

Writing Techniques Development from Better Sentence to Great Paragraph

Osama Mohammed Ahmed Mohammed

Lecturer of English Language, English Language Center, (E L C), K.S.A, Jazan University

Abstract: The purpose of this study is to investigate the problems that Jazan University students face in writing better sentences and developing these sentences to a great paragraph. In order to solve these problems, the researcher has proposed some techniques and strategies that can help the students to improve their written performance and also has examined the effectiveness of 'parts of speech' in writing skills. Based on that, the researcher has designed the questionnaire as an instrument for data collection, with 24 items, and the sample of the study consisted of (50) ELT teachers from different campuses. A descriptive analytical approach is being used in order to get better results. The (S.P.S.S) statistical program is being used for analyzing, discussing and interpreting the results of the study.

In general, the students need to identify the basic elements of writing well-structured sentences and that can be done through mastering the parts of speech and understanding their function and role the in construction of sentences.

Keywords: techniques, sentence, paragraph, parts of speech, development.

1. INTRODUCTION

Writing, in general, is considered as an area of problems, especially for those who are learning English as ELF/ESL. the Arab students are facing many difficulties in writing correct sentences due to some reasons, among them is lack of practicing writing inside the classroom. In addition to the ignorance of the function of the word classes, namely the parts of speech. As the results of that when the students are given any assignments to write a paragraph, they found themselves in trouble. In order to solve these problems, the researcher proposed some solutions which can help in improving the skill of writing among the Arab students in general, and Jazan University students in particular. In order to examine the effectiveness of the using (parts of speech) technique, the researcher designed a questionnaire as a tool for collecting the data with 24 item. The (S.P.S.S) program was used for analyzing and discussing the results of the study. In conclusion, writing as stated by Harmer (2006) (C.F. fisal_adia@yahoo.com) is the essential skills of the language. And main findings of the study will support this point by providing the technique of using parts of speech as a key for structuring better sentences and develops these sentences into a great paragraph.

The Writing Process:

According to (Sorenson, S 2010) the writing process can be categories in four steps.

1. **Pre-writing activities.** Its indicate to different kinds of techniques that can help in generating ideas and make the students ready to write. There are some examples for prewriting activities. Such as (brain storming, graphic organizer, and clustering).
2. **Writing.** This the step when you put your pen on the paper and start writing. And what you thought about in the prewriting without regard to the writing mechanics.
3. **Revising.** After you finish your writing, you need to think about the sentence structure, the grammatical rules, and the three elements of the of the paragraph.

4. Proofreading. After you revised the structure and content of the paragraph, you need to use the rubric for checking the punctuation and the grammatical mistakes.

1-1 Statement of the problem:

The students at Jazan University are facing various problems while forming English sentences. This deficiency results in developing poor paragraphs. The reason behind this problem is due to the ignorance of parts of speech and English sentence structure. In order to solve these problems, the researcher proposed teaching parts of speech in order to pave the way for the students to write better sentences and develop those sentences into a great paragraph.

1-2 Objectives of the Study:

- 1.To help the students in mastering writing techniques from a sentence into a paragraph.
2. To improve the level of second language learners in writing skills.
- 3.To propose effective strategies that enable Arab students to be skillful writers.
- 4.To investigate the problems that Jazan University students face during the writing process.

1-3 Questions of the Study:

1. To what extent do the Arab learners face problems in fulfillment of the University requirements in writing
2. What are the best strategies that may help the students to be efficient writers?
3. What are the main problems that Jazan University students face while developing sentences into a great paragraph?

1-4 Hypotheses of the Study:

1. Arab learners face real problems in writing well-structured sentences.
2. The best strategies that improve Arab students' writing are based on using parts of speech.
3. Mastering Parts of Speech help the students to develop better sentences into a great paragraph.

1-5 Significance of the study:

This study is considered as one of the most important studies that deal with the problems that the students face inside and outside the classroom. Because it touches their needs and it tries to eradicate the problem of constructing English sentences. Moreover, it tries to bridge the gap between the Secondary School level and University level.

In addition, this study will be helpful for courses and syllabus designers because it will shed lights on the real problems that the students face when they are instructed to write a paragraph.

1-6 Methodology of the Study:

A questionnaire is the main tool for data collection. The questionnaire has been designed for ELT teacher and. The (SPSS) program will be used for analyzing the data as well as to confirm the validity of the above-mentioned tool.

1-7 Limits of the Study:

The study will be limited to the deployment of better sentences into a great paragraph. This study is made on the second year students at Jazan University. The study will be conducted in the academic year 2016-2017.

2. LITERATURE REVIEW

Theoretical Framework:

In this part of the study some related literature will be reviewed in order to support the study with what is written by others in such area.

2-0 The parts of speech or word classes according to (Thurman. S 2003) are very important elements for the grammar as well as for the better writing. In the same line (Peterson 2003) reveals that knowing the functions of the words can help in writing correct sentences. In support to this point (Frederick, W 1918) “ words knowledge and their uses is very important for good writing” There are many divisions regarding the parts of speech. As stated by (Eastwood.J 1994) the word classes are these (verb, noun, adjective, adverb, preposition, determiner, pronoun, and conjunction), he added that there is also

small class which called(interjection) in the same line (Baskerville, William 1895) mentioned that the parts of speech are(noun, pronoun, adjective, article, verb, adverb, conjunction, interjection). In order to make it clear, the parts of speech will be detailed in section one as follows.

2-1 Section One:

The parts of speech:

Regarding parts of speech(Brandon 2011) mentioned two principles.

1. The word should be in a communication context. Namely in a sentence.
2. The word should be identified with others which have the same features.

According to the scholars, there are eight parts of speech in English as mentioned above.

2-2-1 The noun. as defined by (Brandon 2011) is to give names to persons, things or places. And these names are usually followed by articles like (a, an, the). According to (Baskerville, William 1895), the noun itself is divided into some parts such as (proper noun, common noun, and abstract noun) in the same line(Holt.R 2001) added the concrete noun which recognized by the five senses. (Frederick, W 1918) explains that there are three things denotes the relation of the noun with other words.(number, gender, and case)

2-2-2 The pronoun. As quoted in (Thurman. S 2003) is the word that replaced the noun. In supporting this definition, (Brandon 2011) said that it is “ is a word that is used in place of a noun”. (Brandon 2011) explains that the pronoun has many different types such as (interrogative, personal, relative, reflexive, possessive and demonstrative pronouns).

2-2-3 The verb. (Brandon 2011) reveals that “ Verb show action or express being in relation to the subject of a sentence” according to him the verb is divided into two types. Action verb and being the verb. In this regards, (Thurman. S 2003) added linking verb. (Frederick, W 1918) noted that a verb is a word which gives value to the noun or the pronoun.

2-2-4 The adjective. (C.F Thurman. S 2003) an adjective is a word that describing or modifying a noun or a pronoun. According to Thurman, there are two subcategories of the adjective. the articles which are used for the unspecified things. And determiners which are used for specified things. (Frederick, W 1918) revealed that the adjective gives the noun definite idea or make it valuable.

2-2-5 The adverb. As stated by (Brandon 2011) adverb is the word that modifying adjective, and another adverb. It also answers the question how, Where, and when. In addition to that(Thurman. S 2003) said that adverb is “ a word that modifies (describes, gives more information about) adjective, Verb, or another adverb”.

2-2-6 The prepositions. According to(Brandon 2011) is a word that connects the other words together in the sentence. In the same line, (Thurman. S 2003) said that it is a word that used to link the noun or the pronoun with other words in the sentence.

2-2-7 The conjunction. (Brandon 2011) reveals that a conjunction is a connecting word that determines the relation between the words. On the other hand, (Thurman. S 2003) classified the conjunction into three types.

1. Coordinating Conjunctions. Such as (but, or, and,...).
2. Correlative Conjunctions. Like (either/or, neither/ nor, both/ and...).
3. Subordinating conjunctions. Such as (after, before, as if,...).

2-2-8 The interjection. (Brandon 2011) pointed out that the interjection reflects surprise or emotion. And it's usually followed by an exclamation mark!

2-2 Section two:

2-2-9 Basic Sentence Structure:

According to (Thurman. S 2003) any English sentence is consist of subject and predicate (verb) and followed by complement. There is also subcategory of the sentence which is called (clause).

2-2-10 Clause as explained by (Brandon 2011) is (a group of words started by subject and followed by verb and together they make a sense. The itself is divvied into two types.

1. Independent(main) clause. Independent clause is a number of words puts together with a subject and a verb. And it can stand by itself and make sense.
2. Dependent(subordinate) clause. Dependent clause is a number of words puts together but it depends on the main clause in order to make a full sentence.

2-2-11 Types of Sentences:

1. Simple sentence. According (W.M. Bakervill 1895) it composed of two parts. Subject and predicate. In addition to that, (Brandon 2011) it contains one main clause. In the same line (Brandon 2011) added that the simple sentence has main components such as (subject, predicate, object, and complement).
2. Compound sentence. As stated by (Brandon 2011) a Compound sentence composed of two or more main clauses. That can be done by connecting the main clauses together through the use of conjunctions like (and, but, or, so).
3. Complex sentence. (Brandon 2011) explains that a complex sentence is a combination of one main clause and at least one subordinate clause.
4. Compound complex sentence. Which contains two or more main clauses and one or more subordinate clause.

2-3 Section three:

2-2-12 The Structure of the Paragraph:

A paragraph as defined by Dorothy E. Zemach (2005) is a number of sentences expressing a single topic. These sentences are expressing the writer's idea. And it's usually between five and ten sentences. And it can be longer or shorter that its depends on the nature of the topic.

2-2-13 the Parts of the Paragraph. It consists of three parts. (topic sentence, supporting sentences, and concluding sentence)

1. The topic sentence. Its represent the main or the controlling idea of the paragraph. And it's often comes at the beginning of the paragraph. Dorothy E. Zemach (2005)
2. The supporting sentences. There are the sentences which gives more details or explanations about the main idea.
3. The concluding sentence. Its restate the main idea in a different way. Dorothy E. Zemach (2005).

2-2-12 The Development of the Paragraph:

According to (Dorothy E. Zemach 2005) a paragraph can be developed by making addition of more information to the main idea. As(Dorothy E. Zemach 2005) noted, There are three ways for developing a paragraph.

1. Details. It means to specify things by making the points more clear.
2. Explanation. It means to tell someone whose reading the paragraph how things are going on.
3. Example. (Dorothy E. Zemach 2005) said that “ is a specific person, place, thing or event that supports an idea or statement”.
4. Concluding sentence is “ a final sentence of a paragraph that is sum ups the main idea in a different way”.

2-2-13 summary of chapter two:

The second chapter dealt with the basic elements of sentences structure based on the using parts of speech as a mechanic for writing sentences as explained by (Peterson 2003) and how to combine these sentences together in order to write a paragraph. It's also discuss the paragraph components so as to help the students in improving their writing skills.

3. RESEARCH METHODOLOGY

This chapter will explain the methodology and procedures that followed by the researcher in order to collect the data, and the population and sample of the study beside reliability and validity of the instrument which used in the study.

3-1 Research Methodology:

3-2- Methodology and Procedures:

In this part of the study, the researcher will review the methodology, population, sample, validity, and stability of the study as follows:

3-3-1 Methodology: The methodology used in this study is a descriptive analytical approach.

3-3-2 population of the study: The population of the study includes all teachers of the (ELC, English Language Center)

3-3-3 Sample of the study:

A) The opinionative sample: The of the survey sample is (40) teachers and its objective is to check the psychometric characteristics of the study instrument.

B) The (real) sample of the study, the study sample consisted of (50) teachers. They were selected by the stratified random sample of the total population of the study. In this way, the number of (50) questionnaires were distributed through the field visit of the sample of the study. After examining the questionnaires, its noted that all of them were valid for statistical analysis.

Table (1) Distribution of the sample of the study according to the variable years of experience

experience	Frequency	Percent
From (3-7) years	13	%26.0
From (8-10) years	11	%22.0
From (11-15) years	6	%12.0
More than (15) years	20	%40.0
Total	50	%100.0

Table (2) Distribution of the sample of the study according to the variable of academic degree

Academic Degree	Frequency	Percent
Masters	31	%62.0
PhD	19	%38.0
Total	50	%100.0

3-3-3 The study instrument and its psychometric characteristics:

The study instrument consists of (24) item divided into three dimensions: (problems) difficulties, strategies and mastering parts of speech. The total score ranges between (24-120), the theoretical average (72) and the first dimension the difficulties between (6-30) 18), after the strategies (8-40) with an average of (24) and after mastering (10-50) with an average of (30) degrees.

Reliability and validity of the instrument:

1. **Face validity.** Ebel (1972) argues that the best way to extract the face validity of the scale is by the appropriateness of the measure for what it is set for, the clarity of the instructions and the validity of the items. This is achieved by presenting it to experts or referees. The researcher presented it to a number of (5) professors and experts, to examine the expressions of standards and they expressed their views on each statement.

2. **Intrinsic Validity.** It is a kind of statistical validity. It is measured by calculating the square root of the stability coefficient calculated by any method of computation of stability. The researcher adopted the method of Cronbach Alpha. The total degree of validity of the scale is about 0.93.

The researcher notes from Table (5) that the Intrinsic Validity coefficients on a scale are very good, allowing him to apply to the study sample.

3-3-4 Reliability of Self-Esteem:

The study instrument of the Cronbach Alpha method was calculated as the total reliability coefficient is (0.88).

The researcher notes that the coefficients of Reliability and validity, are very high and from the previous procedures, the study instrument is characterized by a high degree of Reliability and validity that allows him to apply to the study sample.

3-3-5 The Procedures:

The researcher carried out the following executive procedures:

1. Combine theoretical framework and previous studies related to study variables.
2. Prepare the study instrument in its final form.
3. Determine the study population and choose the study sample in the academic year 2017-2018.
4. Processing the responses of the study sample statistically by using the statistical program (S.P.S.S).
5. Extracting, analyzing, discussing and interpreting the results of the study.

3-3-6 Statistical Methods:

The following statistical methods were used to achieve the objectives of the study:

1. Cronbach - Alpha formula
2. Mean averages and deviations
3. Relative importance.

3-3-7 Standard of interpretation of the results:

The development of writing skills from sentence to paragraph was classified as high, medium, low as follows:

The upper limit of the scale - the minimum scale divided by the number of categories = 5-1 division 5 = 0.8 the length of the class. The categories were as follows:

1-1)low), from 1.9-2.7 (average estimate) and from 2.8-3.6 (high.(Or less than 47%. Low, (47% -73%), the average of (more than 73). High.

4. DISCUSSION, DATA ANALYSIS, AND RESULTS OF STUDY

Results for the first hypothesis:

The first hypothesis is stated

1. Arab learners face real problems in writing well-structured sentences.

The researcher calculated the arithmetical averages and standard deviations to verify that Arab (learners face real problems in writing well-structured sentences) as shown in table (3).

Table (3).

Question	N	Mean	Std. Deviation	Rank	Scale
Qu.1	50	4.02	1.12	2	High
Qu.2	50	3.76	1.02	5	High
Qu.3	50	3.92	1.16	4	High
Qu.4	50	3.94	1.09	3	High
Qu.5	50	4.04	1.14	1	High
Qu.6	50	3.64	1.16	6	High

From Table (3) we find that the question number (5) of the questionnaire came in first place with an average of (4.04) and a standard deviation of (1.14) which is high compared to the interpretation standard.The second question was (1) of the questionnaire in second place with an average of (4.02) and a standard deviation of (1.12) which is a high value. The question number (4) of the questionnaire came in third place with an average of (3.94) and a standard deviation of (1.09)

which is high compared to the interpretation standard. In the fourth place came question number (3) with an average of (3.92) and a standard deviation of (1.16) which is a high value. The question number (2) of the questionnaire came in fifth place with an average of (3.76) and a standard deviation of (1.02) which is high compared to the interpretation standard. The question number (6) of the questionnaire ranked sixth with an average of (3.64) and a standard deviation of (1.16) which is high value.

The results of the second hypothesis:

The second hypothesis is stated.

2. The best strategies that improve Arab students' writing based on using parts of speech.

The researcher calculated the mean and standard deviations to verify that

(The best strategies that improve Arab students' writing based on using parts of speech).

Table(4) illustrates this procedure.

Question	N	Mean	Std. Deviation	Rank	Scale
Qu.7	50	3.72	1.16	6	High
Qu.8	50	4.00	1.28	4	High
Qu.9	50	4.02	1.33	3	High
Qu.10	50	3.80	.989	5	High
Qu.11	50	3.66	1.09	8	High
Qu.12	50	3.76	1.14	7	High
Qu.13	50	4.08	1.01	2	High
Qu.14	50	4.24	1.17	1	High

Table (4) Mean averages and deviations to verify that (The best strategies that improve Arab students' writing based on using parts of speech).

From Table (4) we find that the question number (14) of the questionnaire came in the first place with an average of (4.24) and a standard deviation of (1.17) which is high compared to the interpretation standard. The second question was (13) of the questionnaire in second place with an average of 4.08 and a standard deviation of (1.01) which is a high value. The third question was (9) of the questionnaire in third place with an average of (4.02) and a standard deviation of (1.33) which is a high value. The fourth question was (8) of the questionnaire in fourth place with an average of (4.00) and a standard deviation of (1.28) which is a high value. The question number (10) of the questionnaire came in the fifth place with an average of (3.80) and a standard deviation of (.989) which is high compared to the interpretation standard. The question number (7) of the questionnaire came in the fifth place with an average of (3.72) and a standard deviation of (1.16) which is high compared to the interpretation standard. The question number (12) of the questionnaire came in the seventh place with an average of (3.76) and a standard deviation of (1.14) which is high compared to the interpretation standard. The question number (11) of the questionnaire came in the eighth place with an average of (3.66) and a standard deviation of (1.09) which is high compared to the interpretation standard.

The results of the third hypothesis:

The third hypothesis is stated.

3. Mastering Parts of Speech help the students to develop the better sentences into great paragraph.

Table(5) illustrates this procedure.

Table (5) Mean averages and deviations to verify that (Mastering Parts of Speech help the students to develop the better sentences into great paragraph).

Table (5)

Question	N	Mean	Std. Deviation	Rank	Scale
VAR00015	50	3.68	1.04	7	High
VAR00016	50	3.52	1.05	9	High
VAR00017	50	3.53	1.16	8	High
VAR00018	50	3.92	1.158	3	High
VAR00019	50	3.76	1.22	5	High
VAR00020	50	3.72	0.99	6	High
VAR00021	50	3.46	0.93	10	High
VAR00022	50	3.84	1.15	4	High
VAR00023	50	4.28	1.20	1	High
VAR00024	50	3.93	1.07	2	High

From Table (5) we find that the question number (23) of the questionnaire came in the first place with an average of (4.28) and a standard deviation of (1.20) which is high compared to the interpretation standard. The second question was (24) of the questionnaire in second place with an average of (3.93) and a standard deviation of (1.07) which is a high value. The third question was (18) of the questionnaire in third place with an average of (3.92) and a standard deviation of (1.158) which is a high value. The fourth question was (22) of the questionnaire in fourth place with an average of (3.84) and a standard deviation of (1.15) which is a high value. The question number (19) of the questionnaire came in the fifth place with an average of (3.76) and a standard deviation of (1.22) which is high compared to the interpretation standard. The question number (20) of the questionnaire came in the sixth place with an average of (3.72) and a standard deviation of (0.99) which is high compared to the interpretation standard. The question number (15) of the questionnaire came in the seventh place with an average of (3.68) and a standard deviation of (1.04) which is high compared to the interpretation standard. The question number (17) of the questionnaire came in the eighth place with an average of (3.53) and a standard deviation of (1.16) which is high compared to the interpretation standard. The question number (16) of the questionnaire came in the ninth place with an average of (3.52) and a standard deviation of (1.05) which is high compared to the interpretation standard. The question number (21) of the questionnaire came in the tenth place with an average of (3.46) and a standard deviation of (0.93) which is high compared to the interpretation standard.

Table(6) illustrates the Mean, std. Deviation, Relative importance

Scale	Relative importance	Std. Deviation	Mean	Hypotheses	Rank
High	%77.73	5.39	23.32	Hypothesis (1)	2
High	%78.20	7.12	31.28	Hypothesis (2)	1
High	%75.24	7.65	37.62	Hypothesis (3)	3
High	%77.05	20.16	30.74	Total mean	

It is noted from Table (3) that the arithmetic average of responses to the instrument as a whole reached 30.74 and a standard deviation of 20.16 with a relative importance of 77.05%, which is equal to (more than 73) Which indicates the development of written skills from the sentence to the paragraph came to a high, where ranked first after the "strategies" with a relative importance of (78.20%) degree, which is high value, and this result appears to be consistent with the profession of a faculty member who prepares the student To become a professor of the future and this requires the student the ability to remember the information and knowledge to be transmitted to him, This indicates that the student uses strategies in a high way. This can be explained by the general nature of the material. Second, the difficulties came second, with a relative importance of 77.73%, which is also high. In writing has been due to the difficulty of English they have as an informal language in their daily interaction. This may be due to the large amount of information that students deal with. This vast amount of information makes the student face many difficulties.(%75.24). This is explained by his experience that absorption affects many factors such as psychological, health and environmental conditions.

It can be said that the development of written skills from the sentence to the paragraph came to a high degree, which is arranged as follows: strategies, difficulties, (mastering)absorption. Due to what have been presented above, the following results will be as follows:

Results:

1. The development of written skills from sentence to paragraph among Arab students was high.
2. Arab students face real problems in writing better sentences in a correct way.
3. The best strategies that improve writing skills among Arab students are based on the use of parts of speech to a high degree.
4. Mastering parts of speech helps students to develop better sentences to a great paragraph.

5. CONCLUSIONS, RECOMMENDATIONS

5-1 introduction:

The results, findings and recommendations of the study will be formulated based on the hypotheses, questions, and Literature review of the study.

5-2 Conclusion:

Based on what have been presented above, the researcher think that is not easy for the students to write a good paragraph without mastering the parts of speech. Simply because mastering the parts of speech is the first step of understanding the functions of the words. If they do so, they can easily write sentences correctly. When they write the sentences correctly, it will be easy for them to combine these sentences together in a logical order to make the great paragraph.

5-3 Findings of the study:

- Arab learners face real problems in writing correct sentence due to ignorance of parts of speech.
- Understanding the functions of the word class can help the students to write a better sentence.
- The students need to know how to write a topic sentence.
- Giving details, examples, and explanation are the best strategies for writing supporting sentences.
- The parts of speech is not included in the writing syllabus.
- Follow up students' attitudes towards writing and provide feedback is the best strategy for improving writing skill.
- Prewriting activities are the best strategy for generating new ideas.
- Mastering the three parts of the paragraph can help the students in writing a great paragraph.

5-4 Recommendations:

- The parts of speech should be included in the writing syllabus.
- The students should learn how to write a correct sentence.
- Feedback should be provided to the students in order to learn from their mistakes.
- The Prewriting activities should be included in the syllabus so as to help the students in developing a good paragraph.
- The current paper can be recommended as a syllabus for Jazan University students.

5-5 Summary of the conclusion:

Throughout the chapters of the study, the researcher explained the problems which encountered by the students and proposed some solutions to tackle those problems by using the strategies of writing sentences and how to develop the sentences into a great paragraph.

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