



Sudan University of Science and Technology



Faculty of Graduate Studies

**Investigating The Difficulties Encountered Sudanese University
Students in Writing an English Paragraph**

**تقصي الصعوبات التي تواجه طلاب الجامعات السودانية عند كتابة الفقرة باللغة
الانجليزية**

**A case study of first year Students of English language at
Sudan University of Science and Technology**

**A partial Research Submitted to Department of English
Fulfillment of the Requirement for Master Degree in English
language**

(Linguistics)

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Dedication

I dedicate this research to my mother , the soul of my father , wife and daughter , the members of my family and friends .

Acknowledgements

I am grateful to Sudan University of Science and Technology for allowing me to research in the area of study . I would like to give special thanks to my supervisor Dr. Yusuf Altiraifi Ahmed for his patience , help and his good guidance . I

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Abstract

The study aims to describe and analyze the errors of the students in English paragraphs writing. The participants of study are English university students, first year at Sudan University of Science and Technology, College of Education. The instrument used in the study is the written work of the students in the final exam by the end of the term 2014 -2015 . Thirty students have been randomly chosen from the whole number of the students. The methodology of the study is the descriptive analytical method . The questions of the study are:

What kinds of errors the students commit in writing English paragraphs? How frequent do writing errors occur in the students' written paragraphs? and finally to what degree are students aware of paragraph writing techniques ?. All the errors committed by students have been checked and categorized into different categories. The findings of the study reveal that the students at Sudan University of Science and Technology ,College of Education have committed several errors such as :spelling errors ,grammatical errors ,mechanical errors and structural errors . SPSS was used to analyzed the data .The results also showed that the most frequent error committed by the students are spelling error (27 out of thirty) and the least frequent error was topic sentence (10 out of thirty) . The results also showed that the students have not understood the techniques of writing English paragraphs yet. NP In the light of the obtained results several recommendations have been suggested so as to help EFL teachers to reduce the difficulties in writing English paragraphs among students .

المستخلص

تهدف هذه الدراسة لوصف وتحليل أخطاء طلاب الجامعات السودانية عند كتابة الفقرة باللغة الانجليزية . وقد أجريت هذه الدراسة على طلاب اللغة الانجليزية السنة الأولى بكلية التربية في جامعة السودان للعلوم والتكنولوجيا .وقد اعتمد الباحث في جمع البيانات على الاختبار الذي اجري على الطلاب بنهاية العام 2014-2015م. تم اختبار عينة عشوائية مكونة من 30 دارسا، وقد قام الباحث بإتباع المنهج الوصفي التحليلي للحصول على النتائج مستخدماً برنامج التحليل الإحصائي للعلوم الاجتماعية (SPSS). وقد طرحت الدراسة الأسئلة التالية :

ماهي أنواع الأخطاء التي تواجه الطلاب عند كتابة الفقرة ؟ وهل هذه الأخطاء تحدث بصورة متكررة؟ وهل يدرك الطلاب بخطوات كتابة الفقرة باللغة الانجليزية New Paragraph وقد أثبتت النتائج بان هنالك أخطاء عديدة لدى الطلاب وان تلك الأخطاء تحدث بصورة متكررة ، كما عكست تلك الأخطاء بان الطلاب لا يدركون خطوات كتابة الفقرة

وبنهاية البحث توجه الباحث ببعض التوصيات التي من شأنها أن تعمل على حل تلك المشكلات .

Table of contents

	Title	Page No.
1	Dedication	I
2	Acknowledgements	II
3	Abstract	III
4	Arabic Version	IV
Chapter one : Introduction		
1-1	Overview	1
1-2	Statement of the problem	2
1-3	Questions of the study	3

1-4	Hypotheses of the study	3
1-5	Objectives of the study	4
1-6	Significance of the study	4
1-7	Methodology of the study	4
1-8	Limits of the study	5
1-9	The structure of The Study	5
Chapter Two : Literature Review		
2-1	Conceptual framework	6
2-1-1	Definition of writing	6
2-1-2	Importance of EFL writing	7
2-1-4	Features of effective writing	8
2-1-4-1	Focus	8
2-1-4-2	Organization	9
2-1-4-3	Support and elaboration	10
2-1-4-4	Style	11
2-1-4-4-1	Elements of style	11
2-1-4-4-2	Word choice	11
2-1-4-4-3	Sentence fluency	11
2-1-4-4-4	Voice	12
2-1-4-5	Conventions	12
2-1-4-5-1	Mechanics	12

2-1-4-5-2	Usage	12
2-1-4-5-3	Sentence Formation:	12
2-1-5	Writing approaches in ELT	13
2-1-5-1	The product approach	13
2-1-5-2	The genre approach	14
2-1-5-3	The process approach	15
2-1-5-4	The cognitive Approach	17
2-1-5-5	The communicative approach	18
2-1-6	Elements of good writing:	19
2-1-7	Definition of a paragraph	19
2-1-7-1	Parts of a paragraph	21
2-1-7-2	Features of the Topic Sentence	22
2-1-7-3	The concept of coherence and cohesion in writing	24
2-1-7-4	Coherence	25
2-1-7-5	Cohesion	26
2-1-7-6	Assessing coherence and cohesion in written discourse	26
2-1-8	Error analysis	27
2-1-8-1	Definition of error analysis	27
2-1-8-2	Errors Versus mistakes	28
2-1-8-3	Benefits of error analysis	29

2-2	Review of Previous and Related Studies	30
Chapter Three : Research Methodology		
3-1	Methodology of The Study	33
3-2	Sampling techniques	33
3-2-1	The Study population	33
3-2-2	Sampling of population	34
3-3	Data Collection Procedure	34
3-4	Data Analysis procedure	34
3-5	Validity of The Tool	35
3-6	Reliability of The Tool	36
3-7	Summary of the chapter	37
Chapter Four : Data Analysis , Results and Discussion		
4-1	Introduction :	38
4-2	Results of data A naliysis	38
4-3	Results and Discussions	50
4-4	Discussion of the Results	52
4-5	General comments	52
4-6	Summary of the Chapter	53
Chapter Five : Summary , Conclusion ,Recommendations And Suggestions For Further Studies		
5-1	Summary of the Study	54

5-2	Conclusion	55
5-3	Recommendations	55
5-4	Suggestions for Further Studies	55
	Bibliography	57
	Appendix	

List of the tables

Table 4-1	shows Proper use of spelling	38
Table 4-2	shows the Proper use of preposition	39
Table 4-3	shows the Proper use of capitalization	40
Table 4-4	shows the Proper use of articles	41
Table 4-5	shows the Proper use of punctuation	42
Table 4-6	shows Proper use of topic sentence	43
Table 4-7	shows the Proper use of supporting sentence	44
Table 4-8	shows the Proper use of concluding sentence	45

Table 4-9	shows Proper use of transitions	46
Table 4-10	show the Proper use of verb tense	46
Table 4-11	show the Proper use of subject verb agreement	47
Table 4-12	shows the Frequency of writing errors committed by the students :	48

List of the Graphs

Graph 4-1	shows Proper use of spelling	38
Graph 4-2	shows the Proper use of preposition	39
Graph 4-3	shows the Proper use of capitalization	40
Graph 4-4	shows the Proper use of articles	41
Graph 4-5	shows the Proper use of punctuation	42
Graph 4-6	shows Proper use of topic sentence	43
Graph 4-7	shows the Proper use of supporting sentence	44
Graph 4-8	shows Proper use of concluding sentence	45

Graph 4-9	shows Proper use of transitions	46
Graph 4-10	show the Proper use of verb tense	47
Graph 4-11	show the Proper use of subject verb agreement	48
Graph 4-12	shows the Frequency of writing errors committed by the students	50

Chapter one

Introduction

Chapter one

Introduction

1-1 Overview :

English language has become necessary all over the world. It is used as an international language among all nations in the world. No doubt, learning English requires mastering the four language skills; listening, speaking, reading and writing.

Writing is crucial for communication. It creates a communication channel between the writer and the reader. It is needed to transfer messages, letters and knowledge, to take exams and to maintain learning.

Writing is like taking a trip. Planning and preparation will usually result in a smoother voyage and give you confidence and energy to complete the trip.

Nunan (2008, p.88) defines writing as the process of thinking to invent ideas, thinking about how to express into good writing, and arranging ideas into statements and paragraphs clearly.

Abu-Gharah, \$ Hamza (1998, p.87) also defined writing as “... *the logical organization and arrangement of the written sentences within a paragraph and paragraphs within the units of discourse... and the expression of the ideas.*”

In English, a sentence is considered as the basic unit of grammar and thought. However, a paragraph is considered as a basic unit to organize that thought. The sentence will be correct according to the context.

Where it comes from. So without paragraph, there is no writing only grammar.

We usually do not communicate in sentences but in paragraphs. For instance, in professional writing, you should organize your sentences into paragraphs.

Students, who study English as a foreign and second language, face great difficulties in the process of learning . They are struggling to be competent in the four skills particularly in writing. They often make errors in grammar, spelling, punctuation and the organization of a paragraph. These errors may cause a lot of obstacles in understanding the message and in their future professions.

In this study the researcher is going to investigate the elements that hinder students progress in producing an effective paragraph.

1-1 Statement of the problem:

Writing is one of the hardest skills of English language, according to Al Samadani (2010, p53) writing is a complex, challenging, and difficult process, because it goes through different stages so it needs more efforts from both teachers and learners. Trembley (1993) also viewed writing as a hard and risky skill.

To produce a coherent, fluent and extended piece of writing is not an easy task to accomplish. It is not just difficult for Non-native speakers of English, even native speakers of English face great difficulties to produce such kinds of writing. So, Sudanese EFL learners at university level face a lot of problems in writing, especially, in writing at the paragraph level. These problems may happen due to the lack of knowledge and training. In addition, the grammatical and mechanical mistakes cause great worry

to the students which affect them in producing not well-structured sentences. Furthermore, Sudanese university students are not aware of paragraph writing techniques, so lack of these techniques affect directly the organization of writing paragraph. To sum up, these factors lead the students to produce paragraphs which lack unity and coherence.

As a result of this the researcher is studying the errors that encounter students when they write at the paragraph level.

1-4 Objectives of the study:

This study aims to :

- describe and analyze the problems encounter students in the process of writing English paragraph.
- know the frequency of errors in students' writing
- Examine the extent to which Sudanese university students are aware of paragraph writing techniques.

1-2 Questions of the study:-

This study addresses the following questions:

1. What kind of errors do students commit in writing English paragraphs?
2. How frequent do writing errors occur in the students' written paragraph ?
3. To what degree are students aware of paragraph writing techniques?

1-3 Hypotheses of the study:

1. Students at university levels commit spelling , ,grammatical, mechanical and structural errors when they write English paragraph.
2. There is frequency of errors in students' writing .
3. Sudanese university students are not well trained in paragraph writing techniques .

1-5 Significance of the study:

The significance of this study stems from the importance of writing process .It deals with the types and frequency of errors that students commit in writing English paragraph. Knowledge of errors improve a process of teaching and learning . If students recognize how to avoid errors , their ability to communicate in writing will be better . Errors investigation provide feedback about effectiveness of the teaching techniques and show the teachers what part needs further investigation

The study of these errors gives teachers the indications to know the needs of the students which lead them to a suitable syllabus .

1-6 Methodology of the study:

The researcher is going to adopt the descriptive analytical method. The instrument of the data collection will be the students written work which was the final exam at the end of the year 2014-2015 . The data collection is based on the errors that face the students when they write English

paragraph. The SPSS computer program is used to analyze the data . The participants of this study are first year students who study English language at Sudan University of Science and Technology – College of Education . Thirty samples are chosen randomly to represent the whole population .

1-7 Limits of the study:

This study will be limited to Sudan University of Science and Technology College of Education ,first year students of English Language. It is in the year 2014 -2015.

1-8 The structure of The Study :-

This study contains five chapters . The first chapter discusses the introduction , the statement of the problem ,the questions of the study , the hypotheses of the study , the objectives of the study ,the significance of the study and the limits of the study .

The second chapter reviews the literature that is related to the study and the previous studies in this field will be concerned as well .

The third chapter of study will describe the methodology , population ,the study and instrument of the data collection .

The fourth chapter will describe and analyze the data and the results .

And the final chapter of the study will include the conclusion , summary , recommendations and suggestions for the further studies .

Chapter Two

Literature Review

Chapter Two

Literature Review

2-1 Conceptual framework

2-1-1 Definition of writing:

According to MacMillan (1989: 77) writing can be defined both formally and functionally. Formally it shows its physical representation as the “recording of human communication using signs or symbols to represent the spoken works” functionally, writing is defined as “a communicative event” (i.e any piece of writing is an attempt to communicate something that the writer has a goal or a purpose in his mind).

Peter (1986: 169) defines writing as “*curiously solitary of communication, addressed to an absent and often unknown reader.*”

Therefore, the message of the writer should be very clear because there is no contact between him and his readers.

Moreover, Conner (1996) states that writing is an “*opportunity to explore one’s inner feeling*”. It is a method which can help us to express our ideas and beliefs.. Tim (1997) gives a brief accounting of writing as “*it is a continuing process of discovering how to find the most effective language for communicating one’s thoughts and feelings*”.

Rivers (1981: 292) points out that “*writing skill functions as the home made of other skills which must not take precedence as major skills to be developed*”. The researcher disagrees with Rivers because in certain

situations, writing is the only skill that is available for instance, reports, questionnaire ...etc.

Byrne (1993: p . 7) states that “*writing enable us to provide the learners with more tangible evidence that they are making progress in the language learning process increases the amount of language contact through work the can be set out of class.*” Henry Rogers (2005) claims that “*writing is not a language .language is a complex system residing in our brain which allows us to produce and interpret utterances* ” So, writing is an utterance and language is a tool which helps us to produce and interpret that utterance. Henry also sees writing as “ *a complex activity, a social act which reflects the writers communicative skills which is difficult to develop and especially in EFL context.*”

2-1-2 Importance of EFL writing

EFL writing is considered as an important skill in teaching and learning. According to Rao (2007) EFL writing is useful in two way s: first, it motivates student’s thinking, organizing ideas, developing their ability to summarize , analyze and criticize. Second, it strengthens students’ learning, thinking and reflecting on the English language.

Writing reinforces the grammatical structures, idioms, and vocabulary which they were taught to students. In addition to that when students write they also have a chance to be adventures with the language, to go beyond what they have just learned to say, furthermore when students write, they become involved with the new language. The effort to express ideas and the constant use of eyes, hand, and brain is a unique way to reinforce learning.

As the students struggle with what to put down next or how to put it down on paper, they often discover something new to write or anew way

of expressing their ideas. They find out a real need to find the right word and the right sentence.

Raimes (1983) pointed out that the close relationship between writing and thinking makes writing a valuable aspect of any language course. She identified the different components for producing a clear, fluent and effective piece of writing . These components are : content, the writer's process, audience, purpose, word choice, organization, mechanics, grammar and syntax.

Finally writing is a crucial skill for the students learning a language.

Writing enables the transmission of ideas over vast distances of time and space and is a pre-requisite of a complex civilization.

2-1-4 Features of effective writing

Composing a piece of written communication demands an understanding of the content, knowledge of the audience and the context, and the ability to use appropriate conventions for that audience and context.

The teacher can play an important role to help his/ her students to be effective writers. He/she should organize his/her instruction around the focus, organization, support and elaboration, style and conventions.

These features are not just criteria for assessing writing; they also help students with a frame work for reading and improving their own writing to make the matter so clear, it is better to look at these features in details as stated by Kathleen and Kimberly(2007) are as follow:

2-1-4-1 Focus:

The writer establishes a focus, which is the topic or the subject, in response to the writing task. It is considered as one of the most important

elements of effective writing. It is like a photographer who needs to focus on a particular subject to produce a clear picture, a writer needs to focus on a single topic or main idea in order to produce an effective piece of writing, if the reader confused about the subject matter, the writer had not effectively established a focus. If the reader is engaged and do not confused, the writer probably has been effective in establishing a focus.

Without a clear focus, students' writing degenerate into lists of loosely related events or facts with no central idea to hold them together.

Focus is also the critical feature that drives all the other features. It determines what choices the writer makes about everything from organizational structure to elaborative details to word choice.

Sentence length and punctuation. At the same time, effective writers take advantage of the appropriate supporting features to strengthen the focus of their writing.

2-1-4-2 Organization

Organization is the structural framework for writing. Organization is important to effective writing because it provides readers with a frame work to help them fulfill their expectations for the text.

Organization is the logical progression and completeness of ideas in a text. Instruction in organization focuses on two areas: text structures specific to the particular genre and the cohesive elements which tie clauses, sentences, and paragraphs together into a cohesive whole.

A text structure is the frame work of a text's beginning, middle, and end. Different narrative and expository genres have different audiences, and so they require different text structures. Beginnings and endings help linking the text into a coherent whole.

The organization of the middle of a piece of writing depends on the genre. The basic organizational structures are: sequence, description, cause and effect, compare and contrast, problem and solution.

Sequence uses time, numerical, or spatial order as the organizing structure.

Description is used to describe the characteristic features and events of a specific subject. Cause and effect structure is used to show causal relationships between events.

Comparison and contrast structure is used to explain how two or more objects, events, or positions in an argument are similar or different.

Problem and solution requires writers to state a problem and come up with a solution.

The type of ending an author chooses, depends on his or her purpose. When the purpose is to entertain, endings may be happy or tragic and soon.

Strong endings can summarize the highlights, restate the main points, or end with a final statement to drive home the main point to the audience.

If narrative and expository structures are the framework, cohesive elements such as transitions are the glue that holds these structural elements together. Transition words show the relationship between different sentences and ideas.

2-1-4-3 Support and elaboration:

Support and elaboration consists of the specific details and information writers use to develop their topic. There are two important concepts in

support and elaboration which are sufficiency and relatedness sufficiency refers to the amount of detail to comprehend what they have written.

However, sufficiency is not enough . The power of your information is determined less by the quantity of details then by their quality .

Relatedness refers to the quality of their details and their relevance to the topic. Good writers select only the details that will support their focus, deleting irrelevant information.

2-1-4-4 Style:

It is the way writing is dressed up or down to fit the specific context, purpose or audience. Word choice, sentence fluency, and the writer's voice contribute to the style of a piece of writing. How a writer chooses words and structures sentences to achieve a certain effect is also an element of style. It is not a matter of right and wrong but of what is appropriate for a particular setting and audience.

2-1-4-4-1 Elements of style:

The most important elements that contribute to an author's style are word choice, sentence fluency, and voice.

2-1-4-4-2 Word choice:

Good writers are concise and precise, weeding out unnecessary words and choosing the exact word to convey meaning. Precise words help the reader visualize the sentence . Good writers also choose words that contribute to the flow of a sentence.

2-1-4-4-3 Sentence fluency:

Sentence fluency is the flow and rhythm of phrases and sentences. Good writers use a variety of sentences with different lengths and rhythms to achieve different effects. They use parallel structures within sentences

and paragraphs to reflect parallel ideas, but also know how to avoid monotony by varying their sentence structures.

2-1-4-4-4 Voice:

It is an essential element of style that reveals the writer's personality. A writer's voice can be impersonal or chatty, authoritative or reflective, objective or passionate, serious or funny.

2-1-4-5 Conventions:

Conventions are the surface features of writing , mechanics, usage, and sentence formation. They are the courtesy to the reader, making writing easier to read by putting it in a form that the reader expects and is comfortable with.

2-1-4-5-1 Mechanics:

Mechanics are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphs.

Students have to consciously learn how mechanics function in written language, because they do not exist in oral language.

2-1-4-5-2 Usage:

Usage refers to conventions of both written and spoken language that include word order, verb tense, and subject verb agreement. Usage may be easier than mechanic to teach because children enter school with a basic knowledge of how to use language to communicate.

2-1-4-5-3 Sentence Formation:

Sentence formation refers to the structure of sentences, the way that phrases and clauses are used to form simple and complex sentences. In oral language words and sentences cannot be change once they have been spoken. But the physical nature of writing allows writers to craft their sentences, combining and rearranging related ideas into a single more a dept at expressing their ideas in written language, their sentences become longer and more complex.

2-1-5 Writing approaches in ELT

There are many approaches which seem to have great effect on writing throughout ELT. These approaches are known in the literature of writing as the product approach, the genre approach, the process approach, the cognitive approach and the communicative approach.

2-1-5-1 The product approach

During the audiolingualism writing seen as a supportive skill. ESL writing classes focus only on sentence structures and grammar. The product approach was used in order to highlight form and syntax and the emphasis was on rhetorical drills (Silva, 1990).

Students, who use the product approach, normally write an essay by imitating a given pattern. The focus is on the written product rather than on how the learner should approach the process of writing. Badger and White (2000) state that writing is concerned with the knowledge about the structure of language, and writing development is mainly the result of the imitation of input, in the form of texts provided by the teacher. Therefore, it is a teacher centered approach.

Proponents of the product approach argue that it enhances students writing proficiency. For instance, Badger and White (2000) state that

writing involves linguistic knowledge of texts that learners can learn partly through imitation.

Arndt (1987) argues the importance of models used in such an approach not only for imitation but also for exploration and analysis.

Myles (2002) tells that, if students are not exposed to native like models of written texts, their errors in writing are more likely to persist.

Product based writing approaches have been called by several names: the controlled to free approach, the text based approach, and the guided composition (Raimes, 1983, Silva, 1990)

In product based approach, writing reinforces L2 writing in terms of grammatical and syntactical forms.

There are a variety of activities in product based writing which can raise students' awareness in second language writing from the lower level of language proficiency to advance like English major students such as the use of model paragraphs, sentence combining, and rhetorical pattern exercises.

Product based writing assists instructors raise learners' L2 writing awareness, especially in grammatical structures.

Nunan (1999 : 154) points out that “.....product based approaches see writing as mainly concerned with knowledge about the structure of language” in this approach the focus is on the structure of a language.

Finally, Zamel (1987) criticized a product based writing because much of its emphasis is on accuracy and form while ignoring that writing is a way for writers to develop ideas.

2-1-5-2 The genre approach

This approach can be regarded as an extension of product approach, because both approaches concentrate on forms, a bottom up construction the difference is in the fact that genre approach takes into account the context of the text to be created. Badger and White (2000: 155) emphasize that like product approach, genre approach regards writing as predominantly linguistic but, unlike product approach, they emphasize that writing varies with the social context in which it is produced.”.

Genre approach classes are always based on a genre so what is genre? Nunan (1999: 280) defines a genre as, “... typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre in question. “ and the longman dictionary defines genre as: atype of discourse that occur in

a particular setting, that has distinctive and recognizable patterns and norms of organization and structure, and that has particular and distinctive functions: (Richards et al , 1992: 224)

From the above definition genre approach focuses on a genre and a communicative purpose and that what makes it differ from product approach.

Badger and white (2000: p 157) summarize the advantages of genre approaches as:

“..... acknowledge that writing takes place in a social situation, and is a reflection of that purpose, and understanding that learning can happen consciously through imitation and analysis.”

2-1-5-3 The process approach

The writing process breaks down the activity into steps to assist you write a paper. It is like using a map to get to an unknown place. This

approach sees successful composition as an interaction between the writer, the text, and the reader Osterholm, (1986). Writing as a process implies understanding writing as a series of drafts and considering the endeavor of writing in its entirety; prewriting, writing, and rewriting (Rohman.1965).

This approach focuses on how a text is written instead of the final outcome. As Hyland (2003) notes the process approach has a major impact on understanding the nature of writing and the way writing is taught.

The process approach views writing as a complex and recursive, that is to go back and forth, not a linear. Therefore, it emphasizes the importance of a recursive procedure of prewriting drafting, evaluating and revising.

The pre-writing actively introduces techniques that help the students to discover and engage a topic. In this stage ideas will be generated, then a first draft will be written with an emphasis on content to discover meaning). And second and third drafts to revise ideas and communication of those ideas.

The role of the teacher in a process approach class room is a facilitator. The teacher's task is to facilitate the exercise of writing skills only and draws out the learners potential. Writing is essentially learnt, not a production of the teacher's examples.

What the teacher does, is to facilitate and assist learners meaning thus, the process approach is learner centered approach.

In the writing process approach teachers deal with writing as a mental process and a means of communication when students realize that teachers read their writing to understand what they are trying to say rather

than to judge their grammar and usage they will write more interesting compositions. They are also willing to write more, which is perhaps the best way to refine one's writing; and they eventually take more care with what they write, because it means more to them. Osterholm says "*positive comments bring about more positive attitudes towards writing*".

Smith. (1982:17) sees, writing as "*are cursive process and text is often moved around, modified cut and expanded' therefore the activities that are used with the process approach must also reflect the "recursive process"*".

Writing in its broad sense has three steps: thinking, doing it and doing it again and again.

The first step, thinking, involves choosing a subject, finding out ways of developing it, and devising strategies of organization and style, the second step, "doing" is usually called drafting and the third "doing again".

2-1-5-4 The cognitive Approach

According to Mann (1970) the cognitive approach is primarily concerned with the refinement of intellectual operation. It is an approach which learners exploit their cognitive abilities during their search for well organized and effective writing. It aims to improve the productive thinking of the learner.

In the cognitive approach learners require to engage in a number of different processes before reaching the final stage of their writing. As mentioned by Bruce (2005) this approach is process oriented. The cognitive approach concerned with understanding how the process of learning takes place in the classroom.

Writers require to have the ability to plan and organize their writing so as to create coherence in writing and avoid ambiguity.

Widdowson (1983) states that the cognitive process orientation tends to develop a deductive approach to the process of writing'. Unlike the inductive approach which writing is seen as a practice in language usage, the deductive approach views writing as an organization of ideas. As for the former, writing incorporates correct language into correct usage, resulting from the development of linguistic competence. So the bulk of classroom activity is devoted to the enhancement of usage.

2-1-5-5 The communicative approach

The communicative approach views writing as a means of communication. Writing is not a process that puts emphasis on the form of language or the end product of a particular writing. Writing is a process which emphasizes both form and function in order to convey a particular meaning to the potential readers. So teaching of writing should serve students written communicative competence. Grabe and Kaplan (1996) states that writing is usually undertaken to communicate with one or more readers for a variety of purposes even when writing for oneself, there is a likelihood that the writing will, at some point, be used to communicate with others. When there is no other anticipated reader, and the writing is truly personal and private, one could argue that the writer serves as a communicative art.

The communicative is organized on the basis of communicative functions and the grammatical structures used to express these functions appropriately.

2-1-6 Elements of good writing:

According to Karen and Christine (1997) SPA is an acronym that stands for subject, purpose and audience which are the most important elements of a good writing.

It is easier for a person to write if s/h has these three elements of good writing.

It is helpful to choose a topic that interests you and that you know and understand. It is also important to think about the purpose of your writing. To determine the purpose you should ask yourself this question “why am I writing” answering this question can help you to determine the purpose of your writing.

Finally, what you write about and the reason for your writing are influenced by whom you expect will read the final product so keeping the audience in mind is very important as they have different expectations about your topic as a writer.

All in all, to make your writing stay focused you need to give great attention to these three elements (the subject, purpose and audience).

2-1-7 Definition of a paragraph

A well developed paragraph is essential to strong papers. It articulates a main point, gives examples that explain the main point and demonstrates the significance of those examples. It also leaves the reader feeling that the information given is thorough and complete so what is a paragraph?

(Thomas. S. Kane 2000), defines that *“the term paragraph has no simple definition. Occasionally a single sentence or even a word may serve as an emphatic paragraph. Conventionally in composition. However, a paragraph is a group of sentences developing a common idea called the topic”*.

In conversation, single words, such as, fire! Hey ! and single sentence like, I am doing the letter now because my boss wants it today are acceptable, but is you want to write your ideas, you need to know how to put groups of sentences together into larger unit, called paragraph.

Angela smith etal (1999) see paragraph as *“a form of communication which contains a minimum of five sentences. Each sentence in a paragraph develops a single main idea. If the paragraph does this it is said to have unity. In addition each sentence in a paragraph must be tied to the one before it, like links in a chain, by using special words called transitions and a paragraph that contains these links is said to have coherence.”*.

It is obvious that a paragraph is a basic unit of compose which is usually composed of several sentences that together develop one central idea the main sentence in a paragraph is called the topic sentence and that every paragraph should achieve unity and coherence.

Scott and Denny (1909) defines a paragraph as a unit of discourse developing a single idea. It consists of a group or series of sentences closely related to one another and to the thought expressed by the whole group or series. Devoted, like the sentence, to the development of one topic, a good paragraph is also, like a good easy, a complete statement in itself”.

The paragraph is also defined as a device of punctuation Herbert (1955) states that *“the paragraph is a device of punctuation. The indentation by which is marked implies no more than an additional breathing space. Like the other marks of punctuation... it may be determined by logical, physical or rhythmical needs. logically it may be said to denote the full development of a single idea, and this indeed is the common definition of the paragraph. It is however, in no way an adequate or helpful definition”*.

Rajatanun (1988: 95) states that a unit of writing which tells one idea and include a topic sentence and a number supporting statements is called a paragraph.

These definitions can help us to illustrate that every paragraph has a topic sentence or a main idea and that sentences has to be developed so as to support what has been mentioned in the topic sentence and that has been mentioned in the topic sentence and that any paragraph should have unity and coherence. The length of a paragraph depends on the topic itself.

Finally, one can say that a paragraph is an essential skill. It is the foundation of great writing. If a student can write an intelligent well organized paragraph, they are well on their way to great writing.

2-1-7-1 Parts of a paragraph

According to Oshima and Hogue(2006)an English paragraph can be divided into three major parts. These parts are: a topic sentence and supporting sentences, and some paragraphs have also a concluding sentence.

The first part of a paragraph is the topic sentence which informs the main idea of the paragraph, however it also limits the topic to one specific area

which can be discussed completely in the space of a single paragraph. The part of the topic sentence which include both the topic and the controlling idea:

Gold, a precious metal, is prized for two important characteristics.

This example consist both the topic which is “Gold” and the controlling idea which is two important characteristics.

The topic sentence is a helpful guide to both the writer and the reader. It tells the writer what information to include ad exclude and it tells the reader what the paragraph is going to be about and is thus better prepare to understand it.

Features of a topic sentence.

1. A topic sentence is a complete sentence which contains at least one subject and one verb. This example driving on freeways, is not a complete sentence because it does not have a verb.
2. A topic sentence contains both a topic and a controlling idea and ten limits the topic to specific area to be discussed in the space of asingle paragraph this example. Driving on fee ways requires skill and alertness the topic is driving on freeways and controlling idea is skill and alertness.
3. A topic sentence is the most general statement in the paragraph as it gives only the main idea. It does not give any specific details.

The following is a general statement which could serve as a topic sentence.

The Arabic origin of many English words is not always obvious.

The topic sentence is usually the first sentence of a paragraph, but sometimes it comes at the end. In this case, the paragraph starts with a series of examples. Other paragraphs may begin with a series of facts, and the topic sentence at the end is conclusion from these facts.

The second part of a paragraph is supporting sentences. They support the topic sentence. They also explain or prove the topic sentence by giving more information about it.

If we return back to the topic sentence about gold

Gold, is precious metal, is prized for two important characteristics. We can bring several sentences to support this topic sentence.

First of all, gold has alustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. The most recent use of Gold is in astronauts' suits.

The final part of a paragraph is the concluding sentence which is considered as an end of a paragraph and it leaves the reader with important points to remember for instance, the following sentence gives the conclusion of the paragraph about gold.

In conclusion, gold is treasured not only for its beauty but also for its utility. (Oshima & Hogue , 2006)

Finally, one can say that every paragraph consist the topic sentence, supporting details and a concluding sentence.

2-1-7-2 The concept of coherence and cohesion in writing:

Coherence and cohesion in writing are basically concerned with paragraph development. The two notions help in deciding whether a given sequence of more than one sentence in length forms a unified whole and hence a paragraph or just a collection of unrelated sentences. The distinguish a text from non text both serve in a specific area in developing a paragraph or making a text. That is to say, cohesion serves in doing so by the use of grammatical markers, lexemes, pronouns, referencesetc, where as coherence serves in developing a text conceptually.

It is not always easy to distinguish the two terms since they both have one purpose. Text development and relatedness. These two concepts are often confused and used interchangeably.

2-1-7- 3 Coherence:

Teachers and researcher of English language have been of increasing interest in the concept coherence. However, it is still an illusive concept. Van Dijk (1980) mentions that coherence is aconcept which is not well defined. Then the problem with it is adopting anappropriate definition though it is derived from the two latin morphemes ‘co’ and ‘hearer’ which mean to stick together’.

Oshima and Hogue (1999) mention the following definition for the concept coherence:

Coherence means that your paragraph is easy read and understand because (1) your supporting sentences are in some kind of logical order and (2) your ideas are connected by the use of an appropriate transition signals.

The above definitions shows that your writing is coherent if it is understood easily that is no difficulty in following the development of the piece of writing.

Kies (2001) believes that coherence in writing is a product of two factors.

“To achieve paragraph unity, a writer must ensure two things only. First, the paragraph must have a single generalization that serves as the focus of attention. That is a topic sentence. Secondly, a writer must control the content of every other sentence in the paragraph’s body such that (a) it contains more specific information than the topic sentence and (b) it maintains the same focus of attention as the topic sentence. This generalization about paragraph structure holds true for the essay in particular. The two major exceptions to this formula for paragraph unity are found in fiction.”

2-1-7-4 Cohesion:

Kilborn and Krieger (1999) consider cohesion as a glue that holds a piece of writing together. That is to say if a paper is cohesive, it sticks cohesive devices together from sentence to sentence and from paragraph to paragraph. Those include expressions, transitional words and phrases that clarify for readers the relationships among the ideas in a piece of writing. However, transitions are not enough to make writing cohesive. Repetition of key words and use of reference words are needed for cohesion as well.

To Halliday and Hassan (1976) cohesion is classified into three categories each of which reflects certain aspects of relatedness. The first is the relatedness of form where the identity of two cohesive ties is both structural and semantic the second is the relatedness of reference where by an exact identity of reference between the presupposing cohesive element and the presupposed one is assumed. And the third is that the

aspect which is found in the semantic connection where an identical contrastive lexical item occurs.

To achieve cohesion within discourse Halliday and Hassan (1976) state four elements: firstly, cohesion within discourse can be achieved by reference relationship. The concept of reference stands for the relation between an element of the text and something else by reference to which it is interpreted in the given instance.

Secondly conjunctions can also achieve textual and discourse cohesion. Halliday and Hassan inform that “*Human languages are characterized by a set of logical relations that are embodied in different conjunction forms of coordination, opposition, modification and others*”.

Thirdly: discourse cohesion can also be achieved by means of substitution and ellipsis. These two devices are somewhat similar and sometimes overlap the relationship between the two terms was summarized by Halliday and Hassan as:

Ellipsis is substitution by zero whereas substitution is explicit ellipsis (Halliday and Hassan 1976)

Fourthly: cohesion within discourse can be established by lexis. Halliday and Hassan (1976) explain that lexical cohesion consists of two processes reiteration and collocation. Reiteration is the repetition of a lexical item or the use of a synonym and collocation is words that occur in the lexical environment of other words.

2-1-7-5 Assessing coherence and cohesion in written discourse

Raimes (1983) pointed out that for a piece of writing to sound clear, fluent and effective, it must meet eight requirements. Those are: purpose, audience, the writers' process- generating ideas, getting starting , preparing drafts and revision, organization, i.e. topic and support, cohesion and unity, content comprising, relevance, clarity, originality and logic, syntax entailing sentence structure, sentence boundaries and stylistic cohesion, grammar including grules of verb agreement, articles and process and mechanics which comprise hand writing, spelling and punctuation.

2-1-8 Error analysis

2-1-8-1 Definition of error analysis:

Error analysis "EA" is considered as one of the most important issues in applied linguistics. EA is defined by Ellis (1999: 296) as "*a procedure used by both researchers and teachers. It involves collecting samples of learner language identifying in the sample describing these errors classifying them according to their hypothesized causes and evaluating their seriousness.*"

Richards & Schmidt (2002: 184) also defines EA as "*the study and analysis of the errors made by second language learners*".

EA judges how learners are ignorant about the grammatical and semantic rules of the target language. James, (1998: 304)

According to Hysim (2002: 43) error analysis many be done so as to:

- a. Find out how well some one knows a language.
- b. Find out how a person learns a language, and

- c. Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Norrish (1987: 7) defines an error as a systematic deviation when a learner has not learned something and consistently gets it wrong.

Cunningsworth (1987: 87) agrees and adds that errors are systematic deviations from the norms of the language being learned. The two scholars use the phrase 'systematic deviation' in their definitions of an error which can be interpreted as the deviation which happens repeatedly.

2-1-8-2 Errors Versus mistakes:

Researchers differentiate between errors and mistakes. According to Norrish (1987: 8) a mistake is an inconsistent deviation, which means sometimes the learner gets it right but sometimes gets it wrong. Richards (1984: 95) mentions that a mistake is made by a learner when writing or speaking which is caused by lack of attention, fatigue, carelessness, or other aspects of performance.

Therefore, mistakes are not necessarily a product of one's ignorance of language rules.

Errors can also be classified as interlingual or intralingual (Richards & Schmidt 2002: 267).

Interlingual errors can be defined as transfer errors, for example, grammatical, lexical or pragmatic errors. On the other hand, intralingual errors are overgeneralizations in the target language, resulting from ignorance of rules, restrictions, incomplete applications of rules and false concepts hypothesized. (Richards & Schmidt; 2002: 379).

Ellis (1996: 710) states that overgeneralization errors occur when learners yield deviant structures based on other structures of the target language, while ignorance of rule restrictions refers to the application of rules to inappropriate contexts. Ellis also claims that incomplete application of rules arises when learners fail to develop structures fully, while false concepts hypothesized occur when learners do not completely understand a distinction in the target language.

The definition of error still be looked at from different point of view.

2-1-8-3 Benefits of error analysis:

Corder (1974) emphasizes, in his article the significance of learners' errors, the importance of studying errors made by second language learners:

The study of error is part of the investigation of the process of language learning. It provides us with the picture of the linguistic development of a learner and may give us indications as to the learning process (Corder, 1974: 125). He adds that ,remedial exercises could be designed and focus more attention on the trouble spots. It is the learner who determines what the input is. The teacher can present the linguistic form, but this is not necessarily the input, but simply what is available to be learned (Corder, 1974: 125).

Corders' observations are confirmed by other studies one of these studies are kwok's study (1998: 12) who asserts that language errors provide important information about the progress, or language system of the learner.

Error analysis is not only important for teachers, syllabus designers and textbook writers by showing them a student's progress, however it is also significant to researchers and to the learners. It can show researchers what

strategies learners use to learn a second language and also indicate the type of errors learners make and why.

Error analysis is not conducted to understand the errors perse, but also to use what is learned from error analysis and apply it to improve language competence.

Finally, error analysis aids linguists realize that although errors sometimes obstruct communication, they can often facilitate second language learning, and they play crucial role in training teachers and helping them identify and classify learners' errors, as well as helping them construct correction techniques.

2-2Review of Previous and Related Studies

This section will discuss the studies that related to writing difficulties which face EFL learners in general and to studies that investigate paragraph writing difficulties in particular .

Al Hassan Y. M. (2004) in his M.A thesis, investigated the errors that are made by the Sudanese students of English at the university level. It is a case study of the four years (male and female) students at:

1. Omdurman Islamic University
2. Elnilein University
3. Shendi University

The study aimed at identifying, classifying and explaining English prepositions as a major area of difficulty and errors.

The main findings of this study are that, the analysis of variances shows that the preposition errors are equally made by both males and females. Also students of English face great difficulties in using English

preposition while in the present study the preposition is consider one of the difficulties that students at Sudan university of science and technology face when they write English paragraph.

Another study which conducted by Tadros, A.A. (1966).She investigated the interference errors in the written English of Sudanese student. The study aimed at finding out, by means of error analysis, what problems students encounter in the learning of English, and it also examined the areas of Arabic in reference. The data were obtained from two tests modeled on the Sudan school certificate English language papers at that time (paper I and paper II).

The tests papers were distributed among the students of secondary schools, two boys and two girls schools.

The two levels of analysis that the study concerned with were grammar and lexis. The results of this study indicated that errors in interference represent 45.15%.

In the current study the researcher is going to test students at the university level on the problems of writing English paragraph.

In addition to these studies, Gharab. A.M. (1996) did a research which was submitted to the department of English for the Ph.D in applied linguistics. In his thesis he identified, classified and explained the performance errors made by the first year Iraqi university students in written English. The areas covered by this study were orthographic (spelling), syntactic and lexical levels.

The study aimed at the comprehensive investigation of the difficulties so as to arrive to the causes and sources and then to propose measures to tackle them.

The data were collected from a free composition writing test. The analysis of the students' errors showed that these students commit errors in orthographic (spelling), syntactic and lexical levels.

The study under the investigation will use same method to collect the data but the population will be different.

Furthermore, Olsen (1999) carried out a research in English written by Norwegian EFL learners. Language problems on different linguistic level were analyzed and the theory of compensatory strategies was used. The result showed that less proficient learners had a higher number of grammatical, orthographic and syntactic errors, which can be attributed to cross linguistic influence.

Finally, Tananart (2000) examined errors in comparison and contrast paragraphs written by EFL university students at the chulalongkorn university. The major type of errors were grammatical structure (73,86%) and the other types of error were errors in using transition signals (10.01%) verb forms, word choice (6.90%) and spelling (1.55%).

In conclusion, these thesis searched different kinds of errors which related to writing in general and different methods used to obtain the data and also different population were utilized.

Chapter Three

Methodology of the

Study

Chapter Three

Research Methodology

This chapter describes the methodology that has been used in this research. Moreover it provides full description of the instruments which were employed to collect the data that needed. In relation to the data analysis, the reliability of these instruments have been confirmed.

3-1 Methodology of The Study

The researcher adopts the descriptive analytical method to conduct the present study. It aims to investigate paragraph writing errors and mistakes that face EFL learner at Sudan university level. This chapter describes and explains the method and procedure of the research that used during data collection. It also describes the design of the study sampling techniques, data collection and data analysis procedure.

3-2 Sampling techniques

3-2-1 Population of The Study

Definition of population in full details helps other researchers to know if the findings of the study are applicable to their contexts or not. The students who participated in this study, study English as foreign language at Sudan University of Science and Technology, College of Education. The researcher assumes that the findings of the study are applicable to the target population, due to the fact that have studied a course about paragraph writing. They have prepare themselves to the exam, and the study under investigation aims to investigate the errors that students commit in paragraph writing.

3-1-2 Sampling of population

The instrument , which is used to collect the data ,was the students written work . which was paragraph writing . the task was part of students final exam 2014 - 2015 at College of Education .

Using students written work is a suitable instruments to conduct this study because they are real students and in the same way they didn't know they are examined to check their errors in paragraph writing ,

3-3 Data Collection Procedure

Since the study is concerned with the errors that students fall in when they write a paragraph .the English written paragraph which are produced by the subject of study at the end of 2014- 2015 examination , are the source of data for this study .

3-4 Data Analysis procedure

The current study concerns with the investigation of errors in writing English paragraphs .To analyze the data the researcher used SPSS computer program. the classification of the errors is done as follow :

- 1- Spelling errors .
- 2- Grammatical errors , this category discusses errors in verb tense , subject verb agreement, articles and prepositions .
- 3- Mechanical errors, this category deals with capitalization and punctuation.
- 4- Structural errors which deals with paragraph organization which include topic sentence organization , supporting details , transitions and a concluding sentence .

3-5 Validity of The Tool :

The term validity is defined by many linguist . Definition of the term validity gives the reader clear vision of what researcher should do to achieve his/her goal in the right way .let us take some quotations of definition of the term validity

“ Validity refers to factors that the data collection tool measures what it supposed to measure” (Best and Kahan 1986) for instance, Halliday and Hassan cohesion taxonomy was unutilized by many researcher s (onner ,1984 Mcculy Stotan ,Richard son and wolfffrom 1990 , Tierncy Mosenthal 1983) another definition by Gay ,Mills (2009., 154) who defined it as “ validity refers to the degree to which test measure what it supposed to measure “ . In this study both face validity and content validity were applied . Face validity is define by Harries (1969, 21) as “ the way the test looks to the examinees , test administrators , educators and the like ” in other words that a test is said to have face validity if it looks as it measure it suppose to measure .

Regarding content validity it has to be demonstrated that it measures reprehensive sample of language skill, structures , with which the test is meant to be concerned . the test would have the content validity if only included a proper

sample of the relevant structures which depend on the purpose of the test . to check the content we can consult experts who are familiar with language teaching and testing . As for the test validity it was examined by the English language department teachers who have a greed to it validity for collecting the data of the research .

3-6 Reliability of The Tool:

The concept of the term reliability defined by the Lado (1962: 160) as (the stability of the source to the same sample" that means a test is reliable if the testers get nearly the same source in the same test on different occasions . The researcher chose the students written work as source for data rather than given them test , because when they write for their exams they usually write carefully with aims of producing well written ,which the researcher assumed it was reliable data because it their real work. Reliability is expressed as "reliability coefficient". According to Gay Mills and Airasian the standard coefficient of the test is 1.00 and high reliability should be

closed to 1.00 . In the this study to calculate the reliability the researcher used Cronbch's alpha equation as shown below:

Cronbach's alpha method: -

Where reliability was calculated using Cranach's alpha equation shown below:

Reliability coefficient =

$$n(1 - \frac{\text{Total variations questions}}{N-1 \text{ variation college grades}})$$

Cronbach alpha coefficient = (0.81) a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the reliability coefficient so reliability coefficient is (0.90) and this shows that there is a high sincerity of the scale and that the benefit of the study.

3-7 Summary of the chapter

In this chapter the researcher describes the methodology of the researcher , the tool and procedures used for conducting the study .

The chapter provided full descriptions of population of the study and the selected sample. Moreover, it gives full descriptions of the tool of the research .In addition to that, it discusses the validity and reliability of the study tool and the procedure That follows for conducting the research

Chapter Four

Data Analysis , Results and Discussion

Chapter Four

Data Analysis and Discussion of Results

4-1 Introduction :

This chapter displays and discusses the results of the statistical analysis of the data collected to find answers to the research questions. It also gives a general comment and a summary by the end of it

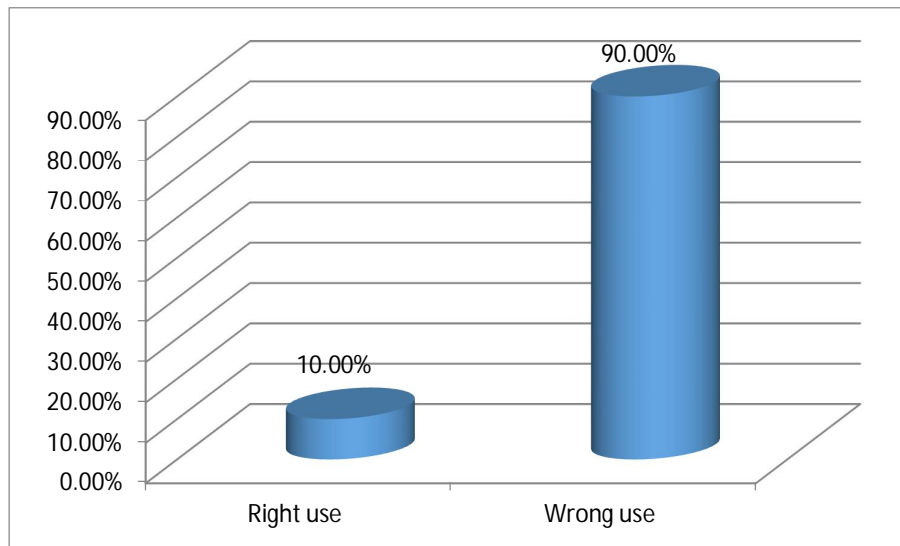
4-2 Results of Data Analysis :

The following tables and figures display the results of the data analysis obtained by the means of the test

Table 4-1 shows Proper use of spelling

Valid	Frequency	Percent
Right use	3	%10.0
Wrong use	27	%90.0
Total	30	100.0

Graph 4-1 shows proper use of spelling

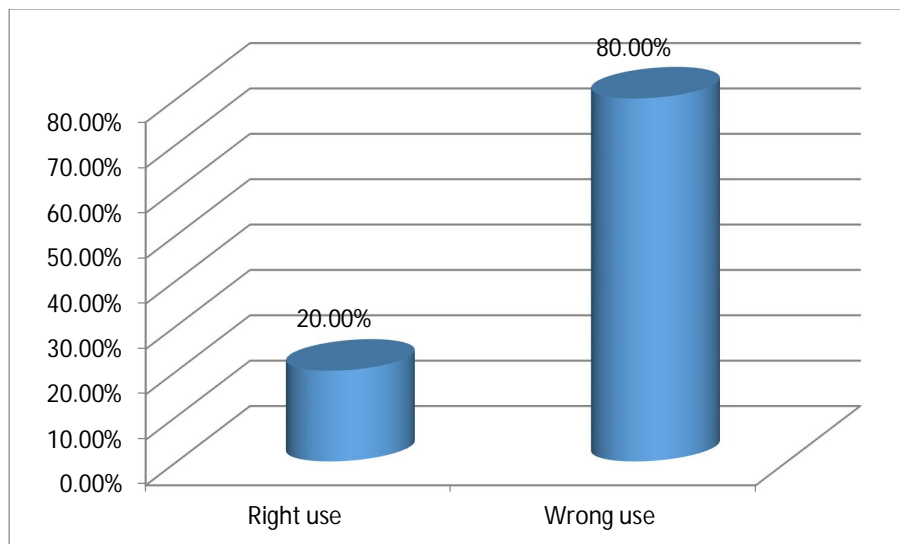


The table and graph above show that the distribution of the sample by the Right use by (%10.0) and Wrong use by (%.90).

Table 4-2 shows the Proper use of preposition

Valid	Frequency	Percent
Right use	6	%20.0
Wrong use	24	%80.0
Total	30	%100.0

Graph 4-2 shows the Proper use of preposition

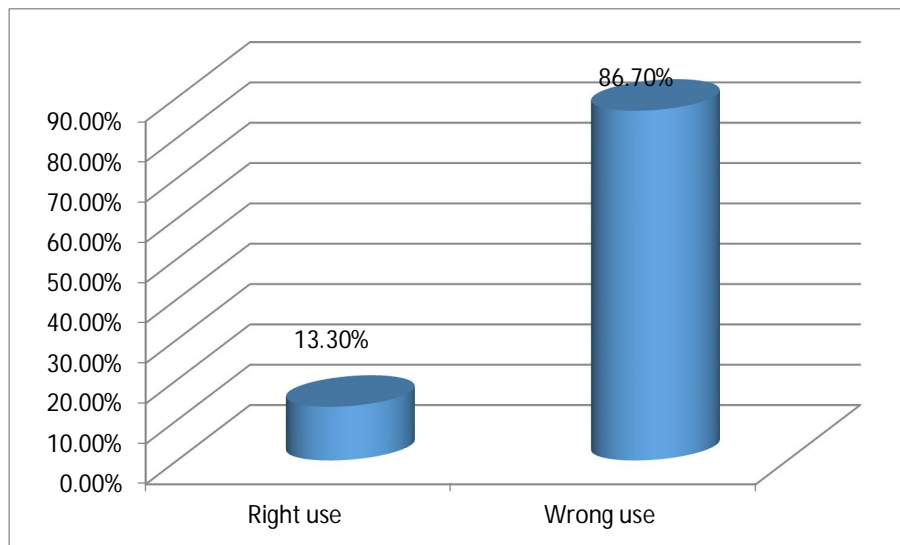


The table and graph above show that the distribution of the sample by the Right use by (%20.0) and Wrong use by (%80.0).

Table 4-3 shows the Proper use of capitalization

Valid	Frequency	Percent
Right use	4	%13.3
Wrong use	26	%86.7
Total	30	%100.0

Graph 4-3 shows the Proper use of capitalization

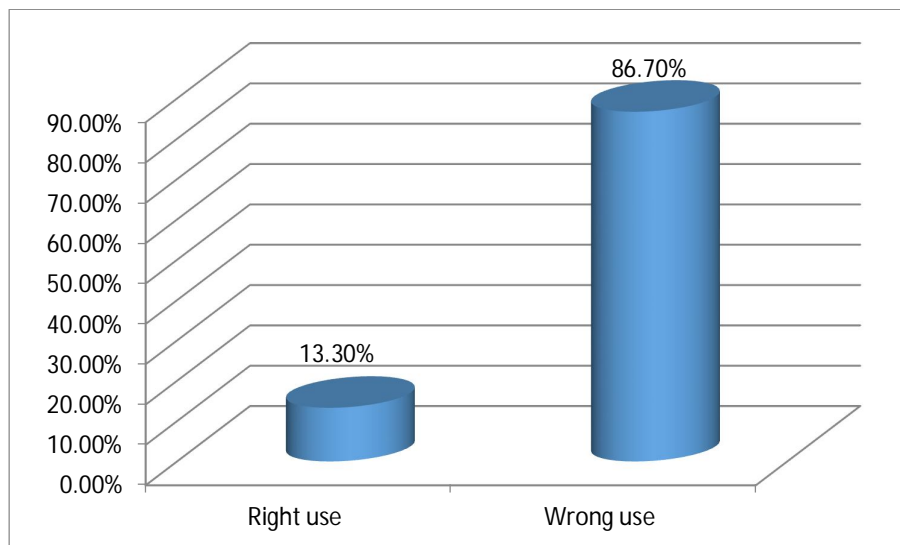


The table and graph above show that the distribution of the sample by the Right use by (%13.3) and Wrong use by (%86.7).

Table 4-4 shows the Proper use of articles

Valid	Frequency	Percent
Right use	4	%13.3
Wrong use	26	%86.7
Total	30	%100.0

Graph 4-4 shows the Proper use of articles

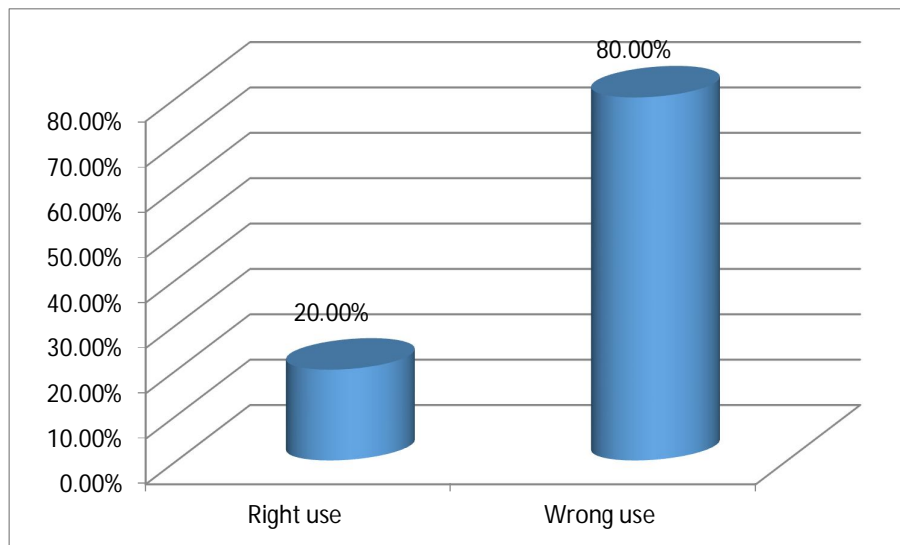


The table and graph above show that the distribution of the sample by the Right use by (%13.3) and Wrong use by (%86.7).

Table 4-5 shows the Proper use of punctuation

Valid	Frequency	Percent
Right use	6	%20.0
Wrong use	24	%80.0
Total	30	%100.0

Graph 4-5 shows the Proper use of punctuation

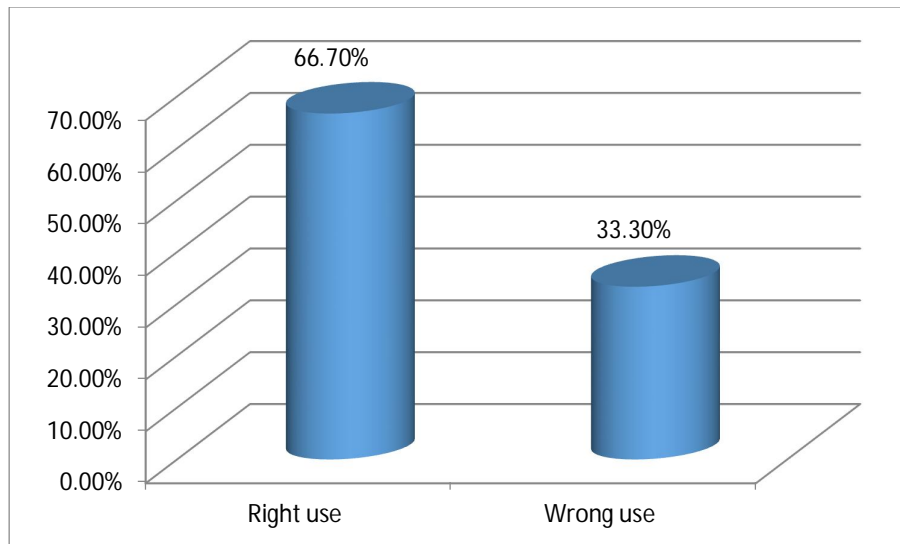


The table and graph above show that the distribution of the sample by the Right use by (%20.0) and Wrong use by (%80.0).

Table 4-6 shows Proper use of topic sentence

Valid	Frequency	Percent
Right use	20	%66.7
Wrong use	10	%33.3
Total	30	%100.0

Graph 4-6 shows Proper use of topic sentence

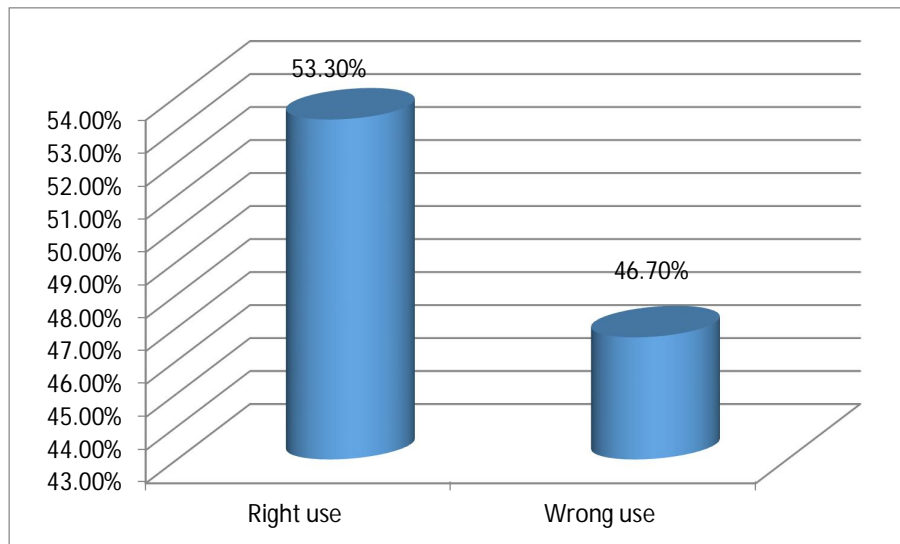


The table and graph above show that the distribution of the sample by the Right use by (%66.7) and Wrong use by (%33.3).

Table 4-7 shows the Proper use of supporting sentence

Valid	Frequency	Percent
Right use	16	%53.3
Wrong use	14	%46.7
Total	30	%100.0

Graph ta 4-7 shows the Proper use of supporting sentence

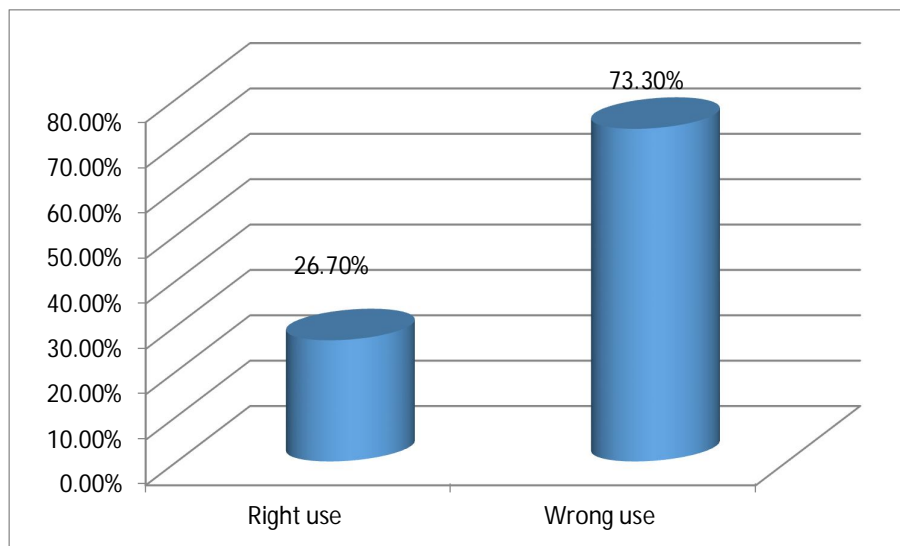


The table and graph above show that the distribution of the sample by the Right use by (%53.3) and Wrong use by (%46.7).

Table 4-8 shows the Proper use of concluding sentence

Valid	Frequency	Percent
Right use	8	%26.7
Wrong use	22	%73.3
Total	30	%100.0

Graph 4-8 shows the Proper use of concluding sentence

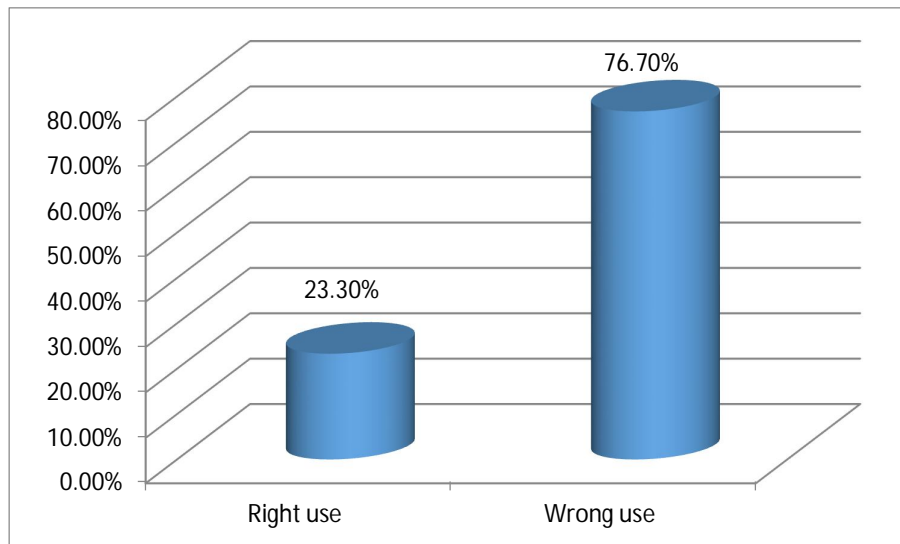


The table and graph above show that the distribution of the sample by the Right use by (%26.7) and Wrong use by (%73.3).

Table 4-9 shows Proper use of transitions

Valid	Frequency	Percent
Right use	7	%23.3
Wrong use	23	%76.7
Total	30	%100.0

Graph 4-9 shows Proper use of transitions

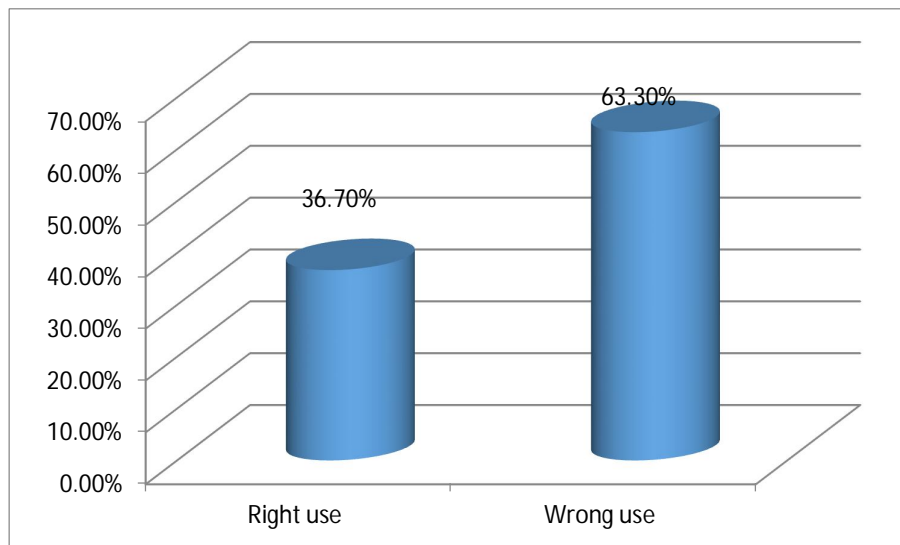


The table and graph above show that the distribution of the sample by the Right use by (%23.3) and Wrong use by (%76.7).

Table 4-10 show the Proper use of verb tense

Valid	Frequency	Percent
Right use	11	36.7%
Wrong use	19	63.3%
Total	30	100.0%

Graph 4-10 show the Proper use of verb tense

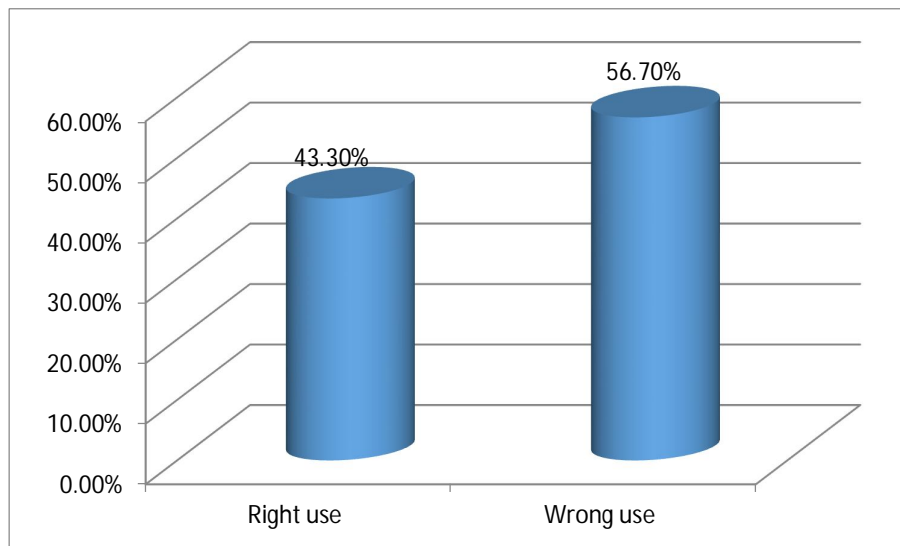


The table and graph above show that the distribution of the sample by the Right use by (%36.7) and Wrong use by (%63.3).

Table 4-11 show the Proper use of subject verb agreement

Valid	Frequency	Percent
Right use	13	43.3%
Wrong use	17	56.7%
Total	30	100.0

Table 4-11 show the Proper use of subject verb agreement

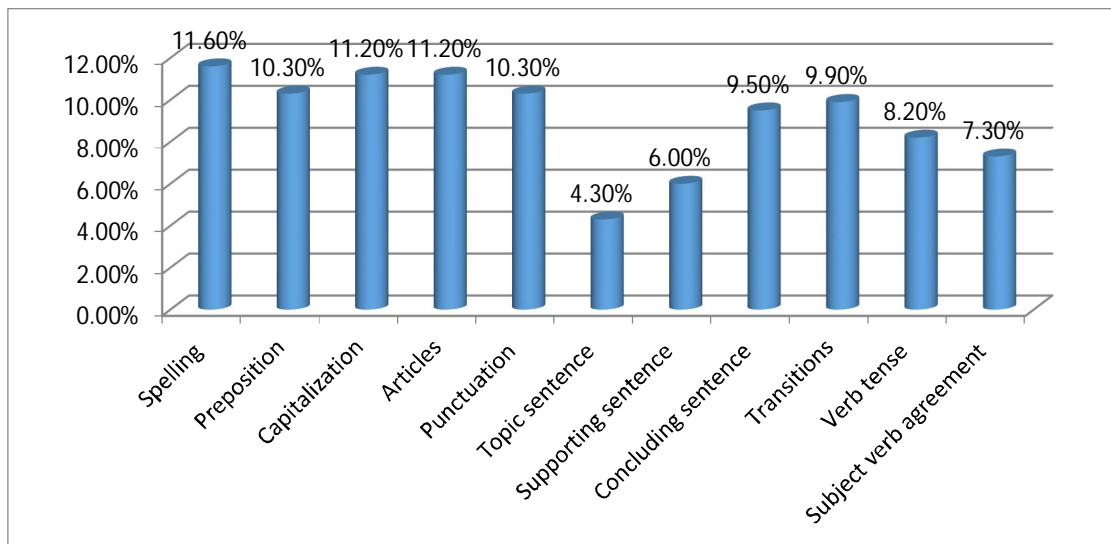


The table and graph above show that the distribution of the sample by the Right use by (%43.3) and Wrong use by (%56.7).

Table 4-12 shows the Frequency of writing errors committed by the students :

NO.	Valid	Frequency	Percent
1	Spelling	27	11.6%
2	Preposition	24	10.3%
3	Capitalization	26	11.2%
4	Articles	26	11.2%
5	Punctuation	24	10.3%
6	Topic sentence	10	4.3%
7	Supporting sentence	14	6.0%
8	Concluding sentence	22	9.5%
9	Transitions	23	9.9%
10	Verb tense	19	8.2%
11	Subject verb agreement	17	7.3%
12	Total	232	100.0%

Graph 4-12 shows the Frequency of writing errors committed by the students



The table and graph above show that the distribution of the sample according to the frequency of the errors in their writing . The frequency of errors in spelling is 27 out of 30 , in prepositions is 24 out of 30 , in capitalizations is 26 , in articles is also 26 , in punctuation s is 24 , in topic sentence is 10 which is the least frequency , in supporting sentences is 14 , in concluding sentence is 22 , in transitions is 23 , in verb tense is 19 and in subject – verb agreement is 17 . All these frequencies are out of 30 +

4-2 Results and Discussions

This section presents and discusses the results of the present study . The results will be revealed according to the research questions mentioned earlier in this study .

- 1- Kinds of errors committed by students when writing English paragraphs .

This section intends to show the results which aim to give answers to the first research question . What kinds of errors do the students commit in writing English paragraphs ?

The result obtained from this study revealed that the students at Sudan University of Science and Technology ,College of Education committed many writing errors when writing English paragraphs .These errors are clearly explained in the tables and figures which have been displayed earlier in this chapter . These errors include : spelling errors(90%) , grammatical errors which include : (tense agreement (63. 3%) subject verb agreement (56.7%) , prepositions (80%) and articles (86.7%)), mechanical errors which include punctuations (80%) and capitalizations (86.7%) , and structural errors which include (topic sentence (33.3%) , supporting sentences (46.7%) , concluding sentence (73.3%), and transitions (76.7%) .

2- Frequency of writing errors committed by the students .

This section shows the results that aim to give answer to the second question .

How frequent do writing errors occur in the students written paragraphs ? The results collected from this study explained that students committed writing errors in a frequent way .The table and graph(4-12) which were shown before confirmed that students at Sudan University of Science and Technology , College of Education committed several errors when writing English paragraphs .The most frequent error was spelling errors which was (27) , while the least frequent performed error was the topic sentence which was (10) .Table and graph N0 (4- 12) show the frequency of each error committed by the students.

3-Students awareness of paragraph writing techniques .

This section presents the results which aim to give answers to the third research question .

To what degree students aware of paragraph writing techniques? The results, which the researcher obtained from the students at Sudan University of Science and Technology, College of Education , present the types and frequency of errors in students writing paragraph . They reflect that students are not aware of paragraph writing techniques . Some of the students have a capacity to write a topic sentence .However , they find difficulty to support the main idea and to find a suitable ending to what they write about . In addition the majority of them produce paragraph which lack unity and coherence . They are not able to use transitions correctly .

4-3 Discussion of the Results

The present study aims at investigating writing errors committed by students at Sudan University of Science and Technology ,College of Education when writing English paragraphs. The results revealed that the students committed writing errors such as : the use of spelling ,prepositions, subject-verb agreement, tense agreement ,articles , punctuations ,capitalizations, topic sentence 4,supporting details , transitions and concluding sentence . These results agree with the previous results mentioned in the literature review section. To assess the students paragraph writing the researcher found that most of the students did not present a reasonable connections between ideas in their paragraphs . The students did not use transition words to connect ideas in a paragraph . They paid little attention to the main idea in the topic sentence and they fail to present the supporting details .Thus , they will fail to bring a conclusion to their paragraphs

4-3 General comments

The tables and figures above ,which present the distribution of sample by the right use and wrong use , emphasizes that students at Sudan University of Science and Technology College of Education face a real problem in spelling , prepositions , capitalizations , articles , punctuations , verb tense , subject verb agreement , topic sentence , supporting sentences and concluding sentence. The results of the students in the test indicate that most of the students are not able to write a good paragraphs which have unity and coherence . Thus , teachers at this university should work hard with their students by giving them intensive practices in writing so as to tackle these problems

Summary of the Chapter

In this chapter the researcher presented and discussed the analysis of the data , results finding and also gave a general comment .

Chapter Five
Summary, Conclusion
, Recommendations And
Suggestions For Further Studies

Chapter Five

Summary, Conclusion ,Recommendations And Suggestions For Further Studies

In this chapter a summary of the whole study will be presented . Also ,conclusion for the study will be provided . In addition, some recommendations will be given . Furthermore, some suggestions for further studies will be presented .

5-1 Summary of the Study :

Understanding the learners problems in writing skill is very important to enhance the quality of writing. This study is an attempt to investigate the difficulties in writing English paragraphs which face Sudanese university learners .

The researcher dealt with this study through descriptive and analytical method . The subjects of the study are English university students , first year at Sudan University of Science and Technology ,College of Education . The instrument used in the study is the students written work in the final exam by the end of the term 2014 -2015 . Thirty sample is chosen randomly from the whole number of the students .

The results described and analyzed in chapter four .The data were analyzed by using SPSS program . The results confirmed that the hypotheses are true .

5-2 Conclusion

This study aims at investigating the types and frequency of writing errors committed by students, who study English at Sudan University of Science and Technology ,College of Education , in writing English paragraphs . It also aims to know the students awareness of paragraph writing techniques .

The findings of the current study reveal that the students committed several writing errors . These errors are : spelling errors , grammatical errors , mechanical errors and structural errors . Regarding their writing performance students show weakness in the writing process . The weakness of the students performance may be due to the lack of

knowledge ,lack of training inside and outside the classroom Also the students motivation towards writing . Finally these errors which committed by the students in writing lead them to produce paragraph which lack unity and coherence .

5-3 Recommendations :

In the light of the findings discussed in chapter four , the researcher has some recommendations which may be incorporated in the conclusion of the study .

- 1- Teachers should give the learners much feedback in the errors they commit in their work .
- 2- Opportunities to practise writing English inside the room of the study should not be limited
- 3- Positive comments from the teachers should be increased so as to encourage students to practise Englishwriting a lot . There is a rule which says ‘ the more you draft the better the results .’
- 4- Teachers should follow a suitable method in teaching writing .
- 5- A lot of researches have been conducted in the field of writing , nevertheless ,little benefits gain from them .Teachers should return back to these researches to know the problems and try to solve them .

5-4 Suggestions for Further Studies :

On the basis of the findings the researcher suggests some further studies in the future in order to cover the area of writing .

- 1- Further studies are needed on the best method of teaching writing to be adopted to our learners .
- 2- Further studies are also needed to find out the reasons behind these errors which appear clearly in the students writing .
- 3- Further studies are required to check the teachers ability in writing and also their ability to teach writing skills

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