

Deficiency of Writing English among Arab Students

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Abstract: It has been noticed that the first year students at Jazan University have a clear problems in writing. Therefore, the researcher carried out this study entitled “Deficiency of Writing English among Arab Students” to investigate the real factors behind these problems in order to suggest solutions for them.

The study aims at using the scientific techniques of using the modern techniques for teaching writing skill in order to promote meaningful language learning. The main source of data collection is the questionnaire, beside, different references, books, forums and internet as secondary resources. The main results of the study are:

- 1- Students’ weak performance in writing tasks refers to the complicated rules of punctuation.
- 2- The ignorance of capitalization rules leads to the deficiency of writing English among Arab students.
- 3- The shortage of vocabulary and the grammatical structure reduced the value text and caused poor writing.

Keywords: “Deficiency of Writing English among Arab Students” to investigate the real factors behind these problems in order to suggest solutions for them.

1. INTRODUCTION

Writing is a major classroom procedure, an important language activity (e.g. dictation, paragraphs, composition, summary, written exercises, tests) and an effective technique to reinforce the oral and written language material. It also provides evidence of students' achievements. Learning to write is a gradual process which begins with simple copying and ends with free expression. Students should be trained systematically, under the guidance of the teacher through several stages of writing experience namely: handwriting, copying, dictation, controlled, guided and free writing. Such gradation is necessary for developing the writing skill. The experience has shown that writing is a complicated task for many learners of English language. So, writing as skill is faced by many problems,. So motivation and encouragement are very important in writing. In addition to that, the linguistic problems play a great role in making writing very difficult it is represented in spelling, punctuation, sentence structure, capitalization, handwriting, paragraphing and organization. Moreover, the cognitive problem which deals with the mental capacity of the students' minds, students must know how to think, how to create ideas, how to organize these ideas in a good piece of writing according to the certain steps.

1.1 Statement of the Problem:

The researcher noticed that during English examinations most of the students of English language at Jazan University avoid answering the question that concerns writing for different reasons, therefore the researcher intends to carry out this study to investigate the reasons behind this problem through the analysis and evaluation of lecturers to overcome the reasons that affect students’ performance in writing process. Students' problems include the problem of grammar, spelling, sentence structure and punctuation. These problems can be attributed to a number of reasons such as: teaching methods, absence of clear objectives, and lack of effective methods for teaching writing. The study tests the hypothesis through a questionnaire for English language lecturers. Since writing is an important task, the study tries to find out to what are these problems and whether it be attributed teachers, students or other outside factors.

1.2 Significance of the Study:

The purpose of this study is to investigate the fundamental reasons, which underlie the problem of writing for English language students at Jazan University. Writing has an important value for the second language learner. Though Arab students face problems during writing activities. The current study investigates the main causes which lie behind this problem. The study uses the content analysis method to evaluate the material, and diagnoses writing problems in order to provide students with better chances in the academic process.

1.3 Objectives of the study:

- 1- To investigate the problems that stand behind students' weak performance in writing process.
- 2- To provide the students with the different rules of punctuation and capitalization to improve their writing skill.
- 3- To suggest scientific techniques of writing to enrich English language syllabus.

1.4 Questions of the study:

- 1- To what extent writing skill can be classified as a complicated skill among second language learner?
- 2- Does the ignorance of punctuation and capitalization rules leads to a weak writing?
- 3- What are the practical strategies and techniques that improve student's written performance?

1.5 Hypotheses of the study:

- 1- Writing is the most problematic skill in the field of second language learning.
- 2- The difficulty of writing in English among second language learners resulted from the abandon rules of punctuation.
- 3- English syllabus does not give much concern to the writing as an important skill in language learning.

1.6 Methodology:

In this study the main concern is university students' performance in writing tasks to show the degree of students' achievement in writing process. So the researcher uses the descriptive analytical approach to handle the study using some statistical analysis. This thought is an appropriate approach, because it helps to describe, analyze, and then to discuss the data collected by the researcher.

1.7 The Limits of the study:

The researcher chooses the sample from English lecturers at Jazan University (Saudi Arabia) who teach English for a long time specially writing in the academic year 2015 - 2016.

2. LITERATURE REVIEW

2.1 Introduction:

Writing is a means of communicating ideas. It is equated with speech since both are concerned with conveying information. Thus a student practices in writing what is practiced orally and expresses through it what he understands and wishes to convey. While oral practice is necessary for the learner to become fluent in speaking, practice is a prerequisite to mastering the skill of writing.

It is extremely difficult to discover what happens when people compose a written text. Only the most general of accounts can be given of what is involved in the writing process, therefore, models of this process organize at least three factors. - There must be a planning stage, in which thoughts are organized, and lexical-grammatical outline prepared. This involves writers working out what their readers need to know, in order for a message to be understood. 6 - Writers need to be aware of the linguistic and social conventions affecting the use of written language. These include such general considerations as the need to make hand writing legible, to stay within constrains of single writing system, and to follow the normal conventions of graphic expressions as well as the specific requirement to follow the rules of spelling and punctuation. - Writers need to choose a specific medium of expression, such as handwriting, typing, or word processing, and this requires a consideration of motor-control abilities. (Crystal: 1988: 212)

2.2 Historical background of text linguistics:

Text framing might date back to the Greek and Roman times when rhetoricians and philosophers were concerned with text building as an art in the formation of logical statement. Rhetoric has many things to do with text writing. The two human forms of interaction whether an arrangement of ideas, efficient movement from one idea to another, purposeful effective impact on the listener or the high quality configuration of ideas. Research on English discourse also has contributed a lot to text science. Therefore, qualities such as cohesion and coherence in composition are scrutinized. In addition to that, the classroom interaction has become a good field of judging both written and spoken text of language produced by learners. This is cleaver when the discourse study is based on a topic of composition that the students want to develop on their own. However, text writing has not got adequate space in modern linguistic research. (Karadawi: 1994: 17)

2.3 The reasons for writing:

A good deal of writing in the English language classroom is undertaken as an aid to learning, for example to consolidate the learning of new structures or vocabulary or to help students remember new items of language. In this context, the role of writing is little different from its role in any other subject; it allows students to see how they are progressing and to get back from the teacher, and allow teachers to monitor and diagnose problems. Successful writing depends on more than the ability to produce clear and correct sentences. Many students have to prove their competence in English by producing compositions for examinations. There have been substantial numbers of students who have no identifiable needs, present or future, for written English, but enjoy writing, who are motivated to use their language resources in producing stories, stories and even poems, simply to practice and improve their English. By encouraging the production of whole texts in the class room, teachers can provide for these different motivations for writing. (Tricia, 2003: 7)

2.4 The nature and the purpose of writing:

While writing, writers use graphic symbols: that is, letters which relate to the sounds made while speaking. Then writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged to form sentences. As a rule, however, writers write just one sentence or even a number of unrelated sentences. They produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short- perhaps only two or three sentences- but, because of the way the sentences have been put in order and linked together, they form a coherent whole, they form a 'text'. Writing involves the encoding of a message of some kind. "It is helpful to keep in mind some of the many uses of writing. For example, on the personal level, most writers use writing to make a note 'like shopping list and to keep records of important things to remember. Some people send messages and write letters to friends, and a few of them keep diaries. Most people have to fill in forms from time to time such as applications and questionnaire. Apart of this, the amount of writing people do regularly will relate to professional life, some might spend a good deal of time writing letters, instructions and reports, for others this will only be an occasional activity. On the other hand, a few are likely to spend any time writing poetry or fiction. Outside the classroom, students never write compositions". (Byrne, 1989:1)

3. CATEGORIES OF WRITING

1. Functional writing: Functional writing is a response to real life situation. There are powerful reasons for teaching functional writing

1. The pupils must be prepared for the demands made upon them by other school subject.
2. The pupils must be prepared for the kind of writing that might be required of them when they leave school.
3. Functional writing can help the pupils to appreciate the importance of purpose and audience in writing.

2. Personal writing: When writing a diary, a short story or a criticism of a play, the main aim is to express a personal response to the environment. So this category of writing is personal writing. There are reasons for teaching personal writing:

1. The pupils should be given the chance to use their imagination.
2. The teacher can exploit the close relationship between reading and writing. Writing can become a means of exploring a text and using it to develop a personal point of view.

3. It will provide variety in types and topics.

3. Situational composition: Situational composition can be made easy or difficult. The level of difficulty will depend upon the nature of the topic and difficulty of vocabulary and structures used to present the information. The pupil's organization of composition can also be directed by providing guiding questions or a frame work for completion. This 14 makes it possible to introduce situational composition early in the secondary school. (Ellis and Tomlinson, 1982:198)

4. Controlled Writing: Most composition courses and text books for the initial and intermediary stages follow a program of controlled writing. There are a number of reasons for this

1. Helping the students with both the content and the expression in a composition exercise will enable them to make use of what language skills they do possess.

2. Controlled exercise can be used effectively to teach and practice individual composition skills. Free writing involves the use of all the skills put together.

3. A course of controlled writing ensures that progress is regulated. The teacher will be able to specify which aspects of writing the students have mastered. (Ellis and Tomlinson, 1982:203)

Stages of writing practice:

The writing programme will be divided into three main stages: Controlled writing guided writing and free writing.

Controlled writing: This stage includes handwriting, copying, dictation and spelling. These aspects are completely controlled by the teacher, the teacher's function is to teach students the mechanics of writing accurately and prepare further writing activities.

A. Handwriting: It is a form of imitative writing in which students learn how to write the alphabet and other familiar words of specific significance. The teacher while training students on handwriting must take into consideration the following points:

1. Teacher must show young learners how to sit in the right manner with the copy book in the right position.

2. Teacher shows students the manner of writing and the formation of letters and words. 15

3. Preferably, the teacher writes a model on the board in order to show students the direction of the letter formation.

4. The teacher has to go around the students to check the handwriting.

B. Copying (Transcription): The material meant for copying should be familiar to the students because the purpose of this activity is to:

1. Develop young learners' consciousness of spelling and to fix the correct written forms in students' minds.

2. Draw the students' attention to punctuation marks.

3. Train students further in handwriting. The material for transcription can be taken from the reading passages that have been studied. This material should be short and from a coherent context so as to avoid boredom and mechanical copying. Short dialogues and substitution drills are good exercises for this activity.

C. Dictation: This type of writing skill is an essential activity for the development of spelling consciousness in learners. Dictation is however, more difficult than copying because students here uses the minds' eye to visualize the spelling of a word. English spelling does not always correspond with the sound. (e.g. know-through-enough-right-write-etc). Dictation material should be brief, familiar and not beyond the students' range of comprehension. If dictation activity is presented properly, it will be a valuable instrument by which oral comprehension, distinguishing sounds and words and recognizing grammatical forms and accuracy. (Kailani, 1995:131)

Difficulty of writing

Writing is difficult activity for most people. This difficulty is represented in the problems which are caused by writing under three headings - psychology, linguistics and cognitive - although these inevitably overlap to some extent.

1. Psychology problem: Incomplete and even ungrammatical utterances usually pass unnoticed.

2. Cognitive problem: People grow up learning to speak and in formal circumstances spend much time doing so. Speaking without much conscious effort or thought and general. Speech is natural and normal medium of communication in most circumstances when people use language and get feedback of some kind. Writing, on the other hand, is essentially a solitary activity and the fact that students are required to write individually, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing.

3. Linguistic problem: Oral communication is sustained through a process of interaction and, except in special circumstances, such as lectures, the participants help to keep it going. Because speech is normally spontaneous, students have little time to pay attention to the sentence structure or to connecting the sentences; to some extent the latter is maintained through the process of interaction. People repeat, backtrack, and expand and so on, depending on how people react to what speakers or people talk because they want to, about matters which are of interest or 20 relevant to the society. Writing, on the other hand is learned through a process of instruction; people have to master the written form of the language and to learn certain structures which are less used in speech. Finally, writing is a task which often imposed on people, perhaps by circumstances. This not only has a psychological effect; it may also cause problem in terms of content – what to say. Being at a loss for ideas is a familiar experience to most of people when they are obliged to write. (Byrne, 1989: 4)

Learner's problems in writing:

Here are some of the main reasons of learner's deficiency in writing:

- a. The sentences may not have clear punctuation: there will be commas and full stops without any good reason, or there may be no punctuation where there should some.
- b. The ideas may not have been presented in an order that easily makes sense to the reader
- c. The relation between the ideas may not be clear because of the absence, or inappropriate use, of linking words and phrases
- d. The writer's attitude to what is writing may not be clear; is the writer describing, suggesting or criticizing something.
- e. The ideas may not be grouped together into distinct paragraphs or the learner may begin particularly every sentence on a new line.
- f. A text may contain ideas that are not really relevant to what the writer wants to express, or the writer may find it difficult to think of enough ideas. (Coe and Rycroft, 1983:2)

Writing Paragraphs

Most teachers need guidance in writing paragraphs. The following steps the teacher can use to bring the students to an awareness of what constitutes a paragraph.

1. Scrambled sentences: In this step the teacher selects a paragraph from a textbook. And writes the individual sentences on a transparency and then cuts the transparency into strips, one sentence per-strip. These strips are placed on the overhead in random order, and then students read the sentences. Some of them may be read aloud, and then the teacher asks the students to identify the opening sentence. This sentence is placed at the top of the overhead, and the remaining sentences moved down. Gradually the students tell the teacher how to reconstitute the paragraph.

2. Separating passages into paragraphs: The teacher selects a passage which is divided into organized paragraphs. The teacher then numbers the lines "5-10-15" down the margin to make discussion easier.

3. Writing topic sentence to given paragraphs: The teacher selects two or three paragraphs in which the opening sentence is clearly the topic sentence. The teacher dittos the paragraphs, leaving out the opening sentence. Students try to write the opening sentence. The best suggestions are written on transparency and discussed. Finally the teacher writes the author's opening sentence on the transparency. (Allen and Valette, 1997:284)

4. The topic sentence: A paragraph has a topic sentence that gives it direction and lets the reader know where the paragraph is headed. It has strong support in the form of details and examples, all of which contribute to paragraph unity by supporting the topic sentence. Each 33 sentence flaws smoothly into the next, providing coherence. A topic sentence does two things. First, it presents the general topic of the paragraph, and then it makes a specific point about the topic.

5. The supporting sentences: A topic sentence provides direction, the road map for a paragraph-but supporting sentences supply the scenery. While topic sentences are broad and general, large enough to encompass the entire paragraph supporting sentences are specific, giving details and examples.

6. The summary sentence: A summary sentence ends the paragraph. Sometimes it sums up the points made in the paragraph, sometimes it restate the topic sentence, but always brings the paragraph to a grateful and definite close. (Arlov, 2004:19)

4. PARAGRAPHS OF AN ESSAY

1. Introductory Paragraph: For different ways of getting the reader involved in an essay. The introductory paragraph should also include the thesis statement, a kind of mini-outline for the paper: it tells the reader what the essay is about. The last sentence of this paragraph must also contain a transitional "hook" which moves the reader to the first paragraph of the body of the paper.

2. Body-First paragraph: The first paragraph of the body should contain the strongest argument, most significant example, cleverest illustration, or an obvious beginning point. The first sentence of this paragraph should include the "reverse hook" which ties in with the transitional hook at the end of the introductory paragraph. The topic for this paragraph should be in the first or second sentence. This topic should relate to the thesis statement in the introductory paragraph. The last sentence in this paragraph should include a transitional hook to tie into the second paragraph of the body.

3. Body-Second paragraph: The second paragraph of the body should contain the second strongest argument, second most significant example, second cleverest illustration, or an obvious follow up the first paragraph in the body. The first sentence of this paragraph should include the reverse hook which ties in with the transitional hook at the end of the first paragraph of the body. The topic for this paragraph should be in the first or second sentence. This topic should relate to the thesis statement in the introductory paragraph. The last sentence in this paragraph should include a transitional hook to tie into the third paragraph of the body.

4. Body-Third paragraph: The third paragraph of the body should contain the weakest argument, weakest example, weakest illustration, or an obvious follow up to the second paragraph in the body. The first sentence of this paragraph should include the reverse hook which ties in with the transitional hook at the end of the second paragraph. The topic for this paragraph should be in the first or second sentence. This topic should relate to the thesis statement in the introductory paragraph. The last sentence in this paragraph should include a transitional concluding hook that signals the reader that this is the final major point being made in this paper. This hook also leads into the last, or concluding, paragraph.

5. Concluding paragraph: This paragraph should include the following:

1. An allusion to the pattern used in the introductory paragraph.
2. A restatement of the thesis statement, using some of the original language or language that "echoes" the original language. (The restatement, however, must not be a duplicate thesis statement.)
3. A summary of the three main points from the body of the paper.
4. A final statement that gives the reader signals that the discussion has come to an end. (This final statement may be a "call to action" in a persuasive paper.)

The conclusion is the opportunity to wrap up essay in a tidy package and bring it home for reader. Writing, just as much as reading, is a process of self-discovery Do not, in any case, simply restate thesis statement in the final paragraph, as that would be redundant. Having reading essay, reader should understand this main thought with fresh and deeper understanding, and conclusion reflects what learners have learned. (Burchfield: 1996)

5. PROVIDING FEEDBACK ON WRITTEN WORK

The feedback which the learners get on their piece of writing plays a very important role, both in motivating further learning and ensuring that the learner's texts gradually come nearer and nearer to written fluency. There are stages of formative feedback are suggested here, which differ in amount of information they give the learner as opposed to amount of self-correction they expect from the learner.

a. Correction: In this stage, the learner's errors are clearly identified on the paper, and they are corrected by the teacher. Correction permits the learner to see exactly what was wrong and how it should be written, but it learns no work for the learner to do.

b. Controlled correction: In this stage, the learner's errors are clearly indicated, but they are not corrected by the teacher. Instead, the teacher helps the learner to correct his own errors by stating in the margin what type of errors he has made. Controlled correction gives learners plenty of support, and also leaves them with some work to do, in self-correction. The correction activity helps learners to remember the correct forms and avoid the same errors in the future.

c. Guided correction: There are two possibilities either the locations of errors are pointed out by the learner is not told what types of errors they are; or the number and types of errors are indicated but the learner is not told exactly where they are. Both approaches guide the learner toward self-correction but require care and thought from the learner if the error is to be satisfactory corrected.

For the teachers who are looking for more detailed way of providing their learners with formative feedback, the 'formative profile' bellow will be helpful. This profile allows teacher indicate for each individual writer what his weaknesses are in specific areas. There are so many possible combinations using the profile that every writer in the class could easily get a different profile, this makes the feedback to the learner really personal (Lyons and Ben, 2001:147)

6. METHODOLOGY

This study is about "Deficiency of Writing among Arab Students". The following chapter will be devoted to the methodology followed to investigate the collected data; the researcher has adopted the descriptive method, because it has great value in providing facts on which professional judgment can be based. The researcher identified the hypothesis of the study and selected the data instrument which is represented in a questionnaire; first the data has been collected, second analyzed and discussed.

6.1 Population of the study:

The researcher attempts to generalize the results of the study through a group of English lecturers at Jazan University. The population number is [50] lecturers, males and females. All of them are teaching English language at Jazan University in different colleges in the academic year 2015 - 2016.

6.2 Sample:

The sample is represented by [50] English language lecturers, who teach in different colleges and their experience ranges from (2 - 24) years, however, some of them are Ma holders and others have PhD in ELT.

6.3 Tools of Data collection:

6.4 Questionnaire:

The questionnaire consisted of [30] items with five options [agree – disagree – strongly agree - strongly disagree and neither], it is designed to cover three dimensions. The items from 1-10 were designed to investigate the problems that stand behind students' weak performance in writing process. The items from 11-20 were designed to provide the students with the various rules of punctuation and capitalization to improve their writing skill. The final items 21-30 were devoted to deal with the scientific techniques of writing to enrich English language syllabus. Moreover, the prepared questionnaire ask the lecturers to write their [gender – qualifications – graduating college – experience years – English lectures per a week] to enrich the analytical process.

6.5 The Questionnaire Validity:

Bachman (1990) reports that, "validity is the most important quality to consider in the development, interpretations and the use of the language test". Therefore, to ensure the face validity of the questionnaire, certain procedures were followed and the prepared version of the questionnaire presented to specialize people, second the questionnaire modified in regard of wording, the number of items and restatement of certain items. Finally the questionnaire collected, analyzed, scored and tabulated.

6.6 The Questionnaire Reliability:

Individuals' performance may be affected by different factors in testing conditions such as fatigue, anxiety and carelessness, thus, they may obtain scores, which are inconsistent from one occasion to the next. Reliable questionnaire should have the same scores if it is given in a future time to the same group of subjects.

6.7 Procedures:

Certain procedures were followed to prepare the questionnaire. First, the prepared version of the questionnaire was presented to specialized people who have long experience in the field of English language teaching and syllabus designing. Second, this questionnaire which consists of thirty items were designed and used according to the syllabus nature and contents. Then, it was distributed among English language lecturers at Jazan University at different colleges, and it was constructed through the following steps:

The proposed questionnaire was design first.

The questionnaire is presented to experts' people to check face validity.

The corrections were made according to the recommendations for the final version of the questionnaire.

The questionnaire consists of five options for each item, so a respondent has to tick the suitable one.

The questionnaire was distributed among [50] lecturers of English at Jazan University.

Finally, the questionnaire was collected analyzed and tabulated.

7. DATA ANALYSIS AND DISCUSSION

This chapter will present, analyze and discuss the results of the collected data using the teachers' questionnaire as a tool. For the analytical process researcher used the statistical method. The study has been conducted on a random sample for the university lecturers at Jazan University. The results of these instruments will be interpreted and discussed in details.

Table No (1) T- test for the first measure (Writing is a problematic skill in the field of second language learning)

TABLE No (1) 1st Measure [items 1 -10]

No	N	Mean	Std	T- Value	df	Sig.	Result
50	30	32.1	8.2	11.3	49	.000	Sig. agree

The statistical study in the above table shows that, the first measure in .000 this result it is less than the level of the (T-tailed measure .05), therefore, the first dimension is statistically significant and all the subjects agree it.

Table No (2) T- test for the first measure (Difficulty of writing in English resulted from the abandon rules of punctuation)

TABLE No (2) 2^{ed} Measure [items 11 - 20]

No	N	Mean	Std	T- Value	df	Sig.	Result
50	30	33.8	8.7	3.1	49	.000	Sig. agree

The statistical study in the above table shows that, the first measure in .000 this result it is less than the level of the (T-tailed measure .05),.05, therefore, the second dimation is statistically significant and all the subjects agree it.

Table No (3) T- test for the first measure (The syllabus does not give much concern to the writing skill in language learning.)

TABLE No (3) 3rd Measure [items 21 – 30]

No	N	Mean	Std	T- Value	df	Sig.	Result
50	30	36.2	9.3	4.8	49	.000	Sig. agree

The third measure statistics in the above table shows that, the third measure in .000 this result it is less than the level of the (T-tailed measure .05), e .05, therefore, the third dimension is statistically significant and all the subjects agree it

Finally, it is possible to say, the questionnaire has achieved high validity for the 50 subjects and all the items were designed carefully and obviously to satisfy the respondents' needs. So, the three dimensions are significant and the (T-tailed less than.05).

TABLE No (3) Lecturers graduation colleges.

Source	Sq - total	Df	Sq - medium	F	Sig.	Result
Among groups	24009.5	7	3429.1	2.7	.23	Non-significant
Inside groups	8434.5	42	200.2			
Total	32444.0	49				

According to the above table that shows, the result statistically non-significant it is .23 above than the significance level.05 therefore, there are no differences among graduation colleges.

TABLE No (4) Lecturers years of experience

Source	Sq - total	Df	Sq - medium	F	Sig.	Result
Among groups	10717.8	2	5358.9	1.1	.4	Non-significant
Inside groups	21726.2	47	462.3			
Total	32444.0	49				

The statistical study for the above table about the years of experience for English lecturers there are no differences so, it is statistically non-significant.

TABLE No (5) Receiving higher studies

Source	Sq - total	Df	Sq - medium	F	Sig.	Result
Among groups	28750.9	2	14375.5	2.02	.71	Non-significant
Inside groups	3693.1	47	78.5			
Total	32444.0	49				

The above table indicates that, the result statistically non-significant it is .71 above than the significance level.05 therefore; there are no differences among the candidates.

TABLE No (6) Lectures per a week

Source	Sq - total	Df	Sq - medium	F	Sig.	Result
Among groups	22218.4	2	11109.2	1.5	.14	Non-significant
Inside groups	10225.6	47				
Total	32444.0	49				

The above table indicates the distribution of lectures, the result was .14 above than the significance level.05 therefore, the result statistically is non-significant.

TABLE No (7) Lecturers gender

Source	number	Mean	Std	T- value	Sig.	Result
Male	38	104.3	23.1	1.2	.61	Non-significant
Female	12	105.2	22.9			
Total	50					

The above table represents the distribution of lecturers according to the gender, the result statistically non-significant it is .61 above than the significance level.05 therefore, it is statistically non-significant.

TABLE No (8) Scientific qualifications.

Source	number	Mean	Std	T- value	Sig.	Result
MA	48	111.8	15.6	1.7	.08	Non-significant
PhD	2	115.5	6.7			
Total	50					

This table represents the distribution of lecturers according to their qualifications, the result statistically non-significant it is .08 above than the significance level.05 therefore, it is statistically non-significant

8. CONCLUSION AND RECOMMENDATIONS

This chapter will conclude this study with the main findings 'results', conclusion and recommendations.

In this study the questionnaire is used as an instrument for collecting the required data. The sample is taken systematically from fifty English language lecturers from different colleges at Jazan University. Different statistical methods were used and relevant data was calculated statistically. Finally, the questionnaire was constructed from three dimensions with thirty items concerning various aspects of the study. Thus, the data was discussed analyzed and the main findings were carried out.

8.1 The main findings:

- 1- The weak performance in writing English tasks refers to the abandon rules of punctuation.
- 2- The ignorance .of capitalization rules leads to the deficiency of writing English among Arab students.
- 3- The shortage of vocabulary and the grammatical structure reduced the value text and caused poor writing.
- 4- The given tasks of writing do not satisfy the students' needs to improve the writing skill.
- 5- The absence of assignments plays a great role in the weak performance of students' written work.

9. CONCLUSION

The current study is serious step to analyze the main problems that face students at university level in the field of writing English. The study has used a questionnaire consisting of thirty statements as a tool to measure three dimensions to assess the writing problems among Arab students, especially the absent of punctuation, capitalization rules and vocabulary shortage. Finally, the study suggested scientific techniques to enrich English language syllabus.

RECOMMENDATIONS

To solve the problems that face the students in writing other researches are needed to cover the different aspects that affect writing process, because concerning in few factors do not solve the problem. In the light of the previous results the following recommendations are very important to solve writing problems.

1. Teachers should encourage and motivate the students to practice writing skills regularly.
2. Teachers should practice the linguistics rules very carefully with their students.
3. Teachers should not only consider development, but also be aware of grammar, vocabulary and sentence construction.
4. Teachers should be well-trained in using writing techniques and how to solve writing problems.
5. The writing course should be presented in a logical gradation to facilitate the writing process.
6. Teachers should acquaint themselves with current methods of teaching writing to increase students' motivations.
7. Teachers should acquaint themselves with modern evaluating criteria of writing assessment.
8. Students should be trained how to think and how to organize their ideas to express themselves clearly.
9. Students should be trained with all techniques and mechanics of writing process to improve their writing ability.
10. Students should practice writing process which helps them in sentence construction and paragraph development.

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