Common Errors In Sudanese Secondary Schhol Students Girils In Writing

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ABSTRACT

This study is aimed to investigate common errors in the Sudanese secondary schools students girls in writing English . The Researcher adopted experimental and analytical descriptive methods to achieve this study using a questionnaire and post and pre- test including in the Spine b6 ,secondary students(30) to carry out common errors in the writing English Free and Guided compositions. The study carried out these results in the followings : The teaching of English contributes a great deal in overcoming the students in writing English performance in the post – test further better than the pre-test . There is a significant difference between the mean of post-test and pre-test in free composition of third class. There is a significant difference between the mean of post-test and pre-test in guided composition . The important recommendations as the followings: Teachers of English language should be given special training currents on methods of teaching strategies, and English should be taught by specialized teachers .Teachers views and dignities ideas as should be taken into consideration when designing the school syllabus. Writing should be given English weight in school examination. There is Setting up realistic homework should take (relevant to students' life).

Key words ; errors contrastive analysis writing composition

المستخلص :

تهدف الدراسة لتقصي الأخطاء الشائعة التي تحدث أثناء كتابة التعبير الإنشائي لدى طالبات الصف الثالث الثانوي بولاية الخرطوم. وتتبع أهمية الدراسة من إدراك الطالبات لها عند إجراء اختبارات قبلية وبعدية. حيث اعتمد الباحث المنهج التحليلي الوصفي والتجريبي وقدم إستبيان ضمن عينة (30) طالبة وخلصت الدراسة لنتائج أهمها: عند تنفيذ الخطة المقترحة للمنهج حيث يوجد دور لتغلب الطالبات على كتابة الإنشاء وإظهار أداء مميز في الاختبار البعدي أكثر من الاختبار القبلي للإنشاء عند تقييمهن، . لذلك توجد اختلافات في الوسط الحسابي بين الاختبار البعدي والقبلي في كتابة موضوعات الإنشاء الحر بينما هنالك اختلاف في الاختبار البعدي والقبلي في كتابة الإنشاء المقيد. وخرجت الدراسة بتوصيات أهمها يجب إعطاء معلمي الثانوي جرعات عالية متخصصة من طرق واستراتيجيات التعلم الحديث في تعليم اللغة الإنجليزية وأن يُدرس اللغة الإنجليزية متخصصين أكفاء وكذلك الاستفادة من آراء المعلمين بتطوير ما لديهم من تجربة ووضعها في الاعتبار عند إعداد المناهج والمقررات. كما هناك ضرورة قصوى لاختبار الموضوعية وتضمينه في أسئلة التعبير الإنشائي لإزالة الأخطاء وجعل اللغة مفيدة عند الكتابة بالإنجليزية.

الكلمات الافتتاحية : الاخطاء الشائعة ـ كتابة التعبير ـالتحليل التقابلى

Common Errors in Writing English Composition in the Secondary School of the third Class

INTRODUCTION

Writing is a complex activity which is difficult to master by school students, writing involves many abilities including choosing suitable words, cohesion, and the mechanics of writing i.e. spelling and punctuation (Bacha, 2002,pp.161-171).

Error in leaner's language have been a major object of interest in language a question research. More specifically, the definition of the type of errors committed by language learners, at secondary schools, their frequency, their reasons of occurrence, and their impact of language learning one of major concern among linguistic.

Error can play an important role in providing priceless information about foreign language a question they reflect the learner's active process of developing his language system. They indicate that learners construct their own rules using the input data to which are exposed. Therefore, errors can be accepted as a natural phenomenon in the process of English language a question (Ellis & Yuan, 2004,pp.59-84).

Therefore may definition of errors are found in literature, which agree that an error is a systematic deviation in that the learner continuously gets something wrong because of his ignorance of it. It is also defined as a systematic deviation from the norms of language being learned (Bahri & Sugeng, 2009,p114).

Many errors occur in the process of writing in fact, writing is a difficult process that involves a number of skills "from the basic of handwriting and spelling to the tone and organization" (Veit, Gould & Clifford, 2001,p74). For good language learner, another look, for Sudanese students learning modern English. According to learner strategies in language learning composition topics.

Statement of the Problem

However, the standard of English among sudanese students is on the decline despite learning English for several years. Secondary Sudanese students are still weak in English, especially in their writing skills. They still seem to commit errors in all aspects of language.

According to James (1988,p89) errors in writing such as tenses, prepositions and weak vocabulary are the most common and frequent type of errors that are committed by learners.

Some other causes of error analysis given by the researchers are

A) lack of interest and motivation:

Students get difficulties in communicating their message when the subject does not motivate in it Lack of interest in the subject drives from the fact that the subject is not taken from students surrounding. Also students get good motivation and encouragement when their written work is shown to others to read and to value it part from their usual teacher .

B) Mother tongue interference:

Both writing and speaking are useful skill for communication but writing is usually formal . it does not allow wrong and colloquial expressions , which are some times common in speaking In addition , writing is a learnt skill; it can not be acquired like speaking . However , Secondary Schools Students way of writing is greatly influenced by their Mother tongue in the words , expressions and ideas they use .

C) Redundancy:

In fact that secondary school students , background in writing is very weak in evident because they could not avoid repetition and redundancy in their writing ; this is due to inadequate knowledge and poor linguistic preparation.

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d) Illustration:

secondary schools students one are poor in language so they get difficulties in making contractive illustrations to strengthen their new ideas

This leads of the researcher to try answering the following questions;

3 Study Questions:

the researchers would try to find logical answers to the following research questions.

1. What are the general features of the errors in learners' English writing?

2. What are the reasons and causes of those errors?

3. What are the factors behind the poor and grammatically incorrect writing of English by secondary school students?

4 Hypotheses of the study:

1- There are the common errors in writing English in the secondary students of third class while examining Sudanese certificate, this can be classified by teachers according their abilities of standards performance ,there

2- common errors made by the students of third secondary class while writing English can be diagnosed due to many factors there, teaching Strategies can be conducted into curriculum of English Books of Spine in secondary schools

5. *Objectives of the Study*

a. To define the role of error analysis in a second and foreign language;

b. To analyze the errors made by the students;

c. To support the language teachers with new techniques and methodologies of language teaching by analyzing the learners' errors;

d. To provide the learners aware about their errors;

The Importance of the study:

Commitment of students' common errors will be useful to syllabus designers, planners , to design syllabus and materials that help students reduce these types of errors to put more emphasis on writing exercises.

7 The Study Methodology:

The study adopts the descriptive , analytical and experimental methods.

8 Limitations of the study:

The study applies on the 3rd of Secondary students who learn English SPINE academically and admit to sit for grammar, vocabulary, reading comprehension, and composition writing and summary ,etc. for Sudanese examination in the Spine book six.

Literature Review:

1/ Error Analysis and Contrastive analysis theory

Contrastive analysis (C A) is another area of applied linguistics which has a great relevance to EA. CA is based on a comparison of two languages (possibly more) to determine the differences and similarities that hold between them. According to Lado (1964, p. 2) "CA is the prediction of the difficulties which the foreign language offers". Assumed that different structures between "native language (NL) and foreign language cause difficulties to the learners of the latter, while the similar structures are easier to be learnt. Hence, the comparison of the two structures will help the teaching by pointing out "the real learning problems and can better provide for teaching them".

Wilkins (1973, p. 199) started against the notion of prediction. Building his evaluation of CA as a linguistic strategy on the assumption that "difficulty of learning is indicated by a greater frequency of error in performance," he arouses many questions; the answers of which are not found through interference but through other factors, such as overgeneralization or hyper-correction which implies that "a form is produced correctly at first but that its use is subsequently influenced by other learning so that it is incorporated into a rule which does not apply to it".

Error analysis techniques:

a) Recognition

Recognizing errors is not quit difficult, and most teachers have a highly developed sense of error detection as they know that their students are disposed to that particular error, even when the context makes choices, correct interpretation possible, often the linguistic context helps teachers to determine whether an error has been made or not.

b) Description

Abbot (1992,p114) argued that linguistic classification of errors involves assigning them to various levels of linguistic description, i.e. phonological (speaking, pronunciation and listening), orthographic (spelling and punctuation), syntactic (grammatical), lexico-semantic (choice of vocabulary, which in turn affects meaning), situational or socio-linguistic. E.g. Go to the shop and get a bread is this syntactic: substitution of "a" for "some", or lexical: substitution of "bread" for "loaf". It is not always possible to assign an error to only one level of description.

c) Explanation:

Explanation is based on the error analysis and objective procedure. According to J.

Harmer it is now widely accepted that there are two distinct causes for the errors which most if not all students make at various stages:

1- LI interference for the students who learn English as a second language often leads to confusions which provoke errors in a learner's use of English. This can be at the level of grammar where a student's first language has a different system, or vocabulary problems such as true or apparent homonyms;

2- There is a phenomenon of "over-generalization'. this is vest described by (Harmer, 2002,p69) when a child who starts by saying: Daddy went, they came. Perfectly correct suddenly starts saying: Daddy goed, they comed.

Thus, various errors, such as analogical errors which are related to the TL itself, errors of the influence of the NL(i.e., transfer errors) errors of emphasis (i.e., overgeneralization errors) will be identified based on the transcription. The collected data will be transcribed according to Broad transcription. Abercrombie call this type of transcription "simple phonemic" (Jones, 1972,p. 332) "the term is often used to designate a transcription that uses a simple set of symbols" (Ladefoged, 1975, p. 73).

Error analysis and inter language

Simply, it is the study of "language learner's language" (Corder, 1981, p. 66). Other terms were also introduced by other linguists in relation to the above phenomena, such as jams interlingua which is similar to inter language in the sense that both suggest that the learner's language will show systematic features of both the target language and of other languages he my know, most obviously of his mother tongue.

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Nemser (1974, p. 55) "appreciative system" refers to "the deviant linguistic system actually employed by the learner attempting to utilize the target language". In other words, he emphasizes the learner's own language which has a developed mental nature towards the target language. He believed that such approximate system are different in the sense that they vary in character in accordance with proficiency level, variation is also introduced by learning experience including exposure to target language script system), communicative function, personal learning characteristics etc.

Error analysis and interference

According to view which is shared by most linguists at present, learning a language, however, involves the formation and testing of hypotheses. Hence, interference could be described as the formation and testing of hypotheses on the basis of the native language (Johanson, 1975,pp.246-253).

Harris (1954)first used the instinctive idea that similarities between the native language and the target language represent a kind of unexpected learning and that differences may cause mistakes. He put his idea in the following form : RS1 + RT1 + RS1 = RT1 this means that the rules of the target language are a sum of the rules of the source language (Harris's equivalent to native language) and of the rules in the target language that are different from the source language rules.

Spelling and common errors writing

Both spelling and writing relate to the same activity but spelling concentrates on how the writing is done, while writing takes into account also what is write, the ideas expressed, the word used, the constructions and turns of phrase, the style and so forth. Well, one needs to know what is suitable to be said in a given situation. Furthermore, speaking a language involves more than just spelling (Mac Carthy, 1978,p.178).

Error and Mistake

Mistakes can be self-contacted when attention is called. On the other hand, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other word, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

To distinguish between an error and mistake, Ellis, (1997,p.124) he suggests two ways. The first one is to check the consistency of learner's performance. , it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterances. When he is unable to, the deviations are errors; when he is successful, they are mistakes.

The Importance of Errors

According to Heaton(1988,p.103), errors are important since they are an active indicator of students' progress. They give the teacher an opportunity to predict aspects where students have more difficulty in acquiring, so that they may be able to pay more attention to them. Errors should be identified and described in an attempt to understand the process of language acquisition.

Sources of errors:

Linguists and researchers predicted different sources for errors. Justicia et al. (1999,pp.198-202) discussed three sources of errors: interference from L1, interference from the target language, and interference from the second or third language. Another division of sources of errors was provided by Elhibir (1976,p.46) who introduced six types of errors. These errors can be attributed to: carelessness, L1 interference, translation, overgeneralization, incomplete application of L2 rules, and material-induced errors.

- **intra lingual errors:**

a) Overgeneralization: it is associated with redundancy reduction. It covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. It may be the result of the learner reducing his linguistic burden.

b) Ignorance of rule restrictions: i.e. applying rules to contexts to which they do not apply.

c) Incomplete application of rules

d) Semantic errors such as building false concepts/systems: i.e. faulty comprehension of distinctions in the TL.

- **Sociolinguistic situation:** motivation (instrumental or integrative) and settings for language learning (compound or co-ordinate bilingualism) may affect second language learning.

- **Modality:** modality of exposure to the TL and modality of production.

- **Age:** learning capacities vary with age.

-Successions of approximative systems :

Since the circumstances of language learning vary from a person to another, so does the acquisition of new lexical , phonological , and syntactic items.

-Universal hierarchy of difficulty: this factor has received little attention in the literature of 2nd language acquisition. It is concerned with the inherent difficulty for man of certain phonological, syntactic, or semantic items or structures.

James (1998) exposed three main diagnosis-based categories of error:

1- Inter lingual: interference happens when an item or structure in the second language manifests some degree of difference from, and some degree of similarity with the equivalent item or structure in the learner's first language.

2-Intralingual:

a) Learning strategy-based errors:

i) false analogy

ii) misanalysis

iii) incomplete rule application

iv)exploiting redundancy

v) overlooking co occurrence restrictions.

vi)hypercorrection (monitor overuse)

vii) overgeneralization or system simplification.

b) Communication strategy-based errors:

i) Holistic strategies: e.g. approximation, language switch, calque.

ii) Analytic strategies: circumlocution (expressing the concept indirectly, by allusion rather than by direct reference.

3-Induced errors: they "result more from the classroom situation than from either the student's incomplete competence in English grammar (intra lingual errors) or first language interference (intra lingual errors):

a) Material induced errors

b) Teacher-talk induced errors

c) Exercise-based induced errors

d) Errors induced by pedagogical priorities

e) Look- up errors

A different categorization of errors according to their sources was introduced by brown (2001.p.211) who postulated that errors of learners arise from several possible sources: inter lingual errors of interference from the native language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies, and no doubt countless affective variables.

Error Analysis:

EA emphasizes "the significance of errors in learners' interlanguages system" (Brown 1994: 204). The term *interlanguages* introduced by Selinker (1972.pp.201-231), refers to the systematic knowledge of an L2 which is independent on both the learner's L1 and the TL. Nemser (1974: 55-63) referred to it as the *Approximate System*, and Corder (1967.p.189) as the *Idiosyncratic Dialect or Transitional Competence.*

According to Corder (1967,p.199), EA has two objects: one theoretical and another applied. The theoretical object is to understand what and how a learner learns when he studies an L2. The applied object is to enable the learner to learn more efficiently by using the knowledge of his dialect for pedagogical purposes. At the same time, the investigation of errors can serve two purposes, diagnostic (to in-point the problem) and prognostic (to make plans to solve a problem). Corder (1967,p.201) said that it is diagnostic because it can tell us the learner's grasp of a language at any given point during the learning process. It is also prognostic because it can tell the teacher to modify learning materials to meet the learners' problems.

Methodology:

To investigate the difficulties that occurring errors facing the Sudanese secondary school students in writing skill , the researcher followed some steps. Thus this chapter deals with the procedures of data collection from the population of the randomly sample using the tests and questionnaire as the necessary tools for this process .Then he conducts the Methodology of analytical ,descriptive and experiment methods.

1 The Population:

The Sudanese population with its cultural diversity, different customs and traditions is represented in Sudanese capital Khartoum and its out skirts . Khartoum hosts people from various Sudanese regions hence the students who study in its schools can be taken to represent the Sudanese population. The population of this research consists of:

- Secondary school teachers. The approximate number of English language teachers in Khartoum is(75) teachers.
- Some technical (25) inspectors of English language and Supervisors.
- The secondary school (30) students per each class in Secondary Schools .

2 The Sample:

Choosing the sample is one of the fundamental procedures for providing answers for the questions raised by the study. Moreover, it helps in availing data, which satisfies the reality and validity of the hypothesis. In this connection, the teachers' sample is randomly chosen from the secondary schools in Khartoum. This sample consists of (75) secondary school teachers who have taken part in providing the necessary data through the questionnaire. Also other (25) long experienced teachers and technical inspectors of English language in the ministry of Education are involved in the study by considering their views, comments and judges on both the

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questionnaire. Another sample for this study is the students' sample. In this sample (90) students are carefully and purposively chosen from Abubaker Elshaheed Model School for Girls which facilitates the process of carrying out the experiment. The (90) students are randomly taken from all classes (first, second and third). 30 from each class.

3 The Study Tools:

Test Results:

Shape (1) Post and pre-test - Guided composition Third class

In this stady the following tools were designed to collect the data:

• The test: it is divided into pre-and post-tests. The questionnaire: its questions are also divided into personal questions. Curriculum questions, questions related to teachers work and questions on the students standard.
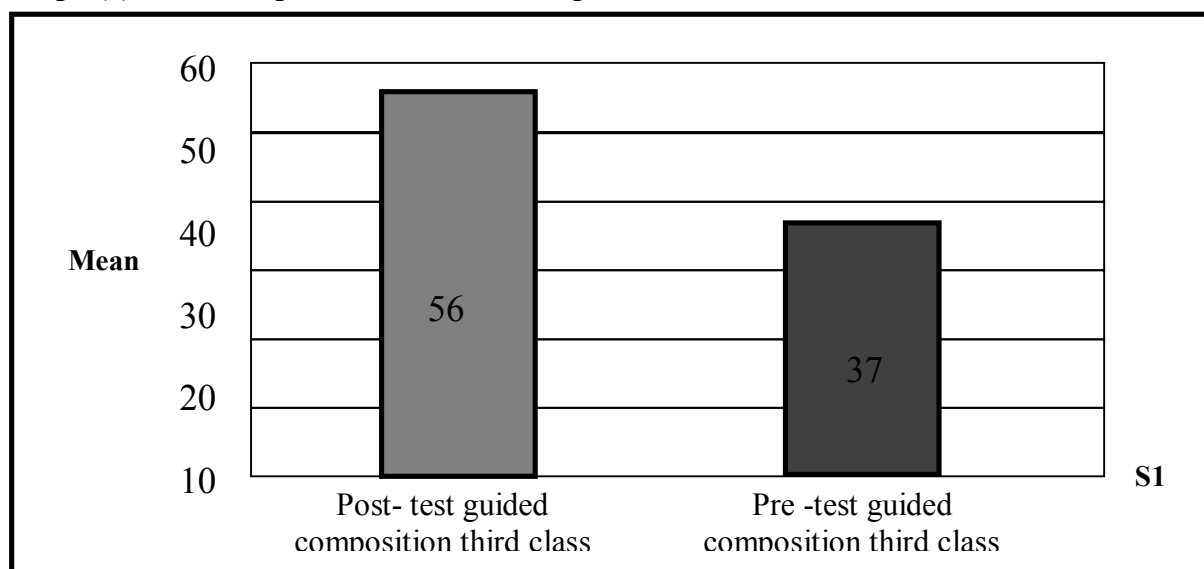

Table (1) Post and pre-test - Guided composition Third class

|	Mean	Standard deviation	Calculated (1)	Significance
Post test	74.3	9.15	5.7	Significant
Pre test	59	7.52		

The table value of (t) at D.F 29 = 2.045 for α = 0.05

The above table shows that the result is significant, which means that there is a great difference between the mean of post and pre-test in guided composition this is shows that the student's performance was improved by the teaching program.

Shape (2): showing the factors affecting the student's ability in writing:
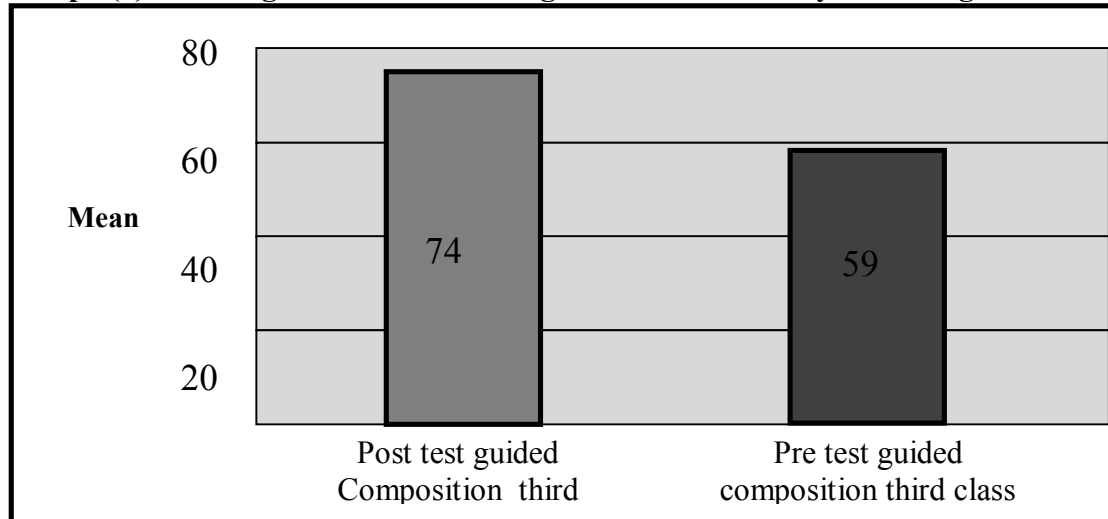
Hypothesis (1/2/3):

The ability of students in writing is affected negatively by some factors such as. Arabicization, weak background exercise, lack of supplementary materials, lack of self-confidence and the position of writing in the school certificate examination.

The calculation of the mean value and the standard deviation shows that the questions are in favor of the hypothesis as the table (3) shows.

Table (2): showing the factors affecting the student's ability in writing:

	Mean Value	Standard deviation
The student's ability	29.5	3.8

The complete mean lies between (8) complete disagreement and (40) for completed agreement. So 29.5 indicate that the student's writing ability is negatively affected by some factors. Therefore, the hypothesis is accepted.

A: Free composition.

Depending on the outcome of the questionnaire's result, the researcher designs a teaching program on the following areas to try to overcome the difficulties in writing. The areas included in the teaching program were:

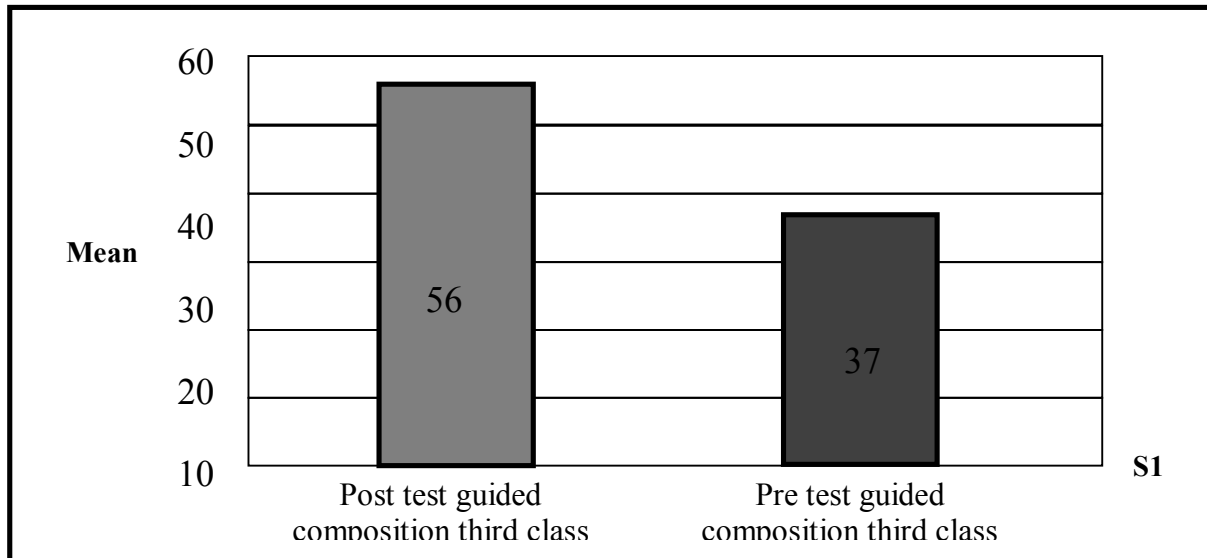**Shape (3): Post and pre-test Free composition – Third Class**

Table (3): Post and pre-test Free composition – Third Class

	Mean	Standard deviation	Calculated (1)	significance
Post test	56.33	9.83	3.94	significant
Pre test	37	12,20		

The table value of (t) at D.F 29 = 2.045 for $\alpha = 0.05$

The above table shows that the result is significant, which means that there is a great difference between the mean of post and pre-test in Free composition and this indicates that the student's performance is improved by the teaching program.

The Presentation of the Tests Errors Results:

The researcher classified deviation into categories after identifying the errors of each text. Then each category of errors is dissected into subdivisions and described through various perspectives. Errors are then analyzed and certain conclusions are drowning providing data and offer suggestions, then recommendations which will be the foundation of the secondary school student's examinations.

The following table shows the categories number of errors of each category of the ninety subjects.

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Table (4): The categories number of errors – Third Class

Type of error	Number of errors	Percentage
Spelling	350	48.14%
Lexico-semantic	100	13.76%
Use of tenses	85	11.69%
Articles	60	8.25%
Pronouns	50	6.88%
Number	36	4.95%
Prepositions	25	3.44%
Relative clauses	10	1.38%
Parallelism	6	0.83%
Homophone	5	0.69%
Total	727	100%

The figures in the above table indicate that the writing experiment subjects who present of the secondary school students reflect deficiency in producing readable pieces of prose these have been manifested in composition they have been assigned to write for the present research purpose: use of tenses spelling, lexico-semantic, Articles, pronouns preposition homophones number, parallelism and relative clauses.

Analysis of the subject performance:

The analysis of the subject performance moves in a number of directions starting from the evaluation of the compositions written by the target population, investigating the cases composition writing beside the cases of the 3 year secondary school students linguistic weaknesses in English composition writing,

The subject written Performance:

The passages written by the students group were evaluated by the researcher and two of her peers. The criterion of the evaluation was holistic impressionistic types of multiple marking which was found to be more reliable than the single analytic judgment, each composition was read twice, then the evaluators would record her latter evaluation against list serial number of the composition. so the evaluation like the following:

7 – 10	A	Very good
5 – 7	B	Good
3 – 5	C	Satisfactory
2 – 3	D	Below a average
0 – 2	F	Poor performance

Errors in English Spelling:

The study also indicates that the learners spelling ability has a lot to do with accurate verbal pronunciation. Misspelled words like "train, plane, depend on" point to the inefficient teaching of pronunciation. This is certain as such as words are misspelled by several students representatively.

In classification and analysis of data, errors of spelling omission comes top, then replacement while addition and letter disordering third and fourth respectively.

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Table (5)
Subjects, Spelling Errors of the Research Composition

Category	Number of Errors	Percentage
Omission	123	43.00%
Replacement	114	39.86%
Addition	33	11.53%
Disordering	16	5.59%
	286	100%

Misspelling Resulting From Replacement:
For replacement error the researcher categorized the errors in two major divisions; the first vowel replacement and the second consonant replacement.

The vowel replacement category poses the greatest constitutes a big area olE irregularity. In writing the EFL learners substitute (i) for (e), "o" for "a" and (i) for "o" in the case the word woman. In the present study the subjects have confused for example these pairs of consonants replacement individual English consonant are clear when preannounce singly h, m r, t, f, x. But when they are part of wards or clusters like str they exhibit a great difficulty to the EFL students at large.

Subject's Tense Errors:
The deficiency of wrong tensing after reduces the composition value of the secondary school students who exhibit inability to grasp the concept of time and the usage of the English tense. They also display incapability of utilizing English in its different forms, passive voice, and infinite formation. This linguistic inadequacy frequently leads to a complete breakdown in the student's written communication.

Failure to put the correct tense.
This could be exemplified by the following deviations.

1. Some are build a railway.
2. Transports are play an impotent role.

A high percentage or deviations in this category indicates that subjects are not a ware of the basics of English. From (85) errors, (40) items, (47.5%) are under the category of wrong tense.

Students Semantic Lexical Errors:
This has its impact on the secondary school students written EFL composition as the learner have already formulated at a native language, their word construct through concepts of culture (Sudanese not English) Such a gap could have been reduced if the present secondary school students had been densely exposed to the EFL. The present state of affairs, due to a number of factors make secondary schools students be partially unable to use the EFL, depending heartily on the nature language when they write their EFL composition. The conceptual linguistic reliance on Arabic results in producing a big corpus of semantic lexical errors. The effect of language on thought and the culture among language is obvious. The compositions of the ninety subjects are scrutinized on an individual text basis. The semantic lexical deviation of each composition are specified and recoded in categories. Then the

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Table (7): Subjects Lexical Semantic Errors:

The Subject Article Errors:

The definite and indefinite articles constitute a problem to the Sudanese secondary schools students. The difficulty comes from the linguistic concept of the articles rather than the syntactic rules. The rules of the articles does not offer the learner adequate experience.

The article errors are within the writer communication in circle of article omission, addition, replacement or inversion. The study shows the omission both definite and indefinite articles are very common in the students' written performance. In the secondary schools students lack of exposure to the EFL makes them fail to use the article satisfactorily. Addition replacement and inversion constitute a body of deviation in the subjects writing.

Omission of articles:

The subjects of the target population tend to omit the definite and indefinite articles. (35) subjects commit errors producing sentences like:

1. We have – train in the town.
2. It is – fact that.
3. It is – example.

The omission of the article in the above sentences reflects linguistic inaccuracy.

The definite articles omission is less than the other language errors as the study indicates. Only four subjects commit definite article deviations

1. We can make a country like Sudan.
2. They like – train.

The last two deviation are not basic, however, speakers and writers ten to use that in such a context. The percentage of this sub-category comes to be 7.80%).

Omission of a Preposition:

Due to lack of training in the EFL some subjects have deleted the preposition as it appears in the following examples from the subjects composition.

1. The train room consists – beds and sofas.
2. Transport is important for development – country.

Preposition Replacement Errors:

The preposition replacement category displays the irregularity of the English preposition e.g. in the evening bout not Monday evening. The following replacement of preposition errors made by the subjects.

1. People travel in bus.
2. The government is responsible from the lack of trains.
3. In the time of praying.

The preposition errors are the result of in sufficient teaching, unsuitable instructional materials and lack of exposure to the languages.

2 Discussions and Conclusion:

The analysis of the questionnaire quite agrees with the hypothesis of this study on the problems of writing. The result shows that teachers' performance is negatively affected by some factors. However, the hypothesis, which was about the negative the spine curriculum on writing, was rejected which means that the Spine curriculum to some extent helps in teaching writing.

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The researcher put into consideration the factors which negatively affect the teachers' performance and the students' ability. The teaching program was in free composition, guided composition have been included .

Before implementing the a pre- test was given out to the students. After marking the pre- test, the result shows that students face a lot of problems in writing. The researcher tried to overcome some of these problems while conducting. Hence (30) students were randomly chosen to avoid the crowded class which used to be one of the factors affecting the teachers' performance moreover, the researcher provided the students with enough exercise, samples and good models of writing following the criteria and principles of good writing so that they can have good ability in writing.

The students sat for the post test after acquiring the criteria and principles of writing. The result of the post-test shows the effectiveness of the txeaching program, and this indicates that the teaching program has developed the students' self confidence as well as enrich their knowledge.

1. In the result of post- test, in free and guided composition students' marks are better than pre- test.

2. In post-test the common problems of writing are avoided.

No more redundancy, spelling errors, poor presentation …etc. on the contrary the topic was well illustrated, good sentences, clear and tidy writing. Therefore, it is evident that teachers' performance and students' ability in writing can be improved by designing a special teaching program and teachers' training on the methods of teaching writing.

3 Findings:

The research has concluded to the following findings:

Error analysis along with the contrastive analysis is the major field of Applied Linguistics and of second and foreign language acquisition. The findings of the present study about the different errors found in different areas of language can help the language teachers as well as the course and syllabus designers in designing the material and in adopting the techniques and methodologies that perform the essential role in making the language learning and teaching more effective.

4 recommendation and Suggestions:

The researcher recommends the following:

1-Teachers of English language should be given special adequate training courses on methods of teaching writing.

2-English language should be taught by the specialized teachers.

3-Students should be provided with suitable learning materials adequate practices to promote their ability in writing.

4-Teacher's views and ideas should be taken into consideration when designing the school syllabus.

5-Writing questions should be given enough weight in the school examinations.

6-Setting up realistic tasks (relevant to students life)

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