



Sudan University of Science and Technology
College of Graduate Studies



Investigating the Problems Encountered by EFL Learners in Writing the Descriptive Paragraph

**تقصي المشكلات في كتابة الفقرة الوصفية والتي تواجه التلاميذ
دراسي اللغة الانجليزية لغة أجنبية**

A partial research submitted as a requirement of Master Degree
in Applied Linguistics
(A case study)

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Dedication

To the beloved members of my family, best friends and
colleagues

Acknowledgements

At first all praise is due to Allah the Almighty for all the Blessing bestowed me to do a lot of good work.

I also like to express my gratitude to the supervisor Ayman HamadEneel for his priceless guidance. His contribution is of great advice to me.

I would like also to thank my friends in Sudan University of Science and Technology and all colleagues for their help.

Abstract

The main aim of this study is investigating the " Problems encountered by EFL learners in Writing Descriptive Paragraph".

The study has adopted the descriptive analytical approach where data have been collected from students' test and literature review. paragraph. The most common aspects of the problem is the lack of coherence in their produced writing, for most of the students write paragraph with less coherent devises such as (referencing, conjunctions, ...etc).

The research design a test respective to the aim of investigation, and it was distributed to a number of thirty (30) of primary school pupils and who study English language as a foreign language in Khartoum city. They were asked to write a paragraph that describes something in their daily life. So, the researcher adopted the descriptive analytical approach and the SPSS program, from which the researcher could collect the appropriate data and results.

Based on the findings, the researcher has recommended that: as the performance of students in writing proved to be very weak, teachers need to find quick solution of this problem by looking at the most common area of weakness and see how to be improved.

المستخلص

هذه الدراسة بعنوان : (تقصي المشكلات في كتابة الفقرة الوصفية التي تواجه التلاميذ دارسي اللغة الانجليزية كلغة أجنبية)، إذ يواجه التلاميذ من دارسي اللغة الانجليزية كلغة أجنبية مشاكل خطيرة في كتابة الفقرة الوصفية. و تتمثل أكثر مظاهر المشكلة في نقص ترابط المعنى في كتابتهم، حيث أن معظمهم يكتبون بترابط ضعيف الأداء في حالات الإحالة و العطف و غيره.

يستخدم الدراسة اختبارا يرتبط بأهداف التقصي، و بعد توزيعه على عدد ثلاثين تلميذا بمدارس الأساس بولاية الخرطوم، طلب منهم كتابة فقرة تتمن وصفا لشيء ما في حياتهم اليومية، كأداة لجمع البيانات الأولية، و من ثم تجري معالجة تلك البيانات عن طريق الحزم الإحصائية للعلوم الاجتماعية.

توصلت الدراسة لبعض النتائج، أهمها أن التلاميذ يواجهون إشكالية خطيرة في كتابة الفقرة الوصفية و بناء على النتائج يوصى الباحث بضرورة بحث المعلمين لإيجاد حلول سريعة لهذه المشكلة عن طريق النظر إلى أكثر مناطق الضعف في التلاميذ و العمل على معالجتها.

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Chapter One

Introduction

Chapter one

Introduction

1.0 Background

Descriptive paragraph is writing about the external feature of people or things, to describe a thing is to say how it looks, feels, sound, smells or taste.

Descriptive paragraph help to say something that your hearer can understand the paragraphs subject using illustrative language.

1.1 Statement of the Problem:

Writing a good descriptive paragraph has become a big problem for the pupils in the basic school to extent that cannot write good paragraph. Therefore, overcoming the problem of writing a good paragraph will enable the pupils to express themselves clearly and make other people easily understand and figure out the aim and objectives.

1.2 Research Questions:

- 1-Are EFL learners aware of writing descriptive paragraph concerning form?
- 2- To what extent are EFL learners aware of writing descriptive paragraph concerning content?
- 3- To what extent does the paragraph lack cohesive devices, coherence and discourse mechanics?

1.3 Research Hypotheses

- 1- EFL learners are aware of writing descriptive paragraphs, particularly with regard to form and content.
- 2- Descriptive paragraphs lack cohesive devices, coherence and discourse mechanics.
- 3- The pupils do not know to make full, accurate and ordered sentences.

1.4 Methodology

The method of this study is a descriptive analytical method. The data will be collected by using a test. As a tool for data collection.

1.5 The Significance of the Study:

1- The significance of this research stems from the fact that it is the first attempt to approach Sudanese EFL learner's competence in descriptive paragraph writing at 8th class level. In addition to learners' paragraph writing problems.

2- The study is going to evaluate the techniques that are used in descriptive paragraph ability.

1.6 Objectives of the Study

1- The objective of the research is to evaluate the learners' performance in descriptive paragraphs.

2- To discover pupils problem in descriptive paragraphs.

3- To suggest some techniques which can be applied to help pupils to overcome this problem of writing.

1.7 Scope of the Study

The researcher in this study uses a descriptive analytical method to investigate and handle the problems, and uses a test as a tool of collection data.

The population of the study consists of 30 students in 8th years at algalaa Primary School, Omdurman.

Chapter Two

Literature review

Chapter Two

Literature and Previous Studies

2.0 Introduction

Descriptive writing one way of describing people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes (Conor, 2013).

In a descriptive paragraph, the writer uses sensory details such as sights, sounds, smells, tastes, feelings, and textures to create vivid images in the reader's mind. An experienced writer relies on details sense memories of a specific experience to call to mind. In addition, the writer often uses spatial order to create a clear visual image of a person, place, object, or scene: the location or arrangement in space from top to bottom, bottom to top, right to left, left to right, near to far, far to near, inside to outside, or outside to inside (Ibid).

In the following sections of the chapter, the researcher reviews the related literature of the topic and previous studies. To make it simple the researcher may use L2 and EFL interchangeably in this chapter.

2.1 Writing Difficulty to EFL/L2 Learners

Of the three elements of writing, content, organization, and language, it is fair to say that language has been considered the most problematic difficulty for L2 writers due to their limited language proficiency or limited linguistic knowledge. Silva (1993) explains that inadequate language knowledge, at times, leads to ineffective L2

writing on account of the differences between first and second language. Olsen (1999) notes that some EFL writers cannot create an effective written work due to the inadequacy of syntactic and lexical competence, which at times makes them confused with the systems of the target language they are learning.

Besides, to quote Weigle (2002), “because of the constraints of limited second-language knowledge, writing in a second language may be hampered because of the need to focus on language rather than content” (p. 35). She also claims that it is impossible for L2 students to write in a second language properly without linguistic knowledge regarding grammar and vocabulary. Thus, L2 writing can be more difficult if syntactic properties of the two languages are very different, which makes L2 students rely on their first language when writing in a second language.

According to Wang and Wen (2002), L2 writers obviously get stuck when writing in the target language (TL) because their mother tongue majorly affects the use of the second language; consequently, they may at times combine the systems of the two languages in their L2 writing, which is called “language transfer or syntactic transfer”. This is considered a severe problem of L2 writing as Fromkin et al. (2003) clarify that L2 learners are so dependent on their L1 syntactic properties that they transfer some L1 grammatical rules in their L2 writing, eventually causing such errors.

In order to comprehend L2 writing difficulty in terms of language and syntactic transfer more clearly, a number of researchers as well as scholars have paid much attention to

identifying what hardships L2 student writers may confront while writing.

2.2 Interference as a Cause of L2 Writing Errors

As mentioned earlier, L1 interference occurs when L2 learners transfer their own syntactic knowledge into the use of the target language. Dulay et al. (1982) discuss automatic transfer when students make use of their L1 structures in the target language habitually. But, do students transfer L1 structures when writing in L2 language?

Bhela (1999) describes this as the case resulting from the learner's assumption of language equivalence.

However, no language is identical to another language regarding structures, lexicons, and systems; hence, students' prediction of equivalence leads to the cause of error and mistake production in their second language written outcomes.

Furthermore, Hashim (1999) defines the term L1 interference as a cross-linguistic and language transfer, which is referred to as the interference of students' mother tongue, when performing their language competence and performance, either in spoken or written forms. Here, it means that L1 interference has, over the past few decades, become a major problem of those who learn a new language, and it tends to happen in the productive skills like speaking and writing.

Jie (2008) also supportively explains that the influence of the mother tongue affects L2 learning as "language is taken as a set of habits and learning as the establishment of new habits, a view

derived from behaviorism, under which language is essentially a system of habits” (p. 36).

2.3 Definition of Descriptive Writing

The descriptive writing is used to describe or create a vivid image of a person, place or thing in the reader's mind to enable him to share the writer's sensory experience.

2.3.1 Definition of Text

The term “Text” is differently defined by many linguists. Halliday and Hasan [38, p.1] state that “Text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole”. Text is as a “semantic unit” characterized by cohesion. “A text is a passage of discourse”.

2.3.2 Concepts of Paragraph

Lunsford and Connors (2001) state that “a paragraph is a group of sentences or a single sentence that forms a unit”. Richard Larson explains the three categories of paragraph theory: paragraphs (1) as expanded sentences, governed by comparable syntactical forces; (2) as self-contained units of writing with their own unique principles; and (3) as parts of the overall discourse, informed by the strategies a writer chooses for the overall piece. Galperin shows that “a paragraph is a graphical term used to name a group of sentences marked off by indentation at the beginning and break in the dot at the end”. Oshima and Hogue [65] state a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.

From that, a paragraph can be understood: as a self-contained unit of a discourse in writing dealing with a particular point or a

single idea. It consists of one or a series of sentences closely related to one another and devoted to the development of one topic. It is marked off by indentation at the beginning, pauses of various lengths and a break in the dot at the end.

2.3.3 The Structure of the English Paragraph

An English paragraph can be divided into three major parts. A good paragraph should have a topic sentence; several related supporting details and a concluding sentence. A good topic sentence should contain a topic, a main idea, and the controlling idea. Ther supporting details are sentences used to support the main idea stated in the topic sentence. A concluding sentence should review the topic sentence and give some final thought about the subject.

For a perfect description, Terwilliger (2011: 1) in her book 'Structuring a Descriptive Essay' mentioned the following techniques:

Selection of a Subject:

When the student starts writing, it is extremely important to decide what he is going to describe and how it will look like and the key for a good description is observation. For example, if the learner wants to describe a place that he already knows, he should go there to take notes in order to have a much clear idea about it (Ibid).

Usage of Descriptive words:

In his description, the learners should use as much as possible of sensory and descriptive words (adjectives) rather than using just simple words (good, bad...) for example, it is better to say “The big brown dog sniffed around the red rose bushes in the front yard” than saying “The dog sniffed around”(Ibid).

Organizing the details:

The paragraphs in a descriptive essay can be structured spatially (from top to bottom or from near to far) or chronologically (time order) or from general to specific. Descriptive essays can also use other patterns of organization such as narrative or exemplification (Ibid).

Drawing a logical conclusion:

In writing the conclusion, the learner may also use descriptive words, however, he has to be sure that the conclusion is logical and relevant (Ibid).

2.3 Elements of Effective Descriptive Paragraph

Terwilliger (2011: 1) states some effective elements in descriptive writing paragraph as follows:

2.3.1 Topic Sentence

A topic sentence is central to any paragraph, including a descriptive one. An effectively written descriptive paragraph should start with a sentence that states, in no uncertain terms, what the paragraph is about. This sentence helps your reader focus on the most important elements of the paragraph and ensures that he isn't left guessing as to the paragraph function as he reads through it.

2.3.2 Supporting Sentences

The sentences that follow the topic sentence should support the main idea of the paragraph. In a descriptive paragraph, these sentences should include description that proves the statement you made in your topic sentence. For example, if your topic sentence was that orchids are beautiful and delicate flowers, your supporting

sentences should provide descriptions that prove that orchids are both of these things.

2.4.3 Sensory Description

Sensory description are words or phrases that allow the reader to form a picture in his head. While these additions can make any piece of writing more colorful, they are absolutely paramount in a descriptive paragraph. The most effective descriptive paragraphs appeal to multiple senses, allowing readers to feel as if they are experiencing the described object for themselves instead of just reading about your experience.

2.4.4 Unification

A descriptive paragraph must be unified to be effective. For a paragraph to be unified, it must be centered around one main idea instead of encompassing an assortment of concepts. For example, if writing a descriptive paragraph about your book bag, you shouldn't also include details about your new binder or your trip to school as these are extraneous and do not belong in your unified, book bag-dedicated paragraph. If these elements are necessary to your composition, they should be placed in separate paragraphs.

2.4.5 Coherence

To effectively communicate meaning, a descriptive paragraph must be coherent. If a paragraph lacks coherency, readers will not be able to understand the information you are trying to convey. To ensure that a paragraph is coherent, or understandable, writers must read over the paragraphs they compose and check for clarity, correcting any grammatical structure errors as these often lead to coherency issues. For example, pronouns without antecedents can

make paragraphs hard to follow and lead readers to become confused as they try to dissect the written pieces.

2.5 Generic Structure of Descriptive Paragraph

Descriptive paragraph is intended to describe place, person, and thing so that the reader will be able to visualize the descriptions. Writing descriptive paragraph, generally, you have to regard as the following generic structure of descriptive paragraph:

a. Identification

Identification is a part in which you identify or write the recognition; moreover, it can be a general statement about place, person, or thing that you want to describe.

b. Descriptions

Descriptions are vivid detail of places, persons, or things that you want to describe so that the reader can easily imagine or picture the descriptions, or they can feel that they involve in the experience.

c. Conclusion

The last part of descriptive paragraph is optional (i.e. it may be included or not). In this part, you conclude the paragraph or restate the identification or general statement Kenneth Beare, (2014).

2.6 Importance of Teaching Descriptive Paragraph Writing

The importance of teaching how to write descriptive paragraphs can be analyzed from two viewpoints: inside the classroom and outside the classroom. High school students are faced with the need of describing events, experiences, areas, and objects inside the language classroom. No matter what the level is, students always ask about what they did during vacation, last night, in the morning or about their plans. They are also requested to provide a physical description of themselves and others.

Outside the classroom, most high school students are supposed to put into practice all the knowledge that they have acquired in the English lessons. Nowadays, knowing how to write in English has become a transcendental feature of a 21 - century citizen. Students have to express themselves in English in writing to establish relationships with foreigners and people outside the country. Most of the time, students write e-mails to describe events, experiences and so forth. For this reason, students need to use techniques , strategies , and the mechanics of writing (such as punctuation, spelling, and capitalization) , use vocabulary and be familiar with the structure of descriptive paragraphs . If students apply for a job in a corporation in which English is a requirement, they are required not only to speak it but also to write it. Therefore, students must know, at least, the basics of writing that may enable them to compose a paragraph.(Eizondd&Garita, may 2010)

2.7 Cohesion and Coherence in Descriptive Paragraph

2.7.1 Cohesion

Richards and Platt [74] state that cohesion is the grammatical and/or lexical relationships between the different elements of a text. Galperin(1998) defines cohesion as lexical, grammatical forms of connection between parts of a discourse. Halliday & Hasan's [38] view that cohesion is how words and expressions are connected using cohesive devices with five groups: reference, substitution, ellipsis, conjunction and lexical cohesion.

2.7.2 Coherence

Coherence is the factor that decides whether a language product is a text or not and is the semantic, implicit relation inside the text itself. Coherence is built upon the semantic ties in discourse (Yule, date.....). It is “the relationships which link the sense of utterances in a discourse or of sentences in a text” (Richard,.....)

2.8 Previous Studies

Study of Somachi and Usaha (2012): Thai EFL Students' Writing Errors in Different Text Types: The First Language

This study aimed at analyzing writing errors caused by the interference of the Thai language, regarded as the first language (L1), in three writing genres, namely narration, description, and comparison/contrast. 120 English paragraphs written by 40 second year English major students were analyzed by using Error Analysis (EA).The results revealed that the first language interference errors fell into 16 categories: verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure, respectively, and the number of frequent errors made in each type of written tasks was apparently different.

Study of Hoseini (2014): *(The Effect of Blogging on Descriptive Paragraph Writing Skill Of The Intermediate Iranian Efl Learners)*

This research was carried out to find out whether using weblog is effective on Iranian EFL learners' descriptive paragraph. To do so, two samples of students were selected as the control and the

experimental group. To check their homogeneity, a PET test (writing section) was administered as pretest. Using paired Samples T- test, it was proven that students of both groups were at the same level of proficiency. Using paired Samples T-test, it was shown that using weblog was more effective than the traditional method of teaching writing on the descriptive paragraph of the Iranian EFL learners.

Study of Shagia Afrin (2014): *Writing Problems of Non-English Major Undergraduate Students in Bangladesh: An Observation*

This study aims to explore writing problems of non-English major The study undergraduate students at a private university in Bangladesh. The study was conducted on 89 non-English major undergraduate students from different departments studying at Stamford University Bangladesh. The data were taken through document collection and questionnaire. Moreover, a semi-structured interview on twelve teachers has been conducted to reflect their attitudes and opinion on students' English writing problems. In addition, a few recommendations are provided on the basis of the result. This study could help the teachers to resolve the problems and find some strategies to improve students' writing in English.

Chapter Three

Methodology

Chapter Three

Methodology

3.0 Introduction

Through this chapter, methodology approach is reviewed along with study sample and method of data collection and analysis. The procedure adopted in fulfilling the data analysis is also reviewed.

3.1 Methodology

The researcher has adopted the descriptive analytical approach in collecting the basic materials of this research. The analytical approach was used in data analysis where researcher analyzes the produced writing of group of students from eight year in primary school level.

3.2 Sample of the Study

The study consists of (30) students randomly chosen from primary school in Khartoum state who they learn English as a foreign language within specific syllabus. There were no any specifications set for the sample of the study like gender, age, rather, they have been chosen randomly.

3.3 Method of Data Collection

The data have been collected from two different sources; basic and secondary source. The basic source was the answers obtained from students' test while the secondary source was the literature review with relationship to the study's topic.

3.4 Tools and Instrument

The tool used in this study was the test designed for the eight year students at primary school. The reason behind using the test is

to get the actual performance of the students. Also the test reflects some aspects of the problem.

3.4.1The Test:

The researcher has designed a test for students. The basic aim of the test is to evaluate students' performance in writing descriptive paragraph. Choices have been given for students to feel free in choosing the suitable idea to write about.

3.5 Procedure

For the process of data collection, the researcher has asked students to write simple descriptive paragraph in their desired topic within three given for them. Later on, the researcher has collected the produced writing and analysis has been done in accordance.

The analysis has been done against qualitative measures where students were classified into groups according to their writing performance. For much accuracy in reflecting the actual results, five elements of effective writing were set to be the test qualitative measures.

3.6 Validity and Reliability

The researcher has consulted the supervisor on the three topic suggested for students and final three were set chosen after some modifications have been set.

Chapter Four

Data analysis

Chapter Four

Data analysis

4.0 Introduction

– In this chapter, the analysis of obtained data is done qualitatively. The researcher uses the obtained answers from students’ test and provides comments about their performance.

4.1 Data analysis

– The test designed requires from the students to write a paragraph describing one of three given choices: *your friend, or your house or your class*. No limitation was put for students about the length of the paragraph or number of words.

4.2 Sample Analysis

The produced writing of the study sample can be analyzed against the five effective elements required in paragraph writing: Topic Sentence, Supporting Sentence, Sensory description, Unification and Coherency.

4.3 Students 1 to 5:

4.3.1 Coherence

The produced text of the first student lack coherence; as a lot of supposed pronouns to be used such (he, them) and modal verbs such as (has, have, do). The conjunction is lacked for the first produced text, the using of (and, in, or) is missing. The sentence in general incoherent and lack the normal flow of actions and events,

The second student uses pronouns and conjunctions but in wrong way as we see phrases like “*She is small foot*” and sometimes sentence like “*she is a long hair*”. In many occasions, students omit conjunctions. For instance, instead of writing “*she has a long hair and tall sister*” they write “*She is long hair tall sister*”.

The third student uses no any type of pronouns but repeating the nouns and names. The conjunction words are absent which makes the paragraph incoherent.

The produced text of the fourth student is much coherent than the previous one though it lacks some articles and conjunctions words. While in the text produced by the fifth student a clear lack of pronouns is noticed along with using shorthand words such “an” instead of “and”. The problem of word spelling is noticed for this student. (see Table (4.1):

<u>Students</u>	<u>Pronouns used out of (6)</u>	<u>Conjunctions out of (7)</u>	<u>Other coherent devices</u>	<u>Supporting sentence</u>	<u>Sensory description</u>	<u>unification</u>
<u>1</u>	<u>3</u>	<u>2</u>	=	=	=	=
<u>2</u>	<u>2</u>	<u>4</u>	=	=	=	=
<u>3</u>	<u>1</u>	<u>2</u>	=	=	=	=
<u>4</u>	<u>3</u>	<u>3</u>	=	=	=	=
<u>5</u>	<u>4</u>	<u>1</u>	=	=	=	=

Table 4.1)

4.3.2 Topic Sentence Use

The topic sentence is totally absent because all the five students get directly into describing image of their topic. They use the title given for them to start with; all the students begin with “My friend is....”.

4.3.3 Supporting Sentences

The use of supporting sentence is can be seen clearly for the five students. They use supporting sentences but with repeating of pronouns or names of the described person.

4.3.4 Sensory Description

Within the text writing by the first five students no sensory description can be seen. All of them use simple sentences in describing and expressing their ideas.

4.3.5 Unification

For the text to be unified the writer should express ideas centered about one topic without including another extra topic, this type of unification cannot be seen in the produced writing of the five students.

4.4 Students 6 to10

This group of students, like the previous one, consists of five students but their quality of performance is higher a little bit. Most of the students in this category score between 8-9 score out of (10).

4.4.1Coherency

— The texts produced by this group of students are more coherent than the previous ones in the first sample. There are number of conjunction words used such (and, or) and pronouns such as (she, the, he).

4.4.2 Topic Sentence Use

— The researcher notice that, most of students begin their paragraph with topic sentence.

4.4.3 Supporting Sentences

Unlike the case with the first group, students here provide supporting sentence with variation of grammatical, syntactical mistakes. In general, students use 2/3 of possible supporting sentences supposed to be included.

4.4.4 Sensory Description

It is noticed clearly that students use direct imaging when describing things. They always give direct picture about the matter.

4.4.5 Unification

When it comes to unification the researcher notices that this sample of students maintains the flow of the idea connecting their topic to the last point of their descriptive writing. (see Table (4.2):

<u>Student</u> <u>s</u>	<u>Pronouns</u> <u>used out of</u> <u>(6)</u>	<u>Conjunctions</u> <u>out of (7)</u>	<u>Other</u> <u>coherent</u> <u>devices</u>	<u>Supporting</u> <u>sentence</u>	<u>Sensory</u> <u>description</u>	<u>unification</u>
<u>6</u>	<u>3</u>	<u>2</u>	=	=	=	=
<u>7</u>	<u>2</u>	<u>4</u>	=	=	=	=
<u>8</u>	<u>1</u>	<u>2</u>	=	=	=	=
<u>9</u>	<u>3</u>	<u>3</u>	=	=	=	=
<u>10</u>	<u>4</u>	<u>1</u>	=	=	=	=

Table (4.2)

4.5 Students 11 to 24

This group of students have similar writing performance as they produce text with variations in grammar and syntax. This group of students, like the previous one, consists of five students but the quality of performance is higher a little bit. Most of the students in this category score between 7-8 score out of (10).

4.5.1 Coherence

The texts produced by this group of students are coherent like the previous ones in the second sample. In addition to that, students misuse the mechanic writing rules, such as capitalization. There are number of conjunction words used such as (and, or,), pronouns, such as (she, the, he) and auxiliary verbs such as (be, do).

4.5.2 Topic Sentence Use

In this group category, the researcher notices that, most of students begin their paragraphs with topic sentence. Always topic sentences do no problem to students when writing the paragraph.

4.5.3 Supporting Sentences

This group of students is just like other groups in previous categories in using supporting sentences in their paragraph writing. Unlike the case with the first group, students here provide supporting sentence with a variety of semantic, syntactical mistakes. In general, students use 2/3 of possible supporting sentences supposed to be included.

4.5.4 Sensory Description

It is noticed clearly that students use direct imaging when describing things. They always give direct picture about the matter.

4.5.5 Unification

When it comes to unification, the researcher notices that this sample of students maintains the flow of the ideas connecting their topic to the last point of their descriptive writing. But still they have the problem of giving more detail in the same elements. (See Table 4.3):

<u>Students</u>	<u>Pronouns used out of (8)</u>	<u>Conjunctions out of (12)</u>	<u>Other coherent devices</u>	<u>Supporting sentence</u>	<u>Sensory description</u>	<u>unification</u>
<u>11</u>	<u>3</u>	<u>2</u>	=	=	=	=
<u>12</u>	<u>2</u>	<u>4</u>	=	=	=	=
<u>13</u>	<u>1</u>	<u>2</u>	=	=	=	=
<u>14</u>	<u>3</u>	<u>3</u>	=	=	=	=
<u>15</u>	<u>4</u>	<u>1</u>	=	=	=	=
<u>16</u>	<u>2</u>	<u>6</u>	=	=	=	=
<u>17</u>	<u>3</u>	<u>6</u>			=	=
<u>18</u>	<u>4</u>	<u>7</u>			=	=
<u>19</u>	<u>5</u>	<u>6</u>			=	=
<u>20</u>	<u>3</u>	<u>4</u>			=	=
<u>21</u>	<u>2</u>	<u>2</u>			=	=
<u>22</u>	<u>1</u>	<u>1</u>			=	=
<u>23</u>	<u>5</u>	<u>3</u>				=
<u>24</u>	<u>4</u>	<u>5</u>				

Table 4.3

6. Students 25 to 30

This category shows fewer problems in coherence of their produced text but have problem in arranging ideas with logical flow.

They consist of six students. Their performance is similar to the previous group, they score between 7-8 scores out of 10.

4.6.1 Coherence:

This group shows little problems in coherence, but they do not arrange their work logically.

4.6.2 Topic Sentence:

Students of this group begin their paragraphs with a topic sentence as shown in performance of the other groups.

2.6.3 Supporting Sentences:

In this group, though they provide supporting sentences, their sentences are not arranged in a logical flow.

4.6.4 Sensory Description:

Students of this group give direct imaging, like students of the previous group.

2.6.5. Unification:

The research notices that students of this group do not maintain logical flow of ideas. (See table 4.4.):

Students	Pronouns used out of (6)	Conjunctions out of (7)	Other coherent devices	Supporting sentence	Sensory description	unification
25	3	2	-	-	-	-
26	4	2	-	-	-	-
27	1	2	-	-	-	-
28	1	4				
29	3	3				
30	2	6				

Table (4.4)

4.6 Summary

The researcher has analyzed the data obtained from students' test giving brief comments about different categories of the students. The overall result shows that students find difficulties in writing descriptive paragraph.

Chapter Five

Conclusion, Findings, Recommendations and Suggestions

Chapter Five

Conclusion, Findings, Recommendations and Suggestions

5.0 Conclusion

The main aim behind this study was to investigate the problem encountered by EFL learners in descriptive paragraph. The research has been done through descriptive analytical approach. For the study's aim to be fulfilled, the research has been divided into five chapters. The first chapter was an introduction to the research methodology and the second chapter was designed to discuss the literature review along with previous studies with relationship to the topic. In the third chapter, methodology was discussed and reviewed and in the fourth chapter, the researcher has analyzed students' test. The fifth chapter concludes the research with findings and recommendations along with suggestion made for further research.

5.1 Findings

After analyzing students' test the researcher has reached some findings most important are as follows:

- 1- EFL learners encounter serious problem in writing descriptive paragraph.
- 2- The most common aspects of the problem is the lack of coherence in their produced writing, for most of the students write paragraph with less coherent devices such as (referencing and conjunctions)
- 3- Most of the students do not know the fundamentals of writing paragraph as they do not apply simple rules in their writing.
- 4- There is great relationship between students' performance in writing and their reading and speaking skills.

5- Students can hardly write a paragraph with good unification and sensory description; most of them adopt simple style of storytelling with no logical order of ideas.

5.2 Recommendations

Based on what has been obtained from study findings the researcher provides the following recommendations.

- 1- As the performance of students in writing proved to be very weak, teachers need to find quick solution of this problem by looking at the most common area of weakness and see how to be improved.
- 2-Students should be taught the fundamentals of descriptive paragraph with simple examples derived from the syllabus.
- 3- As there is problem in students' coherent writing, teachers need to help students in writing coherent well formed writing by giving them some guidance.

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Appendices

Test

Describe:

- (A) Your friend
(B) Your School
(C) Your classroom

[illegible]