

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
Sudan University of science and Technology
College of Education
English department
Graduation research

**(Problems facing third year university students in
writing paragraph)**

قال تعالى:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ {1} الْإِنْسَانَ مِنْ عَلَقٍ {2} .
إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ {3} الَّذِي عَلَّمَ بِالْقَلَمِ {4} الْإِنْسَانَ مَا لَمْ
يَعْلَمْ {5} .

(proclaim (or read) in the name of lord and cherisher, who created – created man, out a leech – like clot proclaim and they lord is most bountiful he who taught the pen, taught man that which he knew not).

صدق الله العظيم
سورة العلق الآيات (1- 5)

Dedication

- To our family.
- To our friends and colleagues.
- To our teachers in the various levels.

II

Acknowledgements

Praise be to Allah for granting us to the effort and patience to complete this research, sincere thanks and gratitude go to our supervisor **Dr. HassanMahel**, who guided and give us confidence to complete this research.

III

Abstract

The purpose of this study is to investigate problems experienced by English students, third years, Sudan University, college of education, in writing paragraph.

Population of this study consisted of Sudan University, English students, third year, college of education, the questionnaire exposed the difficulties they had students in writing paragraph.

To achieve the goals of this study, the questionnaire pointed out problems and difficulties facing the students in writing paragraph.

Finally, the researcher recommends that the teachers should use modern teaching developed aids such as, flash card, projects to facilitate the process of writing.

Teachers have to exert efforts to develop students' abilities in writing by using good methods and should try as possible as they could to be creative in offering investigating and useful writing activities for students so as to develop their working skill.

IV

مستخلص الدراسة

هدفت هذه الدراسة إلى تقصي المشاكل التي تواجه طلاب المرحلة العليا (الجامعة) في كتابة الفقرات والتعبير باللغة الإنجليزية.

تكون مجتمع الدراسة من طلاب اللغة الانجليزية بكلية التربية – في جامعة السودان , ولتحقيق أهداف هذا البحث أعدنا إستبانة حوت عدة محاور معرفة خلفية عن الطلاب ومقدراتهم في كتابة الفقرات , ومن ثم تم إختيار 30 طالب وطالبة من السنة الثالثة وعرض عليهم هذا الإستبيان , وقد كشف نتائج المشاكل والصعوبات التي تواجههم في كتابة الفقرات والتعبير باللغة الإنجليزية.

وأخيرا تقدم البحث بعدد من التوصيات التي تتمثل في حث المعلم باستخدام طرق فعالة لتسهيل عملية الكتابة لدى الطلاب المتمثلة في الحاسوب , والبطاقات , وعلى المعلمين بذل جهودهم لتطوير مقدرات التلاميذ في التعبير

الكتابي باللغة الإنجليزية وعليهم المحاولة بقدر الإمكان بان يكونوا فاعلين في تقديم أكبر قدر من الأنشطة الكتابية التي تجعل الطلاب يطورون من مهاراتهم.

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Chapter one

Introduction

1.1 Background

Students of English as foreign language undergo several difficulties in their learning process, particularly in writing which is one of the most problematic skill, this because writing comprise all the aspects and devises of the language such syntax, semantics, punctuation and etc ... the role of the writing is more important in communicating messages, views and ideas.

As teacher of English language for number of years, the researchers has come across some areas of difficulties of facing the third year of English student in Sudan University of science and technology, in writing paragraph, thus they are trying to contribute in finding solution's to some of the problems.

Writing is complex process even in the first language it is even more compacted in a foreign language, many studies indicate that, for, beginning foreign language learners interference from the first language in the process of writing in English always occur, a better understanding of the L1 influence in process of EEL writing help teacher know students difficulties in learning English.

1.2 Statement of the problem

The writing skill is most important and has very complex process thus English language learners commit many errors. The third year of English students are not exception They do face many difficulties in writing paragraph, they do not communicate effectively and they also commit many errors such in linking words, vocabulary, punctuation marks, and grammar. Therefore, this study will tackle this topic to identifying the errors and find solution for the difficulties.

1.3 The objective of the study

This study aims to:

1. Exploring the difficulties facing student in third years Sudan university of science and technology.
2. Investigating the errors in writing paragraph student in third years Sudan University of science and technology.
3. Identifying the source of the errors in student in third years Sudan university of science and technology in writing paragraph.

1.4 Research question

The study attempts to answer the following question:

1. What are the difficulties that face students when they practice writing paragraph in student in third years Sudan University of science and technology?
2. What type of errors do student in third years Sudan University of science and technology commit in writing paragraph?
3. What are the sources of the errors in writing paragraph student in third years Sudan University of science and technology?

1.5 Hypotheses

It is hypnotized that:

1. University student's experience many difficulties in writing paragraph.
2. University student's commit many errors in writing paragraph.
3. They are many sources of errors in process of writing paragraph.

1.6 The significance of the study

The researcher is useful to the planners and designers of English language syllabus, to put more emphasis on writing exercise.

It is useful the researcher in the area of English language teaching as the foreign language.

1.7 Methodology

The methodology applied in this study is both descriptive analytical and questionnaire method and questionnaire as a tool in the collection of data and information to pursue this study.

1.8 limits of the study

This research is limited to Sudan University of science and technology, college of education, English department, third year, 2013 – 2014.

Chapter two

Literature review

2.1 Background

Writing is the natural outlet for the pupil's reflection on their speaking, listening and reading experience in the second language or foreign language. When writing freely without concentration on grammatical errors, pupils develop confidence is likely to produce unstill they advance in language study. In writing pupils or students write about that they think and what they are interested in writing is connected with desire and interest. Thus if it is difficult to function is a foreign language, it is much more difficult for student to write paragraph without interest. Although student have time to from and shape their idea in writing, lack of information and desire prevent smooth writing (Leki, 1991).

Writing is the least and perhaps the most difficult skills pupils learn, even teachers are sometimes confused about ways of approaching writing instruction, many still see it as a way to reinforce oral (Walters,1983).

Writing is mostly integrated with reading when you read a text you receive a lot of help from the way the text is present so, we can say that these two skills enable you to improve your language at large, whenever there is reading there is writing however, writing is slightly demanding task it needs a lot of help and preparation.

(Byrne,1979) writing is the process of expressing opinions, feeling and factual information by using and agrees upon set of graphic sample so that the audience deciphers the scrip to receive the message coded by the writer .

Writing paragraph is a set of related sentences dealing with a single topic, writing paragraph is series of sentences that develop one idea the ability to writing paragraph is all too often assumed, especially if the learners are to master and can write reasonably well in their mother tongue and also acquired some proficiency In the spoken language (of the IL) but oral skills both listening and speaking have to be taught through appropriate techniques And of practice. The spoken and writing from of the language are not the same and writing paragraph is different way of communication.

Clearly it is possible to learn a foreign language without how to write paragraph in it, and for many of our students perhaps even the majority of them, writing paragraph will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have us the situation is not so very different in the mother tongue except for those of us who use writing paragraph in some professional capacity because, writing

paragraph is skill which both limited in value and difficult to acquire must be very clear about our purpose is teaching it.

2.2 Why teaching writing

(Byrne,1979) clearly it is possible to learn a foreign language without how to write in it and for many of our students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient , even after considerable practice , but also the one for which they will have use. The situation is not so very different in the mother tongue except for those of us who use writing in some professional capacity , because writing is skill which is both limited in value and difficult to acquire must be very clear about our purpose in teaching it.

2.3 The difficulties of writing

We can now begin to see why writing is commonly difficult task for most people both in the mother tongue and in a foreign language. Teacher shall look at the problems which are caused by writing under there heading psychological, linguistic and cognitive problems. Writing is known to complex set of abilities for instance. (Byrne, 1979) pint the level of sub-skills which are considered to be essential requirement for writing of the following:

1. Formation of letters (orthography).
2. Speaking and speaking (layout).
3. Showing sense and pausing (punctuation).
4. Using correct word (lexis and spelling).
5. Building correct sentences (lexis and grammar).
6. Building paragraph and text (cohesion).
7. Writing logically (planning and thinking).

Each of the above points needs practicing because they are all skills important for their learner to be competent in writing. The need for mastery of these elements supports the fact that writing is really difficult and complex.

Of:

1. The content of his writing which should of the sentence and topic, it should be clear and logical.
2. Syntax the ordering to the components of the sentence and the length of the sentence, the appropriate style.
3. Grammar, the writer should be acquainted with the rules verbs agreement, how to use articles and pronouns.
4. Mechanics, the writer should be correct, punctuation to help understanding the meaning.
5. Organization, the writer thinks of how to present his ideas in paragraphs and how to use cohesive devices.
6. Word choices, how to choose vocabulary to suit the particular topic. Idioms, what tones happy, sad etc.
7. Purpose, he of why is writing?
8. The writer's process he thinks of how to find out idea for topic, from where to start writes and rewrite.

All the above point are through of if the writer is to product clear fluent piece of writing.

2.4 Affective difficulty

People speak without much conscious efforts or though, because they usually take about things that interest them and have read relevance to their situation, school and other educational institutes, however, often force learners to write about topic which have little interest for them they may have every few ideas that they have these facts often result in negative feeling the learners and therefore, make writing difficult or ever impossible.

Most linguistic assume that writing is one of the most complex human tasks. (Byrne, 1988), identified three problems, the first is psychology one coursed by the lack interaction and feedback from the reader since writing is a visual system, as distinct from the

auditory system of speech. The linguistic in nature, since is writing we have to express ourselves in more correct grammar not necessarily need when speaking the third of these problems according to Byrne's point of few is cognitive resulting from the fact the writing unlike speech has to be taught through formal instruction.

According to (Brown, 1994), writing is often activity for many people, both in the mother tongue and in a foreign language and if we want to make writing easier for our students, we must understand the reason for the difficulty and give appropriate guidance and help.

1. Psychological difficulty: speech is the natural and normal way of communicating, usually, there are at least two people face to face interact and exchange roles. Writing on the other hand, is a lonely activity, writer is a lone in his head.

When he is writing. The writer doesn't have the stimulus of another participant, or the feedback that comes from face to face interaction, the writer has to find his own ideas and express them on paper vary clearly and logically.

We can reduce this difficulty by giving the pupils plenty of group preparation, planning and discussion before they begin to write.

2. Linguistic difficulty: speech is very rich in signals it carries information of many kinds in many different way: stress, intonation, speed, loudness, pause, expression on face, movement of the body.

Writing doesn't has these ways of communicating except the little that we can show by punctuation, for this reason and because the writer lacks immediate feedback from the reader, the language of writing must be clearer and more logically put together than the language of speech and structure that pupils need for writing task before they begin to write .

2.5 Facilitating writing

To help students to write paragraph with fewer problems many ELT experts like Raimis, Harmer and White think that writer should go through these stage: controlled guided and free writing.

(Byrne, 1979), defines controlled writing is an essential stage before free writing which is more difficult because of the lack of content and form.

(Raimis, 1983), defines controlled writing as that where a great deal of content. It is the opposite of free writing which entails student to generate and express their own ideas. In the case of free

Writing a great help must be provided by the teacher to facilitate the student's job write.

There are some steps to follow to writing topic whole class or small group, or pairs for the propose of finding idea for writing.

2.6 Establishing a frame work for writing

Writing has been a neglected area of English language teaching for some years. One only has to look at the large number of books available to the EIT profession on reading.

To take comparison further, teachers have for sometimes been offered models of reading, principles for designing reading tasks and practical suggestion for classroom methodology.

In the absence of well-established or widely recognized model of writing, teacher tend to have very varying ideas about the role of writing in classroom, what writing involves and the possible role of teacher and student in developing writing activities.

2.7 The reason for writing

A good deal of writing paragraph in the English language classroom is undertaken as an aid to learning, for example to consolidate the learning of new structure or vocabulary or to help students learn new items of language, in this context the role of writing is little different from its role in any other subject, it allows students to see how they are progressing and to get feedback from the teacher, and it allows teachers to monitor and diagnose problems.

Writing tasks which have whole texts as their outcome relate appropriately to the ultimate goal of those learners who need to write English in their social, educational, or professional lives. Some of our students know already what they need to be able to write in English.

Many students have to prove their competence in English and sometimes in other subjects by producing compositions for examination. In my own experience there have been substantial numbers of students who have no identifiable needs present of future for written English but who enjoy writing, who are motivated to use their language resources in producing stories, reviews, essays and even poems simply to practice and improve their English, by encouraging the production of whole texts in the classroom we can provide for these different motivations for writing.

2.8 The product of writing

One approach to writing paragraphs is to look at instances of writing and to analyse the features of written texts. This will tell us something about what students have to produce. It is possible to build up a list of 'skills' that students need to include:

- Getting the grammar right.
- Having an arranged vocabulary.

- Punctuation meaning fully.
- Using the conventions of layout correctly.
- Using arrange of sentence structure.
- Liking ideas and information across sentences to develop a topic.

It is also possible to build up a check list of the forms (letters, essays, report) and the function (narrative, description, comparison, and contrast) of written text and to show student hoe the features and organization of these different written products differ from one another.

Students need opportunities to practice various forms and functions in writing and with these to develop the different skills involved in producing writtentext.

2.9 The process of communicating

The process of writing involves composing, it also involves communicating. Most of the writing we do in real life is written with a reader in mind-a friend, arelative, colleague, institution or a particular teacher. Knowing who the reader is provides the writer with context without which it is difficult know exactly what or how to write, and yet it is possible to find writing tasks in some teaching materials which do not specify a context to help the student.

In other words, the selection of appropriate content and style depend on a sense of audience one of the teacher's tasks is to create context and provide audience for example a letters requesting information from organization. Sometime the teacher can create audience by setting up 'roles' in the classroom for tasks

in which students write to each other. When setting writing tasks, teacher need to vary the audience, identify who the reader are to be and try to make every piece of writing fulfill some kinds of communicative purpose, either real or simulated, when students understand the context they are much more likely to write effectively.

2.10 The process of improving

Helping our students with planning and drafting is only half of the teacher's tasks. The another half concerns our response to writing, response which is important for a number of reasons.

A. writing requires a lot of conscious effort from students so they understandably expect feedback and become discouraged if it is not forthcoming.

B. learners monitor their writing to a much greater extent than they monitor their speech because writing is a more conscious process. It is probably true, then that writing is a truer indication of how student's is progressing in the language and it can therefore give the teacher an opportunity for assessment and diagnosis of problem areas.

C. writing is much easier to revise than speech because it is permanent in building up confidence in the writing process. Ideally, when marking any piece of work, a tick in the margin and commendations in the margin should provide a counter balance to correction of 'errors' in the script.

Even more important are moves to involve students in the revising and editing of their own work so that the activity known as 'marking' becomes part of the writing process and genuine source of learning for both students and teachers in other words it becomes a process of improving.

The process of marking, with its traditional focus on error correction by the teacher needs review and modification in to arrange of activities involving students as well as teacher, thus marking revision on integral part of the process of the writing.

2.11 Proof reading

Proof reading is final stage in the writing process, means checking of writing for errors in spelling, grammar and mechanics, beside proof reading your on writing, you may want to ask another person's to proof read your writing because someone else match errors that you miss.

“After you have revised your essay, before you turn in your final complete draft. Be sure to proof read your essay for grammar and sentence structure errors” (J.M. Reid, 1988).

“Finally after they have finished revising, successful writers allow time in which they their intentions for their writing session on proof roofing for errors” (R.C. Gephardt D. Rodriguez 19890).

2.12 Time for writing

There is a widely held belief that in order to be good writer students' needs to read a lot. This makes sense; it benefits students to be exposed to models of different text types so id writing. I would agree that reading is necessary and valuable but it is not sufficient. My own experience tells me in order to become a good writer a studentneeds to write a lot. This is especially true writers that tend to get trapped in a down words spiral of failure. Then feel that they are poor writers, so they not motivated to write and because they seldom practice. They remain poor writer.

This situation is exacerbated in many classroom where writing is mainly relegated to a home work activity. It is perhaps no

surprising that writing often tend to be an out of class devoted to activity many teachers feel that class time, often source, is best devoted to oral I work and home work to writing, which can then be done at the student own pace.

However, many students would benefit from classroom practice in writing for which the teacher can prepare tasks with carefully worked out stages of planning, drafting, and revision, if poorer writers feel some measure of success in the supportive learning environment of the classroom, they will being to develop the confidence they need to write more at home and so on the upward spiral of motivation and improvement.

Student needs time in the classroom for writing the teachers task is to select or design activities which supper them through the process of producing a piece of writing.

2.13 Working together on writing

Another very good reason for spending classroom time andwriting is that it allows students to work together on writing in different ways. Although the teacher's ultimate aim is to do develop the writing skills of each student individual sealants have good deal to gain from collaborative writing. Group composition is a good example of an activity in which the classroom becomes a writing workshop, as students are asked to work together in small groups on a writing task, at each Stage of the activity the group interaction contributes in useful ways to the writing process for example.

Brain storming atopic in group discussion produces lots of ideas from which student have to select the most effective and

appropriate, careful selection of content is an important part of the art of the good writing.

Collaborative writing in the classroom generates discussions and activities which encourage an effective process of writing.

2.14 Teach the learner how to write

From (Byrne, 1988), the ability to write is all too often assumed, especially if the learners are to master and can write reasonably well in their mother tongue and also acquired some proficiency in the spoken language (of IL) but oral skills both listening and speaking have to be taught through appropriate techniques and forms of practice. The spoken and written forms of the language are not the same and since writing is a different way of communication.

We have already seen the writing, at least in any significant form, involves the ability to organize sentence into a coherent whole or text, most writing practice from the start aims to teach those devices of written language (grammar, vocabulary...etc.) which are needed to write various types of texts.

The learners cannot be expected to master all the different varieties of the written forms of the language. Many of them, in any case, would not be relevant to their needs to the extent that these can be identified in a writing program.

2.15 What is a paragraph?

A paragraph is a set of related sentences dealing with a single topic.

A paragraph is a series of sentences that develop one idea (J.M. Red, 1988).

Paragraph should contain the following:

a. unity: a paragraph unified when it states only one central idea that is developed by all other statements in the paragraph. The entire paragraph should concern itself with a single idea, an effective paragraph has unity that is, the sentences combine to produce a single, complete unit of thought.

B. coherent paragraphs, paragraphs that make sense and are easy to follow. The illustration sentences are organized in a clear way.

2.16 Topics and topic sentence (Martin and Murray. 1990)

The first sentence of a paragraph is usually called the topic sentence. You may have noticed in your reading of certain English text that it is possible to place the topic sentence at the end of the paragraph (as a kind of conclusion), or even in the middle. Not to have a topic sentence is at all, in this case we say that the topic sentence is implied or suggested.

When you write, however, remember that a topic sentence placed at the beginning of a paragraph is the clearest kind of paragraph organization, simple, effective, easy for you to manage, and easy for your reader to understand.

What makes a good topic sentence? The most important thing to remember at this point is that in a topic sentence always try to make a statement about your topic which limits it to a certain extent:

One good way to limit your topic is to place key words or phrases in the topic sentence, these words or phrases will let the reader know how you are going to discuss the topic. These words or phrases are sometimes called controlling words or phrases, since they control the organization of the paragraph.

2.17 Paragraph sentence

Writing is made up of smaller units called (paragraph), Identified by visual representation and by content. The first line of paragraph, especially it is hand written, paragraphs (begun a few spaces to the write of the margin) to indicate the beginning of the paragraph.

A paragraph can be also identified by its contents, group of related sentences that support the writes main idea.

The essential of paragraph:

- Topic sentences.
- Supporting sentences.
- Details.
- Logical order.
- Logical connectors.
- Unity and coherence.

2.18 Levels of writes paragraph

(Byrne, 1988) said that the teacher divided the activities into two (sentence level and paragraph level or text level). This is not always a clear division because as the teacher have already said as soon as our pupils begin to write sentence, the teacher should encourage them to write text.

There are often for the sake of practice presentences level writing activities. It should be stressed that these activities are only for practice and with the sub skills of spelling and vocabulary.

2.18.1 Spelling

The different between spelling and copying that the pupil himself knows the correct spelling and can recall and product it independently. Such accurate knowledge of spelling will enable the pupil to recognize words. Distinguish words with similar spelling write correctly spelled words.

2.18.2 Vocabulary

Knowledge of vocabulary is of course developed through the skills of reading and speaking and is essentially reinforced in writing. In order to help pupil remember the meaning and spelling of words. It is essential that they keep a vocabulary notebook; this notebook should contain new words, lesson by lesson with either structure or explanation in English.

Negative transfer of what can be referred to as interference, occurs 'when previous performance disrupts the performance of a second task here the previously learned material interferes with subsequent material, a previous item is incorrectly transferred in correctly associated with an item to be learned.

2.18.3 Types of errors

The type of errors international students make depends a lot on the structure of their native language. For example, Japanese students often have trouble with determiners like "a", "an", and "the" because articles are largely lacking in Japanese. Some Japanese students omit articles entirely. Others try to compensate by including too many.

Types of errors	Example errors	Correct form
Problem with auxiliary verb sequences, especially involving tense agreement.	She should have talk to him.	She should have talked to him.

Wrong choice of preposition	The female dog was on heat and	The female dog was in heat and
	Ready to mate. The car was covered in snow.	Ready to mate. The car was covered with snow.
Missing determiners.	She is good woman. What is answer?	She is good woman. What is the answer?
Disagreement between determiner and noun, especially with regard to number.	He has many wonderful toy.	He has many wonderful toy
Irregular verbs, nouns, and adjective, such as think/driven, send/sent, and child/children.	He sanded the child home to the parents.	He sent the children home to the parents
Subject-verb agreement errors.	The question on the test was difficult. The passage through the hills were narrow.	The question on the test were difficult. The passage through the hills was narrow.
Commonly confused words, such as /too, two, except/accept, effect/affect, which/that, then, piece, and its/it's.	Reuniting the dog with it's master was a peace of cake	Reuniting the dog with its master was a piece of cake.

Try to avoid double negation. The resulting interpretation may be the opposite of what you intended. Double negation is also difficult to understand. It is better to be direct.

Other very common types of errors made by nonnative speakers of English are illustrated in the following table;

2.1 Types of errors

2.18.4 Linking word

Conjunctions, sentence and adverbial (Hugh Grog, 1999-2000) a conjunction connects two clauses in the same sentences (a clause is phrase with verb in it)

Can connect a sentence with another sentence.

Can connect a sentence with whole text.

Can signal the writer attitude to what they are saying.

Conjunction and preposition

Prepositions are followed by either a noun or a gerund line from and also conjunction can be used either in the middle of sentence, or the beginning.

Sentence adverbials

Sentence adverbials frequently appear at the beginning of a sentence, and followed by commas many of them can, however, be used in other positions.

2.18.5 Punctuation

Full stop

A sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark, sentences are joined together to form paragraphs, the sentences in a paragraph are related to each other and have the same theme or subject. When the theme changes a new paragraph is used. A sentence can be as short as two words, but one or two lines is an average length. If a writer frequently writes more than three or four lines without a full stop, ask himself (could anyone find my sentence difficult to read).

- **Toning sentence**

Writing very short sentences like writing very long sentences can give a bad impression. Long sentences are difficult to read and only the best writers can structure them well. Short sentences can look like a child's writing or can suggest that the writer is not capable of using more complex grammatical structures.

- **Commas**

When a part of sentence appears in brackets, you can read the sentence without the words in brackets and it will still make sense. Commas can be used for parenthesis in the same way as brackets
sienna, more than any others sport man, was loved by the Brazilian people, you need one comma if the full stop, colon, semicolon, question mark or exclamation mark take the place of other comma.

2.19 Capital letter errors

Capital letters are usually used:

- At the beginning of the sentence e.g. He is a boy.
- For the opening words of direct speech as he said ‘what is your name?’
- For the first person singular as: He is taller than I.
- For the chief words in titles of book as: Hamlet – superior English.
- For religious names as: Allah – Good lord

2.20 Spelling errors

Students commit many spelling mistake in writes paragraph. The morpheme may be pronounced differently when it occurs in different contexts and that in most cases the pronunciation is ‘regular’ that is determined by rules which are applied throughout the language. The identical spelling reflects the fact that the different pronunciation represent morpheme.

2.21 Types of paragraph

Paragraph differ according to their function content and styles. Following are some of the types of paragraph:

2.21.1 Narration paragraph

Narration paragraph are most distinctively used in friction. As such they will contain all necessary components of development, setting, goal, obstacle, climax and resolution.

Writing narration paragraph requires, consequently, sequential order and chronology. There are many descriptive elements that may be included in the body of the narration.

2.21.2 Exposition paragraph

It is created in order to clarify or explain a problem or a phenomenon. Writing exposition paragraph require strict focus on evidence and objective language. It may contain element of comparison and contrast or cause and effect writing.

2.21.3 Examples paragraph

The example paragraph is kind of list paragraph, in which example sentence closely support the topic sentence. It also contains a terminator sentence which links the conclusion with the main idea of the paragraph.

2.21.4 Comparison paragraph

A comparison paragraph compares similar aspects or qualities of two subjects. In a comparison paragraph a topic introducer may be used to state more specifically the basis of the comparison.

2.21.5 Contrast paragraph

Unlike the comparison paragraph, the contrast paragraph compares dissimilar aspects of two subjects. Like the comparison paragraph, however, two procedures may be followed in writing the contrast paragraph: the first method alternates examples of the subjects. A with example subject B, the contrast may be in the same sentence, or they may be in consecutive sentences. The other method presents all

the subject A examples together, then all subject B example together

2.21.6 Space and time paragraph

This kind of paragraph is developed through space and time sequences e.g. the subject may require an organization of ideas according to place or space relationship without referring to dates e.g. if you speak about agriculture you may speak about issues on agriculture in India, Africa, etc... without indicating any dates.

2.21.7 Descriptive paragraph

Good descriptive writing makes reader see, hear, smell, and what the author wrote about a good descriptive paragraph contains a terminator sentences which links the conclusion with main of the paragraph gives a single main impression of a person, place, or thing, usually that impression is stated in the topic sentence, the other sentences in the paragraph give details, these details support the main impression.

The details in descriptive paragraph must be carefully organized to give a clear picture, you can organize descriptive details by their location, and this kind of organization is called spatial organization.

2.21.8 Process paragraph

Successful writing is more than putting words and sentence on paper, it is a step by step process if you learn the steps and follow them, you will find that writing becomes easier, you will communicate more effectively with your readers.

Finding subject is the first step for writing, some items you will be assigned a subject, at other times, you will choose your own subject.

There are many ways to find subjects for writing, sometimes you find a subject by thinking and writing down ideas, sometimes you find one by talking to other people, sometimes, pictures, books or television shows suggest subjects to you.

The second step of the writing process is drafting when you write a draft, you make a plan for your work.

An important step in drafting a paragraph is to decide what the main idea of your paragraph will be, once you have decided on your main idea, you should write it in a sentence the third step in the writing process is composing you have selected a subject to .

2.22 Teacher role

1. Decide how to present the activity to the class, for example in the early stage it will help to do a certain amount projector.
2. Prepare the pupils orally this should be regarded as standard procedure for writing activities in the early stage.
3. Decide how the writing task should be carried out, an activity may be done individually, in pairs or in small group. In the early stage it would seem appropriate to allow many of the tasks to be done collaboratively except when feedback on individual progress is needed.
4. Decide on correction procedure: many pupils want to have their work looked at, however, they can be asked to exchange their completed work and to evaluate another's efforts.

Work can also be discussed on the class basis and the pupils asked to make their own correction.

2.23 General principle of teaching writing

(Byrne, 1988), the teacher should avoid manipulative producers which do not encourage the learner to think about they write and which in any case do not help them to understand how writing language function. Also introduce activates which, purpose pf communication the teacher focus on each of these things according to the general principle put lined below.

There is no real way to working how much help the pupils receive. There is no guarantee that your pupils actually produce the piece writing.

Sometimes a comprise can be reach and writing task can be started in the classroom to make sure that the pupils are not the right track, then continued and completed at home. In this way too, the teacher can check the standard of the class writing and the home writing.

2.24 Previous studies

Reviewing the contribution of some other researcher, is important for having a clear picture, which helps for giving suggestion and contribution. Therefore, in this section, the researcher in the area of teaching writing to pupils whose is not English. Firstly, under the title investigation problems facing the university students in writing English as a foreign language. Third class, by Salma Muddathir Abdallah in May 2007. Alzaem Azhari University. The objective of this study focus on the difficulties facing student in Sudanese universities in writing and trying to advice ways of solving them, and finding method of introduction materials in the Sudanese university English syllabus that will reinforce language writing (leaning) and then try to find successful training for the teacher.

The result of study are:

Teachers of English language was taught by non-specialized teachers, when the curriculum designed the teachers ideas and view were not taken into consideration, the writing question were not given importance in designing the examination, the writing tasks were not relevant to students life were not provided with suitable learning materials to promote their ability in writing .

Secondly, a research conducted by Ali Ahmed Babiker, the research topic is problems of English language with student in the Sudan, teacher education programmed presented to Khartoum University, faculty of arts inn fulfillment of master degree (1999)

The objective of this study is to identify and analyze the problem facing English teachers, and find out whether teacher of English in university received training and to identify the problem of teaching in university teacher competence in English and training program.

The result of this study are that:

Most of the teachers are unqualified and few of them graduated in faculty of education, objective of teaching English are not clear 40% of the population, numbers of teacher notice that:

English program in university does not prepare students for life.

Teacher's use different methods of teaching.

The visit of supervision by the inspectors to university are ineffective.

Thirdly, another survey in conducted for similar purpose in (2007) by Faisal Abdel Alrahman Khider, under the title the educational problems involved in the teaching of English language at Basic in Bahari lccatly from teachers points of view, Alzaem Alazahri.

The objective of this study is that investigate the educational problems involve in the teaching of English in basic school in Bahrai from the view point of the English language teachers and find outs the educational problems in teaching English language at basic level related to pupils, teachers syllabus, method of teaching ideas.

The result of this survey suggested that:

The attitude of the Sudanese basic school pupils toward English language, the role of basic school pupils of the English language syllabus, the effect physical punishment of the achievement of basic school students, habituate teacher motivation, teacher supervisor relationship, and evaluation of the present English language syllabus, the important of school confirm on pupils achievement.

Finally, from these researches the researcher arrives to the following results:

The difficulties of teaching writing paragraph in Sudan are of much complementation and the pupils who learn to write English as a foreign language do not have enough time to practice writing at school or at home and also teachers do not give students chances to tackles English language easy. Teacher's training are insufficient, result toward the process of English language. There are no relationship between teachers and supervisor to make the teacher creative so as to encourage their pupils to learn English language the method of teaching writing must be relevant to pupil's life.

Summary

Writing paragraph is simply marking on the page or handwriting of writing as creating a text, which fulfils a linguistic abilities such as (grammar, vocabulary, punctuation) as well as abilities of production on organization of idea. All of these abilities are uses

gather in order for the students or pupils to write a text. Although these abilities skills work together when student write, teacher sometimes choose to teach them separately.

This is called the discrete approach in the global approach to writing, student are encourage to write and to think about writing as coherence whole rather than simply focusing on discrete points.

Finally, writing paragraph is difficult task, we must give our students the time they need to complete an authentic writing task. We will know that the time we have given is adequate when they comfortable and confident in doing it.

2.18.3 Coherence and cohesion

Coherence is the trait that make the paragraph easily understandable to a reader, coherence is a reasonable connection between ideas agreement, they must be arrange in logical order.

In coherent paragraph, paragraphs that make sense and are easy to follow, the illustration sentence are organized in a clear way.

2.18.3.1 Mother tongue interference

Several work have been conducted on the influence of l2 in learning English language, this work reported that /p/and /b/ sound

are two different phonemes and each one is distinguished by native speaker.

In Arabic language, the situation is different, because there is only the phoneme /b/ so this the reason why most Arabic speakers mispronounce word with these sounds /p/ and /b/, students can fuse between /p/ and /b/ e.g. words like ('park', 'bark'), ('ben') if we ask the student to say these words, they pronounce times /p/ is used in the place of /b/ but this rarely happened. The reason for shifting from /p/ to /b/ is the fact the two sounds are regarded as they are two allophones of one phonemes.

In the near past (Brown, 2000) found that a second language learner meet some difficulties, because his L1 effects his L2 specially in adulthood, and his effect is a result of L1 transfer, to it is significant source of making g errors for second language learners.

Many seconds such as /p/ and /b/, /s/ and /q/, /z/ and /j/ are confused e.g. (pit/bit), (this/sin), (very/berry).

The mispronunciation of the above sounds is the over practice of the first language, a process of fossilization, the adult vocal musculature is set to pronounce foreign seconds with accent (Yule, 2003) reported that the main problem of English pronunciation is to build a new set of sound corresponding to the sound of English and to break down the arrangement of sounds which the habits and the system of our L1 have strongly built up.

2.18.3.2 Negative transferee

When the errors committed due to the mother tongue interference, we have two possible ways of describing the term "transfer" from

psychological perspective, which suggests that there is influence from old habits when new ones are learned.

The second is sociolinguistic perspective which describes the language interactions which occur when two language communicates, for example.

Borrowing: essentially means the incorporation of linguistic material from one language into another. For example the borrowing of thousands of words from old finch into Anglo – Saxon after the Norman conquest of 1066 such words maintain their general sound pattern but alter the phonetic and phonological system pf the new language, spelunker argues that hand, reflects the a communicative strategy which helps to get over the deficiencies of the L2, the learner falls back on structures pattern from L1 in order to get message across.

Chapter three

Methodology

3.1.Methods

This chapter explains the methods that the researcher used in conducting the study. The researcher used the descriptive method because it is the most appropriate one for implementing such type of the studies.

3.2. Subjects

The subject of this study will be for students from Sudan university third level, English department, college of education who were a

great one. Beside teachers at the university, who had being given a questionnaire too investigate their point of view in topic of writing.

3.3. Tools

The researcher adopted two tales for this study to gather data concerning the difficulties faced by third level of English students.

3.3.1 The questionnaire

The researcher has constructed a questionnaire to gather data from English teachers. The questionnaire related to ways of stimulating writing it covers 22 statement respondents answer by choosing the response that suits their views by marking in front of the choices which are into four categories. This questionnaire include of close questions which aim at the investigation of views of the teachers towards the ways of writing.

3.3.2 Validity of the questionnaire

To guarantee the validity and reliability of the questionnaire is viewed by 4 judges who are university lectures with a longexperience in this field Dr. Eltayeb Daw Elbayt.And teacher Zumrawi and Dr. Salah Ahmed and Dr. Ali Ahmed.

3.3.3 Reliability of the questionnaire

Reliability refers to whether the instrument can produce the same or very similar results if it conducted again under the same condition.

The questionnaire reliability was calculated by a computer program called statistical package for social (SPSS).

Chapter Four

Data Analysis

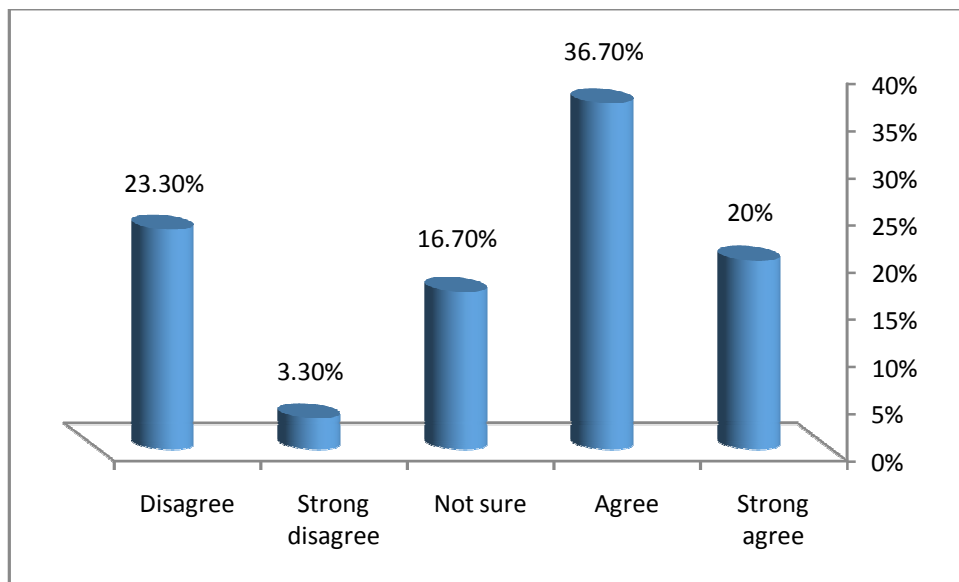
4- 1 Introduction

This chapter is assigned to identify, describe, and explain the answers of the respondents to the questionnaire and attempt to investigate the students' problems in writing paragraph at the tertiary level. It also contains analysis and discussion of data collected throughout the study via the questionnaire. The following is SPSS analysis for the questionnaire.

4-2 Analysis of the statements:

- 1. Students do not know how to use punctuation.**

Statement	Frequency	Percentage
Strong agree	6	20%
Agree	11	36.7%
Not sure	5	16.7%
Strong disagree	1	3.3%
Disagree	7	23.3%
Total	30	100%

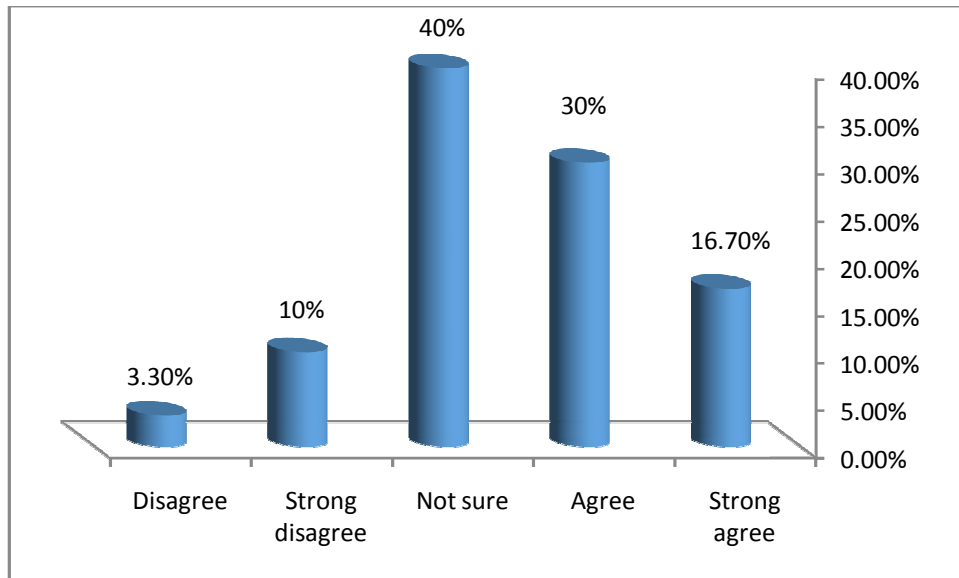


The table and figure above illustrate the percentage of the respondents who are in favor to the statement that students do not know how to use punctuation is estimated by (56.00%), while the percentage of those who disagree with the statement is reached (26.60%) and in comparing the two percentages we find that the statement supports and confirms the first hypothesis.

2. Students do not know how to use cohesive devises

Statement	Frequency	Percentage
Strong agree	5	16.7%
Agree	9	30%

Not sure	12	40%
Strong disagree	3	10%
Disagree	1	3.3%
Total	30	100%

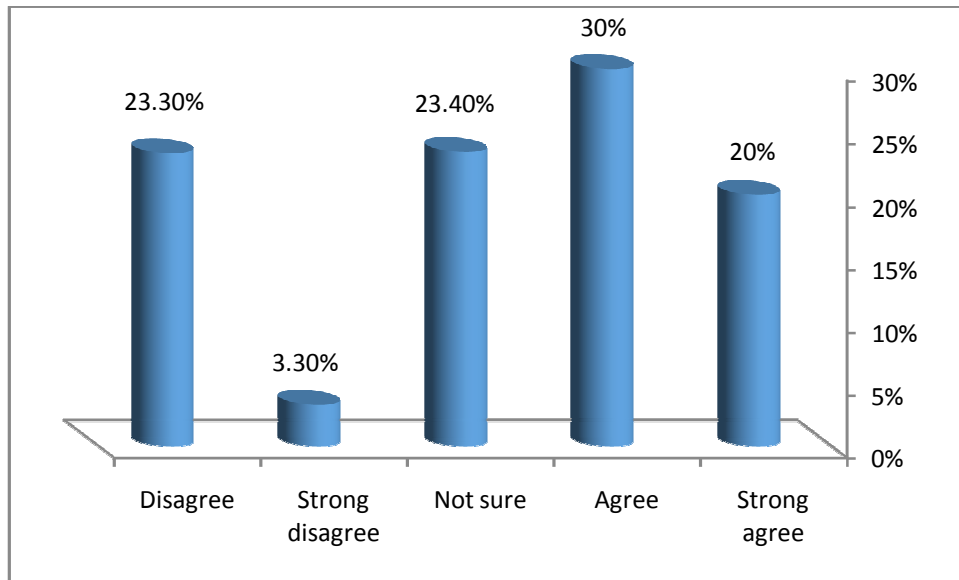


The table and figure above show the percentage of the respondents to the statement that the students do not know how to use cohesive devices is estimated by (46.70%) , while those who disagree with the statement is estimated by (13.30%). And those who haven't expressed their opinions about the statement are estimated by (40.00%). And according to these percentages and the statistical table below we arrive at the rejection of this statement, so it doesn't support the first hypothesis.

3. The students do not know how to use capitalization.

Statement	Frequency	Percentage
Strong agree	6	20%
Agree	9	30%
Not sure	7	23.4%
Strong disagree	1	3.3%

Disagree	7	23.3%
Total	30	100%

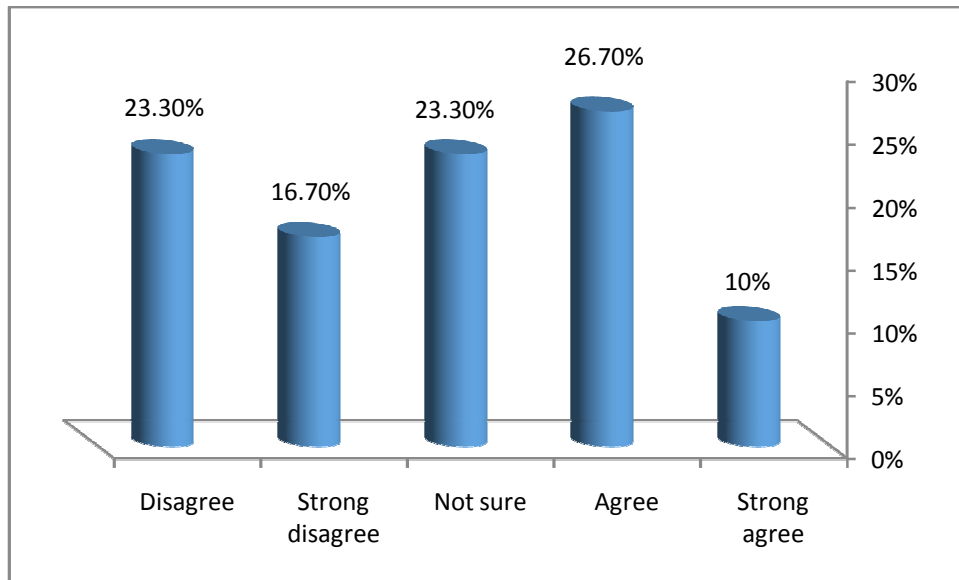


The table and figure above show the percentage of the respondents to the statement that the students do not know how to use capitalization is estimated by (50.00%), while those who disagree with the statement is estimated by (27.00%). And those who haven't expressed their opinions about the statement are estimated by (23.40%). And with comparing these percentages and the below statistical table we find that the statement supports the first hypothesis.

4. Students do not know how to develop the main idea.

Statement	Frequency	Percentage
Strong agree	3	10%
Agree	8	26.7%
Not sure	7	23.3%
Strong disagree	5	16.7%
Disagree	7	23.3%

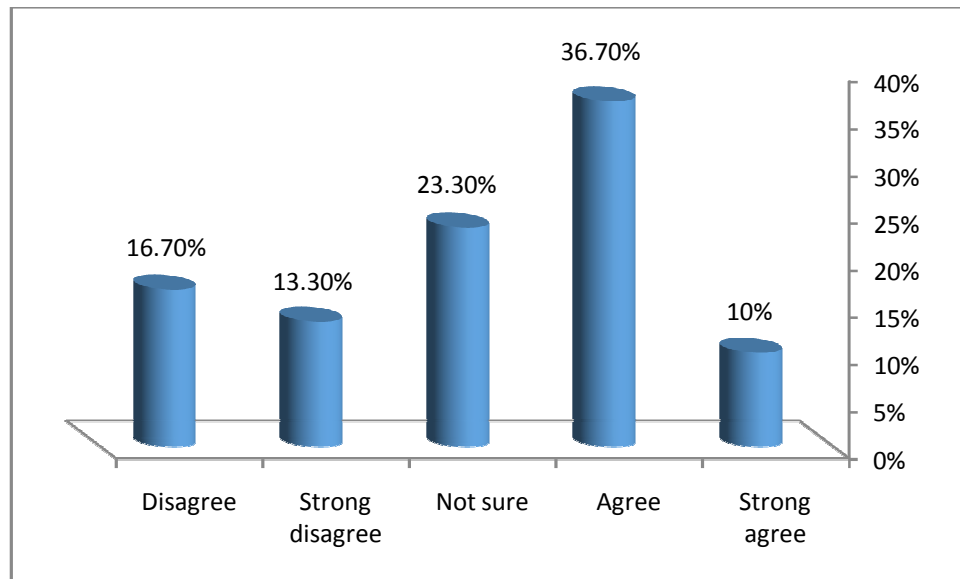
Total	30	100%
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The table and figure above show the percentage of the respondents to the statement that the students do not know how to develop the main idea is estimated by (36.70%) , while those who disagree with the statement is estimated by (40.00%). And those who haven't expressed their opinions about the statement are estimated by (23.30%). According to the analysis above and statistical table below we find that the statement doesn't support and doesn't confirm the first hypothesis.

5. The students do not know how to use correct preposition.

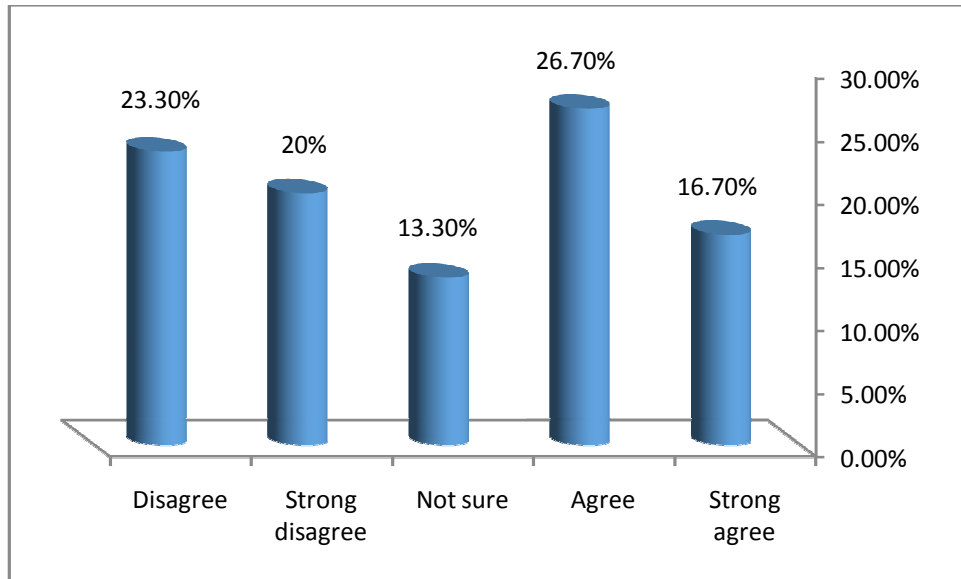
Statement	Frequency	Percentage
Strong agree	3	10%
Agree	11	36.7%
Not sure	7	23.3%
Strong disagree	4	13.3%
Disagree	5	16.7%
Total	30	100%



The table and figure above show the percentages of the respondents to the statement that the students do not know how to use correct preposition is estimated by (46.70%) , while those who disagree with the statement is estimated by (30.00%). And those who haven't expressed their opinions about the statement are estimated by (23.30%). And with comparing these percentages we have discovered that the statement doesn't support and doesn't confirm the second hypothesis.

6. The students do not know how to organize their paragraph.

Statement	Frequency	Percentage
Strong agree	5	16.7%
Agree	8	26.7%
Not sure	4	13.3%
Strong disagree	6	20%
Disagree	7	23.3%
Total	30	100%

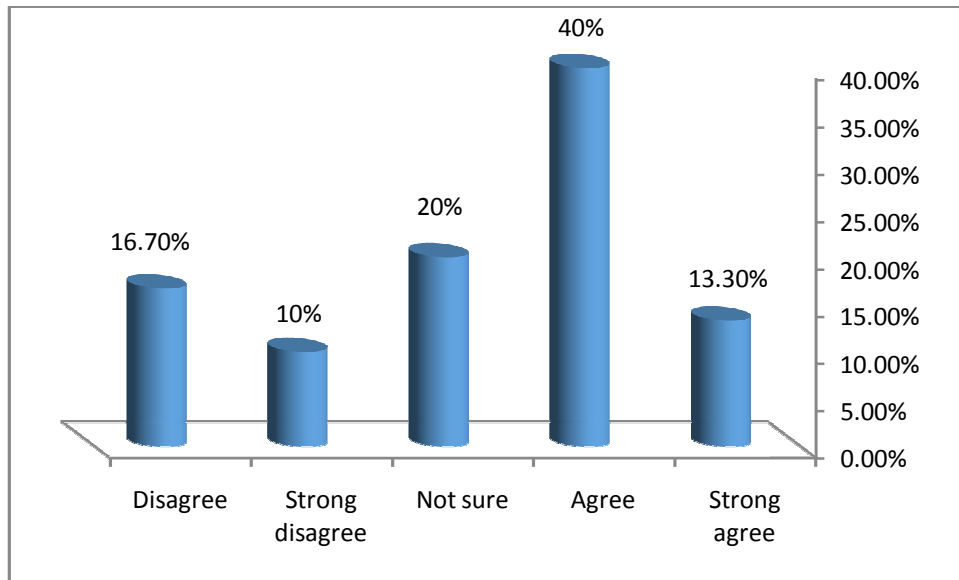


The table and figure above show the percentage of the respondents to the statement that the students do not know how to organize their paragraph is estimated by (43.40%) , while those who disagree with the statement is estimated by (43.30%). And those who haven't expressed their opinions about the statement are estimated by (23.30%). And with comparing these percentages the study has discovered that the statement doesn't support and doesn't confirm the second hypothesis.

7. The students do not know what controlling idea means.

Statement	Frequency	Percentage
Strong agree	4	13.3%
Agree	12	40%
Not sure	6	20%
Strong disagree	3	10%

Disagree	5	16.7%
Total	30	100%

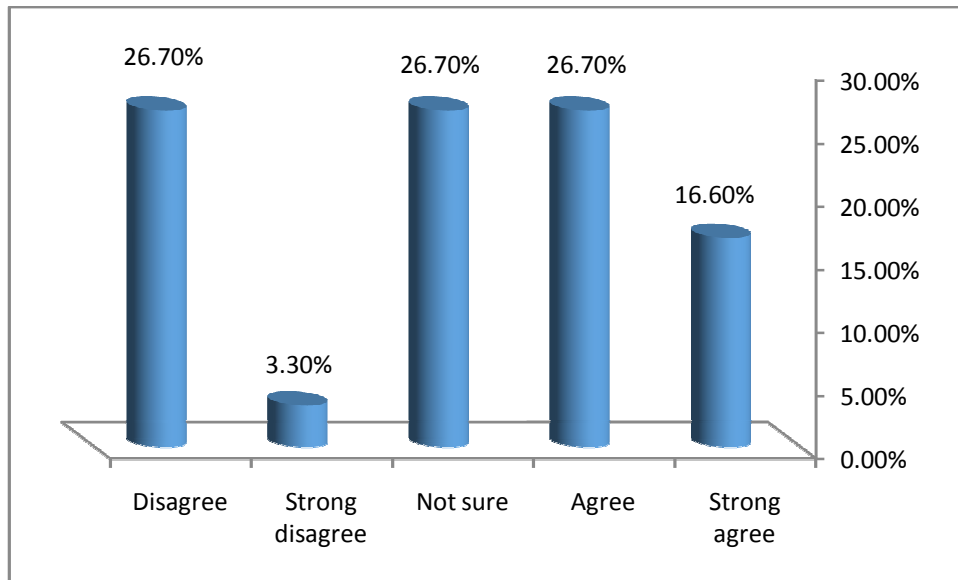


The table and figure above show the percentage of the respondents to the statement that the students do not know how what controlling ideas mean is estimated by (53.30%) , while those who disagree with the statement is estimated by (26.70%). And with comparing these percentages we find that the statement support and confirm the first hypothesis.

8. The students do not know how to conclude their paragraph.

Statement	Frequency	Percentage
Strong agree	5	16.6%
Agree	8	26.7%
Not sure	8	26.7%
Strong disagree	1	3.3%
Disagree	8	26.7%

Total	30	100%
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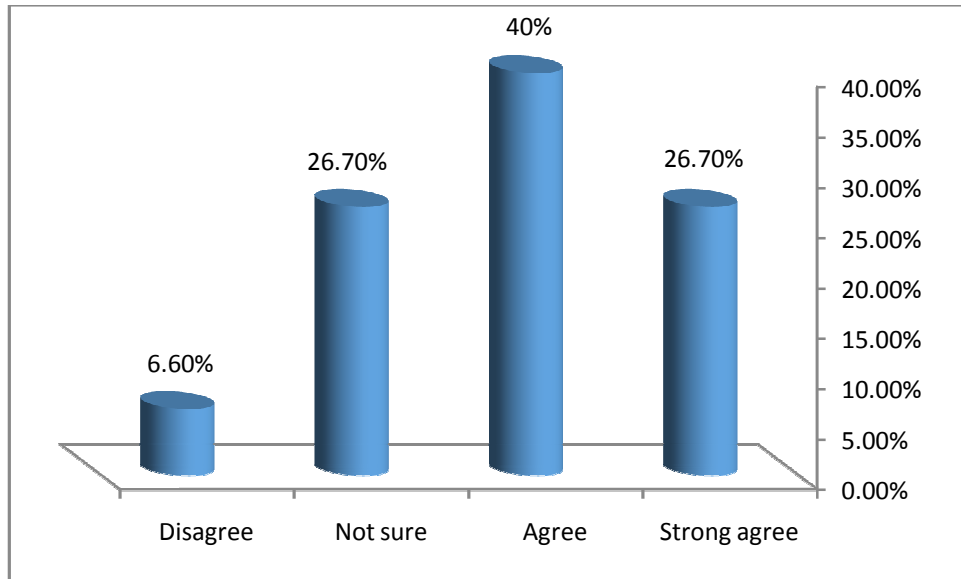


The table and figure above illustrate the percentage of the respondents who are in favor to the statement that students don't know how to conclude the paragraph is estimated by (43.30%), whereas the percent of those who disagree with the statement reached (30.00%). According to what is mentioned the statement doesn't support the second hypothesis.

- Result report: After comparing the above four sub-assumptions with the second general hypothesis, it has been found out that the second hypothesis rejected by three of its sub-assumptions and it is not achieved.

9. Words look alike.

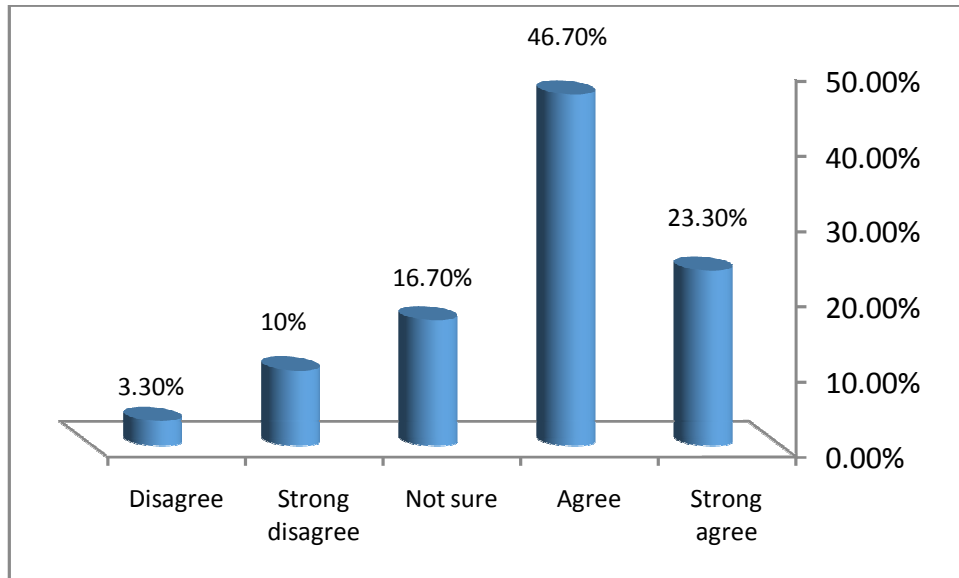
Statement	Frequency	Percentage
Strong agree	8	26.7%
Agree	12	40%
Not sure	8	26.7%
Disagree	2	6.6%
Total	30	100%



The table and figure above illustrate the percentage of the respondents who are in favor to the statement that sometimes words look alike is estimated by (66.70%), whereas the percent of those who disagree with the statement reached (6.60%). According to what is mentioned the statement supports the third hypothesis.

10. The students are used to thinking in their mother tongue

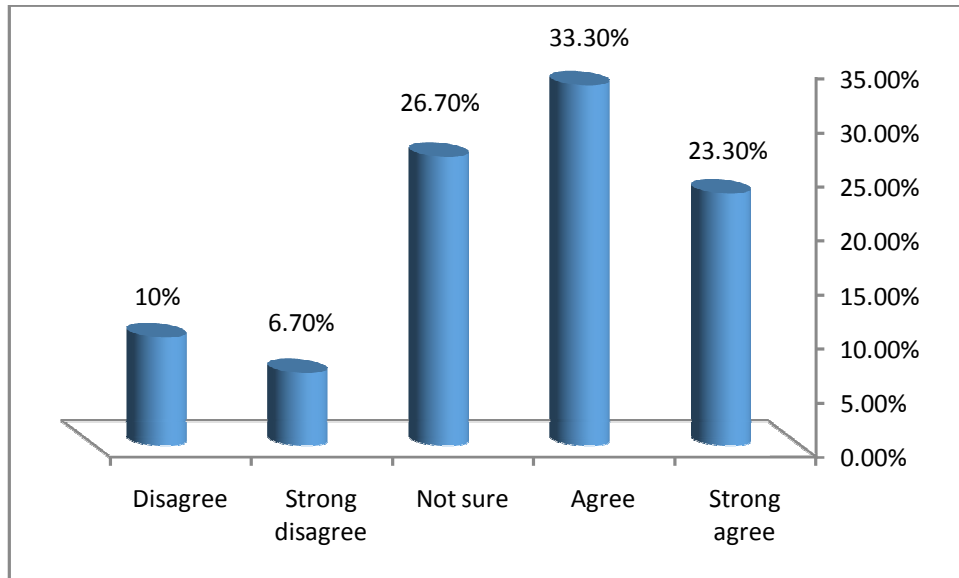
Statement	Frequency	Percentage
Strong agree	7	23.3%
Agree	14	46.7%
Not sure	5	16.7%
Strong disagree	3	10%
Disagree	1	3.3%
Total	30	100%



The table and figure above illustrate the percentage of the respondents who are in favor to the statement that the students are used to thinking in their mother tongue is estimated by (70.00%), whereas the percent of those who disagree with the statement reached (13.30%). According to what is mentioned the statement supports the third hypothesis.

11. The students do not think critically.

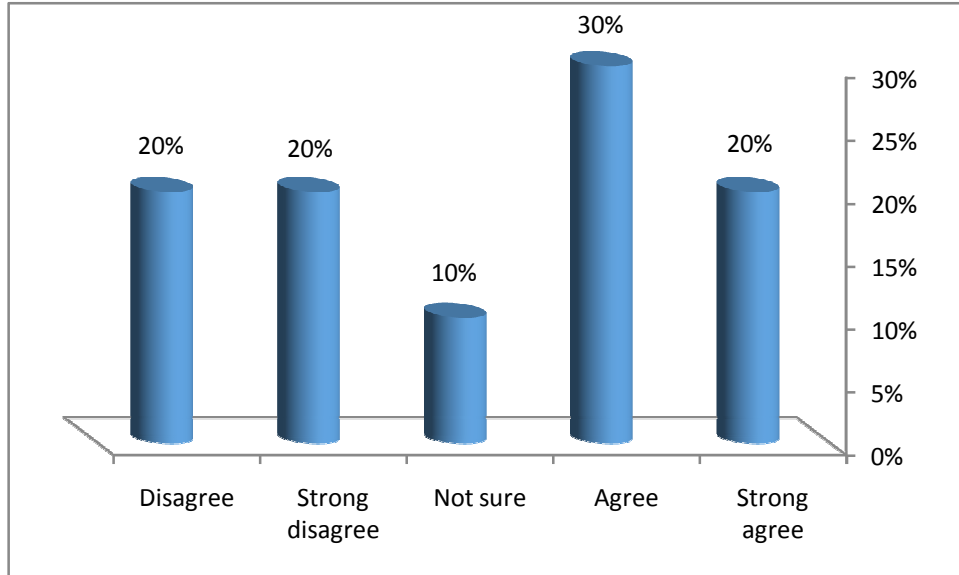
Statement	Frequency	Percentage
Strong agree	7	23.3%
Agree	10	33.3%
Not sure	8	26.7%
Strong disagree	2	6.7%
Disagree	3	10%
Total	30	100%



The table and figure above illustrate the percentage of the respondents who are in favor to the statement that the students don't think critically is estimated by (56.60%), whereas the percent of those who disagree with the statement reached (16.70%). According to what is mentioned the statement supports the third hypothesis.

12. The students do not have rich vocabulary.

Statement	Frequency	Percentage
Strong agree	6	20%
Agree	9	30%
Not sure	3	10%
Strong disagree	6	20%
Disagree	6	20%
Total	30	100%



The table and figure above illustrate the percentage of the respondents who are in favor to the statement that the students don't have rich vocabulary is estimated by (50.00%), whereas the percent of those who disagree with the statement reached (40.00%). According to what is mentioned the statement supports the third hypothesis.

- Result report: After comparing the above four sub-assumptions with the third general hypothesis, it has been found that the third hypothesis is supported by its sub-assumptions and it is achieved by (64.43%).

- **Statistics:**

No	Statement	Mean	Std.deviation	Chi-square	Asymp.Sig
1	Students do know not how to use punctuation	2.7	1.5	8.7	0.07
2	Students do not how to use	2.5	1	13.3	0.01

	cohesive devises				
3	Students do not know how to use capitalization	2.8	1.4	6	0.199
4	Students do not know how to develop the main idea	3.2	1.3	2.7	0.615
5	Students do not know how to use correct preposition	2.9	1.3	6.7	0.155
6	Students do not know how to organize their paragraph	3.1	1.5	1.7	0.797
7	Students do not know how what controlling idea means	2.7	1.3	8.3	0.08
8	Students do not know how to conclude their paragraph	2.9	1.4	6.3	0.176
9	words look alike	2.2	1.1	6.8	0.079
10	Students used to think in their mother tongue	2.2	1	16.7	0.002
11	Students do not think critically	2.5	1.2	7.7	0.105
12	Students do not have reach vocabulary	2.9	1.5	3	0.558

Chapter Five

Summary, findings and recommendations of the study

5-1 Introduction:

This chapter includes summary of the previous chapters, in addition to the findings and recommendations built on what has been achieved through this study.

5-2 Summary:

This study aims at investigating problems of writing paragraph facing English language students at the third level at Sudan University, Faculty of Education.

Chapter one provided a general description of the field of the study and outlined the significance and objectives of the study. To achieve these objectives the researchers determined three hypotheses which are stated to be tested. In chapter two a general review of literature in the field of writing paragraph is

given. Chapter three contains the methodology of the research with regard to population, sampling, instrument, validity and reliability. In chapter four, the data obtained from the questionnaire was analyzed through SPSS analysis and discussed.

5-3 Findings of the study:

After analyzing the data via SPSS analysis the study has come out with the following findings:

1. Students lack abilities in using punctuation marks.
2. Students face difficulties in using capitalization.
3. Students are not aware of the meaning of controlling ideas when exercising writing skill.
4. Students can understand synonymous words; they possess knowledge of understanding words that have similar meaning.
5. Thinking in mother tongue negatively affects the students' writing abilities.
6. Students lack the necessary vocabulary to write what is required from them.

5- 4 Recommendations of the Study:

On the light of the above mentioned results, the study recommends the followings:

1. Students should be acquainted with the use of cohesive devices.

2. Teachers must teach their students how to develop the main idea of the paragraph.
3. Teachers should help their students to manipulate the use

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Appendix

Statement	Strong agree	Agree	Not sure	Strong disagree	disagree
They do not know how to use punctuation.					
They do not know how to use cohesive devices.					
They do not know how to use capitalization.					

They do not know how to develop the main idea.					
They do not know how to use correct preposition.					
They do not know how to organize their paragraph.					
They do not know what controlling idea means.					
They do not know how to conclude their paragraph.					
Sometimes words are look alike.					
They used to think in their mother tongue.					
They do not think critically.					
They do not have reach vocabulary.					

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