



**Sudan University of Science and Technology**

**College of Graduate Studies**



**Paragraph writing problems Encountered by EFL**

**Sudanese Secondary School Students**

**A Case Study of 2<sup>nd</sup> year Bait Al Mal Governmental Boys' Secondary  
School**

مشاكل كتابة الفقرة التي تواجه طلاب اللغة الإنجليزية لغة أجنبية بالمرحلة الثانوية  
بالمدارس السودانية

*A Thesis Submitted for the Requirements of a PhD degree in Applied  
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# **Dedication**

*To my parent, Spiritual father, brothers and sisters and Small family*

## **Acknowledgements**

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## **Abstract**

This study aimed at exploring problems of paragraph writing encountered by Sudanese secondary students. It intended to get responses to the questions manifesting that students are very weak in the knowledge of paragraph writing and in using grammatical rules, cohesive devices, and punctuation. However, the study intended to exploit specific episodes of literary texts (Sudanese Short Stories) as a technique of paragraph writing. The descriptive analytic method was used for analyzing the collected data from the students' tests and teachers' questionnaire through SPSS programme. The samples of the study consisted of second class students from Bait Almal Secondary school for Boys in Omdurman Locality, the teachers' questionnaire concerning secondary school teachers from Khartoum and an interview with some English secondary stage directors from Khartoum and White Nile State .The study hypothesized that the students are in much need of grasping the concept of basic sub-skills of writing and knowing the techniques of paragraph writing, but it was found that students have no idea about methods, procedures of using literature in paragraph writing regardless, the use of basic sub-skills. So the study suggested doing a lot of practice on grammatical aspects. Accordingly, a course on exploiting short stories is useful for improving and promoting students' level in methods of paragraph writing and in grammatical aspects and mechanics.

## مستخلص البحث

هدفت هذه الدراسة للكشف عن مشاكل كتابة الفقرة لدى طلاب المرحلة الثانوية بالمدارس السودانية وتنطلع الي إيجاد إجابة لأسئلتها التي تشير الي إن الطلاب ضعيفي المعرفة بكتابة الفقرة , إضافة لعدم إلمامهم بقواعد اللغة و تفاصيلها المختلفة من أدوات ربط للجمل و علامات الترقيم الخ. علي كل فان الرسالة قصدت استغلال القصص الأدبية متمثلة في القصص السودانية القصيرة كتقنية علاجية واتبعت الدراسة طريقة التحليل الوصفي تحليل البيانات عن طريق الحزم الإحصائية للعلوم الاجتماعية والتي تمت من خلال استبيان لمعلمي المرحلة الثانوية بولاية الخرطوم واختبارين للطلاب من مدرسة بيت المال الثانوية بمحلية أم درمان و مقابلة مع بعض موجهي اللغة الانجليزية بالمرحلة الثانوية بولايتي الخرطوم والنيل الأبيض. كما افترضت الدراسة أن الطلاب في أمس الحاجة لاستيعاب و اقتناء المهارات الأساسية لكتابة الفقرة. وخلصت الدراسة الي أن الطلاب لا يستطيعون فهم استراتيجيات و طرق كتابة الفقرة ناهيك عن المهارات اللغوية الأساسية. لذلك اقترحت الدراسة تكثيف تطبيق قواعد اللغة . وأوصت الدراسة بإقامة كورس في استغلال الأدب لتطوير وتحسين مستوى الطلاب في تقنية كتابة الفقرة واستخدام قواعد اللغة.

## Table of Contents

Content	Page No
Dedication	I
Acknowledgments	II
Abstract(English)	III
Abstract(Arabic)	I V
Table of Contents	v
<b>CHAPTER ONE: INTRODUCTION</b>	
1.0 Overview	1
1.1 Statement of the Problem	2
1.2 Objectives of the Study	3
1.3 Research Questions	3
1.4 Research Hypotheses	4
1.5 Significance of the Study	4
1.6 Methodology of the Study	5
1.7 Delimits of the Study	6
<b>CHAPTER TWO: Literature Review and Previous Studies</b>	
2.0 Introduction	7
2.1 What's Paragraph Writing?	7
2.3 The role of literary texts in developing writing Skill	13
2.3.1 Short stories	14
2.4 Strategies of an outline:	16
2.5 Main Ideas and Supporting Details:	19
2.6 Types of paragraphs	20
2.7 References and Connectives	22
2.9 Composing the basic paragraph:	25
2.10 Fragments	30
2.11 Subject- Verb Agreement	33
2.12 Adjectives and Adverbs	35
2.13 Punctuation Marks	36
2.14 Spelling Improvement	38
2.15 ESL Pointers	40
2.16 Prepositions of Time and place	43
2.17 Review of Methods and Approaches of Teaching English Language in Dealing with Writing Paragraph:	44
2.18 Previous Studies	45
<b>CHAPTER THREE: Research Methodology</b>	
3.0 Introduction	50
3.1 Target Population	50
3.2 Instruments	52

3.2.1 Design of the Pre-Test	53
3.2.2 Validity of the Pre-Test	53
3.2.3 Design of the Post –Test	53
3.2.4 Validity of the Post-Test	55
3.2.5 Design of the questionnaire	55
3.2.6 Validity of the questionnaire	56
Design of the Interview 3.2.7	56
3.2.8 Validity of the Interview	57
<b>CHAPTER FOUR: Data Analysis , Discussion and Interpretation</b>	
4.0 Introduction	58
4.1 Analysis of the Pre-test , Post Test and the Questionnaire	58
4.2. Analysis of the interview	112
4.3 Interpretation	86
<b>CHAPTER FIVE : Conclusions&amp; Recommendations</b>	
5.0 Summary of Results	114
5.1 Questions and Hypotheses of the Research	89
5.2 Conclusions	117
5.3 Recommendations	117
5.4 Recommendations for Further Studies	118
References	119
Websites	122
Appendices	123

## List of Tables

<b>Table</b>	<b>Table Title</b>	<b>Page No.</b>
(4.1)	1. Writing a paragraph's title	58
(4.2)	1. Writing a paragraph's title	60



(4.3)	2. Students' knowledge of using Indentation	62
(4.4)	2. Students' knowledge of using Indentation	64
(4.5)	2. Students' knowledge of using Indentation	66
(4.6)	3. Students' ability in stating topic sentence	68
(4.7)	3. Students' ability in stating topic sentence	70
(4.8)	3. Students' ability in stating topic sentence	72
(4-9)	4. Methods of Developing Paragraph	74
(4-10)	4. Methods of Developing Paragraph	76
(4.11)	5. Students' skill in keeping a paragraph unity	78
(4.12)	5. Students' skill in keeping a paragraph unity	80
(4.13)	6. Students' ability in using cohesive devices	82
(4.14)	6. Students' ability in using cohesive devices	84
(4.15)	6. Students' ability in using cohesive devices	86
(4.16)	7. Acceptable Length of Paragraph	88
(4.17)	7. Acceptable Length of Paragraph	90
(4.18)	8. Students' ability in using correct spelling	92
(4.19)	8. Students' ability in using correct spelling	94
(4.20)	9. Students' ability in putting punctuation marks properly	96
(4.21)	9. Students' ability in putting punctuation marks properly	98
(4.22)	9. Students' ability in putting punctuation marks properly	100
(4.23)	10. Your students face difficulties in writing a paragraph	102
(4.24)	11. English literature (an extract) can be used as a theme for writing paragraph	104

(4.25)	12. You make use of some (extracts) from English literature to be adopted as a theme for writing a	106
(4.26)	13. Sudanese Short Stories can be exploited in writing a paragraph	108

### **List of Figures**

<b>Figure No.</b>	<b>Figure Title</b>	<b>Page No.</b>
(4.1)	1. Writing a paragraph's title	59

(4.2)	1. Writing a paragraph's title	61
(4.3)	2. Students' knowledge of using Indentation	63
(4.4)	2. Students' knowledge of using Indentation	65
(4.5)	2. Students' knowledge of using Indentation	67
(4.6)	3. Students' ability in stating topic sentence	69
(4.7)	3. Students' ability in stating topic sentence	71
(4.8)	3. Students' ability in stating topic sentence	73
(4-9)	4. Methods of Developing Paragraph	75
(4-10)	4. Methods of Developing Paragraph	77
(4.11)	5. Students' skill in keeping a paragraph unity	79
(4.12)	5. Students' skill in keeping a paragraph unity	81
(4.13)	6. Students' ability in using cohesive devices	83
(4.14)	6. Students' ability in using cohesive devices	85
(4.15)	6. Students' ability in using cohesive devices	87
(4.16)	7. Acceptable Length of Paragraph	89
(4.17)	7. Acceptable Length of Paragraph	91
(4.18)	8. Students' ability in using correct spelling	93
(4.19)	8. Students' ability in using correct spelling	95
(4.20)	9. Students' ability in putting punctuation marks properly	97
(4.21)	9. Students' ability in putting punctuation marks properly	99
(4.22)	9. Students' ability in putting punctuation marks properly	101
(4.23)	10. Your students face difficulties in writing a paragraph	103
(4.24)	11. English literature (an extract) can be used as a theme for	105
(4.25)	12. You make use of some (extracts) from English literature	107
(4.26)	13. Sudanese Short Stories can be exploited in writing a paragraph	109

**CHAPTER ONE**  
**INTRODUCTION**

# **CHAPTER ONE**

## **Introduction**

### **1.0 Overview**

Since writing is considered as the most complicated and the most productive of all the skills. In other words, learners cannot be skilled in writing unless they practice the other skills. Thus, this study is an attempt to investigate the problems facing EFL Sudanese students in the second year at secondary level in writing paragraphs .It also tries to check whether secondary school students are able to use literary texts (Sudanese Short Stories) as a technique in enhancing their abilities to produce variety of written texts such as descriptive, narrative and to develop better sense of argumentation and discussion.

As the students in this stage are extremely in need of producing not only proper and good written texts at secondary schools but also they need them for their higher studies as well as career. Therefore, writing paragraph depends on correct use of sentence structure, strategies and other grammatical items such as punctuations.

However, these sub-skills might not perfectly be applied by the students in writing paragraph. Since, reading skill is considered as the base of writing that means much reading of literary texts can improve the students' abilities and to develop better sense of producing correct sentences, proper lexis and vocabulary.

In addition, the study tries to exploit specific episodes of literary texts (Sudanese Short Stories) as a technique of paragraph writing as the most essential skill which requires careful planning and strategies. The students should be competent in writing texts of a good coherence. Moreover, they should know the sub skills of paragraph writing such as grammatical rules, cohesive devices, use of punctuation marks, indentation etc.

### **1.1 Statement of the Problem**

It is noteworthy that writing is a very complicated subject and it is seen as one of the most difficult skills in learning and practicing English language. That is to say, teachers are required to focus on the skill of writing while teaching classes; however, there are many ways to teach writing as a separate skill. Its objective is not only to connect words together, but also to master how to write neatly and coherently. It is to learn how to enjoy the art of writing as a whole and encourage the students to think and produce better written texts. The job of the teacher is not to teach the students, it is to lead the students to master distinguished writing. Writing is really the most important skill that should be mastered by secondary students and teachers who study English. Actually, many secondary schools students in Sudan are considered poor in the skill of writing. They even neglect its influence on the other skills. However, the study investigates the difficulties faced by students when studying any written texts.

In fact, during teaching at secondary schools for so many years, the researcher discovered that, most of Sudanese students at secondary level had not been able to write not only a correct sentence but also a whole paragraph. Moreover, the researcher experienced teaching the first, second and the third class at secondary level. But, the problem was absolutely clear in the second year because the students are taught much about writing paragraph and practice on writing short texts. In addition, second students are in the stage in which much more emphasis on writing paragraph is given. Thus, it is supposed to be the actual problem needed to be resolved due to their weak basis. Then, after thinking a lot and for a long time about the problem and hardly trying to find a solution, the idea came out in writing a research. So, the study attempts to explore the linguistic and technical difficulties that really face second-year students at secondary level in using the sub-skills of writing paragraph. It also tries to check if English language teachers adopt specific technique in writing paragraph. Furthermore, to find out if the students are able to follow the strategy of writing paragraph, and to investigate whether the students use literary texts (Sudanese Short Stories) as a strategy and technique of writing paragraph.

## **1.2 Objectives of the Study**

The objectives are considered as follows:

1. to discover whether the students in the second year at secondary level are able to write paragraphs by using the basic conventions of writing properly.
2. To check whether the students are able to follow specific techniques in writing paragraph.

3. To find out whether teachers of English language at secondary levels are well-trained in using literature to teach paragraph writing.
4. To make teachers get acquainted with the strategy of exploiting literary texts (Sudanese Short Stories) in writing paragraph.

### **1.3 Research Questions**

1. To what extent are the students able to deal with certain literary texts, (Sudanese Short Stories) as a technique of writing paragraph?
2. To what extent are students able to use the basic skills of writing paragraph?
3. To what extent are English teachers well-trained to teach paragraph writing by exploiting literary Texts (Sudanese Short Stories) to be as a remedial technique?
4. To what extent have English teachers ability to deal with the strategies of teaching to write a paragraph?

### **1.4 Research Hypotheses**

1. It is hypothesized that second year students at secondary level face difficulties in using the sub skills of writing paragraph.
2. It is also hypothesized that the students have no knowledge about the basic strategy of writing paragraph.
3. It is supposed that the students can't deal with certain episodes of literary texts (Sudanese Short Stories) as a strategy of writing paragraph.
4. It is expected that secondary English language teachers are not well-trained to exploit Literature (Sudanese Short Stories) as a technique to write a paragraph.



### **1.5 Significance of the Study**

The research is important to those who are concerned with English language syllabus. In particular teachers, students, researchers, directors and curriculum designers. It is regarded as a part of contribution to the field of English language teaching .Paragraph writing is considered as an important and essential part in writing skills which must be mastered by the students in the second year secondary school .Since; this will promote their standard to carry on their further studies at higher education and career. In addition, adopting literary texts in paragraph writing enriches students' vocabulary and expressions so that they can have self-confidence and achievement. For teachers, the study will add more specific techniques and strategies of paragraph writing as well as exploiting literary texts in writing paragraph. Concerning syllabus designers and directors, the study will display data consisting of principles and strategies on which paragraph writing can be involved or taken in consideration.

### **1.6 Methodology of the Study**

The researcher is going to carry out the study by using descriptive and analytical method according to the following tools:

A/ A questionnaire will be designed for English teachers at secondary level in order to investigate the following:

1. Difficulties that face students in writing paragraph.
2. Strategy of writing paragraph.
3. Role of literature in enhancing the students' competence to write paragraph.

B / Two tests will be carried out for two groups; the experimental group and the control group based on paragraph writing after teaching the control group the technique of exploiting specific episodes taken from (Sudanese Short Stories) to promote the students' skills of writing a text.

C/ An interview with English secondary stage directors from the 'Ministry of General learning and Education'

The purposes of using this tool are:

1. To benefit from secondary stage English directors' experiences.
2. To recognize the directors' views about the skills of students in writing paragraph.
3. To get knowledge about the secondary schools teachers' attitudes towards using literary texts in paragraph writing.

### **1.7 Limits of the Study**

The study is precisely limited to the following:

- A. Second year students at secondary schools.
- B. English language secondary schools teachers.
- C. English language secondary directors.

**CHAPTER TWO**  
**LITERATURE REVIEW AND**  
**PREVIOUS STUDIES**

## **CHAPTER TWO**

### **Theoretical Framework and Literature Review**

#### **2.0 Introduction**

As it is known, this chapter presents and focuses on the theoretical background of the study. It actually deals with the theories of paragraph writing and the issues of writing a paragraph such as strategies of paragraph writing, skills, cohesion and coherence, grammatical structures, paragraph types and words and lexis selection. Moreover, it is going to concentrate on discussion of writing a paragraph within methods of teaching English language and a short background about using literature in developing skill of writing, in addition to the previous studies related to this study is actually surveyed.

In fact, writing process is considered a skill which stands for communication between the writer and the reader. In other words, the reader can identify and classify the writer's attitudes, interests, thinking, behavior, beliefs, ideology and other inner feelings while the writer cannot concentrate on the reader's way of thinking but only wants to send

a message. The reader has to gain a lot of patience, insistence and ability to understand and analyze the written task.

## **2.1 What's Paragraph Writing?**

Alice Oshima and Hosue (1997) state that:

*"A paragraph is a group of related sentences which a writer develops about a subject. The starting sentence explains the certain idea while the other sentences are stated to support it".*

They also explained that it is emphasized by identifying the first word from the left hand margin. So, a paragraph is made up of three sorts of sentences, the topic sentence which is described as around about sentence.

However , they think it must be written in the start in order to give the reader an idea of what he is going to say and it will help him to be on the same subject to determine its nature . So, the topic sentence can help summarizing the idea from general to specific. As far as it concerns with supporting statements, Alice and Ann state that statements can develop the topic sentence through specific details by illustrating various facts, examples, reasons etc. The simplest way is to rephrase the topic sentence asking a question of how it can be proved.

In terms of the last point of paragraphing, writing a concluding sentence or summing up a sentence which tells the reader that the paragraph is finished and the paragraph development has ended. Both writers compare between the concluding sentence and the topic one, stating that, the two are general statements. The topic is the first while the concluding is the final and the later reminds the topic sentence.

They add that, in writing a concluding sentence some methods can be chosen, stating the topic sentence in a various words and summarizing some or all points in the paragraph. They also explain that the concluding sentence can be begun by some specific phrases and words such as all in

all, in any event, in brief indeed, in short, in other words, therefore. A new idea added by the writer that is adding a concluding comment to describe the writer's final thought about the paragraph so that the reader is given something to think or to remember concerning to the paragraph. According Yule (1996), paragraph is a form of written communication which contains a minimum of five sentences.

Each sentence in a paragraph "talks about" or develops one single main idea. If a paragraph does this, it is said to have unity. In addition, each sentence in a paragraph must be tied to the one before and after it, like links in a chain, by using special words called transitions. If your paragraph contains these links, it is said to have coherence.

### **2.1.1 Paragraphing**

As relates to paragraphing the Alice and Oshima state that "Paragraphing is a way of breaking up a text into topics and sub topics". The beginning of a new paragraph is indicated by starting its first sentence on a new line by indenting the first word. Judging when to begin a new paragraph comes experience. Get a sense as writers when saying enough about that and need to move on to a new thought and therefore a new paragraph. In direct speech a new paragraph is often begun when a new speaker utters. Where a person speaks directly for several paragraphs, the speech marks are usually placed at the beginning of the first utterance and at the end of the last one.

#### **2.1.1.1 Pragmatics and Written Discourse:**

Brown et.al. (1996) discuss the concept of "a text" as printed record and it is known to the literature study which might be differently introduced in various editions and paper size. The researcher tries to shade some

light on the written text which is defined by Crystal (1995) who clarifies that the concern of traditional language analysis has been the sentence construction. But parallel and different to spoken discourse text in which Traugott and Pratt (1980) state that :

*"Most literary works have the forms of written texts these days and that is due to lot of people's works in which they were used to viewing theirs as objects rather than communicative act."*

They also add one of the difficulties which face pragmatics is approach development to written discourse which is identified from spoken one, characterizing varieties of written discourse and the constituting of writing linguistic context.

They also mention some differences between spoken and written discourse and say writing limit system can affect the written messages form on account of pressure for avoiding the forms use whose meaning relying on gestures, or mimes or any other linguistic indications. In addition, the rules of degree of formal type are different in particular, writing needs more than speaking. In addition to that, they say, a spoken message is not controlled and is not in hand while being sent although the speaker might choose a special group to listen to whereas the written is addressed to a public audience. The writers add that, there's a difference between oral and written text.

Concerning oral, it is spontaneous task carried out by composing and revising what one says. On the contrary, the written composition is produced in a more flexible subject to reflection, correction and revision by the speaker. When it is addressed to the speaker; it is fixed and there might be a way of correcting misunderstanding. So, several results have been shown through the differences in manner and delivery. Therefore, written text is considered as more authoritative than spontaneous speech

and speakers hold responsibility for what they say in writing. Traught and Pratt add another factor which affect speaker or hearer's relation in written discourse in particular literature which involves section process in publishing. That's to say writers hire specialized publishers to read and make recommendations on their work. On one hand, this process makes utterances communication more trustee and valuable because it creates a matter of free competition.

On the other hand, carefulness is required since the selection procedure is made up by many factors as the publisher's policy and economics. In short, to shade the light on this impact or affect it is really more difficult and complicated. Briefly, when encountering these, it is supposed that it is linked and associated with serious communicative intent and some people have clarified that the text is accessible, meaningful and fruitful.

#### **2.1.1.2 Constructing an Essay Brick by Brick**

How a writer's thoughts are arranged can either support an argument or confuse a reader and the audience. The difference often comes down to an author's knowledge of how to write a paragraph to create structure and flow. But the most basic method is which involves an introduction, three paragraphs of supporting arguments, and a conclusion.

In most cases, a paper of this length just won't cut it, but remembering this formula can help writers establish the basic structure of their essay, which should include an introduction that states the main hypothesis, a body that supports this argument, and a conclusion that ties everything together.

Despite paragraphs being essential parts of any essay, it is often just assumed that students know how to write a paragraph. This isn't always the case. So for those of you who were never taught and those who are



looking for a refresher, here's a thorough rundown of how to write a paragraph.

### **2.1.1.3 The Basics**

As a matter of fact, writing a paragraph means to group sentences together focusing on the same topic so that the important points are easy to understand. For example, the body of an essay usually includes three or more supporting arguments reinforcing the main assumptions ; these arguments are each introduced in their own paragraphs, usually followed by evidence the researcher has gathered to support each claim. Separating each of these ideas in a quick essay outline before starting writing is helpful for organizing thoughts and linking each paragraph coherently to support hypothesis.

Paragraphs are not only important for organizing topics and thoughts but are also important for creating readability and flow. Readers will often skip large blocks of writing, whether they appear in a blog post, article, or essay. It can also create confusion when there are no breaks between different ideas or when thoughts flow one into the next without any pause. So, knowing how to write a paragraph is essential for avoiding this.

## **2.2.1 Habits Being Avoided When Writing a Paragraph**

### **2.2.1.1 Overusing Transitions**

Besides keeping the information to provide in each paragraph of essay concise, and the readable flow must also be considered. This is where the appropriate use of transition words and sentences come into play. Often, writers [overuse transition words](#) like "however," "moreover," and "additionally," think in these words are a great way to link ideas. The

reality is that transition words and phrases should be used sparingly and only when actually necessary when writing a paragraph or an entire essay.

### **2.2.1.2 Repetition**

Too much repetition of language can negatively affect the tone of writing, especially when an essay is academic in nature and presents a firm position on a subject. To avoid sounding vague or elementary, limit these phrases are to be limited to the beginning of paragraphs when they are needed to connect one topic to the next or leave them out altogether.

### **2.2.1.3 Losing Focus**

It is important to avoid when writing paragraph, run-on sentences which are defined as sentences without periods linking a series of independent clauses with commas and off-topic interjections. The former destroys the clarity and flow of writing, while the latter is not necessary and can affect the academic tone of an essay. Therefore, knowing how to write a paragraph properly means knowing when and where are used.

Concise sentences tend to imply that the writer knows what he or she is talking about and can make clear statements that support the main argument. Off-topic interjections affect an essay in exactly the same way. If a sentence does not directly relate to the topic of the paragraph or the argument of the essay, then leave it out.

## **2.3 The Role of Literary Texts in Developing Writing Skill**

It's actually known that using literature in developing writing a paragraph is important since it provides students with authentic material, motivation and enriches thinking process.

Traugott and Pratt (1980) state that:

"The idea of Cohesion in literary texts was first developed in detail by Roman Jakobson in the twentieth century as a pioneer in the application of linguistics to literature".

So, they explained that, in literature, cohesion phenomenon has everything to do with the fact that literature is art. In other way, literary texts are constructed in producing experience of speaking "aesthetic". A perfect understanding of cohesion will depend on further understanding of aesthetic experience and perception. One of the secrets good literary texts is to be cohesive.

Brumfit & Carter (1986) state that:

"A literary text is authentic text, real language in context, to which we can respond in a direct way."

Moreover, Collie & Slater (1994) mention that:

"The formation and function of sentence, the variety of possible structures, and the different ways of connecting ideas."

It means that students are exposed to many features of written language.

Furthermore, Widdowson, (1975) cites in Lazar, 1993) confirmed that learners are encouraged to familiarize themselves with different language uses, forms which is essential for the students 'linguistic development. Thus, they can appreciate the richness and variety of language and become more sensitive to the features of it.

### **2.3.1 Short Stories**

Short stories are important for promoting students' language abilities. But it is not an easy job to use them in public schools due to overcrowded classes, overloaded syllabus and limited time. On the other hand, the figurative language of poetry is not easy to be grasped by students, a novel is usually long to be finished within a limited time and drama can be difficult to be acted in crowded classes.

However, short stories are the most suitable to be used in government schools since they are short, and contain simple literary features, one plot, a few characters and there is no detailed description of setting. Therefore, short stories are the most suitable literary genre to teach a paragraph. This was confirmed by Abrams (1970) who states:

"As a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to: a certain unique or single effect 'to which every detail is subordinate."

In addition, Collie & Slater (1991) mention four advantages of using short stories in developing writing. First, they are not long so that they can be covered in one session. Second, they are not complicated for students to use them in their writing. Third, short stories have a variety of choice of different interests and tastes. Finally, they can be used for all levels (beginners to advance Levels). However, Dedo (2005:74) talks about the past event in the unarranged details as in short story or a novel; one of the characters may have memories series about past events while he or she is "in motion" through the plot and time and the writer suggests it as "flash back".

### **2.3.2 Selection of the Literary Text**

The teacher plays an essential role in choosing a suitable text to use in class, and help his students understand the text with various activities.

The shortness of the story can help students to read and understand and it will give them feelings of self-confidence, achievement.

Hill (1994) stated their basic criteria in choosing a text. These are represented in the needs and the students' abilities, the linguistic and stylistic level of the text and the background information required for true appreciations of the text. Therefore, the teacher should decide the readability of the text by choosing graded or simplified stories is very practical way and it is highly suggested for the sake of suiting the text with the level of the students.

## **2.4 Strategies of an Outline**

Yorkey (1982) states that

*"An outline is a crucial skill for writing."*

He defines the outline *'as an organization of correlated ideas similar things chosen and being presented in a simplified manner which illustrates the relation among each group and all of the groups'*. He also states that:

*"An outline is for reading and writing, because writing and reading are considered communication process."*

Moreover, he describes the process of writing as: *"writers put the flesh on the skeleton of an outline. Readers take the flesh to see the skeleton'."*

The writer presents this example to classify the problem of the traffic into these causes: 1. Many cars. 2. Narrow streets, made more narrowly parking 3. Many drivers do not follow regulations of the traffic.

These ideas are written in a form of paragraph as follows:

"Traffic has become a serious problem in my country. There are three reasons. Firstly, the number of automobiles has doubled in the past five

years resulting in increasing of cars than the streets can accommodate. Secondly, streets are narrow and traditional. Because, there are few garages or parking lots, these narrow streets are made more narrow by lot of drivers don't follow the cars parking along the side. Finally, regulations and that result in many traffic jams going on a wrong way."

## **2.4. 1 Types of an Outline**

The writer categorizes an outline into two types: topic outline and sentence outline as relate to the purpose and the subject in addition they have definite similarities which are to be grasped and used.

### **2.4.1.1Topic Outline**

1. The plays of Shakespeare

Macbeth- a. The comedy of errors. b. The merchant of Venice etc.

- The plays of Shakespeare: 1.Tragedies.a. Macbeth b. Romeo and Juliet.

1.1 Comedies: A. The comedy of Errors. B. The Merchant of Venice.

1.1.1 Histories. A. Richard B. Henry V.

The first list involving the same titles of plays as the second list while the organization in the first is not contained. In the second list, titles are outlined and grouped under the main categories; Tragedies Comedies and Histories. Besides that, he adds organization helps making distinctions clear and focusing on one specific distinction at a time.

### **2.4.1.2 Sentence Outline**

This example presents a sentence outline, 'Forgetting'. The writer states some questions to explain more

1. Why does Forgetting take place? Forgetting occurs because of misuse:

A. 1. Material not used is forgotten.

2. It is an old and not accepted theory.

B. Because of interference:

1. If you learn A, and B. When trying to remember A, B is interfered

2. A learning interferes B learning.

3. Sleep contributes in forgetting increase.

11. How can forgetting be got off?

A. material is to be meaningful and arranged.

1. It is difficult to recall nonsense words.

2. Material must be organized meaningfully.

B. Subject must be over learned.

1. If you have learned (A) accurately and (B) only have as well, so A will be recalled more easily than B.

2. Don't be convinced with complete learning; repeat the material again and again.

C. Material should be systematically reviewed.

The writer states that the idea of a sentence and topic outline can be summarized by presenting the idea of sentence and topic outline as follows ; First of all an outline starts with the biggest or the most

important notion and progresses down to the least crucial ideas. So as to indicate the comparable importance of ideas, numbers and letters are used. Next, he thinks that leading is indented. Third, if a heading runs from one line to the next; it is actually indented in order to be started below the first word of the preceding line.

He clarifies that the aim of indenting is to make each heading stand out properly and the relation between what is before and after. Fourth, no punctuation is needed at the end of the topic in a topic outline, whereas in a sentence outline it follows regular sentence practice. Fifth, periods are used after numbers and letters. The least, lower ranks and parentheses are used instead of a period.

#### **2.4.1.3 Outlining Before Writing (Expository Writing)**

Yorkey (1982) states that:

*"An outline is used for effective organization when writing or analyzing ideas"* and he describes this kind of writing as it is concerned with writing narrative stories or descriptive passages. It is used in writing factual reports, emphasis of processes, analysis of purpose, causes or results, evaluations of arguments and conclusions. He adds, this kind of writing is used for long essays, composition, term papers, tests and examinations and these are considered exposition due to expository facts or ideas in general aim so that an outline is indispensable conclusion. Also, he explains this kind of writing is as long essay.

### **2.5 Main Ideas and Supporting Details**

English expository writing is different in some other languages. It is usually arranged in a type of themes and supporting details. And, he supports his view by mentioning the following example:



"The United States is such a large country that it must be divided into different standard time zones. In the central United States there are four Eastern, Central , Mountain , and Pacific .When it is 5:00 Eastern Standard Time in New York, for example , 4:00 central Standard Time in Chicago , 3:00 Mountain Standard Time in Denver , and 2:00 Pacific Standard Time in los Angeles'. This example is analyzed by paying attention to the organization of the paragraph as follows:

Four Standard Main Ideas (Time zones in US)

A: EST (e. g, 500)	Supporting detail 1
B: CST (4:00)	Supporting detail 2
C: MST (3: 00)	Supporting detail 3
D: PST (2: 00)	Supporting detail 4

A. In terms of recognizing paragraph patterns while reading, Yorkey (1982) adds that reading speed and understanding can be increased in recognizing a few ways of organizing paragraph. Moreover, he mentions that:

*"Paragraph is usually about a single topic, part of a larger subject, but still a self-contained topic by itself".*

One idea will be more important than the others; a paragraph might include many ideas. So, it is regarded the main idea. The topic sentence consists of the main idea and its place relying on kind of pattern chosen in order to develop the paragraph.

**2.6 Types of Paragraphs**

The writer introduces five common models of paragraphs according to this classification.

### **2.6.1 Paragraphs of Analysis**

Yorkey (1982) clarifies that a topic is analyzed by being broken down into effects, reasons, results, methods and purposes. The main idea is supposed to be presented in a general statement at the beginning. The writer names the way of writing from general to specific 'deductive' organization whereas moving from specific to general is called 'inductive'. Then, the writer supports his view by mentioning an example of a paragraph of analysis with deductive organization as follows:

Furthermore, he analyzes the paragraph by explaining that the paragraph has started at first by topic sentence then followed by examples to prove the author's view. He points out that, examples might be taken out and listed as follows:

Today's people look superstitious like their ancestors.

### **2.6.2 Paragraphs of Description**

AS it is defined by Wyrick(1979) as a means of giving a picture in words which could be vivid and real as possible , requiring sharp and colour.

It is used to describe something, place, character or something done. The following example is brought to reinforce the statement 'An octopus' which something is described'. He emphasizes this statement by saying it might be a description of a character, place, or something done. Then, he brings an example to support his statement.

### **2.6.3 Paragraphs of Comparison and Contrast**

This kind of paragraph pattern is defined as 'It is one in which many things are compared or contrasted'. The writer also clarifies by such paragraph states the main idea, the things introduced similarly or differently in the start. Besides, the view is progressed in subsequent sentences provided by examples.

An example is presented on comparing between two kinds of elephants:

'There are two kinds of elephants .The African and the Indian. The African elephant is larger and darker; it also has larger ears and a Sloping forehead. Both can be tamed, but the Indian elephant is more easily trained to do work .When an African elephant sleeps, it usually stands up, but its Indian cousin usually sleeps lying down'.

#### **2.6.4 Paragraphs of Analogy**

Yorkey (1982) presents a paragraph of analogy by saying that:

“It is organized around an analogy for the purpose of clarifying a particular point”.

#### **2.6.5 Paragraphs of Definition**

This kind of paragraph model aiming to define, explain the meaning of something according to what might contain analysis, comparison, or contrast, description or analogy.

The writer comments and states that authors are trying to clarify their own definitions at the end of a paragraph and are considered to be the main idea of the paragraph.

#### **2.7 References and Connectives**

Sentences and paragraphs that are not just stung together but the themes expressed are definitely connected by different vocabulary and phrases relating to each other. Words and references can be replaced by others. In other words, he states they refer back to ideas been mentioned previously, however they might indicate ideas which are going to start. To reinforce this point the following example is presented:

'Some students read slowly but don't know that they do others read slowly and know it. Their reading problems are the same, but the latter can be helped more easily because they are already aware of their problem. Before the former can be helped however, they must be made aware of the problem'

Yorkey (1982) mentioned that the above one fourth of the paragraph, one-fourth of the vocabulary presented in the paragraph indicates such kind of semantic or syntactic relation within the sentences, and adds these references represent relative pronouns, demonstrative adverbs elliptical expressions.

The writer explains and analyzes the references in the above paragraph as follows:

They: some students (who read slowly). Do : read slowly.

Others: students (who read slowly) It : that they read slowly. There: some students and other students. The same: the problem of reading slowly.

The latter: students last mentioned (those who read slowly and know it)

More simply: {Note that since comparative, by definition, compare, they are "linkers."} s (The latter can be helped) more easily than (former.)

They: the latter

Their problem: reading slowly.

The former: the students first mentioned (those who read slowly but don't know it)

They: the former

The problem: reading slowly

Then the writer introduces the following examples to show the underlined references, and here are the examples:-

1. Mr. Schorger bought a new car. His wife hasn't seen it yet.
2. The Smith's old television didn't work out, but their new one is fine.

## **2.8 Connectives:**

Yorkey (1982) states that:

"There is a strong relation between the meaning, efficiency and reading if it is supported by linkers such as, contrast, addition, result or reason. Connectives are more useful and helpful in rapid reading."

Moreover, he illustrates some examples with connectives showing various situations and he explains the bolded connectives might be replaced by others from the same groups:

### **2.8.1 Connectives of Result**

He hadn't eaten breakfast; **therefore**, he was hungry by noon. Instead of therefore, thus, hence, consequently, as a consequence, accordingly are possible to be used.

### **2.8.2 Connectives of Contrast**

Defeat was obvious; nevertheless, the players continued to win the game. Instead of using nevertheless, nonetheless, even though, though, even so, all the same, but, still, yet, although while in spite of, despite, in spite of the fact that are used but by changing the sentence structure.

### **2.8.3 Connectives of Addition**

The peace treaty was timely and fair. Instead of and, also, too, as well as, besides, moreover, and furthermore.

#### **2.8.4 Connectives of Time**

One, first, two, second, three, third then, next, afterward, finally, at last, lastly. The same writer says that numbers are used to signal position in a sequenced. Either they are cardinal or ordinal numbers while then or next indicating continuity but finally, lastly and ultimately indicate ending.

#### **2.8.5 Miscellaneous Connectives**

The writer adds; this type of connectives are grammatically used such as of course, for example, on the other hand , at the same time , and other similar phrases are used In order to make relation between ideas given and the writer's opinion.

### **2.9 Composing the basic paragraph**

#### **2.9.1 Writing a topic sentence**

Stanford and Smith (1980) state that:

*"The topic sentence can be developed when putting specific ideas and the general statement in order in a paragraph, ' because it gives the audience an idea about the paragraph."*

#### **2.9.2 Arranging Items in Paragraph Form**

Stanford and Smith explain that students should know there is a space in the first line at least one half inch from the left-hand margin .They also say that supporting sentences are presented ( sp's) to make the topic sentence large besides, connectives or transitional words are to be used

such as also, next, on the other hand, in addition, so that a paragraph is smoothly readable. So, they present this example to support the idea:

GS: Diabetes causes much inconvenience in a person's life.

SP: The person must inject every day.

SP: The person must carefully regulate food intake.

SP: The person must regulate the amount of exercise he or she gets.

The writers analyze the above example by saying connectives between sentences are not provided, so the paragraph isn't flown smoothly whether additional information is involved or not.

They state that using of transitional words bring sense for the paragraph and help the reader to follow the thoughts. Listing Both General Statement and Supporting Specifics:

The general statement is supported by specific statement for each then any general statement must be complete sentence and all the specifics explain or prove the general statement.

The general statement is used as the topic sentence and the specific support it, and any specific sentence is explained as additional sentence. They add, there should be a space about one –half inch from the left –hand margin while other margins are kept on both sides in straight lines.

### **2.9.3 Extending Specifics:**

Stanford and Smith (1980) explained that, it is not enough to write down three or four specifics ideas in sentence form. If this done, the resulting paragraph is said to be a grocery list more than a smoothly flowing paragraph. They present this example to support the idea:

'General Sentence: GS: A hobby can often pay big dividends for those who invest their time in it:'

SP: It can make boredom a thing of that past.

SP: It adds one feeling of self-esteem.

SP: It can bring one into contact with new and interesting people.

SP: It can sometimes be financially profitable.

They also add that if ideas are written one after another following the topic sentence or transitional words are used, the resulting paragraph is not complete. The following example is presented to maintain the idea.

A list in a form of paragraph is not a complete paragraph to remind and serve his purpose. They also add if items are written without being supported by additional explanation, they won't be effective or useful. They clarify that the specifics are to be connected by using additional details in order to improve the paragraph at least one sentence after each specific to explain the meaning of the supporting statement. So, they bring this example to support the idea:

A comparison between the above paragraphs with the earlier version which extenders were not involved and concluded that the much more readable one is the later which includes the extenders.

## **2.9.4 Giving Other Shapes to the Paragraph**

### **Positioning the General Statement**

Stanford and Smith (1980) explain that placing the general statement in the start of a paragraph being followed by supporting sentences is called deductive but sometimes, being useful for reversing this process by opening a paragraph with particulars that lead to a summarizing at the end



of the paragraph is called inductive. They support the idea of inductive by explaining that, it might be useful if the writer wishes to take a reader through a set of convincing details to a controversial conclusion and they present this example to emphasize more clearly.

They emphasize that the generalization helps the reader to get what the paragraph is about and then restating the generalization at the end as a conclusion and this stage is called ' a sandwich paragraph ', as the specifics are sandwiched in between two statements of a general theme, the last general statement is called 'clincher ' because it ties the details altogether. The writers present the following sandwiched paragraph as example, the topic sentence and clincher are underlined:

'Parents should guide their children in growing up .while children are still quite young. They should be given a few responsibilities, such as keeping themselves clean without always being asked to do so. Later, parents should help their children learn to manage some of their other affairs, such as budgeting their allowance and deciding on a sensible bedtime. By the time children reached adolescence, parents should have prepared them for the more important decisions they will have to make whether they want to go to college, whether to experiment with drugs and how to handle sexual freedom. Learning to accept responsibility, to manage one's own affairs , and to make one's own moral and professional decisions are important steps in growing up , and parents have an obligation to prepare their children to take them .

### **2.9.5 Using Four Types of Specifics**

Stanford and Smith (1980) explain that it was difficult for any writer's primary obligation to develop all general ideas in definite details and the use of specifics to support a topic sentence and this is called ' paragraph

development.' It is required in developing a paragraph to make the topic much clear for the reader to get and the best way to develop a paragraph by planning ahead of time, the supporting statements in addition to having effective specifics to be familiar with different kinds of specifics. They also add a new idea for developing paragraph when comparing.

### **2.9.6 Essential Skills of Writing a Proper Sentence**

Traditional grammarians defined a sentence in different terms such as “the complete expression of a single thought” while modern studies avoid this emphasis , because of the difficulties involved in mentioning what ‘thoughts’ but as Bloomfeild(1933) defined it ‘ an independent linguistic form , not included by virtue of any grammatical construction in any larger linguistic form’. But, as it is known English Language is developing and a lot of terms and expressions and even words are modernized .However, modern grammarians do not reach for a satisfactory definition of a sentence.

Mastering the skills of writing a correct English sentence is one of the basic elements to produce a coherent paragraph. Langan (2001) discusses these skills as follows:

The important structures of English sentences are subject and verb. So, being understood, it is the first step to master variety of sentences writing skills. Who or what a sentence speaks about is the subject, whereas the verb is what said about the subject: e.g. the boy cried. The subject is underlined and the verb is in italic. Moreover, a verb can be known by putting some pronouns (I, you, he, she, and they) in front of the word which is supposed to be a verb. It depends on the common sense of the sentence; the pronoun (he) can be put in front of the verb cried which gives a sense. Furthermore, most verbs indicate actions while others are

used as linkers only; they provide information about the doer. There might be more than one verbs and subjects in one sentence as it is shown in these examples:

1-The engine coughed and sputtered.

2-Ahamed, Ibrahim and Omer met after class and headed down town.

A subject in a sentence never appears within a prepositional phrase; a group of words with a preposition, such as about, before, by, inside, over above, behind, during , into, throughs, across, below , except, to , among, beneath, for, of, toward , around, beside , from, of ,Under , between, at, on, onto, and with. This is clearly shown in the following example:

A stream of cold air seeps in through the space below the door.

Many verbs are consisted of more than one word (verb + auxiliary) which are presented in the following examples:

Work	worked	should work
Works	were working	will be working
Does work	have worked	can work
Is he working	had worked	could be working
Are working	had been working	have worked

A verb might be used with to, not, just, never, only and always as clarified in the following example:

Peter has never liked cold weather.

When a verb preceded by to it is not the verb of a sentence as in the following:

At night, my son likes to read under the covers.

In addition, –ing form by itself is never the verb of a sentence but it might be a part of the verb as shown in the following:

They are going on a trip this weekend.

## **2.10 Fragments**

A sentence is mainly made of subject and verb to express a complete thought, but when it lacks them it cannot express a perfect idea which is known as a fragment.

Some of these fragments are:

### **2.10.1 Dependent- word Fragment**

A sentence begins with these words usually does not show fragmentation such as after, what, whatever, when, although, because, unless, until, who, before, so that, while as in this example:

I won't leave this house. Until I hear from you.

The fragment is underlined but it doesn't make sense when standing by itself. Thus, knowing what take place until I hear from your idea cannot must be completed .Correction a dependent -word fragment can be done by rewriting the sentence as follows: 'I will wait to hear from you'.

### **2.10.2 (-ing) and to Fragment:**

Langan (2001) also explained, that if an –ing word appears at or near the start of a word group might result a fragment as shown in:

Ellen walked all over the neighborhood yesterday. Trying to find her dog Roy. Many people claimed they had seen him only hours before. It is corrected when the fragment is attached to a sentence coming before or

after it. Also, by adding a subject and changing the – ing and by changing being to the correct form of the verb (be). So, the sentence is corrected as follows:

Ellen walked all over the neighborhood yesterday, trying to find her dog.

### **2.10.3 Added –Detail Fragments**

When a sentence does not contain a subject and a verb one of these fragments can be used to avoid ambiguity; also, especially, except, for example, including, and, such as. e.g.:-

My son keeps a lot of pets in his room. Including mice cats.

Corrected by inserting: and: My son keeps a lot of pets including mice and cats.

### **2.10.4 Missing – Subject Fragments**

In this type of sentences the verb is only used and a subject is missed as shown in this example:

Alicia loved getting wedding presents. But hated writing thank-you notes.

### **2.10.5 Run- Ones**

Langan (2001) says that:

*"A run-on is two complete ideas running together with no adequate sign given for marking the break between them "*.

Some run-ons have no punctuation so as to mark the break between the ideas; defined as fused or joined sentences. This can be seen in the following sentence:

‘Mario told everyone the room to be quiet, his favorite show was on ’.

This sentence is corrected by a comma splices', which is used to connect together as follows:

Mario told everyone in the room to be quiet, his favorite show was on.

1-By using a period and a capital letter to break them separate as in the example: Mario told everyone in the room to be quiet. His favorite shown was on.

2- By using a comma plus a connector (and, but, for, or, nor, so yet) to join two ideas. Patty told everyone to be quiet for his favorite shown was on.

2. By using a semicolon to connect two ideas. Mario told everyone in the room to be quiet; his favorite shown was on.

### **2.11 Subject- Verb Agreements:**

Subject and verb agreement are some of the important issues that face most students in producing a proper English sentence when they write a paragraph. Langan (2001) tackled this issue as follows:

Subject and verb are the same in number; a singular subject agrees with a singular verb and a plural subject with the plural verb. For example,

The crinkly lines around Joan's mouth give her a friendly look.

The verb agrees with its subject and words that precede the subject such as: here, there, and Wh-questions according to the following examples:

\*There are wild dogs in our neighborhood.

\*Where are the children s' coats?

#### **2.11.1.1 Compound subjects**

When two subjects are separated by a joining word such as (and); it has plural verb as in the coming example:

Clark and Lois are contented couple.

In case of two subjects associated by: either-----or, neither -----nor

Not only-----but also. In this situation the verb agrees with the subject.

E.g. neither the negotiator nor the union leaders want the strike to continue.

'There are wild dogs in our neighborhood'.

Where are the children's coats?

Langan (2001) describes it as two subjects separated by a joining word such as and. It has a plural verb as he presents in this example:

Clark and Lois are contented couple.

He adds if subjects are associated by either ..... or, neither .... nor

Not only..... but also. The verb agrees with the subject closer to the verb as in the following example:

Neither the negotiator nor the union leaders want the strike to continue.

### **2.11.1.2 Pronoun Agreement and Reference**

Pronoun reference represents a crucial device to develop the coherence of written texts of students. Therefore, they should be mastered by them.

Langan (2001) states that"

"Pronouns are words used instead of nouns such as names of things, persons, places and they are shortcuts that help to avoid repeating nouns".

e.g. Ahmed drank the coffee although it was cold.

A pronoun must agree in number with the word it replaces and refers to the same word. In other words, if a noun is singular the pronoun should be singular and if it is plural the pronoun is plural. So, the word refers:

1. Maria showed me her antique wedding band.
2. Students enrolled in the art class must provide their own supplies.

In (1): The pronoun her refers to Maria (singular) while in (2) the pronoun their refers to Students (plural).

When a pronoun in a sentence refers to one of these singular, so the pronoun should be singular as he presents this example:

Somebody left her shoulder bag on the back of a chair.

One of the busboys just called and said he would be an hour late.

Everyone in the club must pay his dues next week.

### **2.11.1.3 Pronoun Reference**

A sentence may have a faulty pronoun references.

It could be clear as shown in this example: Peter told Alan that his wife was unhappy (faulty)

Peter told Alan, " My wife is unhappy" (clear)

### **2.11.1.4 Pronoun Types**

Langan (2001) states that pronouns are different and most of them change their form depending on the position in a sentence as classified in subject and object pronouns, possessive and demonstrative

I, me/ you, you/ he,him/ she, her/ it, its/ we, us/ they, them

## **2.12 Adjectives and Adverbs**



### **2.12.1 Adjectives**

Langan (2001) explains that adjectives describe nouns or pronouns as verb forms and come before the pronouns or nouns and come after as in:

Amina (She) is a wise woman (wise describes Amina or she)

### **2.12.2 Adverbs**

Describe verbs, adjectives, or other adverbs and end in – ly as follows:

-The father gently hugged the sick child (describes verb) and they are classified as misplaced and dangling modifiers,

## **2.13 Punctuation Marks**

### **2.13.1 Capital Letters:**

Langan (2001) states that capital letters are used with word in a sentence or direct quotation, names of persons, names of particular places and institutions, names of days of the week, months, and holidays, commercial products, titles of books, magazines, newspapers, stories, poems, films, television shows, songs, articles, papers written, Companies, associations, unions, clubs, religious and political group, names showing family relationships, titles of persons when used with names specific school courses, languages, geographic locations, historical periods and events races, nations, and nationalities opening and closing of letter.

### **2.13.2 The Apostrophe:**

Langan classifies it into two types, showing omission of one or more contracted letters and possession. The first is formed when combing two words into one. It is used to show the omission of letters But in terms of the second apostrophe belongs to, possessed by, owned by, or of are used

to show possession as in: The toys possessed by Jane. Also the apostrophe plus S showing possession as in: Jane's toys. Then, he divided them into: apostrophe versus possessive pronouns and apostrophe versus simple plurals.

### **2.13.3 Quotation Marks**

Langan (2001) illustrated that, that quotation marks have two usages, : It is a rewarding of someone else's comments rather than a word-for –word direct quotation while the word that signals indirect one as in:

The nurse said, " Some babies cannot tolerate cows' milk. Direct

The nurse said that some babies cannot tolerate cows' milk. Indirect quotation.

Since titles of long works are underlined, short ones are quoted as articles, newspapers or magazines; chapters in a book; newspapers, magazines ,plays , movies ,record albums, and television shows.

### **2.13.4 Comma**

It is used when separating two items in a series, used after introductory material. But comma is omitted when the introductory material is brief. On both sides of words or phrases interrupting the sentence flow. When reading a sentence around, words interrupt the flow of thought are heard and since they are nonessential, they are removed. Comma can be used between two complete ideas connected by and, but, for, or, nor, so, yet a

The writer notes that the use of comma is optional when the thoughts are short two verbs that belong to one subject are not provided by comma to be separated. A comma is used to set off a direct quotation from the rest

of a sentence .A comma with certain every day material like persons, dates, addresses openings and closings of letters and numbers.

Colon (:) is used at the end of a complete statement to introduce a list, a long quotation, or an explanation. In addition, semicolon is used for marking a break between two perfect thoughts as introduced in using Run-ons. Dash ( \_ ) signals a pause longer than a comma. Parentheses ( ) are used to set off extra or incidental information from the rest of a sentence. Hyphen (-) is used with two or more words as a single unit describing a noun .It is also used to divide a word at the end of a line of writing or typing.

## **2.14 Spelling Improvement**

Langan's suggestions to improve spelling and introductions are stepped as follows:

1. Using the Dictionary: when a learner isn't sure of spelling a word, the best way by looking up its spelling in the dictionary.
2. A personal Spelling list can be kept on the back page of notebook and this has many benefits for the learner.
3. Mastering the meanings and spellings of the common confusing words.
4. Making up and mastering list of words relates to the learner's field.
5. Studying a basic words list which is generally misspelled 25 words per day such as absence, comfortable, achieve, completely, hospital etc.
6. Using electronic aids to help spell correctly as the automatic and electronic typewriters and the checker in the tiny keyboard.

### 2.14.1 Commonly Confused Words

Langan (2001) explains that there are some words having the same sound but different in meanings and spellings; such words are called homonyms. So, he presents a lot but the researcher chose these:

All ready                completely prepared

Already                previously before

It was already four o'clock by the time I thought about lunch.

My report was already, but the class was canceled.

Brake                stop

Break                comes apart

The mechanic advised me to add brake fluid to my car.

During a commercial break, Mary lay on the floor and did fifty sit-ups.

Its                belonging to

It is                shortened form of "it is" or "it has"

The cat lowered its tail.

It's (it is) too late to sign for the theater trip to New York

Accept                to receive

Except                excluding; but

It was easy to accept the book's pilot, except for one unlikely coincidence at the very end.

### 2.14.2 Effective Word Choice

Words should be chosen carefully and appropriately when writing and the way showing sensitivity is to avoid:

1. Slang: Because it is out of place in writing but it's used in talking as in:  
The movie really grossed me out.

The writer comments on using slang by saying that if the expression is not doubtful, a hand bound dictionary is must.

2. Clichés: expressions which have been worn out through constant use.

He presents some examples as follows:

Hard a hard time of it	all work no play
Saw the light	make ends meet
Short but sweet	last but not least
Word to the wise	it goes without saying

## **2.15 ESL Pointers**

### **2.15.1 Articles with Count and Non Count:**

Langan (2001) says that articles are noun markers; indicating noun that follow and the, they are of two types; indefinite and definite. The definite article precedes a noun: the reason .the smile or separated from it by modifiers: the very best reason.

### **2.15.2 Pretentious Words**

Unnatural or elevated words or sentences used by some people thinking that they can improve their writing as in: It was a splendid opportunity to get some slumber. We relished the delicious repast.

The writer adds other inflated words with some clear meaning to replace as in:

Inflated	Finalize	Transmit	To endeavor
Simpler	Finish	Send	To try

### 2.15.3 ESL Pointers

As shown in the writer’s classification articles (a, an, and the) are noun markers and signal following a noun, besides it is used to name thing, person, place or idea. Article might immediately precede a noun. Or it might be separated from the noun by modifiers. To know which one is used with a noun, count and non-count should be recognized .Teacher/s, restroom/s and joke/s but non-count as flour, history, and tea. Other noun markers are quantity words and numerals, demonstrative adjectives possessive adjectives, possessive nouns. Common non-count nouns. some abstractions and emotions: anger, bravery. Activities, foods, gases and vapors,. Languages and areas of Study, liquids, Materials that come in bulk form. Natural occurrence. Others that cannot be counted. A qualifier is a term that can express quantity. Some words can be count or non-count relying on individual terms. A or an is used with nonspecific singular or count nouns. While the is used with specific nouns. Aor an is used with singular nonspecific nouns when their identity is unknown. Sometimes articles are omitted with non-count and nonspecific plurals

Here the articles are not involved within the words such as particular. Individual bodies of water, islands and mountains “The” is used for; plural proper nouns as: Names of large areas, deserts, oceans, seas, and rivers.

## **2.15.4 Using (the) With Proper Nouns**

Langan (2001) states that repeating subjects should be avoided so as not to make any confusion as in:

The manager he asked Jane to lock up night. (Incorrect)

The manager/He asked Jane to lock up night. (Correct)

### **2.15.4.1 Certain Verbs**

They are arranged as follows:

#### **1- Not Using the Progressive Tense of Certain Verbs:**

The progressive tenses contain forms of be plus the –ing form of the main verb. They express actions or conditions still in progress at a particular time as in: George will be talking classes this summer. Although some verbs of sense, possession, are not used in the progressive tense as follows: thoughts, attitudes and desires as in: agree, believe, imagine, know, like, love, prefer, think, understand, want, and wish, verbs of Perceptions: hear, see, smell, taste. Verbs of appearances: appear, seem. Verbs of possession: belong, have, own, possess and verbs of inclusion: contain, include.

#### **2- Using Only Transitive Verbs for the Passive Voice**

Direct objects are needed to complete meaning while intransitive are not used in the passive form as in:

If you don't fix those brakes, an accident may happen.

If a verb is not known, transitive or intransitive, check up a dictionary.

### 3- Using Gerunds and Infinitives After Verbs

The –ing form of a verb is used as a noun as in:

Eating is a daylong activity but an infinitive is to plus the basic form of the verb as in to eat and it functions as an adjective, adverb, or a noun.

Some verbs are followed by gerund but not an infinitive and mostly there are prepositions as in: admit, look forward to, apologize for, suspect of, enjoy, believe in and others. He presents this example:

The instructor apologized for being late to class. The writer classifies infinitive, verb and gerund into the following types: Verb plus infinitive as in agree, plan, manage to, and wait. Tom wants to go to the beach.

a/Verb plus noun or pronoun plus infinitive cause, force, warn, command as in: He forced me to learn it.

B/Verb plus infinitive or a noun or pronoun and infinitive: ask, need, want, expect, promise, would like as in:

Her boss asked her to work on Saturday.

C/Verb plus gerund or an infinitive: begin, hate, prefer, love, continue as in: Faith hates being late / to be late.

The writer considers these verbs have different meanings forget, stop and remember as in:

Eileen stopped to call home (interruption)

Eileen stopped calling home. (discontinued calling)



## **2.16 Prepositions Used for Time and Place**

Its use is idiomatic which means peculiar to a certain language" and its use must be learned through experience as follows: On, in and at refer to Time and place Time: On specific day .In a part of a day as in: in the morning. In a month or year: in December. In a period of time: in an hour, in a few days. At specific time: at 10:00, at night On a surface, in a place that is enclosed: in my bed room. ; At the mall, at home.

## **2.17 Review of Methods and Approaches of Teaching English Language in Dealing with Writing Paragraph**

Since the idea of teaching writing is very important but the most important thing is the methods which are carried out in teaching paragraph strategies. From this point, the researcher tries to shade the light on them using approaches that can be applied in teaching paragraph writing. The researcher discovered that nearly all traditional methods (The Grammar Translation, The Direct, The Cognitive and The Communicative approaches and of teaching mentioned by Yeddi(2003) tackle and constitute writing on sentence level rather than a strategy of teaching writing. They are completely affected by 'Transformation Grammatical Generative Theory' which is based on sentence structure.

## **2.18 Previous Studies**

Many studies have been conducted on issues related to paragraph writing and composition at both the Linguistic and procedural levels. The researcher has surveyed some of these studies because they agree with

this thesis in different areas. Moreover, these studies follow the descriptive – analytical method. And they are discussed as follows:

### **Previous Study (One)**

Ibrahim (2012) carried out M.A in “Investigating the difficulties experienced by English Language Learners in writing paragraph .Sudan University of Science and Technology. The researcher asked whether the students encountered linguistics problems in writing paragraph and the causes led to these problems. He hypothesises that, their poor standard in the basic skills of writing are the main causes of these difficulties to write a paragraph. The study showed that the students’ inabilities in writing paragraph properly. And this was due to mother tongue interference and the teachers who lacked training. To somehow it agrees to the researcher's hypotheses.

### **Previous Study (Two)**

Osman (2012), conducted M.A in ‘Difficulties facing English Foreign Language Learners in Cohesive Devices in Writing’, Sudan University of Science and Technology. The writer asked if the students were able to produce a coherent text by applying cohesive devices. He guessed that they were incompetent to use different types of semantic markers. The writer found that the students were unable to apply cohesive devices in writing which made them present their ideas unclearly. In addition, they produce incorrect sentences and they could not develop topic sentence by adding new information. It is agreed to the researcher's point of in correct use of cohesion.

### **Previous Study (Three)**

Mohammed (2012) conducted M.A in “Investigating Writing problems Sudanese Pupils (8th class Basic level Students). The writer asked if the students faced difficulties in their writing skill. He supposed that they encountered various problems in writing skill. The study showed that the students were unaware of the basic principles of writing skills and the teachers were not well-trained in teaching writing. So, the researcher's idea about teachers' ability in teaching paragraph writing related to this part.

#### **Previous Study (Four)**

Hassan (2010) carried out Ph.D. in "Problems of Vocabulary Learning Encountered by 3rd level secondary school students ", Omdurman Islamic University. The researcher asked whether the students learn vocabulary in the proper way and the problems they encounter in that respect. He confirmed that the students were weak in learning and acquiring vocabulary due to some teaching problems. The study found that students' rate of learning vocabulary was generally low. Since teaching the receptive and productive skills was semi-absent. Moreover, teaching vocabulary through morphology, which supports lexical memorization, is neglected and word knowledge focuses on semantic domain.

#### **Previous Study (Five)**

Holi (2010), carried out M.A in “The Impact of some socio –cultural Factors on Students 'Writing in Private and State Secondary Schools",

Omdurman Islamic University .The researcher asked whether the socio-cultural factors effect on the private and government Students' achievement in their writing skill. He supposed that the social position of well-off and educated family plays positive role in the students' performance in writing. The researcher found that the performance of the students at nongovernmental schools in writing was better than those in the governmental ones because of socio-cultural factors.

### **Previous Study (Six)**

Abu- Khayyal (2009), conducted M.A in " English Prepositions of Time Problems Encountered by Libyan Secondary Stage Students ', Omdurman Islamic University. The researcher asked if the students could use prepositions correctly in learning English language. He guessed that they are poor in using prepositions. The study showed that the students encounter difficulties in using time prepositions since there was no written guide to English prepositions usage, the negative effects of grammar translation method and the interference of first language (LI) interference.

### **Previous Study (Seven)**

Abd Algadir (2006) conducted M.A in "Investigating EFL Learners ' paragraph Writing Abilities". A case Study of Second and Fourth Levels English Students in the Faculty of Arts. University of Khartoum. The

researcher asked whether the students were able to write a paragraph correctly. He guessed that they were unable to master the basic issues of writing a paragraph. The study found out that the students' abilities in writing paragraph was below the average; they were unable to specify paragraph length, indention or applying cohesive devices.

### **Previous Study (Eight)**

Ibrahim (2004) conducted M.A in " Composition Deficiency: A content Analysis of the Spine Series (Books 4, 5, 6), Omdurman Islamic University. The writer asked whether the content of these text books can provide sufficient material and procedures for both teachers and students to write composition. He guessed that the text books lack the sufficient instruction and material for writing composition. The study showed that the students did practice writing as a process; teachers were not acquainted with the objectives of teaching writing composition and the current methods in this concern.

### **Previous Study (Nine)**

Karadawi (1994) carried out Ph.D.in "Deficiency of English Composition Writing in the Sudanese Final (Third) year of the Secondary School. Analysis and Corrective Actions, University of Khartoum. The researcher asked whether the text book provided sufficient instructions for both teachers and students to handle writing composition. The writer guessed that the students were unable to write composition due to linguistic and procedural factors. The researcher found out the students' failure in writing an acceptable piece of prose had been related to their inability to use the thesis (topic sentence) and to develop a single paragraph in their writing composition. This was clearly shown in the students'

incompetence to either tackle a paragraph as a partial part of a text or to write a whole composition.

### **Previous Study (Ten)**

Mohammed, (2006), carried out M.A in "problems of paragraph writing at Basic Level school: A study of 8th class in Khartoum North, Islamic University of Omdurman. The researcher asked if the students face any linguistic difficulties in writing a paragraph. He guessed that both students and the teachers encounter problems at the linguistic and methodological levels. The researcher found out that the students were very poor to write a single sentence and even many could not attempt to write a word. Even though they didn't know the basis of writing paragraph such as grammar, topic sentence or using cohesive devices.

The researcher comments and says that all these studies tackle the same issues dealt with the ideas in this research. However, this study is an approach to provide students with a deep sense of grasping sub consciously the essential elements of writing paragraph such as memorizing vocabulary, building English sentences and correct usage of prepositions. Moreover exploiting some literary texts relate to Sudanese culture and environment is the base of this attempt and to bridge the gap between theory and practice in paragraph writing.

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

## **CHAPTER THREE**

### **Research Methodology**

#### **3.0 Introduction**

This chapter describes the methods of the study carried out by the researcher. This method is represented in the subjects of the study, the tools of the study which are used to collect data, techniques of collecting data and the statistical procedure which has been used for analyzing the collected data, of the tools of the research.

As it is seen here, this chapter is going to include a lot of description about the tools and population presented in the research. The tools



(teachers' secondary schools' questionnaire, two written tests for secondary students and an interview with English directors at secondary stage). In terms of population of the research, they are three samples, teachers at secondary schools, second-year secondary students and English language secondary stage directors.

### **3.1 Target Population**

No one can deny that, any research should be directed to a specific population in order to get specific and correct result of the data. Therefore, using the random selection technique, the writer chose three categories of participants who were involved in paragraph writing and these categories are introduced as follows.

#### **a. Students**

The first sample of population in the study is students at secondary stage. In particular, second class students because writing paragraph is definitely taught in the second class at secondary stage. Therefore, the students who are chosen from the governmental school are at the same age, at the same school with various individual differences. The researcher chose geographical governmental stage because the non-governmental schools students are selected to study so that the school can get high degrees in the Sudanese secondary certificate examinations which are considered improper and dishonest .Therefore, the researcher can get proper results and evaluation when choosing the geographical governmental schools.

So, the first target population was (80) secondary school students at 2nd year. The students were randomly chosen from only one school but in this school there were two second classes. In each class there were 80 students .The students were divided into two groups experimental group

and control one. In other words, 40 students were considered experimental and 40 were control group. The students were from Bait Al-Mal Governmental Secondary School for Boys in the Centre of Omdurman district. .

### **b. Teachers**

The second group of the study subjects was a population of 70 teachers who were selected from different secondary schools in Khartoum State. They have different experiences in teaching English language at secondary stage. Their experiences at least five years and at most more than 20 years. A lot of teachers got their experiences from different districts in Khartoum state and most of them teaching at governmental schools while very few at non-governmental school. Half of the subjects (teachers) were (35) male teachers from different schools in Khartoum State with different ages and experiences and the other half (35) female teachers .All of those teachers were given a questionnaire consisting of a number of questions. All the questions asked were related to their knowledge and experience. At first, the researcher distributed 10 copies of the questionnaire as samples. Eight out of ten copies were answered whereas only two weren't. It was not considered a problem because the number of the responded questionnaires was more satisfied. Then, the researcher distributed the rest of the questionnaire papers and fortunately, there were no difficulties. Indeed, all of the teachers answered the questionnaire based on the strategies and linguistic competence of their students and whether they could use literature extracts to teach paragraph writing.

### **c. Directors**

The third target population was ten directors of English language at secondary schools. Eight were from Khartoum State while the rest were from the White Nile State. The directors have long different experiences and before that they were in contact with the 2nd class at secondary level. So, they got much background about the students' knowledge and skills and above all they were really secondary stage teachers.

### **3.2 Instruments**

The researcher used three tools to collect the required data. The researcher thought that these tools are more relevant to the study and these are the questionnaire, the two tests and the interview.

#### **3.2.1 Design of the Pre-Test**

Concerning the pre-test, the researcher made it for the second class students. The pre-test carried out in Bait Al Mal Secondary School for Boys 'Omdurman province'. So, the researcher gave the test to the first group which supposed to be the experimental group. The number of students was 40 in the second year at the same school.

The question of the pr-test was only about 'writing a short paragraph describing yourself'. The purpose was to check whether the students are able to know how to write correct sentences and then to follow the Correct technique of writing paragraphs. The students were allowed only half an hour to answer the test. At first, a lot of students were astonished but later they answered the test within the time allowed. The researcher collected the papers of test to correct. The researcher focused on the required items such as the title, indentation, spelling, using cohesive devices, unity of the paragraph, grammatical tense, punctuation, and methods of developing paragraph, topic sentence and length. Most of the

students wrote the required paragraph but according to their poor knowledge.

### **3.2.2 Validity of the Pre-Test**

To check the validity of this tool, the researcher introduced it to a number of teachers. Then, they checked it and made it as in appeared in the appendices.

### **3.2.3 Design of the Post –Test**

In terms of the post- test, the researcher started to teach the second class students fifty periods which was about 45 hours .(as controlled group). Then, the students were taught how to make a correct grammatical sentence and were taught the parts of speech such as pronouns, verbs, prepositions, conjunctions, connectives (cohesive devices), and nouns. The students were also taught the tenses, particularly the past tense with examples so as to enable them to use properly.

The students were supposed to write correct sentences within a connected paragraph which is the subject of the research. Then, the researcher taught the students the technique of writing paragraph in general and exploiting short stories in particular. More specifically, the students were taught how to follow the steps and techniques of writing stories accompanied with examples and drills to help them to be trained on. After that, the researcher presented two stories as models extracted from Sudanese Folk Stories written by Prof Abdu Allah Al Tayieb and the stories were simply and completely explained by the researcher.

Then, the control group was asked to write similar stories (see the appendices) from their own, following the same procedure so that the researcher can get to what extent the students managed to use the

technique of narration in paragraph writing. Then, the researcher made the post -test for the second class students. The post-test carried out in Bait Al Mal Secondary School for Boys 'Omdurman province' too. Then the second group students (the control group) were tested. The number of students was 40 in the second year at the same school.

The test given to the 2<sup>nd</sup> year students was about "Write a story you heard or saw' .It was only one question. The purpose was to check whether the students been able to apply the required items and to follow the correct technique of writing paragraphs. The students were allowed half an hour to answer the test. The students answered the test within the time allowed. The researcher collected the papers of students to correct. The researcher marked the same required items like the pre-test. Most of the students could write the required paragraph better than the pre -test.

### **3.2.4 Validity of the Post-Test**

To check the validity of the post –test, some professional teachers checked, agreed to be amended. Then, the test been as it is in the appendices.

### **3.2.5 Design of the Questionnaire**

For collecting data from samples, four points like art type scale questionnaire was used. The items in the questionnaire were classified as (strongly agree, agree, disagree and strongly disagree,) and they were directed to secondary schools teachers to check whether they have any information or idea about strategies and techniques concerning paragraph writing. The questionnaire is made up of two important parts, the basic

skills of paragraph writing and techniques of writing paragraph. It consists of fourteen questions.

The first nine questions were about students facing difficulties in writing paragraph; using grammatical rules ,students' ability in building sentences, using correct tense , proper vocabulary , correct prepositions, using cohesive devices, using punctuation marks and putting indentation properly. The second five questions consist of writing the topic sentence of the paragraph; students' ability to write supporting sentences, using English literature as a theme for paragraph writing and exploiting Sudanese short stories in paragraph writing.

Then ,the questionnaire was distributed among (70) secondary school language teachers according to their experiences in teaching .It's purpose is to recognize whether they are able and qualified to teach the technique of writing paragraph and exploiting literary text as remedial technique at secondary school level. The teachers answered the questionnaire depending on their students' knowledge and skills.

Finally, all teachers who took part in the questionnaire were acknowledged by the researcher for their patience, contribution and real help because they made the questionnaire more effective and vivid. Then, the researcher analyzed the required data of the questionnaire statistically (SPSS) to measure the hypotheses of the study.

### **3.2.6 Validity of the Questionnaire**

To check the validity of the questionnaire, the researcher presented them to a number of colleagues (five PhD holders) who were considered as experts in the field of teaching English language .They examined, judged and corrected the items. Thus, the needed modifications and changes were merely done.

### **The Design of the Interview 3.2.7**

This is the third tool carried out with ten English secondary directors in. Seven of them were from Khartoum and the rest were from White Nile State. The purposes of the interview were:

1. To benefit from the English directors' experience at secondary stage.
2. To get much more information about the teachers' attitudes towards exploiting literature in paragraph writing.
3. To know these directors' views about the skills of students in writing paragraph. The questions of the interview were as follows: The first question concerns weakness of students in writing skill in general and in particular paragraph writing. The second question is about students' poorness in understanding the strategies of paragraph writing. The third question contains teachers' adopting literature in paragraph writing. The last question consists of joining teachers in a qualifying course in teaching paragraph writing.

### **3.2.8 Validity of the Interview**

To check the validity of this tool, it was introduced to a number of colleagues. Then, they checked, changed and modified on the interview questions

# **CHAPTER FOUR**



# **DATA ANALYSIS, DISCUSSION AND INTERPRETATION**

## **CHAPTER FOUR**

### **Data Analysis, Discussion and Interpretation**

#### **4-0 Introduction**

The collected data from teachers' questionnaire, pre- and post-tests which checked the students' performance in writing paragraph were analyzed in this chapter. A comparison between the students' competence in writing paragraph and the teachers' opinions about their students' abilities in

writing a paragraph , was carried out. The analyzed data was represented in forms of tables and histogram .The number of tables and figures introduced is more than twenty. All of the tables concern the pre-test, the post-test and the questionnaire. In addition, there's another type of analysis been involved in this chapter and this is analysis of the interview with ten English language directors from secondary stage. The analysis is considered more accurate and it is called "A qualitative analysis.

#### 4.11 Analysis of Pre-test & Post Test & the Questionnaire

Table (4.1) 1. Writing a paragraph's title (Experimental group)

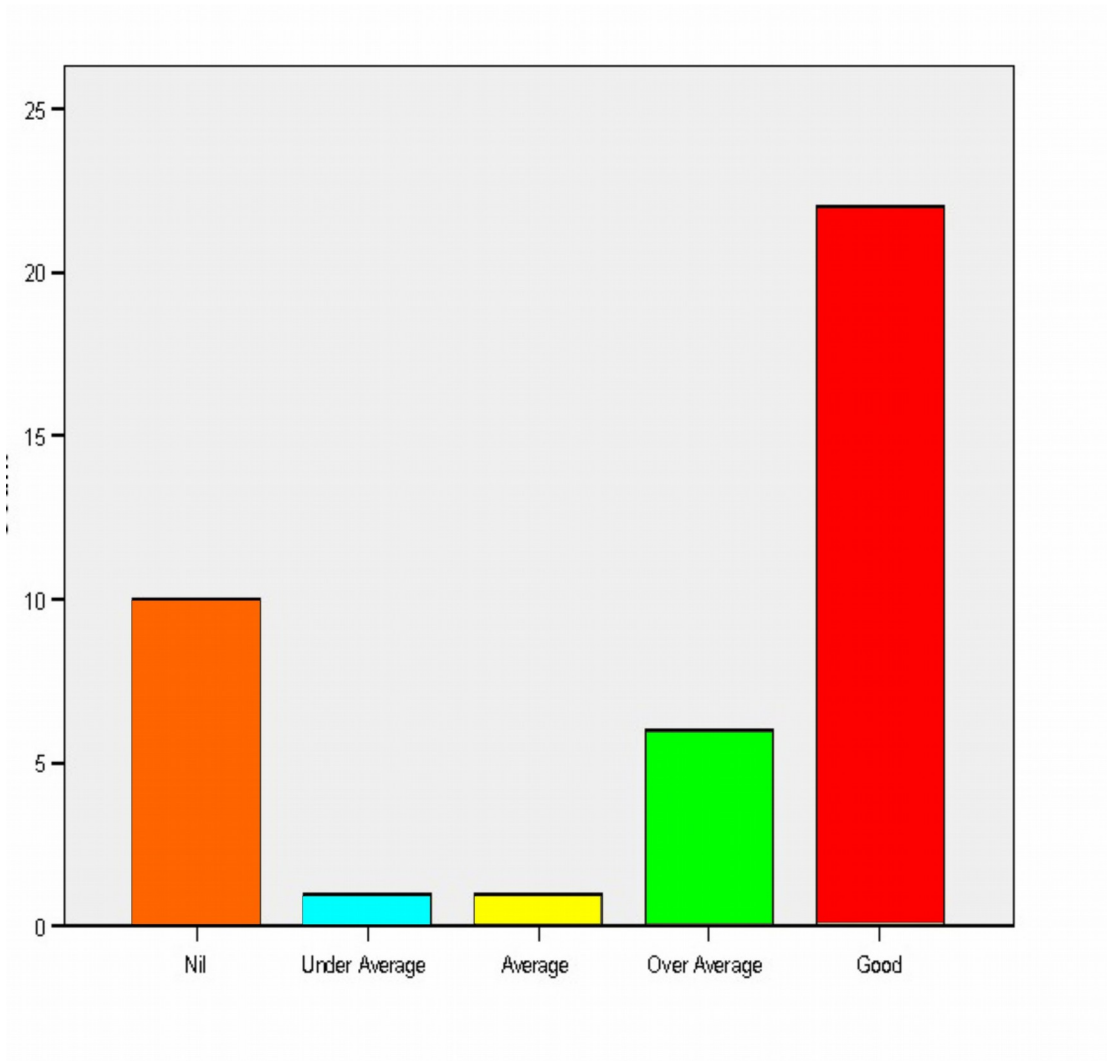
Percentage	Frequency	Items
25.0	10	Nil
2.5	1	Under
2.5	1	Average
15.0	6	Average Over
55.0	22	Good
100.0	40	Total

From the above table and figure (4.1) which is about writing a paragraph's title, the frequency and the percentage of the students' attitude towards writing ). 22 out of 40 (55.0) were good while only 10 were nil (25%). Over average 6 (15), average and under average are only

**Figure (4.1) (Experimental Group)**

	<b>Percentage</b>	<b>Frequency</b>	<b>Item</b>	
<b>Control</b>	24.4	10	Nil	<b>Table (4.2)</b> <b>(Post-test)</b>
	2.4	1	Under	
	2.4	1	Average	
	14.6	6	Average	
	53.7	22	Over	
	97.6	40	Average	
	2.4	1	Good	
	100.0		Total	

A/ From the above (table 4.2) and which is about writing a paragraph's title, the frequency and the percentage of the students' attitude towards writing, 22 out of 40 (53.7%) were good while only 10 were nil (24.4%). It is noticed that, there is a real difference between the two groups.



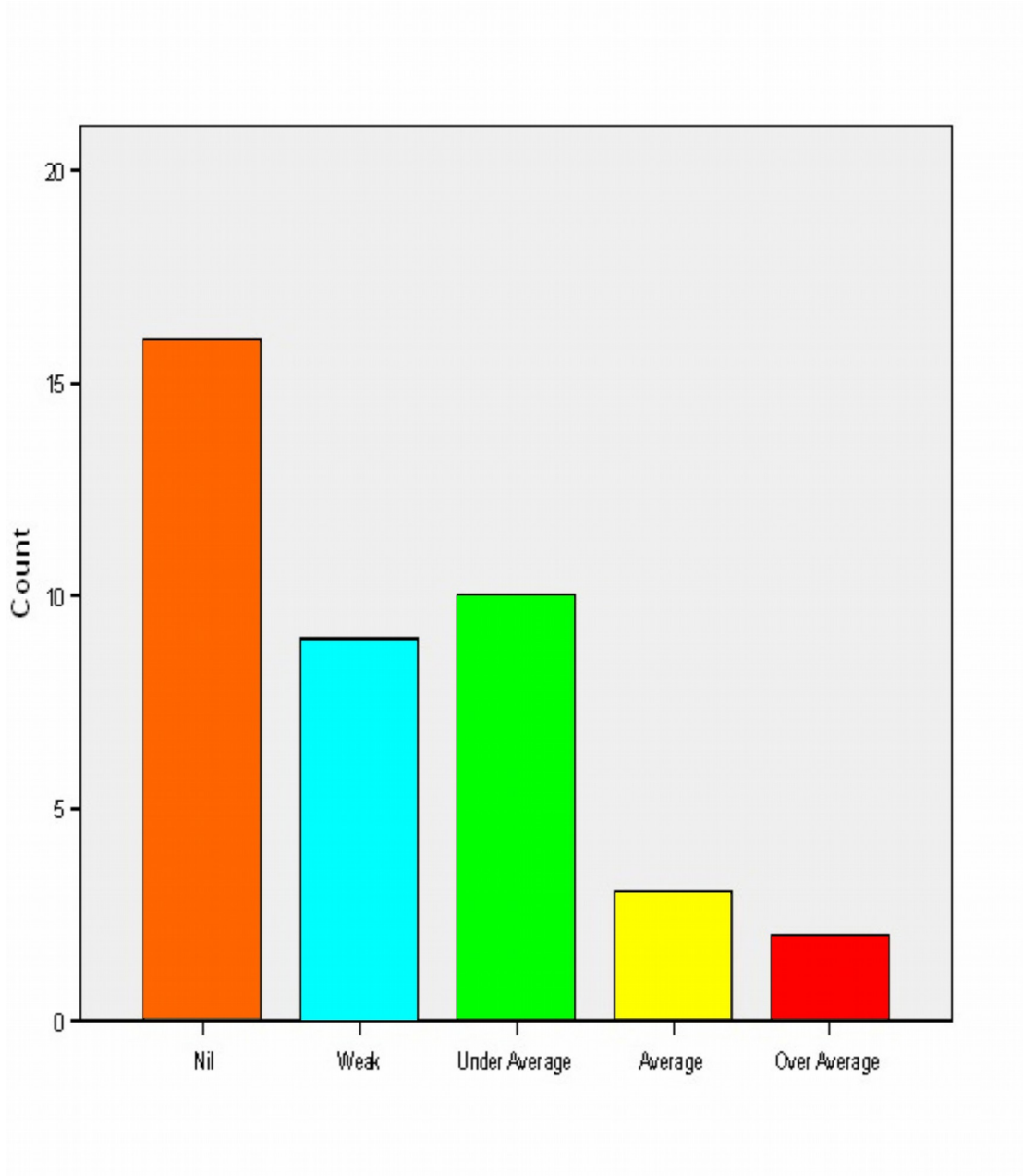
**Figure (4.2) Control Group**

**Table (4.3)**

**2.Students' knowledge of using Indentation (E)**

<b>Percentage</b>	<b>Frequency</b>	<b>Item</b>
40.0	16	Nil
22.5	9	Weak
25.0	10	Under Average
7.5	3	Average
5.0	2	Over Average
100.0	40	Total

In terms of using indentation in table (4.3) 16 out of 40 were nil (40.0%) but only 10 for under average (25.0%) while the weak were 9(22.5%) and only 3 average (7.5%) but the least were 2 for over average (5.0%). The difference is clear in table (2.2) when comparing to (2.1).

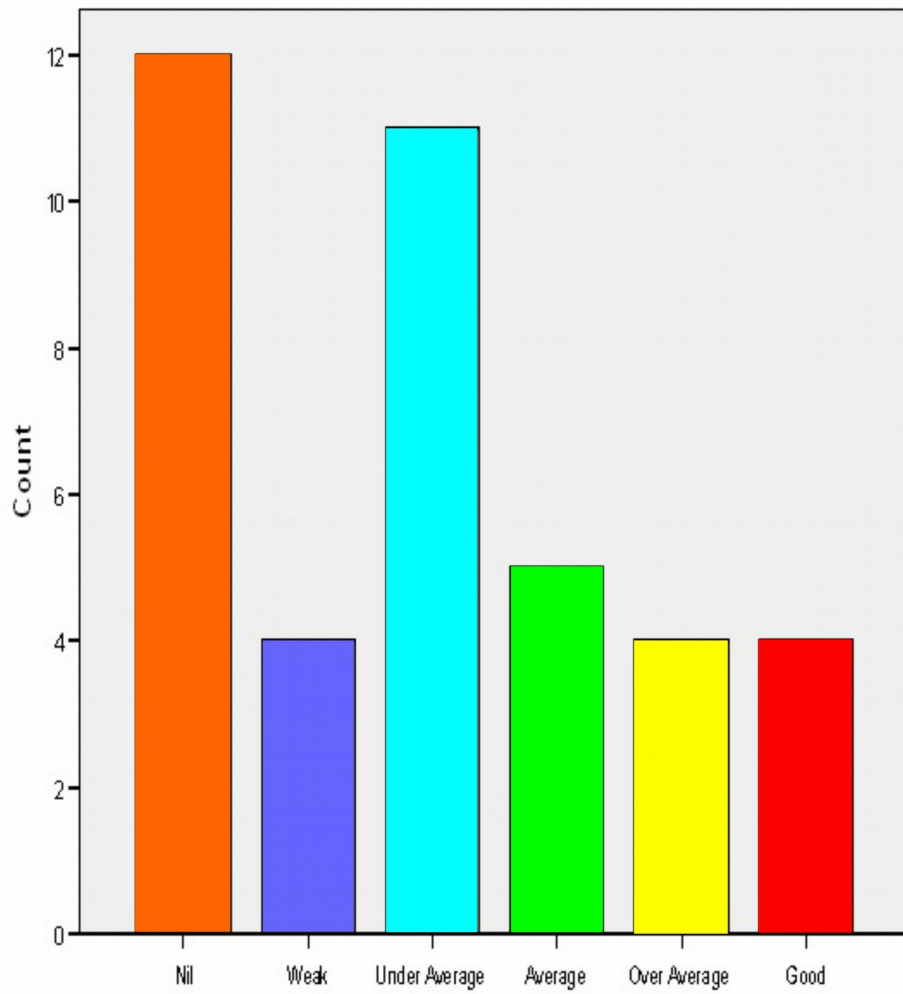


**Figure (4.3) Experimental group**

**Table (4. 4) .Indentation (Control)**

<b>Percentage</b>	<b>Frequency</b>	<b>Item</b>
29.3	12	Nil
9.8	4	Weak Under
26.8	11	Averag e
12.2	5	Averag e Over
9.8	4	Averag e
9.8	4	Good
97.6	40	Total
2.4	1	System
100.0	41	Total

Concerning students 'using of indentation in table (4.4), 12 out of (40) students got nil (29.3%), but those who obtained week, over average and good were only 4 students for each(9.8%).11 students .(26.8%) got average item, while only 5 got average degree (12.2%).



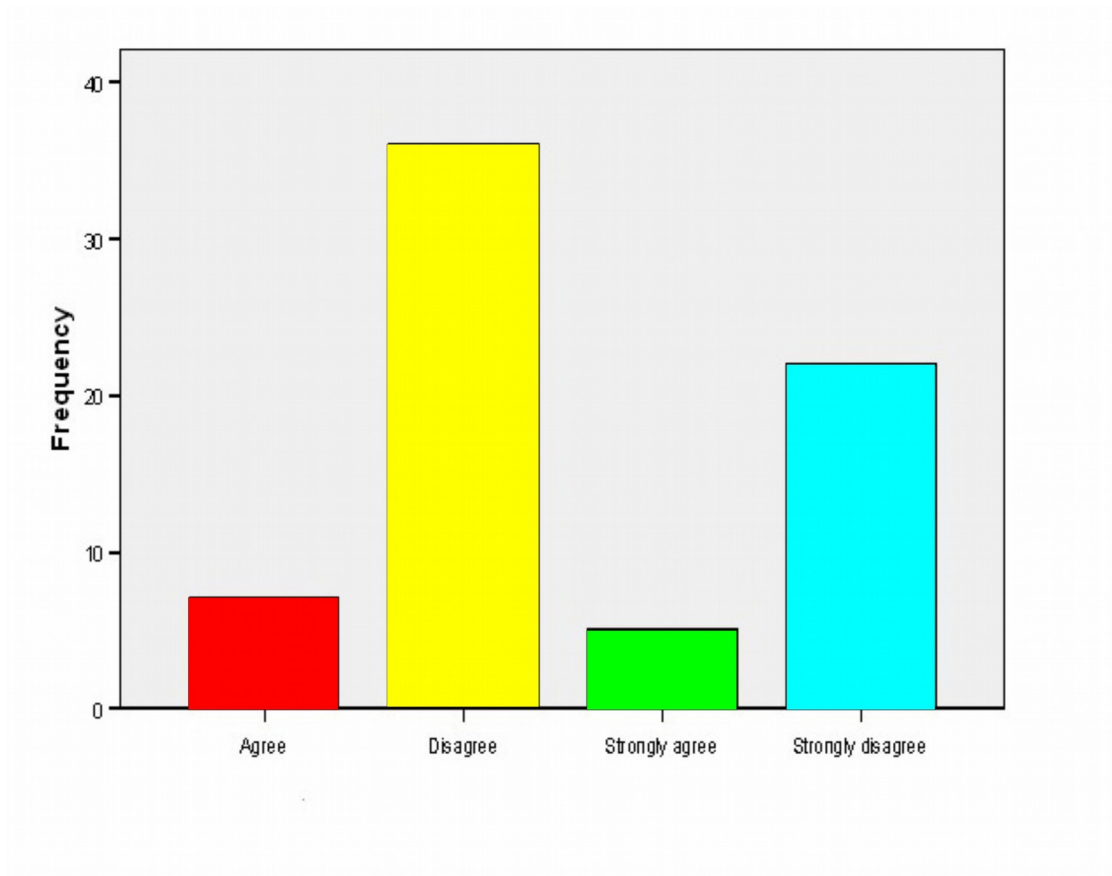
**Figure (4.4) Control group**



**Table (4.5) / (Teacher's Response)**

Percentage	Frequency	Item
8.3	7	Agree
42.9	36	Disagree
6.0	5	Strongly agree
26.2	22	Strongly disagree
83.3	70	Total
16.7	14	System
100.0	84	Total

From the above table (4.5) (2.3%), 36 teachers out of (70) disagree (42.9), but those who were strongly disagree 22 (26.2). Those who were agreed 7 (8.3%), while only 5 teachers were strongly agreed (6.0%).



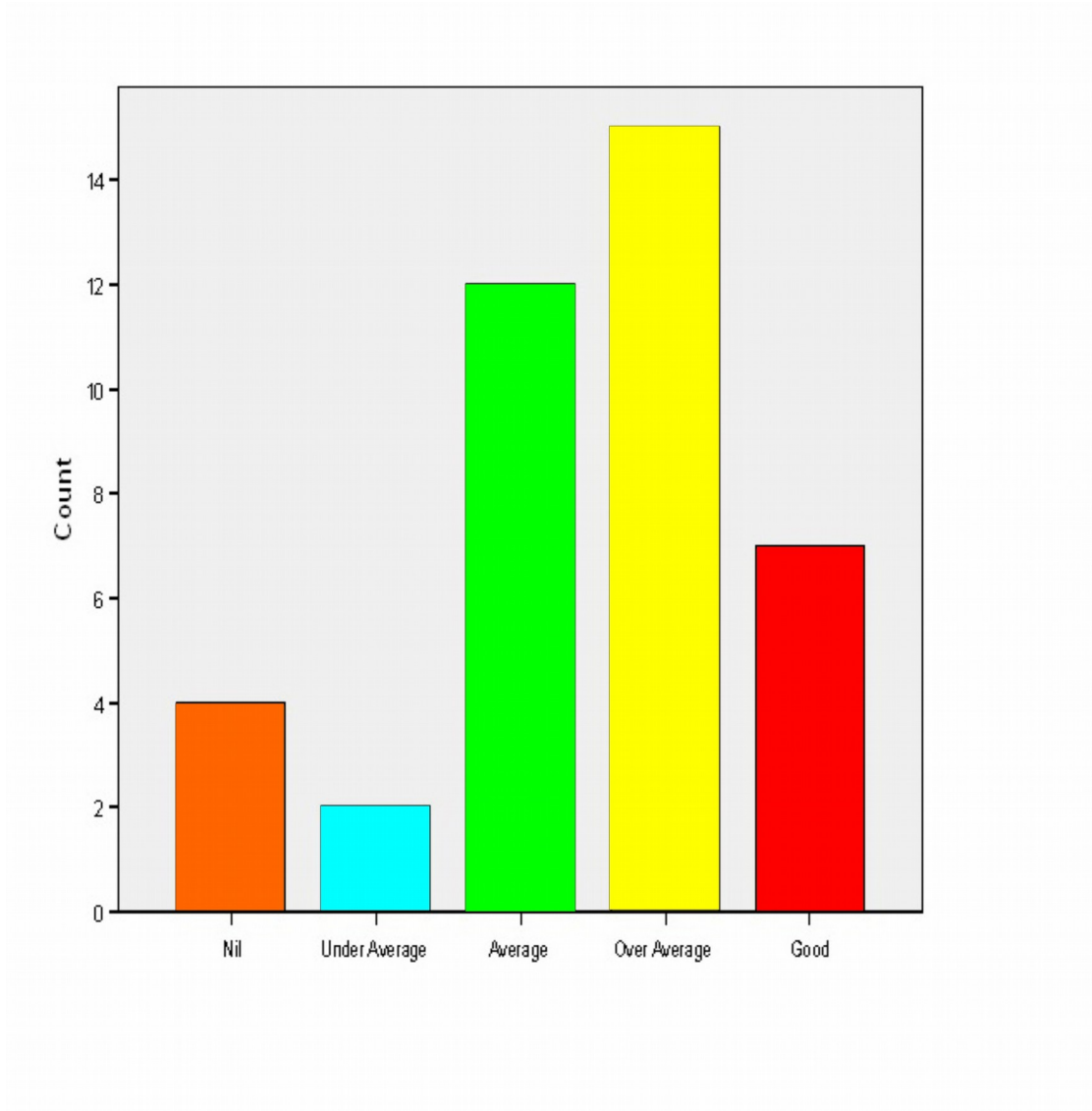
**Figure (4.5) Teachers' Response**

**Table (4.6)**

**3. Students' ability in stating topic sentence (Ex)**

<b>Percentage</b>	<b>Frequenc y</b>	<b>Item</b>
10.0	4	Nil
5.0	2	Under
30.0	12	Average Average
37.5	15	Over
17.5	7	Average Good
100.0	40	Total

As it relates to the students' using the topic sentence table (4.6) 15 students out of 40 obtained over average (37.5%) while 12 were average (30.0). Those who got good were 7 students (17.5%) and 4 got nil (10.0%) but only 2 were under average (5.0%).

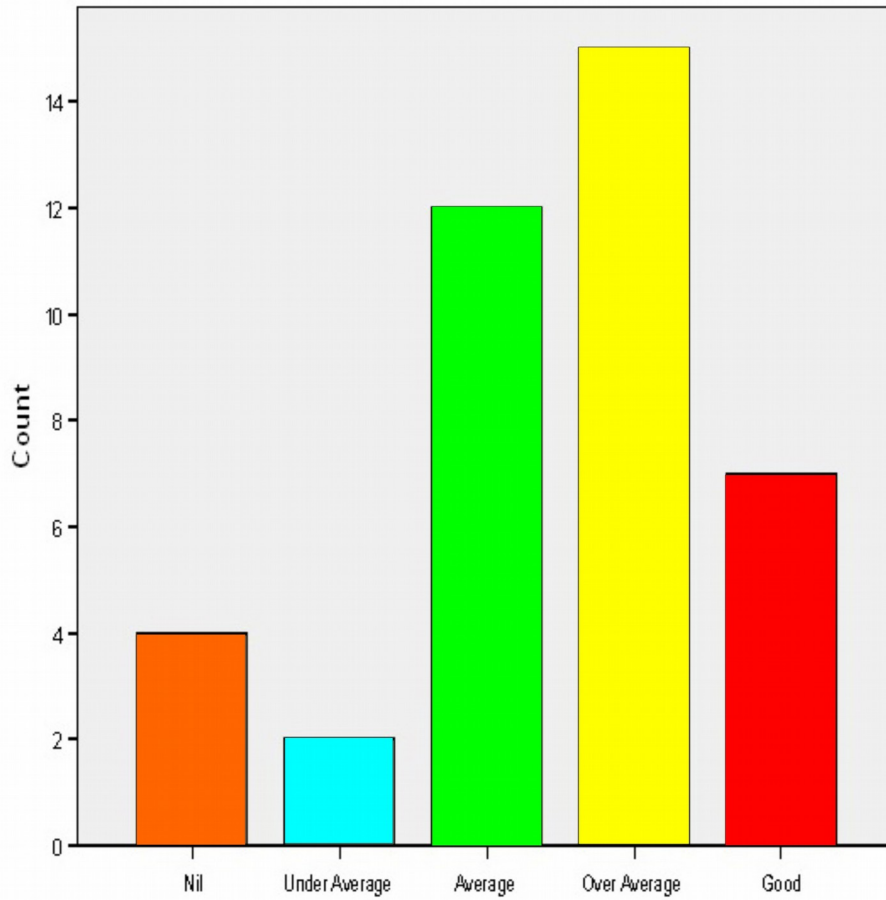


**Figure (4.6) Experimental group**

**Table (4.7) (Control Group)**

<b>Percentage</b>	<b>Frequency</b>	<b>Item</b>
12.2	5	Nil
2.4	1	Under
9.8	4	Average
36.6	15	Average Over
36.6	15	Average Good
97.6	40	Total
2.4	1	System
100.0	41	Total

From the above table (4.7) 15 students out of 40 obtained over average and good (36.6 %) while only 1 got under average (2.4%). Those who got nil were 5 students (12.2 %) but only 4 got averages (9.8%).

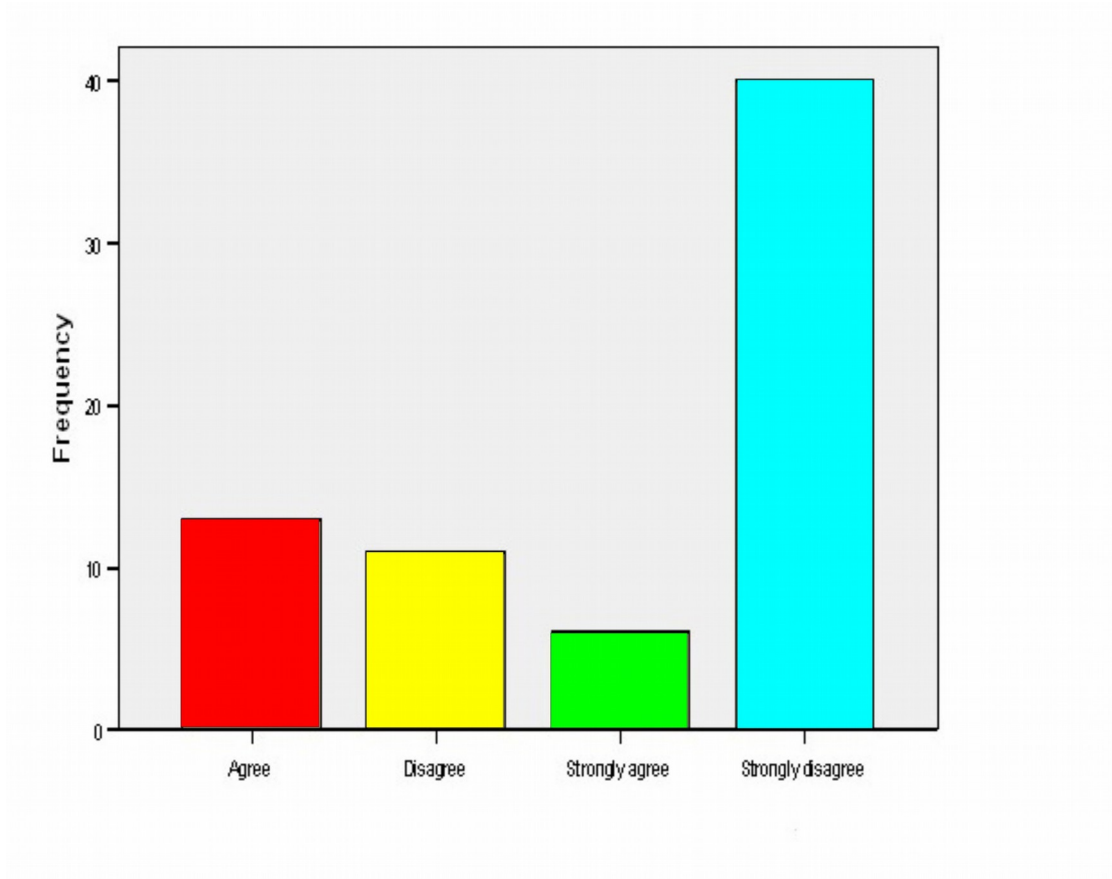


**Figure (4.7) Control group**

**Table (4.8) Teachers' Response**

<b>Percentage</b>	<b>Frequency</b>	<b>Item</b>
15.5	13	Agree
13.1	11	Disagree
7.1	6	Strongly agree
47.6	40	Strongly disagree
83.3	70	Total
16.7	14	System
100.0	84	Total

From the above table (4.8) 40 teachers out of 70 (47.6 %), were strongly disagree, but those who were strongly agree only 6 (7.1%). But those who were agree 13 teachers (15.5 %), while only 11 teachers were disagree (13.1%).



**Figure (4.8) Teachers' Response.**

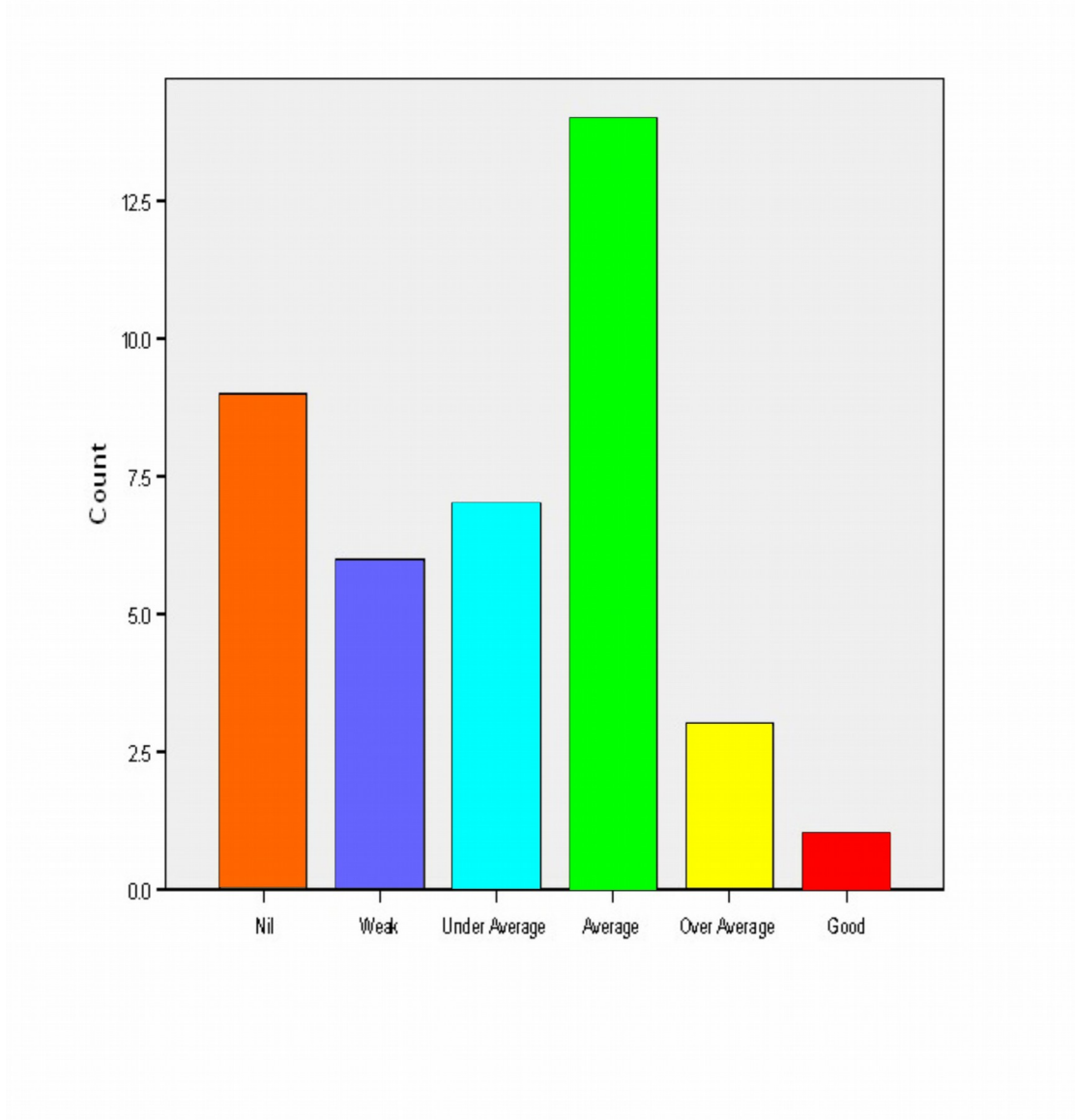


**Table (4.9)**

**4. Methods of Developing Paragraph (Exp)**

Percentage	Frequency	Item
22.5	9	Nil
15.0	6	Weak
17.5	7	Under
35.0	14	Average
7.5	3	Average
2.5	1	Over
100.0	40	Good
		Total

From the above table (4.9) 14 students out of 40 obtained average and only 3 got good (35.0 %) while 9 students got nil (22.5 %). Those who got weak were 6 students (15.0 %) while only 3 got over average (7.5%).



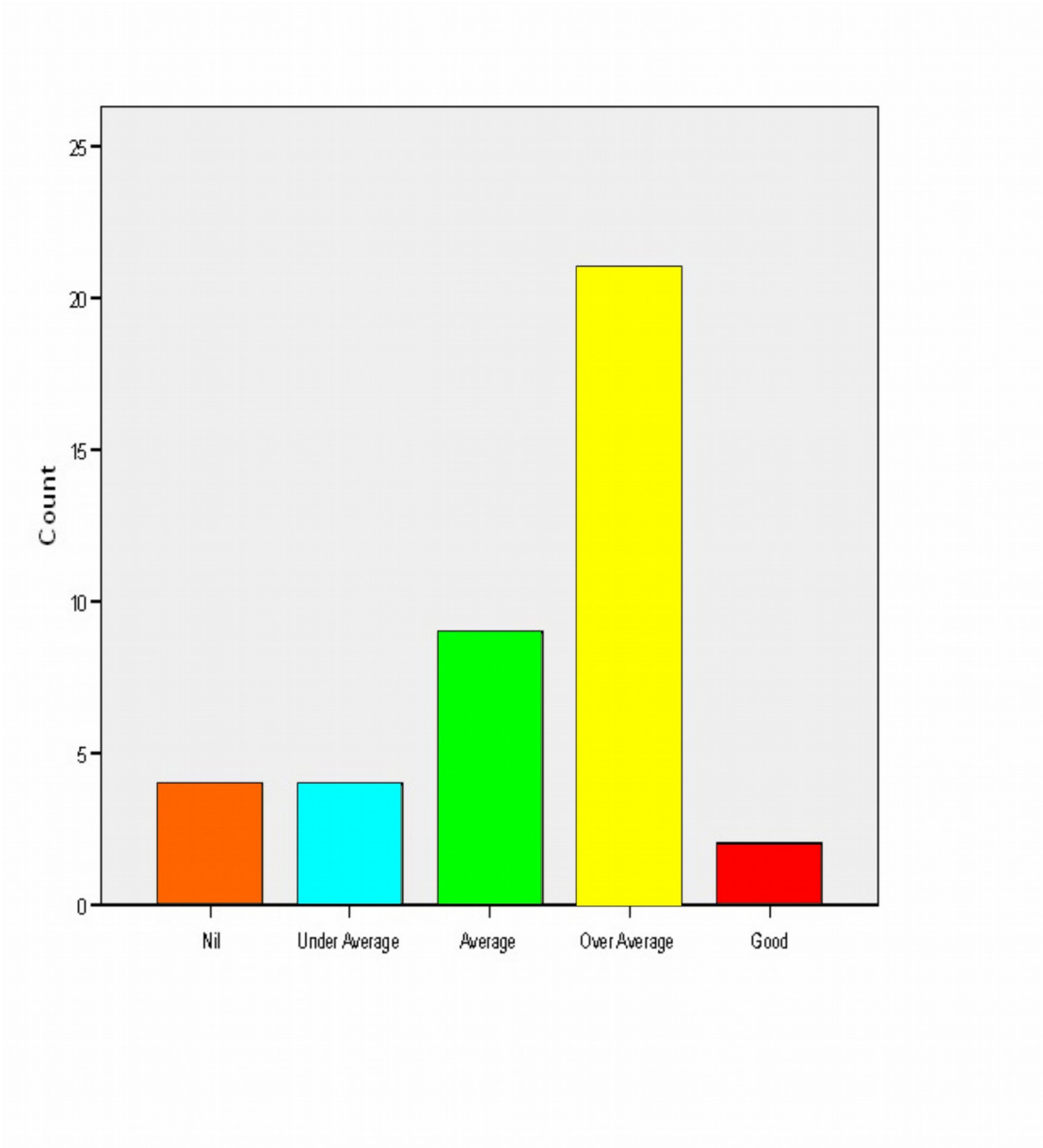
**Experimental group**

**Figure (4-9)**

**Table (4-10) (Control group)**

Percentage	Frequency	Item
9.8	4	Nil
9.8	4	Under
22.0	9	Average
51.2	21	Over
4.9	2	Good
97.6	40	Total
2.4	1	System
100.0	41	Total

From the above table (4.10) 21 students out of 40 obtained over average( 51.2% ) whereas only 2 got good (4.9 %) while 9 students got average (22.5 %.).Those who got nil and under average were only 4 students (9.8 %)



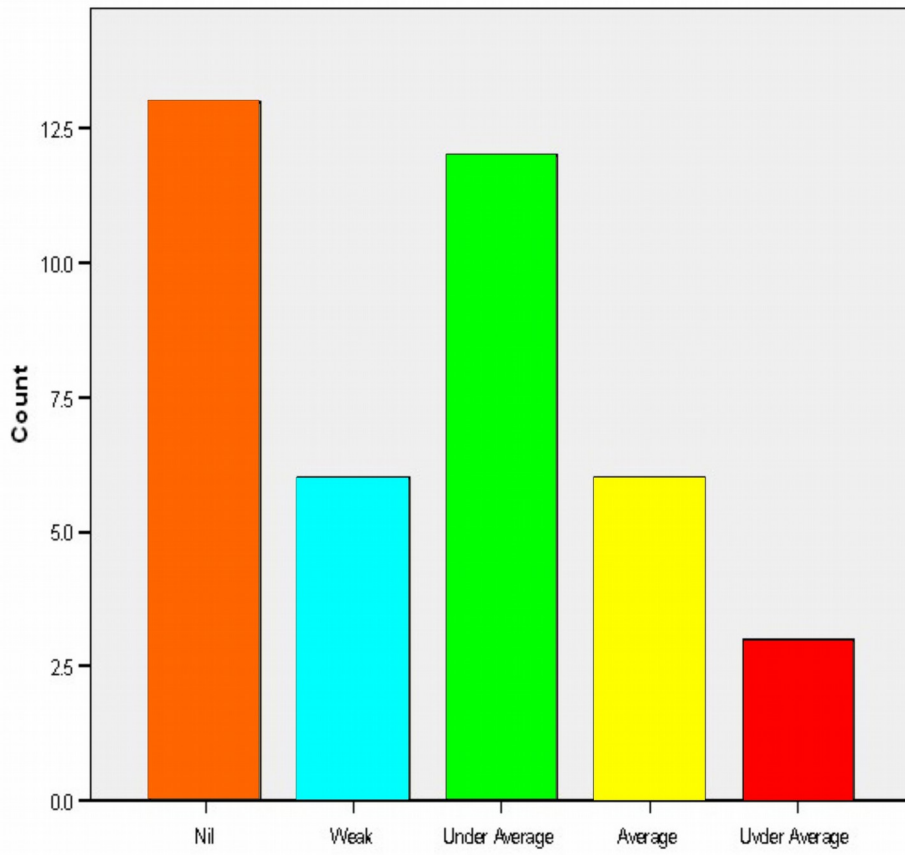
**Fig (4.10) Control Group**

**Table (4.11)**

**5. Students' skill in keeping a paragraph unity (Exp)**

Percentage	Frequency	Item
32.5	13	Nil
15.0	6	Weak
30.0	12	Under Average
15.0	6	Average
7.5	3	Over Average
100.0	40	Total

From the above table (4.11) 13 students out of 40 obtained nil (32.5%) while only 3 got over average (7.5 % ) ,but 12 students got under average (30.0%).However 6 students got average and weak (15.0%) .

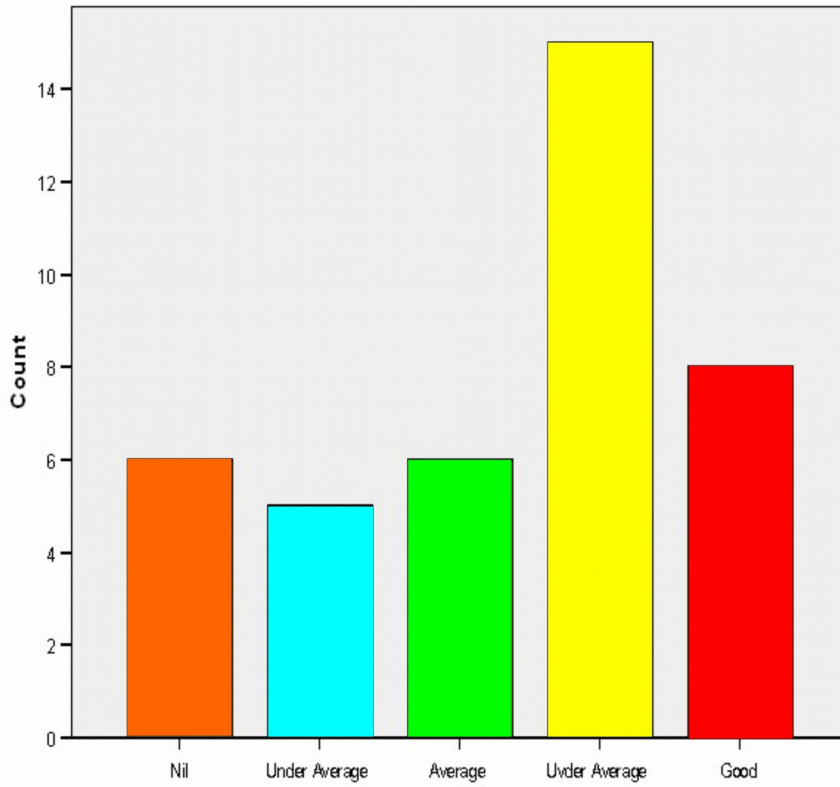


**Fig (4.11) Experimental group**

**Table (4.12) Control Group**

Percentage	Frequency	Item
14.6	6	Nil
12.2	5	Under
14.6	6	Average
36.6	15	Average Over
19.5	8	Good
97.6	40	Total
2.4	1	System
100.0	41	Total

Referring to the above table (4.12) 15 students out of 40 obtained over average (36.6. %) whereas only 5 got under average (12.6 %) while 8 students got good (19.5 %). Those who got nil and average were only 6 students.



**Figure (4.12) Control group**

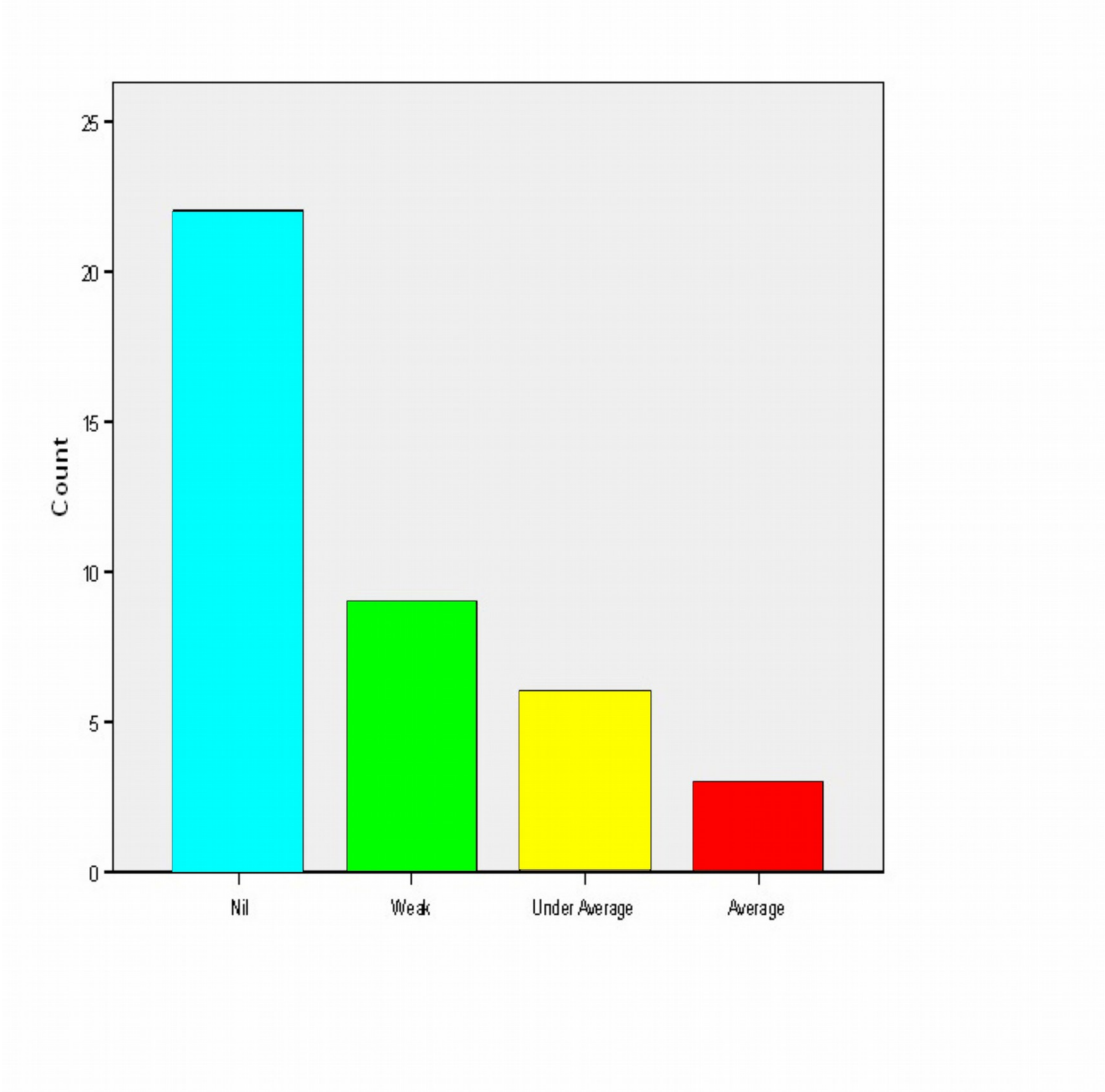


**Table (4.13)**

**6. Students' Ability in Using Cohesive Devices**

Percentage	Frequency	Item
55.0	22	Nil
22.5	9	Weak
15.0	6	Under Average
7.5	3	Average
100.0	40	Total

According to the above table (4.13) 22 students out of 40 obtained nil (55.0. %) whereas only 3 got average (7.5 %) while 9 students were weak (22.5%) Those who were under average were only 6 students.

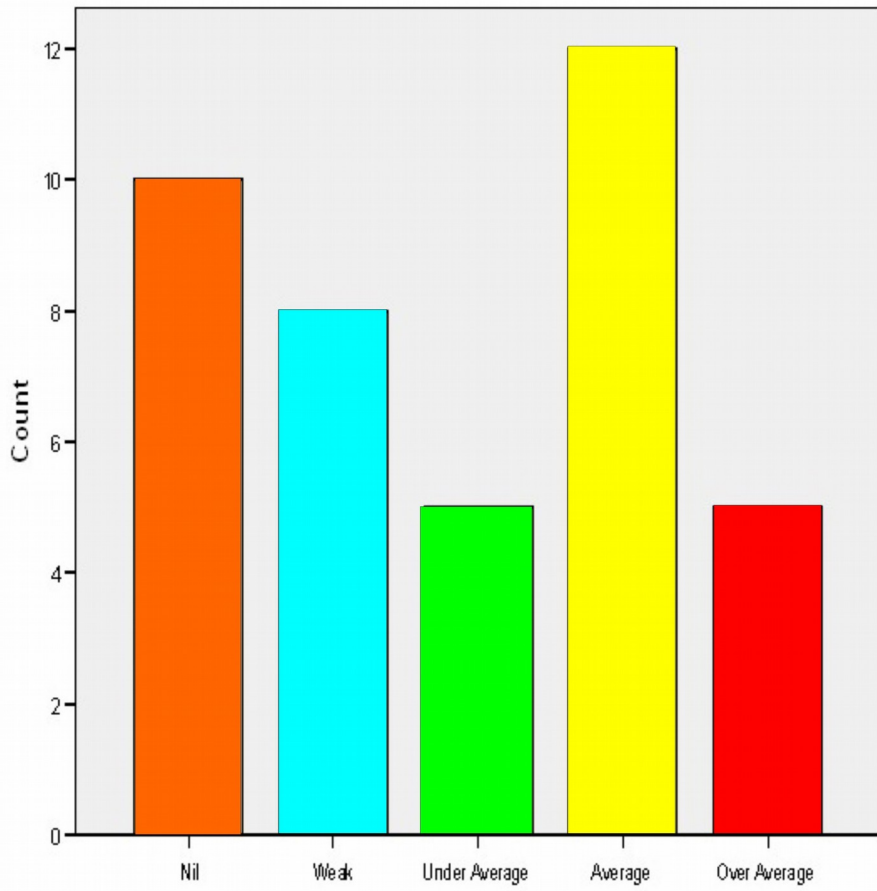


**Figure (4.13) Experimental group**

**Table (4.14) (Control Group)**

Percentage	Frequency	Item
24.4	10	Nil
19.5	8	Weak
12.2	5	Under
29.3	12	Average
12.2	5	Average
97.6	40	Over
2.4	1	Average
100.0	41	Total
		Total

From the above table (4.14) 12 students out of 40 obtained average (29.0%) whereas only 5 students got average and under average (12.2 %) while 8 (19.5%). Those who were nil were only 10 students (24.4%).

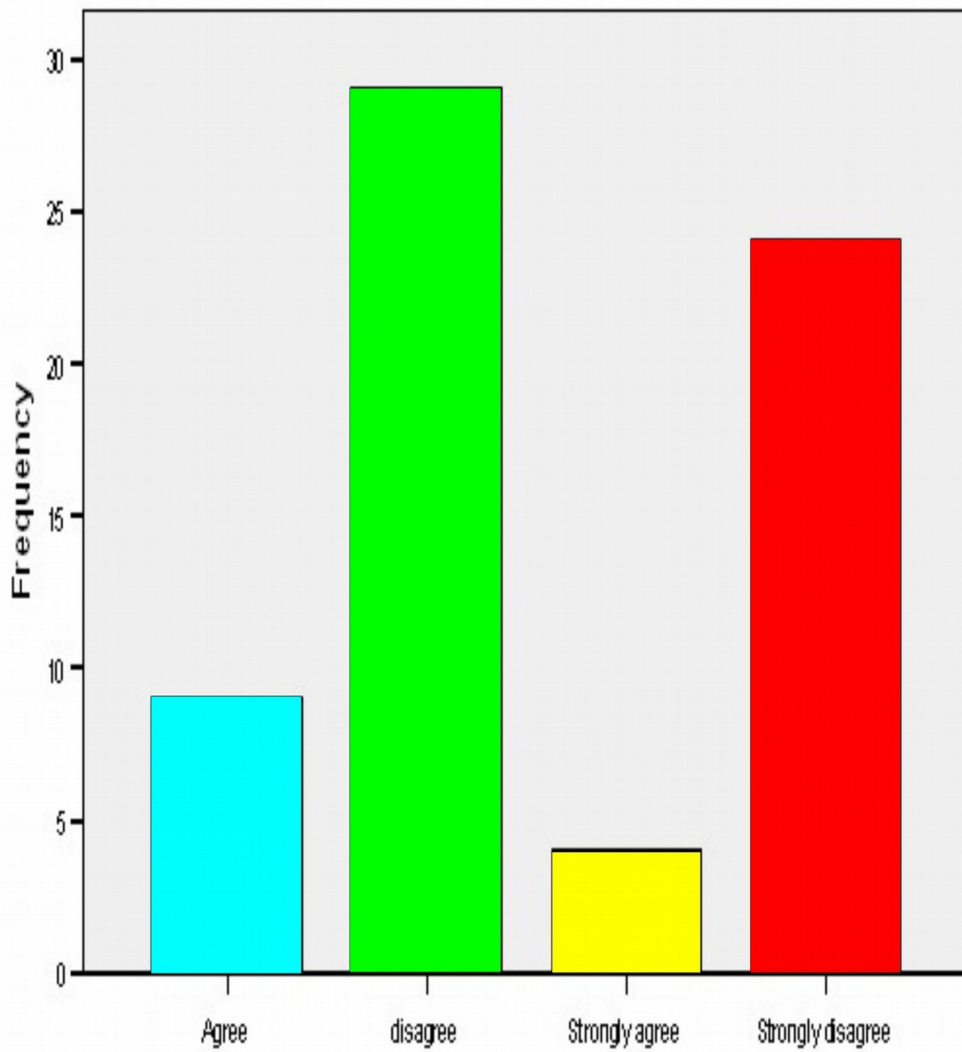


**Figure (4.14) Control group**

**Table (4.15) (Teachers' Response)**

Percentage	Frequency	Item
10.7	9	Agree
34.5	29	Disagree
4.8	4	Strongly agree
28.6	24	Strongly disagree
78.6	66	Total
21.4	18	System
100.0	84	Total

From the above table (4.15) 29 teachers out of 70 (34.5 %), were disagree, but those who were strongly agree only 4 (4.8 %). But those who were strongly disagree 24 teachers (28.6 %), while only 9 teachers were agree (13.1%).



**Figure (4.15) Teachers' Response**

**Table (4.16)**

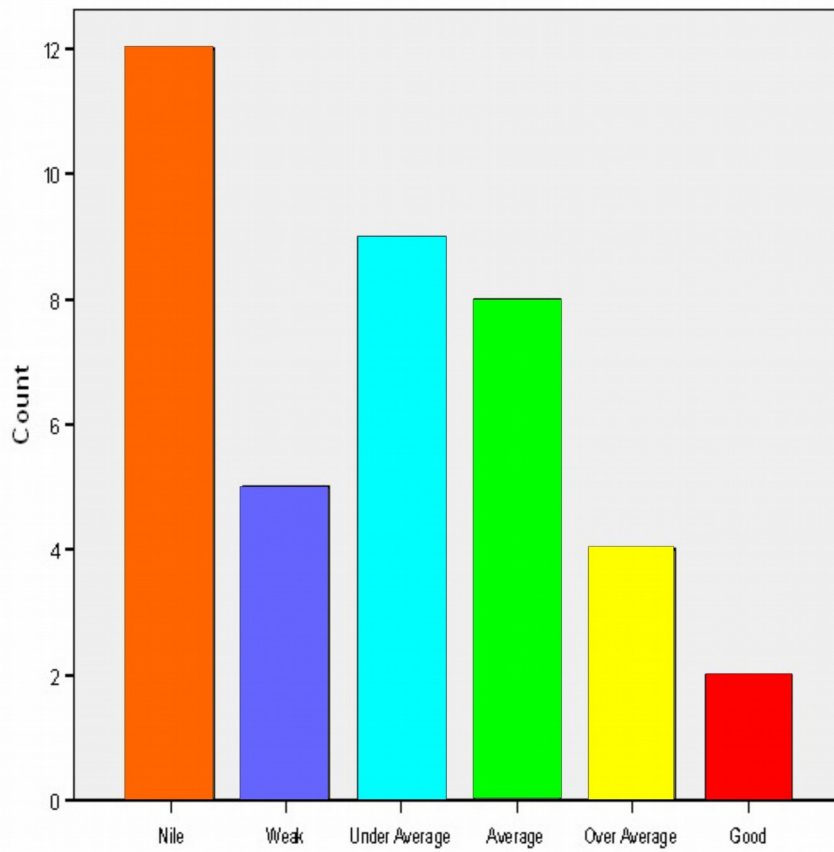
**7. Acceptable Length of Paragraph (Experimental)**

Percentage	Frequency	Item
30.0	12	Nil
12.5	5	Weak
22.5	9	Under Average
20.0	8	Average
10.0	4	Over
5.0	2	Average Good
100.0	40	Total

Based  
above  
(4.16)

on the  
table  
12

students out of 40 obtained nil (30.0. %) whereas only 2 students got good (5.0) and 9 under average (22.5 %) while 8 average (20.0 %). Those who were over average only 4 students (10.0 %).



**Experimental group Figure (4.16)**



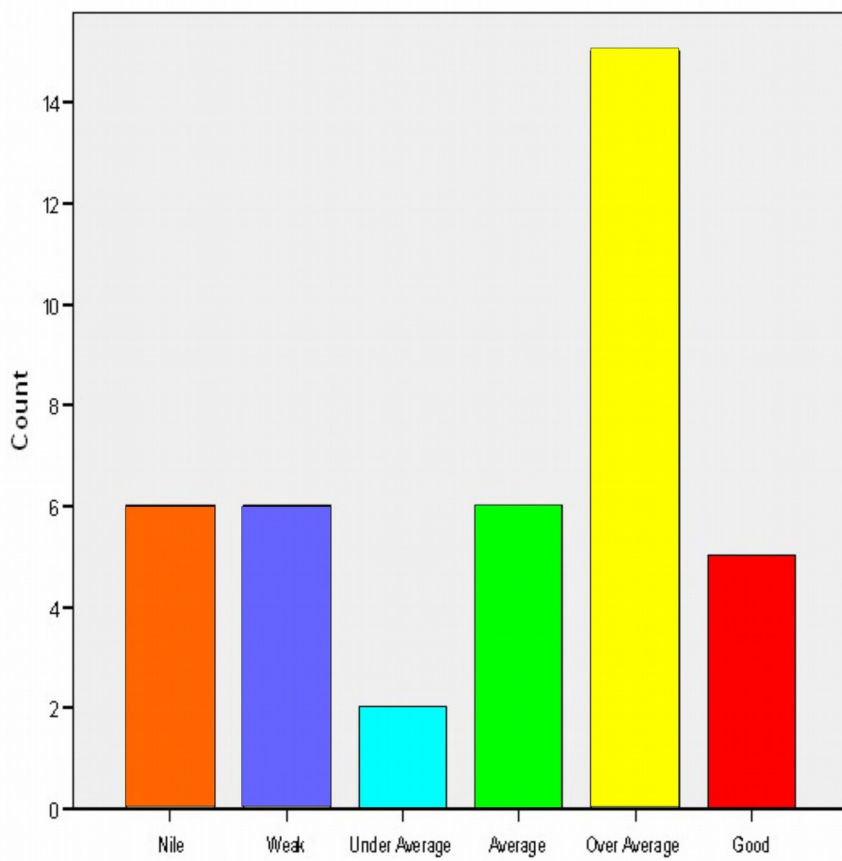
**Table  
(Control**

Percentage	Frequency	Item
14.6	6	Nil
14.6	6	Weak
4.9	2	Under
14.6	6	Average
36.6	15	Average Over
12.2	5	Good
97.6	40	Total
2.4	1	System
100.0	41	Total

**(4.17)  
group)**

Based on the above table (4.17) 15 students out of 40 obtained over average (36.6. %) whereas only 2 students got under average (4.9) and 6 under average (14.6 %) ,and another 6students (14.6 %) got nil and

6(14.6 %) obtained weak .Those who good were only 5 students(12.2 %).



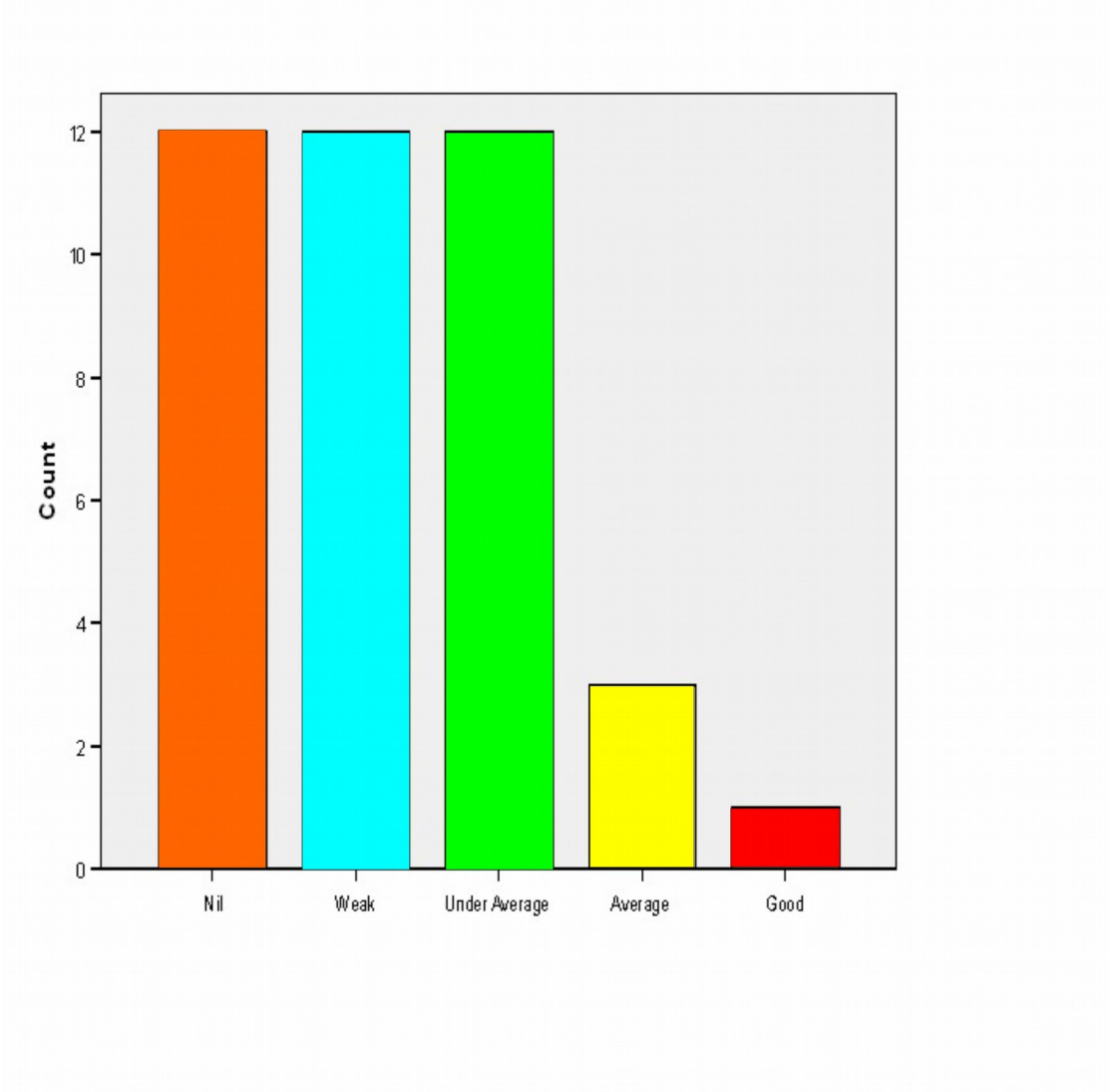
**Figure (4.17) Control group**

**Table (4.18)**  
**8. Students’**  
**in using**  
**spelling**

<b>Percentage</b>	<b>Frequency</b>	<b>Item</b>
30.0	12	<b>Nil</b>
30.0	12	<b>Weak</b>
30.0	12	<b>Under</b>
7.5	3	<b>Average</b>
2.5	1	<b>Average</b>
100.0	40	<b>Good</b>
		<b>Total</b>

**ability**  
**correct**  
**(Exp)**

The above table (4.18) indicate that 12 students out of 40 for each item under average, nil and weak obtained (30.0. %) whereas only 1 student got good (4.9%) and only 3 got average (7.5 %).

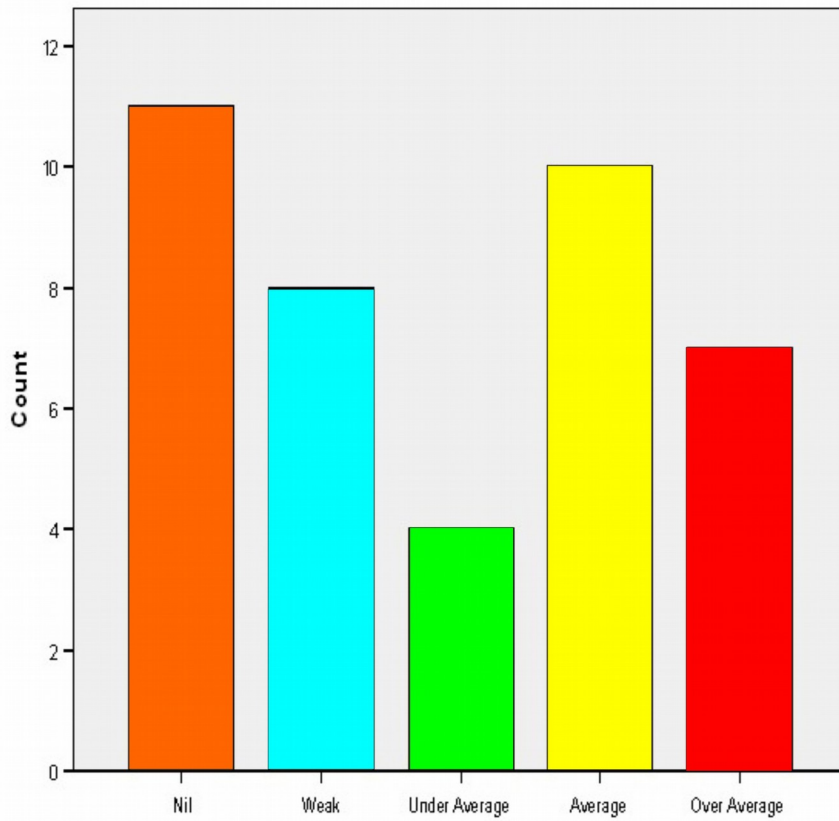


**Figure(4.18) Experimental group**

**Table (4.19) Control Group**

Percentage	Frequency	Item
26.8	11	Nil
19.5	8	Weak
9.8	4	Under
24.4	10	Average
17.1	7	Average
97.6	40	Total
2.4	1	System
100.0	41	Total

From the above table (4.19) 11 students out of 40 got nil average, nil whereas only 4 students got obtained under average 9.8. %). 10 students obtained average (24.4%) and only 7 got over average (17.1 %).



**Figure (4.19) Control group**

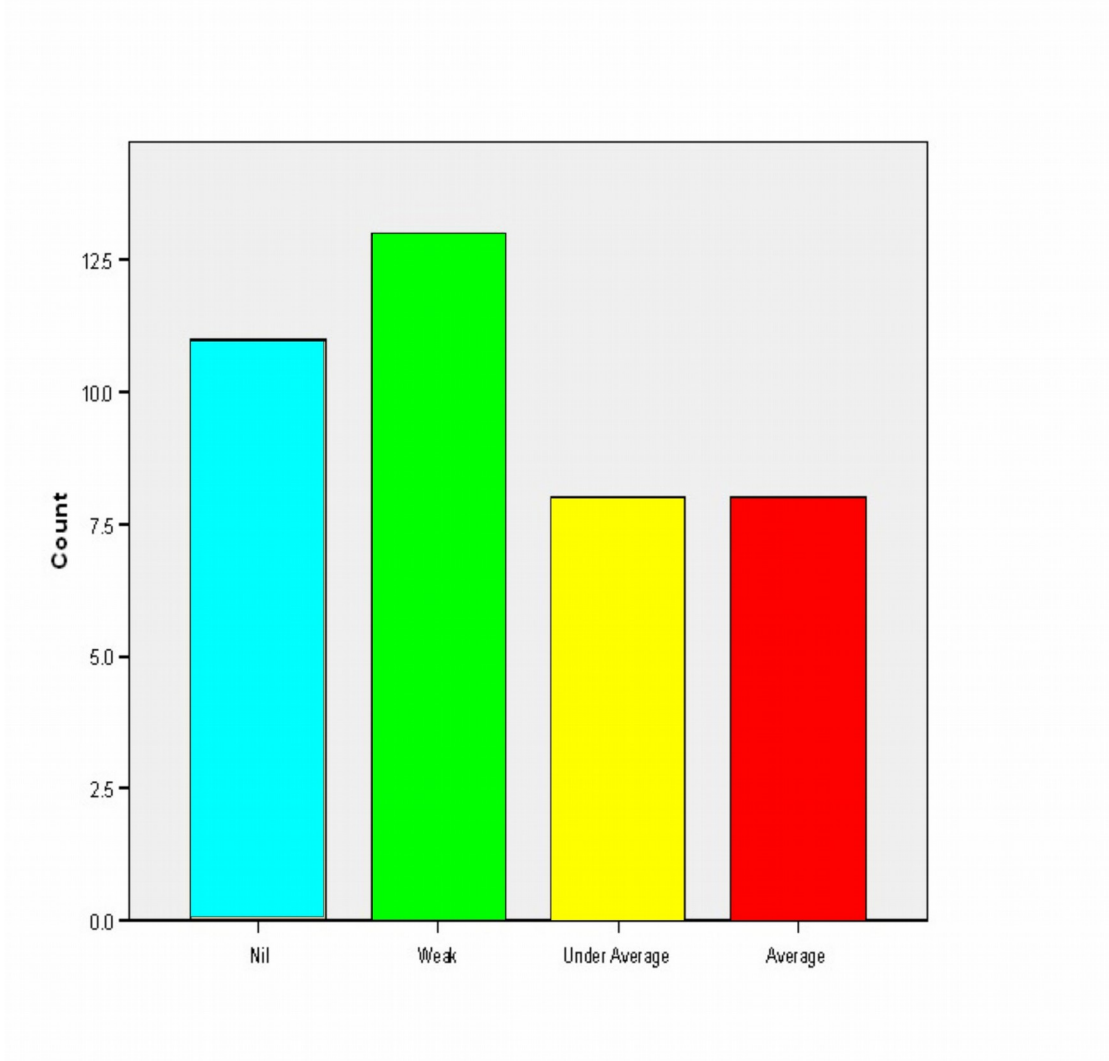


**Table (4.20)**

**9. Students' ability in putting punctuation marks properly ( Exp)**

Percentage	Frequency	Item
27.5	11	Nil
32.5	13	Weak
20.0	8	Under
20.0	8	Average Average
100.0	40	Total

From the above table (4.20) 13 students out of 40 got weak (32.5 %) whereas only 8 students obtained for each item under average and average (20.0 %). However only 11 students obtained nil (27.5%)

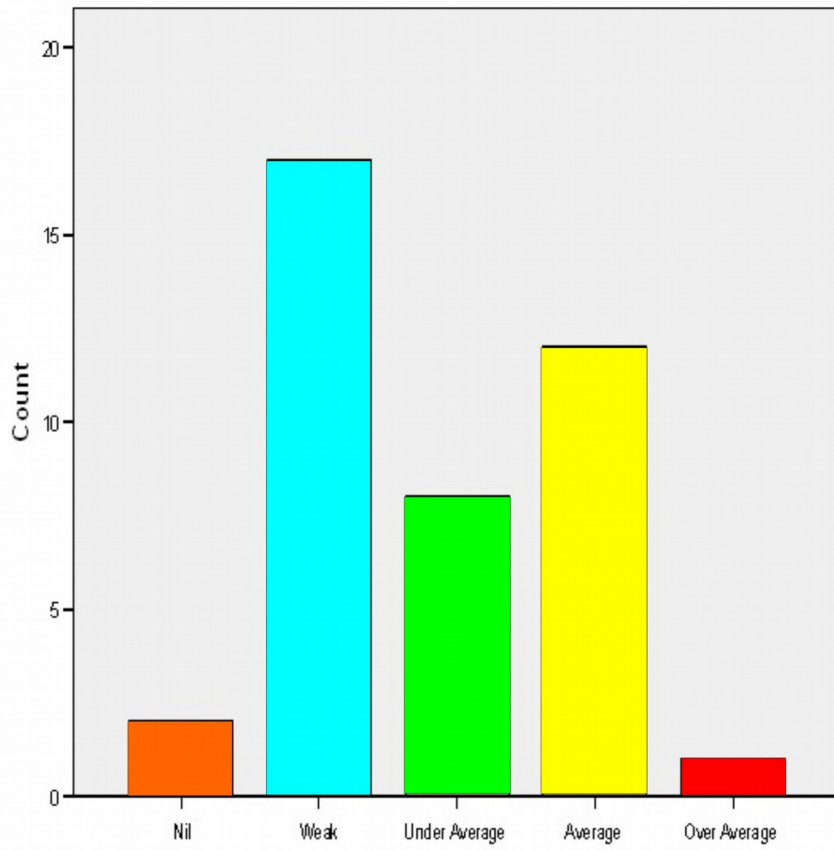


**Figure (4.20 ) Experimental group**

**Table (4.21) Control Group**

Percentage	Frequency	Item
4.9	2	Nil
41.5	17	Weak
19.5	8	Under
29.3	12	Average
2.4	1	Average
97.6	40	Total
2.4	1	System
100.0	41	Total

The above table (4.21) 17 students out of 40 got weak (41.5 %) whereas only 1 student obtained over average (2.4 %). However 12 students obtained average (29.3%) and 8 got under average (19.5) but only 2 got nil (4.9 %).

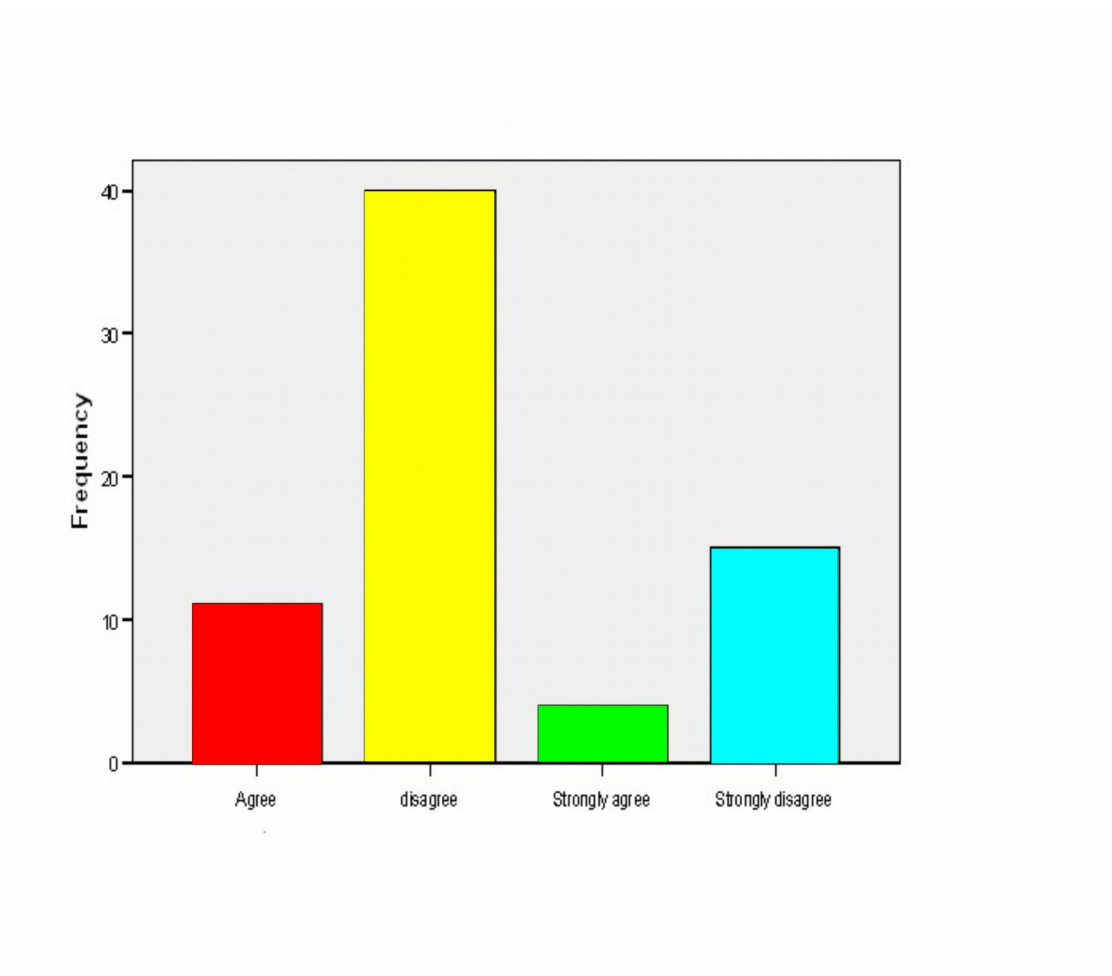


**Figure (4.21) Control Group**

**Table (4.22)/ Teachers' Response**

Percentage	Frequency	Item
13.1	11	Agree
47.6	40	Disagree
4.8	4	Strongly agree
17.9	15	Strongly disagree
83.3	70	Total
16.7	14	System
100.0	84	Total

From the above table (4.22) 40 teachers out of 70 (47.6 %), were disagree, but those who were strongly agree only 4 (4.8 %). But those who were strongly disagree 15 teachers (17.9 %), while only 11 teachers were agree (13.1%).



**Figure (4.22) Teachers' Response**

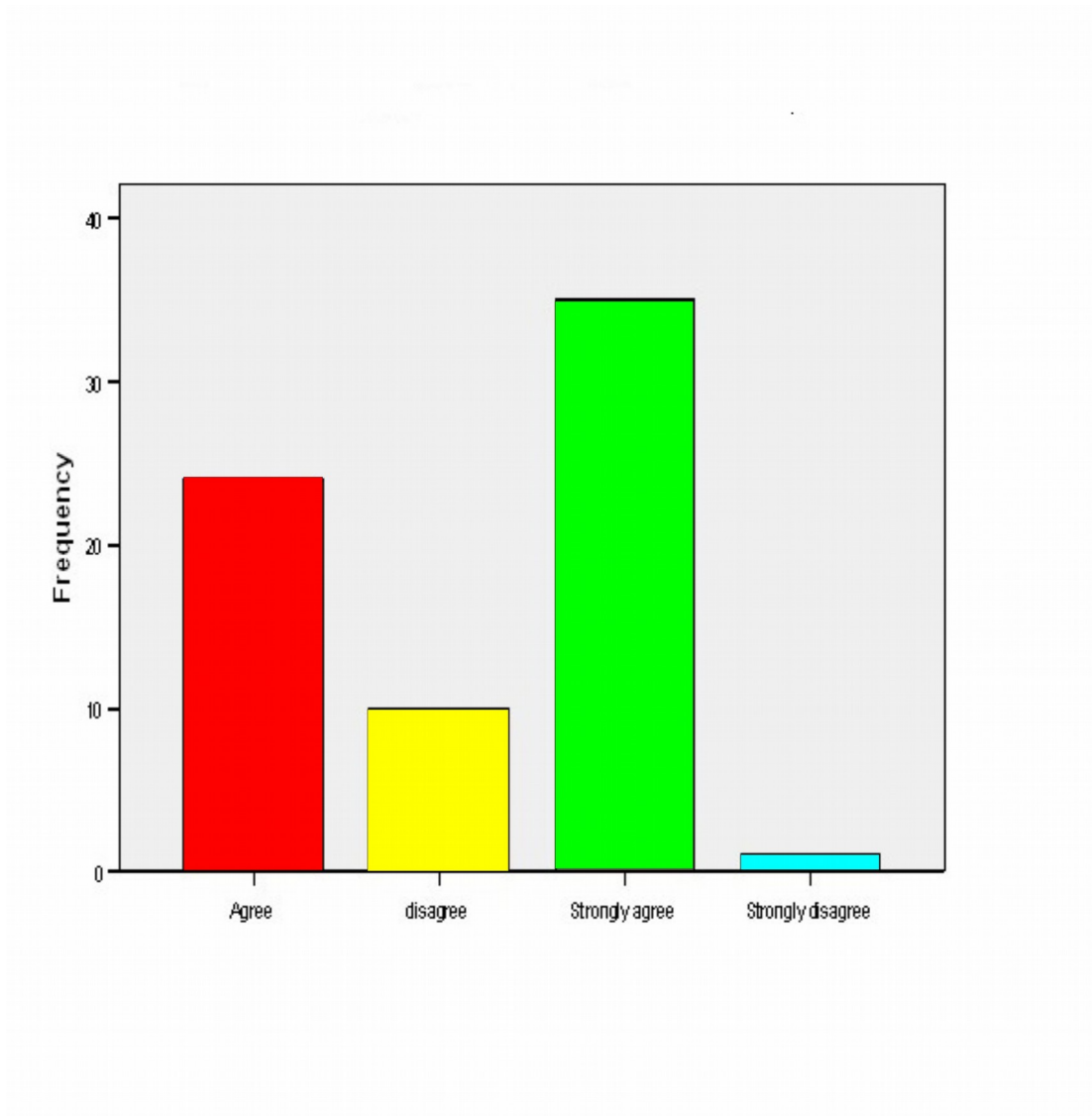
**Table (4.23)**

**10. Your students' difficulties in writing a paragraph:**

Percentage	Frequency	Item
28.6	24	Agree
11.9	10	Disagree
41.7	35	Strongly agree
1.2	1	Strongly disagree
83.3	70	Total
16.7	14	System
100.0	84	

Concerning the above table (4.23) 35 teachers out of 70 (41.7 %), were strongly agree, but those who were strongly disagree only 1 (1.2 %). But

those who were agree 10 teachers (11.9 %), while 24 teachers were agree (28.6 %).



**Figure (4.23) Teachers' response**

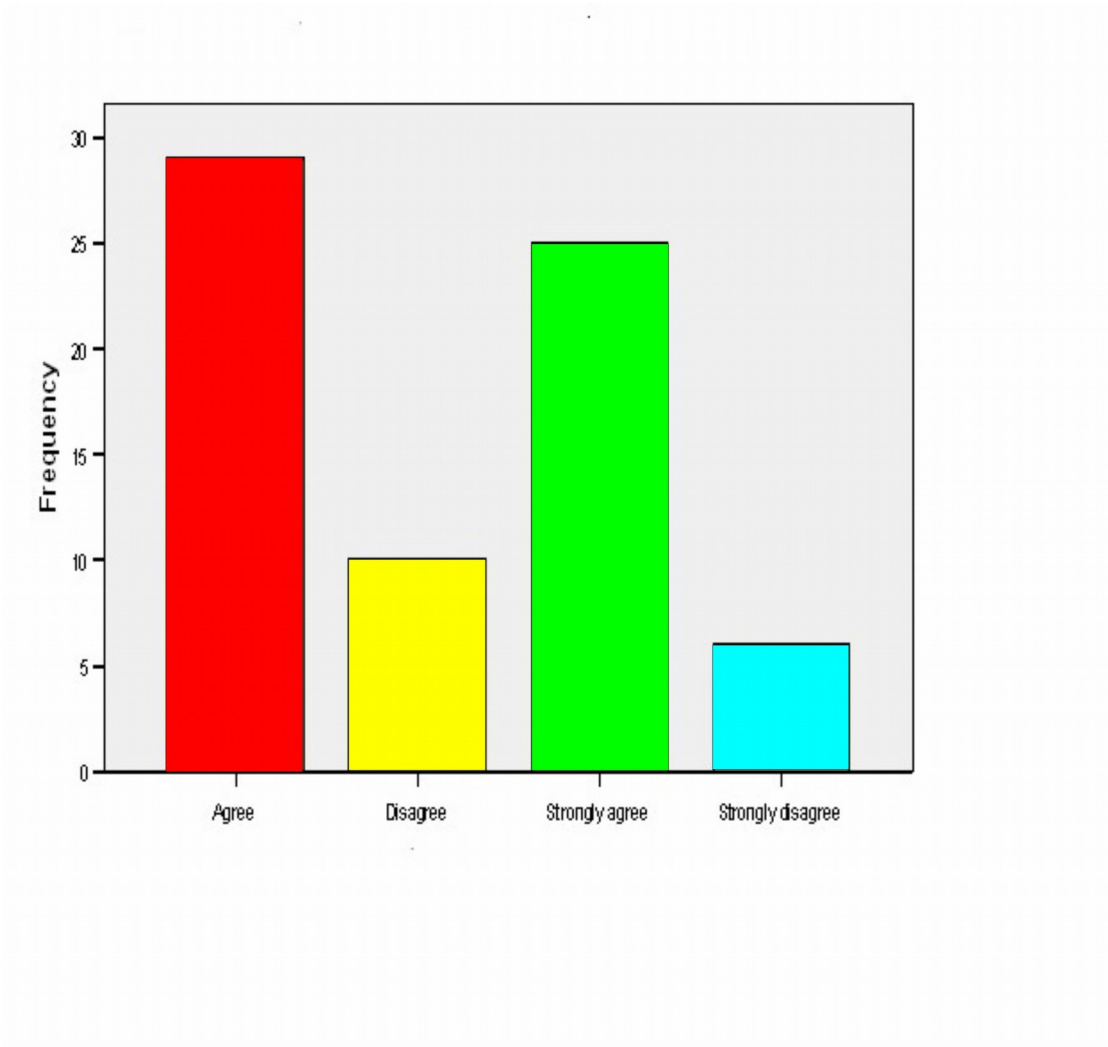


**Table (4.24)**

**11. English literature (an extract) as a theme for writing paragraph  
(teachers' Response)**

Percentage	Frequency	Item
34.5	29	Agree
11.9	10	Disagree
29.8	25	Strongly agree
7.1	6	Strongly disagree
83.3	70	Total
16.7	14	System
100.0	84	Total

From the above table (4.24) 29 teachers out of 70 (34.5 %), were agreed, but those who were strongly disagreed only 6 (7.1 %). But those who were disagreed 10 teachers (11.9 %), while 25 teachers were strongly agreed (29.8 %).



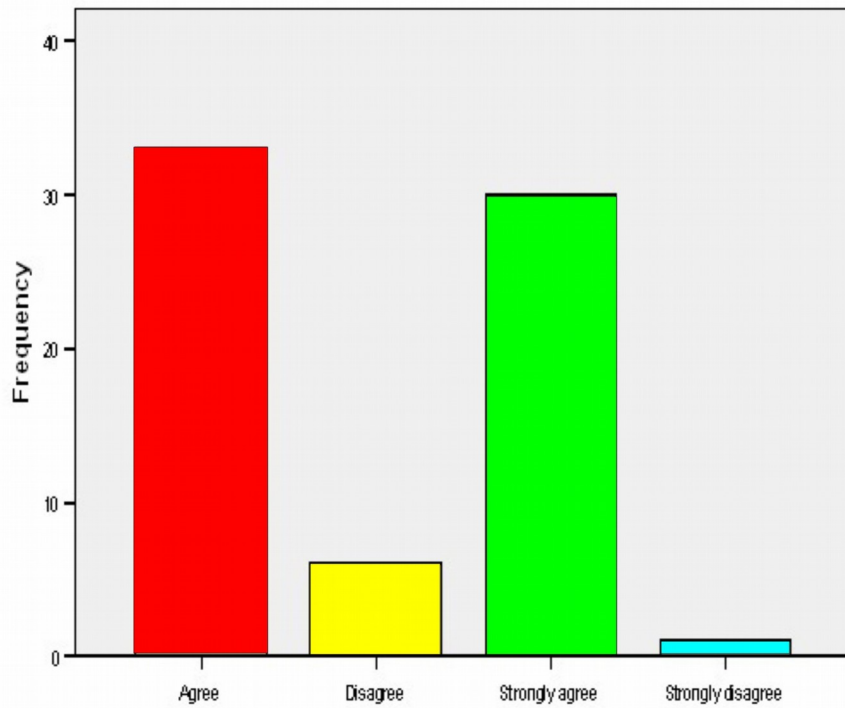
**Figure (4.24) Teachers' Response**

**Table (4.25)**

**12. Making use of some (extracts) from English literature as a theme for writing a paragraph. (Teachers' Response)**

Percentage	Frequency	Item
35.7	30	Agree
14.3	12	Disagree
32.1	27	Strongly agree
1.2	1	Strongly disagree
83.3	70	Total
16.7	14	System
100.0	84	Total

The above table (4.25) 30 teachers out of 70 (35.7 %), were agreed, but those who were strongly disagreed only 1 (1.2 %). But those who were strongly agreed 27 teachers (32.1 %), while 12 teachers only were disagreed (14.3 %).



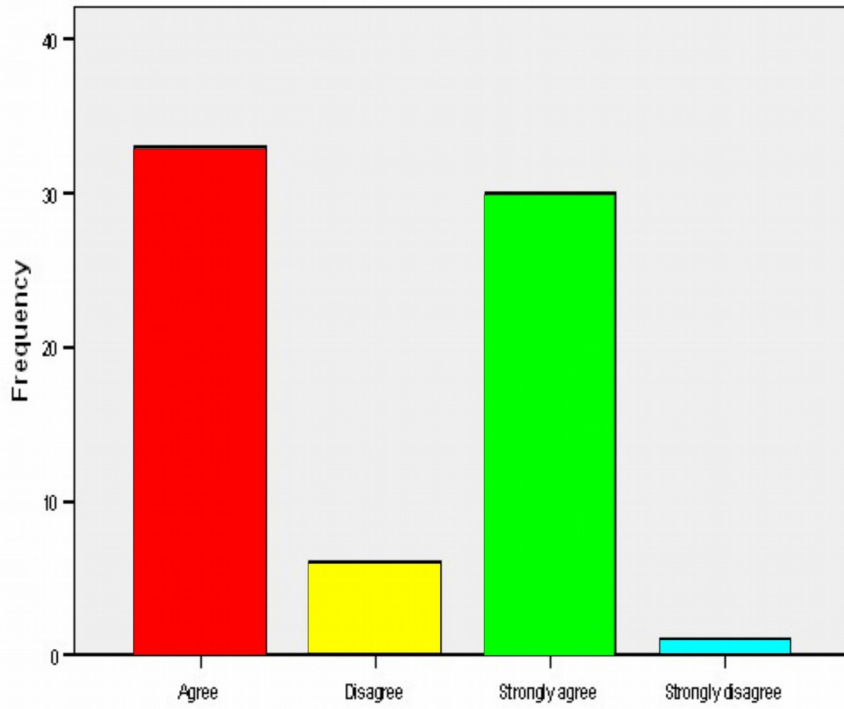
**Figure (4.25) Teachers' Response**

**Table (4.26)**

**13. Exploiting Sudanese Short Stories in writing a paragraph**

Percentage	Frequency	Item
39.3	33	Agree
7.1	6	Disagree
35.7	30	Strongly agree
1.2	1	Strongly disagree
83.3	70	Total
16.7	14	System
100.0	84	Total

The above table (4.26) shows that 33 teachers out of 70 (39.3 %), were agreed, but those who were strongly disagreed only 1 (1.2 %).The number of teachers who were strongly agreed 30 (35.7 %), while 6 teachers only were disagreed (7.1 %).



**Figure (4.26) Teachers' Response**

### **Interpretation of the Tests and the Questionnaire:**

Concerning writing the title in a paragraph, (Table 4.1) the experimental group was not able in that regard as well as the control group (Table 4.2). This may explain that the teachers do not pay the required attention since understanding a title is very essential for writing any topic.

In terms of using indentation, (Table & Figure 4.5), the teachers said that their students did not apply indentation. Moreover, the experimental group could not do so when writing a paragraph. (Table 4.1), their capability in that skill agreed with what was stated by the teachers. On the other hand, many of the students in the control group were able to use indentation

As it relates to stating the topic sentence of a paragraph, the performance of both the experimental group and the control one (table 4.6 & 4.7).showed that students were able to state the topic sentence. However, teachers (table 4.8.) stated that their students were not able to master this skill.

As far as it concerns with the use of strategy of developing a paragraph, the control group (table 4.10) showed better approaches in that issue than the experimental one (table 4.9).

As for keeping unity of a paragraph (Table4.11), any of the students in the experimental group could not master this procedure, but the performance of control group (Table 4.12) indicated that they could do so.

In regard to applying cohesive devices in writing a paragraph, many teachers (Table 4.13) stated that their students were not able to use these devices. Their opinion was confirmed by the experimental group

performance (Table 4.13). However, many students in the control group (Table 4.14) mastered this strategy, except some of them.

Concerning the length of paragraph, the experimental group performance (table 4.15) indicated that they couldn't use that strategy but the control group showed better performance (table 4.16), since many students could master it.

Based on using correct spelling of words while writing a paragraph (Table 4.18 ), the experimental group performance was poor while that of the control group (Table 4.19 ) much better indicating that many students were able to master that skill. Moreover, it was confirmed by Mohammed's previous study which was about grammatical errors encountered by secondary level students when writing composition.

In regard to using punctuation marks in a correct way in writing a paragraph (Table 4.20), many teachers stated that their students didn't master that skill which was confirmed by the experimental group performance (Table 4.20) and the control group performance (Table 4.21). As it was shown in (table 4.23), nearly all the teachers strongly confirmed that their students face difficulties in writing a paragraph. Their opinion was clearly seen in the performance of the students in the two tests, especially that of the experimental group. This point was also discussed by Ibrahim, Mohammad and Abd Agadir in their previous studies (2006&2012) on the same issue which concluded that students face linguistic problems and skills in paragraph writing.

According to (Table 4. 24) a lot of teachers stated that literature extracts can be used in teaching a paragraph. But the students' achievement in the pre-test did not reflect this. This may show that these teachers lack the required training in this concern.



As for using some literary extracts for writing paragraph (table 4.25), many of the teachers' response agreed on using literature to enhance writing a paragraph. But this was not observed in the students' performance in the pre-test.

The teachers' response (table 4.26) agreed on adopting literature (Sudanese Short stories) to teach a paragraph. In comparing their answer with the students' writing abilities (experimental group), it is obvious that the teachers lack the required training in this concern. Exploiting literature (extracts from Sudanese Short Stories) stimulates students' imagination since these stories are related to their cultural background and develop their linguistic competence so as to promote their writing abilities.

#### **4.2 Analysis of the Interview**

There were eight out of interviewed directors who agreed with the researcher when answering the questions of the interview. Their responses were classified positively according to the research's hypotheses and the expected answers of the research's questions.

About the first question, five of the interviewed directors said that the students' base in English language is low. They explained that second year students really face difficulties in the use of sub skills of paragraph writing.

In terms of the second question, three of the interviewed directors answered the question more positively. They indicated that students are poor to know about the strategies of paragraph writing. In addition, they pointed out that, students have no any idea about the steps of paragraph organization and writing.

As it relates to the third question which includes teachers' ability in adopting literature in paragraphing writing, two of the interviewed directors agreed upon this idea. They confirmed that, if secondary teachers use this strategy, students' standard in English will be improved gradually and positively.

The last question which refers to teachers' joining qualifying course to teach paragraph writing was answered by all the interviewed directors. They explained that, when teachers join such a course, it is considered a great chance for them to know all strategies and techniques of paragraph writing. They believe that, the course is supposed to be (In-Service course).

**CHAPTER FIVE**  
**CONCLUSIONS**

## CHAPTER FIVE

### Summary of Results, Conclusions and Recommendations

#### 5.0 Summary of Results

This study aims at exploring the problems which face 2<sup>nd</sup> year students of English language in writing paragraph at secondary school level. However, the questions and hypotheses of the study were realized by the research's results as in the following:

Q .1/. To what extent are the students able to deal with certain literary texts, (Sudanese Short Stories) as a technique of writing paragraph? The answer for this question is to a large extent, students are not competent in using the basic skills of writing paragraph for example stating topic sentence by students.

H .1/ It is hypothesized that second year students at secondary level face difficulties in using the sub skills of writing paragraph.

It is agreed in a positive way. In other words, nearly all the secondary teachers strongly confirmed that the second class students face difficulties in writing paragraph. Their opinion was clearly seen in the performance of the students in the test, especially that of the experimental group. The pre –test, the response of the teachers and the interviewed directors agreed with the hypothesis which explains that students face difficulties in using sub skills of paragraph writing. That means, they support the research's hypothesis.

Q 2/ To what extent are the students able to deal with certain literary texts, (Sudanese Short Stories) as a technique of writing paragraph?

The answer is that, a lot of teachers stated that literature extracts can be used in teaching paragraph as technique. But the students' achievement in the pre-test did not reflect this.

H 2 / It is also hypothesized that the students have no knowledge about the basic strategy of writing paragraph.

It is agreed in adopting literature (Sudanese Short stories) to teach a paragraph as a technique. This may show that these teachers lack the required training in this concern.

Q 3/ To what extent are English teachers well-trained to teach paragraph writing by exploiting literary Texts (Sudanese Short Stories) to be as a remedial technique?

The answer is simply realized very clearly because lot of teachers stated that literature extracts can be used in teaching paragraph writing.

H 3/ It is expected that, secondary English language teachers are not well-trained to exploit Literature (Sudanese Short Stories) as a technique to write a paragraph.

This has been agreed with the directors' opinion which says it is useful if teachers join a qualifying course in teaching paragraph writing.

Q 4/ To what extent have English teachers ability to deal with the strategies of teaching to write a paragraph?

The answer is that, most of teachers agreed on adopting literature (Sudanese Short stories) to teach a paragraph. When comparing their answer with the students' writing abilities (experimental group), it is obvious that, the teachers lack the required training in this concern. Exploiting literature (extracts from Sudanese Short Stories) stimulates

students' imagination positively since these stories are related to their cultural background and develop their linguistic competence so as to promote their writing abilities.

H 4/ It is also hypothesized that the students have no knowledge about the basic strategy of writing paragraph.

It is agreed positively with the directors' view which says that students are poor to know about the strategies of paragraph writing. In addition, they pointed out that, students have no any idea about the steps of paragraph organization and writing .So, they agreed with the research's hypothesis which concerns students' ignorance of writing paragraph strategies. Concerning the part of using cohesive devices, the analysis of the research found that the students were weak. This agreed with the hypotheses and the questions. Nearly all the students were unable to use cohesive devices in composition writing because they ignore its importance in linking sentences

As relates to using spelling and vocabulary the analysis of the research found that students' standard was poor .All teachers confirmed that. So there is an agreement with the hypotheses and questions of the research. It is also discussed by Hassan's previous (2010) study which clearly explains problems encountered by students in using vocabulary. .Therefore, he realized and confirmed this issue

In short, the research's results of the two tests, questionnaire of the teachers and the secondary school directors' interview have agreed the questions and hypotheses of the research. In addition, some of the previous and theories mentioned previously have confirmed this agreement

## **5.1 Conclusions**

1. The findings of the teachers' questionnaire showed that second-year students' performance in mastering the basic linguistic skills of writing paragraph was quite low.
2. The students' knowledge of applying cohesive device and using the proper strategies of writing was poor.
3. The technique of using literature episodes in teaching a paragraph had helped the control group in making sentences, cohesive devices and prepositions.
4. Exploiting literature stimulates students' imagination since these stories are related to their cultural background and develop their linguistic competence so as to promote their writing abilities.
5. The teachers were not well-aware of using and exploiting literature in teaching paragraph writing.

## **5.2 Recommendations**

According to the research findings, the following recommendations are proposed to be considered as follows:

- 1-Basic linguistic skills and sub skills should be emphasized to promote the students' abilities in writing paragraph.
- 2-Semantic markers should be taught to the students systematically to make them produce coherent paragraph.
- 3-Additional reading materials in particular literature should be introduced to enhance the students' linguistic competence.

4. A lot of practice is needed on cohesive devices usage, progress in the areas of grammar, vocabulary and developing topic.

5-Teachers should be well- trained in using literary texts to teach paragraphs through continuous courses.

6-The students should thoroughly be acquainted with the technique of using literature in developing writing paragraph.

7. Educationists and syllabus designers should make programmed courses for teachers in writing paragraph in particular so as to make them well aware of teaching this important part.

8. Students should be encouraged by being provided with simplified literary books so as to help them improve their own expressions and vocabulary. A small library and reading room containing short stories related to their own environment are required.

### **5.3 Recommendations for Further Studies**

More researches on adopting literature in writing English compositions at first and third level at secondary schools should be carried out. In addition to, arranging teachers' training program on the same subject.



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# **APPENDICES**

## **Appendices**

### **Appendix (A)**

#### **The Pre -Test**

**Ministry of General Learning and Education**

**Bait Al mal Secondary School for Boys**

**2<sup>nd</sup> Class-Writing Test**

**Name: .....Time: 30 m**

**Write a short paragraph about yourself?**

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**Good Luck**

**Appendix (B)**

**The Post Test**

**Ministry of General Learning and Education**

**Bait Al mal Secondary School for Boys /2<sup>nd</sup> class -Writing Test**

**Name: ..... Time: 30 m**

**Write a short story you saw or heard about in a form of paragraph following the steps in writing stories?**

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**With best of Luck**

**Appendix (C)**

**Extracts from the Sudanese Folk Stories by Prof. Abdullah Eltayieb**

**(1) Rayn O Rayn**

Once upon a time there was a powerful Sultan who had two daughters, Rayn and Fatain. Rayn was the elder and very beautiful .The Sultan swore that he would give Ryan in marriage to the bravest of men. It chanced that he found a small insect, a louse. He ordered his female slaves to feed and fatten it. Then, he ordered it to be slain and skinned and its skin was cured and tanning and used for a big copper drum. The people gathered when heard the drum and told them the one who ever guess from what animal the hide of the drum was taken, would marry Rayn.

**(2) Mohammed the Orphan**

There lived long ago a man called Omar. He had a brother called Amen. Amen and his wife died and left a son called Mohammed. Omer looked after his brother's son who grew up .Omer gave the boy five 'riyals' (silver coins ) to buy a shirt, shorts, shoes and have his hair cut and bring back the change that remains . While he was going to the market, he saw some boys who wanted to kill a snake. He said to them "do not kill it." They said to him" if you give us a ransom, we will not kill it." He gave them a riyal and they set the snake free. He did the same with two groups of boys who wanted to kill a mouse and a fish by the Nile bank. Mohammed went with the remaining money and a beautiful cap only without new shirt, shorts or shoes and no remaining change. His uncle became angry and whipped Mohammed who was screaming with fear and pain.

**Appendix (D) The questionnaire**

Name (optional).....Sex.....Experience .....years .....

**Dear colleague:**

I would be very thankful for you and I appreciate your valuable opinion to answer the following questionnaire “Exploring Problems Facing Second-year Secondary Students in Writing Paragraph and Using Literature as Remedial Technique”.

Please tick (  ) one box for each of the items.

**(A)Basic skills of paragraph writing:**

Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your students face difficulties in writing a paragraph.				
2. Your students find difficulties in using grammatical rules correctly when they write a paragraph.				
3. Your students are able to build an English sentence properly when writing a paragraph.				
4. Your students can use the correct tense when writing a paragraph.				
5. Your students use the proper vocabulary while they write a paragraph.				
6. Your students use prepositions when they write a paragraph				
7. Your students use cohesive devices properly (but, and, therefore).				
8. Your students are able to use punctuation marks in a correct way when they write a paragraph.				

9. Your students can put indention in a proper way while writing a paragraph.				
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**B) Techniques of Writing Paragraph**

<b>Item</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Your students are able to write the topic sentence of a paragraph.				
2. Your students can write details so as to support the topic sentence of a paragraph.				
3. English literature (an extract can be used as a (theme) for writing a paragraph.				
4. You make use of some (extracts) from English literature to be adopted as a (theme) for writing a paragraph by your students.				
5. Sudanese Short Stories can be exploited in writing a paragraph.				

Thank you for taking time to answer the questions. Your participation is Precious and valuable for the research

## **Appendix (E)**

### **The Interview**

**Dear director:**

I would be very thankful for you and I appreciate your valuable opinion and contribution to answer the following questions under the title:

**"Exploring Problems Facing Second –year Secondary Students in Writing Paragraph and Using Literature as Remedial technique"**

1. **Do** you think secondary students are weak in writing skill in general and in paragraph writing in particular and why?
2. **Is** it right to say that students are poor in understanding the strategies of paragraph writing? Give some indications?
3. **What** do you think of secondary school teachers' adopting literature in writing paragraph? Suggest a procedure?
4. **Is** it useful to have teachers joined qualifying courses in teaching paragraph writing?