



**Sudan University of Science and Technology**  
**College of Graduate Studies**



## **Investigating Difficulties Facing Students at Tertiary Level in Writing Composition.**

**تقصي الصعوبات التي تواجه طلاب الجامعة في كتابة الإنشاء**

**A Thesis Submitted to Department of English College of Languages  
in Partial Fulfillment of the Requirements for the Degree of M A in  
English Language (Applied Linguistics).**

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## **DEDICATION**

This study is dedicated

To my parents,

To my brothers and sisters

To my husband

## **ACKNOWLEDGMENTS**

I would like to express my appreciation to my supervisor, Dr. Abbas Mokhtar Mohammed who has cheerfully answered my queries and provided me with materials.

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Also I am thankful to my mother and especially to my father who came attending my discussion.

To my little sister Baraa, Zihour and Sara.

## **ABSTRACT**

This study aims at investigating difficulties that face student in writing composition. The researcher has adopted the descriptive analytical method. A questionnaire has used primary tool for data collection. Sample of the study comprises of (40) teachers of English from Sudanese Universities. The study has come up with the following results: many teachers of English are not well trained to teach writing composition. Moreover, teachers of English are not exposed to training workshops on teaching writing composition. The study has arrived with following recommendations: Teachers should raise awareness about the importance of writing composition, writing composition is highly recommended to be integrated in the curriculum in Sudan. Sudanese education policy should recommend teachers to use English writing composition effectively.

## المستخلص

تهدف هذه الدراسة إلى تقصي الصعوبات التي تواجه الطلاب في كتابة الإنشاء ، لقد تبني الباحث المنهج التحليلي الوصفي ، ولقد إستخدمت الإستبانة كأداة لجمع البيانات وتشمل عينة الدراسة (40) مدرساً في الجامعات السودانية ، خلصت الدراسة إلى أن هنالك : عدد من أساتذة اللغة الإنجليزية لم ينالوا تدريباً جيداً لتدريس كتابة الإنشاء ، و بالإضافة إلى ذلك فأن أساتذة اللغة الإنجليزية لم يتعرضوا لورش عمل تدريبية عن كتابة الإنشاء وأوصت الدراسة برفع مستوى الوعي لدى أساتذة اللغة الإنجليزية عن كتابة الإنشاء ، يجب أن تكون كتابة الإنشاء متضمنة في المنهج السوداني.

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## **Definition of the Research Terms**

- 1- Composition: the word composition can be defined as the act of the combining parts or elements to form a whole.
- 2- Guided composition: after fully practiced composition. At the guided stage, students can add more ideas but with little freedom. Examples of guided composition are writing letter, dialogues.
- 3- Free composition: refers to a composition in which only the title is provided and everything is done by student.
- 4- Essay: is a short piece of writing that tells a person's thought or opinions about subject.
- 5- Descriptive essay: is a verbal pot picture, person, place or thing. This is a writer's explanation of short theme, idea or issue.
- 6- Persuasive essay: this is type of essay where you try to convince the reader to adopt your position on an issue or point of view.

**CHAPER ONE**

**INTRODUCTION**

## CHAPER ONE

# INTRODUCTION

### 1.0 Overview

Human beings in the world have many variations with others such as cultures, genders, races, languages, etc. One of the variations which has an important part in a society is language. It is very important because we as social beings always need a language to communicate with each other. Richards et al (1986) state that “a language is viewed as a vehicle or tool for communicating messages and meaning.” So we can conclude that the medium to make a communication is language. Language is not only used for communication in everyday life but it is also used in education, science, and research. In other words, a language plays a key in relationship among human being.

language is the most important thing as the medium in human communication because without a language we cannot convey our feeling, ideas, and thought with another easily although there is another way to communicate with others that is by using signs or gestures as media in communication.

Every language has skills and the major four skills that language based on are Speaking, Listening, Reading, and Writing. In this study, the researcher focuses on the writing skills. What exactly do we do when we compose a piece of writing? What kind of behavior, what stages, what activities do we become involve in before and during writing? In fact, writing is a complete process with a number of operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process works effectively for them and consequently produce more successful piece of writing.



Hedge (1988) points out that writing is an integrated process like the teaching of reading but writing process is highly sophisticated skill combining a number of elements some of them are linguistic.

similarly, "writing is viewed as the results of complex process of planning, drafting, reviewing and revising and some approaches to the reaching of first and second language writing teach students to use this process."(Richards & et.all,2002).

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

This study investigates the extent to which tertiary students have difficulties in writing composition, in addition to that it tries to examine the area of which the students have problems in and help the teachers to develop the students thinking.

### **1.2. Objectives of the Study**

1. To find out the difficulties that face tertiary students in writing composition
2. To know the sources of these problems in order to tackle it.
3. To Investigate teacher's qualifications to teach those students how to write.

### **1.3. Questions of the Study**

1. To what extent do tertiary students face difficulties in writing composition
2. What are the causes of problems that students of tertiary level have in writing composition?
3. Teachers are not well trained to teach tertiary student in writing composition.

### **1.4 Hypotheses of the Study**

1. Tertiary students face difficulties in writing composition.

2. Mistake of vocabulary and spelling are the causes of problems.
3. Teachers are not well trained to teach tertiary students in writing composition

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

This study raised the awareness of the university teachers towards guiding the students to how to develop their thinking and understanding the knowledge of writing and developing their ways of writing compositions based on the context in which they are forced to follow.

### **1.6 Methodology of the study**

The research will follow the descriptive analytical methodology. The main instruments will be used to collect data, namely questionnaire. The questionnaire will be distributed to teachers of languages from different colleges of language at Khartoum state to collect data about their approaches in developing students writing skills. Finally, the data about teachers will be collected and then coded, analyzed, and interpreted according to the principles of both qualitative and quantitative research in order to reach the desired findings.

### **1.7 Limitation of the Study**

This study is limited to investigating difficulties facing teaching level students in writing composition at the college of languages, sust in the academic year 2015/2017.

# **CHAPTER TWO**

## **LITERATURE REVIEW AND PREVIOUS STUDIES**

## **CHAPTER TWO**

# **LITERATURE REVIEW AND PREVIOUS STUDIES**

### **2.0 Introduction**

This chapter consists of two parts. Part one reviews the literature relevant to the research topic, such as definitions of composition, types of composition etc, while part two discusses previous studies related to the research topic.

A growing challenge of English teachers in Sudan and worldwide is to develop the skills and knowledge necessary for students to effectively write essay in English.

The importance of composition writing for students is underpinned by Halasek (1999) who mentioned that students will need English writing skills that range from simple paragraph and summary skills to ability to write essay and professional articles.

Seo (2007) observed that most ordinary levels students don't know the various types of essay. These are descriptive, argumentative, narrative and expository. He further reported that lack of knowledge on types of essay cause many students to provide contrasting devices to different essay.

Knoblauch and Lil (1984)state that writing is an intricate and complex task, it is most difficult of all languages to acquire. They also highlight that many students face the problems of communicating their ideas effectively. The problem is lack of adequate stock of vocabulary, creativity in writing and several other factors.

The researcher observed that students manifest a range of problems. In most cases students present composition with loose content. The lack originality basing on the given topic. Their essays also lack proper consequence and organized flow of

ideas. Furthermore, paragraphs are badly formulated with ideas haphazardly arranged. It's common to find different ideas placed in one paragraph, devoid of developers at all. Essay lack properly defined structure, devoid of introduction, body and conclusion.

## **2.1. Definition of Composition**

According to Conner and Robert (1981) the word composition can be defined as the act of the combining parts or elements to form a whole. A composition can be a short essay writing as school exercise or an academic course for teaching the techniques of clear expository writing. A Composition can also be defined as the art of putting words and sentences together in accordance to the rules of grammar and rhetoric. A composition is the art of constructing sentences which suggest at once a task set by the teacher, usually a written exercise to be done promptly than is convenient and handed in for critical inspection.

The word composition can be defined as a writing product which has the unity of thought within a paragraph. It must be coherent and logically ordered involving careful use of vocabulary, correct use of spelling, punctuation and correct usage of grammatical structure. White (1980:16) points out that "When we write, we usually have a communicative purpose in mind". This indicates that learners should know what they are going to write about as well as the purpose for their writing.

According to Rhetoric by Albert (1971), a composition is an essay or a report that support a single main idea. The main idea or thesis is expressed in a sentence called the thesis statement. This statement usually appears in the introduction to introduce the main idea of a paragraph. The rest of the composition supports the thesis statement by providing specific information or details to reinforce, explain, or discuss the writer's point of view on the topic. A good thesis statement serves tow functions: it introduces the topic of the composition, and it states a single,

unifying idea about the topic. Hammock (1995:30) States that "the introduction to a composition serves three major points. It:

1- Catches the audience's attention.

2- Sets the tone, or shows the writers (Humorous, serious, critical and so forth).

3-Presents the thesis statement, usually at the beginning or the end of the introduction"

The body of a composition is made up of paragraph that support the main idea presented in the thesis statement. The body paragraphs should be work to gather to achieve unity and coherence. Coherence is traditionally described as the relationships that link the ideas in a text to create meaning for the readers.

Most paragraph have one main idea which tell what the paragraph is about, it usually begins with a topic sentence then comes the supporting sentences and conclusion. A paragraph has unity when all the sentences work together to express one main idea.

According to Rhetoric by Albert (1971:100) a paragraph in which all the ideas are sensibly arranged and clearly connected has coherence. Direct reference and transitional words can help to make the paragraph coherent. Direct reference is nouns or pronoun which is used earlier. Transitional expressions are words and phrases that make a transition, or shift from main idea to another. These words and phrases include preposition that indicate chronological or spatial order, and conjunctions which connect ideas and show relationships. Failure to put them to good use often results in paragraphs that are difficult to be understood.

A concluding sentence is the ending of the paragraph. It restates the topic sentence, and draws a conclusion based on the information set in the paragraph. The concluding sentence often begins with a transition word to signal the reader

towards the topic sentence. Although a paragraph is short in its length if it is compared with other types of writing such as an essay, it reflects the writer's ability in the writing skill. Courtney and Jennifer (2001) states that; "Merits for composition should be predicated on their neatness, length, style but the highest merits should be given to the production of ideas original statements and form of expressions".

Albert (1971), argues that a good composition involves unity, coherence, clarity and correctness. The definition of composition writing revolves around how accurately and sensitively a person is able to compose a statement so that the audience will be stimulated in thought. In long man dictionary of the English language (1984), composition is defined as "the act or process of composing special arrangement into proper proportion or relation into artistic form", whereas in the Oxford advanced learners Dictionary (1992), composition is defined as ' the different parts of which something is made, the way in which different parts are organized or a short test that is written as a school exercise or a short essay. The oxford advanced learners Encyclopedic Dictionary (2004) identifies the term composition as "a short piece of non- fictional writing done as a school or college, or essay". Hence, the word composition has a much wider range of meanings. It is a writing product that has unity of thought in all sentences within a paragraph. It must be coherent and logically ordered involving careful use of vocabulary, correct spelling, and correct usage of grammatical rules. Writing is more than the production of graphic symbols, it is a production of a sequence of sentences arranged in a particular order and linked together in a coherent way. Writing is a highly complex act the demands the analysis of many levels of thinking.

## **2.2. Importance of composition**

learning a language means learning the four skills namely listening speaking reading and writing as they are considered the major components of the language. The words are arranged in certain conversion to construct correct meaningful sentences which are linked according to their logical sequence to form paragraphs.

According to Zamel (1983) writing is much more than an orthographic symbolization of speech it is most important purposeful collection and organization of experience. Experience means all thought, facts, opinions of ideas. Ur (1991) defines writing "a " curiously solitary form of communication addressed to an absent and often unknown reader.

writing involves the encoding of a message to some kind that is, the translation of thought into language. The importance of writing lies in the fact that it is considered an effective way which can help EFL student learn a language for the reason that writing reinforces the grammatical structures and vocabulary. Writing is the process of creative expression it is an important way which trains students to use language in order to communicate. Shaughnessy (2002) points out that writing is a comprehensive deflation of the language courses of study enabling student to have a certain degree of writing ability is an important task of teaching language courses and goals, the key issues of teaching writing is actually how to lead the way, so teachers when writing instructions should cultivate and stimulate students ' interest in writing.

The major general finding from the research on teaching writing is that students, achievement is higher when the teaching approach emphasizes writing as a process rather than writing as a product.

In general, Writing has been defined both. Formally. it is defined formally in Mac Millan encyclopaedia (1986: 169) to show is physical representation as the recording of human communication or using symbols to represent the spoken



words This definition represents writing as the only up writing as a communication event.

Easterbrooks and Stoner (1985) point out that writing helps to communicate without facial expressions, writing gives time to think, to try out ideas in papers to choose words, to read what is writing to rethink, revise, re arrange and most importantly to consider effects n readers.

### **2.3. Types of English Composition**

Three graded types of English composition can be distinguished in educational courses

#### **2. 3.1 Controlled Writing**

Writing is probably the least important of the four skills for many students They more likely need to listen to, to read and speak English than to write it. Their need for writing is most likely to be for study purposes and also as an examination skill. The main importance of writing at controlled level is that it helps students to learn. Writing new word and structures help students.

Remember than. As writing is done more slowly and carefully than speaking written practice helps to focus student's attention on what they learning.

In controlled writing students are provided with key words or expression for the reason that at a controlled stage. they need much support because they cannot write depending on themselves. According to Shaughnessy (2002) controlled composition incorporates certain techniques such as Missing words it is one of most efficient learning techniques. An example of such a technique is This is my room, there are. chairs and. tables in it (number) Re – arrangement is another technique that can give learners insights n t correct or ordering and coherence of

sentences. Sentences competition is a third method whose aim is to ensure that students can write correctly. In this technique, the students are provided with incomplete sentences and are asked to fill the gaps with appropriate words which are given. Word ordering technique helps learners to practice syntax. Students are given a group of word to make complete sentences for instances, the teacher instructs students to put order a group of jumbled words such as: speak / she / English / can / well.

If the students own language uses a different writing system to English the first task will be to master English hand – writing So, the earliest activities will be copying letters, letters combination

As soon possible students are to be encouraged to go beyond mechanical copying and be given exercises which require them to think and add something of their own, but exercises at this level should still be controlled so that students are expected not to make too many mistakes

### **2.3.2 Guided Composition**

After fully practiced composition, students can shift to start writing guided composition. At the guided stage, students can add more ideas but with little freedom. Examples of guided composition we are writing letter dialogues or. Exercises within different drills. in writing letters students are shown how to write a letter the teacher gives guide points and the theme of the reply.

Students write a letter based in the information provided. Students also deal with a dialogue competition of which the first few lines are provided. In a guided composition, students, know what is required form them Students are given a

chance in the selection of lexical items and structural patterns for their written exercise.

As soon they are mastered basic skills of sentence writing, students need to progress beyond very controlled writing exercises to freer paragraph writing. However, they will make this transition more easily and learn more if they are guided there are two main ways of doing this:

1- By given a short text as a model.

Students can read a short text and perhaps study particular features for example, the way of students are joined the use of verbs and verbs tenses, or the use of passive. Then they can write a paragraph which is similar but which involves some changes.

2-By doing oral preparation

Another way of guided paragraph writing is to do oral preparation beforehand with the whole class. The students can make suggestions; the teacher can build up an outline or a list of key expressions on the board. Students, then, use this as a basic for their writing. This approach has several advantages:

A-It is flexible

it can about done in different ways according to the interest and ability of the class.

B Ideas about what to write come from the student themselves which makes the activity much more interesting and the class is involved as well

c- It does not require specially prepared texts or other materials.

## **2. 3.3 Free Composition**

Free composition refers to a composition in which only the title is provided and everything is done by students according to Raimes (2011) students should be able to discuss, make notes, share findings, and plan strategies before begin to write, Raimes (2011) points that free writing.

is useful in generating ideas or setting ideas in motion in free writing students will develop the habit of thinking as they write and to learn the techniques which are helpful in writing.

What is important is to start without being worried about grammatical and spelling errors and to write down ideas naturally spontaneously and not to look back at what is written till being satisfied that the writing is enough an easy way to free writing is to set a time limit.

In free composition, students should take into account the usage of grammatical structure punctuations, style and capitalization. The most important step in free composition is that student need more practice in both controlled and guided writing and feel more satisfied to shift to free composition stage student are free to write whatever comes to their mind but the consideration for writing a good composition are essential to be taken into account. Free composition involves individual selection of vocabulary and structure for the expression of personal meanings Raimes (2011) claims that The rationalization for adopting free composition is based in the assumption that student would that student would be motivated to express their thought and view point freely. It also enables teachers to evaluate the extent to which students have mastered the writing skill.

After fully practiced the three types composition common mistakes are expected to disappear. The student should avoid the usage of informal words colourless style and ellipsis. Vocabulary is very important to improve the writing skill.

One of the problems of free composition is that many students would probably find it quite difficult, thus make many mistakes. If so, they would find the task frustrating and actually cannot learn very much from it. As a result, students would approach the task in different ways and produce a wide variety of different paragraphs so the only way to correct their work would be individually, book by book but this would be very time consuming for teachers.

## **2.4. How to write composition effectively**

Smith (2006) and number of other researcher point out that, merely, spending more time writing or writing a greater number of papers does not in itself increase the writing skill. However, when the approach to writing instruction emphasizes process and when instructional techniques used are effective, increase in amounts of writing time and practice will improve achievement, writing is a complicated and often mysterious process. A good way to read and listen actively.

According to Shaughnessy (2002) students are often faced with the concern that even though they feel well-versed about a subject they will not be able to express themselves well on paper for many the process of writing can become easier after writing just one Two sentence

The importance of composition stems from the fact that it is widely used as means of measuring the writing skills while Shaughnessy (2002:63) state that composition can be used to provide not only high motivation for writing but also an excellent effect on teaching Raimes (2011:20) point that:

That writing process is a series of actions that a learner does in writing. There is variation on the details of the cycle, but the core but the composition never changes: prewriting, drafting, revising editing proofreading and publishing. The

writing skills are complex and sometimes difficult to teach requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements

Written English is probably more familiar to most teachers as a subject of analysis than spoken English is.

## **2.5. Development of English composition**

According to Rhetoric by Albert (1971), composition can be developed by;

### **2.5.1 Chronological development**

chronological means to begin with the first step in a process and to describe the sequence in order until reaching the last step. The logical way to write about a process in order of time This kind of organization can be used in a single paragraph or an essay.

### **2.5.2 Spatial development**

The word spatial comes from space. spatial development means to arrange. the details according to their relationship to each other. Spatial developments are suited to subject matter dealing with places or areas.

### **2.5.3 Examples development**

Among the various ways to develop analyses are example. The number of example needed to develop a paper depends on the difficulty of the subject and the length of the paper. In some cases, a single example is enough. Generally, a few - well-chosen example arranged in order of increasing importance will be better than a great number of examples.

### **2.5.4 Comparison and contrast development.**

These types of organization work well in much subject area. comparison or contrast is one of the effective ways to explain subject. For purposes of writing comparison and contrast are essentially opposite approaches comparison points out to the similarities that exist between ideas whereas contrast is focusing on the differences between ideas. when writing either.

Composition or a contrast. Two basic methods of development or a combination of them are used. The one to be used is determined by the nature of the subject matter.

### **2.5. 5 cause and effect development**

Analysis by cause and effect tries to explain why something happened. Causal analysis is well suited for writing about scientific subject cause can be defined as that by which an effect is produced. Some causes are immediate. They can be discovered without effort because They occur in time to the effect produced. Other causes may be more remote and thus more difficult to uncover; those are the basic underlying factors that help to explain the more obvious ones, Immediate and remote causes and effects will depend on two factors

A) The nature of subject

B) The audience written to.

### **2.5.6 Definition development**

The English word Definition comes originally from the Latin de and finier meaning to set a limit or are boundary usually dictionary definition brief, logical

and formal. The logical definition by its nature has two parts. The first part is its genus (class or category).

The second part is its species or characteristics which differentiate it from other members of the same genus.

## **2 5.7 Logical division development**

it's new aspect of analytical paragraph development that of elaboration by classification or logical division. In choosing a controlling idea, the writer takes the first step in the process of logical division. Logical division is also??? in Avery direct way. The direct way reveals the method of organization in the opening sentence logical division requires the order to have an alert resourceful mind.

## **2. 6. The factors that affect student's writing**

Many factors can affect student's writing among the essential ones are.

### **2.6.1. Learner's previous experience**

It is worth noting that the first language interferes with the second one Hence, it is necessary that learners when writing should not think in the first language to write the second one or as a result of this common mistakes will appear. The role of the first language in the second ne is always negative the features of lar??? Transferred into L2 as a result. In this respect, Emig (1983) argues that, it is also popular belief that the role of L1 in L<sub>2</sub> is negative one, as result EFL students expected to write English composition through literal translation of Arabic expressing in addition students are expected to follow the same writing techniques uses in their native language.

### **2. 6. 2 The effect of mother tongue**



The effect of mother tongue is one of the main factors that affect writing composition. The reason is that each language has its own system which differs from other language. Arabic is a Semitic language while English is a Germanic.

Our Arabic is verbal while English is nominal. So, students style in writing English is expected to follow their style in writing Arabic

### **2.6.3. The way of composition is taught**

The third factor that may affect English composition learning is the way composition is taught. Teaching of composition writing should be graded. Teachers must adopt the most appropriate techniques for each of three types of composition. Thus, learners can be expected to tackle free composition successfully, and they can provide error. Free writing products. Destructive techniques of feedback should be discouraged.

## **2.7. Steps of writing Composition**

You do not have to be a good writer to write well. Writing is a process. By learning to treat writing, as a series of small steps instead of a big all-at-once magic trick you have to pull off will make writing a composition much easier and much more fun. You can learn to brainstorm main ideas before you start writing, organize a draft of those main ideas, and revise your composition into a polished essay. See Step 1 for more information.

### **2.7.1. Pre-Writing**

Hedge (2000) states beginning by free writing on the note for ten minutes. Do not worry about spelling, grammar, organization, or other matters of form. Read the

assignment closely. It is important to get a clear understanding of what your teacher expects from your composition. Each teacher will have a different set of things they will be looking for, both for the topic and the style. Keep your assignment sheet with you at all times while you are working on your composition and read it closely. Ask your teacher about anything you feel unsure about. Make sure you have a good sense of the following:

- What is the purpose of the composition?
- What is the topic of the composition?
- What are the length requirements?
- What is the appropriate tone or voice for the composition?

These questions are good for you to ask.

-Do a free-write or a journaling exercise to get some ideas on paper. When you're first getting started in trying to figure out the best way to approach a topic you've got to write about, do some free-writing. No one has to see it, so feel free to explore your thoughts and opinions about a given topic and see where it leads.

-Try a timed writing by keeping your pen moving for 10 minutes without stopping.

-Do not shy away from including your opinions about a particular topic, even if your teacher has warned you from including personal opinions in your paper. This is not the final draft!

-Try a cluster or bubble exercise. A web diagram is good to create if you have generated lots of ideas in a free write, but are having trouble knowing where to get started. This will help you go from general to specific, an important part of any composition. Start with a blank piece of paper, or use a chalkboard to draw the outline diagram.

### **2.7.2. Writing a Rough Draft**

According to Hedge (2000) when we write a draft, we must be prepared to put in additional thoughts and details that did not emerge during pre-writing. Think in fives. Some teachers teach the "rule of five" or the "five paragraph format" for writing compositions. This is not a hard and fast rule, and you do not need to hold yourself to an arbitrary number like "5," but it can be helpful in building your argument and organizing your thoughts to try to aim for at least three different supporting points to use to hold up your main argument. but some teachers like their students to come up with: Introduction, in which the topic is described, the issue or problem is summarized, and your argument is presented Main point paragraph 1, in which you make and support your first supporting argument Main point paragraph 2, in which you make and support your second supporting argument Main point paragraph 3, in which you make and support your final supporting argument Conclusion paragraph, in which you summarize your argument Back up your main points with two kinds of evidence. In a good composition, your thesis is like a tabletop--it needs to be held up with the table-legs of good points and evidence, because it cannot just float there all by itself. Each point you are going to make should be held up by two kinds of evidence: logic and proof. Proof includes specific quotes from the book you are writing about, or specific facts about the topic.

### **2.7.3. Revising**

Hedge (2000) states that revising means rewriting a paragraph, building up on what has already been done in order to make it stronger. Get some feedback on your rough draft. It can be tempting to want to call it quits as soon as you get the page count or the word count finished, but you'll be much better off if you let the paper sit for a while and return to it with fresh eyes and be willing to make changes and get the draft revised into a finished product. Try writing a rough draft the weekend before it is due,

and giving it to your teacher for comments several days before the due date. Take the feedback into consideration and make the necessary changes. Be willing to make big cuts and big changes. Good writing happens in revision. Break down the word: revision literally means, "to look again" (re-vision). Many students think that revising is about fixing spelling errors and typos, and while that is certainly a part of proofreading, it is important to know that NO writer writes a perfect argument with flawless organization and construction on their first run-through. You have more work to do. Try: Moving paragraphs around to get the best possible organization of points, the best "flow" Delete whole sentences that are repetitive or that don't work Removing any points that don't support your argument Go from general to specific. One of the best ways you can improve a draft in revision is by picking on your points that are too general and making them much more specific. This might involve adding more supporting evidence in the form of quotations or logic, it might involve rethinking the point entirely and shifting the focus and it might involve looking for entirely new points and new evidence that supports your thesis. Think of each main point you are making like a mountain in a mountain range that you are flying over in a helicopter. You can stay above them and fly over them quickly, pointing out their features from far away and giving us a quick flyover tour, or you can drop us down in between them and show us up close, so we see the mountain goats and the rocks and the waterfalls. Which would be a better tour? Read over your draft out loud. One of the best ways to pick on yourself and see if your writing holds up is to sit with your paper in front of you and read it aloud. Does it sound "right"? Circle anything that needs to be more specific, anything that needs to be reworded or needs to be more clear. When you're through, go right back through and make the additions you need to make to get the best possible draft. Proofread as the last step of the process. Don't worry about commas and apostrophes until you're almost ready to turn the draft in. Sentence-level issues, spelling, and typos are called "late concerns," meaning that you should only

worry about them when the more important parts of your composition--your thesis, your main points, and the organization of your argument are already as good as they can be.

## **2.8. Writing Essay**

For our academic writing purposes we will focus on four types of essay.

### **2.8.1. The descriptive**

What is it?

According to Langan (2011) definition a description is a verbal picture, person, place or thing.

This is a writer's explanation of a short theme, idea or issue.

The key here is that you are explaining an issue, theme or idea to your intended audience. Your reaction to a work of literature could be in the form of an expository essay, for example if you decide to simply explain your personal response to a work. The expository essay can also be used to give a personal response to a world event, political debate, football game, work of art and so on.

What are its most important qualities?

You want to get and, of course, keep your reader's attention. Therefore, you should:

Have a well-defined thesis. Start with a thesis statement/research question/statement of intent. Make sure you answer your question or do what you say you set out to do. Do not wander from your topic.

Provide evidence to back up what you are saying. Support your arguments with facts and reasoning. Do not simply list facts, incorporate these as examples

supporting your position, but at the same time make your point as succinctly as possible.

The essay should be concise. Make your point and conclude your essay. Do not make the mistake of believing that repetition and over-stating your case will score points with your readers.

### **2.8.2. The persuasive**

What is it?

This is the type of essay where you try to convince the reader to adopt your position on an issue or point of view.

Here your rationale, your argument, is most important. You are presenting an opinion and trying to persuade readers, you want to win readers over to your point of view.

What are its most important qualities?

\*Have a definite point of view.

\*Maintain the readers interest.

\*Use sound reasoning.

\*Use solid evidence.

Be aware of your intended audience. How can you win them over?

Research your topic so your evidence is convincing.

Do not get so sentimental or so passionate that you lose the reader, as Irish Poet W.

B. Yeats put it:

The best lack all conviction, while the worst are full of passionate intensity

Your purpose is to convince someone else so do not overdo your language and do not bore the reader. Moreover, do not keep repeating your points!

Remember the rules of the good paragraph. One single topic per paragraph, and natural progression from one to the next. End with a strong conclusion.

### **2.8.3. The analytical or Narrative**

What is it?

Dawson (2009) states that, narratives should have characteristics that are realistic and convincing. Clear characters do not confuse the examiners and end the students themselves when they use some of the characters' role as the story progresses.

In this type of essay, you analyze, examine and interpret such things as an event, book, poem, play or other work of art.

What are its most important qualities?

Your analytical essay should have an:

#### **2.8.3.1. Introduction and presentation of argument**

The introductory paragraph is used to tell the reader what text or texts you will be discussing. Every literary work raises at least one major issue. In your introduction you will also define the idea or issue of the text that you wish to examine in your analysis. This is sometimes called the thesis or research question. It is important that you narrow the focus of your essay.

Analysis of the text (the longest part of the essay)

The issue you have chosen to analyze is connected to your argument. After stating the problem, present your argument. When you start analyzing the text, pay

attention to the stylistic devices the author uses to convey some specific meaning. You must decide if the author accomplishes his goal of conveying his ideas to the reader. Do not forget to support your assumptions with examples and reasonable judgment.

Your personal response will show a deeper understanding of the text and by forming a personal meaning about the text you will get more out of it. Do not make the mistake of thinking that you only have to have a positive response to a text. If a writer is trying to convince you of something but fails to do so, in your opinion, your critical personal response can be very enlightening. The key word here is critical. Base any objections on the text and use evidence from the text. Personal response should be in evidence throughout the essay, not tacked on at the end.

Conclusion (related to the analysis and the argument)

Your conclusion should explain the relation between the analyzed text and the presented argument.

### **2.8.3.2. Tips for writing analytical essays**

Be well organized. Plan what you want to write before you start. It is a good idea to know exactly what your conclusion is going to be before you start to write. When you know where you are going, you tend to get there in a well-organized way with logical progression.

Analytical essays normally use the present tense. When talking about a text, write about it in the present tense.

Be objective: avoid using the first person too much. For example, instead of saying I think Louisa is imaginative because, try: It appears that Louisa has a vivid imagination, because.



Do not use slang or colloquial language (the language of informal speech).

Do not use contractions.

Avoid using etc.... This is an expression that is generally used by writers who have nothing more to say.

Create an original title; do not use the title of the text.

Analysis does not mean retelling the story. Many students fall into the trap of telling the reader what is happening in the text instead of analyzing it. Analysis aims to explain how the writer makes us see what he or she wants us to see, the effect of the writing techniques, the texts themes and your personal response to these.

#### **2.8.4. The argumentative essay**

What is it?

Hedge (2000) defines argumentative composition as a writer's attempt to support a controversial point or to defend a position on which there is a difference in opinion.

This is the type of essay where you prove that your opinion, theory or hypothesis about an issue is correct or more truthful than those of others. In short, it is very similar to the persuasive essay (see above), but the difference is that you are arguing for your opinion as opposed to others, rather than directly trying to persuade someone to adopt your point of view.

What are its most important qualities?

\*The argument should be focused

\*The argument should be a clear statement (a question cannot be an argument)

- \*It should be a topic that you can support with solid evidence
- \*The argumentative essay should be based on pros and cons (see below)
- \*Structure your approach well (see below)
- \*Use good transition words/phrases (see below)
- \*Be aware of your intended audience. How can you win them over?
- \*Research your topic so your evidence is convincing.
- \*Don't overdo your language and do not bore the reader. And do not keep repeating your points!
- \*Remember the rules of the good paragraph. One single topic per paragraph, and natural progression from one to the next. End with a strong conclusion.

#### **2.8.4.1. Tips for writing argumentative essays:**

- 1) Make a list of the pros and cons in your plan before you start writing. Choose the most important that support your argument (the pros) and the most important to refute (the cons) and focus on them.
- 2) The argumentative essay has three approaches. Choose the one that you find most effective for your argument. Do you find it better to sell your argument first and then presents the counter arguments and refute them? Or do you prefer to save the best for last?

Approach 1:

Thesis statement (main argument):

Pro idea 1

Pro idea 2

Con(s) + Refutation(s): these are the opinions of others that you disagree with. You must clearly specify these opinions if you are to refute them convincingly.

Conclusion

Approach 2:

Thesis statement:

Con(s) + Refutation(s)

Pro idea 1

Pro idea 2

Conclusion

Approach 3

Thesis statement:

Con idea 1 and your refutation

Con idea 2 and your refutation

Con idea 3 and your refutation

Conclusion

3) Use good transition words when moving between arguments and most importantly when moving from pros to cons and vice versa. For example:

While I have shown that.... other may say

Opponents of this idea claim / maintain that ...

Those who disagree claim that

While some people may disagree with this idea...

When you want to refute or counter the cons you may start with:

However,

Nonetheless,

but

On the other hand,

This claim notwithstanding

If you want to mark your total disagreement:

After seeing this evidence, it is impossible to agree with what they say

Their argument is irrelevant

Contrary to what they might think ...

These are just a few suggestions. You can, of course, come up with many good transitions of your own

4) Use facts, statistics, quotes and examples to convince your readers of your argument

## **2.9. Errors and Mistakes**

Researchers are interested in Error Analysis as it is considered one of measurements that effectively support in assessing learning and teaching process, in learners understanding, and the materials to be taught as said by Pearson and Johnson (2012).

Making mistakes is a natural phenomenon in learning as stated by Pearson and Johnson (2012) that " all learners make mistakes However , it is essential here of find accretion to differentiate between errors and mistakes are synonyms It

is self – correctability criterion , which suggests that mistakes can be self-corrected whereas errors cannot. In support to this fact , Gass and Spelunker ( 1994 , 19 ) view that errors are systematic or likely to occur repeatedly and not recognized by the learner. Hence only the teacher would locate them. Some students have the impression that a good writing that response has no mistake but according to Nordiques ( 1987 , 7 ) it is writing that response to the interests and need of the reader.

Errors are classified as interlingual and intralingual. Richard ET, al (1993, 179) view interlingual errors as, those errors which are caused only by the

## **2.10. Importance of correcting Composition**

Shaughnessy (1983) argues that we can learn a lot from our student's errors for they are often a better guide to improve our teaching, the evaluation of writing ability among both L1 and L2 has become increasingly important in recent years because the result of such evaluation are used for a variety of administrative, instructional and research purpose.

Additional concerns especially of lecturers, include the issue of whether the results of any evaluation procedure are helpful to students and how they affect students writing performance and attitudes towards students writing will vary according to the student's level of proficiency and attainment. For advanced level, correct use of grammar.

vocabulary, spelling clear hand - writing and to use accurate and appropriate???

Order to produce a well - organized and coherent writing.

Composition may be scored according to one of the following:

correcting work orally in class is a good idea for a large class as it greatly reduces the teacher work load as he corrects, the teacher can move around the class to check that students work is corrected.

correcting work immediately in class (rather than returning in the next day) mean that teacher draw student's attention to problems while they are still fresh in their minds.

Getting students to correct their own or each other's work (before the teacher gives the correct answer) takes time in the lesson, but it gives the students useful practice in reading through what they have written and noticing mistakes It is also a good way to keep the class involved.

correcting in class works best with fairly controlled writing actives, where there are not too many possible answer.

Writing tasks are often subjective for the reason that they require the teacher to give an opinion on the of writing Marking composition tasks are likely to be more objective and thus more reliable Marks will depend on the following

- 1- Grammatical and lexical accuracy
- 2- Usage of vocabulary and structure
- 3- Punctuation and capitalization
- 4- Cohesion
- 5- Spelling mistakes
- 6- Appropriateness of style

## **2.11. Different ways are included in correcting composition**

Composition in order to avoid common mistakes such as a circle or underline the mistake or using symbols

sp = spelling mistakes

Prep = wrong sentence

Courtney and Jennifer (2001) asserts that for achieving a good performance in free composition writing Teachers need to discuss the subject orally first to ensure that student will use their own knowledge and ideas.

The evaluation of students writing in composition courses is extricable with the course goal to improve not only writing features but overall critical thinking and argumentation skills.

Evaluation of students writing should not be predicated on what students say but how is said, not only advanced vocabulary but whether the language is used innately.

The following suggestions may be useful for the students when writing free expressions in the non – native language First students should be asked to write – only one or two well – planned carefully written paragraphs until they have acquired some skills in writing a framework. The teacher can cope with the correction of one or two paragraphs where complete composition would take up too much time.

Second, from the very early stage of their writing experience, students should be trained to study their own scripts systematically. An organized composition helps to evaluate quickly.

## **2.12. Implications for teaching composition to E.S.I / EFL Students**

According to Barbara (2000, 40) there are several implications for teaching composing to ESL\EFL students.

Firstly, the hours spent by both instructor and students in locating and correcting grammar errors in composition may not be the most efficient use of valuable language teaching and learning time, although students may expect it is the most important part of their writing instruction. Exercises such as sentence combining, and the analysis of models, are effective in improving writing quality.

Lastly, clearly defined writing tasks with specific objectives result in the most significant gains in students writing; those tasks are sequenced from personal response (note taking) to precise comprehension (summary\_ paraphrase) to critical synthesis, analysis, comparison, and evaluation of data.

Writing composition is a neglected area which affects the learner's performance. The objectives of the study are to find out the effective techniques, to assist the authorities to get a good mastery and command of composition writing, to highlight the obstacles that hinder the teaching \_learning process of English composition in Sudan. And to encourage the adoption of an efficient pupils central learning process by teachers. The main findings of the study have shown that 60% of the students do not participate in the English composition discussion. The percentage indicated that students were not prompted to generate ideas and gain confidence to provide a good product. Hence, teaching composition should pupil\_ centred approach. The researcher recommended that teachers should focus on teaching controlled and guided composition by adopting various appropriate techniques and to follow pupil's exercises.



Another thesis entitled Examining Students Errors in writing composition (2007) conducted by Babiker. University of Gezira, Faculty of Education Hassehisa. The researcher stated that when writing composition, students make errors due to the complex nature of the English Language and the interference of their mother tongue at second year, secondary level. The students over generalized rules and use their mother tongue to construct sentences. Hence, students need more practice to help them write effectively.

The present study is similar to the above mentioned previous studies in that it focuses on the weakness and inability of some students in writing English composition. It differs from the above studies in that; it investigates EFL, moreover, students' performance in writing English composition and suggests some recommendations that may help students to improve writing composition.

### **2.13. Previous studies**

**First study** by AmelAlfadilElawad Osman (2012).

Difficulties facing English as foreign language learners in using cohesive Devices in writing composition. Karari Locality-Khartoum State. Abdelrafe model secondary school. In order to solve this problem, the researcher pointed out the followings

Teachers and syllabus designers, should contribute in developing curriculum. Teacher should draw their attention to their students in order to improve their abilities to use cohesive devices. The instructor should provide adequate training for teacher.

Students should also pay more attention to these elements of writing. Teachers should practice their students to use cohesive devices through focusing on both grammatical and semantic convention of academic writing.

**Second study by Sadia Osman Ibrahim. (2012).**

M.A Degree in E.L.T. The Effectiveness of Using Writing Techniques in Developing Secondary Schools Students 'Written Performance.

The findings of this study revealed that teaching writing needs more efforts than other language skills, in addition to that writing provides additional contact with the language outside the classroom so it is an important mean of communication.

The findings also showed that some of the writing problems were due to the teacher 's role in teaching writing skills, the material used, in addition to the time given to an English period is too short for practicing writing skills.

The study recommends that teachers should offer opportunities for their students to practice writing inside and outside the class.

**CHAPTER THREE**

**METHODOLOGY OF THE STUDY**

## **CHAPTER THREE**

### **METHODOLOGY OF THE STUDY**

#### **3.0 Introduction**

This chapter discussed the following: methods and tools of the study, population of the study, sample of the study, description of the sample and the instruments, reliability, validity and data analysis procedure.

#### **3.1 Methods and Tools of the Study**

The researcher used the descriptive analytical, qualitative and quantitative methods as well as the questionnaire as primary tool to investigate the following hypotheses as stated in chapter one:

- 1- Tertiary students face difficulties in writing composition.
- 2- Vocabulary use and spelling and training is the source of problem
- 3- Teachers are well trained to teach tertiary students writing composition

The researcher has used the statistical package for social sciences (SPSS) namely; the researcher focuses on percentages and frequencies.

#### **3.2 Population of the Study (Questionnaire)**

The populations for this study are teachers in Sudanese Universities. The researcher used the simple random sampling to select the population of the study. The following table and figure show the number of distributed questionnaire, the number of received questionnaire with full-required information and percentages.

### **3.2.1 Teachers' Questionnaire**

This questionnaires were distributed to the teachers from both sexes. This questionnaire included a covering page which introduced the topic of the research and identifies the researcher. It uses Likert 5-point scale (strongly agree, agree, neutral, disagree and strongly disagree). The statements are about investigating difficulties that face tertiary students in writing composition. The questionnaire will be designed as a tool for collecting information about the teachers of English language at Universities. The questionnaire includes (11) statements given to (40) Sudanese English teachers from different Sudanese Universities. The responses for the questionnaire will be given to an expert in statistics and the finding are as in the table of analysis.

### **3.2.2 The Sample of the study (Questionnaire)**

The study sample respondents differ according to the following characteristics:

- The respondents according to gender (Male, Female).
- The respondents according to their experience years
- The respondents according to Academic qualifications (Bachelor, High dip, Master ,Ph.D).

The following is a detailed description for study sample individuals according to the above characteristics:

### **3.3 Validity of the Questionnaire**

By examining the validity for the study questionnaire and validation of its statements according to the layout and illustrations, the questionnaire was judged by three Ph.D. holded referees who were specialists in the study field of English.

Some of the referees made some amendments, and others recommended that the questionnaire was reasonable in terms of items . In this case , the researcher revised all amendments, and some of typing mistakes on his questionnaire have been corrected.

### **3.4 Statistical Reliability**

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistics

Cronbach's Alpha	N of Items
.92	11

### 3.5 Summary

This chapter has drawn the road map for the study. It will describe the different aspects of the research (population, samples, tools, reliability and validity). It also describes in details the questionnaire and the procedures for data analysis.

**CHAPTER FOUR**  
**DATA ANALYSIS**



## **CHAPTER FOUR**

### **DATA ANALYSIS**

#### **4.0 Introduction**

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 40 respondents who represent the teachers of English at Sudan University and Alnileen University.

#### **4.1 The Responses to the Questionnaire**

The responses to the questionnaire of the 40 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

#### **4.2 Analysis of the Questionnaire:**

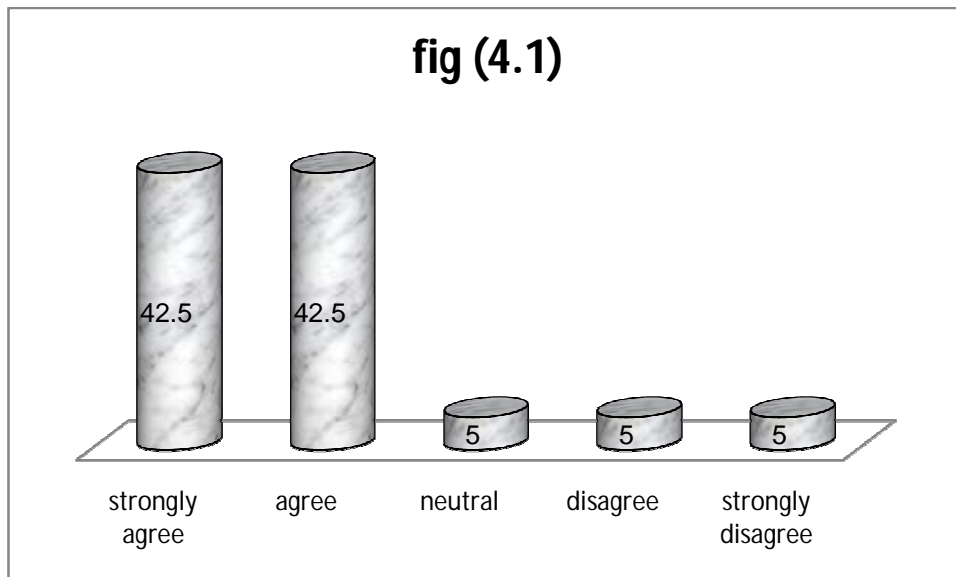
The researcher distributed the questionnaire on determined study sample (40), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

## Hypothesis (1 ) tertiary students face difficulties in writing composition

**Statement No.(1 ):**students do not well- organized in writing compositions

**Table No (4.1 )The Frequency Distribution for the Respondents’**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	17	42.5	42.5	42.5
Agree	17	42.5	42.5	85.0
Neutral	2	5.0	5.0	90.0
Disagree	2	5.0	5.0	95.0
strongly disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

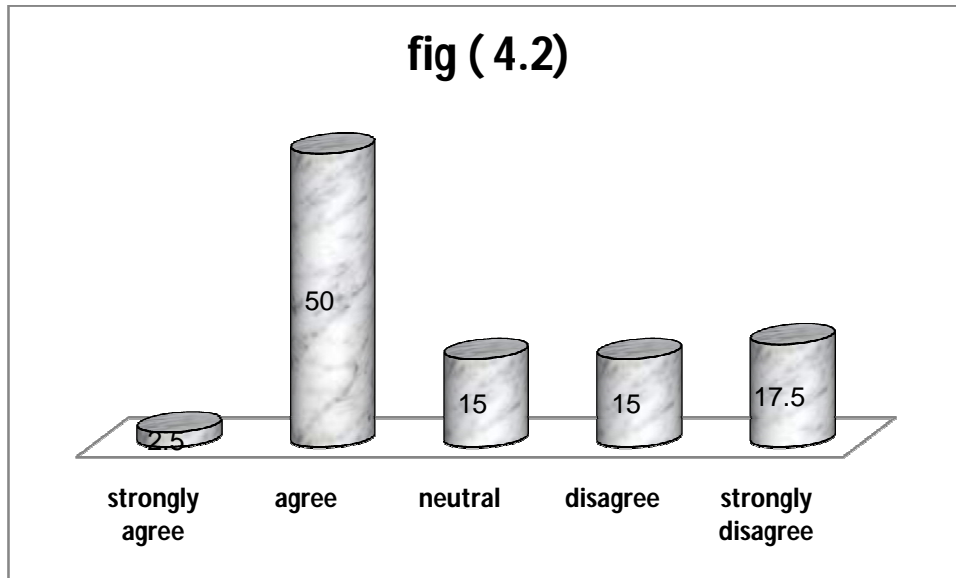


From the above table No.(4.1 ) and figure No (4.1 ) It is clear that there are (17) persons in the study's sample with percentage (42.5%) strongly agreed with "students do not well organize compositions ‘ power point use in teaching grammar". There are (17) persons with percentage (42.5%) agreed with that, and (2) persons with percentage (5.0%) were not sure that, and (2) persons with percentage (5.0%) disagreed. and (2) persons with 5% are strongly disagree.

**Statement No.(2 ):**students write disconnected paragraph

**Table No (4.2 ) The Frequency Distribution for the Respondents**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	1	2.5	2.5	2.5
agree	20	50.0	50.0	52.5
neutral	6	15.0	15.0	67.5
disagree	6	15.0	15.0	82.5
strongly disagree	7	17.5	17.5	100.0
Total	40	100.0	100.0	

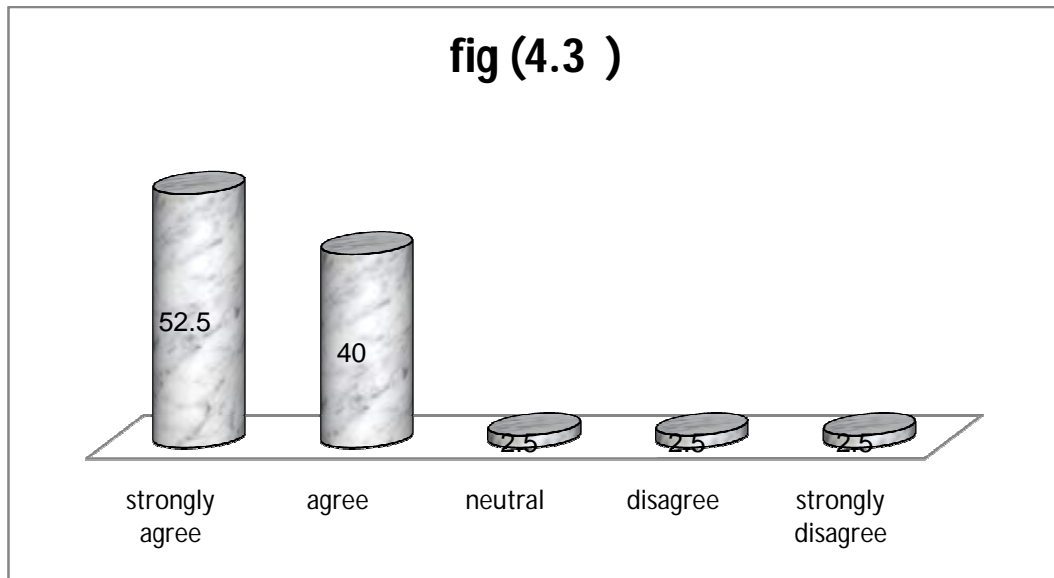


From the above table No.(4.2) and figure No ( 4.2) It is clear that there are (1) persons in the study's sample with percentage (2.5%) strongly agreed with "students write disconnected paragraph respond to the lecture ". There are (20) participants with percentage (50.0%) agreed with that, and (6) participants with percentage (15.0%) were not sure that, and (6) persons with percentage (15.0%) disagreed. and (7)participants with 17.5% are strongly disagree.

**Question No.(3):**students do not know the steps of writing compositions

**Table No ( 4.3) The Frequency Distribution for the Respondents**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	21	52.5	52.5	52.5
Agree	16	40.0	40.0	92.5
neutral	1	2.5	2.5	95.0
disagree	1	2.5	2.5	97.5
strongly disagree	1	2.5	2.5	100.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>100.0</b>	

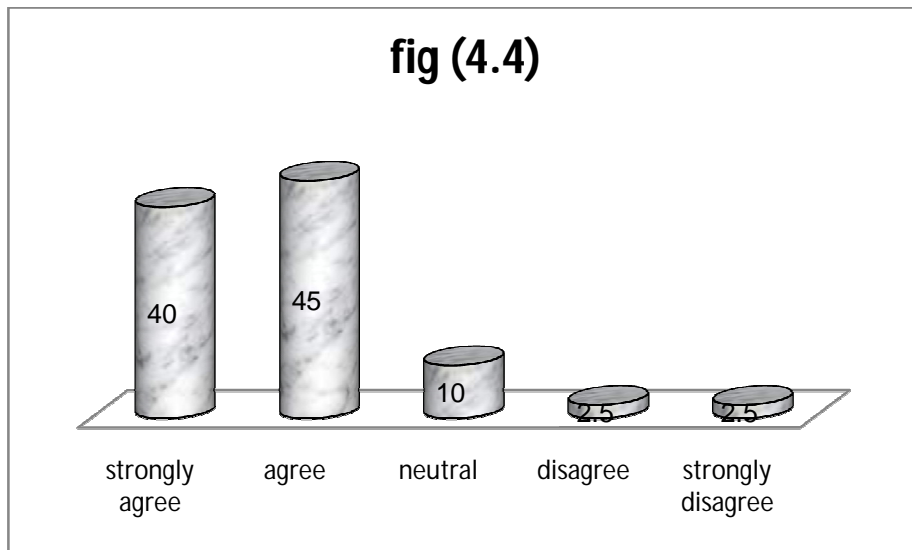


from the above table No.(4.3 ) and figure No (4.3 ) It is clear that there are (21) persons in the study's sample with percentage (52.5%) strongly agreed with "students do not know the steps of writing compositions". There are (16) persons with percentage (40.0%) agreed with that, and (1) persons with percentage (2.5%) were not sure that, and (1) persons with percentage (2.5%) disagreed. and (1) persons with 2.5% are strongly disagree.

**Question No.(4 ):**students do not know the type of composition

**Table No (4.4 ) The Frequency Distribution for the Respondents**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	40.0	40.0	40.0
agree	18	45.0	45.0	85.0
neutral	4	10.0	10.0	95.0
disagree	1	2.5	2.5	97.5
strongly disagree	1	2.5	2.5	100.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>100.0</b>	

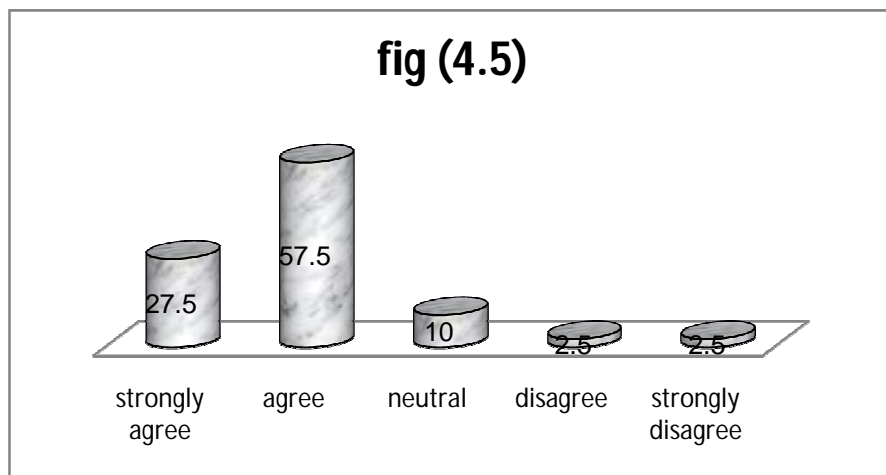


From the above table No.( 4.4) and figure No ( 4.4) It is clear that there are (16)participants in the study's sample with percentage (40.0%) strongly agreed with " students do not know the type of composition ". There are (18) participants with percentage (45.0%) agreed with that, and (4) participants with percentage (10%) were not sure that, and (1)participants with percentage (2.5%) disagreed. and (1) participants with 2.5% are strongly disagree.

**Hypothesis (2) vocabulary use spelling training are the source of problem statement No.(5):students do not follow the steps of writing**

**Table No (4.5 ) The Frequency Distribution for the Respondents**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	11	27.5	27.5	27.5
agree	23	57.5	57.5	85.0
neutral	4	10.0	10.0	95.0
disagree	1	2.5	2.5	97.5
strongly disagree	1	2.5	2.5	100.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>100.0</b>	

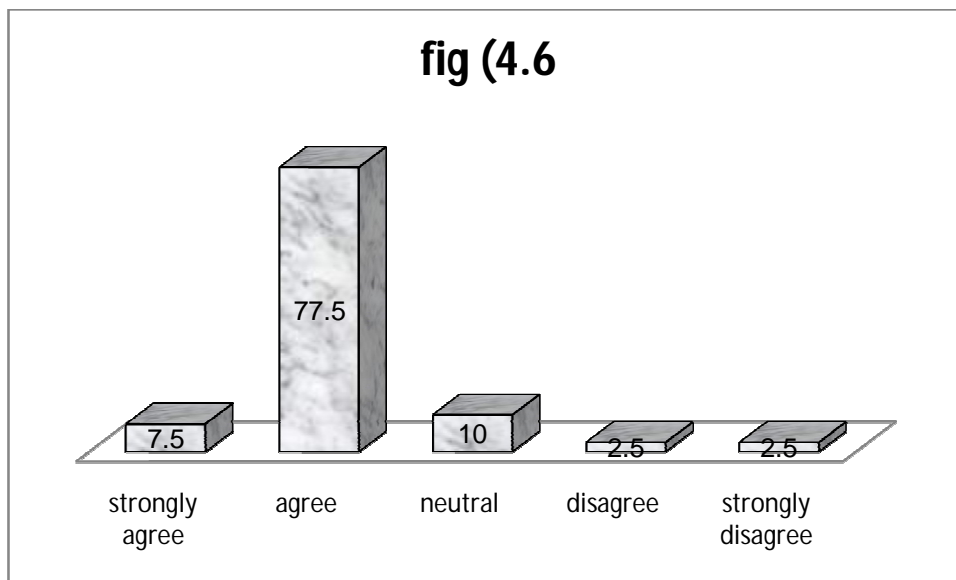


From the above table No.(4.5 ) and figure No (4.5 ) It is clear that there are (11) persons in the study's sample with percentage (27.5%) strongly agreed with " Power point give you ability to project a test or quiz questions discuss it with the class ". There are (23) persons with percentage (57.5%) agreed with that, and (4) persons with percentage (10%) were not sure that, and (1) persons with percentage (2.5%) disagreed. and (1) persons with 2.5% are strongly disagree.

**Statement No.(6 ):students lack of vocabulary**

**Table No ( 4.6) The Frequency Distribution for the Respondents**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	3	7.5	7.5	7.5
Agree	31	77.5	77.5	85.0
neutral	4	10.0	10.0	95.0
disagree	1	2.5	2.5	97.5
strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	



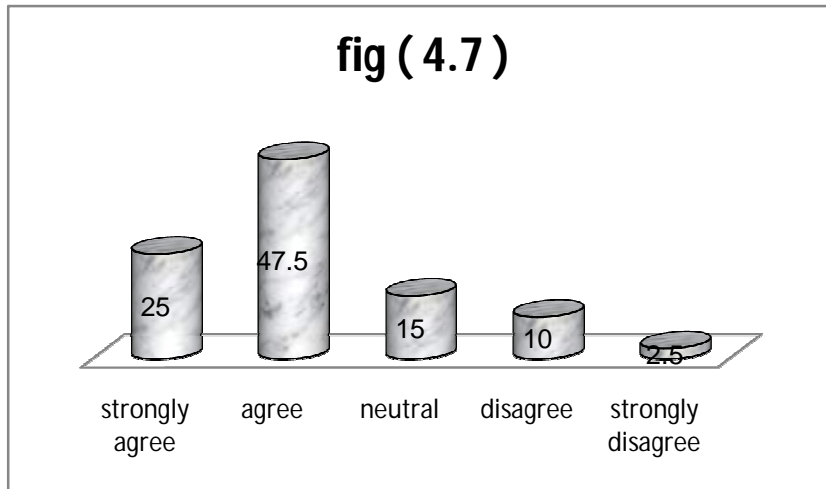
From the above table No.(4.6 ) and figure No ( 4.6) It is clear that there are (3) persons in the study's sample with percentage (7.5%) strongly agreed with " Power points presentation can significantly improves E F L student's grammar knowledge ". There are (31) persons with percentage (77.5%) agreed with that, and (4) persons with percentage (10%) were not sure that, and (1) persons with percentage (2.5%) disagreed. and (1) persons with 2.5% are strongly disagree.

**Statement No.(7):**students fail to join ideas



**Table No (4.7 ) The Frequency Distribution for the Respondents**

Valid	Frequenc y	Percent	Valid Percent	Cumulative Percent
strongly agree	10	25.0	25.0	25.0
Agree	19	47.5	47.5	72.5
Neutral	6	15.0	15.0	87.5
Disagree	4	10.0	10.0	97.5
strongly disagree	1	2.5	2.5	100.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>100.0</b>	



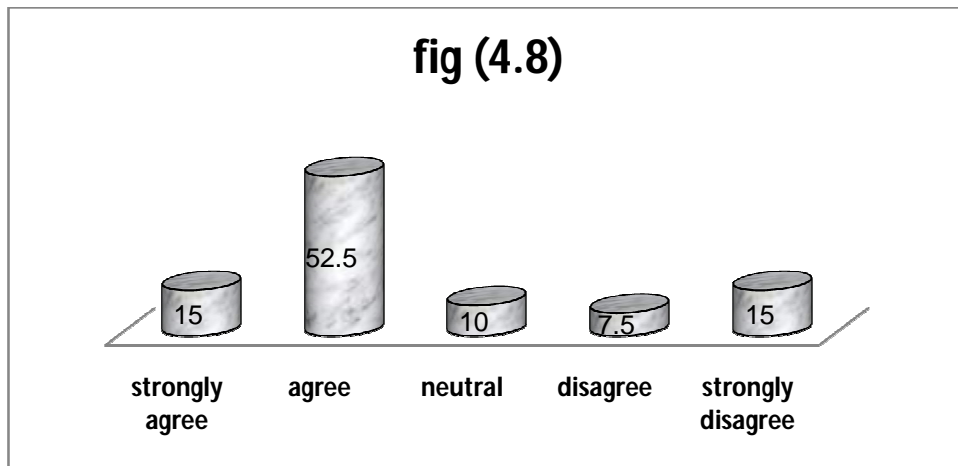
From the above table No.(4.7) and figure No (4.7 ) It is clear that there are (10) persons in the study's sample with percentage (25.0%) strongly agreed with students fail to join ideas ". There are (19) persons with percentage (47.5%) agreed with that, and (4) persons with percentage (15%) were not sure that, and (6) persons with percentage (10%) disagreed. and (1) persons with 2.5% are strongly disagree.

**Teachers are well trained to teach tertiary students writing composition**

**Statement No.(8 ):**many teachers of English are not well trained to teach writing composition

**Table No ( 4.8) The Frequency Distribution for the Respondents**

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly agree	6	15.0	15.0	15.0
	agree	21	52.5	52.5	67.5
	neutral	4	10.0	10.0	77.5
	disagree	3	7.5	7.5	85.0
	strongly disagree	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

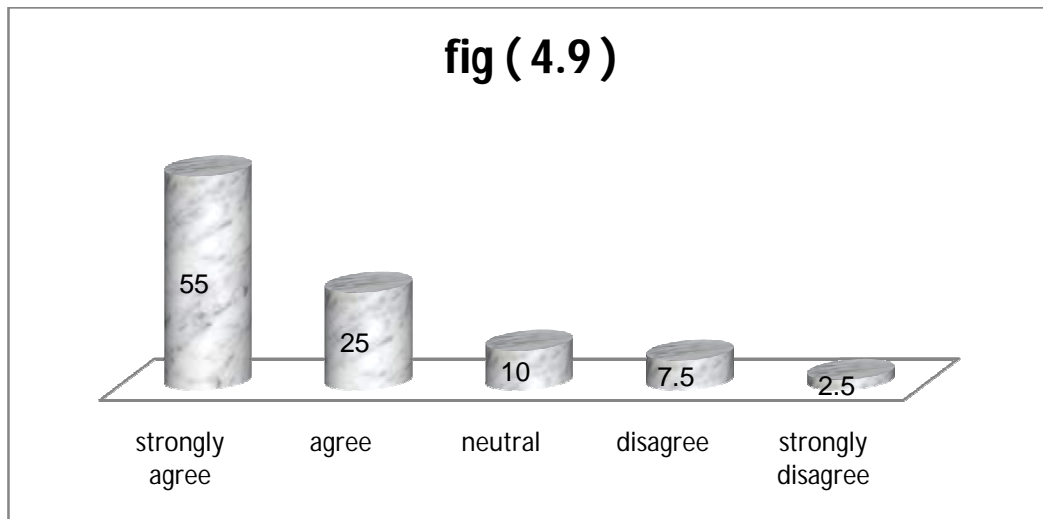


From the above table No.(4.8 ) and figure No (4.8 ) It is clear that there are (6) persons in the study's sample with percentage (15.0%) strongly agreed with " many teachers of English are not well trained to teach writing composition ". There are (21) persons with percentage (52.5%) agreed with that, and (4) persons with percentage (10%) were not sure that, and (3) persons with percentage (7.5%) disagreed. and (6) persons with 15.0% are strongly disagree.

**Statement No.(9 ):**teachers of English are not aware enough to student's problems in composition

**Table No (4.9 ) The Frequency Distribution for the Respondents**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	22	55.0	55.0	55.0
agree	10	25.0	25.0	80.0
neutral	4	10.0	10.0	90.0
disagree	3	7.5	7.5	97.5
strongly disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	



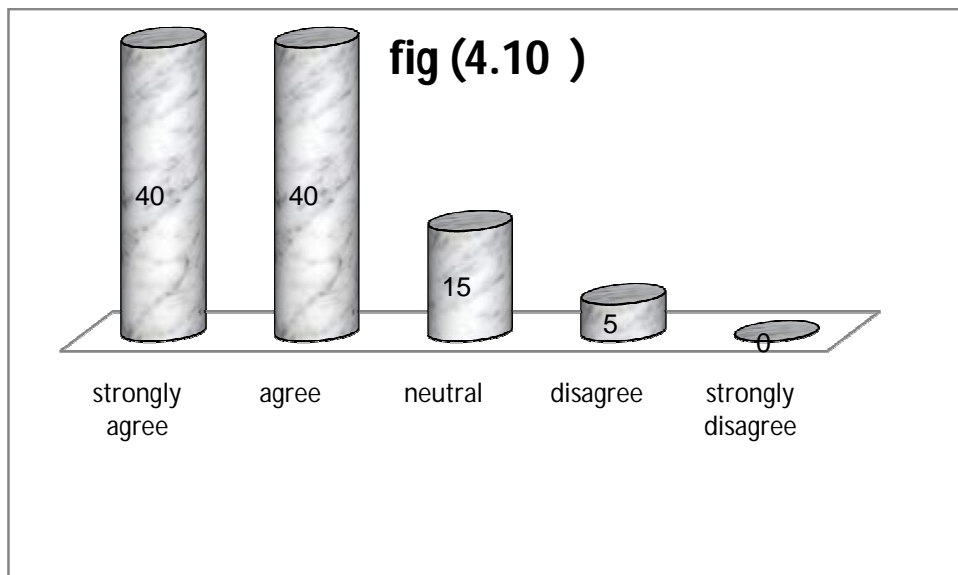
From the above table No.(4.9 ) and figure No ( 4.9) It is clear that there are (22) persons in the study's sample with percentage (55.0%) strongly agreed with " teachers of English are not aware enough to student's problems in composition ". There are (10) persons with percentage (25.0%) agreed with that, and (4) persons

with percentage (10%) were not sure that, and (3) persons with percentage (7.5%) disagreed. and (1) persons with 15.0% are strongly disagree.

**Statement No.(10):**teachers of English do not make lesson plan before writing lessons

**Table No ( 4.10) The Frequency Distribution for the Respondents**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	16	40.0	40.0	40.0
agree	16	40.0	40.0	80.0
neutral	6	15.0	15.0	95.0
strongly disagree	2	5.0	5.0	100.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>100.0</b>	

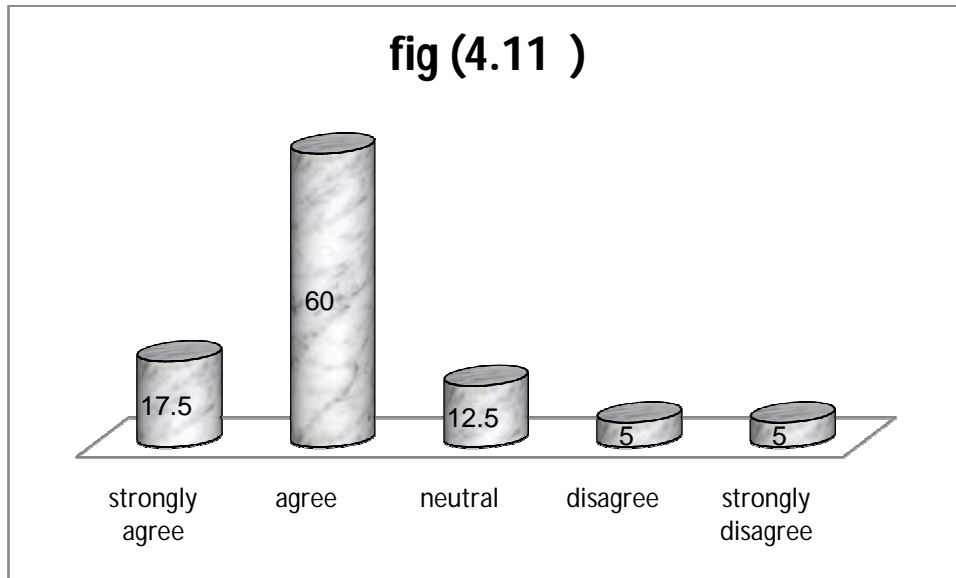


From the above table No.(4.10 ) and figure No (4.10 ) It is clear that there are (16) persons in the study's sample with percentage (40.0%) strongly agreed with " teachers of English do not make lesson plan before writing lessons ". There are (16) persons with percentage (40.0%) agreed with that, and (6) persons with percentage (15%) were not sure that, and (2) persons with percentage (5%) strongly disagreed. and (0) persons with 0% are disagree.

**Statement No.(11):**teachers of English are not exposed to training and workshops on teaching writing composition

**Table No (4.11 ) The Frequency Distribution for the Respondents**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	17.5	17.5	17.5
agree	24	60.0	60.0	77.5
neutral	5	12.5	12.5	90.0
disagree	2	5.0	5.0	95.0
strongly disagree	2	5.0	5.0	100.0
<b>Total</b>	<b>40</b>	<b>100.0</b>	<b>100.0</b>	



From the above table No.(4.11) and figure No (4.11 ) It is clear that there are (7) persons in the study's sample with percentage (17.5%) strongly agreed with " teachers of English are not exposed to training and workshops on teaching writing composition ". There are (24) persons with percentage (60.0%) agreed with that, and (5) persons with percentage (12.5%) were not sure that, and (2) persons with percentage (5%) strongly disagreed. and (2) persons with 5% are disagree.

### 4.3 Verification of Hypotheses:

#### Hypothesis (1 ) tertiary students face difficulties in writing composition

**Table (4.12 ) : hypotheses testing using chi - square**

Nom.	Statement	mean	SD	Chi square	p-value
1	students do not well organize compositions	2.6	1.7	23	0.001
2	students write disconnected paragraph	2.6	0.8	22	0.000
3	students do not know the steps of writing compositions	2.4	0.9	25	0.001
4	students do not know the type of composition	2.4	1.5	35	0.005

- The calculated value of chi-square for the significance of the differences for the respondents' in all answers in the table (4.12 ) greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.33). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with all statements of the study and this mean our hypothesis is accepted.

#### Hypothesis (2) vocabulary use spelling training are the source of problem

**Table (4.13): Hypotheses testing using chi - square**

Nom.	Statement	mean	SD	Chi square	p-value
1	students do not follow the steps of writing	2.5	1.8	35	0.012
2	students lake of vocabulary	2.4	2.5	23	0.006
3	students fail to join ideas	2.4	2.3	22	0.007

- The calculated value of chi-square for the significance of the differences for the respondents' in all answers in the table (4.13 ) greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.33). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with all statements of the study and this mean our hypothesis is accepted.

**Teachers are well trained to teach tertiary students writing composition**

**Table (4.14): hypotheses testing using chi - square**

Nom.	Statement	mean	SD	Chi square	p-value
1	many teachers of English are not well trained to teach writing composition	2.7	1.2	34	0.005
2	teachers of English are not aware enough to student's problems in composition	3	1.2	32	0.005
3	teachers of English do not make lesson plan before writing lessons	3.1	1.7	16	0.004
4	teachers of English are not exposed to training and workshops on teaching writing composition	1.9	0.3	28	0.005

- The calculated value of chi-square for the significance of the differences for the respondents' in all answers in the table (4.14 ) greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.33). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with all statements of the study and this mean our hypothesis is accepted.



## **CHAPTER FIVE**

**SUMMARY OF RESULTS, RECOMMENDATIONS,  
SUGGESTIONS FOR FURTHER RESEARCH AND  
CONCLUSION**

## **CHAPTER FIVE**

### **SUMMARY OF RESULTS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUSION**

#### **5.0. Introduction**

Writing composition has been described as the most significant aspect of learning English language as a foreign language. This study sheds light on the writing composition which is considered to be one of the crucial topics in the field of English language. The researcher has attempted to outline a roadmap to reveal investigating difficulties that face students in writing composition. To fulfill the purpose of the study, the researcher applied one tool, namely, questionnaire. When one diagnoses the problems and the difficulties, it becomes easier to cure and remedy it as soon as possible by using the best strategy and technique. This chapter includes a summary of the research, discussing the results gained when applying the tool. Moreover, a brief recommendations and conclusion were given at the end of the chapter.

#### **5.1. Summary of the Results**

The results of this research study proved that there are difficulties that face students in writing composition. The results indicated that these effects vary regarding to students level. In following, the researcher summarizes these results:

- 1- Students do not well- organized in writing compositions.
- 2- Students do not know the steps of writing compositions.
- 3- Students do not know the type of composition.
- 4- Students do not follow the steps of writing composition.

- 5- Students lack of vocabulary.
- 6- Students fail to join ideas.
- 7- Many teachers of English are not well trained to teach writing composition.
- 8- Teachers of English are not aware enough to student's problems in writing composition.
- 9- Teachers of English do not make lesson plan before writing lessons.
- 10- Teachers of English are not exposed to training and workshops on teaching writing composition.

## **5.2. Recommendations**

In the light of the results of the present study, the following recommendations are presented. Those seem to be pertinent to EFL students and English teachers:

1. Teachers should raise awareness about the importance of writing composition.
2. EFL teachers in Sudan should be recommended to develop their technological ability and to give more attention to the writing composition.
3. EFL teachers in Sudan should use to teach writing composition inside the classroom. It is very important to give students class work.
4. Teachers should be encouraged by ministry of education so as to practice writing composition when teaching writing skill.
5. Writing composition is highly recommended to be integrated in the English curriculum in Sudan. Sudanese education policy should recommend teachers to use English writing composition effectively.
6. Language teachers increasingly should use techniques of writing composition

7- Writing composition should be introduced by teachers role inside the classroom.

8- Teachers should consider providing their students with writing texts before class to increase students' engagement.

9- Writing composition should increase confidence and getting better marks in examination of composition.

### **5.3. Suggestions for Further Research**

The present study presents the following suggestions for further research:

1- Investigating difficulties that encounter students in writing essay.

2-Exploring the problems faced by students in developing reports writing

### **5.4. Conclusion**

As seen above, the researcher has summarized the chapter including summary of results, recommendations, suggestions for further research and conclusion. Learners should be well- trained in developing writing composition. On the other hand, teachers of English should be trained by ministry of education so as to teach writing composition effectively.

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# APPENIX ( I )

## Questionnaire

Dear teacher,

As a part of a project on developing written English, I would be grateful if you kindly, complete this questionnaire about the Investigating Difficulties that Face Tertiary Students in Writing Composition. The questionnaire is designed for the teachers of English language at secondary schools in Karri Locality.

### (Personal information)

Name /optional .....

Gender    male                                            female                     

### Academic background:

a- BA                          b- MA                          c-PhD                     

### Years of experience:

a- 0-5                          b- 6-10                          c- more than 10   

1. Tertiary students face difficulties in writing composition.

Statements	Strongly agree	Agree	neutral	Strongly disagree	Disagree
Students do not write organized composition					
Students write disconnected paragraphs					
Students do not know the steps of writing composition					
Students do not know the types of composition					



2. Mistake of vocabulary and spelling are the sources of problems.

Statements	Strongly agree	Agree	neutral	Strongly disagree	Disagree
Students lack of vocabulary					
Students are grammatically ignorant					
Students always fail to join ideas					

3. Teachers are not well trained to teach tertiary students in writing composition

Statements	Strongly agree	Agree	neutral	Strongly disagree	Disagree
Some teachers of English are not aware enough to students problems in composition.					
Teachers of English do not make lesson planning before teaching writing composition.					
Teachers of English are not exposed to training workshops on teaching writing composition.					