



**Sudan University for Science and
Technology**



College of Education

Language Department – English Language Section

**A Partial Research Submitted for the fulfillment of B.A
degree in Education**

**Analysis of Grammatical Errors in Writing at the
Tertiary level**

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آيات من القرآن الكريم

قال الله تعالى:

(اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ * خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ * اقْرَأْ وَرَبُّكَ الْأَكْرَمُ *
الَّذِي عَلَّمَ بِالْقَلَمِ * عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ)

صدق الله العظيم

سورة العلق – الآية 1-5

The verse in English Language:

(Read in the name of your lord who created. He created man from a colt. Read and your Lord is most Honorable. Who taught (to write) with the pen. Taught man what he knew not).

Dedication

This research is dedicated to my family
especially to my loving parents

Acknowledgements

We would like to express our gratitude to Dr. Enas Ahmed, the supervisor of this study for her continuous guidance and encouragement that have behind the completion of this study.

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we are also grateful and thankful to our teachers throughout our educational life, particularly to the teaching staff at Sudan University of Science and Technology, and those who have been exerting continuous efforts in the Department of English Language.

involvement, while other students tend to use auxiliaries even if they are not needed.

3. Errors are also committed in the use of prepositions. One could also identify types of errors committed by the students who have written the texts. these are singular plural agreement, word order, the inappropriate use of modifier, the use of verb as a modifier or to replace the noun, and the use of modifiers where they are not needed as well as the use of comparative adjectives as modifiers. on the light of the results above the study recommends the followings:

1. Students should be aware of the use of verbs and tenses as well.
2. Teachers should observe continuously the students' performance in writing and especially to their use of parts of speech in general.
3. Teachers should follow their students instructionally when writing.
4. Teachers should deliver sufficient exercises on tenses, modal auxiliaries, prepositions, relative pronouns, and noun modifiers.

Abstract

This study aimed at analyzing the students' performance in grammar when writing composition in the tertiary level, it also aimed at investigating the problems that face the students when they write compositions and suggest solutions in order to overcome these problems.

The study assumed that students in the tertiary level lack the knowledge of the correct use of verb as well as their inability to write good and coherent paragraph in addition to their inability to use parts of speech appropriately, then these assumptions are tested via the suitable tool (the test) in the form of composition which was given to the students of English language in the second level, College of Education at Sudan University of Science and Technology. After analyzing the students' performance the study has come out with the following results:

1. In using verbs, errors are committed in subject verb agreement particularly in present simple tense.
2. Regarding the modal auxiliaries, almost all the students tend to omit auxiliaries from the structure in spite of their obligatory
3. Most students make mistakes when using preletters when writing expressions and not being able to use properly the characteristic that suits the described.
4. The study also indicated that students are not familiar with the full knowledge of the linguistic compositions of sentences and their inability to properly use the pronouns and the comparative formulas.

In the light of the above findings, the study recommends the following:

1. Students must be aware of the correct use of the acts and know the time of the verb in the actual sentences.
2. English teachers must carefully follow students and raise them to use the correct parts of the speech.
- 3-giving students exercises that help raise their level and awareness of the proper use of English grammar.

ملخص الدراسة

هدفت هذه الدراسة لتحليل أداء الطلاب في قواعد اللغة الإنجليزية عند كتابة مواضيع الإنشاء أو التعبير باللغة الإنجليزية كما هدفت الدراسة لتقصي المشاكل والصعوبات التي تواجه طلاب اللغة الإنجليزية بالمستوى الجامعي ووضع الحلول المناسبة لتلافي تلك المشاكل.

إفترضت الدراسة أن طلاب اللغة الإنجليزية بالمستوى الثاني يفتقدون للمعرفة لإستخدام الأفعال بصورة صحيحة عند الكتابة كما إفترضت الدراسة عدم مقدرتهم على كتابة الفقرات بطريقة جيدة ومنسقة ومترابطة، وأيضاً إفترضت الدراسة أن طلاب المستوى الثاني الذي يتخصصون في دراسة اللغة الإنجليزية ليس لديهم المعرفة التامة وغير قادرين على إستخدام أجزاء الكلام في اللغة الإنجليزية بطريقة متقنة وإثبات صحة هذه الإفتراضات من عدمها تم إختيارها بإستخدام وسيلة مناسبة وهي الإختبار حيث وزع على 15 طالب من طلاب اللغة الإنجليزية بالمستوى الثاني وبعد تحليل أداء الطلاب في هذا الإختبار توصلت الدراسة للنتائج الآتية:

- 1- عدم مقدرة الطلاب على إستخدام الفعل المناسب مع فاعله وعدم مقدرتهم على التقيد بزمن الفعل في الكتابة وأن هنالك أخطاء كثيرة أظهرها التحليل توضح ذلك.
 - 2- يميل معظم الطلاب لعدم الأفعال المساعدة الناقصة مثل *can, will, should, etc* وأحياناً تحذف من موضعها المناسبة مخافة إرتكاب أخطاء في إستخدام هذه الأفعال.
 - 3- يرتكب معظم الطلاب أخطاء عند إستخدامهم لحروف الجر عند كتابة التعبيرات وعدم مقدرتهم على الإستخدام الصحيح للصفة التي تناسب الموصوف.
 - 4- كما بينت الدراسة أن الطلاب غير ملمين بالإلمام التام بالتركيب اللغوية الصحية للجمل وعدم مقدرتهم على الإستخدام الصحيح لضمائر الإشارة وصيغ المقارنة.
- وعلى ضوء النتائج أعلاه توصي الدراسة بالآتي:

- 1- يجب على الطلاب الإلمام بالإستخدام الصحيح للأفعال ومعرفة زمن الفعل في الجمل الفعلية.
- 2- على معلمي اللغة الإنجليزية متابعة الطلاب بدقة وتربيتهم على إستخدام أجزاء الكلام بصورة صحيحة.
- 3- إعطاء الطلاب تمارين تساعد على رفع مستواهم وإدراكهم لإستخدام قواعد اللغة الإنجليزية بصورة صحيحة.

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Chapter One

1-0 Introduction

writing is a productive skill. It is one of the most difficult and frustrating for teachers to teach. It is especially difficult for non-native speakers because are expected to create written product that demonstrates their ability to organize the content to address the correct audience as well as to demonstrate their linguistic ability(vocabulary, punctuation, spelling, etc)sometimes the difficulties are increased by learners' psychological strategies.

1-1 Statement of the Problem:

Since writing is a difficult skill we need to shed light on it, and on the students' weakness such as their correct use of grammar when exercise writing, spelling and suggest solutions for these problems.

1- 2 Question of the Study:

The study has the following as its questions:

1. To what extent teachers are responsible for the students' errors in grammar when writing.
2. To what extent students have the ability to write an organized and coherent paragraph.
3. Are the students able to use verbs correctly according to their subject.
4. What parts of speech which the students are able to use correctly.

1- 3 Hypotheses of the Study:

1. students lack the knowledge of subject-verb agreement, hence they commit mistakes in constructing sentences.
2. Students are able to write good and coherent paragraph.
3. Students are unable to use some parts of speech adequately such as verbs, prepositions, pronouns, nouns, nouns modifiers.

1-4 Objectives of the Study:

1. To discover problems facing teaching writing skill in the second year at the university level.
2. To investigate the reason of poor simulation of writing at the second year.
3. To know the type of errors in grammar when students exercise writing at the tertiary level.

1-5 Significance of the Study:

The significance of the study emerges from the significance of writing skill and it has been ignored from both teachers and students, we are trying to discover the defects from both sides so as to improve the performance.

1-6 Methodology of the Study:

The study will adopt descriptive and qualitative methods to collect and analyze data that are relevant to the study which will exemplify in the test as a tool for collecting data.

1-7 Limits of the Study:

This study is limited to the students of English language in the second level at Sudan University of Science and Technology, College of Education in the academic year 2014.

Chapter Two

Literature Review

2-1 Introduction:

We find that few writers are able to write exactly what they want to say and how they want to say it the first time they sit down to write. In fact, other than writing personal letters to family and friends, many writers make many changes before they finish writing. People who write for business, authors of books, and novels, lawyers, and anyone who has to produce writing of any kind has to know that writing involves a number of steps before they achieve a finished product. According to that the writing process involves a series of tasks such as thinking, planning, writing (rewriting) and editing. Writers go through this process in different ways. Some begin with thinking and planning before writing. Others start write out writing. Each writer has a preferred way of working through the process. According to what is mentioned above, we find out that writing is a recursive activity, this means that we many not follow the steps in a regular manner. We often return to steps that we have gone through before. The process has no end.

2-2 Characteristics Defects of Students' writing:

In general, the students' writing shows the characteristics defects below as stated by Warren (1988).

- A- High frequency of grammatical errors.
- B- Lack of variety in grammatical structures employed.
- C- use of inappropriate vocabulary.
- D- Use of inappropriate grammatical structures.
- E- Limited vocabulary.

F- Poor spelling.

G- Inadequate understanding of the topic.

H- Deficiency in clear self-expression.

I- poor punctuation.

J- Poor handwriting.

K- Untidiness.

2-3 Analysis of the Students' Performance

Analyzing students' errors is a valuable source of information concerning the learners' competence and weakness, so data are usually collected and analyzed to prove whether the learner is competent enough or not. Preliminary analysis of data involves the separation and classification of errors.

This analysis and classification includes three types; grammatical analysis to find out errors committed by the learners at the sentence level which involves some syntactic features, namely errors frequently committed in the use of verbs, relative clauses, modifiers, prepositions and errors emerge due to the interference of the mother tongue (Arabic Language), most of these errors are, of course, common to all non-native users of English language (Al- Buainam, 1988).

2-3 Details of Errors found in the students performance:

A. Verb:

After collection of data, there are many cases exemplify the misuse of verb, tenses and aspects in English. The students suffer a lot and spend considerable time to select the correct form of verb; the tense; instead they substitute one tense with another

incorrect form which indicates their inability to use the correct tense and form of the verb. These errors may have resulted from negative transfer (i.e. interference according to Selink (1969) from Arabic which has different concept of time. In Arabic there are only the perfect and the imperfect (past and perfect) progressive and perfect aspects are especially difficult for Arab learners of English (Mukattashe, 1978; Al-Buimin 1992). In Arabic, verbs show two indicative conjunctions for aspects of the imperfect (morphologically marked by prefixes) and the perfects are marked by suffixes) which may indicate whether the action is viewed as incomplete or complete respectively in the absence of any further temporal specification in imperfect serves to indicate an action which is regarded as in progress at the present time or repeated action with future time, adverbial refers to appendix, examples of errors found in the students' performance:

1/ Present/ past perfect versus simple present / past verb tense.

several attempts have been made to establish a root meaning for the English perfect Sweet (1903) and Crystal (1966) mentioned that it may be used to indicate an action completed in the past, but which its result or its outcome is still effective. The duration of the action is not emphasized.

The nearest Arabic equivalent to this use is (v +perfect), but not grammatically encoded. Category can be considered on exact equivalent to the English present perfect. The different uses of English present perfect this involves the use of particles like *gad*, and adverbs such as *Hawan* or particles like *just*, *now* and *so forth* (Al-Buinian, 1988:220. ESL students have difficulty in understanding the notion of a term of time in the following examples which are taken students' performance.

I was very disappointed and annoyed of what I have seen there.

2.4 Omission/ Addition of Verb to be:

In the cases of "intensive complementation Quirk et. al (1992): stated that when a co- reference relation exists between the subject and subject complement, English requires the use of a linking verb "copula" . The copula itself carries a little meaning, yet it functions as a link between the subject and its complement, on the other hand, Arabic does not have auxiliaries similar to those found in English in tenses that are marked in the main verb in Arabic, an educational sentence cattail/ multiwall? whabair/ theme constructions. In educational sentence the copula is not realized (Fererguson, 1971:142) the auxiliary constituent is present in the surface structure of an Arabic educational sentence of the incomplete verb/kana/. In both languages, Arabic and English, the predicate can be a noun phrase (nominal predicate), it can be adjective or an adverbial phrase.

2-5 Articles:

Students had difficulty when they are faced with the use of articles; they found difficulty in deciding if a definite article is needed for a noun in a particular context in some cases. The students overacted themselves by using articles in a redundant way; they also omitted them to simplify their tasks or replaced them with each other.

This showed that the students still had difficulty in understanding the concept of definiteness. In Arabic the use of the definite articles differs from that of English. Definiteness is expressed by the prefix 1, 2. All (the) are affixed to the noun and adjective; there is no indefinite article. Without the definite articles the noun is usually indefinite (AS-Buomioin; 188:219). Thus; although articles are among the most frequently occurring morphemes; they are among the most element of syntax to be

acquired by Arab. Mastering their usage correlate with high proficiency in other language skills.

2-6 Fragments:

As for the structure of Arabic sentence; there are three main types of sentences; nominal sentence begins with noun (SVO); verbal sentence begins with a verb; VSO, and educational sentence is composed of a subject and a predicate with no verb. According Al-Hajj (1982) surface order like VOS< OVS are exhibited; but serve specific function; some students had problems with fragments.

2-7 Lack of Subject-Verb Agreement:

General errors may be due to the simplification strategy and overgeneralization of the target language rule, some substitution errors (e.g. has instead of have must have resulted from hypercorrection.

2-8 Modal Auxiliaries:

Some students had difficulty forming verb phrase containing modal auxiliaries accordingly and choosing the correct modal auxiliaries according to their shades of meaning. In many cases from the main verb in the sentence uses incorrectly.

2-9 Relative Clauses:

Students of ESL had difficulty construction adjective clauses correctly. The following errors in English clauses were made by students:

a- In writing this letter to complain about the school which I suffered from it.

b- Moreover, I stayed with an English family whom their children did not let me study or sleep.

c- In a small village there was a chief whose name is Labongo.

d- When a student stays with people who have bad habits, this can have an influence on their characters.

2-10 Noun Modifiers:

Some of our students do not always know that demonstrative adjectives must agree with nouns and that adjectives do not agree with plural nouns.

a- These professors are helpful.

b- The beautiful sunsets make Laguarditis happy.

c- Other examples of the disadvantages it has a bad influence on one's character.

d- The meals were not a healthy one.

e- She will indeed see some strange habit.

2-11 Countable (Regular and Irregular):

ESI students can have difficulty distinguishing which nouns are countable and which are not. Our learners face problems with noun forms represented in their use of singular instead of plural and vice versa and these problems exemplify their linguistic defects. They also over-generalize the use of the plural in some cases; also they had errors in irregular verbs which may be due to the lack of knowledge of the rules.

Examples:

Beside men's who studies out there are a lot of girls or women's who study out.

The teacher gave me an advice.

There are many people who travel.

2-12 Prepositions

There were many errors in the learners of foreign language under this category, most prepositions errors were due to the students' lack of knowledge of English language preposition system:

a- should be to the one who has experience on his life.

b- without knowing anything for the country.

c- To know the character of the people and how to react with them.

2-13 Learning How to Write:

Since language users utilize writing as a means of interaction, it is essential! for them to learn how to write well depend on actually how to do it (Tom 1985) states that the learner should know the purpose or the motives when he start writing and he /she has to know and master the constraints of writing. Moreover, the learner should master and must be competent of the system of the writing processes .he / she should know the types and stages of writing that he/ she must follow, since the full knowledge of the topic enables the writer to grasp the topic well and gather enough information about the topic being written. One of the systems of writing the writer must have competence of grammar. Any defect that appears in his performance will reflect the deficiencies certain aspect.

Thomason (1983) explains that the learner ought to learn why and what is he / she need to write and should have information about the addresses; the people whom h/she is writing to, Thomason formulated his principle as follows:

a- A view of writing as a recourse process which can be taught.

b- An emphasis on writing as a way of teaching as well as cognitive.

c- A willingness to draw on other disciplines cognitive psychology and linguistic.

d- The incorporation of a rhetorical context, view of what writing assignment include; a sense of the audience, purpose and occasions.

e- A method of evaluation which determines how well a written product adopts the learners' need

f- The principal that the teacher should be able how to write in order to convey the message intended convincingly.

2-14 The product of writing.

Terrsa and Judith (1993) explain that one approach to writing is to look at instances of writing and analyze the features of written texts. This will tell us something about what is required from students to produce. It is possible e to build up a list of the skills that writers need. It would include.

- Getting the grammar right.
- Having a range of vocabulary.
- Punctuating meaningfully.
- Using the conventions of layout correctly, e.g. in letters.
- Spelling accurately.

- Using a range of sentence structures.
- Linking ideas and information across sentences to develop a topic.
- Developing and organizing the context clearly and convincingly.

2-15 How to write composition:

You don't have to be a good writer to write well. Writing is a process. By learning to treat writing as a series of small steps instead of a big all-at-once magic trick you have to pull off will make writing a composition much easier. You can learn to brainstorm main ideas before you start writing, organize a draft of those main ideas, and revise your composition into a polished essay.

Read the assignment closely. It's important to get a clear understanding of what your teacher expects from your composition. Each teacher will have a different set of things they'll be looking for, both for the topic and the style. Keep your assignment sheet with you at all times while you're working on your composition and read it closely. Ask your teacher about anything you feel unsure about. Make sure you have a good sense of the following:

What is the purpose of the composition?

What is the topic of the composition?

What are the length requirements?

What is the appropriate tone or voice for the composition?

Chapter Three

Methodology of the Study

3-1 Introduction

This chapter contains a qualitative and descriptive methodology which is used in the study. The study generally used a qualitative and descriptive method. The study is mainly designed to obtain pertinent and precise information concerning the current status of the phenomenon and draw conclusions from what is observed. The data collected therefore, represent the students' performances in the area of the study. Moreover, it describes the population and sample of the study, tool, validity and reliability of the study.

3-2 The population of the study:

The word population refers to a collection of specified group of human beings. Thus, the target group of this study consists of 15 English language students in the second level at Sudan University of Science and Technology.

3-3 The Sampling Method:

The method used is a non-probability sampling method because samples were selected at the discretion of the researchers. However, the selection is arbitrary; there is good evidence that the samples are representative of the total population. Therefore, samples of the study randomly chosen out of the target group, because each member of the population has the same opportunity of being selected as study sample. The number of students selected as samples were 15 students including both gender male and female students.

3-4 Tool of the Study:

In the process of collecting information, the researchers depended totally on the test as instrument to collect data. The test is widely believed to be most suitable and reliable tool in the field of the study. The test was composed in the form of a composition about Sudan University of Science and Technology.

3-5 Validity and reliability of the tools:

To ensure that the test met its face value, it was submitted to specialized teachers at Sudan University of Science and Technology (SUST), they expressed their opinions and advised us to make some additions, omissions and some modifications concerning composition, and then the compositions which were written by the students were checked by two independent raters. Moreover, the descriptive analyses of the students' compositions were checked for inter-rater reliability.

Chapter Four

Data Analysis

4-1 Introduction:

In this chapter the researchers explain the methodology used in this study, collecting the data and analyzing it by using (SPSS) IT describe the validity and reliability of the tool of collecting data. A group of 15 students from Sudan University were tested on writing errors. Those students were chosen randomly. Analysis of Errors committed by (15) students at Sudan University of Science and Technology- College of education - English Department- second year, concerning the use of verbs, modals, auxiliaries, relative clauses, noun modifiers and preposition in written composition.

4- 2 Verbs:

The most common errors are committed by students is the misuse of subject-verb agreement, this type of error is clearly seen in the students' written texts. Here are the samples of that errors and correct form of phrases, clause and sentences in which errors are committed.

Samples of Errors	The Correct Form
This university have	This university has
It have many colleges....	It has many colleges
Sudan University include.....	Sudan University includes
I choose this university	I have chosen this university
It make	It makes
It carry name of country	it carries the name of the country
I choses this university	I have chosen this university

Another type of error is that some students use the past forms of verbs where present simple forms must be used. Here are some examples of errors accompanied with the correct forms of phrases clauses and sentences.

Samples of Error	The Correct Form
I enjoying this university	I enjoy this university
I do not found	I didn't find
I want to prepared	I want to prepare
Sudan University including many	Sudan University includes many
Students whom want to prepared	Students who want to prepare

Students have committed errors in using the correct tense, when they should use the past participle of the verb; they tend some to use the present simple forms as in:

Samples of Errors	Correct Form
Doctors are qualify	Doctors are qualified
It was establish	it was established

Another type of error is the deletion of the main sentences; affected by the mother tongue interference, below is an example of this type of error:

Example:

The students in Sudan University from different places (incorrect) the students of Sudan University from different places (correct).

In some cases sentences are detected in term of meaning as students use the inappropriate verb that match the required meaning as well as subject verb agreement as in:

Samples of Error	Correct Form
Sudan University collect number of students	Sudan university contains a large number of students.

4-3Modal Auxiliaries:

Concerning the use of modal auxiliaries, almost all the errors committed through the omission of the involved auxiliary, students usually drop the auxiliary when it must be used. Here are some examples of such type of error:

Samples of error	Correct form
My ink finished	My ink is finished
Everybody to graduate	Everybody can graduate
In future it become....	In the future it will become..
I not forget this	I will not(wont) forget this
It not complete science	It doesn't complete science
Sudan University full of classes	Sudan University is full of classes
The classes very comfortable	The classes are very comfortable

Conversely, some students insert modal auxiliaries where they are not involved in the context of the structure. Below are some samples to clarify this type of error:

Sample of error	Correct form
I am choose SudanUniversity	I choose Sudan Universitybecause.
I wrote about this is topic..	I wrote about this topic

Other types of errors include subject auxiliary agreement and the correct form of the verb as in:

Sample of Error	Correct From
The clothes is very narrow	The clothes are very narrow
...when I am in the secondary school	When I was in the secondary school
I have been dreamer of it	I have dreamed of it.

4-4 Relative Pronouns:

Concerning the relative pronouns, there are also a various types of errors such as the misuse of subjective and objective relative pronouns. Below are two samples in order to exemplify this type of error:

Sample of errors	Correct form
Students whom want to prepare to master	Students who want to prepare to master.
Students whom study in distance education	Students who studies indistant learning.

Another type of error in using relative pronouns is related the meaning of the sentence as in:

Example of errors:

I don't know what is the number of students (incorrect)

I don't know how many students in the University (correct)

Some relative pronouns are put where they are not needed in the structure as in:

Sample of error	Correct harm
Sudan University has many students that because of the great university	Sudan university has many students because it is a large university.

4-5 Noun Modifiers Analysis:

In using noun modifiers, there are many errors concerning adjectives instead of the adjectival modifiers and in some cases the respondents' use doesn't match the noun in terms of meaning and form. Other students use verbs modifiers. The errors in positive- negative forms. Below are some samples regarding these types of errors as well as other multiple.

Singular- plural agreement:

Samples of Errors	Correct Forms
Sudan University it better than all university	Sudan University is better than all universities.
St consist of many college	It consists of many colleges
There are some college	There are some colleges
All this college	All these colleges
This is a famous places	This is a famous place

Some errors are committed in the word order when students replace the modifiers in noun places, in this case the inversion is done. Below are some samples to clarify this issue:

Samples of errors	Correct form
Studies different	Different studies
Students master	Master students
Khartoum University	University of Khartoum
University professional	Professional university
Grass art	Art grass

Another type of errors is the inappropriate use of modifiers that do not match the context of the phrase; clause or sentence.

Below are many samples to exemplify this type of errors:

Sample of errors	Correct form
Big university	a big university
a lot of colleges	Many colleges
a good Suck	Good wishes
Students linkings	Students relationships
The clothes is very narrow	The clothes are very narrow
It is too large	St is very large
Sudan University back to old time	Sudan University back to ancient time
I loved it so good	I loved it too much

St consider of more technical	It is considered highly technical
Sudan University is so important university	Sudan University is a very important university
Breeding college	College of education

Sometimes students use verbs as modifiers to nouns and vice versa. They use nouns as modifiers to verbs. This type of error is clearly shown below:

Samples of errors	Correct form
Sit chairs	Sitting chairs
Different specialize	Different specializations
Success university	Successful university
Development university	Developed university

Some errors are committed when students use modifiers that are not involved in the context as in:

Samples of errors	Correct form
a great deal of number people	a large number of people
The many of office in my colleges	Many offices in all colleges

Some errors are committed when students use the comparative adjective preceding the noun, as in:

Sample of errors	Correct form
My university is bigger place	My university is a large place
I consider more technical	It is considered highly developed

4-7 Analysis of the prepositions:

Regarding the prepositions, four types of errors are identified, including the inappropriate use of prepositions, the use of prepositions where are not needed, the failure is putting prepositions in the correct order as well as the omitted or missed prepositions.

Some students don't use the appropriate preposition; hence it is difficult to group the meaning. Below are some examples:

Samples of error	Correct form
Popular of Sudan Community	Popular to Sudan community
It consist on more	It consists of more
Sudan University still in the top..	Sudan University still on the top..
In the end I hope ..	At the end I hope
It has over that two million.	It has more than
The history for university	The history of University
Sudan University is the best university form academic	Sudan University is the best university in academic.

Another type of error is the inversion or the incorrect order of the prepositions affected by their mother tongues, students usually commit such errors , below are some samples:

Samples of errors	Correct form
We find in many colleges	We find many colleges in it.
Students in here university	Students here in the university

Sometimes prepositions are not involved in the contexts, but some students tend to write them. This type of error is clearly

shown below: Samples of errors	Correct form
Complete of science For more from science	Complete science Form more science
Sudan University at to learning	Sudan University in learning
University to has to the ability	University has the ability
I chose Sudan University because to love academic Many of offices It consider of more	I chose Sudan University because I love academic learning Many offices It considered more
I to come to this university...	I come to this university.

Another type of errors is the omission of the preposition when they need to insert in the structure; as in: Samples of Errors
Correct form

It consists many colleges	It consists of many colleges
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4-8 Conclusion:

To sum up this analysis one could point out that the common errors committed by the students in those written texts in the using of verbs, modal auxiliaries, relative pronouns, nouns modifiers and prepositions.

In using verbs, errors are committed in subject verb agreement particularly in present simple tense. Another type of error is the failure of using the correct tense of the verb and the past participle form to express gerund and adjective. Furthermore, the

similar device "like" is functioned as a verb in some cases. Another type of error is the omission of the main verb from the sentence, as well as the use of verbs that don't match the meaning of the sentence.

Regarding the modal auxiliaries, almost all the students tend to omit auxiliaries from the structure in spite of their obligatory involvement, while other students tend to use auxiliaries even if they are not needed. In addition to the misuse of subject-auxiliary verb agreement.

It's noteworthy that students who wrote these texts rarely use the relative pronouns, it looks as if they avoid using this word class to escape the error, because whenever they use it, they immediately commit errors, particularly when they use the subjective and objective pronouns "who and whom" they usually

Commit mistakes. Moreover, some of them insert relative pronouns where they are not involved.

To comment on the use of noun modifiers, one could identify types of errors committed by the students who have written the texts. These are singular plural agreement, word order, the inappropriate use of modifier, the use of verb as a modifier or to replace the noun, and the use of modifiers where they are not needed as well as the use of comparative adjectives as modifier.

Errors are also committed in the use of prepositions. Considering

This issue one can identify four types of errors committed by this group of student. These errors are; the inappropriate use of prepositions, the extra prepositions, the incorrect order of the prepositions as well as the misused preposition.

It is noticeable that these errors are correlated with each other and some with other errors such as spelling, capitalization, punctuation, etc. which are not discussed In this analysis.

Chapter Five

Summary, Findings and Recommendations of the Study

5-1 Introduction:

This chapter contains a summary of the previous chapters and findings which the study has come out with after analyzing the data in chapter four, in addition to some recommendations built on the findings.

5-2 Summary of the Study:

in the first chapter the introduction of the study was presented and the second chapter consists of literature review and previous studies related to the current study, while in chapter three the methodology of the study was described and chapter four contains analysis of the data collected via the tool of the study (the test), chapter five presents the findings of the analysis which was conducted in chapter four and recommendations that spring out from the findings.

in this chapter one could point out that the common errors committed by the students in those written texts in the using o verbs, modal auxiliaries, relative pronouns, nouns modifiers and prepositions.

in using verbs, errors are committed in subject verb agreement particularly in present simple tense, another type of errors is the failure of using the correct tense of the verb and the past participle form to express gerund and adjective, furthermore, the similar device "like" is functioned as a verb in some cases, another type of error is the omission of the main verb from the

sentence, as well as the use of verbs that do not match the meaning of the sentence.

Regarding the modal auxiliaries, almost all the students tend to omit auxiliaries from the structure in spite of their obligatory involvement, while other students tend to use auxiliaries even if they are not needed in addition to the misuse of subject-auxiliary verb agreement.

It is noteworthy that students who wrote these texts rarely use the relative pronouns, it looks as if they avoid using this word class to escape the error, because whenever they use it, they immediately commit errors, particularly when they use the subjective and objective pronouns "who and whom" they usually commit mistakes, moreover, some of them insert relative pronouns where they should not be involved.

To comment on the use of noun modifiers, one could identify types of errors committed by the students who have written the texts, these are singular plural agreement, word order, the inappropriate use of modifier, the use of verb as a modifier or to replace the noun, and the use of modifiers where they are not needed as well as the use of comparative adjectives as modifiers.

Errors are also committed in the use of prepositions, considering this issue one can identify four types of errors committed by this group of students, these errors are; the inappropriate use of prepositions, the extra prepositions, the incorrect order of prepositions as well as the misuse of them.

It is noticeable that these errors are correlated with each other and some with other errors such as spelling, capitalization, punctuation, etc, which are not discussed in this analysis.

on the Sight of the above findings the study has come out with the following recommendations:

Students should be aware of the use of verbs and tenses as well, teachers should observe continuously the students' performance in writing and especially to their use of parts of speech in general.

Teachers should follow their students instructionally when writing.

Teachers should deliver sufficient exercises on tenses, modal auxiliaries, prepositions, relative pronouns, and noun modifiers.

Students should develop their abilities in the writing skill since it is an important skill in learning English Language.

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Appendix:

Test:

Sudan University of Science and Technology Faculty of
Education Department of English language

This test is designed as part of study entitled Analysis of
Grammatical Errors at the Tertiary Level. It is particularly
targeting the students of English language at the second level.

Composition writing:

Write a composition not less than * words about your university -
Sudan University of Science and Technology (SUST). In your
composition you should take care of the punctuation marks,
presentation, paragraphing, grammar, and spelling.

