بسم الله الرحمن الرحيم

قالى تعالى:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ{1}ْ{ خَلَقَ الْإِنسَانَ مِنْ عَلَـقٍ{2} اقْـرَأْ وَرَبُّــكَ الْأَكْــرَمُ{3} الَّــذِي عَلَّــمَ بِالْقَلَمِ{4} عَلَّمَ الْإِنسَـانَ مَـا لَـمْ 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 my family .
- To my friends and colleagues.
- To my teachers in the various levels.

Acknowledgements

Praise be to Allah for granting me the effort and patience to complete this study. Sincere thanks and gratitude go to my supervisor **Dr. Abdul Mahmoud Idrees**, who guided me and gave me confidence to complete this study. my gratitude extend to SUST for giving me this golden opportunity to have a post graduate degree in English language teaching.

My thanks also go to Dr. Eltayb Daw Elbayt in Kassala University, and deep thanks to my mother for her encouragement.

Abstract

The purpose of this study is to investigate problems experienced by student’s secondary schools in writing paragraph.

Population of This study consisted of secondary school teachers and secondary school students in kassala State, the students sample was chosen from kassala secondary school for boys and girls the sample consisted of 80 students. The teachers sample consisted of 85 teachers of English language in kassala, the test result exposed the difficulties they had students in writing paragraph.

To achieve the goals of this study, the researcher designed a questionnaire in away that include three domains the student’s background, syllabi and the motivations in the classroom. The questionnaire and test pointed out problems and difficulties facing the students in writing paragraph.

Finally, the researcher recommends that school must be provided with modern teaching developed aids such as, flash cards, pictures and computers 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.

مستخلص الدراسة

هدفت هذه الدراسة الي تقصي المشكلات التي تواجه طلاب المرحلة الثانوية في الكتابة والتعبير باللغة الإنجليزية.

تكون مجتمع الدراسة من طلاب ومعلمي المرحلة الثانوية بولاية كسلا ، فقد إختار الباحث 80 طالب و طالبة من الصف الثاني ، أختبرت عينة الطلاب من مدرسة كسلا الثانوية بنين ، أما عينة المعلمين فقد بلغ عددها 85 معلماً من المرحلة الثانوية بولاية كسلا ، وقد كشفت نتائجهم المشكلات التي تواجه الطلاب في كتابة الفقرات والتعبير باللغة الإنجليزية.

أما عينة الطلاب فقد جلست لإختبار أعده الباحث لكشف المشكلات التي تواجه طلاب المرحلة الثانوية ، ولتحقيق أهداف هذا البحث فقد أعد الباحث إستبانة حوت ثلاث محاور معرفة خلفية عن الطلاب ومقدراتهم ، والمنهج ، ثم أداء المعلم ومدي تشويق الطالب داخل الفصل ، فقد أظهرت نتائج الإستبانة والإختبار ، المشاكل والصعوبات التي تواجه الطالب في الكتابة والتعبير داخل الفصل.

وأخيراً تقدم الباحث بعدد من التوصيات التي تتمثل في إمداد المدارس بالوسائل التعليمية المناسبة لتسهيل عملية الكتابة المتمثلة في الصور ، البطاقات ، المجسمات والحاسوب ، علي المعلمين بذل جهودهم لتطوير مقدرات التلاميذ في التعبير الكتابي باللغة الإنجليزية وعليهم المحاولة بقدر الإمكان بأن يكونوا فاعلين في تقديم أكبر قدر من الأنشطة الكتابية التي تجعل الطلاب يطّورون مهاراتهم.

Contents

Items	No
vers	I
Dedication	II
Acknowledgement	III
Abstract (English)	IV
Abstract (Arabic)	V
List of contents	VI
List of tables	IX
Chapter One Introduction	
1.1 Background	1
1.2 Statement of the problem	1
1.3 The objectives of the study	2
1.4 Research questions	2
1.5 Hypotheses	2
1.6 The significance of study	3
1.7 Methodology	3
1.8 Limits of study	3
Chapter Two	

Literature Review	
2.1 Background	4
2.2 Why teaching writing	6
2.3 The difficulties of writing	6
2.4 Affective difficulty	8
2.5 Facilitating writing	9
2.6 Establishing a frame work for writing	10
2.7 The reasons for writing	10
2.8 The product of writing	11
2.9 The process of communicating	12
2.10 The process of improving	13
2.11 proof reading	14
2.12 Time for writing	14
2.13 Working together on writing	15
2.14 Teach the learner how to write	16
215 What is paragraph?	17
2.16 Topic and topic sentence	17
2.17 Paragraphing sentence	18
2.18 Levels of writes paragraph	19
2.18.1Spelling	19
2.18.2 Vocabulary	19
2.18.3 Coherence and cohesion	20
2.18.3.1 Mother tongue interference	20
2.18.3.2 Negative Transferee	21
2.18.3.3 Types of Errors	22
2.18.4 Linking word	24
2.18.5 Punctuation	24
2.19 Capital letter errors	25
2.20 Spelling errors	26
2.21 Types of paragraphs	26
2.21.1 Narration paragraph	26
2.21.2 Exposition paragraph	26
2.21.3 Examples paragraph	26
2.21.4 Comparison paragraph	27
2.21.5 Contrast paragraph	27
2.21.6 Space and time paragraph	27
2.21.7 Descriptive paragraph	27
2.21.8 Process paragraph	28
2.22 Teaching English in Sudanese’s secondary schools	29

2.23 Problems of writing in secondary schools	30
2.24 The Teachers role	32
2.25 General principles of teaching writing	32
2.26 Pervious studies	33
Chapter Three Methodology	
3.1. Methods	37
3.2. Subjects	37
3.3 Tools	37
3.3.1 The questionnaire	37
3.3.2 Validity of the questionnaire	38
3.3.3 Reliability of the questionnaire	38
3.3.4. The test	38
3.3.5. Validity of the test	38
3.3.6. Reliability of the test	38
3.4 Procedures	39
Chapter Four Data Analysis and Discussion	
4.1 Analysis and discussion of the data	40
4.2 Analysis of the test	41
4.3 Analysis of questionnaire	44
4.3.1 English background	44
4.3.2 Difficulties in expressing idea	45
4.3.3 Common errors	45
4.3.4 M.T interference	46
4.3.5 Forms of words	46
4.3.6 Follow steps write paragraph	46
4.3.7 Begin paragraph with capital letters	47
4.3.8 Uses a good expressing in write composition	47
4.3.9 Handwriting affects positively writing	47
4.3.10 Taking notes affects positively writing	48
4.3.11 Mother tongue affects positively	48
4.3.12 Students ability	49
4.3.13 Sentences structure	49
3.4.14 Secondary schools syllabus	50
4.3.15 Topic gives from environment	50
4.3.16 Guide topic	51
4.3.17 Limits of vocabulary	51
4.3.18 Textbook of learning English	51

4.3.19 The motivation	52
4.3.20 Crowded classes reduce the chances of Students writing	52
4.3.11 The writing is the most difficult skill	53
4.3.22 Lack of student's confidence is the problem	53
4.4 Results in terms of the hypotheses	53
Chapter Five Conclusion	
5.1 Introduction	56
5.2 Conclusion	56
5.3 Summary of Findings	56
5.4 Recommendations	56
5.5 Suggestion for further studies	57
References	58
Appendix 1	
Questionnaire for teachers	60
Appendix 2	
Test for students	63

LIST OF TABLES

Table No	Table Title	No
2.1	Types of errors	22
4.1	Shows the qualification of teachers	40
4.2	Shows the experience	41
4.3	Comparison between male and female about spelling mistake	41
4.4	Spelling mistake	42
4.5	Comparison between males and females about syntactic mistake	42
4.6	Syntactic errors	43
4.7	Comparison between males and females about punctuation	43
4.8	Punctuation errors	43