

**Sudan University of Science and
Technology**
College of Graduate of Studies

**Investigating EFL Writing Difficulties of
EFL Encountered by Sudanese Learners at
basic Schools**

تقصى الصعوبات التي تواجه كتابه اللغة الانجليزية للدارسين
بمدارس الأساس

*A thesis submitted in partial fulfillment of the requirements for the degree of
M.A in applied linguistics*

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الآية



وَم (آيَاتِهِ خَلَقْنَاهُ وَانفَخَ الْفُجَارَ فِيهَا لُكُلًا إِنَّ
فِي ذَلِكَ لَآيَاتٍ لِّقَوْمٍ يَعْلَمُونَ)

الروم (22)

صدق الله العظيم

Dedication

*I would like to dedicate this project
to.....*

My parent

My supervisor

And every one supported me

Acknowledgements

First of all I would like to thank Allah the almighty who enabled me to finish this study ...

I also would like to thank my supervisor Dr Mahmoud Ali, who exerted great efforts and supported me...

Much thank to my Mother, who always stand beside me and was real source of inspiration to me ...

My thank are also to my colleagues and the English teacher for their great help .

ABSTRACT

This research attempt to investigate the writing difficulties of E F L in primary school at Khartoum state for those private and governmental schools, two schools will be selected for each randomly, Comboni(private school) and That Elnitagain(governmental school) as sample for private school that teach the language from the first class and the other one for governmental school that teach the language from the fifth class, to discover this difficulties the researcher used questioners to collect data from teachers and writing task to find students abilities on writing . Collecting data has been analyzed by:

The analytical statistic program , as the sort of descriptive analytical method , To confirm or to reject the hypothechs given below:

Firstly: the Sudanese young learners at primary school settings make different types of learning errors.

Secondly : Some types of errors are frequent in their writing.

Thirdly : Sudanese teachers at primary school settings are not well trained to handle the teaching operation of English.

the study find out all hypothechs will confirm. That is to say

Sudanese young learners at primary school settings make different types of learning errors. Ongoing

Some types of writing errors are frequent hence Sudanese teachers at primary school settings are not well trained to handle

the teaching operation of English. Beside The study also arrived to:

pupils who start learning English from the first year of going to school (private school) have better command in written English than their counterparts who start learning English in the 5th year (governmental school).

مستخلص البحث

تهدف هذه الدراسة لتقصي الصعوبات التي تواجه أكتابه في اللغة الانجليزية وسط طلاب مدارس الأساس بالخرطوم على مستوى المدارس الخاصة والعامة واختار الباحث مدرسه من كل مستوى كعينه عشوائيه حيث تم اختيار مدرسه كمبوني الخاصه كنموذج لتدرس اللغة من الفصل الاول ومدرسه ذات النطاقين الحكوميه كنموذج للمدارس التي تدرس اللغة من الفصل الخامس كمنطقتين للدراسه . ولاكتشاف هذه الصعوبات استخدم الباحث الاستبيان لجمع البيانات من بين معلمى اللغة الانجليزية بالمدارس المستهدفه واختبار تحريرى لمعرفه مقدره الطلاب على الكتابه . تم استخدام البرامج الاحصائيه لتحليل البيانات المجموعه لإثبات أو نفي الفرضيات الثلاثه التي وضعها الباحث كمنهج وصفى تحليلى للدراسه . التي افترض فيها اولاً : الدراسين الجدد بمدارس الاساس يقعون فى اخطاء مختلفه اثناء عمليه التعلم . ثانياً: الدارسون الجدد يرتكبون اخطاء متكررة عند كتابه اللغة الانجليزية. ثالثاً : معظم المعلمون لايتلقون دروات تدريبيه كافيه تمكنهم من تطبيق القواعد التعليميه الصحيحيه للغة الانجليزية وقد خلصت للدراسة الى ان الطلبة يرتكبون بعض الاخطاء المختلفه اثناء عمليه التعلم ويرتكبون اخطاء متكرره اثناء كتابه اللغة الانجليزية في كلتا المستويين ومعظم الاساتذه لا يتلقون دورات تأهليه كافيه مثبتته بذلك جميع الفرضيات كما توصلت للدراسه ايضا بعد التحليل والمناقشه الى ان الطلاب الذين تبدأ دراستهم للغة الانجليزية من الفصل الاول في المدارس الخاصه افضل من الذين يبدأ تدريسهم للغة الانجليزية من الفصل الخامس في المدارس الحكوميه

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CHAPTER ONE

Introduction

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the definition of the research problem, the study questions and hypotheses as well as the research methodology.

1.1 Background and overview

Acquiring a foreign or a second language as Brown (2000) indicates is enormously a challenging process that necessitates a lot of effort on the part of the learner. Consequently, like any other learners of English, Sudanese young learners are expected to face many difficulties while learning English. These difficulties are bound to make them commit various types of linguistic errors, semantic, syntactic, and phonological. Corder (1981) considers these language errors a natural byproduct of learning, and an important indicator of the progress of learning. In view of that, he encourages systematic analysis of learners' errors in order to know their needs and, in turn, design curricula, teaching methods and remedial plans.

Many researchers claim that making errors is inevitable in second language acquisition (Dulay, Burt and Krashen, 1982; Zainal, 1990 and Brown, 2000). Therefore as this phenomenon making is considered an integral part of language learning, the need to investigate the nature of errors commonly produced by students is felt very crucial.

As errors committed by young learners are too numerous for such a partial study to account for, the researcher will narrow the scope of investigation to consider those mistakes detected in the pupils' written production.

Writing, according to many theorists, linguists and educators is an "intricate" and complex task; it is the "most difficult of the language abilities to acquire" (Allen & Corder, 1974:177). Writing is a complex process even in the first language. Undoubtedly, it is more complicated to write in a foreign language. Consequently, lots of researchers have intended to identify the common errors EFL students' make in writing the second language. Of course, a better understanding of the errors and their origin in the process of EFL writing will help teachers know types of difficulties students run into in learning that language. Moreover, it will aid in adopting the appropriate teaching strategies to improve the learning operation.

Quite a number of scholars in the field of error analyses have stressed the importance of second language learners' errors. Corder (1967:161), for instance, in an article, mentions that:

"they are significant in three different ways. First, to teachers, in that they show how far towards the goal the learner has progressed. Second, they provide to the researcher evidence of how a language is acquired, what strategies the learner is employing in his learning of a language. Thirdly, they are indisputable to the learner himself because we can regard making of errors as a device the learner uses in order to learn".

Researchers are interested in errors because they are believed to shed valuable light on the strategies that people use to acquire a language (Richards, 1974; Taylor, 1975; Dulay and Burt, 1974). Moreover, according to Richards and

Sampson (1974:15). The purposes of error analysis can be said to range from the more theoretical to the more practical. Corder (1981) distinguishes the two functions of error analysis—a theoretical function and a practical one.

Errors made by learners of a foreign language have, for, a long time attracted the attention of many teachers, researchers and linguists. In recent years, there has been a great deal of research in the analysis of errors to account for the reasons of their occurrence and to devise remedial measures to overcome them.

Research on error analysis has also thrown much light on the process of acquiring a new language and on the common problems of learning encountered by many learners. This in its turn, led to the devising of remedial materials and the adoption of remedial teaching methodology.

1.2 Statement of the problem

English occupies the position of a foreign language in the Sudanese educational system, both in primary and secondary schools. Truthfully, learning English as a foreign language is not an easy task. According to Brown (2000), in order to master the English language, learners have to be adequately exposed to all of the four basic skills, namely listening, speaking, reading and writing. Language teaching operation in this country is presently focusing on the teaching and learning of the four language skills in an integrated manner. Though the syllabuses used at the primary level are said to be integrated, still the teaching of these skills is not carried out on equal levels.

Some skills receive very little time such as writing. At this stage of education much time is given to chorusing new language items at the expense of other skills. Another significant problem is that at public schools students start their English Language learning at the fifth form whereas at privately run schools English is taught right at the first form. This creates a big gap between the two categories. At the time when students of public schools start forming their preliminaries, their counterparts at private schools have managed to cover immense areas in their learning.

1.3 Research questions

This study sets out to examine the following questions:

- What types of errors Sudanese young learners make in their writing?
- What are possible causes for the occurrence of such errors?
- What is the effect of the length of time given to the teaching of each skill?
- To what extent does the environment of learning affect the learning process?
- What is the effect of teacher training on the operation of learning?

1.4 Research hypotheses

1. Sudanese young learners at primary school settings make different types of learning errors.
2. Some types of errors are frequent in their writing.
3. Sudanese teachers at primary school settings are not well trained to handle the teaching operation of English.

1.5 Research objectives

As regards the problems cited in the current study, the researcher underpins the following objectives:

- Investigating and identifying the magnitude of the writing errors made by Sudanese young learners at primary schools.
- The frequency of the errors
- How they can be addressed and remedied?

1.6 Research significance

Good teaching of writing plays an important role in the overall learning process. Making errors in English writing is unavoidable for EFL learners. Errors have a key role for teachers to know if learners have attained what they need to know or where they may have difficulties in learning a language. Analyzing these errors provides teachers with information to feed into their teaching methods (Yang, 2006).

The present study is expected to be valuable for students, teachers and syllabus designers. As for the students they would acknowledge the areas of difficulty that slow down the good learning of English language writing. The teachers would know the most problematic areas that require more attention. The syllabus designers would know how learners acquire the language, what strategies or procedures the learners are employing while learning the language.

1.7 Research methodology

In this research, the researcher will use descriptive analytical method. The researcher main focus is to find out and describe the writing errors made by young learners at the 8th form primary level.

The tools employed for collecting data are pre and post tests (writing a short text about one's family), and a questionnaire for teachers. After identifying the errors, the researcher undertakes the process of defining them, their causes and how they can be set right.

The population of the study is two public schools in Khartoum State, targeting more specifically 8th level students.

1.8 Limits of the study

1- The study is limited to the students' performance in written English at two specific public schools in Khartoum State.

2- The study will largely focus on the grammatical errors in the writing of the students.

3. The purpose of the study is to identify the errors and without devising any pedagogical implications to overcome such errors. (This will be left for other researchers.)

CHAPTER TWO

LITERATURE REVIEW

In this chapter relevant literature will be reviewed as the study problem which is focused on the analysis of the common writing errors made by the Sudanese primary schools students. The chapter is divided into two parts. The first one is on the conceptual framework of the study while the second will review some previous studies.

Part one: Theoretical framework:

2.1 L2 learning strategies and approaches

The types of errors that learners make in the process of learning a target language have always constituted a point of much concern to teachers and course book writers alike. This concern as stated by Sridhar (1981 : 207) is reflected not only in the way writers of pedagogical grammar draw attention to the potential ' pitfalls ' in the target language , but also in the many lists of ' common errors ' prepared by experienced teachers .

As this study is an investigation of the learner's performance in writing, it seems necessary to throw some light on the relevant approaches and hypotheses on which the present study is based. This study surveys the different approaches in which the perspective on the learner and material has changed over time (i.e., contrastive analysis , error analysis and performance analysis) The aim of these three areas of research is to facilitate TL learning by providing insight into the nature of the learner's performance. This study also tries to give solid reasons for the causes of errors in terms of

the processes attempted by learners to produce the target language. Such kinds of attempts can be exemplified by language transfer of training, strategies of L2 learning, and strategies of L2 communication and overgeneralization of target language rules.

The discussion begins by introducing language acquisition and language learning, historical background of Contrastive Analysis, followed by its assumption of the claim that learning difficulties can be predicted by comparing the first language (L1) and the target language (TL). Contrastive analysis can be used to predict learning difficulties; however, it can neither explain all the learning difficulties nor account for all errors produced by the processes of language learning acquisition. Error analysis thus is favored by various researchers in explaining and analyzing errors in that EA clarifies the concept that not all errors are attributed to the interference of the first language. Instead, errors may result from a variety of sources.

2.2 Second Language Acquisition Research

It has been noted that one of the most outstanding features of human beings is their capacity for learning their mother tongue, and often one or more other languages as well. We can find documented in the literature cases of super polyglots such as the British explorer Sir Richard Burton who was attributed to have known a total of forty different languages and dialects. For the majority of people, however, the acquisition of a second language is a much less spectacular affair, proving to be a slow and sometimes arduous task, in which the learner will rarely attain native -like competence.

Since ancient times, scholars and philosophers such as Aristotle, Saint Augustine, or Rousseau, among others, have been interested in second

language acquisition. During the last one hundred years, research has centered on the teaching of languages and the methods and materials used. With changing theories in the field of applied linguistics, the focus switched to the learner and the processes involved in the acquisition of a foreign language. While Larsen- Freeman & Long (1991) have noted that there are no less than forty different theories, models, perspectives and hypotheses related to SLA, as regards their relation to language learning/teaching, these theories should not lead exclusively to one method or other, for as Spolsky (1989:2) comments:

If you look at the complexity of circumstances under which second languages are learned, or fail to be learned, you immediately see that a theory must not only be equally complex, but must also be able to account for the success and the failures of the many different methods that have been, and are used throughout the language teaching world.

The main aim of SLA research involves the description and explanation of the linguistic or communicative competence of the learner (Ellis, 1994:15). As Towell & Hawkins (1994) note, most of the studies that have been carried out to fulfill these objectives have investigated SLA from the following angles:

- A linguistic perspective.
- A sociolinguistic perspective.
- A psychological perspective.

From the linguistic perspective, language acquisition theory is dependent on a thorough description of the grammar of a given language, and the capacity that humans have for its development. As far as second language acquisition is

concerned, there are certain structural changes involved in the process which make it different to the learning of the mother tongue. Stern (1970) understood that:

The presence of the first language in the individual as a second language learner is a factor that cannot and must not be ignored. The claim that it would be possible to repeat the first language acquisition process in second language instruction is an illusion.

(Stern 1970, cited in Taylor 1974:29)

In the second place, the sociolinguistic perspective centers on two main aspects: the attitude of the learner towards the language and culture of the target language, and the context of the learning process. Lastly, from a psychological or cognitive perspective, the task of SLA researchers is to try and find out which are the mechanisms that make a person understand, store and produce language, and how these processes relate to the acquisition of particular languages (Towell & Hawkins, 1994).

In addition to the above mentioned perspectives, these same authors identify five major areas of language behavior for which theories of language acquisition have sought to find explanations:

1. Transfer of elements from L1 to L2.
2. Developmental stages. Learners often learn a form or structure after passing through certain transitional stages.
3. Variability as regards the intuitions the learner has with regard to the L2 and his/her competence at any one time during the language acquisition process.

4. Systematization. With any one group of learners, how L2 knowledge is consolidated and how the different stages identified in the language learning process are common to many different learners.
5. Competence, which will rarely match that of a native speaker. Adapted from Towell & Hawkins (1994:5).

2.2 Language Acquisition Vs Language Learning

Ellis (1985:6) maintains that, “Second language acquisition is sometimes contrasted with second language learning on the assumption that these are different processes. The term ‘acquisition’ is used to refer to picking up a second language through exposure, whereas the term 'learning' is used to refer to the conscious study of a second language.

Numerous differences in the conditions under which learning and acquisition took place are pointed out. This highlights that no transfer from one to another could appear. The process of acquiring language takes place when the infant is growing and developing physically and mentally, and it is important to note that there is a connection or interaction between the two processes. The motivation for learning in each case cannot be the same. For example, a means of non-verbal communication is developed by deaf children to satisfy their needs, so it is not a must that young children have to acquire language to cope with the environment. Yet it is observed that children whose physical and mental capacities are regarded to be normal, they do learn language, and it is said that it is a natural process and not a result of the discovery of its practical utility,(Corder,1973).

The crucial argument against the idea that language acquisition and second language learning have anything in common is that the learning process takes place after the acquiring process is completed. In other words, “the language teacher is not teaching language as such, but a new manifestation of language. The language learner has already developed considerable communicative competence in his mother tongue, he already knows that he can and cannot do with it, what some at least of its functions are,” (Ibid,113). This could highlight many features in which the circumstances of first and second language learning are different (learner, teacher and linguistic data), (Ibid).

There is another argument which is with the idea saying that language learning and language acquisition are different processes, in the sense that the language learner is a different sort of person from the infant; in which there is qualitative change in his physiology and psychology during his maturation. These changes prevent the use of the learning strategies that are used in the infancy period. These notions are included within ‘the critical period’ for language acquisition,(Ibid).

Ellis (1985) dealt with the critical period and said that it is a period when the acquiring process of a language took place naturally and with no effort. It is said that the most favored age for that process is the first ten years. The brain during that period keeps and could easily be shaped. It is also said that the neurological capacity for mastering a language involves both hemispheres at first, but slowly it is concentrated in the left one. The problematic issue which older learners experience was the result of this neurological change.

Language is acquired during a period when the brain is in a specific stage of development. If the language is not acquired in that particular period, it would

be very difficult to be acquired later on. But when a language has been acquired, i.e. verbal behavior is possessed, there would be no psychological or physiological difficulty to the learning of a second language. After the acquirement of verbal behavior, learning a second language is a matter of adaptation or extension of existing skills and knowledge rather than the relearning of a completely new set of skills from scratch. To conclude, it could be said that the process of acquiring language and learning a second one must not be different, however, it is the notion that there are some fundamental properties which are common for all languages, and when these properties are learned before, through the mother tongue, the learning of a second language would be a small task, (Corder, 1973)

According to Krashen (1981:1), adults develop language competence in two different ways: language acquisition and language learning. Language learning and language acquisition differ in various respects. Krashen describes language acquisitions as follows:

Language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a feel for correctness. In non-technical language, acquisition is picking-up a language (Krashen, 1981:2).

This means the learner acquires language naturally by immersion. The SLA process differs from the first language acquisition in most cases. Apart from the situations in which a child is raised by parents using two different languages on an everyday basis, or in a country in which there are two languages in common use, the most usual situation is learning L2 not from

infancy, but at school, or even later. This is a similar situation in Sudan. Most of L2 learners start learning the English L2 at school level, while they have already become fluent in their L1 from home. To find out learning strategies which learners use in L2 learning and identify difficulties they encounter, error analysis has to be carried out (Richards & Schmidt, 2002:184). Hakuta (1981:1) explains that language acquisition research can be described as the search for an appropriate level of description of the learner's system of rules. The very circumstances of language acquisition and L2 learning are different, because the already acquired language, which is L1, can have an impact on the process of L2 learning.

Language learning, on the other hand, according to Krashen (1981:2) is the conscious learning of a language, knowing the rules, being aware of them, and being able to talk about them. In the same vein Brown (2002:278) defines language learning as a conscious process in which “learners attend to form, figure out rules, and are generally aware of their own process”.

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2.3 Importance of vocabulary in writing

Words in a language are like bricks in building. This means students cannot build language without gaining a lot of words. The written or spoken text will be incomprehensible, incoherent and in cohesive without availability of sufficient vocabulary in the mind of a learner. Students for whom English is

not a first language, particularly Sudanese secondary schools students find great difficulty when communicating with each other using English. The major cause for this difficulty is their lack of vocabulary. So, what are the vocabulary and words?

Nunan (1987: 17) defines vocabulary as “Knowledge of words and word meanings”. However, vocabulary is more complex than this definition suggests. Firstly, words come in two forms: oral and printed. Oral vocabulary includes those words that we recognize and use in listening and speaking. Printed vocabulary includes those words that we recognize and use them in reading and writing. Secondly, words knowledge also comes in two forms; receptive and productive. Receptive vocabulary includes words that we recognize when we see or hear them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words which we allocate some meaning, even if we do not their full definitions or even use them ourselves as we speak.

There are also two types of vocabulary; high frequency words and low frequency words. (Brown, 1987: 66) claims “It is obvious that the extent of students’ vocabulary knowledge relates strongly to their oral communication”.

This relationship seems logical; to communicate efficiently, students need both commands i.e. many words in their vocabularies and the ability to use various strategies to establish the meaning of new words when they encounter them. Students, who do not have large vocabulary or effective word-learning strategies, often struggle to achieve comprehension. Their bad experiences

with the communication result in a kind of frustration and failure that continue throughout their schooling and even after.

Rivers (1991) claims, “Because these students do not have sufficient word knowledge to communicate, they are not exposed to the language properly, they do not have the opportunity to see and learn many new words, they naturally avoid communication.

2.4 Krashen’s Theories of Language Acquisition and Learning

In the early eighties, Krashen (1982:9) published his five hypotheses about second language acquisition: ‘The acquisition – learning distinction’, ‘the natural order hypothesis’, ‘the monitor hypothesis’, ‘the input hypothesis’ and ‘the affective filter hypothesis’. For the purposes of this study, The researcher has focused on Krashen’s Monitor hypothesis, and the natural order hypothesis’. These theories are discussed below:

The acquisition-learning distinction is the best known of his all hypotheses. According to Ellis (1986:390-417), this is essential component to Krashen’s (1981) theory. It states that adults have two distinct and independent ways of developing competence in a second language. The first way is language acquisition, a process similar to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquisition develops naturally in the context of social communication. The second way to develop competence in a second language is by language learning. Learning refers to conscious knowledge of a second language and being aware of language rules (Krashen, 1982:10).

The acquisition-learning hypothesis claims that adults acquire language just as children do. This hypothesis claims that the ability to ‘pick-up’ languages does not disappear at puberty; however, this does not mean that adults will always be able to achieve native-like levels in a second language, as most children

can do. Richard-Amato (1996:42) further clarifies that the learning of a language occurs separately where grammar, vocabulary, and other rules about the target language are explicitly taught. The focus in the aspect of learning is not on the content or meaning of the conversation, but rather on the structure of the language.

Review of the Relevant Studies

There have been a number of studies investigating learners’ errors and further classifying the errors into different categories by using error analysis. These studies in general have indicated what learners have acquired and what problems learners encountered in the target language.

Many studies on FL acquisition have been conducted focusing on learners’ errors to investigate the difficulties involved in acquiring a FL. These studies have helped FL teachers to be aware of the difficulty areas encountered by their students and dedicate particular emphasis on them. Corder (1967:27) says “We cannot really teach language, we can only create conditions in which it will develop spontaneously in the mind in its own way”. In this quotation, he asserts on the role of the language teacher by creating good learning conditions in acquiring a new language. Habash (1982) also adds that the dream of all EFL teachers is to have EFL students who can speak and

write correctly. In fact, having EFL students who speak and write correctly is attainable.

Naturally, it is well-known that no one can learn or acquire any language without committing errors. Learning or acquiring any language might be faced with some problems such as errors or mistakes. Corder (1981) states that these committed errors or mistakes by English foreign learners while learning process are considered as obligatory feature of learning. In other words, they are considered as a part of the learning process as well as a device a learner uses to learn. Ranganayki (1983:2) points out that “the errors are not problems to be overcome or evils to be eradicated”, they are simply a part of the language learning process. Thus, no one can achieve competence in any language without committing errors. Similarly, Corder (1973:257) asserts that the study of errors can help us to “infer what the nature of learners’ knowledge is at that point of time in their learning career and what more has to be learnt”.

In their study, Dulay and Burt (1974) took samples of 179 Spanish speaking children. They categorized the errors into three groups: interference, intralingual, and unique errors. According to their study only 5% of the errors were interference while 87% were intralingual and 8% were unique. At last, they hypothesizes that children do not use their L1 habits in the process of learning the syntax of their new language.

In his study, Flick as cited in Ellis (1994) made an empirical study in that he collected data from 20 adult Spanish L2 learners through oral translation study. He reported that many factors shared a role in their subjects’ errors as follows: 24% of errors happened due to transfer, 23% due to performance,

and 17% due to the simplifications of function words, 16% due to overgeneralization, and 11% due to pronominal reference.

In Sudan a number of studies have been carried out on all the skills, but no particular study was dedicated to the writing at the lower levels of education, such as the primary school settings. This is largely due to the fact that the teaching of English has been introduced at the Sudanese primary schools only recently; and that all researchers are mainly interested in exploring cases at higher levels of education such as the universities and secondary schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is in essence, a plan describing the diverse venues which the research process will follow and develop quite substantially into a full body of knowledge through the diverse theoretical and practical steps. It will also help the researcher to track down the intended pathways for the realization of the set objectives of the study in a systematic manner.

3.1 Population and sample of the study

Samples collected from pupils undergo analysis to assess performance in both; the governmental and private school in the two study area given

The sample size in each school is twenty pupils were chosen randomly to carry out the test

For teachers' feedback, a Liker Scale questionnaire is distributed for twenty English teacher randomly chosen in both private and governmental school at Khartoum city to get feedback on some significance aspects of writing skills, e.g. organization, spelling, punctuation, capitalization, vocabulary and grammar

3.2 Data collection instrument:

In these study only two tools is used for data collection

1- The teacher questionnaire (T, Q)

2- The student task

Data collected by the two tools will be statistically processed to conclude findings and recommendations. Copies of the two tools are attached to the Appendices.

3.3 Validity and Reliability Procedures:

3.3.1 Validity of Questionnaire:

The questionnaire is designed for teachers who teach English at primary school level

The teacher's questionnaire (Q,T) Consists of introductory part that deals with teachers personal information including qualification , and the years of experience in the field of teaching .

The second part deals with difficulties encountered by basic school pupils.

In this part teacher were asked to determine their attitudes towards statements by ticking

Here likert scale has been used with fifth options (always – often – sometimes- rarely –never) to answer with one of each

Procedure of data collection:

The researcher distributed about twenty questionnaires by hand to some teachers (10) teachers from governmental primary school and (10) teachers from private primary school

Validity of the tool:

Firstly the questionnaire was first given to Dr. Maki who are staff member in Sudan University for science and technology, department of English language he made some modification to assure its validity

Secondly In order to assure the validity of his tool the researcher before the tool was tested, it was given to the supervisor for the final evaluation, so some statement were omitted , other were added or adopted .

The researcher also addressed the reliability by comparing the frequency and the percentage of piloting analysis with experiment analysis result of data collection, the similarity was there. More over questionnaire well be tested pilot

Below is the statistic reliability which gained electronically:

Statistic reliability: Reliability Coefficients

N of Cases = 20.0

N of Items = 23

Statistic Reliability is = .7173

Summary of this chapter:

This chapter gives full description of the method and techniques which the researcher used to conduct his study. It exhibits that this study is descriptive and analytical .Then it describes the population and the sample of the study. Also it consider to tool of the study ' it explains the procedures which the researcher followed to test the validity and reliability of his tool and how he collected the data of the study and how he analyzed them .

Chapter four

Data Analysis, Results and Discussion

4.0 Introduction

In this chapter, the data collected is introduced and analyzed statistically .also the results are presented through tables and figures and then discussed.

4.1 Personal Information:

The personal information is about experience in teaching English language at primary school level

As well as teacher qualification. the study sample respondent differ according to the following characteristics:

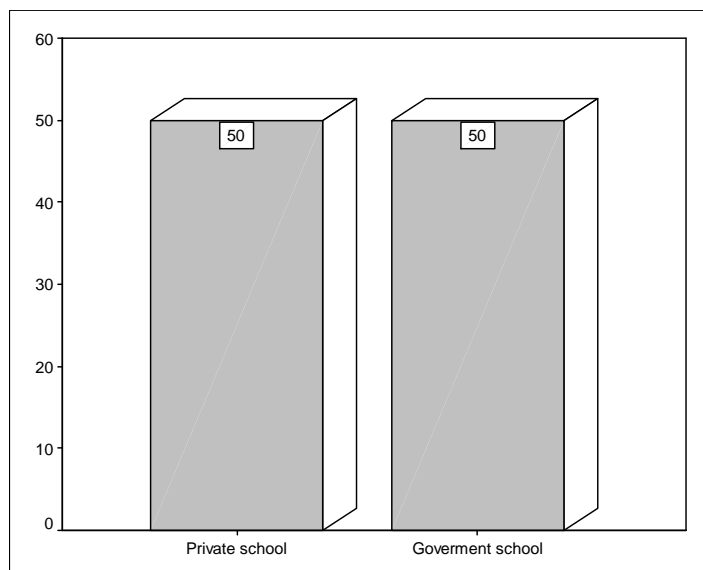
The respondent are from different years of experience (5-10years 10-15 years 15-20 years 20-25 years).

The following is detail description for the study sample individuals according to the above variables (respondent's characteristics):

Table (4-0)

	Frequency	Percent
Private school	10	50.0
Goverment school	10	50.0
Total	20	100.0

Fig (4-0)



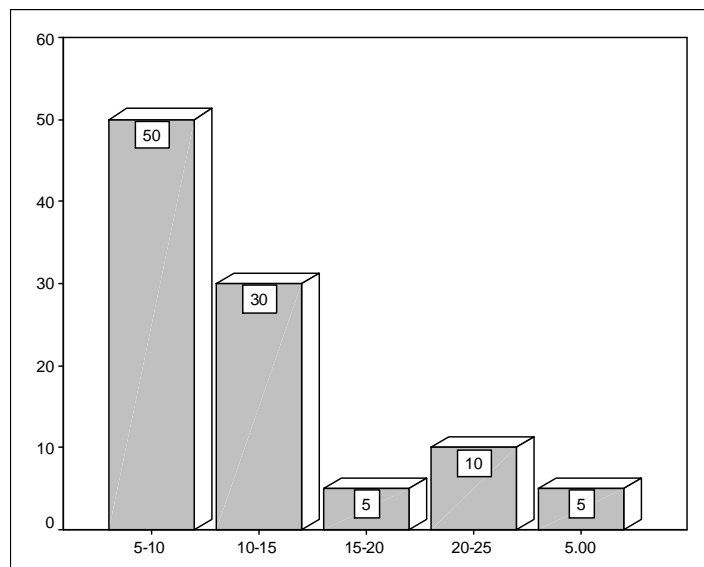
4.2 Experience:

Table no. (4-1)

The frequency distribution for the study respondents according to the experience .

experiance/ years	Frequency	Percent
5-10	10	50.0
10-15	6	30.0
15-20	1	5.0
20-25	2	10.0
5.00	1	5.0
Total	20	100.0

Fig (4-1)



It is noted from the table no (4-1) and the figure no.(4-1) that most of the sample respondents have experience between (5-10)years their number was (10)with percentage of (50%). The number of sample respondents who have experience between (10-15) years is(6)person with percentage (30%) The number of sample respondents who have experience between (15-20) years is(1)person with percentage (5%).and there are(2)persons with percentage of (10%)who have experience between (20-25)years. the researcher assumes that there are many difficulties facing school pupils in writing .

First hypothesis:

Tables no (4-2) from (1-2-3-4-5):

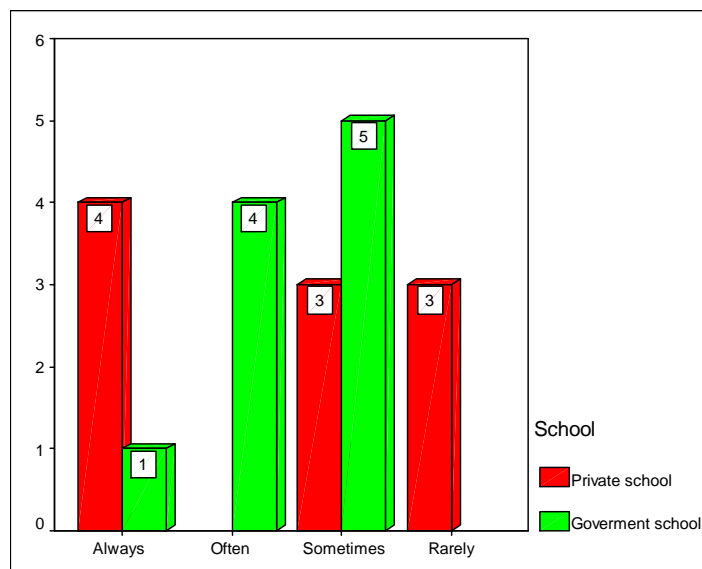
Organization of writing

Table no(4-2)and figure no(4-2)show the frequency distribution

For the study's respondents about statement no (1)

Table (1) pupils indent paragraphs

	School		Total
	Private school	Goverment school	
Always	4 20.0%	1 5.0%	5 25.0%
Often	0 .0%	4 20.0%	4 20.0%
Sometimes	3 15.0%	5 25.0%	8 40.0%
Rarely	3 15.0%	0 .0%	3 15.0%
Total	10 50.0%	10 50.0%	20 100.0%

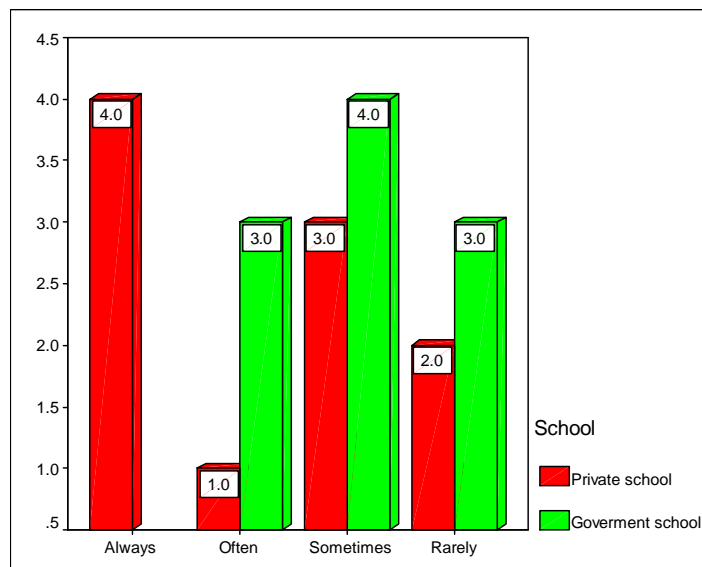


It is clear from table no(4-2) and figure (4-2)that there are (4)persons in study's sample with (20%) percentage in the private school who think that their pupils always indent paragraphs and (3)of them with (15%) think that

pupils sometimes indent paragraphs and there are (3) with (15%) of the teacher think that indent paragraph rarely .whereas (1) teacher with (5%) in governmental think that their pupils always indent paragraphs and (4) teachers with (20%) think that pupils often indent paragraphs and there are (5) teacher with (25%) think that pupils sometimes indent paragraphs.

Table(3) pupils can organize ideas logically

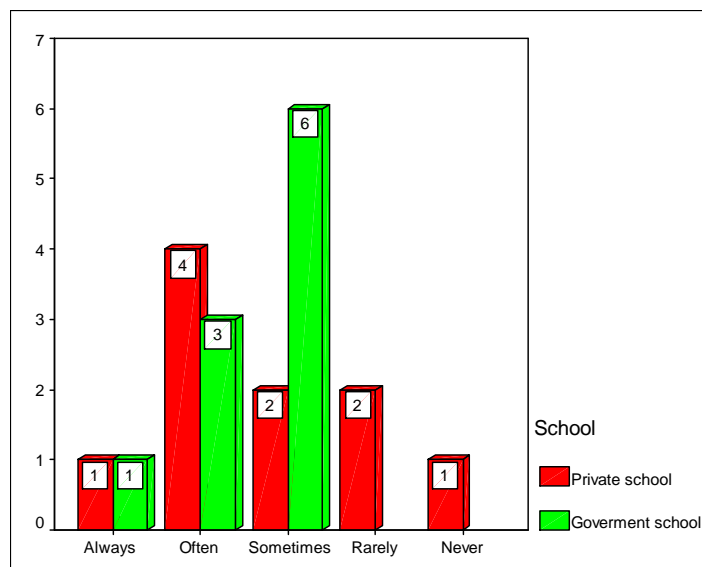
	School		Total
	Private school	Goverment school	
Always	4 20.0%	0 .0%	4 20.0%
Often	1 5.0%	3 15.0%	4 20.0%
Sometimes	3 15.0%	4 20.0%	7 35.0%
Rarely	2 10.0%	3 15.0%	5 25.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-3) and figure (4-3)that there are (4)persons in study's sample with (20%) percentage in the private school who think that always their pupils can organize ideas logically and (1)of them with(5%) think that pupils often can organize ideas logically and there are (3) with (15%)of the teacher think that sometimes pupils can organize ideas logically and there are (2) with (10%)of the teacher think that rarely pupils can organize ideas logically .whereas (3) teacher with (15%) in governmental think that their pupils often can organize ideas logically and (4)teachers with (20%) think that pupils sometimes can organize ideas logically and there are(3) teacher with (15%) think that pupils rarely can organize ideas logically .

Table (4) pupils writing is not good

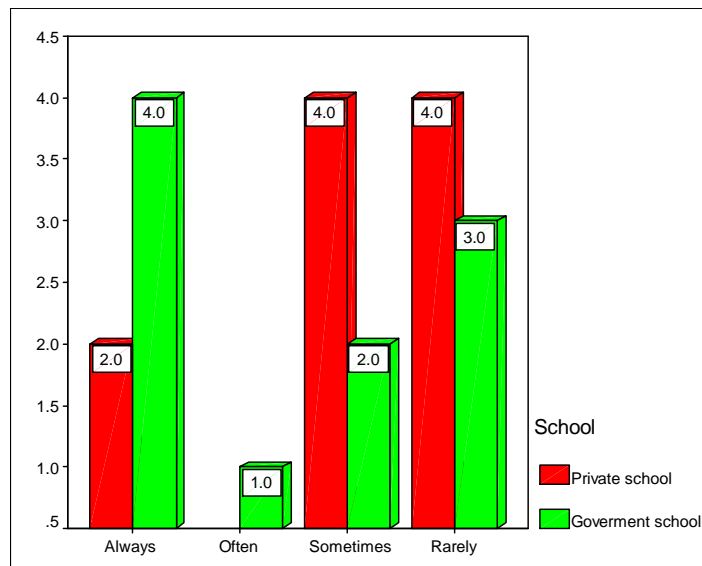
	School		Total
	Private school	Goverment school	
Always	1 5.0%	1 5.0%	2 10.0%
Often	4 20.0%	3 15.0%	7 35.0%
Sometimes	2 10.0%	6 30.0%	8 40.0%
Rarely	2 10.0%	0 .0%	2 10.0%
Never	1 5.0%	0 .0%	1 5.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-4) and figure (4-4)that there are (1)persons in study's sample with (5%) percentage in the private school who think that always pupils writing is not good and (4)of them with(20%) think that often pupils writing is not good and there are (2) with (10%)of the teacher think that sometimes pupils writing is not good and there are (2) with (10%)of the teacher think that rarely pupils writing is not good .whereas (1) teacher with (5%) in governmental think that always pupils writing is not good and (3)teachers with (15%) think that often pupils writing is not good and there are(6) teacher with (30%) think that sometimes pupils writing is not good .

Table (5) pupils revise their writing

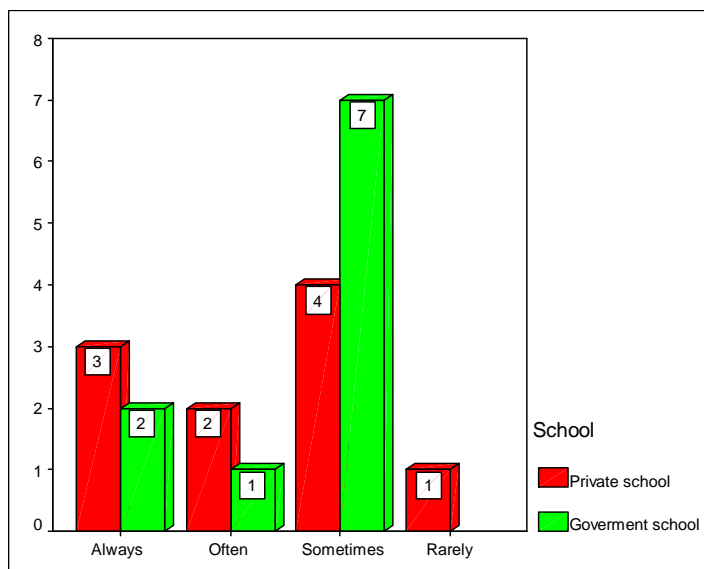
	School		Total
	Private school	Goverment school	
Always	2 10.0%	4 20.0%	6 30.0%
Often	0 .0%	1 5.0%	1 5.0%
Sometimes	4 20.0%	2 10.0%	6 30.0%
Rarely	4 20.0%	3 15.0%	7 35.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-5) and figure (4-5)that there are(2)persons in study's sample with (10%) percentage in the private school who think that their pupils always revise their writing and (4)of them with(20%) think that pupils sometimes revise their writing and there are (4) with (20%)of the teacher think that rarely .whereas (4) teacher with (20%) in governmental think that their pupils always revise their writing, there are (1) teacher with (5%) think that their pupils often revise their writing and there are(2) teacher with (10%) think that their pupils sometimes revise their writing (3) teacher with (15%) think that pupils rarely revise their writing.

Spelling tables(6)

	School		Total
	Private school	Goverment school	
Always	3 15.0%	2 10.0%	5 25.0%
Often	2 10.0%	1 5.0%	3 15.0%
Sometimes	4 20.0%	7 35.0%	11 55.0%
Rarely	1 5.0%	0 .0%	1 5.0%
Total	10 50.0%	10 50.0%	20 100.0%



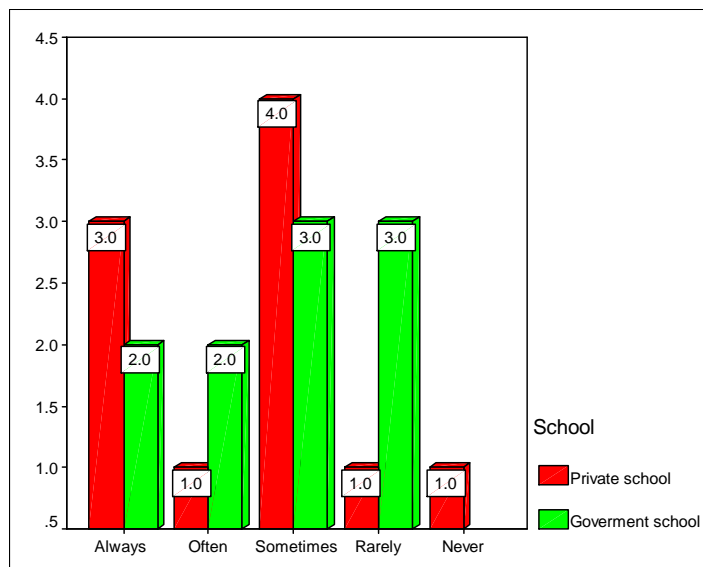
It is clear from table no(4-6) and figure (4-6)that there are (3)persons in study's sample with (15%)percentage in the private school who think that their pupils always spell words accurately.

and (2)of them with(10%) think that pupils often spell words accurately and there are (4) with (20%)of the teacher think that sometimes pupils spell words accurately .whereas (2) teacher with (10%) in governmental think that their pupils always spell words accurately.

and there are(1) teacher with (5%) think that pupils often spell words accurately and (7)teacher with (35%)think that pupils sometimes spell words accurately .

Table(8) Pupils get confused in homophones

	School		Total
	Private school	Goverment school	
Always	3 15.0%	2 10.0%	5 25.0%
Often	1 5.0%	2 10.0%	3 15.0%
Sometimes	4 20.0%	3 15.0%	7 35.0%
Rarely	1 5.0%	3 15.0%	4 20.0%
Never	1 5.0%	0 .0%	1 5.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-8) and figure (4-8)that there are (3)persons in study's sample with (15%) percentage in the private school who think that their pupils always get confused in homophones

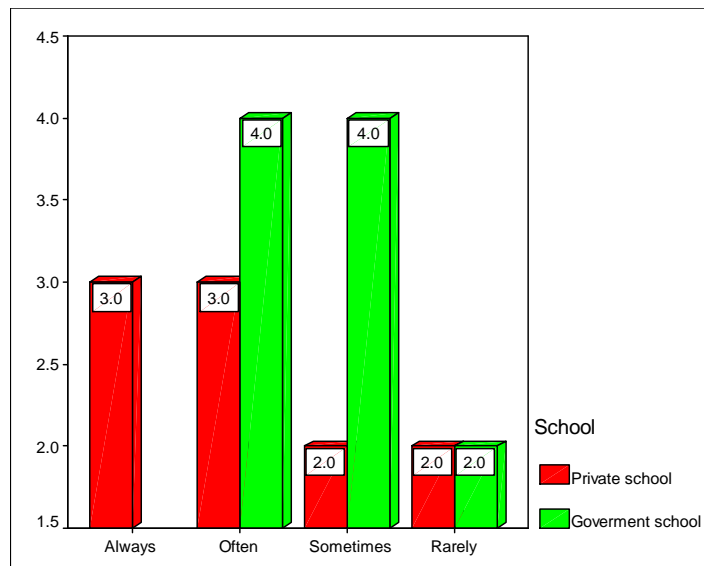
and (1)of them with(5%) think that pupils often get confused in homsophones and(4) of them with (20%) think that sometimes Pupils get confused in homophones and there are (1) with (5%)of the teacher think that rarely pupils get confused in homophones (1) teacher with (5%) think

never pupils get confused in homophones. whereas in governmental there are (2) teachers with (10%) think that their pupils get confused in homophones

and there are (2) teacher with (10%) think that pupils often get confused in homophones and there are (3) teacher with (15%) think that pupils sometimes get confused in homophones and there are (3) with (15%) think that pupils rarely get confused in homophones.

Table (9) Pupils memorize spelling of relevant words

	School		Total
	Private school	Goverment school	
Always	3 15.0%	0 .0%	3 15.0%
Often	3 15.0%	4 20.0%	7 35.0%
Sometimes	2 10.0%	4 20.0%	6 30.0%
Rarely	2 10.0%	2 10.0%	4 20.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-9) and figure (4-9)that there are (3)persons in study's sample with (15%) percentage in the private school who think that their pupils always memorize spelling of relevant words

and (3)of them with(15%) think that pupils often memorize spelling of relevant words and(2) of them with(10%) think that sometimes Pupils memorize spelling of relevant words and there are (2) with (10%)of the teacher think that rarely pupils memorize spelling of relevant word. whereas in governmental there are (4) teachers with (20%) think that their pupils often memorize spelling of relevant words

and there are(4) teacher with (20%) think that pupils sometimes memorize spelling of relevant words and there are (2)teacher with (10%)think that pupils rarely memorize spelling of relevant words.

Punctuation tables(10-12)

Table (10) Pupils are clear about the use of comma

	School		Total
	Private school	Government school	
Always	1 5.0%	2 10.0%	3 15.0%
Often	1 5.0%	2 10.0%	3 15.0%
Sometimes	5 25.0%	4 20.0%	9 45.0%
Rarely	2 10.0%	2 10.0%	4 20.0%
Never	1 5.0%	0 .0%	1 5.0%
Total	10 50.0%	10 50.0%	20 100.0%

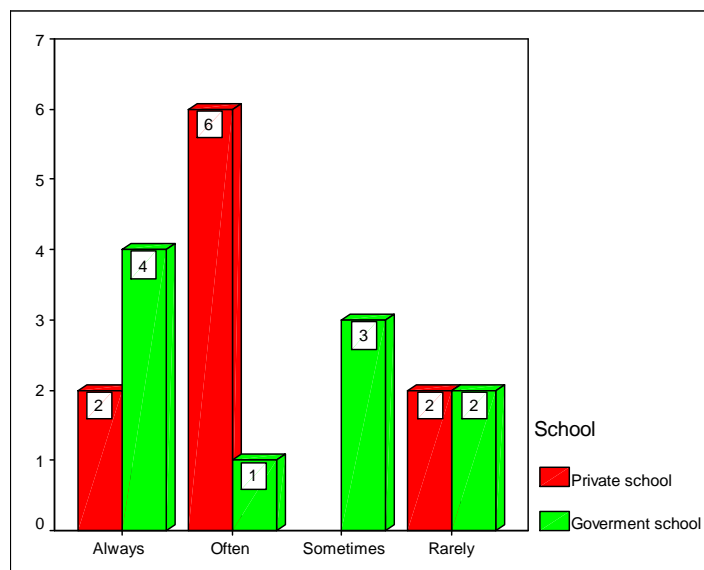
It is clear from table no(4-10) and figure (4-10)that there are (1persons in study's sample with (5%) percentage in the private school who think that their pupils always are clear about the use of comma and (1)of them with(5%) think that pupils often are clear about the use of comma and(5) of them with percentage(25%) think that sometimes Pupils are clear about the use of comma (2) with (10%)of the teacher think that rarely pupils are clear about the use of comma (1) teacher with (5%) think that never Pupils are clear about the use of comma whereas in governmental there are (2) teachers with (10%) think

that their pupils always are clear about the use of comma

and there are(2) teacher with (10%) think that pupils often are clear about the use of comma (4)teacher with (20%)think that sometimes Pupils are clear about the use of comma and there are (2)with (10%) think that pupils rarely are clear about the use of comma.

table (11) Pupils use full stop question mark properly.

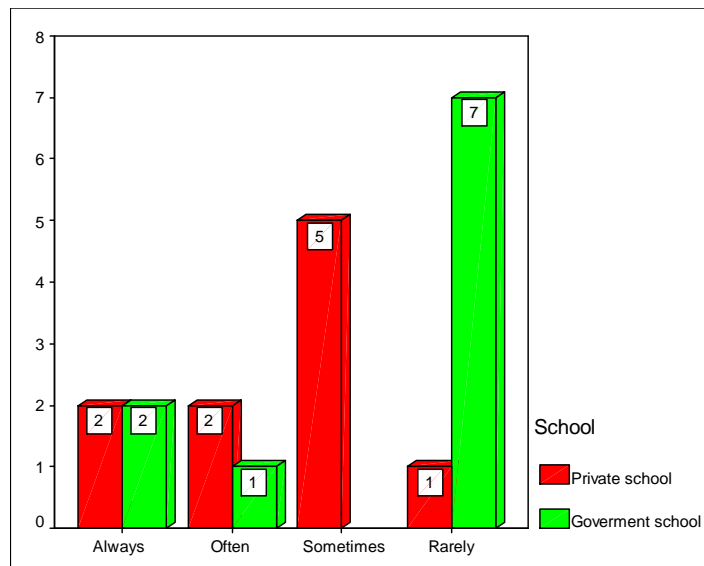
	School		Total
	Private school	Government school	
Always	2 10.0%	4 20.0%	6 30.0%
Often	6 30.0%	1 5.0%	7 35.0%
Sometimes	0 .0%	3 15.0%	3 15.0%
Rarely	2 10.0%	2 10.0%	4 20.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-11) and figure (4-11) that there are (2) persons in study's sample with (10%) percentage in the private school who think that their pupils always use full stop question mark properly. and (6) of them with (30%) think that pupils often use full stop question mark properly and (2) of them with percentage (10%) think that rarely Pupils use full stop question mark properly whereas in governmental there are (4) teachers with (20%) think that their pupils always use full stop question mark properly and there are (1) teacher with (5%) think that often Pupils use full stop question mark properly. (3) teacher with (15%) think that sometimes Pupils use full stop question mark properly. and there are (2) with (10%) think that Pupils rarely use full stop question mark properly.

Table (12) Pupils use apostrophe to show possession

	School		Total
	Private school	Goverment school	
Always	2 10.0%	2 10.0%	4 20.0%
Often	2 10.0%	1 5.0%	3 15.0%
Sometimes	5 25.0%	0 .0%	5 25.0%
Rarely	1 5.0%	7 35.0%	8 40.0%
Total	10 50.0%	10 50.0%	20 100.0%

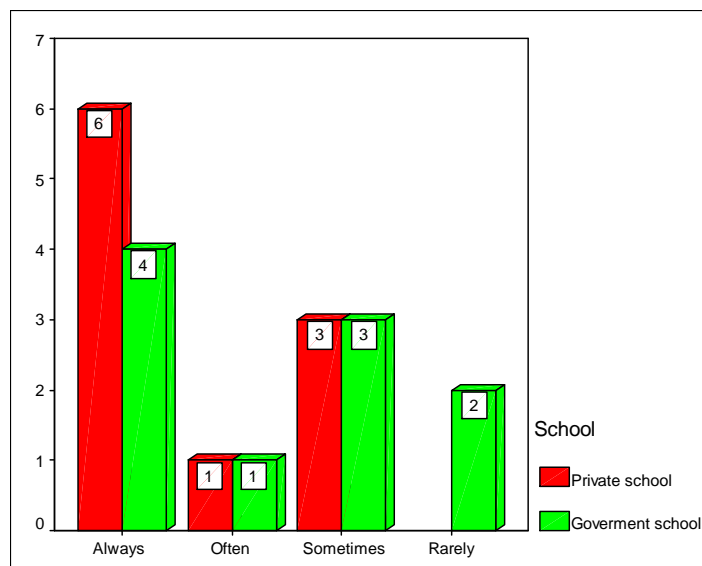


It is clear from table no(4-12) and figure (4-12) that there are (2) persons in study's sample with (10%) percentage in the private school who think that their pupils always use apostrophe to show possession and (2) of them with (10%) think that pupils often use apostrophe to show possession and (5) of them with (25%) think that sometimes Pupils use apostrophe to show possession and there are (1) teacher who think that rarely Pupils use apostrophe to show possession whereas in governmental there are (2) teachers with (10%) think that their pupils always use apostrophe to show possession and there are (1) teacher with (5%) think that pupils often use apostrophe to show possession and there are (7) teachers with (35%) think that their pupils use apostrophe to show possession rarely.

Capitalization tables (13-16)

Table (13) Pupils use capital letter at the beginning of a sentence.

	School		Total
	Private school	Goverment school	
Always	6 30.0%	4 20.0%	10 50.0%
Often	1 5.0%	1 5.0%	2 10.0%
Sometimes	3 15.0%	3 15.0%	6 30.0%
Rarely	0 .0%	2 10.0%	2 10.0%
Total	10 50.0%	10 50.0%	20 100.0%



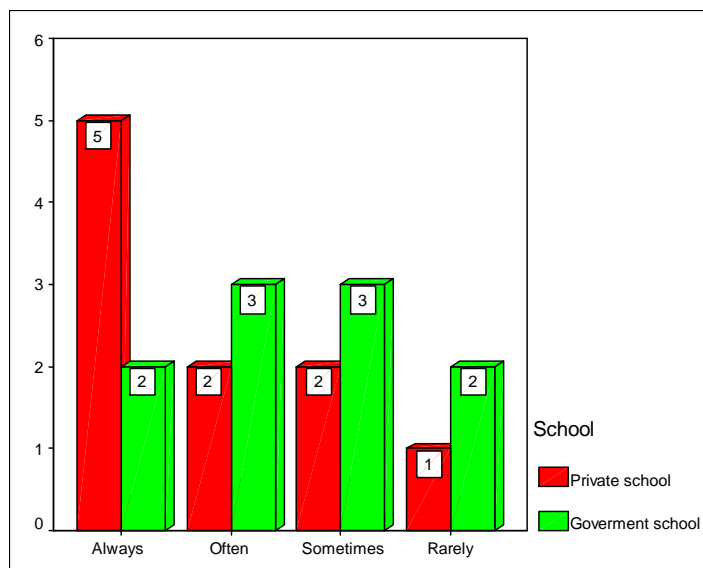
It is clear from table no(4-13) and figure (4-13) that there are (6) persons in study's sample with (30%) percentage in the private school who think that their pupils always use capital letter at the beginning of a sentence and (1) of them with (5%) think that pupils often use capital letter at the beginning of a sentence and (3) of them with percentage (15%) think that sometimes Pupils use capital letter at the beginning of a sentence.

whereas in governmental there are (4) teachers with (20%) think that their pupils always Pupils use capital letter at the beginning of a sentence and there are (1) teacher with (5%) think that pupils often use capital letter at the beginning of sentence.

and there are (3) teacher with (15%) a think that their pupils sometimes use capital letter at the beginning of a sentence and (2) of them with (10%) percentage think that pupils rarely Pupil use capital letter at the beginning of a sentence.

Table (14) Pupils capitalize the letter of proper nouns

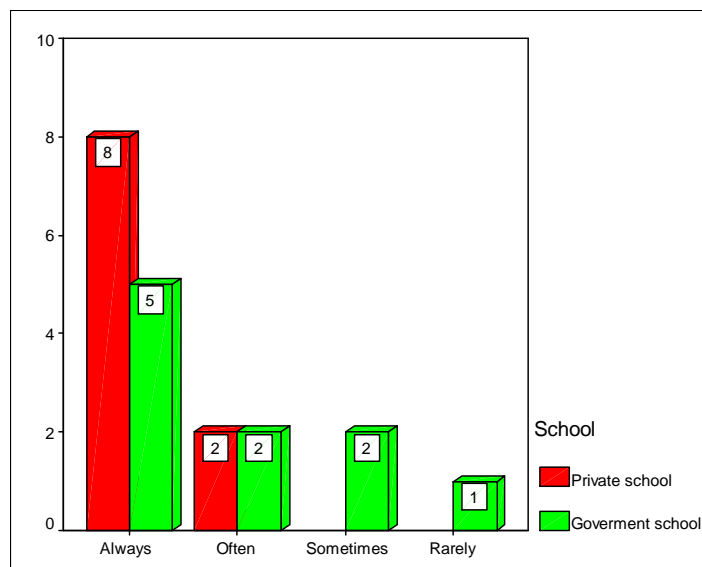
	School		Total
	Private school	Goverment school	
Always	5 25.0%	2 10.0%	7 35.0%
Often	2 10.0%	3 15.0%	5 25.0%
Sometimes	2 10.0%	3 15.0%	5 25.0%
Rarely	1 5.0%	2 10.0%	3 15.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-14) and figure (4-14)that there are (5)persons in study's sample with (25%) percentage in the private school who think that their pupils always capitalize the letter of proper nouns and (2)of them with(10%) think that pupils often capitalize the letter of proper nouns and(2) of them with (10%) think that sometimes Pupils capitalize the letter of proper nouns and there are (1) teacher think that rarely Pupils capitalize the letter of proper nouns whereas in governmental there are (2) teachers with (10%) think that their pupils always capitalize the letter of proper nouns and there are (3) teacher with (15%) think that pupils often capitalize the letter of proper nouns and there are (3)teacher with (15%)think that their pupils sometimes capitalize the letter of proper nouns and (2)of them with(10%) percentage think that rarely Pupils capitalize the letter of proper nouns.

Table (15) Pupils capitalize (I) when it comes as a pronoun.

	School		Total
	Private school	Goverment school	
Always	8 40.0%	5 25.0%	13 65.0%
Often	2 10.0%	2 10.0%	4 20.0%
Sometimes	0 .0%	2 10.0%	2 10.0%
Rarely	0 .0%	1 5.0%	1 5.0%
Total	10 50.0%	10 50.0%	20 100.0%



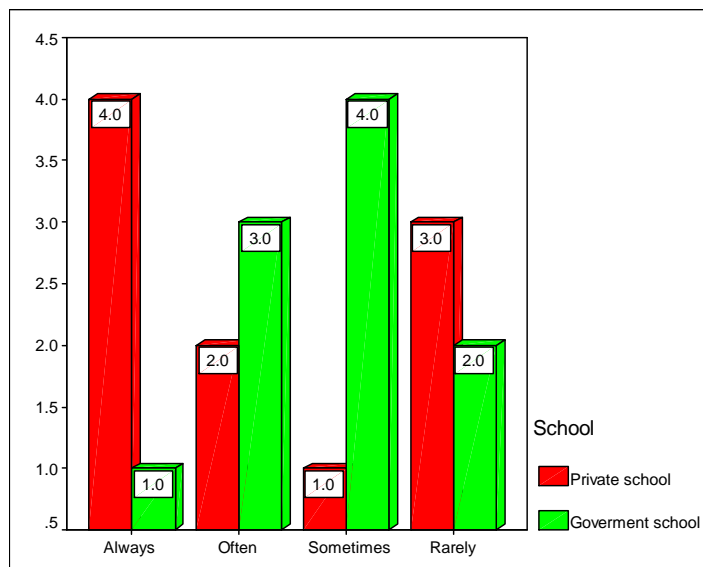
It is clear from table no(4-15) and figure (4-15)that there are (8)persons in study's sample with (40%) percentage in the private school who think that their pupils always capitalize (I) when it comes as a pronoun and (2)of them with(10%) think that pupils often Pupils capitalize (I) when it comes as a pronoun

whereas in governmental there are (5) teachers with (25%) think that their pupils always Pupils capitalize (I) when it comes as a pronoun and there are (2) teacher with (20%) think that pupils often capitalize (I) when it comes as a pronoun

and there are (2)teacher with (10%)think that their pupils sometimes capitalize (I) when it comes as a pronoun and (1)of them with(5%) percentage

Table (16) Pupils use capital letters in the right place.

	School		Total
	Private school	Goverment school	
Always	4 20.0%	1 5.0%	5 25.0%
Often	2 10.0%	3 15.0%	5 25.0%
Sometimes	1 5.0%	4 20.0%	5 25.0%
Rarely	3 15.0%	2 10.0%	5 25.0%
Total	10 50.0%	10 50.0%	20 100.0%



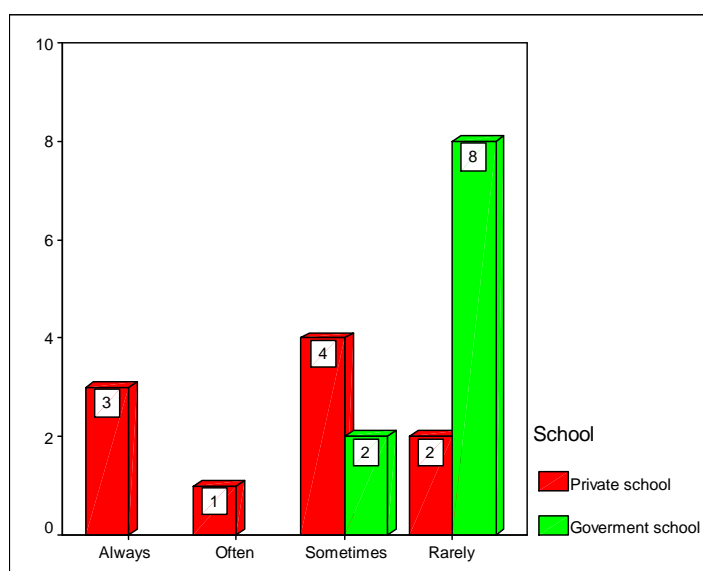
It is clear from table no(4-16) and figure (4-16)that there are (4)persons in study's sample with (20%) percentage in the private school who think that their pupils always use capital letters in the right place. and (2)of them with(10%) think that pupils often use capital letters in the right place and there are (1) of them with (5%) think that pupils often use capital letters in the right place and there are (3) of them with(15%) think that pupils often use capital letters in the right place whereas in governmental there are (1) teachers with (5%) think

that their pupils always use capital letters in the right place and there are (3) of them with (15%) think that pupils often use capital letters in the right place and there are(4) teacher with (20%) think that pupils sometimes use capital letters in the right place and there are (2) of them with (10%) think that pupils rarely use capital letters in the right place .

Vocabulary Tables(17-20)

Table(17) pupils can use award in different forms / part of speech

	School		Total
	Private school	Goverment school	
Always	3 15.0%	0 .0%	3 15.0%
Often	1 5.0%	0 .0%	1 5.0%
Sometimes	4 20.0%	2 10.0%	6 30.0%
Rarely	2 10.0%	8 40.0%	10 50.0%
Total	10 50.0%	10 50.0%	20 100.0%



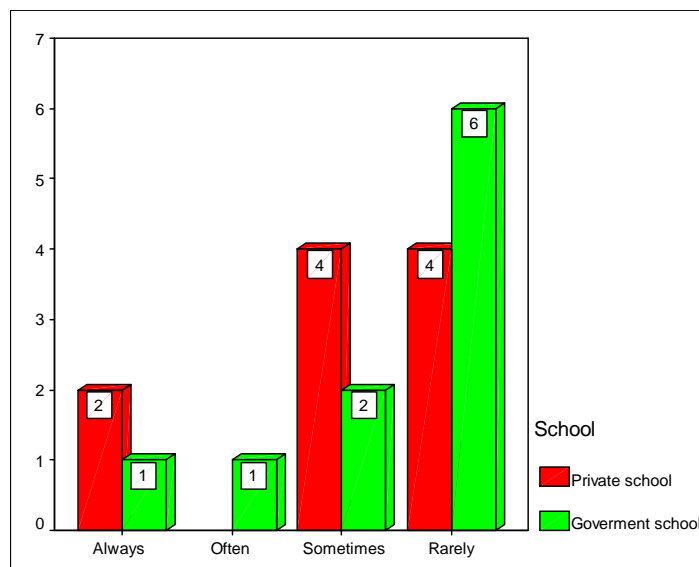
It is clear from table no(4-17) and figure (4-17)that there are (3)persons in study's sample with (15%) percentage in the private school who think that their pupils always can use award in different forms / part of speech

and (1)of them with(5%) think that pupils often can use award in different forms / part of speech and there are (4) persons of them with (20%) think that pupils sometimes pupils can use award in different forms / part of speech and there are (2) teacher think that pupils rarely pupils can use award in different forms / part of speech whereas in governmental there are (2) teachers with (10%) think

that their pupils sometimes can use award in different forms / part of speech and (8)of them with(40%) percentage think that rarely pupils can use award in different forms / part of speech.

table(18):pupils can use compound noun

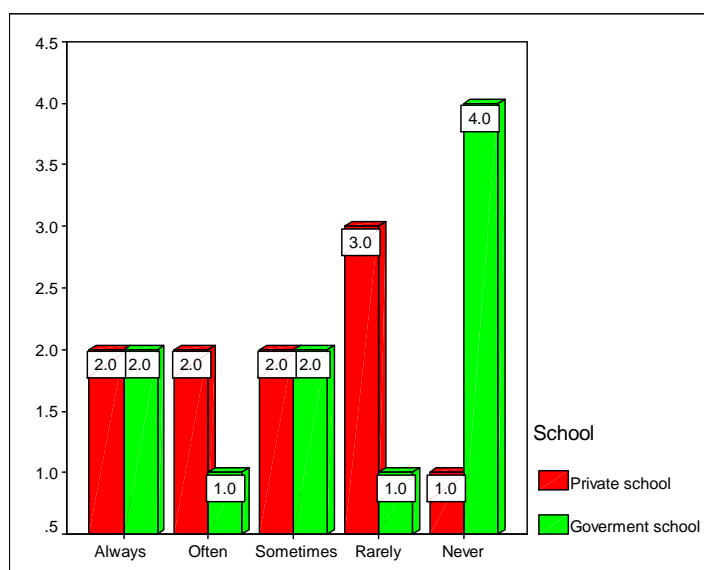
	School		Total
	Private school	Goverment school	
Always	2 10.0%	1 5.0%	3 15.0%
Often	0 .0%	1 5.0%	1 5.0%
Sometimes	4 20.0%	2 10.0%	6 30.0%
Rarely	4 20.0%	6 30.0%	10 50.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-18) and figure (4-18)that there are (2)persons in study's sample with (10%) percentage in the private school who think that their pupils always can use compound noun and (4)of them with(20%)s think that pupils sometime can use compound noun and there are (4) teacher think that rarely pupils can use compound noun whereas in governmental there are (1) teachers with (5%) think that their pupils always can use compound noun and there are (1) teacher with (5%) think that pupils often can use compound noun and there are (2)teacher with (10%)think that their pupils sometimes Pupils can use compound noun and there are (6)of them with(30%) percentage think that rarely Pupils can use compound noun.

Table (19) Pupils write comprehensible phrases

	School		Total
	Private school	Goverment school	
Always	2 10.0%	2 10.0%	4 20.0%
Often	2 10.0%	1 5.0%	3 15.0%
Sometimes	2 10.0%	2 10.0%	4 20.0%
Rarely	3 15.0%	1 5.0%	4 20.0%
Never	1 5.0%	4 20.0%	5 25.0%
Total	10 50.0%	10 50.0%	20 100.0%



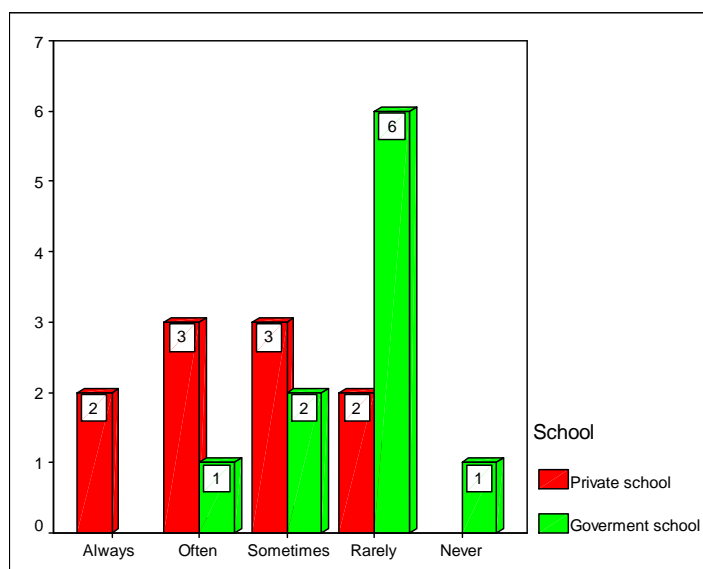
It is clear from table no(4-19) and figure (4-19)that there are (2)persons in study's sample with (10%) percentage in the private school who think that their pupils always write comprehensible phrases

and (2)of them with(10%)s think that pupils often write comprehensible phrases and there are (2) teacher think that sometimes pupils write comprehensible phrases and (3) of the them with (15%) percentage think that rarely pupils write comprehensible phrases and (1) teacher with (5%) think that pupils never write comprehensible phrases whereas in governmental there are (2) teachers with (10%) think

that their pupils always write comprehensible phrases and (1) teacher with (5%) think that pupils often write comprehensible phrases and there are (2) teacher with (10%) think that their pupils sometimes can write comprehensible phrases and there are (1) of them with (5%) percentage think that rarely Pupils write comprehensible phrases and there are (4) teacher with (20%) think that Pupils never write comprehensible phrases.

Table (20) Pupil use on variety of vocabulary item

	School		Total
	Private school	Goverment school	
Always	2 10.0%	0 .0%	2 10.0%
Often	3 15.0%	1 5.0%	4 20.0%
Sometimes	3 15.0%	2 10.0%	5 25.0%
Rarely	2 10.0%	6 30.0%	8 40.0%
Never	0 .0%	1 5.0%	1 5.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-20) and figure (4-20)that there are (2)persons in study's sample with (10%) percentage in the private school who think that their pupils always use one variety of vocabulary items.

and (3)of them with(15%)s think that pupils often use on variety of vocabulary items and there are (3) teacher think that sometimes pupils use on variety of vocabulary items and there are (2) of them with (10%) think that rarely Pupil use on variety of vocabulary items whereas in governmental there are (1) teachers with (5%) think that their pupils use on variety of vocabulary items often and there are (2) teacher with(10%) think that pupils sometimes Pupil use on variety of vocabulary items

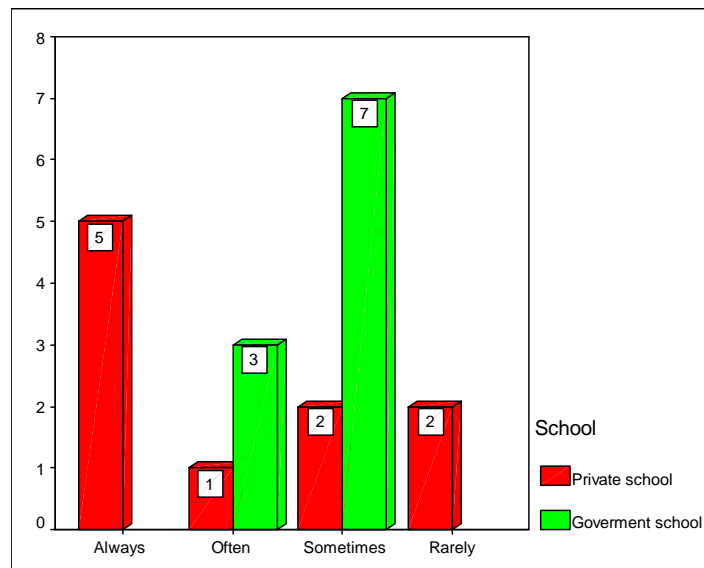
and there are (6)teacher with (30%)think that their pupils rarely Pupils Pupil use on variety of vocabulary items and there are (1)of them with(5%) percentage

think that never Pupils use on variety of vocabulary

Grammar tables (21-24)

Table (22) Pupils know sequence of Adjectives and Nouns in a sentence properly.

	School		Total
	Private school	Goverment school	
Always	5 25.0%	0 .0%	5 25.0%
Often	1 5.0%	3 15.0%	4 20.0%
Sometimes	2 10.0%	7 35.0%	9 45.0%
Rarely	2 10.0%	0 .0%	2 10.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-21) and figure (4-21)that there are (5)persons in study's sample with (25%) percentage in the private school who think that their pupils always know sequence of Adjectives and Nouns in a sentence properly

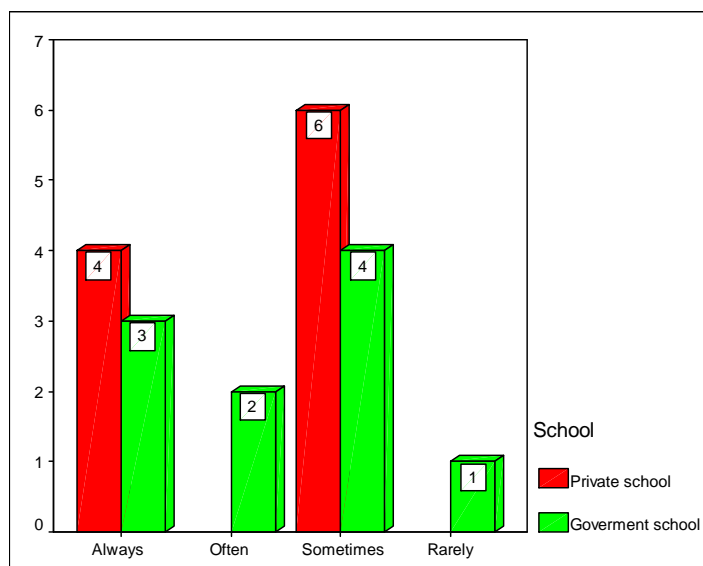
and (1)of them with(5%)s think that pupils often know sequence of Adjectives and Nouns in a sentence properly

and there are (2) teacher with(10%) think that sometimes pupils often know sequence of Adjectives and Nouns in a sentence properly

and (2) of the them with (10%) percentage think that rarely pupils know sequence of Adjectives and Nouns in a sentence properly whereas in governmental there are(3) teachers with (15%) think that their pupils often know sequence of Adjectives and Nouns in a sentence properly and (7) teacher with (35%) think that pupils sometimes know sequence of Adjectives and Nouns in a sentence properly.

Table (22) Pupils know subject-verb agreement

	School		Total
	Private school	Goverment school	
Always	4 20.0%	3 15.0%	7 35.0%
Often	0 .0%	2 10.0%	2 10.0%
Sometimes	6 30.0%	4 20.0%	10 50.0%
Rarely	0 .0%	1 5.0%	1 5.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-22) and figure (4-22)that there are (4)persons in study's sample with (20%) percentage in the private school who think that their pupils always know subject-verb agreement

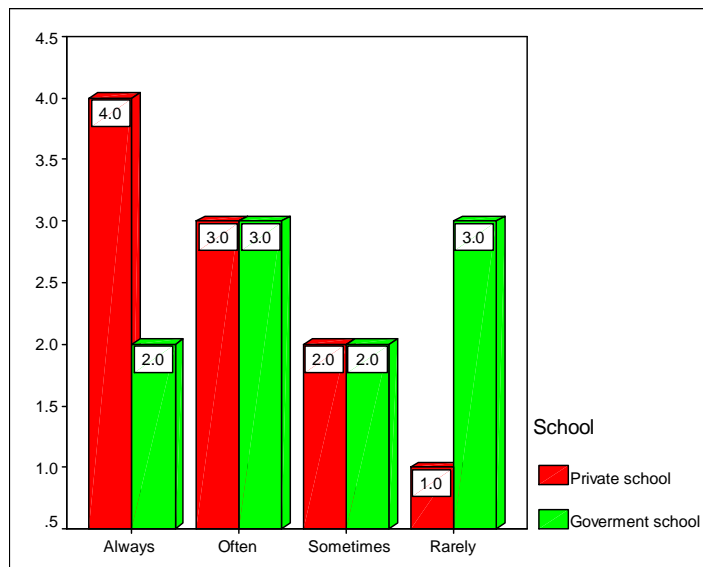
and (6)of them with(30%)s think that pupils sometimes know subject-verb agreement

whereas in governmental there are (3) teachers with (15%) think that their pupils always know subject-verb agreement and (2) teacher with (10%) think that pupils often know subject-verb agreement

and there are (4)teacher with (20%)think that their pupils sometimes know subject-verb agreement and there are (1)of them with(5%) percentage think that rarely Pupils know subject-verb agreement and .

Table (23) Pupils use basic sentence structure correctly.

	School		Total
	Private school	Goverment school	
Always	4 20.0%	2 10.0%	6 30.0%
Often	3 15.0%	3 15.0%	6 30.0%
Sometimes	2 10.0%	2 10.0%	4 20.0%
Rarely	1 5.0%	3 15.0%	4 20.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-23) and figure (4-23)that there are (4)persons in study's sample with (20%) percentage in the private school who think that their pupils always use basic sentence structure correctly

and (3)of them with(15%)s think that pupils often use basic sentence structure correctly there are (2) teachers think that sometimes use basic sentence structure correctly and there are (1) of them with (5%) think that rarely pupils use basic sentence structure correctly whereas in governmental there are (2) teachers with (10%) think

that their pupils always use basic sentence structure correctly and (3) teacher with (15%) think that pupils often use basic sentence structure correctly

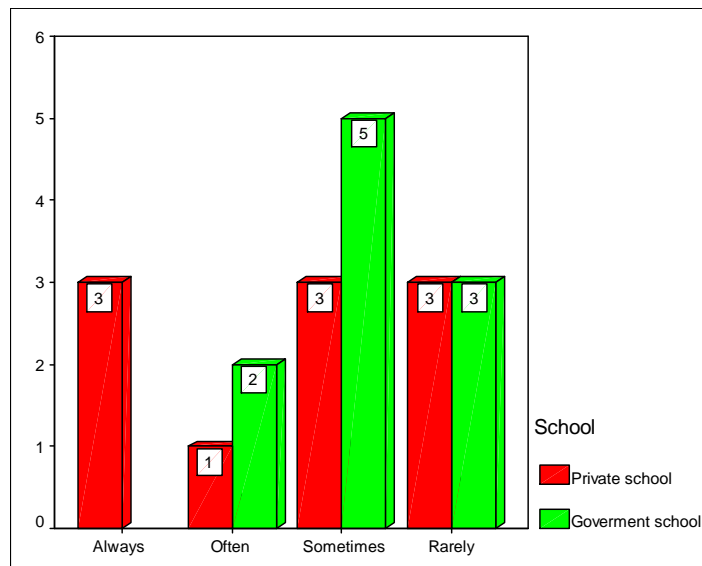
and there are (2)teacher with (10%)think that their pupils sometimes use basic sentence structure correctly

and there are (3)of them with(15%) percentage

think that rarely Pupils use basic sentence structure correctly

Table (24) Pupils use articles adequately

	School		Total
	Private school	Government school	
Always	3 15.0%	0 .0%	3 15.0%
Often	1 5.0%	2 10.0%	3 15.0%
Sometimes	3 15.0%	5 25.0%	8 40.0%
Rarely	3 15.0%	3 15.0%	6 30.0%
Total	10 50.0%	10 50.0%	20 100.0%



It is clear from table no(4-24) and figure (4-24)that there are (3)persons in study's sample with (15%) percentage in the private school who think that their pupils always use articles adequately and (1)of them with(5%)s think that pupils often use articles adequately and there are (3)teacher with (15%) think that sometimes pupils use articles adequately and (3) teacher with (15%) think that rarely pupils use articles adequately whereas in governmental there are (2) teachers with (10%) think that their pupils often Pupils use articles adequately and there are (5) teacher with (25%) think that pupils sometimes use articles adequately

and there are (3) of them with (15%) percentage think that rarely use articles adequately.

4.25 Discussions of the research hypotheses

From above analysis and discussions and according to research questions and hypotheses the researcher arrived at

1. Sudanese young learners at primary school settings make different types of learning errors.
2. Some types of errors are frequent in their writing.
3. Sudanese teachers at primary school settings are not well trained to handle the teaching operation of English.

4.26 Commentary on pupil's Test

1. Private School Writing Task:

2. pupils presented their ideas easily.
3. a few of them have writing problems (organization, punctuation, grammar, and spelling); their performances are better than their counterparts in governmental School.

2. Government School

Writing Task:

After a thorough correction error-analysis of the samples problems in writing are as follows:

1. Few of pupils presented their ideas easily.
2. Their writings are not devoid of writing problems (capitalization, organization, punctuation, grammar, and spelling); their performances are less than their counterparts in private School.

Chapter Five

Conclusions, Recommendation and suggestion for further studies

5.0 Introduction:

This research is attempted to study the Investigating Writing Difficulties of EFL Encountered by Sudanese Learners at Primary School Settings there was especial concentration on writing. The researcher proposed the following questions as an entrance

1. What types of errors Sudanese young learners make in their writing?
2. What are a common causes behind the occurrence of such errors?
3. What is the effective of the time given to the writing skill by the teachers ?
4. To what extent does the environment of learning affect the learning process?
5. What is the effect of teacher training on the operation of learning?

In order to find relevant answers to the above questions, the researcher made the following hypotheses:

- 1.Sudanese young learners at primary school settings make different types of learning errors.
2. Some types of errors are frequent in their writing.
3. Sudanese teachers at primary school settings are not well trained to handle the teaching operation of English.

As regards the problems cited in the current study, the researcher underpins the following objectives:

Investigating and identifying the magnitude of the writing errors made by Sudanese young learners at primary schools.

The frequency of the errors

How they can be addressed and remedied?

With the reference to chapter four above, the study came up with the following finding and recommendation :

5.1 Conclusions:

The major conclusions of this study can be summarized as follows:

- that pupils who start learning English from the first year of going to school (private school) have better command in written English than their counterparts who start learning English in the 5th year (governmental school).
- Most of the teachers has many problems in teaching operations process this shown clearly among pupils writing

5.2 Recommendations:

From the findings the researcher came up with the following recommendations:

English language teachers should work hard to solve writing problems represented in pupil performance such as :

- Organization of writing
- spelling
- punctuation
- capitalization
- vocabulary
- Grammar

English teachers in both governmental and private schools should have been train well to handle the teaching operation process

English language should be conduct early to the pupils from the first class

5.3 Suggestion of further studies

- 1-How the teacher improve their student writing
- 2- how the new technology such as computer and websites can facilitate the writing processes .
- 3- this study could be extend to include the attitudes and motivation of teachers and their real reasons behind the choice of English as a subject to teach.

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Appendix
SUAN UNIVERSITY FOR SCIENCE AND TECHNOLOGY
COLLEGE OF GRAUATES STUIES
Teacher Questionnaire

Dear teacher,

This questionnaire is part of M.A study on
Investigating Writing Difficulties of EFL Encountered by Sudanese Learners
at Primary School Settings

I would be most grateful if you just spare some of your valuable time to fill
out this questionnaire. please be assured that ,the information elicited only for
academic purpose .Thank you for your cooperation.

Magoline Musa

M.A Candidate.

College of language

College of Graduate Studies

Sudan University of Sciences' and Technology

Teachers' Feedback Questionnaire:

This questionnaire is intended to collect data for a study on performance of young learners of English in Basic schools, first grade and eighth grade please choose the option that best describes your pupils.

Private school ☐ government school ☐

Years of Teaching experience 5-10 ☐ 10-15 ☐ 15- 20 ☐
20-25 ☐

1. Organization of writing:

No		Always	Often	Sometimes	Rarely	Never
1.	Pupils indent paragraphs.					
2.	Pupils can organize ideas logically.					
3.	Pupils writing is not good.					
4.	Pupils revise their writing.					

2. Spelling:

No		Always	Often	Sometimes	Rarely	Never
1.	Pupils spell words accurately.					
2.	Pupils get puzzled with /p/ and /b/.					
3.	Pupils get confused in homophones					
4.	Pupils memorize spelling of relevant words.					

Punctuation:

No		Always	Often	Sometimes	Rarely	Never
1.	Pupils are clear about the use of comma.					
2.	Pupils use full stop question mark properly.					
3.	Pupils use apostrophe to show possession.					

4. Capitalization

No		Always	Often	Sometimes	Rarely	Never
1.	Pupils use capital letter at the beginning of a sentence.					
2.	Pupils capitalize the letter of proper nouns.					
3.	Pupils capitalize (I) when it comes as a pronoun.					
4.	Pupils use capital letters in the right place.					

5. Vocabulary:

No		Always	Often	Sometimes	Rarely	Never
1.	Pupils can use a word in different forms/parts of speech.					
2.	Pupils can use compound noun.					
3.	Pupils write comprehensible phrases.					
4.	Pupils use on variety of vocabulary items.					

6. Grammar:

No		Always	Often	Sometimes	Rarely	Never
1.	Pupils know sequence of Adjectives and Nouns in a sentence properly.					
2.	Pupils know subject-verb agreement.					
3.	Pupils use basic sentence structure correctly.					
4.	Pupils use articles adequately.					