

1. introduction:

Writing is the natural outlet for the pupils' reflections on their speaking, listening and reading experience in the second language or foreign language when writing freely without concentration on grammatical errors, pupils develop confidence and sense of power over the language that none of the other skills is likely to produce until they advance in language study, in writing pupils or students writing about what they think and what they are in writing is connected with desire and interest (Leki, 1991, p.8.9).

This if it is difficult to function in a foreign language, it is much more difficult for a student to write a paragraph without interest, Although students have time to form and shape their ideas in writing, lack of information and desire prevent smooth writing (Leki 1991, p.8.9).

Writing is the least and perhaps the most difficult skill pupils learn, even teachers are some times confused about ways of approaching writing instruction, many still see it as a way to reinforce oral, (Walters, 1983, p.17).

Writing is mostly integrated with reading, when you read a text you receive a lot of help from the way the text is presented so, we can say that these two skills enable you to improve your language at large, when ever there is reading there is writing,

how ever, writing is slightly demanding task it needs alotof help and preparation. (Byrne, 1979).

Writing is a process of expressing opinions, feeling and factual information by using and agreed upon set of graphic symbols sp that the audience deciphers the scrip to receive the massage coded by the writer.

Axelrod and Charles (2001) writing has wider reading implication for the way of think and learn as well as for our chances of success our personal development and our relation ship with other people.

Lee Brandon (2005) the writing process consist of strategies that will help student processed from idea to final statement of paragraph and essays.

2.2 why teaching writing paragraph:

Byrne (1079) clearly it is possible to learn of foreign language without how to write in it and for many of our students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have use, the situation is not so very different in the mother tongue except for those of us writing in some professional capacity, because writing is skill which is both limited in value and

difficult to acquire must be very clear about our purpose in teaching it.

2.3 the difficulties of writing:

Donald Hall (1973) we can now begin to see why writing is commonly a difficult task, for most people both in the mother tongue and in a foreign language, teachers shall look at the problems which are caused by writing under the heading psychological, linguistic and cognitive problems.

Writing is known to be a complex set of abilities. For instance Byrne (1979) point out levels of sub skills which are considered to be essential requirements for writing of the following:

1. Formation of letters (orthography).
2. Spelling and paragraphing (layout).
3. Showing sense and pausing (punctuation).
4. Using correct words (lexis and spelling).
5. Building correct sentences (lexis and grammar).
6. Building paragraphs and text (cohesion).
7. Writing logically (planning and thinking).

Each of the above points needs paragraphing because a competent writer is competent in writing.

The need for the mastery of these elements supports the fact that writing is really difficult and complex. Ann Raimes (1983) thinks that writing is an intricate job which demands deep thinking and is clear a writer has to deal with many aspects at a time to produce a piece of writing. He has thought of:

1. The content of his writing which should be related to the topic, it should be clear and logical.
2. Syntax length of the sentence, the appropriate style.
3. Grammar, the writer should be acquainted with the rules verbs agreements, how to use articles and pronouns.
4. Mechanics, the writer should think of his handwriting to be readable, his spelling should be correct, punctuation to help understanding the meaning.
5. Organization, the writer thinks of how to present his ideas in paragraphs and how to use cohesive devices.
6. Word choices, how to choose vocabulary to suit the particular topic, Idioms, what tones happy, sad etc.
7. Purpose, he of why is writing?
8. The writer's process he thinks of how find out ideas for topic, from where to start writes and rewrites, All the above points are thought of if the writer is to produce a clear fluent piece of writing.

2.4 Affective difficulty:

People speak without much conscious efforts or thought because they usually talk about things that interest them and have real relevance to their situation, schools and other educational institutes, how ever, often force learners to writer about topic which have little interest for them they may have every few ideas that they have, these facts often result in negative feeling the learners and there fore, make writing difficult or even impossible.

Most linguists assume that writing in one of the most complex human task, Byrne (1988) identified three problems, the first is psychological one caused by the lack of interaction and feedback from the reader since writing is a visual system, as distinct from the auditory system of speech, the second is linguistics in nature, since is writing we have to express ourselves in more correct grammar not necessarily need when speaking, the third of these problems a circling to Byrne point of few cognitive resulting from the fact the writing unlike speech has to be taught through formal instruction.

According to Brown (1994) writing is often, difficult activity for many people, both in the mother tongue and in a foreign language and if we want to make writing easier for our

students, we must understand the reason for the difficulty and give appropriate guidance and help.

1. Psychological difficulty: speech is the natural and normal way of communicating, usually, there are at least two people face to face, they interact and exchange roles, writing on the other hand, is a lonely activity, writer is alone in his head when he is writing, the writer doesn't have the stimulus of another participant, or the feedback that comes from face to face interaction, the writer has to find his own ideas and express them on paper very clearly and logically.

We can reduce this difficulty by giving the pupils plenty of group preparation, planning and discussion before they begin to write.

2. Linguistic Difficulty: Speech is very rich in signals it carries information of many kinds in many different ways: stress, intonation, speed, loudness, pause, expression on face, movements of the body.

Writing does not have these ways of communicating except the little that we can show by punctuation, for this reason and because the writer lacks immediate feedback from the reader, the language of writing must be clearer and more logically put together than the language of speech we can reduce this

difficulty by revising the vocabulary and structure that pupils need writing task before they begin to write.

2.5 facilitating writing:

To help students to write paragraph with fewer problems many ELT experts like Raimis, Harmer and White, think that write should go through these stages: controlled guided and free writing.

Byrne (1979.p27) defines controlled writing is an essential stage before free writing which is more difficult because of the lack of content and form.

Raimis (1983) defines controlled writing as that where a great deal of content, it is the opposite of free writing which entails students to generate and express their own ideas in the case of free writing a great help must be provided by the teacher to free facilitate the students job write.

Wight'

(1991.p17) suggests that there are some steps to follow for writing topics with whole class or small group, or pairs for the purpose of finding ideas for writing.

2.6 Establishing a framework for writing paragraph:

Writing has been a neglected area of English language teaching for some years, one only has to look at the large number of books available to the ELT profession on reading, to take comparison further, teachers have for some time been offered models of reading, principles for designing reading tasks and practical suggestions for classroom methodology.

In the absence of a well established or widely recognized model of writing, teachers tend to have very varying ideas about the role of writing in classroom, what writing involves and the possible roles of teachers and students in developing writing activities.

2.7 the reasons for writing:

A good deal of writing in the English language classroom is undertaken as an aid to learning, for example to consolidate the learning of new structure or vocabulary or to help students remember new items of language – in this context the role of writing is little different from its role in any other subject, it allows students to see how they are progressing and to get feedback from the teacher, and it allows teachers to monitor and diagnose problems.

Much of this writing is at the sentence level and is what Ron White (1980) calls sentence level exercises, they clearly have their value in language learning, but successful writing

depends on more than ability to product clear and correct sentences.

Writing tasks which have whole texts as their outcome relate appropriately to the ultimate goal of those learners who need to write English in their social, educational, or proccessional lives.

Some of our students know already they need to be able to write in English.

Many secondary students have to prove their competence in English and some times in other subject by producing compositions for examination, in my own experience there have been substantial numbers of students how have on identifiable needs present of future for written English but how enjoy writing, who are initiated to use their language resources introducing stories, reviews, essays and even poem simply to practice and improve their English, by encouraging for these different motivations for writing.

2.8 the product of writing paragraph:

One approach to writing paragraph is to look at instance of writing and to analyses the features of writing texts, this will tell

us some thing about what it is that student have to produce, it is possible to build up alist of skills that students needs it would include:

- Getting the grammar Wright.
- Having arrange of vocabulary.
- Punctuating meaning fully.
- Using the conventions of layout correctly.
- Spelling accurately.
- Using arrange of sentence structure.
- Linking ideas and information across sentences to develop topic.

It is also possible to build up a check list of the forms (letters, essays, reports) and the function (narrative, description, comparison, and contrast) of written text and to show students how the features and organization of these different forms and functions in writing and with these to develop the different skills involved in producing written text.

2.9 the process of communicating:

The process of writing involves composing it also involves communicating, most of the writing we do in real life is written with a reader in mind-a friend, a relative, colleague, institution or particular teacher, knowing how the reader is provides the write with context without which it is difficult to know exactly what or how out to write . and yet it is possible to find writing tasks in some teaching materials which do not specify a context to help the student.

In other words, the selection of appropriate content and style depends on sense of audiences, one of the teacher's tasks is to create context and provide audiences for writing some times it is possible to write for real audiences fro example a letters requesting information from organization, some time the teacher can creat audience by setting up roles in the classroom for tasks in which students write to each other.

When setting writing tasks, teacher need to vary the audience, identify how the readers are to be and try to make every piece of writing fulfill some kinds of communicative purpose, either real or simulated, when students under stand the context they are much more likely to write effectively.

2.10 the process of improving:

Helping our students with planning and drafting is only half of the teacher's task, the other half concerns our response to writing, response which is important for a number of reasons:

- a) Writing requires a lot of conscious effort from students, so they understandably expect feedback and can become disc aura.
- b) Learners monitor their writing to a much greater extent than they monitor their speech because writing is a more conscious process, it is probably true, then that writing is a truer indication of how students is progressing in the language and it can therefore give the teacher an opportunity for assessment and diagnosis of problem areas.
- c) Writing is much easier to revise than speech because it is permanent and therefore available it is therefore possible for teacher to exploit writing for learning is several effective ways.

Responding positively to the strengths in a students writing in important in building up confidence in the writing process. Leadly, when marking any piece of work, a ticks in the margin and commendation in the comment should provide a counter balance to correction of errors in the script.

Even more important are moves to involve students in the revising and editing of their own work so that the activity known as marking becomes part of the writing process and genuine source of learning for both students and teachers in other words it becomes a process of improving.

The process of marking, with its traditional focus on error correction by the teacher needs review and modification in to arrange of activities involving students as well as teacher, thus marking revision on integral part of the process of writing.

2.11 Time for writing:

There is a widely held belief that in order to be a good writer students needs to read a lot. This makes sense, it briefest students to be exposed to models of different text types so that they can develop awareness of what constitutes good writing, would agree that reading is necessary and voluble but it is not sufficient, my own experience tell me that in order to become a good writer a students needs to write a lot. This is especially true of poor writers, who tend to get trapped in adown word spiral of failure, they feel that they are poor writer, so they not motivated to write and because they seldom practice, they remain poor writer.

This situation is exacerbated is many classrooms where writing is mainly relegated to a home work activity, it is perhaps

not surprising that writing often tend to be an out – of – class activity, a many teachers feel that class time , often scarce , is best devoted to oral work and home work to writing, which can then be done at the students own pace.

How ever, many students would benefit from classroom practice in writing for which the teacher can prepare tasks with carefully worked out stages of panning, drafting, and revision, if poorer writing environment of the classroom, they will begin to develop the confidence they need to write more at home and so start on the up word spiral to motivation and improvement.

Student need time in the classroom for writing, the teacher's task is to select or design activities support them through the process of producing apiece of writing.

2.12 Working together on writing:

Another very good reason for spending classroom time on writing is that it allows students to work together on writing in different ways, Although the teacher's ultimate aim is to develop the writing skills of each students individually, individual students have good deal to gain from collaborative writing, group composition is, good example of an activity in which the classroom becomes a writing workshop, as students are asked to work together in small groups interaction contributes in useful ways to the writing process, for example.

Brain storming atopic in group discussion produces lots of ideas from which students have to select the most effective and appropriate, careful selection of content is an important part of the art of goof writing.

Collaborative writing in the classroom generates discussions and activities which encourage an effective process of writing.

2.13 teach the learner how to write:

(from Byrne. 1988. P 27.29) the ability to write is all too often assumed, especially if the learners are to master and can write reasonably well in their mother tongue and also acquired some proficiency in the spoken language (of the IL) but oral skills. Both leistering and speaking have to be taught through appropriate techniques and forms of practice , the spoken and written form of the language are not the same and since writing is different way of communication.

We have already seen the writing, at least in any significant form, involve the ability to organize sentences into a coherent whole or text, most writing practice form the start aim to teach those devices of writing language (grammar – vocabulary...etc). which are needed to write various types of texts.

The learners cannot be expected to master all the different varieties of the written forms of the language, many of them, in any case, would not be relevant to their needs to extent that these can be identified in a writing program.

2.14 what is paragraph:

A paragraph is asset of related sentences dealing with as ingle topic, a paragraph is a series of sentences that develop one idea. (M,red-1988,p8).

Paragraph should contain the following:

- a) Unity: a paragraph is unified when it states only one central idea that is developed by all other statement in the paragraph, the entire paragraph should connen it self with a single idea, an effective paragraph has unity that is, the sentences combine to produce a single, complete unit, of though (Ross and p.y) (murry- 1985.p.61).
- b) Coherence: coherences is the trait that make the paragraph easily understandable to a reader, coherence is a reasonable connection between ideas agreements, they must be arranged in a logical order.

In coherent paragraph , paragraphs that make sense and are easy to follow, the illustration sentences are organized in a clear way (w.Ross and px Murry-1985).

2.15 paragraphing sentences:

Writing is made up of smaller units called (paragraph) identified by visual representation and by contents, the first line of paragraph, especially it is hand written, paragraph begin a few spaces to the write of the margin to indicate the beginning of the paragraph.

A paragraph can be also identified by it's contents group of related sentences that support the writer's main idea.

The essential of paragraph:

- Topic sentences.
- Supporting sentences.
- Details.
- Logical order.
- Logical connectors.
- Concluding sentences.
- Unity and coherences.

2.16 level of writes paragraph:

Byrne (1988) said that teacher divided the activities in to tow (sentences) level and paragraph (level text level) this is not always a clear division because as the teacher have already said

as soon as our pupils begin to write sentences, the teacher should encourage them to write text, there are often for the sake of practice presentences level writing activities, it should be stressed that these activities are only for practice and deal with the sub skills of spelling and vocabulary.

2.16.1 spelling:

The differences between spelling and copying that the pupil himself knows the correct spelling and can recall and produce it independently, such accurate knowledge of spelling will enable the pupil to recognize words, distinguish words with similar spelling write correctly spelling words.

2.16.2 vocabulary:

Knowledge of vocabulary is of course developed through the skills of reading and speaking and is essentially reinforced in writing – in order to help pupils remember the meaning and spelling of words, it is essential that they keep a vocabulary, notebook, this notebook should contain new words, lesson by lesson writhe either picture or explanation in English.

2.16.3 linking words:

- conjunctions, sentences and a adverbial:

(Hugh Gorg. 1999-2000) a conjunctions connects tow clauses in the same sentences (a clauses a phrase with verb in it).

1. Can connect a sentences with an other sentence.
2. Can connect a sentence with the whole text.
3. Can signal the writer attitude to that they are saying.

- conjunctions and preposition:

Prepositions are followed by either a noun or a grounding from and also conjunctions can be used either in the middle of sentence, or at the beginning.

- sentences adverbials:

Sentences adverbials frequently appear at the beginning of a sentences, and followed by commas, many of them can, however, be used in other positions.

2.16.4 Punctuation:

- fulstop:

A sentence begins with a capital letter and with a full stop, question mark or exclamation mark, sentences are joined together to form a paragraph, the sentences in a paragraph are related to each other and have the same theme or subject, when the theme changes a new paragraph is used, a sentence can be as short as two words, but one or two lines in an average length, it is written frequently more than three or four lines without a full stop, ask yourself (could any one find my sentence difficult to read).

Toning sentence:

Writing very short sentences, like writing very long sentences can give a bad impression, long sentences are difficult to read and only the best writers can structure them well. Short sentences can look like a child's writing, or can suggest that the writer is not capable of using more complex grammatical structures.

- commas:

When a part of a sentence appears in brackets, you can read the sentence without the words in brackets and it will still make sense, commas can be used for parenthesis in the same way as brackets (Sienna, more than any other sportsman, was loved by the Brazilian people. You need one comma if the parenthesis comes at the beginning or end of a sentence the full stop, colon

semicolon, question mark or exclamation mark take the place of other comma.

2.17 capital letters mistakes:

Capital letters are usually used:

- The beginning of the sentence e.g: he is a boy.
- For the opening words of direct speech as he said what is your name?
- For the first person singular as: he taller than 1.
- For the chief words in titles of book as: hamlet superior English.
- For religious names as: Allah- Good lord:

2.18 spelling mistakes:

Students commit many spelling mistake in writes paragraph. The morpheme may be pronounced differently when it occurs in different context and that in most case the pronunciation is regular that is, it is determined by rules which are applied through out the language, the identical spelling reflect the fact that the different pronunciation represents some morpheme.

2.19 teaching English in Sudanese secondary school:

English came to Sudan with colonial armyin (1898.so) western type of Education was introduced, this education aimed

at transforming the Sudanese culturally and exploiting them economically, it was introduced through two types of education (yeddi . 2003.p.19).

1. Government education to northern Sudanese pupils to be appointed as clerks , translators etc. for the British officials.
2. Christian missionary in the south:

Although the desire of getting job was very high in the last fifty years, the tendency in the present years (twenty century) is to be in contact with western world through the medium of English, English is considered as the language of knowing the western culture and meeting many scientific ideas, the early system of Sudanese education relied on foreign teachers particularly Egyptian and Syrian, but later when good number over the task in the schools and the British staff were employed in the Gordon college, the concentration was on translation, reading recitation and dictation.

However, grammar was not seriously introduced, but later composition was introduced to replace translation, the whole focus of curriculum was to produce the necessary clerks for British administration , the department of education approved composition and reading and it suggested that the two should be linked.

The department suggested that the composition should be directed towards realities of pupils experience instead of writing vague topic also it is preferable that pupils write short paragraph, the report by the good selection of reading books, because they provide a model for students own written English so the English teaching hours were increased and teachers of English were given special course (sandell-1982.p107.108).

The report of English summary course for secondary school in 1980 was that students were highly motivated and were enthusiastic and eager to learn, it was felt that students could have more help with study skills such as note taking reference skills, reading, summary writing, composition and grammatical components , in view of the decline in standard of pupils at secondary school a suggestion has come up that concentrate on English curse before university.

2.20 problems of writing in secondary schools:

(sandell- 1982 .p111-112 and yeddi. 2003. P 22) followed:

1. Staffing: schools expanded, but noincreas in their number.
2. Qualified and trained teacher's were taken to work abroad some just decided to leave un officially as a result new teacher are recruited annually.

3. Very low standard of Sudanese graduates in language competence and motivation – few of them specialized in English at university.
4. Untrained teacher were sent to schools.
5. Class size: it is one of the difficulties facing the teacher's due to political decisions some class went to over 40 pupils.
6. A cute supply of books and other school materials.
7. Lack of libraries to support the progress of learning the language.
8. Lack of electricity makes it difficult to use some teaching aids such as taps recorders, projectors etc.
9. The disappearance of educational inspection, inspectors to improve teaching skills.

In (1966) a conference of English language in the Sudan discovered that there was a wide gape between the linguistic abilities of learners due to absence of uniform syllabus in the schools, it even described the materials used for teaching the English language as either childish or obsolete, it also complaint of teacher's undue qualification that they were un trained and inexperienced thus the conference for an integrated syllabus it also argued for teacher in service training, on the other hand

Bright in (1967) also investigated the causes of decline of standard of English, he also pointed the problems of untrained graduates , frequent staff change and short contract expatriates, so an effective and realistic teaching was needed to counteract the conditions created by arabicization of the secondary school, the standard of English language teaching (ELT) continued declining by late seventies the exams were being used as a means to grade students, however, school syllabus designers or teachers training institutes got no feedback,. In (1979) a unit of evaluation a demonstration was established in the ministry of Education to:

- Assess the performance of candidate in certificate exams (which terminate the levels of schooling).
- Make periodic tests in schools throughout the country to see that standard are maintained between provinces and students.

2.21 the teacher's role:

1. Decide how to present the activity to the class, fore example in the early stage it will help to do a certain amount projector.
2. Prepare the pupils orally this should be regarded as standard procedure for writing activities in the early stage.

3. Decide how the writing task should be carried out, an activity maybe done individually, impairs or in small group , in the early stage it would seem appropriate to allow many of the task to be done collaboratively expect when feedback on individual progress is needed.
4. Decide on correction procedure: many pupils want to have their work looked at, however , they can be asked to exchange their completed work and to evaluate are an other's efforts, work can also be discussed on the class basis and the pupils asked to make their own corrections.

2.22 General principles of teaching writing:

Byrne (1988) the teacher should avoid manipulative procedures which do not encourage the leaner to think about they write and which in any case do not help them to understand how writing language function , also introduce activities which , however simple demonstrate that writing can be used for the purpose of communication.

When teaching writing the teaches focus on accuracy or fluency or text or purpose: if our aim is to enable our pupils to develop the ability to write in order to communicate the teacher focus on each of these things according to the general principles out lined below.

A. There is on real way to knowing how help the pupils receive.

B. There is on guarantee that your pupils actually produces the piece writing.

Some times a compromise can be reach and writing task can be started in the classroom to make sure that the pupils are on the right track, then continued and completed at home, in this way too, the teacher can check the standard of the class writing and the home writing.