



**Sudan University of Science and Technology**

**College of Graduate studies**

**College of Languages**



**Analyzing Syntactic Errors Made by  
Undergraduates**

**تحليل الاخطاء النحويه التي يرتكبها الطلاب الجامعيين**

A Thesis Submitted in Partial Fulfillment of the Requirements for M.A.  
Degree in English language (Applied linguistic)

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# DEDICATION

*To the sole of my father, to my family*

# **ACKNOWLEDGMENTS**

All praise is due to Allah the Almighty who enabled me to achieve this academic task., grate thanks to my supervisor Dr. Hillary Marino Pitia, for his invaluable guidance, proper comments, being patient with me, and supporting me with the required references.I am grateful to Dr. Abbas Mukhtar, Dr. Naglaa Taha Baashary and Dr. Muntasir Hassan Mubarak for reviewing the test and the questionnaire.

## *Abstract*

This research aimed at analyzing the syntactic errors made by EFL 1<sup>st</sup> years under graduate students at the College of languages – Sudan University of Science and Technology. Research data were collected through achievement test and questionnaire. The sample of the study has been drawn from (60) first year students. As for the questionnaire (30) teachers of English have expressed their opinions on the questionnaire's statements. Descriptive analytical method was used as a tool to achieve the study objectives. The results of the study revealed that Students' Arabic language can have a negative effect on student's writing performance, differences between Arabic and English are bound to cause difficulties of writing. Moreover, Results highlighted that Students generalize the grammatical rules of mother tongue (Arabic) in to the foreign language (English). At the end of the study the researcher give some suggestions and recommendations for the study.

### Abstract (Arabic Version)

هدفت هذه الدراسة لتحليل الأخطاء النحوية التي يرتكبها طلاب السنة الأولى في تخصص اللغة الإنجليزية كلغة أجنبية بكلية اللغات بجامعة السودان للعلوم والتكنولوجيا. جُمعت بيانات الدراسة باستخدام الإستبانة واختبار الأداء. تكونت عينة الدراسة من ستون طالباً بالمستوى الأول , فيما يتعلق بالاستبانة أبدى ثلاثون معلماً للغة الإنجليزية رأيهم حول المواد الواردة في الإستبانة. استخدم المنهج الوصفي التحليلي كأداة لتحقيق أهداف الدراسة وكشفت نتائج الدراسة أن: اللغة العربية قد يكون لها تأثيراً على الكتابة باللغة الإنجليزية لدى الطلاب وأن الفوارق بين اللغتين الإنجليزية والعربية قد تؤدي إلى مشكلات في كتابة اللغة الإنجليزية إضافة إلى ذلك كشفت الدراسة أن الطلاب يقومون بتعميم قواعد لغتهم الأم (العربية) على اللغة الإنجليزية وفي ختام الدراسة قدم الباحث بعض الاقتراحات والتوصيات.

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# **CHAPTER ONE**

## **INTRODUCTION**



# CHAPTER ONE

## Introduction

### 1.0 Background of the study

Sudanese learners of English encounter many problems in both writing and speaking. The students in Sudan learn English in their native country, where the native language is Arabic, the only way to learn English is through formal instructions inside the classroom where the language teachers at school are native speakers of Arabic. There is little opportunity to learn English through natural interaction with the target language speakers.

Most Sudanese students come with poor English and low proficiency level when they enroll in universities. The poor performance of Sudanese students in English courses suggests a lack of Knowledge of fundamental of the language. Sudanese students continue to make some basic and frustrating errors in writing. They cannot write correctly particularly when dealing with academic topics or common every day topics.

The weakness of English language learners has been attributed to many reasons, most notably the change of the academic approach taken in previous years, for example, «Nile Course» which has been taught in middle school it was instrumental in that time, It is worth mentioning that dropping of English literature is one of the main reasons for the deterioration of the language, also lack of qualified teachers of English is another key factor, English teaching methods, lack of interaction with native speakers of English, the students' attitudes towards English and their motivation to learn it.

In order for language learners to use the language more effectively, they should be involved in real life situations, but unfortunately, in Sudan English is used only as an academic subject, without practice, English students do not have enough time to practice English because they use Arabic most of the time.

### **1.1 Statement of the Study:**

It has been noticed that many Sudanese undergraduates face difficulties in producing written text in English. They produce grave syntactic errors which are likely to be attributed to the interference of mother tongue (Arabic) or other strategies of language learning.

it is obvious that Sudanese undergraduates tend to generalize the rules of English grammar such as the use of 's' for plural and it is also believed that the differences between Arabic as a mother tongue and English are bond to cause difficulties in writing. This study sets out to analyze the syntactic errors in written English productions of Sudanese students.

### **1.2 Questions of the study:**

In investigating the research problem, the following questions will be posed:

- 1- To what extent can Arabic transfer that is make by 1st year undergraduates majoring in English affect the process of writing in English as foreign language.
- 2- To what extent do the differences between Arabic and English cause difficulties on the students' written performance in terms of preposition.
- 3- To what extent do students generalize the rules of mother tongue (Arabic) into the foreign language?

### **1.3 Hypotheses of the study:**

- 1- Arabic transfer made by 1<sup>st</sup> year undergraduate students majoring in English can affect the process of writing English as foreign language.
- 2- Differences between Arabic and English languages cause difficulties in students' writing performance in terms of prepositions
- 3- Student generalizes the rules of mother tongue (Arabic) into the foreign language.

### **1.4 Objectives of the study:**

- 1- Investigating EFL 1<sup>st</sup> year undergraduate students' syntactic errors.
- 2- Identifying the nature of difficulties on the segmental writing level faced by those student whose L1 is Arabic and learning English as FL.
- 3- Drawing pedagogical implication in the light of the findings of the study.

### **1.5 Significance of the study:**

The significant of the research stems from the fact that EFL Sudanese learners at university level face many difficulties in writing in general. This study is an attempt to find possible solutions to common EFL writing problem; moreover the findings of the study can be applicable to other EFL setting.

### **1.6 Methodology of the study:**

The research will adopt the descriptive analytical method. The research will use a test for the students and questionnaire for teachers as tools for data collection.

### **1.7 Limits of the Study:**

The study is limited to Sudanese EFL first level students in English Department, Collage of languages-University of Sudan, during the academic year (2017-2018). This research covers the student's writing abilities.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND PREVIOUS STUDIES**

## **CHAPTER TWO**

### **Literature Review and Previous Studies**

#### **2.0 Introduction**

This Chapter consists of two parts. Part one is reviews literature relevant to the research topic such as contrastive analysis approach, Error analysis approach, and types of errors made by students. While part two focuses on previous studies related to the research topic. This includes theses and scientific papers.

#### **2.1 Contrastive Analysis Approach**

Contrastive analysis (henceforth, CA) is based on the behaviorists' assumptions of language learning. According to these assumptions language learning is based on habit formation. They believe that language acquisition is the product of regular exposure to language and this acquisition was based on frequency, intensity, continuity etc, of stimulus-response which leads to habit formation.

They also assume that the first language (L1) interferes in learning second language (L2). This interference can be 'negative' and 'positive.' Whenever there is a difference between two structures, the transfer is (negative) and whenever there are some similarities; there would be a (positive) transfer. According to CA, negative transfer would result in errors, while positive transfer would result in incorrect sentences. Concerning the issue of similarity and difference among languages, Odlin (1989) provided an example that Arab learners would omit the form of the verb "be" when they speak in English because it is unavailable in Arabic. However, Spanish learners do not omit it because Spanish has similar grammatical structure.

Fries, (1945) comment on the material for second language teaching was the beginning for establishing contrastive analysis as an integral component of the

methodology of target language teaching. He maintains that “ the most effective materials for second language teaching 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” (Fries 1945:9). However it was Lado (1957:2) in his book *linguistic across culture* who paved the way for understanding contrastive studies .He indicate that foreign language learners tend to transfer the forms and meaning of their first language and the culture to the foreign language both productively and receptively when attempting to speak the language.

Considering the assumption that interference of the first language with the teaching of the foreign one often leads to errors , it is argued that such errors can be avoided if we were make a comparison of the learner’s mother tongue and the target language. In this connection, (Lado, 1957:7) states

*“We can predict and describe the pattern that will cause difficulty in learning and those that will not cause difficulty, by comparing systematically the language and the culture to be learned with the native language and the culture of the student.”*

However, CA proved to have some weaknesses. because, as Brown (1987) indicates, there are many errors in the L2 which are attributed to the negative transfer of the native language to the target language. However, CA as a theory was not successful in predicting difficulties (Hughes, 1980). It also lacks any satisfactory measure of differences. In the view of Wardhaugh (1970), the assumption of CA is quite unrealistic and unpredictable, and it is considered simplistic in terms of L2 acquisition. The claim of CA that the native language is the main factor affecting L2 learner’s errors is limited in argument. As a result of the criticisms, Wardhaugh (1970) proposed the “weak version” which recognizes the significance of interference across languages. Oller and Ziahosseiny (1970) however proposed a *moderate version* to fill the gap between the two earlier

versions. The moderate version holds the view that interference is more likely to occur when there is similarity between the items to be learned and already known items (Brown, 2006). Despite these challenges, the idea of L1 interference continues to be applicable as part of Error Analysis in L2 acquisition.

## **2.2 Error Analysis**

In reaction to the weaknesses found with Contrastive Analysis, Error Analysis (EA) emerged in the 1960s to demonstrate that the errors L2 learners make are not always due to the learners' native language but due to other complex factors.

Error analysis is defined by Attia (1990:12) as “The study of students reoccurring mistakes ,their classification into categories, using them as basis for preparing lessons and materials designed to help students overcome such errors” Sharma (1981:21) defines EA as “ a process based on the analysis of learner' errors with one clear objective: evolving suitable and effective teaching-learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language” Richards (1971:12) define the field of error analysis as dealing with the differences between the way people learning a language speak and the way adult native speakers of the language use the language . He emphasizes that the language of the adult native speakers is the standard language, whereas that of the learner is in transitional stage, at times deviating from the norm. He suggests that SL errors are not by nature different from those made by children learning English as MT. He goes to say that errors in SL learning are as systematic as differences between the L1 learning of the child and the adult speaker of the first language. As evidence he gives a list of typical errors in the English verbal groups made by people learning ESL. These represent common errors made by students with quite different mother tongues. Developing upon this point we can conclude that the learner's errors in SLA are systematic.



### **2.3 Definition of Error:**

Many definitions are given to the word “error”. According to Corder (1967), errors are systematic and they result from learners’ lack of second language knowledge. Ellis (1997:17) defined errors as gaps in a learner’s knowledge. He assumed that they occur because the learner does not know what is correct. In his book “Introducing Applied Linguistics”, Corder (1973:283) wrote that “errors are a result of partial knowledge because the teaching-learning process extends over time”. This definition means that the learner cannot process all the information at once because the learning process needs too much time to be covered. Furthermore, teachers could not provide their learners with all the information they need at a limited number of sessions.

However, it is important to distinguish between the term error and mistake. Many scholars have defined the term mistake in different terms however; all the definitions have the same meaning. According to Corder (1967), a mistake refers to a performance error that it could be a random guess or a slip. It is considered as a failure to correctly use what has been learnt. Another definition for mistake is put in *The Dictionary of Language Teaching and Applied Linguistics* (1992) in which it is stated that a learner makes mistakes when writing or speaking because of different factors such as lack of attention, tiredness, carelessness, etc. Thus, learners can correct their mistakes themselves when attention is called. Similarly, James (1998) defined a mistake which can be self corrected while an error cannot. According to Ellis (1997:17), mistakes are related to a learner’s performance; they occur because the learner is unable to perform a known system.

### **2.4 Sources of errors**

According to Richards (1974) errors were classified according to their sources into two categories:

## **1- Interlingual errors**

Interlingual 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 results from the mother tongue interference.

## **2- Intralingual and developmental errors**

This kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition errors are also caused by the difficulty or the problem of the language itself.

Richards(1971) states that there are four major causes of intralingual errors which consist of overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept of hypothesized.

### **A -Overgeneralization errors**

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

e.g.

- He can sings

- We are hope

### **B- Ignorance of rule restrictions**

The learners apply rules to the context where they are not applicable.

e.g.

-The man who I saw him

### **C- Incomplete application of rules**

The learners fail to use a fully developed structure .i.e. a statement form may be used as a question.

## **D-False hypothesis**

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

e.g.

-He is speaks French

-It was happend

## **2.5 Classification of Errors**

Lengo (1995:25-29) classifies errors into four categories: omission of some required elements, addition of some unnecessary or incorrect element, selection of an incorrect element and disordering of element.

### **A- Omission Errors**

Omission errors means linguistic forms be omitted, by the learner because of their complexity in oral and written production. In pronunciation, for example consonant clusters often create problems for foreign learners and some of their constitution may be left unpronounced. Omission also occurs in morphology, learners often leave out the third person singular morpheme ‘-s’, the plural marker ‘-s’ and the past tense inflection ‘-ed’. A learner may say for example:

- a strange thing happen to me yesterday.

In syntax learners may omit certain elements which are obligatory, for example:

-Must say also the names? Instead of must we also say the names?

### **B-Addition Errors**

Learners do not only omit elements, which they regard redundant, but they also add redundant elements. In morphology learners often overuse the third person singular morpheme ‘-s’ and plural marker ‘-s’. A learner may say

- I thinks

- The books is here, instead of I think and the book is here respectively. At the syntactic level the learner may produce a wrong combination, as for example, using the article with a place name:

-The Khartoum instead of Khartoum.

At the lexical level a learner may add an unnecessary word .e.g.

-I stayed there during five years ago; instead of I stayed there for five years ago.

### **C- Selection Errors**

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong phoneme, morpheme, structure or vocabulary item. These errors may be induced by inter lingual transfer or generalization. Learners sometimes select words which do not entirely convey their intended meanings.

e.g.

-I cut the road instead of I cross the road.

### **C-Ordering Errors**

Disordering error can occur in pronunciation by shifting the position of certain phoneme. E.g. A speaker may say:

-fignisicant instead of significant

At morphological level disordering of bound of morphemes in English is perhaps less frequent. E.g

-He is get upping now, the learner attaches the inflection ‘-ing’ to practice of the two-word verb gets up (Lengo, 1995:2

## **2.6 The Significance of Learner’s Errors**

Jain (in Richard, 1974:189) stated that second language learners’ errors are significant for the acquisition of a second language. He also maintained that knowing learners’ errors helps in the planning of courses and syllabuses.

Furthermore, errors, according to Corder, provide information about the strategies and procedures a learner is using in his second language development. He also believed that making errors is part of the learning process itself. The same idea was provided by Ellis (1997:15) in that he claimed that “it is possible that making errors may actually help learners to learn when they self correct the errors they make.” Moreover, Corder (1973:293) assumed that “errors are evidence about the nature of the process and of the rules and categories used by the learner at a certain stage in the course”. He also proposed in his book “Error Analysis and Interlanguage” (1981:11), three ways in which learners’ errors are significant.

First, they are significant to the teacher because they tell him how far his learners have progressed and what they still need to learn. Second, they provide to the researcher evidence of how second language learners learn or acquire that language. Thirdly, they are important for the learner himself because making errors is considered as a way used by the learner to test his hypothesis about the language he is learning. He also claimed that errors are a strategy employed by both children acquiring their mother tongue and by adults learning a second language.

## **2.7 Previous Studies on Writing Error Analysis:**

A wide range of materials have been found relating this present study. And considering the main purpose, only a few studies have been selected for reviews.

Gamar Al-Booni (2004) investigates and analysis the syntactic errors in the written and oral performance in English language made by students of the first year at Faculty of Arts University of Khartoum. The sample of the study consists of 250 students they were selected randomly. Of this number 102 were males and 148 females. Two tests were used to collect the data, oral test and written test. Descriptive and inductive approaches have been employed. the result of the study showed that the students improved relatively in both written and oral production at

the end of the second semester , the students' average performance in written and oral production has improved at the end of the second semester, in both semesters the students' average performance in written production was higher than the oral production, and Arabic interference was most visible in the students' frequent omission of the verb to be, prepositions, articles errors and the repetition of the subjects and objects.

Kur, Twong Yolong (2005) investigates the learners' problem with English syntax. He discussed the correlations between the problems the undergraduate students face in English syntax , ie, the construction of grammatical sentences according to sets of rules and the variables suggested as the type of college , location, gender , socio-economic situations, first language , interest and motivation. The subjects are third year students specializing in English in six universities across the country, drawn by random picking and totaling 103 both sexes. Questionnaires and interview forms were used as tools to gather data. The diagnostic test has been devised as a written descriptive composition for assessing the students' ability to construct English sentences when communicating their ideas describing familiar situations or places such as villages or towns. The result of The study showed that students based in the National Capital city have advantage over the Regional State University students because of the availability and accessibility of the learning /teaching facilities there in, that male students have more time for study than female students and that Arabic language has a stronger influence structurally on its native speakers who are trying to acquire English. It has also been shown by the responses to the questions on interest and motivation in the questionnaires, that in spite of being interested and motivated, the students are generally weak in English as they are impeded by lack of appropriate learning facilities and teaching techniques. The major finding in all is, therefore, that the students can acquire

English and be able to construct grammatical English sentences if they are given a good learning environment.

Haifa Al-Buainain (2007) investigated the problem students and teachers face constantly in the Department of Foreign Languages at Qatar University. It is related to the performance of students in the writing courses, namely Writing I, Writing II, and Advanced Writing. The data of the study is 40 exam scripts of first Writing Course. The study uses error analysis as a method/ a technique to analyze the students' writing. The results show that, the students' performance errors are systematic and classifiable. This, in turn, implies that both teachers and learners must see errors as the key to understanding and solving accuracy problems in English writing courses. It is the teachers' responsibility to adopt, modify or even develop remedial procedures and techniques that can minimize the learner's errors and elevate the students' level. Students should always be encouraged to do remedial exercises in order to improve their writing ability. Brief grammar rules may be essential to help students realize the errors that result from overgeneralization and wrong parallel.

Amani (2015) conducted a study on Analysis of syntactic errors in university students' English writing in Sudan University. Her aims were describing syntactic negative errors of students when they write and to inform potential causes for students that produce syntactic errors due to negative transfer. The results of the study indicate that the students have problems in writing; it is found that students make errors because of omission or additions, most students make errors because they transfer their native language to the second language.

Dr. Elrayah Eltahir Adam Khatir (2015) investigates Secondary School Writing Errors at White Nile State Sudan. His study aimed to analyze the English writings errors of Assalaya locality secondary schools in Sudan to identify, describe the

students" writing errors committed by the students and investigate their causes more specifically to: Find out the errors that faces the learners at Assalaya secondary school, Correct the language errors at secondary school, Help the students at basic schools to reduce their errors, and Display the problems of the error in English usage to the teachers and expert in the field of language. The population of the study consists of basic secondary school at Assalaya locality in Sudan .40 students compositions and essay writing are taken randomly to represent the study of the findings, it can be concluded that the common linguistic errors in the English writings of the teacher education students were errors in verb tenses, sentence structure, punctuations, word choice, spelling, prepositions and articles. These errors fall under the grammatical, mechanics/substance and syntactic aspects of writing English. Majority of these errors are caused by the learners" poor knowledge of the target language, particularly ignorance of rule restrictions. Others are caused by the learners" carelessness, first language transfer or interference and limited vocabulary in the target language.

Dr. Hemabati Ngangbam (2016) examined the English syntactic problems persistent in the written performance of freshmen English language class of Mutah University KSA. Subjects were 60 native Arabic speaking students. 15 categories of errors were classified to find out the causes of syntactic error, which type of errors are more frequent, areas of weaknesses and problems tend to occur in writing compositions. Results indicate performance problems committed in this study were due to mother – tongue interference, misuse sentence fragment, overuse, and lack of grammatical knowledge, formation and developmental errors.



# **CHAPTER THREE**

## **METHODOLGY**

# **CHAPTER THREE**

## **Methodology**

### **3.0 Introduction**

This chapter outlines the methodology of the research: introduces the subjects, describes the materials used in eliciting the research findings, shows the procedure, and highlights the techniques of data scoring and analysis.

This research analyses the syntactic errors made by Sudanese's under graduate students majoring in English when they write English. The data will be of descriptive and analytical type.

This research is limited to Sudan University of Science and Technology .The data were collected through achievement test, a structured questionnaire for answer teachers of English to find the main reasons behind first year EFL students' errors when writing in English. The sample of the study were (60) students (first level) of SUST College of Languages and (30) English teachers. All data were analyzed later on analytical and descriptive basis. Different methods were used for calculating the validity and reliability of the questionnaire different methods were used. This is described in detail in the discussion section of the whole study.

### **3.1 Population and Sampling of the study:**

#### **A / Population of the study:**

The original population of this study was the Sudanese Arabic Learners they study English language at all the Sudanese universities and schools.

#### **B / Sample of the study**

The sample of this study contained two parts; the first part was (60) of the students who were chosen to do the test, they were in their first semester of their academic year (2017- 2018). Sudan University of Science and Technology SUST, College of languages (first level). They were almost homogenous with respect to their native language (Arabic), educational and cultural backgrounds and nationality. They have studied EFL courses for seven years. Four years at basic school level, three years at the higher secondary school level, worth mentioning, the students at College of languages, Sudan University of Science and Technology usually take English Language as a majoring subject in the first year.

The second part consists of 30 Sudanese EFL teachers working at some Sudanese schools.

### **3.2 Instruments:**

Obviously the data of this research were collected through two tools: students' diagnostic test and teachers' questionnaire. The test concluded three questions collocate with hypotheses of the study. The questionnaire which was set consist of (10) statements which are designed on the liker type template ranging from level 5 " strongly agree " to level on " strongly disagree " with level 3 " neutral ". This format allows teachers to answer research questions systematically and to examine teachers' attitudes in a structured and disciplined way. This simple and reliable format gives participants the chance to shift smoothly from positive to

negative and to choose the figure that most closely expresses their views. The researcher used the statistical package for social sciences (SPSS) to conduct his research.

### **3.3 Reliability of the study:**

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Re liability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (30) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

### **Reliability Statistics**

<b>Cronbach's Alpha</b>	<b>N of Items</b>
<b>0.89</b>	<b>10</b>

### **3.4 Validity of the study:**

In order to achieve a good and reliable test, the tools were exposed to a jury of three specialists in teaching EFL in Sudan University of Science and Technology to decide its face validity, suitability and appropriateness. Their comments, suggestions and opinions were taken in designing the final versions which were adopted to elicit the data of this study during the first term of the university year 2017- 2018.

### **3.5 Summary:**

The researcher adopted the descriptive analytical method. The sample of the study was chosen randomly. They were (60) students and (30) English teachers. The researcher used test and questionnaire for data collection tools. Then the test was distributed to students and they were required to answer the questions by arranging the words to give meaningful sentences, translate some sentences into Arabic, and

choosing the appropriate answer. The results of the test and questionnaire will be analyzed and interpreted in the following chapter.

**CHAPTER FOUR**  
**DATA ANALYSIS, RESULTS AND DISCUSSIONS**

# **CHAPTER FOUR**

## **Data Analysis, Results and Discussions**

### **4.0 Introduction**

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese secondary schools

#### **The Responses to the Questionnaire**

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

#### **4.1 Analysis of the Questionnaire:**

The researcher distributed the questionnaire on determined study sample (40), and constructed the required tables for collected data. This step consists of the transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.



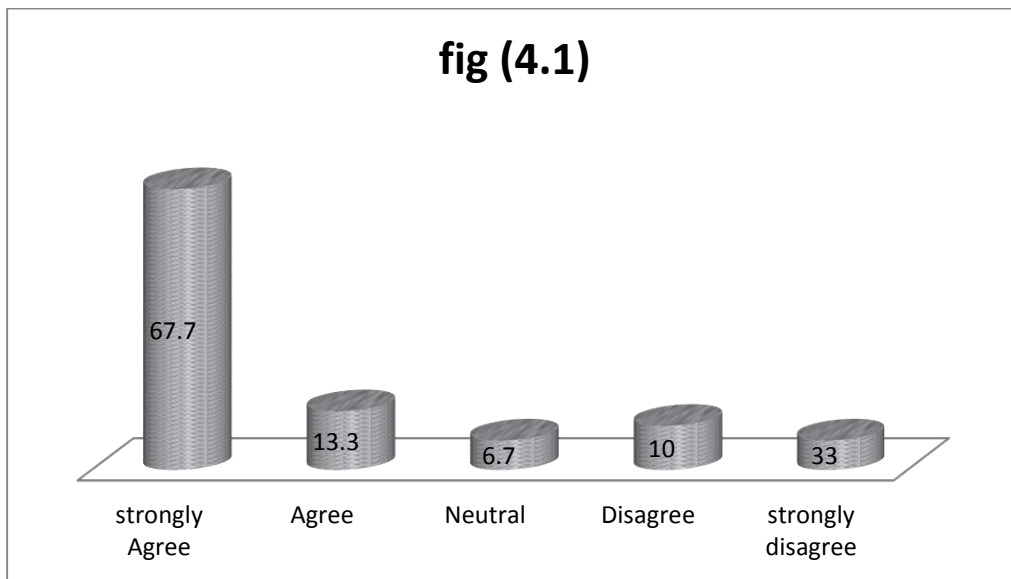
### 4.3 Hypothesis One

#### Arabic transfer made by first year undergraduate majoring in English can affect the process of writing in English as foreign language

**Statement No. (4.1):** Many first year students majoring in English tend to translate some ideas literally e.g. (I cut a promise to help poor people).

**Table No (1) shows The Frequency Distribution for the Respondents' Answers of statement No.(1 )**

Valid	Frequency	Percent
Strongly agree	21	67.7
Agree	3	12.3
Neutral	2	6.7
Disagree	3	10.0
strongly disagree	1	3.3
Total	30	100.0

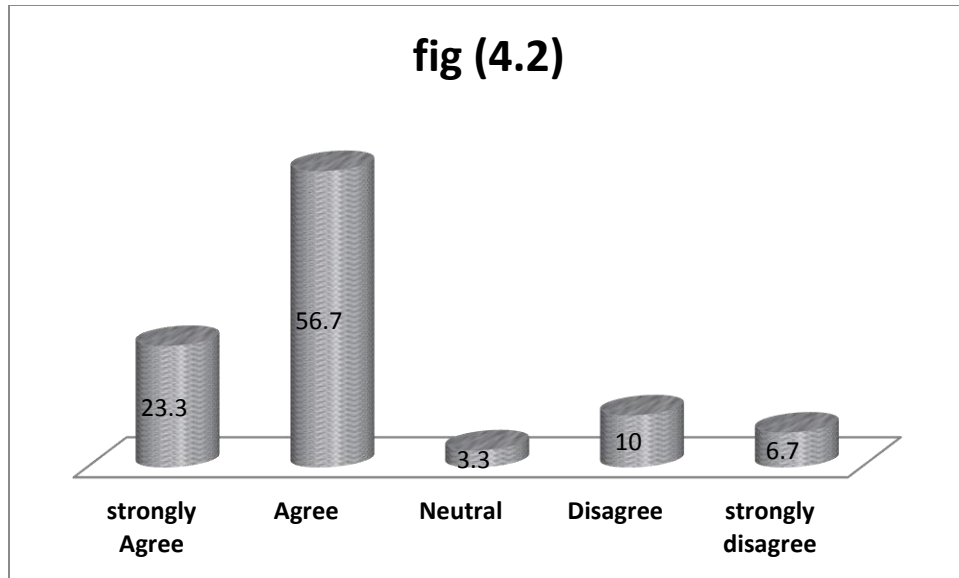


From the above table No. (4.1) and figure No (4.1) It is clear that there are (19) respondents in the study's sample with percentage (67.7%) strongly agreed with " Many first year students majoring in English tend to translate some ideas literally" There are (4) respondents with percentage (13.3%) agreed with that and (2) respondents with percentage (6.7%) were not sure that and (3) respondents with percentage (10.0%) disagreed. And (2) respondents with 3.3% were strongly disagree.

**Statement No.(2):** Many students neglect the order of words which should be followed in English sentence

**Table No (4, 2) shows The Frequency Distribution for the Respondents' Answers of statement No. (2)**

Valid	Frequency	Percent
Strongly agree	8	24.3
agree	16	55.7
Neutral	1	3.3
disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

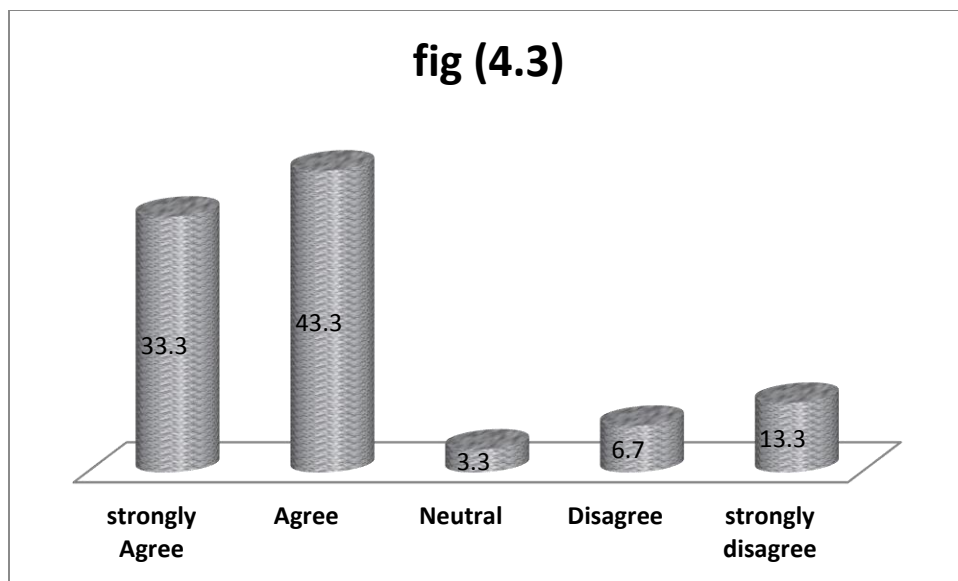


From the above table No.(4.2) and figure No(4.2) It is clear that there are (7) respondents in the study's sample with percentage (33.3%) strongly agreed with “Many students neglect the order of words which should be followed in English sentence “. There are (17) respondents with percentage (56.7%) agreed with that and (1) respondent with percentage (3.3%) was not sure that and (3) respondents with percentage (10.0%) disagreed. And (2) respondents with 6.7% were strongly disagree.

**Statement No.(3 ):** Many students do not master the use of English pronouns due to lack of equivalents in Arabic to English

**Table No (4.3) shows The Frequency Distribution for the Respondents’ Answers of statement No.(3 )**

Valid	Frequency	Percent
Strongly agree	10	33.4
agree	13	43.3
Neutral	1	3.3
disagree	2	6.7
strongly disagree	4	13.3
Total	30	100.0



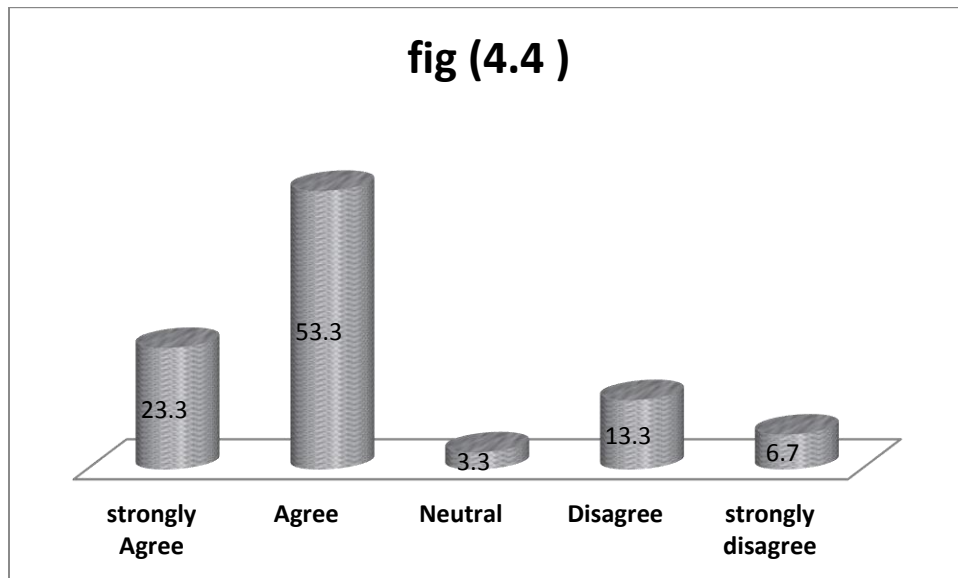
From the above table No. (4.3) and figure No (4.3) It is clear that there are (10) respondents in the study's sample with percentage (33.4%) strongly agreed with “Many students do not master the use of English pronouns due to lack of equivalents in Arabic to English”

There are (13) respondents with percentage (43.3%) agreed with that, and (1) respondent with percentage (3.3%) was not sure that, and (2) respondents with percentage (6.7%) disagreed. And (3) respondents with 13.3% were strongly disagree.

**Statement No.(4 ):** Many students do not master the use of definite and indefinite articles

**Table No (4.4) shows The Frequency Distribution for the Respondents' Answers of statement No.(4)**

Valid	Frequency	Percent
Strongly agree	7	23.3
agree	16	53.3
Neutral	1	3.3
disagree	4	13.3
strongly disagree	2	6.7
Total	30	100.0



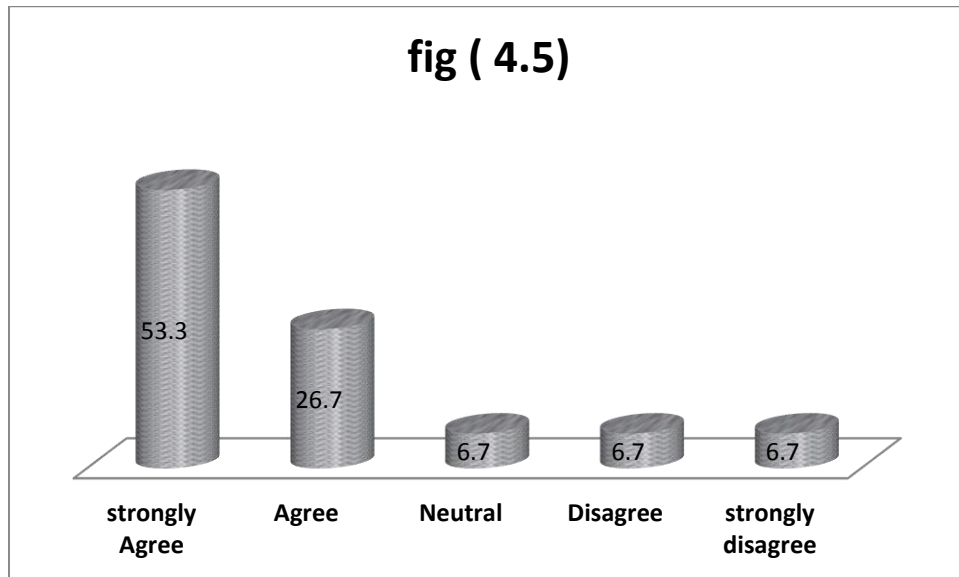
From the above table No. (4.4 ) and figure No (4.4) It is clear that there are (7) respondents in the study's sample with percentage (23.3%) strongly agreed with " Many students do not master the use of English pronounce due to lack of equivalents in Arabic to English". There were (16) respondents with percentage (53.3%) agreed with that and (1) respondent with percentage (3.3%) was not sure

that and (4) respondents with percentage (13.3%) disagreed. And (4) respondents with 6.7% were strongly disagree

**Statement No.(5):** Arabic transfer made by undergraduates can affect the process of writing in English as a foreign languages

**Table No (4.5) shows The Frequency Distribution for the Respondents' Answers of statement No.(5)**

Valid	Frequency	Percent
Strongly agree	16	53.3
agree	8	26.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



From the above table No.(4.5) and figure No (4.5) It is clear that there are (16) participants in the study's sample with percentage (53.3%) strongly agreed with "

Arabic transfer made by undergraduates can affect the process of writing in English as a foreign languages ". There were (8) participants with percentage (26.7%) agreed with that and (2) participants with percentage (6.7%) were not sure that and (2) participants with percentage (6.7%) disagreed. And (2) participants with 6.7% were strongly disagree

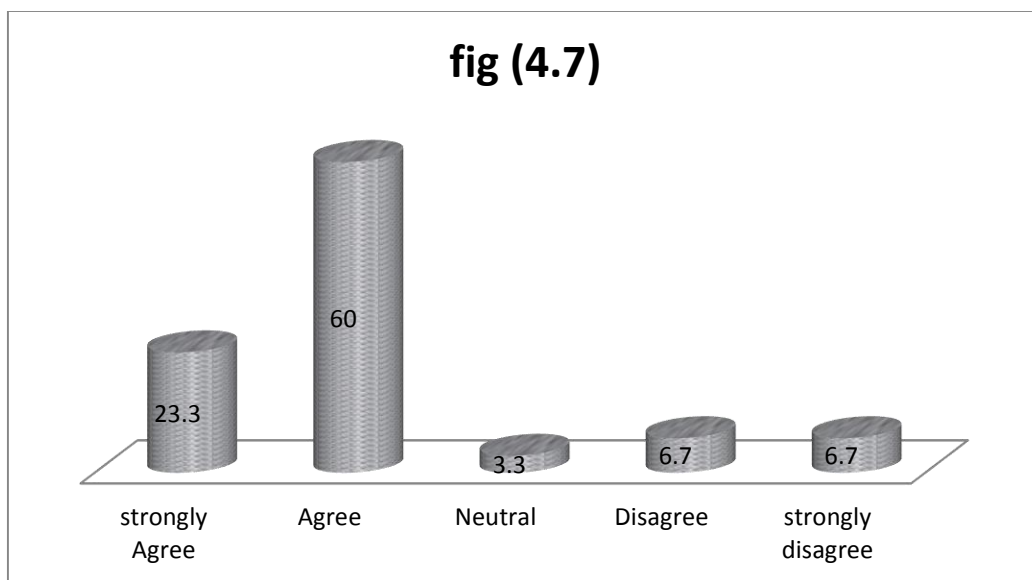
**Hypothesis two**

**Differences between Arabic an English languages cause the difficulties in students writing performance in terms of preposition and subject –verb agreement**

**Statement No.(1 ):** Undergraduate do not master the use of preposition in their English writing and they often mix up Arabic preposition with English ones

**Table No (4.7) shows The Frequency Distribution for the Respondents’ Answers of statement No.(7 )**

Valid	Frequency	Percent
Strongly agree	7	23.3
agree	18	60.0
Neutral	1	3.3
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



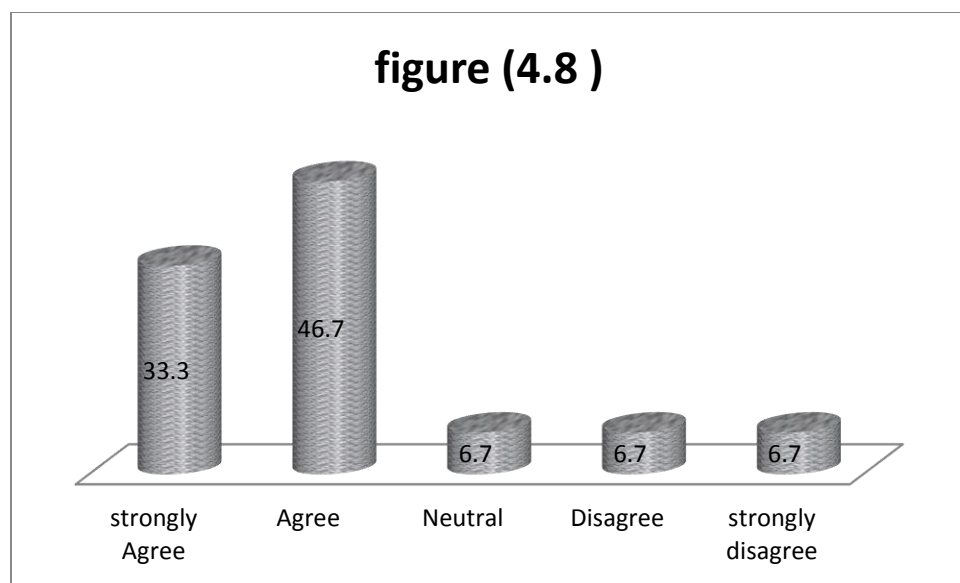
From the above table No.(4.7) and figure No (4.7) It is clear that there are (7) participants in the study's sample with percentage (23.3%) strongly agreed with " Undergraduate do not master the use of preposition in their English writing and they often mix up Arabic preposition with English ones ". There were (18) persons with percentage (60.0%) agreed with that, and (1) participant with percentage (3.3%) was not sure that, and (2) participants with percentage (6.7%) disagreed. And (2) participants with 6.7% were strongly disagree.

**Statement No.(2):** Undergraduate do not have comprehensive knowledge in using verb tenses

**Table No (4.8) shows The Frequency Distribution for the Respondents' Answers of statement No.(8 )**



Valid	Frequency	Percent
Strongly agree	10	33.3
agree	14	46.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



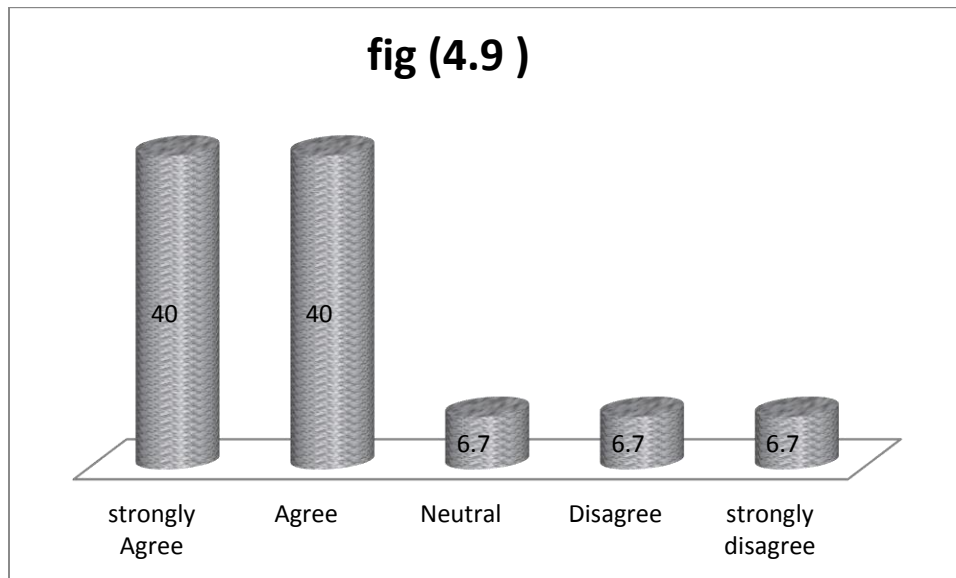
From the above table No. (4.8) and figure No (4.8) It is clear that there are (10) respondents in the study's sample with percentage (33.3%) strongly agreed with “Undergraduates do not have comprehensive knowledge in using verb tenses”

There are (14) respondents with percentage (46.7%) agreed with that and (2) respondents with percentage (6.7%) were not sure that and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% were strongly disagree.

**Statement No.(3):** Undergraduate students face difficulties in using subject – verb agreement

**Table No (4.9) shows The Frequency Distribution for the Respondents' Answers of statement No.(9 )**

Valid	Frequency	Percent
Strongly agree	12	40.0
agree	12	40.0
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



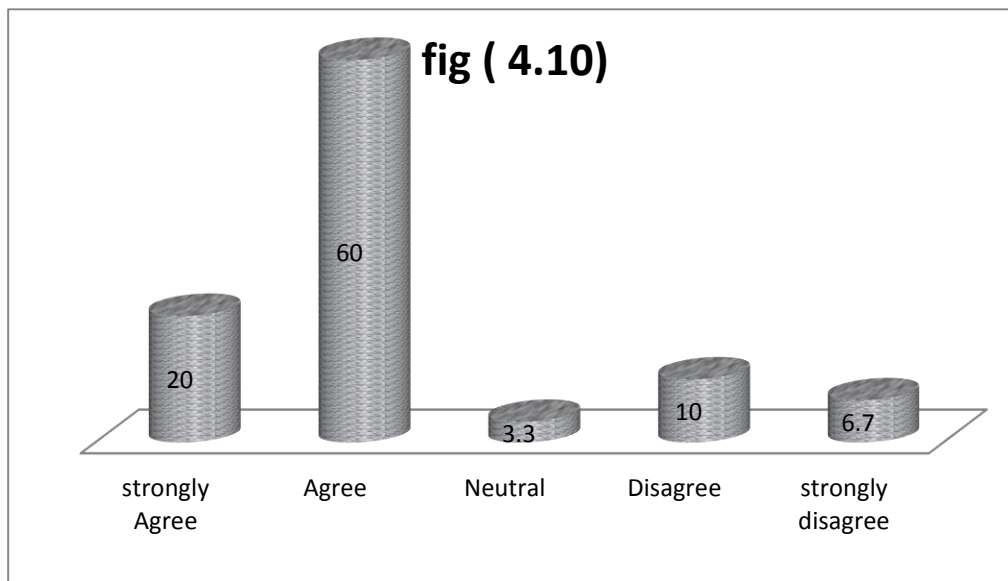
From the above table No.( 4.9) and figure No (4.9) It is clear that there are (12) respondents in the study's sample with percentage (40.0%) strongly agreed with " Undergraduate students face difficulties in using subject – verb agreement". There are (12) respondents with percentage (40.0%) agreed with that and (2) respondents

with percentage (6.7%) were not sure that and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagree.

**Statement No.(4):** University students do not able to distinguish between singular and plural forms

**Table No (4.10) shows The Frequency Distribution for the Respondents' Answers of statement No.(10 )**

	Frequency	Percent
Strongly agree	6	20.0
agree	18	60.0
Neutral	1	3.3
disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

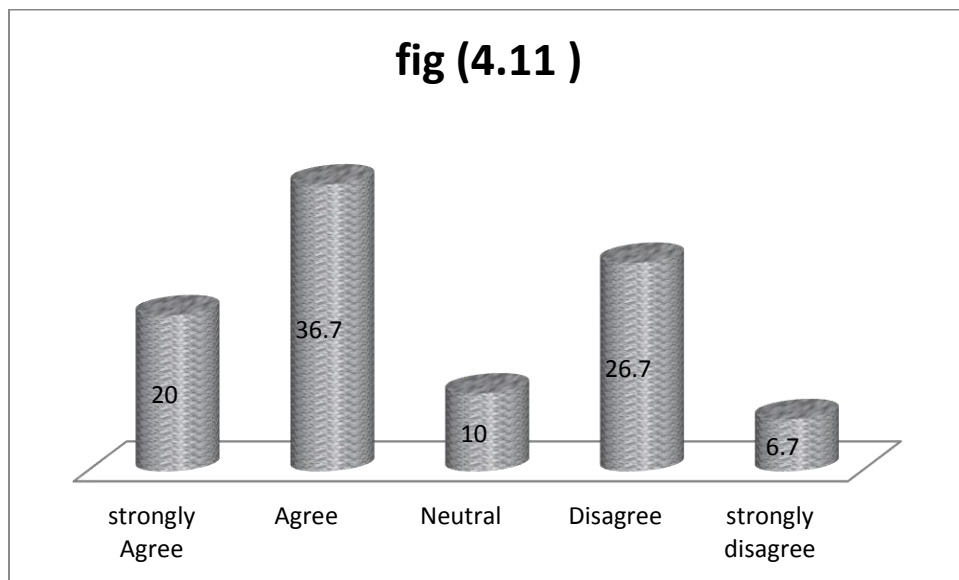


From the above table No.( 4.10) and figure No ( 4.10) It is clear that there are (6) respondents in the study's sample with percentage (20.0%) strongly agreed with " University students do not able to distinguish between singular and plural forms" There are (18) respondents with percentage (60.0%) agreed with that, and (1) respondent with percentage (3.3%) was not sure that, and (2) respondents with percentage (10.0%) disagreed. And (2) respondents with 6.7% were strongly disagree.

**Statement (5)** Differences between Arabic and English languages cause difficulties in the students writing performance

**Table No (4.11 ) shows The Frequency Distribution for the Respondents' Answers of statement No.(11 )**

valid	Frequency	Percent
Strongly agree	6	20.0
agree	11	36.7
Neutral	3	10.0
disagree	8	26.7
strongly disagree	2	6.7
Total	30	100.0



From the above table No.(4.11) and figure No (4.11) It is clear that there are (6) respondents in the study's sample with percentage (20.0%) strongly agreed with " Differences between Arabic and English languages cause difficulties in the students writing performance". There are (11) respondents with percentage (36.7%) agreed with that and (3) respondents with percentage (10.0%) were not sure that and (8) respondents with percentage (26.7%) disagreed. And (2) respondents with 6.7% were strongly disagree.

### 1- Hypothesis one

#### Arabic transfer made by first year undergraduate majoring in English can effect the process of writing in English as a foreign languages

**Table No.(4.12 ) shows Chi-Square Test Results for Respondents' Answers of the Questions of the**

Nom.	Statement	mean	SD	Chi square	p-value
1	Many first year students majoring in English tend to translate some ideas literally e.g. (I cut a promise to help poor people ).	2.5	1.7	12	0.00
2	Many students neglect the order of work witch should be followed in English sentence	2.8	2.9	17	0.00
3	Many students do not master the use of English pronounce due to lack of equivalentents in Arabic to English	2.4	2.4	13	
4	Many students do not master the use of definite and indefinite articles	3	0.8	25	0.03
5	Arabic transfer made by undergraduates can affect the process of writing in English as a foreign languages	2.9	1.6	20	0.00

**Source: The researcher from applied study, SPSS 24**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Many first year students majoring in English tend to translate some ideas literally"

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Many students neglect the order of work witch should be followed in English sentence"

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " Many students do not master the use of English pronounce due to lack of equivalents in Arabic to English"

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Many students do not master the use of definite and indefinite articles”

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Arabic transfer made by undergraduates can affect the process of writing in English as a foreign languages”

**According to the previous result we can say that the first hypothesis of our study is accepted**

## Hypothesis two

Differences between Arabic and English languages cause the difficulties in students writing performance in terms of preposition and subject –verb agreement

**Table No.(4.13 ) Chi-Square Test Results for Respondents’ Answers of the Questions of the**

Nom.	Statement	mean	SD	Chi square	p-value
1	Undergraduate do not master the use of preposition in their English writing and they often mix up Arabic preposition with English ones	2.5	1.4	17	0.00
2	Undergraduate do not have comprehensive knowledge in using verb tenses	2.7	2.6	15	0.00
3	Undergraduate students face difficulties in using subject – verb agreement	2.8	0.8	20	0.001
4	University students do not able to distinguish between singular and plural forms	2.5	0.7	21	0.008
5	Differences between Arabic and English languages cause difficulties in the students writing performance	3.5	2.7	21	

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Undergraduate do not master the use of preposition in their English writing and they often mix up Arabic preposition with English ones”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (2) was (15) which is greater than the



tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Undergraduate do not have comprehensive knowledge in using verb tenses”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Undergraduate students face difficulties in using subject – verb agreement”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “University students do not able to distinguish between singular and plural forms”

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support

the respondent who agreed with the statement “Differences between Arabic and English languages cause difficulties in the students writing performance”

**According to the previous result we can say that the second hypothesis of our study is accepted**

#### **4.4 The Responses to the Written Diagnostic Test**

The responses to the written diagnostic test of the 60 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.

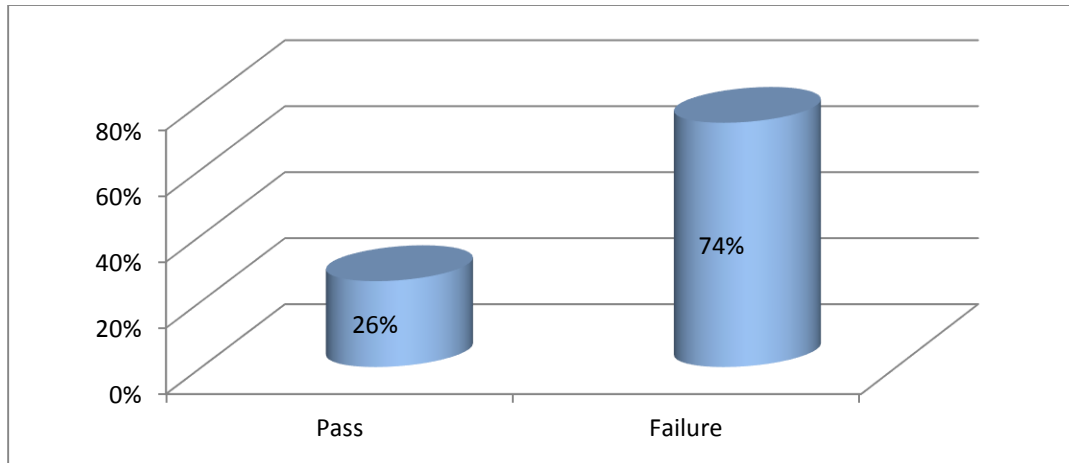
##### **Question One:**

##### **Hypothesis One:**

Arabic transfer made by first year undergraduate majoring in English can affect the process of writing in English as a foreign language

**Table (4.14 ) shows the frequency and percentage distribution of the answers according to part (1)**

Valid	Frequency	Percentage
Pass	18	26%
Failure	42	74%
Total	60	100



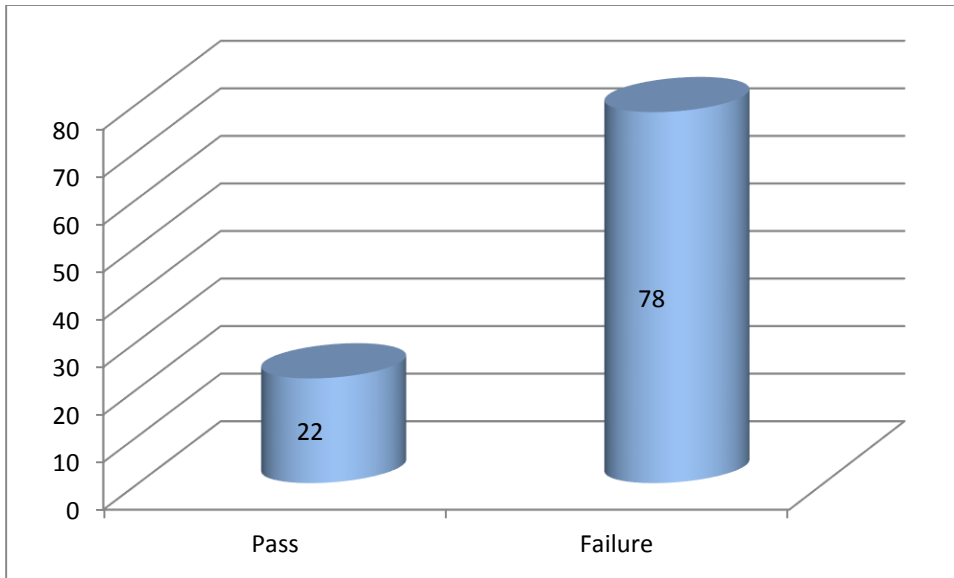
The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (74%).

### **Question Two: Hypothesis Two**

**Differences between Arabic an English languages cause the difficulties in students writing performance in terms of preposition**

**Table (4.15) shows the frequency and percentage distribution of the answers according to part (2)**

Valid	Frequency	Percentage
Pass	16	22
Failure	44	78
Total	60	100

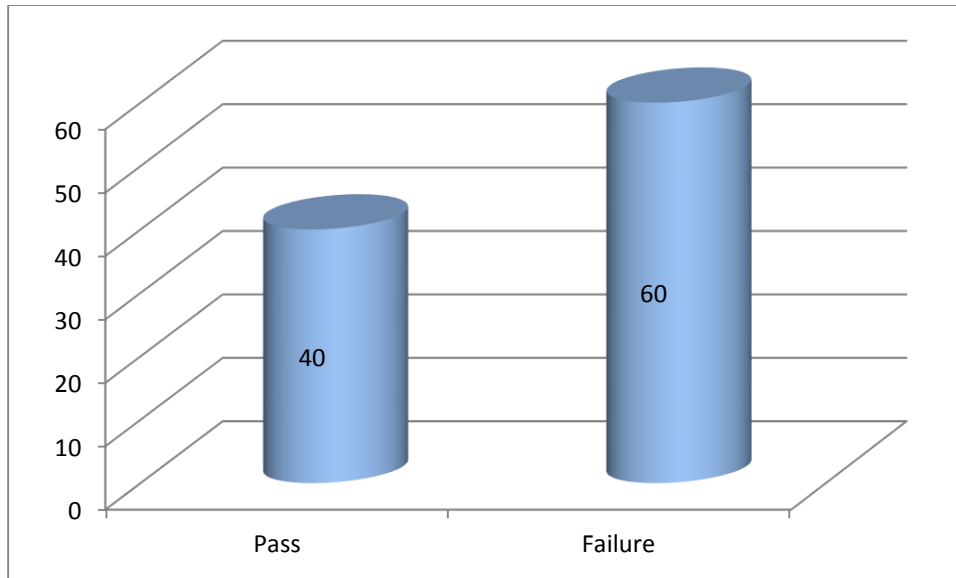


The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (78%).

### Question three:

**Table (4.16) shows the frequency and percentage distribution of the answers according to part (3)**

Valid	Frequency	Percentage
Pass	25	40
Failure	35	60
Total	60	100



The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (60%).

**Table No (4.17) shows The Frequency Distribution and decisions for the Respondent's Answers of all questions**

<b>Questions</b>	<b>Pass</b>		<b>Failure</b>		<b>Decision</b>
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
<b>Question 1</b>	18	26	42	74	<b>Accept</b>
<b>Question 2</b>	16	22	44	78	<b>Accept</b>
<b>Question 3</b>	22	34	38	66	<b>Accept</b>

This table No. (4.17) its shown the summary of the results . For the **question one**, it's clear that the number of students who failed in the question one is greater than the number of students who pass the question (74%) so the hypothesis of the study related to question one is accepted.

This table No. (4.17) it's shown the summary of the results. For the **question two**, it's clear that the number of students who failed in the question two is greater than the number of students who pass the question (78% ) so the hypothesis of the study related to question 2 is accepted

This table No. (4.17) its shown the summary of the results . For the **question three**, it's clear that the number of students who failed in the question (3) is greater than the number of students who pass the question (66%) so the hypothesis of the study related to question three is accepted.

**Table (4.18) one sample T-TEST for the questions of the study**

Question s	N	SD	t-value	DF	p-value
1	59	7.2	18	59	0.00
2	59	9.81	17	59	0.00
3	59	7.44	16	59	0.00
For all	59	8.03	15	59	0.00

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the question No (1 ) was (18 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (2 ) was (17 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49 ) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means that our second hypothesis is accepted.

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (3 ) was (16 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49 ) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means that our third hypothesis is accepted.

**CHAPTER FIVE**

**MAIN FINDINGS, CONCLUSION,  
RECOMMENDATIONS AND SUGGESTIONS FOR  
FURTHER STUDIES**



# CHAPTER FIVE

## Main Findings, Conclusion, Recommendations and Suggestions for Further Studies

### 5.0 Introduction:

This chapter includes summary of previous chapters, in addition to the findings and recommendations built on what has been achieved in this study.

### 5.1 Main findings of the study

After analyzing the data, study has revealed the following findings:

- 1- Many 1<sup>st</sup> year students majoring in English tend to translate some ideas literally.
- 2- 2- Many students neglect the order of words which should be followed in English sentence.
- 3- Undergraduate students do not master the use of prepositions in their English writing and they often mix up Arabic prepositions with English ones.
- 4- University students are not able to distinguish between singular and plural forms.
- 5- Undergraduate students face difficulties in using Subject- verb agreement.
- 6- Arabic transfer made by undergraduates can affect the process of writing in English as foreign language.
- 7- Differences between Arabic and English languages cause difficulties in the students' writing performance.

## **5.2 Conclusions**

This study aims to Investigating EFL 1<sup>st</sup> years under graduate students' writing problems.

Chapter one includes a general description of the field of the study and outlines the purpose of the study and he objectives of the study.

To achieve these objectives the researcher determined three hypotheses which stated to be tested. In chapter two general review of literature in the field of contrastive analysis and Error analysis approach. Chapter three contains the methodology of the study with regard to population, sampling, instrument, validity, and reliability. In chapter four data obtained from test and questionnaire was analyzed through (SPSS) analysis and discussed.

## **5.3 Recommendations**

Based on the finding of this study the following are some recommendations which may help teachers and students surmount student's difficulties in writing English. The overt influences of Arabic Language on the students' writing of English indicate that language teachers need to be careful about the transfer and interference of the students' mother tongue (Arabic) in their written production, The study recommends English teachers to adopt, modify or even develop remedial procedures and techniques that can minimize the learner's errors and elevate the students' level. They should teach students how to think and to use a foreign language as its native users do, and to highlight the influences of the mother tongues on the students' learning of English, collect these errors and ask the students to analyze them and if they could to correct them. Also, EFL learners must accumulate knowledge about word usage; only in this way can they free themselves from the negative transferor influence of their mother tongue (Arabic). Also

students need to improve their communication skills in English; this could be an essential tool for students to improve their writing skills.

#### **5.4 Suggestions for further studies**

The researcher suggests the following:

- 1- Further studies required to analyses the syntactic errors made by undergraduate students when they speak English.
- 2- To investigate the impact of Arabic Language on undergraduate students English pronunciation.

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# **APPENDICES**

# Appendices

## Appendix(1)

### Sudan University of Science and Technology

#### Collage of Graduate Studies

#### Collage of Languages

#### Questionnaire for Teachers - Dear teachers,

This is a questionnaire designed for the purpose of collecting data for a research aiming at investigating the main reasons behind first year EFL students' errors when writing in English. For that purpose you are kindly requested to fill this questionnaire by ticking the appropriate box.

Thank you in advance for your cooperation.

#### Hypothesis one:

Arabic transfer made by 1<sup>ST</sup> year undergraduate students majoring in English can affect the process of writing in English as foreign language. .

Items	Strongly Agree	Agree	neutral	Strongly Disagree	Disagree
Many 1 <sup>st</sup> year students majoring in English tend to translate some ideas literally e.g.( I cut a promise to help poor people)					
Many students neglect the order of words which should be followed in English sentence.					
Many students do not master the use of English pronouns due to lack of equivalents in Arabic and English.					
Many students do not master the use of definite and indefinite articles.					
Arabic transfer made by undergraduates can affect the process of writing in English as foreign language.					



### **Hypothesis two:**

Differences between Arabic and English languages cause difficulties in students' writing performance in terms of prepositions and subject–verb agreement.

Item	Strongly Agree	Agree	neutral	Strongly Disagree	Disagree
Undergraduate students do not master the use of prepositions in their English writing and they often mix up Arabic prepositions with English ones.					
Undergraduates do not have comprehensive knowledge in using verb tenses.					
Undergraduate students face difficulties in using Subject-verb agreement.					
University students are not able to distinguish between singular and plural forms.					
Differences between Arabic and English languages cause difficulties in the students' writing performance.					

**Sudan University of Science and Technology**

**College of Graduate Studies**

**College of Languages**

**Diagnostic Test**

**Answer all questions**

**Time Allowed:1 hour**

**Hypothesis One**

Arabic transfer made by 1<sup>st</sup> year undergraduate students majoring in English can affect the process of writing in English as foreign language.

**(Ordering Sentence):**

**A- Arrange the following words to give meaningful sentences:**

1-In - open – the - Sudan – shops-morning- at – In – 7 o'clock am

.....  
.....

2-libraries - is – ensure – people- essential- in- that- silence- to- can –what-reading- are- on- concentrate- they

.....  
.....

3- I -new –house -my –brown –three –change –doors -will-large -

.....  
.....

4- way- good - eating- ice cream - to –off- is –a- cool

.....  
.....

5-because – was- school- to –late- he – up – late - got - Ahmed

.....

**B - Translate the following sentences into Arabic:**

a- In summer you have to take soft drinks.

.....

b- He is sentenced to death.

.....

c- Cotton is a source of hard currency.

.....

d-The contract has terms and conditions.

.....

e- We must seize the opportunity when it comes.

.....

**Hypothesis Two**

**(Prepositions and subject- verb agreement)**

Differences between Arabic and English can cause difficulties in students' written performance in terms of prepositions.

**Fill in the gaps with correct answers:**

**A- prepositions**

1- He arrived .....the train station at 3pm.

a- to

b-at

c-in

2-It is bad to laugh.....people

- a- In                      b- on                      c- at

3-I help my father.....the farm.

- a- at                      b- in                      c- on

4- I will see her .....moon light.

- a- at                      b-by                      c-in

5-He is angry .....his sister.

- a- With                      b- at                      c- from

### **Question Three**

#### **(Over generalization of rules)**

To what extent do 1<sup>st</sup> year undergraduate students majoring in English can generalize the role of mother tongue (Arabic) with regard to English.

#### **Fill in the gaps with correct answers:**

1- Books are the best source of .....

- a- Informations                      b- information                      c- informatics

2- Yesterday I go to the university, and I ..... my new professor.

- a- meet                      b- met                      c- metted

3- Can you give me some .....about buying a second –hand car?

- a- advices                      b- advice                      c- adviced

4- Life in villages .....many advantages.

- a- have                      b- has                      c- had

