skill. It involves a number of complex rhetorical, developmental and linguistic operations that must be taught (Raimes, 1985). It is a process that starts with writing the alphabets and ends with writing a well-constructed paragraph or an essay. Writing is a skill that draws on sub-skills and processes such as handwriting, spelling, punctuation, capitalization, vocabulary choice and grammar usage. Lindemann (1982) points out that learning to write is more than learning how to write the alphabets, words, phrases, sentences, and paragraphs, but it is a process that involves understanding the meaning of these concepts and practicing them in real life situations. Learning how to write requires learners to be skilled in identifying and in fitting sentences and paragraphs into prescribed patterns. Moreover, "learning writing involves critical intelligence in the areas that affect composing such as creating content, using stages of writing, selecting details and cues that matters, organizing and connecting texts more accurately" (Flower, 1994: 65).

The ability to write is of considerable importance for consolidating learning in the other skills. Some learners may have the ability to speak fluently. However, their primary writing problems appear in expressing their ideas and using the

appropriate vocabulary that suit the purpose of their writing. Furthermore, there are some problems that appear in a writers' perception and their decision of what context they can choose.

Weigle (2002: 7) observes that the development of student's L2 writing can be influenced by multiple factors such as the level of acquisition of the second language in that "one cannot write in a second language without knowing at least something about the grammar and vocabulary of that language". The ability to write in the L2 is also affected by the relative similarity or difference between the two languages. Indeed, learning L2 writing that is closely related to one's native language in terms of grammar and vocabulary is clearly easier than writing in a language that is vastly different. Another factor is the role of the second language as a language of communication. In this case, learning English is determined by the needs and the purposes of the learners.

In fact, academic writing is considered to be the skill that most learners perceive to be difficult to master, particularly when they reach to the stage of composing a paragraph and an essay. In this respect, Myles (2002) maintains that academic writing requires conscious effort and practice in composing, producing content, drafting, developing, and analyzing ideas. Formulating ideas coherently in a L2 can be difficult for most students because they have to acquire proficiency in the use of the language as well as writing strategies, techniques and skills (Rummel, 2005).

Composing a paragraph or essay can be affected by multiple factors, especially when developing a topic sentence or a thesis statement. In this field, Kobayashi and Rinnert (1992) say that the ability to develop L2 writing is affected by the general level of L1 writing and writing experience in both languages as well as second language proficiency and mother tongue interference. Moreover, the development of L2 writing can also be influenced by the L1 in such a way that writers from different L1 backgrounds tend to write differently depending on how they learn writing styles in their L1 culture.

Due to the complexity of learning to compose in a L2, there has been a vigorous debate on more efficient and effective teaching methods among many teachers and L2 writing researchers. Concerning this fact, there are many techniques that enhance the ability of students' learning to compose an effective paragraph or an essay in L2. Many researchers indicate that providing feedback plays an essential role in L2 writing instructions, since it helps to improve students' ability to

understand the content and the skill they are studying. Wells (2002) points out that writing approached in this way is also an opportunity for knowledge building. However, if students have not developed their learning strategies to monitor and understand their writing errors, the instructions may give negative results. An instructional approach that is used effectively with L2 learners shows us what is at stake for L2 instructors and students.

In my opinion, it is quite easy to assume that there are some aspects that writing a paragraph or an essay are likely to be affected. In this respect, we can say that factors including teaching methods, course design, the ability of the teacher to convey information and students' learning style, all these factors can contribute to the success or failure of the process of composing a paragraph, particularly when developing a topic sentence. In addition, the environment that surround by students and the role of motivation are considered to be important in enhancing students learning. Providing students with topics that they are familiar with and interested in will help them to write with greater efficiency and give them greater chance to write more effectively.

2.2The Process of Writing

Since the mid 1970s, L2 composition teachers have been involved to understand the process of L2 learning strategies and take them into account in writing instructions (Raimes, 1998; Susser,1994). As a result, rich insights into the nature of L2 writing have been obtained. Broadly, the process of writing is a complex skill for most learners, particularly learners whose native language is not English because it involves the interaction of the writer's knowledge, experience, skills, and culture when writing in L2 (Zamel,1982).

Research on writing since 1970 has shown that writing is a "recursive, nonlinear cognitive process in which the writer moves back and fourth between prewriting, writing, re-writing, revising and editing until he/she is satisfied with his/her creation"(Flower and Hayes, (1981: 365).

As a productive skill, writing comes to be the most difficult one when teaching the stage of composing a paragraph or essay, particularly when developing a topic sentence or a thesis statement since developing the controlling idea of any piece of writing is considered to be the informative part of constructing. In this respect, Zamel (1982) argues that writing can be taught as a process of discovery.

She encourages writers to investigate and analyze what is the process of writing and what it involves in both languages. She says that "ESL writers who are ready to compose and express their ideas use strategies similar to those of native speakers of English" (1982: 203). However, Rummel (2005) believes that although writing behaviors in both languages are similar, composing in the second language is clearly more difficult and less effective in terms of quality. In broad terms, writing is seen basically as three main steps that has its own features and activities, displayed in figure 1.

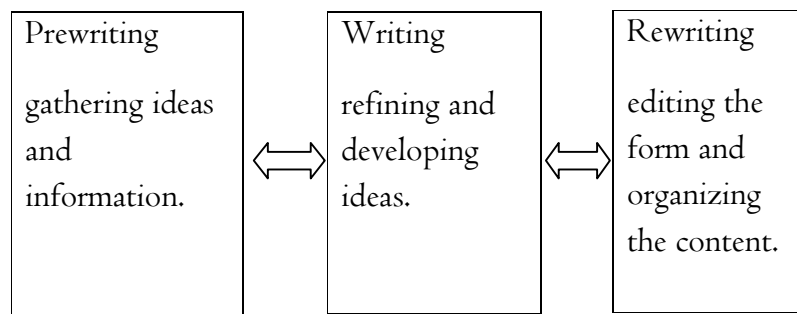


Figure 1 The Writing Process.

- Prewriting is a distinctive process in which writers start by gathering ideas and organizing information from their own experience using various techniques.
- Writing is a stage in which writers refine and develop their ideas using the appropriate vocabulary and language use in order to convey what they want to say.
- Rewriting is a stage in which writers edit and revise the content of a text and the organization of ideas using teacher's feedback.

In view of this, research into L1 and L2 writing shows that the paragraph or an essay evolves as a result of the writer's effort to explore, formulate and reformulate meaning. In other words, students can return to their compositions again and again, to discover not only what else to say but how to say them better (Perl, 1980). The stages of writing concentrate basically on writing as a recursive process in which the writer has the ability to plan in producing content, drafting

ideas, editing and revising the organization of content as well as receiving reader's feedback (Garham and Perin, 2007).

According to the recursive nature of writing, students are introduced to invention techniques to help them discover and engage the topic. Consequently, teachers should be eager to raise students' awareness by asking them to take an active part in writing workshops and engage in the process of composing as well as providing them with opportunities to express their thoughts and opinions (Thatcher, as cited in Dheram, 1995).

Due to the complex nature of the process of writing in English language, learners often find it difficult to develop all aspects of the stages simultaneously. Therefore, they selectively use only those aspects that have already been proceduralized (Chamot and O'Malley, 1990). Therefore, it is recommended that teachers should be aware of what and how students write during the composing process. In addition, they should encourage students to focus on the basic stages of writing in order to help them to produce a well written and an effective piece of writing.

Without doubt, it is not useful for students to learn each step without practicing it. Thus, it is better to present students with a model text and exercises which help them practice each step, since exercises and practicing text models are effective in improving the skill of writing and developing the topic sentence. Furthermore, instruction in the process of composing should have an effect on the students' ability to reflect on their writing and to produce more effective and appropriate text in the target language (Dheram, 1995).

Recent research into the process of composing and the practices of skilled writers emphasizes the role of pre-writing, revision in the evaluation of the text, and the role of feedback in the teaching and learning of writing. Feedback is of most importance to the writing process (Zamel, 1983). Without individual attention and sufficient feedback on errors, improvement will not take place. Myles (2002) points out that students must accept the fact that the L2 writing includes errors; thus, the teacher's responsibility is to help learners to discover and understand the causes of these errors and help them to develop strategies for self correction and regulation. In addition, in order to learn more about the L2 writer's use of language in the process of writing, we need to apply to LI writing the research methods utilized in exploring the composing process in L2 writing. We also need to understand how students compose in their LI writing in order to understand

more about their learning strategies, the role of translation and transfer skills when they write in their L2 (Ibid).

2.3 Teaching Writing

Teaching writing is a tough job for many non-native English teachers. This is due not only to the language competence of teachers, but to the increased needs of learning English as a second language and to the improvement in applying effective teaching approaches that are appropriate for students.

Today, we think of teaching writing as a process of 'scaffolding' or supporting students' language development in ways that broaden the writers' expressive possibilities, deepen their understanding of written language and text, and socialize the writer into the role of the literate learner (Lensmire and Ruane, 1989). Teaching writing is an effective factor in learning the skill of writing. Thus, more emphasis should always be given to this component and its role in facilitating the ways of conveying information. As a facilitator, it is helpful for a teacher to determine appropriate stages and techniques to writing instructions and use them in different settings in order to achieve successful learning process.

Actually, developing the writing skill is a gradual process that involves following certain strategies when teaching academic writing. According to the researcher, there are eight main stages needed when teaching writing in English:

- The first stage includes teaching handwriting, how students write the alphabets, words, copying and dictation. The aim of these skills is to improve and develop students' hand writing, consolidate students' spelling habits in the target language and develop other aspects of language through writing.
- The second stage is teaching the mechanics of writing, which requires teaching punctuation, spelling, and capitalization rules.
- The third stage is teaching the skill of composing. Students should be taught how to use the strategies of the process of writing. How to use the prewriting activities for gathering ideas and information of the topic to be written about.
- The fourth stage is teaching certain aspects that are needed in the process of composing such as how to write an accurate topic sentence or thesis statement.
- Teaching how to develop the topic sentence or a thesis statement by accurate details and evidence of support.

- Teaching how to realize the surface and deep level relations that exist in a piece of writing.
- Teaching how to organize the content of a paragraph or an essay
- Teaching how to employ post writing activities to revise and edit the form and the content of a text.

All the previous stages are usually taught through guided writing. After guided or controlled writing comes free writing, through which students write without worrying about grammar and mechanics mistakes. Use of this stage is to improve practice writing in which students can acquire more vocabulary and language structures and develop techniques and strategies needed in the process of composing.

A number of theories that support a teacher's effort to understand L2 writing and learning have developed since EFL writing first emerged as a distinctive area in the 1980. (Hyland, 2003:2) says "In most cases, each has been enthusiastically taken up, translated into appropriate methodologies, and put to work in classrooms". Each theory has typically seen as an additional perspective to illuminate what learners and teachers need to provide for effective writing instructions. As a result, different perceptions of writing that influence teaching practices in L2 classroom were found out. These perceptions agree on a need to organize teaching L2 writing around a different focus.

- Language structure
- Text function
- Creative expressions
- Themes or topics
- Composing process
- Content
- Genre and context of writing

Brighton, Brumfit, et al (1980) and Whitaker (2004) mention some points that should be raised by a teacher when teaching a paragraph or an essay. At this point, it is necessary to bring them to focus on the various approaches and techniques that had been advocated for teaching of English writing in the second language:

- Limit the length of written materials to be produced.

- Increase the amount of class preparation for the task.
- Provide guidance on the final form of the written work.
- Encourage students to collaborate in the actual process of writing.
- Allow cross-checking between the draft stage and the writing of the final product.
- Limit the complexity of the writing task itself according to the language level of the teacher.
- Demand that the task be completed either slowly or quickly.
- Conduct effective mini-lessons on writing.
- Write regularly across the curriculum and grade level.
- Provide meaningful student writing activities.
- Establish a positive atmosphere for writing.

Accordingly, the process of teaching a paragraph or an essay will be better strengthened when following a regular system in curriculum distribution in which lessons are being explained in appropriate time, and focusing on appropriate instructions and the right way when explaining lessons. In addition, emphasizing the use of the four stages that were recommended by most writing instructors. The stages are revision, presentation, practice and evaluation. These stages will be more effective when applying them in each class and by giving appropriate time to each one. In addition, learners should be given much time during classes in which teachers can fully complete all tasks related to the process of discussion and doing all activities that needed to be done. Teachers are also required to pay great attention to good class management and control. More important, teachers should facilitate the process of teaching by avoiding all the complex methods of teaching and providing the most effective techniques of conveying information. Moreover, teaching writing should be highly integrated with reading materials since the process of constructing depends on students' background and experience about what they had read.

2.4 Approaches in the Teaching of Writing

Developing writing skills has always been the most complex and difficult aspect of language learning and teaching L2 learners, not only in the foreign language but also in the first language. There have been many approaches and methods to the teaching of writing. "There are as many answers as there are teachers and

teaching style, or learners and learning styles" (Raimes, 1983: 5). However, all see writing from two perspectives: as a process and as product.

2.4.1 The Process Approach

The process approach was developed as a reaction to the confines presented by the product methods of teaching writing that put more emphasis on form and accuracy. This approach is characterized by an awareness of the writing process and the intervention of teachers in order to improve writing skills instead of exclusively fixing mistakes (Susser as cited in Tang, 2006).

The process approach is the basis for the current methods of teaching academic writing. Zamel (1982: 196) argues that "before we know how to teach writing, we must first understand how to write". The process approach to teach writing focuses on how a text is written, "what is being written and who is writing" White and Badger (2000: 154). The two researchers say that "writing in process approach is seen as predominantly to do with linguistic skills, such as planning, and drafting and there is much less emphasis on linguistic knowledge such as knowledge about grammar text structure". O'Brien (as cited in Tangermoon, 2008) defines this approach as an activity in which teachers encourage students to see writing not as a grammar exercise, but as the discovery of meaning and ideas. The process approach is centered on students' needs and the efforts that students do in the process of composing. The process centered instructional methodology for teaching L2 writing concentrates exclusively on the invention of creating ideas and discovering the purpose of writing (Hyland, 2003). In other words, in this approach, teachers enable learners to explore, analyze their thoughts and develop their own writing through experience the three steps of the writing process model (Hyland, 2006). The procedures of the process of writing help learners to develop more effective ways of conveying meaning, to better comprehend the context of what they want to say and to write more successfully through the process model (Walsh as cited in Kim, 2006).

In addition, the process approach emphasizes the rhetorical principles of audience, purpose and occasion with evaluation based on how well a given piece meets its audience needs. Within this approach, learners are evaluated on the quality of prewriting, writing and revision. Writing in the process approach can be seen as a dynamic and predictable process while writers try to reformulate their ideas and expressions that approximate the meaning of what they want to express

in their work (Tribble as cited in Tangermoon, 2008).

According to Silva (1993:15) this approach " calls for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing process". In the process approach, providing input or stimulus is considered to be unimportant, since the teacher's task is only to facilitate the exercise of writing skills and draw out the learners' potential (White and Badger, 2000). In addition, the teacher's role is to help students to get started, drafting and editing their writing (Silva, 1993).

This approach has a major impact on understanding the nature of writing and the way writing is taught and learned (Hyland, 2003). It helps students to understand their own composing, and improve writing quality through the individual interaction between a teacher and students. Furthermore, it empowers its learners by helping them to share information and make clearer decisions about the direction of their writing (Jordan, 1997). It seems true that all the efforts in the process approach to writing views writing as a different perspective, concentrating as much effort on the means whereby the completed text was created.

In fact, researchers observe that the process approach of teaching writing emphasizes both the development of recursive strategies and techniques that writers use when composing. However, there is no attention to the context of writing so Silva (1993 : 16) calls for "the responsibility of individual writers is to identify and appropriately address a particular task, situation, discourse community and sociocultural setting in which they are involved".

2.4.2 The Product Approach

In teaching writing in English language, the focus was traditionally on the end result of the product (Mohan, 1992). The product approach to teaching writing views writing " as being primary about linguistic knowledge" (Pincas, 1982: 22). Writing teachers who subscribe to the product approach as a method of teaching writing concentrate on the use of correct grammar, vocabulary and syntax that follow discourse conventions. Writing in the product approach is seen as accuracy-centered and is focused on three steps: "the teacher giving a title to write

about, students drafting and a teacher correcting" (Tang, 2006: 53). In this approach, writing development is seen as result of imitating of input and manipulating fixed patterns of texts exercise provided by a teacher (White and Badger, 2002). What learners do is almost imitating writing. Students are required to focus on model, form and duplication. Escholz (1980) points out that the product approach to teaching writing encourages students to utilize the same plan in a different settings, applying the same form regardless of content thereby "stultifying and inhibiting writers rather than empowering or liberating them" (Ibid: 24). Tribble (1996) views L2 writing in the product approach as a simple linear model of the writing process which proceeds systematically from prewriting to writing and to correcting. Richards (1985) (as cited in <http://www.celea.org.cn/pastversion/Lw/pdf.>) advocates that learners should recognize the different kinds of rhetorical patterns used in particular kinds of writing. As mentioned earlier, the central concern of this approach is primarily focused on the logical correction and arrangement of discourse forms. Writing in this way is taught through guided practice in producing the various kinds of texts that we create when we write. In this respect, there are some techniques that are often used in the product approach that begin with controlling writing exercises and gradually move towards freer writing. These techniques include the following:

- Expanding an outline or summary provided.
- Providing models in which a learner makes minor changes and substitution.
- Constructing paragraphs from frames, tables, and other guides.
- Writing a text by answering a set of questions.
- Sentence combining or developing complex sentences from sentences provided by a teacher.

The product approach is sometimes accepted among some writing teachers and instructors of writing for many reasons. Recent research points out that the product approach helps to enhance students' writing proficiency, especially in the area that relates to the logic of rhetorical patterns and form. However, some teachers and writing instructors criticize this approach because of its greater emphasis on the surface level of writing lacking knowledge of audience, the writing process, content, and the purpose of writing (Tangermoon, 2008).

.

2.5 Techniques in Teaching Writing

As a result of the increase in learning English as a second language, many teachers found themselves working with ESL students in writing classes that are designed primarily for monolingual native speakers. Due to this increase, there was a need to develop ESL writing classroom instructions that teachers have to adopt to be familiar with in writing classes of all levels and types (Grabe and Kaplan, 1966). In the 1970s, teaching and evaluating of student writing concentrated almost on the product of writing without explicit instruction on how high-quality writing could be attained. However, in the early 1980s, there was a great change in the method of teaching writing in the second language that resulted from a shift from the product to the process approach. The predominant method of instruction in the teaching of L2 writing has remained focused basically on the writing process that is similar to the pedagogy adopted in L1 writing instruction for native speakers of English (Hinkel, 2004). In my opinion, teaching writing depends on the efforts that a teacher exerts when teaching. More important, teaching involves choosing the most effective methods and techniques in teaching with focus on the main aspects of writing. According to Raimes (1983), there are certain aspects needed in the process of teaching academic writing. These aspects are represented graphically in figure 2.

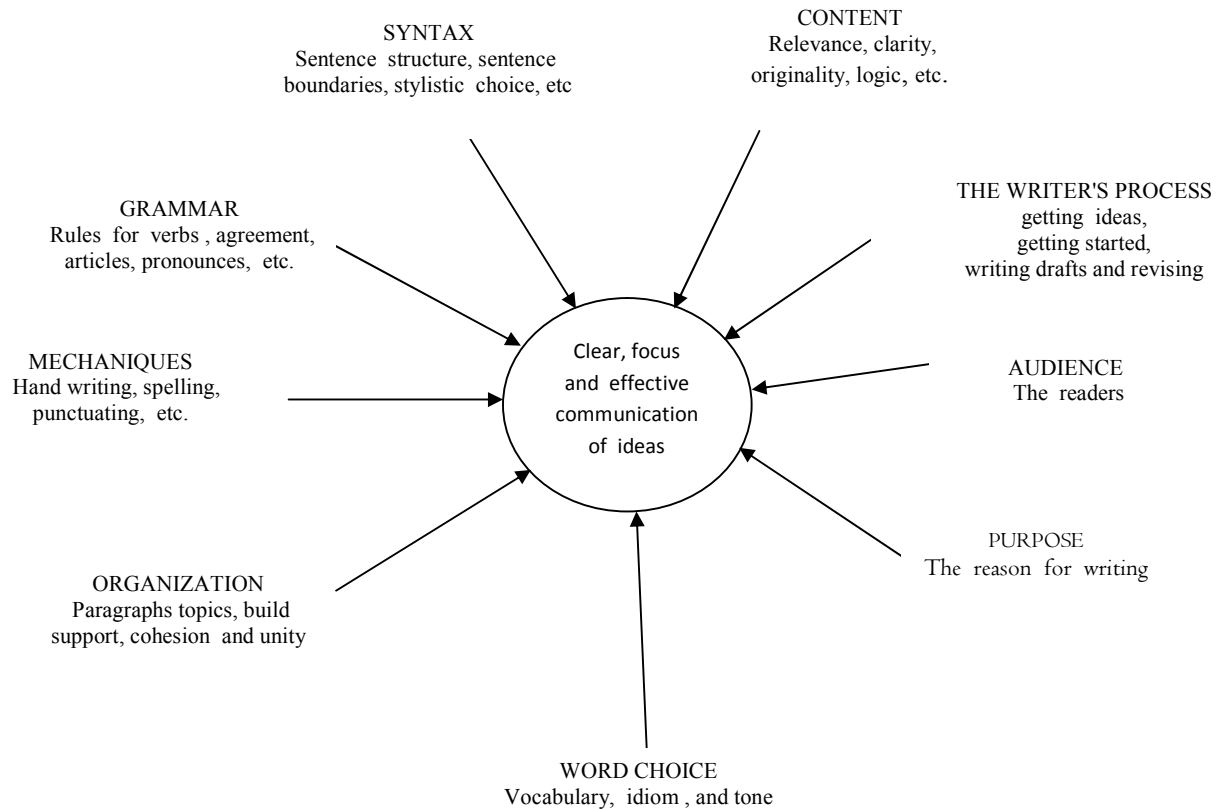


Figure 2 Aspects Needed in the Process of Teaching Writing

Raimes (1983: 6)

Broadly, there are several approaches that a teacher can employ in the teaching process (Raimes, 1983).

- The controlled-to-free approach, in this approach students are given paragraphs to copy or manipulate grammatically by changing the tense or the subject. This approach focuses particularly, on three main features: "grammar, syntax and mechanics" (Ibid: 7). In other words, this approach tends to emphasize "accuracy rather than fluency or originality"(Ibid: 7).
- The free-writing approach, "the emphasis of this approach is that intermediate level students should put content and fluency first and not worry about form". More concern is given to content and audience in this approach (Ibid: 7).
- The paragraph pattern approach, which involves organizing paragraphs by doing various activities such as putting scrambled sentences into a paragraph,

imitating a model passage, choosing or inventing an appropriate topic sentence, etc. This approach is based on the assumption that "different people construct and organize their communication with each other in different ways" according to their culture and background (Ibid: 8).

- The grammar-syntax-organization approach. This approach puts emphasis on organization while students work on grammatical and syntactical areas. Generally, it links "the purpose of a piece of writing to the forms that are needed to convey the message" (Ibid: 8).
- The communication approach, which stresses the importance of purpose and the audience for the writing. The central issue of this approach is the environment or classroom situation because it helps students in the selection of "appropriate content, language and level of formality" (Ibid: 9).
- The process approach, which makes students aware of writing as a process of discovery and developing ideas. It sets some questions when composing a piece of writing: "why they are writing?, who they are writing it for? and how they will write it?" (Ibid: 10).

2.6 Learning the Language Strategies of Writing

Learning to write is a process that involves much more than learning the grammar and vocabulary of a language (Weigle, 2002). It is a complex cognitive activity that requires the combined implementation of a large set of mental activities (Alamargot and Chanquoy, 2001). According to literacy research, learning to practice or participate in a discourse community depends on learning certain strategies. Learners need to process information and thoughts required in the process of composing. Thus, learners should realize the basic learning strategies when dealing with the skill of composing. Strategies have a prominent role in the cognitive view of writing because they represent the dynamic mechanisms underlying thinking and learning the writing process (Oxford, 1990). Learning strategies are defined as certain ways or techniques of processing information that enhance students' comprehension and retention of ideas and information (Chamot and O'Malley, 1990). The two researchers classify learning strategies into three main categories: metacognitive, cognitive and social effective strategies. Metacognitive strategies "involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self evaluation after their learning activity has been completed". Cognitive

strategy is related to an individual learning task that involves the transfer of the learning materials. The social strategy deals with activities such as cooperative learning which involves peer interaction and workshop activities between students and the teacher (Ibid:8).

According to Flower & Hayes (1981), the cognitive model of writing views writing as a problem solving and decision making activity. It indicates that learning is a dynamic process in which L2 learners select and organize information, revise information and use them in appropriate context.

Students should do their best toward the skill to be learned. They should also focus on the importance of the learning strategies when they write in a L2 because when these strategies are well proceduralized, they can use the knowledge gained rapidly with a minimum of errors (Oxford, 1990).

2.7 Contrastive Rhetoric

Contrastive rhetoric is the area of research on composition in second language learning. Basically, the field of contrastive rhetoric studies the language and cultural differences that encounter L2 learners when they write in the second language, and helps to explain the difference in writing patterns through reference to their LI rhetorical strategy (Connor, 1996).

Contrastive rhetoric involves familiarity with the writing conventions of university culture and discipline subculture in which the second language learning participates (Schneider and Fujishima as cited in Xing, Wang and Spencer, 2008). Kaplan (1966) views language and writing as two cultural phenomena. He says that each language has its own rhetoric and linguistic conventions that unique to it and distinguish it from other languages. Therefore, second language learners may tend to use their LI conventions which lead to interference with second language learning during the composing process.

For many years, L2 linguistic research focused on the cultural influences that occur when learning a language. It started with the findings of Grabe and Kaplan (1966) which created an implication on the relationship between language, thought and culture. They observed that "each language and each culture has a paragraph order unique to itself, and that part of the learning of a particular language is the mastery of its logical system" (Ibid:14). Grabe and Kaplan applied second language error analysis at the rhetorical and structural levels of a piece of

writing. They argued that by analyzing rhetorical patterns (at the paragraph level) across speakers of various language groups, one could be aware of the cultural thought patterns behind a language. In a similar way, variations in writing-across culture do not reflect differences in thought patterns but rather "cultural preferences, which make greater use of certain options among the linguistic possibilities" (Grabe and Kaplan, 1966:184).

The cultural nature representing our knowledge of things, events and situations can lead to difficulties when students write texts in a L2, particularly learners who come from a community that practices other forms of discourse and uses a set of conventions that are odd to the foreign one (Zamel, Groden & Kutz, as cited in Myles, 2002). Grabe and Kaplan (1966) pointed out that the rhetorical organization of academic writing varies across cultures and backgrounds. Students of English as a second language may tend to use rhetorical patterns and stylistic features and " a sequence of thought which violates the expectations of the native reader" when they write (Ibid: 6). They emphasize that the cultural expectations can have an effect on the organization of a paragraph when writing in a L2; how students write about the main idea of a paragraph; what they use as evidence of support and how they organize and present their logical moves. When students render their first language conventions in their writing. They impedes the effective communication between the writer and the reader and help to assess student's performance negatively. Therefore, ESL writing teachers and instructors should take cultural differences into consideration when teaching the rhetorical conventions of academic writing and when assessing the needs of ESL students (Glushko, 2010).

In summary, recent contrastive rhetoric views rhetorical patterns as an essential component of a language. These patterns are arbitrary yet rule-governed, and they are socially constructed and transmitted. Besides, they show that rhetorical structures differ between languages and cultures, and these differences are dynamic as the society changes (Ostler, 2001).

2.8 Modes of Writing

Academic writing in a L2 implies a system that L2 writers have to adopt in order to fulfill the purpose of writing. Willis (1975) argues that different forms of writing calls for different pieces of composing. In fact, there are various types of rhetorical patterns that writers can utilize in order to display the argument of

their writing. These types are divided into four modes referred to as narrative, descriptive, persuasive and expository. Each mode has a specific characteristics and context and is written for specific purpose (Quinley, 2005; Kannar, 2002& Rummel, 2005).

Narration is a story telling pattern. This pattern is based either on real or imagined events. Narrative writing describes and relates a series of events of actual occurrences at a particular time and places to create some central theme or impression. It requires writers to closely observe, explore and reflect upon a wide range of experiences. Creative narrative writing has a plot, setting, and characters. Events are often organized in time order sequence.

Descriptive writing is a familiar means of self expression. It creates a picture of a person, thing or place in the reader's mind, and often makes use of sensory details that the writer sees, hears and feels. It enables the reader to visualize what is being described.

Persuasive writing attempts to persuade the reader to take action. Successful persuasive writing is based on a topic that is limited in scope, debatable, and meaningful or important to both the writer and the intended audience. Persuasive writing has several functions: to support a position, opinion or issue; to define, to refute or to argue.

Expository writing is the process of writing that is used to communicate with an audience. It is a type of written discourse used to explain, describe, or give information or inform. Expository writing tends to emphasize well-organized and concise information.

2.9 The Structure of Writing

To be effective writers, we need to understand what is involved in a second language writing in general and ESL composition in particular (Silva, 1993). Writers have to think, to anticipate and to foresee what they will write. There are a number of aspects that learners should take into consideration when attempting to write an effective piece of writing. Any piece of writing is structured in the form of a paragraph which usually begins with a topic sentence. To participate effectively in English academic writing, the writer would need to know what constituents a paragraph or essay as a product which include its structural, linguistic and organizational techniques. This section of the research explores the

form of written composition, some aspects that are needed in writing an effective paragraph and the relevant research that are related to the teaching of writing.

2.9.1 The Paragraph

The thought patterns that speakers and readers of English expect to find is an integral part of their process of communication. This process is a sequence of ideas that is dominantly linear in its development (Grabe and Kaplan, 1966). The paragraph is one of these patterns that is considered to be a basic component in academic writing. Kaplan (1966:13) says

A paragraph, mechanically considered, is a division of the composition, set off by an indication of its first sentence or by some other conventional devices, such as extra space between paragraph,.....paragraph division signal to the reader that the material so set off constitutes a unit of thought.

A paragraph can be defined as a unit of thought that discusses one idea about a particular topic. A well organized paragraph should serve to employ rhetorical, developmental and strategical principles. The structure of a paragraph on a L2 is shared to present certain aspects such as unity, cohesion and coherence.. There are three major elements of a paragraph: a topic sentence, supporting sentences and a concluding sentence, as shown in figure 3.

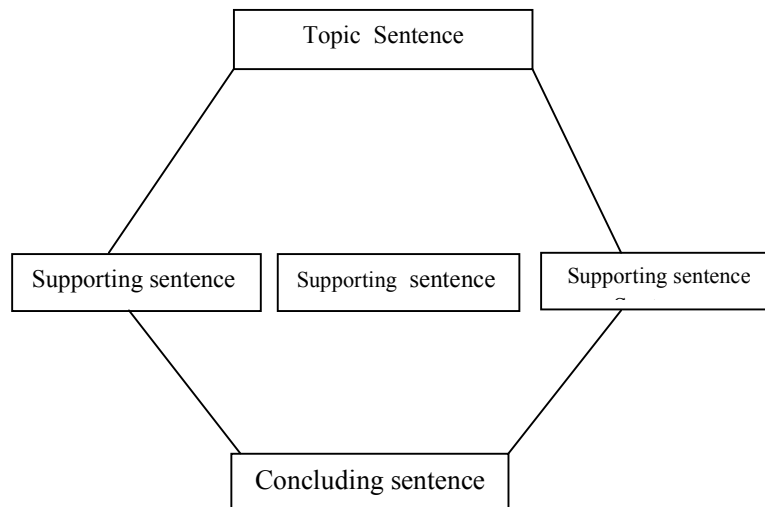


Figure 3 The Elements of a Paragraph.

An academic paragraph requires learning the basic rules of writing; mastering the correct use of grammar and acquiring rich vocabulary. Learning paragraph writing offers three benefits. First, mastering the structure of the paragraph makes students better writers. In addition, the paragraph is a part of the basic building blocks of essays; the basic structure of the paragraph, with its emphasis on one main point, organization and logical support, will help students to write effective essays. Second, the discipline of writing a paragraph strengthens students' skills as readers and listeners. It helps learners to become critically aware of the writers' ideas and the evidence that they provide to support their ideas. Third, the paragraph makes a writer a stronger thinker (Langan, 2002). Broadly speaking, writing a paragraph is a process of three stages: (1) exploring and gathering information (2) writing the controlling idea, organizing and developing support, and (3) writing, revising and editing.

2.9.2 The Topic Sentence

There are many types of paragraphs but the paragraph most used in academic writing is the expository paragraph. The common practice in writing a paragraph is to begin with a topic sentence and follow it with supporting details. The topic sentence of a paragraph is the sentence that often comes first; it is defined as the statement of generalization which expresses the subject matter that will be developed in a paragraph (Willis, 1975). Halliday (1994) believes that "the topic sentence is nothing other than its theme". Latawish (2001:45) gives another definition of the topic sentence as being "the statement of information and consists of key words. The topic sentence is a complete statement. In other words, it must contain a subject and a verb and sometimes a complement". Kannar (2002) argues that a topic sentence of a paragraph has two parts: Topic and focus. The topic tells what a paragraph is about while the focus tells what the writer's attitude about the topic.

The topic sentence of a paragraph makes a general statement that is wider in its scope than the rest of the sentences in the paragraph. It must be neither too narrow nor too broad. In other words, it should be limited enough to tell readers what the whole paragraph is about and to allow the writer to add interesting details that will engage readers. However, if the topic sentence is too general, the writer will end up with a few unrelated sentences that do not add up

to a specific point. Instead, the topic sentence should be narrow or specific enough so that it focuses on a single idea that will be explained (Brandon, 2001).

A well organized paragraph supports or develops the main idea of a paragraph which is contained in the topic sentence. "The basic function of the topic sentence is to state an item of information as clearly as possible"(Lataiwish 2001:46). In addition, a topic sentence has other functions like unifying the content of the paragraph, controlling the supporting sentences and helping readers to know what the paragraph is about and how it is organized.

Most paragraphs provide focus and development. According to Kanar (2002), the topic sentence may be either implied or stated overtly in the topic sentence. He notices that if a paragraph has no topic sentence, readers can infer what the controlling idea is by asking what all details in the paragraph seem to support.

2.9.3 The Supporting Sentences

Grabe and Kaplan (1966) point out that an English expository paragraph usually begins with a topic statement followed by a series of subdivisions of that topic, each supported by examples and illustrations which proceed to develop that central idea and relate that idea to all the other ideas in the whole paragraph. The ideas in the subdivisions are employed in their proper relationship with the other ideas, to prove something, or perhaps to argue something.

The second basic step after determining the topic sentence is to support that point with specific details. The evidence that supports the central idea is often made up of specific details, reasons, examples and facts. According to Kanar (2002), writing details can be done by using three levels of development plan that move from (1) the general statement to (2) the primary evidence to (major details) to (3) the secondary evidence (minor details). Langan (2002) argues that specific details have two functions. First, details excite the reader's interest and make writing a pleasure to read. Second, details support and explain the writer's point and gives the evidence needed to see and understand the general idea.

One of the most common problems in students' writing is providing inadequate developing sentences (Langan, 2002). Supporting sentences should lead to exploration, analysis, evaluation and should cite details that suit the purpose of the writer since the purpose of writing a topic sentence is primary to focus on a

point of view followed by logical evidence that validate it. Supporting sentences should also be adequate, in that they should have enough evidence of support to demonstrate the truth of the point given in the controlling idea. In addition, effective details must be relevant and directly related to the main idea because a discerning reader requires evidence, ideas, information and examples that demonstrate the validity of the main idea. Therefore, the writer must provide enough specific information that fully support the point (Clouse, 2004).

2.9.4 The Concluding Sentence

Employing all the components of a paragraph or any piece of writing is a crucial aspect of a good composition. Therefore, it is of a vital necessity for a writer to end a paragraph with the last component which is the concluding sentence. In light of this, the concluding sentence is the sentence that comes at the end. It is usually one sentence. The concluding sentence summarizes the information that has been presented in the body. It is needed to show that the writer has finished what he wants to say. Specifically, the function of this sentence is to bring a sense of closure to the reader's mind and provide a definite ending for the paragraph's main idea.

Latawish (2001) stresses the importance of writing a paragraph for students who study English as second language. He points out that learning the linguistic features and conventions of writing is of a vital necessity in strengthening the quality of writing. Therefore, he emphasizes that students should understand these aspects before writing a paragraph. In addition, he discusses the main techniques of sentence constructors and grammar rules stating that learning how to write a correct sentence is the first step to write a good paragraph.

2.10 Writing Techniques

Writing is not only a tool for communication, but it also serves as a mean of thinking, discovering and organizing knowledge in a way that suits the purpose of writing and expectations of the readers. Writing techniques involve following many steps when writing and developing a topic sentence or a thesis statement. They are reflective for learners since they are helpful for students to realize what they have learned during the writing process and promote their awareness of composing practice. Composing is a developmental process that goes through

various steps. According to the process approach, there are three stages that a learner should follow in order to create a particular task of composition. These stages are: pre-writing, writing and rewriting. Accordingly, prewriting and post writing are considered to be the most important aspects when writing a topic sentence or a thesis statement since they have the function of collecting, refining and editing information.

2.10.1 Prewriting Techniques

Generally, the first step adopted often by most writers, when composing an essay or a paragraph, is to employ prewriting activities. Prewriting techniques is the stage at which some ideas can be explored. There are several prewriting techniques that help students to think about and develop a topic sentence or a thesis statement and to organize supporting materials. These techniques help students to visualize the relationship that exists between ideas and to choose the most important ones. These techniques include outlining, clustering, brainstorming, listing, free writing and questioning.

Outlining is a kind of graphic schema of the organization of a paper. It is a brief plan for writing and developing a topic sentence or a thesis statement. It indicates the main arguments for a thesis as well as the subtopics under each main point. The outline divides the controlling ideas into sections of material support, divides these sections further, and establishes sequence required for a coherent paragraph (Brandon, 2001). The outline seen in figure 4, shows how to plan for a unified and a well organized paragraph.

- Main idea
- I . Major Support
 - A. Minor support
 - 1. Explanation, details, examples.
 - 2. Explanation, details, examples.
 - B. Major support
 - 1. Explanation, details, examples.
 - 2. Explanation, details, examples.
- II . Major Support
 - A. Minor support
 - 1 . Explanation, details, examples.
 - 2. Explanation, details, examples.
 - B. Minor support
 - 1. Explanation, details, examples.
 - 2. Explanation, details, examples.
- III . Major Support
 - A. Minor support
 - 1. Explanation, details, examples.
 - 2. Explanation, details, examples.
 - B. Minor support
 - 1. Explanation, details, examples.
 - 2. Explanation, details, examples.

Figure 4 An Outline (Brandon, 2001)

Clustering. It is a chain of boxes, lines, arrows or circles that emanate from a central circle to show the relationship among ideas and details needed to support the main idea, as in figure 5. It is a way to think how various details relate to one another (Langan, 2002). Clustering is also called mind mapping.

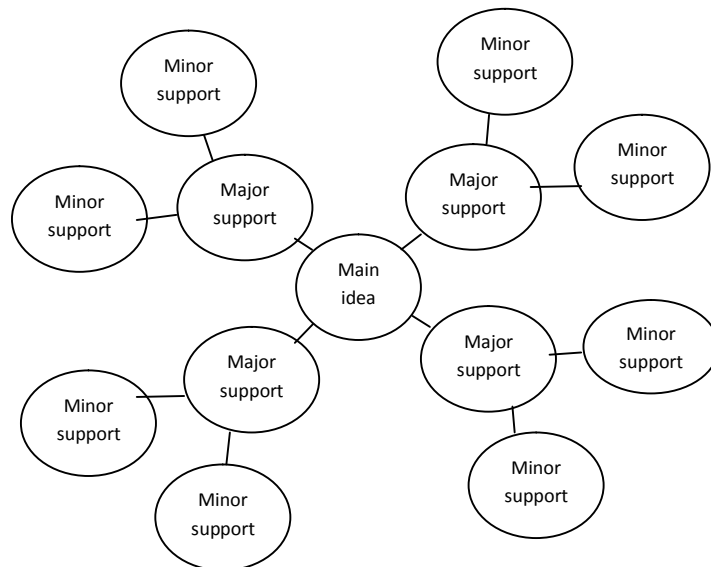


Figure 5 Clustering (Brandon, 2001)

Brainstorming. This strategy involves capturing all thoughts and phrases that come to the writer's mind and writing them down. It includes two basic forms: asking and answering questions and listing (Brandon, 2001).

Listing. It is the simplest way to develop and organize materials. It consists of making a list of words, phrases and details that relate to the topic. Listing helps to generate ideas that develop a topic sentence (Langan, 2002).

Free writing is just writing whatever comes into the author's mind about the topic in the first draft without stopping and worrying about spelling or punctuating, grammatical and organizational materials. It is a technique that develops the habit of thinking since it is helpful way to get started on almost any topic.

Questioning is another effective way of getting information. In questioning, a writer can get ideas and details about the topic by asking a series of questions using what, where, when, and how.

2.10.2 Aspects of Writing

The development of effective paragraph, particularly in the scope of developing a topic sentence is essential skill for competent and effective performance in all stages of writing. The ability to write and develop a topic sentence depends on a high level of competence and proficiency in using strategies, techniques and skills of writing. A paragraph is considered to be a way of communication, through which writers can communicate with their audience. Broadly, learning to write coherently and effectively is a difficult task for the majority of learners, especially learners whose native language is not English. When writing a paragraph or an essay, writers should have the ability to analyze, and evaluate knowledge that suite the purpose of their writing. In addition, they should be able to develop an argument and be critical thinkers through their composing.

To write a good paragraph, writers not only need a controlling idea and supporting sentences, but they need to arrange supporting materials in the best way to get meaning across (Kanar, 2002). Composing in English involves a combination of many aspects required when writing. A well-written paragraph

has unity cohesion, coherence and other aspects that will be discussed in this section of the research.

Cohesion and coherence are two standards which are of great interest for researchers and language instructors; they are considered to be important components in the study and teaching of academic writing.

Coherence is a phenomenon which is not fully understood and still a matter of continuing debate among EFL instructors and researchers. There are many views about the concept of coherence; one of them defines coherence as "the global property relatedness between sequentially produced utterances" (McLaughlin, 1984: 37-38). Coherence according to Halliday and Hassan (as cited in Carrel, 1982) is the combination of semantic configuration of two different kinds: register and cohesion.

Van Dijk (1977) observes that the coherence of a text refers to the reader's ability to see relationships between sentences in a text. In other words, he indicates that words, sentences and paragraphs can be coherent when the reader perceives connections and understands the structure when he reads. Grabe and Kaplan (1966) say that the coherence of a text can be achieved when maintaining the concept of discourse theme, the logical and developmental flow of ideas and the organization of content.

Coherence, in writing, happens when providing logical flow of ideas among sentences of a text. When writers make their text unified and coherent, readers can see a text as an integrated whole unit instead of a piece of disjointed ideas. The coherence of a text can be captured by looking at the relations that exist among text parts.

Coherence relations are classified into subject relation (semantic and interpersonal) and presentational relation (pragmatic and interpersonal) depending on the sources of the relation (Taboada & Mann as cited in Berzlanovich, 2008). Coherence has to be clearly distinguished from cohesion. Cohesion refers to the overt semantic relations in the text, whereas coherence refers to the semantic and pragmatic relations between text parts which are interpretable against the background of specific world knowledge (de Beaugrande, Dressler & Enkvist as cited in Berzlanovich, 2008).

Cohesion is one of the properties that contributes to the organization of a text. Halliday and Hassan (1976) argue that cohesion is a part of the language system;

they also argue that cohesion refers to a semantic relation in a text that can be attained when making reference to the meaning of words and concepts in a text. In addition, Tribble (1996) points out that cohesion can occur when linking sentences together through the use of pronouns, reference words, lexical repetition and other logical markers.

There is another feature of semantic relations which forms the basis for cohesion between the messages of the text. Halliday and Hassan (1976:8) note that the concept of tie " is a semantic relation between an element in a text and some other elements that is crucial to the interpretation of it". Cohesion can appear within a paragraph or an essay in the form of reference, substitution, ellipsis, conjunction and lexical cohesion.

- Reference is used for the relationship that exists between a word and what it points to.
- Ellipsis involves the omission of an item. In other words, an item is replaced by nothing.
- Substitution means an item is replaced by another item.
- The last type of cohesive devices is lexical ties which involve either repetition of an item, the use of synonym or antonym.

In the production of a coherent text, the writer needs to provide transitions. Transitions are a way to organize a paragraph or an essay. They are signal words and phrases that hold ideas together, connect sentences and paragraphs. Using transitions help to avoid breaks between ideas. They are used to show the relationship between ideas, connecting one thought to the next. Transitions are needed to help readers follow the directions of the writer's thought and to connect and understand ideas in a logical way.

Halliday and Hassan (1976) made a classification between two types of meaning relations. Lexical relations and grammatical relations. They explain that grammatical relations conform the category of grammatical cohesion defined by the authors as the cohesive effect that can be achieved by the selection of vocabulary by means of reiterations or by collocations. According to Hoey (1991:3) lexical cohesion is a "measure of similarity which can be assessed by looking at the lexis shared among sentences". Lexical cohesion is not associated with any special syntactic class of elements. It involves the recurrences of a word or an item. In lexical patterning, successive sentences can be expected to exhibit

some relationships through their vocabulary, through the repetition of a word or phrase, and the use of synonymy, anatomy, hyponymy and collocation.

Kuo (as cited in Ramasawmy, 2004) states that any cohesive ties play a central role in the thematic development of a text and any serious study lies not in just contrasting cohesion and coherence, but in exploring the relation between them. He recognizes the importance of cohesion in terms of the interpretation and communicative purpose of a text in making semantic relations logical. Kuo emphasizes that the sentences that are functionally more important to the thematic development of a text contain more cohesive ties with other sentences than sentence less important functionally.

It has been widely discussed whether cohesion and coherence are important for the organization of a text or discourse. Some researchers have argued that cohesion is important but not sufficient and not necessary for the coherence of a text, and a text can be coherent without using the cohesive devices. Cohesion theory has come under severe criticism by the process oriented researchers. Yule and Brown (1983) are doubtful about Halliday and Hassan's (1976) idea of cohesion and raise two critical questions. Is Halliday and Hassan's (1976) cohesion necessary to the identification of a text? Is such cohesion sufficient to guarantee identification as a text?. Carrell (1982) also criticized Halliday and Hasan's concept of cohesion as a basis of coherence in the light of scheme-theoretical view of text processing. He says that the lack of Halliday and Hasan's concept of cohesion lies in failure to take into consideration the role of a reader into account. He suggests that the surface structure and content of a text are not enough for making a text coherent. However, the role of a reader should be taken into account since coherence relates to both a written text and the reader's brings to the text. What may be a coherent text for one reader is incoherent for another reader. Thus, coherence can be defined as something that the reader establish in the process of reading connected discourse.

Widdowson (1987) maintains that a text may be coherent without cohesion. He argues that when we utter a sentence in a normal communicative activity, sentences that are used in discourse can take on value when they are in relation to other propositions expressed in other sentences. The recognition of this relation refers to the sequence of sentences as continuing cohesive devices. Widdowson (1987) states that expressing propositions means identification of a text. He observes that the source of cohesion is seen to be outside the text, instead of in the word on a page.

According to the researcher, the cohesive ties play a crucial role in making a text coherent, but a writer can write a coherent piece of writing without using the cohesive ties in a way that he concentrates on providing logical flow of ideas with more emphasis on maintaining the degree of formality.

Through the process of developing a topic sentence, all the supporting materials within a paragraph must be related to the topic sentence. This is called paragraph unity. **Paragraph unity** refers to the harmony between the topic sentence and supporting materials in a paragraph. Paragraph unity requires one central idea, not two or three. The term unity has been used to mean "comparative closeness of relationships" (Bain, 1967:87). Kannar (2002) argues that unity can be strengthened and made more apparent if the topic sentence is restated at the end of the paragraph and if key words and phrases were repeated from time to time. A paragraph also has unity if the main idea is stated clearly and stay on the same topic. In other words, when details do not support the main idea of a paragraph, then unity and the paragraph strays from its topic. Thus, each paragraph should be held tighter by a unifying idea. A piece of writing is considered to be unified when it contains nothing superfluous and it omits nothing important to the achievement of its purpose (Grabe and Kaplan, 1966).

Sebranek, Meyer and Kemper (1996) point out that when the relation among sentences in a paragraph brings a sense of unity, other unrelated sentences will disrupt the flow of the paragraph and distract the reader from the point that is being made. They argue that to achieve paragraph unity, the writer must ensure two things: first, the writer must have a single generalization that serves as the focus of attention which is the topic sentence. Secondly, the writer must control the content of every sentence in the body of the paragraph, such that it contains more specific information than the topic sentence and maintains the same focus of attention as the topic sentence.

Trappes-Lomax (2000) argues that unity is one of the writing aspects that contributes to the organization of a piece of writing. He says that there are two basic structural elements of unity in a piece of writing. These elements are information structure and discourse structure. Information structure refers to the smallest definable units of a text, whereas discourse structure refers to the overall structure of a text. He indicates that in order to achieve unity of a piece of writing, each sentence should be related not only to its preceding or following sentence but also to the whole text. Horning (as cited in Rummel, 2005) suggests that unity of a text can be achieved by the following organizational factors:

Consistency of context of situation, consistency of function, consistency of discourse topic, and consistency of register.

Generally speaking, writing a paragraph in a L2 is a complicated skill involving a number of different abilities. In short, the discourse interpretation strategies that writers employ to produce a text comprise two types of relations that are responsible for developing the controlling idea and creating meaningful content. These relations include: surface level relation and deep level relation. Surface level relation includes aspects such as sentence skills and deep level relation includes aspects like coherence (Grabe and Kaplan, 1966). Kanar (2002) discusses that after writing the main idea of a paragraph, there are four basic steps that should be included. These steps are better shown in figure 6.

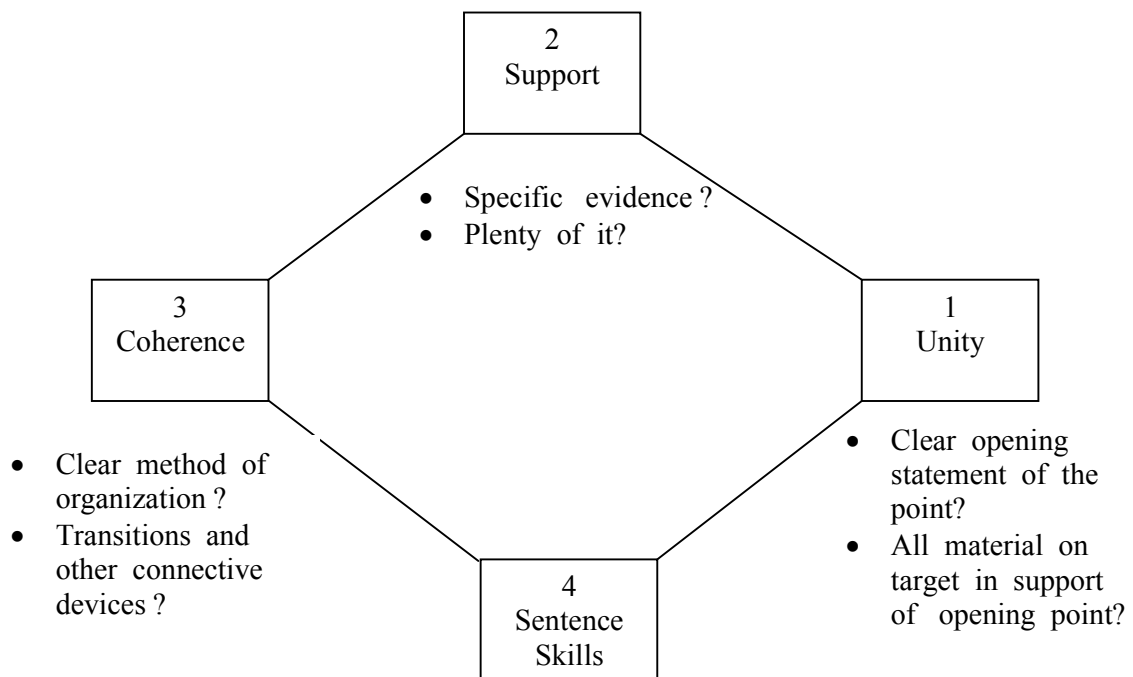


Figure 6 a Summary of the Four Bases of Effective Writing

(Kanar, 2002)

Style is an aspect which serves the main purpose of writing and helps to fulfill the expectations of the audience. The main purpose of academic writing is not only to convey information but also to influence the reader in a meaningful way.

In writing, style is the manner in which a writer addresses a matter in a piece of writing. Rummel (2005) points out that the style of the special subject and conventions of the discourse are important to consider when writing a paragraph or research. He remarked that the writer needs to adhere to certain argumentation criteria and appropriate reasoning strategies. He states that

in academia, writers would need to master the skills of voicing their claims and hedging their claims the most; therefore, the major aspects of style, highly significant for effective writers are formality and hedging. These stylistic features of texts, a part from increasing text readability also establish the writer/reader relationship of authority (Ibid:40).

Writers should not write as they normally speak. Instead, writers should structure their language more carefully, focusing more on the clarity of interpreting the content of the text. Perlman (1998, as cited in Rummel, 2005) advocates that there are a number of quantities a writer should provide for effective writing style. These qualities are accuracy, clarity, conciseness, coherence, appropriateness and conformity.

When writers define the purpose and goal of their writing, they should also pay attention to the tone they want to create to achieve successful and effective results (<http://www.sjc.edu/archandouts/toneaudience.pdf>). **Tone** is defined as the reflection of writers' attitude toward their subjects and readers (<http://www.csus.edu/engl/writinfo/writ/tone.ht>). In writing, tone is created by the language and vocabulary that authors choose for their work with the intention of presenting a piece of writing to a particular audience. One way to achieve tone is to imagine saying the words that being written in appropriate situation. In addition, there are various tones that writers can achieve using language; however, the language chosen depends on the purpose and the point they want to convey or emphasize. To control tone, writers must have a good sense of the subject and purpose and must constantly keep the audience in mind(<http://www.sjc.edu/archandouts/toneaudience.pdf>).

In English, the role of tone and diction are considered to be important in maintaining a learned style of writing; tone also affects the writer's style and distinctive voice. When readers examine a piece of writing, they should try to determine the tone to better understand the writers' purpose (Dahesh, 2008).

In addition to using the appropriate tone, writers should also think about the voice and style in which they present their ideas. **Voice** is a way to identify each writer; it represents the personality of the writer which conveys when reading a

piece of writing (Meeks, 2001). In writing, voice is used as a metaphor to explain how different writers communicate. Voice can be institutional or academic- that is objective or formal. Writers use different voices when writing, but it is necessary to take into account the degrees of formality when writing to the audience (Dahesh, 2008).

2.10.3 Post-Writing Techniques

Post-writing is a classroom activity that a teacher and students can do after writing the first draft. It is a medium of appreciating students' work. The post writing activity is a process of editing the form and organizing the content of a paragraph or an essay. When revising the drafts, students review their work on the basis of the feedback given by the teacher. They re-examine what has been written in order to view how effectively they have communicated their message to the reader. In editing, minor mistakes need to be checked by students such as mistakes related to grammar, punctuation and spelling. In revising, mistakes related to achieving unity and cohesion and coherence need to be examined. Generally, there are various techniques that students and teachers can utilize in order to revise the students' work:

- Reading their essays aloud among peers.
- Providing explicit questioning and directions from the teacher and encouraging high-level of rethinking on focus, support, organization, language use and conventions.
- Providing guidelines and demonstrations of students interaction.
- Creating specific tasks for students. For example, students can work in groups using collaboration techniques, providing checklists and forms and organizing writing in pairs or small groups in which students can divide themselves into groups, for example each group checks the work for various mistakes: one for punctuation, one for grammatical mistakes, another for checking unity ..etc.,
- Teacher reads students' writing aloud and explain the mistakes committed in their writing after reading the first draft.
- Using teacher's feedback.
- Using many techniques for revision, including student-teacher conferences, peer review, response form, class critiques, and self assessment.
- Exchanging students papers with each other for comparing their writing.

- Proofreading for revising the work before reaching the finished product.
- Making an evaluation of the whole class.

2. II Relevant Research

This section of the research presents the practical studies that have been conducted in the field of composing and writing. These studies are ordered in a way that begins with Libyan studies first, Arab studies second and then Western ones.

El-bouri (2003) examined some of the writing problems among third students of the English Department at Benghazi University. The aim of her study was to identify the problems that the students face in their writing. Three main sources were used to collect the data: a questionnaire, a midterm exam and an assignment. The subjects of the study were all third year students. 35 essays were selected randomly from both mid-term exams and a separate writing assignment administered by the researcher. The midterm exam required the students to construct an outline and to choose a topic to write an essay of five paragraphs. The other writing task required was to write a personal letter to a friend. In her research, El-bouri (2003) concentrated on her study on the most common errors that faced the participants when writing and attempted to classify these errors regarding paragraph and essay development, namely developing a topic sentence, thesis statement, and outline. El-bouri (2003) also referred to the surface level problems that encountered students during their compositional work such as errors with articles, verbs, lexical choice sentence connectors and cohesion. In addition to the structural problems, there were also analytical and organizational problems in students' compositions. It was clear in her study that most of the students had challenges in writing and developing topic sentence and thesis statement; thus the result was creating un cohesive incoherent paragraphs and essays. The study also showed that students were more concerned with getting ideas written rather than focusing on the errors made. Elbouri (2003) concluded that there were some effective approaches that help students to practice and learn writing skills and language structure. The results of the study offered some important teaching implications for second language writing pedagogy as well as for course design.

Hewadi (2006) carried out a study which investigated the writing assignments among second and third year students in the English Department at the

University of Benghazi. Her study was carried out in order to reveal the problems that students exhibit in relation to the development of cohesion and coherence in their compositions especially at the paragraph and essay levels. Seventy paragraphs and essays were selected randomly to be analyzed: thirty five paragraphs were selected from second year students while thirty five from third year students. The assessment that she used was based on the four devices addressed by Halliday (1976) (reference, ellipsis/substitution, and connectors). The assessment indicated that most of the students encountered organizational and structural problems in the development of the topic sentence and thesis statement in which the concepts of cohesion and coherence were hard to be attained. The study also demonstrated that, although students were constant with their ideas, they were expressing them in a wrong sequence on the surface level.

Dahesh (2008) conducted a study which investigated some of the writing problems among students of English with reference to tone and voice as two important aspects when writing and developing a thesis statement. Dahesh's research represents an attempt to analyze the composing process and the writing ability of third year students majoring in English. The aim of her study was mainly to identify the problems that students face in the organization of an essay and the writing process with special emphasis on tone and voice. To collect the data, she used two instruments means: a pilot test to estimate their capacity to select the appropriate tone and voice, a questionnaire to elicit their opinions about a writing course and the problems they face in learning how to be good writers. The participants were asked to write an essay of 250 words. They were given a chance to choose one from three main topics. The results of her study indicated that students encountered organizational and structural problems in developing a thesis statement, especially in the area concerned with tone and voice. In addition, the findings demonstrated that the participants had huge problems in constructing sentences and using the simplest forms of grammar. The study also revealed that learners did not have effective writing strategies that guide them on their writing course.

El-fadil (2009) examined the problems encountered by second language learners of English in writing a thesis statement of an essay. The aim of her study was to identify the problems that third year students in the English Department at Benghazi University face when writing thesis statements of essays. The participants of the study were forty students. The instrument that she depended on in her study was a writing task in which students were asked to write ten thesis statements for ten topics. El-fadil (2009) found that most students had

challenges that are related to sentence constructing and applying correct grammatical rules such as tenses, articles, prepositions. Other findings in her study were that students encountered problems related to content like word choice as well as their inability to construct restricted thesis statements. Moreover, the result of her study showed that nearly all the students committed interlingual and intralingual errors through their writing. She stated that these errors were due to overgeneralization, incomplete application of rules, false concepts, false analogy, misanalysis, system simplification, or exploiting redundancy.

Cohesion and coherence are considered to be crucial elements when writing an English paragraph or essay. One of the problems that face Arab learners when developing a topic sentence or a thesis statement is to create a cohesive and coherent paragraph or essay that serves the purpose of their writing and influence the expectations of their readers. Creating incoherent and disjointed piece of writing in L2 academic writing can be due to the misuse or the absence of certain devices that are responsible for achieving cohesion and coherence. In this section of research, there are many studies that carried out in the field of writing, particularly when developing a topic sentence and a thesis statement.

Shakir (1991) carried out an investigation into the weakness which affects coherence in students' writing. Two expository texts chosen from a corpus of 45 texts written by first year students in the English Department at the Yarmouk University in Jordan. The two texts were rated by 24 secondary school teachers in order to evaluate coherence of each text on a scale (1-25). Shakir (1991) examined in details two texts after teachers' rating. During his study, Shakier used scheme and multi-dimensional measure for the evaluation of coherence and cohesion. His findings revealed major problems in sentence structure and poor grammar. In addition, the result of the analysis showed weaknesses in the students' mode of presentation, their inability to stay with initial ideas and general statement, lack of depth of substitution, and deviation from intended rhetorical function of the writing task. He concluded that coherence is achieved through content organization focus, functionality of connectives, topic development and appropriateness of grammatical structures.

Khalil (1989) investigated the relationship between cohesion and coherence in 20 compositions in Arab EFL college writing. The relationship between coherence and cohesion was tested by the use of the multiple correlation statistic, controlling for the number of T-unit used in each composition. A weak

correlation was found between the number of cohesive ties and the coherence score of the text. Khalil (1989) concluded that a text can be coherent but not cohesive and that cohesion is just one of the many components that contributes to coherence.

Witte and Faigley (1981) conducted a study in which their subjects were asked to revise a text, and then the revisions were submitted to topical structure analysis. The two researchers studied a group of ten out of ninety essays written by college English students. Five essays were selected from those given the lowest scores by both readers while five were selected from those with the highest scores. These essays were analyzed according to categories of errors, syntactical features as well as the number of cohesive ties. The results of the study showed a significant difference between lower- rated revisions and higher- rated revisions based upon the patterns of topical structure development. In other words, the high rated essays had more cohesive ties than the low rated essays. Witte and Faigley (1981:20) concluded that " cohesion and coherence interact to a great degree but a cohesive text may only be minimally coherent. Besides explicit links within a text, a text must conform to a reader's expectations for particular types of texts and the reader's knowledge of the word". The two researchers found that the best overall writing ability is indicated by lexical collocation (the subcategory of cohesion) which ensures writing quality.

Following the stages of writing can appear clearly in the stage of developing a topic sentence or a thesis statement. When supporting a controlling idea, students can try to do their best in order to create meaningful content. Developing a controlling idea is the part that shows utilizing the stages of the process of writing since it is the informative element that reveals the writer's attitude toward the topic and shows how the process of writing took place through the process of supporting. Refining, supporting, structuring and editing happen frequently in the process of development rather than in writing the other parts.

The development of ESL writing research and theories since the early 1990s has shifted from the product approach to the process approach. Zamel (1982) both identified the complex nature of the composing process and raised questions about past approaches to the teaching of writing. She argues that writing is a process through which meaning is created. Zamel (1982) also states that methods that emphasize correctness and form ignore how ideas are explored and developed through writing and failed to teach students that writing is a process of discovering meaning. It is quite evident that research in composing has given us

insights into the composing process. In a later study, Zamel (1983) investigated the composing process of six university English students. The students were given a writing task. Test and interview were two procedures used to assess students. The aim of her study was to measure the extent to which these students experience writing as a process of discovering ideas, and creating meaning and the extent to which second language factors affect the process of composing. Zamel's study indicated that L2 writers, both skilled and unskilled, compose like their LI counterparts. Thus, one of the major findings of this study was the extent to which advanced ESL writers understood that composing involves the constant interplay of thinking, developing, writing and rewriting. It was found that participants used a recursive non linear process throughout their writing, including planning, writing, reading and revising. Skilled writers were more flexible in how they applied each of these activities and used strategies to help them pursue the development of ideas while postponing consideration of lexical and syntactic difficulties until the end of the process. Thus, she concluded that "composing is a non-linear, exploratory and generative process whereby writer's discover and formulate their ideas as they attempt to approximate meanings" (1983: 165).

Thompson-Panos and Thomas-Ruzic (1983) assumed that a familiarity with clear contrasting features of written English may prove valuable to those in the field of EFL. They were concerned with addressing a noted weakness in Arab students' English writing skills. Their article addressed special features of written Arabic' spelling, vocabulary, sentence grammar, style and rhetoric organizations. Regarding composition, Thompson-Panos and Thomas-Ruzic stress that Arabic and English use different organizational styles and that Arabic speakers benefit from having these differences pointed out to them. They also argued that a paragraph in Arabic is a series of parallel constructions connected by coordinating conjunctions. However, maturity of style in English was measured by the degree of subordination. They concluded that being familiar with students' typical errors and problems areas were a responsibility of all EFL instructors.

Connor (1984) (as cited in Schechter and Harklau, 1991) analyzed and compared ESL learners and English LI speakers writing using Halliday and Hassan's framework for the analysis of cohesion. Two native speakers essays and four essays written by two ESL students; one set at the beginning of a composition course and one set at the end. All essays were argumentative mode. Density of cohesion was not found to be a discriminating factor between native and non native writers. ESL writers had a smaller repertoire and lexical cohesive devices

than native writers. It was also found that compared to native writers, ESL writers did not provide adequate support for claim statements and did not link concluding statement to preceding topic discussions.

McCulley (1985) investigated the relationship among features of textual cohesion and assessed the writing quality and coherence with manuscript length being held constant. The sample of the study was of 493 persuasive papers chosen randomly and written by 17 years old during 1978 and 1979 in Australia. The result of this study demonstrated that textual cohesion is a sub-element of coherence in manuscripts of the same length. The cohesion indices of synonymy, hyponymy and collocation ties may be considered important factors that lead to make a text more coherent. He revealed that what may be just as important is the "lack of significant relationships between several other cohesive subcategories (such as conjunction and substitution)"(Ibid:278). McCulley's (1985) study suggests that during writing and developing an essay, coherence is considered to be a valid construct to judge writing quality (as cited in Brisbane, 2002).

Few studies have specifically addressed how writing tasks may influence the process and strategies adopted by L2 writers and whether writing tasks impact on the strategy use of skilled and unskilled writers. Inquiry into the effects of writing tasks on strategy use, however, has the potential to yield important implications for process-oriented L2 writing instruction in the classroom. Raimes (1985) investigated the differences between skilled and unskilled writers during the composing process in the classroom in order to determine common features in the writing process. The study mainly explored the composing process of unskilled ESL student writers performing a classroom task. Eight writers in an English college composition course participated. The data included think-aloud protocols, a language proficiency test, holistic scores of essays, and a response to a questionnaire. The results of his study showed that L2 unskilled writers are a less homogenous group than L1 counterparts. Their ability is affected by a number of variables including language proficiency, knowledge of L1 and L2 writing, and writing behavior. Raime's findings underscore the need to examine the writing process and the strategies employed by individual L2 writers. Raimes concluded that we should not use the same pedagogical strategies for ESL students in teaching writing as for native speakers. He claims that unskilled learners should be provided by an opportunity to better improve all the skills in order to build a solid background knowledge in their L2. Raimes also calls for the need for more instructions and a lot of practice in generating, organizing and revising ideas and more emphasis on editing for linguistic form and style.

Brooks (1985) carried out a study to investigate the composing behaviors and strategies of unskilled English college writers and how their backgrounds influence the composing process. The subjects of the study were five learners selected from the researcher's ESL composition course, and participated in four 90 minutes sessions which included a variety of writing tasks and post-writing interviews as well as writing two take-home essays. Students used "reporting –in protocols". A positive correlation was found between time spent on writing and writing proficiency. More proficient writers re-read and revised more their compositions. Less proficient writers tended to view their organization of text formulaically, as in "introduction, body and conclusion", and relied more on personal experience for content (as cited in Schecter and Harklau, 1991).

Crowhurst (1987) carried out a study to investigate the types of cohesive devices at three developmental levels. Particularly, it examined argumentative and narrative mode of prose written by students at grades at 6, 10 and 12 in order to determine the types of cohesive ties used at each grade level in schools. The five categories were given as the ties of: substitution, ellipsis, reference, conjunction and lexical cohesion. The participants of the study were students from two high schools and four elementary schools in Canada. The procedure that the researcher used in his study was a writing task that involved students to write a narrative and an argumentative texts. Students were given 40 minutes for completing their task. Crowhurst (1987) found no overall tendency for the frequency of cohesive ties to increase with grade level. It was noted that there are some types of cohesion that increase with grade levels namely collocation and the use of synonymy. Others decrease with grade levels, namely exophra causal conjunctives and temporal conjunctives.

Another important aspect in writing is the instructor's reaction to any written composition. Santos (1988) conducted a study to investigate the reactions of 178 professors to two 400 word compositions. The results were as follow: (a) content received lower ratings than language; (b) professors found the errors highly comprehensible, with lexical errors rated as the most serious; (c) professors in the humanities/social science were more lenient in their judgment than professors in the physical sciences; (d) older professors were less irritated by errors than younger professors, and non native -speaking professors were more severe in their judgments than native professors. There were two findings in Santos' study; professors seem to make a distinction between content and language and that lexical errors are considered the most serious. The first finding supports the current approach to teaching writing as a process of planning, composing,

revising and editing. English language learners need to improve their skills in the areas that most directly affect content, such as organization, developing and supporting their ideas and arguments. These are the areas that are given most attention by the process approach.

Ramasawmy (2004) examined the conjunctive cohesion and relational coherence in students' narrative and expository compositions. The aim of the study was to investigate the effects of conjunctive cohesive density and functional relations density on holistic ratings of students' compositions. The subjects of the study were students from Moshupa Senior School in Botswana. They were in their 12 year of schooling and were between 18 and 19 years old. They were 60 in number. Ramasawmy based his study on three hypothesis: the first about the relationship between the density of conjunctive cohesion in students' compositions and writing quality. The second is about the relationship between the density of contiguous functional relations and writing quality. The third is about the difference between the densities of conjunctive cohesion in the different composition genre. The procedure that the researcher used to assess his participants was a writing task. Two separate tests were administered to the subjects. From a choice of two topics set in each session, the first group wrote a narrative composition and two weeks later an expository composition. Students were given 60 minutes to write one composition of about 350-500 words. Ramasawmy's study revealed that conjunctive cohesion density shows a relationship with writing quality of students' compositions with respect to expository compositions, but not with respect to narrative compositions. The study also revealed significant connections between writing quality determined by the teacher's ratings on the one hand, and with conjunctive cohesion and functional relation density on the other. Some implications of these results for teaching and learning were listed.

Grabe and Kaplan (1966) studied approximately six hundred ESL compositions, and determined that there were significant differences between the construction of exposition among writers whose native language was not English. They classified the patterns of the L1 and L2 writers as "linear (for native speakers of English), parallel (for native speakers of Semitic languages), indirect (for native speakers of oriental languages), and digressive (for native speakers of Romance languages and Russian)" (Ibid:663). The differences were quite apparent in the patterns of logic used in ordering ideas within paragraphs. Grabe and Kaplan (1966) state that many aspects of writing are influenced by culture and that cultural expectations can have a consequence for the organization of a text into

meaningful whole. These patterns arise from the systematic differences in the cultural modes of thinking and expressing when composing. The two researchers found that some of the difficulty in student's composition is linguistic rather than rhetorical. They also noted that in English, maturity of style is often gauged by degree of subordination rather than coordination. This study proves beyond doubt that second language learners of English tend to express themselves in a manner dictated by the rhetorical organizational patterns of their own culture. Grabe and Kaplan (1966) also discovered that Arabic paragraph development is based on a complex series of parallel constructions, both positive and negative. Thus, Arab students tend to use extensive parallel construction when writing an English paragraph. Also it was found that the writing style of native speakers of "Oriental" is related to the topic under discussion, contrasting with the native English writers' linear rhetorical style. Their writing was marked by an approach of indirection. The development of the paragraph was "turning and turning in a widening gyre". The expository writing style of "Romance" language speakers is said to allow more rooms for what native writers of English would regard as digressive from the topic under discussion. Therefore, Grabe and Kaplan (1966) concluded that contrastive rhetoric must be taught in the same sense that contrastive grammar is taught. The movement of the various paragraphs written by the participants was graphically represented in figure 7.

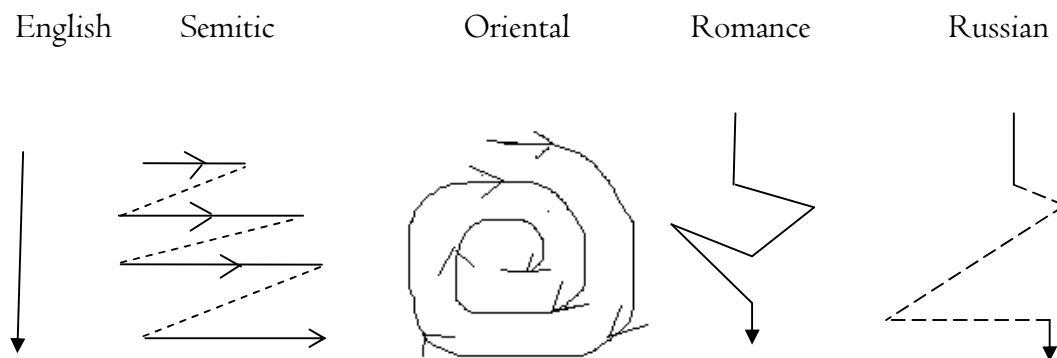


Figure 7 Cross-cultural Differences in Paragraph Organization

(Kaplan, 1966)

Rummel (2005) examined the common problems in English academic writing of Estonian writers. The aim of his study was to find out how knowledgeable Estonian writers are about English academic writing conventions and how effective they are in English written discourse with special focus on rhetorical and cross-cultural aspects of the written discourse. The study attempted to discover the problems that Estonian writers encounter in composing texts and to identify the aspects of writing that are likely to be affected by Estonian cultural and language conventions and clarify Estonian writer's needs and behaviors in English written discourse. The study was conducted with academic faculty members, undergraduate students and English language teachers of Tallinn University of Technology in 2004-2005. The participants of the study were 23 undergraduate students (second year students) aged between 18 to 22, 16 English language teachers aged between 40-55 and 10 academic faculty members. The instruments of the study were questionnaires, an interview and a writing task. Three different questionnaires given to all participants. Moreover, an open-ended interview was carried out with five academics. In the final stage, a writing task which involves writing an essay of 250 words was given to undergraduate students. In the study, two main groups of Estonian academic writers were examined. Expert writers (the academic) and novice writers (the undergraduate). The writers were distinguished by age, level of education and the L2 literacy. The findings of his study showed that most Estonian writers had problems in writing and developing the main ideas of their texts. In addition, they had typical cross-cultural problems in composing an English text. The study also suggested that both expert writers and novice writers displayed a common difficulty in organizing ideas and achieving unity, coherence and cohesion. In addition, the findings showed that in composing L2 text, the Estonian subjects focused almost exclusively on the surface levels of word and sentence rather than the level of the whole discourse; while subjects seemed to be aware of the basic features of English academic writing, they demonstrated lack of the discoursal and socio-cultural competence of the target language. The result of the academic interview revealed that the writing skill in a academic context requires more than knowing the structure of language and discourse strategies. Rummel concluded that the common concepts of academic writing such as genre, discourse community, purpose and audience differ according to different discourse communities. Rummel also emphasized that increased awareness of the rhetorical and cross-cultural differences among languages could help writers to use " the patterns of thinking dominant in the English-speaking academic world" (Ibid:145). However, the data revealed that even though English language teachers may recognize the role of text-level

discourse in effective academic writing, rhetoric is not an integral part of L2 language instruction at tertiary level institution in Estonia.

CHAPTER THREE

RESULTS AND DISCUSSION

The current chapter discusses the results of the analysis of the data collected through the paragraph writing task. The task is found in Appendix I and 2. This chapter proposes to analyze the writing data obtained from the subjects. Evaluation of correct and incorrect writing for each group were noted. As well as the number of errors committed that were scored as (0), (.5), (1), (1.5), (2), and (3), as shown in table (2) and (3). The data were analyzed according to section (either language or translation) in order to answer the research question posited in chapter one which was what are the problems encountered by fourth year students when writing and developing a topic sentence? The scores were calculated using the tool of descriptive statistics. The data were presented in table form which is divided into two main sections. The first section begins with the evaluation of the subjects' writing according to the assessment criterion, as shown in tables 2 and 3. The second section presents overall performance in percentage form for both the translation and language sections. Students' evaluation were assessed according to their scores and percentages as % 85 to %100 for excellent, %75 to %84 for very good, %65 to %74 for good, %50 to %64 for weak and %50 to %0 for poor as shown in tables 4 and 5. Both the scoring protocol sheets and the student paragraphs appear in the appendices.

3.1 Assessment Criterion

An attempt was made to be as objective as possible when collecting the data: the same instructions were given to both groups of students by the researcher, the same topic was chosen, and each group had equal amounts of time to write. Students were directed to " write an effective paragraph of at least 60 words on the following topic: "The use of the internet". Twenty papers were chosen from both the Translation and Language sections in order to find answers to the research question stated in the study. A scoring protocol was devised to mark each paragraph and appear in Table I.

Generally, the study aims to examine four aspects of composing an English paragraph in order to answer the research question posited in the study. These

aspects are form, cohesion and coherence, grammar, punctuation, and style. The aspects of writing were examined according to the students' performance. These aspects are: form which includes the topic sentence, supporting sentences, concluding sentence, artificial breaks between sentences, and indentation. Cohesion and coherence that include conjunctions, lexical ties, reference, and ellipsis and substitution. Punctuation, specifically comma, period, semicolon, as well as capitalization and spelling. Grammar, including tenses, prepositions, and articles. Style which includes word order, fragments, word choice, creativity, variety of structures, and responding to task requirement.

Certain terms as used in the scoring protocol are hereby determined. Writing an accurate topic sentence involves writing a limited topic sentence that serves the main purpose of writing. The use of supporting sentences requires choosing the appropriate information and the most effective ideas and details that develop and support the main idea. Writing the concluding sentence that sums up the paragraph. Artificial breaks means no spaces between lines and sentences. Indentation requires leaving space in the first line. Coherence and cohesion: Specifically, coherence criterion investigates the logical connection of the whole paragraph while cohesion is concerned with the proper use of cohesive devices. Use of lexical ties means that the students use synonyms and antonyms and repeat the controlling idea rather than referring to "it". Ellipsis means deleting a part of a sentence that can be recovered while substitution involves replacing an item by another one. Punctuation involves the exact use of the mechanics when writing. Grammatical rules examine the variety and the accuracy of the grammatical resources that students use at word and sentence levels. Style means utilizing exact rich vocabulary and novel ideas as well as providing variety of structures and emphasizing the word order when writing. In addition, it involves giving a full response to the task requirement.

Table I Scoring Protocol

ASPECTS OF WRITING	RANG E
FORM 10 points	
Topic Sentence	0-2
Supporting Sentences	0-2
Concluding Sentence	0-2
Artificial Breaks Between Sentences	0-2
Indented Paragraph	0-2
COHESTION AND COHERENCE 13 points	
Unity	0-2
Conjunctions	0-2
Lexical Ties	0-2
Ellipsis and Substitution	0-2
Reference	0-2
Logical Flow	0-3
PUNCTUATIONS 6 points	
Comma, Period, Semicolon	0-2
Capitalization	0-2
Spelling	0-2
GRAMMAR 6 points	
Tenses	0-2
Articles	0-2
Prepositions	0-2
STYLE 13 points	
Word order	0-2
Word choice	0-2
Fragments	0-2
Creativity	0-3
Variety of Structures	0-2
Responding to Task Requirement	0-2
TOTAL	50

The previous table presents the main items required when writing and developing a topic sentence. The range of grades given to each aspect appear in the table.

Each category was given appropriate grade according to its importance when creating and developing a topic sentence. The students' score in writing each item will be calculated as well as the total score when starting in the process of data analysis.

3.2 Data Analysis

The second step after collecting the data was the data analysis. The researcher began by analyzing the data by reading every paragraph individually. Students' performance was assessed according to their level of proficiency according to the criteria mentioned in the previous section. Errors were identified and classified into their types. Notes were made about the challenges that the students faced when writing and developing the topic sentence. The range of scores for each item on the scoring protocol were calculated as percentages. Furthermore, the total percentages were classified into excellent (% 85-100), very good (% 75-84), good (% 65-74), weak (% 50-64), and poor (% 49-0).

The results of the study indicated that although fourth year students were upper level learners, they faced a variety of challenges in composing an English paragraph. Generally, the students performance in both sections were nearly the same when developing a topic sentence. This surprising result contracts with the common fact that is dominant in the English Department at University of Benghazi which is the students who are specialized in linguistic science have higher abilities in using English language than the students who are specialized in translation section.

Table 2 Results for Students of the Language Section

FORM	RANGE OF SCORES
------	-----------------

SCORE DIVISION	0	.5	1	1.5	2	3
Topic Sentence	0	12	4	1	2	
Supporting Sentences	0	11	7	1	1	
Concluding Sentence	12	0	2	6	0	
Artificial Breaks Between Sentences	0	8	0	0	10	
Indented Paragraph	12	0	1	0	7	
COHESION AND COHERENCE						
Unity	0	11	8	0	1	
Conjunctions	0	12	5	2	1	
Lexical Ties	0	19	1	0	0	
Ellipsis and Substitution	0	3	9	7	1	
Reference	5	4	6	2	3	
Logical Flow	0	7	12	0	1	
PUNCTUATIONS						
Comma, Period, Semicolon	7	4	8	0	1	
Capitalization	1	2	1	4	12	
Spelling	0	1	3	5	11	
GRAMMAR						
Tenses	2	2	5	6	5	
Articles	0	1	9	7	3	
Prepositions	0	1	7	5	7	
STYLE						
Word order	0	3	6	3	8	
Word choice	0	0	6	2	12	
Fragments	0	1	14	0	5	
Creativity	0	2	16	1	1	
Variety of Structures		0	19	1	0	
Responding to Task Requirement	0	0	8	0	12	

Table 3 Results for Students of the Translation Section

FORM	RANGE OF SCORES
------	-----------------

SCORE DIVISION	0	.5	1	1.5	2	3
Topic Sentence	0	3	9	4	2	
Supporting Sentences	2	7	11	0	0	
Concluding Sentence	15	0	5	0	0	
Artificial Breaks Between Sentences	0	8	0	0	12	
Indented Paragraph	12	0	1	0	7	
COHESTION AND COHERENCE						
Unity	0	10	9	1	0	
Conjunctions	1	11	7	1	0	
Lexical Ties	1	18	1	0	0	
Ellipsis and Substitution	1	6	8	5	0	
Reference	4	7	5	2	2	
Logical Flow	0	14	4	1	0	1
PUNCTUATIONS						
Comma, Period, Semicolon	7	2	9	2	0	
Capitalization	2	4	3	5	6	
Spelling	0	1	5	1	13	
GRAMMAR						
Tenses	2	0	3	4	11	
Articles	1	3	8	3	5	
Prepositions	0	0	6	6	8	
STYLE						
Word order	0	0	8	4	8	
Word choice	0	0	7	1	12	
Fragments	0	3	9	0	8	
Creativity	0	6	11	3	0	
Variety of Structures	0	1	19	0	0	
Responding to Task Requirement	0	0	8	0	12	

Both the previous tables showed that the performance of the students' writing was low although they were in the year of graduation. The paragraphs shed light

on many errors encountered by students while they were writing. Tables 2 and 3 represent lists of the most common errors among EFL learners, particularly in the area that relate to developing a topic sentence. The errors were calculated by indicating the number of the students who erred in each category regardless of the frequency of errors committed.

Table 4 Overall Scores

Case	Section	Score Total Score=50	Percentage
1	Translation	19	38%
2	Translation	20	40%
3	Translation	26.5	52%
4	Translation	19.5	39%
5	Translation	22.5	45%
6	Translation	27.5	55%
7	Translation	30	60%
8	Translation	31	62%
9	Translation	26.5	53%
10	Translation	28.5	57%
11	Translation	29	58%
12	Translation	25	50%
13	Translation	21.5	43%
14	Translation	17.5	35%
15	Translation	22	44%
16	Translation	22	44%
17	Translation	15.5	31%
18	Translation	23.5	47%
19	Translation	23	46%
20	Translation	29.5	59%
21	Language	23	46%
22	Language	21	42%
23	Language	21.5	43%
24	Language	26.5	53%
25	Language	23	46%
26	Language	27.5	55%
27	Language	27.5	55%
28	Language	29	58%
29	Language	29	58%
30	Language	25.5	51%
31	Language	42.5	85%
32	Language	21	42%
33	Language	30.5	61%
34	Language	30	60%
35	Language	24	48%
36	Language	27	54%
37	Language	23.5	47%
38	Language	17	34%
39	Language	20.5	41%
40	Language	27.5	55%

The previous table presents the overall scores and their percentages. The errors in students' writing were calculated by indicating the total score and the percentage form for each student. Generally, both of the group scores and percentages showed that the students had problems in their writing, particularly in the area that relate to developing the topic sentence.

Table 5 Overall Grades and Percentages

Evaluation	Translation	Language
Excellent	0 %0	2 %10
Very Good	0 %0	0 %0
Good	0 %0	0 %0
Weak	9 %45	10 %50
Poor	11 %55	9 %45
Total	20 %100	20 %100

This table reveals the total percentage forms for the students in both sections. The number of students who took different evolutions were calculated and their percentages were showed. The students' total percentages for each classification were presented for the students of both sections. For example, none of the translation students took excellent while 2% of the language students took

excellent percentage. Statistically, a little difference in the evaluation of the two groups were clear in the previous table.

3.3 Analysis of the Assessment Criterion

This section presents the data collected from the writing task. The analysis of data was based on the students' responses when they composed an English paragraph, particularly when developing a topic sentence. Students' performance will be assessed according to their levels of proficiency and creativity when they write.

As mentioned previously, a well paragraph is frequently made more effective if it introduced by a topic sentence. The topic sentence makes a general statement that is developed in greater details that carry the development of the main idea. In order to write effective supporting sentences, the students must first write an accurate topic sentence since the process of developing a topic sentence depends on writing the first step when creating an English paragraph. Kanar (2002) stresses that the topic sentence of a paragraph should be limited and accurate in order to show the main thought and argument of the topic and convey the writer's focus. Through the analysis of the data, it can be noted that some students followed a certain strategy when writing paragraphs. They tended to write an introductory sentence at the beginning of each paragraph without focusing on its purpose and characteristic. They neglected the importance of this sentence and its role in constructing an effective paragraph. A major shortcoming in students' composing was their inability to express the purpose of their writing clearly. In other words, some students failed to state the controlling idea of their paragraphs. In other cases, students provided a very long topic sentence with many explanations of the terms which did not contribute to the purpose of writing the topic sentence. This deficit can be seen in examples 1 in case 5. Others wrote general topic sentences that globally relate to the topic given and did not focus on a limited idea, in which students could not be able to give the suitable information to support their opinions as seen in example 2 in case 16. Besides, there was also a student who wrote a topic sentence without mentioning the main topic given as in example 3 in case 12.

1-The use of internet is very useful to get information about any subject as instance in the shopping the person can buy and sale anything on the net without the going to the market and...

2-The Internet, it's the other side of the world

3-It became the most important way in communication today Because...

Moreover, some students seemed to write very restricted topic sentences in which they were unable to provide enough evidence to support their opinions as in case 17. Finding the appropriate context and expressing inner thoughts were two other problems that hindered students. Some were unable to complete their composing because they did not have the ability to further express their thoughts and information which would convey their message. This problem can be seen in example 4 in case 17.

4-The internet has many various fields such as Hospital,academic. it can Help The student in research The information and got a lot of real website or academic The internet can help everyone to The get a lot of information The internet as one smallest twon It has advantages and disadvantages on our children. if They used with error ways its effect on The teenger The advantages of internet when childre use to research The information about the subject of studies.

Prewriting activities represent an important stage during the writing process because they help learners to collect and generate ideas for their composition. Most students, notably 37, did not pay attention to the use of these strategies although they have a positive impact on the quality of their writing. It appeared that students lack training in the process of writing a paragraph and an essay. Without brainstorming and outline, students may start from unrelated information or diverge from the topic. This may well be due to the fact that students in most cases do not write paragraphs unless they are forced to, mostly only for exams. In addition, students may have thought that doing these activities would take a lot of time, so they could not finish quickly and thus they ignored them. Another possible reason was that students may be considered to be lazy and careless.

Another challenge which students faced was language interference. Some paragraph samples revealed that participants resorted to write as they would write in their LI. In this case, the role of translation appears. In other words, the participants depended on a strategy of rendering their thoughts without taking into account the difference in the rhetorical patterns between the two languages,

so some problems appeared as a result of the interference between the L1 and L2. This problem can be seen in example 5 in case 19.

5-Personaly when I use the internet use it for search for something I really need it, I here use it for fun or chatting or even looks for pictures of singing or acting stars Sometimes I use it for my brother researches about is studing or working if he do not have time to do it Know I use it to see movies, and also for my research paper because there is no books so I have to use the internet although I do not like it at all

As noted through the analysis of the paragraphs, some students were concerned only to compose their paragraphs without paying attention to their main structure, particularly the use of supporting sentences. They placed greater emphasis on showing their ideas and attitudes toward the topic while neglecting the role of this structural element in creating an English paragraph. In addition, it was observed that the organization of ideas was the most significant weakness in the participants' writing. This phenomenon appeared because the participants of the study are not native writers and lack familiarity with the rhetorical structures of English writing. Clearly, the paragraphs' analysis indicated that the majority of the students had insufficient knowledge of the English paragraph macrostructure. Some of them did not have enough information of how to write and develop a topic sentence. Furthermore, other students did not focus on how the controlling idea should be developed by examples, details and evidence of support.

Content was a problem frequently seen by the participants of this study. Clearly, the majority of the participants displayed poor awareness of text development. A high number of students lacked the basic L2 argumentation strategies, and employing personal knowledge as grounds for their claims and arguments; that phenomenon was more evident in their use of generalization and global statements rather than claims and evidence of support. They did not employ sub-categories when they composed. In other words, they tended to develop supporting sentences without providing any additive ones such as examples, evidence, experience and facts as in example 6 in case 16. However, there were some differences in this category according to which aspects of content the students were focusing on. In contrast, some participants have more ideas and information to write about but they seemed to express them in the wrong way because of the use of incorrect grammar, the misuse of punctuation and choice of inappropriate vocabulary. This problem can be seen in example 7 in case 38. In addition, there were other students who tended to focus on two points in the topic sentence, though they resorted to support one point without paying

attention to the other. This lack can be seen in example 8 in case 6. Also, another student put emphasis on one idea that was not supposed to be focused on. Thus, the paragraph appeared to be loaded with irrelevant information as in example 9 in case 5. Another problem that faced students is the proper arrangement and distribution of ideas. Some of them did not demonstrate explicit knowledge of the textual patterns of information structures which lead to have a negative effect on the coherence of their writing. This deficit can be seen in cases 17 and 38.

6-Using internet is useful and interesting. Most of educated people use internet every day and for long time because they depend on the internet. In every need in their life also to save their time by interesting way. Today, the world has more and more users and interest in the internet so all the people are connected by this way.

7-The use of internet nowadays everyone uses it child and adult, because now it's the most important use in searching, chatting with others all over the world, helps the students with their research and homework so it's very useful. Now the technology has become so easy that every one can use it without any problems, but the internet it has to be someone older than you to be sure that you do not do any mistake that hurt someone. Because there are disadvantages that there are some people are hooked in to that never stand up all day are beside the screen, but the advantage of it helps the student in every thing in learning.

8-There are many advantages and disadvantages of using the internet. Firstly, many people use the internet in a good way. For instance, to research about any topics you want to look for it, and to communicate with other people to know like culture, language and so on. Secondly, in the wrong way or disadvantage way some people use the internet in a bad way.

9- The use of internet is very useful to get information about any subject as an instance in the shopping the person can buy and sell anything on the net without going to the market and the shopping on the net does not waste time as the shopping in the streets and a lot of people prefer shopping on the net as well as the studying on the net is very important and helpful to the student and can research about any subject on the net. Finally, the communicating by the net means the most of people use the net to c-

According to the paragraph analysis, some students displayed paragraph organization problems of L2 academic writing. It was observable that there were some students who had not enough knowledge of how to develop the topic sentence and how to write a concluding sentence. The concluding sentence is the part in which the students end their support of the topic sentence. The data indicated that more than half of the participants (67%) wrote paragraphs but failed to include one of their main components which was the concluding sentence, as in case 22, although they were given appropriate time for completing their task.

On the other hand, some students displayed inadequate knowledge of how to write a concluding sentence that stresses the importance of the issue discussed. 20% of the students ended their paragraphs with sentences that are paraphrased of the main idea without any substantial changes as in example 10 in case 20. Also, there were two students who wrote concluding sentences that did not summarize the paragraphs, but were subtopics of the issue discussed as in example 11 in case 34.

10-Internet is very important nowadays so it became more useful and necessary in our life. The use of internet became comm in every single house so that every body use it, and we use it to conect with the other people in the other countries to be in touch with them and we use it for business and for helping people sometimes. Without the internet life would be gloomy because we can't be without it. using internet is very important and it has advantages and disadvantages, advantages such as conecting with people and disadvantages like booksight and so on. The internet or the use of it is very important and necessary.

11-using internet it's very usefull specially these days It's realy helps people to do many things for example it helps them to communicate with other people from very different places and it's helps you to find more information about any thing. Internet it, also not expensive and easy to use it every body can use it esspecialy these days even the young people they can use it. you can find internet in everywhere you want so internet is usefull and the people can not stay without it, it's very important in their life and they can not live without it.

The result of this study also suggested that learners showed deficiency in developing the topic sentence, especially in the area that relates to achieving cohesion and coherence. The students of both sections displayed a common difficulty in attaining cohesion and coherence. It could be argued that the lack of coherence in students' composition may be attributed not only to applying surface level aspects (lexico- grammatical deficits), but also to understand the underlying principles (the deeper relations) that exist among sentences. Conjunctions and transitions were common problems among students during their composing. Out of the 40 students, 31 incorrectly utilized coordinating conjunctions; they connected words and sentences in a wrong way. This problem can be seen in example 12 in case 23. The results of the study also indicated that there was correlation between the use of connectors and English language competence and proficiency. As noted in the study, there was a little variation in the overuse of low conjunctions, in that participants frequently employed low connectors while a small number of students applied both low and high connectors. This tendency may be derived from the lexical limitation that learners

have. Otherwise, it might be argued that students tended to use small connectors rather than high connectors because they are considered to be simpler than high connectors when connecting sentences. In addition, the paragraph samples revealed that some students sometimes made reference to things which had been merely implied than explicitly stated in the text. In this sense, students tended to use unclear pronoun referring in their writing, which often resulted in an obscured meaning. This problem can be seen in example I3 in case 3.

12-use of internet is very necessary for our life such as for reading and for know a new things in our world. The internet very useful for every body like kids and the old people and very simply.

13-Most of the people in the world recently use the internet, but the problems how use it There are used the internet to help him in the work such as webs, news and other topics. Although, some of him used it very bad as follow to watch a bad film or setting for a long time front it.

According to paragraphs analysis, the data suggest that the lack of cohesion in students' writing may not attributed only to the misuse of cohesive devices or incoherent ideas, but to the absence of content lexical ties. 40 students displayed an apparent deficit of lexical ties which in turn lead to some weakness of their written discourse. An equally controversial issue in students writing was repetition; most participants seemed to employ this category without providing a variety of synonyms in their writing. However, this feature is not preferable because it hinders the development of ideas and cause the reader to feel bored when reading a paragraph. Most of all seemed to resort to this strategy when they did not have any more items or vocabulary to write about. This lack can be seen in example I4 in case 23. Other students attempted to limit repetition and resorted to substituting it with pronoun reference 'it' as in example I5 in case I4 while, in contrast, some students tended to apply the repetition strategy of ideas, in that they repeated the same idea in the same paragraph causing the whole paragraph to be boring as in example I6 in case I7.

14-Use of internet is very necessary for our life such as for reading and for know a new things in our world. The internet very useful for everybody like kids and the old people and very simply. We need to use the internet in our works, our college and our homes. The use of internet become in any time and any place even in your phone, its make you look like man has along age he know everything in the past even this minute. The use of internet is very quickly and easly.

15-The use of internet, The internet is very useful in This time, it help a lot to learn about other people around the world, so it very easier than read a book and more

intertentment, it so fast to collect your ideas or subject you have just need to write a subject of tital and press on search on what you need you can find in one page, it help to communion with other people in diffent part of world, to learn about thier habit and values, traditional ways,but some people use the internet in bad ways, it creat to help people to communcit with each with each other, so to be conected ,even we can own email to concet with other different personalty in whole world. for me, The internet is the biggest modern way to communion it very usful and helpful way to...

16-it can Help The student in reserch The information and got a lot of real website or academic The internet can help everyone to The get a lot of information.....

It was evident that some students failed to achieve unity during their writing. This phenomenon appeared frequently in most texts because of the students' misusing or absence of such devices as lexical ties, transitions, punctuation, grammar, mechanics of writing and parallelism. Moreover, the use of irrelevant ideas and information as well as lack of logical and developmental organization made the paragraphs seem to be not united and disjointed. This lack can be seen in example 17 in case 1 and example 18 in case 5. Obviously, the low rating attributed by the participants to cohesion, coherence and unity indicates that the students were not aware of the significance of these features in effective written discourse.

17-The internet now become so important in all world.Becaus , made from world small village to knew everything about any subject in any time than, to study, resourse and games.There are to many deneorues to use internet from damage braias and adduction.

18- The use of internet is very useful to get information about any subject as instance in the shopping the persone can buy and sale any thing on the net without the going to the market and the shopping on the net not waste time as the shopping in the streets and a lot of people prefer the shopping on the net as well as the studing on the net is very important and helpful to the student and can research about any subject on the net the finally, the communicating by the net means the most of people use the net.....

One of the most frequent problems facing students was the failure to achieve an appropriate style when developing their topic sentences. Based on the analysis of the data, the common weakness in style appeared through less variety of structures. A significant number of students failed to apply variety of structures to achieve clear and concise style of effective academic writing as in example 19 in case 8. Most students avoided complex sentences and resorted to use simple sentences composed of one clause or several clauses jointed by coordinating conjunctions. It was noted that the majority of the students lacked knowledge of

achieving parallelism in writing and applying parallel structures throughout their writing as in example 20 in case 13. This could mean that this issue resulted from the incorrect use of grammar, connectors and mechanics. We can say that the students' inability to attain these aspects seem to be mostly attributed to poor knowledge of text unity principles. Another observation in students' writing was that students' ideas were expressed in different degrees. Some students expressed their ideas in formal styles as in example 21 in case 31 while others used an informal one as in example 22 in case 19. Another problem that faced participants was their inability to give a full response to the task requirement as in case example 23 in case 18. Another feature in students' writing was to break sentences and clauses by simply applying commas as in example 24 in case 36. Hence, no logical relations could be established in their texts. Furthermore, there were 8 students who seemed to write without using any kind of punctuation. They just wrote several sentences beside each other that cause the whole paragraph to be ambiguous and misunderstood as in example 25 in case 15.

19- It's been so useful to bring out the info from the world wide web, though, internet has been the most used in the last decade via it we can bring knowledge and creation also the tevu illetrate has changed from the person who doesn't now to read and write into the illetrate person who doesn't use the international network.

20-using internet is so important , in our Time, every one should learn How to use it. To Help Them in Their daily life, because internet is an open world you can find any Thing you need in it, and it's a way for communication with other by using emails. You can chat what people and get To know about Their world.

21-Using Internet has many advantages as well as many drawbacks. In the first place, it benefits students in many ways. Foe instance, they can find anytopic that they need either in literature or in science. Furthermore,electronic-libraries benefit students as well as teachers who don't have libraries at their schools or at their colleges. Moreover, it is an available communication mean right now, so you can call all people or email them by using E-mails. As a result, the world becomes a small village. But as the English proverb says "Every cloud has a silver lining"(i.e every thing has negative and positive sides at the same time). On the other hand, internet can be a dangerous mean.Firstly, some families don't care about what their children do so they misuse it. what is more, they sit for long hours, and that causes a lot of problems for example, exams, failure, eye problems and nervous problems. Moreover, some people broke the privacy of other people by stealing their pass words and use theie credit cards..etc. therefore Internet is a good technology if we use it in the right way.

22-Personaly when I use the internet use it for search for something I really need it,I here use it for fun or chatting or even looks for pictures of singing or acting stars Sometimes I use it for my brother researches about is studing or working if he do not

have time to do it Know I use it to see movies, and also for my research paper because there is no books so I have to use the internet although I do not like it at all

23-The internet is very important to any person in this world, we can get from it more information and any thing we need it. the internet is very useful, for people and we can learn from it. it's a source and help to research any thing we need it.

24-The internet, nowadays is becoming one of the most important ways, communication, everyone in the whole world is using it, because it contains everything and anything you want to search for, people use it to search in study, communicate with other people, reading, playing games, and so much more. It's fast, and easy to use, everyone can learn, and should learn how to use it, because it's so important in these days

25- The use of internet has two sides one of the use is benefit and the other is harmful The benefit use of the internet is important and should everyone do it for example when they choose a good topic as educational webs and try to spend their time on it this leads to have new information plus your information you have this is so good for your memory if you want develop it and the harmful side is when you go to the chat and spend your time without any useful Thing that's may lead to effect on your thought, customs and their religion with an negative side so we should pay attention when we attempts to choose any web instead of spend your time on internet for nothing.

Employing correct grammatical rules and mechanics enhance the quality of the students writing when developing a topic sentence or a thesis statement Remarkable observation in students' composing was the deficiency of students' foreign language competence which was apparent in developing the topic sentence. A small number of students demonstrated grammatical accuracy and lexical variations in their paragraphs; however, they showed remarkable deficiency in discourse constructing skills which inhibited achievement of the desired effect on the reader. A large number of students demonstrated poor information structures, so their writing appeared to be linguistically incorrect causing the entire text to lack coherence and confuse the reader. Data analysis showed that the common errors that encountered the participant in developing a topic sentence were concerned with grammatical problems followed by punctuation and spelling. The main grammatical errors included tenses, articles, prepositions, and word order. This deficit can be seen in example 26 in case 2, example 27 in case 16 and example 28 in case 38. In addition, the weakness in applying the mechanics of writing was another problematic area encountered by students. These mechanics include spelling, capitalization and punctuation. This problem

can be seen in example 29 in case 25, example 30 in case 30 and example 31 in case 22.

26-The using internet have advanteg and disadvanteg.

27-The good side of the Internet is connecting with other world and can waste an hours a front the monitor.

28-.....helps the studens with there resrsh and homework.....some people are holak in to that never stans up.

29-...although use the internet is bad saide like wests the time...

30- Nowadays the internet become one of the most important things for all people and spically student, Because we can see that the age from (15-30) are the most ones are using the internet....

31- There are two type to use internet positive and negative ways Internet in positive way is very nice because you can communicate our friend...

The previously mentioned problems that students exhibited contributed to making their writing incoherent and disjointed. This poor performance does not correspond to the expected level of fourth year students as they exhibited the lack of L2 organization, the appropriate format structures and text components. This would definitely have caused a breakdown in real English academic written communication or diminished the credibility of the students' thought.

3.4 Statistical Analysis

The use of statistical analysis clarify the process of data analysis in quantitative research. For this reason, the data collected have been subjected to descriptive statistical analysis to test the research question posited in the study. The percentage of errors for each aspect in the scoring protocol were calculated and the results were taken as an indication of the students' writing quality. Their scores are demonstrated graphically by bar charts as in the following figures. The first fourth figures are for translation students while the others for language students.

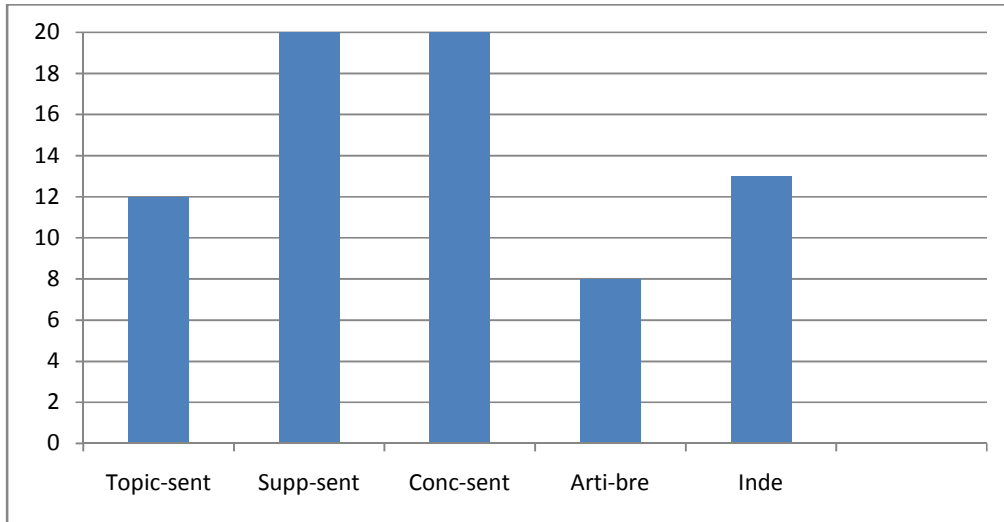


Figure 8 Errors Committed in Writing Paragraph Forms.

As can be seen in this figure, developing a topic sentence was ranked to be the most aspect that faced the students. The figure also shows that challenges in writing a concluding sentence were the same to the problems committed in developing a topic sentence. As well as, writing a topic sentence seemed to be one of the challenges that ranked to encounter the participants.

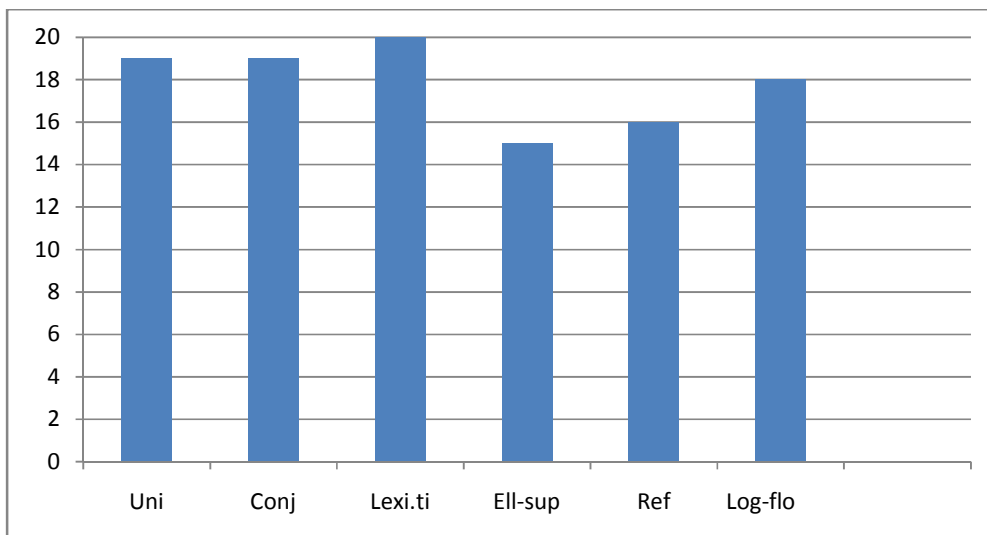


Figure 9 Errors Committed in Achieving Cohesion and Coherence.

The statistical analysis of the previous figure displays that the majority of the students had problems in achieving the surface level relation through developing the topic sentences of their paragraphs. Most of the problems appear in the use of lexical ties, conjunctions, and reference. Other challenges appeared in attaining unity and providing logical flow of ideas.

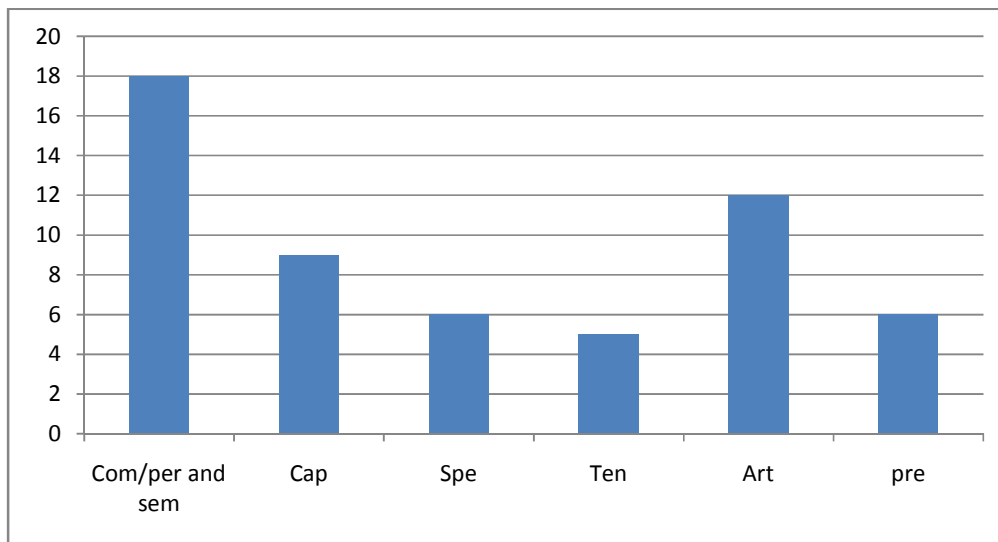


Figure 10 Errors Committed in Using Punctuation and Grammar.

The previous figure reveals the area of weakness in students' writing. It seems clear that punctuation and capitalization were some of the mechanics that the students had through the process of developing a topic sentence. Articles was also a source of problems that faced the students in their writing.

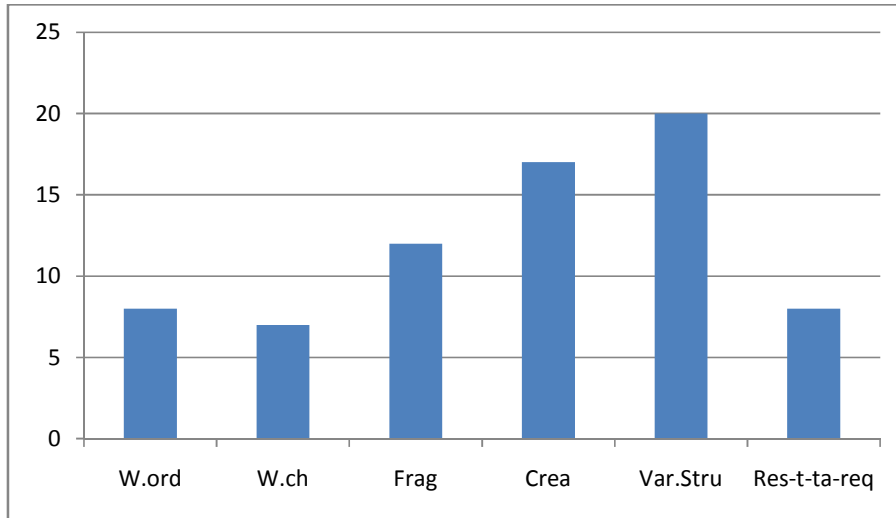


Figure 11 Errors Committed in Achieving Style.

In using style, creativity was ranked to be the item that most of the participants failed to achieve when developing their topic sentences. In addition, a variety of structures and fragments were problems that hindered the students.

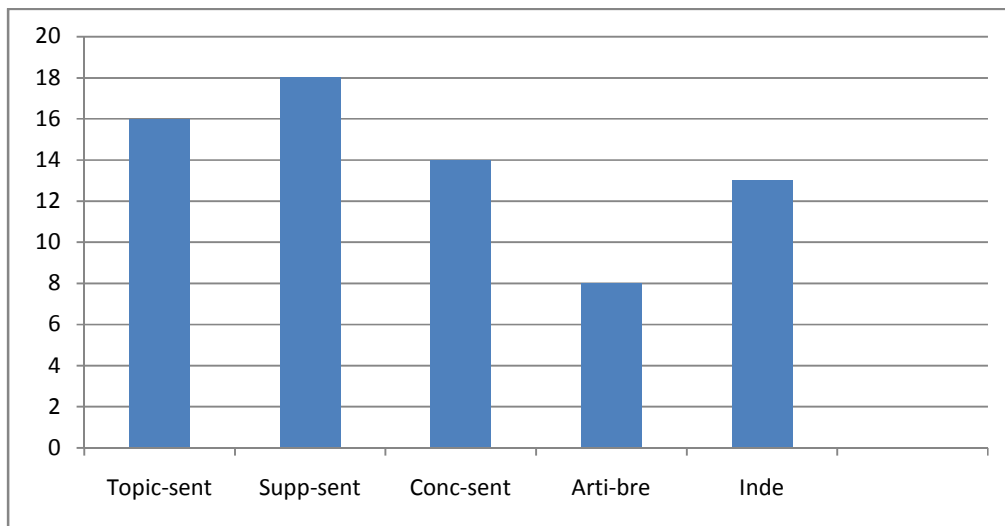


Figure 12 Errors Committed in Writing Paragraph Forms.

This figure reveals that the students had a low level of performance in writing paragraph forms, particularly when supporting a topic sentence, writing a concluding sentence as well as indentation.

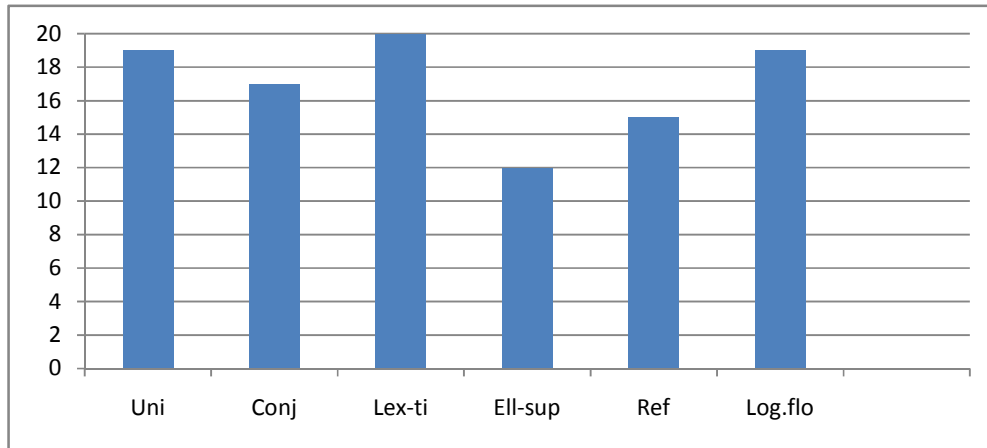


Figure 13 Errors Committed in Achieving Cohesion and Coherence.

This figure displays the same results that the translation students had, which was the students had problems in achieving the surface level relation through developing the topic sentences of their paragraphs. Most of the problems appear in the use of lexical ties, conjunctions and reference. Other challenges appeared in attaining unity and providing logical flow of ideas.

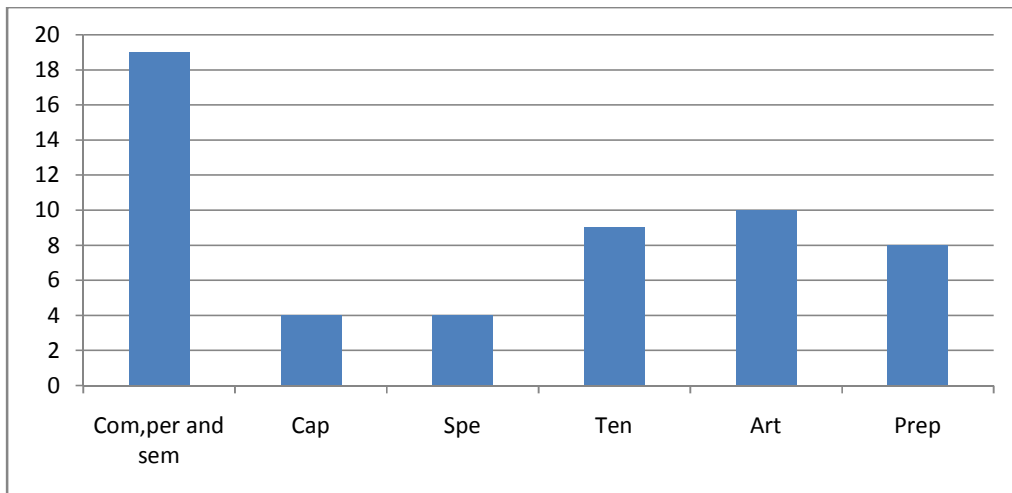


Figure 14 Errors Committed in Using Punctuation and Grammar.

As shown in the previous figure, punctuation was a problem that the students had erred in. Also, the use of articles and tenses were challenges that encountered the students in their writing.

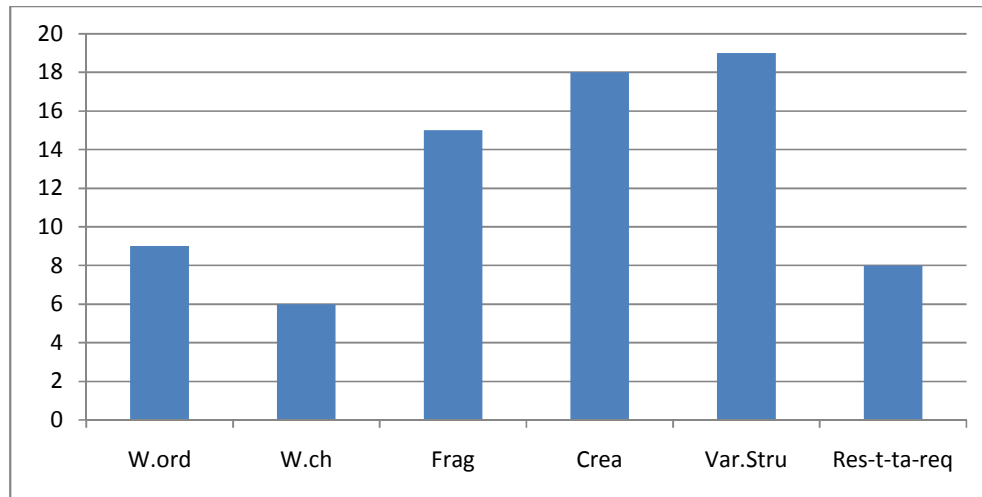


Figure 15 Errors Committed in Achieving Style.

In using style, creativity, fragments and providing a variety of structures were the items that most of the participants failed to achieve.

CHAPTER FOUR

CONCLUSION

From the discussion above, it can be concluded that writing is an interactive process in which students can communicate with their audience. However, writing in a second language may appear to be a challenge to many students particularly those who lack the language competence to communicate their knowledge effectively. Therefore, the importance of writing in the university syllabus and its role in developing language proficiency and communication needs to be recognized. This research demonstrated that Libyan learners who are studying at the University of Benghazi experienced a variety of challenges in writing, particularly when writing and developing a topic sentence.

Incorrect form and inappropriate composing may lead to misinterpretation of meaning and less communication by readers of English. Thus, it is important to find the major causes of these difficulties that students face. Obviously, there was a significant weakness in applying all the basic elements of a paragraph (topic sentence, supporting sentences and concluding sentence). It appeared that students lacked knowledge of how to use these elements effectively. This lack may be due to weakness in the process of learning or teaching or lack of students' practice and efforts in training to write effectively as well as the students' irresponsibility to take an active part toward practicing this form of composition.

The study also showed that although students are in the year of graduation, they still encounter problems in composing an English paragraph, especially in the area that mostly affects developing the topic sentence which includes organizing ideas, creating content, and choosing the most effective details and examples. It seems true that students' lack of examples and evidence of support strategies result from a limitation of the participants' information and thoughts about the topic. It can be argued that students focused almost exclusively on showing their attitudes toward the topic rather than paying attention to emphasizing the roles of these aspects in developing the controlling idea.

The problems extend also to showing deficiency in obtaining a successful achievement of using the surface and deep level relations particularly in the aspects that relate to cohesion, coherence and unity. According to the data

analysis, this phenomenon appeared as a result of the lack or the misuse of certain principle that are responsible for attaining cohesion, coherence and unity. The poor performance of the fourth year students may well be supported by the fact that throughout their composing, students concentrated basically on the surface levels of word and sentence rather than the level of the underlying rhetorical principles of English written discourse and neglecting the role of the audience in establishing the coherence of the whole paragraph.

The techniques of writing and using grammatical rules correctly were identified as one of the most problematic aspects of writing by the Libyan learners of this study. In addition, language interference was also a source of problems by some learners, in that students tended to write as they would write in the first language (by applying Arabic ideas), so some cultural problems were apparent throughout their writing.

Another problem that needs to be taken into consideration is that most of the participants of this study were not aware of employing prewriting activities; it was noted that students lacked training in this technique. This may be because students in most cases do not write a composition unless they are forced to, mostly only for exams or because of the students' carelessness about doing this kind of activities when writing in a L2.

4.1 Recommendations

In academic writing, it is difficult for teachers to bring students to the stage of mastering an English paragraph. Consequently, there are some points that teachers and students should follow in order to improve the skill of composing an effective paragraph, particularly when developing a topic sentence. Teachers should raise the students' awareness of developing a topic sentence and its vital importance in English academic paragraph. With regard to composing, some learners like to learn about the technical side of the skill of writing while others like to practice writing as a means of expressing what they think and feel. Furthermore, teachers should try to use a variety of approaches: helping students to engage in the process of developing a topic sentence in different ways will help them to become more proficient writers. Teachers should also build the students' confidence by drawing their attention to the tendencies and patterns in writing and developing a topic sentence.

The results of the present research emphasize the urgent need to insert a solid basis for English writing paragraph in the early levels of the curriculum in order to achieve better results in creating and developing a topic sentence. In particular, it is of extreme importance that the paragraph and essay patterns and their applications be taught by specialist teachers with experience in the field of writing. Moreover, paragraph patterns should be introduced to students as early as possible. This would help them to avoid wrong habits and build a strong foundation for academic composition.

Fourth year students in both sections should be provided with a course related to the composing of writing reports and research in order to enable students to be more creative which in turn enhances the quality of their writing. The results of this study may present insight to ESL teachers for the development and choice of instructional methodology, which may improve the teaching of developing a topic sentence to Libyan learners who are interested in improving their English language. Any work on aspects of writing and developing a topic sentence can take a long time to show improvement and can be a challenge for both the student and the teacher, but working on paragraph or essay composing can be beneficial and enjoyable and over time will help students to become more confident and efficient writers.

The findings of the study have implications for both L2 academic writing pedagogy and research in Benghazi University. Above all, the present study indicates that the quality of developing a topic sentence could be improved, if students overall language competence and proficiency were more developed, especially abilities that are related to the skills, techniques and strategies of academic paragraph.

To begin with, the results of the study suggest that teaching topic-independent discourse practice and thinking skills may be more effective for preparing students to create a paragraph. Teachers should concentrate on teaching a paragraph as an integrated whole by concentrating on its main structure instead of giving attention to one part and ignoring the others. First, students should be taught how to write an accurate topic sentence that has specific features and serves the purpose of writing a paragraph. Second, students should be taught how to support the topic by providing accurate details and examples that relate to the controlling idea. Finally, students should learn how to write a concluding sentence which summarizes the importance of the issue discussed. In addition, teachers should teach students to choose the most effective ideas and evidence of

support that develop and relate to the topic sentence. Teaching how to develop a topic sentence requires much time to better explain its basic components and conventions in a good way. Moreover, exercises, text models, exams and homeworks should be given since developing a controlling idea needs much practice and effort in order to help students to better construct the process of supporting. In this regard, providing students with opportunity and much time to practice is helpful in improving and highlighting the process of developing a topic sentence.

Students must be aware of what they want to say and how they want to say it in the process of supporting a main point in a paragraph. In addition, learners need to improve their skills in the area that most affects content such as organizing, developing and supporting their ideas and arguments and choosing the most effective ways to convey their messages. Moreover, drawing students' attention to content and organization help them to reconsider ideas and how they have been conveyed in the context of the purpose and tone of the text. It seems logical to search for ways to improve developing a topic sentence through developing the usage of discourse markers. In this field, learners should realize that there are two types of relations that often exist in any piece of writing: Surface level relations and underlying level relations. The surface level relation is related to the use of connectors and lexical ties while the deep relation is concerned with the logical flow of ideas recognized by readers as a result of their understanding of a text. In this regard, teachers should stress the importance of using effective ways to connect ideas and take into consideration the use of functional units of discourse in classroom instructions. In this field, it is helpful to teach and train students to use all the types of cohesive devices, along with their meaning and functions. Not surprising, the efficient use of discourse markers is an indispensable part of understanding the nature of logical relations that exist between sentences. As a result, students should be taught how to recognize the deeper principles of writing a paragraph at the early stages of teaching academic writing. Students should also be taught to take into consideration the logical flow of ideas when presenting their information in order to produce more coherent pieces of writing. Students should, therefore, be given practice in analyzing how different patterns of functional relations are built up for the purpose of making successful and coherent communication.

Students should be taught how to maintain text unity when developing a topic sentence of a paragraph in the English language. This goal can be attained by providing relevant information and supportive details that relate to the

controlling idea, in that the main idea of a paragraph must be stressed almost in the whole paragraph in order to keep the controlling idea dominant in the reader's mind. More important, employing logical and developmental flow of ideas and applying all types of cohesive devices with a focus on using grammatical rules and the mechanics correctly. In addition, learners should also be taught to present a variety of lexical items in their writing instead of resorting to the strategy of repeating the same words and ideas several times in the same paragraph.

Expressing ideas and thoughts is a mean to display what writers think. Thus, it is preferable for the teachers not to train their students to acquire ideas and information by memorization patterns. However, students need to learn how to produce new ideas and novel concepts, and then learn how to express them effectively. In addition, students should be taught how information should be distributed and arranged when developing a topic sentence in order to help them to create an effective piece of writing.

Indeed, helping students to use the stages of the writing process is a necessary step. Learners should not be made aware only of the process of writing a topic sentence, but also be taught to use the stages of writing when developing the topic sentence. Prewriting activities like brainstorming, outlining, and listing are crucial aspects when developing a topic sentence since these activities help students to collect information and develop their points in an effective way. When teaching the process of developing a topic sentence, teachers should encourage pair work activities in classroom instructions and emphasize the role of feedback in understanding errors and their cases. Without doubt, revision should form an essential part of the pedagogy of writing since practicing revision helps students to try out a variety of changes in texts and incorporate writers' comment into their writing.

Generally, students reach the stage of writing a paragraph after mastering the basic principles of writing. However, some students still face difficulty in using grammar rules and mechanics of writing although they had passed the stages that they are supposed to be fully understood. Consequently, teachers should remind students of the necessity of these mechanics and their role in strengthening the quality of writing. Moreover, it would be helpful if teachers focus on each aspect of the language, as well as on the role of grammatical accuracy and word choice in enhancing the ability to write and develop a topic sentence. To sum up, this surprising fact urges the necessity of revising the approaches and techniques used

in teaching these aspects in order to develop and upgrade students' level in L2 written discourse.

Furthermore, teachers should focus on the efficient ways of teaching organization and should stress the logical style and the appropriate context in presenting ideas and clarity in language expressions when developing a topic sentence. Moreover, they should facilitate the ways of understanding creating a paragraph, particularly when developing a topic sentence by drawing students' attention to integrate writing with reading instead of teaching them in isolation. In this sense, students should be encouraged to read as many texts as they can from different sources because this would help them to extend their knowledge, acquire more thoughts, and develop their language structure, which in turn, leads to facilitating the process of developing an English paragraph.

It is often noted that many writing teachers spend much of the class time in teaching the fundamental aspects of writing and supporting a topic sentence or a thesis statement without paying attention to the difference in rhetorical patterns of the two languages. Consequently, teachers should be aware of the importance of the differences between the two rhetorical structures and the cultural patterns of the two languages in class instructions. In addition to this, students should be encouraged to research and compare their own paragraph composing, particularly when developing a topic sentence with the foreign language paragraph and develop critical awareness of what they need to learn about L2 paragraph. In addition, L2 learners should be encouraged to make full use of their L1 writing abilities, techniques, expertise and writing strategies to facilitate their learning and practicing of developing a topic sentence.

Providing relevant research form an essential part of teaching academic writing. This way has the effect of raising the awareness of learners to the process of composing a paragraph or an essay since it is effective to make the results of any research on students' writing available to them.

Developing a controlling idea is not only creating sentences and clauses but it should have specific characteristics that serve the purpose of composing. In particular, there should be a sufficient number of sentences and clauses to show the form of the composition. Without doubt, well-organized paragraphs should be indented. Another consideration given to sentence appearance. In other

meaning, they should be connected to each other by avoiding artificial breaks between them. Actually, learners should recognize the fact that the style of developing a topic sentence in academic paragraph often tend to be formal one. Therefore, students should be taught how to use novel ideas and expressions and to great extent avoid abbreviations and slang words and expressions.

Free writing and self-reflective activities can enable learners to discover their own thoughts and information and acquire more vocabulary and structures that lead to facilitate student's writing when developing a topic sentence. Teachers should also employ controlling writing in classroom instructions because it has an effect on developing the students' performance. In addition, encouraging discussions between students and the teacher is helpful to enhance the ability of understanding of how to support a controlling idea.

Paragraph writing is the first step of composing in the English language that most students perceive to be difficult. Thus, the teacher's responsibility is to help students to change their attitudes toward writing and developing a topic sentence by encouraging them to do their best in order to achieve successful mastery of creation an academic paragraph.

Furthermore, writing teachers should be aware of how the instrumental motivation of their students will influence the effectiveness of their lessons since learners with a positive attitude and motivation are more interested in learning how to write in L2. In addition, the environment plays an essential role in the process of learning. If the student's environment is perceived to be stressful and threatening, successful learning will not take place.

More importantly, it is good for students to be well distributed, in that each class should include the suitable number of students in which the teacher can control all the class and be able to understand how and what students do and need in the process of developing a topic sentence.

Great consideration should be given to course design. In this respect, textbooks should have an ample amount of knowledge and instructions about all aspects that required when developing a topic sentence. Teachers should choose the best methods and techniques to teach developing the main point of a paragraph and

should also apply the four main steps needed in the teaching process which are revision, presentation, practice, and evaluation.

The evaluation of students' writing from time to time is of vital importance in enhancing the ability to understand how to develop a topic sentence since assessment of student's performance help to understand the area of weakness in the process of learning or teaching and can identify the needs of ESL. Thus, some remedial work can be suggested as a solution to the challenges that a teacher or students face. In the English Department, sometimes, it was noted that one teacher may have the responsibility of teaching a large number of students in both sections. Actually, this way is not preferable, especially when teaching a paragraph or an essay. In that situation, a teacher can discuss only lessons ignoring the other tasks like correcting home works and assessing students. Thus, the department's responsibility is to provide specialist teachers in the field of writing, in which each one teaches an appropriate number of students in a way he can do all tasks related to the teaching of academic paragraph.

An essential finding is that a teacher should always keep in mind that students have different levels of writing. As a facilitator, it is important for the teacher to determine the appropriate approaches and techniques in teaching how to develop a topic sentence in different contexts and apply them to help L2 learners to engage in the thinking process of composing in order to develop the skills and strategies they need to communicate. Therefore, if a teacher could employ the process approach in the curriculum combined with the product approach, students would improve the process of developing a topic sentence through experiencing the whole writing process.

In brief, one of the conclusions to be drawn from the results of this study seems to be that teachers should choose the selective approach and use different techniques in the teaching of developing a topic sentence. In addition, better results would be obtained if teachers could employ the balanced activity approach that stresses the importance of additional reading materials along with the conscious learning process of developing a topic sentence.

4.2 Suggestions for Further Research

More detailed analysis of the challenges experienced by Libyan learners at the University of Benghazi in writing an English paragraph would be relevant to this study. In order to maximize creativity in an English academic paragraph, not only the problems concerning developing a topic sentence would be determined, but also we need to identify all aspects related to the process of composing in both languages. Concerning the instructional strategies and techniques to be used to upgrade the level of performance and creativity when developing a topic sentence, more research on L2 composition is needed to be carried out in different settings and all levels instruction in the University of Benghazi. Considering the fact that this research only included forty participants, further research is suggested involving a larger number of subjects.

BIBLIOGRAPHY

Abu-baker, M. (2005). *Writing a Successful Research*. University of Garyounis.

Alamargot, D. and Chanquoy, L. (2001). *Through the Models of Writing*. Kluwer Academic. Netherlands.

Bain, A. (1967). *English Composition and Rhetoric*. New York. Houghton.

Bazerman, C. and Paradis, J. (1991). *Textual Dynamic and the Professions*. Madison, WI: University of Wisconsin.

Berzlanovich, L. (2008). *Lexical Cohesion and the Organization of Discourse*. University of Groningen.

Brandon, L. (2001). *Paragraph and Essay: Text with Reading*. New York: Hghton Mifflin Company.

Brighton, B. Brumfit, C. Flavell, P. Hill, A and Pincas, A. (1980). *Teaching English as Foreign Language*. London: Routled & Kegan Paul.

Brisbane, A. (2002). Problematic Future. Educational Research in an Era of Uncertainty. Paper Presented at the Meeting of the International Education Research Conference. Australian Centre for Educational Studies. Sydney NSW 2109: Macquarie University.

Brooks, E. (1985). *Case Studies of the Composing Process of Five Unskilled English as a Second Language Writers*. Doctorial Dissertation : New York University.

Brown, G and Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.

Byrne, D and White, R. (1978). A Magazine of Practical Suggestion for Teaching English as a Foreign language. *ELT* 6/2, 23-27.

Carrell, P. (1982). Cohesion is not Coherence. *TESOL Quarterly*, 16 (4): 479-488.

- Chamot, U and O'Malley, M. (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Crowhurst, M. (1987). Cohesion in Argument and Narration at Three Grade Levels. *Research in the Teaching of English*, V, 21. N, 2.
- Clouse, A. (2004). *The Student Writer*. New York. McGraw Hill.
- Connor, U. (1984). A Study of Cohesion and Coherence in English as a Second Language in Students' Writing. *Papers in Linguistics*, 17 (4-1). 301-316.
- Connor, U. (1996). *Contrastive Rhetoric: Cross- Cultural Aspects of Second Language Writing*. Cambridge: Cambridge University Press.
- Dahesh, H. (2007). *Analysis of Some Problems Encountered by Third year Students in the English Department in Achieving Tone and Voice : A Case Study*. University of Garyounis.
- Dheram, K. (1995). Feedback as a Two-Bullock Cart: A Case Study of Teaching Writing. *E I T Journal*, V,49/2. Oxford University Press.
- Dumanig, F, Esteban, I, Lee,Y and Gan, A. (2009). Tropical Structure Analysis of American and Philippine Editorials. *Journal for the Advancement of Science and Arts*.V,I,N,I UCSI University.
- Elbouri, S. (2003). *An analysis of Some Writing Problems among Students of English at Garyounis University : A Case Study*. University of Garyounis.
- Elfadil, N. (2009). *Investigating the Problems Encountered by Second Language Learners at Garyounis University in Writing Thesis Statement: A Case Study*. University of Garyounis.
- Escholz, P. (1980). *The Prose Approach in Using Products in the Process: Eight Approaches to Teaching Composition*. Urbana, II: National Council of Teachers of English.
- Enkvis, N. (1990). Seven Problems in the Study of Coherence and Interpretability. Johns (Eds). *Coherence in Writing: Research and Pedagogical Perspectives*. Washington, DC: TESOL.
- Flower, L. (1994). *The Construction of Negotiated Meaning- As Social Theory of Writing*. Souther Illinios University. The Broad of Trustees. U. S. A.

Flower, Land Hayes, R. (1981). A Cognitive Process Theory of Writing: College Composition and Communication. 32 (4), 365-387.

Hongying, Q and Xuzhong, Z. Teaching Writing with Comparison-Contrast. Jinlin University. Retrieved May, 2009. From <http://www.celea.org.cn/pastversion/Lw/pdf>.

Garham, S and Perin, D. (2007). *Writing Next: Effective Strategies to Improve Writing to Adolescents in Middle and High Schools*. Alliance for Excellent Education.

Glushko, T. (2010). Cultural Differences in Academic Writing: Implications for English as a Second Language Instruction. Tackson State University.

Grabe, W & Kaplan, R. (1966). *Theory and Practice of Writing: An Applied Linguistic Perspective*. New York: Longman .

Grove, K and Nancy. S. (2005). *The Practice of Nursing Research: Conduct, Critique, and Utilization*. U.S.A. Elsevier Saunders.

Halliday, M. and Hassan, R. (1976). *Cohesion in English*. Harlow: Longman.

Halliday, M A K. (1994). *An Introduction to Functional Grammar*. London: Arnold.

Hewadi, A. (2006). *An Examination of Writing Assignment With Reference to Cohesion and Coherence*. A Case Study. University of Garyounis.

Hinkel, E. (2004). *Handbook of Research in Second Language Teaching and Learning* .New York. Lawrence Erlbaum Associates.

Hongying, Q and Xuzhong, Z. Teaching with Comparison-Contrast Approach. Jinlin University. Retrieved April, 2008. From <http://www.celea.org.cn/pastversion/Lw/pdf>.

Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.

Hyland, K and Hyland, F. (2006). *Feedback in Second Language Teaching: Contexts and Issues*. Cambridge University Press.

Hoey, M. (1991). *Patterns of Lexis in Text*. Oxford: Oxford University Press.

Jordan, R. R. (1997). What's in a name? English for Specific Purposes, 16,(1).

- Kanar, C. (2002). *The Confident Writer*. U. S. A: Houghton Mifflin Company.
- Kaplan, R. B. (1966). *Cultural Thought Patterns in Intercultural Education*. Language learning .16,1-120.
- Khalil, A. (1989). A Study of Cohesion and Coherence in Arab E F L College Students Writing System. *Vo,17.No 359-371*.
- Kim, M. (2006). Genre-Based Approach. Retrieved March, 2008. From [http://www.hpu.edu/CHSS/langling/TESOL/PrffesionalDevelopment/200680Twpfallall06/07 Pdf](http://www.hpu.edu/CHSS/langling/TESOL/PrffesionalDevelopment/200680Twpfallall06/07Pdf).
- Kobayashi, H and Rinnert, C. (1992). Effects of First Language on Second Language Writing: Translation Versus Direct Composition, *Language Learning, 42/2: 183-215*.
- Langan, J. (2002). *English Skills with Reading*. New York. McGraw Hill Company.
- Lazaraton, A. (2005). *Handbook of Research in Second Language Teaching and Learning*. Cambridge: Cambridge University Press.
- Lataiwish, M. S. (2001). *Elements of Writing from Sentence to Essay*. Benghazi: Garyounis University.
- Lee, D and Allen, V. (1963). *Learning to Read through Experience*. New York: Meredith Publishing Company.
- Lensmire, T, and Ruane, S,. (1989). Transforming Future Teaching Ideas about Writing Instruction: *Journal of Curriculum Studies*. San Francisco.
- Lightbown, P and Spada, N. (1993). *How Languages Are Learned*. Oxford: Oxford University Press.
- Lindemann, E. (1982). *Rhetoric for Writing Teachers*. Oxford: Oxford University Press.
- Mahon, T. (1992). From Sentence to Story: A Process Approach to the Development of Composition Skills in the Primary School. In M. Lau and M. Murphy (Eds.). *Developing Writing: Purposes and Practices*. Hong Kong: Institute of Language in Education.
- McCarthy, M and Carter, R. (1994). *Language as Discourse*. Harlow: Longman.
- McCulley, G. (1985). Writing Quality, Coherence and Cohesion. *V, 19. N, 3*.

- McLaughlin, M. L. (1984). *Conversation: How it Organized*. London: Sage Publishing.
- Meeks, Ch. (2001). Finding Your Voice : Making Your Writing Sounds Like You. Retrieved May, 4, 2008. From <<http://www.Artiville.com/>>.
- Myles, J . (2002). Second language Writing and Research: the Writing Process and Error Analysis in Student's Text. *TESOL EJ*, 6/2:1-20.
- Ostler, S. (2001). *Contrastive Rhetoric: An Expanding Paradigm*. Lowerdew (Ed). Academic Discourse. Harlow: Longman.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York. Newbury House Publisher.
- Perl, S. (1980). Understanding Composition. *College Composition and Communication*. 13/4: 363-9.
- Pincas, A. (1982). *Teaching English Writing*. London: Macmillan.
- Quinley, E. (2005). *Persuasive Writing*. New York. Saddleback Publishing
- Raimes, A . (1983). *Techniques in Teaching Writing*. Oxford: Oxford University Press.
- Raimes, A. (1985). What Skilled ESL Students Do as They Write: A Classroom Study of Composing. *TESOL Quarterly*, 19/2:229-58.
- Raimes, A . (1998). *Exploring Through Writing: a Process Approach to ESL Composition*. Cambridge. Cambridge University Press.
- Ramasawmy, N. (2004). *Conjunctive Cohesion and Relational Coherence in Student's Composition*. A Case Study. University of South Africa.
- Rummel, P. (2005). *How to Write a Friendly Texts: Commons Problems in the English Academic Writing of the Estonian Writer: Case Study*. University of Tartu.
- Santos, T . (1988). Professors' Reaction to the Academic Writing of None Native Speaking Students. *TESOL Quarterly*, 22/1:69-90.
- Schecter, S. R. and Harklau, A. L. (1991). "Annotated Bibliography of Research on Writing in a Non-Native language". *Technical Report*. N, 51.

- Scollon, R. (1995). *Intercultural Communication: A Discourse Approach*. Cambridge. Bldewells.
- Sebranek, P, Meyer, V, and Kemper, D. (1996). *Writers INC: A Student Handbook for Writing & Learning*. Canda: D.C. Health and Company.
- Silva, T. (1993). Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implication. *TESOL Quarterly*, 27 (4), 657-677.
- Shakir, A . (1991). Coherence in EFL Students Written Texts: Two Perspectives. *The American Council on the Teaching of Foreign Languages. Foreign Language Annals. V, 24. N, 399-411.*
- Sousa DV, Driessnack M, and Mendes IAC. (2007). An Overview of Research Design Relevant to Nursing: Part I: Quantitative Research Design. *REV Latino-am Enfemage Maio-Junho; 15 (3): 502-7.*
- Susser, B . (1994). Process approach in ESL/EFL Writing Instruction. *Journal of Second language Writing. (3) :31-47.*
- Tang, X. (2006). Principles in Teaching Process Writing in a Learner-Centered Classroom. *Journal for English Teaching. V, 3.N, 2. U.S.A.*
- Tangermoon, T. (2008). Integrated Approaches to Improve Students Writing Skills for English Major Students. *ABAC Journal. V, 28, No, 2.*
- Tarone, E, Gass, S and Cohen, A. (1994). *Research Methodology in Second Language Acquisition*. Lawrence Erlbaum Associates. Oxford University Press.
- Thomas, H. R. (2003). *Blending Qualitative and Quantitative Research Methods in Thesis and Dissertations*. U. S. A. A Sage Publishing.
- Thompson-Panos, Karyn and Maria Thomas-Ruzic. (1983). The Least you Should Know about Arabic: Implications for the ESL Writing Instructor. *TESOL Quarterly, 17/4: 609-23*
- Trappes-Lomax, H. (2000). *Consistency and Cohesion*. Language in U .S .A. ITALS. University of Edinburgh.
- Tribble, C. (1990). *Writing*. Oxford: Oxford University Press.
- Tribble, C . (1996). *Writing*. London. Oxford University Press.

- Van Dijk, T. (1997). *Text and Context*. London. Longman.
- Weigle, S. (2002). *Assessing Writing*. Cambridge University Press.
- Well, G. (2002). *Dialogic Inquiry in Education: Building on the Legacy of Vygostky*. In C. Lee & P. Smagorinsky (Eds). *Vygostkian Perspectives on Literary Research*. Cambridge University Press.
- White, G and Badger, R. (2002). A Process Genre Approach to Teaching Writing. *ELT Journal*. V, 54/2. Oxford University Press.
- Whittaker, C. (2004). *Best Practice in Teaching Writing*. Kentucky Education Television.
- Widdowson, H. (1987). *Teaching Language and Communication*. Oxford: Oxford University Press.
- Willis, H. (1975). *Logic Language and Composition*. Cambridge: Cambridge University Press.
- Witte, S. and Faiglely, L. (1981). Cohesion, Coherence and Writing Quality: College Composition and Communication, 32 (2):198-204.
- Zamel, V. (1982). Writing: the Process of Discovering Meaning. *TESOL Quarterly*, 16, (2),195.
- Zamel, V . (1983). the Composing Process of Advanced ESLs: Six Case Studies. *TESOL Quarterly*, 17:165-187.
- _____(2001). Language, Tone and Audience. Center for Academic Excellent Saint Joseph College. Retrieved January, 2009. From [http://www2.sjc.edu/archandouts/tone audience.pdf](http://www2.sjc.edu/archandouts/tone%20audience.pdf).
- _____(2009). Tone in Writing. English Department. California State University. Retrieved August, 2009. From <http://www.csus.edu/engl/writinfo/writ/tone.ht>.

Appendix 1

Paragraphs of the Translation Students and their
Analysis.

Case: I

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	1.5
Topic sentence	1
Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	4
Unity	1
Conjunctions	.5
Lexical ties	0
Ellipsis and Substitution	1
Reference	1
Logical Flow	.5
PUNCTUATION	4
Comma, period, semicolon	1
Capitalization	2
Spelling	1
GRAMMAR	4
Tenses	2
Articles	1
Prepositions	1
STYLE	5.5
Word order	1
Fragments	1
Word choice	1
Creativity	.5
Variety of structures	1
Responding to task requirement	1
TOTAL	19

Case: 2

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	6
Topic sentence	1
Supporting sentences	1
Concluding sentence	1
Artificial breaks between sentences	2
Indented paragraphs	1
COHESION AND COHERENCE	3
Unity	1
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	.5
Reference	0
Logical Flow	.5
PUNCTUATION	2
Comma, period, semicolon	.5
Capitalization	.5
Spelling	1
GRAMMAR	3
Tenses	1
Articles	1
Prepositions	1
STYLE	6
Word order	1
Fragments	.5
Word choice	1
Creativity	1
Variety of structures	.5
Responding to task requirement	2
TOTAL	20

Case:3

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	6
Topic sentence	1
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	4
Unity	1
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1
Reference	.5
Logical Flow	.5
PUNCTUATION	5
Comma, period, semicolon	1
Capitalization	2
Spelling	2
GRAMMAR	4
Tenses	2
Articles	.5
Prepositions	1.5
STYLE	7.5
Word order	1.5
Fragments	1
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	1
TOTAL	26.5

Case: 4

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	2.5
Topic sentence	1.5
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	3
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	.5
Reference	.5
Logical Flow	.5
PUNCTUATION	3
Comma, period, semicolon	1
Capitalization	1
Spelling	1
GRAMMAR	4
Tenses	2
Articles	1
Prepositions	1
STYLE	7
Word order	2
Fragments	1
Word choice	1
Creativity	1
Variety of structures	1
Responding to task requirement	1
TOTAL	19.5

Case: 5

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	5
Topic sentence	0
Supporting sentences	0
Concluding sentence	1
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	2
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	0
Reference	0
Logical Flow	.5
PUNCTUATION	2.5
Comma, period, semicolon	0
Capitalization	.5
Spelling	2
GRAMMAR	3.5
Tenses	1.5
Articles	.5
Prepositions	1.5
STYLE	9.5
Word order	1.5
Fragments	2
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	22.5

Case: 6

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	6
Topic sentence	1.5
Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	6.5
Unity	1
Conjunctions	1
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	2
Logical Flow	.5
PUNCTUATION	4
Comma, period, semicolon	1
Capitalization	1
Spelling	2
GRAMMAR	3
Tenses	0
Articles	1
Prepositions	2
STYLE	8
Word order	2
Fragments	2
Word choice	1
Creativity	1
Variety of structures	1
Responding to task requirement	1
TOTAL	27.5

Case:7

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	6
Topic sentence	1
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	6
Unity	1.5
Conjunctions	1.5
Lexical ties	.5
Ellipsis and Substitution	.5
Reference	2
Logical Flow	2
PUNCTUATION	3.5
Comma, period, semicolon	0
Capitalization	1.5
Spelling	2
GRAMMAR	4
Tenses	2
Articles	1
Prepositions	1
STYLE	10.5
Word order	2
Fragments	2
Word choice	2
Creativity	1.5
Variety of structures	1
Responding to task requirement	2
TOTAL	30

Case:8

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	5.5
Topic sentence	.5
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	6
Unity	1
Conjunctions	1
Lexical ties	1
Ellipsis and Substitution	1
Reference	1
Logical Flow	1
PUNCTUATION	4
Comma, period, semicolon	0
Capitalization	2
Spelling	2
GRAMMAR	5.5
Tenses	2
Articles	1.5
Prepositions	2
STYLE	10
Word order	2
Fragments	2
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	31

Case:9

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	4.5
Topic sentence	1.5
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	2
COHESION AND COHERENCE	5
Unity	1
Conjunctions	1
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	0
Logical Flow	1
PUNCTUATION	3.5
Comma, period, semicolon	1
Capitalization	.5
Spelling	2
GRAMMAR	5.5
Tenses	1.5
Articles	2
Prepositions	2
STYLE	8
Word order	2
Fragments	2
Word choice	1
Creativity	1
Variety of structures	1
Responding to task requirement	1
TOTAL	26.5

Case: I0

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	7
Topic sentence	1
Supporting sentences	1
Concluding sentence	1
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	4.5
Unity	1
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1
Reference	.5
Logical Flow	1
PUNCTUATION	4.5
Comma, period, semicolon	1
Capitalization	1.5
Spelling	2
GRAMMAR	3.5
Tenses	1
Articles	1
Prepositions	1.5
STYLE	9
Word order	1.5
Fragments	1
Word choice	2
Creativity	1.5
Variety of structures	1
Responding to task requirement	2
TOTAL	28.5

Case: 11

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	5
Topic sentence	2
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	0
COHESION AND COHERENCE	5
Unity	1
Conjunctions	1
Lexical ties	.5
Ellipsis and Substitution	.5
Reference	.5
Logical Flow	1.5
PUNCTUATION	4.5
Comma, period, semicolon	1.5
Capitalization	1.5
Spelling	1.5
GRAMMAR	4.5
Tenses	2
Articles	1.5
Prepositions	2
STYLE	10
Word order	2
Fragments	2
Word choice	1.5
Creativity	1.5
Variety of structures	1
Responding to task requirement	2
TOTAL	29

Case:12

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	1
Topic sentence	.5
Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	6
Unity	.5
Conjunctions	1
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	1.5
Logical Flow	1
PUNCTUATION	4
Comma, period, semicolon	1.5
Capitalization	.5
Spelling	2
GRAMMAR	5
Tenses	2
Articles	1
Prepositions	2
STYLE	9
Word order	2
Fragments	1
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	25

Case:13

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	4
Topic sentence	1
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	0
COHESION AND COHERENCE	3.5
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1
Reference	.5
Logical Flow	.5
PUNCTUATION	2.5
Comma, period, semicolon	.5
Capitalization	0
Spelling	2
GRAMMAR	5.5
Tenses	2
Articles	2
Prepositions	1.5
STYLE	6
Word order	1
Fragments	.5
Word choice	2
Creativity	.5
Variety of structures	1
Responding to task requirement	1
TOTAL	21.5

Case: 14

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	3
Topic sentence	0
Supporting sentences	0
Concluding sentence	1
Artificial breaks between sentences	2
Indented paragraphs	0
COHESION AND COHERENCE	2.5
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	.5
Reference	0
Logical Flow	.5
PUNCTUATION	2
Comma, period, semicolon	0
Capitalization	1
Spelling	1
GRAMMAR	2
Tenses	0
Articles	.5
Prepositions	1.5
STYLE	7.5
Word order	1
Fragments	.5
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	17

Case: 15

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	4.5
Topic sentence	1.5
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	0
COHESION AND COHERENCE	3.5
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1
Reference	.5
Logical Flow	.5
PUNCTUATION	4
Comma, period, semicolon	0
Capitalization	2
Spelling	2
GRAMMAR	3.5
Tenses	1
Articles	1.5
Prepositions	1
STYLE	6.5
Word order	1
Fragments	1
Word choice	1
Creativity	.5
Variety of structures	1
Responding to task requirement	2
TOTAL	22

Case:16

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	1.5
Topic sentence	1
Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	5
Unity	.5
Conjunctions	1
Lexical ties	.5
Ellipsis and Substitution	1
Reference	1.5
Logical Flow	.5
PUNCTUATION	5
Comma, period, semicolon	1
Capitalization	2
Spelling	2
GRAMMAR	4
Tenses	2
Articles	0
Prepositions	2
STYLE	6.5
Word order	1
Fragments	1
Word choice	2
Creativity	.5
Variety of structures	1
Responding to task requirement	1
TOTAL	22

Case: 17

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	1.5
Topic sentence	1
Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	3
Unity	.5
Conjunctions	0
Lexical ties	.5
Ellipsis and Substitution	.5
Reference	1
Logical Flow	.5
PUNCTUATION	.5
Comma, period, semicolon	0
Capitalization	0
Spelling	.5
GRAMMAR	3.5
Tenses	1.5
Articles	1
Prepositions	1
STYLE	7
Word order	1
Fragments	1
Word choice	1
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	15.5

Case:18

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	3.5
Topic sentence	1
Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	0
COHESION AND COHERENCE	4
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1
Reference	1
Logical Flow	.5
PUNCTUATION	5
Comma, period, semicolon	1
Capitalization	2
Spelling	2
GRAMMAR	5
Tenses	1.5
Articles	2
Prepositions	1.5
STYLE	6.5
Word order	1
Fragments	1
Word choice	2
Creativity	.5
Variety of structures	1
Responding to task requirement	1
TOTAL	23.5

Case: I9

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	1
Topic sentence	.5
Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	4.5
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	1
Logical Flow	.5
PUNCTUATION	2.5
Comma, period, semicolon	0
Capitalization	1.5
Spelling	1
GRAMMAR	6
Tenses	2
Articles	2
Prepositions	2
STYLE	9
Word order	1.5
Fragments	2
Word choice	2
Creativity	.5
Variety of structures	1
Responding to task requirement	2
TOTAL	23

Case: 20

Section: Translation

ASPECTS OF WRITING	SCORE
FORM	4
Topic sentence	2
Supporting sentences	1
Concluding sentence	1
Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	5
Unity	1
Conjunctions	1
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	.5
Logical Flow	.5
PUNCTUATION	4.5
Comma, period, semicolon	1
Capitalization	1.5
Spelling	2
GRAMMAR	6
Tenses	2
Articles	2
Prepositions	2
STYLE	10
Word order	2
Fragments	2
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	29.5

Appendix 2

Paragraphs of the Language Students and their Analysis.

Case: 21

Section: Language

ASPECTS OF WRITING	SCORE
FORM	1
Topic sentence	.5
Supporting sentences	.5
Concluding sentence	0

Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	4
Unity	.5
Conjunctions	1
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	0
Logical Flow	.5
PUNCTUATION	5
Comma, period, semicolon	1
Capitalization	2
Spelling	2
GRAMMAR	5.4
Tenses	1.5
Articles	1
Prepositions	2
STYLE	8.5
Word order	1.5
Fragments	1
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	23

Case: 22

Section: Language

ASPECTS OF WRITING	SCORE
--------------------	-------

FORM	2.5
Topic sentence	1.5
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	4
Unity	1
Conjunctions	1
Lexical ties	.5
Ellipsis and Substitution	1
Reference	0
Logical Flow	.5
PUNCTUATION	3.5
Comma, period, semicolon	.5
Capitalization	1.5
Spelling	1.5
GRAMMAR	4
Tenses	1.5
Articles	1
Prepositions	1.5
STYLE	7
Word order	1.5
Fragments	2
Word choice	1
Creativity	.5
Variety of structures	1
Responding to task requirement	1
TOTAL	21

Case: 23

Section: Language

ASPECTS OF WRITING	SCORE
FORM	4

Topic sentence	1
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	2
COHESION AND COHERENCE	4
Unity	1
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	0
Logical Flow	.5
PUNCTUATION	4.5
Comma, period, semicolon	1
Capitalization	1.5
Spelling	2
GRAMMAR	4
Tenses	1
Articles	1
Prepositions	2
STYLE	9
Word order	2
Fragments	1
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	21.5

Case:24

Section: Language

ASPECTS OF WRITING	SCORE
--------------------	-------

FORM	3
Topic sentence	.5
Supporting sentences	.5
Concluding sentence	1
Artificial breaks between sentences	0
Indented paragraphs	2
COHESION AND COHERENCE	7
Unity	.5
Conjunctions	1.5
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	2
Logical Flow	1
PUNCTUATION	4
Comma, period, semicolon	0
Capitalization	2
Spelling	2
GRAMMAR	4
Tenses	1
Articles	1.5
Prepositions	1.5
STYLE	8.5
Word order	1.5
Fragments	1
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	26.5

Case: 25

Section: Language

ASPECTS OF WRITING	SCORE
--------------------	-------

FORM	7.5
Topic sentence	1
Supporting sentences	1
Concluding sentence	1.5
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	4.5
Unity	1
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	.5
Logical Flow	.5
PUNCTUATION	2.5
Comma, period, semicolon	.5
Capitalization	1.5
Spelling	.5
GRAMMAR	2
Tenses	0
Articles	1
Prepositions	1
STYLE	6.5
Word order	.5
Fragments	1
Word choice	1
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	23

Case: 26

Section: Language

ASPECTS OF WRITING	SCORE
FORM	2.5

Topic sentence	.5
Supporting sentences	.5
Concluding sentence	1.5
Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	5.5
Unity	1
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	.5
Reference	2
Logical Flow	1
PUNCTUATION	5.5
Comma, period, semicolon	1
Capitalization	2
Spelling	2
GRAMMAR	5.5
Tenses	1.5
Articles	2
Prepositions	2
STYLE	8.5
Word order	2
Fragments	.5
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	27.5

Case:27

Section: Language

ASPECTS OF WRITING	SCORE
FORM	8

Topic sentence	2
Supporting sentences	1
Concluding sentence	1
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	5
Unity	1
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1
Reference	1.5
Logical Flow	.5
PUNCTUATION	4
Comma, period, semicolon	1
Capitalization	2
Spelling	1
GRAMMAR	3.5
Tenses	1
Articles	1
Prepositions	1.5
STYLE	7
Word order	1
Fragments	1
Word choice	1
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	27.5

Case:28

Section: Language

ASPECTS OF WRITING	SCORE
FORM	5
Topic sentence	.5

Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	5
Unity	.5
Conjunctions	1
Lexical ties	.5
Ellipsis and Substitution	1
Reference	1
Logical Flow	1
PUNCTUATION	5
Comma, period, semicolon	1
Capitalization	2
Spelling	2
GRAMMAR	4
Tenses	1.5
Articles	1.5
Prepositions	1
STYLE	10
Word order	2
Fragments	2
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	29

Case:29

Section: Language

ASPECTS OF WRITING	SCORE
FORM	4
Topic sentence	1
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	2
COHESION AND COHERENCE	11
Unity	1
Conjunctions	1.5
Lexical ties	.5
Ellipsis and Substitution	1
Reference	0
Logical Flow	1
PUNCTUATION	5
Comma, period, semicolon	1
Capitalization	2
Spelling	2
GRAMMAR	5
Tenses	2
Articles	1.5
Prepositions	1.5
STYLE	10
Word order	2
Fragments	2
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	29

Case:30

Section: Language

ASPECTS OF WRITING	SCORE
FORM	5.5
Topic sentence	.5
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	5.5
Unity	1
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	1
Logical Flow	1
PUNCTUATION	3.5
Comma, period, semicolon	.5
Capitalization	1.5
Spelling	1.5
GRAMMAR	3
Tenses	1
Articles	1
Prepositions	1
STYLE	8
Word order	1
Fragments	1
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	25.5

Case: 31

Section: Language

ASPECTS OF WRITING	SCORE
--------------------	-------

FORM	8
Topic sentence	2
Supporting sentences	2
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	11
Unity	2
Conjunctions	2
Lexical ties	1
Ellipsis and Substitution	1
Reference	2
Logical Flow	3
PUNCTUATION	6
Comma, period, semicolon	2
Capitalization	2
Spelling	2
GRAMMAR	6
Tenses	2
Articles	2
Prepositions	2
STYLE	11.5
Word order	2
Fragments	2
Word choice	1.5
Creativity	2.5
Variety of structures	1.5
Responding to task requirement	2
TOTAL	42.5

Case: 32

Section: Language

ASPECTS OF WRITING	SCORE
FORM	3
Topic sentence	.5
Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	0
COHESION AND COHERENCE	5
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1
Reference	1.5
Logical Flow	1
PUNCTUATION	4
Comma, period, semicolon	1
Capitalization	2
Spelling	1
GRAMMAR	2
Tenses	0
Articles	1
Prepositions	1
STYLE	7
Word order	1
Fragments	1
Word choice	1
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	21

Case: 33

Section: Language

ASPECTS OF WRITING	SCORE

FORM	7
Topic sentence	.5
Supporting sentences	.5
Concluding sentence	2
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	5.5
Unity	.5
Conjunctions	1
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	1
Logical Flow	1
PUNCTUATION	4.5
Comma, period, semicolon	.5
Capitalization	2
Spelling	2
GRAMMAR	5.5
Tenses	2
Articles	1.5
Prepositions	2
STYLE	8
Word order	1
Fragments	1
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	30.5

Case: 34

Section: Language

ASPECTS OF WRITING	SCORE
FORM	1

Topic sentence	.5
Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	4.5
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1
Reference	1
Logical Flow	1
PUNCTUATION	2.5
Comma, period, semicolon	0
Capitalization	1
Spelling	1.5
GRAMMAR	4
Tenses	.5
Articles	1.5
Prepositions	2
STYLE	8
Word order	1
Fragments	1
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	30

Case: 35

Section: Language

ASPECTS OF WRITING	SCORE
--------------------	-------

FORM	6.5
Topic sentence	.5
Supporting sentences	.5
Concluding sentence	1.5
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	4.5
Unity	.5
Conjunctions	1
Lexical ties	.5
Ellipsis and Substitution	1.5
Reference	0
Logical Flow	1
PUNCTUATION	2.5
Comma, period, semicolon	0
Capitalization	.5
Spelling	2
GRAMMAR	3.5
Tenses	1
Articles	1
Prepositions	1.5
STYLE	7
Word order	1
Fragments	1
Word choice	1
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	24

Case:36

Section: Language

ASPECTS OF WRITING	SCORE
--------------------	-------

FORM	5
Topic sentence	.5
Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	3.5
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	.5
Reference	1
Logical Flow	.5
PUNCTUATION	3.5
Comma, period, semicolon	0
Capitalization	2
Spelling	1.5
GRAMMAR	6
Tenses	2
Articles	2
Prepositions	2
STYLE	9
Word order	2
Fragments	1
Word choice	2
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	27

Case:37

Section: Language

ASPECTS OF WRITING	SCORE
FORM	5

Topic sentence	1
Supporting sentences	.5
Concluding sentence	1.5
Artificial breaks between sentences	2
Indented paragraphs	0
COHESION AND COHERENCE	4
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1
Reference	.5
Logical Flow	1
PUNCTUATION	2.5
Comma, period, semicolon	0
Capitalization	.5
Spelling	2
GRAMMAR	3
Tenses	.5
Articles	1.5
Prepositions	1
STYLE	9
Word order	.5
Fragments	2
Word choice	2
Creativity	1.5
Variety of structures	1
Responding to task requirement	2
TOTAL	23.5

Case:38

Section: Language

ASPECTS OF WRITING	SCORE
FORM	1
Topic sentence	.5
Supporting sentences	.5
Concluding sentence	0
Artificial breaks between sentences	0
Indented paragraphs	0
COHESION AND COHERENCE	3
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	2
Reference	.5
Logical Flow	.5
PUNCTUATION	0
Comma, period, semicolon	0
Capitalization	0
Spelling	0
GRAMMAR	3
Tenses	1
Articles	1
Prepositions	1
STYLE	9
Word order	.5
Fragments	1
Word choice	2
Creativity	.5
Variety of structures	1
Responding to task requirement	2
TOTAL	17

Case:39

Section: Language

ASPECTS OF WRITING	SCORE
FORM	1
Topic Sentence	.5
Supporting Sentences	.5
Concluding Sentence	0
Indented Paragraph	0
Artificial breaks between sentences	0
COHESION AND COHERENCE	4
Unity	.5
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	1
Reference	.5
Logical Flow	1
PUNCTUATION	3.5
Comma, period, semicolon	0
Capitalization	2
Spelling	1.5
GRAMMAR	4.5
Tenses	2
Articles	1.5
Prepositions	1
STYLE	7.5
Word order	1
Fragments	1
Word choice	1.5
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	20.5

Case:40

Section: Language

ASPECTS OF WRITING	SCORE
FORM	7
Topic sentence	2
Supporting sentences	1
Concluding sentence	0
Artificial breaks between sentences	2
Indented paragraphs	2
COHESION AND COHERENCE	4.5
Unity	1
Conjunctions	.5
Lexical ties	.5
Ellipsis and Substitution	.5
Reference	1
Logical Flow	1
PUNCTUATION	5
Comma, period, semicolon	1
Capitalization	2
Spelling	2
GRAMMAR	2.5
Tenses	1.5
Articles	.5
Prepositions	.5
STYLE	8.5
Word order	2
Fragments	1
Word choice	1.5
Creativity	1
Variety of structures	1
Responding to task requirement	2
TOTAL	27.5