بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Investigating the Problems Faced by Sudanese

University Students in Paragraph Writing

(A case Study of Third year Students of English -

College of Arts - Al Neelain University-)

تقصي المشكلات التي يواجهها طلاب الجامعات السودانية في كتابة الفقرة (دراسة حالة طلاب السنة الثالثة بكلية الآداب- جامعة النيلين)

A Thesis Submitted in Fulfillment of the Requirements for

The MA Degree in English Language (Applied Linguistics)

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2019

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Dedication

I dedicate this work to my parents, my husband and the rest of my family.

Acknowledgements

Abstract

This study aims at investigating the problems faced by University students in paragraph writing. The researcher has adopted descriptive analytical method. Two instruments have been used for collecting data relevant to the study, namely questionnaire to teachers of English at some Sudanese Universities and diagnostic test to third year students of English at Al-Neelain University – College of Arts. The study sample of questionnaire comprises (30) teachers whereas the sample of diagnostic test consists of (30) students. The researcher applied SPSS program to analyze and verify the hypotheses. The results have shown that a major challenges faced by EFL students is to produce good- quality paragraph writing. Moreover, students are not able to write well -connected paragraph due to lack of grammatical construction. The pedagogic value of paragraph writing has been neglected. The study has recommended that teachers should help students communicate their thoughts and ideas to others while writing paragraph. Furthermore, the use of reading- into writing method should be particularly beneficial to students' paragraph-writing abilities. Some suggestions are also proposed for further studies.

Abstract

(Arabic Version)

هدفت هذه الدراسة إلى تقصي المشكلات التي يواجهها طلاب الجامعات كتابة الفقرة. وقد اتبع الباحث المنهج الوصفي التحليلي، وتم استخدام اثنين من الادوات لجمع البيانات المتعلقة بالدراسة ، المتمثلة في استبيان صمم خصيصاً لأساتذة اللغة الإنجليزية في بعض الجامعات السودانية واختبار تشخيصي لطلاب السنة الثالثة بجامعة النيلين- كلية الاداب. قد تم اختيار عينه (30) بالنسبة للاستبيان و(30) للاختبار التشخيصي . وطبق الباحث برامج الحزم الاحصائية للعلوم الاجتماعية لتحليل وتأكيد الفرضيات . واتضح جلياً من خلال نتائج الدراسة ان التحديات الرئيسية التي تواجة الطلاب هى كتابة فقرة جيدة. بالاضافة الى ان الطلاب غير قادرين لكتابتة فقرة سليمة التركيب. لقد اهملت القيمة التعليمية لكتابة الفقرة. وقدمت الدراسة عددا من التوصيات اهمها: على الاساتذة ساعدة الطلاب لتواصل معتقداتهم وافكارهم مع الاخرين عند كتابة الفقرة . وعلاوة على ذلك ان استخدام اسلوب القراءة مع الكتابة مفيد لمقدرة الطلاب عند كتابة الفقرة . وايضا قدمت بعض المقترحات للدارسات المستقبلية.

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CHAPTER ONE

INRODUCTION

CHAPTER ONE

INRODUCTION

1.0 Overview

This introductory chapter is an overview of the research. It includes the context of the study, the statement of the study problem, objectives of study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of the study.

1.1 Context of the Study

Since thinking of writing, a paragraph is considered effective, concise, and clear as the same way as building an efficient house which is established with each room to serve a clearly definite purpose; each paragraph should concentrate on a separate topic. The body of each paragraph should provide evidence proving this subtopic, with a concluding sentence tying everything to the main argument of the essay. By repeating this for each supporting idea leads to mastering the concept of paragraph writing. Alice Oshima and Ann Hosuen (1997:26, 27) stated that a paragraph is a group of related sentences which a writer develops about a subject. The starting sentence explains the certain idea while the other sentences are stated to support it. They also said that it is emphasized by identifying the first word from the left hand margin. So, a paragraph is made up of three sorts of sentences , the topic sentence is around about sentence or the opening sentence which is due to naming the door of the action and the controlling idea . In addition, it tells the reader what the paragraph is talking about and can be in the beginning or at the end of a paragraph. But, they thought it must be written in the start in order to give the reader an idea of what he is going to say and it will enhance him to be on the same subject without being off point. They

added that to determine the subject of the topic sentence .so, the topic sentence can help summarizing the idea from general to specific.

This study is an attempt to investigate the problems for the EFL Sudanese students which face them in the third year at Al-Neelain University in writing paragraphs and whether they are able to use their abilities to produce a variety of written texts as descriptive, narrative and to develop better sense of argumentation and discussion. As the students in this stage are extremely in need of producing not only proper and good written texts at secondary schools, but also they need them for their higher studies as well as career. Therefore, writing paragraph depends on correct using of sentence structure and prepositions. However, these sub-skills might not perfectly be applied by the students in writing a paragraph. Since, reading skill is considered as the base of writing that means much reading of literary texts can improve the students' abilities and to develop better sense of producing correct sentences, proper lexis and vocabulary. The study presents and focuses on the theoretical background of the study. It actually deals with the issues of writing a paragraph such as strategies of paragraph writing, skills, cohesion and coherence, grammatical structures, paragraph types and words and lexis selection. Moreover, discussions of writing a paragraph within methods of teaching English language.

1.2 Statement of the Problem

The researchers observed that most of Sudanese University students are unable to write not only a correct sentence but also a coherent paragraph which is supposed to be an actual problem needed to resolve due to their weak basis. Then, after much careful thinking about that problem and trying to find a solution. Therefore, an idea came out to write a research. So, the study attempts to explore the linguistic and technical difficulties that really face third -year students at Al- Neelain University- College of

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Arts in using the sub-skills of writing a paragraph. English language teachers cannot adopt specific techniques in writing paragraphs. Moreover, students are unable to follow a proper strategy of paragraph writing.

1.3 Objectives of the Study

This study sets out to achieve the following objectives:

1- It attempts to investigate whether Sudanese Universities students have problems in paragraph writing.

2-It reveals to diagnose whether Students are able to use the basic skills of writing paragraph.

3-It attempts to high light the teaching strategies that can apply to enhance with paragraph writing.

1.4 Questions of the Study

This study sets out to answer the following questions:

1. What are the problems that face Sudanese Universities students in paragraph writing?

2. To what extent are students able to use the basic skills of writing paragraph?

3. What are teaching strategies that can be applied to enhance with paragraph writing?

1.5 Hypotheses of the Study

This study sets out to test the following hypotheses:

1. Sudanese Universities students have many problems in paragraph writing

2. Students are unable to use the basic skills of writing paragraph.

3. There are teaching strategies that can be applied to enhance paragraph writing.

1. 6 Significance of the Study

This study is of great significance to the teachers in terms of teaching strategies of writing as well as students who will be exposed to different kind of writing. It will be of great significance to the curriculums and syllabus designers.

1. 7Limits of the Study

This study is limited to investigate the problems faced by Sudanese Universities students in paragraph writing. It hoped that will tentatively cover the academic year from (2018-2019). It was conducted at Sudan University of Science and Technology, College of Languages, and study sample was exclusively drawn from third year students of English at Al-Neelain University - College of Arts.

1.8 Methodology of the Study

The researcher has adopted the descriptive analytical method as well as quantitative method. Questionnaire and diagnostic test are used as primary tools for data collection. A questionnaire was distributed to teachers of English language at some Sudan Universities to check their point of view in terms of this issue. Written diagnostic test was given to third year students of English at Al-Neelain University - College of Arts.

1.9 Organization of the Study

This study consists of five chapters. Chapter one is known as the introduction of the study. It includes background of the study, the problem of the study, the objectives of the study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of study. Chapter two is about literature review and previous studies. Chapter three is the research methodology, which includes research design, population of the study, instruments of the study, validity and reliability, and data

collection procedure. Chapter four is about data analysis and interpretation. Chapter five is the final chapter of the study which includes summary of the main findings, conclusion, recommendation and suggestion for further studies.

1.10 Summary of the Chapter

This introductory chapter was concerned with presentation of statement of the problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, scope of the study, methodology of the study, definition of study terms and outline of the research.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

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LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter discusses the related literature review on investigating the problems faced by Sudanese Universities students in paragraph writing. It is called chapter two which is divided into two parts; the first part is called theoretical background and the second part is called previous studies.

Part one: Theoretical Background

2.1 Definition of Writing

Writing is generally believed that the ability to write fluently and expressively is a goal pursued in EFL at a large and for academic achievement; in particular. It is one of the dominant ways in which language learners can ensure academic credentials among other things.

Writing is a powerful means of communication by which students learn better to express themselves (Al-Mansour and Al- Shorman, 2014, p.259).

Teaching and Learning to write in any language is an essential area that influences students' performance and language learning.

Moreover, learning to write in English as a foreign language has been an essential professional educational issue that serves various educational purposes and meets certain learning needs upon which the foreign language learners' progress depends (Al-Mansour and Al Shorman, 2014, p.248).

A major challenge faced by foreign language learners is to produce good-quality writing. Language learners, especially at higher levels of

proficiency, are burdened by demanding time-consuming writing tasks for general as well as academic purposes. This is partly due to the fact that writing is, in essence, an outgrowth of perhaps a long-term stock-taking in terms of other language skill areas such as reading, vocabulary learning and grammar Alqadi and Alqadi (2013,p.106) believe that :

As a productive skill, writing can represent an obstacle in the process of L2 development since it requires that formal content, and cultural schemata are obtained and presented appropriately, cohesively, and accurately.

2.2 Significance of writing

Writing is also assumed to enable learners to develop their experiences into text and the processes of thinking (Zainal and Husin, 2011).

In university contexts, as Parks et al. (1986) point out in a writing guide for L1/L2 learners, much of what students' write is expository.

They are usually asked to submit such assignments as essays, reports, or research papers, and to succeed in these they need the right skills associated with effective expository prose. These include an ability to organize texts, to develop ideas adequately, and to link ideas logically; the authors explain that "one good way to acquire these basic writing skills is to start on the level of the paragraph" (ibid...1).

Paragraph writing is a very important aspect of written production that L2 learners have to acquire in order to fulfill their writing assignments. As claimed by a number of researchers (VanDijk and Kintsch, 1983; Grabe and Kaplan, 1996; Duncan, 2007) the paragraph is one of the most important conventions when presenting a text.

It presents readers with a coherent set of ideas and constitutes one of the fundamental units of any instance of written discourse, as pointed out by a vast number of researchers on paragraph theory in English composition (e.g.Angus,1862;Grabe and Kaplan,1996;Duncan, 2007).

The pedagogic value of paragraph writing has been largely neglected. In this respect Omisha and Hogue (2006, p.65) say that " a paragraph is a basic unit of organization in writing a group of related sentences develops one main idea and consists of two kinds of sentences: a topic sentence and a number of supp

ortive statements .Number of sentences within a single paragraph is unimportant but it should be long enough to develop the main idea clearly."

Though sometimes for emphasis, or in dialog or transition, a paragraph may have only one or two sentences.

The paragraph starts with an indentation, which means a blank space at the beginning indicating that a new subject or a different point of the same subject is being considered with.

The sentences within a paragraph link up so that readers are not conscious of gaps .Elements of paragraph should be combined to form one complete meaning in the paragraph .In addition ,effective sentences involve more than starting with capital and stopping with a full stop /period .The word or words must make sense ,expressing an idea or perception or feeling clear enough to stand alone .Since " writing builds larger units from smaller ones; that is ,writers use words to make sentences ,sentences to make paragraphs ,and paragraphs to make such compositions as letters, reports ,and college themes" (Hart and Reinking ,1990, p.11).

Among the various options available to EFL instructors, the use of a reading –into writing –method would be particularly beneficial to students' paragraph –writing abilities, although "for many years reading and writing in ESL classrooms were taught separately" (Carson and Leki, 1993,p.:1) .

Since the 1980, however, a large number of studies (Stotsky,1984; Carson and Leki, 1993; Grabe,2003) have supported the relationship

between reading and writing, claiming that the two skills are inextricably connected and share cognitive processes of meaning construction.

2.3 Integrating reading and writing skills

Reading was recognized as the basis for writing, especially in academic settings. In his whole language approach to literacy development, Goodman (1986) argues that reading and writing develop together.

Carson (1993) and Kucer (1985) claim that it is beneficial to integrate L2 reading and writing in the same classroom ,and that these two skills draw upon the same cognitive text world .Hence ,when L2students are not reading to write ,they are just practicing reading .In the metacognition theory ,reading –to -write changes the reading process because it enhances the reader's engagement in reading and therefore entails changes in the metacognitive knowledge (Sternglass,1988).

From the 1980s, writing researchers started to regard writing as a kind of communication, and they emphasized students' writing processes and the messages they want to communicate to the audience. The more communication is achieved, the more successful the writing classroom will be. As Reid (1993) puts it, the degree of interactions and communication between the writer and the reader depends on their shared experiences, schemata, and cueing systems.

The integration of reading into writing enables students to develop both critical thinking and critical literacy, i.e., "the ability to transform information for their own purposes in reading and to synthesize their prior knowledge with another text in writing".

(Carson, 1993, pp.99-100). In arguing for the use of reading and writing together in second language classroom, she further points out that:

"Theory-practice connections are clearest from the perspective of reading and writing as collaborative events …. Reading for writing is functional

and meaningful because it creates a purpose for reading as well as a real – world text base for writing.

Furthermore ,reading –to-write also underscores the fact that most writing ,particularly in academic contexts, depends to a large extent on reading input-either directly from source texts ,or indirectly from background knowledge ,which itself results from experiences with texts .

According to Krashen (1993) states that learners do not learn to write by writing; instead, they develop writing style through reading.

Krashen (1984,p.20) claims that a person's " writing competence comes only from large amounts of self-motivated reading for interest and /or pleasure " and added that " it is reading that gives the writer the feel for the look and texture of reader –based prose ".

Non –proficient readers, who are exposed to limited opportunities to read extensively in English, are unlikely to be proficient writers (Kroll,2001).

According to Grabe (2001,p.22)," reading –to –write " is a notion which implies that writers go back to resources and read them in different ways as they search for specific information and apply reading strategies "to match task expectations for the writing "

Additionally, Carson (1993, p.85) defined the reading –to write notion as follows:

The phrase reading for writing can be understood as referring most specifically to the literacy event in which readers /writers use text (s) that they read, or have read as a basis for text (s) that they write …. Reading for writing can also be understood as acknowledging that writing is often the resultant physical artifact of reading /writing encounters (Grabe, 2001, p.85) .

Hirvela,2004 claimed that ESL /EFL writing teachers need to understand their students as readers in order to make the reading –writing connection works better. Their understanding of their students as readers involves

identifying " their notions of reading (especially good reading) ,how they taught to read their native language and /or the L2 their approaches to reading ,their problems and fears as readers ,and so forth "(Hirvela ,2004,p.44).

Therefore ,(Hirvela,2004,p.55) argued that adopting the Reader – Response Approach ,which focuses on readers and how they read texts ,as basis for teaching writing classes can help us to understand " why { our students } read and write as they do " .

The division between teaching reading and writing in the EFL classroom, which entails a considerable lack of emphasis on the reading –writing connections, is a major cause of the weakness in the students' writing ability Hao and Sivell, (2002, p.1) argued that teaching writing in isolation of reading probably hinders the development of writing skills.

They added that when reading is not integrated into writing instruction, "the knowledge and skills students have acquired in reading cannot be transferred to writing ". Therefore, the division could lead the EFL students to experience much difficulty in both language and rhetoric when they start a writing assignment.

Stotsky (1984, p.16) detected some consistent correlation, specifically that:

" better writers tend to be better readers ", and that "better writers tend to read more than poorer writers ," and finally ,yet more importantly that "better readers tend to produce more syntactically mature writing than poorer readers "

McCormick (1994) revealed that when ESL/ EFL learners are taught reading and writing skills as separate courses, these beneficial effects are lost.

Tsai (2006,p.2) stressed the importance of linking writing and reading in college EFL courses .Tsai stated that teachers of English as a foreign or

second language have managed to teach writing and reading independently from each other. Nevertheless ,writing and reading share similar features and learners are more likely to benefit from the teaching program that makes writing and reading activities go hand –in –hand in such a way that complete each other .Implementing this concept in real teaching conditions would not be a problematic challenge when EFL writing teachers consider students' requirements ,are conscious of the advantages of the reading /writing linking ,and wisely device teaching practices .

As long as the separation of writing and reading in EFL settings makes students perceive reading as a decoding procedure and writing as only a task of composing grammatically correct essays ,it is particularly vigorous for EFL teachers ,through the reading /writing linking ,to provide students with ample occasions and resources to help them become reflective writers and readers .More importantly ,students should be taught in such a way to understand that both writing and reading are indivisible activities with communicative purposes .Just by doing so students will be able to develop language proficiency via writing and reading activities, and improve these two literacy skills in a significant way .Furthermore ,a number of researchers have highlighted the role of extensive reading in language learning in general and writing skill in particular .

Connecting reading and writing in second language instruction does not only improve L2 writing but also develops the L2 reading skills especially in the academic settings.

Grabe (2001,p.19) commented that "writing about what is to be read or has been read is also a very good way to develop advanced academic reading abilities" . For example, L2 students can improve their reading skills when they summarize an article, for instance, to support their ideas

in the writing assignments that is, when the L2 students are required to write about what they read, they develop their reading abilities.

Therefore, EFL teachers "focus in writing instruction should also be on enhancing reading skills."

Kroll (1993, p.75) warned that "teaching writing without teaching reading is not teaching writing at all" .

Hirvella (2001) argued that students who have writing problems may experience reading problems .He added that difficulties in reading sources impact on writing about them.

Grabe (2003) claimed that teaching reading strategies and preparing students to become good readers are essential procedures toward making L2 students better writers.

Hirvela (2004) added that in order for L2 students to benefit from the readings ,they should be taught how to read first .For example ,the skill of synthesizing information is a reading skill that should be enhanced in order to help L2 students write better writing samples .

However ,when reading is integrated in writing instruction ,L2 writing teachers should be aware not to concentrate too much on developing reading skills and leave the writing skills unemphasized (Morrow ,1997). They should also concentrate on teaching how the vocabulary, structures, and rhetorical patterns are used. Therefore, EFL writing teachers are encouraged to increase their students' awareness of the importance of reading for accomplishing writing tasks. They also should teach their students that better writing is preceded by a good deal of reading and that reading is the basis for writing .More importantly ,they should realize that one of the best ways to improve the students' reading skills and critical literacy.

Plakans and Gebril (2012) demonstrated some advantages of connecting reading and writing .The following steps were suggested .First ,the

reading source used tend to help students gain ideas about the topic .Next ,the reading sources used also shape opinions related the topic .Finally ,the texts in the resources can be used for evidence and language support . According to Tuan (2012),the correlation between reading and writing helps EFL students improve their writing skill .However, despite the fair amount of studies that have been conducted in this field ,Horning and Kraemer , (2013) still believed that even in the United States ,where English is spoken as a first language ,connecting reading and writing to facilitate learning is not paid sufficient attention by instructors .

Jolliffe (2007,p.473) one of the famous scholars of reading and writing studies ,agreed with this and mentioned that in almost all writing classes ,reading is treated as an alien concept ,showing that students are not involved in reading as much as expected .

Hirvela (2004) continued that in composition classrooms, reading is largely overlooked by both students and teachers. Hirvela (ibid) added that a simple justification for this phenomenon is that the teachers do not have sufficient and required knowledge to interrelate reading with writing in writing courses.

2.4 Definition of paragraph

There are many definitions for the term paragraph in relevant literature. The following are few among many: Davidson (1964) states that the word paragraph comes from two Greek words," Para" which means by the side of ,and " graph in **"** which means to write .He found that writers formally put a mark by the side of a passage to draw attention to division of thought. He argues that a paragraph may be defined as the rounded development of a single idea .In other words, paragraphs are devices for showing minor divisions of thought within the whole written form such as a text or composition.

Longacrer (1979,p.105) assumes that the paragraph is a unit of written material that consists of a series of sentences for the sake of developing a main or controlling idea .That is to say all sentences in the paragraph must completely and accurately develop a central idea through logical order or organization .

McCarthy (1998,p. 57) also states that as the writer develops his paragraph ,he needs to keep his ideas under control and to organize these ideas from the readers' viewpoint ,e.g. go from overview to details rather than from details to overview .

Furthermore, Johnstone (2002, p.102) views the written paragraph as being unified in content (i.e. having a" topic" expressed in a topic sentence and, at least in some writing traditions, developed into sentences.

Paragraphs are the building blocks of papers. Many students define paragraphs in terms of length: a paragraph is a group of at least five sentences; a paragraph is half a page long. In reality, though, the unity and coherence of ideas among sentences is what constitutes a paragraph.

Angus (1862) in his book Handbook of the English Tongue defined the paragraph as:

A combination of sentences, intended to explain, illustrate, or prove, or apply some truth; or to give a history of events during any definite portion of time, or relation to any one subject or thought.

Similarly, Bain (1866) in his edition of English composition and rhetoric described the paragraph as the next division of discourse beyond the sentence and defined it as "a collection of sentences with unity of purpose".

A paragraph is defined as "a group of sentences or single sentence that forms a unit" (Lunsford and Connors, 1989 , p. 116) .

A paragraph in English is like a little essay all on its own. It has

an introduction, a body and a conclusion. The introduction is the topic or initial sentence, the body is made up of sentences, which provide concrete, supporting evidence of the topic or about the topic and the conclusion is the last sentence of the paragraph. (Cox and Hill, 2004, pp.16-17).

2.5 Purposes of paragraph

A academic writing may seem to rest contingent on merely meeting the minimum number of words assigned by the teacher .However ,many writers fail to realize that essays are not constructed by a particular number of words ;essays are constructed by solid ideas expressed in concise ,well-structured forms .This is the purpose of the paragraph .

Paragraphs draw definitive boundaries around ideas, giving each one a unique location in the landscape of the larger essay .Paragraphs also display thoughts in singular frames, where each one can be easily identified. Learning how to craft well –written, explicitly transitioned paragraphs allows writing to sound more purposeful and energetic .A writer's essay no longer feels like an impossible incline of slippery words and slurred speech; instead, paragraphs serve as a staircase in an essay, leading from the bottom floor of the introduction to the top floor of the conclusion.

Again, with a careful eye exploring the box to the left, one may notice that movement sums up the unifying purpose of the paragraph. Paragraphs introduce and conclude essays .Paragraphs draw mile markers between "important points " and "significant transitions."

Paragraphs merge and shift lanes between similar and opposing interpretations .However a writer chooses to view the paragraph, the most appropriate view shows the paragraph in motion, moving the reader through the paper (Hacker and Sommers ,2015).

2. 6 Paragraphs serve several purposes

1- To **introduce** or **conclude** an essay;

2- To **emphasize** an important point or to **indicate** a significant transition between points;

3- To **shift** approach –from pros to cons, or from problem to solution;

4- To **mark** movement in a sequence (Hacker and Sommers ,2015,pp.45-59) .

Paragraphs normally contain" a topic sentence "; sometimes also called the "key sentence ", theme sentence or" main idea."This sentence will summarize the main point of the paragraph and will often be the first sentence, or close to the beginning of the paragraph. Early placement of the topic sentence is likely to advance checking for unity. However, topic sentences (and, more generally, explicit statements of the paragraph's main idea) may occur anywhere in a paragraph, and checking for unity may not be the only thing to consider in constructing paragraphs.

Paragraphs are units of writing that assist in structuring the essay and in guiding the reader from one main idea to the next. Their, usefulness becomes obvious if you envisage a long essay without them: an uninterrupted flow of words from beginning to end (Bate and Sharpe, 1996 , p.22) .

2.7 Paragraph structure

The Topic Sentence

A topic sentence usually appears at or near the beginning of the paragraph. In this position, it announces in advance, what the paragraph is about .Occasionally, it occurs at the end to summarize what has been said, or elsewhere. It may appear in the middle as a kind of link between the two parts. McMahan and Day (1984, p.89) argue that writers sometimes put their topic sentence in the middle or at the end as a matter

of style. They, furthermore, determine three positions of the topic sentence:

A. At the beginning: If we put each topic sentence at the beginning of its paragraph, the readers can grasp the outline of the essay just by glancing at the topic sentence, an arrangement that makes for clarity and easy reading. In fact, most paragraphs start out with the tomes at the end. The topic sentences are followed by examples, details, subordinates, etc.

Example:

A focus group is a small group, usually consisting of about seven to ten people who are brought together to discuss a subject of interest to the researcher. Focus group is commonly used today in business and politics; that flashy slogan you heard for a political campaign or anew toothpaste was almost certainly tested in a focus group to gauge people's reactions. Social researchers may use a focus group to help design questions or instruments for quantitative research or to study the interactions among group members on a particular subject. In most cases, researchers ask predetermined questions, but the discussion is unstructured. Focus groups are a relatively cheap method of research and can be completed quickly. They also allow for the flexible discussions and answers that are desirable in qualitative research (Kunz, 2011, p.:36) .

B. At the end: Any time we develop a paragraph using inductive reasoning (gathering specific evidences and examples from which we draw a conclusion), the topic sentence quite naturally comes at the end. The topic sentence can also be put at the end as a mean of achieving variety and emphasis.

Example:

In the developing world 1.1 billion people still lack access to safe drinking water,2.6 billion do not have access to adequate sanitation services, and more than 1.6 million deaths each year are traced to

waterborne diseases (mostly in children under five). All too often in developing countries, water is costly or inaccessible to the poorest in society, while the wealthy have it piped into their homes. In addition, because of the infrastructure that is used to control water, whole seas are being lost, rivers are running dry ,millions of people have been displaced to make room for reservoirs ,groundwater aquifers are being pumped down ,and disputes over water have raised tensions from local to international levels .Fresh water is a limiting resource in many parts of the world and is certain to become even more so as the 21st century unfolds (Wright and Boorse, 2014,p.247).

C. In the middle: Putting the topic sentence in mid paragraph occasionally is another way of achieving variety and thus making writing more interesting.

Example:

In colonial days, huge flocks of snowy egrets inhabited the coastal wetlands and marshes of the southeastern United States. In the 1800s, when fashion dictated fancy hats adorned with feathers, egrets and other birds were hunted for their plumage. By the late 1800s, egrets were almost extinct. In 1886, the newly formed National Audubon Society began a press campaign to shame "feather wearers" and end the practice. The campaign caught on, and gradually, attitudes changed; new laws followed Government policies that protect animals from overharvesting are essential to keep species from the brink of extinction. Even when cultural standards change due to the efforts of individual groups (such as the National Audubon Society), laws and policy measures must follow to ensure that endangered populations remain protected. Since the 1800s, several important laws have been passed to protect a wide variety of species (Wright and Boorse, 2014, p.150) .

D. Sometimes the topic sentence may be at the beginning and at the end of the paragraph.

Example:

The National Cancer Institute (NCI) has taken a brute-force approach to screening species for cancer-suppressing chemicals .NCI scientists receive frozen samples of organisms from around the world ,chop them up ,and separate them into a number of extracts, each probably containing hundreds of components .These extracts are tested against up to 60 different types of cancer cells for their efficacy in stopping or slowing growth of the cancer .Promising extracts are then further analyzed to determine their chemical nature ,and chemicals in the extract are tested singly to find the effective compound .This approach is often referred to as the "grind ' em and find 'em " strategy (Belk and Maier, 2011,p.334).

However, Johnstone (2002, p.102) states that the writer of an English paragraph may, in fact, be more free to decide what will go and where.

Supporting sentences

Supporting sentences are essential because they include:

- The main part of the paragraph

- Provide several supporting points that explain the controlling idea of the paragraph.

- Provide details that explain each supporting point.

- Each supporting sentence should contribute to the main idea. Supporting sentences help explain or prove the topic sentence, and they may include quotations or paraphrasing of source information with proper citations (Oshima and Hogue, 2006).

Example:

Many people look back to the 1950s as the golden age of the traditional family ,but was it really ?Teenage pregnancy rates were higher in the 1950s than they are today ,although a higher proportion of teenage

mothers were married (primarily due to "shotgun weddings, "a colloquialism that developed from the idea that many fathers of pregnant girls had to force ,possibly with a weapon, a man to marry his daughter once she became pregnant) Many families were unable to survive the traumas of war and its aftermath, and the divorce rate rose from one in six in 1940 to one in four marriages in 1946.Although many families prospered in the years following World War II, many others suffered from economic hardship. In 1948, Newsweek reported that most of the 27million schoolchildren in the United States were badly in need of medical or dental care, while more than 900 thousand children were malnourished (Kunz, 2011, p.8).

 Concluding sentence

The last sentence in a paragraph.

- Restates the controlling idea and summarizes the supporting points

- Concluding sentence closes the paragraph and often reminds the reader of the main point. Note: this is not simply a restatement of the topic sentence (Hacker and Sommers, 2008) .

Example:

The majority of friendships are still maintained offline. Offline friendships are characterized by more interdependence, depth, understanding ,and commitment ,but online friendships can gain some of these qualities with time .Most online friends tend to be rather cautious about disclosing personal information .However ,this doesn't apply to people with a negative view of themselves and others ;they instead seem to share more information ,possibly in an attempt to become more self – confident in their interactions. Interestingly, even in online friendships people seem to gain more satisfaction when befriending people of a similar age and place of residence (Kunz, 2011, p.82).

2.8 Writing Effective Paragraphs

In general, in order for a paragraph to be effective, it must have three characteristics: Unity, development and coherence.

Unity

The first characteristic of an effective paragraph is unity, which means that all sentences in the paragraph explain, develop, and support a central idea in some way. In other words, every paragraph must have a purpose within your paper, and all the sentences must somehow advance that purpose. This means that all sentences –topic sentences, supporting ones, and concluding sentence –must be more than loosely related to the sub-topic. They must all advance the paragraph's purpose as well as the thesis. A paragraph should deal with a single topic or one aspect of a topic. This singleness of purpose is called unity. The paragraph below shows how every sentence expands the topic announced in the opening sentence, which speaks of gathering pearls.

Pearls are gathered by men known as pearl divers. Actually, these men don't dive. They are lowered by a rope to the bottom of the sea. Pearl gatherers work in pairs, with one remaining at the surface to help the other return from his dive. An experienced pearl diver can stay down about a minute and a half and can often make as many as thirty dives in one day (Mattlabi and Shedifat, 2009, p.159).

Allen and Park (1969, p.19) claim that, in order to achieve the unity, a writer must stick to the point; he should say one thing about one topic in each formal unit of his essay –the sentence, the paragraph, groups of paragraphs in the organization of a paper, and the essay as a whole.

A Paragraph is unified when it states only one central idea that is developed by all other statements in the paragraph.

Allen and Park (1969) report that students violate the principle of unity for two reasons: First, it is violated because the writer of the paragraph

momentarily forgets his central point and introduces a sentence or two not sufficiently related to the topic.

Example:

The poinsettia plant can be dangerous in two ways. Widely used as Christmas decoration; it is named after its discoverer, J.R.Poinsett. If chewed or eaten, the poinsettia stems and leaves cause abdominal cramps, diarrhea, and delirium. In addition, its sap can cause severe skin irritation and, if rubbed in the eyes, blindness (Mattlabi and Shedifat,2009 ,p.161).

Second, because the writer is "Sentence oriented "; he sees and uses the sentence as a unit for the expression of one idea, but not the paragraph.

Just as paragraphs work together to develop a thesis, the sentences within an effective paragraph support and extend one another to develop a single idea. Thus, we can think of a paragraph as a kind of "mini-essay."

An effective paragraph:

- Presents a clear main or controlling idea.

- Supports or develops that main idea.

- Arranges ideas and supporting material in an orderly pattern, and uses logical associations and transitions to link one idea to the next.

Paragraph Continuity

Continuity, or the linkage between sentences in a paragraph or between paragraphs, requires that you write each new sentence or paragraph with the adjacent sentences and paragraphs in mind. Should feel that one sentence or paragraph has grown naturally out of its predecessor and leads naturally to what follows –an effect that is typically achieved by picking some word or idea from one sentence or paragraph.

It is a good idea to make these relationships between sentences and paragraphs explicit by using cohesive ties (e.g., word repetition, related words, pronouns, and demonstratives) and transitional expressions.

Some common relationships and transitional expressions can be used to bring those relationships up to the surface include:

- Addition (e.g., moreover, in addition, furthermore)

- Likeness or similarity (e.g., similarly, likewise)

- Contrast (e.g. However, but, on the other hand, nevertheless)

- Exemplification (e.g., for example, for instance, e.g.)

- Consequence (e.g.., therefore, thus as a result, accordingly)

- Sequence (e.g., first, next, finally, subsequently)

- Restatement (e.g., that is ,in other words ,i.e.)

- Summary (e.g., to conclude, in summary, overall)

(Slawson ,Whitton and Wiemelt ,2010,pp.72-111) .

Development

Effective paragraphs are not only unified, they are fully developed, which means that they do not leave any significant questions in readers' minds unanswered.

When you are writing a paragraph, you must be sure to trace the full development of your ideas for readers so they will understand the assumptions, evidence and reasoning you used. There are three ways to ensure that your paragraphs are fully developed: by providing the right level of supporting detail, choosing the right kind of evidence and choosing the right pattern of development for your purpose.

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Paragraph development: means that you have included all of the necessary information, explanation and support for the main point or topic sentence so that the reader fully understands the point (Lannon,1994).

2.8.1 Developing paragraphs with the right level of detail

To fully develop the sub-topic of the essays main idea in a paragraph, you must provide your readers with details. It is not enough to make

assertions. Your readers must understand fully how you reached your conclusion.

2.8.2 Developing paragraphs with the right kind of detail

It is important to provide the right kind of detail, the choice of detail will depend on writing purpose, which flows from the demands of the assignment and the requirements of the discipline you are writing in.

For example, if you are asked to write a personal essay, your details might be examples of personal experiences. If you are asked to write a history paper, the "right "kind of details might come from your analysis of a historical text, and support in an argumentative essay might come from both analysis and reasoning (Brundage and Lady,2007).

2.8.3 Developing paragraphs with the right pattern of development

The particular kind of support we provide will depend largely on the pattern of development we use for our paragraph ,which ,in turn ,depends on its purpose .If we are trying to make a point by telling a story ,then we might use narrative .If the purpose is to explain ,step by step ,how something is done ,then a process pattern might be better .The key is in selecting the right pattern of development ,keeping in mind that we can use a variety of patterns in the same essay .

One way to think about different types of arrangements or patterns is on a continuum from the types most likely to be found in creative writing to the types found in analytical writing. On such a continuum, narration would be on the most creative end and cause and effect and definition on the analytical end (Brundage and Lady,2007) .

Narration – A narrative is a meaningful sequence of events told in words. It is **sequential** in that the events are ordered .Thus, narration is associated with organized and organizing **time** .In narrative, hour follows hour, day follows day, year follows year, etc. Sequence, therefore, involves arrangement of events in time .It also involves the use of

temporal signs: when, while, after, before, next, etc. A movement from the first event to the last one shows the simplest chronology. However, events may be presented in a different order .For example, a story may open with the final episode and then moves back to those episodes preceding it.

But narration is not story –telling .We use narration whenever we want to relate a human experience or present information in a meaningful sequence even the minutes of business meetings are written in a narrative form (Mattlabi and Shedifat, 2009, p.194).

Part Two: Previous Studies

Alkhawaldeh (2011) conducted study in the awareness among Jordanian Eight grade students of the relationship between EFL reading comprehension and writing and the associated impact on writing ability improvement .The descriptive findings of the study demonstrated that the effect of reading on writing was revealed in the provision with vocabulary needed for writing general ideas and background knowledge to write compositions together with connecting words and using the reading text to check spelling. The findings of the study also showed that high achieving students scantly referred to the reading text while low achieving counterparts excessively relied on it .It was also found that there was a positive influence relating to paragraph promotion and the structure of the topic as well as start and end of the composition .Moreover ,analysis of covariance revealed significant differences between the above two groups in writing skill achievement ascribed to the effect of reading comprehension .The study finally encouraged using the reading text as a model by students to benefit from in their writing.

Chuenchaichon (2011) conducted a research to investigates the impact that incorporating reading into writing can have on University paragraph

level EFL writing of 54 second –year English major students at Naresuan University ,Thailand ,and what these EFL learners thought about being taught by a reading into writing method.

Intensive reading tasks were incorporated into a paragraph –writing classroom .The changes in students' written performance in terms of grammatical accuracy ,grammatical complexity ,and coherence and cohesion were examined .The study compared two groups of learners in which one instruction for one group was taught by an incorporated reading into writing activities (i.e." experimental group"),and the other group was taught without these activities (i.e. the "control group ").The research comprised both quantitative and qualitative analyses. The significant differences between these two groups in changes in grammatical accuracy, grammatical complexity, and coherence and cohesion, questionnaire responses and interviews data were analyzed and compared to elicit these EFL writers' opinions about being taught by this reading into writing method in comparison to a group taught without this approach .Analysis of the data indicated the positive impact that reading could have on paragraph –writing development ,particularly in the area of grammatical complexity .In addition,, these EFL learners reported that they found this reading into writing approach helpful in improving their paragraph writing ability. These findings highlighted the benefits of paragraph –writing instruction in such a context and may help writing teachers to recognize the importance of reading tasks for EFL writing classrooms in university contexts.

 Hanoi (2010) this study focuses on the present context at English I, Faculty of English language Teacher Education, University of languages and international Studies, Vietnam National University. This study investigates the impact of the program of integrating reading and writing teaching on first year students writing proficiency in 15 weeks. These

students writing proficiency was measured in correlation to the application of an application of an experimental reading –writing integration program.

The study is aimed at providing more information for the trend of integrating skills to teach English language learners in the division. The participants included two groups of first year students at English I, FELTE, ULIS, ULIS, VNU. Two groups were chosen; one group had 28 students, and the other had 27. Pretest and posttest was used in this study. Survey questionnaire. The results showed that there was a significant improvement in the final writing performance made by the students in experimental group.

Abu Saleem (2010) this study explores the impact of extensive reading (ER) in English language on students' perceptions of literacy activities in terms of their preferences for these activities, expectations of their abilities, and their experiences in writing. This present study also examines and analyzes the influence of ER on writing quality in terms of content knowledge, critical thinking, and language use. The study employed a quantitative and qualitative research design, embracing, to some extent, a program evaluation. For conducting this study ,the researcher taught a college writing course –Writing 2-during the second semester ,in the Islamic University (IUG),2008.Two groups, control and experimental ,of 83 participants were involved in the study .The experimental group included 44 participants; the control group consisted of 39 participants .ER was utilized and implemented as a supplementary technique for teaching the essay writing course .The data were obtained from a pre and post treatment questionnaire to investigate their literacy perceptions and pre and post treatment essay writing tests to evaluate their writing .Descriptive analytical approach was used for analyzing the data in the light of the constructivist theory in the scholarly literature .

The findings revealed that the teaching program was successful in many ways. First of all, the students' distorted perceptions were positively changed into the right track to be good ground for literacy behavior .Most importantly ,the students' writing skills in English improved in that they achieved enhanced control of the several types of target genres ,especially the argumentative genre .They started to employ their writing schemata and to exploit different aspects of qualified writing under the influence of ER as a supplementary approach .More significantly ,they wrote at greater length ,with clear organized structure and improved use of content knowledge and various linguistic resources to enrich their writing .The improved use of evidence ,information ,and negotiating of meaning in support of their arguments also indicated their development in critical thinking .

Yoshimura (2009) explored the impact of linking writing and reading and a checklist to direct the reading procedure on EFL learners' learning about writing. Two groups of college students who read a text with and without the checklist were compared. The participants for this research were forty-two juniors and seniors majoring in English in a Japanese university from two English writing classes. Their ages range was twenty –two and their English proficiency ranged from 400 to 600 in TOEIC scores. The research was conducted on the first and second days of their writing classes. The writing and reading tasks were given as parts of diagnostic tests for the class. After the second writing task, a survey was conducted to investigate the students' self-analysis of their own reading and writing behaviors. In this study, ways of reading which are expected to promote the progress of writing ability were checked and operationalized into checklist of questions for EFL reading instructions. The findings of the study showed that joining writing and reading has a positive effect and that the checklist helps students count genre and effectively incorporate the writing and reading procedures. Theoretical justification and research

indication from ESL and EFL supports the associations of writing and reading as well as the benefits of motivating students to read as much as possible to improve their writing aptitude. The results show that connecting reading and writing has positive effects and that the checklist helps students consider genre and efficiently integrate reading and writing processes.

Shen (2009) investigated the impact of a reading –writing connection project on the first –year EFL college students who studied English as a required subject .The results of the study indicated that the learners' literacy developed not only in linguistic progress but also in critical thinking as well as in personal growth. Reading helped the EFL learners' development of their writing with the stimulus ,structure ,vocabulary ,and prior experience (schema).It was also found that the reading –writing connection had a positive impact on the EFL college students' reading metacognitive awareness .Thus, the findings of the study suggested that reading and writing should be integrated in teaching for the reason that they suggested that reading and writing should be integrated in teaching for the reason that they are not separated skills ,but mutually reinforced in EFL classroom .

Paszylk (2009) has attempted to explore the potential of integrated reading, and writing activities within the CLIT (content and language integrated learning) classroom from the perspective of the students' linguistic achievements. This research showed that the experimental group made better progress than the control group. This research suggests that systematic text responsible writing contributed to the effectiveness of the course attended by the experimental (CLIL) group in relation to target language competence gains- the students who attended CLTL classes for 2 semesters had made significant progress in development of academic reading and writing skills, and grammatical competence.

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study adopted the descriptive analytical method. Two instruments are used as primary tools for data collecting methods in this study (questionnaire to teachers of English, diagnostic test to third year students of English at Al- Neelian, College of Arts).

3.1 Method of the Study

The researcher adopted descriptive analytical method. Two instruments have been used to collect the information of this study. Namely, questionnaire has given to teachers of English language and diagnostic test which was distributed to third year students of English at Al- Neelian, College of Arts.

3.2 Population and Sample of the Study

The populations of this study were third year students of English at Al-Neelian University College of Arts .A questionnaire was distributed to the teachers from both sexes. This questionnaire includes a covering page which introduces the topic of research identifies the researcher. It uses likert 5- point scale (strongly agree, agree, neutral, disagree and strongly disagree). A questionnaire is designed based on the questions of the study. The questions of the study were turn to statements that provide suggested answers from the teachers at university level were supposed to select the options which correspond to their responses. Diagnostic test was contains four questions. The items correspond directly to the hypotheses of the study. It is conducted to third year students of English

at Al-Neelian University College of Arts. The answers of the responses are treated statistically for the purpose of findings.

3.3 Tools of Data Collection

The tools of study were questionnaire and diagnostic test. A questionnaire was given to (30) teachers of English language and diagnostic test which was distributed to (30) third year students of English at Al- Neelian, College of Arts.

3.4 Procedures of the Study

The researcher followed the following procedures in order to conduct this study. Initially, teachers from some of the Sudanese educational institutes were asked to respond to the questionnaire so as to glean their positive ideas about the use of affixes learning strategy. students of English at Al-Neelian University College of Arts were asked to respond to the diagnostic test. The obtained data from the questionnaire will be analyzed by using the SPSS and Alpha Cronbach's program specifically with percentile.

3.5 Validity and Reliability of the Data Collection Tools

The questionnaire and diagnostic test were judged by three Ph.D. holding referees who were specialists in the study field of English. Some of the referees made some amendments, and others recommended that the questionnaire is reasonable in terms of items . In this case , the researcher will revise all amendments, and some of typing mistakes on his questionnaire were corrected.

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement will use more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and

the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures.

Statistical Reliability of the Questionnaire:

	Cronbach's Alpha	Number of Items
	0.79	12

Statistical Reliability of the Diagnostic Test:

	Cronbach's Alpha	Number of Questions
	0.75	3

Summary of the Chapter

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the stepts and procedures followed in each tools, including population, sample, validitiy and reliability of each instruments.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese Universities and diagnostic test to third year students of English at Al-Neelain University – College of Arts.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

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

4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, neutral, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Hypothesis (1): Sudanese Universities students have many problems in paragraph writing

Statement No.(1): A major challenges faced by EFL students is to produce good- quality paragraph writing.

Table No (4.1) The Frequency Distribution for the Respondents' Answers of item No.(1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	13	43.4	43.3	43.3
Agree	14	46.7	46.7	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
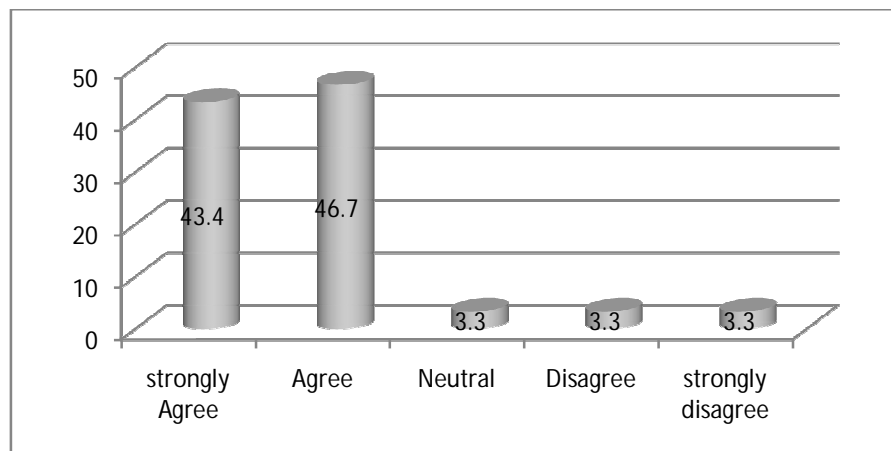
Fig (4.1) The Frequency Distribution for the Respondents' Answers of item No.(1)

With reference to table (4.1) and figure (4.1) regarding the statement " A major challenges faced by EFL students is to produce good- quality paragraph writing". It's clear that participants' responses to strongly agree is 43.4%, agree turned out to be 46.7% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This demonstrates that students should be well- trained in developing paragraph writing.

Statement No.(2): As productive skill, paragraph writing can represent an obstacle in the process of L2 development.

Table No (4.2) The Frequency Distribution for the Respondents'
Answers of item No.(2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	11	36.7	36.7	36.7
Agree	16	53.4	53.3	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
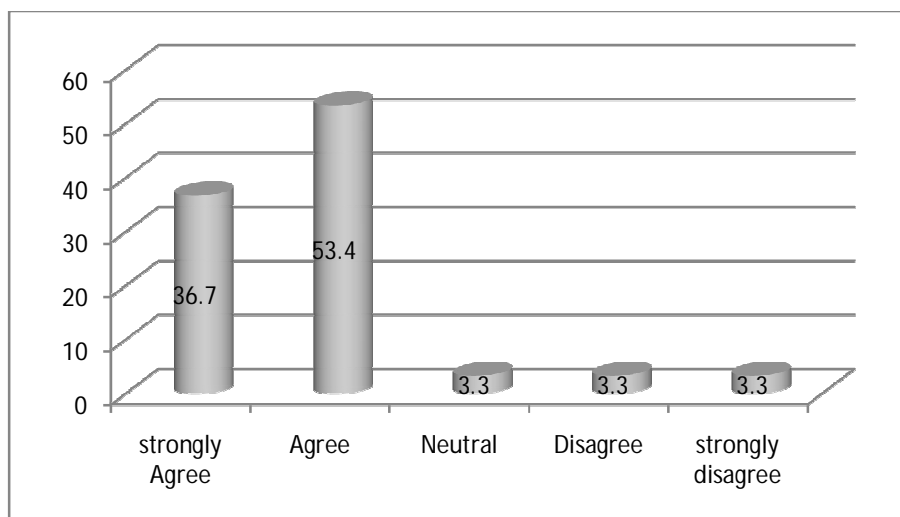
Fig (4.2) The Frequency Distribution for the Respondents' Answers of item No.(2)

With reference to table (4.2) and figure (4.2) concerning the statement "As productive skill, paragraph writing can represent an obstacle in the process of L2 development". It's clear that participants' responses to strongly agree is 36.7%, agree turned out to be 53.4% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This demonstrates that students should be well- trained in developing paragraph writing.

Statement No.(3): The pedagogic value of paragraph writing has been neglected.

Table No (4.3) The Frequency Distribution for the Respondents' Answers of item No.(3)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	3	10.0	10.0	10.0
Agree	22	73.4	73.3	83.3
Neutral	3	10.0	10.0	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
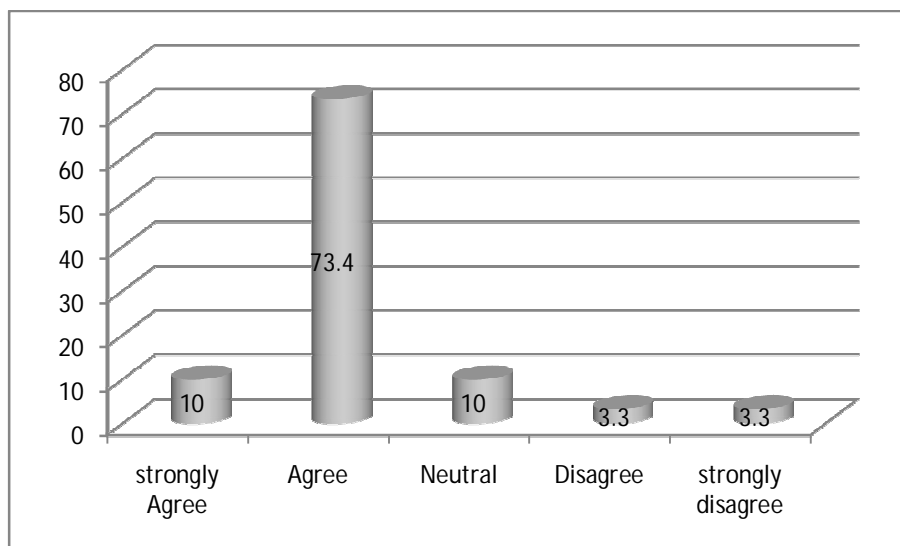
Fig (4.3) The Frequency Distribution for the Respondents' Answers of item No.(3)

With regard to table (4.3) and figure (4.3) concerning the statement "The pedagogic value of paragraph writing has been neglected." It's observed that participants' responses to strongly agree is 10.0%, agree turned out to be 73.4%, neutral is 10.0%, disagree is 3.3%, while strongly disagree is only 3.3%. This justifies the idea that, students should be well- trained in enhancing paragraph writing.

Statement No.(4): False start is considered the main problem in paragraph writing.

Table No (4.4) The Frequency Distribution for the Respondents' Answers of item No.(4)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	6	20.0	20.0	20.0
Agree	14	46.7	46.7	66.7
Neutral	4	13.3	13.3	80.0
Disagree	2	6.7	6.7	86.7
strongly disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	
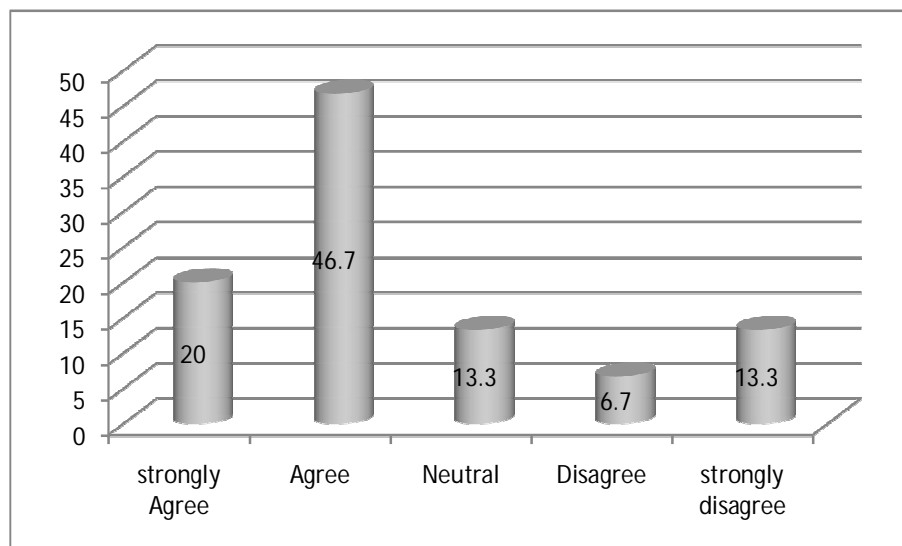
Fig (4.4) The Frequency Distribution for the Respondents' Answers of item No.(4)

With regard to table (4.4) and figure (4.4) focusing on the statement "False start is considered the main problem in paragraph writing ". It's noticed that participants' responses to strongly agree is 20%, agree turned out to be 46.4%, neutral is 13.3%, disagree is 6.7%, whereas strongly disagree is only 13.3%. This strengthens the view of that; students should be trained to write paragraph correctly .

Statement No.(5): Students are not able to write well -connected paragraph due to lack of grammatical construction.

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

Answers of item No.(5)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	13	43.3	43.3	43.3
Agree	8	26.7	26.7	70.0
Neutral	5	16.7	16.7	86.7
Disagree	3	10.0	10.0	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
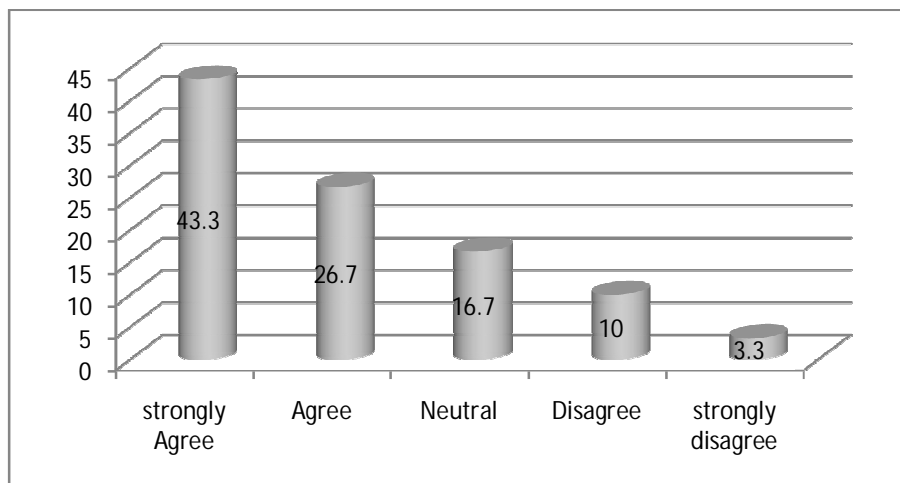
Fig (4.5)) The Frequency Distribution for the Respondents' Answers of item No.(5)

With reference to table (4.5) and figure (4.5) concentrating on the statement "Students are not able to write well -connected paragraph due to lack of grammatical construction.". It's clear that participants' responses to strongly agree is 43.3%, agree turned out to be 26.7%, neutral is 16.7%, disagree is 10.0%, whereas strongly disagree is only 13.3%. This indicates that students should be trained and developed in paragraph writing.

Hypothesis (2): There are teaching strategies that can be applied to enhance paragraph writing.

Statement No.(6): Teachers can help students communicate their thoughts and ideas to others while writing paragraph.

Table No (4.6) The Frequency Distribution for the Respondents' Answers of item No.(6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	7	23.3	23.3	23.3
Agree	14	46.7	46.7	70.0
Neutral	5	16.7	16.7	86.7
Disagree	1	3.3	3.3	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	
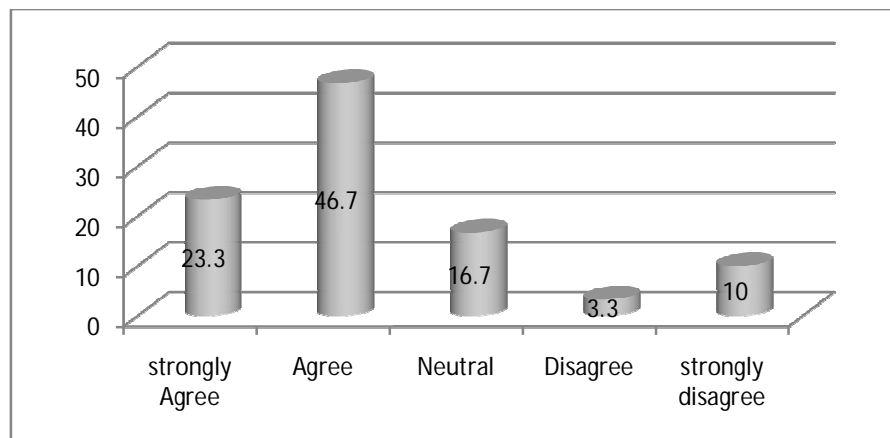
Fig (4. 6) The Frequency Distribution for the Respondents' Answers of item No.(6)

Concerning the table (4.6) and figure (4.6) referring to the statement "Teachers can help students communicate their thoughts and ideas to others while writing paragraph". It's illustrated that participants' responses to strongly agree is 23.3%, agree turned out to be 46.7%, neutral is 16.7%, disagree is 10%, whereas strongly disagree is only 10 %. This demonstrates that students should be directed by their teachers to practice paragraph writing.

Statement No.(7): Regarding paragraph writing, teachers can encourage students to engage with the text to deepen their understanding of the content.

Table No (4. 7) The Frequency Distribution for the Respondents' Answers of item No.(7)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	10	33.4	33.3	33.3
Agree	17	56.7	56.7	90.0
Neutral	1	3.3	3.3	93.3
Disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	
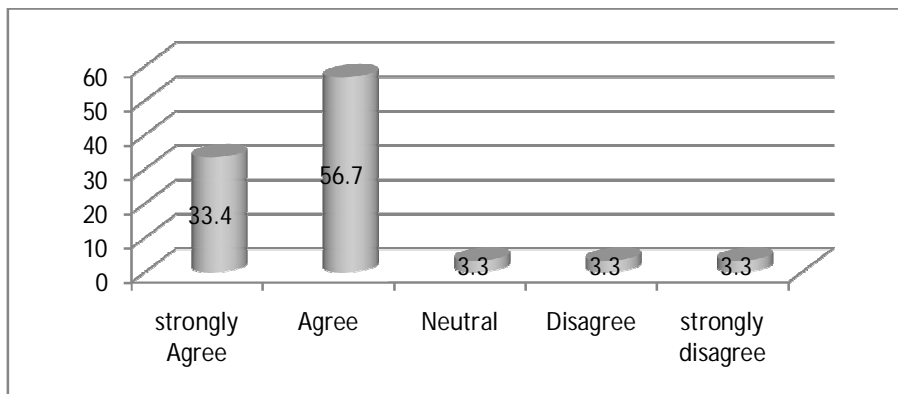
Fig (4. 7) The Frequency Distribution for the Respondents' Answers of item No.(7)

With regard to the table (4.7) and figure (4.7) referring to the statement "Regarding paragraph writing, teachers can encourage students to engage with the text to deepen their understanding of the content ". It's showed that participants' responses to strongly agree is 33.4%, agree turned out to be 56. 7%, neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This proves that teachers should be well-trained in developing paragraph writing.

Statement No. (8): Teachers can draw connections to prior learning experiences while teaching paragraph writing.

Table No (4.8) The Frequency Distribution for the Respondents' Answers of item No.(8)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	5	16.7	16.7	16.7
Agree	18	60.0	60.0	76.7
Neutral	4	13.3	13.3	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	
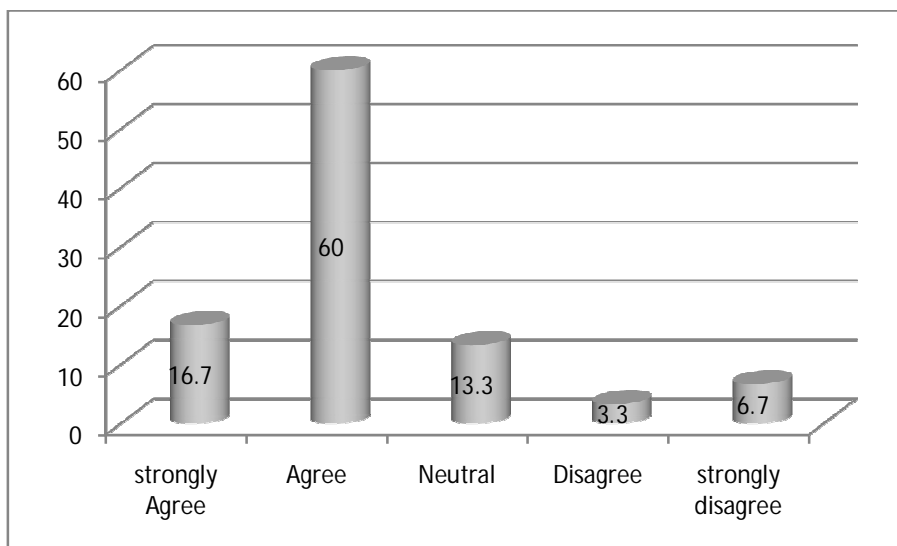
Fig (4. 8) The Frequency Distribution for the Respondents' Answers of item No.(8)

Regarding to the table (4.8) and figure (4.8) relating to the statement "Teachers can draw connections to prior learning experiences while teaching paragraph writing ". It is clear that participants' responses to strongly agree is 16.7%, agree turned out to be 60.0%, neutral is 13.3%, disagree is 3.3%, while strongly disagree is only 6.3%. This illustrates that teachers should give students chance to practice paragraph writing.

Statement No.(9): It is good idea to make relationships between sentences and paragraphs explicit by using cohesive devices.

Table No (4.9) The Frequency Distribution for the Respondents' Answers of item No.(9)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	1	3.3	3.3	3.3
Agree	18	60.0	60.0	63.3
Neutral	8	26.7	26.7	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	
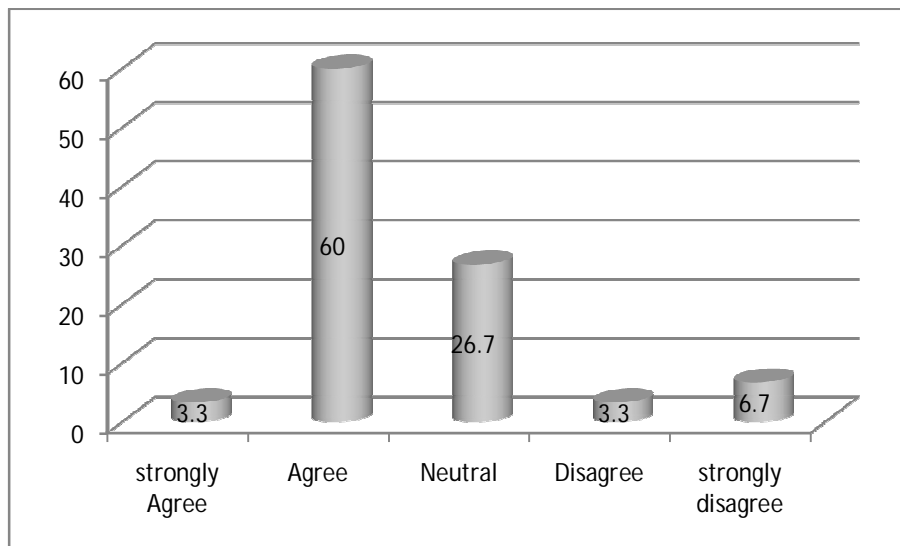
Fig (4. 9) The Frequency Distribution for the Respondents' Answers of item No.(9)

With regard to the table (4.9) and figure (4.9) relating to the statement "It is good idea to make relationships between sentences and paragraphs explicit by using cohesive devices ". It is obvious that participants' responses to strongly agree is 3.3%, agree turned out to be 60.0%, neutral 26.7%, disagree is 3.3%, while strongly disagree is only 6.3%. This emphasizes that students should be well- trained in developing paragraph writing.

Statement No.(10): The use of reading- into writing method would be particularly beneficial to students' paragraph- writing abilities.

Table No (4.10) The Frequency Distribution for the Respondents' Answers of item No.(10)

| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly Agree	1	3.3	3.3	3.3
Agree	14	46.7	46.7	50.0
Neutral	8	26.7	26.7	76.7
Disagree	1	3.3	3.3	80.0
strongly disagree	6	20	20	100
Total	30	100.0	100.0	
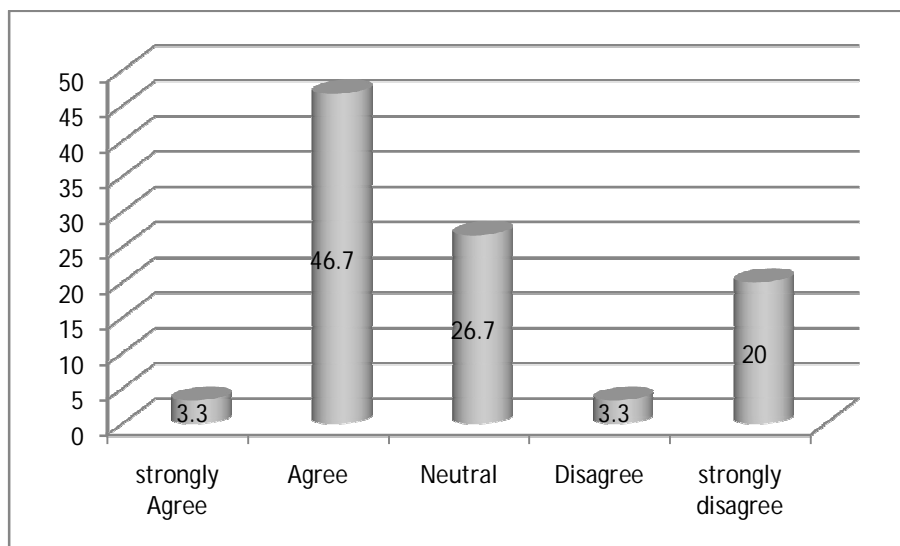
Fig (4. 10) The Frequency Distribution for the Respondents' Answers of item No.(10)

With regard to the table (4.10) and figure (4.10) relating to the statement "The use of reading- into writing method would be particularly beneficial to students' paragraph- writing abilities". It is obvious that participants' responses to strongly agree are 3.3%, agree turned out to be 46.7%, neutral is 26.7%, disagree is 3.3%, while strongly disagree is only 20%. This emphasizes that teachers should train to develop writing abilities.

Table No.(11)

Chi-Square Test Results for Respondents' Answers of the Questions

No.	Statement	mean	SD	Chi square	p-value
1	A major challenges faced by EFL students is to produce good- quality paragraph writing.	2.5	1.3	24	0.00
2	As productive skill, paragraph writing can represent an obstacle in the process of L2 development.	3.5	0.6	24	0.00
3	The pedagogic value of paragraph writing has been neglected.	2.6	2.4	13	0.00
4	False start is considered the main problem in paragraph writing.	2.4	0.8	25	0.03
5	Students are not able to write well - connected paragraph due to lack of grammatical construction.	3.3	0.6	21	0.00
6	Teachers can help students communicate their thoughts and ideas to others while writing paragraph.	2.3	1.0	14	0.00
7	Regarding paragraph writing, teachers can encourage students to engage with the text to deepen their understanding of the content.	2.5	0.6	16	0.00
8	Teachers can draw connections to prior learning experiences while teaching paragraph writing.	2.4	0.8	24	0.001
9	It is good idea to make relationships between sentences and paragraphs explicit by using cohesive devices.	4.3	0.7	21	0.008
10	EFL teachers do not encourage students to perform speaking activities in pair work.	4.2	2.4	34	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4)

and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "A major challenges faced by EFL students is to produce good- quality paragraph writing.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "As productive skill, paragraph writing can represent an obstacle in the process of L2 development.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The pedagogic value of paragraph writing has been neglected.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "False start is considered the main problem in paragraph writing.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students are not able to write well -connected paragraph due to lack of grammatical construction.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) question was (14) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement Teachers can help students communicate their thoughts and ideas to others while writing paragraph.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) question was (16) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Regarding paragraph writing, teachers can encourage students to engage with the text to deepen their understanding of the content.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) question was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates

that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers can draw connections to prior learning experiences while teaching paragraph writing.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) question was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "It is good idea to make relationships between sentences and paragraphs explicit by using cohesive devices.

- The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) question was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (7.13). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who   agreed with the statement "The use of reading- into writing method would be particularly beneficial to students' paragraph- writing abilities.

(4.3) Analysis of the Second Tool (Diagnostic Test)

The test was carried out with third year students of English language at Al-Neelain   University- College of Arts.

The Sample of the Second Tool (diagnostic test)

The population of this study consists of 30 students of English language at Al-Neelain   University- College of Arts. They responded to the test questions, there were only three items which directly relate to the research hypotheses.

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

Table No (4.12) The Frequency Distribution for the Respondent's Answers of item number (1)

Answers	Frequencies	Percentage
Passed Item 1	10	33. 3%
Failure Item 1	20	66. 7%
Total	30	100%

The above table shows that there are only (10) students in the study sample with percentage (33. 3%) passed the item number (1), while the most of the students (20) students with percentage (66. 7%) failed to pass the question, this result leads to the acceptance of hypothesis related to item number (1)

Table No (4.13) The Frequency Distribution for the Respondent's Answers of item number (2)

Answers	Frequencies	Percentage
Passed Item 2	11	36. 7%
Failure Item 2	19	63.3%
Total	30	100%

According to the above table displays that there are only (11) students in the sample of study with percentage (36. 7%) passed the item number (2), whereas, the most of the students (19) students with percentage

49

(63.3%%) failed to pass the question , this result leads to the acceptance of the hypothesis related to item number (2).

Table No (4.14) The Frequency Distribution for the Respondents' Answers of question number (3)

Answers	Frequencies	Percentage
Passed Item3	4	13. 3%
Failure Item 3	26	86. 7%
Total	30	100%

Regarding to the above table and figure display that there are only (4) students in the sample of study with percentage (13. 3%) passed the item number (3), meanwhile, the majority of the students (26) students with percentage (86. 7%) failed to pass the question , this result leads to the acceptance of the hypothesis related to item number (3)

Table No (4.15) The Frequency Distribution and decisions for the Respondent's Answers of all questions.

Questions	Correct		Wrong		Decision
	frequency	Percentage	frequency	Percentage	
Item 1	10	33.3%	20	66. 7%	**Accept**
Item 2	11	36. 7%	19	63. 7%	**Accept**
Item 3	4	13.3%	26	86. 7 %	**Accept**

This table presents the summery of the results. For the **item one** it's clear that the number of students who failed to pass the question is greater

than the number of students who passed it with percent (66. 7%) so we accept our hypothesis of the study which is related to item one.

The table No.(4.23) shows the summery of the results . For the **item two** it is clear that the number of students who failed to pass the question is greater than the number of students who passed it with percent (63. 7%) so we accept our first hypothesis of the study which is related to item two.

This above table No. (4.23) displays the summary of the results. For the **item three** it is clear that the number of students who failed to pass the question is greater than the number of students who passed it with percent (86. 7 %) so we accept our first hypothesis of the study which is related to item three.

Table (4.16) One Sample T-TEST for the Questions of the study

Items	N	SD	t-value	DF	p-value
1	30	3.5	12.2	30	0.00
2	30	1.85	7.3	30	0.00
3	30	1.44	8.4	30	0.00
For all	30	2.43	15.07	30	0.00

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the item No (1) was (12.2) which is greater than the tabulated value of T – TEST at the degree of freedom (30) and the significant value level (0.05%) which was (2.21). This indicates that, there is no statistically significant difference at the level (0.05 %) among the answers of the respondents .This means that hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the item No (1) was (7.3) which is greater than the tabulated value of T – TEST at the degree of freedom (30) and the significant value level (0.05%) which was (2.21). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this means that the hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the item No (3) was (8.4) which is greater than the tabulated value of T – TEST at the degree of freedom (30) and the significant value level (0.05%) which was (2.21). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our hypothesis is accepted.

4.4 Discussion

This study has discussed the problems faced by Sudanese Universities students in paragraph writing. The first the statement " A major challenges faced by EFL students is to produce good- quality paragraph writing". It's clear that participants' responses to strongly agree is 43.4%, agree turned out to be 46.7% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This demonstrates that students should be well- trained in developing paragraph writing**.** The second statement " As productive skill, paragraph writing can represent an obstacle in the process of L2 development". It's clear that participants' responses to strongly agree is 36.7%, agree turned out to be 53.4% neutral is 3.3%, disagree is 3.3%, whereas strongly disagree is only 3.3%. This demonstrates that students should be well- trained in developing paragraph writing. With regard to table (4.3) and figure (4.3) concerning

the statement "The pedagogic value of paragraph writing has been neglected." It's observed that participants' responses to strongly agree is 10.0%, agree turned out to be 73.4%, neutral is 10.0%, disagree is 3.3%, while strongly disagree is only 3.3%. This justifies the idea that, students should be well- trained in enhancing paragraph writing. With regard to table (4.4) and figure (4.4) focusing on the statement "False start is considered the main problem in paragraph writing ". It's noticed that participants' responses to strongly agree is 20%, agree turned out to be 46.4%, neutral is 13.3%, disagree is 6.7%, whereas strongly disagree is only 13.3%. This strengthens the view of that; students should be trained to write paragraph correctly. With reference to table (4.5) and figure (4.5) concentrating on the statement "Students are not able to write well - connected paragraph due to lack of grammatical construction". It's clear that participants' responses to strongly agree is 43.3%, agree turned out to be 26.7%, neutral is 16.7%, disagree is 10.0%, whereas strongly disagree is only 13.3%. This indicates that students should be trained and developed in paragraph writing. Regarding diagnostic test, the table shows that there are only (10) students in the study sample with percentage (33. 3%) passed the item number (1), while the most of the students (20) students with percentage (66. 7%) failed to pass the question, this result leads to the acceptance of hypothesis related to item number (1). According to the above table displays that there are only (11) students in the sample of study with percentage (36. 7%) passed the item number (2), whereas, the most of the students (19) students with percentage (63.3%%) failed to pass the question , this result leads to the acceptance of the hypothesis related to item number (2). Regarding to the above table and figure display that there are only (4) students in the sample of study with percentage (13. 3%) passed the item number (3), meanwhile, the majority of the students (26) students

with percentage (86. 7%) failed to pass the question , this result leads to the acceptance of the hypothesis related to item number (3).

Summary of the Chapter

This chapter has covered the data analysis of the study which is about investigating problems faced by Sudanese Universities students in paragraph writing. This is done through a questionnaire to the teachers of English at some Sudanese Universities and diagnostic test to the third year students of English at Al- Neelain University- College of Arts. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS,
RECOMMENDATIONS
AND SUGESSTIONS FOR FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGESSTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the discussion of main findings gained when applying the tools and conclusions. Moreover, a brief recommendations and suggestions were given at the end of the chapter.

5.1 Main Findings

The results of this study investigate the problems faced by Sudanese Universities students in paragraph writing.

Researcher has summarized following findings:

1- A major challenge faced by EFL students is to produce good- quality paragraph writing.

2- As productive skill, paragraph writing can represent an obstacle in the process of L2 development.

3- The pedagogic value of paragraph writing has been neglected.

4 - Students are not able to write well -connected paragraph due to lack of grammatical construction.

5- Teachers can draw connections to prior learning experiences while teaching paragraph writing.

6- The use of reading- into writing method can be particularly beneficial to students' paragraph- writing abilities.

7- It is good idea to make relationships between sentences and paragraphs explicit by using cohesive devices.

5.2 Conclusion

As long as the separation of writing and reading in EFL settings makes students perceive reading as a decoding procedure and writing as only a task of composing grammatically correct essays ,it is particularly vigorous for EFL teachers ,through the reading /writing linking ,to provide students with ample occasions and resources to help them become reflective writers and readers .More importantly ,students should be taught in such a way to understand that both writing and reading are indivisible activities with communicative purposes .Just by doing so students will be able to develop language proficiency via writing and reading activities, and improve these two literacy skills in a significant way .Furthermore ,a number of researchers have highlighted the role of extensive reading in language learning in general and writing skill in particular .

5.3 Recommendations

In the light of the results of the study, the followings are recommended:

1- Teachers should help students communicate their thoughts and ideas to others while writing paragraph.

2- Regarding paragraph writing, teachers should encourage students to engage with the text to deepen their understanding of the content.

3- The use of reading- into writing method should be particularly beneficial to students' paragraph- writing abilities.

5.4 Suggestions for Further Studies

Paragraph writing in EFL is still an inviting area in the field of English languages learning. Thus, the researcher would like to suggest teaching of writing skill should be modernized; teachers must adopt the appropriate techniques for teaching English writing skill. Thus, teacher should play a relatively more vital role in giving directions and teaching, students' improvements are mainly in the academic writing.

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APPENDIXES

Appendix (A)

Teachers' Questionnaire

Dear teachers,

This questionnaire serves as data collection tool for a research work that aims to investigate the problems faced by Sudanese Universities students in paragraph writing. I would very much appreciate if you could take the time and energy to share your experience by responding to the statements below.

Your answer is very important and will be of much help for the completion of this work.

Please tick (√) in front of your choice. Your assistance is highly appreciated.

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	A major challenges faced by EFL students is to produce good- quality paragraph writing.					
2	As productive skill, paragraph writing can represent an obstacle in the process of L2 development.					
3	The pedagogic value					

	of paragraph writing has been neglected.				
4	False start is considered the main problem in paragraph writing.				
5	Students are not able to write well - connected paragraph due to lack of grammatical construction.				
6	Teachers can help students communicate their thoughts and ideas to others while writing paragraph.				
7	Regarding paragraph writing, teachers can encourage students to engage with the text to deepen their understanding of the content.				
8	Teachers can draw connections to prior learning experiences				

	while teaching paragraph writing.					
9	It is good idea to make relationships between sentences and paragraphs explicit by using cohesive devices.					
10	The use of reading-into writing method would be particularly beneficial to students' paragraph- writing abilities.					

Appendix (B)

Al- Neelain University

College of Arts

Name:

Class:

Answer all Topics :

Write a paragraph about the following items:

(A) Fast food

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(B) Education

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(C) Sport

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