



Sudan University of Science and Technology

College of Postgraduate Studies

College of Languages



**Investigating Grammatical Errors Made by the
Students of International General Certificate of
Secondary Education (IGCSE) in Writing
in Khartoum State**

**تقصي الأخطاء النحوية في التعبير الكتابي لدى طلاب الشهادة العالمية
العامة للتعليم الثانوي بولاية الخرطوم (IGCSE)**

A Thesis Submitted in fulfillment of the Requirements for Ph. D
Degree in English Language (Applied Linguistics)

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Dedication

To the soul of my late father (may Allah rest him in peace), to my beloved mother, my dear wife and children and to my colleagues

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All praise is due to Allah the Almighty for enabling me to achieve this academic task. Appreciation and sincere gratitude are due to my supervisor Dr. AbdallaYassinAbdalla for his patience, constant support and encouragement. I would also like to extend my thanks to Mr. Jalal Ibrahim who inspired me with his invaluable encouragement to achieve this research.

Lots of thanks to brothers, Khalid and Mohammed, who kept encouraging me to finish this thesis.

Abstract

The study aimed at investigating the grammatical errors made by the students of the IGCSE (International General Certificate of Secondary Education) schools in writing. The study adopted the descriptive-analytical method of research. As a tool for data collection, the researcher designed a test that consisted of a writing task and some grammatical items in addition to a questionnaire for ELT teachers to measure their opinions about the curriculum and the students' performance in writing . The writing task aimed at measuring the students' abilities in dealing with the difficulties posed by grammatical errors. It was administered to a total sample of 150students. The ELT teachers' questionnaire on other hand, aimed at assessing the ELT teacher' perspectives and views on the relevance of writing composition and to the learning and teaching writing. It was administered to a total sample of 40 ELT teachers at Int. schools. The above mentioned tools were to use the criteria of validity and reliability. The researcher raised four questions about the grammatical errors in writing composition. Moreover, four hypotheses were formulated to correspond to these questions. The findings revealed low abilities in using the correct grammatical rules in writing skills. The study was concluded by some recommendations and suggestions for further studies.

Abstract (Arabic version)

هدفت هذه الدراسة لتقصي الأخطاء النحوية التي يرتكبها طلاب المدارس العالمية في مهارة الكتابة. تبنت هذه الدراسة المنهج الوصفي حيث قام الباحث بتصميم أدوات البحث المتمثلة في اختبار تعبير للطلاب بالإضافة لاستبانة لأساتذة اللغة الانجليزية لقياس آراءهم حول المنهج وأداء الطلاب في كتابة الإنشاء. هدف اختبار التعبير لقياس قدرات الطلاب في الاستخدام السليم للنحوي كتابة الإنشاء. وقد تم إجراؤه لعينة بعدد 150 طالب. أما الاستبانة والتي أجريت لعينة بعدد 40 من أساتذة اللغة الانجليزية في بعض المدارس العالمية في ولاية الخرطوم فقد هدفت لتلقي آراء هؤلاء الأساتذة حول الأخطاء النحوية في كتابة التعبير لدى طلاب المدارس الثانوية وتم التأكد من مطابقة هذه الأدوات لمعايير الصدق والثبات. ولقد حاول الباحث في إطار سعيه للتحقيق من مشكلة البحث وذلك بالإجابة عن أربعة أسئلة تتصل بالمشكلات التي يواجهها طلاب المدارس العالمية في الأخطاء النحوية في مهارة الكتابة. انبثقت عن هذه الأسئلة أربعة فرضيات تم إثباتها جميعاً. كشفت نتائج الدراسة عن أخطاء الطلاب النحوية في كتابة الإنشاء. على ضوء هذه النتائج فقد أوصى الباحث أن تدرس القواعد النحوية من خلال كتابة الإنشاء. كما أوصى بأن يتلقى المعلمين كورسات مكثفة لتطوير أداء الطلاب في مهارات الكتابة. وأخيراً ختمت الدراسة ببعض التوصيات والمقترحات يفاد منها في دراسة لاحقة.

List of Abbreviations

Abbreviation	Words
IGCSE	International General Certificate for Secondary Education
ISS	International Schools in Sudan
ESL	English as a Second Language
EA	Error Analysis
CA	Contrastive Analysis
ELT	English Language Teaching
L1	Native language (Mother Tongue)
L2	Target language (second language i.e. English).
TL	Target Language.

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Chapter One

Introduction

Chapter One

Introduction

1.1 Overview

The idea of International Schools in Sudan (ISS) emerged at the beginning of the 20th century which was first presented by Unity International School in 1902. This school was originally founded by the Coptic community and began life as an all-girl school (Staff Unity High School web page, Retrieved 26 January 2015).

The ISS provide the students with high English educational system that goes with the international standards. The students in these schools are prepared to sit for the International General Certificate of Secondary Education (IGCSE) qualification as well.

ISS have objectives that stress the role of foreign language education in developing the Sudanese students humanistically, socially and nationally in addition to its role in developing cultural openness and cultural exchange. The ISS objectives are: first, enabling students to communicate effectively in different situations with native and non-native speakers alike using the appropriate and correct linguistic forms. Second, equipping the students with the requisite linguistic skills for pursuing university education in their field of specialization. Third, developing students' critical thinking. Forth, developing intercultural understanding and appreciation. Fifth, promoting students' positive attitudes toward the target language and culture. Sixth, enhancing students' abilities to work with others.

1.2 Statement of the Study:

Complaints about poor English results of Grade 11 students have been commonly heard from parents and teachers in most of international schools in Khartoum. The blame is either placed on teachers for not being well-prepared to teach the language properly or learners who do not want to take their learning seriously; or the education system which is perceived to be ineffective. Some people such as parents generally blame it on the problem that English is not widely spoken outside the classroom, such as at home or in public places. Poor English language proficiency is believed to be the major cause of the overall poor performance of students in international schools. These observations are confirmed by English examiners' reports every year.

One of the reasons for students' incompetence could be that they are taught in a second language. Nunan (2001:89) states that proponents of Contrastive Analysis claims that where the first and second language rules are not the same, errors are likely to occur as a result of interference between the two languages. Similarly, I have also noticed that in some cases learners from the same school or region would produce the same type of errors in their interlanguage, that is, the type of language produced by second- and foreign-language learners who are in the process of learning a language.

According to Brown (2000), in order to master the English language, students have to be adequately exposed to all of the four basic skills, namely listening, speaking, reading and writing. Most of the IGCSE students in ISS have lived in English speaking countries and as a result of that, they are very fluent in English and they can express themselves easily. Moreover, their communicative skills with native and non-native speakers are incredible.

Therefore this study will investigate the grammatical errors that face the students of the IGCSE in writing, their frequency and possible causes of the grammatical errors committed by the students.

It is assumed that these errors may attribute to the fault that these students focus more on the oral skills ignoring the other skills as well as the grammatical aspects which affect negatively their written work. Hence , these problems will be investigated and some possible solutions will be suggested to overcome them.

1.3The Study Questions

This study aims to answer the following questions:

1. What kind of main grammatical errors are facing the students of the IGCSE?
2. What are the frequent grammatical errors in writing facing the students of the IGCSE?
3. What are the possible causes behind the grammatical errors that made by the IGCSE students?
4. What are the possible strategies that can be used to overcome these problems?

1.4 The study Hypotheses

With regard to the problem of the study, certain assumptions can reasonably be formulated as being the main outlines of the research hypotheses so as to answer the research questions already stated above. These hypotheses can, then, be stated as follow:

1. The students of the IGCSE face different kinds of grammatical errors in writing.
2. Some grammatical errors made by the students of the IGCSE occur frequently.

3. There might be some causes of the grammatical errors made by the IGCSE students.
4. There are some possible strategies that could be used to overcome these problems.

1.5 Significance of the study

The importance of this study is that it analyzes the grammatical errors that encountered by the IGCSE students in the international schools in Sudan which affect negatively their written English. So it tries to find out these problems and provides the suitable solutions for them so as to help the students in ISS to improve their writing skills.

This study will contribute to improve teaching and learning of English language. It does this by identifying reasons behind the grammatical errors committed by the IGCSE students in English. When doing this, it is important, in my view, to identify the students' level of achievement in their English language writing skills and the problems they encounter in the process of English Second Language learning.

Moreover, the findings of the research can be used by other teachers as a means for improving the quality of the students' performance in the English teaching-learning process.

Lightbown and Spada (2000:176-192) argue that when errors are persistent, especially when they are shared by almost all students in a class, it is useful for teachers to bring the problem to the students' attention. Corder (1974:125) notes that Error Analysis (EA) is useful in second language learning because it reveals the problem areas to teachers, syllabus designers and textbook writers.

'Errors can tell the teacher how far towards the goal the learner has progressed and consequently, what remains for him or her to learn.'

This study is also valuable to learners. Researchers such as Kaplan (1966) and Nunan (2001) have reflected that learners' errors are systematic, rather than random, and many learners tend to commit the same kinds of errors during a certain stage of language learning.

Error analysis is also significant as a mechanism for improving writing skills. Various studies, including Kroll and Schafer's (1978), indicate how EA can be used to improve writing skills. The results of this study should, therefore, serve as guidance to teachers on how to assist learners to become better writers. As Corder (1974) puts it, "We should be aware that different types of written material may produce a different distribution of error or a different set of error types." The commonly misspelled words indicated in this study are only a sample; teachers should explore to identify other commonly misspelled words that could not be part of the instruments used in this study.

1.6 Objectives of the study

One of the challenging things that encounter the IGCSE students in Sudan in their writing is grammar, particularly the sentence structure with regard to subject-verb agreement, sentence fragment, run-on sentence and comma splice. Thus, the purposes of this study are as follows:

1. To investigate the grammatical errors that encounter the IGCSE students in their written work.
2. To analyze the grammatical errors committed by the IGCSE students.

3. To draw the teachers' attention at the IGCSE schools to employ suitable writing strategies in teaching composition which is free from grammatical errors.
4. To find ways for improving the students' grammatical performance in their written works.

The hypotheses of the study are expected to give a clear description of the grammatical errors which are mentioned above. Hopefully, these will assist the teachers to point out the students' grammatical problems and to give relevant inputs to help the students see the common grammatical errors and better improve their grammatical performance.

1.7 The Research Methodology

The method used in this thesis will be a descriptive and analytical method. The source of data consists of an English test which will be answered by the students of grade ten approaching their pre-final stage of study, as a requirement for the completion of grade ten in the year 2017. The errors in each paper will be identified and numbered. The analysis on error types will be presented in tables showing the distribution of each error in the test papers, the type of surface change and the frequency of occurrence of each error type. A questionnaire will be used to investigate the teachers grammatical strategies for improving writing efficiency. Both the validity and reliability of the exam paper and the test will be checked by some university staff relevant to the relevant field.

1.8 Limits of the Research

In this study, the researcher is going to investigate the grammatical errors that encountered by the students of the IGCSE in Sudan, but it does not stipulate

why these errors were made. One hundred and fifty students of grade ten from four different international schools (Qabbas International Schools, the British International School, Westminster International Schools and General Science International School) are randomly asked to sit for test that includes different grammatical areas so as to find out the grammatical errors that may face the IGCSE students in ISS.

Summary of the Chapter

This chapter has provided description of the theoretical framework of the study with some focus on the study problem, the research question hypotheses and the methodology.

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2.0 Introduction

This chapter revolves round the grammatical errors which are believed to be problematic for the IGCSE students. Therefore, the students of the IGCSE should avoid the grammatical errors so that their linguistic knowledge can be developed within and beyond sentence level, in general, and their techniques can be applied in writing, in particular. To achieve this, the researcher is going to trace back the concept of grammar across the history, and to investigate the current approaches to grammatical analysis of English as well. The relevant grammatical aspects, which affect the overall quality of written work, will be investigated too. . Moreover, this chapter aims to review some previous studies to highlight the expected contribution of this study.

2.1 Literature Review:

2.1.1 Conceptual Framework

This chapter investigates the grammatical errors in IGCSE students' written works. Therefore, it reviews the definition of error, error analysis, source of error, causes, significance of error, development of error, attitudes towards errors and some other concepts relevant to the present study. This review will also shed light on language analysis in grammatical errors in writing skill. This is the mount of knowledge that the learner of IGCSE level should grasp to be able to interact in EL.

2.1.2 Contrastive Analysis

Contrastive analysis is the systematic study of two languages so as to identify their structural differences and similarities. This term was used widely in the 1960s and early 1970s as a means of explaining why some features of a

Target Language were more difficult to learn than others. Researchers at that time were encouraged by the idea of being able to identify points of similarity and difference between native language and target language. There was strong belief that a more effective pedagogy would result when these were taken into consideration. Charles Fries (1945: 9) one of the pioneer applied linguists of that day, said:

"The most efficient materials are those that are based upon a scientific description of the language to be learned carefully compared with a parallel description of the native language of the learner"

According to the behaviourist theories, language learning was a matter of habit formation, and this could be strengthened by existing habits. Therefore, the difficulty in acquiring certain structures in a second language depends on the difference between the learners' mother language and the target language they are trying to learn.

In this point, Lado (1957) claims: *"those elements which are similar to the learner's native language will be simple for him, and those elements that are different will be difficult"*. This involves describing the languages (using structuralist linguistics), comparing them and predicting learning difficulties ([http://en.wikipedia.org/wiki/Second language acquisition](http://en.wikipedia.org/wiki/Second_language_acquisition), July 2016). Therefore, language comparison helps in the process of language learning and teaching. Moreover Larsen- Freeman & Long (1991: 53) add: *"Where two languages were similar, positive transfer would occur: where they were different, negative transfer or interference, would result"*

The goals of Contrastive Analysis are: to make second language teaching more effective, to recognize the differences between the first language and the target language based on the assumptions that: (1) foreign language learning is based on the mother tongue, (2) similarities facilitate learning (positive transfer), (3) differences cause problems (negative transfer/Interference). Via contrastive analysis, problems can be predicted and considered in the curriculum. However, not all problems predicted by contrastive analysis always appear to be difficult for the students. On the other side, many errors that do turn up are not predicted by contrastive analysis. Larsen, et al (1992: 55) states that: *"predictions arising from were subjected to empirical tests. Some errors it did predict failed to materialize, i.e. it over predicted."*

This prediction failure leads to the criticism to the Contrastive Analysis hypothesis.

2.1.3 Error Analysis

2.1.4.1 Definition of Error Analysis

According to James (1998), Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Error analysis is the process of pointing out the incidence, nature, causes, and consequences of unsuccessful language.

Richards et.al state that:

"Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language,

and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis."

Another concept of error analysis is given By Brown (1980), he defines error analysis as the process of observing, analyzing, and classifying the deviations of the rules of the second language and then to reveal the systems operated by learner. In the line, Crystal (1987) defines Error analysis as a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. The three definitions above clarify that error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing which should be noticed is the procedure of error analysis.

On the other hand, Webster (1990: 340) defines errors in two terms. First, in her Desk Dictionary of Language, she states that "*Errors is a deviation from accuracy or correctness or belief in something untrue.*" Second, in Webster's School Dictionary (1980: 304) she defines errors as:

"Errors as a deviation from a code of behaviour, an act involving an unintentional deviation from truth or accuracy, an act that through ignorance deficiency, or accident fails to achieve what should be done, the quality or state of erring, and the difference between an observed or calculated value and the true value,

especially: variation in measurements, calculations or observations of quantity due to uncontrollable factors."

From those definitions, it can be concluded that an error is a deviation from what is right or correct.

While the definition of error analysis by Corder (1974) is very close to the IGCSE context: *"What has come to be known as error analysis has to do with the investigation of the language of second language learners"*. Lim (1976), claims that:

"One of the main aims of error analysis is to help teachers assess more accurately what remedial work would be necessary for English as a Second Language (ESL) students preparing for an English Language test, so as to help these students avoid the most common errors."

2.1.4.2 Challenges of Error analysis

As most research methods, error analysis also has its drawbacks. The majority of teachers of English are non-native speakers. English is not their first language, but they speak it as a second language. Consequently, there is a likelihood of ESL teachers using some wrong aspects of the English language. *"The recognition of error ... depends crucially upon the analyst (researcher), making a correct interpretation of the learner's intended meaning of the context"* (Corder, 1974:127). With error analysis, it can be difficult to decide what an error is and what is not. This is mostly the case when it is task dependent. An error in one situation may not be an error in another. For instance, vocabulary tests are generally geared to a particular set of items.

Using another word with the same meaning might get the student marks for ingenuity, but will still be a wrong answer. Even if errors are count in different situations, they may have different weights. For instance, a spelling error would count heavily in a spelling test, and probably little in an extended essay. Error interpretation and evaluation really depend on the weight given to an error which varies from exercise to exercise.

Another point on weaknesses of error analysis according to Xie and Jiang (2007:13) is that there is a danger in too much attention to learners' errors. For instance, in the classroom the teacher tends to become so pre-occupied with noticing errors that the correct utterance in the second language will go unnoticed. Although the diminishing of errors is an important criterion for increasing language proficiency, the ultimate goal of second language learning is still the attainment of communicative fluency in a language.

Another shortcoming is the overstressing of production data than comprehension data which is equally important in developing an understanding of the process of language acquisition. Caicedo (2009:43) claims that error analysis can be said to only deal effectively with learner production, that is speaking and writing, but not with learner reception, which is listening and reading.

Error analysis does not account for learner use of communicative strategies such as avoidance, when learners simply do not use a form with which they are uncomfortable with. For example, a learner who for one reason or another avoids a particular sound, word, and structure or discourse category may be assumed, incorrectly, to have no difficulty therewith. The absence of error, therefore, does not necessarily reflect native like competence since

learners may be avoiding the very structure that poses difficulty for them. (Xie& Jiang, 2007:13).

Ultimately, Xie and Jiang (2007:13) point out that error analysis can keep us too closely focused on specific languages rather than viewing universal aspects of language. Although error analysis is still used to investigate specific questions in SLA, the quest for an overarching theory of learner errors has largely been neglected.

However, as this study argues, these drawbacks are outweighed by the advantages. Error analysis is an important aspect of language learning for English second language learners such as those in this study.

2.1.3.3 Strength and Weakness of Error Analysis

According to Buteau (1970: 144) Error Analysis is important in that error based analysis are not only fruitful but also necessary to work out and test hypotheses concerning factors that set degree of difficulty in second language learning at the intermediate level . Brown (1980) also believes that error analysis can succeed contrastive analysis, as only some of the errors a learner makes are attributable to mother tongue that learners do not actually make all the errors that contrastive analysis predicts they should, and learners from disparate language backgrounds tend to make similar errors in learning the same target language.

However, Brown draws learners' attention to one danger of error analysis: it may overstress the importance of production data. Halliday(1964: 43) states that it is useful to construct a purely descriptive framework for the analysis and details of errors, which takes into account the level of language and the various categories involved . After the errors have been collected, the error diagnosis can be done in two ways: descriptively or comparatively. The

descriptive method is chosen because it gives up a simpler correction and can be used in language classes with students from different backgrounds. If the teacher believe that the only cause of the error is due to interference, the error could also be explained 'comparatively' as if it comes from the interference of the native language . Nevertheless, this second way of error diagnosis is rather limited as it can only be used in classes with students with the same native language background.

2.1.4.4 Levels of Errors

Students must master the skills of language (The receptive and the productive)

1- Receptive: the degree to which a student makes automatic responses to linguistic features.

2- Productive: the degree to which he makes automatic use of linguistic features.

Moreover, the experiences of students involve the school activities, the home, the family, relatives, some sports and some outings. The vocabulary connected with these activities should be taught. Hence, teaching words that represent new ideas is a mere burden on them. Two general principles could be stated for the choice of vocabulary items to be taught to students.

There are many obstacles hindering the performances of the four skills in English language, the differences between Arabic script and English script, phonological differences, morphological differences, grammatical differences.

2.1.4.5 Significance of Errors

Many linguists and theorists in the field of error analysis have concentrated on the importance of second language learners' errors. Corder

(1967) indicates that errors are important in three different ways. First to the teachers, in that they tell them how far towards the goal the learners have progressed and what remains for them to learn as a result. Second, they provide researchers with evidence of how language is acquired, what procedures the learners are applying in their learning of the language. Thirdly, they are absolutely necessary to the learners themselves, because errors could be a device that the learners use in order to learn.

A research has provided empirical evidence pointing to emphasis on learners' errors as an effective means of improving grammatical accuracy (White et al, 1991; Carroll and Swain, 1993). Indeed, as Carter (1997:35) notes: *"Knowing more about how grammar works is to understand more about how grammar is used and misused"*.

Dulay (1982: 138) states that studying learners' errors serves two major purposes: 1. It provides data from which inferences about nature of language learning process can be made, and 2. It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly, and which error types detract most from learners' ability to communicate effectively.

Students have to recognize the importance of errors which occur in their writing so as to fully grasp and understand the nature of the errors made. This demands English language teachers to be better equipped, more sensitive and aware of the difficulties students face with regard to grammar. In other words, it is a way the learners have for testing their hypotheses about the nature of the language they are learning. Taking these ideas into consideration, this study attempts to identify the grammatical errors which students make in their written

English work in order to help teachers of English to solve the problem and to reveal the points of weakness in English writing.

2.1.4.6 The Difference between Errors and Mistakes

James (1998) made a clear difference between an error and a mistake by saying that if the learner is able to correct a fault in his or her output, it is supposed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable to make the correction, it is assumed that the form the learner used was the one intended, and that it is an error. So he tries to say that intentions play an important role in this definition.

James (ibid 78) stated that mistakes can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self correction, then we have a first-order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance, then we have a second-order mistake. While errors cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they can be self-corrected.

On the other hand, Norrish (1987) says that error is a systematic deviation, when a learner has not learnt something and continuously gets it wrong. It seems that the phrase ‘systematic deviation’ in these definitions is a key word which can be understood as the deviation which happens repeatedly. Further, it is necessary to differentiate between error and mistake. A mistake is also a deviation of the norms of the language but is not systematic. It means that the use of the norms of the language in sentences is sometimes true and

sometimes wrong. Norrish says that a mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong. Moreover, Richards et.al (1973) state that mistake is made by a learner when writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance. From these two above definitions, it can be concluded that a mistake is made by a learner because he does not apply the rule (s) that he actually knows, in other words, a mistake is a non systematic deviation from the norms of the language.

Brown (1987:170) meanwhile differentiates between errors and mistakes claiming that a mistake is a failure to develop a known system correctly while an error is a noticeable deviation: "*A mistake refers to a performance error that is either a random guess or a slip .It is a failure to utilize a known system correctly. Errors "goofs" for which no blames is implied.*"

It is a noticeable deviation from the adult grammar of native speaker, reflecting the inter-language competence of the learner.

It is very necessary here to make a clear differentiation between mistake and error. Both Corder(1967, 1973) and James (1999) put a standard that helps learners do so: *it is the self-correct ability criterion . A mistake can be self-corrected, but an error cannot. Errors are systematic i.e. likely to occur repeatedly and not recognized by learner. Hence, only the teacher or researcher would locate them, the learner would not.* In addition, it is in this light it has been chosen to focus on students' errors not mistakes.

Eventually, this leads to the conclusion that, there are no methodological measures at present to differentiate between errors and mistakes. Therefore, most researchers in the field do not observe the distinction as a result. Early studies were certainly unaware of its existences. This evident from two lasting

studies, namely, that of French (1949) and Pitikides (1967), where the two terms ‘error’ and ‘mistake’ were used interchangeably despite their methodological and pedagogical usefulness.

2.1.4.7 The Causes of Errors

Norrish (1987 p.8) classifies causes of error into three types which will be discussed briefly below:

1) *Carelessness*. It is often closely related to lack of motivation. Many teachers admit that it is not always the student’s fault if he/she loses interest, maybe the materials and/or way of presentation do not suit them.

2) *First language*. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. So, when someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference”.

3) *Translation*. It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.

Richards (1971, as cited in Chada, 2014) classifies errors according to their causes into two categories:

a. Inter-lingual Errors

Inter-lingual is the system in the brain that language learners attempt to use the structure or the system of the prior language that exists in order to acquire second language. These errors result from the mother tongue interference.

b. Intra-lingual and developmental errors

These kinds of errors occur during the learning process of the second language at the stage when the learner has not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of the language itself.

Richards (ibid) states that there are four major types of intra-lingual errors which consist of overgeneralization, ignorance of rule restrictions, incomplete application of the rule and false concept hypothesised.

a. Overgeneralization Errors

The learners create a deviant structure on the basis of other structures in the target language.

b. Ignorance of rule restrictions

The learners apply rules to the contexts where they are not applicable. i.e. The old woman who I gave money.

c. incomplete application of the rule

The learners fail to use a fully developed structure. i.e a statement form may be used as a question, one of the transformations in a series may be omitted or a question word may be simply added to the statement form.

i.e.

Teacher: Do you read much?

Student: yes, I read much!

d. false concept hypothesised

The learners do not fully understand the distinction in the target language. For example, the form was may be interpret as the member of the past tense and is as a member of the present tense.

i.e. He is speaks French\ she was ate.

2.1.4.8 The Source of Errors

Suloko(1989, 25 as cited in Yahya 2015) classifies the major sources that cause the learners' error into three major sources, they are:

a. Inter-lingual Transfer:

Before the system of second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw. Students had never heard English words, so they have some difficulties in their learning. Fluent knowledge of analyzing such error however, even familiarity with the language can be of help in pinpointing this common source. For example: The shoes of Imam "*instead of*" "*Imam 's shoes*"

b. Context of Learning:

The second major source of error can be illustrated in the context of learning. Context refers to the classroom with its teacher and its material in the case of school learning. Students often make errors because of a misleading explanation of the teacher, faulty presentation of structure of word in a textbook, or even because of a pattern that was rote memorized in a drill but not properly contextualized.

c. Intra-lingual Transfer:

Beside the inter-lingual transfer from the native L to target L, there are also errors caused by native transfers between elements in the TL itself. This is also called intra-lingual errors or interference, or incorrect generalization of the rules within the TL. It becomes a major factor in SL learning. For example: a- He ate a lot of bread b- Eated in the sentence is influenced English itself. In the learner's mind, past tense is made by V + ed, but it uses in regular verb, and 'eat' is an irregular verb, past's form is (ate). So the right sentence is (*He ate a lot of bread*). It happens by transferring TL to TL.

Thus, intra-lingual transfer is the native transfer of items within the TL or incorrect generalization of rules within the TL.

Another expert who discusses the sources of error is Richards (1973, p.96).

He classifies sources of errors into six points:

- 1) *Interference*, which is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language.
- 2) *Overgeneralization* which is an error caused by extension of target language rules to areas where they do not apply.
- 3) *Performance error*, which is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion.
- 4) *Markers of transitional competence*, that is an error which results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first language acquisition).
- 5) *Strategy of communication and assimilation* that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so.
- 6) *Teacher-induced error* that is an error resulting from pedagogical procedures contained in the text or employed by the teacher.

2.1.4.9 Developmental errors

"Developmental errors are errors which do not derive from another language; they reflect the learner's competence at a particular stage and illustrate some of the general characteristics of language acquisition"

(Richards, 1974). In other words, developmental errors are similar to the errors made by children learning the language as their first language. The examples of developmental errors are the misuse of third person -s (*He work hard*), the **ed**morpheme (*she meeted us last year*), of negation (*they not like it*) and of

interrogatives (*I wonder what is she writing*). Richard (1973) classifies developmental errors as similar with intralingual errors. He explained that this error occur during the learning process of the second language learning at a stage when the learners have not really mastered the knowledge.

2.1.4.10 The Classification of Errors

The classification of errors has also drawn a lot of attention from researchers. Burt and Kiparsky (1974: 3) distinguish between global errors and local errors “ *A global error is one which involvesthe overall structure of a sentence ‘ and local error is one which affects a particular constituent* “On the global level.” Moreover, Corder (1973: 277) classifies errors into four main categories “*Omission of some required element ,addition of some unnecessary or incorrect element , selection of an incorrectelement and disordering of elements.*”

There are three kinds of errors which are adapted by Selinker (1972:34): simplification, communication-based errors, and teaching-induced errors.

- a. **Simplification errors:** they occur when the learners tend to reduce the target language to a simpler system.
- b. **Communication-based errors:** they occur when the learner incorrectly labels the object, but successfully communicates a desired concept.
- c. **Teaching-induced errors:** they occur because of inappropriate training, the overemphasizing of drilling technique on a certain linguistic item.

Els (1963:66) agrees that error analysis is controlled by definition to what the learner cannot do. He believes that errors are based on accidental items when he adds: “*Another problem with error analysis is typically based on casual samples, in which data are gathered at a single point in time from many subjects from different degrees of proficiency.*”

Whereas Nicos (1990) distinguishes the students' errors as follows:

- a. Errors Performance is unsystematic and not very serious, because the students themselves can correct them when their attention is drawn to them. These errors are ascribed to carelessness, lapse of memory, ill-health, emotional problems, etc., and they should not worry us.
- b. Errors Competence is permanent and systematic and in consequent serious, and their treatment needs careful analysis to reveal their cause. These errors represent the learners' traditional competence.

2.1.4.11 The Procedures of Error

Gass and Selinker (2001) state that "A great deal of the work on error analysis was carried out within the context of the classroom." The goal was clearly one of pedagogical remediation. There are a number of steps taken in conducting an error analysis:

- a. Identify errors, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc.)
- b. Classify errors. Is it an error of Tense? Is it an error in sentence pattern?
- c. Quantify errors. How many errors of tense occur?
- d. Analysis of source/causes.
- e. Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

2.1.4.12 Attitudes towards Errors

For all significant and practical purposes, Corder(1967: 32, as cited in Yahya, 2016) gave error analysis the priority of a valuable topic of research in applied linguistics. He suggests that errors were evidence of the learners' ways

of acquiring the language rather than signs of inhibition or interference of persistent old habits.

Corder's opinions opened the way to linguists to search errors in a new perspective. For example, Strevens(1969:41) agreed with Corder: "*in that errors are unwanted forms but as evidence of the learner's active contribution in second language learning.*"

Corder(1974: 20) provides an account summary of how errors are viewed nowadays as he says : "*We live in an imperfect world and consequently errors will always occur in spite of our best efforts*"

Corder mentions how errors are viewed: errors will always occur in spite of our best efforts that mean learners at any time make errors.

George (1972: 14) adds: "*We may judge error making as a necessary part of learning*". George agreed with Corder in judging error making as a necessary part of the process of learning. Whereas Dulay et al (1982: 131) are of the view that "*When language learners make errors, they are gradually building system into the target language they are learning*".

While Brown (1983: 168) seems to think that errors are manifestation of a creative process adopted by the learner of a language to understand, analyze and then to master the system of the TL, as he declares: "*Those who make errors are creative beings proceeding through logical and systematic stages of acquisition creativity acting upon their linguistic environment*"

All these views above are judging, making of errors is a way a learner is trying to test his hypotheses about the nature of the language he is learning.

2.1.4.13 Attitudes towards Error Correction

Yahya (2016) states that one of the aims of adopting Error Analysis is to identify the fundamental assumptions that should guide effective error

correction (EC). People's views about what is involved in correction are not always clear.

Whereas James (1999: 236) argues about correction as he applies the term in three senses:

1) Informing the learners that there is an error, and leaving them to discover it (intervention feedback).

2) Providing treatment or information that leads to the revision and correction (correction proper).

3) Providing learners with information which allows them to revise or reject the wrong rule (remediation).

The problem here is whether to correct an error, as it appears to be at first sight. It is bound up with two broader questions. The first is whether presentation of error is better than cure: the second question is whether explicit formal instruction –in a word ‘teaching ‘is effective.

Current researchers have looked at different methods of error correction putting a number of considerations such as the importance of error correction, its frequency in the class, whether the student in fact knows the correct description. All these considerations have to be taken fast so as not to interrupt the flow of the lesson.

On other hand, Allwright (1975: 137) thinks that teachers may cause errors in learners without intending to do so. If they correct learners as he says: *“A teacher is indicating that an error has been made. Researchers show that teachers tend to vary the amount of time allowed to different learners to answer correctly”*

To be a good language learner, you are advised to adopt the following advice;

- a) To be able to respond to group dynamics of the learning situation in order not to develop negative anxiety and inhibitions.
- b) To seek out all opportunities to use the TL.
- c) To make maximum use of the opportunities offered to practice listening, responding, reading and writing the L2 addressed to him and to others.

Attitudes to error correction not only vary out among teachers, but also among students. A teacher may be influenced by the following facts:

- a) The fact that English is their second language and great emphasis was focused at correctness at their teacher training.
- b) The fact that: students as native speakers have never had to worry about their English.

2.1.5 The Definition of Grammar

James E. Purpura (2004) states:

"Grammar is defined as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language."

While Penny Ur (1996) says:

"Grammar is sometimes defined as the way words are put together to make correct sentences". This is, as we shall see presently, an over-simplification, but it is good starting point.

Thus in English "I am a student" is grammatical; "I a student" and "Iare a student" are not."

a. Grammatical structures

A specific instance of grammar is usually called a "structure".

Examples of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. Not all languages, of course, have the same structures: the English verb has "aspects" for example in progressive: *she is going*, which many other languages do not.

b. Grammatical Meaning

Grammar does not only affect how units of language are combined in order to look right; it also affects their meaning.

The meaning of a grammatical structure may be quite difficult to teach. It is fairly simple to explain that the addition of a plural *-s* to the noun in English indicates that you are talking about more than one item, and there are parallels in other language. But how would you explain to the foreigner when to use the present perfect (*I have gone*) in English, and when the simple past (*I went*)? If you are a grammarian or an experienced English language teacher, you may have the answer at your fingertips; but most English speakers who have not previously studied this question will have to stop and think, and may find it difficult to answer.

2.1.5.1 The Main Approaches of Teaching Grammar

Deductive and inductive approaches are the two main approaches of teaching grammar and they have common goal of teaching it, but they separate from each other in terms of way of teaching.

2.1.5.1.1 Deductive Approach

Deductive teaching is a traditional way in which information about target language and rules are given at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. For instance, these principles are convenient for the classes that grammar translation method is applied (Nunan, 1991). According to Thornbury's three basic principles, a deductive lesson starts with presentation of the rules by the teacher. Secondly teacher gives examples by highlighting the grammar structures. Then students make practise with the rules and produce their own examples at the end of the lesson (Thornbury, 1999).

2.1.5.1.2 An Inductive Approach

Nunan (1999) defines the inductive approach as a process where learners discover the grammatical rules themselves by examining the examples. In the inductive approach, it is also possible to use a context for the grammatical rules. In other words, learners explore the grammatical rules in a text or audio rather than in isolated sentences. Thornbury (1999) notes that in the inductive approach, learners are provided with examples which include the target grammar that they will learn. Then learners work on the examples and try to discover the rules themselves. When students obtain the grammar rules, they practice the language by creating their own examples.

2.1.5.2 The Place of Grammar Teaching

The place of grammar in the teaching of foreign language is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar; but this knowledge may be spontaneous,

and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned.

According to Penny Ur (ibid), these are opinions about the teaching grammar:

a. When someone learns his/her mother tongue, he/she does not need learn the grammar. On the other hand, teaching and learning grammar is not only necessary or sufficient for language learning, but it also helps by improving mastery of the language not as an end in itself.

b. Learners study grammar individually and independently than as a part of the classroom lesson. But other say that grammar is surely sufficient justification for the teacher to help them by providing information and practice in the classroom.

c. Teaching learners how to construct grammatical sentences does not enable them to produce real-life discourse. On the other hand, grammatical accuracy used to receive and produce interesting and purposeful meanings within the context of real-life language use.

d. Grammar is an affirmation of the usefulness of grammar for effective language learning. Other says that the main point of Grammar is an affirmation of its value as a means to help language learning.

2.1.5.3 Learning Grammar of the Second Language

For learners who start to learn a new language, it is essential to begin with learning the basic grammar rules of the target language. It is easier to speak a language than to write and understand it.

According to Jossiejk(2007: 66)

"learners' ability to write grammatical correct sentences is put into much concern especially in an education system which relies on written examination to measure the learners' academic performance".

On the other hand, Harmer (2007 : 75) states that writing is having more thinking than conversation. *"writing provides learners with more thinking time than the one they experience from spontaneous conversation"*

Due to that, writing offers more opportunity for learners to under go the stage of language processing in which they will be thinking about the language. As compared to speaking the ability to write grammatical sentence is not natural since grammar and writing demand a formal teacher and structured taught education. Beside that, learning grammar implies that language learning is directed to focus on form" and that is the issue argued by Krashen (1985).

2.1.5.4 Grammatical Errors in Students' Writing

James (1999: 154) states that:

"Grammar has traditionally been discussed in terms of morphology and syntax , the former handling word structure the later handling structures "larger " than word "

Grammar is the tool by which messages are produced. Without it, learners cannot speak or write effectively. It also helps to make language more comprehensible. So, it should be taught for the sake of communication not for own sake.

2.1.5.4.1 Syntactical errors

There are errors that affect writing larger than the word, namely phrase, clause, sentence and paragraph. James (ibid) classifies these errors:

"second problem is that every phrase contains an eponymous nucleus or head . Now , what if there is an error on this head ? An example is : We have no firewood } S...A head – located error must render the whole phrase erroneous.

a) Clause Errors:

These involve the ways in which phrases themselves well formed operated in clauses. Once again deviance will arise where any one of five conditions.

b) Phrase structure errors:

Until recently linguists assumed that there were as many phrase types as there were lexical word types: Noun Phrase (NP), Verb phrase (VP), Adjective phrase (adj P), Adverb Phrase (adv. P.) and Preposition Phrase (PP)...First. The fact that these five phrases types are not discrete entities, since one finds NPs inside PPs and these inside NPs. For example, is {some immature teenagers an NP with an error in its adj. P. some immature, or is it an erroneous NP?

These involve the ways in which phrases themselves well-formed operated in clauses. Once again deviance will arise where any one of five conditions.

c) Sentence Errors:

A sentence must express a complete thought not just part of an idea. It must also contain a subject and a verb. Anyone should be able to identify these two elements in any sentence he reads or writes. The subject tells who or what

is performing an action or what the sentence is about. The verb tells you what the subject is doing. Sentences are described according to form and use.

d) Inter-sentence Errors

James (1999) clearly differentiates between "value as text" (cohesion) and value –as-message (coherence).The later is defined in terms of communicative function, involving the writer's intention and the reader's interpretation. He attempts to differentiate them in terms "*First, of discoursebeing a process and text its product, and secondly, in terms of meaning versusinterpretation.*"

On the other hand, George (1980) presents some main examples of the grammatical errors that are found in the students' writing:

a. Sentence Pattern

Subject is the word that tells you who or what performed the action of the verb. Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.

Examples:

- | | | |
|----------------|---------|-----------|
| a. Birds | flew | |
| (S) | (V) | |
| b. The baby | cried | |
| (S) | (V) | |
| c. The student | needs | a pen |
| (S) | (V) | (O) |
| d. My friend | enjoyed | the party |
| (S) | (V) | (O) |

Verb is a word or phrase that describes an action, condition or experience. Verbs that are not followed by an object are called “intransitive verbs.” Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, and walk. Verbs that are followed by an object are called “transitive verb.” Common transitive verbs: build, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; *A student studied.* Intransitive; *A student studied books.*

Subjects and objects of verbs are nouns (or pronouns). Examples of nouns: person, place, thing, John, pen, Asiam information, appearance).

b. Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example:

"When I **was** twelve, I **broke** my leg. I **slipped** on the playground on a cold winter morning and **fell**. The bone near my ankle **snapped** with a loud “pop!” Even my friends **heard** it. The teachers **called** my parents, who **came** quickly ..."

c. Pronouns

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

Personal pronouns

Personal pronouns are words such as:

- **First person pronouns**, example words that represent or include the speaker or writer.

Singular: *I, me, my, mine*

Plural: *we, us, our, ours*

- **Second person pronouns**, example words that represent the person or people who is/are being addressed.

Singular: *you, your, yours*

Plural: *you, your, yours*

- **Third person pronouns**, example words that represent people or things other than the speaker/writer and the listener/reader.

Singular: *he, him, his, she, her, it, its*

Plural: *they, them, their, theirs*

d. Prepositions

Prepositions have been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence element: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

The following list illustrates the use of prepositional phrases to convey specific kinds of information.

a. **Place, position:** *across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, to, under, underneath.*

b. **Direction:** *across, at, by way of, down, into, out of, to through, toward, up upon.*

- c. **Time:** *about, after, around, at before, by, during, from ... to, from ... until, in.*
- d. **Purpose, reason:** *for*
- e. **Possession:** *of*
- f. **Manner, instrument:** *by, in, like, with.*
- g. **Identification:** *at, by, in, on, with.*
- h. **Distance:** *for*
- i. **Agent:** *by*
- j. **Material:** *with*
- k. **Quantity:** *by*

e. Punctuation and Spelling

Punctuation

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc.

Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write well, you must punctuate well; but to punctuate well, you must also write well.

Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc.

1) Full stops

The punctuation mark (.) is put at the end of a sentence, or at the end of a word that has been shortened.

2) Commas

A comma's basic purpose in life is to indicate to the reader that there should be a slight pause in the sentence. Sometimes commas separate items in a list. The

last two items of a list should already be separated by the word ‘and’, so you don’t need a comma there. E.g.: I took bread, milk, eggs and cheese.

3) Apostrophe

The punctuation mark (') that shows when a letter or a number has been left out, or is used before or after s to show possession, E.g.: *I'm* (= *I am*), *they're* (= *they are*), *'65* (= *1965*), *Helen's laugh*, etc.

For example:

It’s a fine day today. (short for ‘it is’)

The dog bit its tail. (showing ownership)

4) Capitalization

Capital is a letter of the alphabet in the form and larger size that is used at the beginning of sentences and names print in capitals.

Capitalization is the use of capital letters.

Using capital letter for the first letter of a word has a specific meaning for most readers. Capitalization can be confusing unless it is done correctly, so use capital letters only when you are doing so. Here are some rules for capitalization.

- a) Capitalize proper names of people (including titles and honorifics), ethnic groups, places, countries and states, holidays, institutions, and religions.
- b) Capitalize the first word in a sentence or a quoted word, phrase, or sentence of dialogue. Do not capitalize the first word of an indirect quote in paraphrase.
- c) Do not capitalize words to emphasize them in academic writing.

Spelling

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example, spell **success** with only one ‘s, or **colleague**

without an 'a'. Another thing that makes spelling difficult is that some words in English do not sound exactly as they are spelled. In the word **definitely**, for example, the second 'i' sounds more like an 'a'. It is important that students of English learn these differences.

The **bold letters** in these words show you which parts of the words learners most often get wrong. Correct spelling: **Accommodation**, **which**, **government**, **beginning**, **definitely**, **successful**, **environment**, **advertisement**, **believe**, **colleague**.

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education. Besidethat , learning grammar implies that language learning is directed to focus on form" and that is the issue argued by Krashen (1985).

2.1.6 The Nature of writing

According to Cohen and Riel (1979 as cited in Yulianti's thesis (1989), writing is a communicative act, a way of sharing observations, information, thought, or ideas with others. Meanwhile, Byrne (as cited in Yulianti's thesis) defined writing is transforming our thoughts into language. In other words, writing is transforming our thoughts into language. In other words, writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, so it can be shared with others. Also, Byrne (1979) added that it is neither easy nor spontaneous; it requires conscious mental effort. Writing is not only just transforming our thought or idea in written form but also it relays to the process of monitoring any single words or features that we have written and the process of rereading and revising our writing.

Voss and Keene (1992:2-3) write why we should bother with writing and purposes for writing as follows:

1. Writing is a way of thinking and learning. Writing gives unique opportunities of explore ideas and enquire information. By writing, we come to know subjects well and make them our own.
2. Writing is a way of discovering. The act of writing allows us to make unexpected connections among ideas and language
3. Writing creates reading. Writing create permanent, visible record of our ideas for others to read and ponder. Writing is powerful means of communication for reading information and shapes human thought.

4. Writing ability is needed by educated people. Our skill writing is often considered to reflect our level of education.

Purpose for writing:

- To express yourself
- To provide information for your reader
- To persuade your reader
- To create a literary work

Writing is communicating ideas and emotions on paper. Although not all students will become professional writers, teachers should expect all students to be able to express their thoughts and feeling in writing both accurately, and coherently. Consequently if they expect students to be able to write well, all teachers must provide guidance and frequent opportunities for students to develop and apply this skill. It is a live skill.

There is no particular definition about writing stated by an author or a linguist. L. Strauss in J. Hartley, et al (1962: 66) stated that:

“Writing might, that is to say, be regarded as a form of artificial memory, whose development should be accompanied by a deeper knowledge of the past and, therefore, by a greater ability to organize the present and the future.”

Writing involves more than just producing words and sentences. To be able to produce a piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked, so that the purpose we have in our mind will suit the intended readers. In this way, it is meant that the style of language used in a piece of writing designed for

layman and people living in the village, for example should be different from the one designed for educated people such as students, teachers, doctors, professors, etc. Therefore, in presenting a piece of discourse we should consider the correctness of form, the appropriateness of style, and the unity of topic.

However, different from writing, much of our speaking is spontaneous, noncomplex, and linked to the particular situation at hand. Speech is ephemeral.

It lasts not longer than the moment of speaking. It is gone as soon as it is uttered. In some cases, especially in informal situations, a speaker pays a little attention to the conventions of speaking such as the composition of talk, the organization, development, and the articulation. However, it does not reduce the comprehensibility of the nuances delivered by the speaker to the audience.

Writing as one of the four language skills, in real world contexts, is not a solitary enterprise, it is a social act. It is not an activity in its own right but one which serves the other skills. So, writing has a relation with grammar, reading, listening, and speaking.

Most students find foreign language writing is difficult; they will rarely need to write in adult life, so they will decrease the amount of writing. Rivers as quoted by Swarbick (1994: 142) :

"describes five stages of development which students need to go through in acquiring competence in writing, i.e.: copying, reproduction, recombination, guided writing, and free writing..."

According to Byrne (1979) :

"When we write, we use graphic symbols that are letters or combination of letters which relate to the sounds we make when

we speak; on one level, then writing can be said to be the act of forming these symbols making marks on a flat surface of some kind."

Writing is clearly much more than production of graphic symbols, just as speech is more than production of sounds. The symbols have to be arranged according to certain convention, to form words, and words have to be arranged to form sentences, although again we can said to be writing.

In other words, writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, so it can be shared with others. Byrne (1979: 133) also add: "*Writing is a process of expressing opinions , feeling and factual information by using an agreed upon set of graphic symbols. "*

So that the audience deciphers the scrip to retrieve the message coded by the writer. It is well-known that English language as well as other human languages has four skills, which are listening, speaking, reading and writing. In this research the focus will be mainly on grammatical errors in writing. We move to know about the importance of writing.

2.1.6.1 The Importance of Writing

The secret of writing good instructions is to think out exactly what an individual wants to say and then writes in fewest words. Thomas (1961:45) comments : "*To write accurately we must think out clearly , step by step, it is very helpful to write each step on a separate line."*

When people write, they use a combination of letters representing different sounds. Then form these sounds, they form sentences that could be written down and drilled into texts. It is possible to learn to speak a foreign

language without learning to write it. Relevant to that, a learner needs more skills and some professional capacity to learn how to write an acquired language through different stages. As learners progress to the intermediate stage of language learning, the pedagogical factor, which has been noted above, we still apply, but addition to that written works can be provided intensively and extensively integrated with other skills. At this stage and later on, writing it may be goal in itself. None is in a position to predict which student has a need for writing.

Most students will have to do some of written examination and this will increase their motivation to learn to write well. In addition, writing which has a practical value could be identified and concentrated on, Meanwhile, writing assignments are given to students in higher stages as way of following up so that they might learn how to write well-reasoned essays in terms of examination. So, writing becomes closer as students progress.

RakhtelRida expresses the importance of writing (teaching training center) (1980: 97) :

"It thought that English language and writing activities serve two different purposes: The first one is to reinforce the learning which goes on through the medium of listening, speaking and reading skills. The second one is to help students to learn the kind of professional writing."

Because of the vast importance of writing, Rodman (1983: 141) as human memory is short is brain's storage capacity is finite, he confirms to

writing: *"Writing overcomes such problems and allows communication across the miles and through the years and centuries."*

It is difficult to imagine language without writing, for spoken words seem tied to written ones. Of course, one does not say to a new learner "Get into car and start" Mc Arthur (1984: 10) declares that:

"Too much freedom in writing can mean frustration. We aim also to make writing practice a pleasant, realistic and rewarding experience, because writing in English is an art not part of fixed science."

2.1.6.2 Difficulties Faced by the IGCSE Students in Writing

Reflecting my own experience, the students in IGCSE schools encounter grammatical errors in writing. These errors include:

a) Sentence Fragments

A sentence fragment (incomplete sentence) is part of a complete thought punctuated as though it was a complete sentence.

Here are some types of sentence fragment to avoid in students' writing:

1- A group of words having no subject.

Incorrect : Just growled at me

Correct : The dog just growled at me

2- A group of words having no verb.

Incorrect : The basketball star .

Correct : The basketball star won the game .

3- A group of words with neither subject nor verb.

Incorrect : After the first half of the match.

Correct : The goalkeeper's arm hurt after the first half of the match.

b) Run-on sentence

A run-on sentence is a sentence containing two or more complete thoughts punctuated as though they were one.

(I became annoyed by his gossip , I walked out of the room . To correct it:

- I- Separate the two ideas with a full-stop e.g. I became annoyed by his gossip. I walked out of the room.
- II- Supply a coordinating conjunction e.g. I became annoyed of his gossip so I walked out of the room.
- III- Subordinate the first or the second of the two ideas by turning each one into a dependent clause. e.g. Because I became annoyed of his gossip, I walked out of the room.

e) The Comma Splice

The comma sentence is a sentence error in which a comma has been used instead of a full-stop to separate two or more complete thoughts. "The motor of the refrigerator had developed a squeak; the mechanic had to take the motor apart." To correct it:

- 1- Separate the two ideas by a correct punctuation.
- 2- Supply a coordinating conjunction.
- 3- Subordinate the first or the second of the two ideas by turning each one into a dependent clause.

2.1.6.3 Types of writing

The type of writing determines what writers need to do which helps them to determine their topic or subject, topic or purpose (why they are writing), style (how they should write) and their attitude towards their subject supportive, objective, etc.

Here are the types of writing:

a. Recount

According to Barton et al (2005) Recounts are text that tell us about events. They may be designed to inform us (such as in history textbook, description of the build-up to a battle); or they may be more personal – a diary entry or autobiography describing an event in the person's life.

Dody et al (2008) state that Recount provides information about what it happened, when it happened, where it happened and who was involved. Recount has a social function to retell events for the purpose of informing or entertaining the reader.

b. Narrative Writing

Gunarso (2008, as cited in Fajarlani 2010) mentions that Narrative Writing has social function to amuse, entertain and to deal with actual vicarious experience in different ways, narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

c. Descriptive

Barton et al (ibid) define descriptive texts as texts that aim to give us detail. In brochure, we might be given a description of a product. Both fiction and non-fiction writers use descriptive writing to help us visualize people or places. The level of description depends on the writer's aims. A short story may contain a brief but vivid description of a character; a film review may a detailed description of the way a film is structured.

Gunarso et al (ibid) add that description deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

In the same line with Barton et al, Rudi (2005) states that when we are writing a description essay, you are "painting a picture" with words. Descriptive text creates a main impression-an overall effect, feeling, or image -about the topic. It uses concrete, specific details to support the main impression. It uses details that appeal to the five senses: sight, hearing, smell, taste, and touch.

e. Explanation

Barton et al (ibid) state that explanation writing explains how something works, or why things are the way they are. They are often aimed at readers who have a particular interest in the topic, or who know a little and wish to know more. It is therefore important that these texts are clearly written and presented.

Explanation has social function to present (at least many different aspects of an issue and to explain the processes involved in the information or workings of natural or socio-cultural phenomena.

f. Discursive Writing

According to Barton (ibid) discursive writing aims to weigh up both sides of an argument. The writer usually gives his or her own point of view, but will also show what other people think. They add that this type of writing is often answer a question on a serious topic- for example, Is hunting cruel? It might be an essay, a newspaper opinion piece or a magazine article.

Baron et al organize this type of writing as follows:

An introduction: to announce the topic

Paragraphs: to show the different sides of the argument

A conclusion: the writer gives his or her own view.

2.1.6.4 The Purpose of Writing

According to Kate (2001) there are many different kinds of writing, such as: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions. All of them are writing. They all have the basic purpose of getting ideas from one mind into another. And here are some purposes of writing:

a. Writing to entertain

Entertainment doesn't necessarily make the readers laugh, but it at least engages their feelings in some way. Think what it's like to be a reader; you can be entertained by something very serious, even sad, as well as by something funny. Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a 'true story' for added effect.

b. Writing to inform

Inform tells the reader about something. These kinds of writing can also be 'entertaining' in the sense that they're a good read. But entertaining the reader isn't their main purpose.

Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

c. Writing to persuade

Persuade tries to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

Generally, in tracing the history of writing in ELT, the researcher has found that writing played a variety of roles in classroom practice and these roles more or less, were shaped by the methodologists to achieve certain teaching purposes concerning grammatical accuracy. Anyhow, according to Raimes (1987: 36) writing curriculum should center up on learners' needs, teaching objectives and syllabus design.

To sum up , this part has provided a literature review in which the researcher description of the theoretical framework of the study focuses specially on the framework of grammatical errors, definition of error , grammar, grammatical errors ,definition of writing , then difficulties faced by secondary student's in writing. Having done that, the researcher will proceed to previous studies that can benefit to the present study.

2.2 Review of Previous Studies

Reviewing the contribution of some other researchers is important for having a clear picture, which helps in giving suggestions and contributions. Therefore, in this section, the researcher will present the contributions of some other researchers in the area of teaching writing to EFL students .

1- Muddathir A. S. May (2007) Under the title(*Investigating problems facing the Secondary school students in Writing English as a foreign Language*)Third Class. AlzaemAlAzhari University.

The objectives of this study focus on the difficulties facing students in Sudanese secondary school in writing and trying to advice ways of solving them, and finding method of introducing materials in the Sudanese secondary school English syllabus that will reinforce language writing (learning) and then try to find successful training courses to develop the teachers' skills.

The results of this study are:

Teachers of English language were taught by non-specialized teachers when the curriculum designed the teacher's ideas and views were not taken into consideration, the writing questions were not given importance in designing the examination, the writing tasks were not relevant to students life and students were not provided with suitable learning materials to promote their ability in writing. The researcher uses descriptive and analytical methodology.

This research is related to the present study in:

a-Discuss difficulties facing students in Sudanese secondary school in writing.
b-A good method of introducing materials in secondary schools may reinforce language writing.

2- Al Mammadi S. F. (2992) Under the title (*Written Grammatical Errors of Arabic as Second Language {ASL} Learners: An Evaluative Study by from {College of Arts King Saud university} (KSL)*)

The analytical study aims at investigating written grammatical errors committed by Arabic as second language (ASL) learners. More specifically, it explores the reasons behind committing these errors and their effects on the communication of ASL learners.

The results outline that written grammatical errors of ASL learners are characterized by the misuse of some grammatical items such as: daily communication of ASL learners, Proper nouns {PN} , common nouns { CN} , main verbs { MV} , adjectives {adj} , time adverbs { T. Adv} , manner adverbs {M.adv}objective pronoun {O P} , central determiners { C. Det } including demonstrative { Dem } and articles { Artic } , pronoun { Pron } and prepositions { Prep }

The researcher recommended that (AS L) should be given more attention and to be taught effectively , and data could be developed.

This research is related to the present study in:

a-Both of them investigate the grammatical errors in writing, and try to explore the reasons behind committing these errors.

3- Msanjila Y. (2005) (*Problems of Writing in Kiswahili*) A case Study of *Kigurunyembe and Morogoro Secondary Schools in Tanzania* , University of Dar es Salaam , Tanzania

The researcher uses the descriptive and analytical methodology to achieve the objectives of the study.

This study attempts to identify and discuss writing problems in Kiswahili in Tanzanian secondary schools. The study uses data from two schools specifically selected as case studies. The study submits that pedagogically, unlike speaking which is acquired without explicit instructions, writing as a skill has to be taught. Failure to appreciate this difference leads to communicative writing problems.

This study reveals six glaring writing problems, namely: Capitalization and punctuation problems, inexplicitness or fuzziness, poor organization or illogical sequence , spelling problems and grammatical errors.

The study argues that most of these writing problems arise from pedagogical reasons. To greater extent, these problems are not limited only to the two schools involved in the study, but apply also to other schools and higher learning institutions as well.

Thus, the study advocates that writing problems can be minimized if the students are taught writing as a skill by professional Kiswahili language teachers.

This study related to the present study in:

a-Discuss writing problems at secondary schools.

b-The study shows that most of these writing problems arise from pedagogical reasons.

4- Basrah Z. A.(2013) Under the title (*Grammatical Errors Committed by ESL Upper Secondary School Learners in Writing*), *Faculty of Languages and communication, university Pendidikan Sultanidries.*

The objectives of this study focus on indentify the grammatical errors committed by ESL learners in writing and investigate the various forms of errors in the use of these committed by ESL learners in writing .The researcher uses of this study descriptive and analytical methodology.

The findings of this study showed that there are three most common types of grammatical errors identified from the students' writing which are errors in tense, verb and noun. These three types of errors can be further divided into several categories.

The results of this study are:

There are several recommendations proposed based on this study for further consideration. The recommendations are proposed to those related in the educational field, those involved in the process of language learning and teaching as well as researches. The current syllabus and curriculum might need to be revised and designed according to the needs of the language learners in school. Based on this study, these is the need for students to given emphasis on tenses consider focus more on that part of grammar item to be implemented in English classrooms in schools.

This research is related to the present study in:

- a- It identifies the grammatical errors made by learners in writing.
- b- It investigates the various forms of errors in the use of these learners in writing.
- c- The most common of types grammatical errors in writing which are errors in (tense , verb and noun).

5- Nanwita N. (2006) “ *The Study of Grammatical Errors in Thai EFL - students writing*” by - *The Faculty of Humanities LumnampingCollege* in Talk.

This study was designed to investigate the four frequent types of grammatical errors (i.e. articles, singular/plural nouns, subject verb agreement, and tenses) in EFL writing.

Data were collected from in-class student writing which described or narrated a story about their family. The analysis of grammatical errors (i.e. articles , singular/plural nouns, subject-verb agreement, and tenses) was based on sixty-four compositions from the students’ writing. The results of the study were tabulated. Each grammatical error was counted and calculated into percentage for frequency.

The results of the study revealed that first language features tend to intervene with the second language writing. It can be assumed that when the features of both first and second languages are extremely different in terms of grammatical rules, it is easy for grammatical errors to occur. Therefore, grammatical errors are the results of the differences between languages. Grammatical errors may also result from the students’ intention and limitation of time to write the essay, including their background knowledge in English. In addition, other sources of grammatical errors may be from the carelessness of the students while they wrote their tasks. However, although some errors found in the students’ writing were small in size such as spelling and diction; it is recommended that both the teachers and the students should emphasize those problematic points. Otherwise, the students will not be able to produce the quality pieces of writing.

Therefore, structural forms and grammatical rules of the two languages (English and Thai) should be focused on for the improvement in performance of writing tasks.

From the study, grammatical errors that should be focused on for the improvement of the students' writing are errors in articles, subject – verb agreement, singular – plural nouns, and tenses respectively. It was found that errors in articles were the highest percentage of grammatical errors. Due to the learning difficulty and frequency of the articles (Celce –Murcia 1992; Larsen – Freeman 1992), errors in articles should be first centered on in the classrooms. Errors in the subject – verb agreement cannot be neglected to improve in the students' writing as they were found as the second high frequency of grammatical errors with 20 occurrences. Errors in the subject – verb agreement can occur in the present tense because the students must add an –s or an –es at the end of the verb when the subject performing the action is third – person singular, therefore, it is easy to be found errors in the subject – verb agreement in their writing. From Table 2, errors in singular/plural nouns seemed to be considered as a common error. These errors were found in the students' writing because Thai language does not have the grammatical rule that singular nouns always come after an article and plural nouns always add 's' or 'es' after them to indicate countable nouns like English.

Therefore, it is interesting to improve the rule of singular/plural nouns. For errors in tenses; although they were found less than other types of grammatical errors, that is, articles, singular/plural nouns, and subject-verb agreement, it can be assumed that they chose few tenses to write; that is, the present tense, the present continuous tense, and the past tense. Therefore, the students made few errors in tenses. However, it did not mean that they have

sufficient knowledge in tenses. Therefore, tenses should also be focused on in learning in the classrooms to help the students can use more various tenses in the further writing. This does not only help the students realize the differences of both languages but also make them aware of using the right rules in writing. The students will write better if they are aware of grammatical rules.

This research is related to the present study in:

1. The explanation of grammatical errors contained only four grammatical errors (i.e. articles, singular/plural nouns, subject-verb agreement, and tenses).

There should be a study analyzing other language features such as punctuation, passive voice, including relative clause that were always found in the students' writing.

2. In the further studies, the researchers may ask for the students to write on condition that they must use at least two tenses, articles 'a', 'an', 'the' have to be found in their writing.

6- Ching H. K. (2009) *Common errors in written English essays of Chinese students , in Faculty of Social Sciences and Humanities University Kebangsaan Malaysia*

The researcher uses descriptive and analytical methodology.

The questions of this study are:

- a-What are causes problems for Chinese students from vernacular schools?
- b-What are the most common errors in essays written in English at Chinese students from vernacular?
- c-What are the suggestions of the study to avoid these difficulties?

The results of the study are:

a-It shows that four most common errors were (mechanics, tenses, prepositions and subject-verb agreement) In composing these essays

b- The students were very much influenced by L1

This study related to the present study in:

a-The study consider some area of grammatical errors (tenses, propositions and subject-verb agreement).

b-The students have problems with grammatical rules.

c-It is important to make students aware of the differences in the structure of the language.

d-Teachers need to emphasizing on how the concepts are handled in English.

7- Grammatical Errors Analysis in Students Recount Text (The Case of the Twelfth Year Students of SMA N 1 Slawi, Tegal in the Academic Year of 2006/2007)

The researcher uses descriptive and analytical methodology.

The problems to solve are:

(1)What kind of grammatical errors are faced by the twelfth year students of SMA N 1 Slawi in writing recount?

(2)What are the possible causes of those errors?

The objectives of the study are:

(1)To describe of grammatical errors in writing made by the students,

(2) To describe the possible causes of the errors. Because, identifying the possible causes of the errors made by the students may help the teachers as well as the students to improve in the teaching-learning process.

9.8 % errors in the use of pronoun, and 4 or 1.7 % errors in the use of conjunction.

According to the findings, it can be concluded that the students have not mastered the use of verb groups. We can see it from the number of the errors made. Although they had been taught about it before, they were still confused

which one to use when making a grammatical sentence. It could be because in Bahasa – Indonesia, we do not have the verb conjugations. We do not have time signaling in expressing ideas. They are unfamiliar to this form and because English is still foreign for them. And those are the possible causes of their errors.

The students were still confused in making the agreement between subject and verb. It could be because in Bahasa - Indonesia there is no agreement between subject and verb.

The students were still confused in differentiating whether to use the definite or indefinite articles. It could be because in Indonesian language grammar there is no definite article used.

The students still confused in deciding preposition which preposition should be used, whether to use in, on, or at.

The students over generalized the pluralizing of nouns. They just added the -s/-es without considering that there are some irregular forms of nouns pluralization.

The students still confused in deciding which pronoun should be used to substitute nouns, whether it is personal, relative, possessive, or demonstrative pronouns.

The students applied rules in forming past time verb to conjunctions. From the explanations above, the researcher can conclude that the students still confused in dealing with English grammar systems.

8- Al-Ahmed H. M (2006).entitled *(An investigation of Spelling Errors found in Written Composition of Second and third Secondary Students in the United Arab Emirates. Sudan University for Science and Technology*

The aims of this study to providing some insight into the teaching of English orthography in EFL context and giving some solution to overcome and improve the problems of spelling. The researcher uses descriptive and analytical methodology.

The result of this study is:

A-Vowels and silent letters are the most problematic areas.

B-There are significant differences between the percentages of spelling errors due to the sex.

C- The most frequent errors lie in the middle of the words

D- There are significant differences between the percentages of the spelling errors due to the level of the students.

9- Labi A. G. Y (2005) under title (*Investigating Difficulties Facing the Sudanese Secondary School in Writing in English as a foreign Language*). It is an unpublished M. Ed thesis, Sudan University of Science and Technology. Faculty of Education

The aims of this study focusing on difficulties facing the Sudanese secondary schools' students in writing and trying to provided ways of solving them. It aimed also at finding ways and methods of introducing material at Sudanese's' secondary school English syllabus that will reinforce language learning. The researcher uses descriptive and analytical methodology.

The results of the study are investigation showed that writing is deteriorating in the secondary school due to some factors , which affect the teachers' performance including crowded classes ,lack of teachers training , irrelevant specialization , rare inspectors' help , inconsistent syllabus and poor standard and some factors which affect students' ability including Arabicization , weak background , lack of exercise , supplementary material , lack of

selfconfidence and the position of writing in the school certificates examination.

This research is related to the present study in:

- a- difficulties facing the Sudanese secondary schools' students in writing
- b- Trying to provided ways of solving them.
- c- The study are investigation showed that writing is in the secondary school due to some factors.

10- Shokrpour N. and Hossein M. (2002) (*EFL writing problems at the university level*), *trying to point out the major difficulties with which students face when writing their reports*).: Fallahzadeh

This study aims at determining the defects in writing skill of medical students. The specific objective of this study is to determine whether language skills or writing skills are the major problem areas to which our fifth year medical students and interns are confronted in order to compare these students. 101 admission and progress notes were written in the internal medicine and pediatrics words by these students who were surveyed based on systemic sampling approach. The notes were scored for language skills comprising spelling, vocabulary, grammar and syntax, and writing skills including punctuation, cohesive devices, coherence and organization . Implications of the findings for EFL, writing instruction are discussed. Data analysis indicates that EFL medical students have problem both in language and writing skills, but with higher percentage of problem in writing skills. Although grammar, vocabulary and syntax are essential for a well written report , other more important areas are significant as well . Language accuracy, although very significant cannot alone result in effective writing: what our students need is also writing skills.

The findings of this research will hopefully have implications for teaching and will reduce the difficulties of students in writing in English. On the other hand, the results displayed reveal that the means of the errors in each component are very close at each other , indicating that there is problem in all components .

The mean errors of spelling , punctuations , cohesive devices and coherence are higher than others.

Most of the errors were generally found in language skills (spelling, vocabulary , grammar and syntax) or writing skills (punctuations , cohesive devices , coherence and organization)

This research is related to the present study in :

a-This research is concerned with writing problems at the university level.

b-The notes were scored for language skills comprising spelling vocabulary, grammar and syntax, and writing skills including punctuation, cohesive devices, coherence and organization.

C-Language accuracy, although very significant cannot alone result in effective writing.

d-The mean errors of spelling, punctuation, cohesive devices and coherence are higher than others.

11- Murrow P. (2014) Analysis of Grammatical Errors in Students' Writing- indicators for curricula enhancement –This paper prepared by Recommend or share this by e-mail, social bookmarking or social networking.

Analysis of errors in students' original writing revealed significant shortfalls in grammatical ability in key areas even though the students are capable of demonstrating competence in routine textbook style exercises. There was a clear relationship between the topic chosen and the number and range of errors. The results suggest that while more grammatical instruction is required, the structures may be more successfully taught by use of specific context in writing classes. Various strategies for improving the students' ability to communicate effectively are proposed.

In this study, The researcher uses descriptive and analytical methodology. After correction, grading, and feedback to students, copies of the students' work were retained for use in this study. Each essay was analyzed for errors and the errors recorded. Development of a consistent methodology created some challenges. The wide range of error types and the complexity of some errors created problems in how to categorize and subdivide them. The categories chosen, as summarized in Table 1, may seem somewhat arbitrary, but were judged to best reflect the most common types of errors, and also to cover the main syntactic components of sentences and paragraph. A secondary difficulty was in choosing how and where to record errors. For example, the clause "...they has never dreaming..." was assigned to the negative verb form category as a single error, although a case might be made for assigning two or even three errors to this phrase or, arguably, assigning the problem clause to a completely different category. In general, error(s) were recorded on the basis of presumed primary cause. In the example above, the problem arose from the student's inability to assign the correct verb form, presumably "they never have dreams" or "they never dream".

The results show errors relating to use of verbs far outweighed any other category (Fig. 1). Confusion between parts of speech, for example adjectives used as adverbs, was the next most common error. The other errors were more or less evenly distributed between the remaining categories. The breakdown of verb related errors into subcategories (Fig. 2) shows that negative verb forms caused the most.

Category Subcategories

Verbs: missing Tense Singular/plural Incorrect positive form Incorrect negative form Gerunds, affinitive, participles

Nouns: missing singular/plural inappropriate choice

Conjunctions: missing misplaced inappropriate choice

Articles: missing superfluous incorrect choice

Pronouns: missing superfluous incorrect choice

Prepositions: missing superfluous incorrect choice

Parts of speech: noun-verb noun-adjective adjective-adverb

This study related to the present study in:

1-The purpose of this paper is to present a numerical analysis of grammatical errors in students' writing as a means of identifying those aspects of English grammar.

2- The paper discusses also parts of speech relating to confusion between parts of speech, for example adjectives used as adverbs.

2.2.1 Summary of the Chapter

The researcher has reviewed in this chapter the literature related to investigating grammatical errors made by secondary school English language learners in writing, which is the subject of the current study.

The first half of this chapter attempts to provide a theoretical framework of the research. Thus, it presents general characteristics of grammar: their definitions, contrastive analysis, grammatical errors, benefits of errors source of error, errors and mistakes and the importance of writing.

The researcher has also reviewed in this chapter the grammatical errors in students' writing and has showed the difficulties faced by secondary school students in writing like parts of speech and English spelling.

The second part attempts to survey some of the literature related to the present research. It reviews some previous studies that dealt with grammatical errors. Most of this research is about the theory of grammatical errors and their place in language.

The following chapter will present the research design and methodology.

Chapter Three
Research Methodology

Chapter Three

Methodology

3.0 Introduction

This chapter covers the methodology used in this study to realize the objectives set by the researcher. As this study investigates the grammatical errors made by the IGCSE students in their written work, the descriptive analytical method has been followed. The descriptive method is described by scholars as a method which aims at collecting data objectively through a test, a questionnaire or an interview. Therefore, the researcher of the current study has adopted both tools of data collection; a test and a questionnaire. The researcher used an essay test to accurately observe, describe and analyze the real performance of the students in terms of grammatical errors, and a questionnaire to reflect the teachers' attitudes towards the performance of the students concerning the grammatical errors made by the students.

3.1 Procedures of Data Collection:

3.1.1 Tools

Two instruments have been used for conducting this study and they are:

- a. A test that consists of two sections: section (A), which is on writing composition; section (B), which focuses on some grammatical aspects.

The test was given to the students of grade ten in four different international schools in Khartoum State.

- b. Questionnaire for ELT teachers

3.1.2 The Test

More emphasis was given to the test than to the questionnaire because the students were the major target of the study and the investigation of their grammatical proficiency in English is the main objective of the present study.

The test was carefully designed to assess the students' proficiency in English grammar. Thus, the questions are meant to cover the different levels of analysis of grammatical items such as the subject-verb agreement, sentence structures, propositions, punctuations and tenses.

The test was administered to a total of 150 students. The participants were grade ten students at international schools (male and female) and they received a 30 minutes orientation in which they were introduced to the subject of the study and informed about the purpose of the test.

3.1.3 The Teachers' Questionnaire

The questionnaire used in this study aimed at finding out the views of teachers about the teaching of English and other points relevant directly to the questions of the study. It was designed to a total sample of 40 ELT teachers in some international schools in Khartoum State. It consisted of two parts: the first part contained personal information about the participants while the second part contained 18 statements assessing ELT teachers' views about the kind of grammatical errors facing students when they practise writing.

A 5- point Likert scale was used to show the responses expected from the participants. Five options were provided on the scale as follows:

- 1-strongly agree
- 2-agree
- 3-not sure
- 4-disagree
- 5-strongly disagree

3.2 Population and Sampling of the Study

The population of this study includes two main representative samples. The first essential subjects are the students of grade ten at four different Int. schools, and the second sample includes subjects who are English language teachers at international schools.

The sample of this research is regarded as a purposive convenient sample as it focuses on the students of grade ten at different international schools in Sudan. It is regarded as a convenient sample because those students come from different academic backgrounds. It is significant to mention that they are males and females. The total number of these students was 150.

Table 3.1 Distribution of the sample of students

The Name of the School	No.
Westminster Int. Schools	23
Qabbas Int. Schools	55
British Int. Schools	45
Cambridge Int. Schools	27

The second representative sample of this research includes 30 English language teachers. Some of them are males and others are females. This sample represents real experts who have been and are still in touch with students at different levels. These representative teachers have long experience in teaching English.

The following is a detailed description for the study sample individuals according to their academic status and the years of experience:

Table 3.2 Distribution of the sample of ELT teachers

Qualifications	No.
M.A -English	11
High Diploma-English	5
B. Ed (English)	24
Total	40

As noticed in the table above that the number of the B. Ed holders 24 and that was due to the idea that some international schools hire fresh graduates. Meanwhile, some B. Ed holders prefer to continue their career and upgrade themselves through their own experience in these schools.

Table No. (3.3): The frequency distribution for the respondents according to their years of experience:

Years of Experience	Number of Teachers
1 – 5	4
6 – 10	6
11 – 15	10
16 – 20	7
Over 20 years	3
Total	30

3.3.1 Validity

Validating a research tool is determining to what extent it is accurate. To ensure the validity of the research tools, the researcher has consulted 5 ELT experts. He distributed copies of the test and the ELT teachers' questionnaire to these experts to give their recommendations, opinions and remarks about the instruments with regard to their suitability and relevance clarity.

The suggestions and opinions of the experts about the construction and content of both the test and the questionnaire were taken into consideration and were incorporated in the final version.

3.3.2 Test Reliability

Test-reliability refers to the test's consistency which means that the test should give similar results if it is given to the same group of subjects on at least two separate circumstances. It should be expected that the relationship between the first and the second administration of the test would be a high positive correlation.

3.3.3 Test Verification

As for the present study the researcher used the test –retest method to verify the reliability of the test. It was first administrated on 20 students (selected later from the sample of the study), and then administrated once again on the same group two weeks later. The following formula for the Person Correlation Coefficient {r} was used to correlate subjects' scores in the two tests.

$$r = \frac{\sum XY - (\sum X)(\sum Y)}{\sqrt{(\sum X^2 - (\sum X)^2)(\sum Y^2 - (\sum Y)^2)}}$$

r=Pearson correlation coefficient

x=variable 1 (subject scores in the first test)

y= variable 2 (subject scores in the second test)

n \sum = number of subjects

Results were also processed using Statistical Packages for Social Sciences (SPSS) program and the scores of the subjects in the first test were correlated with those in the second test using Pearson Correlation coefficient was 0.664 which was quite adequate for the test reliability.

Cronbach's alpha was also used to measure the internal reliability of the scores obtained in the two tests. The coefficient reported was 0.7648 which proved that the test was reasonably reliable.

The validity of the research was calculated using the following equation:

Validity = $\sqrt{\text{reliability}}$

$\sqrt{0.664}$ (using Pearson Correlation Coefficient)

Upon considering all the validity and reliability coefficients of the subjects of the pilot sample which reported more than 50%, the test was of adequate validity and reliability that it would help in obtaining acceptable statistical analysis.

3.3.4 Validity and Reliability of the Teachers' Questionnaire

To test the reliability and validity of the staff questionnaire, 10 questionnaires were randomly distributed, then manipulated using the features of Statistical Packages for Social Sciences (SPSS), through Pearson Coefficient Factor Test (for the validity of the questionnaire) and Alpha Cronbach's (for the reliability of the questionnaire). The following tables illustrate the results of this procedure.

Table 4: Validity test for the staff questionnaire

Dimension	No items	Coefficient factor with dimension	Coefficient factor with Total
First dimension	Grammatical errors related to English grammar arise probably from structural patterns.	0.72	0.68
	The teaching of grammatical items based on context is likely to help students in writing.	0.78	0.60
	Teaching grammatical rules should not be separated from the teaching of writing.	0.73	0.58
Second dimension	IGCSE students ignore the use of grammatical items.	0.70	0.64
	Students improve their writing skills when dealing with grammar	0.80	0.58
	Grammar teaching based on writing is likely to help IGCSE students to write effectively.	0.73	0.61
	Learning English grammar helps students to learn languages.	0.38	0.43
	Teaching students grammar is useful in improving creative writing.	0.73	0.63
	Teaching grammar through writing is likely to improve students' writing.	0.81	0.74
Third dimension	Learning of grammar, though difficult, is essential to the writing skill in English language.	0.71	0.62

	Guiding questions in writing help students in writing.	0.51	0.40
	It is important to ask students to write activities based on grammatical items.	0.80	0.68
	Writing short activities based on grammatical items improve writing skill.	0.72	0.59
	The method teachers use to teach grammar at Int. schools are suitable for students.	0.43	0.45
Fourth dimension	Teaching grammar materials for learning English language are available.	0.70	0.66
	Grammatical items in Cambridge curriculum help students to practice the writing skill effectively.	0.82	0.57
	Writing composition in Cambridge curriculum gives the opportunity for students to work with the language. i.e they ask questions about grammar.	0.75	0.51
	Writing in Cambridge curriculum helps a lot in understanding the grammar items.	0.80	0.51

As shown in Table 5, all the values of Pearson Coefficient Factor between items and total of the dimension and with the total of the questionnaire are positive and greater than 0.20, which indicate good validity for all the items of each dimension of the questionnaire for answering the questions of the current study.

Table 5: Alpha Cronbach's Test for measuring the reliability of the staff questionnaire

Dimensions	No of items	Cronbach's Alpha based On Standardized items	Cronbach's Alpha (Internal validity)
First dimension	3	0.79	0.89
Second dimension	6	0.77	0.88
Third dimension	5	0.75	0.87
Fourth dimension	4	0.81	0.90

According to results in Table (5) Alpha reliability factor for the first dimension = (Cronbach's Alpha based On Standardized items): **0.79, thus** Internal validity = (Square Radical of Alpha reliability factor) = **0.89; for the second dimension, Alpha = 0.77, thus** Internal validity = **0.88**; Alpha for third dimension = **0.75, thus** Internal validity = **0.87**. Alpha factor for the fourth dimension = **0.81, thus** Internal validity = **0.90**.

As it has been evident from the data above, the items of each dimension of the staff questionnaire has attained high level of reliability and internal validity. Accordingly, it is valid to answer the questions of the current study.

3.4 Procedure

The researcher followed the following steps for the implementation of the research tool.

- Grade ten students at International schools were chosen in Khartoum State as follows:

- Westminster Int. Schools
- Qabbas Int. Schools
- British Int. Schools
- Cambridge Int. Schools

The researcher obtained permission from the administration of the respective Int. schools and then administered the test in the selected schools.

Moreover, copies of the questionnaire were distributed by hand to ELT teachers in international schools in Khartoum State.

Some inquiries from respondents about some of the questionnaire contents were given due attention and clarification. Respondents were also assured that the information they would give would be treated in confidentiality and would only be used for the present study.

Summary of the Chapter

The researcher described in this chapter the methodology of the research and the tools and procedure used for conducting his research.

The chapter gave a full description of the population of the study and of selected sample. It described the research tools which consisted of a two sections test: section A (Grammar) and section B (Composition) for grade ten students in four Int. schools in Khartoum State and of questionnaire for ELT teachers.

The chapter also described the steps taken to judge and ensure the validity and reliability of the research tools in addition to the description of the procedure followed for conducting the research.

The following chapter will focus on the data analysis results and discussion.

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction:

This chapter deals with the analysis of the data obtained from the administering the composition and grammar test and the EFL teachers' questionnaire. The data were processed by computer using the Statistical Package for Social Studies (SPSS) program.

Some descriptive statistics such as the standard deviation and means were used to identify any significant differences of the independent variables in the study.

The chapter consists of two sections. The first section shows and analyses the data obtained from the EFL teachers' questionnaire. The second one provides a writing task and grammatical items.

4.1 The ELT Teachers' Questionnaire

The items of the questionnaire cover the following domains:

The domain is measured by the following statements 1, 2 and 3.

Question 1: What kind of main grammatical errors are facing the students of the IGCSE?

Statement (1): Grammatical errors related to English grammar arise probably from structural patterns.

Table 4.1 Frequency and percentage for statement (1)

value	Frequency	percentage
Strongly agree	8	20.0
Agree	22	55.0
Not Sure	2	5.0
Disagree	7	17.5
Strongly disagree	1	2.5
Total	40	100%

The table above shows that {22} of the total number of the respondents agreed that grammatical errors probably from structural patterns. The distribution of the sample by the statement as follows: strongly agree by (%20. Neutral by (%5) disagree by (%17) Strongly Disagree by (%2.5).

The result above shows that the first statement of the questionnaire is accepted. the means of this statement 4,0 . Since main findings indicate that the data analysis of the questionnaire approved with majority of teachers agree 55.00 and that because teachers believe that students are not exposed to English sentence structure. Grammatical errors related to English grammar arise probably from structural patterns .

Statement {2}: The teaching of grammatical items based on context is likely to help students in writing.

The table below shows that the distribution of the sample by the Neutral by (%5)) agree by (%40) statement as follows strongly agree by (%45) disagree by (%5) Strongly Disagree by (%5).

Table 4.2 Frequency and percentage for statement (2)

value	Frequency	Percentage
Strongly agree	18	45.0
Agree	16	40.0
Not Sure	2	5.0
Disagree	2	5.0
Strongly disagree	2	5.0
Total	40	100%

It is clear from the table above that the high percentage of the respondents chose the strongly agree { 18 } . The statement of the questionnaire is accepted, the mean is 4.00. Since main findings indicate that the data analysis of the questionnaire approved with majority of the teachers noticed that agree %45.

The result also reveals that 40.0% of respondents chose agree . Though the teaching of grammatical items based on context is likely to help the IGCSE students in writing.

Statement {3}: Teaching grammatical rules should not be separated from the teaching of writing.

The table below shows that the distribution of the sample by the Neutral by (%2.5)) agree by (%37.5), strongly agree by (%22.5, disagree by (%25) and Strongly Disagree by (%12.5)

Table 4.3 Frequency and percentage for statement (3)

value	frequency	percentage
Strongly agree	9	22.5
Agree	15	37.5
Not Sure	1	2.5
Disagree	10	25.0
Strongly disagree	5	12.5
Total	40	100%

The obtained percentage as seen in the table above, the result shows that statement (3) of questionnaire is approved. The mean is 4.00. Since main findings indicate the majority of the teachers have chosen Strongly agree and Agree, teaching grammatical rules should not be separated from the teaching of writing.

Domain {2}: This domain focuses on frequency of grammatical difficulties in writing, encounter secondary schools' students. It is related to the following statements 4,5,6,7,8 and 9.

Question 2: What are the frequent grammatical errors in writing facing the students of the IGCSE?

Statement 4: IGCSE students ignore the use of grammatical items.

The table below shows the number and percentage of the respondents of the Statement as follows : Neutral by (%10), agree by (%35), strongly agree by (%20%), disagree by (%32.5) and Strongly Disagree by (%2.5).

Table 4.4 Frequency and percentage for statement (4)

value	frequency	percentage
Strongly agree	8	20.0
Agree	14	35%
Not Sure	4	10.0
Disagree	13	32.5
Strongly disagree	1	2.5
Total	40	100%

In light of the result above, the fourth statement of questionnaire is approved. The means of this statement is 4,00 . Since its main findings indicate that the data analysis of the questionnaire approve with the majority of teachers agree 35% using the best of the materials in course is a great help in developing student's writing .

Statement 5: Students improve their writing skills when dealing with grammar.

Table 4.5 Frequency and percentage for statement (5)

value	frequency	percentage
Strongly agree	6	15.0
Agree	12	30%
Not Sure	1	2.5
Disagree	11	27.5
Strongly disagree	10	25.0
Total	40	100%

The table above shows that the distribution of the sample by the statement as Neutral by (%2.5) disagree by (%27.5)) agree by (%30), strongly agree by (%15) Strongly Disagree by (%25).

The above table indicates that the majority of the respondents chose the agree. The means of this statement is 4,00 , that data analysis of the questionnaire approved with the majority of the teachers agree follow a good techniques to develop student's writing.

Statement 6: Teaching grammar based on writing is likely to help IGCSE students to write effectively.

The table below shows that the distribution of the sample statement as follows:

Strongly agree by 32.5 .), agree by (32.5), the Neutral by (% 5) disagree by (%25) by (%5) Strongly Disagree by (%5).

Table 4.6 Frequency and percentage for statement (6)

value	frequency	percentage
Strongly agree	13	32.5
Agree	13	32.5
Not Sure	2	5.0
Disagree	10	25.0
Strongly disagree	2	5.0
Total	40	100%

As seen in the above table, the respondents chose the intended agree and strongly agree. This statement is accepted, Since main findings indicate that the data analysis of the questionnaire approved of the teachers agree 32.5 is strongly agree 32.5. Also this statement accepted it has means 4.0. The teaching of grammar based on writing is likely to help IGCSE students to write efficiently.

Statement 7: Learning English grammar helps students to learn language.

The table and figure below will show that the distribution of the sample statement as follows: Neutral by (%2.5), disagree by (70.0), agree by (%17.5) strongly agree by (%7.5.)by (%5) Strongly Disagree by (%2.50).

Table 4.7 Frequency and percentage for statement (7)

value	frequency	percentage
Strongly agree	3	7.5
Agree	28	70.0
Not Sure	1	2.5
Disagree	7	17.5
Strongly disagree	1	2.5
Total	40	100%

As seen in the table, the respondents chose the intended agree. This statement is accepted , Since main findings indicate that the data analysis of the questionnaire approved of the teachers agree 70,00. Also this statement is accepted with means 5.0 . This showed that some teachers follow the traditional way of teaching. Therefore, Learning English grammar helps students to learn language.

Statement 8: Teaching students grammar is useful in improving creative writing.

The table below shows that the distribution of the sample statement as follows: Neutral by (% 5)) agree by (%32), strongly agree by (%30), disagree by (%25) Strongly Disagree by (%7.5).

Table 4.8 Frequency and percentage for statement (8)

value	frequency	percentage
Strongly agree	12	30.0
Agree	13	32.5
Not Sure	2	5.0
Disagree	10	25.0
Strongly disagree	3	7.5
Total	40	100%

As shown in the table above, the highest percentage of respondents chose the agree %32. This indicates that teaching students grammar is useful in developing creative writing .

Statement 9: Teaching grammar through writing is likely to improve students' writing.

The table below shows that the distribution of the sample statement as follows: The Neutral by (%2.5)) agree by (%25) strongly agree by (%45) disagree by (%22.5) Strongly Disagree by (%5.00).

Table 4.9 Frequency and percentage for statement (9)

value	frequency	percentage
Strongly agree	18	45.0
Agree	10	25.0
Not Sure	1	2.5
Disagree	9	22.5
Strongly disagree	2	5.0
Total	40	100%

It is clear from the table above that the high percentage of the respondents chose the strongly agree. The statement of the questionnaire is accepted. The mean is 4.00. Since main findings indicate that the data analysis of the questionnaire approved with majority of the teachers noticed that strongly agree %45.

The result also reveals that 25% of respondents chose agree. Though the teaching of grammatical items based on context is likely to help the IGCSE students in writing.

Domain {3} The possible causes behind these grammatical difficulties in writing composition .This domain is related to the following statements 10 , 11 , 12 and13.

Question (3) What are the possible causes behind the grammatical errors that made by the IGCSE students?

Statement (10): Learning of grammar, though difficult, is essential to the writing skill in English language.

The table below will show that the distribution of the sample by the statement as follows: strongly agree by (%20), agree by (%55), Neutral by (2.5), disagree by (%15) and Strongly Disagree by (%7.5)

Table 4.10 Frequency and percentage for statement (10)

value	frequency	percentage
Strongly agree	8	20.0
Agree	22	55.0
Not Sure	1	2.5
Disagree	6	15.0
Strongly disagree	3	7.5
Total	40	100%

The results in the table and figure above show that the agree obtained the higher percentage of 55%. It is clear that teachers believed that acquiring English grammar is very essential for writing effectively. This statement of the questionnaire is accepted. The means of the statement is 4.00. It should be pointed that the learning of the grammar though difficult is vital to the writing English language.

Statement (11): Guiding questions in writing help students in writing.

The table below will show the number and percentage of the respondents' statement as follows: Strongly agree by (60), agree by (22.5), Neutral by (%5), disagree by (%10) strongly disagree by (2.5).

Table 4.11 Frequency and percentage for statement (11)

value	frequency	percentage
Strongly agree	24	60.0
Agree	9	22.5
Not Sure	2	5.0
Disagree	4	10.0
Strongly disagree	1	2.5
Total	40	100%

In the light of the result above , the ninth statement of the questionnaire is accepted , the means is 5.00 . Since main findings indicted that data analysis of the questionnaire approved with majority of the teachers strongly agree %60, teachers believed that guiding questions help students to plan their writing and brainstorm their ideas. Guide questions in writing composition help students in writing.

Statement (12): It is important to ask students to write activities based on grammatical items.

The table below will shows that the distribution of the sample statement as follows: Strongly agree by (%27.5), agree by (%42.5) , Neutral by (%2.5), Disagree by (%25) and Strongly Disagree by (%2.5).

Table 4.12 Frequency and percentage for statement (12)

value	frequency	percentage
Strongly agree	11	27.5
Agree	17	42.5
Not Sure	1	2.5
Disagree	10	25.0
Strongly disagree	1	2.5
Total	40	100%

The result has shown in the table above indicates that almost half of the respondents agree. The statement of questionnaire is accepted. The mean of this statement is 4.00. Since main findings indicate that the data analysis of the questionnaire approved with majority of the teachers noticed that agree %50,00. It is important to ask students to write activities based on grammatical items.

Statement (13): Writing short activities based on grammatical items improve writing skill.

The table will show that the distribution of the sample by the statement as follows: Neutral by (%5), Strongly agree by (%22.5), Agree by (%35), Disagree by (%30) and Strongly disagree by (%7.5).

Table 4.13 Frequency and percentage for statement (13)

value	frequency	percentage
Strongly agree	12	30
Agree	14	35.0
Not Sure	2	5.0
Disagree	9	22.5
Strongly disagree	3	7.5
Total	40	100%

The above table shows 14 of the respondents with majority of %35 recommended writing short activities based on grammar improve writing.

In the light of the result above, the statement (13) of the questionnaire is accepted the mean of this statement is 4.00 . Since main findings indicate that the data analysis of the questionnaire approved with majority of the teachers noticed that agree %35.00. Writing short activities based on grammatical items improve writing.

Domain { 4 } dealing with strategies and method used for overcoming the problems . The domain is measured by statements 14, 15, 16, 17 and 18. It is related to the following question.

Question (4): What are the possible strategies that can be used to overcome these problems?

The table below will display results of the respondents degree of agreement or disagreement with the statements that assess this hypothesis.

Statement (14): The method teachers use to teach grammar at Int. schools is suitable for students.

The table and figure below will show that the distribution of the sample statement as follows: Neutral by (%22.5), agree by (%42.5), strongly agree by (%15), disagree by (%15) and Strongly Disagree by (%5).

Table 4.14 Frequency and percentage for statement (14)

value	frequency	percentage
Strongly agree	6	15.0
Agree	17	42.5
Not Sure	6	5.0
Disagree	9	22.5
Strongly disagree	2	5.0
Total	40	100%

As shown in the table above, the higher percentage of respondents chose the agree which indicated that methods of teaching writing in int. schools are adequate. On the other hand, %22 of respondents chose disagrees that due to their few years of experience. Though the method teachers use to teach grammar at secondary school are suitable for students.

Statement 15: Teaching grammar materials for learning English language are available.

The table below will show that the distribution of the sample statement as follows: The Neutral by (%17.5), agree by (%55.0), strongly agree by (%17.5), disagree by (%5.0) and Strongly disagree by (%5).

Table 4.15 Frequency and percentage for statement (15)

value	frequency	percentage
Strongly agree	7	17.5
Agree	22	55.0
Not Sure	7	17.5
Disagree	2	5.0
Strongly disagree	2	5.0
Total	40	100%

The table above reveals that a majority of %55 of the respondents had agreed. The result shows that, the fifteenth statement of the questionnaire is proved, the means 2,00.

Since main findings indicated that the data analysis of questionnaire approved with majority of the teachers agree %55. Teaching grammar materials for learning English language are sufficient.

Statement 16: Grammatical items in Cambridge curriculum help students to practice the writing skill effectively.

The table below will show that the distribution of the sample statement as follows:

The Neutral by (%7.5), disagree by (10.0), agree by (%40.0) strongly agree by (%40.0) and by Strongly Disagree by (%2.5).

Table 4.16 Frequency and percentage for statement (16)

value	frequency	percentage
Strongly agree	16	40.0
Agree	16	40.0
Not Sure	3	7.5
Disagree	4	10.0
Strongly disagree	1	2.5
Total	40	100%

The result shows the sixteenth statement of the questionnaire is accepted the means 4.00 . Since main findings indicated that the data analysis of the questionnaire approved with teachers agree %40,00. And also teachers disagree %10,00 with . Grammatical items in Cambridge Curriculum help students to practice the writing skill sufficiently.

Statement 17: Writing composition in Cambridge curriculum gives the opportunity for students to work with the language. i.e. they ask questions about grammar.

The table and figure below will show that the distribution of the sample statement as follows: The Neutral by (%10), agree by (%50), strongly agree by (%32.5), disagree by (%5.0) and Strongly Disagree by (%2.50).

Table 4.17 Frequency and percentage for statement (17)

value	frequency	percentage
Strongly agree	13	32.5
Agree	20	50.0
Not Sure	4	10.0
Disagree	2	5.0
Strongly disagree	1	2.5
Total	40	100%

In the light the result above, statement (17) of the questionnaire is accepted the mean of this statement is 4.00 . Since main findings indicate that the data analysis of the questionnaire approved with majority of the teachers noticed that agree %50.0 . Writing composition in Cambridge curriculum gives the chance for students to work with the language (i.e. the ask questions about grammar)

Statement 18: Writing in Cambridge curriculum helps a lot in understanding the grammar items.

The table below will show that the distribution of the sample statement as follows the Neutral by (%5.0), disagree(5.0), agree by (%50) strongly agree by (%35.0) and Strongly Disagree by (%5.0).

Table 4.18 Frequency and percentage for statement (18)

value	frequency	percentage
Strongly agree	14	35.0
Agree	20	50.0
Not Sure	2	5.0
Disagree	2	5.0
Strongly disagree	2	5.0
Total	40	100%

As seen from the table 4.18 above that majority of the respondents chose the agree . The mean is 4.00 . Since main findings indicate that the data analysis of the questionnaire approved with majority of the teachers noticed that agree %50.5. Writing composition Cambridge help a lot in understanding the grammar items.

4.2The Writing Test

In this section, the results that obtained from the test (section A) aimed at assessing the students of the IGCSE in different grammatical areas. This section was designed by the researcher to cover different areas of difficulties in English grammar. The test items included questions that measured the students' abilities of dealing with tenses, propositions, passive voice and conjunction.

Table 4.19 Section (A) on English grammar

Valid	Frequency	Percent
Pass	64	42.7
Failure	86	57.3
Total	150	100.0%

The table above shows that the distribution of the sample by section (A) of the test on English grammar is Pass by (%42.7) and Failure by (%57.3). Eighty six students failed in the

The first part of the test on English grammar is an effective way to collect information about errors in students' writing at same areas that suggested by the researcher (tenses, passive voice , prepositions punctuations and conjunction).

The table above shows that the distribution of the sample by Second test on English grammar is Pass by (%42.7) and Failure by (%57.3) The first part of the test on English grammar is an effective way to collected information about errors in students' writing at same area (tenses , prepositions, conjunctions, punctuation and passive voice) .

According to the table above it is obvious that the students face more difficulties in writing when they write grammatical items through writing composition and that for several reasons:

Firstly, some teachers teach grammar in isolation without context. Secondly , students are accustomed to answering grammatical questions easily , because they are very simple and need only formation of rules, recalling the recognition of time and aspects . But in composition writing students' are asked to give meaningful, connected ideas. They need to arrange the paragraphs using

sentence formations. To compose a sentence students need a lot of skills , so have to master all aspects of language . Students find difficulties in thinking in English, then form the ideas and write these ideas correctly in meaningful sentence and correct grammar. Students learn grammar explicitly and not in context. They are not accustomed to learning grammar in context, so they can't contextualize that in composing situational sentences and so situational paragraphs that form composition.

Table 4.20 English test part two (writing)

Valid	Frequency	Percent
Tenses	187	17.2
prepositions	121	11.4
conjunction	239	23.1
Punctuation	389	36.6
Passive voice	118	11.7
Total	1054	100.0%

The table above shows the frequent errors committed by the students in section (B). The errors committed by the students according to the test they sat for are: Tenses by (%17.2), prepositions by (%11.4), conjunction by (23.1), Punctuation by (%36.3) and passive voice by (11.7%). The punctuation errors committed by the students in the writing part might be due to different reasons such as: their brains were busier than usual, their ignorance of punctuation rules or they do not think that punctuation is important.

Table 4.21 Tenses Errors

valid	Frequency	Percent
Tenses	187	17.2

As shown on the table above, %16,9 of the respondents chose wrong. The results of this question revealed that the respondents had difficulties with the tenses. The tenses mistakes are most common students' writing and the researcher noticed that most of students find difficult in differentiate between present perfect, past simple and past continuous in writing.

Here are some examples of the tense mistakes committed by the students in part two:

Incorrect: Students enjoyed their time.

Correct: Students enjoy their time.

Incorrect: if students go outside the school they would be happy.

Correct: : If students go outside the school, they will be happy.

Table 4.22 Preposition Errors

Valid	Frequency	Percent
Prepositions	121	11.4

As indicated by the results from the table about %11.4 of the respondents chose wrong. The results of this question revealed that the respondents had difficulties with the use of prepositions. The preposition mistakes are most common in students' writing and the researcher has noticed that most of students find it difficult to differentiate between the different types of prepositions.

Here are some examples of the prepositional mistakes committed by the students in section (A):

Incorrect: The head teacher came into the class before the lesson.

Correct: The head teacher came into the class during the lesson.

Incorrect: The boy sat waiting before the front door until his brother came home.

Correct: The boy sat waiting by the front door until his brother came home.

Incorrect: The river ran around the field and then on the sea.

Correct: The river ran through the field and then into the sea.

Table 4.23 Conjunction Errors

Valid	Frequency	Percent
Conjunction	239	23.1

Conjunctions are link words that connect ideas and opinions . As it mentioned above , the researcher noticed that the conjunctions errors are the most common among student's writing . The table shows that 23.1 of the respondents found it difficult to join ideas properly.

A good teacher can subsumed a course focus on conjunctions words. For example:

Conjunctions showing addition as in (and , also , more and moreover).

Conjunctions showing contrast as in (but , although and however).

Conjunctions show result as in (so , such a , such that and enough to).

Conjunctions show reason as in (because , as and since).

Conjunctions show purpose as in (so , so as to).

Conjunctions show relation as in (while , who and whose).

Table 4.24 Punctuation Errors

valid	Frequency	Percent
Punctuation	389	36.6

In the above table , the punctuation errors are the most common in student's writing, and data analysis of the test approves with the majority that students at the IGCSE schools find difficulties in writing. Most of them can't use correctly (.)(.). Also they face problems in paragraphing. The table shows that 36.6 of the respondents found it difficult to use punctuation.

Teachers can avoid these problems by making more practice focus on how to use punctuations through a piece of writing.

Table 4.25 Passive Voice Errors

valid	Frequency	Percent
Passive voice	118	11.7

In the above table, the passive voice errors are common in student's writing, and data analysis of the test approves with the majority that students at the IGCSE schools find difficulties in writing and that due to their lack of interest. Teachers can tackle this problems by giving more examples on active sentences and turning them into passive. They should also drag the students' attention to the examples used in contexts.

4.3 Verification of the Study Hypotheses

The purpose of this section is to see to what extent the study hypotheses are confirmed or rejected in the light of the results obtained from the statistical results as they pertain to the hypotheses.

Hypothesis (1)

The students of the IGCSE face different kinds of grammatical errors in writing

Students in IGCSE schools face different grammatical difficulties when they practise writing composition.

The aim of this hypothesis is to find out the difficulties of grammatical in third year secondary schools. The researcher hypothesized that the teachers of English language at the IGCSE face difficulties when they practice writing skill. Three hypothesis derived from hypothesis one.

Concerning of this hypothesis, the results show that there are difficulties facing teachers of the English language, but creative teachers can overcome those by using good techniques to develop students' language in writing.

Hypothesis (2)

Some grammatical errors made by the students of the IGCSE occur frequently.

The aim of this hypothesis is to find out the difficulties involved frequency in teaching writing a text of English language at IGCSE schools. The researcher hypothesized that there are difficulties facing students in writing frequency. So there are questionnaire items derived from hypothesis (2).

The results of this hypothesis is that students attitude towards writing is negative. Creative teachers can overcome these difficulties by giving more practice in writing short paragraphs by using guiding words, questions, phrases and short sentences.

Hypothesis (3)

There might be some causes of the grammatical errors made by the IGCSE students.

The possible causes of these grammatical difficulties might be attributed to different factors such as the syllabus , the L1 interference teachers .

The aim of this hypothesis is to know about materials of course (syllabus) used in the IGCSE. The difficulties involve in teaching writing English language at the IGCSE schools and these items considered in questionnaire.

The result of this hypothesis considered the syllabus and the L1 interference teachers , but good teachers can overcome these difficulties by using visual aids such as computers, smart boards and making training to the teachers.

Hypothesis (4)

There are some possible strategies that could be used to overcome these problems.

The aim of this hypothesis is to know about some method and suitable technique could help students overcome the problems, and it is considered in the questionnaire.

The results show that there are many variation of the students' performance improved by designing special teaching programme and teachers training on the methods of teaching writing.

Summary of the Chapter

This chapter has presented and discussed the results of English test and ELT questionnaire. The test was administered to the IGCSE students in four international schools in Khartoum State. It attempted to test the research hypotheses that students encounter difficulties and using writing composition. The second part of the test was a writing task to test the same area in part one.

The questionnaire, on other hand, was intended for ELT teachers at the secondary schools' teachers at different international schools. It assessed their opinion about the difficulties of writing composition in addition to their views on the relevance of writing composition. A sample of 150 students performed the test and a sample of 40 teachers responded to the questionnaire.

The data obtained from the test and the questionnaire were computed and analyzed through the Statistical Packages for the Social Sciences (SPSS). Responses were presented in tables. Descriptive Statistics such as mean and standard deviation were calculated to examine the variability of the scores of the respondents as seen in the statistics of the result.

The chapter consisted of two sections. The first section dealt with the results of the English test and the second one reported the results of ELT teachers' questionnaire. The results of these two research instruments can be summarized as follows:

As for the first hypothesis regarding students at the IGCSE Khartoum State face different grammatical difficulties when they practice writing skills. The result of this hypothesis shows that there are difficulties facing teachers of the English language, but creative teachers can overcome those by using a good techniques to develop students in writing.

Regarding the second hypothesis about the difficulties facing the IGCSE students are of different frequency. The results of this hypothesis is that students attitude towards writing is negative. Teachers can overcome these difficulties by giving more practice in writing short paragraphs by using guiding words, guiding questions, phrases and short sentences.

As for the third hypothesis that the possible causes of these grammatical difficulties might be attributed to different factors such as the syllabus, the L1 interference teachers. The result of this hypothesis considered the syllabus and the L1 interference teachers , but a good teacher can overcome these difficulties by using visual aids such as pictures , smart boards , computers and making training to the teachers.

Concerning the fourth hypothesis, there are some possible teaching procedures that could help the students overcome these problems.

The result of this hypothesis is that , there are many variation of the students' performance improved by designing special teaching programme and teachers training on the methods of teaching writing.

It could clearly be noticed that the results of the writing test were consistent with the results obtained from the ELT questionnaire. Results were also found to be consistent with the results researches relevant to the present study.

The researcher has so far analyzed and discussed the results of the data obtained from the research tools (The English test and the ELT teachers' questionnaire).

The next chapter five will provide a summary of the study conclusions for the study in addition to recommendations and suggestions for further studies.

Chapter Five
Main Findings, Conclusions,
Recommendations, and Suggestions for
Further Studies

Chapter Five

Main Findings, Conclusions, Recommendations, and Suggestions for Further Studies

5.0 Overview

This final chapter provides a summary of the present study. It includes a brief outlines of the study, conclusion, recommendations and suggestions for further research studies.

5.1 Summary

The purpose of this study was to investigate the grammatical errors that encountering the IGCSE students in writing skill. It attempted to explore tenses, conjunctions, propositions, passive voice and punctuation difficulties pertaining to writing skill. This study attempts to investigate the grammatical errors encountered by the IGCSE in order to give some insights into the nature of English written performance. In investigating these problems, the following key research questions have been posed:

What kind of main grammatical errors are facing the students of the IGCSE? What are the frequent grammatical errors in writing facing the students of the IGCSE? To search answers for these questions, the following hypotheses have been made: The students of the IGCSE face different kinds of grammatical errors in writing. Some grammatical errors made by the students of the IGCSE occur frequently. A theoretical background that concerns contrastive analysis, errors analysis, approaches of teaching grammar and nature writing have been introduced in chapter two. This chapter also introduced some related previous studies. The researcher used the analytical descriptive method in this study. The objectives of the study were to investigate the grammatical errors encountering

secondary school in writing composition. To collect the required data, the researcher designed an English test which consisted of two parts. The first part was on grammar and the second part was a writing task for the students. In addition to that, a questionnaire was addressed to some ELT teachers at IGCSE schools. The validity of the research tools was verified by a group of ELT experts. As for the reliability of the test, the researcher used the test-retest method to verify its reliability. The Pearson correlation coefficient was used to estimate the reliability of the test. Having assured the validity and the reliability of the research tools, the researcher administered the research tools. The writing composition and the grammar test of the English test were administered in some secondary schools in Khartoum town and the ELT teachers' questionnaire was answered by ELT teachers from a number of IGCSE schools. The statistical results of the grammatical errors and their impact on writing were presented in chapter four.

5.2 Conclusions

In the light of the performance of the students in the test of composition writing and the responses of the ELT teachers to the questionnaire, the following conclusions were arrived at:

The general performance of the students in the writing composition test revealed respondents' low ability in recognizing some grammatical items in writing composition such as the tenses , punctuations , propositions, passive voice and conjunctions words. Respondents, however, faced more difficulty in recognizing the grammatical characteristics of these items. It is clear that they lack the adequate knowledge about the characteristics of some grammatical items that enable them to deal with their difficulties effectively. More findings

also revealed that respondents did not use a particular strategy when dealing with unknown writing composition.

Results also indicate that the performance of the respondents in the first part of the test dealing with grammar was far better than that of those the second part of the test which was a writing task. This could be attributed to the fact that students are asked to give meaningful connected ideas in writing. Therefore, Students need a lot of skills to arrange paragraphs. Also students find difficulties in thinking in English and then form the ideas and write these ideas correctly in meaningful ideas and well-structured sentences.

The results of the ELT teachers' questionnaire showed that participants generally agreed that the difficulties related to grammatical items aroused from complex characteristics.

Results, as could be seen from the students' performance of the writing composition test revealed students' lack of grammar. As indicated by the responses of the ELT teachers, this lack of grammar was due to their exclusion from English language at secondary schools and due to the lack of practice of writing in the students learning environment .

It was also found out that the negligence of writing in the language curricula led to their negligence of grammatical-writing in the context of teaching. Teachers, however, agreed that teaching writing based on providing context support and etymological information might facilitate the understanding of writing.

5.3 Recommendations

In the light of the findings and conclusions of this study, the following recommendations have been suggested:

1. Second language teachers should receive extensive training courses in English methods of teaching.
2. Subject advisors should conduct capacity empowerment workshops for teachers so as to develop teachers' techniques of English teaching.
3. Teachers should closely follow up the students' writing.
4. Teachers should pay more attention to writing to help learners to develop skills in producing standard language.
5. Teachers should expose learners to English through media.
6. Teachers should introduce competitions in both writing and reading among different grades so as to improve writing and reading skills.
7. Learners should make sure that they use English as a medium of communication, especially in the classroom as well as inside the school premises.
8. The curriculum should impose extra writing activities and provide students with examples of different types of writings.

5.4 Suggestions for Further Studies

Based on the findings of the study, the researcher recommends the following suggestions for further research:

1. - As this study has been limited to some of the grammatical aspects as represented in IGCSE students' written performance, investigating other written text aspects of other different nature of errors and misuses may make more contribution to promote the quality of writing.

2. Researches could be done to assess teachers' attitude towards the teaching of writing skills. Such researches provide perspectives insights that help in determining effective ways for the teaching of writing.
3. A study to investigate the methods and techniques adopted by teachers in teaching writing.
4. A research can be conducted to compare between the different curriculums taught in different international schools in Khartoum.

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Appendices

Appendix (1)
Students' Test

Dear student,

This study is entitled: Investigating Grammatical Errors Made by the International General Certificate of Secondary Education (IGCSE) Students in Writing

You are kindly requested to answer the following research test.

You are assured that your response will be taken confidentially and will be used only for the purpose of this study.

Thank you in advance for your cooperation.

OmaraElimam Mohamed Ahmed

Ph. D. candidate

Sudan University of Science and Technology

Section A

Question One

Put the verbs in between brackets in their correct forms:

1. Ali..... (read) a new book last week.
2. They already (leave) the school.
3. She(not visit) her grandmother regularly.
4. She never comes early. She (be) always late.
5. While I..... (write) a letter, my friend called me.
6. Did Mr. David..... (help) you yesterday?
7. She..... just..... (come) home.
8. If more people (admire) her, she would not be on her own in the hospital.

9. If his friends..... (Help) him, he will be happy.

10. We..... (Pray) five times per day.

Question Two

Fill in the gaps in the following sentences with active or passive verbs, and then indicate whether the verbs you have used are active or passive.

1. The planethe signal to land. ()

2. Asha.....the violin in the orchestra.()

3. The experiment by the chief scientist at the plant. ()

4. In the ensuing confusion, the secret plans..... by the spy. ()

5. The lawn.....by the gardener. ()

Question Three

1. Complete the following sentences using the correct prepositions in the box below.

Under – through – with – during – into – over – around – On – before – by
--

1. The head teacher came into the class the lesson.

2. The cat was running the pigeons and scaring them.

3. The dog lay The car in the shade as it was so hot.

4. The river ran the field and then the sea.

5. The boy sat waiting the front door until his brother came home.
6. The two girls walked to school each other.
7. The horse jumped The fence when it saw its friend.
8. They got the train just as it was leaving the station.
9. They left the end of the film as they didn't like it.

Question Four

Choose the suitable word from the list to fill the spaces below:

(during - both - and - besides = Moreover – also - common)

Among the mostfermented sorghum food in Sudan is the fermented drink of (Abreh) .

Abreh isnutritious and good for satisfying thirstthe boiling hot days of summer.

.....being nutritious , it decreases the risk of polluted waterAbreh flakes are light in weightcan easily be carried travelers . It can.....be stored for a long time.

Section B

Writing

Section B: Writing

Spend 30 minutes on this section.

Write an article for your school magazine about the importance of school trips and visits.

You could include some of the following in your article:

- the benefits for students of being taken out of the classroom
- the trips and visits you think would be interesting and enjoyable, and why
- how visiting other places can help you and your friends develop your understanding of the world.

Space for your plan:

Appendix (2)

Questionnaire

This questionnaire is a part of a Ph.D. study which attempts to investigate the grammatical errors that made by the IGCSE students. Therefore, this questionnaire is meant to assess ELT teachers' views on the relevance of grammatical errors. Your participation will be of a great value and assistance. The information you give will be treated confidentially and will not be used for any purpose other than the one stated in this study.

Thank you very much for your cooperation

OmaraElimam Mohamed Ahmed

PhD Candidate

Sudan University of Science & Technology

Part one: Personal information

Please indicate with () in the brackets chosen

Sex: Male { } Female { }

Qualifications: M A { } High Diploma { } B.Ed { }

Part two: Please indicate the answer that shows the degree of your agreement – disagreement by ticking one of the options as shown below:

Strongly agree - agree – Disagree - Not sure – Strongly disagree

No.	statement	Strongly agree	agree	Disagree	Not sure	Strongly disagree
1	Grammatical errors related to English grammar arise probably from structural patterns.					
2	The teaching of grammatical items based on context is likely to help students in writing.					
3	Teaching grammatical rules should not be separated from the teaching of writing.					
4	IGCSE students ignore the use of grammatical items.					
5	Students improve their writing skills when dealing with grammar.					
6	Grammar teaching based on writing is likely to help IGCSE students to write effectively.					
7	Learning English grammar helps students to learn languages.					
8	Teaching students grammar is useful in improving creative writing.					
9	Teaching grammar through writing is likely to improve students' writing.					

10	Learning of grammar, though difficult, is essential to the writing skill in English language.					
11	Guiding questions in writing help students in writing.					
No.	statement	Strongly agree	agree	Disagree	Not sure	Strongly disagree
12	It is important to ask students to write activities based on grammatical items.					
13	Writing short activities based on grammatical items improve writing skill.					
14	The method teachers use to teach grammar at Int. schools are suitable for students.					
15	Teaching grammar materials for learning English language are available.					
16	Grammatical items in Cambridge curriculum help students to practice the writing skill effectively.					
17	Writing composition in Cambridge curriculum gives the opportunity for students to work with the language. i.e they ask questions about grammar.					
18	Writing in Cambridge curriculum helps a lot in understanding the grammar items.					