

الآية

قال تعالى

(قَالَ رَبِّ اشْرَحْ لِي صَدْرِي
*وَيَسِّرْ لِي أَمْرِي *وَاحْلُلْ عُقْدَةً مِّنْ
لِّسَانِي *يَفْقَهُوا قَوْلِي)

سورة طه الآية 25-26-27-28

**O My lord! Expand my breast. Ease My task for me and“
remove the impediment from my speech, so they may
”.understand what I say**

Taha verses 25-26-27-28

Dedication

To my parents,

My brothers and sisters

To the soul of my brother

To the soul of Dr. Mohammed Albusairi,

To all my teachers,

I dedicate this simple effort

Acknowledgments

I wish to express my sincere gratitude to my Supervisor Dr Salaheldin Adam Ahmed for his valuable advice And support throughout this study.

I am also deeply indebted to my parents, teachers, brothers,and sisters, for their encouragement and support.

My sincere and great thanks are also due to Dr: Ibrahim Altikina and Dr: Mohammed Abu Baker Algadi at Alzaeem Alazhari University.

I also, thank Dr. Ishraga Basheer and Mr. AbdUlrehman A. Mohmouod of Al Neelain University and Abdelkarim Hassan of Sudan University of Science and Technology for their support.

My gratitude also goes to the Second year English Language Students, at Sudan University of Science and Technology for their cooperation in the data collection process.

Abstract

This study aims to investigate the grammatical errors made by English as A foreign Language learners when writing .It also investigates the factors behind these errors. To collect the required data, the researcher used two writing tests that include different types of grammatical structures. The tests were administrated to seventy

second year students at Sudan University of Science and Technology. The students also filled in a questionnaire about grammar and its teaching and learning. A structured questionnaire was also conducted to sixty English language teachers from different universities to investigate the teaching of grammar at Sudan University of Science

and Technology second year English language students'. The findings of the study have revealed that the majority of the students have difficulty with some grammar rules such as tenses (past and present), prepositions and articles. In addition to that the syllabus of Sudan University of Science and Technology does not put enough emphasis

on teaching grammatical items which results in poor writing. The current methods used in teaching English grammar are also not effective and are not integrated in a way that helps in writing. The results have also shown that some grammatical errors are made because these grammatical items have no equivalence in learners'

mother tongue. The results of the have study also revealed that some students face difficulties in choosing the correct grammatical item. Based on the findings of the study, the researcher recommends that more time must be devoted to teaching and practice of grammar rules and also more practical grammar teaching methods should be

introduced and train teacher on them; teaching English grammar in a way that motivates learners and makes it more interesting.

المستخلص

25

تبحث هذه الدراسة الأخطاء النحوية في الكتابة لدى دارسي اللغة الانجليزية بوصفها أجنبية. تناولت الدراسة أيضا أسباب هذه الأخطاء. شملت الدراسة سبعين طالب بجامعة السودان وستين معلم من مختلف الجامعات. ولتحقيق هذا الهدف استخدمت وسيلتين لجمع البيانات هما اختبار الكتابة الذي اشتمل على موضوعين

في الكتابة وملئ استبياناه لسبعين طالبا بالسنة الثانية في قسم اللغة الإنجليزية بجامعة السودان للعلوم والتكنولوجيا. كما قام ستون أستاذا للغة الإنجليزية من الجامعات السودانية بملء استبياناه عن تدريس قواعد اللغة الإنجليزية في السودان. أظهرت نتائج البحث أن معظم الطلاب الذين اشتركوا في الدراسة لديهم مشكلات في التعامل مع بعض قواعد اللغة الانجليزية مثل المضارع البسيط

والفعل الماضي، والأدوات الخاصة بالزمان والمكان والتعريف والتنكير. بالإضافة إلى أن مناهج اللغة الإنجليزية لا تولي تعلم القواعد الاهتمام الكافي مما ينعكس ذلك سلباً على الكتابة. وأظهرت نتائج الدراسة أيضاً أن بعض الطلاب يجدون صعوبة في اختيار واستخدام القاعدة النحوية الصحيحة. ويعزى ذلك إلى طريقة تدريس قواعد اللغة الانجليزية وأن بعض الأخطاء النحوية سببها عدم وجود قواعد

مقابلة لها في اللغة إلام للطلاب. وأوصت الدراسة بتخصيص مدة كافية و الاهتمام بتدريس قواعد اللغة الإنجليزية وإدخال طرق أكثر فعالية وعملية في تدريسها مما يجعلها محبة للطلاب.

Table of Contents

Item	Page
Verses اَلْاَيَاتُ	I

Dedication	II
Acknowledgements	III
Abstract	IV
Abstract)Arabic(VI
Table of Contents	VII
List of Tables	X
CHAPTER ONE: Introduction	

1.0 Overview	1
1.1 Statement of the problem	1
1.2 Grammar courses at Sudan University	2
1.3 Hypotheses of the study	3
1.4 Objectives of the Study	3
1.5 Questions of the Study	4
1.6 Significance of the study	4

1.7 Methodology	5
1-8 student's questionnaire	5
1-9 Teacher's questionnaire	5
CHAPTER TWO: Theoretical Framework and Previous Studies	
2.0 Introduction	7
2.1 Writing	7

2.1.1 Definition of writing	7
2.1.2 Writing as a process	9
2.1.3 Features of Writing	10
2.1.4 Grammar and Writing	11
2.2.1 Error analysis (EA)	13
2.2.2 Error versus mistake	14
2.2.3 Background of Error Analysis	15

2.2.4 The Goal of Error Analysis	17
2.2.5 Practical Uses of Errors	17
2.2.6 The Concept of EA	18
2.2.7 The significance of the learner errors	19
2.2.8 Classification of Errors	21
2.2.9 The Significance of errors	23
2.2.10 Branches and use of error analysis	25

2.3 Previous Studies	29
CHAPTER THREE: Methodology	
3.0 Introduction	32
3.1 The Subjects	32
3.1.1 The students	32
3.1.2 The Teachers	32
3.2. Instruments of Data Collection	33

3.2.1 Writing Test	33
3.2.2 The Questionnaire	33
3.2.2.1 The students' questionnaire	33
3.2.2.2 The Teachers' Questionnaire	34
3.4 Procedures	34
3.5 Validity and Reliability of the questionnaire	34
3.6 Validity of the test	35

3.7 Reliability of the tests	35
3.8 Pilot Study	35
3.8.0 Introduction	35
3.8.1 Syntactic-Morphological Error	37
3.8.2 Tenses errors	39
3.8.3 Wrong selection of tenses	39
3.8.3.1 Present progressive instead of simple	40

3.8.3.2 The past progressive instead of past simple	40
CHAPTER FOUR: Data Analysis and Discussion	
4.0 Introduction	41
4.1 The Students' writing tests	41
4.2. The Results of Student's tests	41
4.2.1 Syntactic-Morphological Error	42
4.2.2 Tenses errors	44

4.2.2.1 Wrong selection of tenses	44
4.2.2.1.1 Present progressive instead of simple	44
4.2.2.1.2 Past progressive instead of past simple	45
4.3 The Students' Questionnaire	46
4.4 The Teachers' Questionnaire	46
4.5 The Results of the Students Questionnaire	47
4.6 The Results of the Teachers Questionnaire	50

4.7 Testing hypotheses	56
CHAPTER FIVE: Summary, Conclusion and Recommendations	
5.0 Introduction	57
5.2 Summary	57
5.3 Recommendations	58
Bibliography	60

Appendices	64
------------	-----------

List of Tables

45

Table	Page
Table (3.1) Students' number and gender	33
Table (3.1) Reliability and Validity of the Questionnaires	35
Table (3.2) Types of errors of the students and percentage	36
Table (4.1) Study of the types of errors of the students and percentage	44
Table (4.2) Teacher's Qualifications and Experiences	46

Table (4.3) Students' Responses to the Questionnaire	47
Table (4.5) Teachers' Responses to the Questionnaire	50