



**Sudan University of Science & Technology**



**College of Graduate Studies**

**College of Languages**

**Investigating the Difficulties Encountered  
by Sudanese Secondary School Students in  
Writing English Sentences**

**(A case study of Al thwra Al harah 17Secondary school for girls)**

**تقصي الصعوبات التي تواجه طلاب المدارس الثانوية في كتابة الجمل الانجليزية.**

*A Thesis Submitted in Partial Fulfillment of the Requirements for  
Degree of M.A in English linguistics*

**Submitted by:  
Maha El Sanousi Babiker**

**Supervised by:  
Dr. Sami Balla Sanhori**

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# الآية

قال تعالى :

**اللَّهُ لَا إِلَهَ إِلَّا هُوَ الْحَيُّ الْقَيُّومُ**

لَا تَأْخُذُهُ سِنَّةٌ وَلَا نَوْمٌ لَهُ مَا فِي السَّمَاوَاتِ وَمَا فِي الْأَرْضِ مَنْ ذَا الَّذِي يَشْفَعُ عِنْدَهُ إِلَّا بِإِذْنِهِ يَعْلَمُ مَا بَيْنَ أَيْدِيهِمْ وَمَا خَلْفَهُمْ وَلَا يُحِيطُونَ بِشَيْءٍ مِنْ عِلْمِهِ إِلَّا بِمَا شَاءَ وَسِعَ كُرْسِيُّهُ السَّمَاوَاتِ وَالْأَرْضَ وَلَا يَئُودُهُ حِفْظُهُمَا وَهُوَ الْعَلِيُّ الْعَظِيمُ

صدق الله العظيم

سورة البقرة الآية (255)

# DEDICATION

This work is dedicate

To my beloved parents,

To my brother,

To my sisters,

To my friends

To my colleagues.

## **AKNOWLEDGEMENTS**

All the praise is due to Allah the Almighty who gave me the health and patience to accomplish this work. I would like to extend my sincere thanks and appreciation to my supervisor **Dr.Sami Balah Sanhory** for his efforts, guidance and encouragement in supervising this work, I'm greatly indebted to all teachers of High Graduate Studies. I am so privileged and honored to the English language department. Great thanks is to all my colleagues at Sudan University of Science and Technology.

## **ABSTRACT**

This study aims to investigate the Difficulties Encountered by Sudanese secondary school students in writing English language sentences. The researcher adopted a descriptive analytical method to analyze the data collected. A test was used as tool for data collection. The sample of the study consisted of 40 students drawn from Al thwra Al harah 17 secondary school for girls. The data were analyzed using the statistical package of social studies program (SPSS) and excel which provided percentage results for test. The study came out with following important results: second year students are not able to write English sentences correctly. Second year students are not able to differentiate between sentences parts. Second year students are not able to place punctuation marks in correct places. Second year students are not able to identify the use of punctuation marks. Second year students are not able to arrange words to give a meaningful sentences. The researcher recommended that teachers should apply new strategies and modern techniques for teaching how to write English sentences. The teachers should apply new techniques for teaching punctuation marks.

## ABSTRACT (Arabic)

هدفت هذه الدراسة الى تقصي الصعوبات التي تواجه طلاب المرحلة الثانوية السودانية فى كتابة الجمل الانجليزية . استخدم الباحث المنهج الوصفي التحليلي. لتحليل البيانات التي جمعت. ثم استخدم الاختبار كأداة لجمع البيانات و شملت عينة الدراسة 40 طالبة بمدرسة الحارة 17 الثانوية الحكومية استخدم الباحث برنامج الحزم الاحصائية للعلوم الاجتماعية حيث كانت النتائج في شكل نسب مئوية. وتوصل الباحث الي أهم النتائج التالية وهي: أن طالبات الصف الثاني ثانوي غير قادرات علي بناء الجمل الانجليزية. وانهن غير قادرات علي التعرف علي أجزاء الجمل. وليس لديهن القدرة علي وضع علامات الترقيم في المكان الصحيح، وانهن غير قادرات علي وضع الكلمات في المكان الصحيح في الجمل. ختاماً اوصي الباحث بضرورة استخدام تقنيات واستراتيجيات جديدة في دراسة كتابة الجمل الانجليزية. كما عليهم استخدام تقنيات جديدة لتدريس علامات الترقيم .

## Table of contents

No	Topics	Page No
1	الاستهلال	<b>I</b>
2	Dedication	<b>II</b>
3	Acknowledgments	<b>III</b>
4	Abstract	<b>IV</b>
5	Abstract (Arabic Verse)	<b>V</b>
6	Table of contents	<b>VI</b>
7	List of Tables	<b>VIII</b>
8	List of Figures	<b>IX</b>
<b>CHAPTER ONE</b>		
<b>INTRODUCTION</b>		
1.0	Overview	<b>1</b>
1.1	Statement of the Problem	<b>1</b>
1.2	Objectives of the Study	<b>1</b>
1.3	Questions of the Study	<b>2</b>
1.4	Hypotheses of the study	<b>2</b>
1.5	Significance of the Study	<b>2</b>
1.6	Methodology of the Study	<b>3</b>
1.7	Limits of the study	<b>3</b>
<b>CHAPTER TWO</b>		
<b>LITERATURE REVIEW AND PREVIOUS STUDIES</b>		
2.0	Introduction	<b>4</b>
2.1	Definition of Writing	<b>4</b>
2.1.1	The Sentence	<b>5</b>
2.2	English Sentence Structure	<b>6</b>
2.3	Word order	<b>7</b>
2.4	English Sentence Construction	<b>7</b>
2.5	English Parts of Speech	<b>8</b>
2.6	English Punctuation Marks	<b>10</b>
2.7	Arabic Parts of Speech	<b>12</b>
2.8	Arabic Sentence Structure	<b>13</b>
2.9	The Verbal Sentence	<b>13</b>

2.10	The Nominal Sentence	<b>14</b>
2.11	Arabic Punctuation Marks	<b>14</b>
2.12	Differences and Similarities	<b>17</b>
2.13	Writing English Sentences Strategies	<b>19</b>
2.14	Using Punctuation Marks Strategies	<b>19</b>
2.15	Previous Studies	<b>20</b>
<b>CHAPTER THREE METHODOLOGY</b>		
3.0	Introduction	<b>23</b>
3.1	Method of Study	<b>23</b>
3.2	Population and Sampling of the Study	<b>23</b>
3.3	Instruments	<b>23</b>
3.4	Procedures of Data Analysis	<b>23</b>
3.5	Validity	<b>24</b>
3.6	Reliability	<b>24</b>
<b>CHAPTER FOUR DATA ANALYSIS, RESULTS AND DISCUSSION</b>		
4.0	Introduction	<b>25</b>
4.1	Data analysis and Discussion of the Results	<b>25</b>
4.2	Discussion of the Results	<b>41</b>
4.3	Summary	<b>42</b>
<b>CHAPTER FIVE MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER STUDIES</b>		
5.0	Introduction	<b>43</b>
5.1	Main Findings	<b>43</b>
5.2	Conclusions	<b>43</b>
5.3	Recommendation	<b>44</b>
5.4	The suggestions of Further Studies	<b>44</b>
	Bibliography	<b>45</b>
	Appendixes	<b>46</b>



## List of Tables

<b>No</b>	<b>Topics</b>	<b>Page No</b>
4.1	Table 1 distribution for respondents answer of question 1 in 1	<b>25</b>
4.2	Table 2 distribution for respondents answer of question 2 in 1	<b>26</b>
4.3	Table 3 distribution for respondents answer of question 3 in 1	<b>27</b>
4.4	Table 4 distribution for respondents answer of question 4 in 1	<b>28</b>
4.5	Table 5 distribution for respondents answer of question 5 in 1	<b>29</b>
4.6	Table 6 distribution for respondents answer of question 6 in 1	<b>30</b>
4.7	Table 7 distribution for respondents answer of question 7 in 1	<b>31</b>
4.8	Table 8 distribution for respondents answer of question 8 in 1	<b>32</b>
4.9	Table 9 distribution for respondents answer of question 9 in 1	<b>33</b>
4.10	Table 10 distribution for respondents answer of question 10 in 1	<b>34</b>
4.11	Table 11 distribution for respondents answer of question 2	<b>35</b>
4.12	Table 12 distribution for respondents answer of question 3	<b>36</b>
4.13	Table 13 distribution for respondents answer of question 2 in 3	<b>37</b>
4.14	Table 14 distribution for respondents answer of question 3 in 3	<b>38</b>
4.15	Table 15 distribution for respondents answer of question 4 in 3	<b>39</b>
4.16	Table distribution for respondents answer of question 5 in 3	<b>40</b>

## List of Figures

No	Topics	Page No
4.1	Figure 1 distribution for respondents answer of question 1	<b>26</b>
4.2	Figure2 distribution for respondents answer of question 2 in1	<b>27</b>
4.3	Figure 3 distribution for respondents answer of question 3 in1	<b>28</b>
4.4	Figure 4 distribution for respondents answer of question 4 in 1	<b>29</b>
4.5	Figure 5 distribution for respondents answer of question5 in1	<b>30</b>
4.6	Figure 6 distribution for respondents answer of question6 in1	<b>31</b>
4.7	Figure 7 distribution for respondents answer of question7 in1	<b>32</b>
4.8	Figure8 distribution for respondents answer of question8 in1	<b>33</b>
4.9	Figure 9distributionfor respondents answer of question9 in1	<b>34</b>
4.10	Figure 10 distribution for respondents answer of question10 in1	<b>35</b>
4.11	Figure 11 distribution for respondents answer of question2	<b>36</b>
4.12	Figure 12 distribution for respondents answer ofquestion3	<b>37</b>
4.13	Figure 13distribution for respondents answer of question2 in3	<b>38</b>
4.14	Figure 14 distribution for respondents answer of question3in 3	<b>39</b>
4.15	Figure 15 distribution for respondents answer of question4 in3	<b>40</b>
4.16	Figure16 distribution for respondents answer of question5 in3	<b>41</b>

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview**

Languages generally have important function in terms of communication and exchange ideas interests among people. The writing skill is one of the most important four skills of any language learning, as well as it is major way to learn English language. This study is concerned about English sentences Writing Difficulties Encountered by Sudanese secondary schools students. Unfortunately much confused will occur when students of English language express themselves in structurally in correct sentences. Writing incorrect sentences may lead to a sort of misinterpretation for message conveyed. Also when we are writing we have to use different systems to do same work this where punctuation comes in. It allows us to divide up our ideas in to pieces so that the reader understand what we are saying.

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

As a Sudanese English language teacher who has been teaching English for many years in different governmental and private secondary schools the researcher observed that many Sudanese secondary school students have difficulties in writing English sentences. They do not follow the rules of writing English sentences. They do not write sentences in correct words order. They do not know how to use punctuation marks within sentences. For example mona reading likes stories but she like doesn't watching film

### **1.2 Objectives of the study**

The study aims to achieve the following objectives

1. To explore the difficulties facing Sudanese secondary school students in writing English sentences.
2. To find out how Sudanese secondary schools students use punctuation marks correctly.
3. To find out Sudanese secondary schools students will be able to punctuate sentences.

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

This study set out to answer following questions

1. To what extent are Sudanese secondary school students able to arrange words to give meaningful English sentences ?
2. To what extent do Sudanese secondary school students face difficulties in using punctuation marks correctly?
3. What are the exactly reasons behind these difficulties?

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

This part is set out to explore some assumptions which are believed to be the relevant answers to the research questions and problem, they include:

1. Sudanese secondary school students have difficulties in writing English sentences.
2. Sudanese secondary school students have difficulties in using punctuation marks.
3. The reasons behind the difficulties in writing English sentences can be attributed to the poor teaching techniques.

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

This study attempts to shade light on one of the most important issue of learning English as a foreign language especially for Sudanese secondary

school students it will help teachers of English language adopt appropriate techniques of teaching and solving problem of writing English sentences that faced by most Sudanese secondary schools students.

## **1.6 Methodology of the Study**

This study adopts the descriptive analytical method, test that will be used as primary tool to help in collect the research data.

## **1.7 Limits of the Study**

The Delimitations of this study are as follow:

This study is limit to investigating the Difficulties Encountered by Sudanese secondary schools students in writing English sentences. It will be undertaken in Althwra Alharah17 secondary school for girls. It conducted in academic year (2019-2020).

## **CHAPTER TWO**

### **LITERATURE REVIEW AND PERVIOUS STUDIES**

#### **2.0 Introduction**

English and Arabic are two distinct languages. They are from two different families i.e. Semiotic and Germanic respectively. Hence they are so many differences and similarities exist in writing English sentences. In order to find out the different between two languages. The best way is to use Contrastive Analysis hypothesis (CA). CA is the method of comparing two languages or more. It is structuralism which was expounded by Bloomfield (1933) elaborated by Fries (1945) and Lado (1957). Structuralism assumes that any language has its own structure which can be documented and compared with another and this language under focus to be learned. CA was made when the structural linguistics and behavioral psychology were dominant in the sixties. The form of CA was originated from Lado's book "linguistics across culture" (1957). James (1955) argues that CA is concerned with the way in which L1 form affects in L2 form in the individual. Avery close statement which is claimed by Lado (1957) and Corder (1971) to James argument is that individual tends to transfer the whole features of their L1 in to the learning of L2. Lado (1957) states that individual tends to transfer the form and meaning of their native language and culture to the foreign language. Accordingly English and Arabic are different in term of writing.

#### **2.1 Writing**

As defined by Peter (1986:p169) writing is "curiously solitary of communication address to an absent and often unknown reader" there for the massage of the writer should be very clear because there is no contact between him and his readers.

Heaton (1998:135) explains that writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements.

### **2.1.1 The Sentence**

A sentence is a group words that express complete thought. A group Of words that does not express a complete thought is called a sentence Fragment e.g.

- a. On Monday..... The striped cat..... Ali and his son.
- b. A complete sentence I came on Monday..... The striped cat ran away..... Ali and his son are in the kitchen.

### **2.1.2 Classification of Sentence**

#### **Declarative sentence**

Swik (2009: 1+2+12+13+32) comments that a declarative sentence in English consists of a subject and predicate the verb in the predicate is conjugated appropriately for the subject and specific tense

Subject	+	predicate
Mary	+	speaks English

Declarative sentence can have singular or plural nouns as their subjects and can be followed by a verb in any tense and by the complement of sentence.

E.g. Gohn repairs the car

The boys ran into the forest.

### **2.1.3 Interrogative Sentence**

There are two types of interrogative, and both types ask question the first type can be called yes-no question because the answer to such a question will begin with the affirmative word yes or the negative word no.

Auxiliary + subject + verb + predicate?

Yes – No question

Is she the new student ? Yes , she is.

WH- questions

When you want to get a detailed answer no just yes or no you must use a WH – question. Which allows for much possible answer. They are (who, whom, whose, what, which, when, where, why, and how).

E.g. when do you get up?

## **2.2 English Sentence Structure**

As Maclin (2000:301-304), demonstrates that sentence structure can be simple, compound, and complex according to kinds of clause in the sentence.

### **2.2.1 Simple Sentence**

It has one independent or main clause one subject- main verb combination e.g. the car stopped. A simple sentence can be expanded into a very long sentence, but adding modifier does change its basic structure.

### **2.2.2 Compound Sentence**

Zandvourt (1965:212-214) observes that a compound sentence has at least two main independent clause connected by coordinating conjunctions. Each clause has



its own subject and verb the second clause should be separated from first clause by comma before coordinating conjunction e.g.

The man went to the store, and the salesclerk sold him some milk.

### **2.2.3 Complex Sentence**

A complex sentence has one main independent clause and one or more dependent clauses. Dependent clause can function in sentence as a nouns, adjective or adverbs. Nouns clauses function as noun in sentence and can be used as subject, object, predicate nominatives and objects of proposition.

## **2.3 Word Order**

As stated that by Idrees and Hago (2006:23), word is the smallest meaningful unit of language which can be stand alone. The words you choose help you to give your readers a good or bad response sometimes a word is used correctly but it's not the very best word you would have use. The best word is the one that gives the readers clearest picture of what you mean to say .When we write according to Order (1783-134) simply write the sentences in the form of the first idea that come to our head .Such form is normal a subject followed by a verb which agree with it.

## **2.4 English Sentence Construction**

Order (1983p.134) claims that building English sentence mean more than merely putting graphic symbols on paper. Since the sentence is a primary unit of understanding, these symbols have to be arranged in a particular order to form correct and meaningful sentence. "Thus the shape of sentence largely helps to determine its meanings. sentence may be viewed as grammatical construction whose expressiveness depend heavily on order in which it's various elements

succeed each other, in other words modern English relies to a large extent on the position that word occupy in the sentences pattern \_a word a lone may mean different things to different people when it's put in the sentences the context of a sentences put some limits to what the word mean

## **2.5 English Parts of Speech**

There are eight parts of speech in English language, nouns, verb, pronouns, subject, adverb, preposition, adjective and interjection. By [www . butte . edu / departments](http://www.butte.edu/departments).

### **Noun**

It's the name of person /place /things/quality Activity concept or condition .

Nouns are often used with an article(the, a, an) but not always. Nouns can be singular or plural, concrete or abstract e.g. man...house ....letter.

### **Verb**

It's a word or words that describe the action or state of being the subject of sentence. There is a main verb and sometimes one or more helping verbs e.g. she can sing. A verb must agree with its subject in number (both are singular or both are plural).

### **Pronouns**

It's a word or words used in place of nouns or other pronouns. A pronoun is Usually substituted for specific noun, which its called antecedent. Personal pronouns refer to specific persons or things, possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns

identify point to or refer to nouns. E.g. The young girl brought me a very long letter from the teacher, and then she quickly disappeared.

### **Adjective**

It's modifier of nouns and pronoun. It usually answers question of which one, What kind, or how many.(Article a, an, the) are usually classified as adjectives.

### **Adverb**

It's a modifies verb, adjectives and another adverbs but never noun. It usually Answers the questions of when, where, how, why, under what conditions or to what degree. Adverbs often end in ly.

### **Preposition**

It's a word used to link a nouns or pronouns to the rest of the sentences. It's a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.

### **Conjunction**

A conjunction joins words, phrases, or clauses and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. Subordinating conjunctions connect clauses that are not equal because, although, while etc.

### **Interjection**

It is a word used to express emotion. It is often followed by an exclamation point. E.g. oh...wow!

## **2.6 English Punctuation Marks**

Longknife (2002: 146-151) point out that punctuation are very important signals for clarification of the meaning of the sentences. Examples of these signals are the following

### **2.6.1 Brackets (Parentheses)**

To enclose addition, correction or other changes made in original quoted material to alert the reader to an error in quoted material .Use bracket around the Latin term science. Use brackets to add information to a sentence without changing the meaning of the sentence. E.g. George Washington (the first president of the United State) gave his farewell address in 1796.

### **2.6.2 Colon**

To call attention to what follows. Before a list that follows a complete statement. Used to introduce a quotation of someone else's words. E.g. This house has everything I need: two bedrooms, a backyard and a garage. We knew who would win the game: The Eagle. E.g. this was first said by Shakespeare:"To thine own self.

### **2.6.3 Commas**

To separate main sentence elements .Between independent clause joined by coordinating conjunctions (For , and ,nor, or yet).

Between elements of a series e.g. butter, romaine, red tip and icebergs.

## **2.6.4 Dash**

Pain to enclose an internal series. An abrupt change in thought or pronounced sentence interrupter e.g. There's great website-I can't remember the URL-to help you solve the problem

## **2.6.5 Exclamation Point**

After a phrase or sentence expressing intense emotion and strong interjection e.g. Eril yelled contempt usually so what!

## **2.6.6 Semicolon**

To separate important elements, between independent clauses in compound sentence e.g. you would better read this email; I think you need to answer it.

## **2.6.7 Apostrophe**

It used in the possessive case e.g. Ali's book.

## **2.6.8 Inverted Commas(quotation marks)**

Are used to enclose speech. Before start of direct speech e.g. My boss said to me, "your back pay cheque was sent to you today"

## **2.6.9 Full stop**

It used to end sentence e.g My name is Sonia.

## **2.6.10 Hyphen**

It separated in some cases the prefix from the second part of word. e.g. co-operation. Also joins some compound word e.g. self-control.

### **2.6.11 Ellipsis**

Use an ellipsis when omitting a word , phrase, line, paragraph, or more from a quoted passage. It remove material that is less relevant. E.g.” Today , after hours of careful thought , we vetoed the bill.” “Today ... we vetoed the bill”

### **2.6.12 Question Mark**

Is to indicate a question or query. At the end of direct questions e.g. How much money did you transfer ?

### **2.6.13 Capital Letters**

In English special words group are capitalized . The convention of capitulation helps both writers and readers recognize the beginning of sentences, names of people, places and things.

## **2.7 Arabic Parts of Speech**

Posted by Faisal on Jan, 2016

### **The noun/Al-ism/**

Is a name of something that can be realized by the mind or by the sentence and that time is not part of nouns have determiners or markers that distinguish them from other words e.g. walad, gitt

### **The verb/ Alfill/**

Is what refers to something happening and the time is part of .Verbs have determiners or markers that distinguish them from other words e.g kataba, yajree  
Arabic has four kind of verbs

A- Present/al-mudari/ for present timed actions or nearest immediate future.

B- Past /al-mady/ for past timed actions.

C- Order /al-amr/ for ordered timed actions in case they are orders directed from persons of high standards to low standards.

D- Future indicated in Arabic by add either suffix s or the word (sawf).

### **The Particle / Al-harf/**

Which neither a noun nor a verb which is meaningful only if joined with other speech. The particle is distinguished because it can't have a noun or a verb determiner or marker.

## **2.8 Arabic Sentence Structure**

Posted by Ibnulymen on sep 14,2017

### **Structurally there are three types of sentence in Arabic:**

The basic, the compound and the clausal (i.e. a clause) .The basic which can be Either verbal or nominal has two parts in the case of verbal :

## **2.9 The Verbal Sentence**

Always starts with a fully conjugable verb. The verb can be perfective (paste ) imperfective (present ) or imperative (command) .only particle such as qadd, mma”not” laa “no”, shall we among others can precede the verb e.g. kharaja al waladu, qudd kharajet sally, ukhrujuu.It is an action sentence .The action is represented by the verb this why it should be put at the beginning. For a verbal sentence to be meaningful it should be composed of two essential parts the verb and the subject. The verb by itself dosen't constitute a complete meaning .The subject of verb can be ism DHahir(an overt noun) i.e proper noun, common noun, interrogative noun and so forth, Damiir ,a pronoun .The pronoun can be muttasil

“Attached “or mustatir “implicit”.The subject can also be masder m’awwal ,’a noun clause’ e.g.

### **Overt noun Subject**

E.g.Raqada al-waladu / the boy slept/ .

### **Covert implicit or attached pronoun subject**

E.g. Raqada.

### **Verb subject Agreement**

As for the gender the verb must agree with the subject that is if the subject feminine in form the feminine marker which is t with sukoon should be appended to the end of the perfective verb and t with fathah should be added to beginning of the imperfective verb eg saafarat sally ‘sally travelled’

Jalasat al –bintan ‘the two girls sat’

As to number if the subject an overt noun,the verb remains singular in form even if the subject is dual ,plural ,or compound .If the subject is attached the agreement is reflected on the verb through respective pronominal suffixes.

## **2.10 The Nominal Sentence**

The first word in the sentence is a noun . It is contain subject and predicate. The Subject (al- mubtada) is what the sentence is talking about . It could be noun (the boy, Cairo. Ahmed) pronoun (I, he , she, they) or noun phrase(the math teacher). The predicate (al-khabar) tell us something about subject.

## **2.11 Arabic Punctuation Marks**

Punctuation in Arabic language is putting certain marks in writing to indicate the place where speech begins and where stops and continues after stopping .which



mean that basically the aim of punctuation marks are to tell the reader where there is a pause in the sentence or group of sentences for the reader. And they are also used to help the reader identify the tone of the text as well as the purpose of the words being said whether the words are meant as a question or are used to express surprise for example

Types of punctuation marks in Arabic. By [http:// Arabic-langblr.tumblr.com](http://Arabic-langblr.tumblr.com)

### **The comma ‘al fassila ‘( ‘ )**

It's used after “yes “ or “no “ e.g. hal ra'ayta al -qamar?

Na'am , rayaytuh. Did you see the moon? Yes, I saw it.

Between short sentences or part of a paragraph. Also use when someone calling someone else we add “ya” before the name of the person e.g .ya , Amjad iftah Al -baab.

### **The full stop ( . )**

It's used when the meaning of sentence is complete. E.g thahaba al fataa ela al hadeati li yalaba ma asdiqaaih. The boy went to the park to play with his friends.

### **Quotation marks alaamat al ttansees (“ “)**

They are used at the beginning and at the end of quoted speech when you are repeating someone else's speech word by word e.g Qaala Emaadu li Akheehi “la tansa annanee sa akoonu da'iman ma'ak fa laa daai lil qalaq”.

Emaad told his brother “don't forget that I always be there with you, so there's no need to worry”

### **The brackets al qawsaan [ ( ) ]**

Are used when someone is adding more information or explanation to sentence  
e.g A th –thuroof attabee'iyyatu al qaasiya ( al bardu ash-shadeedu thuma al jafaaf) afsadat mawsima al fawaakiha haatha al 'aam.

The harsh environmental conditions(the extreme cold and the drought have ruined the entire fruit crop this year.

### **Colon annuqtataan ( : )**

They are used after statements and reported speech e.g Qaala Emaadu Li Akheehi : la tansa annanee saakoon da'iman ma'ak falaa daa'I lil qalaq . Emaad Told his brother:don't forget that I will always be there with you, so there no need to worry.

### **Dash assharta (-)**

It's used at the beginning of a conversation and to separate the speech of two people e.g – Hal a'adta Li Nadaa Saa'ataha allati nasiyatha?

Did you return Nada's watch that she forgot?

### **Exclamation mark alaamatu ttaajub(!)**

Used to express the speaker's surprise e.g Maa ajmala law hatak !

Your painting is so beautiful!

The semicolon Alfaasila al manquoota(;

E,g jtahada attaalibuffee muttaakaratihi; fakaana al awwala alaa rifaagihi.

The student studied hard; so he ranked first among his peers.

## **The Ellipsis(...)**

These points are added in the place of omitted speech. For example if someone quoting along paragraph from a book and they think that not everything in paragraph is relevant (She/he) write three dots (...) to indicate that there are missing parts.

## **Question mark(?)**

It is used at the end of question e.g Maa ismuk?

What is your name ?

## **2.12 Differences and Similarities**

M. A. Abeer, points that, No one can deny that students can transfer some grammatical patterns from their first language while learning a second language. In Arabic students learn some grammatical features that are the same in English this is called positive transfer some grammarian relay on. The measure problem that secondary school student face in the negative transfer of adjective noun order. in the first language Arabic the noun is always followed by adjective while in English , the adjective precedes the noun. Another different is that Arabic is a null subject language. In Arabic it's syntactically correct to produce nominal clauses and verbal clauses while in English is only verbal clauses are correct. Arabic learners normally drop the subject in English as they used to create correct statement in Arabic without a subject. Students produce a number of verbs less construction especially with copula be. In Arabic they can drop copula be creating nominal correct statement

Such as (Akhi Muhandis) in English My brother is an engineer. In Arabic the Equative construction are verb less(two definite noun phrases separate by a

nominative pronoun) such as (Akhi huwwa al masoul) in English My brother is responsible. Arabic is more tolerant of variation in word order although its basic order is V+S+O. Attia (2004:3) points out that Arabic has a relatively free word order. Arabic beside the basic sentence structure has a nominal sentence structure. He also adds that all different word orders of SVO and OVS are possible in contrast word orders in English is SVO and changing the word order can change the meaning of sentence. English script reads from left to right while Arabic script reads from right to left.

There are a lot of similarities between the use of punctuation marks in Arabic and English we use the full stop at the end complete sentence. We use question mark at the end of question. We use exclamation marks at the end of exclamatory sentence. We use ellipsis when we quote incomplete statement. Alqinai, J claims that Ancient Arabic writing had no fixed system for representing punctuation marks were not given primacy and even today they do not follow a strict rule governed system as English. The full stop is not only marking that signal the end of sentence a comma is frequently opted for. Sometimes a full stop is used at the end of every sentence.

Alternatively some Arab writers tend to write very long sentences some of which could be a paragraph long with one full stop at the end and several commas and conjunctive devices in between. Space is used to identify maximal units of discourse such as paragraphs and separate units of grammar such as sentences, clauses, phrases and words. Indentation marks the first line of a new paragraph while extra space is entered between paragraphs to indicate a break in discourse.

Arabic writing separate paragraphs by spaces even though indentation is very rare used. Capitalization aside from signaling proper names abbreviations or paragraphs capital letters are used to convey special effects such as emphasis in newspaper headlines. Arabic has no capital upper case letters for initial words proper names

and abbreviations. Italics can be ambiguous as they may be used variously to highlight foreign words, technical terms published titles. They are rarely used in Arabic. The apostrophe mark is not used in Arabic. Arabic doesn't solely rely on conventional punctuation as marker of sentence division.

## **2.13 Writing English Sentences Strategies**

There are so many ways to approach sentence structure instruction. By [www.readingandwritinghaven.com](http://www.readingandwritinghaven.com).

There are some errors students seem to make consistently with sentence types. Including a coordinating conjunction as transition, ex (because I like it). Inserting a semi-colon without complete sentences on both sides. Lacking a comma after an introductory clause. Sequence the sentence in type of scaffold way. Teach sentence structure after review sentence parts of speech errors, phrases and verbal's. Introduce sentence types with mini lessons. Try not to teach for more than fifteen minutes. Use a visually appealing presentation to complement examples and modeling. Incorporate some fun. Use some practice activities like mazes games. Focus on subjects and verbs. Make it tangible. Asking students to color code dependent and independent clauses.

## **2.14 Using Punctuation Marks Strategies**

Teach students to begin a sentence the first letter in a new sentence is always a capital letter. The end of a sentence is punctuated with a full stop. Capital letters are always used for a person's name and the pronoun reference. Teachers should explicitly model the use of sentences punctuation marks during joint construction and prior to writing display

enlarge sentence with accurate simple punctuation in the class room.

<https://education.nsw.gov.au.com>

## **2.15 Previous Studies**

### **1/ Study No.1**

Abdelrahman Mohammed Ahmed (2008) conducted a study entitled of investigate the Problematic areas in writing skill and their cases for the secondary school students particularly in areas of grammar, punctuation marks, spelling and mother tongue interference. To achieve these aims the researcher points out four hypotheses. The subjects of this study were thirty teachers from White Nile State and thirty students from the same State. The instruments used for collecting data were teachers' questionnaire and writing test for students. The findings of this study are most of the secondary school students have problems with grammar, spelling, punctuation marks, and poor stock of vocabulary. Students' mother tongue interference their writing in English. Depending on the study results the following recommendation were recommended. Students should be provided with suitable learning materials and adequate practices to promote their abilities of writing in English. Writing should be purposeful and taught in accordance with the various styles of prose comparative, contrastive...etc. Teaches should provide more focusing on punctuation marks.

### **2/ Study No.2**

Alfred Gasim Yacoub Labi(2005) conducted a study entitled Investigate difficulties facing the Sudanese secondary school students in writing English as a foreign language. The population of this study consisted of secondary school teachers secondary school students in the district of Khartoum , the students

sample was chosen purposely from Al Zahideen secondary school for girls because the researcher works there and this facilitates the process of experiment the sample consisted of (90) students (30) from each class (first, second and third) the teachers' sample consisted of (75) teachers of English language in Khartoum. The teachers' sample took part in questionnaire their responses exposed the problems of writing. Also the students sample sat for pre-test and the test result exposed the difficulties they had in writing. To achieve the goals of the study, the researcher designed a questionnaire in away that it included three categories (the curriculum, the teachers' performance, and students' ability. After the teaching program, the students sat for the post-test, which was judged by some technical inspectors and long experienced teachers. The aim of the hypothesis is to confirm or reject that mother tongue interference is one of the problems that face secondary school students in writing.

### **3/ Study No.3**

Goron Ahmed Mohammed (1992) conducted a study entitled of problems facing Sudanese secondary school students in learning English. The study aims at knowing the actual problems arising from (L1) first language that secondary school face in learning English. Thus the researcher tries to compare the structure of the the two languages. so as to determines the point of differences. The differences are the chief source of difficulty to students in learning the target language.

### **4/ Study No.4**

Saber Ahmed Hago Eissa (2013) conducted a study entitled of investigates the difficulties of Sudanese secondary school students in building English language sentences. The researcher used the descriptive method of research. The tools used together the data were test and a questionnaire. After testing the validity and

reliability of the tool and using statistical analysis to analyze the data, the researcher reach up to the following results. Most of the Sudanese secondary school students of English language in Gezira State are not acquainted with parts of language speech. Teachers seldom encourage their students to develop their writing skills. Teachers do not explain to their students how to write correct English structures. The study recommended that there should be a sort of modification in Sudanese secondary schools syllabus through introducing a lot of lessons related to English structure besides focusing on literature lessons.



# **CHAPTER THREE**

## **METHODOLOGY**

### **3.0 Introduction**

This chapter describes the methods and techniques adopted the population, the sample and the procedures of data analysis.

### **3.1 Method of the Study**

The researcher uses the descriptive analytical method to analyze data collected in order to answer the research questions. It adopts descriptive analytical method in its design. This study investigated the difficulties Encountered by Sudanese secondary schools students in writing English sentences.

### **3.2 Population and Sampling of the Study**

The subject of this study involves females of second year students at Al thwra Alharah 17 secondary school for girls. The students' sample was randomly selected. They were 40 students.

### **3.3 Instruments**

The researcher used a diagnostic test, in order to collect data from sampling.

### **3.4 Procedures of Data Analysis**

The test consists of three questions each question redesigned to check whether the students able to write English sentences correctly and placement of punctuation marks.

The researcher has collected the data from the participants' responses then every single paper inserted into SPSS. Frequencies and percentage have been calculated for each question.

### **3.5 Validity**

The first draft of the test has been given to the three referees Dr. Abbas Mkhtar, Dr. Hillary Marino Pitia Dr. Alnourany Mohammed Ahmed whom made some modification by adding and excluding. The test converted and expressed the hypotheses of the research and measures them properly.

### **3.6 Reliability**

Reliability refers to whether the instrument can produce the same or similar result if it is conduct again under the same conditions; the test calculated by a computer programmed called SPSS.

# CHAPTER FOUR

## RESULTS and DISCUSSION

### 4.0 Introduction

A group of 40 second year students were drawn from Al thwra Al hara 17 secondary school for girls were tested in writing English sentences .

### 4.1 Test Results

The responses to the written diagnostic test of the 40 students 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. The test is analyzed statistically and discussed. The following table will support the discussion.

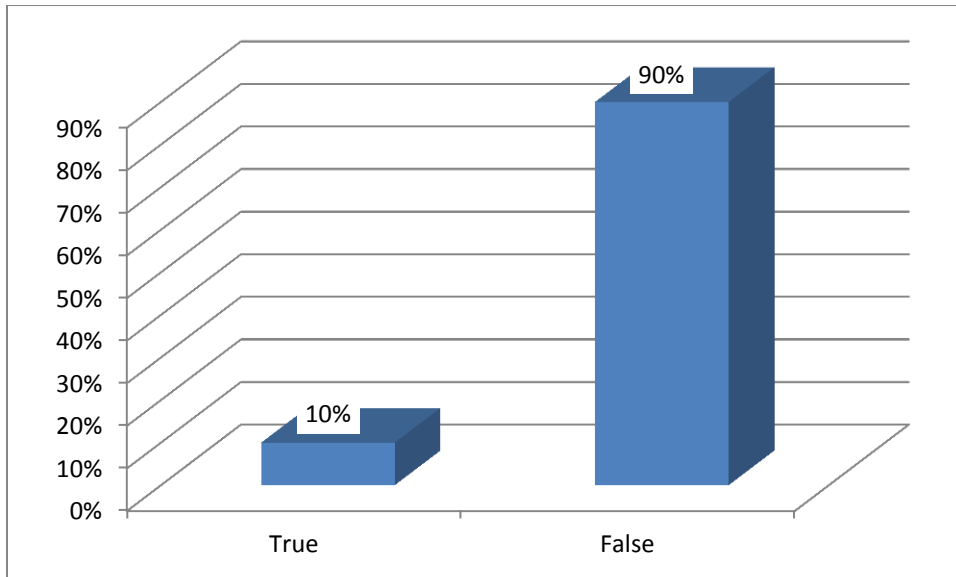
#### 1- Question 1

#### 2- Table (1)

Answer	Frequency	percent
True	4	10%
False	36	90%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (1)



Source: prepared by researcher, using Excel, 2019

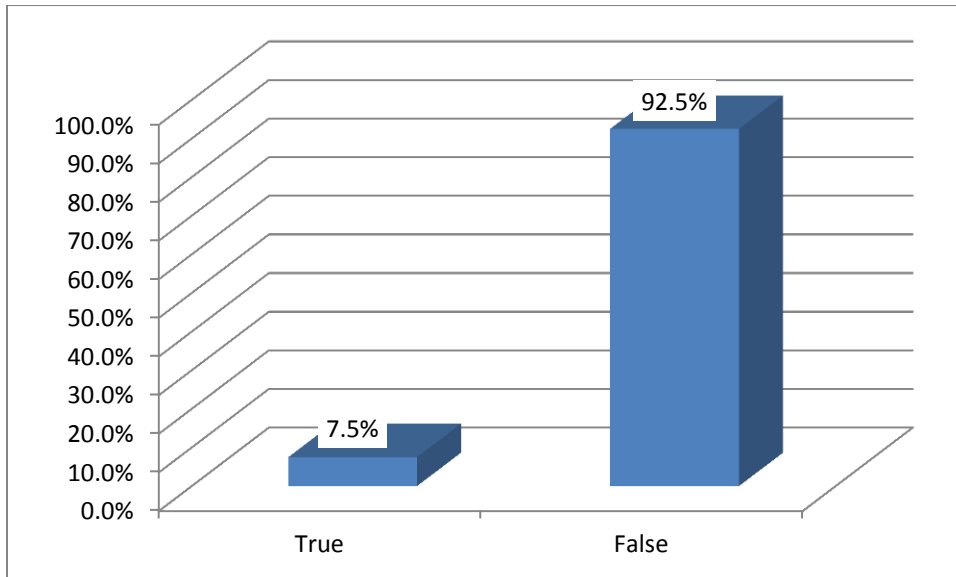
From table (1) and figure (1) we note that the answer of most of the individuals study is (False) by frequency (36) with percent (90%)while the answer is (True) by frequency (4) with percent (10%).

Table ( 2)

Answer	Frequency	percent
True	3	7.5%
False	37	92.5%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (2)



Source: prepared by researcher, using Excel, 2019

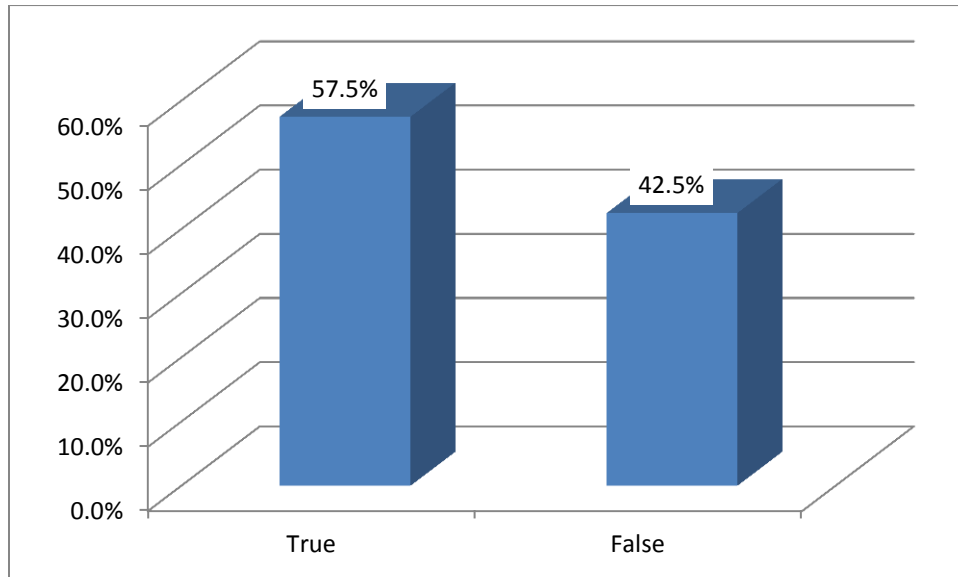
From table (2) and figure (2) we note that the answer of most of the individuals study is (False) by frequency (37) with percent (92.5%)while the answer is (True) by frequency (3) with percent (7.5%).

Table (3)

Answer	Frequency	percent
True	23	57.5%
False	17	42.5%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (3)



Source: prepared by researcher, using Excel, 2019

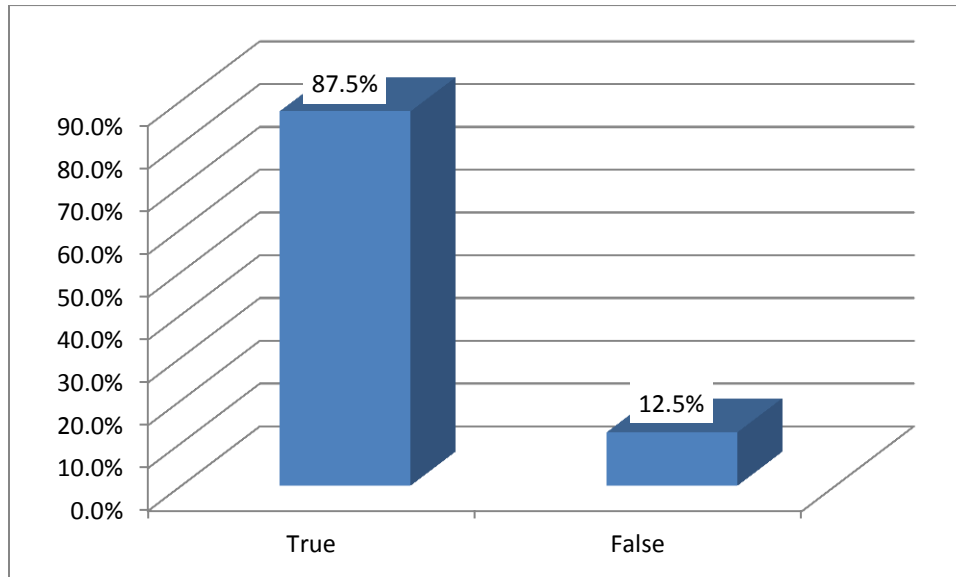
From table (3) and figure (3) we note that the answer of most of the individuals study is (True) by frequency (23) with percent (57.5%) while the answer is (False) by frequency (17) with percent (42.5%).

Table (4)

Answer	Frequency	percent
True	35	87.5%
False	5	12.5%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (4)



Source: prepared by researcher, using Excel, 2019

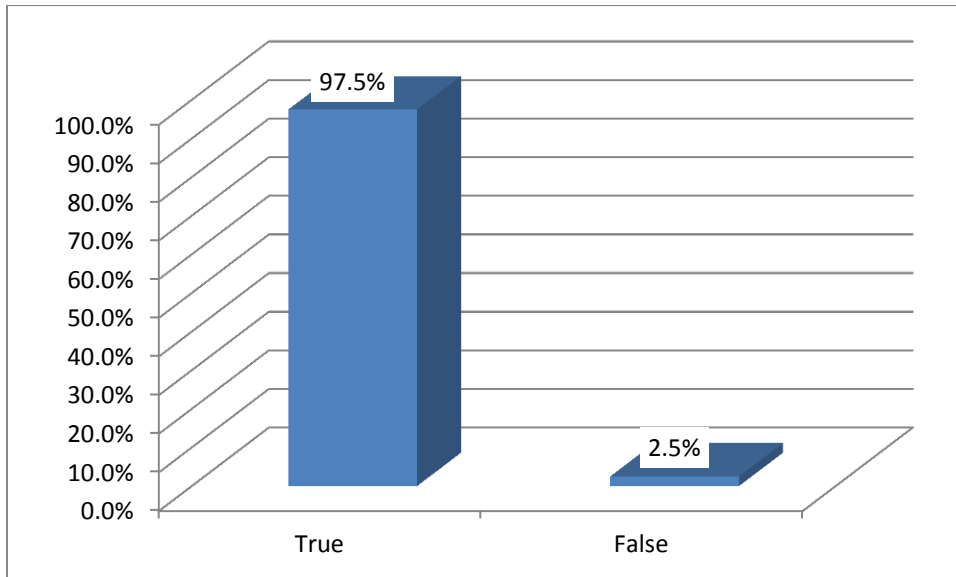
From table (4) and figure (4) we note that the answer of most of the individuals study is (True) by frequency (35) with percent (87.5%) while the answer is (False) by frequency (5) with percent (12.5%).

Table (5)

Answer	Frequency	Percent
True	39	97.5%
False	1	2.5%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (5)



Source: prepared by researcher, using Excel, 2019

From table (5) and figure (5) we note that the answer of most of the individuals study is (True) by frequency (39) with percent (97.5%) while the answer is (False) by frequency (1) with percent (2.5%).

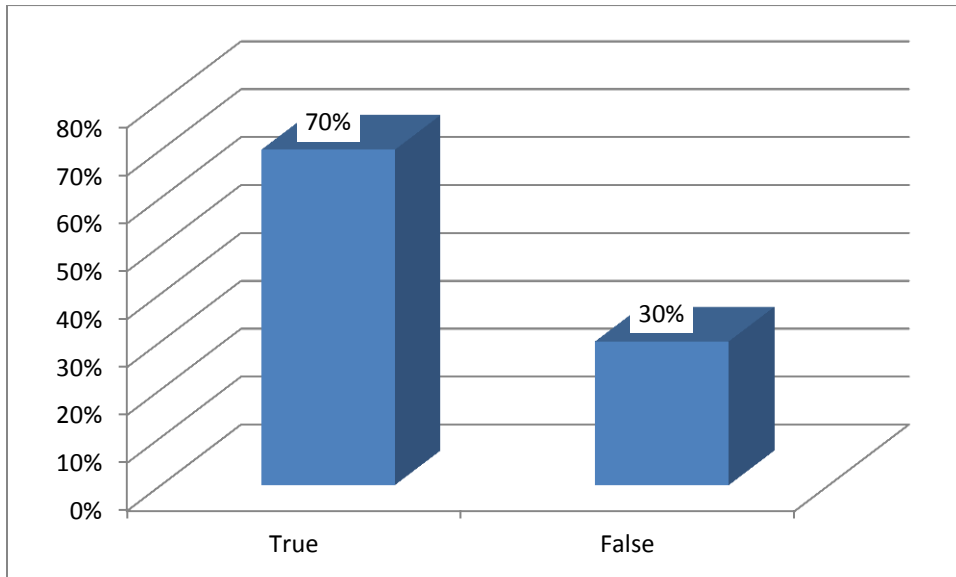
Table (6)

Answer	Frequency	percent
True	28	70%
False	12	30%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019



Figure (6)



Source: prepared by researcher, using Excel, 2019

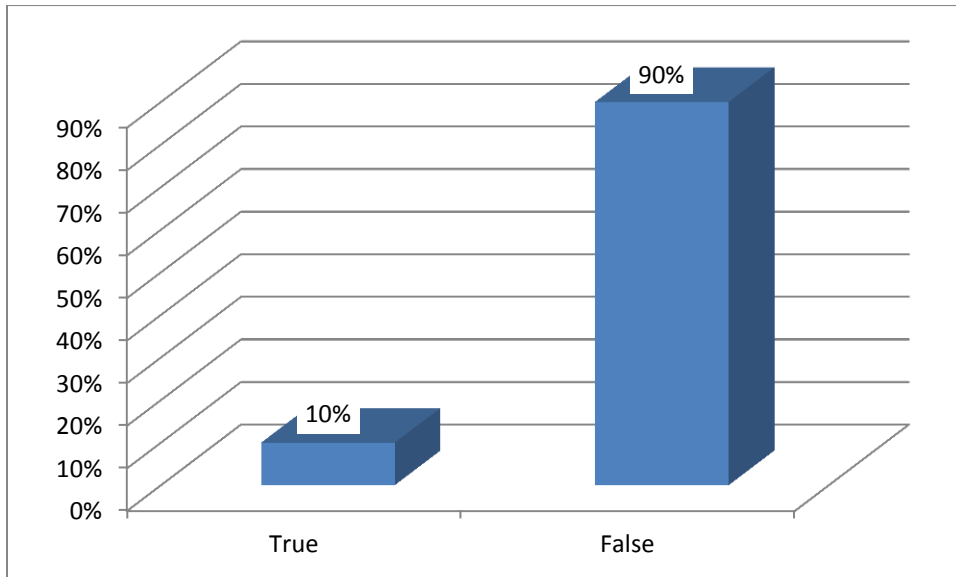
From table (6) and figure (6) we note that the answer of most of the individuals study is (True) by frequency (28) with percent (70%) while the answer is (False) by frequency (12) with percent (30%).

Table (7)

Answer	Frequency	percent
True	4	10%
False	36	90%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (7)



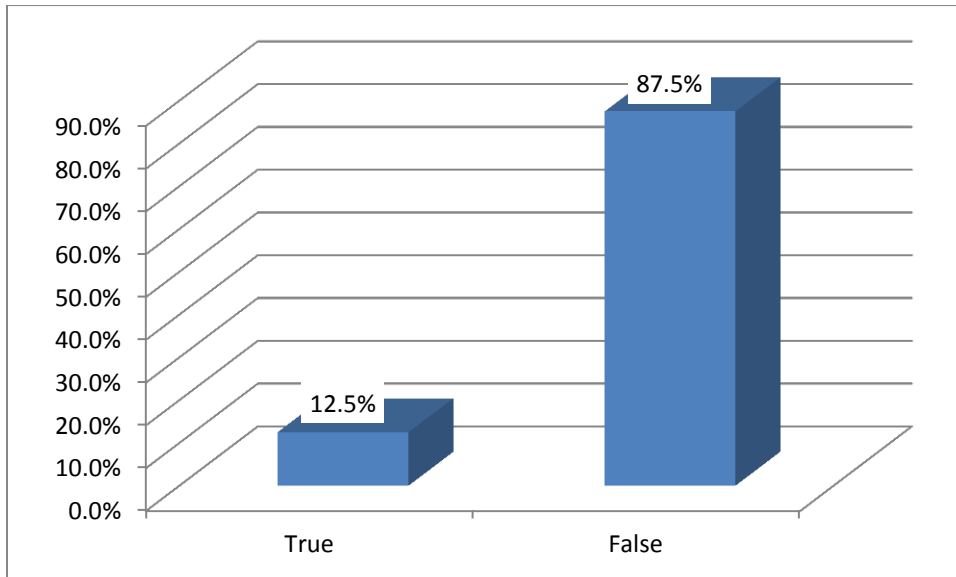
Source: prepared by researcher, using Excel, 2019 From table (7) and figure (7) we note that the answer of most of the individuals study is (False) by frequency (36) with percent (90%) while the answer is (True) by frequency (4) with percent (10%).

Table (8)

Answer	Frequency	percent
True	5	12.5%
False	35	87.5%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (8)



Source: prepared by researcher, using Excel, 2019

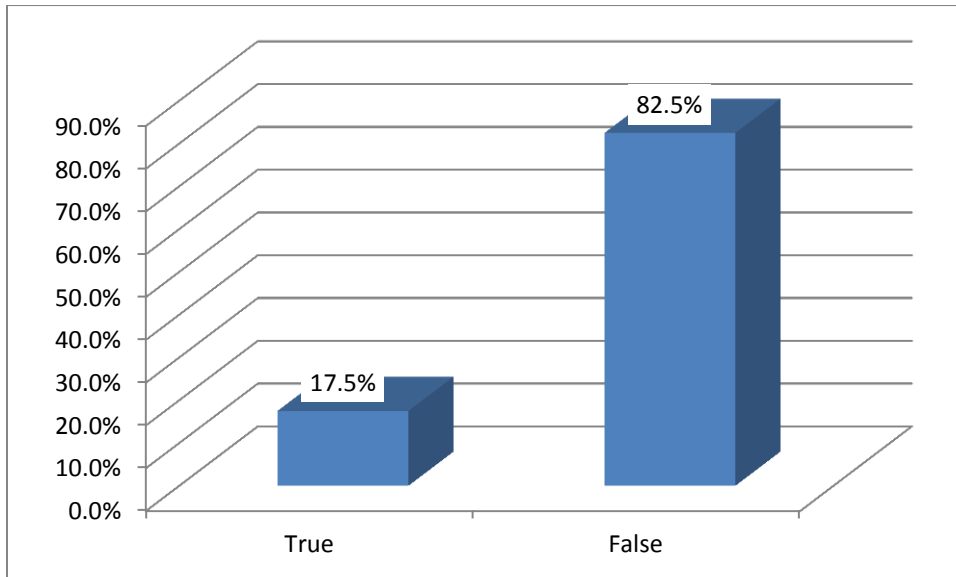
From table (8) and figure (8) we note that the answer of most of the individuals study is (False) by frequency (35) with percent (87.5%) while the answer is (True) by frequency (5) with percent (12.5%).

Table (9)

Answer	Frequency	percent
True	7	17.5%
False	33	82.5%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (9)



Source: prepared by researcher, using Excel, 2019

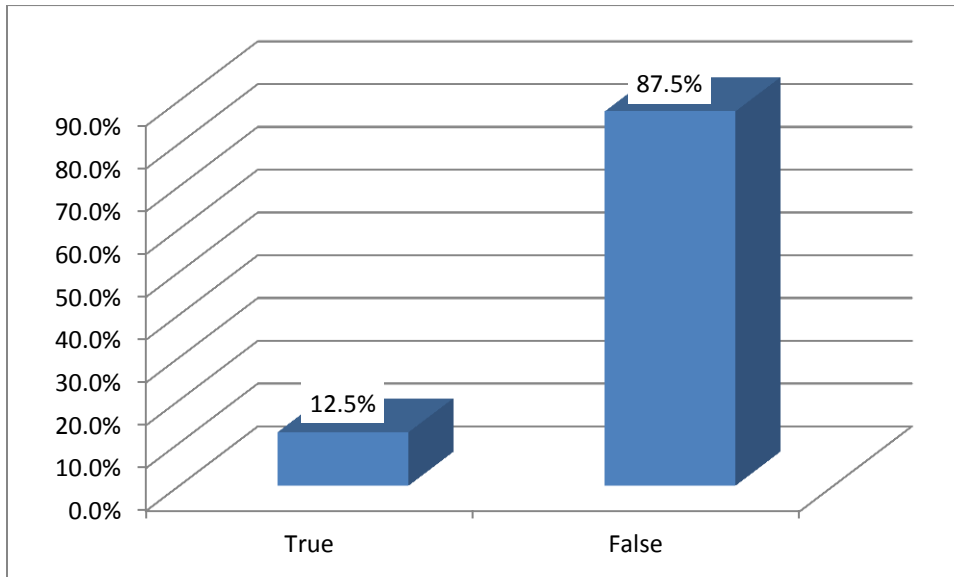
From table (9) and figure (9) we note that the answer of most of the individuals study is (False) by frequency (33) with percent (82.5%) while the answer is (True) by frequency (7) with percent (17.5%)

Table ( 10)

Answer	Frequency	percent
True	5	12.5%
False	35	87.5%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (10)



Source: prepared by researcher, using Excel, 2019

From table (10) and figure (10) we note that the answer of most of the individuals study is (False) by frequency (35) with percent (87.5%) while the answer is (True) by frequency (5) with percent (12.5%).

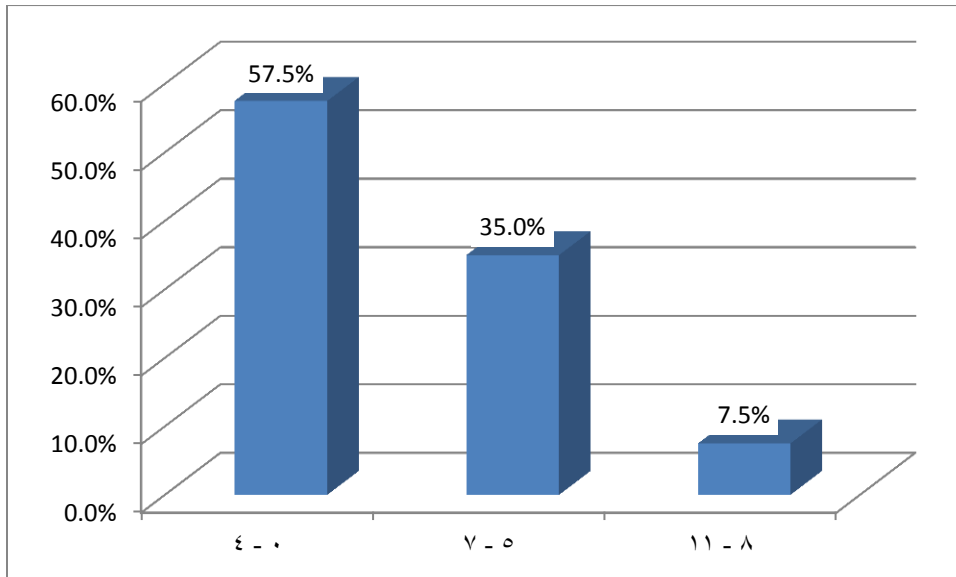
**Question 2:**

Table (11)

Degree class	Frequency	percent
0 – 4	23	57.5%
5 – 7	14	35%
8 – 11	3	7.5%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (11)



Source: prepared by researcher, using Excel, 2019

From table (11) and figure (11) we shows that the answer of most of the individuals study is (0 - 4) by frequency (23) with percent (57.5%), followed by frequency (14) with percent (35%) while the answer is (8 - 11) by frequency (3) with percent (7.5%).

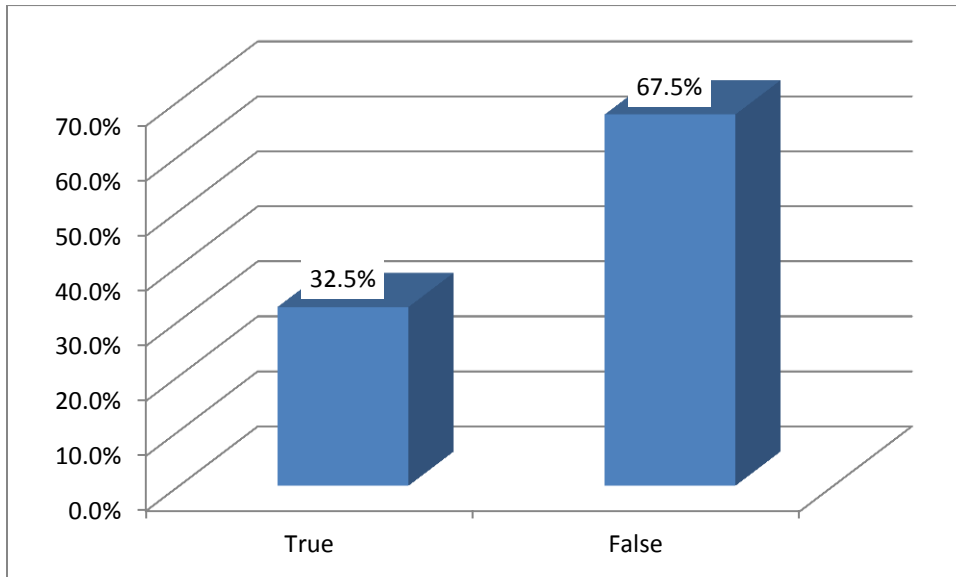
**Question 3:**

Table (12)

Answer	Frequency	percent
True	13	32.5%
False	27	67.5%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (12)



Source: prepared by researcher, using Excel, 2019

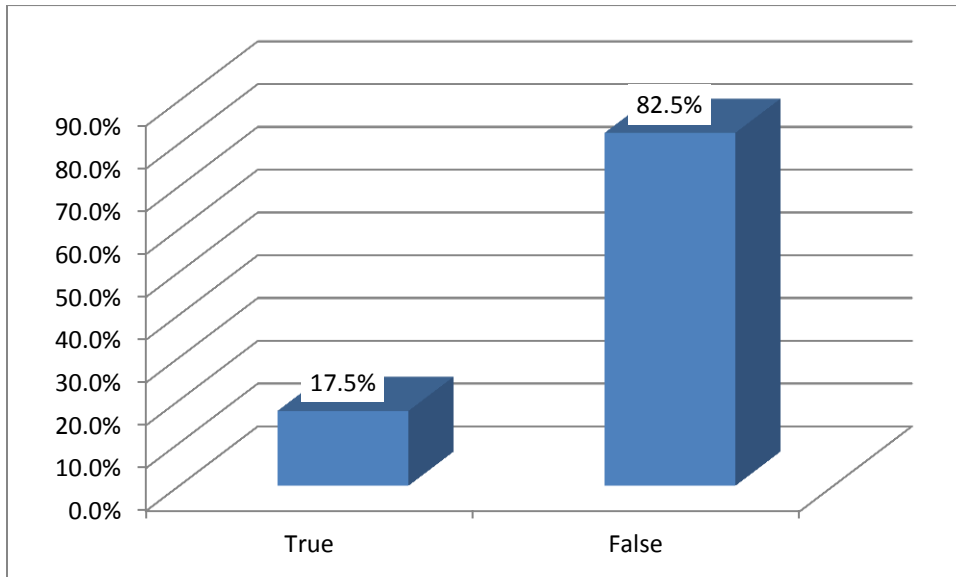
From table (12) and figure (12) we note that the answer of most of the individuals study is (False) by frequency (27) with percent (67.5%) while the answer is (True) by frequency (13) with percent (32.5%).

Table (13)

Answer	Frequency	percent
True	7	17.5%
False	33	82.5%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (13)



Source: prepared by researcher, using Excel, 2019

From table (13) and figure (13) we note that the answer of most of the individuals study is (False) by frequency (33) with percent (82.5%) while the answer is (True) by frequency (7) with percent (17.5%).

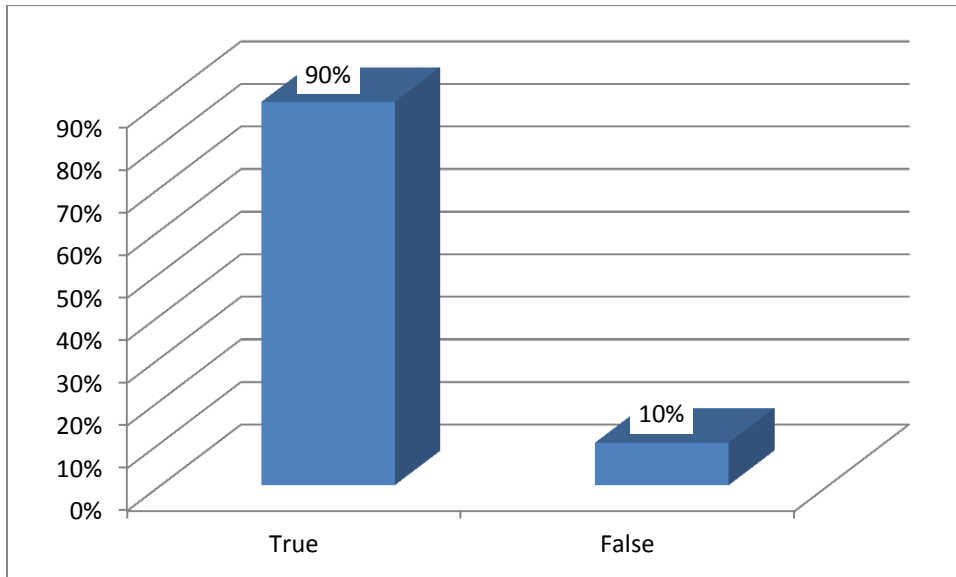
Table (14)

Answer	Frequency	percent
True	36	90%
False	4	10%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019



Figure (14)



Source: prepared by researcher, using Excel, 2019

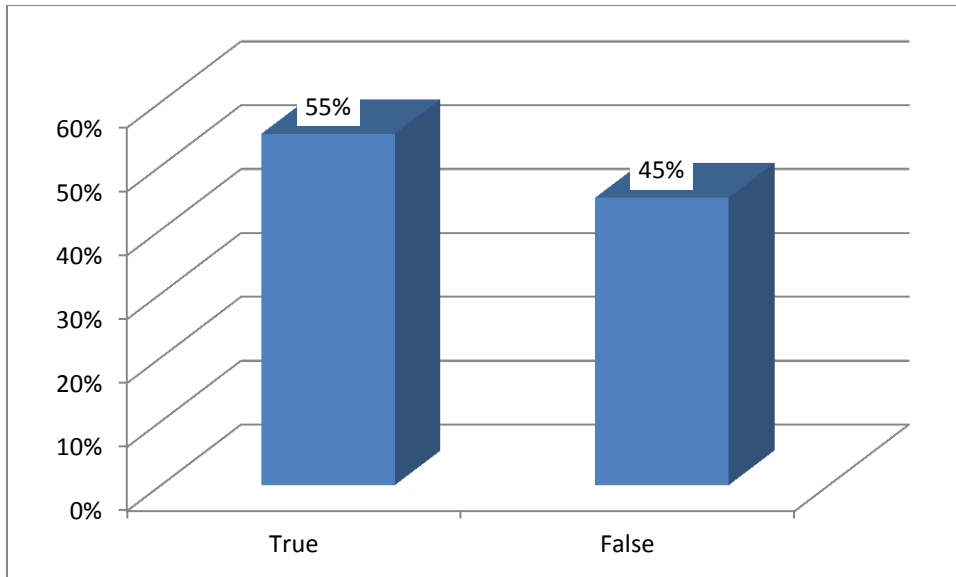
From table (14) and figure (14) we note that the answer of most of the individuals study is (True) by frequency (36) with percent (90%) while the answer is (False) by frequency (4) with percent (10%).

Table (15)

Answer	Frequency	percent
True	22	55%
False	18	45%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (15)



Source: prepared by researcher, using Excel, 2019

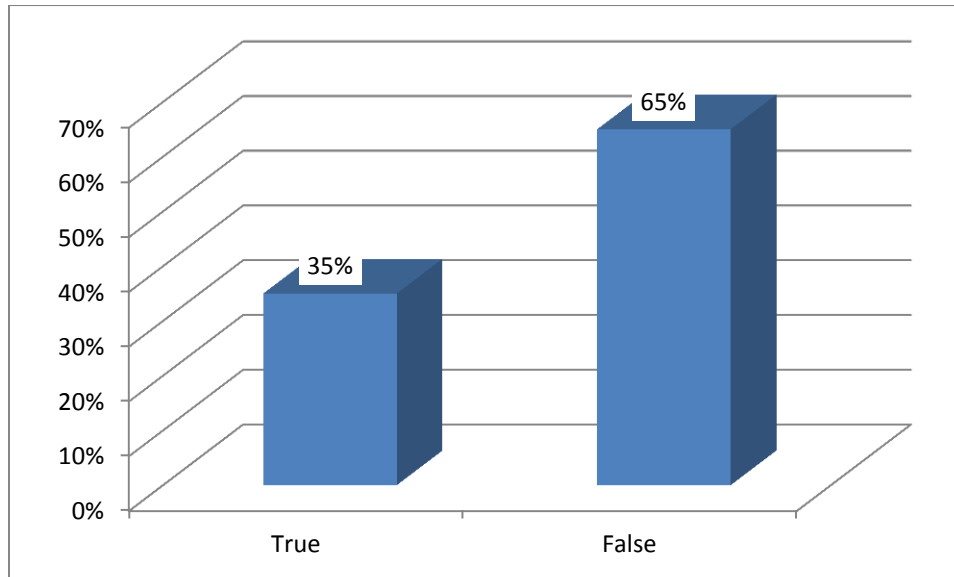
From table (15) and figure (15) we note that the answer of most of the individuals study is (True) by frequency (22) with percent (55%) while the answer is (False) by frequency (18) with percent (45%).

Table (16)

Answer	Frequency	percent
True	14	35%
False	26	65%
Total	40	100%

Source: prepared by researcher, using SPSS, 2019

Figure (16)



Source: prepared by researcher, using Excel, 2019

From table (16) and figure (16) we note that the answer of all individuals study is (False) by frequency (26) with percent (65%) while the answer is (True) by frequency (14) with percent (35%).

## 4.2 Discussion of the Results

The current study aims to investigate difficulties Encountered by Sudanese secondary school students in writing English sentences. The results reflected that the students of second year at Althwra Al hara 17 secondary school for girls encounter difficulties in writing (organizing) English sentences and use of punctuation marks. According to their performance, tables and graphs displayed earlier proved that students are not aware to identify content of English sentences and write the sentences correctly. More over they do not know the placement of punctuation marks and cannot identify the types of sentences structures because of the interference of their mother tongue.

### **4.3 Summary**

The researcher designed test according to hypotheses. The test consists of three questions. The researcher comes out with the results that second year students have difficulties in writing English sentences and use of punctuation marks.

# **CHAPTER FIVE**

## **MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES**

### **5.0 Introduction**

This study dealt with difficulties Encountered by Sudanese Secondary school students in writing English sentences.

Below are main findings ,conclusions and recommendations

### **5.1 Main Findings**

- 1-Second year students are not able to write English sentences correctly.
- 2-Second year students are not able to differentiate between sentences parts.
- 3-Second year students are not able to place punctuation marks in correct places.
- 4-Second year students are not able to arrange words to give a meaningful sentences.

### **5.2 Conclusion**

This study aims to investigate difficulties encountered by Sudanese secondary school students in writing English sentences at Al thwra Al harah 17 secondary school for girls. The researcher comes out with the following findings Second year students are not able to write English sentences correctly, Second year students are not able to differentiate between sentences parts, Second year students are not able to place punctuation marks in correct places, Second year students are not able to arrange sentences because the interference of their first language, also there are

some recommendation. Teachers should apply new strategies and modern techniques for teaching writing English sentences.

### **5.3 Recommendations**

Based on the main finding of the study, the researcher recommends the following:

- 1- Teachers should apply new strategies and modern techniques for teaching how to write English sentences.
- 2- Teachers should apply new techniques for teaching punctuation marks.

### **5.4 Suggestions for further studies**

The researcher suggests the following topics to be studies:

- 1- Investigating the effective methods of teaching writing English sentences.
- 2- Exploring the difficulties encountered by Sudanese secondary schools in understanding sentences structures.
- 3- Investigating the difficulties that face Sudanese secondary school students in using punctuation marks correctly.

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## Appendixes



# Sudan University of Science & Technology

## College of Graduate Studies

### Department of English

#### Diagnostic Test



Name: ..... 2nd class

Time: 1:30 hours

**Q1: Rearrange the words below to make meaningful sentences:**

1- Method is a valuable of food preservation Fermentation

.....

2- Tell The people old folk stories children to they before the asleep fall

.....

3- Chicken My favorite is food

.....

4- Halfa Osman in lives

.....

5- Is He a policeman

.....

6- Wants a She scientist to be

.....

7- One the is Desertification worst of problems

.....

8- trainer like Would to you be a dolphin ?

.....

9- Cash Bulls be sold for can

.....

10- Baggara How do the money get cattle their from ?

.....



**Q2: Punctuate and rewrite the following passage by putting the full stops, commas, inverted comma, apostrophe and capital letters in the correct places**

can you tell me where omers father live said ahmed

omers father lives in a village near khartoum and he has a big stable full of cattle there are several milking cows bulls and a big ox He has also some donkeys goats sheep and two dogs omers father called ali and his mother is called mariam they have a big farm in which they plant dura and samsame

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Q3: Use capital letters, full stops, commas, apostrophe , question mark and Exclamation mark**

1- mona likes science but she doesn't like arabic

.....

2- this is aymans book

.....

3- what are the sources of water

.....

4- carpenter has different types of saws for cutting wood hammers pincers and screwdrivers

.....

.....

5- james peter and john like to watch the sports programme

.....