Chapter one

Introduction

1-1 Background

English is currently the most wide-spread language in the world, it is the primary language used on World Wide Web, in the learning and business arenas. Since English language is very important now days, it is taught as a foreign language. Usually it is taught by non-native speakers whose guidance may lead to certain problems particularly in using inflectional morphemes(s, es) of the present simple.

Students of English as foreign language undergo several difficulties in their learning process, particularly in learning second language .The role of learning is much important in communication message, views and ideas when students learn, they develop confidence and ability of over the language.

As the teacher of English language, for a number of years, the researcher comes across some areas of difficulties in the students in using present simple at Sudan University of science and technology. As foreign language, thus she is trying to contribute in finding solutions to some problems.

1-2 Statement of the problem:

Using (s, es) of present simple is problematic area for students majoring in English language case study of forth level at Sudan University of Science and Technology. The researcher discusses the difficulties that face the students while studying the present simple. She noticed that one of the major problems liens on the field in tenses particular in using inflectional morphemes (s, es) of the present simple .In this study, the researcher would

like to trace out and study in depth the obstacles students encounter and conclude by suggesting alternatives and remedies that may enable the students to improve their language and express themselves fluently without difficulties.

1-3 Objectives of the study:

- This research is focuses on the difficulties facing students in using present simple.
- Finding methods of introducing material in learning present simple.
- To promote the learning of the second language in fourth year students in using (s, es) of the present

1-4Questions of the study:

The researcher seeks to answer the following questions:

1-To what extent do EFL Sudanese learners use the inflectional morphemes (s , es) as third person singular in communication?

2- What is the best way for teaching inflectional morphemes (s, es) of the present simple?

3- What do EFL Sudanese learners encounter in using of inflectional morphemes (s, es) of the present simple?

1-5 Hypotheses of the study:

1- The Sudanese Student –learners use inflectional morphemes (s, es) of the present simple.

2- The best way for teaching the present simple in using inflectional morphemes (s, es).

3- Its foreign language, the Sudanese is neglected (s, es) of the present simple and lack of awareness of its importance to the teacher of English.

1-6 Significance of the study:

- This study will shed light on the most crucial aspects of weakness in English language particularly in learn present simple tense.
- This study is helpful to the teachers of English language, and will help other researchers to find solutions for difficulties Encountered by as foreign language learners, of English in using inflectional morphemes (s, es) of the present simple.

1-7 the methodology of the study:

The researcher will use the

Descriptive analytic method analyze, the researcher designs a test to collect data, in using inflectional morphemes(s, es) of the present simple.

1-8 Limits of the study:

This study is limited to students of forth level for academic years 2o14 - 2015 at Sudan University of science and technology, faculty of languages.

Chapter two

Literature review and previous Studies:

2-1 introduction

This chapter consists of two parts; the first one reviews the second part is about the previous studies.

The researcher in this part reviews the contribution of some other researchers in the area of what is it In English language learning The researcher discusses a brief introduction of the present simple ,them it provides some literature .

2-2 Grammar:

The term (grammar) has always been associated in peoples mind with the idea of correctness, that is to say with idea of learning how to write (good English), or how to speak properly. This idea goes back to seventeenth and eighteen centuries, and has been current up to very recent time Freed Born (1995)

stated that "the principal design of a grammatical of any language is to teach us to express ourselves with propriety in that language , and to be able to judge of every phrase and or every construction , whether it be right or not "(Freed Born,1995,p1)

However, modern linguistics who wrote grammar, are concerned with the description of how language is used, rather than prescribing how it should be used. They are mainly concerned with accounting for the way people actually use language. Thus rule in descriptive grammar as Freed Born (1995) explains are not imposed by linguists in order to produce good English, but they represent "an observed regularity. They are four major

traditions in linguistics scene one is the traditional of conventional or traditional grammar the second is structural or descriptive grammar, the third is tradition of transformational or generative grammar, and the fourth is that of systemic functional grammar, which has become the dominant method of linguistic analysis at the present time, so it is its principles which the research. But before studying this grammatical theory in detail, we are going to study the other ones in an attempt to point out their characteristic features, and present most of these view points with their justifications.

2- 3 Traditional grammar:

Traditional grammar is based on earlier grammars of Latin and Greek. Besides, as Black (1988) maintains, it is a perceptive grammar, i.e. It states rules for what is considered best or most correct usage as it depends on the Grammarian, s views of what is best. This approach has been recently charged, that traditional grammar has been criticized for being prescriptive grammar. As Blake had mentioned, it lays down rules of usage which the speakers of language must follow. It formulates what it ought to be, not what really is. But modern linguists see the grammar ought to be descriptive only. They should describe what usage in the language is ,by analyzing what is spoken or written, and they should not set rules for usage, and its prescriptivism is based on the individual grammarians; prejudices, or on the foundations of Latin grammar ,and that is usually hold against traditional grammar . As Blake (1988) says;

‘’ It can never be justified to lay dawn rules for one language on the basis of what happens in different language or of an individual own whims . (Blake, 1988, p2).

- Old traditional grammar of English was treated as being synonymous to Latin grammar in which words and words classes could be listed in isolation and discussed as linguistic units.(Herndon,1976,p53)

-modern traditional grammarians did not fall in the trap of grammar and adopting its peers to English. As Bollinger (1975)comments; what the up to date traditional grammars have done to eliminate law-giving tone of older works and to take full account of actual usage. But whether normative or descriptive, the traditional grammar carries no burden of explicit theory, and that justifies a common label for all its subspecies (Bollinger, 1975, p514)

2-4 structural grammar:

Structural grammar, on the other hand who that grammarians should build their judgments on observable phenomena not on conceptual or semantic ones. According to Ezzat, (1986) it defined as the study of relationships among the various Morphemes in a language in a given social context

Structural analysis as Fries maintains, starts by distinguishing two kinds of function. The lexical function and structural function. The lexical function of a word is its meaning in the dictionary. Structural function in English is conveyed form the speaker to hear by specific and definite devices. Thus ,as Fries points out grammar of a language consists of the devices that signal structural functions "(Fries,1964,p56-60) such devices are the ending forms of words, and the order of the words equally important is that structural functions in a language having significance only through a system of contrastive patterns.

2-5Transformational Generative grammars: according to Chomsky, ''a generative grammar is by definition a theory of the speaker's competence''. Chomsky sees that learning a language is just an attempt to

contract a grammar for it. So in contracting a generative grammar of a given language, the linguists depend on the native speaker's linguistic competence. That is to say, the native speaker's knowledge about the structure of his language .(Mathews,1979,p -13) according to transformational lists, Stage Berg ,(1970) each sentence has an abstract grammatical called deep structure , which determines its meaning , and another grammatical structure called surface structure , which determines its pronunciation.(Stage Berg, 1970,p -293).

2-6 Systemic functional grammar:

Language doesn't occur in a vacuum. It cannot be separated from situation(s) in which it occurs. As Malinowski,(cited in Ezzat''utterance and situations are bound up inextricably with each other and context of situation in indispensable for the understanding of words".(Ezzat,1986,p -28).

On viewing, studying and considering the grammatical system of English there are only two tenses concerned present simple and past simple. The present simple;-

The main difficulty in this form is that it is not used generally like it's to express an action which is in progress at time of speaking.

Regarding meaning and function error; the third person(s),seems counter and similar to the English plural rule . Students may omit (s),e.g. he come, and add It to the written form but not pronounce it ,as in French . The'' do '' auxiliary in negative and interrogative form is often omitted, e.g. You not go. You not go. You walk? Walk you? Are you walking? It is often omitted with the base verb ''to do'', e.g. Did you your home work? I didn't

it. The do auxiliary may be inserted in a statement, forming a connotation emphatic, I do walk. (Rosemary Aitken-1992)

-Learner error; meaning and function;

When the L1 tense resembles the present simple student use the present simple in all contexts; e .g. Where is she? She plays tennis.

- Where the L1 tense resembles present simple, student avoid the present continuous.

Sometimes falsely pattern one irregular verb on another e. g. I think –I thank 'I drink- I drunk. This can be justifying and confusing until the miss match is recognized. Student may produce full verb pattern by adding auxiliary verbs or to the verb ''to be'' where they are in appropriate ,, I didn't can ''for'' ''I couldn't '' or ''I did be'' or I didn't was ,,. Also they do not use '' do '' as an auxiliary with the main verb do;.''I didn't it'' for ''I didn't do it ''.

Students omit the auxiliary and make questions and negative form the full form ''he come, '' or he not come'. Such a thing resulted from the mother – tongue interference.

(Rosemary Aitken-1992) students add the auxiliary to the past statement form;'' he did come'' or to the present statement form,; he did come. A Student understands.

Norma gold man and etal -1983) the present tense is first used for the present time (joseperson-1969) the present tense shows clearly that in English, tense is not the same as time. The present time tense is not usually used to describe present time. It describes activities and states which are generally and universally true. The present tense is the tense for description, definition and statements of general truth. The present tense extends from the past time through the present and into the future. The present tense is

called the present habitual. Is used for repeated habitual action (Patricia Wilox -1996- changing times).

(Reference peter masters) technical English grammar and writing. The tenses, definition;

The word tense, as Wren and Martin (1995-60)defined ,''comes from the Latin tempus ,,time as verb that refers to the present time is said to be in the present tense,, and verbs that referring to the past and future times are said to be in the' past ,and future tenses. On the other hand ,Eckersley(1994;157)refer to be word ,tense, as ' a linguistic device varying from language to language ,,. It means, they say, ''the verb form or forms use to express certain time relations.'' according to Eckersley (ibid.), there are two types of tenses in English language – the first type is 'simple, which consist of one word. The simple tenses are' the she simple present tense,, e.g. walk . And the other type is the 'compound, tenses, i.e. They consist of two or more verb forms. For example;

2-7 USE OF TENSES: simple present tense

Is used to;

a) Express a habitual action;

- I get up every day at five o, clock.

B) Express general truths,,

- The sun rises in the east.
- Honey is sweet.
- Fortune favorers the brave.
- It is also used in
- C)exclamatory sentences beginning with 'here' and' there' to express what is actually taking place in the present –

- Here comes the bus!
- There she goes!
- D) Vivid narrative, as Substitute for the simple past. John now rushed forward and deals A Heavy blow to jack.
- Immediately the Sultan Hurries to his capital.
- E) Indicate a future event that is part of a plan or an arrangement-
- We go to Bombay next week.
- They leave for London by the next train.
- We sail for America next Saturday
- Wren and Martin(1995-68)add other use of the simple present tense such as the followings;
- A) It is used to introduce questions John Keats. Says ‘a thing of beauty is a joy forever,,
- B) It is used instead of the simple future tense, in clauses of time and of conditions;
- I shall wait till you finish your lunch.
- I f it rains, we shall get wet.
- C) It is used in broadcast commentaries on sporting events. In this case the present simple is used instead of the present continuous tense, to describe activities in progress where there is stress on the succession of happening rather than on the duration;
- The goal Keeper catches the ball.
- Enter Milan team scores two goals.

- 2)same times this tense is used without and adverb of time, in such cases, the time may be either implied or indicate by the context –
- I learned in Canada.

- Here are some example of be in present simple –
- This is my brother. He is ten years old. I, m a student. There are my books. They aren't, at home .they're at theatre.
- We form present simple of be like this ;
- Singular full form short form
- I am I ,m
- You are you ,are
- He/she/it
-
- He ,s/she ,s/it, s
- Plural we are they are we ,re/they ,re
- Negative full form short form

Singular I am not

You are not I, m not

- He/she/it is not you aren't
- He /she /it isn't
- E.g it, s cold today.

It, s usually hot here.

We from present simple like this positive singular e.g. I know /you know /he/she /it knows take [s]

Plural; we/you/they do not take [s]

E.g she starts work at 9.30 we add{s} after he /she /it. I live /she lives.

- If a verb ends in –ch- ,o- sh or ss, we add { es} after he/ she /it. E.g. I watch / she watched you do-he does they go it goes /we wash /she washes

If the verb ends in a consonant (b, c, etc.)+y e.g. . . . Study, we use. Ies after he/ she /it. E.g. I study he studies I fly it flies.

2-part two: previous studies.

-The first previous studies which related to my research is by Sheryl Holt,(1997)- he stated, in her article on grammar errors that sentence –level (e s) errors are fairly consistent regardless of the learner ,s first language. Such thing means that many errors are due to the complex structure of English rather than to language interference or students learning ability. Then she stated what she called ‘’the most common errors in English as the second language writing’’ based on her twenty – year experience of teaching and university of Minnesota. The errors are English verb such as verb tense, model auxiliaries ,verb followed by - ing of infinitive forms ,conditional forms, transitive /intransitive verbs and passive voice ;idioms , phrases or word choice , singular –plural agreement ;reduced forms ; propositions; articles and sentence structure . holt state that ‘’tenses, for instance , are of great difficulty to speaker’s of some languages and it is very difficult to overcome such difficulty ‘’ she recommended the(e s) l writing teachers neither ignore nor over correct grammar errors.

- The second previous study which related to my research is by El –khateeb,(2oo3):He analyzed the common English verb tense errors of secondary school student in Gaza City the study was confined to the common errors of three tenses (present –past –future). The study was applied on random sample which consists of 200 male /female students from general secondary school certificate. The data were collected from writing compositions. These topics were designed to test the ability of students to express about his /her ideas in the(present -past-future simple tense). The results showed that the errors were classified into eight types ; 1)tense shift 2)verb substitution 3)verb incorrectly formed 4)copula omission 5) wrong tense 6)copula redundancy 7) subject verb agreement 8) verb omission.

The results also showed that the highest percentage of errors , has been found in i s 15- 20 %of present simple tense, where the lowest percent ages of errors were in v o area 9 . 30% of all errors. The results also showed that there were significant differences between male/ female performance in all the previous areas.

- The third previous studies which related to my research is by Abdul Raheem,(1999): the most common errors among the students of English at the colleges of education in Gaza.

The test revealed that "the tenses" and "articles" were most problematic grammatical areas faced by the subjects, the results showed that the success percentage was 36.The over all mean scores was 54.7 out of 1oo with a standard deviation of 11,17.Forty three students got the degree of "pass" ,eleven students got the degree "good" and only one student got the "very good". The researcher recommended that instructors should concentrate on the semantics of the tenses and articles as they should start their instruction of these syntactic areas from the similarities between the systems of English and Arabic language.

Finally , the researcher classified the students errors according to the degree of their seriousness and frequency of their occurrence ;wrong word order ,wrong use of tenses , misuse of tenses, of prepositions, of articles ,omission of indirect object pronouns ,the indefinite 'it 'as subject, wrong use of certain words , orthography and miscellaneous .

<u>summary of the previous studies;</u>

After considering and viewing the literature, it has been noticed that students have difficulties and errors in many areas in English language and one of these areas is tenses, i.e. Tenses would be the major source of difficulty and hence errors and such studies agree on this point. In

comparison with the studies carried out on errors and difficulties, they do not have and include many studies on the identification, classification and description of tenses errors. The majority of these studies pointed at and focused on several types of errors while very few investigated tenses' errors. These studies differed on the order they assigned to tenses on the hierarchy of difficulty they present.

This study is distinguished and distinctive in that it treats the tenses comprehensively and intensely. It was also applied on AL-Q quads Open University students who study in distance learning system, where the attendance of lectures is not compulsory. More over them study the courses by self learning.

Such study treats and discusses tenses learning difficulties ,bearing in mind that the subject was not studied and discussed before , but all studies discussed and studied only errors committed and done by the students without mentioning the difficulties and the causes of such difficulties.

This study was designed to answer and respond the questions of the study:-

On and refer to the General Secondary School average

Are there any statistical significant differences in tenses difficulties that face AL-QUDS Open university students in Gaza strip while studying the tenses of English based on and refer to the obtained marks In English?

What are the most tenses used in the writings (compositions) of AL-Q UDS Open University students in Gaza Strip?

What are the most tenses used wrongly in the writings (compositions) of AL- QUDS Open University students in Gaza Strip?

What are the most difficulties that face the students of AL Quads Open University in Gaza strip while translating the tenses from English to Arabic?

What are the most difficulties that encounter the students of AL-Quads Open University in Gaza Strip while translating the tenses from Arabic to English?

Upon answering the questions some recommendations, suggestions and proposals will be adopted to overcome such difficulties.

Most previous studies mentioned and stated the tenses in general and briefly. Tenses were treated and studied with another subject such as articles, relative clauses …etc .But this research tackled and dealt the subject of tenses in details, comprehensively and extensively .Whereas the study states all tenses and divides the tenses into the following: 1- simple present 2- simple future.

At the end of this study will determine what are the most difficult tenses and which tenses are often used Such study was designed to show and mention the difficulties of tenses learning and the causes of these difficulties. The study will adopt and place the solutions, recommendations, proposals and suggestions necessary to solve these difficulties.

- the study aims to explain the difficulties that face students of English at Al-Quads Open University in Gaza Strip while studying English tenses. The study includes the following tenses:- - simple present , present continuous, present perfect and present perfect continuous - Simple future (will, going to present continuous, future perfect and future perfect continuous.

The study was carried out on a random sample composed of 62 students (male and female) of AL-QUDS Open University at Gaza Strip in the second term of the academic year 2oo4/2oo5.The researcher designed three tests .The three tests were introduced to a group of referees to determine their validity and stability. They all ratified the three tests .The researcher

followed the analytical and statistical techniques, measures and procedures including the result of the study.

After correcting and checking the three tests, the researcher found that the most difficult tenses are as follows:- future perfect continuous (78.65%) future perfect (73.66%) simple future (present continuous(65.23%) simple future (going to)43.68 % future simple (in simple present form) 42.74%) simple present (34.21 %)9- simple future(will 23.69%).

It is found that such phenomena refer to some causes, whereas the researcher discussed the reasons and causes .The researcher adopted some recommendations:-

Adopting special courses for tenses including the functions, how and when to use the tenses. the researcher also proposed the following 1- carrying out detailed researchers about the interference of the tenses of the mother tongue (Arabic language)with the tenses of second language(English language)2- carrying out comparative studies between Arabic and English tenses

ELnekheela(2006) conducted a research emitted Difficulties Encountered by Palestinian Students of English while studying English tenses

A case study of AL-Quads Open University.

This study agrees with the current in the following points:

The researchers of these studies found out difficulties made by Students in using tenses. This study aims to explain the difficulties that face students of English at Al-Quads Open University in Gaza Strip while studying English tenses .This study was carried out on random sample composed of 62 students (male and female) of Al-Quads Open University at Gaza Strip in the second term of academic year 2004-2005. The researcher designed three tests, were introduced to group referees to determine their validity and

stability. This study analytical and statistical technique the measures and procedures including the result of the study. The current studies agree with previous studies in tenses, Investigating the difficulties Encountered by Sudanese Students in Using Present Simple .A case study of forth year students at SUST .The researcher designed a test represented by 36 student male and female the results showed that students have a problem while study present simple, Whereas previous studies disagree from current studies conjunctions' writing compositions, and other tenses.

CHAPTER THREE

METHODOLOGY

3-0 Introduction:

This chapter provides the basic information about the methodology adopted in this study to achieve its objectives. To realize these goals, the subjects of the study are described as well as data collection instrument, the main instrument used for data collection is based on test present study was analyzed by statistical package for social Sciences (SPSS).

Finally, the chapter overviews the methods adopted in carrying out the main study.

3-1 Subjects of the Study:

The subjects of this study were taken from the whole groups of English major students in their final years (the fourth year) at the College of languages, Sudan University of Science and technology. Was represented by 36 students male and female, total sample of 36. The choice of the final year (fourth year) was prompted by the fact that is an advanced feature of language study, which is most likely understood by students to graduate from university. Almost all the subjects have been studying English as a foreign and they were educated under the same ladder adopted in Sudan i.e. SPINE before they were enrolled in university.

3-2 Study Instrument

A test (see Appendix (1)) is divided into five parts. Underline the correct answer, put the verbs in the brackets in the correct form, fill in the correct form of the verbs, and make negative sentences and make questions. The five parts of the test are employed to provide information about Sudanese E FL Learner' knowledge of collocations in the hope that both learners and

instructors pay more attention to this feature. This is multi-word; two- part collocations test designed to find answers to the following questions:

1-To what extent do EFL Sudanese Learners use the inflectional morphemes (s ,es) as the third person singular in communication?

2-What is the best way for teaching in use the inflectional morphemes (s, es) of the present simple?

3-What do EFL Sudanese Learners encounter the using of inflectional morphemes (s, es) of the present simple?

The first part of the test is underline the correct answer this type of testing is easy to answer and high degree of validity part one of the test consist of five sentences representing present simple . The reason for choosing these particular collocation types was that applied linguists agree they were genuine collocations, and they have been used in earlier experiments and, finally, they were most common collocation types.

In part two of the test, put the verbs in the brackets in the correct form

The test collocation patterns repeated, but in simple format the test takers with five types requires them to discriminate between right and wrong collocations.

3-3 Validity and Reliability of the test:

Validity and reliability are essential aspects of the test tools, as they ensure the quality of instruments used to measure students' knowledge of any aspect of language. The two aspects are closely related to each other and they will be explained in more detail below.

3-4 Validity

Validity means that the instrument is in fact measuring what it is meant to measure (Brown, 1996:231).In the context of the present study, this relates to whether the test truly measures students' knowledge of collocation. In

turn, validity is divided into face content validity; face validity refers to the familiarity of the test including test design and workability. As for content validity, it is based on the extent to what the measurement realizes the intended domain of context (collocations).to achieve validity assessment, these total comments improved the appearance and comment of the test .The test comments and standards of three native teachers proficiency. They also helped in checking the model answer to the test questions. All these points made by referees ware taken into consideration.

3-5 Test Reliability:

Reliability refers to the extent to which the tools produce the same results on repeated trials. It is information on whether the instrument is collecting data in consistent and accurate way, i.e. whether the instrument will give the same results when used by a different researchers under the same assumptions and different conditions (Asika , 2oo6:73). Reliability involves two aspects, consistency across time and internal consistency the group of students take the same test, we should obtain the results .To cheek the internal consistency of the test instrument, the researcher piloted the test on 36 students majoring in English at Sudan University of Science and Technology .The students were chosen randomly.

Chapter Four

Data Analysis and Discussion of Result

4-1 Introduction

This chapter introduced the results of the data collected then it the obtained results.

The data in the present study was analyzed by Statistical package for social Sciences (SPSS).

4-2 Results of Data Analysis:

The following tables and figures display the results of data analysis obtained by the means of test.

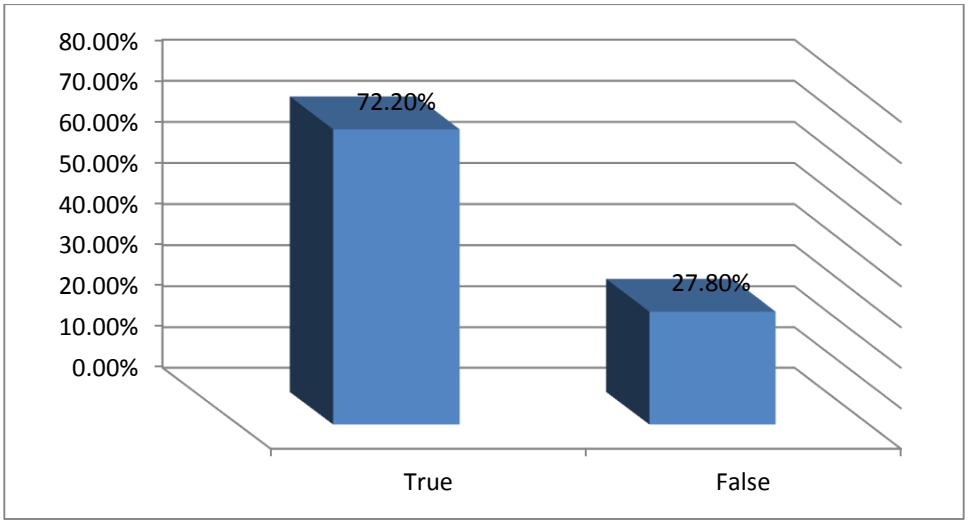
Data Analysis, Results and Discution

Part One:

Question 1: We sometimes ……..books.

Table (4-1)

Answer	Frequency	percent
True	26	72.2%
False	10	27.8%
Total	36	100%



Figure(4-1)

From table (4-1) and figure (4-1) it is noted that the answer of the majority of the individuals study (True)is by frequency (26) with percent (72.2%) while the answer (False) is by frequency (10) with percentage (27.8%).

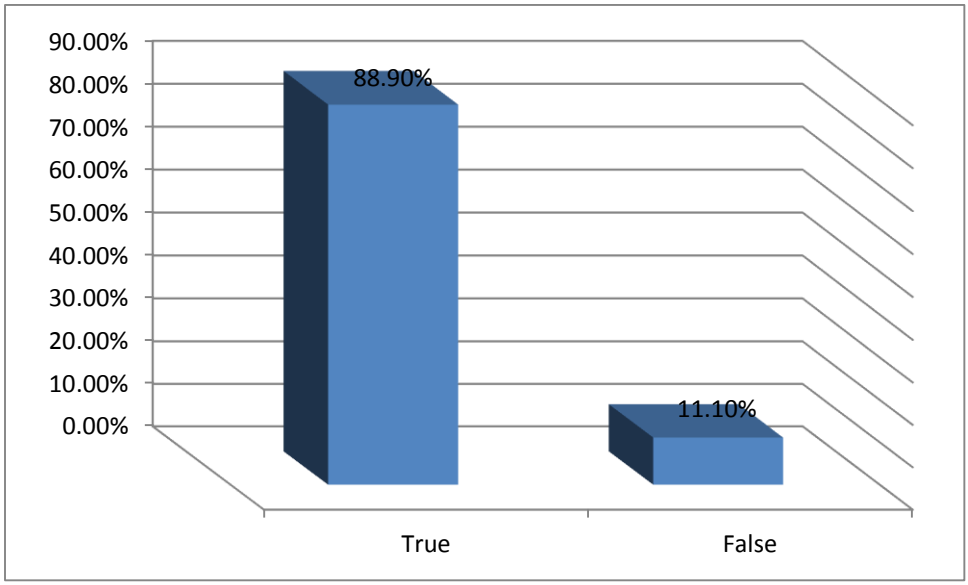
Table (4-1) and figure above shows that(72.2 %) of the studens answered the qustions truely, whereas

(27.8%) of the students answered it falsely.This percentage indicates that students have a problem with adding (s, es) to the verbs form the present simple tense.

Question 2: Emily…….. to the ciema every week.

Table (4-2)

Answer	Frequency	Percent
True	32	88.9%
False	4	11.1%
Total	36	100%



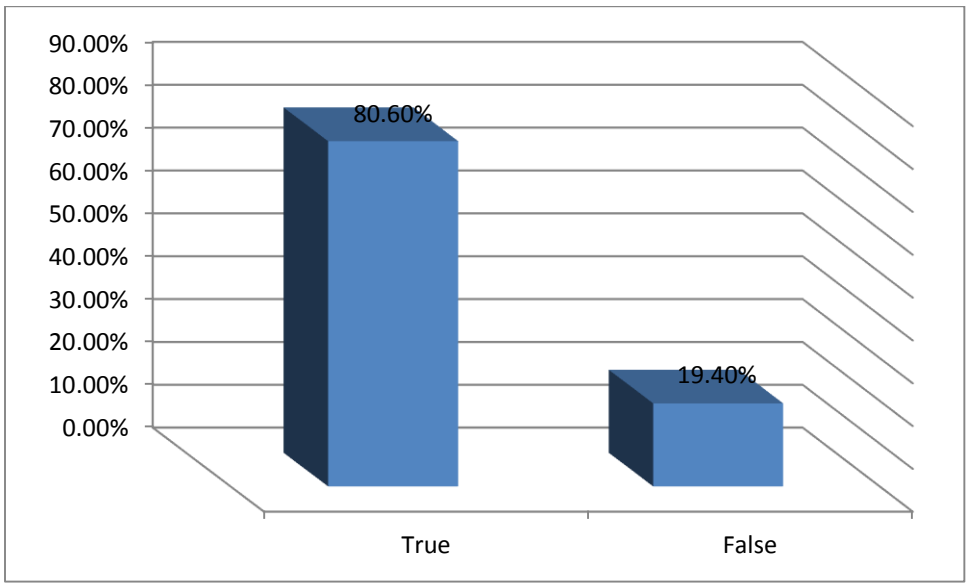
Figure(4-2)

From table (4-2) and figure (4-2) it is noted that the answer of the majority of the individuals study (True)is by frequency (32.%). with percentage (88.9%) while the answer (False) is by frequency (4) with percent (11.1%). Table(4-2) and figure (4-2) show that (88.9%) of the students answered the questions truely, wereas(11.10%) of students answered it falesly. This precentage indicates that students have afew of students have a problem with adding (s, es) of the present simple.

Question 3: It often ……. In Sudan.

Table (4-3)

Answer	Frequency	Percent
True	29	80.6%
False	7	19.4%
Total	36	100%



Figure(4-3)

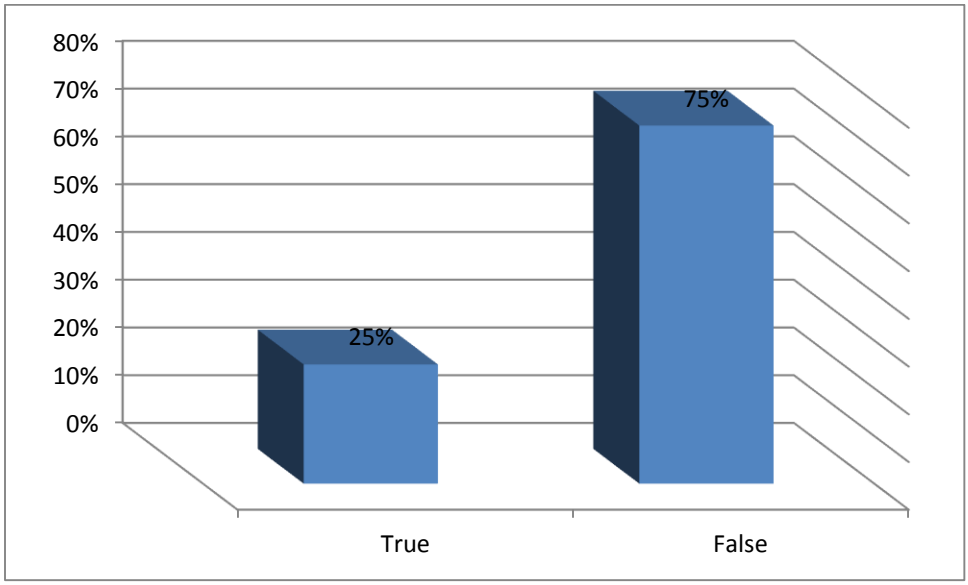
From table (4-3) and figure (4-3) it is noted that the answer of the same of the individuals study (True) is by frequency (29) with percentage (80.6%) while the answer (False) by frequency (7) with percent (19.4%).

Table (4-3) and figure(4-3) show that the majority of the syudents(8o.6%) answered the questions trouly, whereas(19.40%) of the students answered it falsely.This percentage indicate that students have aproblems with adding (s, es) to the verbs from the present simple.

Question 4: Peter and his sister …… the family car every day.

Table (4- 4)

Answer	Frequency	Percent
True	9	25%
False	27	75%
Total	36	100%



Figure(4-4)

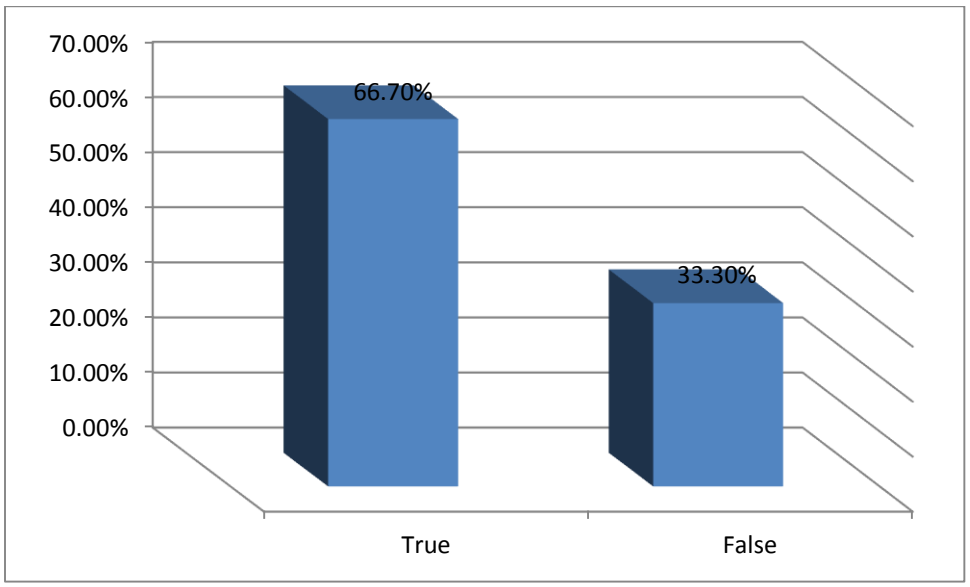
From table (4-4) and figure (4-4) it is noted that the answer of most of the individuals study (False)is by frequency (27) with percentage (75%) while the answer (True) is by frequency (9) with percentage (25%).

Table (4-4)and figure(4-4) show that there are differences in difficulties between the students whose average (75%) of students answered the questions falsely, whereas(52%) of the students answered it trouely. This percentage indicates that the students have aproblem with adding (s, es) to the verbs from the present simple.

Question 5: I always …….. to the bus stop.

Table (4-5)

Answer	Frequency	Percent
True	24	66.7%
False	12	33.3%
Total	36	100%



Figure(4-5)

From table (4-5) and figure (4-5)it is noted that the answer of most of the individuals study(True)is by frequency (24) with percentage (66.7%) while the answer (False) is by frequency (12) with percentage (33.3%).

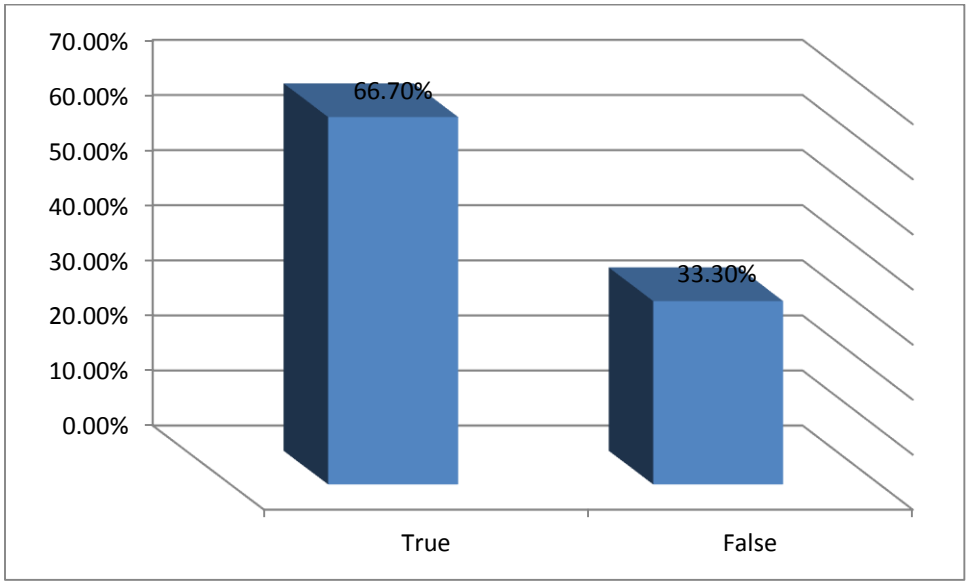
Table (4-5) and figure (4-5) show that there are differences in difficulties between the students whose average most than (66.7%))of students answered the questions truely, whereas(33.3%) of the students answered the question falsely.This percentage indicates that students have aproblem with adding(s, es) of the present simple.

Part Two:

Question 1: I …….. lemon very much. (like).

Table (4- 6)

Answer	Frequency	Percent
True	24	66.7%
False	12	33.3%
Total	36	100%



Figure(4-6)

From table (4-6) and figure (4-6) it is noted that the answer of most of the individuals study (True)is by frequency (24) with percentage (66.7%) while the answer (False) is by frequency (12) with percentage (33.3%).

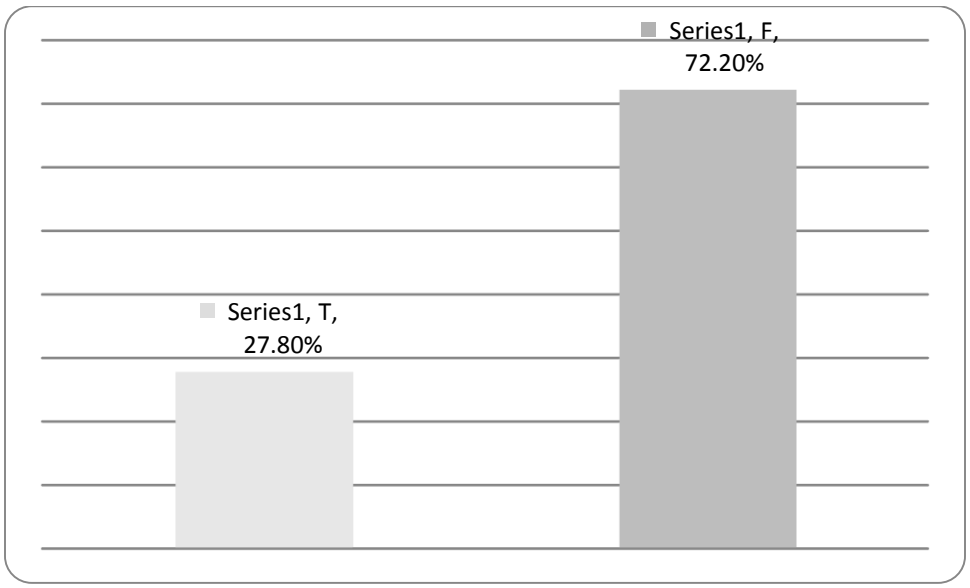
Table (4-6) and figure(4-6) show that(66.7%) of the students answered the questions truely, whereas(33.3%)) of the students answered the question falsely.This precentage indicates that students have aproblem with adding (se, es) to the verb from the present simple.

Question 2: The girls always ……. To pop music (listen).

Table (4-7)

Answer	Frequency	Percent
True	10	27.8%
False	26	72.2%
Total	36	100%

Fig(4-7)

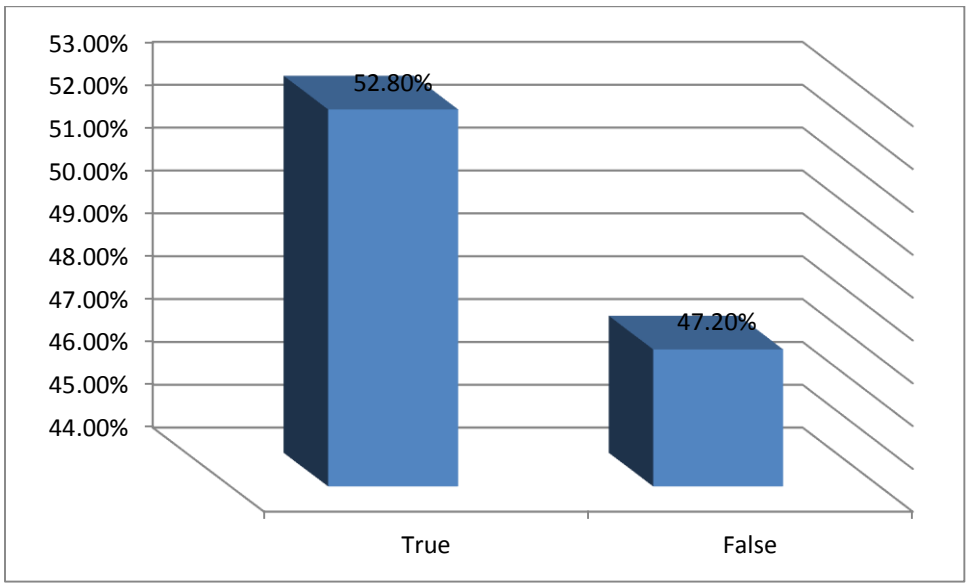


From table (4-7) and figure (4-7) it is noted that the answer of most of the individuals study (False) is by frequency (26) with percentage (72.2%) while the answer (True) is by frequency (10) with nces in difficulties between the students whose average is less than (27.8%) of students answered the questions trouly, whereas (72.2%) of students answered the questions falsely. This percentage indicates that students have aproblems with adding (s, es) to the verbs from the present simple.

Question 3: Janet never ……. Jeans . (advise).

Table (4-8)

Answer	Frequency	Percent
True	19	52.8%
False	17	47.2%
Total	36	100%



Figure(4-8)

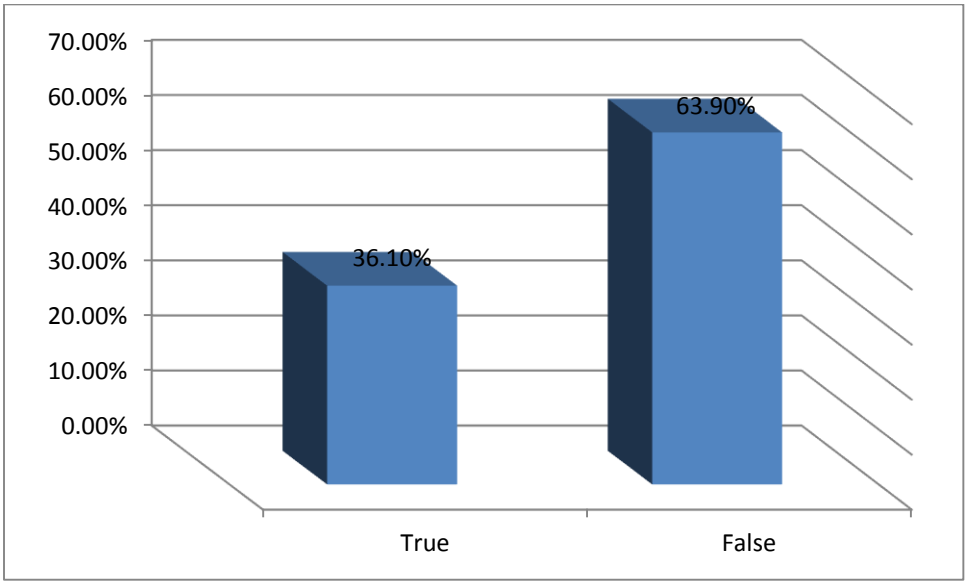
From table (4-8) and figure (4-8) it is noted that the answer of most of the individuals study (True) is by frequency (19) with percentage (52.8%) while the answer (False)is by frequency (17) with percentage (47.2%).

Table (4-8) and figure (4-8) .Show that there are differences in difficulties between the students whose average is same than (52.8%) of students answered the questions truely, whereas (47.2%) of the students answered the question falsely.This percentage indicates that students have a problems to the verbs from the present simple.

Question 4: Mr. Smith …… Spainsh and French. (teach).

Table (4-9)

Answer	Frequency	Percent
True	13	36.1%
False	23	63.9%
Total	36	100%



Figure(4-9)

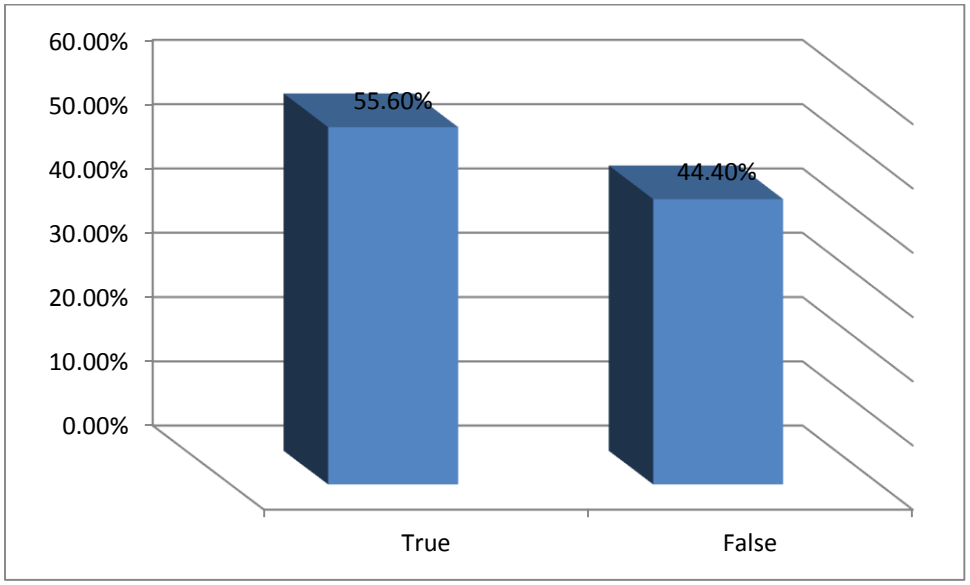
From table (4-9) and figure (4-9) it is noted that the answer of most of the individuals study (False)is by frequency (23) with percentage (63.9%) while the answer (True)is by frequency (13) with percentage (36.1%).

Table (4-9) and figure (4-9) show that there are differences in difficulties between the students whose average is more than (63.%) of students answered the questions falsely, whereas (36.10%)of students answered the questions truely.This percentageindicates that students have a problems with adding (s, es) of the verbs from the present simple.

Question 5: You ….. Your homework after school (do).

Table (4-10)

Answer	Frequency	Percent
True	20	55.6%
False	16	44.4%
Total	36	100%



Figure(4-10)

From table (4-10) and figure (4-10) it is noted that the answer of most of the individuals study (True)is by frequency (20) with percentage (55.6%) while the answer (False)is by frequency (16) with percentage (44.4%).

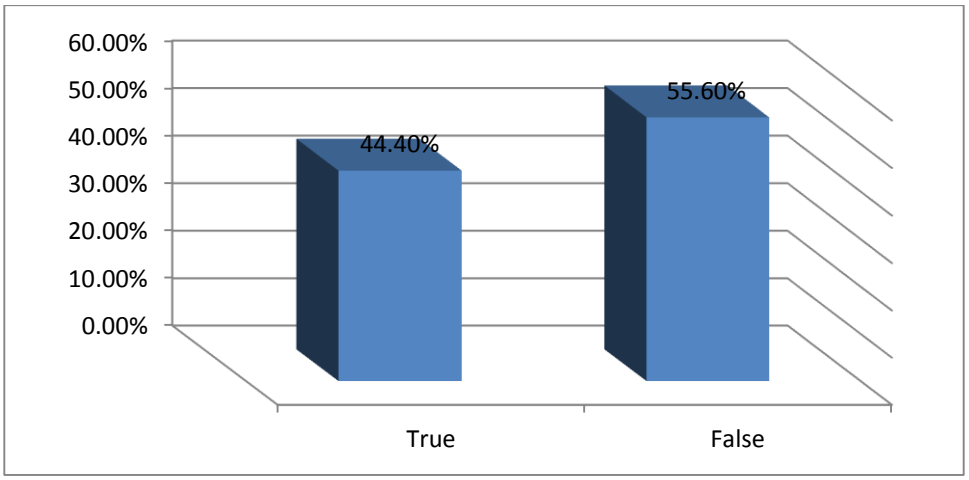
T (4-10) and F (4- 10) show that there are differences in difficulties between the students whose average is most than (55.6%)) of students answered the questions truely, whereas (44. 4%)) of the students answered the questions falsely.This percentage indicates that students have aproplems with adding (s, es) of the present simple.

Part Three:

Question 1: We ……. a nice garden.

Table (4- 11)

Answer	Frequency	Percent
True	16	44.4%
False	20	55.6%
Total	36	100%



Figure(4-11)

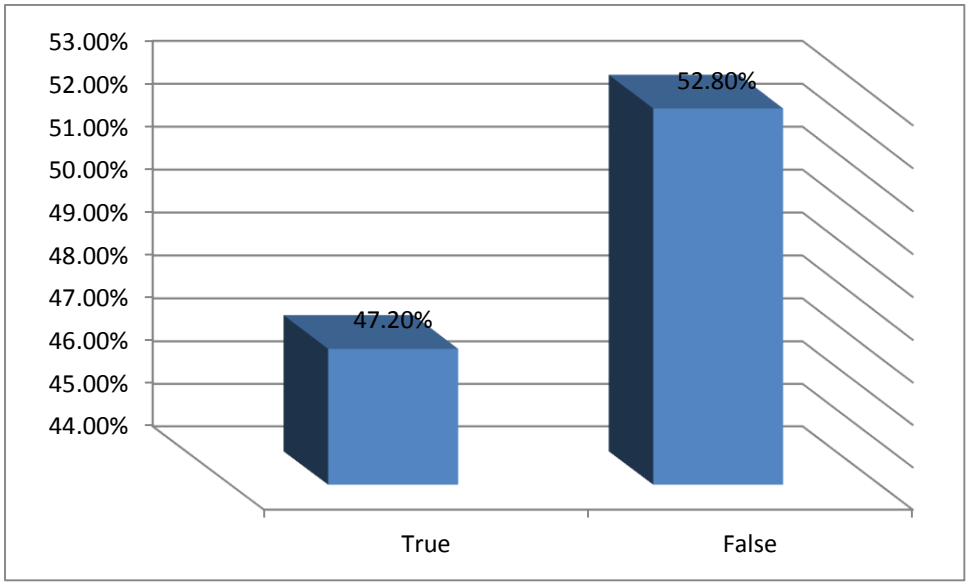
From table (4-11) and figure (4-11) it is noted that the answer of most of the individuals study (False)is by frequency (20) with percentage (55.6%) while the answer (True)is by frequency (16) with percentage (44.4%).

T (4-11) and f (4-11) show that there are differences in difficlties between the students, whose average is most than (44.4%)of students answered the questions truely, whereas (55.6%) of the students answered the questions falsely.This percentage indicates that student have aproblems with adding (s, es)to the verbs from the present simple.

Question 2: She …… six years old.

Table (4-12)

Answer	Frequency	Percent
True	17	47.2%
False	19	52.8%
Total	36	100%



Figure(4- 12)

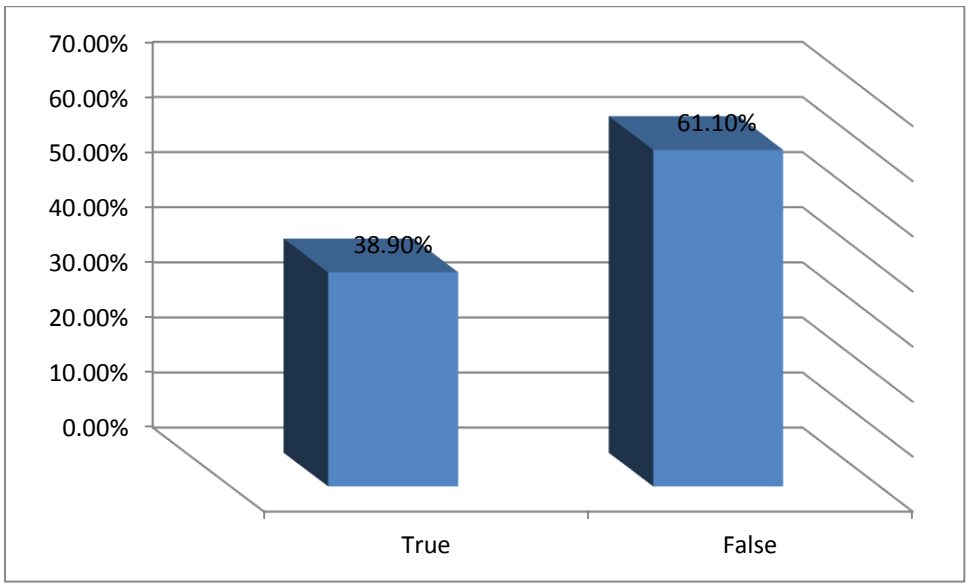
From table (4-12) and figure (4-12) it is noted that the answer of most of the individuals study (False)is by frequency (19) with percentage (52.8%) while the answer (True)is by frequency (17) with percentage (47.2%).

T (4- 12) and f (4- 12). Show that there are differences in difficulties between the students whose average same than (47.2%)of the students answered the questions truely, whereas (52.8%) of the students answered the questions falsely.This percentage indicates that students have aproblems of the present simple.

Question 3: Simon …….. two rabbits and five gold fish.

Table (4-13)

Answer	Frequency	Percent
True	14	38.9%
False	22	61.1%
Total	36	100%



Figure(4- 13)

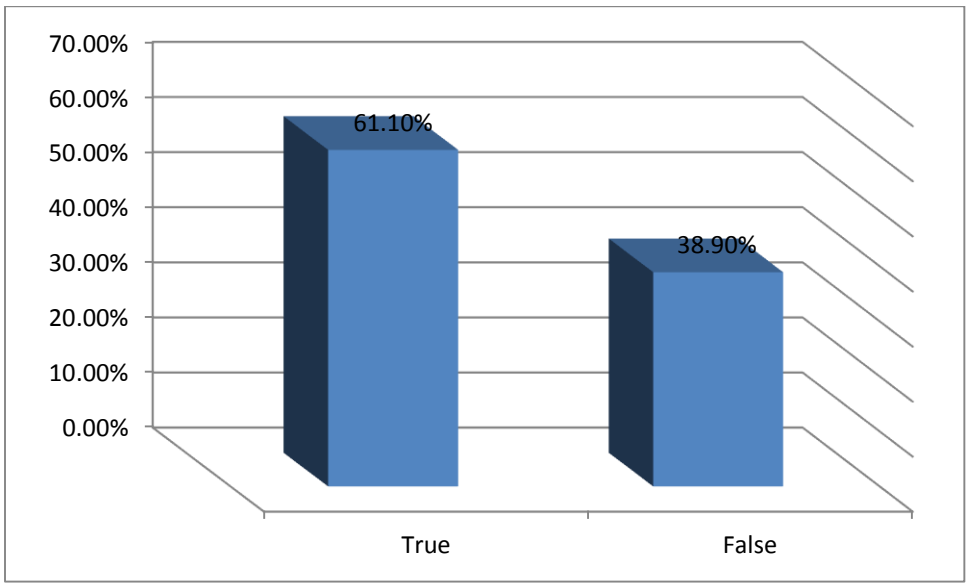
From table (4-13) and figure (4-13) it is noted that the answer of most of the individuals study (False)is by frequency (22) with percentage (61.1%) while the answer (True)is by frequency (14) with percentage (38.9%).

T (4- 13) and F (4- 13) show that there are differences indifficulties between the students whose average more than (61.1%)of students answered the questions falsely,whereas (38.9%) of students answered the questions truely .This percentage indicates that students have aproblems of the present simple.

Question 4: You …….. from Vienna.

Table (4-14)

Answer	Frequency	Percent
True	22	61.1%
False	14	38.9%
Total	36	100%



Figure(4- 14)

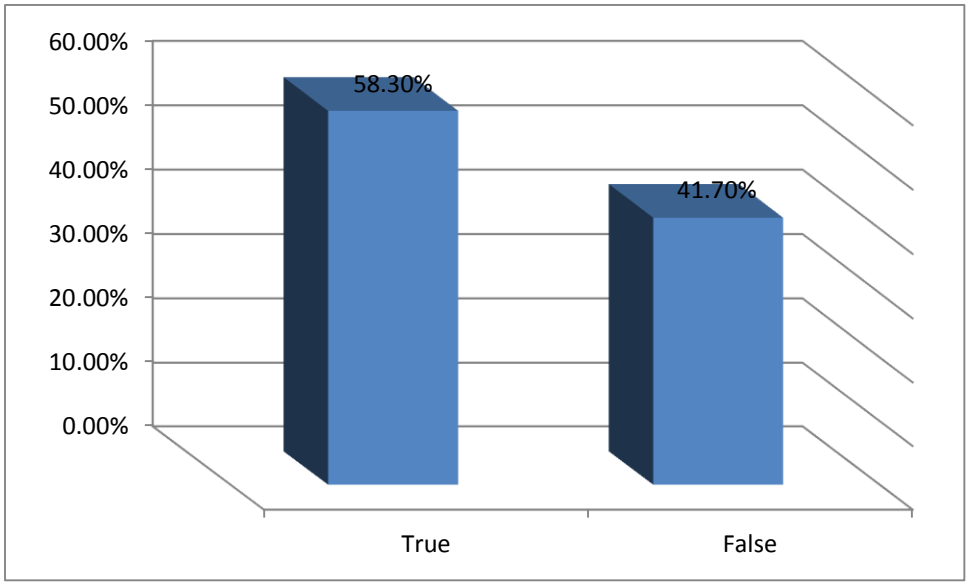
From table (4-14) and figure (4-14) it is noted that the answer of most of the individuals study (True)is by frequency (22) with percentage (61.1%) while the answer (False)is by frequency (14) with percentage (38.9%).

Table (4- 14) and figre(4-14) show that there are differences in difficulties between the students whose average is most than (61.1%)of students answered the questions truely, whereas(38.9%) of the students answered the questions falsely.This percentage indicates that students have aproblem with adding(s, es) of the simple present.

Question 5: They …….. kind parents.

Table (4-15)

Answer	Frequency	Percent
True	21	58.3%
False	15	41.7%
Total	36	100%



Figure(4- 15)

From table (4-15) and figure (4-15) it is noted that the answer of most of the individuals study (True)is by frequency (21) with percentage (58.3%) while the answer (False)is by frequency (15) with percentage (41.7%).

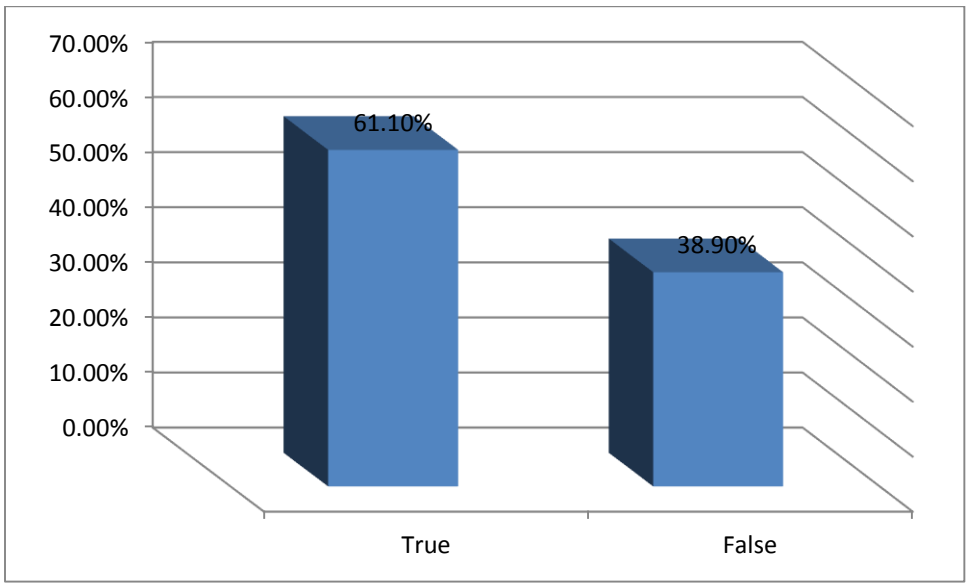
Table (4- 15) and figure (4- 15) show that there are differences in difficulties between the students whose average is most than(58.3%) of students answered the questions truely,whereas (41.7%) of the student answered the questions falsely.This percentage indicates that students have aproblem of the present simple.

Part Four:

Question 1: My father makes breakfast.

Table (4- 16)

Answer	Frequency	Percent
True	22	61.1%
False	14	38.9%
Total	36	100%



Figure(4 -16)

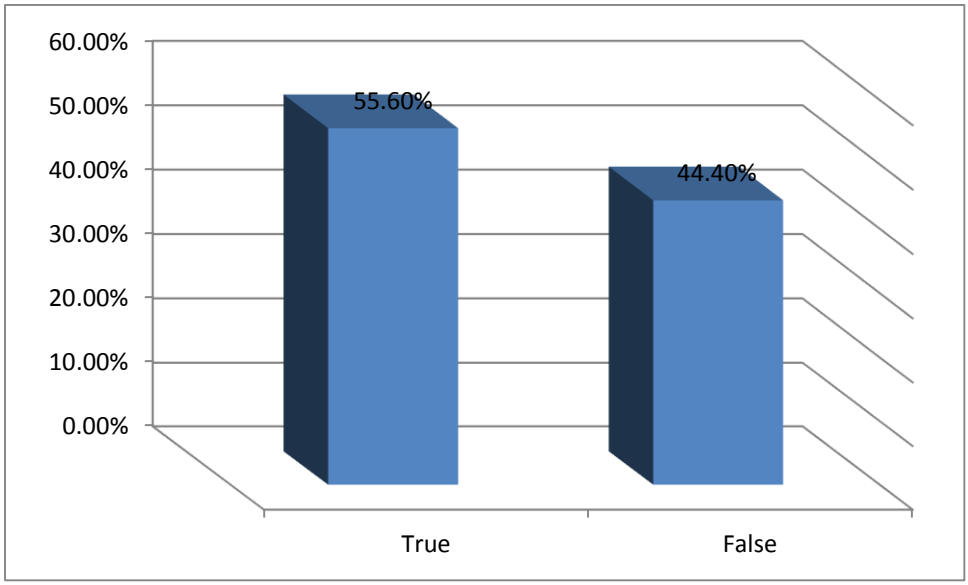
From table (4-16) and figure (4-16) it is noted that the answer of most of the individuals study (True)is by frequency (22) with percentage (61.1%) while the answer (False)is by frequency (14) with percentage (38.9%).

Table (4- 16) and figure (4- 16) show that there are differences in difficulties between the students whose average is more than (61.1%) of the students answered the questions truely, whereas (38.9%) of the students answered the questions falsely.This percentage indicates that students have aproblem of the present simple.

Question 2: She writes a letter.

Table (4-17)

Answer	Frequency	Percent
True	20	55.6%
False	16	44.4%
Total	36	100%



Figure(4- 17)

From table (4-17) and figure (4-17) it is noted that the answer of most of the individuals study (True)is by frequency (20) with percentage (55.6%) while the answer (False)is by frequency (16) with percentage (44.4%).

Table (4- 17) and figure (4- 17) show that there are differences in difficulties between the students whose average is most than (55.6%)of the students answered the questions truely, whereas (44.4%) of the students answered the questions falsely.This percentage indicates that students have aproblem to the verbs from the present simple.

Question 3: I speak Italian .

Table (4-18)

Answer	Frequency	Percent
True	19	52.8%
False	17	47.2%
Total	36	100%

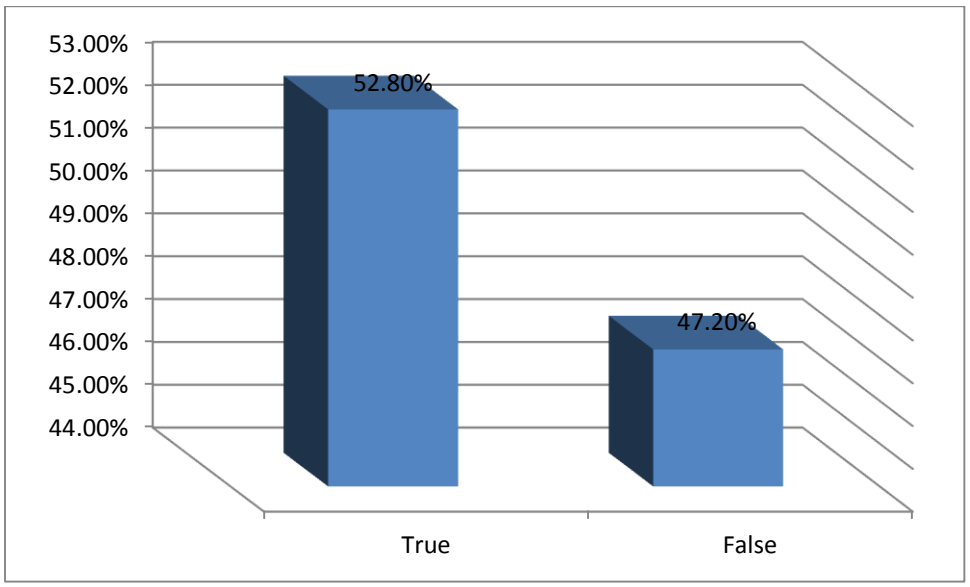


Figure (4- 18)

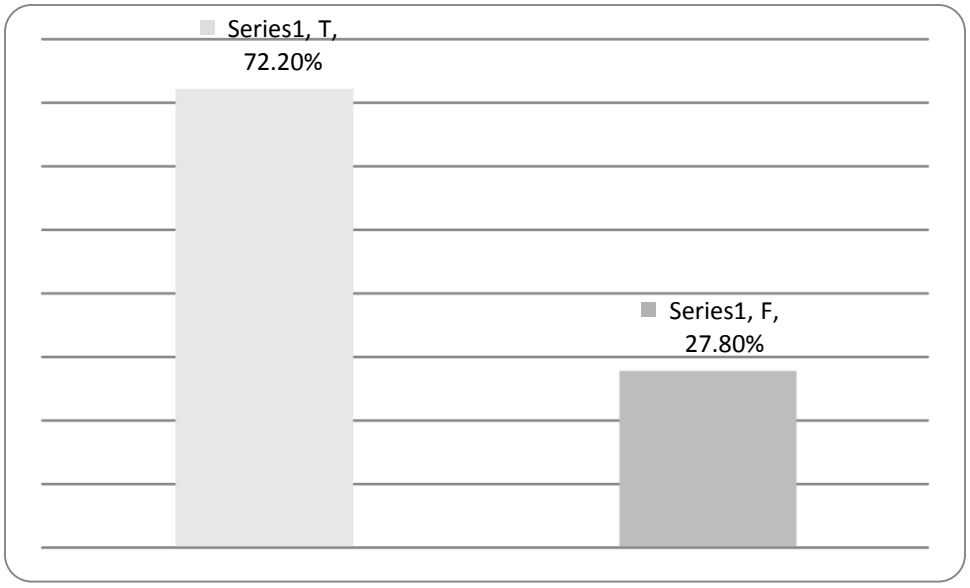
From table (4-18) and figure (4-18)it is noted that the answer of most of the individuals study (True) is by frequency (19) with percentage (52.8%) while the answer (False) is by frequency (17) with percentage (47.2%).

Table (4- 18) and figure(4- 18) show that ther are differences in difficulties between the students whose average is half than (52.8%) of the students answered the questions truely, whereas(47.2%)of the students answered the questions falsely.This percentage indicates that students have aproblem of the present simple.

Question 4: They are eleven.

Table (4-19)

Answer	Frequency	Percent
True	26	72.2%
False	10	27.8%
Total	36	100%



Fig(4-19)

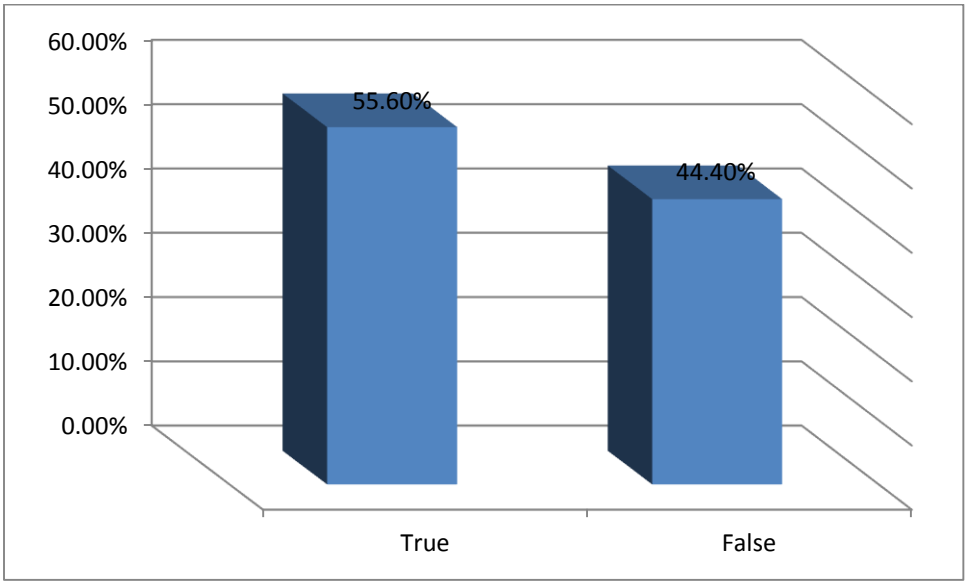
From table (4-19) and figure (4-19) it is noted that the answer of most of the individuals study is (True) by frequency (26) with percentage (72.2%) while the answer (False) is by frequency (10) with percentage (27.8%).

Table(4- 19) and figure(4- 19) show that there are differences in difficulties between the students whose average is majority(72.2%) of the students answered the questions truely,whereas(27.8%) of the students answered the questions falsely.This percentage indicates that students have aproblems of simple persent.

Question 5: Dannay phones his father on Sunday.

Table (4-20)

Answer	Frequency	Percent
True	20	55.6%
False	16	44.4%
Total	36	100%



Figure(4- 20)

From table (4-20) and figure (4-20) it is noted that the answer of most of the individuals study (True)is by frequency (20) with percentage (55.6%) while the answer (False)is by frequency (16) with percentage (44.4%).

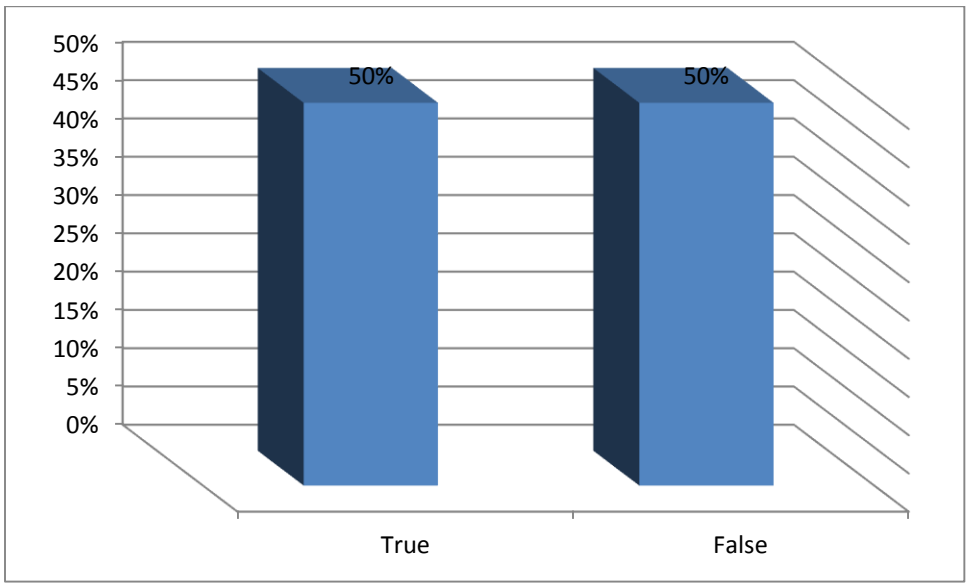
Table (4- 20) and figure (4- 20) show that there aredifferences in difficulties between the students whose average is half than (55.6%)of the students answered it truely,whereas (44.4%)of the students answered the questions falsely.This percentage indicates that students have aproblem of the simple present tense.

Part Five:

Question 1: You/ speak/English ?

Table (4-21)

Answer	Frequency	Percent
True	18	50%
False	18	50%
Total	36	100%



Figure(4- 21)

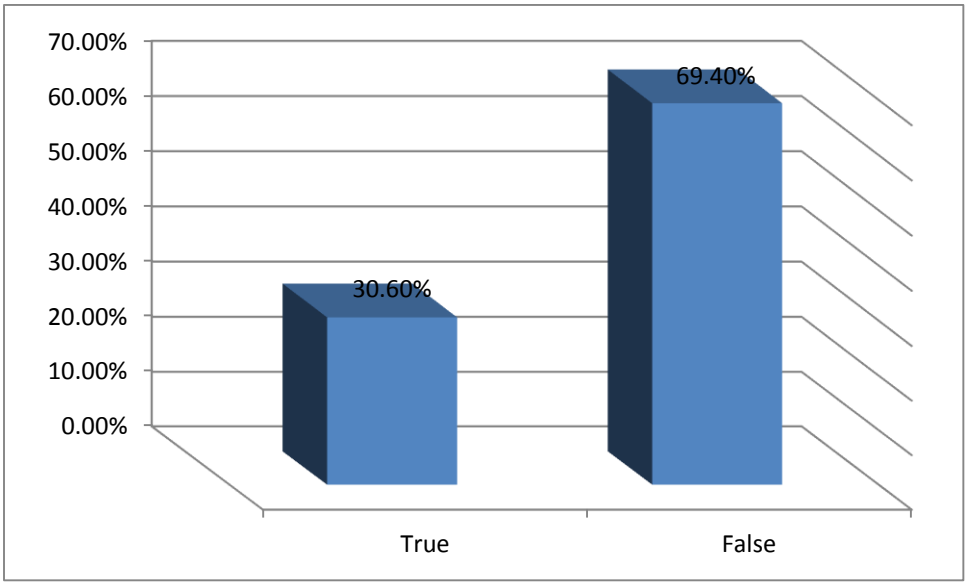
From table (4-21) and figure (4-21) it is noted that the answer of the individuals study (True) and (False) both by frequency (18) with percentage (50%).

Table(4- 21) and figure (4- 21) show that there are differences in difficulties between the students whose average is both(50%) of the students answered the questions truely,whereas (50%) of the students answered the questions falsely.This percentage indicates that students have aproblem of the simple present tense.

Question 2: When/ he/ go/ home ?

Table (4-22)

Answer	Frequency	Percent
True	11	30.6%
False	25	69.4%
Total	36	100%



Figure(4- 22)

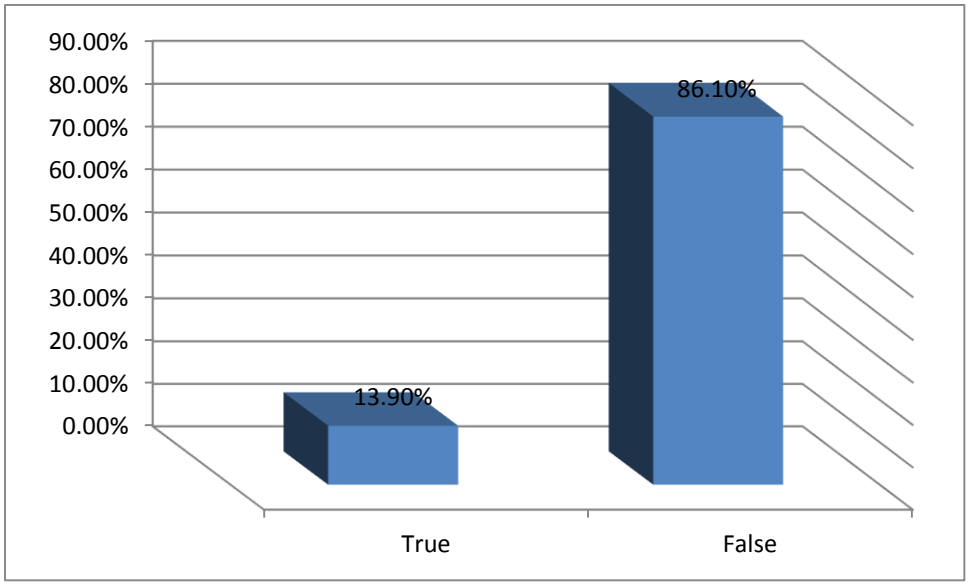
From table (4-22) and figure (4-22) it is noted that the answer of most of the individuals study (False)is by frequency (25) with percentage (69.4%) while the answer (True)is by frequency (11) with percentage (30.6%).

Table (4- 22) and figure(4- 22) show that there are differences in difficulties between the students whose average more than (69.4%) of the students answered the questions falsely,whereas(30.6%)of the students answered the questions truely.This percentage indicatesthat students have a problem to the verbs from the simple present.

Question 3: They/ clean/ the bathroom ?

Table (4-23)

Answer	Frequency	Percent
True	5	13.9%
False	31	86.1%
Total	36	100%



Figure(4- 23)

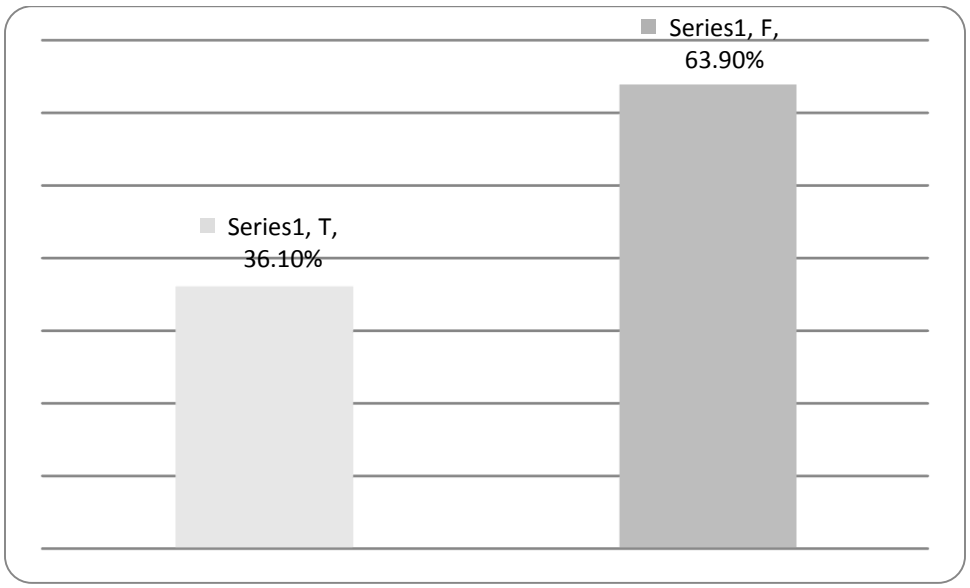
From table (4-23) and figure (4-23) it is noted that the answer of most of the individuals study (False)is by frequency (31) with percentage (86.1%) while the answer (False) is by frequency (5) with percentage (13.9%).

Table (4- 23) and figure(4- 23) show that there are differences in difficulties between the students whose average is afew than(13.9%) of the students answered the questions truely,whereas(86.1%) of the students answered the questions falsely.This percentage indicates that students have a problem to the make questions of the present simple.

Question 4: Where/ she/ ride/ her bike ?

Table (4-24)

Answer	Frequency	Percent
True	13	36.1%
False	23	63.9%
Total	36	100%



Fig(4-24)

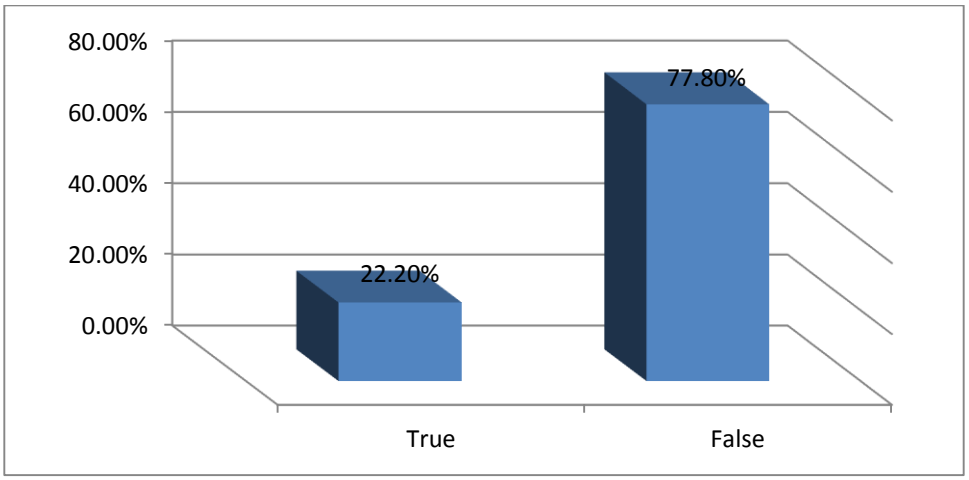
From table (4-24) and figure (4-24) it is noted that the answer of most of the individuals study (False)is by frequency (23) with percentage (63.9%) while the answer (True) is by frequency (13) with percentage (36.1%).

Table(4-24) and Figure(4-24) show that there are differences in difficulties between the students whose average less than (36.1%)of the students answered the questions truely, whereas (63.9%)of the students answered the question falsely.This percentage indicates that students have a problem of the simple present tense.

Question 5: Billy/ work/ in the supermarket ?

Table (4-25)

Answer	Frequency	Percent
True	8	22.2%
False	28	77.8%
Total	36	100%



Figure(4- 25)

From table (4-25) and figure (4-25) it is noted that the answer of most of the individuals study (False) is by frequency (28) with percentage (77.8%) while the answer (True) is by frequency (8) with percentage (22.2%).

Table (4- 25) and figure (4- 25) show that there are differences in difficulties between the students whose average is afew than (22.2%)of

The students answered the questions truely,whereas (77.8%) of the students answered the questions falsely.This percentage indicates that students have a problem of the present simple.

4-4 Summary of the Chapter.

Based on the resultes of the research question, it's quite clear that fourth year Students have real problem in using inflectional morphemes (s, es) of the present simple.

Chapter Five

Conclusion, Recommendations, and suggestions for further studies:

5-0 Introduction

This study directly relates to Sudanese EFL Students, collocational knowledge .Certain goals were meant to be achieved by this study. To begin with the analyses aspects to place of collocations in programs. Equally, it attempts to measure the degree to which Sudanese Learners deal with the amount of colloctional knowledge,

In addition, this study endeavors to pin dawn the areas of collocational difficulties that the representative of one Sudan University experience. It also tries to expose the causes of collocational difficulties for these Sudan Students and some pedagogical solutions for these gaps.

5-1 Conclusions:

Based on the results presented in chapter four, they are major conclusions (finding):

The first hypothesis states that students have little awareness of using inflectional morphemes (s, es) of the present simple.

The second one claims that students do not always differentiate between inflectional morphemes (s, es) of the present simple.

The last hypothesis states that Students do not recognize using inflectional morphemes (s, es) of the present simple. Now it is time to relate these hypotheses with the major findings which can be stated as follows:

1-Students have a general background about the present simple.

2-Students do not always differentiate between using (s, es) of the present simple.

3-Students have very weak background knowledge about how to recognize the using inflectional morphemes (s, es) of the present simple.

5-2 Recommendations:

With the reference to the findings of the study, the researcher recommends the following:

1-The present simple must paid a great attention when it is taught.

2-The present simple should be taught from the first school.

3-Students must do many classroom activities and exercises about the simple present tense.

5-3 Suggestions for Further Studies:

Following the Line of this study, the researcher recommends the following further areas for other researchers:-

1-The study deals with four year students at last semester .To verify the results obtained in the study, other subjects at different levels should be considered.

2-Since only one testing technique was used, more findings may be reached by Appling more instruments for testing the subjects' awareness of using inflectional morphemes (s, es) of the present simple.

3-Comprative studies could be conducted to find similarities and dissimilarities between the students.

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Norma Gold man and etal (1969)) the present tense

Appendix

Sudan University of Science and Technology

College of Graduate Studies

M. A in English

Investigating the difficulties Encountered by Sudanese EFL learners in Using Present Simple

Students' only one Test

Part one:

Underline the correct answer:

1- We sometimes…….books.

A- reads B- is reading C- read.

2- Emily……to the cinema every week.

A- Go b- is going c-goes.

3- It often…… in Sudan.

A- rains B-rained C- is raining.

4- Peter and his sister…….the family car every day.

A- Wash B- washed c- is washing.

5- I always…… to the bus stop.

A- Is hurrying B- hurries c- hurry.

Part two:-

Put the verbs in the brackets in the correct form.

1- I…….. Lemon very much (like).

2- The girls always ……. To pop music (listen).

3- Janet never ……jeans (advise).

4- Mr. Smith……..Spanish and French (teach).

5- You…….Your homework after school (do).

Part three:-

Fill in the correct form of the verbs.

1- We…..a nice garden.

2- She…..six years old.

3- Simon…...to rabbits and five gold fish.

4- You…..form Vienna.

5- They……Kind parents.

Part Four:-

Make negative sentences:

1-My father makes breakfast.

…….

2-She writes a letter.

…….

3-I speak Italian.

…….

4-They are eleven.

5-Dannay phones his father on Sundays.

……

Part five:-

Make questions.

1-You/ speak/ English…….?

2-When/ he/ go/ home……..?

3-They/ clean/ the bathroom……...?

4-Where / she/ ride/ her bike……?

5-Billy /work/ in the supermarket……?