



**Sudan University of Science and Technology**

**College of Post Graduate Studies**

**College of Languages**



**Analyzing the Difficulties Encountered by Sudanese  
Students in Writing English Sentences at Secondary  
School Level**

*(A case study of Sharq Elneel Locality, Alameer Schools)*

تحليل الصعوبات التي تواجه طلاب المرحلة الثانوية في كتابة الجمل الانجليزية

(دراسة حالة محلية شرق النيل \_ مدارس الامير)

**A Research Submitted in partial Fulfillment of the Requirement of M.A  
Degree in English language (Applied Linguistics)**

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## **(Quranic verse)**

*[Moses] said, "My Lord, open for me my breast [to submission to You] (25), And ease for me my task (26), And untie the knot from my tongue (27), That they may understand my speech (28).*

The Surratt Taha Verses (25 to 28)

(<https://quranicwarners.org/quran45>)

# **DEDICATION**

**I dedicate this research to**

My dear family.

## **ACKNOWLEDGEMENTS**

The greatest praise is due to Allah the almighty for the enormous graces bestowed to me to achieve this research. I am so grateful to my supervisor Dr. Sami BallaSanhori for the remarkable guidance, advices and patience. I am greatly indebted to Dr. Tag Elsir Hassan Bashoum, Dr. Alnaorani and Dr. Mountasir Hassan.

## **ABSTRACT**

This study aimed at analyzing the difficulties encountered by Sudanese secondary school students in writing sentences. The researcher adopted analytical descriptive method. A test was used as a tool for data collection, the sample of the study consisted of (30) students drawn from ShargElneel locality .The data was analyzed by using the statistical program SPSS which provided percentages for the test, the study came out with the results that: The majority of the secondary schools students in Sharg Elneel locality do not write English sentence correctly, and also the majority of them don't use the parts of speech correctly to make meaningful sentence. At the end of the study the researcher presented some recommondations,students should be taught how to form simple sentences as earlier as they start to write English sentences and also a lot of focus and intensive exercises in the use of parts of speech should be given.

## ABSTRACT (Arabic version)

هدفت هذه الدراسة لتحليل المشكلات التي تواجه طلاب المرحلة الثانوية في كتابة الجملة ، استخدم الباحث المنهج التحليلي الوصفي كما استخدم الاختبار كاداة لجمع البيانات كما استخدم الباحث الاختبار كأداة لجمع البيانات وانحصرت عينة الدراسة علي طلاب المرحلة الثانوية بمحلية شرق النيل واشتملت العينة (30) دارساً وتم تحليل النتائج باستخدام برنامج الحزم الاحصائية للعلو الانسانية. حيث كانت النتائج في شكل نسب مئوية ومن اهم النتائج التي توصل لها الباحث: ان معظم طلاب المرحلة الثانوية بمحلية شرق النيل لا يجيدون كتابة الجملة في اللغة الانجليزية بصورة صحيحة وايضا معظمهم لا يستخدم اجزاء الكلام بصورة صحيحة بحيث تمكنهم من كتابة جملة مكتملة ذو معنى واضح ومفهوم. ختاماً اوصى الباحث بضرورة تدريب وتمارين الطلاب على كتابة الجملة القصيرة في بداية تعلمهم الكتابة ومن ثم التقدم لكتابة الجملة الطويلة بالتفصيل ، كما اوصى الباحث بضرورة تدريب وتمارين الطلاب على اجزاء الكلام بالتفصيل بحيث يتمكنوا من استخدامها بصورة صحيحة في كتابة الجملة.

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**CHAPTER ONE**  
**INTRODUCTION**

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview:**

No one can deny the importance of English language as an international language nowadays and most of the world populations are trying to learn English language, according to the British council, over one billion are currently learning English language worldwide, and as we know every learning process is rounded by many problems and difficulties. This research paper will try to analyze the difficulties of writing sentence encountered by Sudanese secondary level students and it will shed light on the rules of writing sentence in English, parts of speech and words formation as they are the key component of writing well-constructed and meaningful sentence.

### **1.1 Statement of the problem:**

It is inevitable to emphasis that the recognition of sentence structure and words formation plays an essential role in writing correct and meaningful sentence.

The researcher noticed that Sudanese secondary school students encounter difficulties in writing well-constructed and meaningful sentences because they are not aware of the words order and also their weak knowledge of the parts of speech .So this study is intended to analyze these problems and to state them clearly and to recommend some solutions to help secondary students to overcome such difficulties.

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

This study is set out to answer the following questions:

1. To what extent do Sudanese secondary school students encounter difficulties in rearranging English words to give meaningful sentences?
2. To what extent do Sudanese secondary school students write well-constructed sentences in terms of interrogative, negative and imperative?
3. To what extent do Sudanese secondary level students use the parts of speech correctly?

## **1.3 The hypotheses of the study:**

For the purpose of analyzing the study questions the following hypotheses are formulated:

1. Sudanese secondary school students encounter difficulties in rearranging English words to give meaningful sentences.
2. Sudanese secondary school students do not write well-constructed sentences in terms of interrogative, negative and imperative.
3. Sudanese secondary level students use the parts of speech incorrectly

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

The main aim of this study is to analyze the difficulties in writing sentence encountered by Sudanese secondary school students and it sheds light on the extent of writing sentence difficulties which encounter those students.

### **1.6 Significance of the research:**

Knowledge of words order, parts of speech and words formation is important for secondary level students; it helps them to write well-constructed and meaningful sentences.

This research is proposed to be of benefit to secondary level students, it seeks to help them to write English sentence correctly.

### **1.7 The limitations of the study:**

The importance of this study should be considered in term of its major limitation which is as follows; the research is about the difficulties in writing sentence encountered by Sudanese secondary school students. The researcher makes this study at Khartoum state Sharg Elneel locality (Alameer private schools).

### **1.8 Methodology of the study:**

This study is analytical study so in order to carry out this research to achieve its objectives and to answer its questions; the data is going to be collected through a test for the students.



**CHAPTER TWO**  
**LIRERATURE REVIEW AND PREVIOUS**  
**STUDIES**

## CHAPTER TWO

### LITREATURE REVIEW AND PREVIOUS STUDIES

#### 2.0 Introduction:

This chapter will discuss the theoretical aspects related to the components of the sentence. It will also present some previous studies which were conducted in the same field.

#### 2.1 Definition of sentence:

What exactly is a sentence?

LongKnife and Sullivan(2002) mentioned that “a sentence is a means of communication”. A sentence expresses a complete thought and contains at least one subject –verb combination. It may express emotions, give orders, make statement or ask a question, in every case, sentences are meant to communicate.

Sometimes a sentence may be a single word.

e.g. “WHAT. NONSENSE.” Communicate a complete thought.

“JUMP” though, has unspoken “YOU” as a subject.

Most sentences however have two parts: The subject which a noun or pronoun and the verb. These two parts follow as basic pattern.

#### 2.2 General rules:

As our purpose in writing is to be easily and quickly understood, it is plain that there must be a few general rules to guide our practice these rules are:

A. the sentence ought not to be overcrowded either with words or ideas.

B. The right words must be used.

C. Let the sentence must have a pleasant rhythm.

### **2.3 Another rules usually given:**

a. The sentence must have unity, these means that, we should speak or write of only one person or thing in the sentence, that we should not wonder off another subject, and principal clause in the sentence should dominate and keep in their proper places all the subordinate clauses.

b. It is often necessary to ask the opinion of a friend as to whether this or that sentences are overcrowded .The writer already knows the meaning, to him it is all plain and immediately plain, but the reader or the hearer does not know what is coming and has to “take it in”, the hearer will be able to tell us. After he has heard our sentence, whether he have given to each the feeling of unity.

Crystal (1985) maintains that, the largest structural unit in terms of which the grammar of a language is organized.

In numerable definitions of sentence exist ranging from the vague characterizations of traditional grammar (such as the expressions of a complete thought) to the detailed structural descriptions of contemporary linguistic analysis. Most linguistic definitions of the sentence show the influence of the American linguist Lenoard Bloomfield. Who pointed to the structure autonomy or independence of the notion of sentence: it is not included by virtue of any grammatical construction in any larger linguistic form. Recent research has attempted to discover larger

grammatical units (of discourse or text) but so far little has been uncovered comparable to the sentence whose constituent is state able in formal distribution terms. Linguistic discussion of the sentence has focused on problems of identification, classification and generation, identifying sentences is relatively straight for word in the written language, but is often problematic in speech, where intonation and pause may give uncertain clue to the classification of sentence structure proceeds along many different lines. In generative grammar likewise, there are several models of competing views as to the direction in which a sentence derivation should proceed.

Certain analytic problems are shared by all approaches, e.g. how to handle elliptical sentences (or, sentence fragments). In actual practice we often ignore the definition with its “complete thought” as criterion. If for example, a reader attempts to count the number of sentences that occur in this or any other page of print. He usually does not stop to decide whether each group counted expresses a “complete thought”. In fact he may not read a single word of the material nor would even attempt to discover what the discourse about. Another practical definition used to count the number of sentences in any written material thus be phrased as follows:

A sentence is a word or group of words standing between an initial capital letter and a mark of end punctuation or between two marks of end punctuation.

### **2.3.1 Component of sentence :( clause and phrase):**

Leech and Slortvick (1987) assert that clauses are the principal; structure of which sentences are composed.

Like phrase, clause is group of words, but unlike phrase, a clause has a subject and verb. An independent clause, along with having a subject and verb, expresses a complete thought and can stand alone as a coherent sentence. In contrast, a subordinate or dependent clause doesn't express a complete thought and therefore is not a sentence. A subordinate clause standing alone is common error known as a sentence fragment.

### **2.3.1.1 independent clause:**

He saw her.

Free speech has a price.

The Washington hurried home.

Grammatically complete statements like these are sentences and can stand alone, when they are referred to as independent (or main) clause.

Two more independent clauses can be joined by using conjunctions (but, and, for, or, nor, so and yet) or by using semicolons. The most important things to remember is that an independent clause can stand alone as a complete sentence.

In the following examples, the independent clause is a simple sentence.

Erica brushed her long, black hair.

Next, the coordinate conjunction and joints two independent clauses.

Fernando left, and Erica brushed her long, black hair.

Next, a semicolon joints two independent clauses.

Fernando left; Erica brushed her long, black hair.

All sentences must include at least one independent clause.

After she told Fernando to leave, Erica brushed her long, black hair.

In the previous sentence, the independent clause is preceded by a clause that can't stand alone: After she told Fernando to leave.

Erica brushed her long, black hair while she waited for Fernando to leave. Here the independent clause is followed by a clause that cannot stand alone: while she waited for Fernando to leave.

### **2.3.1.2 Beginning sentence with coordinating conjunction:**

Any of the coordinating conjunctions (and, but, for, so, and yet) can be used to join an independent clauses to another independent clause.

Can you begin a sentence with one of these conjunctions?

No one knew what to do. But everyone agreed that something should be done.

An old rule says that you should not. But a sentence with a coordinating conjunction is accepted today.

### **2.3.1.3 Coordinate clause:**

A subordinate clause has a subject and verb, but unlike an independent clause, cannot stand by itself. It depends on something else in the sentence to express a complete thought, which is why it's not also called a dependent clause. Some subordinating clauses are introduced by relative pronouns (who, whom, which,

what, whose) and some by subordinating conjunctions(although, because, if, unless, when, etc).Subordinating clauses function in sentences as adjectives, nouns and adverbs.

#### **2.3.1.4 Relative clauses:**

A relative clause begins with a relative pronoun and functions as an adjective.

In the following sentence, the relative pronoun that is the subject of its clause and won the Pulitzer price is the predicate. This clause could not stand by itself. Its role in the complete sentence is to modify novel, the subject of the independent clause.

The novel that won the Pulitzer price did not sell well when it was first published.

In the next example, this is the relative pronoun that begins the subordinate clause. Celebrities are the subject and attended is the verb .In the complete sentence, this clause functions as adjective describing ceremony.

The ceremony, which several celebrities attended, received widespread media coverage.

In a relative clause, the relative pronoun is sometimes the subject of the clause, as in the following sentence, and sometimes the subject, as the next sentence.

Arthur, who comes to the games every week, offered to be scorekeeper. WHO is the subject of the clause and COMES TO THE GAMES EVERY WEEK is the predicate. The clause modifies Arthur.

### **2.3.1.5 Noun clause:**

Noun clause is a group of words standing together as a noun; these clauses are always dependent clause that is why they do not form a complete sentence, e.g.

**What Alicia said** made her friend angry.

**What Megan wrote** surprised her family.

**What the boy behaved** was not very polite.

### **2.3.1.6 Pronoun case in subordinate clause:**

Who, whom, whoever and whomever: In deciding which case of who you should use in a clause, remember this important rule: The case of the pronoun is governed by the role it plays in its own clause, not by its relation to the rest of the sentence. Choosing the right case of pronoun can be especially confusing because the pronoun may appear to have more than one function.

The following sentences explain:

They gave the money to whoever presented the winning ticket.

At first you may think whoever is correct rather than whomever, on the assumption that it is the object of the preposition TO. But in fact the entire clause, not whomever, is the object of the preposition. Refer to the basic rule: the case should be based on the pronoun's role within its own clause, whoever is the subject of the verb presented.

A good way to determine the right pronoun case is to forget everything but the clause itself: whoever presented the winning ticket.



### **2.3.1.7 Adverbial clauses:**

Many subordinate clauses begin with subordinate conjunctions. Examples of these conjunctions are (because, unless, if, when and although). What these conjunctions have in common is that they make the clauses that follow them unable to stand alone. The clauses act as adverbs, answering the questions like how, when, where, why, to what extent and under what conditions.

When the volcano began erupting and spewing into the air, we drove away as quickly as we could.

In the preceding sentence “when” is a subordinating conjunction introducing the adverbial clause. The subject of the clause is the “volcano” and the predicate is “began erupting and spewing into the air”. This clause is dependent because it is an incomplete thought. What happened when the volcano began erupting? The independent clause “we drove away as quickly as we could” completes the thought. The adverbial clause answers the question when did we drive?

### **2.3.2 Phrase:**

Phrase is any group of words that does not contain subject.

### **2.3.3 Types of phrase:**

A. Noun phrase:

Noun phrase consists of a noun and its modifiers.

E.g. The nice neighbor.

\_a soft, comfortable bed.

b. Verb phrase:

Verb phrase consists of verb and its modifiers.

e.g. \_were waiting for the movie.

\_felt a prick on his arm.

C .Adverbial phrase:

Adverbial phrases are phrases that act as adverb. They modify verbs, adverbs or adjectives.

e.g. \_after the meal (modifies when, where).

\_ in silence (modifies how).

D. Gerund phrase:

Gerund phrase are essentially noun phrases that begin with gerund.

e.g.

\_running through the wood.

\_jumping like kangaroo.

E. Infinitive phrase:

It begins with verb infinitive and includes any modifiers. Infinitive phrases function as noun, adjective or adverb.

e.g. \_ to run out of food.

\_ to visit to the countryside.

#### F. Positive phrase:

It is essentially a noun phrase but one that renames another noun in the sentence.

e.g. \_The tree, a tall redwood was beautiful.

\_The curtains were made of lace, a beautiful and delicate fabric.

#### G. Participle phrase:

It begins with a present (–ing) or (–ed) participle. It includes the participle and its modifiers. Participle phrases function as adjective.

e.g.

\_The girls giggling and playing in the park never seemed to tire.

\_Fatigued and dehydrated in the desert the men travelled on.

#### H. Prepositional phrase:

It is a group of words that includes a preposition and a noun. A prepositional phrase will function as either an adjective or an adverb.

e.g.

\_ Before the church.

\_under the stairs.

#### I. Absolute phrase:

It includes a noun and participle and any modifiers.

e.g.

\_The flag flying at half-mast.

\_Her hair streaked with sunlight.

### **2.3.4 Sentences are classified according to their purpose into:**

A. A declarative sentence:

It makes a statement and gives information. It ends with a period, e.g. the day was hot.

B. An interrogative sentence:

It asks a question for obtaining new information. It ends with an interrogative mark, e.g. are you coming with us?

There is a special type of interrogative sentences which is called rhetorical questions that are generally don't require reply, they are used for emotional effect.

e.g.

How many times do I have to remind you of that?

Some of the rhetorical questions have become idioms. E.g. who cares?

How should I know?

Are you kidding?

C. An exclamatory sentence:

An exclamatory sentence is more emotional version of a common statement and it ends with an exclamation mark. E.g. what a lovely day!

D. An imperative sentence :( command or order)

It is usually a demand, request or call for action, E.g. Let us forget about it.

Do try to understand me.

### **2.3.5 According to their structure all the variety of English sentences can be divided into:**

#### **a. Simple sentence:**

Simple sentence comprises subject and predicate (as well as secondary parts of sentence): she (subject) invited (predicate) us to dinner.

b. **compound sentence** unites two independent clauses brought together by a semicolon or a comma + coordinating conjunction: she keeps telling me to control myself, but she never does herself.

c. **complex sentence** consists of the main clause and at least one subordinate clause: although he is trying to convince me (subordinate clause), I don't believe a single word he says.(main clause).

d. **compound complex sentence** has two main clauses and one or more subordinate clauses introduced by subordinating conjunctions and joined by a coordinating conjunction: I opened the parcel, but the boy disappeared before I could utter a word.

### **2.5 Parts of Speech:**

### 2.5.1 Noun:

A noun is the name of anything. E.g. Book, Desk, teacher, Knowledge.

#### **Kinds of nouns**

- a. **A common noun:** I.e. a name common to all objects of the same kind E.g. BOY, TOM, HAT.
- b. **A proper noun: i.e. the** name of a particular person, place or thing.E.G. LONDON, DICK.
- c. **A collective noun:** i.e. the name of a number of things regarded as one, E.g. CROWD, CLASS, ARMR.
- d. **An abstract noun:** i.e. the name of a quality or state. E.G WHITENESS,
- e. MANHOOD.

#### **Gender:**

English unlike most other languages, regarded gender as grammatically classified according to sex.

There are four genders:

- a. Masculine: used for all males. E.g. MAN, HORSE, LION.
- b. Feminine: used for all females, E.g. WOMAN, GIRL, MARE, LIONESS.
- c. Common: where the sex cannot be told from the form of word. E.g. Friend, cousin, cousin, parent.
- d. Neuter: for an animate objects, e.g. BOOK, TABLE.

**There are three customary methods of forming the feminine form of the masculine:**

a. By use of endings—chiefly “ss”:

Actor	actress
Jew	Jewess
Master	mistress
Duke	duchess
Marquis	marchioness
Tiger	tigeress

b. By composition—usually by prefixing or affixing a word:

Manservant	maidservant
Turkey-cock	turkey-hen
Landlord	land lady

c. By employing different word:

Gentleman	lady
Husband	wife
Monk	nun
Earl	countess
Bachelor	spinster
Nephew	niece

**Note:**

Executor	executrix
Testator	testatrix
Hero	heroine

## Number:

There are two numbers, singular and plural. The plural is formed:

- a. By adding –s to the singular. E.g. BOY \_ BOYS.
- b. By adding –es for words ending in a sibilant or “O”, E.g. CHURCHE, CHURCHES. BRUCH, BRUCHES. BOX, BOXES. POTATO, POTATOS
- c. Words ending in “Y” preceded by a consonant change “Y” to “ies”, E.g. LADY, LADIES. FLY, FLIES.
- d. Words ending in –or –fe change to –ves, E.g. LEAF LEAVES. WIFE, WIVES. But note GULFS, SAFES, REEFS.

N.B. words ending in –oof, –ief, –rf, –ff, take “S” E.g. Roofs, Chiefs, Dwarfs, Cliffs. But Thief, hives is an exception.

- e. Some words form the plural by vowel change, E.g. MAN, MEN, TOOTH, TEETH.
- f. Three words take –en or –ren: OX, OXEN. CHILD, CHILDREN.
- g. Some words do not change, E.g. DEER, SHEEP, FISH or (FISHES)
- h. Words of foreign origin sometimes retain foreign plurals, E.g. crisis, and crises. Basis, bases, cherub, cherubim, datum, data.

## NOTE:

Some nouns have no plural, E.g. knowledge, information, advice, news, furniture.



Others have no singular, E.g. scissors, trousers, compasses, billiards, oaks, content, and people.

### **2.5.2 The adjectives:**

An adjective is a word that qualifies a noun, it adds to its meaning but limits its application, E.g. The new book. The black sheep.

#### **2.5.2.1 Kind of adjectives:**

1. Adjective of quality: which shows what kind, E.g. a brave boy, a German student?

2. Adjective of quantity: which tell how many or how much, these may be:

a. a definite ,E.g. one ,two, etc.

b. indefinite, E.g. all,some,several,half

3. Possessive adjective: which show possession, E.g. my, her, your, their.

4. Distributive adjective: which shows that the person or things denoted by the noun are taken singularly or in separate lots, E.g. every, neither, either.

5. Interrogative adjective: which is used in questions, e.g. which man did you see?

What time is it?

Demonstrative adjective: which points out, E.g. this, that, those, a, an, the.

### 2.5.2.2 Comparison of adjectives:

There are three degrees of comparison:

Positive, comparative and superlative.

The comparative is formed:

- a. By adding –er to the positive, E.g. clear, clearer.
- b. By using more with the positive, E.g. more beautiful.

The superlative is formed:

- a. By adding –est. E.g. clearest.
- b. By using most, E.g. most beautiful.

Method (a) is generally used.

1. with monosyllabic adjectives.
2. with disyllabic adjectives.

Method (b) is used:

1. with disyllabic adjectives.
2. with all adjectives of more than one syllable.

### 2.5.2.3 Some irregular adjectives:

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
Good	better	best

Bad	worse	worst
Little	less	least
Much –many	more	most
Late	later/latter	last
Far	farther/further	farthest/furthest.

The following phrases are used in comparison of adjectives:

With the positive, **as**.....**as**, E.g.

I am **as** old **as** you.

With the comparative:

a. **Than**, e.g. this is better than that.

b. **The**.....**the**. E.g. **the** more **the** better.

c. **None the**, E.g. you are none the worse for the experience.

D. **All the**, E.g. you will be **all the** best for the change of air.

#### **2.5.2.4 The adjective used as a noun:**

When used as a noun, the adjective is singular in form but plural in meaning, E.g.

The rich have helped the poor.

The blind are to be pitied.

### 2.5.3 The adverbs:

An adverb is a word that modifies the meaning of a verb, adjective or other adverb,  
E.g. The very good runner ran too quickly for me.

#### 2.5.3.1 Kinds of adverbs:

The principal kinds of adverbs are of:

- a. Time, E.g. now, soon. Always etc.
- b. Place, E.g. here, where, outside etc.
- c. Manner, E.g. badly, well, easily etc.
- d. Degree, very, too, almost, quite etc.
- e. Negation and affirmation, E.g. yes, no, yet.
- f. Interrogation, E.g. when, where, why etc.

Adverbs are formed from adjectives generally by adding **-ly**, E.g.

He is a **slow** worker. (Adjective)

He works **slowly** (adverb).

The adverb corresponding to **good** is **well**.

Often the adjective and adverb have the same form:

Adjective

Adverb

That is **fast** train

it goes **fast**

He had a **low** voice

He spoke **low**.

Frequently, both forms are used as adverbs, often with different meanings, E.g.,

Adjective

Adverb

This is a **bright** moon

the moon shines **brightly**

A **cheap** book

I bought it **cheap** or (**cheaply**)

A **late** arrival

He came **late** or (**lately**).

### **2.5.3.2 The placement of adverb:**

a. The adverb is generally placed before adjectives, other adverb and past participles, E.g. He was very clever.

b. With transitive verb: it generally comes after object, E.g. He banged the door noisily. But if the object is an infinitive it may come before, E.g. They kindly asked me to stay at their house.

c. The adverbs, never, often, always, seldom, sometimes usually precede the participle verb, E.g. I always do that. I have often done that.

d. Adverb of definite time: as (yesterday, today, tomorrow,) placed at the end of the sentence or if we wish to emphasize the time, we place at the beginning, E, g.

I went to his house yesterday, or yesterday I went to his house.

e. If an adverb of time and an adverb of place are used together, the latter precedes the former, E.g. We went there yesterday.

### **2.5.4 The pronoun:**

A pronoun is a word that stands instead of a noun.

#### **2.5.4.1 Kinds of pronouns:**

Pronouns are classified as follows:

- a. Personal
- b. Possessive
- c. Demonstrative
- d. Relative
- e. Reflexive
- f. Interrogative
- g. Distributive
- h. Indefinite
- i. Emphasizing.

#### **2.5.4.2 Personal pronouns:**

Personal pronouns may be in the nominative, the objective or the possessive case.

##### **Nominative pronoun**

##### **object pronoun**

**I** have a name

it was given to **me**

**He** has a name

it was given to **him**

**She** has a name

it was given to **her**

**It** has a name

it was given to **it**

**They** have a name

it was given to **them**

**We** have a name

it was given to **us**

**You** have a name

it was given to **you**

### **Possessive adjective**

It is **my** name

It is **his** name

It is **her** name

It is **our** name

It is **your** name

It is **their** name

### **Possessive pronoun**

the name is **mine**

the name is **his**

the name is **hers**

the name is **ours**

the name is **yours**

the name is **theirs**

#### **2.5.4.2 The possessive pronouns:**

The possessive pronoun stands instead of the noun, the possessive adjective qualifies the noun.

The possessive pronoun, like the possessive adjective, changes its form according to the number and gender of the possessor, e.g. the boy lost **his** book. That girl lost **her** book.

The form of the pronoun and the adjective does not change with the number of the word qualified, e.g. the boy lost **his** book. He hurt **his** foot.

The possessive form is used in English where often the definite article would be used in other languages, E.g. I have had my hair cut. He hurts his foot.

‘OWN’ is sometimes used to make the possessive more emphatic.e.g. A man does as he likes with his own goods.

The form of mine, of his, of yours etc. is frequently used, e.g. 'a friend of yours called to see me'. 'That brother of mine has been in trouble again'.

#### **2.5.4.3 The demonstrative pronouns:**

The demonstrative pronouns are:

This, that (singular) these, those (plural) the former, the latter and such. These when used with nouns, can also demonstrate adjectives. The former is used for the first of two, the latter for the second of two. e.g. Shakespeare and Goethe were both great poets, the former was an Englishman, the latter was a German.

#### **2.5.4.4 The relative pronouns:**

Who (nominative), whom (objective), whose (possessive), which, that, what and occasionally as and but, they have the same form for singular and plural.

The relative pronouns stand instead of nouns and also join sentences. The noun to which it refers is called the antecedent.

'Who, whom and whose' are used for persons, e.g.

The man who spoke was my brother.

The man whom you saw was my brother.

He is a writer whose style is most attractive.

'This' as a relative pronoun is used only of things or animals. e.g.

The current which is very rapid, makes the river dangerous.

My dog, which was lost, has been found.



That is used for person or things, e.g.

My brother that is in Paris has sent me a letter.

This is the house that Jack built.

#### **2.5.4.5 The reflexive pronouns:**

The reflexive pronouns are:

Singular	plural
Myself	ourselves
It self	yourselves
Yourself/oneself	themselves.

They show that the action performed by the doer passes back to him. so the subject and the object of the action is the same person.

#### **2.5.4.6 The interrogative pronouns:**

The interrogative pronouns are:

Who, whose, which, and what. They are used to ask questions.

Who and whose are used for persons, e.g. who are you? Who's this book?

Which is selective: it can be used for person or things also. e.g. Which of these words is the right to use? Which of these men did you see?

What is general in meaning, e.g. what did you say?

#### **2.5.4.7 The distributive pronouns:**

The distributive pronouns are:

Each, either, they are very similar to the distributive adjectives. The difference is that when they stand instead of the nouns, then they are adjectives.e.g. Each of the men received a reward (pronoun).

Each man received a reward (adjective).

Either means none of the two, e.g. He gave me two novels, but either is very good.

#### **2.5.4.8 The indefinite pronouns:**

The indefinite pronouns are:

All, some, any, one. They refer to things or people in a vague or general way.

All,some,any, one can also be used as adjective,e.g. yesterday two pupils were absent, today all are absent,(pronoun).

All the students are here today, (adjective).

#### **2.5.5The verb:**

A verb is a word with which we can make assertion. What is asserted is either an action or a state, e.g. I hit the boy (action). He is a sleep (a state).

### **2.5.5.1 Subject and predicate:**

The person or thing about which we make the assertion is called the subject of the verb, and what we say (or ‘predicate’) about the subject is called the PREDICATE.

A predicate contain a verb.

Subject	predicate
The clouds	moved across the sky
Nelson	was a great sailor.

### **2.5.5.2 Concord of the subject and verb:**

The verb agrees with its subject in number and person, e.g. Am (1<sup>st</sup> person singular).we are (1<sup>st</sup> person plural).He is (3<sup>rd</sup> person).they are (3<sup>rd</sup> plural).

Two or more subject connected by AND takes plural verb;e.g. the boy and his dog are here.But, if the second noun is merely part of the phrase qualifying the first singular noun the verb is singular ,e.g. The boy with his dog is here.

A collective noun takes either verb when the sense is singular, a plural verb when the sense is plural, e.g. The jury consists of twelve persons.(singular).

The jury are having dinner together (plural).

### **2.5.5.3 Verbs break down into five groups:**

a. action transitive verbs: which can form a direct relationship with a noun, a direct object.

b. action intransitive verb: this can stick directly to a noun and need the help of a preposition.

c. the verb to be which, as main verb links a grammatical subject to an adjective, another noun or phrase, and an auxiliary verb forms the progressive tense and the passive voice.

d. linking verbs which link grammatical subject to an adjective, another noun or phrase.

e. Auxiliary verbs: which joins with main verb to form tenses, ask questions, create negatives, and show various conditions, abilities and obligations.

#### **2.5.5.4 There is four forms of the verb:**

**a. Infinitive:** the infinitive is the word that you would ordinary look up in the dictionary (write).we use the base infinitive, without the word ‘to’ to form many of the tenses. The one–word present tense(I write , you write)use the infinitive, the sole exception use being third person singular, which adds an –s, –es (he or she writes)the past tense has its own form(wrote).Then we form the future tense by joining the base infinitive with shall.

The base infinitive also joins with auxiliary verb to show various conditions, orders, grants of permission, negation and many other states of verbs (you should write, you used to write, she ought to write).

b. Infinitive verb: the finite form of the verb is the verb appearing in its conjugated states. The finite verb reveals when something happens (tense), who's doing it (person) how many are doing it (number) and the nature of the statement (mood).

c. Present participle: Every verb has a present participle. To form it, add -ing. you might have to drop an ending silent -e (writing) or double up an ending consonant(occurring).the -ing verb shows up in verb conjugation when it joins with the verb to be to form six progressive tenses(we are writing grammar book).But the -ing verb does far more when it forms a phrase.it acts as noun (gerund) (writing a grammar book was a fun),as an adjective(the guy writing the grammar book is nuts) or sometimes as an adverb (he went nuts writing a grammar book)it also serves as one-word adjective(the grammar book won the writing award).

d. Past participle: Every verb also has a past participle. For the regular verb, add-ed (or sometimes -d or -t) sometimes you must double up the ending consonant (written).

The past participle also shows up in verb conjugation, but it serve not one role like the present participle, but two roles, it joins the verb to have and form the perfect tense(he has written the grammar book).it joins the verb to be to form the passive voice (the grammar book was written by me).

**2.6 The prepositions:** are shot word (on, in, at) that usually stand in front of nouns (sometimes also in front of gerund verbs).Here are some preposition according to their classifications:

a. preposition of time: on, in, at, since, for, ago, before, to,(past for telling the time,e.g.ten past six (6:10)),to, till,until,by.

b. prepositions of place: on, by, next, to, beside, under, below.

c. other prepositions like: off, out of, about.

## **2.7 The conjunctions:**

A conjunction is a word that joins words or sentences together.

Co-ordinate conjunctions join sentences of equal ranks, e.g. and, both, their...or. These are called CORRELATIVE CONJUNCTIONS.

Some co-ordinate conjunctions go in pairs, e.g. both....and; so....as; either...or; neither...nor.

Subordinating conjunctions join subordinate clauses to the main clause, e.g.

I will do the work if I have time.

He said that he could go.

## **2.8The interjection:**

The interjection is used to express some sudden feeling, but does not enter into the construction of the sentence.

The usual interjections or exclamations are: Oh! Alas! , Ah! , What! , Hush! , Well done! etc.

## 2.9 The articles:

‘A’ and ‘An’ are sometimes known as the indefinite articles.

### ‘A’ is used:

- a. Before a consonant, e.g. a dog, a chair.
- b. before (u, ew, eu) when these have the phonetic sound [ju:], E.g. a useful book,  
a awe, a European.
- c. before “O” if sounded like [w], E.g. a one-eyed man.

### ‘An’ is used as:

- a. Before a vowel, e.g. an orange.
- b. Before a silent **h**, e.g. an honest man.
- c. Before an unaccented syllable beginning with **h**, e.g. an historical novel.

### ‘The’ is omitted:

- a. Before abstract nouns used in general sense, E.g. Life is real.  
Life is earnest.
- b. Before the names of materials used in general sense, E.g.  
Butter is made from milk.  
Gold is found in Australia.
- c. Before common nouns in the plural when used in general sense. E.g. Books  
are true friends.
- d. Usually before proper nouns. E.g. I saw King George. He lived in  
England.

**Note :**( The United States, The East Indies).

**‘The’is used:**

- a. Before river and seas, as in, The Atlantic. The Thames.
- b. Before the names of a few buildings, as in, The bank of England.  
The Marble Arch.

**Positive of ‘The’ and ‘A’:**

‘**The**’ follows, all, half, both, double, E.g. It rained all the day.

Half of the class is absent today.

Both the boys were present.

‘**A**’ is used after, many, such, quite, as in; I have never done such a difficult exercise.

You are quite a stranger.



## **2.10. Previous studies:**

2.10.1. This study was carried out in Sudan University (2005) by Sabir Ahmed, Hago Eisa and Alwad Babikir; it is a case study under the title, *The Difficulties of Building English Sentence in Writing*. This study aims at investigating the problems of writing correct English sentence for the Sudanese students of secondary schools. The researchers used two tools, questionnaire for teachers and test for the students to achieve their goals. This study is similar to the present study in number of aspects, since both of them focus on the students' ability and knowledge about sentence structure and students mistakes in writing sentence.

2.10.2. This study is an MA study, *A linguistic Analysis of the Difficulties in Writing Vocabulary and Grammar of the second year students of SMPN Selong east Lombok west NUSA TENGGARA, Indonesia in the school year (2008-2009)*. The researcher aims at finding out the forms of difficulties in writing in vocabulary and grammar of the second year students of SMPN Selog East Lombok west NUSA TENGGAR in (2008-2009). and also the researcher aim at finding out at finding the casual factors of difficulties in writing in vocabulary and grammar. The study was a case study, its results show that: eight most common errors of students' writing were verb, tense, articles, word form, capitalization, punctuation, missing word, spelling and preposition. Also there are two types of direct factors led the students to make errors in writing skill, these factors are negative interlanguage and intralingual transfer in the form of adverb interference. This study is similar to the current study in that, both of them aims at finding the causes of the students' difficulties in writing.

2.10.3. University student's writing problems: Diagnosis and remedy. This study is a PhD study conducted at Nile Valley University, Atbara, Sudan, by Ibrahim Mohamed Alfaki. The aim of this study is to identify university students' writing problems. It was conducted at the teachers college and college of education, Nile Valley University, North Sudan in (2014). The researcher used the descriptive method and a random sample of students was selected and they were subjected to a test, the aim was to identify the errors and mechanical mistakes such as: spelling, punctuation, capitalization and lack of several writing development skills. This study is similar to the present study because they sought to identify and analyze the student's mistakes in writing.

**CHAPTER THREE**  
**METHODOLOGY**

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction:**

This chapter describes the methodology that has been used in this research. Moreover it provides full description of the instrument which was employed to collect the needed data. In relation to the data analysis, the reliability of this instrument has been confirmed.

#### **3.1 Methodology of the study:**

The researcher adopted mixed analytical descriptive method to conduct the present study. It aims to analyze the difficulties that encountered by the Sudanese secondary schools students in writing sentence. This chapter describes and explains the methods and procedures of the research that used to collect data. It also describes the design of the study sampling techniques, data collection and data analysis procedures.

#### **3.2 Sampling techniques:**

##### **3.2.1 The study population:**

Definition of population in full details helps other researchers to know if the findings of the study are applicable to other contexts or not. The students who participated in this study, students of secondary level Sharg - elneel locality, the researcher assumes that the findings of the study are applicable to the target population.

### **3.2.2 Population Sampling:**

The instrument, which is used to collect the data, is a test which was prepared by the researcher, it contained sentence level test and words level test.

### **3.2.3 Data collection procedure:**

Since the study concerned the errors that students fall in when writing sentence, the researcher prepared a test to test the student's ability in writing a well-constructed sentence.

### **3.2.4 Data analysis procedures:**

This study concerns with the analysis of the difficulties in writing sentence that encountered by Sudanese secondary level students. To analyze the data, the researcher used SPSS computer program.

### **3.2.5 Validity of the tool:**

The term validity is defined by many linguists. Definition of the term validity gives the reader a clear vision of what the researcher should do to achieve his goals in the right way.

Here are some definitions of the term validity: "Validity refers to factors that the data collection tool measures what it is supposed to measure" (Best and Kahan1986). Gay, Mills (2009; 154) defined it as "the degree to which test measures what it supposed to measure.

In this study, test validity was examined by three specialist doctors who teach in Sudan University of science and technology, aimed they have checked its validity to collect the needed data for this study.

### **3.2.6 Reliability of the tool:**

The concept of the term reliability defined by Lado(1962)as “ the ability of the source to the same sample” that means a test is a reliable if the testers get nearly the same source in the same test on different occasions. Reliability is expressed as “reliability co efficient”.

### **Statistical Reliability and validity for student’s test**

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following: For calculating the validity and the reliability of the test from the above equation, the researcher distributed the a test to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table .

**4.0 Table No.1:**

### **Reliability Statistics**

	<b><u>Reliability</u></b>	<b>Number of questions</b>
<b>Cronbach's Alpha</b>	<b>.87</b>	<b>3</b>

### **3.3 Summary of the chapter:**

In this chapter the researcher described the methodology of the research, the tool and the procedures used for conducting the study. The chapter provided full description of the population of the study and the selected sample. Moreover it gave full description of the tool of the research.

In addition to that, it discussed the validity and reliability of the study tool and the procedures that have been followed for conducting the research.

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



## CHAPTER FOUR

### DATA ANALYSIS, RESULTS AND DISCUSSION

The responses to the diagnostic test of the 30 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.

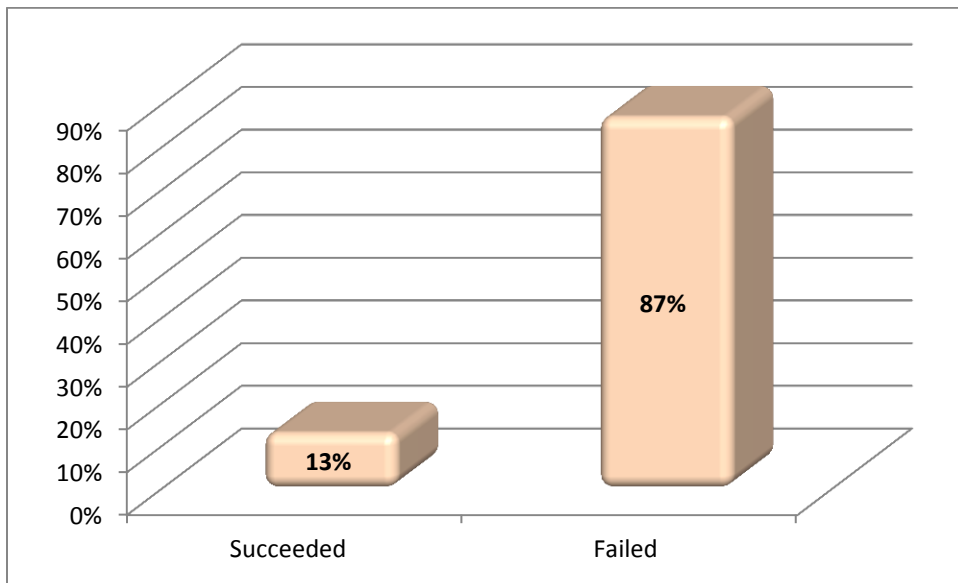
Each statement in the test is analyzed statistically and discussed. The following tables and figures will support the discussion.

**Question one: rearrange the following sentence :**

**4.1 Table No.(2): the frequency and percentage distribution for the respondents according to question (one)**

Valid	Frequencies	Percentage
Succeeded	4	13%
Failed	26	87%
<b>Total</b>	<b>30</b>	<b>100%</b>

4.0 Figure No (1)



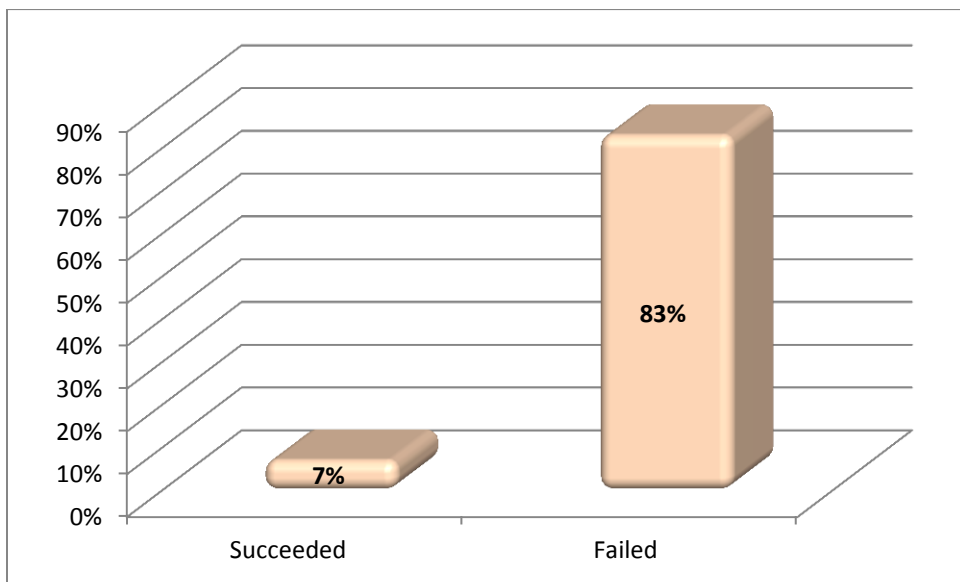
From the above table No. (2 ) and figure No. (1 ) it's shown that there are (4) students in the study's sample with percentage (13%) have Succeeded the question1 , and There are (26 ) persons with percentage (87% ) was Failed to pass the question

**Question two: make this statements interrogative in (A) , negative in (B) and imperative in (c)**

**4.1 Table No. (3) The frequency and percentage distribution for the respondents according to question (two)**

Valid	Frequencies	Percentage
Succeeded	2	7%
Failed	28	83%
<b>Total</b>	<b>30</b>	<b>100%</b>

(4.1) Figure N0. (2)



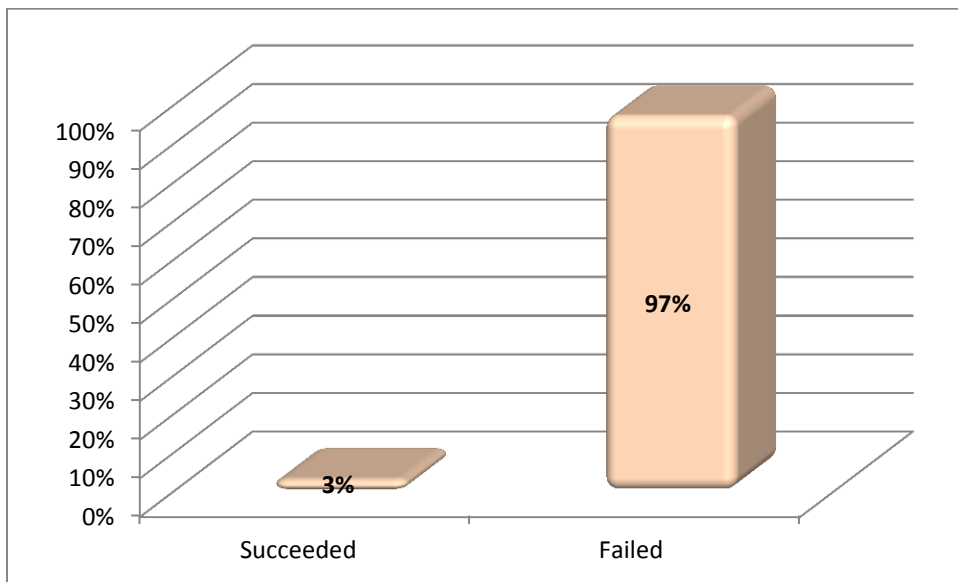
From the above table No.( 3 ) and figure No ( 2) it is shown that there are **(2)** students in the study's sample with percentage **(7%)** have Succeeded the question (1:2) , and There are **(28)** persons with percentage **(73%)** was Failed to pass the question .

Question three : use the following words as ( noun – verb – adverb and adjective)

**4.2 The Table N0. (4) Frequency and percentage distribution for the respondents according to question (three)**

<b>Valid</b>	<b>Frequencies</b>	<b>Percentage</b>
<b>Succeeded</b>	1	3%
<b>Failed</b>	29	97%
<b>Total</b>	<b>30</b>	<b>100%</b>

4.2 Figure N0 (3)



from the above table No.( 4 ) and figure No ( 3 ) it is shown that there are (1) students in the study's sample with percentage (3%) have Succeeded the

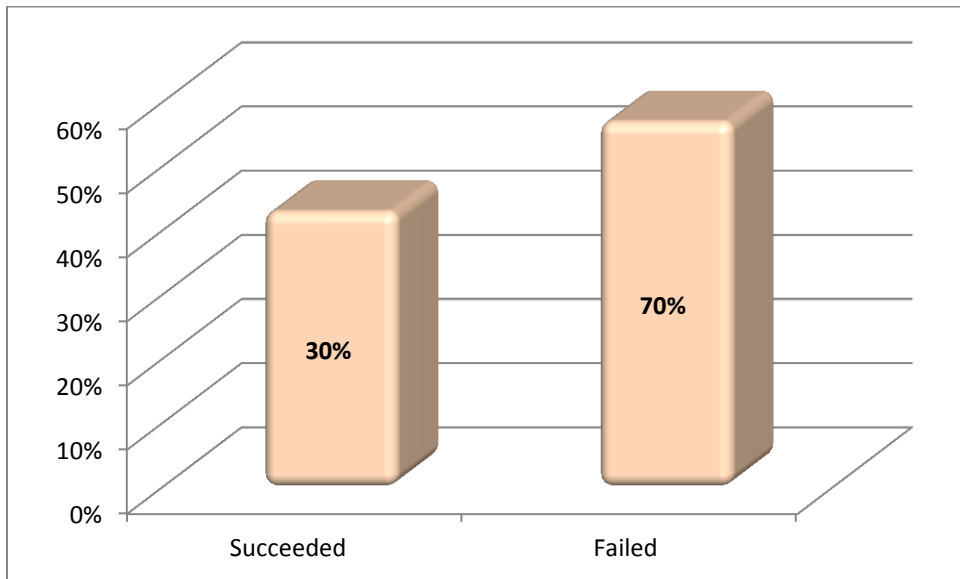
question (3:2) , and There are (29 ) persons with percentage (97% ) was Failed to pass the question.

**for overall test**

**4.3 Table N0 (5): the frequency and percentage distribution for the respondents according to overall test**

<b>Valid</b>	<b>Frequencies</b>	<b>Percentage</b>
<b>Succeeded</b>	10	30%
<b>Failed</b>	20	70%
<b>Total</b>	<b>30</b>	<b>100%</b>

4.3 Figure No. (4)



from the above table No.(5) and figure No (4) it is shown that there are (10) students in the study's sample with percentage (30%) have Succeeded the test , and There are (20 ) persons with percentage (70% ) was Failed to pass the test.

**(4.4) Table No. (6): one sample T-TEST for the questions of the study**

Question s	N	mean	SD	t- value	DF	p- value
1	30	3.7	0.3	6.1	29	0.00
2	30	2.8	1.4	7.3	29	0.00
3	30	3.3	1.9	11	29	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 (6.1 ) which is greater than the tabulated value of T – TEST at the degree of freedom (29 ) and the significant value level (0.05%) which was (2.34). This indicates that, there is no statistically significant difference at the level (0.05 %) among the answers of the respondents. this means that the 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 (7.3 ) which is greater than the tabulated value of T – TEST at the degree of freedom (29 ) and the

significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our 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 (7.311 ) which is greater than the tabulated value of T – TEST at the degree of freedom (29 ) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our hypothesis is accepted

**According to the previous results its clear that the hypotheses of this study accepted..**

**CHAPTER FIVE**

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



# CHAPTER FIVE

## MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDIES.

### 5.0. Introduction:

This chapter provides a summary of the whole study. It also presents conclusion for its result and recommendations. The chapter finally presents some suggestions for further studies.

### 5.1. Findings:

Based on the results of the data analysis, the researcher obtained the following results:

The first hypothesis states that: Sudanese secondary school students encounter difficulties in rearranging English words to give meaningful sentences. . The second and the third hypothesizes state that: Sudanese secondary school students donot write well-constructed sentences in terms of interrogative, negative and imperative,

and Sudanese secondary level students use the parts of speech incorrectly.

Now it is time to relate these hypotheses with the major findings which can be stated as follow:

1. The majority of the Sudanese secondary school students encounter difficulties in rearranging English words to give meaningful sentences, since the test showed

that, 87% of the students failed to re-arrange the given sentences correctly and also 83% of them failed to make (imperative, interrogative and negative) form of the given sentences.

2. The majority of the secondary level students in Sharg Elneel locality do not use the parts of speech correctly, the given test proved that: 97% of them failed to use the given words correctly in different sentences to make different classes of the target words.

## **5.2 Recommendations:**

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

1. Students should be taught how to write simple sentence firstly when they start to write in English and intensive exercises should be given to them, then they can advance forward to the other types of sentence.

2. A lot of focus and intensive exercises in the parts of speech should be given to the students. And the students must write sentences of their own using different types of the parts of speech for more accuracy and thorough knowledge.

## **5.3 Suggestions for Further Studies:**

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

1. This study deals with the secondary school students, another studies at universities should be considered.

2. Since only one testing technique was used, more findings may be reached by applying more instruments for testing the difficulties of writing correct and well-constructed sentence.

3. Comparative studies in (Arabic and English) could be conducted to find out the common shared areas which lead some difficulties.

# **APPENDIX**

## Appendix

### **(A)Rearrange the following sentences:**

1.cold/is/the/weather

.....

2. Ahmed /are/ students /Ali/ and

.....

3.Promotion/ mine/ thought /I she/ was not/ good/ enough/ attendance /was /my /but

.....

4. Work/ need/ really/ I/ to/ go to/ but/ too/ drive/ sick/ am/ I/ to

.....

5. Europe /have /never /we /to /been,/ Asia /have /nor/ we /visited

.....

6.cold /because /weather /the /was not,/ well /sleep / could /I

.....

7.in spite /of/ work/ his/ hard / did not/ pass/ he/ test/ the

.....

8.came / late / if / she / the / teacher/ her / punish / would

.....

9.you / early / if/ sleep/ early/ will/ up/ you / wake

.....

10.him / had / if / seen / I/ told / have/ I / him / would

.....

**(B) Make these statements interrogative in (A), negative in (B) and imperative in (C):**

1. She works hard every day.

A. interrogative: .....

B. negative: .....

C. Imperative: .....

2. we came here early in the morning.

A. interrogative: .....

B. negative: .....

C. Imperative: .....

3. They will travel to Port Sudan tomorrow morning.

A. interrogative: .....

B. imperative: .....

C. negative: .....

4. Ahmed left early yesterday.

A. interrogative: .....

C. Imperative: .....

B. negative: .....

5. He has done his task properly.

A. interrogative: .....

B. Negative: .....

C. Imperative: .....

**Part two: words level:**

**(A)Use the following words in sentences as (noun, verb, adverb and adjective)**

**1 .Book**

A. as a noun: .....

B. as a verb: .....

**2. Quick**

A. as an adjective: .....

B. as an adverb: .....

**3. Present**

A. as a noun: .....

B. as a verb: .....

**4. Watch**

A. as a noun: .....

B. as a verb: .....

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