

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ {1} خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ {2} اقْرَأْ وَرَبُّكَ {
} {الْأَكْرَمُ} {3} الَّذِي عَلَّمَ بِالْقَلَمِ {4}

صدق الله العظيم

{العلق - الآية } 4-1

Quran verses

In the name of Allah, the Beneficent, the Merciful

Read: In the name of thy Lord Who createth, (1) Createth man from a clot. (2) Read: And thy Lord is the Most Bounteous, (3) Who teacheth by the pen,(4)

DEDICATION

To the soul of my father

To my mother

To my brothers, sisters and my friends

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Abstract

This study intends to determine the difficulties face final Sudanese secondary school when using cohesion devices and coherence in their writing.

To achieve this purpose, the study adopted a descriptive analytical method, the population of the study consisted 40 female students at Alwia AbdElrafe model secondary school from Karari locality the tools of data collection, which was used in this study was the answer sheets for MOCK Examination 2012.

The data was analyzed by using the statistical program (SPSS), then there was a textual analysis of subjects' written texts.

The descriptive analysis indicated that the SPINE series did not include adequate practices, which enhances ideal application of the cohesion devices and coherence, students' ignorance of correct usage of it. Because there is less competence. The findings were been discussed in the light of the hypotheses.

As a solution of this problem the researcher pointed out the following recommendations:

Teachers and syllabus designers, should contribute in developing curriculum.

The teachers should draw their attention to their students in order to improve their abilities to use cohesion devices.

The instructors should provide adequate training for teachers.

The syllabus designers should provide books for the students with adequate exercises.

I think when our students have written a text, teachers will consider the features of written texts. However looking through materials for teaching writing shows that the result of design of tasks. Awareness of these can inform the ways of writing tasks in the classroom .

Students should also pay more attention to these elements of writing.

Teachers should practise their students to use cohesive devices through focusing on both grammatical and semantic convention of academic writing .

ملخص البحث

تهدف هذه الدراسة لتحديد الصعوبات التي تواجه طلاب الصف الثالث الثانوي في استخدام أدوات الربط.

ولتحقيق هذا الغرض فقد اعتمدت الدراسة على المنهج الوصفي التحليلي. تكون مجتمع الدراسة من 40 طالبة من مدرسة علوية عبد الدافع النموذجية بنات وقد استخدمت الباحثة الامتحان التجريبي 2012 للتحليل الوصفي.

قامت الدراسة بتحليل البيانات إحصائياً مستخدمة برنامج التحليل الإحصائي (SPSS). كما قامت الدراسة بتحليل نص لمقالات هؤلاء الطلاب (SPSS).

لم تتضمن التدريبات SPINE وأشار التحليل الوصفي إلى أن سلسلة كتاب الكافية بما يعزز التطبيق الأمثل لأدوات التناغم المعنوي والترابط اللغوي وجهل الطلاب بالاستخدام الصحيح لأدوات الربط بسبب قلة المعرفة . وكانت النتائج قد نوقشت في ضوء الفرضيات.

:ولحل هذه المشكلة أوصت الباحثة بالاتي:

- على المعلمين وواضعي المناهج الاهتمام بالمساهمة في تطوير المنهج .

- على المعلمين الاهتمام بطلابهم من أجل تحسين مستوياتهم في استخدام أدوات الربط.
- تدريب المعلمين تدريباً كافياً من قبل إدارات التعليم.
- SPINE وضع التدريبات الكافية في سلسلة كتابة .
- على المعلمين أن يضعوا في اعتبارهم مميزات الكتابة ومادة الكتابة التي يتم تدريسها وأن الوعي بهذه المميزات يجعل الطالب مطلعاً على طرق الكتابة داخل الفصل.
- على الطلاب أن ينتبهوا للعوامل المهمة في الكتابة. اهتمام المعلمين بتدريس طلابهم على استخدام أدوات الربط بالتركيز على القواعد النحوية في المنهج الدراسي.
- أيضاً اقترحت الباحثة دراسات أخرى في نفس المجال لم تتطرق لها الباحثة الحالي

No.

Subjects

page

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