



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



**Investigating the Effects of Reading Ability on English
Paragraph Writing among Sudan University Students**

**تقصي أثر القراءة علي كتابة الفقرة لدى طلاب جامعة السودان للعلوم
والتكنولوجيا**

A case Study upon Second Year Students at Languages College

**A Thesis Submitted in Partial Fulfillment of the Requirements
for M.A degree in English Language (Applied Linguistics)**

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DEDICATION

To my mother, to the soul of my father and the all the beloved family members.

ACKNOWLEDGEMENTS

I would like to express my utmost gratitude to Dr. Hillary Marino Pitia who guided me throughout this study. I would also like to extend my thanks to my friends and colleagues for their help. Appreciation is particularly extended to Dr. Muntasir Hassan, Dr. Abdel-karim Kakoum and Dr. Alsadig Osman for reviewing the test.

ABSTRACT

This study aimed at investigating the effects of reading ability on paragraph writing among Sudan University Students. In this study the descriptive, analytical method has been used. To collect data the researcher used the test as an instrument. This study concluded that reading ability has effects on paragraph writing skills. The most important results of this study are: Reading ability has positive effects on the students writing performance; also the students are encountered by many difficulties in writing well developed paragraphs without reading. The researchers concludes that teachers should be well trained and have abilities to teach writing skill, teaching writing skill should be through using pictures to facilitate writing in a good way. Finally, the researcher concludes that, reading skill can help students in develop writing skill. It is therefore writing should be taught in connection with reading it should be taken in account.

ARABIC VERSION ABSTRACT

هدفت هذه الدراسة لتقصي أثر مهارة القراءة على كتابة الفقرة بين طلاب جامعة السودان للعلوم والتكنولوجيا. أعتمد الباحث المنهج الوصفي التحليلي واستخدم الاختبار في تجميع البيانات. بينت هذه الدراسة ان لمهارة القراءة أثر كبير على كتابة الفقرة. توصل الباحث للنتائج الآتية: ان لمهارة القراءة آثار ايجابية على اداء الطلاب وايضا انهم واجهوا بعض الصعوبات في الكتابة دون قراءة الفقرة. ويوصي الباحث بضرورة تدريب المعلمين وامتلاكهم القدرات لتدريس مهارة الكتابة التي ينبغي ان تكون من خلال استخدام الصور لتسهيل الكتابة بصورة افضل. واخيرا اقترح الباحث ان مهارة القراءة تساعد الطلاب على الكتابة بطرق متعددة.ايضا ان الكتابة مهارة مهمة جدا ويجب ان تؤخذ بعين الاعتبار.

THE TABLE OF CONTENTS

NO	TOPICS	Page No
	Dedication	I
	Acknowledgments	II
	Abstract	III
	Arabic Version Abstract	IV
CHAPTER ONE		
1.0	INTRODUCTION	1
1.1	Statement of the Research	2
1.2	Significance of the Research	2
1.3	Questions of the Research	3
1.4	Hypotheses of the Research	3
1.5	Objectives of the Research	4
1.6	Methodology of the Research	4
1.7	The Scope of the Research	4
CHAPTER TWO		
LITERATURE REVIEW AND PREVIOUS STUDIES		
2.0	INTRODUCTION	5
2.1	The Nature of Writing	6
2.2	Definition of Writing	7
2.3	The Importance of Writing	7
2.4	A Brief History of Writing and Reading Research	9
2.5	Writing and Reading Relationships	12
2.6	Definition of a Paragraph	12
2.7	The Components Of Paragraph	13
2.8	Previous Studies	15
2.9	Study One	15
2.10	Study Two	15
2.11	Study Three	16
2.12	Study Four	16

CHAPTER THREE		
METHODOLOGY OF THE RESEARCH		
3.0	INTRODUCTION	18
3.1	Methodology of the Research	18
3.2	The Study Population	18
3.3	Sampling of Data Collection	19
3.4	Data Collection Procedure	19
3.5	The Validity and Reliability of the Tool	19
CHAPTER FOUR		
DATA ANALYSIS AND RESULTS		
4.0	INTRODUCTION	21
4.1	Test Analysis, Discussion and Results	21
4.2	Students Test Analysis	22
CHAPTER FIVE		
SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND FURTHER STUDIES		
5.0	INTRODUCTION	23
5.1	Summary of the Study	23
5.2	Conclusion of the Study	34
5.3	Recommendations of the study	35
5.4	Suggestions for Further Studies	35
	REFERENCES	36
	APPENDIX	38

CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Background of the study:

Reading is a very complex process which requires an active participation on the part of the reader. Reading is a thinking process in which it requires the reader to understand and perhaps to use different skills in gaining the information from the text such as inferring, questioning, predicting, and drawing conclusions.

Reading involves many complex skills that have to come together in order for the reader to be successful. For example, proficient readers recognize the purpose for reading, approach the reading with that purpose in mind, use strategies that have proven successful to them in the past when reading similar texts for similar purposes, monitor their comprehension of the text in light of the purpose for reading, and if needed adjust their strategy use. Proficient readers know when unknown words will interfere with achieving their purpose for reading and when they won't. When unknown words arise and their meaning is needed for comprehension, proficient readers have a number of word attack strategies available to them that will allow them to interpret the meaning of the words to the extent that they are needed to achieve the purpose for reading. (Daniels, Peter & Bright, William, *World's Writing Systems*, p.3 (Oxford University Press, 1996).

Writing on the other hand, is the learned process of shaping experience into text, allowing the writer to discover, develop, clarify and communicate thoughts and feeling. It requires the development of thinking skills. The result of this research should be able to open their mind towards the

importance of reading to improve their writing performance and motivate them to read more. Besides that, the students could see the difficulties in writing that they might face if they do not have the habit of reading.

1.1 The Statement of the Research problem:

At the higher level of education, writing is one of the language skills that students should perform. Usually a good reader makes a good piece of writing. This statement sufficiently shows that reading and writing have their own connection and share a very close relationship with each other.

Reading and writing are two skills which complement each other. However, many students do not realize the existence of connection between reading and writing and how those skills influence each other.

They are therefore not aware that reading can actually help them develop writing skills. Therefore, this research aimed at investigating the effects of reading on the students writing performance. Thus it will shed light on developing reading skill and its effects on student's writing ability objectives.

1.2 Significance of the research:

By conducting this research, it is hoped that the students will be aware of reading ability can benefit them in writing. Therefore, they will acknowledge that there is a connection between reading and writing performance. Perhaps later on the students will make reading as their hobby in their spare time.

This research could also provide us with the knowledge of the benefits of reading and how reading can improve their writing performance. This could shed some light for the teachers to help the students improve their writing performance. The Syllabus designers can make use of skills that can design or create activities for the students to help them to improve their writing which involves the reading skills.

1.3 Questions of the Research:

This study sets out to answer the following questions:

- 1- To what extent does developing reading skill affect student's paragraph writing performance?
- 2- To what extent is writing performance linked to reading ability?
- 3- Which one is more difficult, developing reading ability or writing skills?

1.4 The Hypotheses of the Research:

- 1- Developing reading skill affects significantly student's paragraph writing performance.
- 2- Student's writing performance is linked to developing reading ability
- 3- Developing students writing performance is regarded as the most difficult skill.

1.5 Objectives of the Research:

- 1- To examine whether developing reading skill affects students writing performance.
- 2- To examine whether writing performance is linked to reading ability.
- 3- To illustrate that developing students writing performance is the most difficult skill.

1.6 Methodology of the Research:

This study utilized both the descriptive and analytical research method. The main instrument used for data collection in this study was a test. The population of the study is the students of the second year at Sudan University.

1.7 The tools of the Research:

The subjects selected for this study are the second year students in Sudan University of Science and Technology, College of Languages. The subjects were randomly chosen to participate in this study. A test divided to the thirty students at the second year at the end of the academic year of the study 2017-2018.

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction:

The dating of the beginning of human language is not easy, but we have a clear picture of the relevant interval for the upper and lower boundaries. There were hominids with a human-like vocal tract as early as 200,000 B.C, but they probably did not have a sufficiently developed nervous system to control it until about 100,000 B, C Evidence regarding Neanderthals (70,000-35,000 BMC) is not clear as to human language capacities; most experts believe that the essential features of human language were in place at least by the time of Cro-Magnon.

Nothing that we can call writing, however, evolved before about 3000 B, C. In other words, spoken human language seems to have been around from at least 30,000-50,000 years before writing was invented. The domestication of plants and animals , the invention of pottery making , the development of new technologies of grinding and polishing in the manufacture of stone tools all of these occurred some five or six thousand years before writing was invented. In this historical and evolutionary sense, then, spoken language has been prior to written language. It is true, too, that writing systems were based on spoken languages. Spoken language is prior to written language as well in the life of every human being who becomes literate: ability to produce and comprehend written language comes later than these abilities in the spoken language. Further, whereas all human beings of even quite low become competent native speakers, not everyone is able to acquire similar

competence in the derivative, written, medium. Spoken language does not have to be taught; written language, by and large, does.

2.1 The Nature of Writing:

Broughton and et.al (1980:11) explain that, when we write we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of speaking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot as we do in conversation interact with the listeners and adapt as we go along. For this reason, the conversation and the language which is used tend to be standardized. Broughton and et.al (1980:23) point out that if the goal of the English teacher is to enable students to produce accurate and appropriate written English, so these aspects should be considered:

- Mechanical problems with the script of English.
- Problems of accuracy of English grammar and lexis.
- Problems of relating the style of writing to the demands of particular situation.
- Problems of developing ease and comfort in expressing what need to be said. However, writing that occurs in the foreign language classroom is primarily concerned so much with developing writing skills as with reinforcing the teaching of particular structures. This very often consists of copying down sentences in order to establish patterns which have just been orally presented. While an activity may have a general teaching purpose, it is

distinct in intention for work which aims at teaching students to write effectively.

2.2 Definition of writing:

A system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer. (Daniels, Peter & Bright, William, World's Writing Systems.

Writing is a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system. (Coulmas, Florian, the Blackwell Encyclopedia of Writing Systems.

All writing systems use visible signs with the exception of the raised notation systems used by blind and visually impaired people, such as Braille and Moon. In *A History of Writing*, Steven Roger Fischer argues that no one definition of writing can cover all the writing systems that exist and have ever existed. Writing systems are both functional, providing a visual to represent language, and also symbolic, in that they represent culture and peoples.

2.3 The Importance of Writing:

Writing has many different purposes; these purposes can be classified into different types, according to the kind of study, by different researchers. Here the researcher chooses Hedge's classification of the purposes of writing into three main types.

1 -Academic purposes.

2- Technical purposes.

3- Enemerd purposes.

According to Hedge (1988 p,8) students need to write and to practice various forms and foundation, throughout producing written. They need time in the classroom for writing, the teachers' task is to select or design activities which support them through the process of producing a piece of writing. The skills that writer need include:

1- Getting the grammar right.

2- Having arrange of vocabulary.

3- Punctuating meaningful.

4- Using the convincing of layout correctly.

5- Spelling accurately.

6- Using arrange of sentence structures.

7- Linking ideas and information across sentences to develop a topic.

8- Developing and organizing the content clearly and convincingly.

Features of effective writing:

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

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

These features are not just criteria for assessing writing; they also help students with a frame work for reading and improving their own writing to make the matter so clear, it is better to look at these features.

2.4 A Preview of Writing and Reading Research:

Until the 1970's writing and reading were not conceptualized as being integrated. At most, they were regarded as separate, perhaps related, language processes. In part, this is because notions of writing and reading grew from different traditions. Taking an historical look back, one sees a conceptual and disciplinary schism between scholarship in writing and reading. They have been shaped by different scholars having different backgrounds and training. Writing, as an academic subject, is deeply rooted in classic Aristotelian rhetoric. Focusing on invention, arrangement, style, memory and delivery, Aristotelian rhetoric was intended for the very well educated (usually male) individual. It "dominated course work in American colleges during the 18th century and was modeled after the curriculum already taught in English universities" (Langer & Allington, 1992, p. 688). By the 1800's the work of Campbell (1963 [1776]) and Blair's (1965 [1783]) belles-lettres view of rhetoric became widespread in the United States, "bringing appreciation of the art of writing into the commonplace tradition" (Langer & Allington, 1992, p. 688). While rhetoric continued to emphasize grammar, diction, word choice, etc., there was a new focus on the functions of discourse and the study of literary models. Toward the end of the 19th

century these traditional notions of writing were challenged by practical, functional views of writing and by the progressive movement. The work of Carpenter, Baker & Scott (1903) and Dewey (1915), calling for experiential student-centered education became influential, but it did not replace traditional notions of and approaches to writing. Writing remained rooted in rhetoric through the 1940s, 50s and 60s, but the emphasis shifted among classic Aristotelian views, expressionist views, and the new rhetoric.

The early history of reading follows a different course. "Tradition in reading curriculum relied on British notions of primary instruction (for method), on religion (for content), and by the later 1800's on scientific experiments (for theory)" (Langer & Allington, 1992, p. 694). Progressive views emphasizing the individual learner and student centered instruction affected reading, but by the early 1900's reading were already deeply rooted in psychological research. In fact, "the combined effects of the expanding scientific research base and the application of management principles to the organization of schools seemed to overwhelm the influence of the progressive reading educators" (Langer & Allington, 1992, p. 695).

Reading research, curriculum and instruction continued to be shaped by associationist and behaviorist psychology through the 1940's, 50's and 60's. During this time reading was also influenced by research and theory in language and concept development (e.g., Bloom, 1971; Bruner, 1960, 1966; Inhelder & Piaget, 1958), linguistics (e.g., Bloomfield, 1942; Fries, 1963), and psycholinguistics (e.g. Goodman, 1967; Smith 1971). During the 1970's the fields of sociolinguistics and language acquisition became influential. Cognitive psychology and constructivist perspectives began to shape reading

research as attention began to shift toward the meaning construction that occurs during reading and toward the interactions between reader and text.

Due to their different beginnings, research traditionally approached writing and reading as distinct areas of exploration. The 1980's marked a change in focus. Research began to examine the relationships between writing and reading as cognitive and social processes. Throughout the last decade, research has maintained its interest in writing and reading as separate but interdependent and interrelated acts, while interest in literacy, has grown steadily. Distinctions are now made between "literacy as the act of writing and reading and literacy as a way of thinking and speaking (Langer 1987). Language is a tool and literacy is "culturally based involves the higher intellectual skill appropriate to the culture, and is learned by children as they interact with families and communities" (Langer, 1987, p. 2). Langer's sociocognitive view of literacy is fully compatible with the distinction Collins (1995) makes between "a universalist or autonomous literacy, seen as a general, uniform set of techniques and uses of language, with identifiable stages and clear consequences for culture and cognition, and relativist or situated literacy's, seen as diverse, historically and culturally variable practices with texts" (Collins, 1995, p. 75-76). In light of these expanded views, literacy research has a broader scope. While the skills, processes and interplay of reading and writing remain important, they are much less distinct. Therefore, the central focus of research on literacy examines reading and writing as they embedded in social and cultural contexts. Influenced by the field of anthropology and the methods of ethnographic research, literacy studies now explore how, when and where

reading and writing are used, by whom and for what purposes. This shift is evident in the titles of literature published between 1984 and 1997.

2.5 Writing and Reading Relationships

Writing and reading have long been considered to be related activities. Along with listening and speaking, they have been treated by educators as essential components of the English Language arts.

Reading and writing development are characterized by gradually more sophisticated rule-governed representations, and that the learner is an active problem-solver who is influenced by background knowledge, text, and context. Writing and Reading were regarded as related language processes. Loban (1963), in his important longitudinal study of students' reading and writing development across 4th, 6th, and 9th grades, indicated a strong relationship between reading and writing as measured by test scores. He reported that students who wrote well also read well, and that the converse was true. Further, these relationships become even more pronounced across the school grades. All studies that sought to improve writing through reading instruction were ineffective.

2.6 Definition of a Paragraph

A paragraph is a set of related sentences dealing with a single topic; a paragraph is a series of sentences that develop one idea. It is the fundamental unit of composition. A paragraph also is a unit of writing in a larger body of work. It is also a component of fictional prose and non-fiction writings.

Paragraph should contain the following:

a) Unity : a paragraph is unified when it states only one central idea that is developed by all other statements in the paragraph, the entire paragraph

should comment itself with a single idea , an effective paragraph has unity that is , the sentences combine to produce a single , complete unit .

b) Coherence: coherences are the trait that makes the paragraph easily understandable to a reader, coherence is a reasonable connection between ideas agreements, and they must be arranged in a logical order. In coherent paragraph, paragraphs that make sense and are easy.

2.7 The Components of Paragraph:

Paragraphs have three principal parts:

1- Topic Sentence

2- Supporting Sentence

3- Concluding Sentence

The Topic Sentence

Atopic sentence is the first sentence of the body paragraph. Not only is a topic sentence the first sentence of a paragraph, but, more importantly, it is the most general sentence in paragraph, that mean there are not many details in the sentence. Simply put, the topic sentence introduces the topic of the paragraph. A good topic sentence will be broad enough to allow for explication but narrow enough that it does not require a paragraph that is too long. For example:

My hometown is famous for several amazing natural features. First, it is noted for the Kara River, which is very wide and beautiful. Also, on the other side of the town is Kara Hill, which is unusual because it is very steep.

The Supporting Sentence

Supporting sentence is the sentence between the topic sentence and the concluding sentence. The supporting sentence “supports” the topic sentence. That is, they explain and elaborate the point of the paragraph. Paragraph in English often have more than two supporting ideas.

For example:

My hometown is famous for several amazing natural features. **First, it is noted for the Kara River, which is very wide and beautiful. Also, on the other side of the town is Kara Hill, which is unusual because it is very steep.**

The Concluding Sentence

Concluding sentence is the last sentence in the paragraph which summarizes the information that has been presented. It should concisely end the paragraph and transition to the next paragraph, if appropriate. Not all academic paragraphs contain concluding sentences, especially if paragraph is very short. However, if your paragraph is very long, it is a good idea to use a concluding sentence. For example:

My hometown is famous for several amazing natural features. First, it is noted for the Kara River, which is very wide and beautiful. Also, on the other side of the town is Kara Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. **This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.**

2.8 Previous Studies:

2.9 Study one:

Ahmed, A.N. (1999) this study was conducted to investigate the effects of extensive reading on writing among Faculty of Civil engineering students. A total of twenty students from the Faculty of Civil Engineering had been identified and selected for the purpose of this research. This group of students is taking an English language course that is Advanced English for Academic Communication. There were two writing sessions. The first session required the students to write an essay according to the topic given without reading the materials on related topic. Then, they were required to answer the questionnaire regarding their personal views on writing without reading text. On the other hand, in the second session of writing, the students were given a text to read and later produced a mind map based on their understanding of the text. The text then was taken and they were asked to write an essay on the given topic. They were required to answer the questionnaire regarding their personal views on writing with reading text. Observation was also made during both writing sessions. The results showed that reading has positive effects on the students writing. The findings of this study were discussed and recommendations for future

2.10 Study two:

Ali, M.S. (2013) this study aims at investigating the effect on an extensive Reading was also suggested. Reading program on the writing performance of Saudi EFL university students. The sample of the study consisted of 48 students randomly chosen from King Saud University College of languages and Translation and assigned to experimental and control groups of 24 students each. Data of the study were collected within two months period via

a pre-posttest design for equivalent groups. The control group was taught by the regular teacher with the direct administration of the researchers, however, the experiment group was taught by the researchers. The researchers assessed the effect of the extensive reading program on the writing performance of the Saudi EFL university students. Results showed that the experiment group outperformed the control group on the measure. This indicated that the extensive reading program may have a significant positive effect on learners' writing performance.

2.11 Study Three:

Marwa, H.A. (2013) The purpose of this study is to investigate problems experienced by English students, third years, Sudan University, college of education, in writing paragraph. Population of this study consisted of Sudan University, English students, third year, college of education, the questionnaire exposed the difficulties they had students in writing paragraph. To achieve the goals of this study, the questionnaire pointed out problems and difficulties facing the students in writing paragraph.

Finally, the researcher recommends that the teachers should use modern teaching developed aids such as, flash card, projects to facilitate the process of writing. Teachers have to exert efforts to develop students' abilities in writing by using good methods and should try as possible as they could to be creative in offering investigating and useful writing activities for students so as to develop their working skill.

2.12 Study Four:

Osama, M.N. (2008). This study attempted to investigate the possibilities offered by the integration of the Web-Based Instruction with the methods of teaching English at university level and its impact on developing EFL

students Reading and writing skills. The essential goal of the research was to explore the issue of using web-based resources and materials to enhance teaching strategies and delivering of courses materials. The importance of the research lies in the fact that, the applications of web-based instructions for improving teaching strategies have drastically altered the ways in which English language should be taught. The most important question addressed was: How does web-based Instruction affect development of EFL Students Reading and Writing? The research adopted the empirical methods in which two different kinds of treatments have been implemented with two different groups (Control & Experimental) at three universities:

Sudan University of Science and Technology, Gedaref University and University of Gazira. The main result generated from the analyses made, indicated that there are statistically significant differences between the two groups in terms of their achievements in the favor of experimental group. The findings encouraged the researcher to suggest that web-based materials and resources should be widely integrated along with the methods of teaching English to attain the desired outcomes. The researcher strongly recommended that CALL should be taught as a specialized course for EFL students at Sudanese universities.

CHAPTER THREE
METHODOLOGY OF THE RESEARCH

CHAPTER THREE

METHODOLOGY OF THE RESEARCH

3.0 INTRODUCTION:

This chapter describes the methodology that the researcher has adapted. Thus, it provides a full description of the instrument that was employed for data collection needed for the study, the reliability of this instrument and the procedure for collecting the data. The chapter also describes the population of the study and sampling technique used.

3.1 Methodology of the Study:

The researcher adopted mixed analytical descriptive method to the present study. He aims to investigate the effects of reading on writing performance among the Sudan University Students.

3.2 The study Population and Sampling:

A Definition of population in full details helps other researcher to know if the findings of the study are applicable to their questions. The population consists of university students; they study at the College of Languages. They are doing Bachelor of Arts in English at Sudan University of Science and Technology. Data were collected by conducting test to the thirty students at the second year at the end of academic year 2017- 2018. The subjects were randomly chosen to participate in this study. Both reading and writing skills have been included within the English Language Syllabus.

3.3 The Instrument for Data Collection:

The main instrument used for data collection in this study was a test that has been distributed to the respective students. Using test was a suitable instrument to conduct this study because they were real students and in the same way they didn't know they were examined to check their errors in paragraph writing.

3.4 The validity and reliability of the study tool (test):

Since the study concerned with the effects of reading on writing paragraph, the English written paragraph which was produced by the subject of the study at the end of academic year 2017-2018 examination was the source of data for this study.

The researcher designed a (test) which was used as data collection tool for the study , after designing the test it was presented to the supervisor , and the supervisor judged it , the (SPSS) program was used to calculate the validity and reliability of the study tool (test) , the researcher used the following equation :

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

$$\text{Reliability Coefficient} = \frac{2r}{1+r}$$

Where: r = Cronbach's Alpha

$$r = 0.383$$

$$= \frac{0.383*2}{0.383+1} = \frac{0.766}{1.383} = 0.55$$

$$\text{Validity} = \sqrt{0.55} = 0.74$$

This is an accepted reliability coefficient ($r_c \leq 1$), according to this result the tool is valid to use.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 INTRODUCTION:

This chapter is devoted to result and analysis. The data is collected by using test for thirty students to investigate the affects of reading ability on writing paragraph.

4.1 Test Analysis, Results and Discussion:

This study investigated the effects of reading ability on writing performance among Sudan University Students. Data were collected by conducting test to the thirty students at the second year at the end of the academic year 2017-2018 as a sample of the study.

This study was conducted to find out the difficulties in writing without reading the paragraph as well as to find out the ways reading help the students in writing.

The following results can be drawn from the study:

- 1- Reading ability has positive effects on the students writing performance in which they scored better in the first question as in table (4-1).
- 2- As the students read and write the processes of comprehending and composing reinforce each other.
- 3- The results revealed that the students thought about the reading that they had done previously during the writing and the students agreed that they used some words from the reading paragraph in their writing. Table (4-1)
- 4- The students faced the difficulties in writing without reading the paragraph. The students agreed that they have no ideas what to write in the paragraph. The following analysis showed the results.

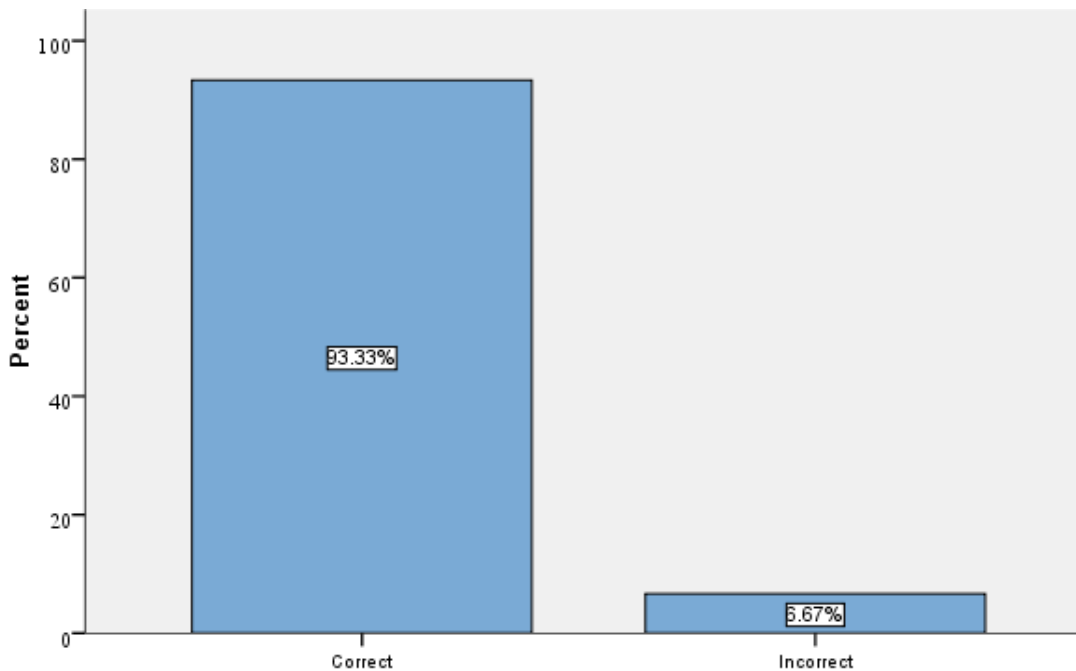
4. 2. Students' test:

The following table from (1-11) investigate the study hypothesis of the study
(.....)

Question 1:

Table (4-1): Identify the topic sentences by writing in the space provided?

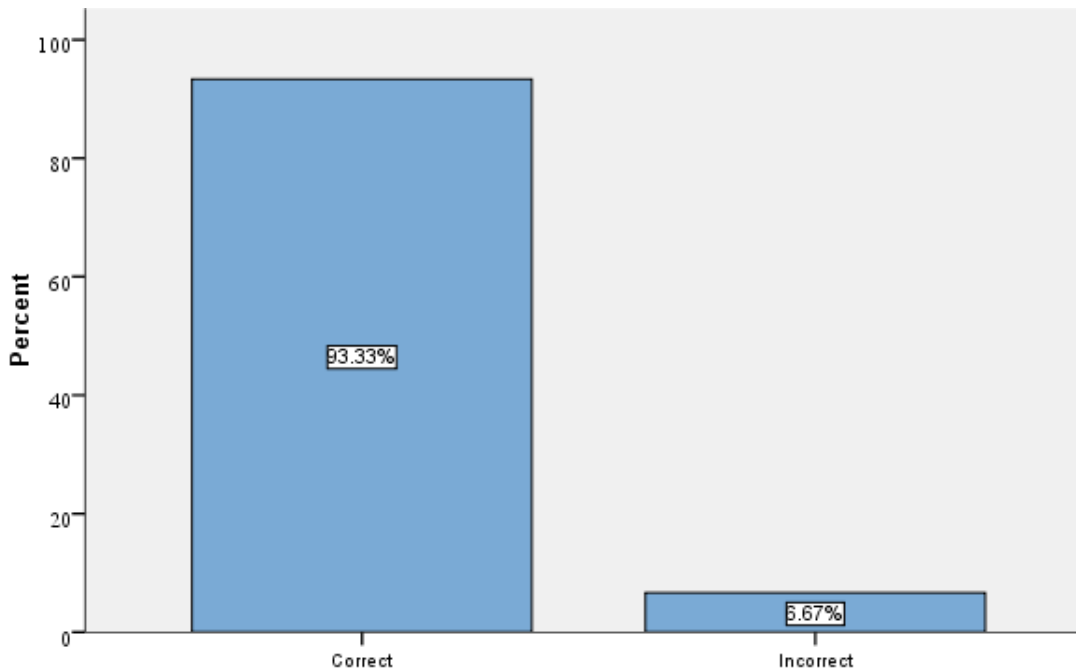
	frequency	Percentage
Correct	28	93.3%
Incorrect	2	6.7%
Total	30	100%



The data in table and figure (4-1) show the answer of the study subject towards (**Identify the topic sentences by writing in the space provided?**) the majority 93.3 % of them have the correct answer.

Table; (4-2) Write the supporting sentences?

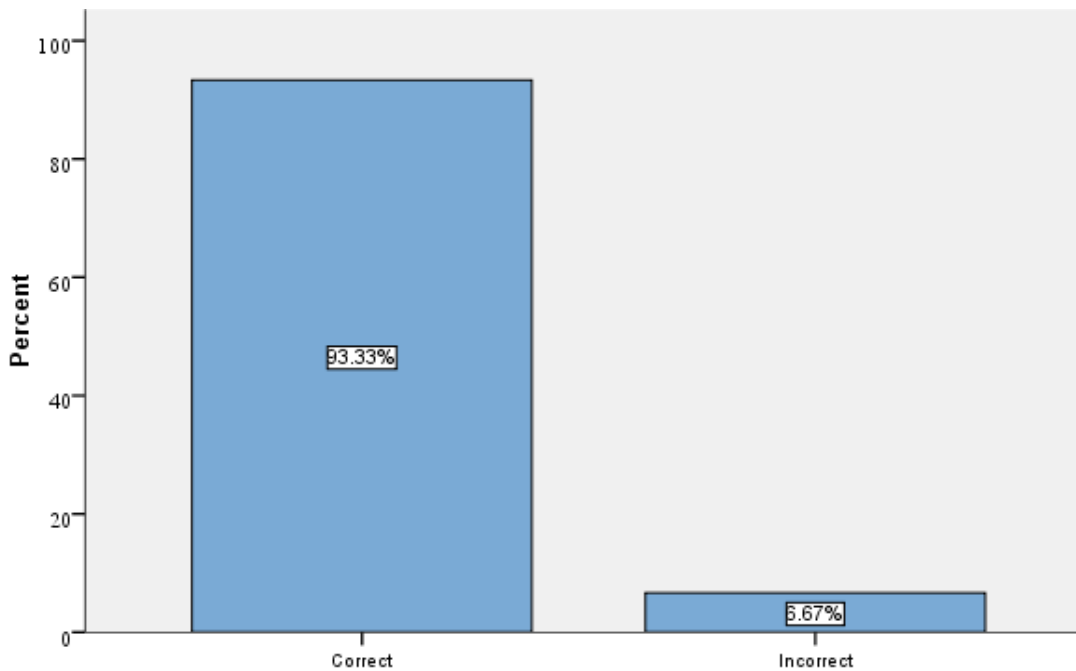
	frequency	Percentage
Correct	28	93.3%
Incorrect	2	6.7%
Total	30	100%



The data in table and figure (4-2) show the answer of the study subject towards (**Write the supporting sentences**) the majority 93.3 % of them have the correct answer.

Table; (4-3) Identify the concluding sentence?

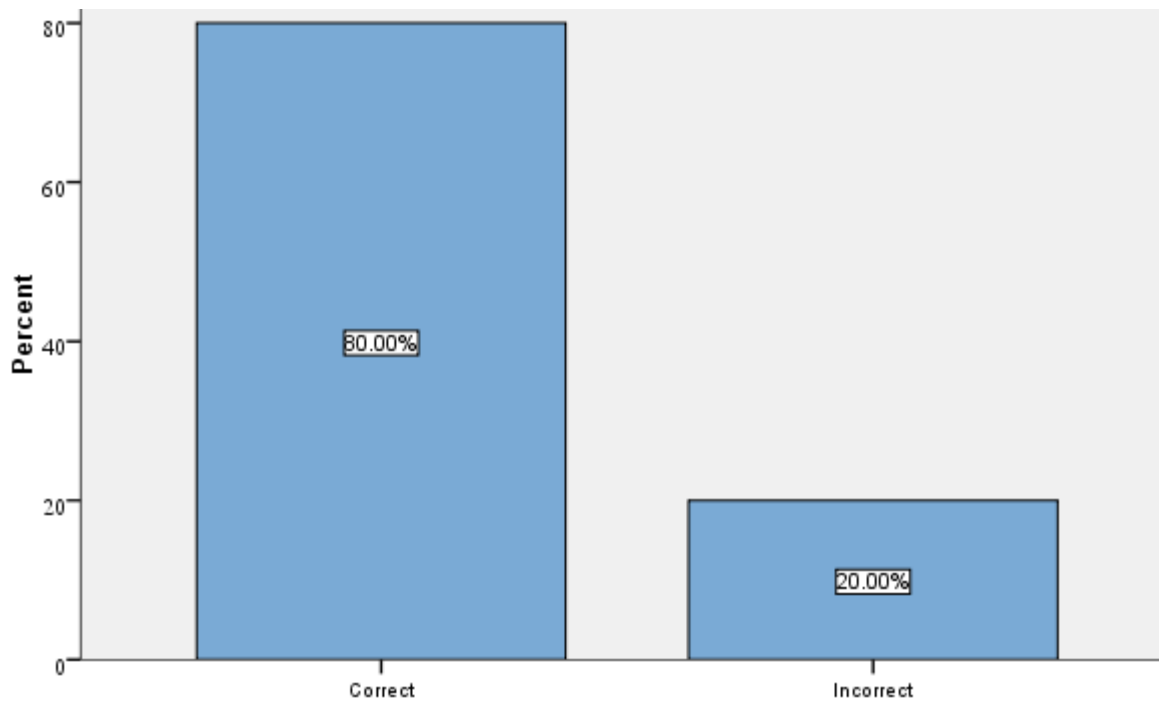
	frequency	Percentage
Correct	28	93.3%
Incorrect	2	6.7%
Total	30	100%



The data in table and figure (4-3) show the answer of the study subject towards (**Identify the concluding sentence**) the majority 93.3 % of them have the correct answer.

Table; (4-4) Name some linking devices in the paragraph?

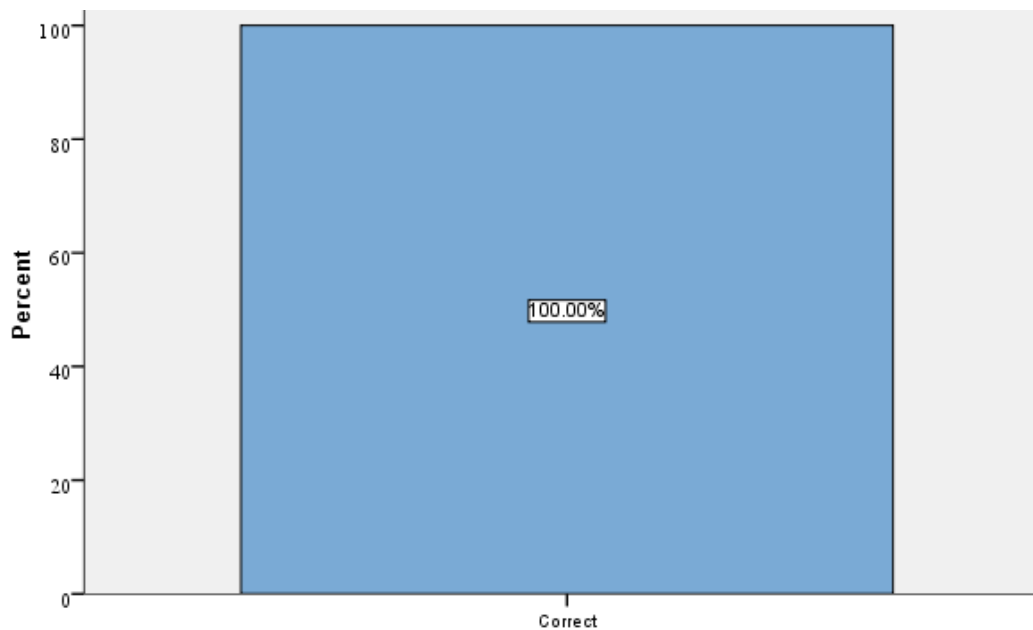
	frequency	Percentage
Correct	24	80%
Incorrect	6	20%
Total	30	100%



The data in table and figure (4-4) show the answer of the study subject towards (**Name some linking devices in the paragraph?**) the majority 80 % of them have the correct answer.

Table; (4-5) Describe Kara town?

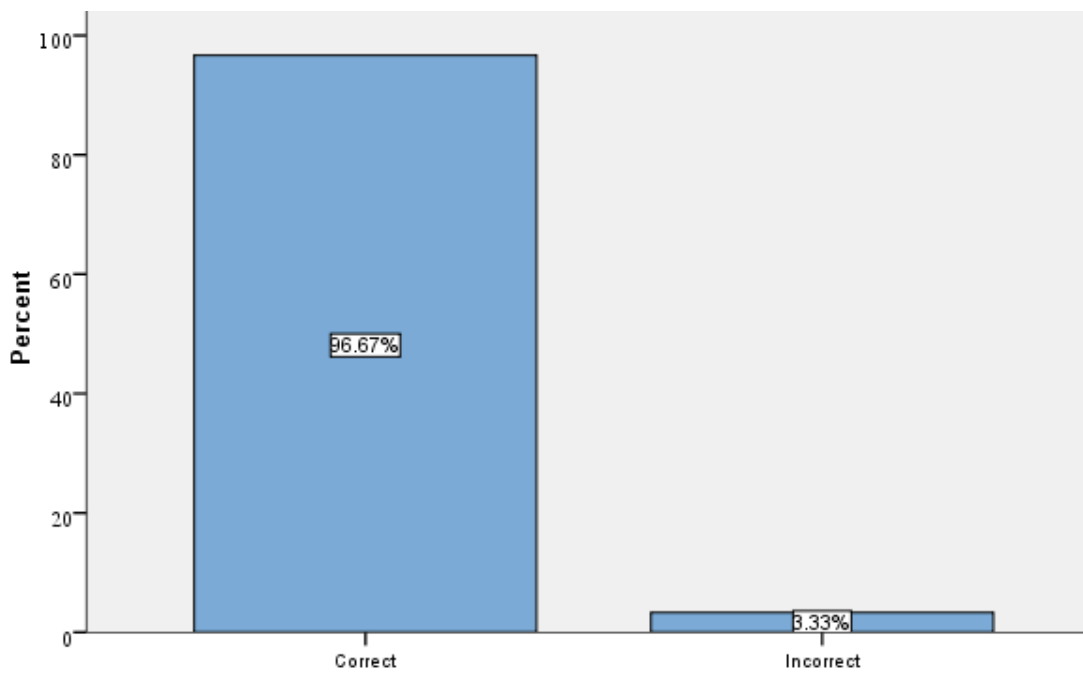
	frequency	Percentage
Correct	30	100%
Incorrect	0	-
Total	30	100%



The data in table and figure (4-5) show the answer of the study subject towards **(Describe Kara town)** almost 100 % of them have the correct answer.

Table; (4-6) Describe Kara Hill?

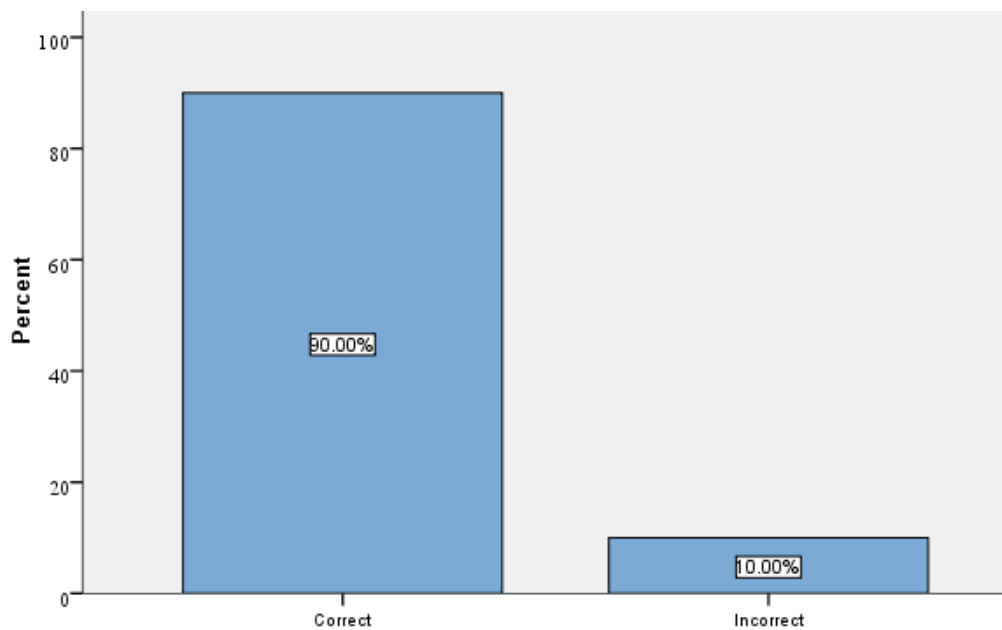
	frequency	Percentage
Correct	29	96.7%
Incorrect	1	3.3%
Total	30	100%



The data in table and figure (4-6) show the answer of the study subject towards (**Describe Kara hill**) the majority 96.7 % of them have the correct answer.

Table; (4-7) Why is Kara Hill usual?

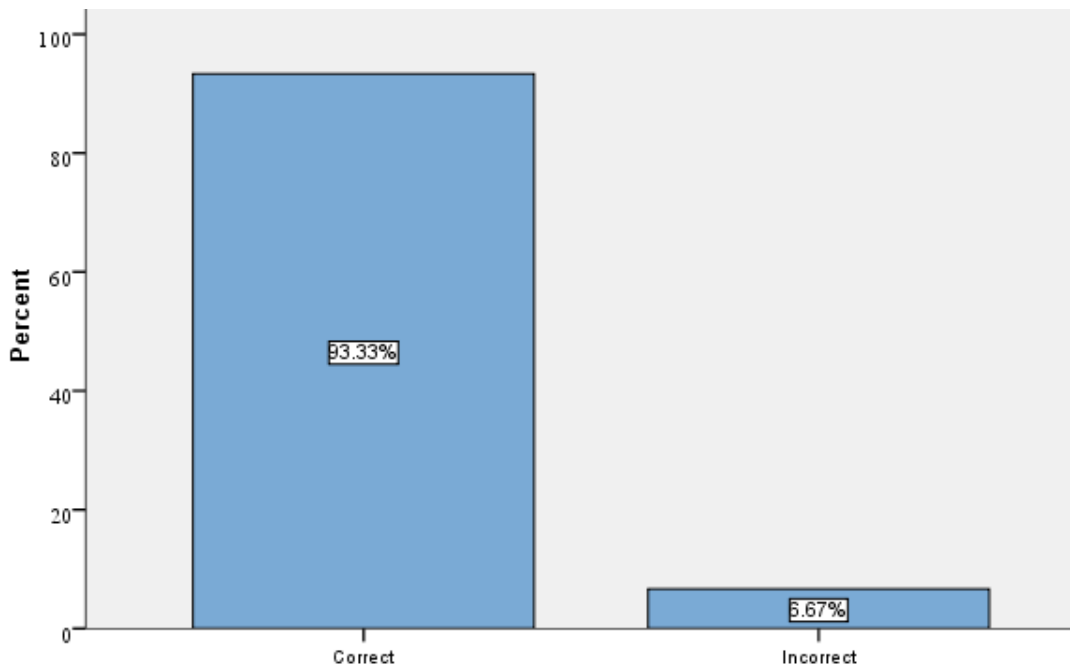
	frequency	Percentage
Correct	27	90%
Incorrect	3	10%
Total	30	100%



The data in table and figure (4-7) show the answer of the study subject towards (**Why is Kara Hill usual?**) the majority 90 % of them have the correct answer.

Table; (4-8) What is the third amazing feature in Kara Hill?

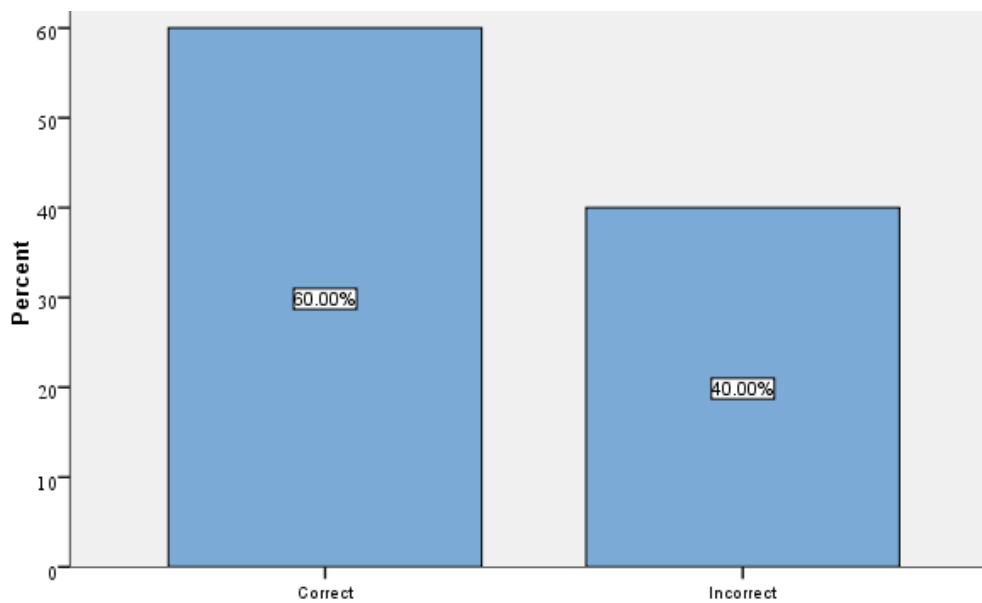
	frequency	Percentage
Correct	28	93.3%
Incorrect	2	6.7%
Total	30	100%



The data in table and figure (4-8) show the answer of the study subject towards (**What is the third amazing feature in Kara Hill?**) the majority 93.3 % of them have the correct answer.

Table; (4-9) What does the pronoun these refer to?

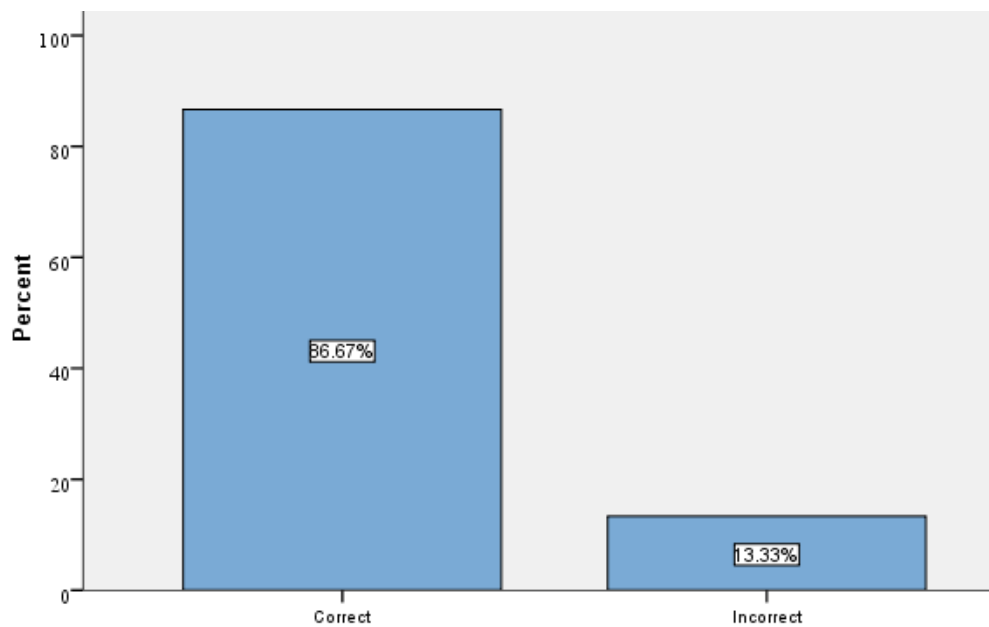
	Frequency	Percentage
Correct	18	60%
Incorrect	12	40%
Total	30	100%



The data in table and figure (4-9) show the answer of the study subject towards (**What does the pronoun these refer to?**), more than half 60 % of them have the correct answer.

Table; (4-10) Ho old of the Big Old Tree?

	Frequency	Percentage
Correct	26	86.7%
Incorrect	4	13.3%
Total	30	100%



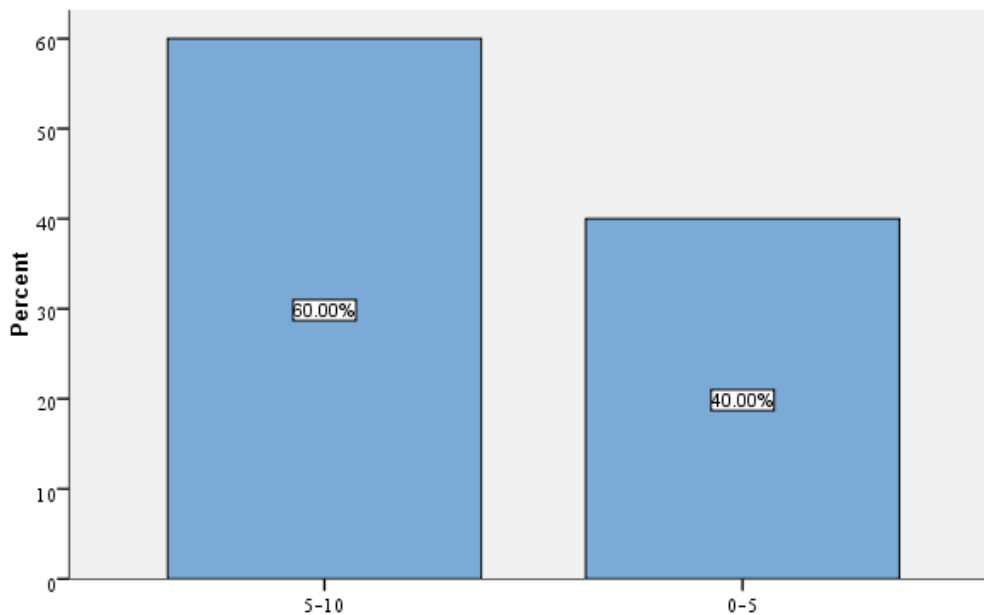
The data in table and figure (4-9) show the answer of the study subject towards (**Ho old of the Big Old Tree?**) , the majority 86.7 % of them have the correct answer.

Question 2: Rearrange the following sentences to make a meaningful paragraph:

The following table presented the students score

Table; (4-11)

Score	frequency	Percentage
5-10 marks	18	60%
0- 4 marks	12	40%
Total	30	100%



The data in table and figure (4-28) show the score of the study subject regard question (2) where more than half 60% of them their score between (5-10), and 40% of them their score (0-4).

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 chapter a summary of the whole study is presented. Conclusion for the study is also shown. In addition, some recommendations are there. Finally, some suggestions for further studies will be presented.

5.1 Conclusion:

Understanding the learner's problems in writing skill is very important to enhance the quality of writing. This study is an attempt to investigate the effects of reading on writing paragraphs which face students at Sudan University of Science and Technology.

The researcher dealt with this study through descriptive and analytical method. The subject of the study was English university students, second year at Sudan University of Science and Technology, College of Languages. The instrument used in the study was the students' test at the end of academic year 2017-2018. Thirty students represented a study sample were chosen randomly from the whole number of the students.

To investigate the problem of the study, three questions were used.

These questions are:

- 1- To what extent does developing reading skill affect students writing performance?
- 2- To what extent is writing performance linked to reading ability?
- 3- Which one is more difficult, developing reading ability or writing skill?

Based on the study questions three hypotheses were formulated as follow:

- 1- Developing reading skill affects significantly students writing performance.
- 2- Students writing ability is linked to developing reading performance.
- 3- Developing students writing ability is regarded as the most difficult skill.

The data was analyzed by using SPSS program. The results confirmed that the hypotheses are true.

5.2 Mains Findings:

The results described and analyzed in chapter four. The current study revealed that the reading performance affects writing ability. Students showed weaknesses in paragraph writing process. The weakness of the students writing may be due to impoverished reading skills inside and outside the classroom.

5.3 Recommendations:

In accordance with the findings the researcher makes the following recommendations:

- 1- Teachers should be well trained and have abilities to teach writing skills.
- 2- Teachers should find out students weakness in paragraph writing and build on them.
- 3- Teaching writing skill should be practiced through using pictures to motivate students' creativities.

5.4 Suggestions for Further Studies:

The researcher suggests these topics:

- 1- How Reading skills can help students develop writing skills.
- 2- Writing should be taught in connection with reading.

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APPENDIX

Students' Test

Read the following paragraph carefully then answer the following questions:

My hometown is famous for several amazing natural features. First, it is noted for the Kara River, which is very wide and beautiful. Also, on the other side of the town is Kara Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

Question one:

1- Identify the topic sentence by writing in the space provided?

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2- Write the supporting sentences?

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.....

3- Identify the concluding sentence?

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4- Name some linking devices in the paragraph?

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5- Describe Kara town?

.....

6- Describe Kara Hill?

.....

7-Why is Kara Hill important?

.....

8- What is the third amazing feature in Kara town?.....

9-Why does the pronoun these refer to.....

10- How old of the Big Old Tree?

.....

Question two:

1- Rearrange the following sentences to make a meaningful paragraph?

1- Nickname of Jeddah is the bride of the Red Sea and it is the economic and tourism capital of the Kingdom of Saudi Arabia.

2- It is a beautiful town.

3- My hometown is Jeddah.

4- It located in the west of the Kingdom and in the middle of the eastern coast of the Red Sea.

5- Population of about 3,430,697 people.

6- It rains during fall, winter and spring.

7- The climate of Jeddah is very hot in the summer but, it is a few cool in the winter.

8- Jeddah is the second largest city in Saudi Arabia after the capital Riyadh.

9- Finally, all of my family live there and I really miss to Jeddah.

10- Jeddah is a Saudi province in Makah.

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