



**Investigating Writing Problems Facing Sudanese Pupils**

**THESIS**  
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***By***

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## **Abstract**

This study aims to investigate the problems and reasons for the reasons for the deficiency of English writing among the pupils of the basic level schools .**In this study, the researcher adopted the descriptive method.**

The community was teachers and pupils of basic school .The sample of the study consists of students from Khartoum state basic school, and the second sample was 20 teachers .The researcher used a questionnaire and a composition test as tools for data collection .After analysis the researcher got the following results:-

Pupils in the basic level do not know the principles of writing skill clearly.

The numbers of English periods are not enough to carry out writing and other communicative tasks.

The syllabuses in the basic school do not include English grammatical rules properly

According to the previous results the researcher presented the following recommendations:

Introducing material must depend experienced teachers and new teachers especially in designing the educational books to improve learning English in general and writing skill in particular.

Teachers at different levels must adopt modern techniques so as to improve the English language and writing skills.

The English teachers should be given training courses on the methodology of teaching writing skill.

Experienced teachers should use their knowledge to show what should be done to develop the writing skill.

## **1.0 Introduction**

Writing is an important skill and the learners should practice more because it is a necessary skill which enables them to construct accurate sentences and paragraph .This will lead learners to write both guide and free topics. It is also very important for the teachers to know the problems, difficulties and needs of his/ her students so he/she can help and give them the best method of writing to help them to be creative.

The study aims at developing the writing skill at basic level school. The researcher will present the type of writing in logical way, starting from constructing simple sentences and going on to guided composition. Writing skill in general is considered as one of the most important skill in language such as, reading, listening and speaking.

### **Definition of writing**

According to Byrne (1979:1) writing is the act of forming symbols. The symbols have to be arranged to form words, and words have to be a particular order and liked together in certain ways, they form a coherent text.

According to Spence (1967) writing in values the encoding of message that is we translate our thoughts into language and language into written marks. Writing demands that you produce a sequences or a series of sentence emerged into certain orders to communicate successfully with the reader.

According to William (1999:6) writing as technology as set of skills which may be practiced and learned through experience. Writing particular the more complex composing skill valued in the academy – in values training, instruction, practice, experience and purpose most profession articles which appeared prior to 1980 conferred on techniques for teaching writing rather than on the native of writing in various contexts William (1996:27)

### **The difficulties of writing**

As Byrne(1979) stated that writing commonly is a difficult activity for the most people, both in mother tongue and in live under these three heading :

### 1. Psychological problems

Speak is the natural and normal way of communication – writing is assembly a solitary activity without the possibility of interactions or benefit of feedback in itself makes the act of writing difficult.

### 2. Linguistic problems

Oral communication is sustained through interaction all the participant's help to keep it going, writing needs to organizing our sentence structure or connecting our sentences together and sequenced, that text we produce can be interpreted on its own,

### 3. Cognitive problems

We speak without much conscious effort or thought, and generally we talk because we want to writing is learnt together written form of the language and learn certain structures and also how to organize our ideas in such a way that they can be understood by the reader. So the writer must move from one step to another, giving resource and examples.

## **Importance of writing**

Writing has wide-ranging implications for be following:

Rise B chances (122:2001)

- Writing influences the way we think.
- Writing contributes to the ways we learn.
- Writing fosters personal development.
- Writing connects us to others.
- Writing promotes success in college and at work.

## **Writing influences the way we think:**

First, the very act of writing encourages us to be creative any sentence organized and logical in our thinking. When we write sentences, paragraph, and whole essays, we generate ideas and connect those ideas in systematic ways. For example, by comparing words into phrases and sentences with conjunctions such as, but and because, we can create complex, new ideas.

By grouping related ideas into paragraph, we help their similarity and differences and another general ideas in specific facts and connect examples.

Writing is an explanation of a concepts, it helps categorical thinking, as we connect new information to what we and our, who are learning to campus and arrange their sentences with accuracy and order (Hugh Blair).

### **Writing contributes to the ways we learn:**

Writing help us learn by making us active, critical thinking. When we take notes in class, for example, writing help us Identify and remember what is important. Writing an explanatory essay, for example, helps better understand the concepts or ideas we are explaining.

### **Writing fosters personal development:**

In addition to influencing the ways we think and learn, writing can help us grow as individuals. Writing an evaluation requires that we think about what we value and how our values compare to those of other- writing has been for a long time may major tool for self. Instruction and self development

### **Writing connects us to others:**

We can use writing to keep in toned with friend and family, take part in academic discussion, and practicable actively in democratic debate and decision making.

Writing promotes success in collage and Work, as students, you are probably the most of the many ways writing can contribute to your success in school. Students who learn to write different reads and purpose do well in courses throughout the curriculum. No doubt you have been able to use writing to demonstrate your knowledge as well as to add to. Eventually, you will need to you writing to advance your career by writing persuasive application letter for job or graduate school admission.

## **Purposes of teaching writing**

There are at least four reasons for including learning the ELF curriculum. Jerry (2004.90) first, writing is an important means of distant communication at the personal, business and official levels. The students, we are teaching today will be the leads of society in the future. Many of them may need to write business letters or even faxes in English studies in English medium university. In this case non-native speakers of English will be required to be as proficient in the writing skill as native speakers. Thirdly, educational researches, many language, educators consider writing to be an effective way for helping our students learn language.

Ann Ramies (1988, p, 3), explain this effect quite vividly: three is an additional reason for teaching writing and a very important reason – writing helps our student learn. How? First, writing reinforces the grammatical structures, idioms card vocabulary that where been teaching our students. Second, students also have a chance to be adventurous with the language. Third, when they write, they necessarily become very involved with the new language, the effort to express ideas and constant use of eye, heard and brain is a unique way to reinforce learning. The fourth purpose for teaching writing is a logical extension of the third reason writing can be quite an effective priming phase for conducting role play.

## **Types of writing:**

When getting started to write is hard. That can be terrifying, but writing offers an advantage over speaking you can go back and make changes, starting the process become much easier. Types of writing depend on the reasons our students have for learning English and the purpose they have for writing English. The teacher needs to think carefully about the role of writing in the Classroom and the demands made on students.

Several writers have proposed typologies of writing types: Davies and widow son (1974) and Anita Pincas (1982) they made distinction

- Expository writing is to persuade reads to see thing your way or move them to action.
- Scientific or Technical writing is to describe an experiment or a detailed process or to record and express your own experience observation ideas and feeling in the humanities, such accounts.
- Creative writing is to create original work of art such as poems, stories, plays or novels.
- Narrative writing (story telling):
- This types of writing frequently over lap
  - A good story often includes description or explanation. A good argument often uses explanation. A longer writing (D.C.Heath-76)

### **The nature of writing:**

According to Grade Kaplan (1996:6) the need for writing in modern literate societies marked by pervasive print media is more expensive than is generally really. It is fair to say that most people, on a typical day practice some of writing and virtually everyone in every talk of life completes an enormous number of forms. In addition many people write for reason un related to their work – letters, clarities, messages, shopping lists budges... etc.

In fact many fictional sorts of writing constitute, common occurrences these sorts of writing depending on the context , task and audience, may be clarified functionally in numerous ways, including writing to identified, to communicate, to call to action, member, to satisfy requirements, to introspect or to create either in term

Recombining existing information or in term of aesthetic. one may distinction writing which involves composing from writing which does not , this distinguish referred to academically as writing assume combining of structural sentences units into a more on less unique. A piece of writing which implicate composing contains surface features which connect the discourse and an underlying logic of organization which is more than simply the sum of meanings of the individual sentence, writing is rather recent invention, historically speaking. Written

language has a documented history of little more than 6000 years. Accepted by linguists that certain aspects of spoken language may be biologically determined, the same cannot be said of writing. While all normally developing people learn to speak at first language perhaps half of the world current population do not know how to read or write. Abilities of writing instruments or material to read – writing abilities are not naturally acquired; they must be culturally greater than biologically transmitted in every assisting environment (William & Robert 1996:23).

### **Writing process**

Ann(1994:3) said that engaging in the writing process means engaging in a variety of activities, identifying your purposes audience and topic, generating ideas gathering information, establishing a thesis, organizing ideas, drafting, revising, editing. Those activities are often artificially distinguished from one another.

The most important features of the writing process are those:

- The process is not linear.
- It is a messy adventure, this not done according to a formula.
- Very few writers achieve perfection on the first draft.
- Writing is process of discovery, so it can be aching.
- Writing process involves a series of task,
  - Thinking
  - Planning
  - Writing and editing

Writing goes through this process in different ways. Some begin with thinking and planning before writing others start right out writing, each writer has a preferred way of working through the process. At the thinking stage we use a variety of strategies for getting ideas, we think about the topic. We might put ideas on note cards or might even just keep them quietly in our heads. At the planning stage before beginning to write. Other of writers to write the ideas which are ready to put them all



down on paper before any planning, then we look to what we have written, evaluate the ideas presented and then make a plan. Many writers asserted that the first step is writing not thinking or planning they use writing their ideas to help them generate new ideas their thinking takes place while they write, planning comes later. The researcher in her experiences in teaching at university( guide words and phrases are given related to the topic, then generate new idea to help them, their thinking takes place while they write at revising stage, looking at the content of what we have written. We may think that our writing is logical, clear and coherent. In final stage in the writing process we often think of editing, finding errors in spelling, punctuation, sentence sense ...etc.

Before handing in our final drafts to the teacher. (Ann2001:89).

### **1.1 Statement of the problem**

From my experience of teaching English as foreign language at basic level schools, have noticed that the students at grade eight encounter a lot of difficulties in writing English in general and writing paragraph in particular.

There are a lot of factors behind these problems, so this research tries to shed light on these writing problems and how to overcome them.

### **1.2 The objectives of the study**

The study aims to identify writing problems that FL beginners face in writing and tries to find out the causes of these problems and to suggest ways of overcoming them.

### **1.3 The research questions**

1. Do the students write the spelling correctly?
2. Do the students have the ability to write good and coherent paragraph?
3. Do the students neglect the meaning and concentrate on rules?
4. Have the students enough knowledge of writing sentences structure?

### **1.4 The research hypotheses**

1. Spelling is one of the writing problems for students at grade eight at basic level school.
2. Students are not aware of how to write paragraph.
3. Student' sentence are not correctly connected.
4. Students' have not enough knowledge of writing sentence structures.

### **1.5 Significance of the study**

The study examines the various techniques of writing effectively with the intention to solve problems that face the learners in writing and suggests suitable solutions.

### **1.6 Delimits of the study**

This study is limited to the difficulties of writing at basic level school grade eight in academic year (2011/2012).

### **1.7 The research methodology**

The research adopts both descriptive and empirical approaches to obtain and analyze data. The researcher will use a test for the students and a questionnaire for the teachers.

### **1.8 The research layout**

This research is composed of five chapters. Chapter one is introduction which shows the research problem, objectives, limitation, methodology and layout. Chapter two deals with literature review or historical background .Chapter three is research methodology. Chapter four is data analysis and discussion of information obtained. Chapter five is research findings, recommendations and suggestions for further research.

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