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Investigating the Difficulties that Encountered by Secondary School Students in Paragraph Writing

(Study Case: Six Secondary Schools at Ombadda Locality)

تقصي الصعوبات التي تواجه طلاب المرحلة الثانوية في كتابة الفقرة

(دراسة حالة: ست مدارس ثانوية بمحلية أمبدة)

**A Thesis Submitted to Fulfill the Requirements of the Degree of Master of
Arts (M.A) in English Language (Applied Linguistics).**

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الآية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى:

(ن وَالْقَلَمِ وَمَا يَسْطُرُونَ)

سورة القلم - الآية (1)

صدق الله العظيم

Dedication

To my parents' soul, Zein El-Abdeen and Rawda.

To my wife and children.

Acknowledgements

This journey for the masters' degree could not have happened without the real help and support of my supervisor Dr. Mahmoud Ali Ahmed - Sudan University of Science and technology, who provided me with thoughtful comments and very useful suggestions. Because of the extraordinarily helpful and willing to be asked questions of people, Dr. Jamal Adam and Mr. Sharaf Edin, I was able to accomplish this dream of studying. I am really lucky to learn from them. I am extremely grateful to my wife, Arafa, who has been beside me for almost 15 years with her unfailing love and support. I would like also to extend my thanks to my colleagues and friends for their efforts and supports to complete the research. The researcher would like to conclude with, glory and praise be to Allah, The Almighty and most high and may Peace and blessing be upon our prophet Mohammed.

Abstract

This study aims at investigating the difficulties which secondary school students who study English as a foreign Language [EFL] face when they are writing English paragraphs. The purpose of the study is also to find out which of the two sexes can write paragraphs better (girls or boys) and the exact level of the students. It also explores students' strategies used in learning paragraph writing. In addition, it aims at finding out the role of paragraph writing in improving students writing of compositions and essays. The researcher used the descriptive analytical approach to investigate this issue. The method used to obtain data was two questionnaires: One for third year secondary school students at Ombadda Locality and one for their teachers of English language, for the academic year (2016). The SPSS program was applied for the statistical analysis of these two questionnaires. Also a part of writing paragraph was added to check the validity and reliability of these instruments. The statistical results and a paragraph writing part reveal that students are weak in writing paragraphs. The use of old methods in teaching and untrained teachers are a part of their weakness but there are some other obstacles which hinder the writing process. Based on these difficulties, old methods of teaching writing should not be used, teachers should be trained, and students need motivated methods in writing paragraphs. Students need to use various writing strategies when writing paragraphs. Some of them are aware of applying the rules in writing, but most of the students need more lessons to strengthen their writing ability.

Keywords:

Difficulties, paragraph writing, 3rd year secondary school students, Omdurman.

المستخلص

تهدف هذه الدراسة إلى تقصي الصعوبات التي تواجه طلاب وطالبات المرحلة الثانوية في كتابة الفقرة باللغة الإنجليزية. كذلك تهدف هذه الدراسة إلى تحديد أي الجنسين أفضل في كتابة الفقرة بالإنجليزية (الأولاد أم البنات) وتحديد مستوياتهم الحقيقية. وكما أنها تكشف إستراتيجيات التعلم التي يستخدمها الطلاب في كتابة الفقرة. بالإضافة إلى أنها تتعرف على الدور التي تلعبه كتابة الفقرة في تحسين مستويات الطلاب لكتابة القطع الإستيعابية والمقالات. وقد اتبع الباحث المنهج الوصفي التحليلي للتحقق من هذا الموضوع. وقد استخدم الباحث طريقة الاستبيان لجمع المعلومات عن هذا الموضوع حيث قام بوضع إستبيانين، إحداهما لطلاب وطالبات الصف الثالث الثانوي والثانية لمعلمي اللغة الإنجليزية بهذه المدارس. وقد طبق برنامج الحزم الإحصائية للعلوم الاجتماعية لتحليل بيانات الاستبيانات. وقد أضيفت جزء لكتابة الفقرة بالإنجليزية وذلك للتأكد من صلاحية ومصداقية تلك الإستبيانات. وأشارت النتائج الإحصائية على أن مستويات الطلاب ضعيفة في كتابة الفقرة بالإنجليزية، وذلك نسبة لإستخدام الوسائل التقليدية في تعليم الكتابة وعدم تدريب المدرسين ولكن هنالك عوائق أخرى لعبت دورا في ضعف مستوياتهم في كتابة الفقرة. بناءً على هذه الصعوبات ينبغي عدم إستخدام الوسائل التقليدية في التدريس، كما ينبغي تدريب المعلمين لأن الطلاب في حاجة ماسة للوسائل المشوقة للكتابة. كما أنهم في حاجة لإستخدام إستراتيجيات متنوعة في كتابة الفقرة، إذ أن بعض الطلاب يدركون قواعد الكتابة لكن معظم الطلاب في حاجة لمزيد من الدروس لتقوية مقدراتهم الكتابية.

الكلمات المفتاحية:

صعوبات، كتابة الفقرة، طلاب الصف الثالث الثانوي، أم درمان.

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Definition of Terms:

EFL: English as a foreign language

L 1: first language

L 2: Second Language

M A: Master of Arts

CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Overview

Generally the majority of Arab students face difficulties in learning English (specially writing skills). For example, most students of English as a foreign Language (EFL) in Sudan face a big problem in writing paragraphs. Writing a Paragraph seems to be very easy at the beginning. However, students experience serious problems when they write because they do not pay attention to writing rules. A paragraph can easily reflect whether or not the learner knows how to put words together to form a correct sentence, to build the second sentence out of the first one and the third out of the second to form a meaningful paragraph which has a unity or not. Most of the students find this difficult because they do not know the rules of writing paragraphs including the use of punctuations, conjunctions and prepositions. Students find it difficult to follow the above mentioned rules while writing tests and compositions.

The aim of the current study is to identify the difficulties which Sudanese English as a second Language [ESL] students face in secondary schools when they write English paragraphs .The purpose of the study is also to find out which of the two sexes can write paragraphs better(girls or boys) and the exact level of the students.

1.1 Statement of the Study Problems

Writing a single sentence is really difficult on the way of the Sudanese secondary schools, because of many problems such as lack of trained teachers to teach the rules and skills of writing, little encouraging of families, the role of the mother tongue on most of the fields. All these lead to the failure in writing short paragraphs by most students and hence, they never get high marks in their final exams.

1.2 Research Questions

There are many questions that the study has to answer. However, the following are some of them:

1. Why have written meaningful paragraphs become a problem to English language learners in Omdurman secondary schools?
2. What are the types of problems that face Omdurman secondary school students in paragraphs writing in English?
3. What type of sex can write English paragraphs better: males or females?
4. What strategies to be adopted to overcome these problems?

1.3 Hypothesis of the research

1. Writing meaningful paragraphs have been a real problem that face Omdurman secondary school students, because of the lack of well trained and skillful teachers, using of old methods of teaching, little encouraging of families and the role of the mother tongue.
2. Using punctuations, conjunctions, capitalizations, spelling mistakes and writing correct sentences are the most problems that face Omdurman secondary school students in writing paragraphs.
3. The researcher thinks that females are better than males in writing paragraphs because they are more interested in learning English and have more spare time.
4. English language teachers have to use the significant methods of writing and follow writing strategies in their teaching.

1.4 Aims of the research

1. The research attempts to investigate and explore the obstacles that face Omdurman secondary students in writing paragraphs perfectly.
2. Also it aims to formulate methods and techniques that should be followed by students, in order to improve their writing skills.

3. Writing the paragraph perfectly must be conveyed by real methods and mechanics.

1.5 The Significance of the research

This research is very important because it shows the weakness of the student performance in writing paragraphs. It also reflects the necessity of writing in learning English. Although writing paragraphs correctly is the main problem that faces learners, few studies have been written about this issue. So this study will contribute to the improvement of learning English and it is writing skills in Sudan and other Arabic speaking countries. It will also help toward improving the curriculum of English language at secondary schools. In addition, it will help students to be creative writers in English language in an Arabic speaking country.

1.6 Methodology of the research:

The research will adopt questionnaires and interviews for data collection and analysis. To apply this, the researcher will introduce writing test that contains four parts: punctuations, conjunctions and coherence and cohesion among sentences and paragraphs. It is given to students during their normal classes by their own teachers. The test will be carried on sixth schools three for boys and three for girls from various tribes of Sudan. Interviews and questionnaires will be used for the data collection. English language teachers will also be orally interviewed on their same questionnaires. All people interviewed will be given pseudonyms for the purpose of confidentiality.

1.7 Limitation of the study

The research is limited to the problems of writing a paragraph correctly in Omdurman Secondary Schools in Sudan. It is restricted to four secondary schools. The subjects of the study are male and female students in their final year (third class).The test consists of punctuations, conjunctions/prepositions

and coherence and cohesion among sentences/paragraphs. The samples of the study are 187 students and 16 teachers.

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

Literature Review and Previous Studies

2.0. Introduction

Learning English as a second language is very difficult for Arabic speakers regarding the four skills (specially writing skills). Most of the researchers and experts agree that learners face difficulties in writing comprehensive (coherent and cohesive) paragraphs because their base in writing sentences and the other skills of writing paragraphs is weak such as discourse makers. Therefore, some researchers refer to sentence writing as an essential skill and that it is the first foundation of great writing, whereas paragraph writing is the second foundation of great writing. See for example, David S. Dye (How to Write a Paragraph), Adele Fiderer (Paragraph Power), and www.TeachNow.com (Writing paragraphs Grade 4). With regard to Sudan, the studies about paragraph writing are very few and the concentrating on writing is not enough. This is because learners are not exposed to English language until fifth class which starts with SPINE 1, that is taught to pupils of fifth classes and sixth(basic), and most of the students who are at the secondary schools and university levels only started studying English at fifth class (basic). Moreover, English is not generally spoken in the Sudanese society: Families don't encourage learners at home to practice the target language only when the exams are on doors, classrooms environment is not encouraging because of the big numbers of students in classes, and there are few Sudanese teachers who are trained in teaching English language. In addition, if we give a look to the syllabus of fifth and sixth classes (Spine 1), we find that it is not quite enough to cover all the basic needs for the beginners of learning English in such ages (class 5th and sixth). As a result, the Sudanese ESL learners do not follow paragraph writing rules. So, they make errors when

taking tests. To uncover these problems and try to find solutions, we will see what scholars and researchers say and do about writing in general, paragraph writing, sentence writing and the tools or connectives that help English learners to form good sentences leading to the writing of coherent paragraphs.

2.1. Defining the Paragraph

Most of the studies agree that a paragraph is a group of sentences that speak about one idea (www.TeachNow.com.'writing).

According to Longman Dictionary of Language Teaching and Applied Linguistics 1992, a paragraph is a unit of organization of written language, which serves to indicate how the main ideas in a written text are grouped. In TEXT LINGUISTICS, paragraphs are treated as indicators of the macro-structure of a text. They group sentences which belong together, generally, those which deal with the same topic. A new paragraph thus indicates

a change in topic or sub-topic. In English a paragraph begins on a new line and the opening sentence of a new paragraph is usually set in the margin (i.e. is indented). I also add to the Longman description that each sentence in a paragraph has to begin with a capital letter and end with a full stop. This is well described by Melissa Packer on the website (Write%20on%20Step%20by%20Step%20Paragraph...) in the following excerpt:

“When we write a paragraph, there are a few things we must remember to do. First, always begin with an indent. Use the width of your thumb as a guide for how big it should be. Next, skip lines to allow for revision later. You will need the space for fixing mistakes. Also, don't forget to use capital letters to begin each sentence and a period at the end. Paragraphs are easy to write if you just follow the rules.”

Similarly, Alice Oshima and Ann Hogue in their book (Writing Academic English, Fourth Edition, P.2) defined paragraph as “a group of related sentences

that discuss one (and usually only one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph may stand by itself and may also be a part of a longer piece of writing such as an essay or a book.” They added that: “We mark a paragraph by indenting the first word about a half inch (five spaces on a typewriter or computer) from the left margin.”

These writers also presented a model that contains all the elements of a good paragraph. They followed it with writing technique questions which will help the learner to analyze its structure. Then they divided the paragraph into THREE parts that is explained obviously through the paragraph model presented by the title GOLD. So, I am going to present this model to see how the parts of the paragraph are clearly explained.

¹“Gold, a precious metal, is prized for two important characteristics.² First of all, gold has a lustrous beauty that is resistant to corrosion.³ Therefore, it is suitable for jewelry, coins, and ornamental purposes.⁴ Gold never needs to be polished and will remain beautiful forever.⁵ For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. ⁶ Another important characteristic of gold is its usefulness to industry and science.⁷ For many years, it has been used in hundreds of industrial applications, such as photography and dentistry.⁸ The most recent use of gold is in astronauts’ suits. ⁹ Astronauts wear gold-plated heat shields for protection when they go outside spaceships in space.¹⁰ In conclusion, gold is treasured not only for its beauty but also for its utility.”

The following passages discuss the paragraph writing rules and questions that clarify these rules so that the learners could better understand paragraph writing

as Alice Oshima and Ann Hogue detailed beginning with their four writing technique questions.

1. What is the topic of the paragraph?
2. What two main points does the writer make about the topic?
3. In which two sentences does the writer say that there are two main points?
4. What examples does the writer use to support each point?

2.2. The Three Parts of a Paragraph

“All paragraphs have a topic sentence and supporting sentences, and some paragraphs also have a concluding sentence.

2.2a. The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called the **controlling idea**. Notice how the topic sentence of the model states both the topic and the controlling idea:”

TOPIC

CONTROLLING IDEA

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

“A topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is therefore better prepared to understand it. For example, in the model paragraph on gold, the topic sentence alerts the reader to look for *two* characteristics (Alice and Ann Hogue).”

Here are three important points to remember about a topic sentence.

1. A topic sentence is a complete sentence; that is, it contains at least one subject and one verb. The following are *not* complete sentences because they do not have verbs:

Driving on freeways.

How to register for college classes.

The rise of indie films.!

2. A topic sentence contains both a topic and a controlling idea. It names the topic and then limits the topic to a specific area to be discussed in the space of a single paragraph.

TOPIC

CONTROLLING IDEA

Driving on freeways requires skill and alertness.

Registering for college classes can be a frustrating experience for new students.

TOPIC

CONTROLLING IDEA

The rise of indie film is due to several factors.

3. A topic sentence is the most general statement in the paragraph because it gives only the main idea. It does not give any specific details. A topic sentence is like the name of a particular course on a restaurant menu.

When you order food in a restaurant, you want to know more about a particular course than just "meat" or "soup" or "salad." You want to know generally what kind of salad it is. Potato salad? Mixed green salad? Fruit salad? However, you do not necessarily want to know all the ingredients. Similarly, a reader wants to know generally what to expect in a paragraph, but he or she does not want to learn all the details in the first sentence.

Following is a general statement that could serve as a topic sentence.

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

The following sentence, on the other hand, is *too specific*. It could serve as a supporting sentence but not as a topic sentence.

The slang expression *so long* (meaning "good-bye") is probably a corruption of the Arabic *salaam*.

This sentence is *too general*.

English has been influenced by other languages.

Position of Topic Sentences

The topic sentence is usually (but not always) the first sentence in a paragraph. Experienced writers sometimes put topic sentences in other locations, but the best spot is usually right at the beginning. Readers who are used to the English way of writing want to know what they will read about as soon as they begin reading as we see the following paragraph:

Synonyms, words that have the same basic meaning, do not always have the same emotional meaning. For example, the words *stingy* and *frugal* both mean "careful with money." However, calling someone *stingy* is an insult, but calling someone *frugal* is a compliment. Similarly, a person wants to be *slender* but not *skinny*, *aggressive* but not *pushy*. Therefore, you should be careful in choosing words because many so-called synonyms are not really synonymous at all.

Sometimes a topic sentence comes at the end. In this case, the paragraph often begins with a series of examples. Other paragraphs may begin with a series of facts, and the topic sentence at the end is the conclusion from these facts as it is well explained in coming paragraph by the title (**Medical Miracles to come**):

By the year 2009, a vaccine against the common cold will have been developed. By the same year, the first human will have been successfully cloned. By the year 2014, parents will be able to create designer children. Genetic therapy will be able to manipulate genes for abilities, intelligence, and hair, eye, and skin color. By 2020, most diseases will be able to be diagnosed and treated at home, and by 2030, cancer and heart disease will have been wiped out. These

are just a few examples of the medical miracles that are expected in the next few decades.

2.2b. Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. Following are some of the supporting sentences that explain the topic sentence about gold.

First of all, gold has a lustrous 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.

2.2c. The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember:

In conclusion, gold is treasured not only for its beauty but also for its utility.

Concluding sentences are customary for stand-alone paragraphs. However, paragraphs that are parts of a longer piece of writing usually do not need concluding sentences.

2.3. Prewriting Stage

The TOEFL Writing Tutorial | Prewriting Paragraphs Presented the following good advices concern prewriting paragraphs.

2.3a. What is the prewriting stage?

The prewriting stage is when you think carefully and organize your ideas for your paragraph before you begin writing.

2.3b. Prewriting Steps:

1. **Think carefully about what you are going to write.** Ask yourself: What question am I going to answer in this paragraph or essay? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence (or thesis statement) from the most important part of

my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph or essay interesting? Do I need more facts on this topic? Where can I find more facts on this topic?

2. Open your notebook (or word processing program on your computer). Write out your answers to the above questions. You do not need to spend a lot of time doing this; just write enough to help you remember why and how you are going to write your paragraph or essay.

3. Collect facts related to your paragraph or essay topic. Look for and write down facts that will help you to answer your question. Timesaving hint: make sure the facts you are writing are related to the exact question you are going to answer in your paragraph or essay.

4. Write down your own ideas. Ask yourself: What else do I want to say about this topic? Why should people be interested in this topic? Why is this topic important?

5. Find the main idea of your paragraph or essay. Choose the most important point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph or essay.

6. Organize your facts and ideas in a way that develops your main idea. Once you have chosen the most important point of your paragraph or essay, you must find the best way to tell your reader about it. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your paragraph. Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the paragraph. Write down your own note set that you can use to guide yourself as you write your paragraph or essay.

There are important things that play role in writing good paragraphs are:

2.4. Coherent and Cohesion:

Definitions of the terms “cohesion” and “coherence” have evolved over time. Cooke (1989, 156) in the Glossary defines **coherence** as “the quality of meaning, unity and purpose perceived in discourse”. Cohesion is defined as “formal links between sentences and between clauses”. In the Dictionary of Language Teaching and Applied Linguistics (2002, 85), coherence is defined as “the relationships which link the meanings of UTTERANCES in a DISCOURSE or of the sentence in a text.” In a written text, the meaning can only make sense to the reader if the content is organized in a way that makes sense to the reader, and if concepts and ideas come across a relevant and clear. **Cohesion** is defined in the Dictionary of Language Teaching and Applied Linguistics (2002, 86) as “the grammatical and/or lexical relationships between the different elements of a text. This may be the relationship between different sentences or between different parts of a sentence.”

Other important things learners must know in order to write good paragraphs, they have to know how to write correct sentences, what are sentences and the types of the sentences. So, we will give a look to the sentences.

2.5. Sentences:

Most of the studies agree that a sentence is a group of words that usually contains a subject and a verb, and expresses a complete idea. It also begins with a capital letter and ends with a full stop or a question mark. ‘Longman Dictionary of Contemporary English’. According to Longman Dictionary of Language Teaching and Applied Linguistics (1992), in grammar, the largest unit of grammatical organization within which parts of speech (e.g. nouns, verbs, adverbs) and grammatical clauses (e.g. word, phrase, and clause) are said to

function. In English, a sentence normally contains one independent clause with a finite verb.

Rob Bignell in <http://inventingreality.4t.com/> explains that ‘your first written sentence is the foundation of all of your dreams’. Others see that ‘sentences are the engines of creativity’ for example, (<http://www.copyblogger.com/damn-good-sentences/>).

It’s also defined as ‘the meaning a speaker conveys by using a particular utterance in a particular context situation. For example: My watch has stopped again. Could convey, according to the context situation: a. I can’t tell you the time. b. This is the reason for my being late. c. I really have to get it repaired. d. What about buying me another one?’

In *The Four Commandments of Writing Good Sentences*, Bonnie Trenga (2008) argues that if you want to write a good sentence, don’t pay any attention to your grammar. I don’t mean “a sentence this like OK is.” I mean don’t automatically think you’ve written a good sentence just because it’s grammatically correct. Lots of bad sentences are grammatically correct. Some of these bad sentences might even be yours.

Quick, whom can you blame? I’m pinning it on Miss Whom, your grammar school teacher.

Rather than teaching students to produce clear and meaningful sentences, Miss Whom promoted grammar rules and a word minimum. I remember BS-ing my way through a school essay that had to be at least 1,000 words. My ideas weren’t fully formed, so I tried to make myself sound knowledgeable by fluffing things up. (I fluffed grammatically, of course.) Unfortunately, many of us still write this way. Until someone shakes things up, writers— especially nonfiction writers—will continue to produce bad and boring sentences.

I’ll volunteer to shake things up.

To write good sentences, you must follow these Four Commandments:

1. You shall not write passively.
2. You shall not overuse weak verbs like “to be” and “to have.”
3. You shall not fluff.
4. You shall make every word necessary.

Of course, your sentences should also be grammatical. But remember that many grammatical sentences are also terrible. The most famous awful sentence of all time—“It was a dark and stormy night”—displays superb grammar. The following sentence is even more awful, and it breaks all my rules: The usage of perfect grammar but not an active style of writing has the effect of not just the production of dull words for readers’ intake but it also has the unwanted consequence of making readers want to snooze.

You might call this style formal or academic writing, or even business writing. I just call it bad writing. The only good thing about that 39-word sentence is the grammar. If Mr. X were here, he’d say, “I pity the fool who would write that fluffed-up sentence.” Unfortunately, Mr. T couldn’t make it. Instead, I, Mrs. T, am asking you to examine this terrible sentence one commandment at a time. Well, two phrases in our sample sentence violate Commandment 1: “the usage of” and “the production of.” These passive phrases (nominalizations) are wordy and fail to mention who is doing the action. It would be better to write that “so and so uses,” and “so and so produces.” A prodigious amount of passive writing gets written by writers—did you catch that?—and it has to stop. Passive writing is more than just passive voice (“was written badly by”). The following two passive sentences omit “who”: “The writing of poor sentences is prohibited” and “It’s important to be specific when writing sentences.” If you did omit, you must not acquit! You must state who is doing the action, except if you’re purposely

withholding that information. (Usually this is a person, unless you're describing dark and stormy clouds.).

Our terrible sentence disregards Commandment 2 because of these two weak verbs: “has (the effect of)” and “has (the unwanted consequence of).” Boring! Expend a little imagination and use more descriptive verbs. (But don't go over the top and use fancy SAT words.) Mr. T used a great verb when he said, “I pity the fool.” If he'd said, “I have a problem with the fool,” his sentence would have lost its impact.

Now on to Commandment 3. Where's the fluff? Sadly, our awful sentence is all fluff. It puffs itself up with wordiness that communicates almost no concrete information. Unless you're doing laundry, you're not allowed to fluff. The best way to cut the fluff is to realize—and admit—that your writing is wordy. In your rough draft you're allowed to write down unfocused ideas and to ramble a bit. But your final, polished version must be much more concise. Put aside your draft for a while and then cut it down—perhaps way down. Examine every phrase and shorten, shorten, shorten.

This leads us to Commandment 4. We must examine our 39-word sentence and make every word necessary. When we rip away all the passive and wordy phrasing, we get an easier-to digest sentence (remember, this is *Writer's Digest*, not *Writer's Indigestion*): Writers who use perfect grammar but not active sentence structure bore readers.

“Ah, much better. Those dozen words offer substance, not hot air. Make the sentence your mantra. Likewise, make passive and bland writing *passé*. You don't want to upset Mr. T.”

2.5. A Fragments & Run-on Sentences

Fragments and run-on sentences prevent clear presentation of ideas. It's often easy to fix sentence fragments by adding the missing parts in order to create

complete sentences. Run-on sentences can usually be corrected either by splitting the parts into separate sentences, or joining them with conjunctions and proper punctuation. Learning these methods of avoiding or recognizing/repairing fragments and run-on sentences is very important (Stanley Fish).

2.5. B Simple, Complex, & Compound Sentences

Simple, complex, and compound sentences help make writing interesting. Every writer starts with simple sentences, but a whole paragraph full of them soon becomes boring. One way of providing variety is to create compound sentences by linking independent clauses, or to create complex sentences with independent and dependent clauses. Learning all of these ways of presenting thoughts gives students the tools to express an endless variety of information (Stanley Fish).

2.5. C Common Sentence Errors

It is important for students to learn to recognize and correct common sentence errors. Avoiding sentence errors such as comma splicing, subject-verb disagreement, or lack of parallelism makes writing much clearer and more interesting. Communicating ideas to a reader without confusion due to sentence errors is always the goal. So avoiding or repairing common sentence errors is a crucial part of writing in a clear, interesting way (Stanley Fish).

2.5. D Improving Sentence Structure

Improving sentence structure is an important skill for students to learn, as it helps make sure that a sentence will be fully understood. Sometimes the writer needs to repair sentence fragments, or else combine choppy statements into compound sentences in order to improve sentence structure.

Proper sentence structure makes the flow of information more logical and easy to read. It will help the reader understand what the writer is trying to say while helping to make the paragraph more interesting (Stanley Fish).

2.5. E Types of Sentences

“One of the ways to create interesting writing is to use all four types of sentences: declarative, imperative, interrogative, and exclamatory. Whether the writer tells the reader to remember information, presents it in a straight forward way, or asks questions, this variety of expression helps the paragraph stand out. Learning to identify the various sentence types can help a writer keep the reader interested (Stanley Fish).”

This is well explained by Ann Hoge in the following examples:

“A simple sentence has one independent clause.

It was a sunny day. Raise your hand to ask a question.

A compound sentence has two or more independent clauses joined by a comma and a coordinating conjunction.

It was a sunny day, so we went to the beach. Talk quietly, or don't talk at all.

A compound sentence is two simple sentences connected by a comma and a coordinating conjunction.

This is the basic formula for a compound sentence:

Simple sentence,	COORDINATING CONJUNCTION	simple sentence.
------------------	-----------------------------	------------------

These are compound sentences:

Simple Sentence	Coordinating Conjunction	Simple Sentence
My family goes camping every summer,	and	we usually have fun.
Last year we went camping at Blue Lake,	but	we had a terrible time.
Next year we will go to the beach,	or	perhaps we will stay at home.
We want to buy a house soon,	so	we need to save money.

Command sentences can also be compound. Remember that the subject "you" is not expressed in commands.

(~~Y~~ou) Come visit us again soon, **and** (~~y~~ou) bring your family with you.

(~~Y~~ou) Have a good time, **but** (~~y~~ou) don't stay out too late.

Here are three important points to know about compound sentences:

1. A comma and a coordinating conjunction connect the two halves of a compound sentence.
2. There are seven coordinating conjunctions in English: for, and, nor, but, or, yet, and so. Remember them by the phrase "fan boys." In this book, you will practice four of them: and, but, or, and so.
3. Don't confuse a compound sentence with a simple sentence that has a compound verb. The first sentence in each of the following pairs of sentences is simple and doesn't need a comma. The second one is compound and requires a comma.

A complex sentence has one independent and one or more dependent clauses. A comma is needed when a dependent clause comes before an independent clause.

While the meat is cooking, prepare the sauce.

Prepare the sauce while the meat is cooking (Ann Hogue, *First Steps in Academic Writing*. P.83)".

2.6. Transitional Words and Phrases

Transitions are words or phrases that specify a relationship between sentences and between paragraphs. They help direct the reader from one idea to another. Skilled writers use transitions with care, making sure to use the correct one and also making sure not to overuse them.

Commonly used transitions are shown below:

To Specify Sequence again, also, and, and then, besides, finally, first . . . second . . . third, furthermore, last, moreover, next, still, too

To Specify Time after a few days, after a while, afterward, as long as, as soon as, at last, at that time, before, earlier, immediately, in the meantime, in the past, lately, later, meanwhile, now, presently, simultaneously, since, so far, soon, then, thereafter, until, when

To Specify Comparison again, also, in the same way, likewise, once more, similarly

To Specify Contrast although, but, despite, even though, however, in contrast, in spite of, instead, nevertheless, nonetheless, on the contrary, on the one hand . . . on the other hand, regardless, still, though, yet

To Specify Examples after all, for example, for instance, indeed, in fact, of course, specifically, such as, the following example, to illustrate

To Specify Cause and Effect accordingly, as a result, because, consequently, for this reason, hence, if . . . then, since, so, then, therefore, thereupon, thus, to this end

To Specify Place above, adjacent to, below, beyond, closer to elsewhere, far, farther on, here, near, nearby, opposite to, there, to the left, to the right

To Specify Concession although it is true that, granted that, I admit that, it may appear that, naturally, of course

To Specify Summary, Repetition, or Conclusion as a result, as has been noted, as I have said, as mentioned earlier, as we have seen, in any event, in conclusion, in other words, in short, on the whole, therefore, to summarize

2.7. Capitalization:

Capitalization also places important role in paragraph writing.

The following are some examples of the rules of capitalization:

“1. Names of specific structures such as buildings, roads, and bridges. Examples: the White House, Highway 395, the Hilton Hotel, State Route 15, the Kremlin, the Brooklyn Bridge.

2. Names of specific organizations such as businesses, schools, and clubs. Examples: Sears, Roebuck & Co., City College of United Nations, New York, Irish Students' Club.

3. Names of the days, months, holidays, and special time periods. BUT NOT the names of seasons. Examples: Monday, New Year's Day, January, Ramadan spring, fall (autumn), summer, winter.

4. Geographic areas. BUT NOT compass directions. Examples: the Middle East, Southeast Asia, the Southwest, Eastern Europe, Drive south for two miles and turn west (Ann Huge, First Steps in Academic Writing. P.83)”.

2.8. Prepositions

Prepositions are little words such as on, to, from, in, and at. Most prepositions are one word. A few prepositions are two words (because of) or three words (in front of). Here is a list of common prepositions.

about, besides, near, under, above between, of, until ,across, beyond, off, upon, after, by, on, with, against, down, out, without, along, during, outside, according to, around, except, over, because, of, at, for, since, in addition to, before, from, through, in back of, behind, throughout, in front of, below, inside, till, in place of, beneath, into, next to, beside, like, toward, out of, ..Etc.

Some words, such as to, are sometimes prepositions and sometimes another part of speech. Compare these two sentences.

1. We went to the supermarket.

2. We wanted to buy some fruit.

In sentence 1, to is a preposition because it is followed by a noun (the supermarket).

In sentence 2, the word to is part of the infinitive verb phrase to buy.

2.9. Prepositional Phrases

A preposition is usually combined with a noun or noun phrase to make a prepositional phrase, such as in the house or at six o'clock. Some prepositional phrases answer the question where. These are prepositional phrases of place. Prepositional phrases of place are useful in space-order paragraphs to show the location of objects in a description. on the desk, next to the window, under the bed, in front of the house, opposite the door in the closet, in the middle of the room, in the distance. Other prepositional phrases answer the question when. These are prepositional phrases of time. Prepositional phrases of time are useful in "how to" paragraphs to give the order of the steps. At last, after that, after class, on New Year's Day, before the test, upon arrival, in the morning, at midnight. Other prepositional phrases show possession:

(the father) of the bride, (the name) of my boss, (the colors) of the rainbow, (the president) of, the company.

Others describe or identify someone or something:

(the woman) with red hair, (the student) from Ecuador, (the man) in the blue shirt, (the car) with the flat tire.

As you read the model paragraph, look for prepositional phrases. Put parentheses around them.

2.10 Previous studies:

The following five previous studies agreed on the findings of the researcher of this study.

In an unpublished M.A thesis entitled (Investigating EFL writing Difficulties of EFL Encountered by Sudanese Learners at basic Schools), Magdolin Musa (2014) found that:

- 1- Sudanese young learners at primary schools settings make different types of learning errors.
- 2- Some types of errors are frequent in their writing.
- 3- Sudanese teachers at primary school settings are not well trained to handle the teaching operation of English.

In a second unpublished M.A thesis entitled (Analysis of Syntactic Errors in University Students' English writing), Amani Yousif (2015) found that:

- 1- Students make errors because of omission or addition. For example, they omit articles, related to lack of grammar rules.
- 2- Students also produce errors because of word disorder.
- 3- Most students in the test make errors when they transfer their first language sense (L1) into second language sense (L2) and this is due to the difference between the language in the system of word ordering.

In a third unpublished M.A thesis entitled (Causes of poor performance in Saudi EFL Students' Writing in Preparatory Year), Nivein Azhari (2015) found that:

- 1- One term is not enough to present and practice using the material.
- 2- Teachers are not using suitable materials and methodologies to improve writing skills.
- 3- The preparatory year program at Imam University does not provide an effective plan to improve students' writing skills.

In a fourth unpublished M.A thesis entitled (An Investigation of Cohesive Devices Problems in Sudanese EFL Students' Writing Work), Tagwa Mohammed (2016) found that:

1- The Students overuse certain types of cohesive device, e.g. conjunction, repetition and reference, this overuse of particular cohesive is tediousness and redundancy in their written work.

2- The Students do not achieve balance between the use of cohesive that is, they overuse others and ignore others.

3- The problem that appears to be quite obvious to anyone who goes through the students writing is the in appropriate use of deferent types of cohesive devices this means that in some cases, the students use a certain cohesive device and in other case the students do not use some of them.

3- It seems obvious that Students are not familiar with all types of cohesive to some degree so they only utilize those they are familiar with because they find them easy to implement, therefore, they use repetition and reference in over abundance.

In a fifth unpublished M.A thesis entitled (Investigating Difficulties Encountering M.A students of Linguistics in using Prepositions in the Written text), Anass Abdelwahab (2017) found that:

1- M.A students face difficulties when using prepositions.

2- M.A students can't differentiate between different types of prepositions.

3- M.A students aren't able to use prepositions in a written text correctly which affect the text cohesion.

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE

Research Methodology

3.0 Introduction

This chapter describes research methodology. It provides a description of the research tools that used for collecting data besides the subjects or population, instruments, validity and reliability. The collected data will be analyzed satisfactorily and will be discussed in chapter four. In other words, the research will adopt the descriptive method because; all characteristics of a population or phenomena will be studied. Also it is used for frequencies, averages and other statistical calculations. And because the researcher is sure that this method will be the best scientific research and the most appropriate one for data collection, in order to answer all questions of the research.

3.1 Population and samples of the study:

The study aimed at introducing writing test that contains some questions on: punctuations, capitalizations, conjunctions, and prepositions, types of sentences, tenses and writing paragraphs. A questionnaire of 18 questions on writing problems followed by a part for writing a paragraph will be distributed to boys' and girls' schools, in addition to another questionnaire of 15 questions will also be distributed to their teachers to see their different views and ideas on their students' writing problems and how to be the suitable solution. The questionnaire is going to be distributed to students during their normal classes by their own teachers. The study will be carried on six different secondary schools, three for boys and three for girls in Omdurman (Ombadda Locality), Sudan.

3.2 Tools:

The questionnaires are going to be used for the data collection on paragraph writing problems. The researcher will use SPSS (statistical Package for social science) tools for analyzing the questionnaire.

Moreover, some English language teachers will also be interviewed and individuals interviewed are going to be given pseudonyms for the purpose of confidentiality.

3.3 Ethical Considerations:

The subjects will be informed to be relaxed and answer all questions with no reservations. It is going to be a simple objective test, distributed to the participants during their normal classes by their own teachers. The students will also be informed that the test is designed for research purpose only.

The researcher will closely follow all the ethical considerations. There is nothing that puts the privacy of informants and respondents at risk since pseudonyms will be used and there is nothing putting researcher's life at risk either. The aim is to find out what makes writing paragraphs in English difficult and then to suggest some of the ways to overcome it since the command of English language has become crucial globally. Again, this does not mean that the Arabic language role is marginalized. It will even help foreigners learn Arabic during their interactions with individuals who speak English.

3.4 Limits of the study:

The study is focusing on writing paragraph, by Omdurman Secondary School students in Sudan. It is restricted to four secondary schools. The subjects of the study are male and female students in their final year (third class). The test consists of punctuations, conjunctions, prepositions, types of sentences, tenses and paragraphs. This study has many limitations. One important limitation is, it is carried out in four secondary schools only and they are schools for boys and

girls. Therefore, it suggests that similar studies should be carried out in more schools by male teachers in boys' schools and female teachers in girls' schools in other cities. Another limitation is also that it focuses on the written form of English but other skills such as speech is more important than writing because writing is the last stage in every language skills, but we have chosen writing paragraphs because students of secondary schools are in need of writing for their passing tests and future studies at universities or working fields.

3.5 Validity:

To check the instrument validity, the questionnaire was first judged by some experienced English language teachers, then given to the supervisor for the final evaluation, so some questions were omitted and others were added. Then it was approved that the questions were valid for the test.

3.6 Reliability:

The researcher used two tests to measure the reliability of the instrument. The study conducted error analysis of the written test. The case of the study is the students of third year Governmental and Private Secondary Schools in Ombadda Locality. The students were chosen randomly.

3.7 Summary:

This chapter discussed the methodology of the research that adopted the descriptive analytical method. The students were from six schools (three for boys and three for girls). The researcher used two tests for data collection. One for the students and the other for their teachers to give their opinions on the difficulties that face the learners, and to think of some suitable solutions to be adopted to solve learner's problems in writing paragraphs.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSIONS

CHAPTER FOUR

Data Analysis, Results and Discussions

4.0 Introduction

This study was carried out on six different final year secondary schools in Omdurman Locality. Three schools for boys and three for girls. For the reason of analysis, the researcher extended a letter to each of the six schools ranging from A to F. This is because the identity of the schools and that of the students to be protected. Of these schools, four were public (two for girls and other two for boys) and two were private (one for girls and one for boys). The study depends on two questionnaires which were distributed to students and teachers. The questionnaire that was distributed to teachers was similar to the one which was distributed to the students, but with little difference.

Teachers' questionnaire is consisted of two sections. The questions of the first part were closed ended questions and the respondents had to circle whether they strongly agree, agree, strongly disagree or disagree. The number of the questions that required such answers was 14, but the last question (question 15) which was considered as section by itself needed an open ended question because in it the researcher asked teachers to write their opinions regarding the solution that they see to be suitable in solving problems which students face in writing, particularly paragraph writing.

Regarding the questionnaire which was distributed to students, it also consisted of two parts. The first part of it included 18 questions that needed to be answered as either true or false. The second part was about writing paragraphs in which students were asked to write ten sentences about themselves and their hobbies. In particular, they were asked to mention their names, ages, address, things they

liked and disliked, family members, and leisure activities. The questionnaire was distributed to about 40 students in each school.

The total of the students who returned the questionnaire was 187. As mentioned earlier, the schools are named as A, B, C, D, E, and F. From School A, 24 students answered the questionnaire, 33 from School B, 21 from School C, 35 from School D, 38 from School E, and 36 from School F. From the total number of students, three did not write the paragraph section from School A out of 24 students, two from School B out of 19, three out of 21 from School C, six out of 38 from School E and two out of 36 from School F, but all the students from School D answered all the two parts of the questionnaire. The total number of students in boys' schools was 78, whereas of the number of the girls was 109 from three schools. Ten percent of the boys did not write the paragraph section, whereas seven percent of girls did write it. This means that the girls are relatively more serious than the boys because the number of girls who returned the questionnaire is higher than that of the boys and as we mentioned above the number of the questionnaire papers distributed to girls' schools was equal to that of the boys'.

As I have stated earlier, the questionnaire was written into two parts. The first part which consisted of 18 questions was mainly about students' opinions regarding their knowledge of basic rules of writing in English and they were close-ended questions. The SPSS figures underneath, illustrate more the results of student answers to the questions of the first part of the questionnaire.

4.1 Data analysis

Statistics and analysis:

1. I like writing sentences in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	138	73.8	75.0	75.0
	False	46	24.6	25.0	100.0
	Total	184	98.4	100.0	
Missing	System	3	1.6		
Total		187	100.0		

Table (4-1)

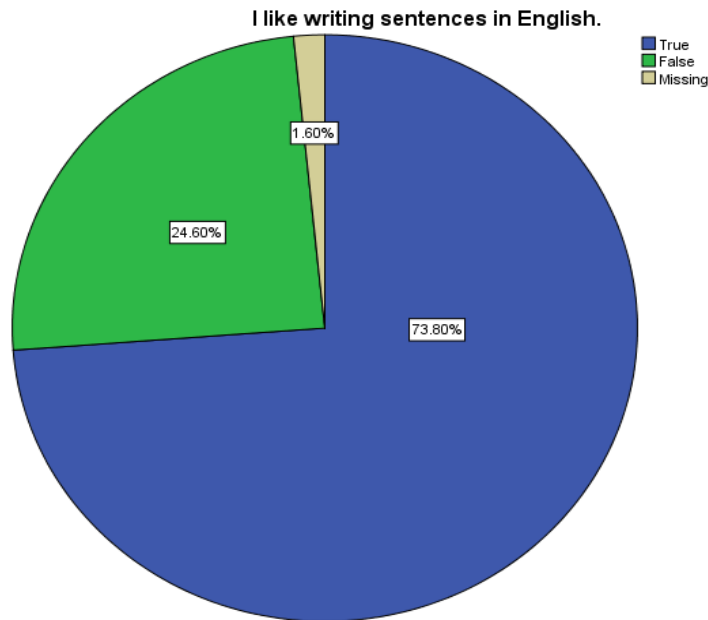


Fig (4-1)

The table and figure above are about students' liking writing sentences in English. They show that 138 (73.80%) of the students stated that they liked writing sentences in English as opposed to 46 (24.60%) who said that they did not like writing sentences in English and 3 (1%) did not give their opinion. This indicates that at least most of them either tried to write in English or wanted to write.

Statistics and analysis:

2. I can write simple correct sentences in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	143	76.5	79.9	79.9
	False	36	19.3	20.1	100.0
	Total	179	95.7	100.0	
Missing	System	8	4.3		
Total		187	100.0		

Table (4-2)

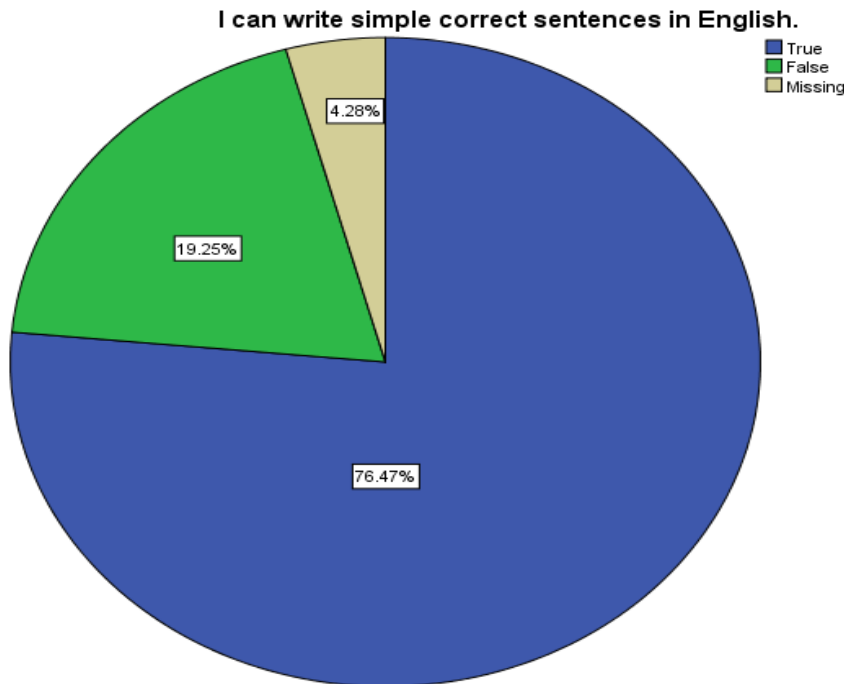


Fig (4-2)

The table and the figure above are about students' ability to write simple correct sentences in English. In this sentence 143 (76.47%) of the students answered with true that they are able to write simple correct sentences in English whereas 36 (19, 25%) of them answered with false, but 8(4.28%) missed their opinions.

Statistics and analysis:

3. I'm able to recognize the subject, verb or adjective in a sentence.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	130	69.5	72.6	72.6
Valid False	49	26.2	27.4	100.0
Valid Total	179	95.7	100.0	
Missing System	8	4.3		
Total	187	100.0		

Table (4-3)

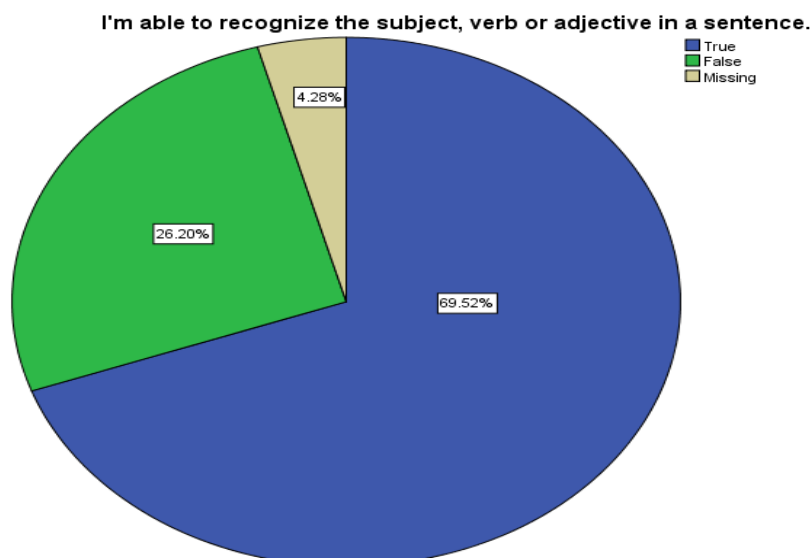


Fig (4-3)

Concerning the table and the figure above, 130 (69.7%) of the results stated that they were able to recognize the subject, verb or adjective in a sentence, whereas 49 (26.2%) of them mentioned that they were not able to do so and 8 (4.28%) didn't give their opinions. The study suggests that teachers should concentrate on the parts of English at which students' performance is weak during the lessons to help them know the parts of speech in details. For those students who didn't answered the question, three possibilities apply: 1) they forgot to answer the questions; 2), they were not able to take the decision whether to choose T or F; or; 3), they do not know the answer, so they left it blank.

Statistics and analysis:

4. I difficultly pass my writing tests in English.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	105	56.1	56.5	56.5
Valid False	81	43.3	43.5	100.0
Total	186	99.5	100.0	
Missing System	1	.5		
Total	187	100.0		

Table (4-4)

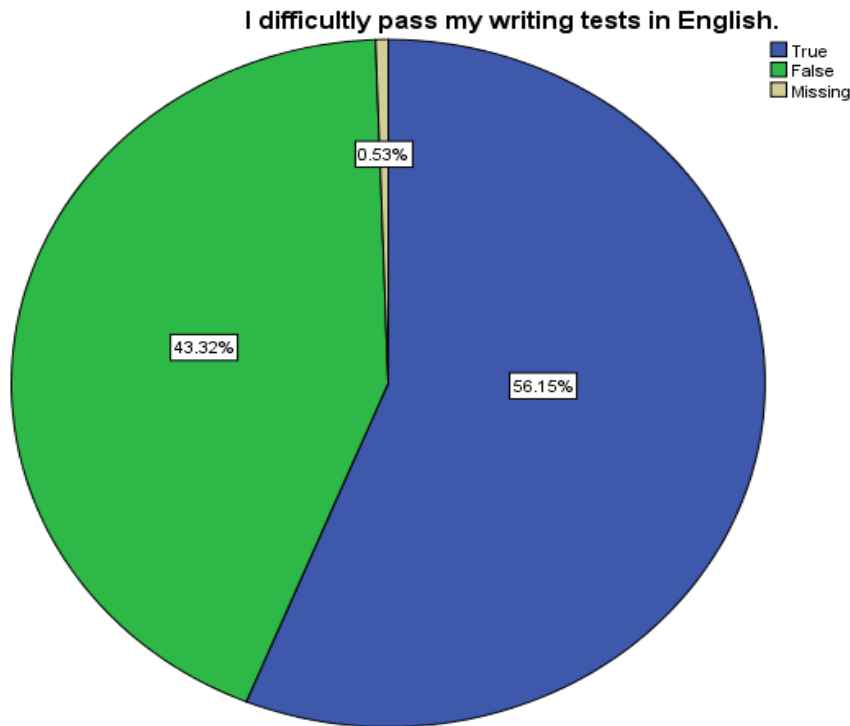


Fig (4-4)

The table and the figure above reveal that 105 (56.1%) of the students can pass their writing tests with difficulty, whereas 81 (43.32%) are able to pass their tests easily. This result reveals that most of the students are weak in some of the English writing skills because tests examine different parts of writing.

Statistics and analysis:

5. I can use a variety of sentence structures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	100	53.5	54.9	54.9
	False	82	43.9	45.1	100.0
	Total	182	97.3	100.0	
Missing	System	5	2.7		
Total		187	100.0		

Table (4-5)

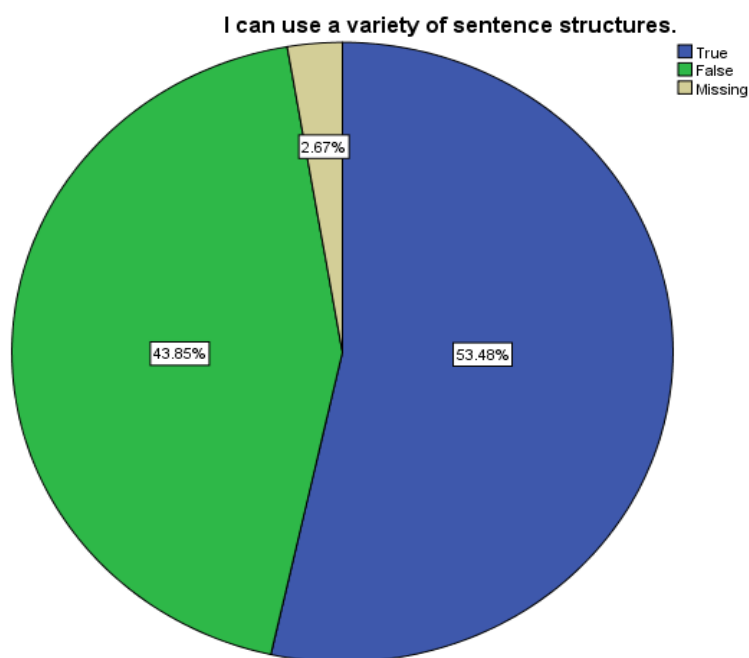


Fig (4-5)

The results on table and the figure above reflect that 100 (53.5%) of the students are able to use variety of sentence structures, but 82 (43.85%) are not able to do so. Whereas, 5(2.67%) did not give their ideas. In this question, we can say that this result is not true, because many students have problems in forming variety of sentence structures. So, teachers should concentrate on teaching their students types of sentences as well as explaining the tenses during their classes.

Statistics and analysis:

6. I can use the tenses perfectly in writing sentence (past, present or future).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	123	65.8	66.8	66.8
Valid False	61	32.6	33.2	100.0
Total	184	98.4	100.0	
Missing System	3	1.6		
Total	187	100.0		

Table (4-6)

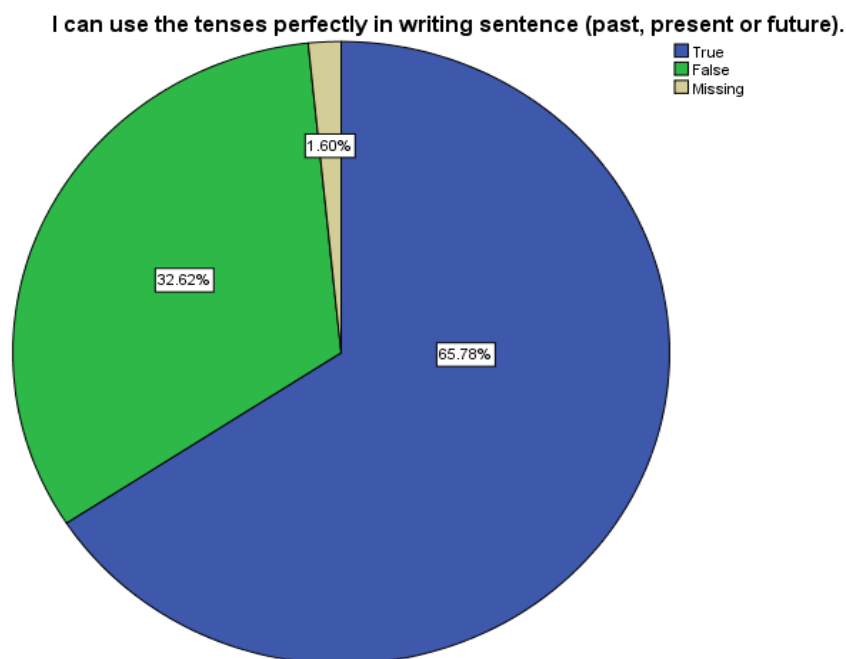


Fig (4-6)

The results of the above table and shape reveal that about 123 (65%) of the students are able to use the tenses perfectly in writing sentences, whereas 61(32.62%) of them are not able to use the tenses perfectly in their writing. But 3 (1.60%) did not give their opinions. This result is also not perfect because the paragraph section reflected the opposite. Therefore, the study recommends that teachers should adopt new methods of teaching grammar—audiovisual method, for example.

Statistics and analysis:

7. I'm not able to choose correct words to write a meaningful sentence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	96	51.3	52.7	52.7
	False	86	46.0	47.3	100.0
	Total	182	97.3	100.0	
Missing	System	5	2.7		
Total		187	100.0		

Table (4-7)

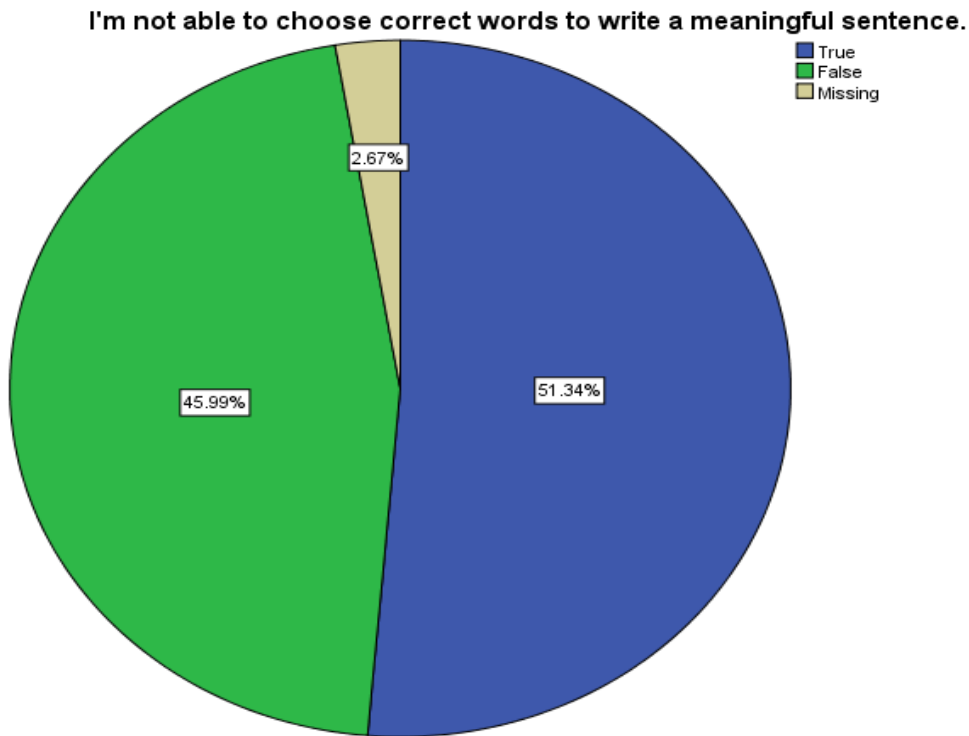


Fig (4-7)

The findings of the above table and shape reflect that 96 (51.3%) of the students are not able to choose correct words to write a meaningful sentence whereas 86 (45.99%) declared that they are able. This result is near to equal between those who are not able to choose correct words to write a meaningful sentence and those who are able. This means that teachers should concentrate on teaching vocabulary in a modern way and explain the types of words.

Statistics and analysis:

8. I don't know how to use prepositions correctly.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	85	45.5	45.9	45.9
Valid False	100	53.5	54.1	100.0
Total	185	98.9	100.0	
Missing System	2	1.1		
Total	187	100.0		

Table (4-8)

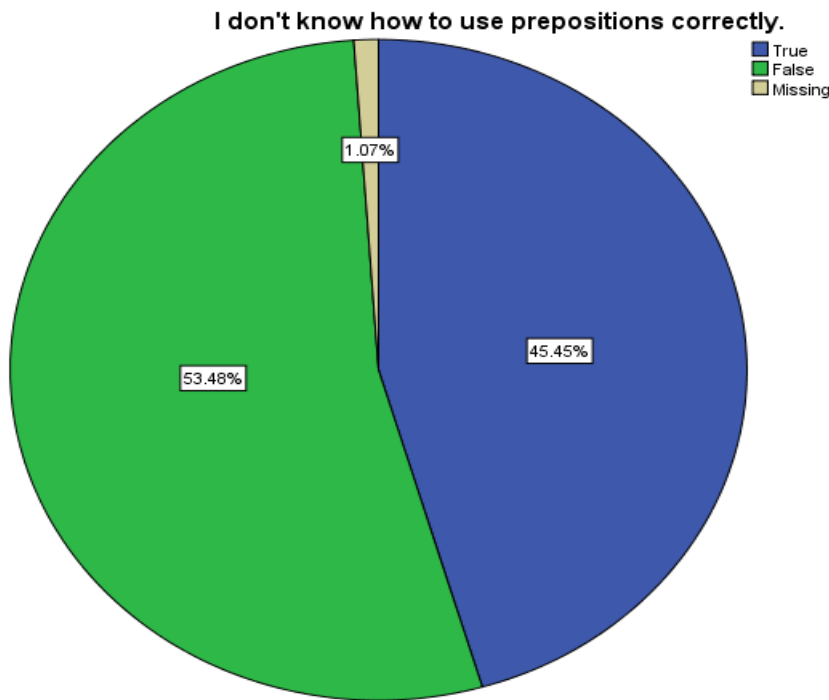


Fig (4-8)

The findings of the table and the shape above show that 85 (45.45%) of the students do not know how to use prepositions, whereas 100 (53.48%) of them know how to use the prepositions correctly. Here the researcher sees that the results are the opposite, because the paragraph indicated it. Therefore, students are in need of help by their teachers. Teachers can use different aids (i.e. posters or flashcards) for teaching prepositions.

Statistics and analysis:

9. I can write a good academic paragraph.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	94	50.3	50.8	50.8
Valid False	91	48.7	49.2	100.0
Total	185	98.9	100.0	
Missing System	2	1.1		
Total	187	100.0		

Table (4-9)

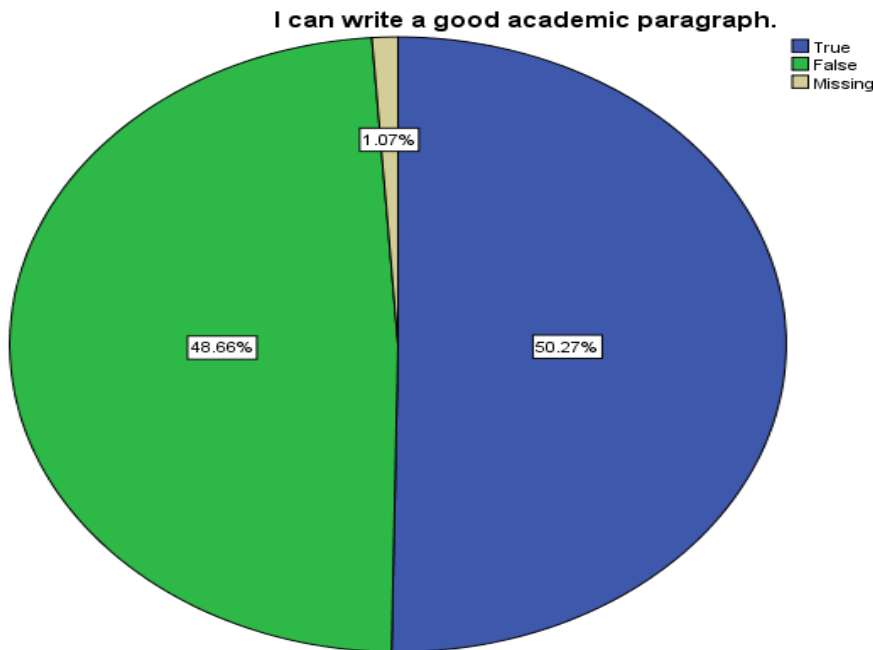


Fig (4-9)

The results on the table and figure above explain that 94 (50.27%) of the students are able to write a good academic paragraph, whereas 91(48.66%) of them are not able to do so. This result is near to equal between those who are able to write a good academic paragraph and those who are not able. This means that teachers should concentrate on teaching the students writing skills (specially paragraph writing).

Statistics and analysis:

10. I don't have a writing note book and don't care of my homework.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	47	25.1	25.1	25.1
	False	140	74.9	74.9	100.0
	Total	187	100.0	100.0	

Table (4-10)

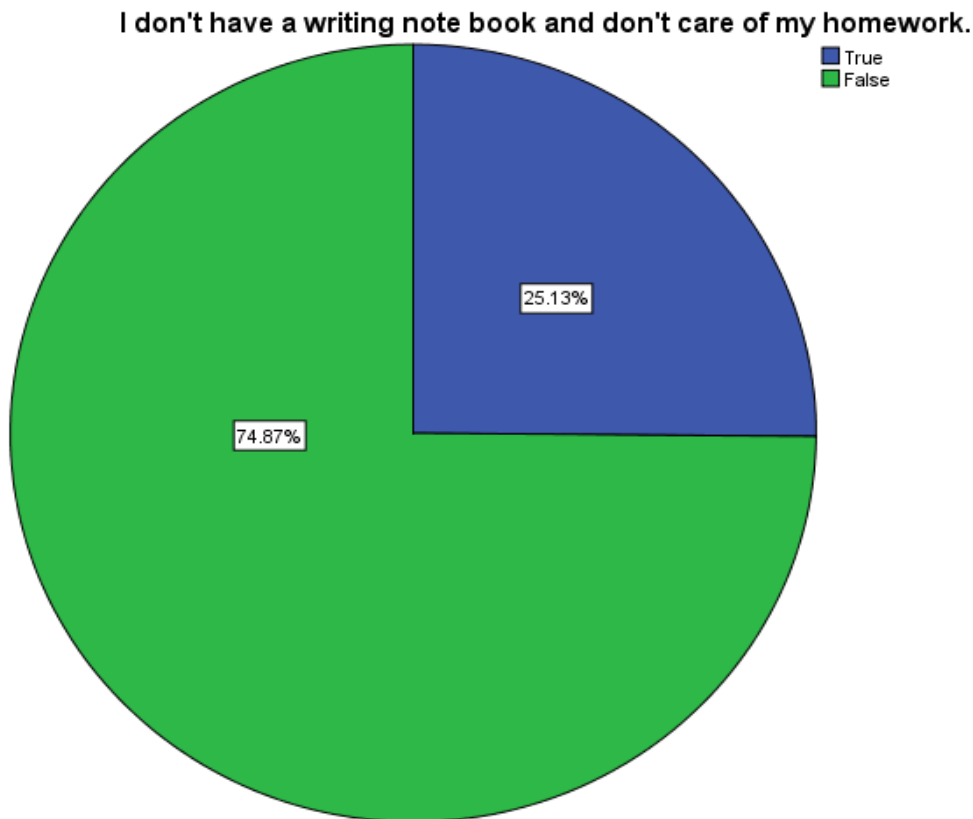


Fig (4-10)

Results of the above table and shape reveals that about 47(25.13%) of the students do not have note books and do not care of their homework whereas 140 (74.87%) have note books and they are care of their home works. This means that the majority of students are having English notebooks at the very least. This is good to enhance writing.

Statistics and analysis:

11. I can use appropriate spelling, capitalization and punctuation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	118	63.1	64.5	64.5
	False	65	34.8	35.5	100.0
Total		183	97.9	100.0	
Missing	System	4	2.1		
Total		187	100.0		

Table (4-11)

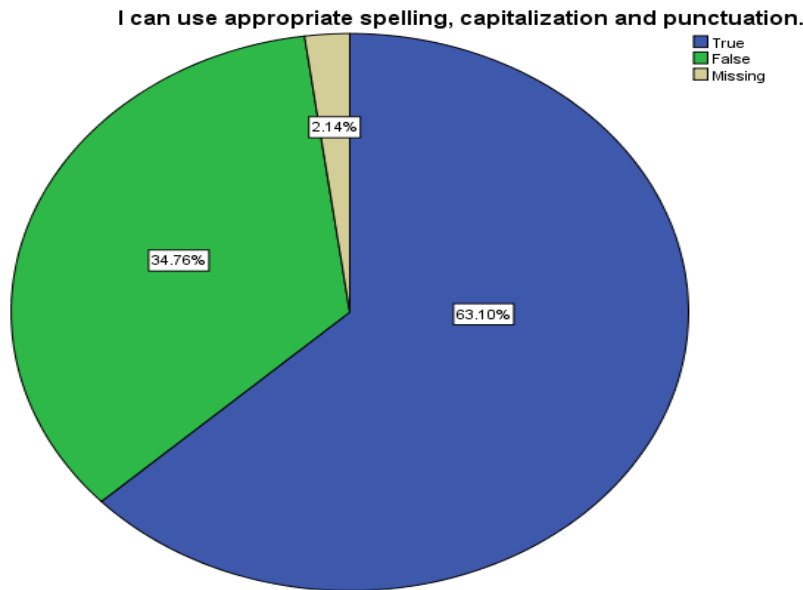


Fig (4-11)

The table and the shape above stated that 118 (63.10%) of the students are able to use appropriate spelling, capitalization and punctuation in their writing whereas 65 (34.76%) of them are not able to do so in their writing. But 4 (2.14%) missed their opinions. So teachers should make separate lessons to teach writing skill in which they give special attention to spelling, capitalization and punctuation. As we will see later on the analysis of the second part of the questionnaire, the students who answered negatively to this question are clearer about themselves than those whose answer was affirmative because there are widespread errors in almost all paragraphs that the students wrote.

Statistics and analysis:

12. My handwriting is bad, so I can't draw the English letters clearly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	64	34.2	34.2	34.2
	False	123	65.8	65.8	100.0
	Total	187	100.0	100.0	

Table (4-12)

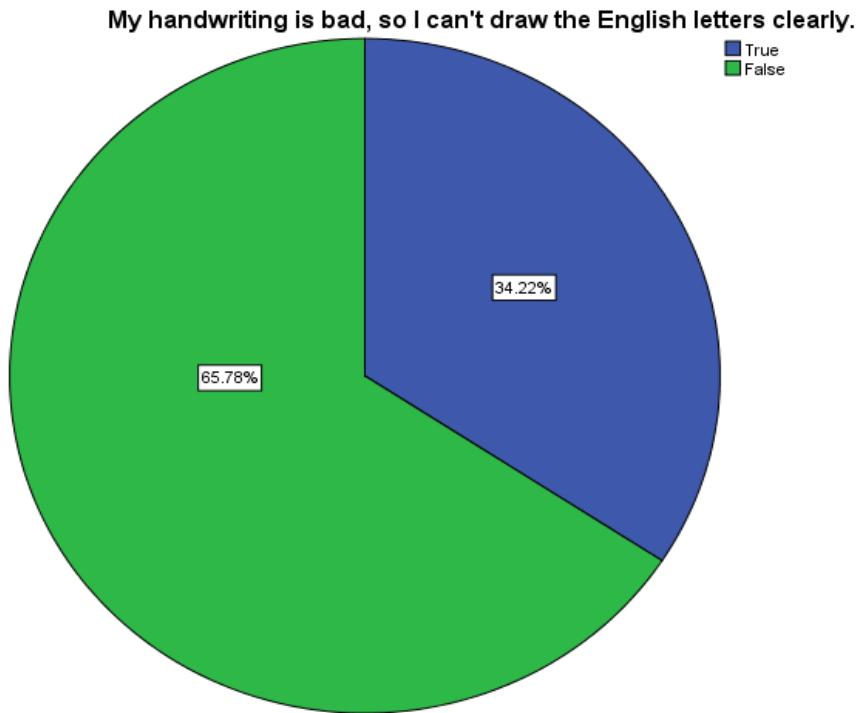


Fig (4-12)

The above table and shape stated that 64(34.22%) of the students' handwriting is bad so they cannot draw the English letters clearly whereas 123(65.78%) of them is not so, and they can draw the English letters clearly. Here teachers also should pay attention on improving their students' handwriting.

Statistics and analysis:

13. I think in Arabic as I write a sentence or a paragraph in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	114	61.0	62.0	62.0
	False	70	37.4	38.0	100.0
	Total	184	98.4	100.0	
Missing	System	3	1.6		
Total		187	100.0		

Table (4-13)

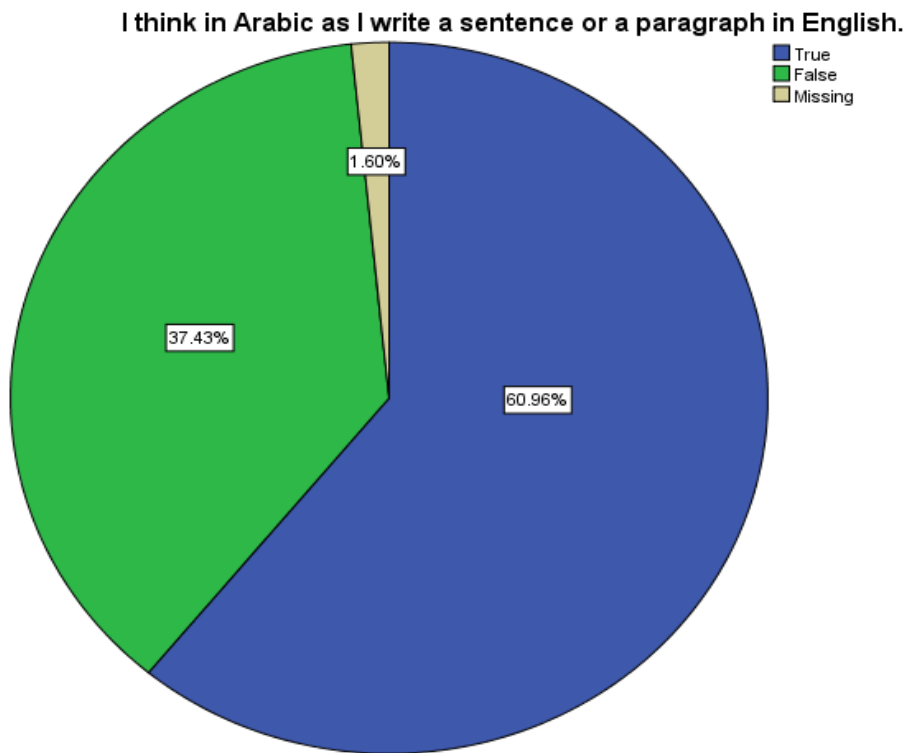


Fig (4-13)

The table and figure above stated that 114(60.96%) of the students think in Arabic as they write sentences in English whereas 70(37.43%) do not think in Arabic as they write their sentences in English. So the teachers should use other methods of teaching such as direct method or audio visual to reduce using or thinking in Arabic.

Statistics and analysis:

14. I have difficulty in punctuating sentences (use of full stop, commas...).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	91	48.7	49.7	49.7
	False	92	49.2	50.3	100.0
Total		183	97.9	100.0	
Missing	System	4	2.1		
Total		187	100.0		

Table (4-14)

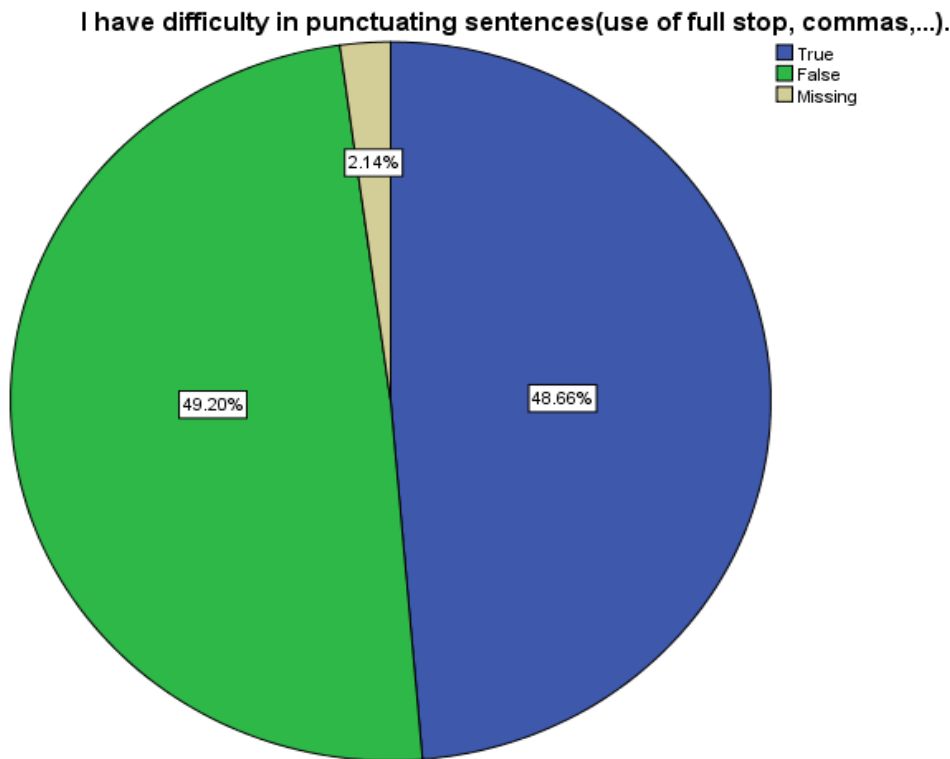


Fig (4-14)

The table and shape above show that 91(48.66%) of the students have difficulty in punctuating sentences whereas about 92(49.20%) of them do not have difficulty in punctuating sentences. So teachers should use different methods of teaching writing, especially visual methods to motivate their students and avoid run on sentences.

Statistics and analysis:

15. I can use conjunctions (and, but,) in a sentence correctly.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	121	64.7	65.4	65.4
Valid False	64	34.2	34.6	100.0
Valid Total	185	98.9	100.0	
Missing System	2	1.1		
Total	187	100.0		

Table (4-15)

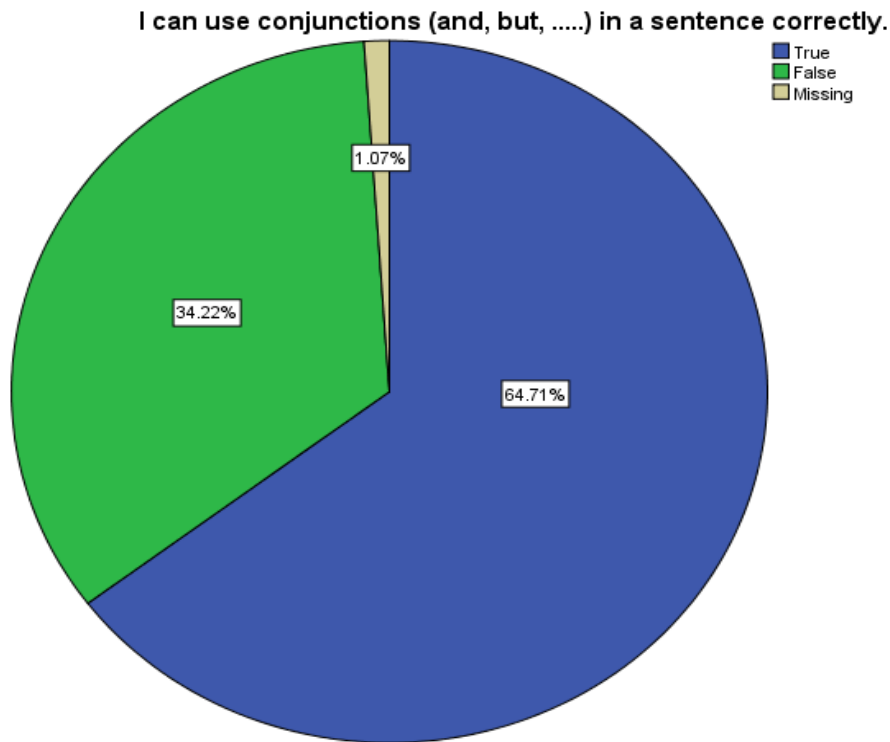


Fig (4-15)

The table and the shape above stated that 121(64.71%) of the students are able to use conjunctions such as (and, but, ...) in their writing sentences correctly whereas 64(34.22%) of them are not able to use conjunctions correctly in writing sentences. So teachers should use different methods and drills in teaching writing in order to motivate the students improve their writing.

Statistics and analysis:

16. I can write a clear topic sentence that identifies the topic and controlling idea of a paragraph.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	88	47.1	49.4	49.4
	False	90	48.1	50.6	100.0
	Total	178	95.2	100.0	
Missing	System	9	4.8		
Total		187	100.0		

Table (4-16)

I can write a clear topic sentence that identifies the topic and controlling idea of a paragraph.

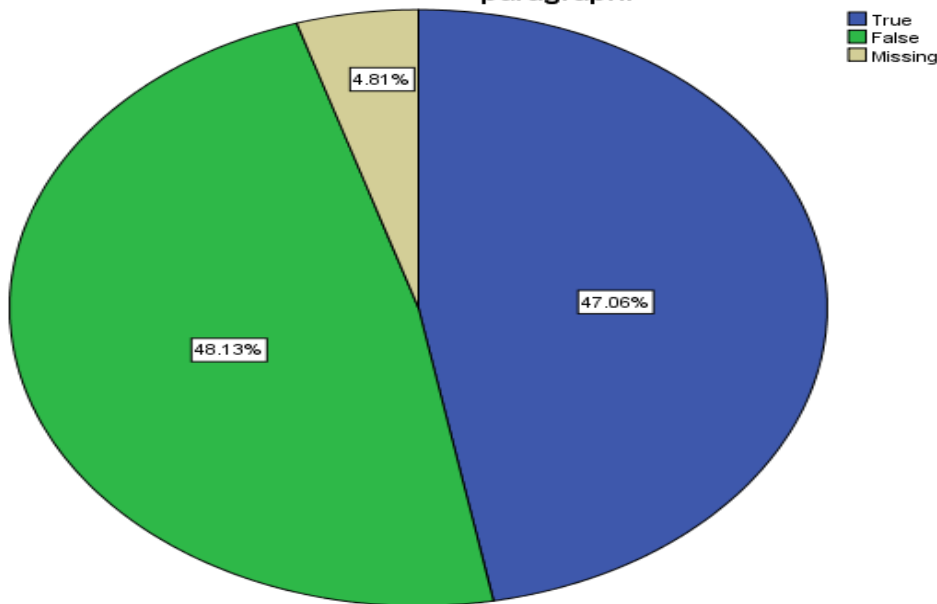


Fig (4-16)

The findings of the table and shape above showed that 88(47.06%) of the students can write a clear topic sentence that identifies the topic and controlling idea of a paragraph whereas 90(48.13%) of them cannot write a clear topic sentence. But 9(4.81%) of the students did not give their opinion.

Statistics and analysis:

17. I can logically organize my ideas when I write a paragraph.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	True	120	64.2	64.5	64.5
	False	66	35.3	35.5	100.0
	Total	186	99.5	100.0	
Missing	System	1	.5		
Total		187	100.0		

Table (4-17)

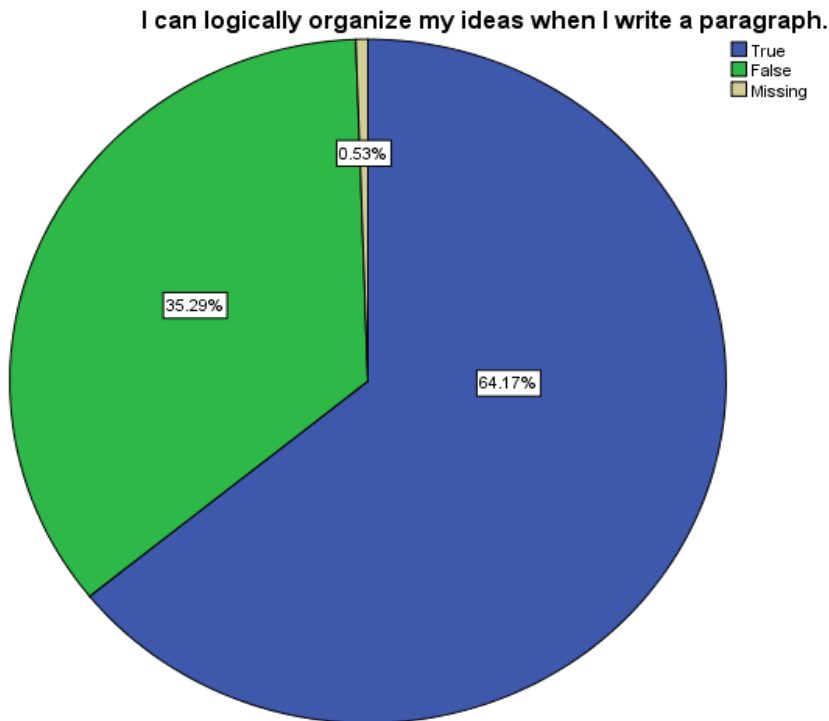


Fig (4-17)

The results of the table and shape above explain that 120(64.17%) of the students can logically organize their ideas when they write a paragraph whereas 66(35.29%) of them cannot do that. But 1(0.53) did not give an opinion.

Statistics and analysis:

18. I can logically support and develop my main point when I write a paragraph.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid True	98	52.4	54.4	54.4
Valid False	82	43.9	45.6	100.0
Total	180	96.3	100.0	
Missing System	7	3.7		
Total	187	100.0		

Table (4-18)

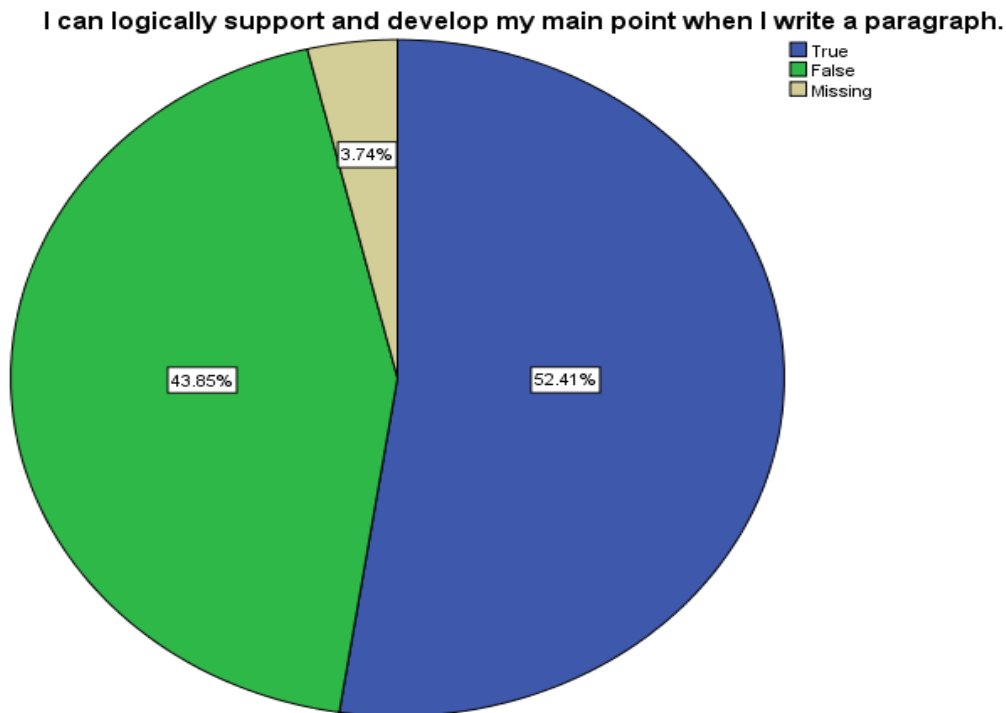


Fig (4-18)

Referring to the last table shape above, we can see that 98(52.41%) of the students can logically support and develop their main points when they write paragraphs whereas 82(43.85%) cannot be able to logically support and develop their main points when they write paragraphs. But 7(3.74%) did not give their ideas.

Statistics

The following statistics are about teachers ideas on the ability of their student's writing.

Table (1) 1. Students can write simple correct sentences in English.

	Frequency	Percent	Valid Percent	Cumulative Percent
I agree	12	75.0	75.0	75.0
I disagree	3	18.8	18.8	93.8
I strongly disagree	1	6.3	6.3	100.0
Total	16	100.0	100.0	

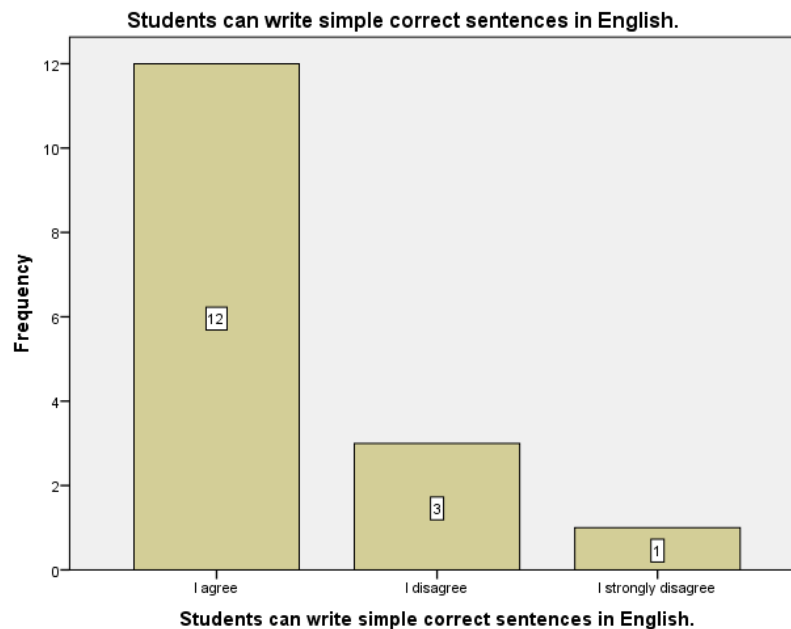
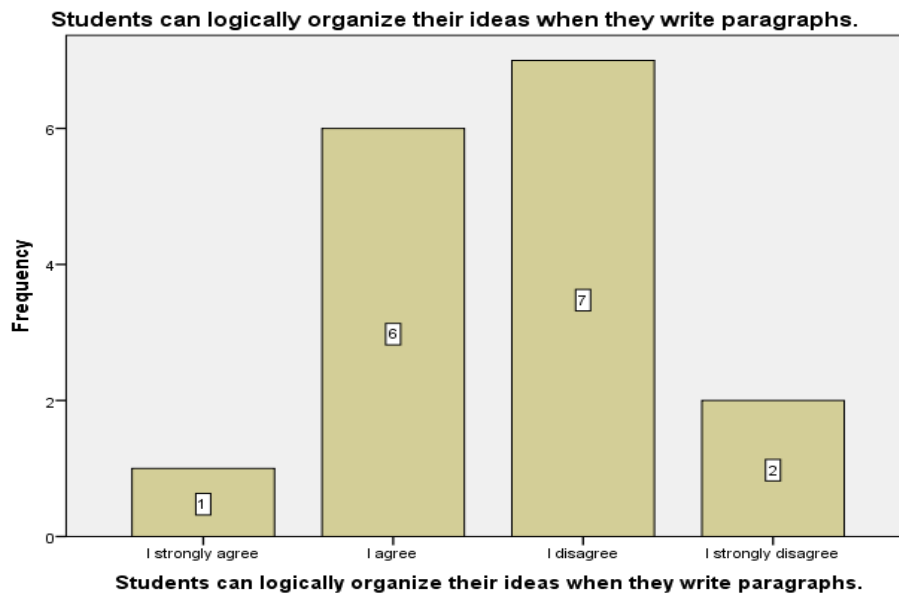


Table no (1) and the figure above reflect that twelve of the teachers agree that students can write simple correct sentences in English whereas 3 disagreed and 1 strongly disagreed.

Statistics

Table (2) 2. Students can logically organize their ideas when they write paragraphs.

	Frequency	Percent	Valid Percent	Cumulative Percent
I strongly agree	1	6.3	6.3	6.3
I agree	6	37.5	37.5	43.8
I disagree	7	43.8	43.8	87.5
I strongly disagree	2	12.5	12.5	100.0
Total	16	100.0	100.0	



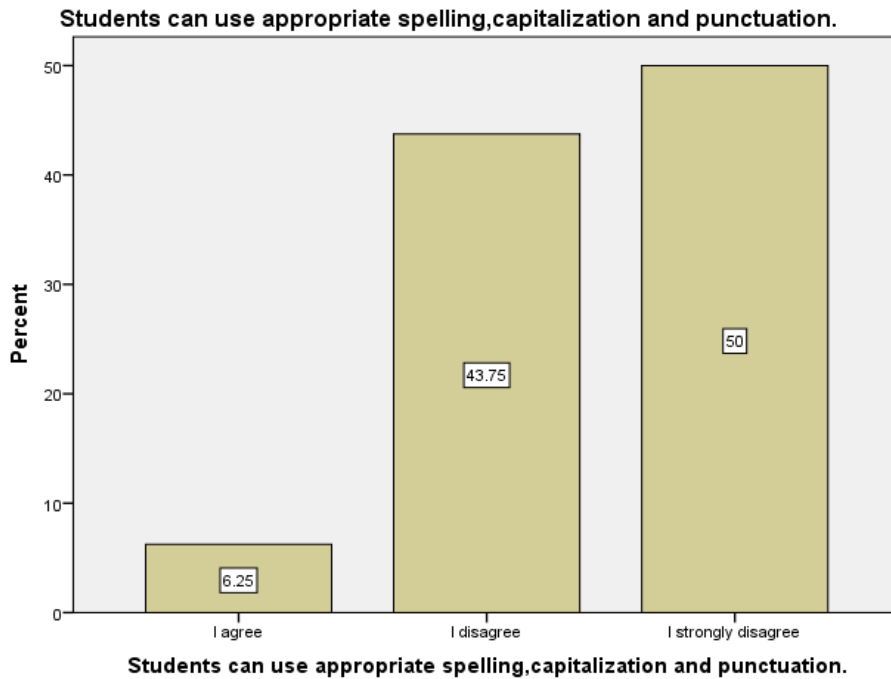
The table and figure no (2) above explain that seven teachers disagree that students can logically organize their ideas when they write paragraphs, whereas six teachers agree that they can do so and one strongly agree, but two teachers strongly disagree.

In fact when the researcher practically asked the students to write paragraphs about themselves, it appears that they are not able to logically organize their ideas when they write paragraphs.

Statistics:

Table (3) 3. Students can use appropriate spelling, capitalization and punctuation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I agree	1	6.3	6.3	6.3
	I disagree	7	43.8	43.8	50.0
	I strongly disagree	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

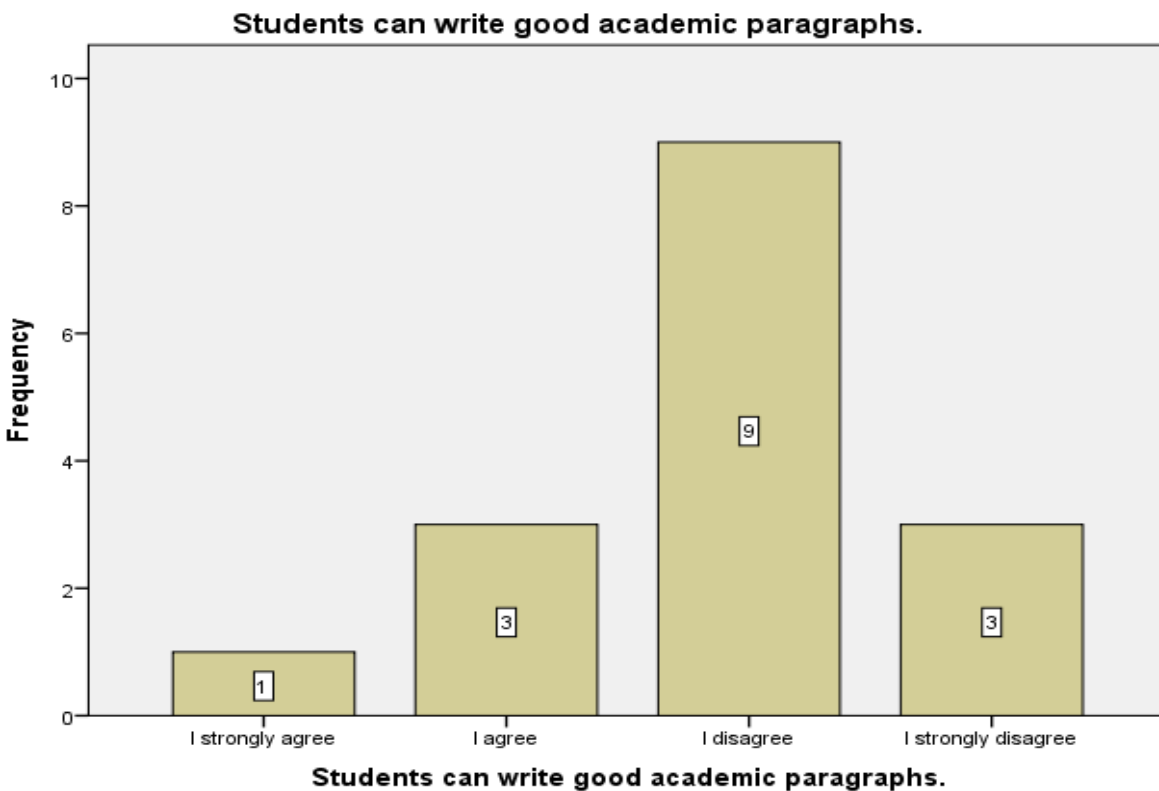


The table and figure no (3) above indicate that eight teachers strongly disagree that students can use appropriate spelling, capitalization and punctuation, whereas seven answered with disagree but one teacher agreed that students can use appropriate spelling, capitalization and punctuation. But students' writing indicate that most of the problems faced by students are spelling, punctuation and capitalization.

Statistics:

Table (4) 4. Students can write good academic paragraphs.

	Frequency	Percent	Valid Percent	Cumulative Percent
I strongly agree	1	6.3	6.3	6.3
I agree	3	18.8	18.8	25.0
I disagree	9	56.3	56.3	81.3
I strongly disagree	3	18.8	18.8	100.0
Total	16	100.0	100.0	

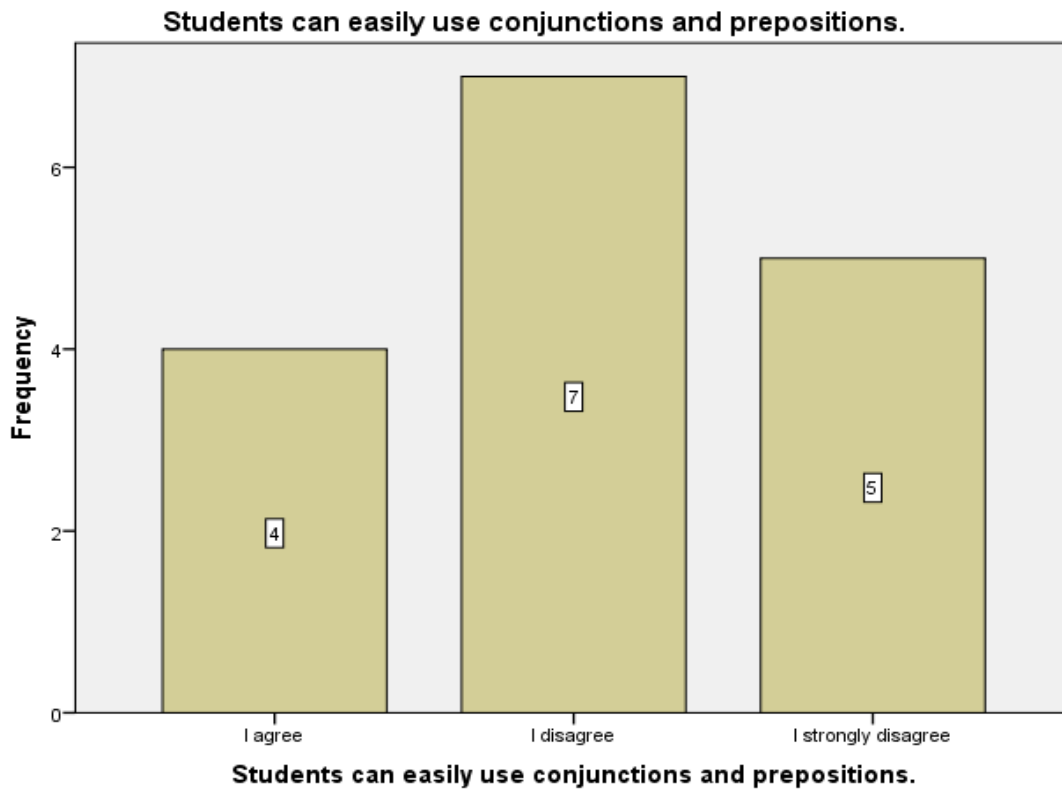


The table and figure (4) above reflect that nine teachers disagree that students can write good academic paragraphs and other three proved this with strongly disagree, whereas three agreed that students can write good academic paragraphs and one supported this idea with strongly agree. But the researcher doesn't see that students are able to write good academic paragraphs when they are asked to write paragraphs about themselves.

Statistics:

Table (5) 5. Students can easily use conjunctions and prepositions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I agree	4	25.0	25.0
	I disagree	7	43.8	68.8
	I strongly disagree	5	31.3	100.0
	Total	16	100.0	100.0

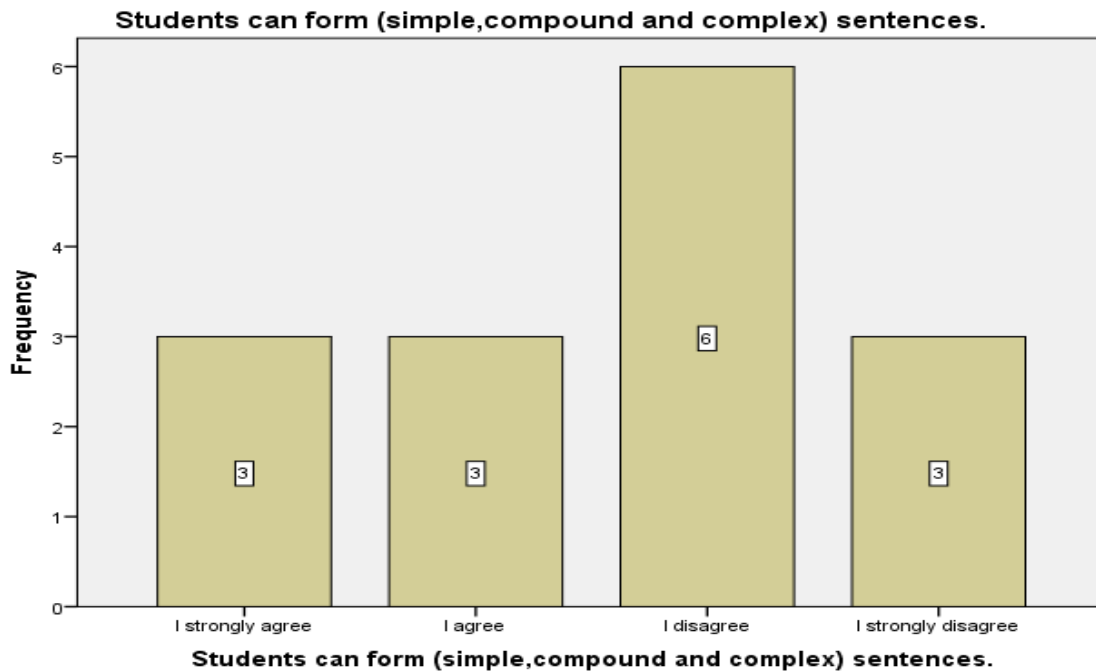


The table and figure no(5) above reflect that seven teachers disagree that students can easily use conjunctions and prepositions which is supported by other five teachers with strongly disagree, whereas four teachers agreed that students can easily use conjunctions and prepositions. The researcher supported the idea that disagreed that students can easily use conjunctions and prepositions. This idea is proved by the questionnaire section that asked students to write ten sentences about themselves.

Statistics:

Table (6) 6. Students can form (simple, compound and complex) sentences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I strongly agree	3	18.8	20.0	20.0
	I agree	3	18.8	20.0	40.0
	I disagree	6	37.5	40.0	80.0
	I strongly disagree	3	18.8	20.0	100.0
	Total	15	93.8	100.0	
Missing	System	1	6.3		
Total		16	100.0		

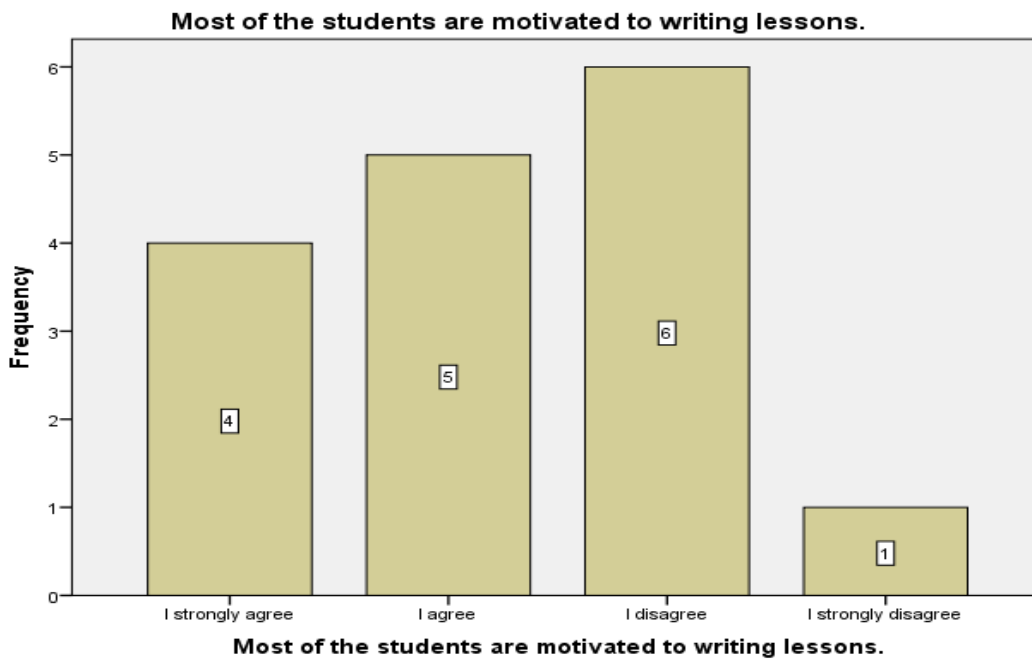


The table and figure no (6) above explain that 6 teachers disagreed that students can form (simple, compound and complex) sentences. This idea is supported by the researcher and other three teachers who strongly disagree. Although their paragraph writing proved this idea but some teachers agreed that students can form simple, compound and complex sentences.

Statistics:

Table (7) 7. Most of the students are motivated to writing lessons.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I strongly agree	4	25.0	25.0	25.0
	I agree	5	31.3	31.3	56.3
	I disagree	6	37.5	37.5	93.8
	I strongly disagree	1	6.3	6.3	100.0
	Total	16	100.0	100.0	



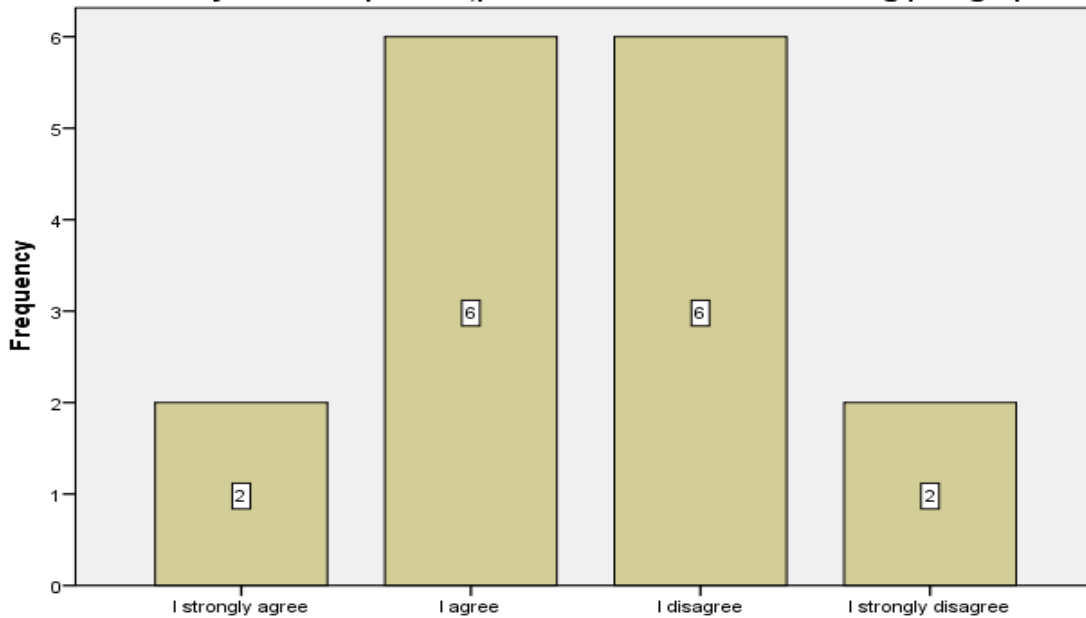
The table and figure no (7) above indicate that six teachers disagree that most of the students are motivated to writing lessons whereas five agreed and four supported this idea with strongly agree but one strongly disagreed.

Statistics:

Table (8) 8. Students easily deal with present, past and future tense in writing paragraphs.

	Frequency	Percent	Valid Percent	Cumulative Percent
I strongly agree	2	12.5	12.5	12.5
I agree	6	37.5	37.5	50.0
I disagree	6	37.5	37.5	87.5
I strongly disagree	2	12.5	12.5	100.0
Total	16	100.0	100.0	

Students easily deal with present,past and future tense in writing paragraphs.



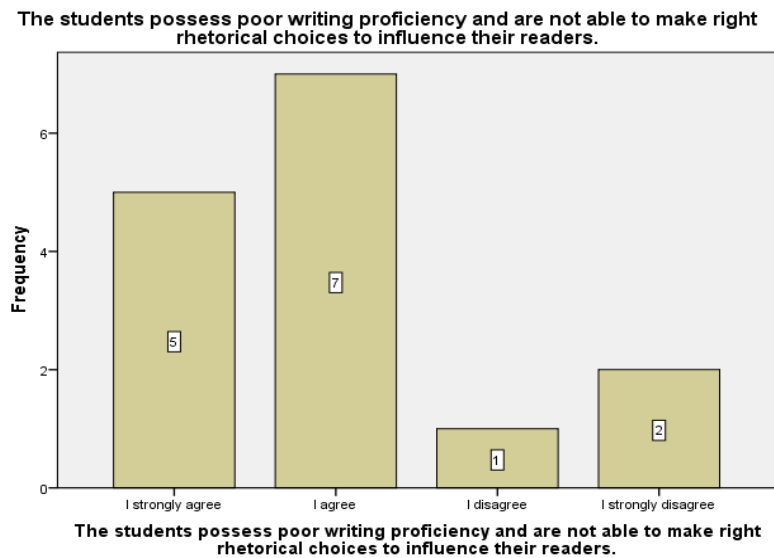
Students easily deal with present,past and future tense in writing paragraphs.

The table and figure no(8) above explain that six teachers disagree that students easily deal with present, past and future tense in writing paragraphs and other two supported their idea with strongly disagree whereas six teachers agreed and two added with strongly agree. The researcher sees that if students are really able to deal with present, past and future tense in writing paragraphs, this means that they are able to write coherent paragraphs.

Statistics:

Table (9) 9. The students possess poor writing proficiency and are not able to make right rhetorical choices to influence their readers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I strongly agree	5	31.3	33.3	33.3
	I agree	7	43.8	46.7	80.0
	I disagree	1	6.3	6.7	86.7
	I strongly disagree	2	12.5	13.3	100.0
	Total	15	93.8	100.0	
Missing	System	1	6.3		
Total		16	100.0		



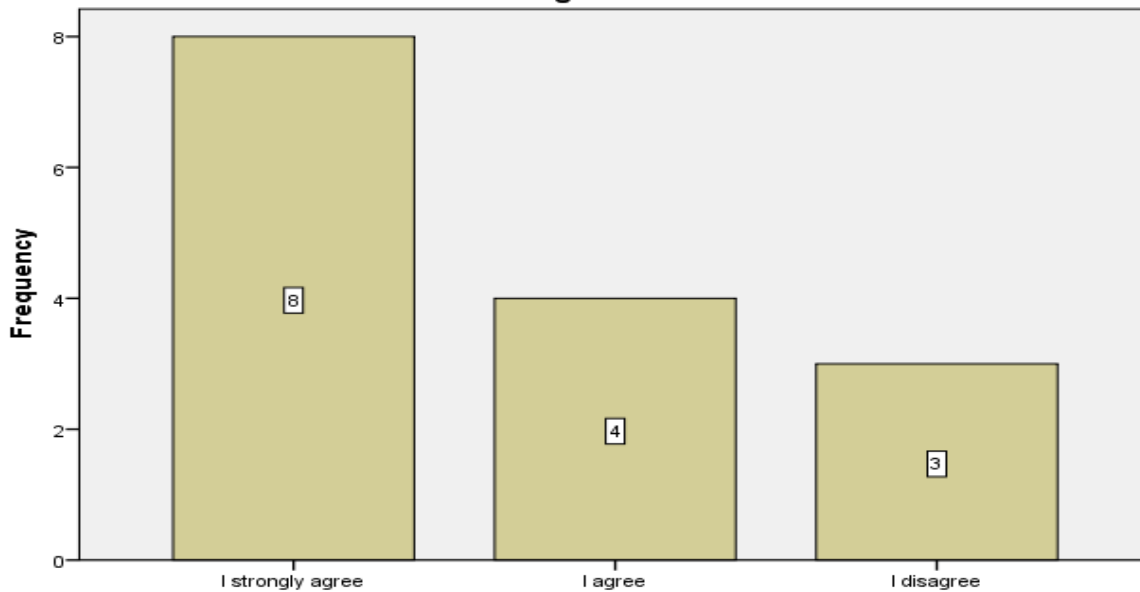
The table and figure no(9) above reflects that seven teachers agree that students possess poor writing proficiency and are not able to make right rhetorical choices to influence their readers, and other five strongly agreed with this idea whereas one disagreed and two added with strongly disagree.

Statistics:

Table (10) 10. Most of the students think in Arabic as they write sentences or paragraphs in English.

	Frequency	Percent	Valid Percent	Cumulative Percent
I strongly agree	8	50.0	53.3	53.3
I agree	4	25.0	26.7	80.0
I disagree	3	18.8	20.0	100.0
Total	15	93.8	100.0	
Missing System	1	6.3		
Total	16	100.0		

Most of the students think in Arabic as they write sentences or paragraphs in English.



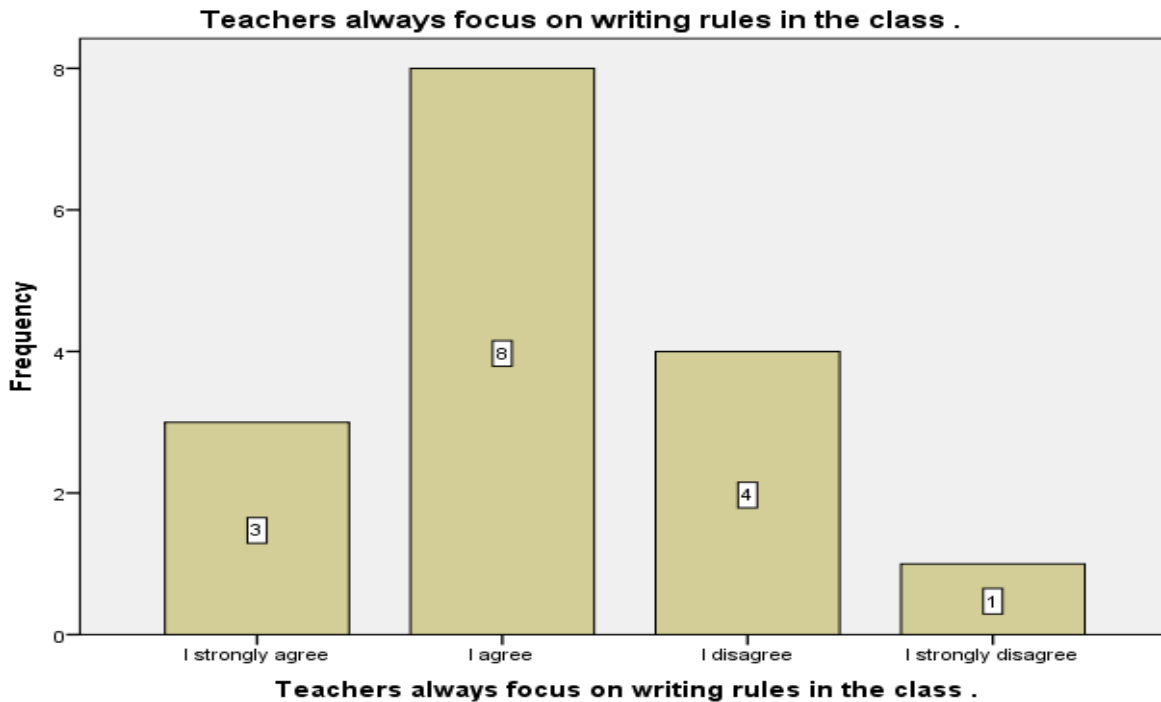
Most of the students think in Arabic as they write sentences or paragraphs in English.

The table and figure no(10) above explain that eight teachers support the idea that most of the students think in Arabic as they write sentences or paragraphs in English with strongly agree and four with agree whereas three disagreed.

Statistics:

Table (11) 11. Teachers always focus on writing rules in the class.

	Frequency	Percent	Valid Percent	Cumulative Percent
I strongly agree	3	18.8	18.8	18.8
I agree	8	50.0	50.0	68.8
I disagree	4	25.0	25.0	93.8
I strongly disagree	1	6.3	6.3	100.0
Total	16	100.0	100.0	

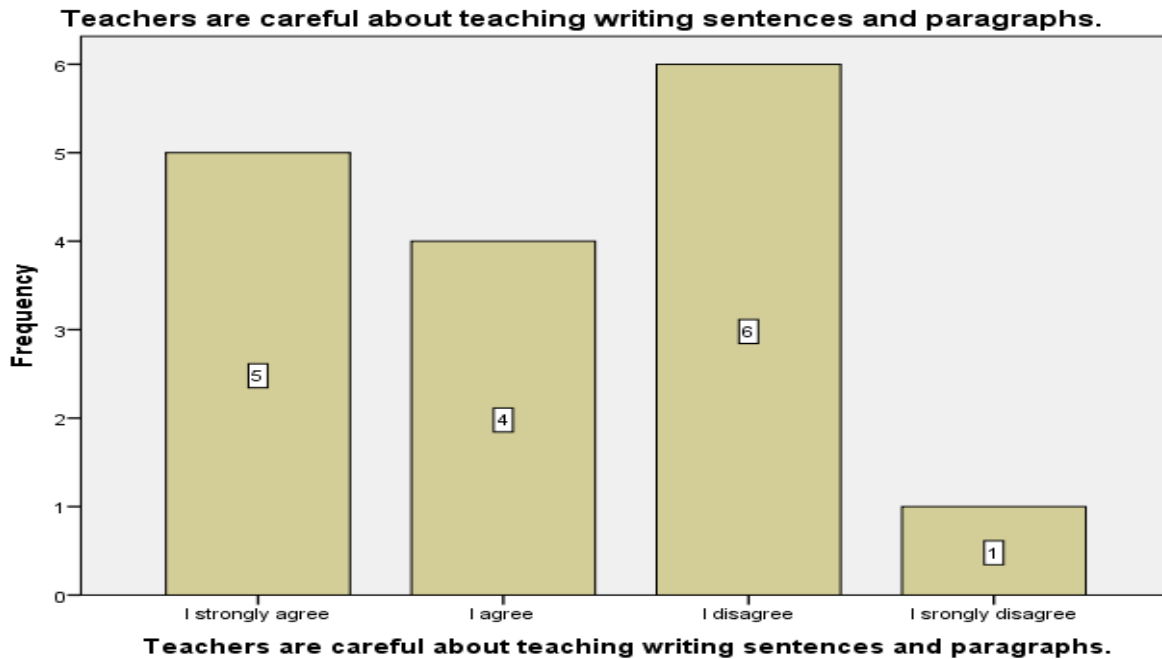


The table and figure no(11) above reflect that eight teachers agree with the idea that ‘teachers always focus on writing rules in the class’ and three supported this idea with strongly disagree, whereas four disagreed and another one strongly disagreed.

Statistics:

Table (12) 12. Teachers are careful about teaching writing sentences and paragraphs.

	Frequency	Percent	Valid Percent	Cumulative Percent
I strongly agree	5	31.3	31.3	31.3
I agree	4	25.0	25.0	56.3
I disagree	6	37.5	37.5	93.8
I strongly disagree	1	6.3	6.3	100.0
Total	16	100.0	100.0	



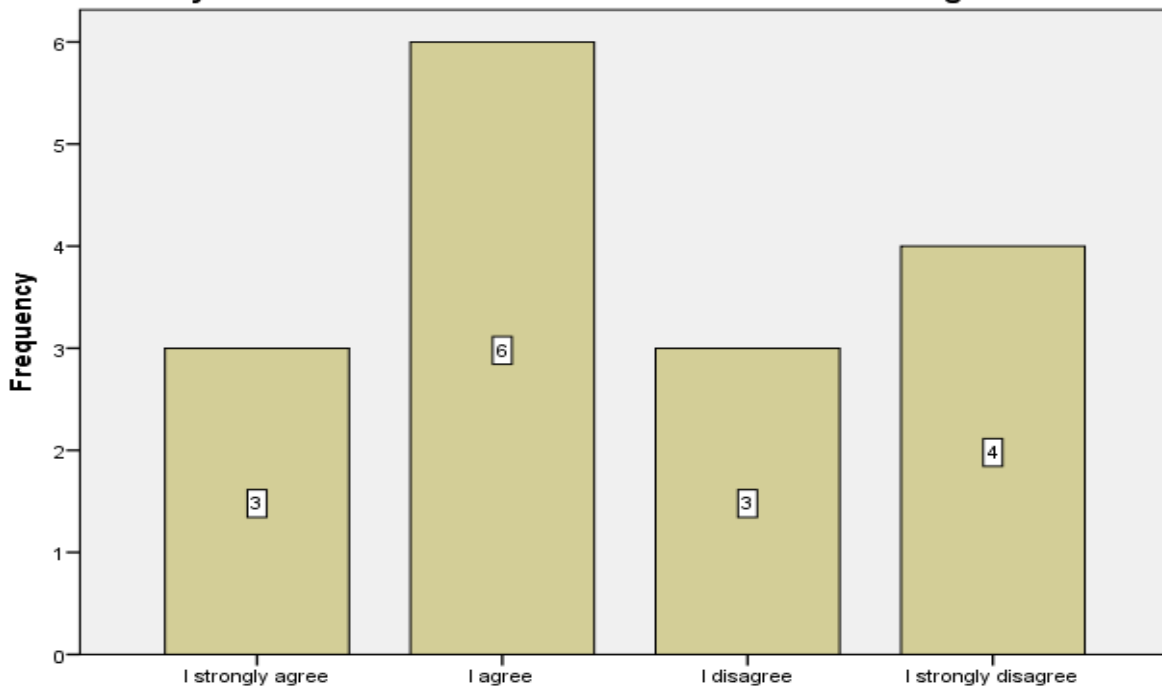
The table and figure no (12) above reflect that six teachers disagree with the idea that ‘teachers are careful about teaching writing sentences and paragraphs’. This idea is supported by one teacher with strongly disagree, whereas four teachers agreed and other five supported them with strongly agree.

Statistics:

Table (13) 13. The syllabus is suitable for students to master their writing skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
I strongly agree	3	18.8	18.8	18.8
I agree	6	37.5	37.5	56.3
I disagree	3	18.8	18.8	75.0
I strongly disagree	4	25.0	25.0	100.0
Total	16	100.0	100.0	

The syllabus is suitable for students to master their writing skills.



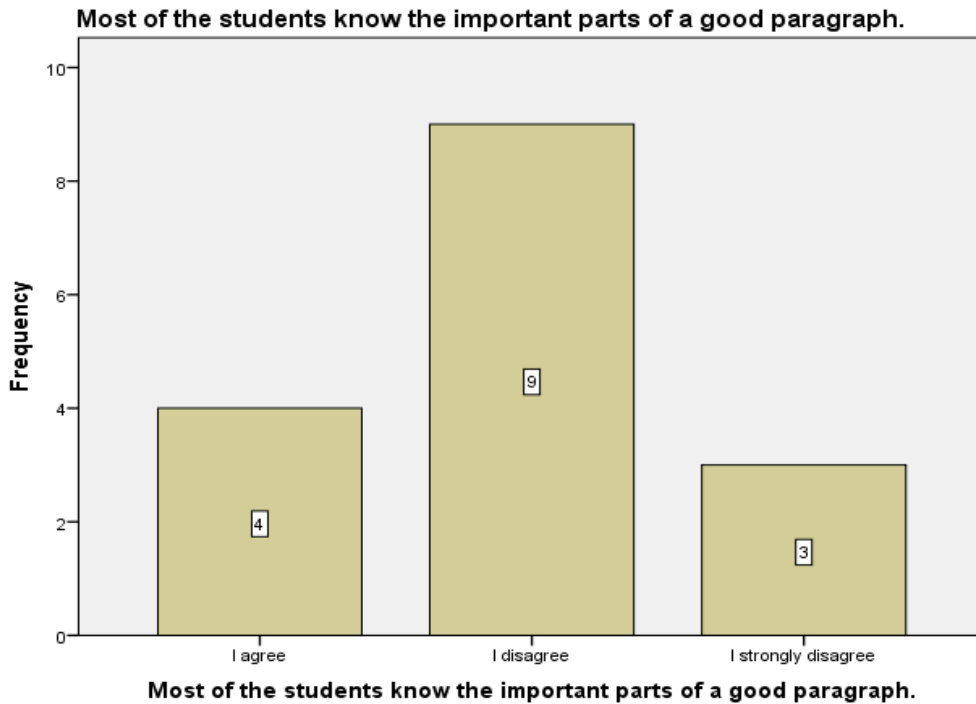
The syllabus is suitable for students to master their writing skills.

The table and figure no (13) above reflect that six teachers agree with the idea that ‘the syllabus is suitable for students to master their writing skill’ and other three supported the idea with strongly agree, whereas three disagreed and four added strongly disagree.

Statistics:

Table (14) 14. Most of the students know the important parts of a good paragraph.

	Frequency	Percent	Valid Percent	Cumulative Percent
I agree	4	25.0	25.0	25.0
I disagree	9	56.3	56.3	81.3
I strongly disagree	3	18.8	18.8	100.0
Total	16	100.0	100.0	



The table and figure no (14) above explain that nine teachers disagree with the idea that ‘most of the students know the important parts a good paragraph’ and three added with strongly disagree, whereas agreed. But the researcher sees that when the students were asked to write a paragraph about themselves, he discovered that most of the students did not know the important parts of a good paragraph.

4.2 Discussion and significance of the study hypotheses:

From the analysis of the questionnaires and their results and according to the paragraph writing task, the researcher arrived at:

- Sudanese secondary students in both public and private schools make different types of writing errors.
- Most of their writing problems are in (capitalization, punctuation, spelling, organization, grammar and sentence structure).
- Some types of errors like ‘capitalization and spelling mistakes are frequent in their writing.
- As the researcher thought, the performance of girls is better than that of boys.
- Many secondary school teachers are not well trained to deal with learners’ writing problems. As we can see below:

As mentioned earlier, the researcher also distributed a questionnaire to 16 English language teachers. The questionnaire again consisted of two parts. All of the teachers answered the first part of it, while 14 answered both of the parts. The first one was about general information about students’ ability in writing correct sentences, whereas the second part was about teachers’ suggestions with regard to the solutions to the students’ writing difficulties. In this part, however, the researcher is mainly focusing on analyzing the second part of teachers’ questionnaire because their suggestions to the solutions of the problem are very necessary because of their knowledge of students’ levels and the tools used in teaching them. In the following paragraphs the researcher quoting teachers’ suggestions and provide comments to them.

First teacher:

“According to my observation and my humble opinion, the researcher thinks this skill—the writing skill, has ignored [was ignored/has been]. There are a lot of

[many teachers] who ignored and if they really give it more concern, surely students will be improved in writing. Also, there is another thing. The basics of students are so bad and we as a teachers [as teachers], should figure it away [out] to make them love this skill. Finally, it depend [depends] on the teacher and method he uses to make students love the language then to know how to improve it.”

Second teacher:

“Many teachers ignored writing skills. If give it more consideration, the students will improve their writing skills. The standard of the students is very weak so that the teachers must do hard to help them. We must give the students some writing courses in order to help them. Also, teachers must use the best and suitable method that will help students to understand and use writing skills.”

Third teacher:

“In my view, I think the solutions to solve this problem include in giving the students more exercise, teach them the structure of sentences and how to write a paragraphs [paragraphs].”

Fourth teacher”

“Ministry of education need [needs] to know new objectives for the pupils and the pupils should be able to understand and know his motivation [be motivated].”

Fifth teacher:

“Writing paragraphs from my point of view depending [depends] on the knowledge of parts of speech and grammar lesson beside punctuation mark. So, the teachers and students should focus on these thing [things] as a part of the solution.”

Sixth teacher:

“Students should be taught the basics of writing paragraphs. Make students construct sentences by using the tenses. Also, students should know how to use the prepositions, conjunctions, and how to order ideas that to give a full meaning of the paragraph. Finally, students should practice to write more.”

Seventh teacher:

“I personally think students should be encouraged by practicing writing simple sentences. Also, teachers should help students in writing sentences, then arrange sentences into paragraphs. “

Eighth teacher:

“Firstly, writing skills should be a divided subject to help teachers to clarify [clarify] the lesson, then to show the students the rules of writing and make more activities to encourage student [students] for that.”

Ninth teacher:

“Teachers should be trained after graduation. There should be enough books for the whole [all] students. If possible we need to avoid the overcrowded classes. Education for basic level needs more real supervisors to support the teachers.”

Tenth teacher:

No opinion.

Eleventh teacher:

“I think all the students needs [need} some skills for writing and reading and listening.”

Twelfth teacher:

“In the first [At first] the syllabus should be changed in some topics to improve and solve the problems of students.”

Thirteenth teacher:

“The solution of this [these] problems should be in the following.

- 1) The qualification of English language in basic stage (basic schools).
- 2) And should be other changes in syllabus.”

Fourteenth teacher:

“I think are some solutions. I suppose to government to makes [makes] more important about English languages teacher and make other in how to improve the standard of languages.”

Fifteenth teacher:

No opinion.

Sixteenth Teacher:

“Firstly, teachers should train the students in writing paragraph [paragraphs] carefully when they find spare time. Secondly, students should know how to use punctuation marks, ideas orders, and whatever. Thirdly, supporting and encourage them.”

In an informal discussion that I had with one of the teachers who worked in a Gulf country, he suggested the following solutions on which I fully concur with him.

- 1- There should be more lessons to help students practice more.
- 2- A separate workbook for alphabet with letters and words for tracing has to be included to the syllabi because this will enhance students’ thinking.
- 3- There should be audio or audio – visual aids to motivate students more and take to real life language.
- 4- Special assessment or feedback tools such as doing multiple choices or scrambling should be used.
5. There has to a separate syllabus for each grade (e.g. Grade 5 and Grade 6 should have their own separate syllabi rather than having a joint syllabus.

CHAPTER FIVE
MAIN FINDINGS, CONCLUSIONS,
RECOMMENDATIONS AND SUGGESTIONS FOR
FURTHER STUDIES

CHAPTER FIVE

Main Findings, Conclusions, Recommendations and Suggestions for Further Studies

5.0 Introduction

In this study the researcher attempted to find out the difficulties facing Sudanese Secondary Students in Paragraph Writing. The researcher proposed the following questions as an entrance:

1. Why have written meaningful paragraphs become a problem to English language learners in Omdurman secondary schools?
2. What are the types of problems that face Omdurman secondary school students in paragraphs writing in English?
3. What type of sex can write English paragraphs better: males or females?
4. What strategies to be adopted to overcome these problems?

To find relevant answers to these questions, the researcher made the following hypothesis:

- 1- Writing meaningful paragraphs have been a real problem that face Omdurman secondary students, because of the lack of well trained and skillful teachers, using of the old methods of teaching, little encouraging of families and the role of the mother tongue.
- 2- Using punctuations, conjunctions, capitalizations, spelling mistakes and writing correct sentences are the most problems that face Omdurman secondary students in writing paragraphs.
- 3- The researcher thinks that females are better than males in writing paragraphs because they are more interested in learning English and have more spare time.
- 4- English language teachers have to use the significant methods of writing and follow writing strategies in their teaching.

Concerning the problems mentioned in this study, the researcher concentrated on the following objectives:

Investigate and identify the magnitude of the writing errors made by Sudanese Secondary School Students. The repetition of errors and how they can be addressed and solved? With reference to what mentioned in this chapter, the study came up with the following findings and recommendations:

5.1 Main findings and Conclusions:

The following are main findings and conclusions for this study:

- That most of the errors committed by the students are of spelling, punctuation, capitalization and sentence structure.
- Female students are better in writing paragraphs and more motivated than male students, this is clearly shown when they were asked to write a paragraph about themselves.
- Most of the teachers have problems in teaching writing which is clearly shown among their writings when the researcher asked them to think of some solutions to be adopted to solve the problems that face students in writing paragraphs as well as students' writings.

5.2 Recommendations:

The following are the recommendations that the researcher come up with from his findings:

English language teachers should be trained well and there should be supervisors to make workshops for them in both public private schools in order to improve the frequently errors that take place by the learners, such as the following:

- Capitalization
- Punctuation

- Spelling
- Grammar
- Coherence and cohesion among sentences and paragraphs.

5.3 Suggestions for further studies:

The following are suggestions for future researchers:

1. The importance of concentrating on writing from early years (9 – 12) for the learners of basic schools.
2. The Difficulties facing Sudanese Basic school Learners in writing sentences.
3. The importance of linking words/conjunctions in writing sentences and paragraphs.
4. The role of mother tongue in learning second language (English).

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APPENDICES

Appendix A

Questionnaire

Dear student, the following questions are divided into two parts. Please do answer all the parts as required.

1. Age: -----

2. Sex: -----

3. School: -----

4. Class: -----

Part one: Answer the following questionnaire with T (true) or F (false):

- | | | |
|---|-----|-----|
| 1- I like writing sentences in English? | (T) | (F) |
| 2- I can write simple correct sentences in English. | (T) | (F) |
| 3- I'm able to recognize the subject, verb or adjective in a sentence. | (T) | (F) |
| 4- I difficultly pass my writing tests in English. | (T) | (F) |
| 5- I can use a variety of sentence structures. | (T) | (F) |
| 6- I can use the tenses perfectly in writing sentence (past, present or future). | (T) | (F) |
| 7- I'm not able to choose correct words to write a meaningful sentence. | (T) | (F) |
| 8- I don't know how to use prepositions correctly. | (T) | (F) |
| 9- I can write a good academic paragraph. | (T) | (F) |
| 10- I don't have a writing note book and don't care of my homework. | (T) | (F) |
| 11- I can use appropriate spelling, capitalization and punctuation. | (T) | (F) |
| 12- My handwriting is bad, so I can't draw the English letters clearly. | (T) | (F) |
| 13- I think in Arabic as I write a sentence or a paragraph in English. | (T) | (F) |
| 14- I have difficulty in punctuating sentences (use of full stop, commas,...). | (T) | (F) |
| 15- I can use conjunctions (and, but, ...) in a sentence correctly. | (T) | (F) |
| 16- I can write a clear topic sentence that identifies the topic and controlling idea of a paragraph. | (T) | (F) |
| 17- I can logically organize my ideas when I write a paragraph. | (T) | (F) |
| 18- I can logically support and develop my main point when I write a paragraph. | (T) | (F) |

Part Two:

Paragraph Writing

Write 10 Sentences about Yourself

- a) Name
- b) Age
- c) Address
- d) Likings/disliking
- e) Family members
- f) Leisure activities, etc.

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Thank you for your cooperation

Appendix B Questionnaire

My dear colleague, please complete the following questions if possible.

1. Age:
2. Sex:
3. How many years have you been a teacher of English language?

1- Students can write simple correct sentences in English.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

2- Students can logically organize their ideas when they write paragraphs.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

3- Students can use appropriate spelling, capitalization and punctuation.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

4- Students can write good academic paragraphs.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

5- Students can easily use conjunctions and prepositions.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

6- Students can form (simple, compound and complex) sentences.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

7- Most of the students are motivated to writing lessons.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

8- Students easily deal with present, past and future tense in writing paragraphs.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

9- The students possess poor writing proficiency and are not able to make right rhetorical choices to influence their readers.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

10- Most of the students think in Arabic as they write sentences or paragraphs in English.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

11- Teachers always focus on writing rules in the class.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

12- Teachers are careful about teaching spelling.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

13- The syllabus is suitable for students to master their writing skills.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

14- Most of the students know the important parts of a good paragraph.

- a- I strongly agree b- I agree c- I disagree d- I strongly disagree

15- As a teacher of English language think of some solutions to be adopted to solve the problems that face our students in writing paragraphs.

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Thank you for your cooperation and kind help