UNIVERSITY STUDENTS' ENGLISH WRITING PROBLEMS: DIAGNOSIS AND REMEDY

Dr. Ibrahim Mohamed Alfaki
Nile Valley University
Atbara,
Sudan.

ABSTRACT: *The aim of this study is to identify university students' writing problems in English language and to suggest ways of solving those problems. The study was conducted in the Teachers' College, and the College of Education, Nile Valley University, North Sudan in 2014. The research method used was the descriptive research method. A sample of 20 .English language students were selected using a simple random sampling procedure. They were instructed to write a composition of about 250 -300 words on "A description of my own home town/village". The students' compositions were reviewed twice by 10 English language instructors. The aim was to identify the errors and mistakes made by the students. The findings reveal that those university students have various writing problems: language problems at the levels of morphology and syntax; usage errors, and mechanical mistakes, that is, spelling, punctuation and capitalization, lack of several writing development skills, cognitive problems and graphomotor problems. In the light of these findings a number of recommendations have been made: It is always helpful to tell learners to revise their written work aloud. When they speak, they will make natural pauses and this will help them in punctuation. Spelling mistakes can be corrected by using dictionaries or spellcheckers. Usage mistakes and grammar mistakes will eventually disappear, if the students read extensively in English.*

KEYWORDS: writing problems, grammar mistakes, usage mistakes , mechanical mistakes

INTRODUCTION

Writing is one of the main language skills. It plays a major role in expressing one's ideas, thoughts, opinions , and attitudes . Through writing, people are capable of sharing ideas, feelings, persuading and convincing others . People may write for personal enjoyment or for some other purpose. They may address an audience of one person or more persons. The audience may be known or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience . https://www.englishclub.com/writing/what.htm . A letter to a friend is an example of writing for a known audience. It is always important to consider one's audience when writing. There are many different styles of writing, from formal to informal. There are many reasons to include writing in a second or foreign language syllabus. One important reason is that : writing helps learners learn . It helps them have a chance to adventure with the language, to go beyond what they have learned (Reimes,1993).Hedge (1988:5) also states that 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, writing allows students to see their progress and get feedback from the teacher, and also allows teachers to monitor students and diagnose problems encountered. This shows that writing plays a predominant role in language learning. However, compared to speech, effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers (Hedge, 1988).

This study is an attempt to investigate the writing problems that face university students in Sudan. The idea is to identify these problems and to suggest ways of helping students overcome the problems.

Statement of the Problem

 It has been a common complaint often heard in Sudan that university students are incapable of expressing themselves in a clear, correct and comprehensible manner in writing. Students' problems in writing may occur because of many factors. One of the causes for the challenge might be the complex nature of the writing skill itself. Byrne (1988,p.4) states that certain psychological, linguistic and cognitive factors make writing a complex and difficult discourse medium for most people in both native and second language. While, Raimes (1983) thinks that:

"When students complain about how difficult it is *to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language. (p. 13)"*.

So, this study is an attempt to identify the kind of problems that university students face when they write in English, and suggest ways of overcoming those difficulties.

Aim

This research study aims at identifying university students' writing problems and suggesting ways of overcoming these problems.

Questions

1. What are the writing problems that university students face when writing in English language ?
2. What techniques or procedures can be used to help students overcome these writing problems?

Hypotheses

1. There are various problems that university students in Sudan face when they write in English language.
2. A number of techniques and procedures can be suggested to help those students overcome their writing problems.

Limitation

This study is a case study of   English language students at the Nile Valley University in Sudan, two colleges: the Teachers' College and the Faculty of Education. It was conducted in the academic year 2012-2013.

Significance

It is hoped that the results of this study will be of benefits to language instructors , syllabus designers, students of English as a second or foreign language.

LITERATURE REVIEW

A brief discussion of the major writing theories and some previous studies on teaching writing , writing problems and causes of writing problems are reviewed in this section.

Cognitive Science and Linguistic Theory

Cognitive science and linguistic theory have played an important role in providing empirical research into the writing process and serving composition pedagogy. As composition theories, there is some dispute concerning the appropriateness of tying these two schools of thought together into one theory of composition. However, their empirical basis for research and ties to the process theory of composition and cognitive science warrants their connection to some extent.

The cognitive theory of composition can trace its roots to psychology and cognitive science. LevVygotsky's and Jean Piaget's contributions to the theories of cognitive development and developmental psychology could be found in early work linking these sciences with composition theory . Most notably, Linda Flower and John Hayes published "A Cognitive Process Theory of Writing" in 1981, providing the groundwork for further research into how thought processes influence the writing process.

Linguistic theories of composition found their roots in the debate surrounding grammar's importance in composition pedagogy. Scholars, such as Janet Emig , Patrick Hartwell, Martha J. Kolln, Robert Funk, Stephen Witte, and Lester Faigley continued this line of thought around the same time that a cognitive theory of composition was being developed by Flower and Hayes. These scholars, like scholars researching cognitive-oriented composition theory, focused on research providing insight into the writing process, but were also committed to providing pedagogical advancements addressing deficiencies, trends, and insights gained from their linguistic research.

A cognitive theory is focused on gaining insight into the writing process through the writer's thought processes. Composition theorists have attacked the problem of accessing writers' thoughts in various ways. Flower and Hayes' essay, "A Cognitive Process Theory of Writing" sought to outline the writer's choice-making throughout the writing process, and how those choices constrained or influenced other choices down the line. Other research has focused on capturing the cognitive processes of writers during the writing process through note-taking or speaking aloud, while some early research by Birdwell, Nancrow, and Ross was done with computers to record writers' keystrokes throughout the writing process.

Linguistic composition theory has traditionally focused on sentence and paragraph-level composition, with the goal of providing instructors insights into the way students at various proficiency levels produce writing. Stephen Witte and Lester Faigley utilized detailed syntactic analysis to redefine the importance of cohesion and coherence in judging writing quality. Paul Rodgers and Richard Braddock focused on paragraph structure, in separate studies, in order to dispel common misjudgments about the importance of traditional paragraph structure.

Applied linguistics, specifically EFL/ESL studies, has played a large role in development linguistic theories of composition. Liz Hamp-Lyons' research in ESL/EFL writing assessment is valuable in informing ESL composition pedagogy. Paul Kei Matsuda, though, has illustrated the deficiency in ESL composition research, and recent compilations by Matsuda and others have attempted to bridge the gap between ESL instruction and composition theory by presenting pedagogical, theoretical, and assessment frameworks in the ESL composition classroom.

As mentioned briefly in previous sections, cognitive and linguistic theories of composition are heavily tied to process theory. Cognitive and linguistic theories have been instrumental in providing respected empirical research to the field of composition theory, but tend to stay away from making pedagogical suggestions. Instead, research in these fields is typically intended to inform process theory by providing data analysis regarding the writing process, and by bringing scientific research to the field.

Social Constructionist Theory
The main idea of this theory is that knowledge is constructed by group discourse. People construct their sense of selves from communal ideas and attitudes. Language is the means for discovering and articulating a separate uniqueness. Language is the means for discovering selfhood by giving voice to all culturally-based understandings which constitute people experience. Thus "We" as the "subject" of our experience is a composite entity articulated in language of our communal experiences. Four Lines of Research:

1. Discourse communities: group talk produces meaning.
2. Sociology of science: development of forms.
3. Ethnography: Concerned with context of the language situation.
4. Marxist: politics of production.

Knowledge is built through collaboration and agreement. Opposition must be included or there is a reversion to individualist construction which reverts back to defining individuals as instruments of the language which defines them (cognitive process). Central question for deciding which camp to join: Do we control language, or does language control us? Social constructionists see the interaction of the individualizing power of the mind and the collective social authority of language as reciprocal and as the essential dynamic from which we make meaning. Connection with Poststructuralist theory : writer, reader, and text are socially constructed entities, constituted by vast interpretative frameworks. Language is a "web of meaning." There is no underlying truth. We exist as relationships between words. No connection between signifier (content) and signified (object). Discourse community denotes a group of individuals bound by common interests/conventions which will influence production of text within that group. http://www.nouspace.net/john/ez/writing/contact.html.

APPROACHES TO WRITING

Product Approach
The product approach to writing focuses on the finished products of the writing work rather than the process. Nunan (1989) states that the product approach to writing focuses on the end result of

the act of composition, that is the letter, essay story and so on. The writing teacher who uses the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on.

According to Getnet (1994:9), the product approach is an orientation whose primary focus is the end result of what students produce. Formal accuracy and correctness in grammar, spelling, use of vocabulary, convention of layout etc. are given the utmost priority. According to Byrne (1988:21), the product approach of writing is an accuracy oriented approach that focuses on the control of mistakes in order to eliminate them from written works. Raimes (1983:6) writes " in the control approach of teaching writing students are given sentences to copy and manipulate grammatically and correctly with very limited opportunity of making mistakes." Hedge (1988:8) suggests some points which students should include in the product approach of writing. These include:

a.   Getting the grammar right.
b.   Having a range of vocabulary.
c.   Punctuating meaningfully.
d.   Using the conventions of layout correctly.
e.   Spelling accuracy.
f.   Using a range of sentence structures.
g.   Linking ideas and information across sentences to develop a topic.
h.   Developing and organizing the content clearly and convincingly.

The Process Approach
The process approach to writing focuses on the composing process of writing instead of on the written final products. Encouraging students to have a sense of purpose and audience, while writing about a certain topic, is the major task of teachers who teach in line with the process approach. Hedge (1988:9) states that good writers appear to go through certain processes which lead to successful pieces of written work. She has proposed the following steps that good writers follow in the process approach of writing.

a. The writers start with an overall plan in their head.

b. They think about what they want to say and who are they writing for.

c. They then draft out sections of the writing and as they work on them, they constantly reviewing, revising and editing their work.

Learners' Writing Problems
Byrne (1988:4) thinks that because of the absence of the prosodic features in writing, the writer has to compensate these features by keeping the channel of communication open through his/her own efforts by selecting appropriate structures and by using appropriate connecting devices so that the text can be interpreted on its own. Similarly, Hedge (1988: 5) thinks that so as the writer to compensate the absence of the prosodic features in writing, he/ she has to write with high degree of organization, careful choice of vocabulary and using complex grammatical devices.
Grammatical problems , mechanical problems , sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.

Grammatical Problems

Learners have a number of problems in their attempts to write in the second language . "As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students" (Tyner, 1987). Similarly, Kharma (1987) in Melese (2007: 12) states that students have problems with subject verb agreements, pronoun references, and connectors.

Problems of Sentence Structure

Sentences reflect various syntactic structures (Reid, 1983). However, incapable learners use run-on, incorrect, and fragmented sentences (west 1966, in Tsegaye 2006:16). Kharma (1986) states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination. According to Zamel (1983:22), cohesive devices are crucial in writing. However, the linking devices have been found to be problematic for English language students.

Problem of Word Choice

A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures (Norish, 1983;Alamirew, 2005). According to Reid (1983) in Melese (2007: 13), when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader. However, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White (1980) states that usually students use 'big words' in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.

Cognitive Problems

The cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization.

a. Punctuation Problems

According to Byrne (1988: 16), the fact that punctuation has never been standard to the extent as spelling, makes it is problematic. Similarly, Carrol and Wilson (1995: 191) state "students' writing encounter punctuation problems as there are no universal rules of punctuation."

b. Capitalization Problems

Capital letters are useful for sentence initials, the beginning of important words, in topics, headings ,etc (Kroll, 1991). However, learners have problems in using capitalization properly. There are reasons for students' problems in using proper capitalization. "The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students" (Gowere et al,. 1995)

c. Spelling Problem

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Gowere et al, 1995) .

d. Content Problem

Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others (Clifford, 1987). According to Leki (1991) this could be because of the traditional methods teachers use to teach writing for spelling, punctuation, and mastering grammar. Clifford (1987) suggests that teachers should encourage students to focus on the message, ideas or thoughts they wish to convey rather than grammar, spelling, punctuation and others.

e. Problem Organization

According to Kharma (1986), learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. "The most common students' problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately" (West, 1966: in Tsegay 2006: 17). Raimes (1983) states that the other problem of organization in student' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details. Pincas (1982) has also showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately.

CAUSES OF LEARNERS' PROBLEMS IN WRITING

The Nature of Writing Process

Writing is a complex process because it requires the mastery of grammatical devices, conceptual thinking and judgmental (have purpose and activating) elements (Byrne 1988, Heaton 1990). Byrne (1988: 4) classifies the writing complexities into psychological, linguistic and cognitive problems. Grabe and Kaplan (1996:6) think that since writing does not come naturally but rather gained through continuous effort and much practice, it becomes a complex skill. Norish (1993) states the following about the complexity of writing.

" In written medium, information has to be transmitted without any aid from sources other than the language itself. It seems to follow from this that more attention is needed to be paid to the language as a code in short to the grammatical and lexical system than is the case with speech. (p. 65)."

Bell and Burnaby (1984) cited in Nunan (1989: 36) write the following concerning the difficulty of writing:

" Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation and letter for action. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts."

Similarly on the difficulty of writing skill, Abu (2001: 30) states that writing is a difficult skill for native speakers and non-native speakers alike because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics. In this regard, Ur (1996: 163) writes :

"much higher standard of language are normally demanded in writing than in speech: more careful construction, more precise and varied vocabulary, and more correctness of expressions in general. Ur further states that writing is a mess business which requires passing through a number of untidy drafts before reaching a final version."

Lack Learners' Motivation

According to Zamel (1997) the writing class should take into account the learners' purposes for writing. Writing tasks can be developed rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants . Davies (1998:25) thinks that learners will be encouraged to write if writing tasks motivate them and keep them interested. According to Leki (1991, p. 9) , the desire on the part of the writer to communicate something is very important because it is much more difficult for students to write about something they have no interest in. Silva (1997) in Thomsan (2003) believes that it is both 'reasonable and motivating' to allow students to choose their own topics and that when students are allowed this freedom, their work is more successful. Similarity, Hudelson (1989) in Thomsan (2003:25) found out that the quality of writing was better when students were allowed to make decisions about their topics. In addition, Pincas (1982: 4) thinks that for all ages and levels, motivation is increased if writing is placed in a realistic context. Byrne (1988:2) believes that most of writers write less well if they are obliged to write about something that they do not want to write about.

Inadequate Time

Hedge (1988: 11) states that the idea of time needs to be given attention because writing activities by nature have different stages which need ample time. Learners need time for gathering ideas, organizing their ideas, writing drafts, proof reading and re-writing. Colions and Gethen (1980) in Kroll (1990:140) have observed that much of writing stems from a number of constraints that must be satisfied and coordinated at various "structural levels," that is over all text structure, paragraph structure, sentence structure and word structure. They argued that the attempt to coordinate all these requirements is a staggering job, thus the amount of time allotted to produce a wiring might affect the level of mastery of the above- mentioned items. In line with this, White and Arndt (1991) in Italo (1999: 47) state that "time is needed to incubate, sift and shape ideas. Of all the skills, writing is one which most benefits from time." In the process approach to teaching writing, the quality of students' written work can be affected by the amount of time that they are allowed. According to Guantum and Chakraverty (2000:22), writing, which is an important part of language learning, is essentially a reflective activity that requires enough time to think about the specific topics. Similarly, Raimes (1983: 25) thinks that time is a crucial element in the writing process and an element that distinguishes writing from speaking. Time may also be a key factor in producing a text with full of control over organization and coherence. In addition, many students and teachers feel that writing under time pressure is a very unnatural situation and perhaps cannot lead them to produce compositions that are truly representative of their capabilities (Kroll, 1990: 140).

Lack of Practice

According to Davies (1998:25), "writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience. This takes a lot of practice. Grabe and Kaplan (1996:6) believe that writing does not come naturally but rather gained through continuous effort and much practice. In addition, learners must take the responsibility for their learning if meaningful learning is to take place. He also adds that the best ways to learn any skill would be to practice it. To become a good driver, the best way is to drive. Similarity, to become a proficient writer, the best way is again to writing a lot. Furthermore, Hedge (1988:11) states that "my own experience tells me that in order to become a good writer, a student needs to write a lot".

Teachers' Feedback

Zamel (1985: 79) states that teacher's feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators. Similarly, Byrne (1988:29) thinks that if we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they actually succeeded in doing. This might help students writers to appreciate receiving comments and use them in their revisions.

Similarly, Edge (1989) in Ancker (2000:20) believes that when teachers decide to correct their students, " [they] have to be sure that [they] are using correction positively to support learning." Ferris (1995:49) thinks that teachers should not abandon constructive criticisms but should place it side by side with comments of encouragements. Ellis (1994) in Lipp and Ockay (1997:13) says that students' motivation is closely linked to language acquisition. To motivate students, the writing teacher should include comments of praise and encouragement in their written feedback. If teachers see their students' response as the end of the interaction, then students will stop there. If, however, the response includes specific direction on what to do next, there is a chance for application of principles (Lees, 1979: 265). On correction errors, Norish (1983:71) writes:

"when considering correction of errors as the stage of more or less free writing, it is a useful and stimulating exercise for the students to check their work in groups or pairs. This saves the teachers' time and encourages communication among the students."

However, in general and in most cases , the teachers' feedback is unclear, inaccurate and unbalanced. As a result, the feedback given does not help students develop their writing skill (Cohen and Cavalcanatic, 1990: 155). Zamel (1985) also found out that the written responses given by teachers were vague and abstract which do not help students revise their writing. In addition to this, the corrections EFL teachers made were related to surface level problems, that is, focusing on spelling, tense and punctuation forgetting content and organization of the writing that affect meaning and communication (Zamel, 1985; Cited in Alamirew, 2005: 100). According to Cohen and Robbins (1976) cited in Tesfay (1995:9), the correction of students written errors is often ineffective in reducing errors because teachers correct mistakes inconsistently.

48

METHOD

In this section of the study , the research method is described in terms of subjects , data gathering tool , method of analysis and the overall research paradigm.

Subjects

The sample of the study consists of 20 university students who study English language as their major specialization. They were randomly selected from the College of Education and the Teachers' College , Nile Valley University in Sudan. Their ages range from 18 to 21. All of the subjects speak Arabic language as their mother tongue.

Ten English language teachers were also randomly selected from these two colleges to examine the students' written work.

Tool

The tool for data analysis is content analysis. This method falls within the descriptive research method . The research paradigm is the positivist research paradigm.

Procedure

The subjects were instructed to write a composition of about 150 to 200 words . They were told to describe their own home villages/ towns. The writing was done inside the classroom . It took about one hour time.

Each student's work was read and examined, marked twice by two different teachers. This is to attain objectivity.

Data Analysis

The data consist of the students' writing work. Initially they were asked to write a description of about 150 to 200 words of their homes or villages.So, the data were 20 compositions. These were marked twice by 10 teachers of English. The teachers identified the mistakes , and provided comments on the overall work. The writing mistakes are summarized in the following points.

1. It *had* a beautiful scenery so many people *come* to visit it**.(Tense : has)**
2. Boats *sailed* across the river everyday **.(Tense : sail)**
3. Many people *were live* in my village**.(Tense : live)**
4. My town *are* full of different kinds of cars *is* used **.(Tense : is)**
5. My village *named is cold* Kungary**.(is called) (... name is ...) (wrong**
6. About *for* hundred people *leave* there**.(Spelling)**
7. The people in my town watch TV and *red* books**.(Spelling : read)**
8. My brother was very clever he **begun** reading when he was four years old**.(tense : began)**
9. Everybody bringed **there** own food **.(Word choice : their)**
10. Our city is not very **long way far** from cabital city of Sudan.
11. **Although** my people are poor **but** they are generous**.(Grammar: connectives)**
12. The people in my village always try to improve their education , health and good food**.(Faulty parallelism).**
13. Many tourists visit the cemetery of our town , where important people are buried every day from 8:00 a.m. until 7:00 p.m**.(Misplaced and dangling modifiers).**

49

14**.** When it comes to dressing people differ in their tastes and styles**.(Omitted comma).**

15. The bad wheather always has a bad affect in our activities**.(Spelling weather, word choice effect , wrong preposition on not in).**

16. Our town is more cleaner from other towns. **(redundant : more , cleaner than not from).**

17. ...... coz my people are poor there are no many cars. (Informality : coz= because, my people = the people of my village).

18. from/form, ate/eat, causal/casual, four/for, than/then,

19. Students had trouble generating ideas or elaborating on them**. (Cognitive problem).**

20. Students had difficulties developing and organizing ideas. **(Cognitive problem).**

21. Students lacked a sense of audience. **(Cognitive problem).**

22. Some students wrote only very short sentences. (**Graphomotor problem).**

23. Some students wrote very slowly and with great effort. **(Graphomotor problem).**

24. Some students found it hard to form letters of the alphabet.(**Graphomotor problem).**

25. There are cohesion and coherence problems. Their writing lacks a sense of unity.
(paragraph unity)

26. Students' lack knowledge and skill of how to develop a paragraph using topic sentence and supporting sentences**.(paragraph development)**

27. Students do not use transitional words and phrases such as : again, furthermore moreover, too, in the second place, in addition ,even more**.(use of transitions).**

CONCLUSION

This study is an attempt to identify the writing problems of a sample of university students who study English as a foreign language in Sudan. The ultimate aim is to pinpoint these problems , and suggest remedial procedures. The sample consists of 20 students . They were asked to write a composition on the description of their home village or town. Their writing products were then analyzed by 10 teachers of English language. Each composition was analyzed twice by two different teachers. The results have showed that there are various types of writing problems. These can be summarized as follows :

1. Mechanical problems.
2. Linguistic problems.
3. Cognitive problems.
4. Psychomotor problems.

In the light of these findings a number of recommendations can be made :

1. Learners of English language should read a lot . Reading will help them increase their knowledge of vocabulary, grammatical structures , and be informed; to have knowledge of the world as well.

2. Free writing practice is a good exercise for improving one's writing ability. Writing is a skill and therefore it is learned by practice just like any other skill.

3. Note taking is also very helpful in enhancing the way writers generate ideas.

4. Learners should not panic **.** Everyone experiences writer's block sometimes. They should be encouraged to go through writer's block and break it .This will help them be more imaginative and creative writers.

REFERENCES

Anderson, V. (2005) Prediction and Language Learning. Longman Group.

Aronoff, M. (2007) The Handbook of Linguistics. Oxford: Blackwell.

Badger, R. (2000) A Process-genre Approach to Teaching Writing. London: Springer.

Bex, T. (1996) Variety in Written English. New York: Rutledge.

Bob Kerstetter (2003) Writing Strategies and Writers' Tools. London: Macmillan.

Boughey,C.(1997) Learning to Write by Writing to Learn: A Group Work Approach. ELT Journal, Volume 51, No 2.

Byrne, D. (1988). Teaching Writing Skills. London: Longman Press.

Croll, J and E, Willson. (1995) Acts of Teaching. How to Teach Writing. Englewood: Teacher Idea Express.

Cohen, A. D., & Cavalcanti, M. C. "Feedback on compositions: Teacher and student verbal reports." In Second Language Writing: Research Insights for the Classroom. Ed. B.Kroll. Cambridge: CUP, 1990. 155-77.

Fathman, A. K., & Whalley, E. "Teacher response to student writing: Focus on form versus content." In Second Language Writing: Research Insights for the Classroom. Ed. B. Kroll.Cambridge: CUP, 1990. 178-90.

Davis, S. (1988). "Creative Writing." Forum V 36, No 4: p.44.

Ferries, D. (1995). 'Student Reactions to Teacher Response Multiple Draft Composition Classrooms: TESOL Quarterly, Volume 29 No.1.

Truscott, John. "The case against grammar correction in L2 writing classes." Language Learning 46:2 (1996):327-69.

Grab, W. and Kalan, R.(1996).Theory and Practice of Writing. London: Addison Wesley Longman.

Harmer, J. (1991). The Practice of English Language Teaching. New York: Longman Group .

Hedge, T. (1988). Writing. Oxford: Oxford University Press.

Kroll, B. (1990). Second Language Writing: Research Insights for Classroom. Cambridge: CUP.

Kumar,R. (1996). Research Methodology. London, SAGE publications .

Liv, D. (2000). "Writing Cohesion. Using Content Lexical ties in ESOL." Forum: Vo 38 No 1:49.

Manglesdorf, K. (1992). Peer Reviews in the Composition Classroom: what do Students Think. ELT Journal, Volume 46, No 3.

Donough, D and Christopher, S (1993) Materials and Methods in ELT: A Teacher's Guide. Blackwell Publishers.

Norrish, J. (1983). Language Learners and their Errors. London. Mac Millan Publishers.

Nunan, D. (1989). Designing Communicative Tasks and Activities. Oxford: Oxford University Press.

_____(1992). Research Methods in Language Learning.   Cambridge: Cambridge University Press.

Pincas, A. (1982). Teaching English Writing. London: MacMillan.

Raimes, A. (1983). Techniques in Teaching Writing. Oxford: OUP.

Reid, M. (1983). Teaching ESL Writing. New Jersey: Prentice Hall.

Silva, T. (1990). 'Second Language Composition Instruction.Development, Issues and Dissections in ESL'. In B, Kroll (ed). Second Language Writing: Research Insights for the Classroom.

51

Tyner, E. (1987). College Writing Basics: A Progressive Approach. Belmont. Wands worth Publishing Company.

Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.

White, R. (1980). Teaching Writing English. London: George Allen and Unwin.

White, R. and V. Arndt. (1991). Process Writing. London. Longman.

Zamel, V. (1985) "Responding to student writing." TESOL Quarterly 19 : 79-101.

http://www.nouspace.net/john/ez/writing/contact.html

https://www.englishclub.com/writing/what.htm

http://www.nouspace.net/john/ez/writing/contact.html.

****