Sudan University of Science and Technology

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College of Languages

Thesis Title:

Investigating the Difficulties Encounter by EFL Learners in Writing the English Paragraph

تقصي الصعوبات التي تواجه دارسي اللغة الإنجليزية لغةً أجنبية عند كتابة الفقرة الإنجليزية

A thesis Submitted in Fulfillment of the Requirements for the Degree of M.A. in English Language (Linguistics)

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Quranic Verse

الأيـــة

قال الله تعالى:

بسم الله الرحمن الرحيم

قال تعالى: (فَلاَ تَحْسَبَنَّ اللَّهَ مُخْلِفَ وَعْدِهِ رُسُلَهُ إِنَّ اللَّهَ عَزِيزٌ ذُو انْتِقَامٍ)

صدق الله العظيم

إبراهيم الأية:47

Dedication

To my dear parents, relatives, to the beloved wife, classmates and friends.

Acknowledgments

All praise is due to Allah the Almighty Who enabled me to achieve this thesis. Gratitude and appreciation are reserved to supervisor Dr. Muntasir Hassan Mubarak for his patience and incessant help throughout the period of achieving this research. Great thanks are also due to librarians at my university and at some other universities for their genuine help they rendered to me while conducting this thesis.

Abstract

This study aimed at investigating the difficulties encountered by EFL learners in writing English paragraph in Colleges of English language at Sudanese Universities. The researcher used two tools to prove the credibility of the hypotheses mentioned in chapter one, questionnaire papers for instructors and a test for learners of level three College of languages, at Sudan University of Science and technologoy. The researcher also used the descriptive analytical method to analyze the collected data. The study found that the learners suffer from many types of difficulties such as: grammatical, structural difficulties, as well as difficulties in using punctuation marks, definite and indefinite articles and that is why there is weakness in students' writing generally. The researcher recommends that English language teachers should concentrate much more on writing skills as an important part of English paragraph. The researcher used the package of social sciences (SPSS) for analysis. The researcher concluded with some relevent recommendations and suggetions for further studies.

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Abstract (Abrabic Version)

المستخلص

هدفت هذه الدراسة إلى تقصي الصعوبات التي تواجه دارسي اللغة الإنجليزية لغة أجنبية عند كتابة الفقرة لدى دارسي كليات اللغة الإنجليزية بالجامعات السودانية. إستخدم الباحث أداتان لإثبات صحة الفرضيات التي وردت في الفصل الأول، إختبار لطلاب المستوى الثالث كلية اللغات بجامعة السودان للعلوم والتكنولوجيا، إستبانة لإساتذة قسم اللغة الإنجليزية للتحقق من بعض المشكلات وإيجاد حلول مناسبة . إستخدم الباحث المنهج الوصفي التحليلي لتحليل البيانات التي تم جمعها. خلصت الدراسة إلى أن هناك صعوبات تركيبية ونحوية وإملائية يعاني منها الدارسين و كذلك توجد صعوبات عند إستخدام أدوات الترقيم وأدوات المعرفة و النكرة مما أدى إلى ضعف عام في مستوى الكتابة. يوصي الباحث أساتذة اللغة الإنجليزية بالتركيز على مهارات الكتابة، و أجزاء الفقرة الإنجليزية بشكل أكبر. إستخدم الباحث برنامج الحزم الإحصائية للعلوم الاجتماعية لتحليل البيانات ، أوصى الباحث بعدد من التوصيات والاقتراحات.

Table of Contents

Title	Pages
الآية	I
Dedication	II
Acknowledgments	III
Abstract (المستخلص)	IV
المستخلص Abstract (Abrabic Version)	V
Table of Contents	VI
List of Tables	IX
List of Figures	X
List of Abbreviations / Definition of terms	XI
Chapter One **Introduction**	
1.1: Overview	1
1.2: Statement of the Study Problem	2
1.3: Objectives of the Study	2
1.4: Study Questions	3
1.5: Study Hypotheses	3
1.6: Research Methodology	4
1.7: Limits of the Study	4
Chapter Two **Literature Review and Previous Studies**	
2.0: Introduction	5
2.1: Definition of Writing	5
2.2: Importance of Writing	6

2.3: Definitions of Paragraph	6
2.4: spelling Rules	6
2.5: Formatting a Paragraph	6
2.6: Composition and Structure of the English Paragraph	7
2.7: Types of Paragraph/s	8
2.8: Parts of a Paragraph	10
2.9: Paragraph Purpose and Function	11
2.10: The Features of Effective Writing	11
2.11: The Concept of Coherence and Cohesion	13
2.12: Unity Within a Paragraph	14
2.13: Error Analysis	14
2.14: Some Common Types of Errors	14
2.15: Examples of Errors	14
2.16: Punctuation	15
2.17: Previous Related Studies	19
Summary of the Chapter	21
Chapter Three **Methodology**	
3-0: Introduction	22
3-1: Research Population and Sampling of the Study	22
3-2: Procedures of Data Collection	22
3-3: Procedures	22
3.4: Validity and Reliability of the study tools	23

Chapter Four **Data Analysis, Results and Discussions**	
4.0: Introduction	24
4.1: Data Analysis Results	24
4.2: Discussion of the Results	50
Summary of the Chapter	51
Chapter Five **Main Findings, Conclusion/s, Recommendations and Suggestions for Further Studies**	
5-0: Introduction	52
5-1: Main Findings	52
5-2 : Conclusion/s	52
5-3: Recommendations	53
5-4: Suggestions for Further Studies	53
Bibliography	54
Appendices	56

List of Tables

No	Name of Table	Page No
4.1	The distribution of the respondents' answers - Statement (1)	24
4.2	The distribution of the respondents' answers - Statement (2)	26
4.3	The distribution of the respondents' answers - Statement (3)	27
4.4	The distribution of the respondents' answers - Statement (4)	28
4.5	The distribution of the respondents' answers - Statement (5)	29
4.6	The distribution of the respondents' answers - Statement (6)	30
4.7	The distribution of the respondents' answers - Statement (7)	31
4.8	The distribution of the respondents' answers - Statement (8)	32
4.9	The distribution of the respondents' answers - Statement (9)	33
4.10	The distribution of the respondents' answers - Statement (10)	34
4.11	The distribution of the respondents' answers - Statement (11)	35
4.12	The distribution of the respondents' answers - Statement (12)	36
4.13	Shows the proper use of spelling	37
4.14	Shows the proper use of preposition	38
4.15	Shows the proper use of capitalization	39
4.16	Shows the proper use of articles	40
4.17	Shows the proper use of punctuation	41
4.18	Shows the proper use of subject verb agreement	42
4.19	Shows the proper use of verb tense	43
4.20	Shows the proper use of topic sentence	44
4.21	Shows the proper use of supporting sentence	45
4.22	Shows the proper use of concluding sentence	46
4.23	Shows the proper use of transitions	47
4.24	Shows the students' writing errors	48

List of Figures

No	Name of Table	Page No
4.1	The distribution of the respondents' answers - Statement (1)	25
4.2	The distribution of the respondents' answers - Statement (2)	26
4.3	The distribution of the respondents' answers - Statement (3)	27
4.4	The distribution of the respondents' answers - Statement (4)	28
4.5	The distribution of the respondents' answers - Statement (5)	29
4.6	The distribution of the respondents' answers - Statement (6)	30
4.7	The distribution of the respondents' answers - Statement (7)	31
4.8	The distribution of the respondents' answers - Statement (8)	32
4.9	The distribution of the respondents' answers - Statement (9)	33
4.10	The distribution of the respondents' answers - Statement (10)	34
4.11	The distribution of the respondents' answers - Statement (11)	35
4.12	The distribution of the respondents' answers - Statement (12)	36
4.13	Shows the proper use of spelling	37
4.14	Shows the proper use of preposition	38
4.15	Shows the proper use of capitalization	39
4.16	Shows the proper use of articles	40
4.17	Shows the proper use of punctuation	41
4.18	Shows the proper use of subject verb agreement	42
4.19	Shows the proper use of verb tense	43
4.20	Shows the proper use of topic sentence	44
4.21	Shows the proper use of supporting sentence	45
4.22	Shows the proper use of concluding sentence	46
4.23	Shows the proper use of transitions	47
4.24	Shows the students' writing errors	48

Definition/s of Terms

The term/s	The definition
M.A	Master of Arts.
E.F.L	English as foreign language.
SUST	Sudan University of Sicence and Technology.
ESL	English as Second LAngauge.

CHAPTER ONE

Introduction

Chapter One

Introduction

1.1 Overview

No doubt that English is an international language and it is in the fact the most dominant language all over the world up to present time.

In some areas English is used as a second language and in some other areas it is used as a foreign language. Every human beings language is a language of culture and so is English, through which many kinds of messages, knowledges, and information are sent, so it is a channel that facilitates the process of conveying and receiving written messages. Since English is a language it needs mastering the four language learning skills (reading, listening, speaking and writing) but mastering the writing skills seems a real challenge task that requires a good awareness of the language basics.

In fact there are many difficulties that face EFL learners, and writing is one of them. So it is the reason behind why researchers have been investigating the second language learning from the past (since behaviorism era) up to the present time. Because writing skills is the key of learning languages in general, researchers always try to develop the ways of acquiring it and promote the quality of second language acquisition so as to overcome the difficulties that hinder the second language learning.

.Abu-Gharah& Hamza (1998, p.87) defined writing as "…the logical organization and arrangement of the written sentences within a paragraph and paragraphs within the units of discourse…and the expression of the idea."Nunnan(2008,p.88) defined writing as the process of thinking to invent Ideas, thinking about how to express into good writing , and clearly arranging ideas into statements and paragraphs.

Concerning the problems of EFL learners in writing, Al- Samadani (2010, p.53) stated that "It is a complex, challenge and difficult process" Because it includes multiple skills such as identification of thesis statement, writing supporting details, reviewing and editing. Writing skill is formally defined as the "recording of human communication, using signs or symbols to represent the spoken words" (McMillian Ecyclopedia, 1986, p.1317).(Harris and Cunningham, 1994) stated that written production is one of the most difficult task for many EFL learners.

1.2 Statement of the Study Problem

English paragraph has special rules of writing and it is not a random Process. When fulfilled at the end the result is a well rule written paragraph, but the problem is that those who write English paragraph do not follow punctuation and they make many spelling mistakes. Moreover they also do not follow the procedures of good writing. Using techniques of writing and transitional words is what -learners lack when writing English paragraph this leads to weakness in writing because of not considering coherence and cohesion devices in their writing.

Because writing is considered as a significant skill, this study tries to explain and draw learners' attention to some important elements in writing process that learners don't take care of when practice writing. This research also will shade light on some other important elements that concern writing much more such as: errors, mistakes, types of paragraphs and parts of paragraphs.

1.3 Objectives of the Study:

The present study aims to

1-Describe and analyze difficulties that encounter EFL Learners at Universities in writing English paragraph.

2-Study and know the types and frequency of errors that exist in students' writing.

3-Test to what degree University students are aware of paragraph organization.

1.4 Study Questions:

This study intends to provide answers for the following questions

1-To what extent are the University students aware of paragraph organization?

2-what are the writing techniques that can help students in writing a well organized English paragraph?

3-What types of errors do the students commit when writing English paragraph?

1.5 Study Hypotheses:

The following points are the hypotheses of the study:

1-University students aren't aware enough about English Paragraph organization.

2-Writing techniques can help students in writing a well organized English paragraph.

3-EFL University learners commit many types of errors when writing in English.

The significance of this study

The significance of this study aims to show that writing skills is important and it has its own techniques through which people can send their intended messages, knowledges, and information, so it is very significant for writers to apply rules of writing and paragraph organization and to avoid making more mistakes as well.

This study is also considered significant because it contributes in tackling one of the problems that hinder language learning and to show the right ways of paragraph organization.

1.6 Research Methodology:

This research adopts the descriptive analytical method .The instrument of data collection is a questionnaire for the instructors and a test designed for students of level three. The sample is sixty University students of third year from College of Languages at Sudan University of Science and Technology in the academic year 2017_2018.

1.7 Limits of the Study:

This study is a case study about investigating the difficulties encounter by EFL learners in writing the English paragraph which is conducted to the third level University Students College of languages English language department at Sudan University of Science and Technology in the academic year 2017-2018.

CHAPTER TWO

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2.0 Introduction:

This chapter contains the core and crash literature of this study in terms of various definitions to writing and different views of some scholars in addition to related previous studies.

2.1 Definition of Writing

Peter (1986, pp.169-185) writing as "curiously solitary of communication, addressed to an absent and often unknown readers."The researcher agrees with Peter in point of being clear because if the writer is not clear in what he/she writes, the reader may not get the message properly, because there is no contact between them (the reader and the writer) the reader may not know what the writer mean exactly so, the writer should necessarily be clear enough in his writing.

Byrne (1993, p. 7) stated that " writing enables us to provide the learners with more tangible evidence that they are making progress in the language learning process increasing the amount of language contact through work that can be set out of class."According to Macmillan (1989, p. 77) writing can be defined both formally and functionally. Formally it shows its physical representation as the "recording of human communication using signs or symbols to represent the spoken words" Functionally, writing is defined as "a communicative event"

Rivers (1981, p. 292) pointed out that “writing skill functions as the home made of other skills which must not take precedence as major skills to be developed.

2.2 Importance of Writing

Writing gains its importance from the fact that it is considered one of the inseparable four language learning skills which can’t be neglected.

Not all types of messages conveyed through speaking whether it is direct or indirect there are kinds of task don’t fulfilled through other means but writing is the only to be executed through so, the logic and the nature of such messages and tasks are enough evidences that writing skills is of much importance.

2.3 The Writing Process:

The concept of writing process requires an understanding of why certain procedures should be followed. The writer imagines, organizes, drafts, edits, reads and rereads. This process of writing is often cyclical. Four stages can be identified before starting writing; planning, drafting, revising and editing. Other more three stages can be added: responding evaluated and post writing. This writing process does not separate writing from its product.

2.4 Definition of Paragraph

(Thomas. S. Kane 2000), "Defines that "the term paragraph has no simple definition. Occasionally a single sentence or even award may serve as an emphatic paragraph.

2.5 Formatting a paragraph

2.5.1 Title:

A paragraph usually has a title; it is one word or a group of words that tells what the topic is.

2.5.2 Margins:

A paragraph must have two margins on the both edges of the paper left and right.

2.5.3 Spacing:

A paragraph should be double-spaced.

2.5.4 Indenting:

The first sentence of every paragraph must be indented. It begins five spaces from the left margin. Indenting always shows the beginning of a new paragraph.

2.5.5 Connected Sentences:

It is not a paragraph if every sentence begins in a new line that means the sentences in a paragraph should follow each other.

2.6 Composition and Structure of the English Paragraph:

Regarding the composition of the paragraph, conventionally in composition, a paragraph is a group of sentences developing a common idea called that topic." (Rebecca Stott and Peter, 2001, p.127) defined paragraph as a unit of written language which comes between the sentence and the full text. It is marked out by an indentation at beginning of the paragraph or a blank line between one paragraph and next. Paragraph groups together a number of sentences which are all linked in some way. (Teresa D, O'Donnell, 1993, p.2) defined a paragraph as "a group of related statements that support the writer's main idea."(Alice Savage and Masoud Shafiei 2006) defined a paragraph as "a group of sentences about a topic."

The two basic characteristics of English paragraph are unity and coherence. A paragraph can not be defined as a group of isolated sentences but as a unit. In order to maintain paragraph unity, it is important to organize the ideas by following certain rules. The student writer should decide on a topic and develop it through supporting details. A paragraph is coherent if all its sentences are relevant. Each paragraph develops one main idea which is linked to supporting sentences. These sentences should provide a logical arrangement of the ideas, and the sequence should form a connected unit.

Most paragraphs have three parts for its structure; introduction, body and conclusion. Each part plays an important role in communicating the meaning to the readers.

Introduction: is the first part of the paragraph; should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.

Body: discusses the controlling idea, using facts, arguments, analysis, examples, or other information.

Conclusion: summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

2.7 Types of Paragraph/s

2.7.1 Expository Paragraph

Paragraphs differ from one type to another according to their functions.(Rebecca Stott and Peter, 2001, p.129-132) stated that "expository paragraph aims to present facts and ideas, situations and problems. It may contain elements of

comparison and contrast or cause and effect. Expository paragraphs require strict focus on evidence and objective language.

2.7.2 Narrative Paragraph

In a narrative paragraph, the writer tells a story it is most used in fiction to report the incident it tends to be shorter than the expository and descriptive paragraphs .It contains all the necessary components of development such as setting, goal, climax, resolution and obstacles.

2.6.3 Persuasive Paragraph

It aims to persuade and convince by setting the writer's opinions it depends on facts giving, providing evidences, examples, reasons, and causes.

2.7.4 Comparison Paragraph

In comparison paragraphs similar aspects or qualities of two subjects are compared and a topic introducer may be states more specifically the basis of the comparison.

2.7.5 Descriptive Paragraph

In a descriptive paragraph the writer describes a person, a place, or a thing. A good written descriptive paragraph provides a main impression of a person , place, or thing, usually that impression is stated in the topic sentence, and the other sentences give details, these details support the impression .The details in a descriptive paragraph must be carefully organized .The descriptive details can be organized by their location or spatially.

2.7.6 Contrast Paragraph

It is unlike the comparison paragraph it deals with dissimilar aspects of two subjects. Two procedures may be followed in writing the contrast paragraph the first method alternates the examples of the subjects A with the examples of the subject B , the contrast may be in the same sentence, or it may be in consecutive sentence. The other method presents all subject A examples together, then all subject B examples together.

2.7.7 Space and Time Paragraph

It is developed through space and time sequences e.g. the subject may requires an organization of ideas according to place or space factors without referring to dates.e.gs. if you speak about agriculture you may speak about issues on agriculture in Japan , Sudan etc…without indicating any dates.

2.7.8 Process Paragraph

Writing is a systematic process, so in a process paragraph the writer explains how to do something step by step, that means it is a step by step process if you understand the sequences of these steps and follow them you see that it becomes easier. So the first step of writing is to find a subject. Drafting is the step that follow subject finding. Writing a draft means that you are planning for your work. Finally the third step in writing process is to compose your last draft of your topic.

2.8 Parts of a Paragraph

A typical paragraph has a topic sentence, supporting sentence, and a concluding sentence.

Paragraphs in English can be divided into three parts. The first part is a topic sentence the second is supporting sentence and the third one is concluding sentence Oshima and Hogue (2006). The topic sentence introduces the topic and tells what the writer says about the topic. A well organized paragraph develops a single controlling idea which is expressed in a sentence called the topic sentence. The topic sentence unifies the content of a paragraph. The supporting sentences will explain and support the topic sentence. The concluding sentence repeats the information in the topic sentence differently.

2.9 Paragraph Purpose and Function:

Paragraphs represent the building blocks of every piece of written work, in this way paragraphs provide your work with a structure which allows you to organize your points of writing effectively. They also provide the means by which you can communicate knowledge to your readers. In most pieces of work, each paragraph expresses a single or an aspect of your argument. But they should also assist the reader in following and understanding your argument. The first and last sentences should steer the reader from one point to the next in a logical way. Paragraphs fulfill an important function in signposting to the reader each point or aspect of your argument.

2.10 The Features of Effective Writing

2.10.1 Simple Sentence Formation:

A sentence is a statement that expresses a complete idea. Sentences form the building blocks of written communication. They include affirmative statements, negative statements, and question statements. A complete sentence should contain a subject and a verb.

2.10.2 Focus:

Focus is the overall topic established by the writer. The writer must clearly establish a focus. Writers may effectively use an inductive organizational plan that does not identify the subject matter at the beginning and may not identify the subject matter at all. Therefore, the presence of a focus must be determined in light of the method of development chosen by the writer.

2.10.3 Organization

Organization is the progression, relatedness, and completeness of ideas. The writer establishes the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas or events and is unified and complete.

2.10.4 Support and Elaboration:

Support and elaboration form the extension of the subject. The writer provides sufficient elaboration to present the ideas clearly. There are two important concepts to determine that the details are supportive, they are the concepts of relatedness and sufficiency. For details to be supportive of the subject matter, details must be related to the focus of the response. Supporting details have to be relevant and clear.

2.10.5 Grammatical Conventions:

They involve correctness in sentence formation, usage, and mechanics. The writer has the control of grammatical conventions that are appropriate to the

writing task. Do not impede the reader's understanding of the ideas conveyed, if errors exist.

2.10.6 Style:

It is the control of language that is appropriate to the purpose, audience, and the context of the writing. The writer's style is always enough evident through word choice and sentence fluency. Using the vocabulary skillfully enhances the effectiveness of the composition through the use of word, phrases, and descriptions. Sentence fluency involves using a variety of sentence styles to establish relationship among ideas and statements of the writing task.

2.11 The Concept of Coherence and Cohesion

2.11.1 What is Coherence?

According to Rebecca Stott and Peter (2001, p.129-132) coherence is the first essential in a text, recognizable structure of thought and ideas. It is the factor that makes the paragraph understandable to a reader, it is a logical connection among the ideas and must reasonably ordered. Van Dijk (1980) has mentioned that coherence is a concept which I not well defined. Then the problem with it is adopting an appropriate definition though it is derived from the two Latin morphemes 'Co' and 'hearer' which mean to stick together.

2.11.2 What is Cohesion?

It is an idea that mostly used to look at sub units within a text. It refers to the way a speaker or writer uses the built in relationship between words, phrases, and sentences to create a sense of connection.

2.12 Unity Within A Paragraph:

A paragraph must have unity. A paragraph has unity when all the sentences support a single idea.

2.13 Error Analysis

Mohammed Hossien (1994, p.49-51) stated that "errors are rule governed and systematic in nature and as such indicative of the learner's linguistic system at a given stage of language learning, but mistakes are random deviations unrelated to any system and instead representing the same type of performance mistakes that might occur in the speech or writing of native speaker, such as slips of the tongue or pen.

2.14 Some Common Types of Errors

Errors happen when people try to apply the rules of their native language on the other language that they try to communicate. For example because Japanese language doesn't have articles like {a- an- , and the}; when Japanese people communicate they try to compensate these articles with elements that exist in their language. Using of double negation may result in giving the opposite of the intended meaning.

2.15 Examples of Errors

2.15.1 Subject verb agreement. The use of {s} at the end of the third person singular with the subject {they}

They has

He have

Uncountable nouns sometimes are wrongly used

e.g. How many water left in the fridge?

2.16 Punctuation

2.16.1 Some Punctuation Marks

2.16.1.1 A Full stop (.)

It is used at the end of a complete statement

e.g. they are travelling tomorrow.

I am very well.

No, thank you.

It is also often used after an abbreviation:

e.g. Ten o'clock a.m.

Dr. Ali is Sudanese.

St. Antoine.

2.16.1.2 A Question Mark (?)

It is used at the end of a direct question:

e.g. where is my bag?

It is in the cupboard.

But not after an indirect question:

e.g. his father asked him what is that

2.16.1.3 An exclamation mark (!)

It is used at the end of a sentence that expresses surprise, enthusiasm, shock or horror:

e.g. how lucky you!

What a wonder full world!

It is also used after an interjection or a word describing a loud sound:

e.g. Crash!

Ow!

Bye!

It is used after an interjection, it indicates a command, expression of great feeling, (strong emotion) or an emphatic phrase.

2.16.1.4 A Comma (,)

It is used to separate elements of sentences so as to be clear.

It also shows a slight pause in a sentence:

e.g. I ran all the way to the station, but I still missed the train.
-However, they might be late.
- Although it was cold, the sun was shining.
It is also used before a quotation or direct speech:
My brother said, 'he will help them.'
It is also used between the items in a list, although they may be omitted before the word (and):

e.g. It was a rainy, cold day.

The new teacher teaches us Arabic, English and Maths.

In relative clauses, commas are used around a phrase which adds some new, but not essential, information:

e.g. the boy, who have lots of sweets, was already eating.

2.16.1.5 The quotation Marks (“)

They are used to indicate a direct quotation of writing whether it is word, phrase, or sentence quoted from a piece of writing.

They are also used to show the words that somebody said:

e.g. ‘ come and tell me’ said John.

Or what somebody thought, when the thoughts are presented like speech:

e.g. ‘will they get here on time?’ he wondered.

They are also used around a title of a book, film, play, etc:

Have you watched ‘Transporter?’ he asked.

2.16.1.6 Semicolon (;)

It is used instead of a comma to separate every two contrasting sentence parts from each other or to separate items in a list where commas have already been used:

e.g. the school uniform consists of navy skirt or trousers; grey, white or pale blue shirt; navy jumper or cardigan; grey, blue or white socks.

2.16.1.7 A Colon (:)

It is used to introduce statements so as to explain, exemplify or summarize the adjacent independent clause. Or for giving details.

It is also used to introduce something such as a long quotation or a list:

e.g. there is a choice of main course: roast beef, turkey or omlette.

2.16.1.8 Hyphen (-)

It is used to link a prefix to a word. It is also used at the end of a line to divide a word and write part of it on the next line. or to join two words which form one idea.

e.g. anti-virous.

Non-violent

The dinning-room.

A ten-ton truck.

It is also used in compound numbers.

e.g. twenty-nine.

Fifty-seven.

2.16.1.9 Apostroph (`)

It is used with {s} to indicate the possessive.(a person or something belongs to somebody) e.g. your father's Car. The school's door.

It is also used in contracted forms to indicate that letters or figures have been omitted in short forms. e.g. won't - shan't.

2.17 Previous Related Studies:

This part of chapter two discusses the previous studies that related to writing difficulties which face EFL learners generally, and the studies that investigate paragraph writing difficulties in particular.

Study One:

Ali. A.M.(2016) in his MA thesis, investigating the difficulties that encounter Sudanese University students in writing English paragraph, recommended that teachers should give the learners much feedback in the errors they commit in their work. The main objective of his study is investigating the types and the frequency of writing errors made by students who study English at Sudan University of Science and Technology in writing English paragraph. The finding of his study revealed that the students committed several writing errors such as; grammatical errors, spelling errors, mechanical errors and weakness in writing process.

Study Two:

Fawzia Alseyabi and Victoria Tuzlukova (2014) in their research entitled writing problems and strategies: An investigative study in the Omani University and school. The main objective of their study is to identify and investigate the gaps in English language teaching and learning that exist between post basic schools and University in Sultanate of Oman. The gaps were examined in relation to the problems that University and school language learners encounter when writing in English and to the strategies they follow to overcome these problems. The results of the study say that both groups of the students acknowledged that they have problems when writing in English. The recommendation of their study said

that more efforts are needed to align the writing requirements with the other skill areas.

Study Three:

Mohammed Ali Almubarak Mohammed (2010) in his thesis of M Ed entitled assessing the EFL Sudanese learners in writing paragraph at the tertiary level. He recommended that more attention should be given to the writing skills and we must make use of the revolution of technology in teaching aids at the education institutes. The researcher concluded that the sample students are not aware of the elements of writing a paragraph and they do not know how to use these elements in building a paragraph. The objective of the study explains that it is an attempt to assess the performance of the ELT Sudanese learners in paragraph writing.

Study four:

Ibtisam Ali Hassan Al Badi (2015) carried out a research in academic writing difficulties of ESL learners. The researcher's min objective is to identify the basic academic writing difficulties encountered by students studying in an English speaking country and the main factors that they may cause those difficulties. The recommendations of this study are as following: various basic points should be taken into consideration when dealing with academic writing especially in EFL context. For example, adequate exposure to academic writing conventions, academic words, phrases and grammar can play an essential role in producing a satisfying piece of writing. In her research and according to the participants' responses the most frequent difficulties are language use and coherence difficulties.

Summary of the Chapter

This chapter has consisted of two parts; the first part is literature review which includes some main titles and subtitles. It also has contained definitions, types of some concepts and some features as well. The second part of this chapter is around the related previous studies under the same title of the study.

CHAPTER THREE

Methodology

Chapter Three

Methodology

3.0 Introduction:

This chapter of the study concerns the methodology through which the researcher carried out his research. The researcher adopted the descriptive analytical method to conduct the research. It includes: the tools, the population, the sample, the validity, and the reliability.

3.1 Research population and Sampling of the Study:

The population of the current study included both male and female students of third level College of languages at Sudan University of Science and Technology in the academic year 2017-2018.

The researcher has randomly chosen 60 students from the whole population to represent it, 30 of them were selected for the questionnaire and the rest 30 did the test.

3.2 Procedures of Data Collection:

The researcher has used two types of tools to collect the data needed for the study intended ; 30 questionnaire papers have been distributed by hand to thirty University students at first, then thirty test papers were distributed to another group of thirty students In the same University, College and level.

3.3 Procedures:

The current study is descriptive and analytical. This section of the study explains and shows the procedures that the researcher followed to test the validity and reliability of the tools and the data was collected for the study.

3.4 Validity and Reliability of the study tools:

The tool that is used to collect data for this study is of two types; a set of twelve questionnaire statements and a test. To assure the validity of these tools the researcher showed them to some expert instructors (Dr. Hillary M. Pitia, Dr. Abbas Mukhtar, Dr. Areig Osman and Dr. Alsadig Osman) at Sudan University of Science and Technology so as to check them and to make sure that the tools are valid enough to fulfill its aims in measuring and evaluating what it intended to. Then the tools were taken back to the supervisor to check them and add his last comment. Some experts have made their modifications by deleting, adding and changing some elements in both the questionnaire and the test and other some have suggested that the questionnaire should be given to the instructors and a test should designed for the students.

The tools which used to collect data for this study are a five scale questionnaire starts with strongly agree and ends with strongly disagree, and a test of two scales ; Right and Wrong use have been analyzed with SPSS so as to give reliable measurement. Average and standard deviation are also calculated with (SPSS) so the results obtained proved that the tools are reliable.

CHAPTER FOUR

Data Analysis, Results and Discussions

Chapter Four

Data Analysis, Results and Discussions

4.0 Introduction:

This chapter discusses the results of the statistical analysis of the data collection to provide answers to the study's questions.

4.1 Data analysis Results:

The researcher has used questionnaire and test.

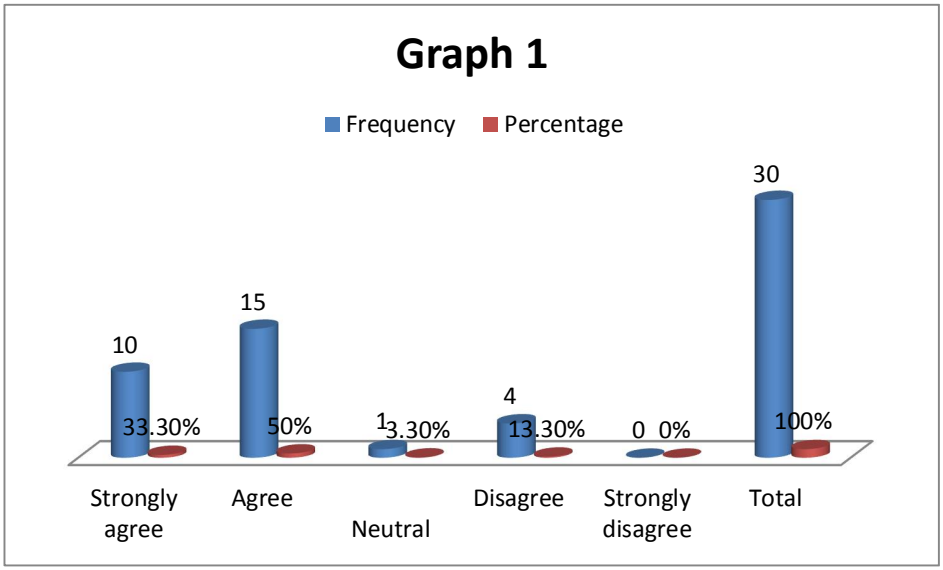
4.1.1 Questionnaire Results:

Statement (1) "Students are not aware enough about English paragraph".

Table (4.1) Shows the distribution of the respondents' answers.

Valid	Frequency	Percentage
Strongly agree	10	33.3%
Agree	16	53.3%
Neutral	1	3.3%
Disagree	3	10%
Strongly disagree	0	0%
Total	30	100%

Graph (4.1) Shows the distribution of the respondents' answers.



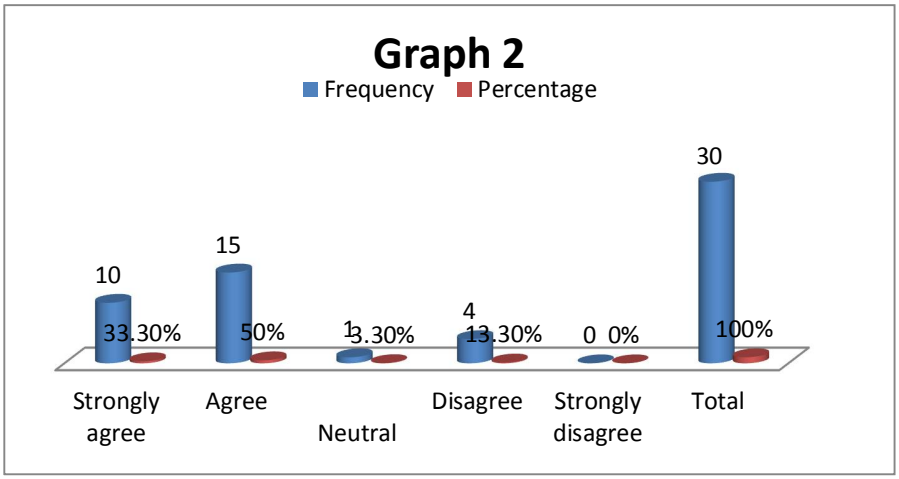
It is obvious from the table and the graph one above that there are10 participants in the sample of this study with percentage (33.3%) strongly agreed that "students are not aware enough about English paragraph" also there are 16participants with percentage (53.3%) agreed with the above statement, only one participants is neutral with percentage (3.3%), 3 participants with percentage (10%) disagreed, and zero participants with percentage (0%) strongly disagreed.

Statement (2) "students are not aware about parts of English paragraph"

Table (4.2) Shows the distribution of the respondents' answers.

Valid	Frequency	Percentage
Strongly agree	10	33.3%
Agree	15	50%
Neutral	3	10%
Disagree	1	3.3%
Strongly disagree	1	3.3%
Total	30	100%

Graph (4.2) Shows the distribution of the respondents' answers



The table and graph above show that there are 10 participants with percentage (33.3%) strongly agreed with the statement no 2 that "the students are not aware about parts of English paragraph" also there are 15 of them with percentage (50%) agreed upon the above statement, 3 participants with percentage (10%) are neutral, 1 participant with percentage (3.3%) disagreed, other one participant with percentage (3.3%) strongly disagreed.

Statement (3) "students have no idea about types of English paragraphs".

Table (4.3) Shows the distribution of the respondents' answers.

Valid	Frequency	Percentage
Strongly agree	10	33.3%
Agree	15	50%
Neutral	1	3.3%
Disagree	4	13.3
Total	30	100%

Graph (4.3) Shows the distribution of the respondents' answers.

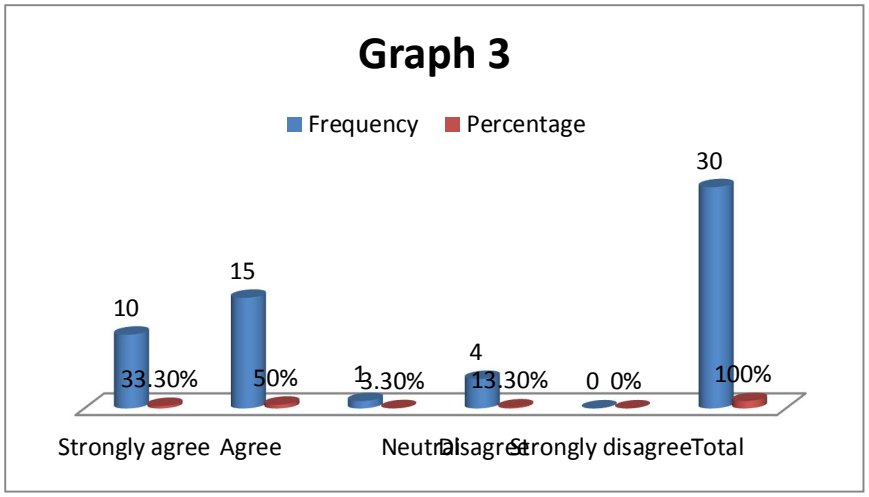


Table and graph 3 above show that there are 10 participants with percentage (33.3%) strongly agreed with the statement that "students have no idea about type's English paragraphs". Also there are 15 participants with percentage (50%) agreed upon the above statement, 1 participant with percentage (3.3%) neutral,

Other 4 participants with percentage (13.3%) disagreed, and zero participants

With percentage (0%) strongly disagreed.

Statement (4) "students find difficulties to organize English paragraph"

Table (4.4) Shows the distribution of the respondents' answers.

Valid	Frequency	Percentage
Strongly agree	10	33.3%
Agree	13	43.3%
Neutral	5	16.6%
Disagree	2	6.6%
Strongly disagree	0	0%
Total	30	100%

Graph (4.4) Shows the distribution of the respondents' answers

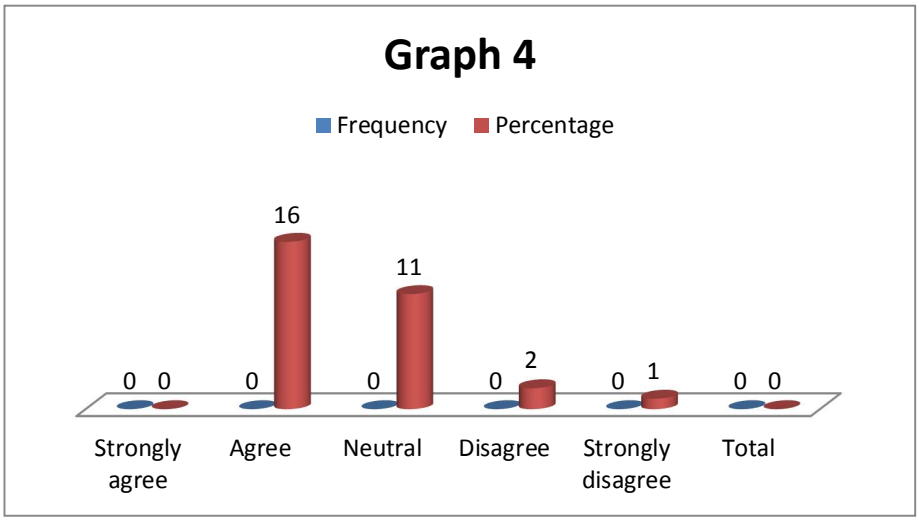


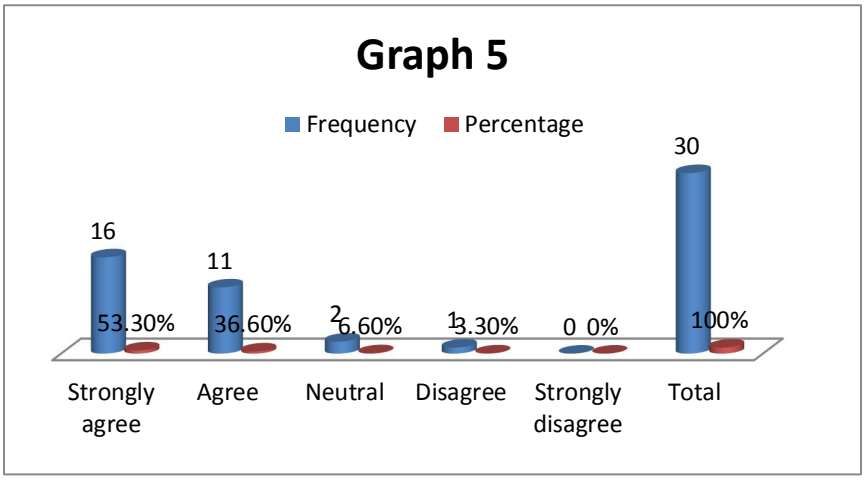
Table and graph 4 above show that there are 10 participants with percentage (33.3%) strongly agreed with statement that "students find difficulties to organize English paragraph, also there are 13 participants with percentage (43.3%) agree with the above statement, other 5 participants with percentage (16.6%) are neutral, 2 of them with percentage (6.6%) disagreed, and zero participants with percentage (0%) strongly disagreed.

Statement (5) "teaching students the basics of sentence writing develop the writing of a paragraph"

Table (4.5) Shows the distribution of the respondents'' answers.

Valid	Frequency	Percentage
Strongly agree	16	53.3%
Agree	11	36.6%
Neutral	2	6.6%
Disagree	1	3.3%
Strongly disagree	0	0%
Total	30	100%

Table (4.5) Shows the distribution of the respondents'' answer



s

Table and graph above show that there are 16 participants with percentage (53.3%) strongly agree with the statement that "teaching students the basics of sentence writing develop the writing of a paragraph" also there are 11 participants with percentage (36.6%) agreed with the above statement, 2 participants with percentage (6.6%) are neutral, 1 participant with percentage (3.3%) disagreed, and zero participant with percentage (0%) strongly disagreed.

Statement (6) "providing students with enough writing practice before writing their own paragraphs develop their writing abilities"

Table (4.6) Shows the distribution of the respondents' answers.

Valid	Frequency	Percentage
Strongly agree	15	50%
Agree	11	36.6%
Neutral	2	6.6%
Disagree	2	6.6%
Strongly disagree	0	0%
Total	30	100%

Graph (4.6) Shows the distribution of the respondents' answers.

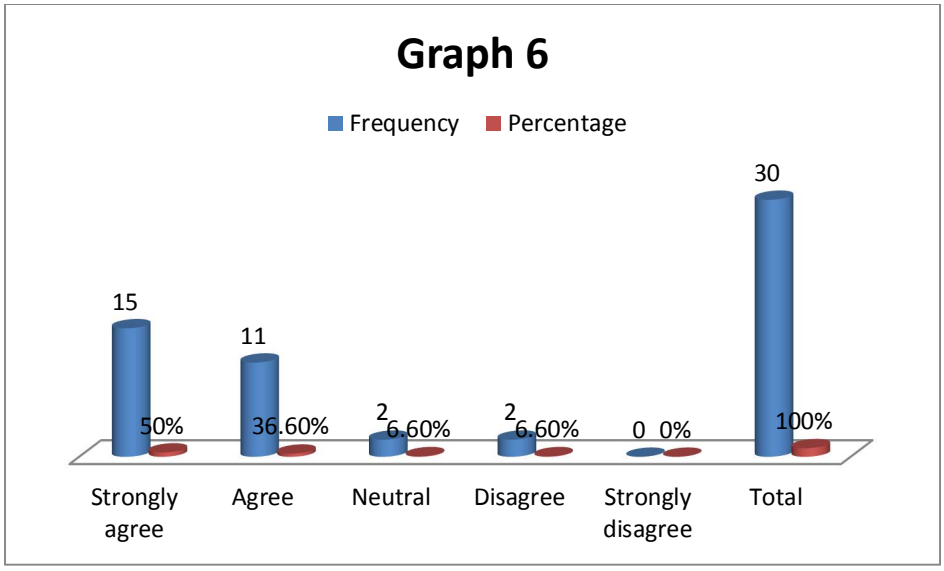


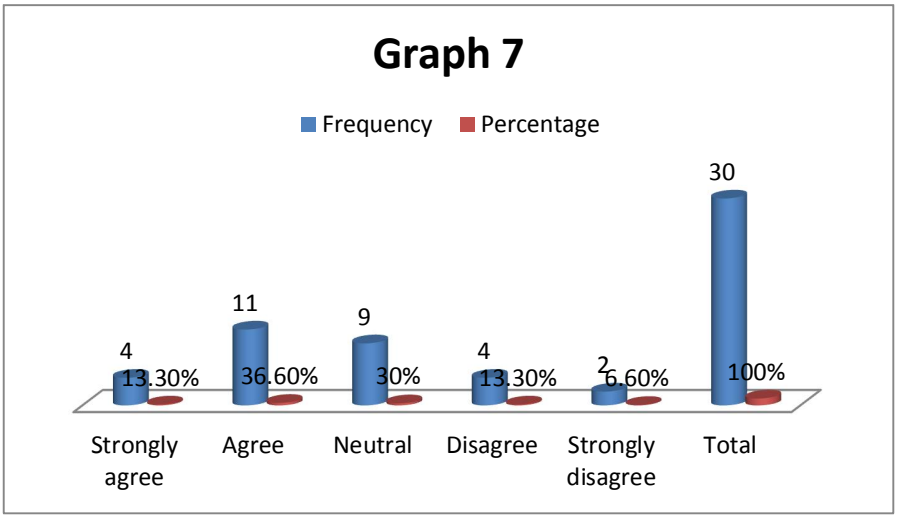
table and graph 6 show that there are 15 participants with percentage (50%) strongly agreed with the statement that "providing students with enough writing practice before writing their own paragraphs develop their writing abilities" also there 11 participants with percentage (36.6%) agreed upon the same statement, whereas 2rticipants are neutral, other 2 participants with percentage (6.6%) disagreed, and zero participant with percentage (0%) strongly disagreed.

Statement (7) "giving students a sample paragraph before they start to write improve their writing performance"

Table (4.7) Shows the distribution of the respondents' answers.

Valid	Frequency	Percentage
Strongly agree	14	46.6%
Agree	13	43.3%
Neutral	2	6.6%
Disagree	1	3.3%
Strongly disagree	0	0%
Total	30	100%

Table (4.7) Shows the distribution of the respondents' answers.



The table and the graph above show that there are14 participants with percentage (46.6%) strongly agreed that "giving students a sample paragraph before they start to write improve their writing performance" also there are 13 participants with percentage (43.3%) agreed with the above statement, there are 2 of them with percentage (6.6%) neutral, 1 participant with percentage (3.3%) disagreed, and zero participant with (0%) strongly agreed.

Statement (8) "teachers' feedback in students writing develops learners writing abilities"

Table (4.8) Shows the distribution of the respondents' answers.

Valid	Frequency	Percentage
Strongly agree	11	36.6%
Agree	14	46.6%
Neutral	2	6.6%
Disagree	2	6.6%
Strongly disagree	1	3.3%
Total	30	100%

Graph (4.8) Shows the distribution of the respondents' answers

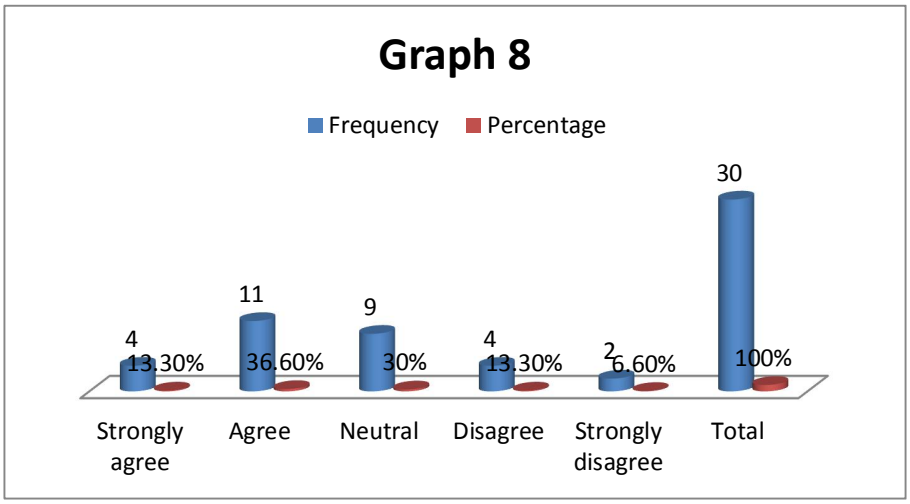


Table and the graph above show that 11 participants with percentage (36.6%) strongly agreed that "teachers' feedback in students writing develops learners writing abilities" , whereas 14 of them with percentage (46.6%)agreed, 2 with percentage (6.6%) are neutral, other 2 with percentage (6.6%) disagreed upon the above statement, 1 participant with percentage (3.3%) strongly disagreed.

Statement (9) "students are not able to write a correct English paragraph"

Table (4.9) Shows the distribution of the respondents' answers,

Valid	Frequency	Percentage
Strongly agree	4	13.3%
Agree	11	36.6%
Neutral	9	30%
Disagree	4	13.3%
Strongly disagree	2	6.6%
Total	30	100%

Graph (4.9) Shows the distribution of the respondents' answers,

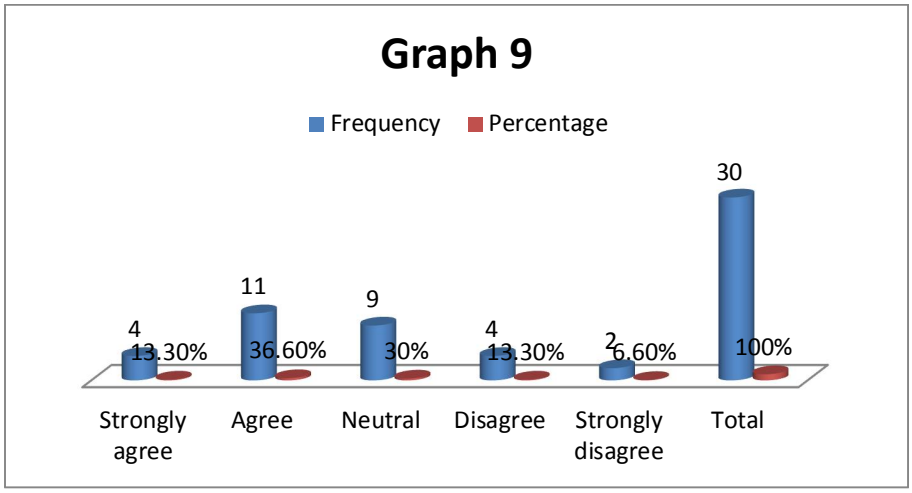


Table and the graph above show that there are 4 participants with percentage (13.3%) strongly agreed that "students are not able to write a correct English paragraph" there are11 participants with percentage (36.6%) agreed with the above statement, whereas 9 of them with percentage (30%) are neutral, also there are 4 participants with percentage (13.3%) disagreed, and 2 participants with percentage (6.6%) strongly agreed.

Statement (10) "it is difficult for learners to join sentences in a paragraph"

Table (4.10) Shows the distribution of the respondents' answers.

Valid	Frequency	Percentage
Strongly agree	6	20%
Agree	14	36.6%
Neutral	7	23.3%
Disagree	3	10%
Strongly disagree	0	0%
Total	30	100%

Graph (4.10) Shows the distribution of the respondents' answers.

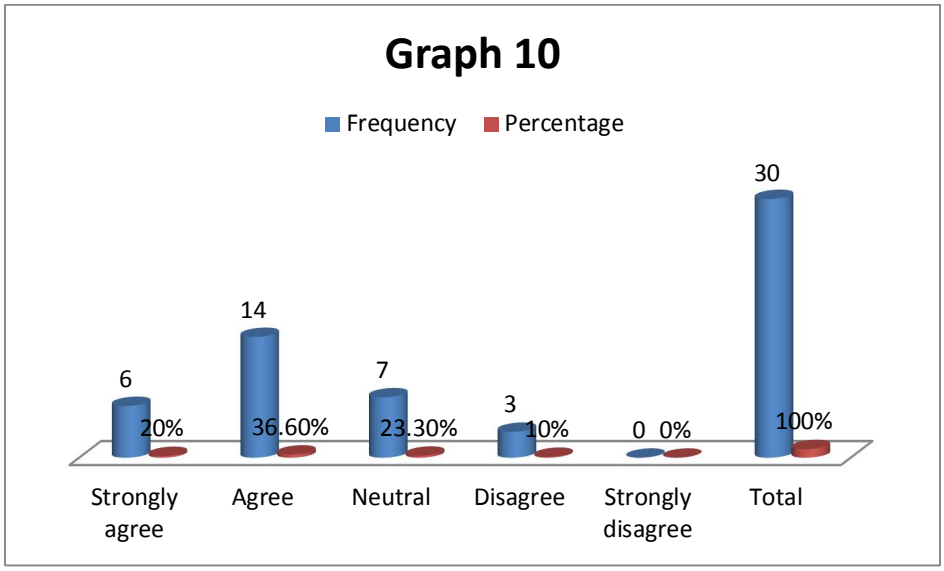


Table and the graph above show that there are 6 participants with percentage (20%) strongly agreed that "it is difficult for learners to join sentences in a paragraph" whereas 14 of them with percentage (36.6%) agreed upon the statement above, 7 of the participants with percentage (23.3%) are neutral, 3 participants with percentage (10%) disagreed upon the same statement, and zero participants with percentage (0%) strongly agreed.

Statement (11) "students have word order problems when writing English paragraph"

Table (4.11) Shows "the distribution of the respondents' answers.

Valid	Frequency	Percentage
Strongly agree	8	26.6%
Agree	17	56.6%
Neutral	3	10%
Disagree	2	6.6%
Strongly disagree	0	0%
Total	30	100%

Graph (4.11) Shows the distribution of the respondents' answers.

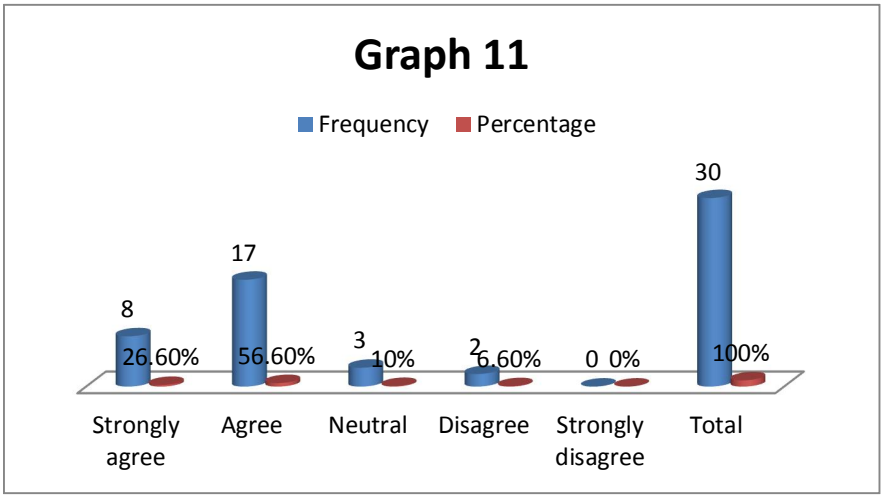


Table and graph above show that there are 8 participants with percentage (26.6%) strongly agreed with the statement that "students have word order problems when writing English paragraph" whereas 17 of them with percentage (56.6%) agreed with the statement above, 3 participants with percentage (10%) are neutral, whereas 2 of them with percentage (6.6%) disagreed, and zero participants with percentage (0%) strongly agreed.

Statement (12) "students are not able to develop a topic sentence into a full paragraph"

Table (4.12) Shows the distribution of the respondents' answers.

Valid	Frequency	Percentage
Strongly agree	10	33.3%
Agree	15	50%
Neutral	1	3.3%
Disagree	4	13.3%
Strongly disagree	0	0%
Total	30	100%

Graph (4.12) Shows the distribution of the respondents' answers.

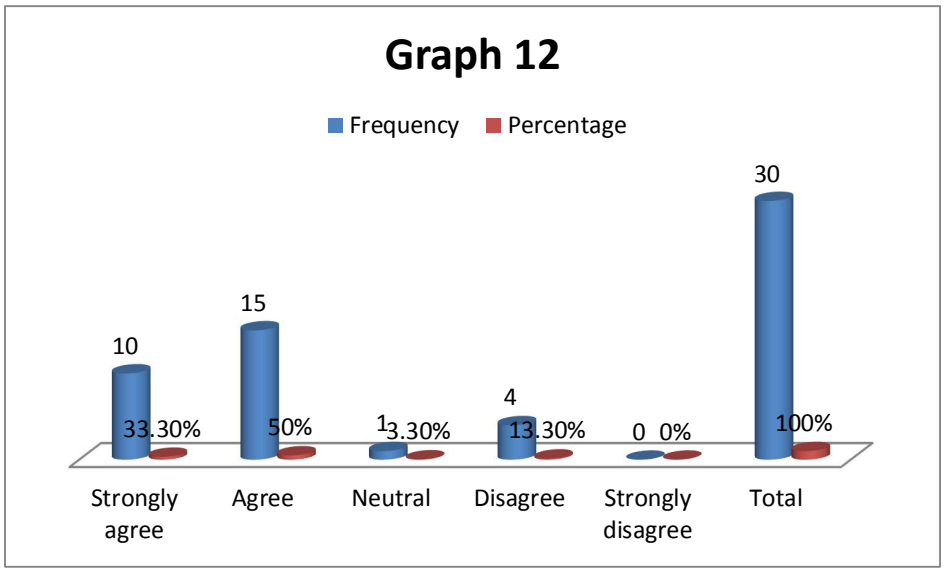


Table and graph above show that there 10 participants with percentage (33.3%) strongly agreed with the statement that "students are not able to develop a topic sentence into a full paragraph" whereas 15 of them with percentage (50%) agreed upon the statement above, 1 is neutral with percentage (3.3%) also there are 4 participants with percentage (13.3%) disagreed upon the same statement, and zero participants with percentage (0%) strongly disagreed.

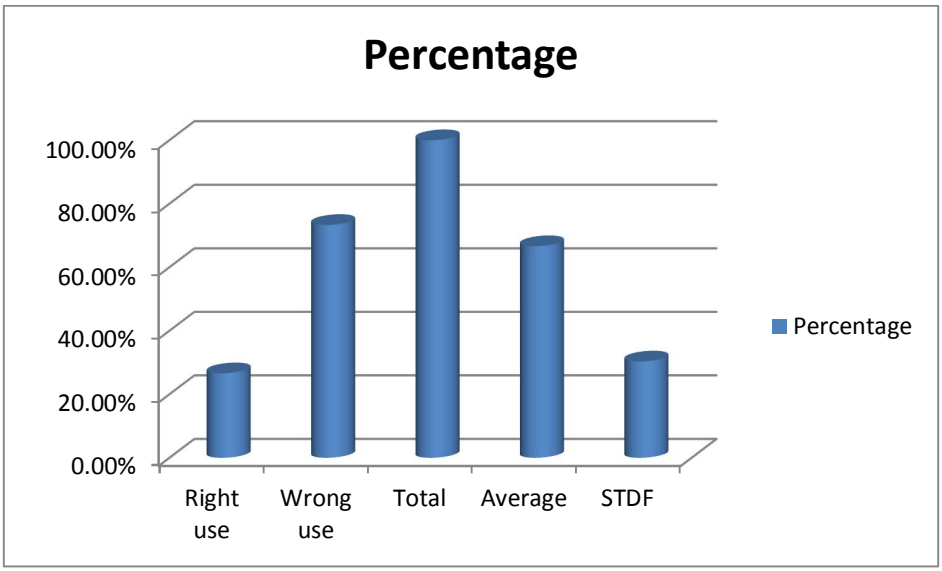
4.1.3 Test Results:

The tables and graphs below display the results of the data analysis that obtained throughout the means of test.

Table 4.13 Shows the proper use of spelling.

Valid	Frequency	Percentage
Right use	8	26.6%
Wrong use	22	73.3%
Total	30	100%

Graph (4.13) Shows the proper use of spelling



The table and graph above show that the distribution of the sample by the Right use is (26.6%) and Wrong use is (73.3%).

Table (4.14) shows the proper use of preposition

Valid	Frequency	Percentage
Right use	8	26.6%
Wrong use	22	73.3%
Total	30	100%

Graph (4.14) Shows the proper use of preposition

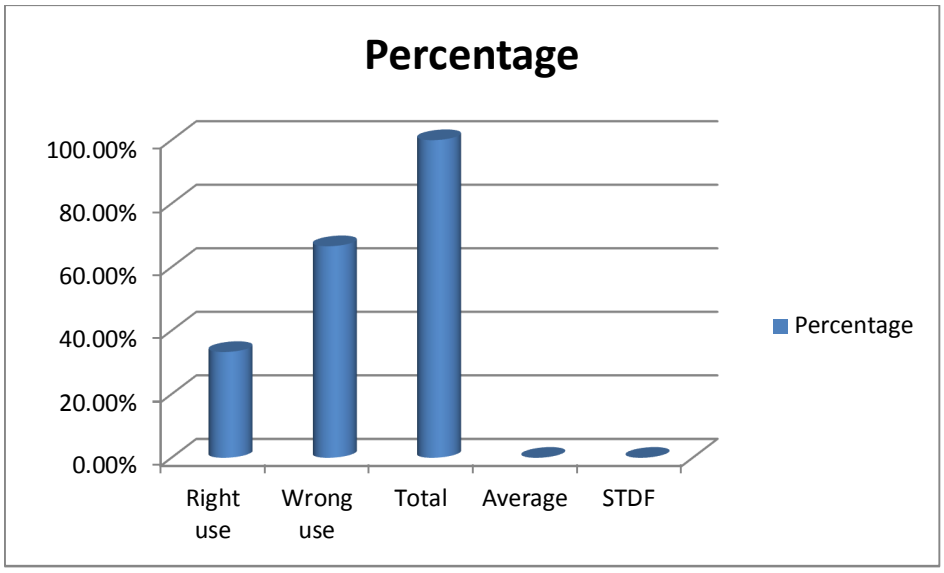


Table and graph above show that the distribution of the sample by the Right is (26.6%) and Wrong use is (73.3%).

Table (4.15) Shows the proper use of capitalization

Valid	Frequency	Percentage
Right use	10	33.3%
Wright use	20	66.6%
Total	30	100%

Graph (4.15) Shows the proper use of capitalization

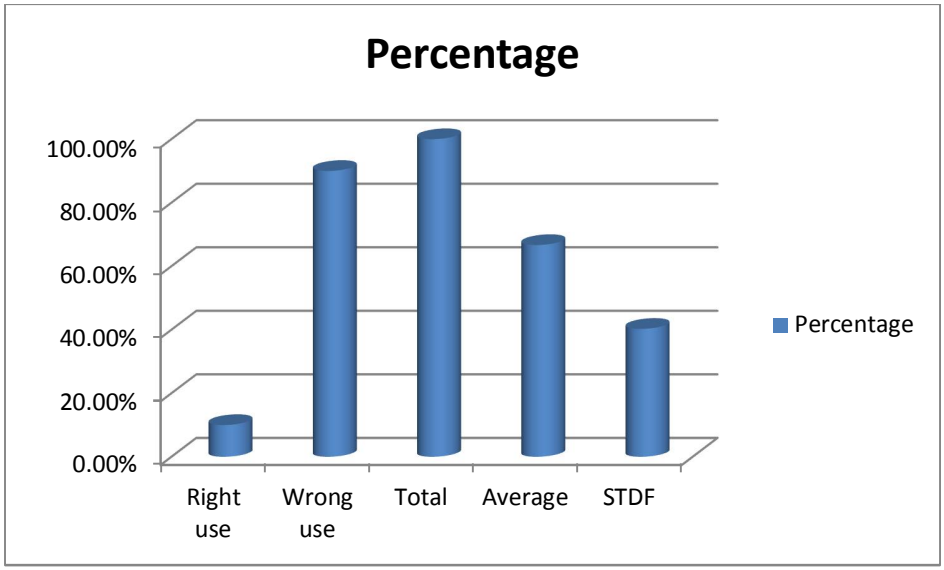


Table and graph above show that the distribution of the sample by the Right use is (33.3%) and Wrong use is (66.6%).

Table (4.16) Shows the proper use of articles

Valid	Frequency	Percentage
Right use	26	86.6%
Wrong use	4	13.3%
Total	30	100%

Graph (4.16) Shows the proper use of articles

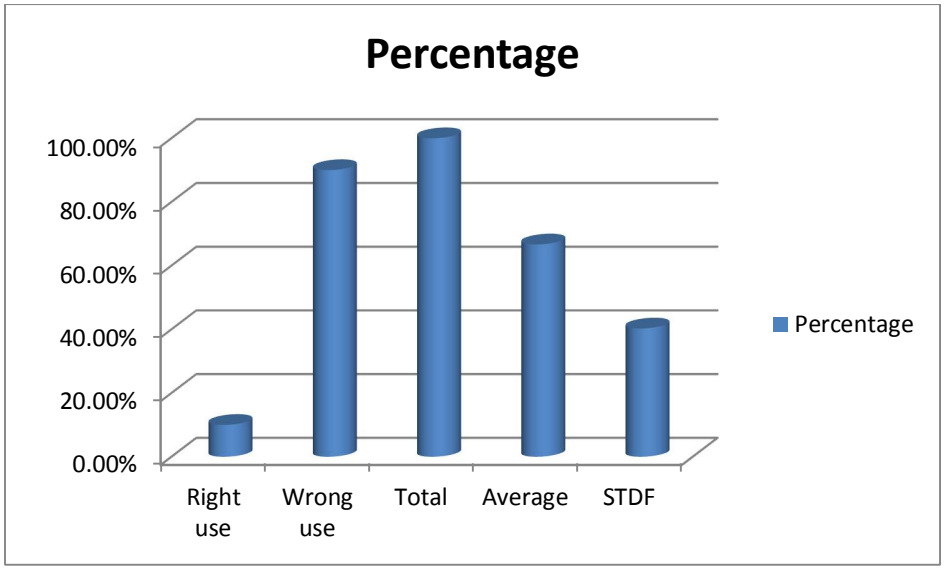


Table and graph above show that the distribution of the sample by the Right use is (86.6%) and Wrong use is (13.3%).

Table (4.17) Shows the proper use of punctuation

Valid	Frequency	Percentage
Right use	14	46.6%
Wrong use	16	53.3%
Total	30	100%

Graph (4.17) Shows the proper use of punctuation

Table and graph above show that the distribution of the sample by the Right use is (46-6%) and Wrong use is (53.3%).

Table (4.18) Shows the proper use of subject verb agreement

Valid	Frequency	Percentage
Right use	13	43.3%
Wrong use	17	56.6%
Total	30	100%

Graph (4.18) Shows the proper use of subject verb agreement

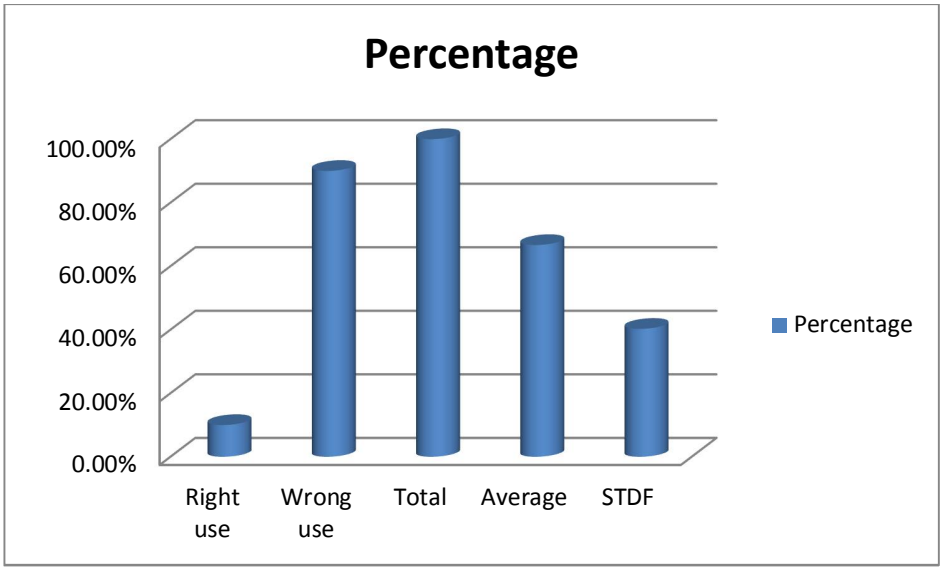


Table and graph above show that the distribution of the sample by the Right use is (43.3%) and Wrong use is (56.6%).

Table (4.19) Shows the proper use of verb tense

Valid	Frequency	Percentage
Right use	13	43.3%
Wrong use	17	56.6%
Total	30	100%

Graph (4.19) Shows the proper use of verb tense

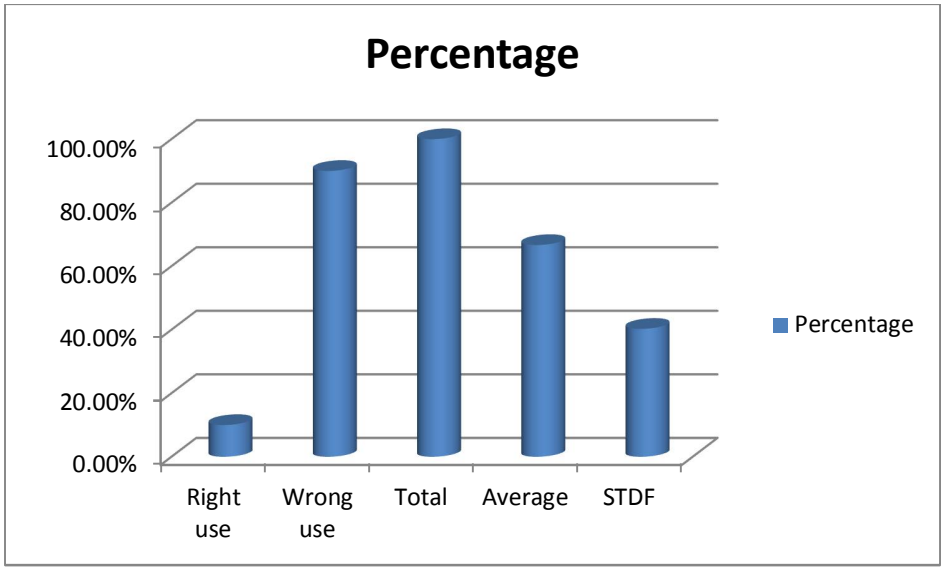


Table and graph above show that the distribution of the sample by the Right use is (43.3%) and Wrong use is (56.6%).

Table (4.20) shows the proper use of topic sentence

Valid	Frequency	Percentage
Right use	18	60%
Wrong use	12	40%
Total	30	100%

Graph (4.20) shows the proper use of topic sentence

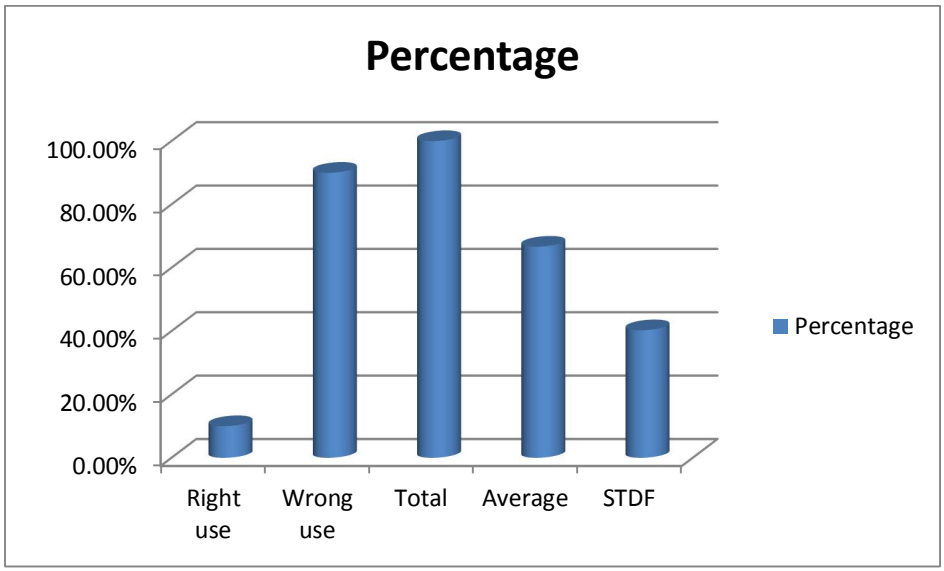


Table and graph above show that the distribution of the sample by the Right use is (60%) and Wrong use is (40%)

Table (4.21) shows the proper use of supporting sentence

Valid	Frequency	Percentage
Right use	22	73.3%
Wrong use	8	26.6%
Total	30	100%

Graph (4.21) shows the proper use of supporting sentence

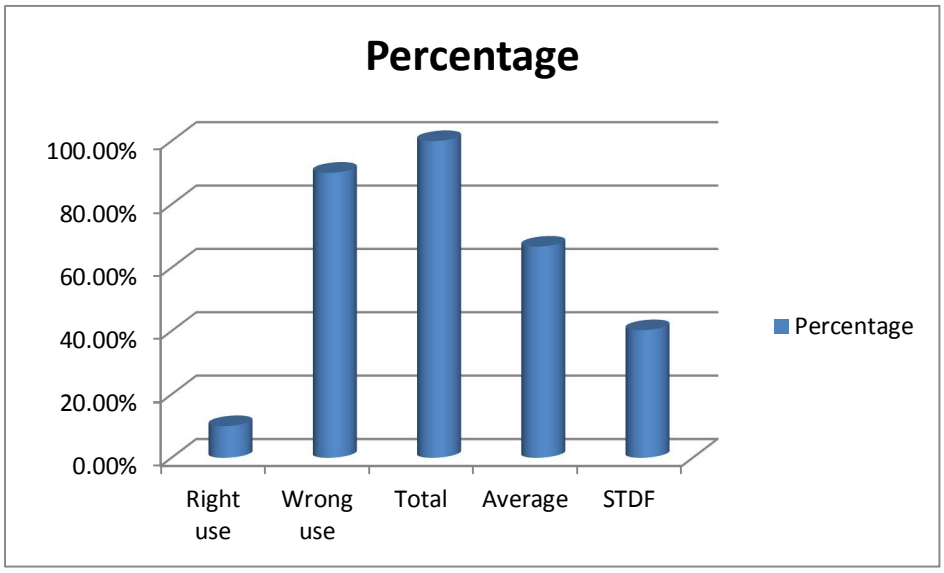


Table and graph above show that the distribution of the sample by the Right use is (73.3%) and Wrong use is (26.6%).

Table (4.22) shows the proper use of concluding sentence

Valid	Frequency	Percentage
Right use	11	36.6%
Wrong use	19	63.3%
Total	30	100%

Graph (4.22) shows the proper use of concluding sentence

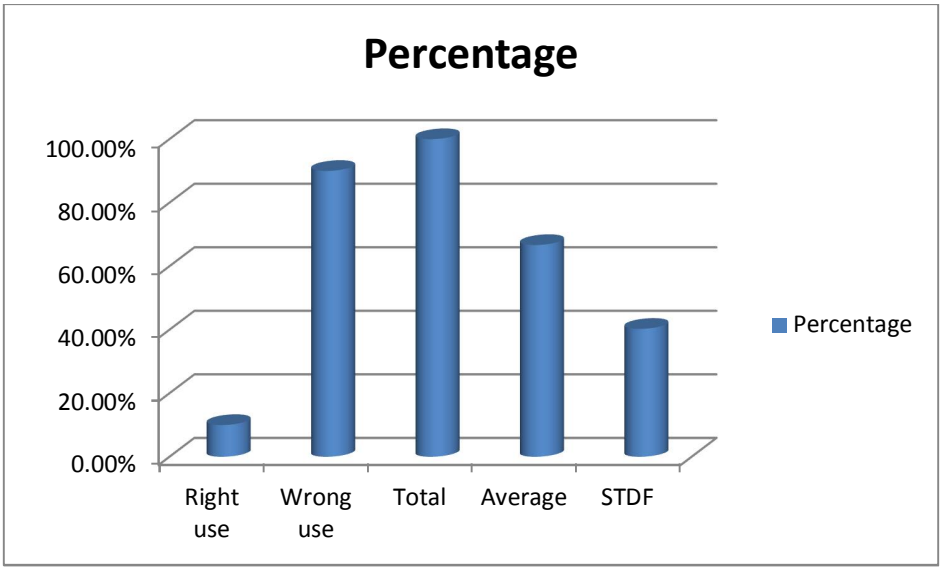


Table and graph above show that the distribution of the sample by the Right use is (36.6%) and Wrong use is (63.3%).

Table (4.23) shows the proper use of transitions

Valid	Frequency	Percentage
Right use	3	10%
Wrong use	27	90%
Total	30	100%

Graph (4.23) shows the proper use of transitions

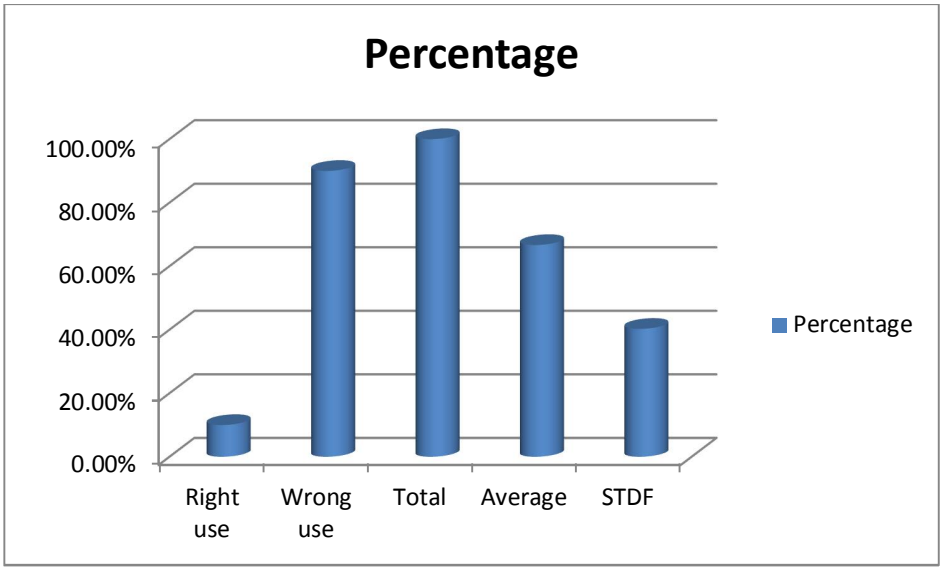


Table and graph above show that the distribution of the sample by the Right use is (10%) and Wrong use is (90%).

Table (4.24) shows the students' writing errors

No	Valid	Frequency	Percentage
1	Spelling	22	73.3%
2	Punctuation	16	53.3%
3	Capitalization	20	66.6%
4	Prepositions	22	73.3%
5	Articles	4	13.3%
6	Topic sentence	12	40%
7	Supporting sentence	8	26.6%
8	Concluding sentence	19	63.3%
9	Transitions	27	90%
10	Verb tense	17	56.6%
11	Subject verb agreement	17	56.6%
12	Total	184	100%

Graph (4.25) shows the students' writing errors

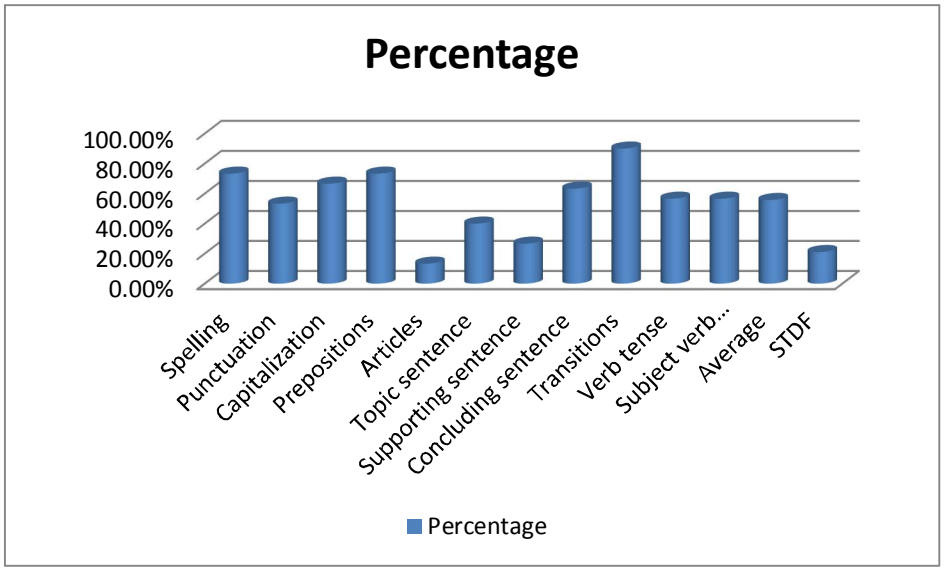


Table and graph above show that the distributions of the sample of frequency in the students' writing errors are as following: the frequency of spelling errors is 22, the frequency in punctuation is 16, in capitalization is 20, in prepositions is

22, in articles is 4, in topic sentence is 12, in supporting sentence is 8, in concluding sentence is 19, in transitions is 27, in verb tense is 17, and in subject verb agreement is also 17.The frequencies are out of 30.In this section the researcher presents and discusses the results of the current study on the light of the questions asked earlier in chapter one.

1-The awareness of University students in writing (organizing) English paragraph

This section intends to show the results that aim to give answer to the first research question. To what extent are the University students aware of English paragraph organization?

The results emerged from this study showed that the students at Sudan University of science and Technology College of languages are not aware enough of English paragraph organization according to the tables and graphs displayed earlier above in this chapter.

2-The techniques that can help students in writing English paragraph. This section intends to show the results that aim to provide answers to the second research question. What are the writing techniques that can help students to write a well organized English paragraph? The results that revealed from the output of the students' test reflect that the students of level three at Sudan University of Science and Technology College of Languages are not aware of paragraph writing techniques and lack for the most important techniques of writing a well organized English paragraph. The results also showed that some of the students have ability to write atopic sentence but the problem is that they are not able to support the main idea. In addition, most of them find it difficult to conclude

his/her paragraph properly moreover, the majority of them have a fatal problem in using transitions correctly.

3-The types of errors that University students commit when writing an English paragraph. This section shows the results that aim to give answer to the third research question. What types of errors that University students commit when writing an English paragraph? According to the table and graph (4-12) displayed above the frequency of errors in spelling is 22 by the wrong use (73.3%), the frequency of errors in punctuation is 16 by the wrong use (53.3%), the frequency of errors in capitalization is 20 by the wrong use (66.6%), the frequency of errors in prepositions is 22 by the wrong use (73.3%), the frequency of errors in articles is 4 by the wrong use (13.3%), the frequency of errors in topic sentence is 12 by the wrong use (40%), the frequency of errors in supporting sentence is 8 by the wrong use (26.6%), the frequency of errors in concluding sentence is 19 by the wrong use (63.3%), the frequency of errors in transitions is 27 by the wrong use (90%), the frequency of errors in verb tense is 17 by the wrong use (56.6%), and it is in the subject verb agreement is 17 by the wrong use (56.6%).

4.2 Discussion of the results:

The current study aims at investigating the difficulties that encounter EFL learners in writing English paragraph. The results reflected that the students of the third class at Sudan University of Science and Technology College of languages find many types of difficulties when writing (organizing) English paragraph. According to their performance, tables and graphs displayed earlier have proved that they commit spelling, punctuation, capitalization, prepositions errors and articles errors as well. Moreover they do not know how to use transitions in a good way. There are also more errors in their writing in dealing

with verb-tense and subject verb agreement which are grammatical errors, but the big problem is that they have a real problem in dealing with the most important three elements of writing a well organized English paragraph which are the topic sentence, supporting sentences and the concluding sentence.

Summary of the Chapter:

In the current chapter the researcher discussed the analysis of the data, results findings through a questionnaire paper of twelve statements with using Lickert scale that start from "strongly agree" to "strongly disagree". And a test of five questions, with right and wrong use.

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:

This is the last chapter in this study therefore the findings will be presented and conclusion as well. Moreover the researcher will provide some recommendations in addition some suggestions will also be suggested.

5.1 The main Findings:

From tables and graphs displayed earlier in the previous chapter it has been noticed clearly that the students of level three College of languages at Sudan University of Science and Technology do have real problems in many phases which concern English paragraph organization these problems include grammatical errors, mechanical errors, and structural errors, they also show weakness in the process of writing this weakness may be because of training lack or because of shortage of their knowledge in this area, may be this is why the students' writing is not unified and not coherent enough.

5.2 The Conclusions:

The current study aims at investigating the difficulties that encounter EFL students in writing English paragraph at Sudan University of Science and Technology College of languages third level it also aims to assure the students awareness of paragraph writing techniques.

5.3 Recommendations:

In the light of the results that obtained and discussed in chapter four the researcher recommend that:

1-More attention should be paid to the writing skills, mainly the parts of English paragraph.

2-More sessions of trainings (practices) should be held under the control and monitor of the teachers for the sake of promoting students abilities in the process of writing.

3-Stuents' errors of writing should be given much feedback by the teachers.

4-Teachers should necessarily raise students' awareness by the importance

of a well organized piece of writing.

5.4 Suggestions for Further Studies:

In the light of the findings presented in chapter four the researcher suggests that:

1. Investigating the difficulties that encounter EFL learners in writing English paragraph should be studied further more.
2. The most important parts of English paragraph should also be studied further more.
3. Investigating the real reasons behind the weakness of students' writing should be studied further more.

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Appendices

Appendix No (1)

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Teachers' Questionnaire

This questionnaire is considered as a part of MA degree programme project on difficulties that encounter EFL learners in writing English paragraph at University level. Dear, learners the researcher would be grateful to you to co-operate with him and answer the questionnaire statements honestly. The information of this questionnaire will be used for academic purposes only.

Mark (✓) in front of your own private choice:

Hypothesis One:

1-University students aren't aware enough about English Paragraph organization.

No	Statement	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1-	Students are not aware enough about English paragraph in general.					
2-	Students are not aware about parts					

	of English paragraph.					
3-	Students have no idea about types of English paragraphs					
4-	Students find difficulties to organize English Paragraphs					

Hypothesis Two:

Writing techniques can help students in writing a well-organized English paragraph.

No	Statement	Strongly agree	agree	Neutral	disagree	Strongly disagree
5-	Teaching students the basics of sentence writing develop the writing of a paragraph.					
6-	Providing students with enough writing practice before write their own paragraphs develop their writing abilities.					
7-	Giving students a sample paragraph before they					

	start to write improve their writing performance					
8-	Teachers' feedback in students writing develops learner writing abilities**.**					

Hypothesis Three:

EFL University learners commit many types of errors when writing in English.

No	Statement	Strongly agree	agree	Neutral	disagree	Strongly disagree
9-	Students are not able to write a correct English sentence.					
10	It is difficult for learners to join sentences in a paragraph.					
11	Students have word order problems when writing a paragraph.					
12	Students are not able to develop a topic sentence into a full paragraph.					

Appendix No (2)

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Students' Test

This test is considered as a part of MA degree programme project on difficulties that encounter EFL learners in writing English paragraph at University level. Dear, student the information of this test will be used for academic purposes only, so the researcher would be grateful if you could co-operate to answer the test's questions honestly.

Question (1)

Punctuate the following passage by using the suitable punctuation marks:

Full stop, comma, question mark and capital letter.

The endangered species in Sudan at present are: the white rhinoceros( )the wild desert ass( ) and the cheetah( )Why is this( ) And how can we stop this from happening( )well some things we can control and others are more difficult. Natural disasters like floods ( ) drought or fires ( ) wipe out many animals. Of course, it is very difficult to prevent these. But animals also become extinct because of uncontrolled hunting. We need to enforce the law more rigidly ( ) and we must refuse to buy or to wear anything made from the skin

or bones of these beautiful creatures ( ) and to raise the awareness of people about these animals as well ( )

Question (2) Guided composition:

Write a composition of (150-200 words) about the following topic:

(My University)

Take care of spelling, grammar, punctuation marks, and well organized writing.

The following questions may help you

1-Where do you study?

2-Howdo you always go to your University?

3-where is your university?

4-Is it far?

5-Do you like it? Why? Why not?

6-How many Colleges are there in your University?

7-What do you study there?

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Question (3)

Rewrite the following paragraph using the definite and indefinite articles.

(a, an, the)

Mohammed Ali Clay is fighting against Tyson. Tyson weighs 150 kilos, and Clay is ten kilos heavier. It was ……easy fight for Clay. Tyson started very well and pushed Clay backwards, but he was hard to move. In…….. third round Clay knocked Tyson out, ……..good win for Clay. Both of ……..players are Americans, so the winner is ……..American too.

Question (4)

Fill in the blank spaces with each of the following words:

treats	was	came	feel	were

My friend ……..me badly and has turned all my other friends against me. Before he……..to my school I……very popular and never let anyone push me around. But he has changed me. We……best friends for two years and then we had a row and he is making my life very difficult and I cry all the time. I……..sad because I really want to be best friend again.

Question (5)

Write a composition **of not less than (200) words about:**

(Autumn in Sudan)

Take care of spelling, grammar, punctuation and well organized writing.

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