

***"The influence of using new technology  
in avoiding run-ons sentences  
by Science instructors"***

**By**  
***Shahad Hatim Kadham Al-taie, M.A***  
***Methods of teaching EFL***

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**Abstract**

This research paper is an attempt to investigate the influence of using new technology in learning to improve the ability of instructors in avoiding run-ons sentences. To fulfill the aims of the study; the researcher adopted a null hypothesis which indicates that there is no significant difference between instructors' performance in pretest and posttest to avoid run-ons sentences by using the internet as new technology in learning. To achieve the aims of the study t-test for two dependent samples and percentage are used through out the data analysis. The analysis of results shows that the performance of instructors in posttest are better than in pretest by using the internet exercises to improve their ability in writing skill( avoiding run-ons sentences). In the light of findings, the using of new technology as an assistant tool in learning is recommended to facilitate the process of teaching and learning.

**Chapter One: Introduction**

**1.1The problem and its Significance**

The importance of the role of technology in general, and in EFL in particular, is widely recognized and accepted. Whether technology is to be used effectively in EFL depends greatly on the way educators take full advantage of the power of its tools: internet, video, software. In order to achieve maximum success, educators need to beware of the different types of learners and how they can address their needs through the use of technology. However, there are times when English language teachers may face obstacles in using technology. Cypriot teachers of English admit that technology must be used to enhance their teaching, although a considerable number of them do not use technology either because of their lack of training, or because they have no access to educational software or to a computer lab, or do not have enough time to prepare.

(Despo Ktoridou, etal, 2002:1)

According to Lewis(1997 as cited in Ybarra and Green, 2003:4) grammar skills can also be demonstrated and reinforced using computers. The teacher can direct students to somehow highlight a specific part of speech (e.g nouns) through out their writing. Using a computer as a medium for studying grammar is much more motivating for a student as opposed to writing with a pencil. Therefore, learning a second language by using traditional tools such as(blackboard, textbook) go away to improving the teaching of English, but they are not sufficient on their own for the process of teaching English language. Since the researcher concerned in English grammar and improving writing skills, she selected a voiding run-ons sentences as problem of present study which need solve by using new technology beside effective teaching techniques inside classroom to assess the influence of using the internet by instructors of College of Science to improve their ability in writing skill and increase their motivation towards new technology in learning.

On the other hand, writing skills help the learners gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it. (Internet: What are writing skills, 1999:1)

Hacker (2003: 1) indicates that a run-ons sentence is a problem occurred when two or more independent clauses are not joined correctly. An independent clause is a group of words that can stand alone as a sentence. He said that your writing may be confusing or unclear if independent clauses are joined incorrectly. There are two types of run-on sentences fused sentences and comma splices. A fused sentence occurs when independent clauses run together with no marks of punctuation or coordinating conjunctions to separate them. Where as a comma splice occurs when two or more independent clauses are joined only by a comma. He(ibid:2) suggests four methods of revising run-ons sentence as mentioned below and explained in detail in chapter two:

- 1- A comma and a coordinating conjunction (and, yet, but so, or, nor, for).
- 2- Semicolon 3- Full stop and Capital letter. 4- Subordination

## **1.2 Aims**

- 1- Investigating the ability of instructors (Asst. instructor) in College of Science/University of Baghdad in pretest as well as posttest, to identify and correct run-ons sentences by using one method of correction.
- 2- Using a new technology (internet) for practicing and (data show+

computer) for explanation, to develop and improve their writing skills by voiding run-ons sentences.

### 1.3 Hypothesis

The following null hypothesis will be investigated: there is no statistically significant difference between instructors' performance in pretest and posttest to avoid run-ons sentences by using the internet as new technology in learning.

### 1.4 Limits

The present study is limited to:

- 1- The instructors of College of Science (Asst.instructors) with different specialization /University of Baghdad during academic year (2008-2009) as a sample of present study.
- 2- The content of lecture (run-ons sentences) is taken from "English skills with readings" by John Langan (1988) for explanation. In addition to, the methods of correction run-ons sentences are restricted to the main four methods, whereas method number 5 is excluded because it is not widely speared; otherwise, the sample of present study is not familiar with this method because they are not specialist in English grammar.
- 3- For practicing, the instructors are used the internet quizzes and exercises which are related to (run-ons sentences).

### 1.5 Definition of Basic Terms

**1-Run-ons Sentences:** Richards etal (1992:320) define run-on sentence also (fused sentence) as an error in punctuation (in composition) where one or more full stops are omitted between sentences or independent clauses. For example:

*Mrs. Lee is a great teacher ^ she always explains things very clearly.*

This could be rewritten as two independent clauses separated by a comma followed by the coordinating conjunction (and).

*Mrs. Lee is a great teacher, and she always explains things very clearly.*

**2- Writing skills:** they are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. (Internet: What are writing skills, 1999:1)

**3- Technology:** learning technology is defined as the application of technology for the enhancement of teaching, learning and assessment. Learning Technology includes computer-based learning and multimedia

materials and the use of networks and communications systems to support learning. An essential component in a Learning Technology package is the ease with which the learner can interact with the contents. This is often referred to as the HCI, or Human-Computer Interface.

## Chapter Two: Theoretical Background

### 2.1 What are Run-ons Sentences?

Langan(1985:432) defines run-on as two complete thoughts that are run together with no adequate sign given to mark the break between them. Some run-ons have no punctuation at all to mark the break between the thoughts. Such run-ons are known as fused sentences: they are fused, or joined together, as if they were only one thought.

#### Fused Sentences

*E.g.1 Mario told everyone in the room to be quiet ^his favorite show was on.*

In other run-ons, known as comma splices, a comma is used to connect, or "splice" together, the two complete thoughts. However, a comma alone is not enough to connect two complete thoughts. Some stronger connection than a comma alone is needed.

#### Comma Splices

*E.g.2 Mario told everyone in the room to be quiet ^, his favorite show was on.*

Comma splices are the most common kind of run-on. Students sense that some kind of connection is needed between two thoughts, and so they often put a comma at the dividing point. But the comma alone is not sufficient. A stronger, clearer mark is needed between the two complete thoughts.

He (1988:387) adds that a warning about words that can lead to run-ons because people often write run-ons when the second complete thought begins with one of the following words:

<b>I</b>	<b>we</b>	<b>there</b>	<b>now</b>
<b>You</b>	<b>they</b>	<b>this</b>	<b>then</b>
<b>She, he, it</b>		<b>that</b>	<b>next</b>

He (ibid) noticed that remember to be on the alert for run-ons whenever you use one of these words in writing a paper.

Raimes(2001:297) states that if two independent clauses run together without any punctuation between them, the error is called a run-on sentence or fused sentence. If only a comma appears between them with no coordinating conjunction, the error is called a comma splice. A comma splice error also occurs when a comma and a transitional expression join two independent clauses as shown in the example below:

*E.g.3 some support bilingual education ^, **however**, many opposite vociferously.*

## 2.2 Methods of Correcting Run-ons Sentences

Here are four common methods of correcting a run-on:

### 2.2.1 Method 1: Period and a Capital Letter.

Langan(1985:434) identifies that one way of correcting a run-on is to use a period and a capital letter between the two complete thoughts. This method is used especially if the thoughts are not closely related or if another method would make the sentence too long.

*E.g.4 Gary was not a success at **his job**. **His** mouth moved faster than his hands.*

### 2.2.2 Method 2: Comma and a joining Word.

Another way of correcting a run-on is to use a comma plus a joining words (also called conjunctions) include (and, but, for, or, nor, so, and yet). The following conjunctions are the four most common joining words with their meanings.

**And = in addition**

*E.g.5 Teresa works full time for an accounting firm, **and** she takes evening classes.*

(**And** means **in addition**: Teresa works full time for an accounting firm; **in addition**, she takes evening classes.)

**But =however =on the other hand**

*E.g.6 I turned to the want ads, **but** I knew my dream job would not be listed.*

(**But** means **however**: I turned to the want ads; **however**, I knew my dream job would not be listed.)

**For =because**

*E.g.7 lizards become sluggish at night, **for** they need the sun's warmth to maintain an active body temperature.*

(**For** means **because**: lizards become sluggish at night **because** they need the sun's warmth to maintain an active body temperature.)

**So = as a result= therefore**

*E.g.8 The canoe touched bottom, so Dave pushed it toward deeper water.*

(**So** means **as a result**: The canoe touched bottom; **as a result**, Dave pushed it toward deeper water.)

Whereas (Simmons,2009:2) state that a second strategy of fixing a comma splice or fused sentence is using a comma and a coordinating conjunction, and he identifies seven coordinating conjunctions. Some students remember the seven by learning the word (fan boys) f=for; a=and; n=nor; b=but; o=or; y=yet; s=so.

The important thing to remember with strategy 2 is that you must use a coordinating conjunction that logically joins the two complete sentences.

### 2.2.3 Method 3: Semicolon.

A third method of correcting a run-on is to use a semicolon to mark the break between two thoughts. A semicolon (;) is made up of a period above a comma and is sometimes called a strong comma. The semicolon signals more of a pause than a comma alone but not quite the full pause of a period.

**Semicolon Alone.** Here are some earlier sentences that were connected with a comma plus a joining word. Notice that a semicolon alone, unlike a comma alone, can be used to connect the two complete thoughts in each sentence.

*E.g.9 The hurricane caused record flooding a cross **the state**; it also knocked out power for millions.*

**Semicolon with a Transitional Word:** a semicolon is sometimes used with a transitional word and a comma to join two complete thoughts.

*E.g.10 we were short of money; **therefore**, we decided not to eat out that weekend.*

Following is a list of common transitional words (also known as adverbial conjunctions).Brief meanings are given for the words.

<i>Transitional</i>	<i>Meaning</i>	<i>Transitional</i>	<i>Meaning</i>	<i>Transitional</i>	<i>Meaning</i>
also	And	Meanwhile	In the intervening time	However	But
moreover	And	Otherwise	Under other conditions	nevertheless	But
furthermore	And	indeed	In fact	On the other hand	But
As a result	In consequence	In addition	And	instead	As a substitute
therefore	As a result	consequently	As a result	thus	As a result

Langan 6<sup>th</sup> (1988:395-396)

He 7<sup>th</sup> (1979:127) noticed that sometimes transitional words do not join complete thoughts but are merely interrupters in a sentence:

*E.g.11 my parents, **moreover**, plan to go on the trip.*

Simmons (2009:4) identified three things which should stay in our mind when we use a semicolon:

1- The two main clauses that the semicolon joins should closely related in meaning.

2- Do not capitalize the word that follows the semicolon unless that word is a proper noun, one that is always capitalized.

3- limit your use of semicolon; you should not want only scatter them throughout your writing. Semicolons are like glasses of champagne; save them for special occasions.

#### 2.2.4 Method 4: Subordination.

A forth method of joining related thoughts is to use subordination. Subordination is a way of showing that one thought in a sentence is not as important as another thought. Here are some examples in which one idea is subordinated to make less emphatic than the other idea.

*E.g.12 the wedding reception began to get out of hand **when the guests started to throw food at each other.***

**Dependent words.** Notice that when we subordinate, we use dependent words like because, when, and although.

Here is a brief list of common dependent words

After	before	unless	although	even though	until
As	if	when	because	since	while

He (1988:123) noticed that when we add a dependent thought to a simple sentence, the result is a complex sentence. A dependent thought begins with a wording or a phrase like above examples. A complex sentence used to emphasize one idea over another.

Raimes(2001:299) adds method number 5 to correct run-ons sentences by making one clause a phrase beginning with an –ing participle, and attach the phrase to the remaining independent clause.

*E.g.13 Salmon swim **upstream**, **they leap** over huge dams to reach their destination.*

*Salmon swim **upstream**, **leaping** over huge dams to reach their destination.*

## **Chapter three: Procedures**

### **3.1 Elicitation procedures**

An elicitation procedure is any procedure which causes a learner to make a judgment about the grammatical acceptability of a form or provokes him into generating a linguistics response based upon the grammar of his interlanguage. (Corder, 1973:61)

In order to achieve the aim of the present study, a pretest-post test with the recognition and production techniques are used. This test is designed to find out the learner' ability in a voiding run-ons sentences by using (computer and data show) by the researcher and (the internet) by the learners as anew technology in teaching and learning process.

### **3.2 Population and Sample Selection**

The population of the present study is the instructors (Asst. instructors) of College of Science/University of Baghdad, during the academic year 2008-2009. The reason behind the selection of present sample is that the researcher teaches English grammar those instructors with different specialization\*1 in courses called" *English language Course for lecturer: level B*" to develop their ability in that language. They almost know nothing about types of sentences and how to avoid run-ons sentences by using one of four strategies of run-ons correction besides the influence of using new technology in learning such as internet and computers program to improve their writing skills.

The sample has been chosen randomly from the population which mentioned above. There were 30 instructors, their age range from (26-60) years, distributed according to their specialization.

### **3.3 Selection of Material**

Since there is no specific textbook for teaching run-ons sentences in" *English language Course for lecturer: level B*" in College of Science, the researcher decided to teach this material depending on one rich resources called" English skills with readings" by John Langan (1988) as a basic information of the lecture and other resources from internet as helping resources specifically for practicing such as " Rule For Fixing Comma Splices and Fused Sentences"(Run-on sentences: Practice Exercise2),(Repairing Run-On Sentences),and(The 'Run-on' Quiz),and (Avoiding Run-on Sentences: Practice Exercise 1).



### 3.4 instructional programme

Instruction started on 17<sup>th</sup> of May 2009 and ended on 26<sup>th</sup> of May 2009. First of all, the researcher prepared two lectures plan depending on ABCD method\*2 before administration of test. The ABCD method of writing objectives is an excellent starting point for writing objectives. In this system, "A" is for audience, "B" for behavior, "C" for conditions and "D" for degree of mastery needed. (Internet: how to write clear objectives,2003:3)

Therefore in the first lecture, She explained types of sentences and types of punctuation marks with little information about run-ons sentences ( just to know what do you mean by run-ons sentences as a term), after that the pretest were applied to assess the quantity and quality of learners' information about avoiding run-ons sentences.

So, the following activities and procedures were followed by the researcher in the second lecture to achieve the aims of the study and verify the hypothesis.

#### 3.4.1 One-computer-classroom

Computers should be used as language learning tool-just as any other piece of equipment (i.e. tape recorder, blackboard, etc.).It is important the computer not become the centre of attention of the lesson. There are situations when activities at the computer can become the center of attention; however, these situations should be avoided and left to students to decide when, and if, they want to utilize such activities( in self-access) (Bare, 2009:1). There are many uses of the computer in the classroom. In today's feature, CALL can be successfully employed not only for grammar practice and correction, but also for communication learning is dependent on the student's desire participates. By using the computer as a tool to create student projects, research information and provide context, teachers can employ the computer to help students become more involved in the task at hand, there by facilitating the necessity of effective communication within a group setting.

Ibid (2009:1)

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\*1: In College of Science, there are eight scientific departments which are mentioned as follows (Computer Science, Biology, Chemistry, biotechnology, Physics, Mathematics, Astronomy, and Geology Science).

In the present study, the researcher used this technique (computer and data show) to present information about run-ons sentence and display some exercises which are taken from the internet in order to motivate learners to be more familiar with using technology in learning and the researcher agree with Ledbury etal(2004:1) that one aspect of non-verbal communication is the use of the eyes to convey messages. The eyes are power tool for both the teacher and the learner, yet much classroom time spent with eyes firmly fixed on the book, the board, the floor, the window, or rooming randomly a round the teaching and learning environment.

### **3.4.2 The internet exercises and quizzes**

The capability of communicating in English via computer facilitates exchanges between students (non native speakers of English) who are in the same or a different country. Thus, students are frequently more motivate to write correctly. For example, they communicate more clearly and use better spelling and grammar when they write for audiences at other sites (cohen& Riel, 1998) which cited in (Ktoridou etal 2002:7). It is important to consider the strengths of using the internet in teaching English because it offers the students an opportunity to practice what they learn in class and experience the actual usage of the English language in the real world. We would like to clarify that the usage if the internet cannot replace the teacher, it can only be regarded as a means of boosting the learners' skills.

In addition to, one idea for how to use a single computer to enhance the learning of a whole classroom is as presentation tool like power point or hyper studio because it can be created more compelling visual aids for our lectures, such presentations are a good place to begin using the computer with our class, since there is little chance of anything unexpected or unpleasant happening. (ETTC, 1997:1-2)

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\*2: the researcher is learned this method in online courses called Debora's ELT/CALL Course /University of Oregon for teachers' training and she used this method to design the objectives of two lectures which mentioned as follows:

- (A) The students (instructors in College of Science)
- (B) Will be able to write sentences with punctuation marks wherever possible.
- (C) They give scientific sentences according to their specialization in English language with rules of grammar and avoiding run-ons sentences.
- (D) Covering the scientific writing and avoid run-ons sentences perfectly.

The researcher used this techniques by asking her learners to go to net cafe to make practice and quizzes themselves after she gave them key words to enter yahoo.com ;these words are" Quiz about avoiding run-on sentences in English" and selecting one exercise related to a void run-ons sentences. So they seemed happy because they spend more time to make practice using different sites. The internet exercises submit the degree that they have earned and the right answers with explanation, if they made mistakes. As a result, this process has encouraged the learners to use the internet exercises for other topics and motivate them towards E-learning.

### **3.5 The Test**

#### **3.5.1 Test construction**

Bachman(1990:20) defines the test as a measurement instrument designed to elicit a specific sample of an individual's behaviour.

The test of present study as it appears in Appendix (2) consists of three tasks. The total number of items is (40) distributed into three tasks. The first task which consists of (20) items is concerned to measure the recognition level, whereas task two task two which consists of (10)items and task three which consists of (10)items also are concerned to measure production level.

#### **3.5.2 Test Validity**

The most important quality to consider when selecting or constricting an evaluation instrument is validity. Thus, Huges(2003:26) indicates that a test is said to be valid if it measures a accurately what it is intended to measure.

To determine face validity of the test which used in the present study, the test is exposed to a jury of (9) experts in English language teaching and linguistics inside and outside Iraq. They are especially required to determine the suitability and difficulty level of the test items to the sample of the study, and to propose and make any necessary suggestions for modification, deletion or addition that enrich and sharpen the test.

The jury have agreed that the test and the procedures are suitable expect for some modification which taken into consideration. The jury members are arranged in the following table alphabetically and according to their academic titles.

**Table (1) the jury Members**

	Academic Rank	Names	University /College
1.	Prof.	Debore Healy	University of Oregon/ <b>American English Institute/ Linguistics Department / USA.</b>
2.	Asst. Prof.	Abdle Razaq jaber	University of Baghdad/College of Education for woman
3.	Asst. Prof.	Shatha Al-Sa'adi	University of Baghdad/College of Education for woman
4.	Asst. Prof.	Najat Al joubory	University of Baghdad/College of Education for woman
5.	Instructor	Shatha Nayaf	University of Baghdad/College of Education for woman
6.	Instructor	Nawal Fadhil	University of Baghdad/College of Education for woman
7.	Asst. instructor	Shama Mahadi	University of Baghdad/College of Education for woman
8.	Asst. instructor	Maysa' Rasheid	University of Baghdad/College of Education for woman
9.	Asst. instructor	Fatima Khuder	University of Baghdad/College of Science

### 3.5.3 Pilot Administration of the test (Pretest) and Item Analysis.

On the 17<sup>th</sup> of May 2009, a pilot administration of the test was carried out. The test was administrated empirically to thirty instructors who are taught in "**English language Course for Lecture**" in College of Science/University of Baghdad.

The first purpose behind this pretest were to assess the quantity and quality of instructors' knowledge about types of sentences and avoiding run-ons sentences and other needs to be covered in second lecture. The second purpose is to discover the weaknesses of the test items if any, to check the estimated time required for answering the test items and to determine their effectiveness in terms of item difficulty and item discrimination power. The pretest revealed that the time needed to complete the test was 90 minutes. After adopting the item discrimination formula, it is found out that the discrimination power of the test items ranged between (0.10-0.72). Whereas by adopting the item difficulty formula, it was found out that it ranged between (0.22-0.72). This shows that some of the test items need to be replaced or deleted, but because of their importance to discriminate between weak and strong students, they were left as they are. This is supported by Ebel(1965:359) states that researchers should include items of this kind in their test regardless of their low discrimination, and should review the reasons fore including them when low discrimination is not due to technical weakness in the items or to inappropriate difficulty.

### 3.5.4 Test Reliability

Madsen(1983:173)indicates that "a test is reliable if it produces essentially the same results consistently on different occasions when the candidates of the test remain the same". In order to determine the reliability of the test, spilt-half method has been used, which requires scoring the odd and even numbered items is calculated. By using person correlation formula, the reliability coefficient of the test is computed to be (0.86). By using spearman Brown's formula for correction, the reliability correlation coefficient is found to be (0.92) which was considered acceptable.

### 3.5.5 Test Administration (posttest)

After security the test objectivity, validity and reliability, and making necessary changes, the posttest was administrated simultaneously on 26<sup>th</sup> of May, 2009 to the instructors of College of Science/University of Baghdad. The posttest is given to them under the same conditions and after one week of practicing with the internet exercises. The instructors' responses are categorized according to two criteria either correct or incorrect. One mark is given to the correct answer and zero for incorrect ones, and the items that are avoided are considered wrong.

## Chapter Four: Data Analysis, Conclusions, Recommendations, and Suggestions

### 4.1 Presentation and interpretation of the Results

As regards the first hypothesis of this study which reads as follows:" there is no statistically significant difference between instructors' performance in pretest and posttest to avoid run-ons sentences by using the internet as new technology in learning".

T-test formula for two dependent samples has been used as shown in Table (2) to determine whether there is any significant difference between pretest and post test in instructors' performance with the influence of using the internet as anew technology in learning. The mean score of the pretest is (23.86) and that of posttest is (32.36).By using t-test, it is found out that the calculated t-value with 29 df at (0.05) level of significance is (9.67) which is greater than tabulated value (2.045). This means that the difference between the two mean scores is statistically significant and that instructors' performance in posttest are better than in pretest by using the internet exercises to improve their writing skill( avoiding run-ons sentences ) in learning. Therefore, the null hypothesis that mentioned above is rejected.

**Table (2) Data Analysis**

Group	N	X	S	t- Value		Level of significance
				Calculated	Tabulated	
Pretest	30	23.86	4.81			
Posttest	30	32.36	4.81	9.67	2.045	0.05

#### 4.2 Results Analysis According to Test Items and type of knowledge.

This section deals with the analysis of results according to test items by using percentage and rank order as a statistical tool. All three tasks' items are arranged in descending order to assess the instructors' ability in avoiding run-ons sentences in pretest (before using the internet exercises )and posttest (after they have been used the internet exercise and get feedback) to show the influence of using technology in learning.

The results in table (3) indicate that item (N. 5) is the preferable item, since all instructors identify the right answer (the item has been corrected by using method 2: comma and joining word as one option).

Table (3) also reveals that the instructors' performance in task one increase in posttest as shown from the differences in percentages and rank order of items between pretest and posttest. This indicates that the internet exercises are enabled the instructors to improve their ability in identifying the appropriate answer and avoiding them to select run-ons sentences.

**Table (3)**  
**Statistical Analysis of pretest and posttest in Task One**

Q1 Items	Pretest		Posttest	
	Rank Order	Percentage	Rank Order	Percentage
1.	2	72%	2	95%
2.	2	72%	3	90%
3.	7	40%	9	54%
4.	2	72%	5	77%
5.	2	72%	1	100%
6.	4	63%	3	90%
7.	3	68%	3	90%
8.	2	72%	4	86%
9.	1	77%	5	77%
10.	4	63%	2	95%
11.	1	77%	4	86%
12.	4	63%	7	68%
13.	6	54%	7	68%
14.	4	63%	6	72%
15.	1	77%	4	86%
16.	5	59%	6	72%
17.	2	72%	2	95%
18.	6	54%	9	54%
19.	5	59%	8	63%
20.	1	77%	2	95%

Otherwise, tasks two and three as shown in Appendix are designed to measure the production knowledge. The results in table (4) indicates that item (N. 1) in both tasks occupied the first rank order with fill percentage 100% and they are the easiest items, since all the instructors have corrected them by using one method of correcting run-ons sentences.

Table (4) also reveals that the instructors' performance have been developed in posttest than in pretest (depending on the differences in percentages and rank order of items between them) to correct compound and complex sentences by using any method of correcting run-ons sentences in task two, while task three is restricted in its answer by using two methods only (comma and joining word and subordination) for correction. At this time, the researcher wants to shed light on the influence of using internet programme; in spite of, they did not provide exercises related to production knowledge directly(just about recognition knowledge), but they participate to enrich the instructors' experiences to develop their ability in avoiding run-ons sentences and produce a correct sentence without mistakes and confusing.

**Table (4)**  
**Statistical Analysis of pretest and posttest in Task Two and Three**

Q2 Items	Pretest		Posttest	
	Rank Order	Percentage	Rank Order	Percentage
1.	1	77%	1	100%
2.	5	54%	3	90%
3.	8	27%	6	36%
4.	3	63%	4	81%
5.	4	59%	3	90%
6.	2	68%	3	90%
7.	5	54%	1	100%
8.	7	45%	3	90%
9.	6	50%	5	68%
10.	1	77%	2	95%
Q3 Items	Pretest		Posttest	
	Rank Order	Percentage	Rank Order	Percentage
1.	1	77%	1	100%
2.	3	54%	3	81%
3.	2	72%	5	72%
4.	1	77%	2	90%
5.	5	40%	3	81%
6.	4	45%	6	68%
7.	7	27%	5	72%
8.	6	34%	6	68%
9.	1	77%	2	90%
10.	3	50%	4	77%

### **4.3 Conclusions**

In the finding of the study, the researcher conclusions can be summed as follows:

- 1- The results of the test have revealed that anew technology such as (data show and internet exercises) becomes a useful and effective tools of practicing English language and participate directly to improve the instructors' ability in writing skills (avoiding run-ons sentences). Thus, the learning process becomes more enjoyable and simpler for instructors' and their needs.
- 2- The instructors have developed their abilities in recognition and production knowledge, and they have arranged sentences in paragraphs without mistakes in writing.
- 3- It has been noticed that the instructors have acquired methods of correcting run-ons sentences and they feel comfortable to use any method except method 4 (subordination). The reason behind confusing may be their uses dependent on the meaning of two thoughts and each subordinators has its special position.
- 4- It has been concluded that new technology represents an effective tool, in addition to; its role in the field of education computing. Otherwise, new technology can not be substitute of the teachers' role and his/her method inside classroom.

### **4.4 Recommendations**

On the basis of the results of the study, the following recommendations are put forward.

- 1- Teachers as well as learners are advised to use technology (the internet and computer exercises) as the latest teaching tool in the classroom to facilitate the process of teaching and learning.
- 2- Teachers and curriculum designers should take into consideration the importance of technology in English language teaching as helping tool beside the innovation methods which is appropriate to the learners' needs, level, ages, and behaviors.

### **4.5 Suggestions for future work**

In the light of the results obtained, the following suggestions for future work can be put forward:

- 1- A further work can be carried out in which a comparison is made between avoiding run-ons sentences and fragments as mistakes in writing by using new technology as effective tool in teaching and learning English language.
- 2- A further study is needed to be applied in other stage and other skills such as, speaking and listening.



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## Appendix

### The test

**Q1: After each run-on sentence below, select the right sentence with proper punctuation.**

**1- The hurricane caused record flooding across the state it also knocked out power for millions.**

- The hurricane caused record flooding across the state and it also knocked out power for millions.
- The hurricane caused record flooding across the state It also knocked out power for millions.
- The hurricane caused record flooding across the state, and it also knocked out power for millions.

**2- The restaurant was beautiful but the food was overpriced.**

- The restaurant was beautiful; but the food was overpriced.

- The restaurant was beautiful But the food was overpriced.
- The restaurant was beautiful, but the food was overpriced.

**3- It was a perfect day for a wedding, it would have been more perfect if the visitors had arrived.**

- It was a perfect day for a wedding it would have been more perfect if the visitors had arrived.
- It was a perfect day for a wedding. Although it would have been more perfect if the visitors had arrived.
- It was a perfect day for a wedding, although it would have been more perfect if the visitors had arrived.

**4- The roommates found the idea of arising at 7a.m. repulsive, they made sure their first class did not begin until 10.**

- The roommates found the idea of arising at 7a.m. repulsive. They made sure their first class did not begin until 10.
- The roommates found the idea of arising at 7a.m. repulsive they made sure their first class did not begin until 10.
- The roommates found the idea of arising at 7a.m. repulsive, because they made sure their first class did not begin until 10.

**5- The running shoes fit perfectly Paul decided to buy them in spite of their high price.**

- The running shoes fit perfectly, so Paul decided to buy them in spite of their high price.
- The running shoes fit perfectly Paul decided to buy them. In spite of their high price.
- The running shoes fit perfectly, Paul decided to buy them in spite of their high price.

**6-The head of state and the religious leader were often the same person all power rested in one rule.**

- The head of state and the religious leader were often the same person, all power rested in one rule.
- The head of state and the religious leader were often the same person; all power rested in one rule.
- The head of state and the religious leader were often the same person and all power rested in one rule.

**7- Marcellino always knew his way around the woods this is something he could always depend on.**

- Marcellino always knew his way around the woods; this is something he could always depend on.
- Marcellino always knew his way around the woods, this is something he could always depend on.

- Marcellino always knew his way around the woods. this is something he could always depend on.

**8- Ann leads a charmed life she never seems to have a serious accident.**

- Ann leads a charmed life; she never seems to have a serious accident.
- Ann leads a charmed life; and she never seems to have a serious accident.
- Ann leads a charmed life. And she never seems to have a serious accident.

**9- Our Solar system has nine major plants only one is known to have intelligent life.**

- Our Solar system has nine major plants ,only one is known to have intelligent life.
- Our Solar system has nine major plants only one, is known to have intelligent life.
- Our Solar system has nine major plants ;only one is known to have intelligent life.

**10-Most asteroids are small and far away therefore they are dark and hard to see.**

- Most asteroids are small and far away, therefore they are dark and hard to see.
- Most asteroids are small and far away therefore, they are dark and hard to see.
- Most asteroids are small and far away; therefore, they are dark and hard to see.

**11-Look through Angelo's telescope you can see Saturn's rings.**

- If you look through Angelo's telescope, you can see Saturn's rings.
- Look through Angelo's telescope, you can see Saturn's rings.
- you can see Saturn's rings, Look through Angelo's telescope.

**12-We have seen enough for one night pack up the equipment.**

- We have seen enough for one night; pack up the equipment.
- Pack up the equipment, we have seen enough for one night
- We have seen enough for one night and pack up the equipment.

**13-Watch the sky closely for several minutes you are likely to see an artificial satellite pass over.**

- Watch the sky closely for several minutes; you are likely to see an artificial satellite pass over.
- Watch the sky closely for several minutes, you are likely to see an artificial satellite pass over.

- If you watch the sky closely for several minutes. You are likely to see an artificial satellite pass over.

**14-Philip dislikes sitting on the beach he always gets nasty sunburn.**

- Philip dislikes sitting on the beach. he always gets nasty sunburn.
- Philip dislikes sitting on the beach; he always gets nasty sunburn.
- Philip dislikes sitting on the beach, when he always gets nasty sunburn.

**15- Nowadays he takes an interest in the community moreover he gives tickets to sick kids.**

- Nowadays he takes an interest in the community ,moreover he gives tickets to sick kids.
- Nowadays; he takes an interest in the community moreover he gives tickets to sick kids.
- Nowadays he takes an interest in the community; moreover, he gives tickets to sick kids.

**16- Pitchers cannot skip over Vaughn Canseco is there waiting.**

- Pitchers cannot skip over Vaughn, Canseco is there waiting.
- Pitchers cannot skip over Vaughn. Canseco is there waiting.
- Pitchers cannot skip over Vaughn ,Canseco, is there waiting.

**17-They like to see him step up to bat he looks bigger than life.**

- -They like to see him step up to bat. He looks bigger than life.
- -They like to see him step up to bat, he looks bigger than life.
- -They like to see him, step up to bat he looks bigger than life.

**18-Some club members were late for the meeting for example, Tanya and Scott came in at 9:30.**

- -Some club members were late for the meeting for example, Tanya and Scott came in at 9:30.
- -Some club members were late for the meeting, for example, Tanya and Scott came in at 9:30.
- -Some club members were late for the meeting; for example, Tanya and Scott came in at 9:30.

**19- Because I am afraid of snakes, I refused to visit the zoo's house.**

- Because I am afraid of snakes, i refused to visit the zoo's house.
- Because I am afraid of snakes. I refused to visit the zoo's house.
- I am afraid of snakes, i refused to visit the zoo's house.

**20- I want to buy the desk I could not take it home on the bus.**

- -I want to buy the desk, but I could not take it home on the bus.
- -I want to buy the desk, however I could not take it home on the bus.
- -I want to buy the desk, i could not take it home on the bus.

**Q2: Some of the following run-ons sentences are *fused sentences*; others are *comma splices*. Correct these run-ons sentences by using one of the following methods:**

1. Period and capital letter
2. Comma and joining word such as (and, but, for, or ,so, yet)
3. Semicolon
4. Subordination with dependent word such as (because, although, when, before, while, after, if , since, until, unless)

**Note: do not use the same method of correction for every sentence.**

Example: Three people did the job, I could have done it alone.

Answer: Three people did the job, **but** I could have done it alone.

- 1- The impatient driver tried to get a jump on the green light he kept edging his car into the intersection.
- 2- The course on the history of UFOs sounded interesting, it turned out to be very dull.
- 3- That clothing store is a strange place to visit you keeps walking up to dummies that look like real people.
- 4- Everything on the menu of the Pancake House sounded delicious they wanted to order the entire menu.
- 5- Our instructor was absent therefore the test was postponed.
- 6- Ann used to be a fast-food junkie now she eats only vegetables and sunflower seeds.
- 7- I knew my term paper was not very good, I placed it in a shiny plastic cover to make it look better.
- 8- The boy smiled joyously, his silver braces flashed in the sun.
- 9- My boss does not know what he is doing half the time then he tries to tell me what to do.
- 10- In the next minute, 100 people will die, over 240 babies will be born.

**Q3: Correct the run-ons mistakes in the underlined part by using either Comma and joining word like (and, but, for, or, so) method or Subordination with dependent word like (because, although, when, before, while, since, after, etc.) Method.**

**Note: do not use the same method of correction for every sentence**

Example: The windshield wiper was broken, she was in trouble when the rain started.

Answer: The windshield wiper was **broken, so she** was in trouble when the rain started.

- 1- The bird got into the house through the chimney we had to catch it before our cat did.
- 2- Some so-called health foods are not so healthy, many are made with oils that raise cholesterol levels.
- 3- We sat only ten feet from the magician, we still could not see where all the birds came from.
- 4- Mustafa needs only five hours of sleep each night his mother needs at least seven.
- 5- Our image of dentistry will soon change, dentists will use lasers instead of drills.
- 6- Gale entered her apartment and jumped with fright someone was leaving through her bedroom window.
- 7- There were several unusual hairstyles at the party ,one woman had bright green braids.
- 8- The doctors seemed to be in a rush, I still took time to ask all the questions that were on my mind.
- 9- Thousands of people are waiting for organ transplants my sister is one of them.
- 10- They have a big argument every summer over they should spend their summer vacation.

تأثير استخدام التقنية الحديثة في تفادي الجمل المتداخلة لاساتذة العلوم

من قبل

م.م همدان محمد كاظم الطائي

طرائق تدريس اللغة الانكليزية

كلية العلوم/جامعة بغداد

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### الملخص

يهدف هذا البحث الى التحقق من تأثير استخدام التقنية الحديثة في التعلم لتحسين قدرة الاساتذة في تفادي الجمل المتداخلة. من اجل ذلك صيغت فرضية صفرية تشير بانه ليس هنال فرق ذو دلالة احصائية بين اداء الاساتذة في الاختبار القبلي والبعدي لتفادي الجمل المتداخلة باستخدام الانترنت كتقنية جديدة في التعلم. ومن اجل تحقيق هدف البحث، استخدم الاختبار التائي لعينتين مترابطين والنسب في تحليل البيانات. اظهرت النتائج بان اداء الاساتذة في الاختبار البعدي كان افضل من الاختبار القبلي باستخدام تمارين الانترنت لتحسين قدرتهم في مهارة الكتابة. وفي ضوء النتائج، استخدم التقنية الحديثة كأداة مساعدة في التعلم يوصي بها لتسهيل عملية التدريس والتعليم.