Dedication

To the spirit of my father.

Acknowledgement

I would like to express my sincere thanks and appreciation to my supervisor Dr. Amna Mohammed Badri, for her scholarly guidance, insightful remarks and incredible support throughout all the stages of my thesis. I am Also grateful to my family whose continuous support and enthusiasm gave me real strengths to overcome most of the difficulties that I have encountered during the period of my PH.D thesis.

I am deeply indebted to the subjects of the study (Both Teachers and Students) because without their genuine cooperation, the data of the research could not have been collected.

Abstract

This study aims to investigate Sudanese EFL students writing problems in terms of the contrastive rhetoric (CR) approach. CR is concerned with the study aspects differences and similarities between L1 (First language) and L2(Second language) writing techniques, this study attempts to explore Sudanese EFL students' English writing difficulties from linguistic and cultural background perspectives. The researcher used a descriptive analytic method. The data is collected through two instruments: Teachers' questionnaire and Students English expository text which were evaluated by an analytic scoring method. The Subjects consisted of one hundred teachers of English language and ninety ESL/EFL students from different Sudanese Universities majoring in English. The subjects consisted of female /male of different age groups . The subjects (Students) were asked to compose essays in English .Upon analyzing the collected data by using the SPSS program, the study revealed some important results. One of the results shows that, a great number of students exhibited instances of unnecessary repetition in writing an English text. Moreover, the result of the questionnaire reveal that 73% of the respondents believe that Arabic writing technique such as repetition seems t be one of the principal obstacles that face most Sudanese students in English writing. The results also indicates that in writing an English expository text. Students encounter problems of logical organization such as failure to provide topic sentences, accumulation of several central ideas in one paragraph, absence of supporting evidence and failure to draw an effective conclusion.

مستخلص

تهدف هذه الرسالة الى الكشف عن مشكلات كتابة العرض و التحليل باللغة الانجليزية لطلاب السودانين الدارسين للغة الانجليزية كلغة أجنبية فى ضوء نظرية التحرير التقابلى.و بما أن هذه النظرية تتعلق بدراسة أوجه الاختلاف و التشابه فى أساليب الكتابة بين اللغة الام و اللغة الثانية، فان هذه الدراسة تحاول الكشف عن مشكلات الكتابة من منظور الخلفية اللغوية و الثقافية. و لتحقيق هذا الهدف، لقد استعرض الباحث على نحو واسع الاطار النظري للدراسة بالاضافة الى الابحاث و الدراسات السابقة ذات الصلة بالدراسة لاجراء هذه الدراسة، اتبع الباحث المنهج الوصفى التحليلى .تتكون عينة البحث من فئتين، الفئة الاولى تتكون من اساتذة اللغة الانجليزية و اللغويات فى بعض الجامعات السودانية، و الفئة الثانية تتكون من طلاب السودانين الدارسين للغة الانجليزية كلغة اجنبية.جمعت بيانات الدراسة بواسطة أداتيين هما الدراسة احصائيا باستخدام برنامج SPSSاستبان الاساتذة و اختبار الكتابة. بعد تحليل بيانات ، توصلت الدراسة الى عدد من النتائج أهمها ، فيما يختص بمشكلات تداخل اللغة اللعربية فان النتائج أظهرت العديد من حالات التكرار غير الضرورى عند كتابة الطلاب لنص العرض و التحليل باللغة الانجليزية كما اوضحت نتائج الاستبيان ان 73% من الاساتذة يعتقدون ان اسلوب التكرار فى الكتابة فى اللغة العربية يبدو واحدا من العوائق الرئيسة التى تواجة الطلاب موضوع الدراسة.و اوضحت النتائج انه عند الكتابة باللغة الانجليزية، يواجه الطلاب صعوبات فى التنظيم المنطقى و ذالك يمثل فشلهم فى ابراز جملة الموضوع، تراكم عدة اراء اساسية فى الفقرة الواحدة، غياب المعلومات المساعدة و فشلهم فى استخلاص الخاتمة المؤثرة.

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List of Abbreviation

ESL …… English as Second Language

TESL……Teaching English as Second Language

EFL……English as Foreign Language

CR ……Contrastive Rhetoric

L1 ……First Language

L2 ……Second language

TOEFL…….. Test of English as Foreign Language

IELTS ……International English language Testing System