



Sudan University of Science and Technology



College of Graduate Studies

**Analyzing the Academic English Writing Errors of EFL
Undergraduate Students in Terms of Grammatical
Accuracy and Consistency**

A Case Study of Three Sudanese Universities

تحليل أخطاء الكتابة الأكاديمية لطلاب البكالوريوس في اللغة الإنجليزية كلغة
أجنبية من حيث الدقة والاتساق النحوي
دراسة حالة لثلاث جامعات سودانية

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English Language Teaching

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DEDICATION

This study is dedicated with love and gratitude to my grandfathers' Souls, Mohammed Ibrahim Dafa Allah & Abdulbagy Ahmed Abdullah. My warm appreciation and gratitude are extended to my family (Esra Osman and my sons Mustafa & Mutasim) for their deep patience and support throughout this work.

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Abstract

This study aimed at investigating the academic writing errors of the Sudanese EFL undergraduate students in terms of grammatical accuracy, logical organization, and consistency. The study hypothesized that Sudanese university students who study English as a foreign language commit many errors in their writing in terms of grammar, logical organization, and consistency. The study adopted the descriptive-analytic method. The sample investigated was selected from three groups of students studying English as a major subject during 2019/2020. The number of 173 subjects who constituted the sample of the study were drawn from three universities. The data was collected through two tools - the writing test and the questionnaire. The results showed a significant percentage such as grammatical errors in spelling (26%), Subject/Verb Agreement (18%), Singular/Plural Form (13%), articles (10%), missing word (8%), and verb form, capitalization, and misused word (5%). According to the textual organization, a percentage of 96.1% failed to provide a topic sentence, 97.8% could not write central ideas.

Moreover, the absence of supporting evidence was 94.9%, besides the inability to conclude was of 96.3% percentage. Besides a percentage of 86.1% made inconsistent paragraphs, had 90.5% showed a random shift of ideas, and 96.3% had an unclear conclusion. 75% of the questionnaire respondents agreed that the introduction, the topic sentence, and the conclusion are crucial parts that most EFL students should be aware of. Finally, the results indicated that 97% could not produce relevant sentences and transitional phrases. The study recommended that institutions of learning and instructors be aware of EFL learners' actual level by using a placement test and interviews in advance. Academic writing activities should be considered, and different writing techniques should be emphasized to clarify the meaning and accuracy of the structure.

Abstract: Arabic Version

المُستخلص

هدفت هذه الدراسة إلى تحليل مشاكل الكتابة الأكاديمية باللغة الإنجليزية لطلاب المستوى الجامعي السودانيين من حيث النحو والتماشك والترايط المنطقي. استخدمت الدراسة المنهج الوصفي التحليلي. افترضت الدراسة أن طلاب الجامعات السودانية الذين يدرسون اللغة الإنجليزية كلغة أجنبية يرتكبون كثيراً من الأخطاء في كتابتهم من حيث النحو والتنسيق المنطقي والترايط المنطقي. تكونت عينة الدراسة من ثلاث مجموعات: طلاب البكالوريوس في اللغة الإنجليزية لثلاث جامعات سودانية. بلغت عينات الدراسة 137 مشاركاً في ثلاث كليات لغات خلال العام الأكاديمي 2019-2020م. تم جمع البيانات من خلال أداتين هما الإختبار المقالي والاستبانة. أظهرت النتائج بعض الأخطاء النحوية في الإملاء (26%)، اتفاق الفعل والفاعل (18%)، صيغة المفرد/ الجمع (13%)، الأدوات (10%)، الكلمات المفقودة (8%)، صيغة الفعل، الكتابة بالأحرف الكبيرة والاستخدام الخاطيء للكلمة (5%) لكليهما. في التنظيم المنطقي 96.1% لم يكتبوا جملةً افتتاحيةً، 97.8% لم يتمكنوا من كتابة أفكار رئيسية، غياب الأدلة الداعمة 94.9%، 96.3% فشلوا في الوصول إلى نتيجة مرضية، وبلغت النسبة 86.1% في كتابة فقرات غير منسقة، وكانت نسبة التحول العشوائي وعدم الإتساق قد بلغت 90.5%. و96.3% كانت استنتاجات غير واضحة. يعتقد 75% من المشاركين في الاستبانة أن المقدمة، وفكرة الموضوع، والاستنتاج تبدو أجزاء مهمة يجب أن يكون معظم طلاب اللغة الإنجليزية، كلغة أجنبية، على دراية بها. لم يتم تطبيق كل من التماسك والترايط المنطقي بشكل مناسب من قبل أكثر من 96% من المشاركين. ومع ذلك، لم تلاحظ فروق ذات دلالة إحصائية في تكرار الأخطاء. أخيراً، أشارت النتائج إلى أن 97% لم يتمكنوا من كتابة جمل ذات صلة وعبارات انتقالية للربط. أوصت الدراسة بضرورة أن تكون الكليات والمعلمون على دراية بالمستوى الفعلي للطلاب باستخدام إختبار لتحديد المستوى بدءاً. تكثيف النشاط الكتابي الإكاديمي والأخذ بعين الإعتبار تقنيات الكتابة من أجل وضوح أفضل للمعنى والمبنى.

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CHAPTER ONE

INTRODUCTION

1.1 Overview of the study

Academic writing is any writing done to achieve a requisite of a college or university. Furthermore, it is used for publications read by the teacher and researchers or presented at conferences. Formal academic writing displays a logical framework with a clear progression of ideas. In simpler terms, readers are supposed to follow the '*who, what, why, where, when,*' and how of the writing content. Besides, grammatical consistency was considered the central part of writing.

This could be noticed when the topic has diversification in its sentences between simple and complex or compound and heading to the tenses and times. Furthermore, academic writing content's relevancy is highly applicable to produce a cohesive and coherent series of linked sentences that should deliver a specific meaning.

The present study is an attempt in investigative analysis aimed at identifying, analyzing the errors in writing the academic topics. During the 1990s and 2000s, there has been the fact that some Sudanese undergraduates were taught with a low content of language syllabuses, the outcomes of these books resulted in a dramatic deterioration of the academic writing quality. Since the grammatical errors, cohesion and coherence seem to be rarely used

by some students, and there is a lack of knowledge or shortness in practice.

More importantly, getting close to the Sudanese EFL undergraduate students and observing some academic English essays, articles, and theses written by some Sudanese EFL writers, the researcher has noticed that most of them, especially the university students confront severe grammatical and structural problems when writing in English. It was observed that sometimes there were two or even three topic sentences in the same paragraph because difficulties would merge, prohibiting the likely favorable theme of the written text.

The writing difficulties that Sudanese EFL undergraduate student writers faced, most probably due to some deficiencies in writing techniques, especially the logical organization stages and steps. Having argued that, the researcher intends to explore whether the observed deterioration of Sudanese EFL graduate students' academic writing performance in English is relatively attributed to grammatical awareness, cohesion, and coherence or not. Because of the above defects, some students were expected to produce imperfect academic written works in their study at university, which could cause future incompetence that led to unqualified students who are expected to thrive and upgrade the academic writing with high quality is written works, especially in publications and scientific research in general. Due to some factors, at times, a student does not have excellent writing skills. Then there are also chances that a precise student is short on time.

This study was intended to analyze and identify the students' English writing problems, which were believed to be related to a wide range of grammar and structure at both the paragraph and structural levels. Considering this objective, some attempts needed to be made to investigate Sudanese EFL undergraduate writers' errors in academic writing techniques.

English is an international language, either a first, second, or foreign language for various countries worldwide. In Sudan, English plays an essential role in both the Sudanese educational system and many occupational fields. Concerning Sudanese education, English is a compulsory subject in primary and secondary schools. At University, English is a required course for students to complete their study program. One of the English skills Sudanese students have to learn is writing. There are various writing types; however, if a Sudanese learner of EFL wants to further their higher education study, they have to learn and use one kind of writing in academic writing. For example, one of the essential requirements for those who will study abroad is to pass standard proficiency tests such as TOEFL or IELTS, and the academic English writing test is one of the main parts of these. For graduates studying in an English program, academic writing is required, including written literary works such as Independent Study projects, theses, and journal articles. One of the main factors Sudanese students must realize when composing academic writing is fluency and accuracy. It is significant for the students who study in an advanced writing class to improve grammatical skills to an advanced level to write and present complex ideas correctly.

Accordingly, it is an area of interest to study the errors in academic English writing that were expected to be made by Sudanese undergraduate students who were studying in an English language program.

Error analysis is defined by Corder *et al.* (1967) as a procedure used by teachers and researchers, which involves five steps: a collection of a learner language sample, identification of errors, description of errors, explanation of mistakes, and error evaluation. Moreover, Dulay, Burt, and Krashen (1982) and Ellis (2002) mentioned that error analysis is the study of the language acquisition process. It can indicate the strategies used by learners to acquire language. Therefore, errors can be used to measure the language performance of learners. Corder (1981) also discussed the advantages of error analysis for learners, teachers, and researchers. For learners, it is the learning instrument of language learning. For teachers, it indicates what types of errors learners make, what skills learners have achieved, and what remains for them to learn. Also, for researchers, errors provide evidence of how learners acquire the language and what strategies they employ to achieve the learning goal. Certainly, error analysis has become an essential part of EFL teaching and learning. Regarding errors in language learning, scholars had discussed the sources and levels of errors as follows .

Students study in an EFL (English as a foreign language) context, particularly in academic English writing. That is to raise their awareness and better understand native language transfer and different errors resulting from errors in their EFL writing. The

findings may also be useful to those who teach a foreign language, especially academic English writing, to understand better the problems in acquiring writing skills. It will probably shed some light on the types of error in their students' academic English written works, enabling them to plan suitable lessons or teaching techniques or materials to enhance their students' foreign language acquisition ability and help develop their students' academic English writing skills.

1.2 Statement of the problem

English academic writing has many requirements to shape a meaningful writing essay for several uses, such as academic essays. The academic guidelines and handbooks have been written and published for developing the different types of academic articles, and continuous improvement will last. The English academic writing in the Sudanese college students' context has seen many grammatical and logical organization errors. Therefore, this study was designed to investigate undergraduate students' written responses in applying the correct grammar rules and logical organization techniques in English academic writing. It analyzed the committed errors of the academic English writing performance of three Sudanese university students and identified the problems to suggest and provide some possible solutions.

1.3 Objectives of the Study

1. This study aims to explore the grammatical problems in the Sudanese EFL writing context.
2. This study aims to identify different types of academic English writing errors in logical organization steps by Sudanese undergraduate students.
3. This study aims at seeking answers on the most common errors of cohesion and coherence that students commit to Academic English writing.

1.4 Study questions

This study attempts to answer the following questions:

1. What are the grammatical problems in Sudanese undergraduate academic English writing?
2. What are the problems of applying logical organization in Sudanese undergraduate students' academic English writing?
3. What are the influences of coherence and cohesion in the undergraduate writing content?

1.5 Hypotheses of the Study

The researcher hypothesized that:

1. Sudanese undergraduates commit some grammatical errors in their academic writing tasks.

2. Sudanese undergraduate students face difficulties in applying logical organization techniques in writing an English academic essay.
3. Sudanese undergraduate students' may have some difficulties in terms of coherence and cohesion.

1.6 Significance of the study

The outcomes of the study may be useful in the following contexts:

Academic Institutions: Data given will provide Academic Institutions with information on how the errors affect students' academic performance. The results will enable them to improve the strategic objectives of ELT. It is planned for the academic year 2019 – 2020.

ELT Instructors: The study results will help the Sudanese English language instructors evaluate the quality of written essays by the undergraduate students, academic performance, attitude, and skills acquired with the number of errors made in their academic English writing. Results would also develop the evaluation strategies in enhancing awareness, skills, and attitude to the students in their academic writing.

Students: This study will provide evidence regarding which writing techniques are effective. It will also evaluate the academic performance, the student writing attitude and approach, the skills learned in the academic writing areas and the quality of the written word's content.

1.7 Delimitations of the Research

The overall results of this study were assumed to be confined to the following perspectives:

The study was limited to investigating grammatical difficulties that Sudanese EFL graduate students encounter in writing an academic text.

The study subjects were the undergraduate students of learners majoring in English studying at Alribat, Omdurman Ahleya, and Sudan universities during 2018-2019.

The writing in this study was related to academic English writing. This is because academic writing becomes extremely important to all graduate students disregarding their disciplines, i.e., they deal with writing longer texts, requiring a good knowledge of academic writing techniques.

This study's type of questionnaire is a close-ended questionnaire administered to Sudanese university students of English and linguistics.

1.8 Methodology of the Study

A descriptive-analytic method was used for this study. The data was collected through two instruments: students' questionnaires based on the Likert scale and students' Academic English writing Test, evaluated by an analytic scoring method. Each essay was marked according to four main parameters. A pilot study was led on a

randomly selected sample of the research subjects. The subjects consisted of Sudanese EFL university undergraduate students in three Sudanese universities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Error analysis may be one of every of the most important sources of data to teaching field members. It provides information on students' errors, which successively helps teachers correct students' mistakes and improves their teaching effectiveness. The study of errors may be misleading, but in contrast to the number of correct responses given a transparent picture of which elements are learned and don't seem to.

This study worked to create clear to teachers on the grammatical errors that need corrective work so that time is unexploited on teaching grammar pieces or the other linguistic features, which pose little or no problems to the scholars' bulk about writing works.

The definition of error analysis by Corder (1974) is incredibly near some contexts: "What has come to be identified as error analysis has got to do with the examination of the language of English as second language learners, in path with the importance on assessments within the Sudanese education system.

Lim (1976) defined it as: "The main objectives of error analysis is to help teachers assess more accurately what corrective work should be needed for English as a Foreign Language (EFL)

undergraduates organizing for an English language test, to assist these students in evading the foremost public errors."

Error analysis could be a section of language analysis that centers on the errors students create. It involves comparing the mistakes made within the Target Language (TL), which TL itself. Pit Corder is that the "Father" of Error Analysis (the EA with the "new look"). It was along with his article entitled "The significance of Learner Errors" (1967) that EA took a replacement turn. For precise and accurate writing, errors needed to be eliminated.

Corder presented a different point of view. It had been contended that inaccuracies are "significant in and of themselves." for college students themselves, errors are needful' since the writing of errors may be viewed as a tool the learner uses to amass.

Hence, it was decided to conduct miscalculation analysis, the most straightforward tool for relating and explaining errors made by utterers of other languages (Johanson, 1975), to grasp the sources of those mistakes and the causes behind their uninterrupted existence time after time with different individuals of scholars.

Some studies were found like (Richards's) "A non-constructive approach to error analysis" (1971), where he identifies sources of competence errors; L1 transfer leads to interference errors; incorrect (incomplete or over-generalized) application of language rules ends up in intralingual errors; construction of faulty hypotheses in L2 leads to developing mistakes.

Some researchers have agreed with the above distinction, like (Dulay and Burt 1974), who proposed three categories of errors: development, interference, and uniqueness. (Stenson 1974) suggested another type, that of induced errors, which result from incorrect instruction of the language.

Additionally to studies specializing in error categorization and analysis, various studies targeting these three diverse areas. In other words, the examination was conducted to grasp errors in and of themselves and use what has been learned from error analysis and apply it to boost language capability.

Such studies consist of Kroll and Schafer's "Error-Analysis and the Teaching of Composition," The authors demonstrate how error analysis will be accustomed to progress writing skills. They examine possible sources of error in non-native-English writers and try to provide a process method to writing where the error investigation can help achieve better writing skills.

2.2 Defining Errors Analysis

For (Crystal 1999, p. 108), Error Examination in language training and knowledge is the education of the intolerable forms produced by someone learning a language, mainly an imported language. Rendering to James (2001, p. 62), EA refers to "the study of linguistic ignorance, the investigation of what individuals do not recognize and how they try to cope with their unawareness."

Brown's other definition of error analysis is written as cited in (Ridha 2012, p. 26). He well-defined error analysis as "the procedure to observe, analyze, and categorize the deviancies of the rubrics of the second languages and then to disclose the systems worked by the learner."

As indicated by (AbiSamara 2003), Error Analysis can be viewed as " a type of morphological analysis that emphasizes mistakes committed by students." (Corder 1967) outlooks errors as valuable facts for three recipients: for instructors, it hints them on the development of the students; for investigators, it provides evidence as to how language is acquired or learned; for learners themselves, it gives them resources to learn.

2.2.1 Error Analysis Models

(Corder 1967 & 1974) recognized a model for error analysis which included three stages:

1. Data collection: Recognition of idiosyncrasy.
2. Description: Accounting for idiosyncratic dialect.
3. Explanation (the ultimate object of error analysis).

2.2.2 Causes and Sources of Errors

Some theorists introduced many causes and sources of errors. Next, the primary reasons for errors will be reviewed: Interlingual and intralingual errors. Interlingual errors are related to the native language (NL). That's to say. There are interlingual mistakes when the learners' habits (patterns, systems, or rules) obstruct or avert

them, to some degree, from obtaining the regulations and practices of the second language(SL) (Corder, 1971). Interference is the negative influence of native users on the target language (TL) learner (Lado, 1964).

Intralingual faults are those due to the language being learned, dependent on the native speakers. (Richards 1971) The students make items that reproduce the mother tongue's structure but oversimplifications based on incomplete exposure to the target language.

2.2.2.1 The five sources of errors

Students try to "derive the rules after the data to which it has been exposed and may develop hypotheses that agree neither to the mother tongue nor to the aimed language" (Richards, 1974, p. 6). In other words, they make different or ill-formed sentences by erroneously applying their knowledge of TL rules and structures to new situations. In (Selinker et al. 1974, p. 37) reported five sources of errors:

1. Language transfer.
2. Transfer of training.
3. Strategies of second language learning.
4. Strategies of second language communication.
5. Overgeneralization of TL linguistic material.

2.2.2.2 General Errors

In (Allen et al., p. 130) identified three sources of errors:

1. Language transfer, to which one-third of the deviant sentences from second language learners could be attributed (George, 1971).

2. Interlingual interference: In (1970, Richards) exposed four types and causes of intralingual errors:

a. Overgeneralization (p. 174): it is related to redundancy decrease.

3. Sociolinguistic states: incentive and backgrounds for language learning (compound or coordinate bilingualism) may affect second language learning.

4. Modality: modality of experience to the TL and modality of writing.

5. Age: learning dimensions vary with age.

6. Series of approximatively systems: in some cases of language, learning differs from a student to another, and so does the acquirement of new lexical, phonological, and syntactic items.

7. Difficulty: This element has received some interest in the literature on second language acquisition. It is related to the characteristic difficulty for many assured phonological, syntactic, or semantic items or structures. Some forms may be inherently difficult to acquire. (Krashen 1982) recommended that the acquisition of grammatical structures follows a 'natural order,' which is expectable. For a given language, some grammatical structures incline to be acquired early while others were late. This instruction appeared to be independent of the learners' age, L1 background, and exposure conditions.

2.2.2.3 Errors Categories

James (1998, p. 178) uncovered three main diagnoses-based categories of error:

1. Interlingual: interference occurs when "an element or structure in the second language reveals some degree of difference from and some points of similarity with the equal item or organization in the learner's first language" (Jackson, 1981 101).

2. Interlingua:

a. Errors based learning strategy:

b. Errors based communication strategy:

I. Holistic plans: E.g., estimate and language switch

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

3. Induced errors: they "result in more from the classroom situation than from either the student's incomplete capability in English grammar (intralingual errors) or first language interference (interlingual errors)

a. Measurable encouraged errors b. Teacher talk caused errors c. Exercise-based induced errors d. Errors caused by pedagogical priorities, e. Look-up errors

2.2.2.4 The Semantic Transfer

The semantic transfer is another significant cognitive issue related to writing error. The transfer is defined as the influence resulting from similarities and differences between the target language and other learned ones Odlin, (1989). The study of transfer includes the analysis of errors (negative transfer), simplification (positive transfer), avoidance of target language systems, and their over-use Ellis (1994). Behaviorists consider a claim that transmission is the cause of errors. From a cognitive perspective, the transfer is understood as a resource that the learner dynamically draws upon in interlanguage development Selinker, (1972).

Although the L1 transfer is no longer the only predictor or cause of error at the fundamental level, a writer's first language plays a tricky and significant role in L2 acquisition. For example, when students write under constraints, they may use systematic resources from their native language to achieve and synthesize implications (Widdowson, 1990).

The study showed that language learners sometimes use their native language to produce ideas and attend to details (Friedlander, 1990). Besides, contrastive studies, which have focused on L1 languages and cultures' characteristics, have helped us predict rhetorical mistakes in writing. These studies have been respected in our understanding of L2 writing progress.

Many sense that these studies also lead to reductions, essentializing generalizations about writing and cultural stereotypes about

students from convinced linguistic backgrounds (Fox, 1994; Leki, 1997; Spack, 1997). As a result, erroneous estimates about learners' learning based on their L1 language and culture have happened unrelatedly of social factors, such as "the contexts, and purpose of their knowledge to write, previous experience" (Raimes, 1998, p. 143).

2.2.3 Types of Error Analysis

(Brown 2000, p. 224) states that there are two critical sources of errors, namely, interlingual errors and intralingual errors. Interlingual (Interference) Faults are those errors that are traceable to first language intervention. These errors are attributable to adverse interlingual transfer. (Selinker 1972) first introduced the term "interlingual."

The study used this term to refer to the methodical knowledge of an L2, which is the self-regulating of both the learner's L1 and the target language (AbiSamra, 2003, p. 5). According to (Kavaliauskiene 2009, p. 4), the transmission of errors may happen because the learners lack the necessary data in the second language or the attentional capacity to activate the appropriate second language routine.

2.2.3.1 Types of Transfer

A transfer is of two kinds: positive and negative. The removal may prove to be justified because the structure of the two languages is similar – this case is called 'positive transfer' or 'facilitation,' or it may prove unjustified because the design of the two languages is

different – that case is called 'negative transfer' or 'interference' (Wilkins, 1972, p. 199).

As far as the intralingual faults are concerned, the outcome from faulty or partial learning of the target etymological rather than language transfer (Keshavarz, 2003, p. 62; Fang and Jiang, 2007, p. 11). (Richards 1972) cites four central varieties of Intralingual errors, specifically:

(1) overgeneralization, (2) ignorance of rule limits, (3) incomplete application of rules, and (4) false concepts hypothesized. Later he identifies six sources of inaccuracies: (1) interference, (2) overgeneralization, (3) performance errors, (4) markers of transitional competence, (5) plans of statement and integration, and (6) teacher-induced errors. Stenson (1974) shapes three main reasons for errors, specifically, (1) low attainment of the target grammar, (2) requirements of the learning/teaching situation, and (3) errors due to everyday problems of language presentation.

Lakes and Malak (2000) determined the transfer of Arabic prepositional knowledge of English by Arab students also examined the influence of L1 on L2. Both positive and negative transfers were reviewed to help teachers identify problematic areas for Arab students and help them understand where the transfer should be encouraged or avoided.

In particular, they concluded, "an instructor of English, whose natively Arabic speakers, can use the learners' L1 for structures that use the same prepositions in both lingos. In contrast, whenever

there are verbs or terminologies in the L1 and L2 that have changed structures, that take prepositions, or that has no equal in one of the languages, instructors should point out these differences to their students".

2.2.3.2 Mother Tongue Influence

Generally, most studies directed in the fields of causes and sources of errors and error analysis concluded that mother tongue interference is the main factor responsible for the cause of errors in students' writings. Furthermore, Research on error analysis among Arab and non-Arab students revealed that approximately the most common errors are similar; they focus on grammatical mistakes such as the wrong use of prepositions, verb tense, articles, and subject-verb agreement.

2.2.4 Errors and Ill formed Sentences

Some of the studies conducted on student errors globally. The researcher was choosy in reviewing the related literature about error analysis concentrating on those useful in taking the benefit of the procedure and ways of account.

The ill formedness at various levels, counting the morphological (also typographical, orthographical, and phonological), syntactic, semantic, and pragmatic points. (Pollock and Zamora 1983) collected spelling errors from nearly 25 million words from seven logical and scholarly databanks, finding an error rate of 2%.

These would have been mostly typographical errors. (Mitton 1987) found that a large proportion of orthographical mistakes are real-word errors: to → too, were → where. At the sentential level, (Young et al., 1991) found that 27% of 426 questions typed into a public library search interface had errors: conjunction errors (18%), punctuation errors (7%), and spelling errors (2%). Also, spelling errors may raise a problem at the sentential level. In 300 email messages were analyzed by the (abid), 0.6% of words were misspelled (447/68966), leading to about 12.1% of clauses with errors.

2.2.4.1 Error Modification

Most systems center on the modification of errors at a particular level. It is impossible to detect the mistakes at a specific group in many cases because the detection and correction of the errors require higher-level awareness. For instance, at the lexical level Damerau (1964); Peterson (1980), the misspelled word is not detected in "I saw a man in the park."

At the syntactic level, the misspelling of pork can not be noticed or amended using lexical and syntactic evidence in "I saw a man in the tree." Different systems concentrate on the retrieval of ill-formed text at the morpho-syntactic styles Vosse, (1992), the syntactic side by side Irons, (1963); Lyon, (1974), the semantic level (Fass and Wilks, 1983; Carbonell and Hayes, (1983), and the practical level Granger, (1983).

Those organizations defined how to classify a localized fault and how to modify it in many ways, containing using grammar's specific rubrics (meta-rules) (Weischedel and Sondheimer, 1983), least-cost error recovery based on chart parsing (Lyon, 1974; Anderson and Backhouse, 1981), semantic preferences (Fass and Wilks, 1983), conceptual dependency (Granger, 1983), and empirical methods based on a shift-reduce parser (Vosse, 1992). This study focuses on the automatic correction of ill-formed sentences by integrating data from three levels.

2.2.4.2 Errors Stages

The system, called chapter (CHArt Parser for Two-stage Error Recovery), performs two-stage error recovery and employs a generalized top-down chart explaining the syntax stage (cf. Mellish, 1989; Kato, 1994). The system uses an improved context-free grammar, which covers verb sub categorizations grounded on the Oxford Advanced Learner's Dictionary grouping, passives, yes/no requests questions, finite relative clauses, and EQUI/SOR phenomena but not conjunctions, comparatives, compound nouns, or topicalization.

Concerning the semantic phase, it uses a conceptual hierarchy and acts templates cf. Wilks (1983), with some, restrains represented by a kind of Boolean expression (e.g. (NOT HUMAN)). The surface case phase instantiates external causes, which help draw out of significance cf. Grishman and Peng, (1988). CHAPTER employs an integrated list of items system that mixes and controls its four language handling ranks: lexical, syntactic, surface case, and

semantic. Indifference to other systems Mellish, (1989); Kato, (1994), CHAPTER uses grammatical and semantic information to correct spelling errors detected, including real-word errors. At the syntactic level, the recognition and correction of mistakes are separated.

2.3 Academic Writing

Academic writing is commonly quite formal, neutral (impersonal), and technical. It is standard to avoid casual or colloquial language, such as tightening or informal vocabulary. It is anonymous and objective by avoiding direct orientation to people or moods and as an alternative emphasizing objects, proofs, and thoughts. It is mechanical by using vocabulary specific to the correction.

Different disciplines also have diverse styles and organizations of writing. For instance, some corrections, such as in the humankind, expect extended paragraphs, which embrace topic sentences to show how your argument is organized. For example, different learning disciplines expect short subsections with no topic sentences, denser inaccurate figures.

You need to study the specific styles and structures for your discipline and writing tasks for good academic writing. Some requirements to do this:

1. The introduction has an exact topic sentence.
2. The introduction contains a central idea of the whole topic.
3. Supporting evidence.

4. Each paragraph has one main idea.
5. Inconsistent paragraphs.
6. The random shift of ideas.
7. Unclear conclusion.

2.3.1 The Academic Writing Task

The writing task can be an assignment to students at a college for learning and improvement. As a college student, you may have many questions about college writing requirements; the word "academic" may disturb students. However, with this first-year composition class, students begin one of the only courses in the entire college career to focus on knowledge to write Tara (2015).

2.3.2 The Genre Approach to EFL Writing

In some situations, EFL writers are often required to be familiar with specific characteristics of a piece of writing they intend to compose. Such a form of writing usually is being categorized as genre-based writing. Swales (1990) insists on the need for genre knowledge as a fundamental factor in learners' knowledge about writing if they are academically competent. Similarly, Grabe and Kaplan (1996) state that genres indicate techniques that a group of writers adopts to solve writing problems compatible with general expectations.

2.3.2.1 Genre Approach History

The process approach's opponents emphasized the genre-based system in the 1980s in New Zealand and Australia. They stress that

the overs implication of the process approach's application has led to impractical results Derewianka, (2003) & Paltridge, (2002). They argue that the negligence of formal aspects of writing and the problem solving required by different writing genres will narrow learners' writing abilities. In other words, learners need to be employed in various jobs, which will widen their thinking ability.

Nevertheless, this does not mean that the genre-based supporters minimize the significant role the writing process plays in writing Research. Still, they think that dependency on the process approach will limit writing scope Johns, (2003) So, they see that form will balance structure and process more functionally to writing development.

Therefore, a genre-based pedagogy can be regarded as a complement to process ideas by "emphasizing the role of language in written communication" Hyland, (2003). Pedagogically, teachers who get involved in genre-based writing instruction consider writing a tool to communicate with readers rather than focus on subject content and composing stages. They attempt to teach learners how to utilize individual registers to achieve a coherent and purposeful text (ibid.).

2.3.2.2 Context Elements

The main point here is that the writer does not only write; he/she reports to accomplish some purpose following certain social norms for shaping his/her goal as the reader expects a well-organized text. In this sense, a genre view must include both discourse and

contextual elements of language use. For example, Johns (1991; cited in Kroll, 2003:198) points out that those genre theorists who deal with issues of the writing process, while focusing on social practices, ask questions such as the following:

1- How do writers from one language group write texts in a second language? Do their second language processes vary from their first one?

2- What particular rhetorical situation aspects are foregrounded when a person is writing for identified audiences or communities?

3- How do processes differ depending on the timing and pressure involved in the task? Do individuals approach texts differently when they have sufficient time to revise, for example?

4- How do writers' culture and experiences influence how they approach a writing task?

5- How can students successfully process assigned texts while valuing oral and writing practices in their first cultures?

6- How do students vary, or fail to change, their writing processes when enrolled in classes from different disciplines?

7- What philosophies about writing and procedures do learners bring to writing tasks, and how can these theories be extended or become more flexible?

8- What social and contextual features do novice and progressive students consider in their initial design as they prepare to write a text?

2.3.2.3 Levels of Genre Approach

According to (Yun 2005:20), the genre approach to writing includes three levels:

- (1) The target genre is specified for the learners,
- (2) A text that the teacher and learners and collaboratively construct
- (3) A text is independently constructed by the learner. Considering these levels, writing can be performed in a social environment that pertains to a particular purpose. That can take place in terms of imitation and analysis, which develop explicit instruction.

It has been argued that the genre-oriented approach relates to Halliday's functional systemic views of language and the social semiotic theory of language development. Indeed, Halliday's concept addresses the relationship between language and its social functions and shows how language is a system from which writers make choices to express meanings Halliday, (1978). Here, unlike American generative grammarians' viewpoint - in which language form is perceived as independent of language use, Halliday considers language form and meaning as interlinked components to interpret functional purposes.

2.3.2.4 English for Specific Purposes

ESP, besides the general writing context, the genre is also extended to include English for Specific Purposes' (ESP). In the early 1980s, many EFL/ESL writing theorists argued that writing should not be seen as only a cognitive process as it involves components of a social-cultural context.

Based on this idea, they started calling for preparing EFL university students to be familiar with academic English in various disciplines. In achieving this goal, Swales (1990) recommends the importance of genre as providing functional purposes in advanced writing development because the ability to use genre structure properly will reinforce students' abilities to learn and perform competently in academic writing contexts.

According to Kroll (2003:206), an ESP genre is typically meant for mature learners (e.g., undergraduate and graduate students) who are encouraged to learn rapidly specific language registers and discourse types to succeed in their work. To be successful, EFL writers must consider how language functions to convey content through various genres.

They must be aware of shaping different sorts of knowledge, besides formulating different types of information. Pedagogically, *this is possible if the students are familiar with various writing tasks based on different ways of making meaning.*

However, the categorization of genres may differ, relying on various theoretical aspects of each type. That is to say, on certain

occasions, the genre is perceived as synonymous with text type, whereas in some cases, a distinction is drawn between them. In terms of a difference, the genre is considered a written text related to a specific social or cultural context. Such types incorporate, for instance, newspapers, essays, reports, recipes, e-mail messages, stories, and so forth. On the other hand, text types may include the primary forms of writing such as exposition, description, narration, argumentation, persuasion, etc. (Lin, 2006:1).

2.3.2.5 Academic Patterns

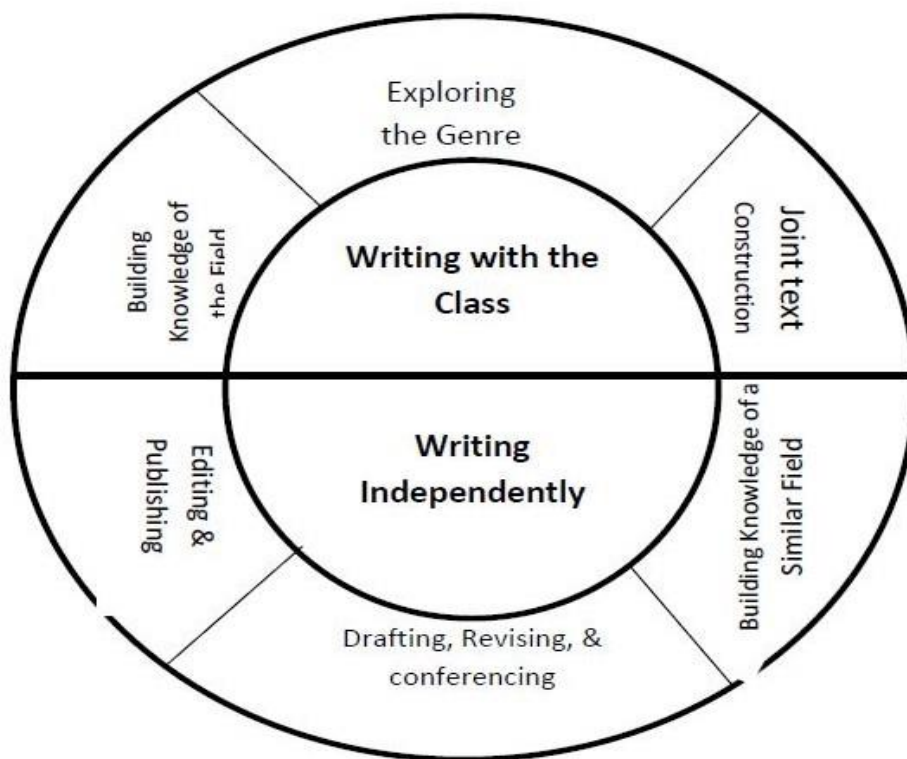
Despite different categories of writing components, it seems that the main point is what each type seeks to convey academically using specific patterns. Accordingly, as noted earlier, a genre-based approach is useful in teaching writing. It equips EFL writers with insights into the knowledge of different essay types aimed at achieving specific purposes.

Paltridge (2001) proposes that instructors are expected to get learners to write or produce a text or composition (academic essay) on purpose, organization, and audience using the genre-based approach. As such, a genre-based method for teaching writing can be perceived as a process and creation of the entire writing process. Moreover, many writing teachers prefer to apply it in the classroom because of its dual function. Widodo (2006), for example, chooses to incorporate a genre-based approach into writing courses for the following reasons.

First, the approach complements the process-based system that he used to employ in explicit teaching about the genre structures and grammatical elements of written texts. This step is much recommended as it provides the students with features of readers that they will write.

Second, the approach encourages a joint text construction in which both the teacher and students participate in the text's composition. As mentioned earlier, this step is in line with Vygotsky's concept of ZPD.

Finally, the approach encourages students to write essays concerning specific purpose, audience, and organization. This reason also seems to be in line with Paltridge's (2001) view, which has been discussed above. Given the reasons above, Widodo (2006) proposes a genre-based writing cycle for writing courses, as shown (Fig. 2.1) below.



Adopted Figure (2.1): Widodo's Standard Genre-based Writing Cycle (Widodo, 2006)

The above Figure shows two primary teaching-learning cycles in standard genre-based writing instruction: writing with the class and writing independently. Each process is related to specific tasks of writing in style. Writing within the course, for example, includes building knowledge of the field, exploring the genre, and joint text construction. On the other hand, writing independently includes building a similar area, drafting, revising and conferencing, editing, and publishing. In general, Widodo's concept appears to be useful as it creates a social interaction in the language class. EFL learners can learn from their teachers and competent peers different types

and techniques of writing and then employ that knowledge in their handwriting.

2.3.2.6 Essay Drafting

To sum, a genre-based approach is significantly essential since it helps EFL writers to participate in various writing tasks within and beyond Exploring the Genre Drafting, Revising, & conferencing Building Knowledge of the Field Joint text Construction Building Knowledge of a Similar Field Editing & Publishing Writing with the Class Writing Independently the classroom writing.

It will enable them to distinguish a broad range of different social purposes when composing in English. Simultaneously, it will help the students choose certain specific types of writing that are believed to meet their academic needs, i.e., research essays, proposals, assignments, graduation theses, and so forth.

2.3.3 Formal language

Writing can be additional formal over the terminology that you practice. For academic writing:

- Choose standard as a substitute for informal words. Avoid short forms. For example, use 'do not' more than 'don't.'
- Avoid expressive language.
- As an alternative to using absolute positives and negatives, such as 'approve' or 'wrong,' use more careful evaluations, such as 'strong evidence' or 'less convincing.'

2.3.3.1 Objective language

Even though academic writing usually requires you to be objective and impersonal, often, you may still have to present your view. For instance, you may need to: interpret findings, evaluate a theory, develop an argument, and review others' work. To precise your point of view and still write in an objective style, you can use the following strategies.

Move information around in the sentence to underline effects and concepts instead of people and feelings. For example, instead of writing 'I trust the model is effective, based on these results,' write 'These results indicate that the model is valid.'

Evade evaluative words that are founded on non-technical judgments and feelings. For instance, use 'valid' or 'did not demonstrate' as a substitute for 'amazed' or 'disappointed.'

Find confident sources, such as writers, researchers, and theorists in books or articles, who were backing your opinion, and refer to them in your script. For instance, as a substitute for writing, 'Language is, in my view, clearly to some degree, social,' write Halliday (1973) argues, language is fundamentally social'.

Many corrections often have quite different expectations about how objective or subjective your writing can be. For example, it is acceptable to use the first person on some grounds, while this is not suitable in other fields. You look at the convention used in available training pieces in your discipline area and check with your lecturer.

2.3.3.2 Technical language Development

For writing correctly, you need a wide range of vocabulary to develop the purpose you are writing for. To do this, take note of the terminology used by your professor.

Be cautious about the meaning of technical expressions. Frequently the similar word might have a different sense in another discipline. For example, 'discourse' is a technical term used in multiple fields with different meanings.

2.3.3.3 Types of Academic Writing

The following are the types of academic writing essays:

- a) Information writing assignment is to compare and contrast data.
- b) Extended assignment is used by researchers for a planned study.
- c) Case study is for examining a person, place, event, or other kinds of analysis to extrapolate key themes and results that help predict future trends
- d) Review the drafts to identify the faults and provide some corrections.
- e) Technical report for business purposes.
- f) Lab report for scientific purposes.
- g) Book report is for authors.
- h) students do critical analysis/critique at a college.

- i) Bibliography is the citation of the references.
- j) Annotated bibliography is a list of certifications to books, articles, and documents.
- k) Literature review is a theoretical framework.
- l) Term paper is a study paper written by learners over an academic term, accounting for grading purposes.
- m) Research paper is to explain what you have learned.
- n) Position/opinion paper provides an arguable opinion about an issue.
- o) Definitional essay is a rhetorical style that uses various practices to influence upon the reader the meaning of a term, idea, or notion.
- p) Subject outline is a tool used to organize written ideas about a topic.
- q) Statistical summary provides information about your sample data.
- r) Senior thesis is a research project that students take on during their senior year of college to fulfill their graduation requirements.
- s) Grant writing is applying for funding provided by a grantmaker, but this is not so far available in the Sudan context.
- t) E-mail is an electronic message over the internet cloud using telecommunications networks.

u) Web writing is a language that permits users to find what they need, comprehend the information, and then use it.

Grassian E. (2001)

2.3.3.4 Significance of the Academic Writing

This is what you need to write at university. Your professor may have different names for academic writing assignments (essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, an informative essay, position paper). Still, all of these assignments have the same goal and principles.

2.3.3.5 Goal of Academic Writing

Why do students have to write papers? The truth is that academic papers are specially designed to torture instruments. They are chosen because teachers are not directly involved in the torture. Usually, students torture themselves by coming up until the last minute to write their papers and not know what they do.

An academic writing task is supposed to be your opportunity to explore something that interests you from your course. You have the freedom to choose a topic, empty pages on which to express your ideas, and an audience concerned in analyzing what you reflect in a shape of ideas to improve the academic writing field.

2.3.3.5.1 Central Question

In an academic writing task, you will start by asking a good question, finding and analyzing answers to it, and selecting your own best solution (s) to discuss in your paper. Your study will part

your thoughts and findings and justify your answer with logic and evidence. Therefore, educational writing aims not to display everything you know about your subject but rather to show that you understand and think critically about your topic.

2.3.3.5.2 Data Evaluation

Plus, you will improve your skills in examining, evaluating data, forming, arguing, replying to others' arguments, investigating, and expressing yourself clearly in writing. Employers, by the way, value all these skills.

Values of Academic Writing Clear objective. The intended area of your topic is to develop the question you posed as your topic. Your question gives you a purpose Sue B. (2002).

Hence, you will select one answer to your request, support your writing using reasons and evidence, and change the readers' perspectives about the topic. Persuasive task assignments contain argumentative and position papers. In analytical academic writing, the goal is to clarify and evaluate possible answers to your question, choosing the best solutions based on your standards.

2.3.3.5.3 Causes Examination

Analytical assignments often examine causes, examine effects, evaluate the usefulness, assess means to solve problems, find the connections among several ideas, or analyze other people's arguments Islam (2015). The combination part of the purpose comes in when you put together all the features and come up with

your reply to the question. Illustrations of these assignments include analysis papers and critical analyses. In informative, practical writing, the purpose is to write some likely answers to your question, providing the readers' new evidence about your subject.

2.3.3.5.4 Selecting a Topic

This varies from an analytical subject in that you do not push your viewpoint on the readers but relatively try to enlarge the readers' view. Some tasks have a pre-determined theme; for other projects, you will have to select a purpose when choosing a topic (research paper, term paper) Alvesson (2011). Besides, some assignments may have two meanings. In all subjects, the aim will be precise at the beginning of your essay, and your paper must achieve its purpose to be effective.

Audience Commitment in writing, academic writing is directed to a specific audience in attendance. Unless your instructor says otherwise, consider your viewers to be associated learners with the same level of awareness. As students in the field, they are attracted to your topic but perhaps not interested in reading a paper. Therefore, you will have to engage them with your ideas and catch their interest in your writing style. Visualize that they are also uncertain, so that you must use practical reasoning and evidence to persuade them of your thoughts.

2.3.3.5.5 Thesis Statement

As an informative goal, academic writing is not just a list of facts or summaries of sources Anne Whitaker (2009). Even though you will

present other people's ideas and Research, your paper aims to show what you think about these effects. Your report will have and support your unique idea about the topic. This is named the thesis statement, and it is your response to the problem.

Single Emphasis. Each paragraph or sentence in your topic supports your thesis statement.

There will be no needless, irrelevant, unimportant, or contradictory information (Your paper will likely include contradictory or substitute points of view, but you will respond to and analyze them to strengthen your point of view further) (ibid).

2.3.4 Writing Text

The "Academic Writing" State Writing in university is a specialized writing situation. It has developed its codes and conventions to have a keen awareness of writing successfully in college. Let us break down the writing situation in college: Who are your spectators? Primarily the professor and possibly your classmates (though you may be asked to include a secondary outside audience). Chris T. (2006)

To understanding the world. Don't deceive yourself that your professors' writing assignments ask for your view on the subject from just your knowledge. They want to realize you apply and use these notions in your writing. Nonetheless, dissimilar from a multiple-choice exam, writing similarly requires you to demonstrate your learning. Whatever writing task you receive, inspect it closely for what concepts it asks you to bring into your topic.

Strategies for Combining, Examining, and Reacting Critically to New Information You need to develop a weathered traveler's skill who can be felt in any city everywhere Andrew (2016). Each writing task asks you to direct through a new topography of data, so you must improve ways for clutching new subject matter in order, then, to use it in your writing.

2.3.4.1 The Major Argument

The importance of reading and research has already been seen for these literacy tasks. Still, you will need to learn ways to sort and find meaningful patterns in this information beyond laying the word out before Catherine E (1998).

In writing essays, you want to bring an argument where you make a claim and support that claim with good reasons that have satisfactory and suitable evidence to back them up Malcolm (2020). The activity of this argumentative task often confuses first-year writers, so let us examine it more closely.

2.3.4.2 The occasion or context

An assignment was given by the teacher within a learning context and designed to learn and demonstrate your learning Salisbury (2019). What is your communication? It will be your education or the understanding gained from your study of the subject matter. What is your purpose? To show your knowledge and get a good grade (or to accomplish the writing assignment goals). What documents are utilized? Luster (1976).

2.3.4.3 The writing Assignment

What is usually named writing assignments in college might accurately be called literacy tasks. They require much more than the capability to construct precise sentences or constitute neatly prepared paragraphs, including topic sentences. Projects calling for high stages of critical literacy in college typically require knowledge of research skills, reading complex texts, understanding key disciplinary concepts, and strategies for synthesizing, analyzing, and responding critically to new information, usually within a limited period.

L. Lennie Irvin (2010) wrote that academic writing is always a form of evaluation that asks you to demonstrate knowledge and show proficiency with individual corrective skills of rational, interpreting, and presenting. Writing the paper does not mean only the writing part. *To be effective in this kind of writing, you must be entirely aware of what the instructor supposes to achieve with that particular writing task. For a moment, let us explore the elements of this college writing "literacy task more deeply."*

2.3.5 Research Skills Knowledge

Possibly, up to now, the study has intended going traditionally to Google and Wikipedia, but college will require you to search for and treasure more detailed information. You will need to know how to find information in the library, especially what is available from online databases, which contain scholarly articles Shrestha (2008). Researching is also a process, so you will need to learn how to

focus and direct a research project and keep track of your source data. Recognize that studying signifies a crucial element of most all college writing projects, and you will need to dedicate lots of work to this researching.

2.3.5.1 The Ability to Read Complex Texts

Although your preceding writing in school might have come generally from your experience, college writing typically asks you to write on unfamiliar topics. Whether you are reading your textbook, a short story or scholarly articles from Research, your ability to write well will be based on your reading quality Horkoff (2015). Furthermore, to the work of close reading, you will need to reason disapprovingly as you read.

That means separating fact from opinion, knowing biases and expectations, and building inferences. Interpretations are how we, as readers, connect the dots: a hypothesis is a belief (or statement) about something unknown made because of something recognized.

They are conclusions or clarifications that we reach based upon the recognized elements we learn from our reading. When we, then, write to contend for these understandings, our job converts to get our students to make the same implications we have made.

2.3.5.2 Academic Writing Is an Argument

To start, let us focus on the dispute. What does it mean to current an argument in college writing? Rather than a shouting match between two conflicting sides, opinion instead means a carefully arranged

and supported viewpoint presentation Alisa (2013). Its determination is not so much to win the debate to earn your audience's consideration (and even approval) of your perspective. It resembles a conversation between two

2.3.5.3 Academic Writing an Analysis

Considering the responsiveness to the actual writing task and that confusing word "examine." Your first work when you get a writing task is to discover what the university teacher assumes. This task may be explicit in its prospects but often built into the most indistinct writing projects' language are implied outlooks that you might not know Jason Lodge (2018).

Primary, we can state that if your instructor precisely asks you to summarize, you will not write a summary. We should not write a summary unless directly asked to. However, what, then, does the instructor want? We have already chosen a small number of these expectations: You can count on the instructor expecting you to read closely, study adequately, and write an argument where you will demonstrate your ability to apply and use essential concepts you have been learning.

2.3.5.4 Writing Task Examination

Nevertheless, the writing task also implies that your essay will be the result of an analysis. At times, the writing assignment may explicitly say to write an investigation, but this task element often remains unstated. So what does it mean to analyze? One way to think of study is to ask you to seek how and why questions much

more than what questions. An examination includes doing three things:

- 1. Participate in an open inquiry where the answer is unknown first (and where you leave yourself open to multiple suggestions).*
- 2. Identify significant portions of the subject.*
- 3. Survey these isolated parts and define how they relate to each other*

An analysis divides a subject apart to examine it closely, and from this examination, thoughts for writing appear. When writing tasks call on you to analyze, they require you to recognize the parts of the topic and then show how they fit or do not fit together to create some larger effect or meaning. Your interpretation of how these parts work together constitutes your claim or thesis. Your essay's task is to present an argument defending your performance as a valid or plausible one to make LL Irvin (2010).

2.3.5.5 The Essential Structure

A more significant bit of analysis advice is not to perform it independently. Analysis works when you put all the cards on the table. Identify and isolate the parts of your study, and record essential structures and faces of each one. As outlines emerge, you sort and connect these parts in significant ways Hossain (2015).

2.3.5.6 The Closed Writing Assignment

- Does your topic employ techniques of writing, and if so, what kind?

- Is the topic justified in seceding from the Union?
- In your opinion, do you believe the case is outraged?

These varieties of writing tasks present you with two counterclaims and ask you to determine from your analysis the more valid claim. They resemble yes-no questions. These topics define the 12 L. Lennie Irvin (2010) claim for you, so the writing assignment's primary task is to work out the support for the request. They bring to mind a math problem in which the educator has given you the response and now wants you to post your production in an answer.

However, be careful with these writing assignments because these topics often do not have a simple yes/any answer. A close analysis of the topic matter usually discloses nuances and ambiguities within the problem that your eventual claim should reflect.

Even though these areas chart out a subject matter for you to write upon, they do not offer uprights you can effortlessly use in your paper.

Be sure to avoid quick and mere explanations in this kind of assignment. Despite using keywords in the job, such as "clarify," "demonstrate," analyze," "discuss," these topics still ask you to make an argument. Implicit in the issue is the anticipation that you examine the reading and reach insights into the subject's designs and relationships.

2.3.5.7 The Built-up of Writing Task

These types of writing assignments necessitate you to decide both your writing topic and your statement. Which personality in the issue will I pick to analyze? Many students struggle with these assignments because they have to understand their subject matter well before selecting a topic. For example, you need a good familiarity with the Inferno characters before you can pick one.

2.3.5.8 Limiting a Writing Topic

You are expected to address the two types of essay topics that you have chosen. What to write about from a reliable acceptance of your subject?

By reading and reviewing your subject problem, search for elements that interest you. Look for gaps, arcane items, things that confuse you, or influences you see. Approximately, in this place of blocks should stand out like a stone. Whatever topic you choose, formal it as a clear and stimulating question, Oxford (2012).

You could state this essay question plainly in the introduction of your paper. Still, it will provide direction for your document and a concentration for your statement since that claim could be your answer to this essay question.

2.3.5.9 The Writing Project Size

Many students fight with defining the right size for their writing project. They chart out an essay query that it would take a book to deal with sufficiently. You will know you have that kind of topic if

you have already written over the required page length but only touched one-quarter of the subjects you intended to debate, Tara (2016). In this case, slice out one of those topics and make your paper about it. For example, with our Dante example, perhaps you planned to discuss four places where someone's role as the voice of reason is evident.

2.3.5.10 Three Features of Academic Writing

To sum up this section by sharing the expectations behind an academic writing assignment in broad terms. Chris et al. (2008) Showed Research at George Mason University asked professors from their university what they thought academic writing was and its standards. They came up with three elements:

1. Strong evidence in the report that the writers were determined, open-minded, and self-controlled in their study.
2. The control of cause over emotions or sensual perception.
3. An imaginary reader who is coherent, reading for information, and intending to formulate a reasoned response.

Your instructor needs to find these three things in your writing when they give you a writing assignment.

2.3.5.11 Purpose of the Academic Writing

You are developing a more flexible sense of organization if you also look at some more exclusive organization patterns or principles. Friedlander (2003) Though these four broad principles

have many differences; you should be aware that they sometimes overlap with expansion or exposition patterns and that good writing sometimes combines diverse methods. Outside merely stating opinions, they also want to see an argument toward an intelligent audience where you provide good reasons to support your clarifications.

2.3.5.12 The Format of the Academic Essay

Your instructors also expect you to deliver a paper that contains particular textual features. The following list encloses the characteristics of what I have for years called the "critical essay." Although I cannot claim they will be valuable for all college essays, these features will help you shape and achieve successful college essays, Harold (2005).

2.3.5.13 Characteristics of the Critical Essay

Critical is used in a similar way "critical thinking" is done.

1. The persuading essay that in its broadest sense "MAKES A POINT and SUPPORTS IT."
2. The point of a critical essay is explanatory.
3. Organization: Like any essay, the critical essay must have a clear introduction, body, and conclusion.
4. Support:
 - (a) The primary source for development in the critical essay is from the text. The text is the authority, so using quotes is required.

(b) The unbroken measure 16 L. Lennie Irvin of logic in a critical essay is "assert then support; assert then support." No assertion (a general statement that needs proving) should be left without specific support (often from the text(s)).

(c) You need enough support to be convincing.

5. Critical essays have to write an exact citation to the used resources following the MLA documentation style rules, or any documentation style is required).

6. Every time the author transfers from one main idea (direct support) to the next, the author wants to signal to the reader that this movement is happening. This transition sentence works best when it connects back to the thesis as it states the topic of that paragraph or section.

7. A thesis is put into an academic essay plan.

8. Grammar accuracy: Your essay should have few if any grammatical problems. You will want to edit your final draft carefully before turning it in.

2.3.5.14 The Academic Writing Situation

We have dispersed some of the common myths that many writers have as they enter a college learning space, providing a more in-depth look at colleges' writing situations.

Lennie Irvin illustrated this problem; let us look at the variance between speaking and writing. When we speak, we put the statement situation in three speaking dimensions.

Measuring our communication is being received or if there will be some responses. We should share the same space concurrently. Old hand writers often write as if they were mumbling to themselves in the corner with no sense that a reader or understanding of the context within which their communication will be received will read their writing.

2.3.5.15 The Teaching of EFL Writing

The English teacher has been observing as a foreign language (EFL) at different governmental and private educational institutions in various institutions over the last decades. It was observed that the value of writing as a communicative medium at the secondary level was diminished through an obsession by teachers of English at all levels with surface details rather than the global picture of meaning and content.

2.3.5.16 Impact of Process Writing

As a result, this study is designed to examine the impact of process writing and the development of writing in a foreign language.

1- Grammatical errors: they include five areas:-

A- morphology: there are eleven types of errors: - Omission of "s" singular.

Addition of suffers to-infinitive. Lack of agreement between subject and verb. Lack of agreement between nouns and pronouns. Demonstratives.

Agreement between numbers. Irregular verbs. Model auxiliaries occurred with a simple past. The inappropriate plural ending. Using other parts of speech than objectives. The omission of relative pronouns.

B- Function words include:

1. prepositions: there are three types of errors:

A-confusion. B-omission. C-Insertion.

2.articles: there are three types of errors:-

A- addition of " the " B- omission of "a" C- addition of "a."

C- syntactic errors are seven types of errors :

A- sequence of tense B-errors in using progressive. C-omission of the verb to be. D. omission of the main. E. omission of to. F. addition of to. G. passive voices.

D- Word order errors associated with nouns, two nouns, one of which is used attributively.

E-Tense errors: there are three types of errors: Present instead of the past. Past instead of the present. Confusion of tenses. Lexical errors: there are three types:

A-lexical items are wrongly used in place of others. B-wrong collections are improperly used in the scripts. C-exotic meanings used in lexical items

2.4 Logical Organization

A typical organizational design is purposed for academic writing. For the educational topics and studies, an overview and introductory paragraph, body paragraphs, and closing paragraph, each paragraph links to the next section, Anne Whitaker September (2009). The introduction hooks the readers' attention, provides background information and lets the reader know what to expect. Besides, it has an opinion statement.

2.4.1 Body Paragraph

The body paragraphs support the thesis statement. Each body paragraph has one main idea to keep the thesis called in a topic sentence. Each point is then reinforced in the section with logical reasoning and indication. Each sentence ties to the one before and after it (ibid). The students do not have to work to find the connection between thoughts.

2.4.2 The Conclusion

The conclusion recaps the topic's thesis and main points and shows the reader the significance of the paper's findings. Robust Support. Each body paragraph will have adequate and relevant support for the topic sentence and thesis statement. This support

will consist of facts, examples, descriptions, personal understanding, and expert views and quotations.

Clear and Complete Clarifications. This is very important! As the writer, you must make all the effort for the student. The reader should not have to ponder to realize your ideas, logic, or organization. English readers suppose everything to be done for them; your thoughts and thought procedures should be clearly and thoroughly explained (Whitaker et al. 2009).

2.4.3 Sources Citation

Effective Utilization of Research. Your paper should mention a variety of current, high-quality, professional, and academic sources. You will use your study to support your ideas; consequently, it must be integrated into your writing and not accessible unconnectedly. That means that foundation material will be introduced, investigated, clarified, and then cited. Exploration and (Harvard Style Guide) covers this topic in complexity.

2.4.4 Cohesion in EFL Writing

Following the attempts made by Halliday and Hassan (1976), much attention has been directed toward the study of both cohesion and coherence (see 2.6) in discourse studies. In more broad terms, since the emergence of their efforts, many researchers, including M.A. and Ph.D. candidates, used these two concepts as the subjects of their research areas.

Being aware of how cohesion functions within a text to establish semantic ties could help EFL writers elaborate meaning. According to Halliday and Hassan (1976), the concept of cohesion is a semantic one; it stands for relations of importance within the text and illustrates it as a text. They also add that cohesion can be achieved when interpreting some elements in the discourse is determined by another (p.4). Thus, it can be noticed that the central point of their concept lies in the fact that the cohesive links achieve the unity of a text it contains.

Cohesion is partly created through the grammar (grammatical cohesion) and partly through the vocabulary (lexical cohesion). However, it has been argued that when cohesion is perceived as grammatical or verbal, it does not mean that it is an entirely formal relation and has nothing to do with meaning. This argument supports the above claim that cohesion is a semantic relation.

2.4.4.1 Lexicogrammatical System

To put it simply, (Halliday and Hassan) stress that as the case in all elements of the semantic system, cohesion can be achieved through the lexicogrammatical system, and, i.e., it shows how meaning is being established based on the semantic relations that are shared between and among the lexical and grammatical aspects in the text. Therefore, these semantic relations would enable a writer to postulate his/her thought accurately to allow a reader to grasp a text's primary purpose more efficiently.

The two types mentioned above of cohesion will be discussed thoroughly under their respective headlines in the following sections.

2.4.5 Grammatical Cohesion

Grammatical cohesion can be attained through reference, substitution, ellipsis, and conjunctions. In general, the concept of respect is traditionally used in semantics to refer to the relationship between a term and the meaning in the real world. In Halliday and Hasan's (1976) view, it merely stands for the relationship between two linguistic expressions: "items in the text instead of being interpreted semantically in their own right... refer to something else for their interpretation" (p.31).

Therefore, in the writing context, reference means how the writer interprets his/her ideas and keeps track of them until the end of the text. There are three forms of referencing: personal (such as pronouns and possessive determiners), demonstrative, which maintains the flow of ideas through location using proximity references (such as *this*, *these*, *that*, etc.), and comparative, which supports the flow of information via indirect references employing adjectives (such as *similar*, *otherwise*).

2.4.5.1 Types of Referential Cohesion

It was argued that these types of referential cohesion could function either endoscopically, which stands for information that can be obtained from within the text, empirically, which stands for a meaning being obtained from a context outside the text, and

monophonically, which stands for shared information through the context of culture Holland and Lewis, (2001).

Moreover, it has been reported that the endophoric reference tends to show more explicit textual cohesion as compared to the exophoric one Halliday and Hassan, (1976). As such, it is an endophoric reference, which is the primary concern of cohesion theory.

Endophoria reference is categorized into three levels: anaphoric (points backward), anaphoric (points forward), and aspheric (within the same nominal group or phrase).

The second type of grammatical cohesion is substitution and ellipsis. As noted above, reference attempts to hang semantic relationships within the text. However, the picture seems to be different in the case of substitution and ellipsis. They are said to operate as linguistic links at the lexicogrammatical level. So, they might be used when a writer avoids repeating a lexical item and focuses on one of the language's grammatical elements to replace the item.

Relatively, each one (i.e., substitution and ellipsis) can replace the other, especially ellipsis considered zero substitution Halliday and Hassan, (1976); Bloor & Bloor, (1995). Both substitution and ellipsis incorporate three subcategories: nominal, verbal, and clausal. In minor substitution, the most frequent substitution words are: "*one* and *ones*," and they stand for nouns, e.g., Can you give me a pen? There is *one* under the table. About verbal substitution,

the most used substitute is the word "**do**" and its different forms such as *does*, *did*, and *done*, e.g.

A: Who *did* break the window?

B: I think Ahmed *did*.

The word "*did*" is a substitute for the verbal phrase "break the window." As for the clausal substitution, it takes place when a whole clause is substituted. Consider the following example:

Non -paid -fees students will not be allowed to sit for their exams.

The University of Sudan authorities disclosed *so*. The word "*so*" is assumed to replace the whole sentence: non-paid-fees students will not be allowed to sit for their exams. As far as ellipsis (zero substitution) is concerned, the following three examples show nominal, verbal, and clausal instances.

1. A: Do you intend to stay another night?

B: Yes, *three more*.

2. A: Are you going to attend Mr. Ali's wedding party on Friday?

B: *Yes*.

Yet, in some cases, the whole clause may often be left out as in, e.g.

A: What sort of music do you want to hear?

B: *Rock*.

It is worth noting that clausal ellipsis often occurs in dialogue in terms of yes/no questions.

A third way of establishing grammatical cohesion is through conjunction. Unlike the other cohesive relations, the conjunction is based on the concept that there are, in the linguistic system, types of systematic relationships between sentences. Second, there are exact ways in which the system permits the parts of a text to be related to one another in meaning Halliday and Hassan, (1976).

2.4.5.2 Logical Relations In Language

In general, in the history of human thought, there are some fundamental logical relations existent in ordinary language. These logical relations are embodied in linguistic structures in coordination, opposition, modification, etc.(ibid.).

To be precise, conjunctive relations are more encoded in linkages between a text's elements than in the form of grammatical structure. Celce-Murcia and Larsen-Freeman (1999); cited in Chen (2006), divide Halliday and Hassan's version (1976) of cohesive devices into four main categories:

1- Additive

Emphatic: also, additionally, moreover, further, furthermore, besides, and, again, in fact, at the same time, or.

Appositional: rather, yet, though, for instance,/example.

Comparative: likewise, similarly.

2- Adversative

Proper adversative: however, nevertheless, nonetheless, despite this, in/by contrast.

Contrastive: conversely, in fact, on the other hand, at the same time, in the meantime, meanwhile, otherwise.

Correction: instead, preferably, on the contrary, at least.

Dismissal: in any case/event, anyhow, at any rate.

3- Causal

General causal: therefore, consequently, for that reason, thus, as a result, so, for, because, in this respect, hence, thereby, accordingly, in consequence.

Causal conditional: then, in that case, in turn.

4- Temporal

Sequential: then, in turn, next, first, second, third, fourth, (fifth...), after that, until then, first of all, firstly,(secondly...), last, finally, later, initially.

They are summarizing in short, in summary, in brief, in sum, in conclusion, to sum up, to conclude, and to summarize, overall, overall. Generally, these cohesive devices are considered logical connectors, facilitating semantic relationships among sentences in written English discourse. Thus, any difficulty in using them would result in a loss of the written text's overall coherence.

2.6 Review of the Previous Studies

2.6.1 Grammatical Errors Studies

1. Samer A. (2018) Title (The Impact of Exposure to English Language on Language Acquisition) Ajloun National University

This study aims to identify the significance of error analysis in Ajloun National University students' written production in the English Writing 2 (Essay Writing) course in the final examination.

The findings indicated ten different error categories identified in students' articles in the final analysis, for example, word choice, spelling, punctuation, prepositions, etc. Furthermore, the findings showed that some errors' groups were incorrect word select (N=104, 18.02%) (Rank 1), trailed by poor spelling (N=84, 14.55%) (Rank 2), while the least common types of errors categories were low possessives usage (N=24, 4.15 %) (Rank 10) and wrong pluralism (N=29, 5.02.33%) (Rank9).

Finally, identifying ANU students' errors was vital because they shed light on the difficulties that helped the teachers provide feedback to the students to make their writing more successful.

The study is related to the current research in:

- Investigating grammatical errors.
- Analyzing writing errors.

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

Analysis of errors in students' original writing revealed significant shortfalls in grammatical ability in critical areas even though the students can demonstrate competence in routine textbook-style exercises.

The wide range of error types and the complexity of some errors created problems in categorizing and subdividing them. As summarized in Table 1, the categories chosen may seem somewhat arbitrary but were judged to reflect the most common errors best and cover the main syntactic components of sentences and paragraphs. A secondary difficulty was in choosing how and where to record the mistakes. For example, the clause "...they has never dreaming..." was assigned to the harmful verb form category as a single error, although a case might be made for giving two or even three errors to this phrase or, arguably, assigning the problem clause to a completely different category.

The results show errors relating to the use of verbs far outweighed any other category. For example, confusion between parts of speech, adjectives used as adverbs was the next most common error.

The other errors were more or less evenly distributed between the remaining categories. The breakdown of verb-related errors into subcategories shows that negative verb forms caused the most.

Category Subcategories

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

Nouns: missing singular/plural inappropriate choice

Conjunctions: missing misplaced inappropriate choice

Articles: missing superfluous incorrect choice

Pronouns: missing superfluous incorrect choice

Prepositions: missing superfluous incorrect choice Parts of speech:
noun-verb noun-adjective adjective-adverb

This study related to the present research in:

- 1- This paper presents an analysis of grammatical errors in students' writing to identify English grammar aspects.
- 2- The paper also discusses confusion in word use, such as misused words.

3. **Darus, K. (2009).** *The study title (Error analysis of secondary school students' written English essays in Malaysia: A case study).*

The main objective of the study was to examine the grammatical faults in Malaysian students writing.

Findings: This study's results were about the error analysis model. It examined errors in a corpus of 72 essays written by 72 Malay students. They found that students' mistakes were six forms: singular/plural form, verb tense, word choice, preposition, subject-verb agreement, and word order.

The study is related to the current research in:

- Investigating grammatical errors.

- Analyzing writing errors.

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

The researcher uses descriptive and analytical methodology.

The questions of this study are:

a-What are causes problems for Chinese students from vernacular schools?

b-What are the most common errors in essays written in English at Chinese students from vernacular?

c-What are the suggestions of the study to avoid these difficulties?

The results of the study are:

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

L1 very much influenced b- The students

This study related to the present study in:

1. The study considers some areas of grammatical errors (tenses, propositions, and subject-verb agreement).

2. The students have problems with grammatical rules.

3. It is crucial to make students aware of the differences in the structure of the language.

4. Teachers need to emphasize how the concepts are controlled in the English language.

5. *Bataineh, R. F. (2005) (Jordanian Undergraduate EFL Students' Errors in the Use of the Indefinite Article)*

A research was conducted on errors in using unspecified courses made by third secondary students. It was indicated that secondary students committed nine types of mistakes, and their frequency was computed and then compared across the three levels.

Results: the analysis showed that all errors and mistakes were independent of the learners' first language.

The study is related to the current research in:

- Investigating grammatical errors.
- Intralingual errors.

6. *Olasehinde, M. O. (2002). The study titled was Error analysis and remedial pedagogy. In Babatunde S. T. and D. S. Adeyanju (Eds.). Language, meaning, and society. Nigeria Phuket.*

The study examined the errors are that learners make by definition. The study also suggested that mistakes are inevitable and a needed part of the learning curve. Sercombe (2000) clarifies that the EA works in three objectives.

First, to find out the level of language skill the student has reached. Secondly, to obtain information about everyday language learning problems and identify how a language is learned.

The study is related to the current research in:

- Checking the students' unavoidable mistakes.

7. ***Mukattash, L. (1981) This study was about investigating the syntactic and semantic errors in Arab EFL learners' written composition***

The study's objective was to examine the interlingual errors in determiners and preposition usage, retaining presumptive pronouns in comparative clauses, word order, missing subjects and copula, and verb and preposition phrases.

Results: learners were found to make interlingual errors in proverbs and sayings, prefabricated expressions, and forms of address. Evidence of linguistic intervention was also found. Intralingual errors were found concerning pronoun and wh questions, subject-verb agreement, verb forms, copula, auxiliary, tense usage, and word choice. The author asserts that some errors such as copula and third-person singular -s deletion are evidence of universal grammar.

The study is related to the current research in:

- Interlingual errors influence.
- Analyzing writing errors.

8. ***AbiSamra (2003) An Analysis of Errors in Arabic Speakers' English Writings***

In this study, "An analysis of errors in Arabic speakers' English writing," the written work samples from 10 students in grade 9. He classified the writing errors into five groups: grammatical, syntactic, lexical (word choice); semantic and substance; and discourse errors. The outcomes discovered that one-third of the

learners' faults were transfer errors from the language, and the maximum numbers of errors were in the classes of vocabulary. Other errors (64.1%) were mistakes of over-application of the target language, the full numbers of faults found in substance, syntax, and grammar.

2.6.2 Logical Organization Studies

9. Bahasa I. (2013), An Analysis Of The Cohesion And Coherence Of Students` English Writings At The Second Grade Of Sman 1 Labuapi West Lombok Ayub1 Seken

The study aimed at examining students` writings in terms of

- (1) the sorts of cohesive devices used;
- (2) the styles of topical progressions; and
- (3) the problems of coherence.

The subjects investigated were 30-second grade students of SMAN 1 Labuapi. There were two types of data collected: written and verbal data. In compiling the data, the students were given a writing task, and the students and the English teacher were interviewed.

The study's results were that the students used the five types of cohesive devices to serve their writings' coherence, of which reference 40.84% with personal connection as the leading use. Vocabulary cohesion was used 37.99%, dominated with repetition.

Then, conjunction 19.60 %, ellipsis 1.35%, and replacement 0.29%; (2) the relevant progression used was similar progression with the percentage 56.84%, next progression 24.19%, and extended identical advance 18.25%; (3) some difficulties incoherence of students' writings were a reference, conjunction, lexical cohesion, tenses, supporting 'to be,' passive voice, infinitive, gerund, subject-verb agreement, noun, preposition, and text structure.

The study's findings indicate that cohesion and coherence have to be prominent in the instruction of writing. The English instructors should evaluate students' essays' coherence by applying TSA.

The study is related to the current research in:

- 1- Logical organization difficulties.
- 2- Cohesion and coherence problems.

10. Ulla ConnorA (2009) study of cohesion and coherence in English as a second language students' writing

This article examined cohesion and coherence in ESL learners' writing-related to native English speakers' writing. Altogether six essays on argumentative tasks were analyzed using Halliday and Hasan's (1976) cohesion theory.

The essays' coherence was examined during holistic ratings and an interactive text analysis based on speech act theory.

The study's findings showed that an ESL essay did not need to be coherent to be cohesive. However, the writers were found to lack the variety of cohesive linguistic devices used by native speakers.

The study is related to the current research in:

- Cohesion and coherence inconsistencies.

11. Wachidah, A. (2016), "An Analysis of Cohesion and Coherence in the Students' Writing Text." Graduating Paper. English Education Department, Faculty of Teacher Training and Education, State Institute for Islamic Studies of Salatiga.

This study aims at identifying the varieties of cohesion and coherence made by the learners in their writing texts. This study applied the descriptive qualitative method.

The analysis technique involved categorization, abstraction, coding the text, and reducing the grammatical error except for logical instruction.

The results indicated 1316 cases of cohesion from the total occurrences and 940 instances of coherence from the whole circumstances in 30 participants' explanation transcripts.

The students were competing in producing cohesion and coherence in their writing texts. They utilized all the types of cohesion in their writing texts except ellipsis, and they applied all the kinds of coherence to their writing texts.

The study is related to the current research in:

- Logical organization difficulties.
- Cohesion and coherence problems.

12. Chih-Hua Kuo (2016), *Factors in an Interdisciplinary Curriculum For The Students Of Industrial Design Designing Multifunctional Products*

This study focused on a certain level of text or the distinction between them. It would be beneficial to investigate how overt surface links underwrite the interpretation and communicative purpose from the writing process's perspective.

This study discovered cohesion and coherence at three academic text levels - lexicon, sentence structure, and figures' organization.

The cohesive lexical study proposes that sentences, which are functionally more significant to the thematic development of a text usually, contain more cohesive ties with other penalties than sentences less critical functionally.

At the sentence level, equally grammatical corrections could carry different communicative values in a given text. Furthermore, the presented/new information patterns in paragraphs of various rhetorical functions are identified. Learners need to grow their pragmatic capability in many academic genres and information unit types about information.

The study is related to the current research in:

- Cohesive devices use.
- Grammatical cohesion.

13. Mark Briesmaster (2018), *Ph.D. in Intercultural Education, Universidad Católica de Temuco, Chile Mailing address: Rudecindo Ortega 02950, Temuco, Chile Coherence and cohesion in EFL students' writing production.*

This study's objective was to recognize the influence of Metacognitive teaching on the development of coherence and cohesion in EFL students' writing content at the paragraph level.

The findings suggested that EFL learners used more metacognitive measures when writing after having received the intervention. Moreover, an improvement was seen in the area of cohesion.

The study is related to the current research in:

- Cohesion and coherence development in writing.
- Improving teaching activities to enhance cohesion in writing.

14. Suwandi (2016), *Indonesian Journal of Applied Linguistics, Coherence And Cohesion: An Analysis Of The Final Project Abstracts Of The Undergraduate Students Of Pgri Semarang University Of Pgri Semarang*

The study focused on the clear, logical relation among sentences, coherent and cohesive. Though, many of the students still find difficulties making their writing readable due to their limitation in understanding the cohesive links and their use in their writing. This study endeavored to expose the coherence of the abstracts of the final project reports of the undergraduate students of PGRI University Semarang, Indonesia. Its purposes are to reveal the micro-level coherence, how each sentence is connected to the other

to make logical relatives, and determine the macro-level coherence, the proper use of cohesive devices like the conjunction, reference, substitution, or ellipsis to make the whole text coherent. Several abstracts of the students' final plans were chosen randomly to be examined. Since it is qualitative research, the data were at the level of arguments or sentences. The results showed that the abstracts analyzed have not reasonably achieved coherence through some cohesive links like reference, conjunctions, and ellipsis used to link one sentence together. Some structural errors are also found, such as the plural forms, active-passive voice.

The study is related to the current research in:

- Logical organization difficulties.
- Cohesion and coherence problems.

15. Faradhibah N. (2017), Analyzing Students Difficulties in Maintaining their Coherence and Cohesion in Writing Process. Undergraduate (S1) thesis, Universitas Islam Negeri Alauddin Makassar.

This Research aimed to determine the students' difficulties in maintaining their coherence and cohesion in the writing process. This Research employed a descriptive qualitative study.

Some findings indicated that the students faced some difficulties maintaining their coherence and cohesion in the writing process, explicitly determining and stating their ideas, fulfilling the supporting details, using proper signals and spelling, and punctuation.

The study is related to the current research in:

- Logical organization difficulties.
- Cohesion and coherence problems.

16. Abdulkerim K. (2017), *Cohesion and Coherence in Written Texts of Students of Faculty of Education, 1Department of Turkish Education, Faculty of Education, Ahi Evran University, Kirsehir, Turkey*

This research's central theme is to determine the relationship between the College of Education students' levels of using cohesive links and their skills in writing a consistent topic.

The essay review technique, one of the qualitative study methods, was employed in the study. The "Cohesive Devices Evaluation Scale" was used to determine the students' texts' coherency issues, and the "Paragraph Consistency Assessment Scale" was employed in the evaluation of the readers' consistency.

It is observed that there is an extremely significant connection between the length of the text and coherence and consistency. Again, it is detected that there is a meaningful relationship in a positive path between reliability and coherence. A significant connection at a low level between the students' skills in creating a consistent text and references, elliptical narrative, and replacing the cohesive devices is also seen.

The study is related to the current research in:

- A lack of cohesion causes inconsistencies.

- Irrelevant sentences and inconsistencies influence academic writing essays.

17. Mohseni A. (2019), Issues in Language Teaching (ILT), Analysis of Cohesion and Coherence in Writing Performance, Islamic Azad University, Tehran, Iran

The study focused on some Iranian intermediate EFL learners' problems in cohesion and coherence of writing performance and how they utilized cohesion and coherence in their writing.

The study's findings indicated that the absence of cohesion and coherence in the contributors' essays and their writing pieces in terms of these two variables was not acceptable.

The findings also indicated that they had neither features of cohesive and coherent writing nor had sufficient support, practice, and response on their written text in terms of cohesion and coherence.

This study's pedagogical implications would apply to the language learners' writing in terms of these two variables above. Moreover, the results were expected to help set the writing sections of classes to improve language learners' written texts, particularly in cohesion and coherence.

The study is related to the current research in:

- Academic writing
- Cohesion and coherence improvement.

18. Bayatee D. (2007), Southern Thailand English Language Teaching/Cultural Change Conference Cohesion and Coherence in English Essays Written by Malaysian and Thai Medical

This study investigated cohesion and coherence in narrative and challenging English papers written by 14 Malaysian and 14 Thai second-year medical students at a Malaysian university; and at Prince of Songkla College, Hat Yai, Thailand, correspondingly. Inspection of the papers written by the two subject groups directed at responding to four research questions.

- 1.) Which cluster uses more cohesive links?
- 2.) What types of cohesive links used are most noticeable?
- 3.) What are the comparisons or changes of frequencies and types of cohesion and coherence in the essays written by these two groups?
- 4.) Is there a connection between the number of cohesive links used and writing quality? Each

The series of T-tests performed on the cohesion analysis showed both similarities and differences.

Regarding the similarities, a case in point is that both the Malaysian and Thai writers used more syntactic ties (reference & conjunction) than semantic ties (reiteration & collocation).

However, the Malaysian writers used more reiteration than the Thai writers. Nevertheless, the Thai writers used more references in their argumentative essays than the Malaysian writers. There were no

differences in the number of cohesive devices used between the high and low-rated articles written by these two writers' groups. Dueraman (2007).

The study is related to the current research in:

- Cohesion devices use in academic writing essays.

19. Kotsyuk (2015), English Language Error Analysis of the Written Texts Produced by Ukrainian Learners: Data Collection

In this study, second language acquisition studies have focused on learners' errors as they help predict the difficulties of acquiring a second language. Thus, educators can be aware of the learners' difficult areas, pay exceptional attention, and devote emphasis.

The study goals of the article were to define what error analysis is and how it is essential in the L2 teaching process, to state the significance of corpus studies in identifying many types of errors and mistakes, to arrange for the findings of error analysis of the number of written texts written by Ukrainian learners.

In this essay, the primary sorts of English errors as a second language for Ukrainian students are mentioned.

Results:

- Punctuation errors
- Structure Errors group contains problems that deal with missing words or phrases.
- The last group of errors found in students' writings is Style Errors.

The study is related to the current research in:

- Grammatical cohesion, which is reflected in the sentences' meanings, influences the paragraph content and could lead to ambiguity and off-topic.

20. Hendrickson J. (1979), A Developmental Analysis of English Errors made by Iranian Students: at the University of California.

The study conducted a test in error analysis and error correction at Ohio State University on adult transitional ESL learners.

The findings showed that most restrained errors resulted from insufficient lexical knowledge, misuse of prepositions and pronouns, or seriously misspelled lexical items. Most linguistic errors were caused by wrong lexical choice, lack of subject-verb agreement, misuse and omission of prepositions, incorrect word order, or misspelled words.

The study is related to the current research in:

- Lexical cohesion and logical organization in academic writing.

2.7 Summary of the Chapter

From the above-reviewed literature results, it can be reasoned that this literature can contribute much to the present study in many ways. For example, both the present study and the ones discussed above tend to explore EFL academic writing issues from different angles. Furthermore, both the current research and the previous studies reviewed use similar instruments for collecting data, such as tests and questionnaires. Of these instruments, the present Research employs the test and the questionnaire. As for the data analysis, the

current Research uses similar methods used by some studies reviewed above in the detailed analytical assessment.

Pedagogically, the current Research also tends to go in line with the ones mentioned above in that academic writing does not happen correctly without following the right procedures in terms of language rules, i.e., language instructors should find better ways of aiding EFL learners who lack the ability and confidence in their academic English writing to get involved in various writing tasks.

Overall, the uniqueness of the present Research, as opposed to the ones mentioned above, lies in the fact that it tends to investigate new problems of Sudanese EFL undergraduate students in academic English writing relating to grammatical errors, logical organization, cohesion, and unity. Similarly, when they write in English, they may find themselves encountering the techniques of two languages.

This chapter has reviewed and evaluated the relationship between the present Research and the previous related literature on EFL studies. This review has surfaced the way for a better understanding of how the current Research improves the studies already conducted and the attentiveness of some philosophies and methodologies relevant to the present Research. These issues, which were discussed, include EFL grammar awareness, logical organization, cohesion, unity, and irrelative sentences.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This qualitative and quantitative study used a writing test and a questionnaire to gather relevant data. Qualitative design primarily deals with verbal data, develops meaning from the participant's written tasks, and is designed to identify the possible errors and mistakes in participants' academic writing. The qualitative approach is suitable for this study because the data collected and used focuses on the participants' writing content.

3.2 Sample Size

The participants in this study were 137 drawn on a random sampling basis. All the hundred and thirty-seven participants were English and linguistics students in three Sudanese universities, as shown in Table 3.1.

Table (3.1): Sample of the Study: Students

NO.	University	%	Subjects	%
1	Omdurman Ahleya University	43.8	60	33.3
2	Alribat University	43.8	60	33.3
3	Sudan University of Science and Technology	12.4	17	9.4
Total		100.0	137	76%

The reason behind targeting these three universities is that they provide undergraduate programs in English language, linguistics, and translation at BA levels. Degrees in the domains, as mentioned earlier. For that reason, it was predictable that a considerable number of undergraduate students could be found in these universities. In general, the students were drawn from the faculties of Languages (33.3%), Arts (33.3%), and Education (9.4%), as shown in Figure 3.1.

3.3 Tools of Data Collection

3.3.1 The Students' Questionnaire

The questionnaire's chief goal was to find out Sudanese English language and linguistics university students' to provide some opinions about the problematic areas that Sudanese EFL graduate writers encounter in academic writing.

The study designed a 30- item pre-questionnaire (see Appendix A). The questionnaire was divided into three sections. The first section, which comprises items 1-10, deals with the students' opinions on grammar awareness in Sudanese EFL undergraduate students' writing. The second section, which includes items 11 -20, is concerned with essay and paragraph logical organization problems that Sudanese EFL writers face in writing. The third section, which comprises 21 - 30, focuses on academic writing areas with time constraints and their influences regarding the scores, irrelevant sentences, unity, and coherence in Sudanese students' EFL academic writing.

The questionnaire was based on a five-point Likert scale. It took almost four weeks to design, following a pervasive background reading and the relevant literature of the present study prepared all the items included.

Table (3.2): Respondents of the Questionnaire

Total	Agree	Agree Strongly	Don't know	Disagree	Strongly Disagree	Total
137	49.64%	42.34%	1.46%	0.73%	5.84%	100.00%
	40.15%	25.55%	26.28%	8.03%	0.00%	100.00%
	16.79%	41.61%	21.17%	13.87%	6.57%	100.00%
	18.98%	51.82%	10.95%	10.22%	8.03%	100.00%
	27.01%	31.39%	26.28%	8.76%	6.57%	100.00%
	27.74%	29.93%	26.28%	13.14%	2.92%	100.00%
	13.87%	39.42%	16.79%	12.41%	17.52%	100.00%
	25.55%	26.28%	15.33%	24.82%	8.03%	100.00%
	23.36%	55.47%	10.95%	5.11%	5.11%	100.00%
	27.01%	48.91%	21.90%	0.00%	2.19%	100.00%
	30.66%	44.53%	12.41%	10.22%	2.19%	100.00%
	41.61%	24.09%	29.93%	2.92%	1.46%	100.00%
	22.63%	36.50%	33.58%	5.84%	1.46%	100.00%
	37.23%	24.82%	29.93%	2.19%	5.84%	100.00%
	41.61%	28.47%	9.49%	18.98%	1.46%	100.00%
	24.82%	24.09%	27.01%	13.87%	10.22%	100.00%
	22.63%	38.69%	27.74%	10.95%	0.00%	100.00%
	19.71%	21.90%	42.34%	16.06%	0.00%	100.00%
	55.47%	30.66%	10.22%	3.65%	0.00%	100.00%
	21.17%	53.28%	15.33%	1.46%	8.76%	100.00%
	32.85%	62.77%	0.00%	0.00%	4.38%	100.00%
	36.50%	21.17%	27.01%	15.33%	0.00%	100.00%
	13.87%	40.88%	18.25%	22.63%	4.38%	100.00%
	14.60%	44.53%	14.60%	14.60%	11.68%	100.00%
	23.36%	29.93%	28.47%	7.30%	10.95%	100.00%
	16.79%	31.39%	38.69%	13.14%	0.00%	100.00%
	6.57%	56.20%	7.30%	11.68%	18.25%	100.00%
	15.33%	23.36%	14.60%	31.39%	15.33%	100.00%
11.68%	56.93%	23.36%	4.38%	3.65%	100.00%	
19.71%	46.72%	33.58%	0.00%	0.00%	100.00%	

3.3.2 The Writing Test

First, to achieve this test, I got in touch with the English language teachers in the target universities to secure their students' consent through their instructors to take part in the test. Indeed, all the teachers agreed to offer one of their instructional lectures to the researcher to administer the one-hour English academic writing test. Unfortunately, some students showed a high degree of resistance toward writing tests, reflecting the difficulties in their psycho phase and awareness. For further explanation, this issue was discussed in the analysis part with some root causes.

By full coordination with targeted college instructors, the researcher went to each of the colleges (i.e., Faculties of Languages and Education) to conduct the test on a previously planned schedule. Remarkably, before starting the test, each teacher familiarized the researcher to the students encouraging them to take part in the examination as reasonably as it seems to be challenging for many Sudanese EFL learners at the university level.

The test takers were asked to write a 150-word academic writing essay on the following topic:

1- *Many countries want to host international sports events, while other countries think hosting sports events has more problems than benefits. Discuss both views, and give your opinion. 150 word*

3.3.3 The Scoring Criterion for the Writing Test

An experienced ELT inter-rater was requested to participate in the essays' scoring procedures to gain more reliable and valid information about the students' written reports. To safeguard the test takers' privacy, the researcher and the inter-rater have agreed to replace the test takers' names with code letters. A1 for Alribat University students, B1 for Omdurman Ahleya University, C1 for Sudan University of Science and Technology.

As far as the scoring method is concerned, each essay was divided into four components, each with sub-components. Besides, 100 scores were assigned to each student's essay. As such, grammar problems received 30 scores, a logical organization in paragraph and essay received 40 scores, cohesion problems received 20 scores, and coherence problems received ten scores. The scores of these four components were based on the following writing criteria:

A- Grammar problems: in evaluating this component, a set of writing features were considered, such as verb form and articles.

B- Logical organization problems: in this regard, the following writing elements were evaluated:

1. Supporting evidence.
2. Each paragraph has one main idea.
3. Inconsistent paragraphs.
4. The random shift of ideas.
5. Unclear conclusion.

C- Cohesion problems: in assessing this component, the following writing aspects were taken into account:

1- grammatical cohesion.

2- Lexical Cohesion.

3- Coherence Problems.

The researcher and the inter-rater scored the essays independently as well as analytically. Then, the two scores were averaged for a single score.

Theoretically, this type of scoring method (i.e., analytic scoring) seems to be more relevant to the current study. It evaluates several EFL academic writing features, such as organization, coherence, cohesion, punctuation, and so on. More importantly, what differentiates this scoring method from the holistic one is that instead of examining the whole text with a single score, the raters can focus on different dimensions and assign each a different score.

Second, this type of scoring is mainly useful for EFL/ESL learners who show unstable standards across different writing features. For instance, some L2 writers may have practical writing techniques in terms of content and organization but may fail to deal with grammatical control; others may be aware of sentence structure, but they may find it challenging to organize their writing coherently.

Last, the clearness of analytic scoring steps gives instructors a precious mechanism for providing writers with relevant and direct feedback.

Overall, even though each scoring scale has some advantages and disadvantages (mainly when the matter is concerned with aspects such as coherence, cohesion, and logical style), the researcher and the inter-rater were firmly convinced that analytic scoring appears to be the most suitable scoring scale for the current study.

3.3.4 The Pilot Study

To verify the workability of the pilot study, instruments were used for data collection. Based on this, the pilot study's information was collected from a questionnaire administered to forty-five English and linguistics students at three Sudanese universities, i.e., Sudan, Alribat, and Omdurman al-Ahaliya universities.

In each university, fifteen students were randomly chosen. The second instrument for data collection was the students' academic English writing test. The pilot study would solve unseen problems that might arise in the course of the primary research. For example, through the pilot study, one could make sure that the questionnaire and writing test's guidelines, content, and layout are precise and measure the intended goals.

Furthermore, as far as the students' writing test was concerned, the pilot study of the writing test indicated whether the time allotted (i.e., 1 hour) to the test was quite enough or not, besides other factors such as venue and its equipment, all of which affected the mode of the test-takers writing performance.

Finally, the pilot study enabled the researcher to modify the instruments and procedures.

As for the questionnaire, a pilot study was conducted before distributing the final draft of the questionnaire to the target sample of the survey: forty-five students. The pilot questionnaire was then exposed to a specialized body of experts in ELT, linguistics, and Education (i.e., a jury) to assess its format, clarity, and relevancy. Having done that, the questionnaire was distributed to a small sample of reviewers (see appendices), which consists of two professors, five assistant professors, and three lecturers. An introductory letter was also attached to the questionnaire explaining the primary purpose of the questionnaire.

As for the writing test, before administering the test, a pilot study was administered to forty-five students. Fifteen students from the Faculty of Arts at the University of Khartoum, fifteen students were majoring in English from the Faculty of Education at Alribat University, and fifteen participants from Sudan University of Science and Technology.

3.3.5 Validity and Reliability of the Students' Questionnaire

The pilot study's referees confirmed the overall accuracy of the questionnaire. In terms of content validity, the pilot study's jury members also maintained that the questionnaire had covered all the aspects of the research questions and hypotheses in a systematically relevant fashion.

As for the construct validity, the jury members also reported a consistency between the theoretical notions and the intended measuring device.

Accordingly, the questionnaire's subjective validity value is 0.881, which equals 0.938616, which is positively perceived as valid.

Having collected the pilot questionnaire from the jury, substantial modifications were made. For example, six items were omitted due to their irrelevance, vagueness, or having similar meanings. Some redundant phrases were removed, and unclear items have been restructured to become more consistent with the study's general motives. Furthermore, some things or even parts of the questionnaire were transferred.

For instance, in the pilot questionnaire configuration, the logical organization variable was placed before the grammar variable. However, in reshaping the questionnaire, grammar was placed before logical organization since the majority of the jury members hold the view that although both are interlinked notions, on most occasions, grammar usually works with the logical organization. Following these observations and modifications, thirty items of the pilot questionnaire were relevant to the study.

Consequently, one hundred and thirty-seven questionnaires (the final draft) were distributed to the target students, and one hundred and thirty-seven questionnaires were returned. The respondents were allowed to fill in the questionnaire at their convenience. For instance, some of them took three hours or even more to answer the questions.

As for the questionnaire's reliability, Cronbach's alpha for examining the items' internal consistency for each dimension was carried out, as illustrated in Table 3.3 below.

In practice, Cronbach's alpha is one of the most widely used internal consistency reliability coefficient tools. It demands that research data meet some assumptions, interpreting that the reliability estimates are perfect and acceptable.

Table (3.3): Reliability of the Students' Questionnaire

Dimension	No. of items	N0.	Alpha coefficient
Grammar problems.	10	15	0.615
Logical organization problems.	5	15	0.774
Cohesion problems.	5	15	0.723
Coherence problems.	5	15	0.624
Time utilization and EFL writing relationship	5	15	0.773
Total	30	15	0.889

For measuring the reliability of the questionnaire's items, 15 questionnaires were distributed to a small group of students. An introductory letter has been attached to each questionnaire. In general, Cronbach's alpha coefficient ranges typically between 0 and 1.

More importantly, it is argued that there is no lower limit in terms of the coefficient. The closer Cronbach's alpha consistency to 1.0,

the more critical the items' internal consistency in the scale. Based on this, it can be noticed that the Alpha reliability values appear to be high: 0.615 for grammar problems, 0.774 for logical organizational problems, 0.723 for cohesion problems, 0.624 for coherence problems, and 0.773 for Time utilization and EFL writing relationship problems.

The above table also shows that the reliability coefficient fluctuates between the values 0.615 and 0.774, which are statistically appreciable. In contrast, the total reliability coefficient for all the dimensions is 0.889, indicating a high level of consistency between the measurements. Hence, the questionnaire is found to be reliable.

3.3.6 Validity and Reliability of the Writing Test

To begin with the validity, the researcher discussed with the supervisor the content validity of the writing test. That is, whether the test-takers will write on one topic or a multiple choice of topics will be offered. It was then agreed that the latter move would be more favorable as justified in the literature review. Thus, it was regarded that the test's content seemed to be valid as it will serve the intended motif. Also, to calculate the writing test's statistical validity, the square root of the same test's reliability value was estimated: $\sqrt{0.885}$, which equals 0.9388, which is positively perceived as a valid result.

As for the reliability of the writing test, as mentioned earlier, let us begin with a brief explanation of the concept itself. Generally,

reliability pertains to the extent to which a test scale indicates consistent results if the measurements are repeated several times.

There are four different ways of evaluating reliability: test-retest, inconsistency, split half, and inter-rater reliability. Of these ways, the inter-rater reliability seems to be more relevant to the current study. In essence, inter-rater reliability is a statistical procedure that examines the level of agreement between two independent raters who are scoring the same test based on identical assessment criteria. The inter-rater reliability of the writing test, as illustrated in Table 3.5, was achieved by using the Pearson Correlation Coefficient.

Table (3.4): Inter-rater Reliability of the Test

Specialization	Undergraduate – English language students
No. of cases	137
Average mark of the first rater	22.98
Average mark of the second-rater	22.87
Pearson Correlation	0.898
P-value	0.05

The table shows ways of calculating inter-rater reliability for the students' writing test in terms of Pearson correlation. For instance, the average mark difference between the researcher and the second rater appears to be not so great: Most importantly, the overall correlation coefficient between the researchers' rating and of inter-rater is 0.898, which indicates that the rating procedures of the writing test were positively and significantly correlated.

3.4 Procedures

The data for the study was collected during the academic year 2019 - 2020. The procedures were implemented in gathering the required data of the study. The two tools that were used to manage the data were the questionnaire and the writing test. Many specialized faculty members who were mentioned above in the jury committee reviewed the questionnaire. The test options were also reviewed and piloted for verification, and one of them was dropped for its irrelation directly to the study purpose.

Moreover, the data collection was delayed due to the total lockdown in Sudan in 2019 and eventually done in November and December 2020. Mainly, the students were just back from a prolonged period out of study mode. There were two weeks of notification to the faculty members and the students to be familiar with the test structure and the questionnaire. Finally, the data was collected with difficulties in managing the Sudan university sample since there were only 17 participants out of 60 planned participants for the study.

3.5 Summary

The chapter explained the descriptive analytical approach which was used for the study. The data collection tools were a writing test and a questionnaire. The data was analyzed by marking the writing test essays and analyzing the questionnaire responses using Excel.

CHAPTER FOUR

DATA ANALYSIS, RESULTS, AND DISCUSSIONS

4.0 Introduction

This chapter provides the analysis of the data obtained from the questionnaire and the English academic writing test. The data was analyzed. Some descriptive statistics such as the standard deviation and means were used to identify any significant differences in the study's independent variables. The chapter consists of two sections. The first section shows and analyses the data obtained from the EFL students' questionnaire. The second one provides an analysis of an English academic writing task's errors.

4.1 The EFL Students' Questionnaire

The parts of the questionnaire cover the following domains:

Part 1: What kinds of grammatical errors face the EFL undergraduate participants?

The subsequent statements 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 measure grammatical awareness.

Statement 1: A sentence is a complete thought.

Table 4.1 Frequency and percentage for statement (1)

Value	Frequency	Percentage
Agree	68	49.64%
Strongly Agree	58	42.34%
I do not know	2	1.46%
Disagree	1	0.73%
Strongly Disagree	8	5.84%
Total	137	100%

The majority of participants, 92%, agreed that a sentence is a complete thought, whereas 6% disagreed, and about 1% answered with "I do not know." Nevertheless, most of the written sentences were short and had faults such as missing words, capitalization, etc.

Around 66% agreed that the definition "A noun is a person, place, thing or idea" is accurate but 26% selected "I do not know" while 8% disagreed.

Statement 2: The definition "A noun is a person, place, thing or idea" is accurate.

Table 4.2 Frequency and percentage for statement (2)

Value	Frequency	Percentage
Agree	55	40.15%
Strongly Agree	35	25.55%
I do not know	36	26.28%
Disagree	11	8.03%
Strongly Disagree	0	0.00%
Total	137	100%

The definition that a noun is a person, place, thing, or idea" is accurate was agreed upon by 66% of the participants while 26% I do not know and only 8% disagreed.

The participants showed some acceptance to the item since it was introduced in brief.

Statement 3: A Ditransitive Verb takes both a direct object and an indirect object.

Table 4.3 Frequency and percentage for statement (3)

Value	Frequency	Percentage
Agree	23	16.79%
Strongly Agree	57	41.61%
I do not know	29	21.17%
Disagree	19	13.87%
Strongly Disagree	9	6.57%
Total	137	100%

Almost 58% selected agree in the item, "A Ditransitive Verb takes both a direct object and an indirect object. E.g., He gave him the letter." and 20% had no idea with selecting "I do not know" and only 22% showed that they disagreed to the statement.

Well, above half of the participants agreed. Still, around 40% disagreeing and any idea, it was observed that indicated severe difficulty, which could be identified in their writing content.

Statement 4: The definition "An adjective describes a word" is accurate.

Table 4.4 Frequency and percentage for statement (4)

Value	Frequency	Percentage
Agree	26	18.98%
Strongly Agree	71	51.82%
I do not know	15	10.95%
Disagree	14	10.22%
Strongly Disagree	11	8.03%
Total	137	100%

The item "The definition "An adjective describes a word" is accurate" was ticked as agreed by 71% of the participants while 11% selected I do not know and around 18% disagreement.

The majority of the responses agreed with the importance of adjectives in the sentence.

Statement 5: the definition "A verb is an action word or a state of being the word" is accurate.

Table 4.5 Frequency and percentage for statement (5)

Value	Frequency	Percentage
Agree	37	27.01%
Strongly Agree	43	31.39%
I do not know	36	26.28%
Disagree	12	8.76%
Strongly Disagree	9	6.57%
Total	137	100%

The item that the definition "A verb is an action word or a state of being the word" is accurate, about 58% responded positively, and approximately 26% chose I do not know. Still, it was noticed that almost 16% disagreed.

Statement 6: Auxiliary Verbs "Be," "Do," "Have," also an auxiliary verb helps the main (full) verb and is called a "helping verb" is accurate.

Table 4.6 Frequency and percentage for statement (6)

Value	Frequency	Percentage
Agree	38	27.74%
Strongly Agree	41	29.93%
I do not know	36	26.28%
Disagree	18	13.14%
Strongly Disagree	4	2.92%
Total	137	100%

For the item that "Auxiliary Verbs "Be," "Do," "Have," also an auxiliary verb helps the main (full) verb and is called a "helping verb" is accurate., about 58% responded positively, and approximately 26% chose I do not know, but it was noticed that almost 16% disagreed.

The verb to be and modal verbs are considered the main parts of the sentence structure.

Statement 7: The past tense expresses an action that has happened or a state that previously existed.

Table 4.7 Frequency and percentage for statement (7)

Value	Frequency	Percentage
Agree	19	13.87%
Strongly Agree	54	39.42%
I do not know	23	16.79%
Disagree	17	12.41%
Strongly Disagree	24	17.52%
Total	137	100%

The past tense articulates an action that has happened or a state that previously existed was agreed by 53% and disagreed by 17%, and 30% of the responses were I do not know. The item was intentionally designed to draw the participants' attention to the time used in sentence structure.

Statement 8: "Passive is a form or set of forms of a verb in which the subject undergoes the verb's action (e.g., the letter was sent instead of the active form he sent the letter,"

Table 4.8 Frequency and percentage for statement (8)

Value	Frequency	Percentage
Agree	35	25.55%
Strongly Agree	36	26.28%
I do not know	21	15.33%
Disagree	34	24.82%
Strongly Disagree	11	8.03%
Total	137	100%

Roughly 52% selected agree in the item, "Passive is a form or set of forms of a verb in which the subject undertakes the verb's action (e.g., the letter was sent instead of the active form he sent the letter," and 15% had no idea with selecting "I do not know" and 33% showed that they disagreed to the statement.

Passive is used in many places to address the action and minimize the subject role. It can be seen a considerable number of participants agreed on it.

Statement 9: An auxiliary verb that articulates necessity or possibility.

Table 4.9 Frequency and percentage for statement (9)

Value	Frequency	Percentage
Agree	32	23.36%
Strongly Agree	36	25.47%
I do not know	15	10.95%
Disagree	7	5.11%
Strongly Disagree	7	5.11%
Total	137	100%

An auxiliary verb that articulates necessity or possibility. English modal verbs include modal verbs be agreed by the majority 79% while only 11% selected "I do not know," and 10% disagreed.

Statement 10: "The most common linking verb is to be, whose necessary forms are as charts: am, is, are, was, etc. Other instances of connecting verbs include appear, feel, look, seem, sound, and smell."

Table 4.10 Frequency and percentage for statement (10)

Value	Frequency	Percentage
Agree	37	27.01%
Strongly Agree	67	48.91%
I do not know	30	21.90%
Disagree	0	0.00%
Strongly Disagree	3	2.19%
Total	137	100%

Well above 76% agreed in the item "The most common linking verb is to be, whose necessary forms are as follows: am, is, are, was, were, be, been, and being. Other examples of connecting verbs include appear, feel, look, seem, sound, and smell". However, 22% of the participants selected "I do not know," and only 2% disagreed.

Part 2: What kinds of grammatical errors are facing the EFL undergraduate participants?

The following statements 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 measure the logical organization part.

Statement 11: the essay should have an overview, body paragraphs, and a conclusion

Table 4.11 Frequency and percentage for statement (11)

Value	Frequency	Percentage
Agree	42	30.66%
Strongly Agree	61	44.53%
I do not know	17	12.41%
Disagree	14	10.22%
Strongly Disagree	3	2.19%
Total	137	100%

As presented in Table 4.4, about 75% of the respondents agreed that the essay should have an overview, body paragraphs, and a conclusion, while 12% selected, I do not know, and 12% disagreed. It indicated that it would be expected to say that question seems to have made the students focus on the introductory paragraphs when engaging in English writing. Many participants expressed a high interest in using the logical steps, but there was no evidence of applying in the written essays. This could have relied on the lack of many factors such as the syllabus shortage and educational objectives planning.

Statement 12: the topic idea is outlined in an introduction and detailed body paragraphs

Table 4.12 Frequency and percentage for statement (12)

Value	Frequency	Percentage
Agree	57	41.61%
Strongly Agree	33	24.09%
I do not know	41	29.93%
Disagree	4	2.92%
Strongly Disagree	2	1.46%
Total	137	100%

Moreover, the questionnaire results also agreed that approximately 66% of the target participants thought the topic idea is outlined in an introduction and detailed body paragraphs. In contrast, around 30% chose I do not know, and only 4% disagreed. This opinion was expected to be supported in the participants' writing test results, which were discussed. Participants seemed to lack a better idea of the role of the topic idea in English academic writing. Despite the majority that agreed, most participants did not include the topic idea in their introduction and the consecutive paragraphs.

Statement 13: the introduction varies based on the essay type

Table 4.13 Frequency and percentage for statement (13)

Value	Frequency	Percentage
Agree	31	22.63%
Strongly Agree	50	36.50%
I do not know	46	33.58%
Disagree	8	5.84%
Strongly Disagree	2	1.46%
Total	137	100%

Besides, 59% of the participants stated that the introduction varies based on the essay type. About 34% selected, I do not know, and 7% disagreed. Most of the topics lack a clear introduction.

For instance, a background sentence, main arguments outline, and thesis statement are considered possible parts of an essay type.

Statement 14: each body paragraph has one topic sentence

Table 4.14 Frequency and percentage for statement (14)

Value	Frequency	Percentage
Agree	51	37.23%
Strongly Agree	34	24.82%
I do not know	41	29.93%
Disagree	3	2.19%
Strongly Disagree	8	5.84%
Total	137	100%

For the item that each body paragraph has one topic sentence, about 62% responded positively, and approximately 30% chose I do not know, but it was noticed that almost 8% disagreed. The cluster of ideas was observed in many essays, which indicated the lack of knowledge of logical organization techniques.

In academic writing, the main ideas play a significant role. They twist the objective of the paragraph and orientate it toward producing a meaningful essay.

Statement 15: Supporting sentences support topic sentence

Table 4.15 Frequency and percentage for statement (15)

Value	Frequency	Percentage
Agree	57	41.61%
Strongly Agree	39	28.47%
I do not know	13	9.49%
Disagree	26	18.98%
Strongly Disagree	2	1.46%
Total	137	100%

Supporting sentences provide explanations to the topic sentence item were agreed by 70%, disagreed by 21%, and 9% of the responses were I do not know. The majority of participants did not write supporting sentences in their essays, which could be attributed to the lack of writing techniques in supporting sentences.

Supporting the main idea needs some related details to widen the meaning for better understanding by readers.

Statement 16: Linking words are essential to show the topic trend.

Table 4.16 Frequency and percentage for statement (16)

Value	Frequency	Percentage
Agree	34	24.82%
Strongly Agree	33	24.09%
I do not know	37	27.01%
Disagree	19	13.87%
Strongly Disagree	14	10.22%
Total	137	100%

Linking words are essential to show that 49% of the participants agreed with that topic trend, whereas 27% responded choosing I do not know and 24% selected disagree. A few numbers of linking words were observed in the written essays. In contrast, most of the essays showed a random shift of ideas.

Statement 17: Examples and explanations are more important than the supporting sentences

Table 4.17 Frequency and percentage for statement (17)

Value	Frequency	Percentage
Agree	36	22.63%
Strongly Agree	53	38.69%
I do not know	38	27.74%
Disagree	15	10.95%
Strongly Disagree	0	0.00%
Total	137	100%

Around 61% of the participants chose to agree with the item "Examples and explanations are more important than the supporting sentences," and 28% stated that they do not know; meanwhile, about 11% were in the position of disagree. No significant indicators were noticed in terms of supporting sentences.

Statement 18: Punctuation marks are used to divide the sentences and separate the thoughts

Table 4.18 Frequency and percentage for statement (18)

Value	Frequency	Percentage
Agree	27	19.71%
Strongly Agree	30	21.90%
I do not know	58	42.34%
Disagree	22	16.06%
Strongly Disagree	0	0.00%
Total	137	100%

Almost 42% selected agree in the item, "Punctuation marks are used to divide the sentences and separate the thoughts," and 42%

had no idea with selecting "I do not know." Only 16% showed that they disagreed with the statement. Punctuations were not used in the real written essays, which the same questionnaire participants wrote. That was strong evidence of a lack of technique awareness.

Statement 19: Background sentences are essential as a part of an introduction

Table 4.19 Frequency and percentage for statement (19)

Value	Frequency	Percentage
Agree	76	55.47%
Strongly Agree	42	30.66%
I do not know	14	10.22%
Disagree	5	3.65%
Strongly Disagree	5	3.65%
Total	137	100%

Besides, 86% of the participants stated that the Background sentences are essential as a part of an introduction. Only 4% selected, I do not know, and 10% disagreed. Most of the written essays were started with no background sentence.

Statement 20: Background sentences are essential as a part of an introduction

Table 4.20 Frequency and percentage for statement (20)

Value	Frequency	Percentage
Agree	29	21.17%
Strongly Agree	73	53.28%
I do not know	22	15.33%
Disagree	1	1.46%
Strongly Disagree	12	8.76%
Total	137	100%

The item "Students have difficulties writing the conclusion" was ticked as agreed by 74% of the participants while 15% selected I do not know and around 11% disagreement. Less than 2% of the English academic writing test participants closed the topic, but most had no conclusions.

The subsequent statements 21, 22, 23, 24, 25, 26, 27, 28, 29 and 30 measure the logical organization part.

Part 3: What are the cohesion and coherence difficulties in writing under time constraints?

Statement 21: Constrained writing is a literary technique.

Table 4.21 Frequency and percentage for statement (21)

Value	Frequency	Percentage
Agree	68	49.64%
Strongly Agree	59	42.03%
I do not know	1	1.04%
Disagree	1	0.73%
Strongly Disagree	8	5.84%
Total	137	100%

As presented in Table 4.6, about 75% of the respondents agreed that constrained writing is a literary technique. While 12% selected, I do not know, and 12% disagreed. It indicated that it would be expected to say that question seems to have made the students focus on the introductory paragraphs when engaging in English writing.

Statement 22: The four main types of academic writing are descriptive, analytical, persuasive, and critical.

Table 4.22 Frequency and percentage for statement (22)

Value	Frequency	Percentage
Agree	55	40.15%
Strongly Agree	34	25.05%
I do not know	36	26.28%
Disagree	11	8.03%
Strongly Disagree	0	0.00%
Total	137	100%

Moreover, the questionnaire results also agreed that approximately 66% of the target participants thought the four main academic writing types are descriptive, analytical, persuasive, and critical. In contrast, around 30% chose I do not know, and only 4% disagreed. This opinion was expected to be supported in the participants' writing test results, which were discussed. Participants seemed to lack a better idea of the role of the topic idea in English academic writing.

Statement 23: You would need to use more than one academic writing type in many academic texts.

Table 4.23 Frequency and percentage for statement (23)

Value	Frequency	Percentage
Agree	23	16.79%
Strongly Agree	56	41.60
I do not know	29	21.17%
Disagree	19	13.87%
Strongly Disagree	9	6.57%
Total	137	100%

Besides, 59% of the participants stated that you would need to use more than one academic writing type in many academic texts. About 34% selected, I do not know, and 7% disagreed. It seems that academic writing essays should be taught to undergraduate students at different stages to strengthen the students' abilities in producing meaningful essays.

Statement 24: Depending on the type of task and your writing process, editing may include eliminating or adding text to reach the word limit, building your sentences more precise and concise.

Table 4.24 Frequency and percentage for statement (24)

Value	Frequency	Percentage
Agree	26	18.98%
Strongly Agree	69	51.8%
I do not know	15	10.95%
Disagree	14	10.22%
Strongly Disagree	11	8.03
Total	137	100%

For the item that considering the type of task and your process of writing, editing may include: removing or adding text to meet the word limit, making your sentences more precise and more concise, about 62% responded positively, and approximately 30% chose I do not know, but it was noticed that almost 8% disagreed.

Statement 25: Writing under time constraints generates many errors.

Table 4.25 Frequency and percentage for statement (25)

Value	Frequency	Percentage
Agree	37	27.01%
Strongly Agree	43	31.39%
I do not know	36	26.28%
Disagree	12	8.76%
Strongly Disagree	9	6.57%
Total	137	100%

Writing under time constraints generates many errors were agreed by 70% and disagreed by 21%, and 9% of the responses were I do not know. Both methods showed that participants produced many errors.

Statement 26: Time constraint in academic writing is a more effective way to produce better content.

Table 4.26 Frequency and percentage for statement (26)

Value	Frequency	Percentage
Agree	38	27.74%
Strongly Agree	41	29.93%
I do not know	36	26.28%
Disagree	18	13.14%
Strongly Disagree	4	2.92%
Total	137	100%

Around 61% of the participants chose to agree with the item "Time constraint in academic writing is a more effective way to produce better content." 28% stated that they do not know; meanwhile, about 11% were in disagreement.

Statement 27: The number of required words affects the number of errors in the topic. (e.g., 100-word essay, 250-word essay, etc.)

Table 4.27 Frequency and percentage for statement (27)

Value	Frequency	Percentage
Agree	19	13.87%
Strongly Agree	54	39.42%
I do not know	23	16.79%
Disagree	17	12.41%
Strongly Disagree	24	17.52%
Total	137	100%

Almost 42% selected agree in the item, "The number of required words affects the number of errors in the topic. (e.g., 100-word essay, 250-word essay, etc.)," and 42% had no idea with selecting "I do not know." Only 16% showed that they disagreed with the statement.

Statement 28: Academic writing is clear, concise, focused, structured, and backed up by evidence.

Table 4.28 Frequency and percentage for statement (28)

Value	Frequency	Percentage
Agree	35	25.55%
Strongly Agree	36	26.28%
I do not know	21	15.33%
Disagree	34	24.82%
Strongly Disagree	11	8.03%
Total	137	100%

Besides, 86% of the participants stated that Academic writing is clear, concise, focused, structured, and backed up by evidence. Only 4% selected, I do not know, and 10% disagreed.

Statement 29: Understanding the structure of the topic and grammar helps you avoid errors.

Table 4.29 Frequency and percentage for statement (29)

Value	Frequency	Percentage
Agree	32	23.36%
Strongly Agree	76	55.47%
I do not know	15	10.95%
Disagree	7	5.11%
Strongly Disagree	7	5.11%
Total	137	100%

The item "Understanding the structure of the topic and grammar helps you avoid errors" was ticked as agreed by 74% of the participants, while 15% selected I do not know and around 11%

disagreement. This is explained with further details in the writing test analysis.

Statement 30: Understanding the structure of the topic and grammar helps you avoid errors.

Table 4.30 Frequency and percentage for statement (30)

Value	Frequency	Percentage
Agree	37	27.01%
Strongly Agree	67	48.94%
I do not know	30	21.90%
Disagree	0	0.00%
Strongly Disagree	3	2.19%
Total	137	100%

The majority agreed fewer time constraints in writing reduce errors' item 79% while only 11% selected "I do not know," and 10% disagreed. Most of the participants stated that they should be given time to think, plan then write.

4.2 Writing Test

Grammatical Errors

A grammatical word is a word used to define a case of faulty, unusual, or controversial practice, such as a misplaced modifier or an inappropriate verb tense (Garner, 2012). It is also known as an error, usage error, grammar error or mistake, lousy grammar. Grammatical errors are usually distinguished from (though sometimes confused with) factual errors, logical fallacies, misspellings, typographical errors, and faulty punctuation.

EFL undergraduate learners of the English language at some Sudanese Universities face difficulties in academic English writing in terms of grammar.

Table 4.31 Test committed errors.

Item	Type of Error	No. of errors	Percentage (%)
1	Singular/Plural Form	20	13%
2	Verb Tense	7	5%
3	Preposition	7	5%
4	Subject/Verb Agreement	27	18%
5	Article	16	10%
6	Spelling	40	26%
7	Verb Form	7	5%
8	Capitalization	8	5%
9	Wrong/Misused Word	8	5%
10	Missing word	13	8%
Total		153	100%

In discussing the results of this hypothesis, elements of the following Tables: 4.31 was dealt with simultaneously as they revolved around the same issue: the former pertains to the results of the students' written test and the impact of grammar structure on the target students' English writing abilities, which was merely reflected in their writing content.

Taking the percentage values of errors, the results showed that the five most common mistakes that the participants made were in spelling (26%), subject-verb Agreement (18%), followed by singular/plural form (13%), articles (10%), and missing word at (8%). Capitalization and wrong/misused word at (5.5%) for each, whereas verb tense, prepositions, and verb form had the least percentage were the same at (5%). Amoakohene B. (2017), in the study *Error Analysis of Students Essays*, revealed that 584 (55.6%) of the errors were related to grammatical errors, 442 (42.1%) were mechanical errors, and 24 (2.3%) of the errors detected were linked to the poor structuring of sentences. Based on these findings, recommendations, and implications, which were significant to educators, policymakers, and curriculum developers, were provided.

The fewer errors must probably be the number of words in the students' production. These crucial findings are consistent with research showing that Brown (1994, pp. 207-211) and Ellis (1995, pp. 51-52) elaborated on this prototypical. Ellis (1997, pp. 15-20) and Hubbard et al. (1996, pp. 135-141) provided practical guidance and provided clear samples of classifying and analyzing learners' errors.

The opening step requires the selection of a body of language, followed by the Identification of errors. The errors are then classified.

After showing a grammatical analysis of each error, the next step demands explaining different types of errors. Moreover, Gass & Selinker (1994, p. 67) identified six stages in conducting an error analysis: Collecting data, Identifying errors, Classifying errors, Quantifying errors, Analyzing the source of error, and Remediating for errors.

Systematically analyzing language learners' errors makes it possible to determine areas that need reinforcement in teaching (Corder, 1974). A similar design of results was obtained in While Sridhar; (1980:222) considered the following steps for error analysis: Identification of errors, Classification into error types, Statement of the relative frequency of error types, and Identification of the areas of difficulty in the target language.

Taiseer H. (2008), in the study, *An Analysis of the Common Grammatical Errors in the English Essay Writing made by third Secondary Male Students in the Eastern Coast of the UAE*, the most collective and noticeable grammatical mistakes, which were found in the students' essays, included: passivation, verb tense and method, subject-verb Agreement, word order, prepositions, articles, plurality, and auxiliaries.

A comparable pattern of results was obtained in Lin (2002), who examined 26 essays from Taiwanese EFL students at the college level. The findings of this study specified that the four highest error frequencies were sentenced organizations (30.43 %), incorrect verb forms (21.01%), sentence fragments (15.94%), and inappropriate use of words (15.94%), respectively.

4.2.1 Singular and Plural Form

Item	Type of Error	No. of errors	Percentage (%)
1	Singular/Plural Form	20	13%

Some participants did not know that the plural form using the suffix's or 'ies' must be applied to the countable plural noun, e.g. (As one of the communication ways).

A possible reason for the failure to construct plural noun forms probably that in their learning syllabus, there is a need for some prepared lessons with clear objectives to solve the difficulty; there is no plural marker for a noun, it can be noticed where some students wrote some models as (I disagree with a people.), the plural noun people was considered a singular noun; for that reason the Article a was used to illustrate the singular noun according to the students' decision.

However, some participants had already hypothesized that English nouns have plural and singular forms. However, some of them were not sure when they should apply the plural form. When the subject was in a particular form, they used the plural form to the noun, as shown in the examples (4.2).

amobile phones Singular/Plural People used internet in a bad is amazing way to thingsSingular/Plural. communicate.

Some of the I do agree that technological advatigeSingular/Plural is it inventions with all kinds of it make the world so smoother. such as mobile phonesSingular/Plural.

A Mobile There are many phonesSingular/Plural help us. advantageSingular/Plural.

As one of the communication However, these technology such waySingular/Plural. as mobile phoneSingular/Plural.

Some personSingular/Plural Istrongly agree with the view,

them used. *cause* *many*
reasonSingular/Plural.
In a good waysSingular/Plural. *some problem.*
It is also used by the some boys *learn many thing.*
and girlSingular/Plural.
Any thing in this world have two *I disagree with a people.*
sideSingular/Plural.
Technology has two *I disagree with a people.*
sideSingular/Plural.
Technological invention have *I disagree with a people.*
an advantagesSingular/Plural
and disadvantages.
Technology became so useful *I disagree with a people.*
this days because the
communication became so easy.
informationsSingular/Plural &
C/U

4.2.2 Prepositions

Item	Type of Error	No. of errors	Percentage (%)
1	Preposition	7	5%

The participants demonstrated confusion for correct usage of a preposition. The use of prepositions is to clarify the direction of the content. Nevertheless, in these cases were used by mistake to change the meaning into other rules. Meruyert S. (2016) Error Analysis of Written Production, study investigated common English language errors made by Kazakh and Russian First Language speakers. The study examined errors in a corpus of 32 compositions and 32 translations written by 32 participants. Errors were identified and classified into some categories. The participants' seven most common errors were pluralization, subject-verb Agreement, omission or misuse of articles, wrong choice of words, omission or misuse of prepositions, spelling, and misuse of like+Ving form. The study is necessary for educators and study material developers who should become aware of the kind of errors that their target learners make to

consider while preparing the teaching material. For learners, error analysis is crucial as it shows the areas of difficulty in their writing. The pedagogical implications for future study are included at the end of this research paper.

They use mobile for rather get more information.
Use your mobile to inter in the internet.
I agree and in the sametime I disagree.
There are many advantages to technology

4.2.3 Subject-Verb Agreement

Item	Type of Error	No. of errors	Percentage (%)
1	Subject/Verb Agreement	27	18%

‘A large number’ refers to more than one person, i.e., plural subject, and requires plural verb ‘are.’ However, one participant used ‘is’ instead, as shown in sentence no. 1. In sentence no. 2, the correct word should be ‘deals.’ In sentence no. 3, ‘eat’ should be used rather than ‘are eating.’ The term ‘sit’ should be used rather than ‘sits’ in sentence no. 4. A large number of students is S/VAgreementsick. We need to be careful because it dealingS/Agreement with health. The mobile always sticks in the tech that the students S/Vagreement are eating. It causes fights because there are no mobiles to sit in/agreement.

The new technology haveS/V Agreement my advantage and disadvantage.

It isS/V Agreement facilitate the communication.

Yes phone areS/V Agreement making people social.

We mustedS/V Agreement use it.

It stopS/V Agreement people from knowing each other.

It consistS/V Agreement of:.

The phones it isS/V Agreement a make socially less.

I amS/V Agreement disagree.

This makeS/V Agreement society.

Human inventS/V Agreement things to make their social life more comfortable.

It isS/V Agreement make people socially less.

If they may be willS/V Agreement learn.

In the history you can not driveS/V Agreement.

mobile phonesS/V Agreement making any thing in the world you can.

Technology helpS/V Agreement us to be in communicate to other world.

By technological invention you can achieving your goalsS/V Agreement.

It letS/V Agreement people lies and it has been impacted the teen age.

Social media takeS/V Agreement the big time.

Technology isS/V Agreement give you work in internet.

It keepS/V Agreement a lot of time.

It becomeS/V Agreement very important.

Technology changeS/V Agreement the people.

That makeS/V Agreement world a small village.

It is helpS/V Agreement in many things.

The internet makeS/V Agreement people social.

World haveS/V Agreement much benefits.

It makeS/V Agreement me.

Mobile phones makingS/V Agreement people socially.

I am disagreeS/V Agreement with people. It can make the people after long time ago meet on the social media.

Some people goingS/V Agreement to shopping.

Some people goingS/V Agreement to shopping.

4.2.4 Articles

Item	Type of Error	No. of errors	Percentage (%)
1	Article	16	10%

The participants demonstrated confusion for correct usage of articles. In sentence no. The correct preposition is ‘around’ rather than ‘at.’ In

sentence no. 2, the preposition ‘for’ should have been used. While the preposition ‘of’ should have been used in sentence no. 3. So many dirty plates and glasses can be seen everywhere at Preposition the school canteen. The food to cater to Preposition the students during recess is not enough. As the secretary at Preposition the club, I have been assigned to write the report.

<i>Technology help us to be inArticle communicate to other world.</i>	<i>It is also used by theArticle some boys.</i>
<i>It needs just minteArticle or less than that.</i>	<i>It has anArticle advantages and disadvantage.</i>
<i>Technology has aArticle two side.</i>	<i>Some people used it in bad way.Article</i>
<i>Technological invention have anArticle advantages and disadvantages.</i>	<i>Such as contect with another country with the Articlelike facebook....etc.</i>
<i>Social media take the big timeArticle.</i>	<i>That is accomfort deal with theArticle your friend.</i>
<i>It has the madeArticle.</i>	<i>That is big problem. Article</i>
<i>He use in theArticle any of the thing.</i>	<i>My self on the previous time. Article</i>
<i>in our contrey.Article</i>	<i>A people going toArticle shopping in the facebook and instegram.</i>
 <i>On Article the hstry you can not drive.</i>	

4.2.5 Spelling

Item	Type of Error	No. of errors	Percentage (%)
1	Spelling	40	26%

The spelling errors were detected almost in every essay produced by participants. The frequencies showed that they write based on the memorial experiences, not the English language writing tips' right method.

The number of errors identified in the texts might be less than the real errors if the students would have produced more extensive essays. It can be noticed that the peak of the errors lacks the correct use of vowels.

Amazing way to acommcate.

Technology is so usfol in our life.

technological is culter.

The technolgi.

Techonological is bad to the childer.

Some people use it for mane thing.

in my opinion I gess that. The new technology have my advantige and disadvantige.

The mobile phone was very mporten.

Some of the advatige.

realaganship pettwn other people in other cometary in the world.

It is esay to communicated.

I am dissagree.

Relative and frind.

to viest

Technology is the most importan.

Technologi

Some people can use the technologi for exampol.

comunication

To viest realated.

serch

The production in there contray. this dayz.

informitons

put (but)

Technological one of the main reson.

denay

on the other said disadvantges

effekt

watch bad things and read bad thing.

such as contect.

useng

Then with technolog if we use in the right way.

It is good for searching informetions.

Make people bissy.

inginear

And don't let the students read there subject.

easiar

eyes diseses.

better pleac.

People use that divice all the time.

semple

Amazing way to acommcate.

People mak it for fun.

4.2.6 Verb Tense

Item	Type of Error	No. of errors	Percentage (%)
1	Verb Tense	7	5%

Wrong application of verb tense can be seen when the participants did not apply the correct tense to the verb in the sentences. It can be assumed that some of the participants were not aware of the different rules for tenses application.

Some suffixes like 'ing' and past tense forms showed that these participants are aware of the rules on different tenses application. They have already hypothesized that these verbs needed to be used with various tense forms and should not be used in the raw form. Some verbs written using different tenses documents are not written in the verb's natural state. For example, the sentence 'It making this good' could be written in the raw form 'It makes this good.'

This showed that they acknowledged the ‘ing’ form, but they were not sure of the complete present/past continuous tense forms and application in the English sentence. The suffix ‘ing’ applied is not relevant to the context given because it requires the verb to be written in the past tense form.

This information revealed that the different tenses rules application was not formed, but they have already hypothesized that these tenses forms exist in English grammar. Examples of wrong application of verb tense are shown below:

It is easy to communicated.

I think uses of mobile phones depend on the person.

to found many sources.

No time to sitting with family.

Mobile phone can causes Autism.

But we must use it by write away.

It is a develop thing.

Some errors in tenses by using different tense which led to the meaning disruption.

4.2.7 Capitalization

Item	Type of Error	No. of errors	Percentage (%)
1	Capitalization	8	5%

It was identified that participants faced difficulties in capitalization in many areas, as follows:

amobile is one of the meal of communication.

in my opinion I gess that.

some people they are doing.....

A clear difficulty of using capitalization in different areas.

yes agree.....

it is a make.

it is make people socially less. the good thing it is help.

in the beginning.

4.2.8 Sentence Construction

Item	Type of Error	No. of errors	Percentage (%)
1	Wrong/Misused Word	8	5%
2	Missing word	13	8%

Besides the above errors, participants also have problems in forming simple or complex sentences. A complete sentence should start with a subject and should be followed by a verb and an object or full sentences, considering that 92% of the questionnaire respondents agree that ‘A sentence is a complete thought.’ However, the participants demonstrate missing/wrong object, missing subject, and missing verb in their essays as follows:

4.2.8.1 Missing Word

The absence of the word in an English sentence could lead to meaningless or ambiguity. It was noticed that many essays were written with many missing words; the following examples represent some examples:

Doscover many thing and now last news.

Technology has exce.

Positive technological.....

*Technologies best when appalling
obvious.*

Such as scientific investigation tecm.

but it also good.

*No one can deny mobile phones the most
important.*

Technological one of the main reson.

The simplest form of le.

We can shopping.

What going on?

I not dis agree.

How to speaking.

*Missing
words
influenced
the
meaning
which
was not
complete.*

The advantage of technological

4.2.8.2 Wrong/Misused Word

Concerning the wrong/misused word, some cases were identified in the responses, which could be explained in the light of the misunderstanding of the approach of the academic writing techniques, since we have reported that there is a lack in the syllabus of the provided materials working to solve the writing problems.

In general, students showed a high tendency to use different forms of verbs, adjectives, nouns, etc. The following examples were identified from participants' written works.

4.2.8.3 Wrong/Misused Word

1- *Sometime, you take news about the life from my.*

2- *I not agree because is not give atran.*

3- *it call more then move to tired in your eyes.*

4- *Technology made form the world.*

5- *He use in the any of the thing.*

6- *because it negative to spend all the day in watching.*

The effect of misused words distracted the intended meaning which could be explained to any other meaning.

Logical Organization Problems

This part of the study results is significant as they were designed to investigate the problems that Sudanese EFL graduate students face when organizing their ideas in academic English writing. In general, text organization seems to differ from one language to another, based on logical organization ways that writers follow. According to Kaplan (1996, cited in Lui & Qi, 2006), writers' ideas are expressed by developing words and sentences and developing ideas through an appropriate arrangement of sentences and paragraphs.

Sudanese EFL graduate students face logical organization problems in writing an English academic text.

To examine this, the statistical results of Tables 4.32 and 4.33 below were taken into account.

As shown in Table 4.32, the minority of the students (3.9%) clearly stated a topic sentence in their introductory paragraphs. In contrast, 96.1% of their essays were found to be without clear topic sentences. Sometimes a topic sentence could be expected to be stated in the middle or end of a paragraph, but it was not there.

In all recorded cases, it is placed in the beginning. It helps the readers to follow both order and unity of the paragraph easily. However, what has been identified in the participants' written work is that some of them did not tend to state their topic sentences in the introduction since they were not already aware of the topic, i.e., according to instructions given; they have to choose one topic to write on it.

Thus, their introductory paragraphs look well, as all sentences pertain to the topic. In contrast, suppose that the reader has no idea about such

instructions, and then he/she may not be able to identify the topic sentence.

As presented in Table 4.4, almost 65.7% of the respondents agreed that the topic idea must be outlined in an introduction and detailed in body paragraphs. Given this, it would be fair to say that this difficulty seems to have made the students write too long introductory paragraphs when engaging in English writing.

The following three extracts, which have been chosen from the students' English writing test, indicate the problem of an exact topic sentence in introductory paragraphs:

Table 4.32: logical organization problems

No.	Item	Clear		Unclear	
		Frequency	Percentage	Frequency	Percentage
1	Introduction has a clear topic sentence	5	3.9%	132	96.1%
2	The introduction contains a main idea of the whole Topic	3	2.2%	134	97.8%
3	Supporting evidence	7	5.1%	130	94.9%
4	Each paragraph has one controlling idea	3	2.2%	134	97.8%
5	Inconsistent paragraphs	118	86.1%	19	13.9%
6	Random shift of ideas	124	90.5%	13	9.5%
7	Unclear conclusion	132	96.3%	5	3.7%

* indicates the results are significant at 5%

1. Technology is the science of craft from Greek techno at Art skill. It is hand work and is the sum of technology skill. Methods and processes used in the accomplishment of objectives such as scientific investigation. (B103).

2. Technology make our life to become easy because we can communicate each other easy through internet. So mobile, laptop and so on and make our life to became simple by using them, technological make the world as small as village. It let us to build our life easy. (B102)

3. Yes, I agree because technology make anyone been basy because a lot of people make it for fun. (A27).

In the above examples, the students were asked to write about the topic (Some people argue that technological inventions, such as mobile phones, are making people socially less interactive) (see 4.4.). These introductory paragraphs lack clear topic sentences, which means that they are unaware of having an exact topic sentence in written English essays.

For instance, in the case of the first student (B103), there is no indication of what he/she was going to say, and therefore his/her paragraph turned to be a group of words conveying no meaning. All three examples began with a generalization and then rattled on. Such a way of starting a paragraph seems to be very odd, if not unacceptable, to native English speakers because they were accustomed to being put in the picture explicitly from the very beginning and had the overgeneralization pattern.

Moving on to the problem of a central idea of the whole text in the students' written essays. The findings revealed that (97.8%) of the students could not be able to provide the main idea of the whole composition clearly and as can be seen in the above extracts (B102, B102, and A27) in which the students violated the concept of the overall controlling idea by writing some different words to make a group of ideas in one paragraph. Indeed, without a clear controlling idea of the whole text, readers will become distracted, for it would be hard to differentiate which of the provided ideas is the central one.

Therefore, it was realized that well above 97% of the students' essays experienced difficulty making one main idea. That is, only a few of their papers were assumed to meet the requirements of a central concept in the development of an English paragraph.

In this respect, al- Hassan (2004) maintains that the idea of the paragraph in Arabic seems to be problematic, as it revolves around a series of central ideas, some of which might not be developed further. If this is the case, one could contend that possibly most of the students under the study might have been influenced by what al- Hassan suggests: they have been affected by characteristic features of Arabic writing.

Generally speaking, what has been noticed in the students' Academic English writing test is that it is complicated to identify the main central idea in their paragraphs as they include a series of thoughts almost on an equal basis, i.e., each section tends to describe a particular point of view.

One of the apparent results of the study is that most of the students have produced inconsistent paragraphs. In other words, only 13.9% of

them were found to have written meaningful paragraphs in Academic English topics. Accordingly, it can be argued that such inconsistent instances of paragraph organization may be attributed to their misunderstanding of the essence of a paragraph in English writing. Most of them did not care about the paragraphs' logical sequence: they only emphasized the paragraphs' quantity. However, contrary to the researcher's prediction, the findings indicate that they faced many problems providing evidence in paragraph development.

In this regard, 5.1% of them developed the paragraph's topic sentence by employing various writing strategies of paragraph expansion such as paraphrasing the title, outline sentence, structural sentence, and so forth. Nevertheless, although most of the students did not provide supporting information when developing the paragraphs, many appeared to have problems with a random shift of ideas. To illustrate this claim, consider the following extracts taken randomly from the students' English writing test:

4. Some of the advantages of technology in modern times include it has given people a sense of freedom so it easier to get what you want the opportunity to communicate and exchange views and ideas with others and opened the doors for discussions and dialogue with different spectrums. (A52).

5. Technology is bad for people it make thame not conneted with other and it make thame leazy and make there hea the bad but it make our life easy and make call with around the world and we can shopeing and can lerune. (A47)

6. Technology it is important of human life it helps them for a lot of things. Technology has positive and negative the positive like give the

human a lot of fun and make them happy, helps students for their studying make people get a lot of information and they is easy to using. (A35)

In common sense, the academic technique of ideas' consistency is considered to be fundamental in the organization of any written text. The above examples show that the students exhibited problems of the random shift of ideas while writing their Academic English texts.

As for the first student (A52), she/he started the paragraph with the ‘‘Some of advantages of technology.....etc.’’ the writer abruptly slipped into the body extraction without and outlining or introducing or structuring, also without giving any details that in what aspect it is useful meaningfully.

Moving into the part ‘opened the doors of discussions and dialogues...etc.’, it seems there is a severe difficulty in manipulating the words to produce a direct sentence in English to express the concept. It would have been better if such a definition had been outlined at the beginning of the paragraph because it would make the reader feel that the ideas are united and understandable.

Similarly, indicators of a random shift of ideas can be seen in the second student's (A47) extract. For example, apart from many unforgivable grammatical errors, the student started the paragraph by describing the technology as a wrong item. Still, his/her random arrangement of ideas made the whole section looks vague, especially when the words *it make thame, and leazy, and we can shopeing we can lerune*. That is to say; no one would imagine that these aspects to be described this way as the bulk of words.

Further, the student (A35) started the second paragraph with a correct outline: *Technology it is important of human life it helps them for many things*. It seems that the linking work has been misused, and there is no relationship between this paragraph and its predecessor, i.e., the mobile phones. Those factors have nothing to link them together in one paragraph. Moreover, it is also complicated to predict what the student means by "*and they is easy to using*).

Therefore, the pronoun 'it' does not make any sense as it may refer to technology, mobile phones, or students. Mainly speaking, it can be argued that Sudanese EFL graduate students faced difficulties in presenting their ideas consistently. Readers may get confused, as the ideas seem to be fragmented in their sequential order.

The final problem of the logical organization to be investigated is an 'unclear conclusion.' Just as the importance of a clear introduction, a clear conclusion also plays an essential role in one's written text's meaning.

In other words, a clear conclusion will speak for itself because it will encourage the reader to be satisfied with the overall meaning of the text. Relatively, the results' findings indicate that 96.3% of the students encountered difficulties when concluding their essays. Also, as table 4.3 shows, 74.5% of the students think that many Sudanese EFL graduate students find it challenging to make a clear conclusion. Here are some examples of instances of unclear findings in the students' written test.

7. This makes the technology very bad and not useful. (A3).

8. *How one went about washing ones from phones the ultimate gals (B117).*

9. *Technology has many advantages it simples everyday life. Take the example of a washing machine. It is hard to imagine nowadays (B93).*

10. *The second thing mobile phone help us in researchment some time we use mobile (B67).*

Based on the analysis of the above examples, the students' conclusions seem to be mysterious and incomplete, especially examples 7, 8, and 9. Similarly, in example 10, while the student was inclining to conclude, he/she jumped to talk about a new idea:

The second thing mobile phone help us in researchment some time we use mobile.

Relatively merely, one could say that Sudanese EFL undergraduate participants seemed to have very little knowledge about how to draw an opposite conclusion when writing an Academic English text. Although it was observed that a fewer number of them had produced well-written texts in terms of the body, they failed to give practical conclusions.

Coherence and Cohesion Problems

As achieving coherence in English writing is one of the most tedious problems that face most EFL/ESL learners, this part investigates Sudanese EFL undergraduate students' academic English writing difficulties in terms of text's overall unity of ideas. The procedural steps will be adopted here to calculate the frequency of occurrences

and percentages of coherence elements that are supposed to be examined. That is, the calculation of coherence elements will be as follows:

Total number of each coherence aspects used by all the students X 100

Total number of different coherence aspects used by all the students

To thoroughly highlight this section's results, interpretations of the following two Tables, 5.8 and 5.9, were considered.

Table 4.33 Cohesion and coherence problems

No.	Coherence aspect	Frequencies	Percentages
1	Verb-noun agreement	65	32.66
2	Appropriate use of subordinates	5	2.51
3	Appropriate use of commas and Semicolons	16	8.04
4	Use of transitional expressions	12	6.03
5	Necessary repetition	6	3.01
6	Consistent parallelism	7	3.51
7	Literal translation	88	44.22
	Total	199	100.00

The above Table (4.33) shows a lack of coherence aspects, which can be identified in the target students' English writing test. The results indicate that the students experienced significant difficulties in dealing with both necessary repetition and consistent parallelism of the seven coherence aspects examined. Despite repeating the keywords or phrases is optional in academic English writing. Still, when this repetition is used for unnecessary purposes and exceeds its usual limits, it becomes indifferent and boring. Therefore, what has been observed in the writing test was that although most of them inclined

toward too much useless repetition, only less than 3.01% of them were found to be able to repeat the keywords or phrases.

Evidence of low parallelism was also seen in most of the students' written essays. Nearly 3.51% of them have succeeded in formulating consistent parallel structures within and between the sentences to give a rhythmic movement between ideas.

In general, parallelism can be perceived as not so essential as other grammatical factors such as subject-verb Agreement in English writing. Still, it helps writers handle their sentences in the process of composing. However, what has been noticed in the target students' written essays is that they lack elements with which writers typically introduce parallel clauses, i.e., such as 'not only.....but also, neither...nor, either...or, not....but', etc.

To illustrate some cases of no parallelism in the students' writing test, consider the following examples:

11. Most technological devices rely on electricity, so if power is lost device cannot be used the technological devices tend to be expensive so poor did not afford. (B105).

12. The danger is not that computers will begin to think like men and technology in clouds the use of material men begin to think like computers(B100).

13. Technology is useful in my life it is help in my things such as in my job and it is a useful (A40).

In the above examples, the students violated one of the basic notions of parallelism that the same word forms (e.g., verbs, adjectives,

nouns) should be repeated in the same manner to give the same meaning. Nevertheless, what is evident in the three examples is that the students failed to follow the same tense pattern, and consequently, a reader may feel a sense of disunity between the clauses.

For instance, in the case of the first student (B105), he/she mentioned that ‘Most technological devices rely on electricity, so if power is lost device cannot be used the technological devices tend to be expensive so poor did not afford’, but the parallel clause is in the present simple tense, so there is a kind of illogical shift of tense, which causes incoherence. Similar low parallel constructions can be noticed in the other two examples: 12 and 13.

The third most frequent coherence problem in the students' writing analysis was tense and noun Agreement. If one must say the obvious, only 32.66% of the target students were found to show verb-noun agreement symmetry in some parts of their English writing test. As such, it can be argued that although the noun-verb Agreement is one of the simplest phenomena of academic English, whether written or spoken, many Sudanese EFL undergraduate students failed to cope with this phenomenon.

Even though some researchers (e.g., Salebi, 2004 & Espada-Gustilo, 2009) contend that the noun-verb Agreement is a grammatical factor, I see it also as a signal of overall coherence in written discourse. Hall (1985), for instance, thinks, "If verbs supply the energy that makes prose go, nouns are the body of prose. Without nouns, as he argues, nothing would be doing the going". Adding to what Hall argues, one could say that what can be said about nouns also can be said about verbs.

In a way, a bond of consistency must be made available between these two crucial categories so as a meaningful message can be understood. However, to prove these claims, let us consider some extracts from the students' English expository writing test:

14. There are many advantage to technology that are different to list all at points. (B89).

15. Benefits of technology has many advantages it simplifies everyday life take the example of a washing machine. (B117)

16. The phones today is very semple of the communication. (A2)

17. I agree that a technological inventions is very useful for other it makes the people civilized and it makes incessantly between them. (B82)

Considering these samples, it appears that the students' most significant difficulty of the noun-verb Agreement is mainly centered on third-person situations. However, besides that, it has been found that the students encountered some problems in the relationship between verbs, pronouns, and adjectives. Of course, in discussing some of the last parts of the study, we have attributed the contributing reasons for the target students' academic English writing problems to the styles governing Arabic writing.

Yet, what can be seen here is that apart from some instances of adjective-noun order of Arabic found in some of the students' essays, there is no much Arabic interference. In light of this, one could conclude that the students' inability of noun-verb Agreement might be due to a lack of understanding of the English language's basic grammatical rules.

Another possible reason is that the students might consider such errors as trivial reflections of any written essay, and therefore do not assign much attention to them. Still, in reality, they are at the center of the text meaning – they might stray a reader from understanding the written text's central theme.

Finally, the students are unaware of English collocational relations, especially those (seven patterns) suggested by Lewis (2000): adjective + noun, verb + noun, noun + noun, verb + adverb, adverb + adjective, adjective + preposition, and phrasal verb. Naturally, adequate knowledge of these relations would help writers overcome most faulty predication and verb-noun Agreements in general.

As for the appropriate usage of subordination, the study's findings indicate that majority of the students did find it challenging to balance between the ideas of the main and subordinate clauses, which in turn led to an incoherent set of sentences muddling up readers' minds.

Generally speaking, the focus here is to examine the extent to which the target students have maintained logical relationships between the dependent and independent clauses because using incorrect subordinating conjunctions could reduce sentence unity.

Thus, the writing test results show that 2.51% of the students used subordination to specify the relative significance of parts of sentences. In other words, they chose the subordinating conjunctions that are relevant to the relationship (paratactic & hypotactic) between the two clauses.

To testify some areas of the target students' deficiencies in using logical subordination, consider the following excerpts:

18. *(Illogical) Technological inventions make people socially less interactive Although, now all the world go with the invention step by step. (B118).*

(Logical) Technological inventions making people socially less interactive because, now all the world go with the invention step by step. (shows reason or cause).

19. *(Illogical) Through WhatsApp people may plan events or even advertise them. (B6).*

(Logical) However, people may use WhatsApp to plan events or even advertise them. (shows contrast).

20. *(Illogical) because more attached to our screen more than the people around us. (A24).*

(Logical) because we are attached to the screen more than people are. (Shows reason or cause).

Besides subordinating conjunctions that signal contrast and cause relations, other subordinates were very rare in the students' English writing test. Most of the students have used coordinating conjunctions such ('and,' 'but') instead of using subordinating conjunctions.

As stated earlier, Sudanese undergraduate EFL learners were influenced by the excessive use of coordinating conjunctions.

Another coherence problem noticed in the students' English writing test is that most of them were not able to use transitional expressions to create coherence and consistency in their English writing.

Therefore, the results indicate that 6.03% of the participants could employ correct transitional words to show relationships among ideas and sentences. Again, there was congruence between hypotheses and writing tests. The participants showed poor command of logical organization in written academic English topics, and the transition words were considered significant in this course.

To illustrate an example of an absence of transitions in the participants' academic English writing test, consider the following extract:

21. Some of the advantages of technology in modern times include, it has given people a sense of freedom. So it is easier to get what you want every you want the opportunity to communicate and exchange views and ideas with others and open the doors for discussion and dialogue with different spectrums. (A52)

22. In my opinion technology is very important aspect of todays world no one of us can imagine our life without as same as the invention that pop up every day to make life easier and more comfortable for humans. Tech is a powerful tool we use to connect with one another and the world of the world. (A24)

There was a lack of transitions between the sentences of the above extract. For example, after the first sentence in the first paragraph, the writer might have used a clarification transition (e.g., that is, in other words, that is to say, etc.) to explain in what way the technology was useful.

Having done that, the writer could have also employed an emphasis transition (e.g., in fact, indeed, etc.) to connect the second sentence's

(in the next paragraph) idea to the previous one. Besides, before the sentence ‘Tech is a powerful tool,’ a result transition could be used to tell that due to its power in the first part of the sentence, the writer could rely upon the result by using due to or thus, for instance.

Moreover, the end of the first paragraph might be developed as a separate paragraph, therefore preceding a contrast transition. For the most part, there was only one transition (so) between the sentences in the remaining two paragraphs. This number seemed to be small compared to the total number of words used in these two paragraphs. Based on these results, it can be said that Sudanese EFL undergraduate participants faced severe problems when using transitional expressions in English writing.

The appropriate use of commas and semicolons was also one of the real problems that Sudanese EFL undergraduate participants encountered in their academic English writing. Percentage of 8.4% of them used commas and semicolons correctly and adequately in some parts of their essays.

This percentage indicated that most of the target students lack a better understanding of punctuation aspects in English writing: commas and semicolons; enhancing their overall academic English writing coherence enables the readers to follow the stream of ideas.

Generally speaking, punctuation can be considered an element of textual cohesion that plays an essential role in determining a text's meaning. Minelli (2005), for example, suggests that punctuation acts at the syntactical, semantic, and pragmatic levels, all of which are believed to attain both the cohesion and coherence (to some extent) of the text.

For more details in this regard, consider the following examples taken from the students' writing test:

23. On the other side technology has made us lose some of our touch with realty and people we became much attached to our screen more than the people around us. (A24).

24. The second thing mobile phone help us in researchment some time we use mobile. (B76).

25. In conclusion technology has facilitated and developed horizons of scientific research especially with emergence. (A50).

26. The simplest form of technology is the development and use Finely technology be life essay. (B103).

As can be seen in the above examples, the participants failed to use commas. Most importantly, after each of the underlined words, a comma should have been used to show parts of the sentences. Astonishingly, some commas were used redundantly by these participants, especially in sample 24.

In general, what has been noticed in the students' written test is that semicolons were almost rare. Most of them were confused between the usage of commas and semicolons, as shown in example 23.

Finally, literal translation was also observed to be one of the students' areas of difficulty in coherence attainment in English writing. Thus, the written test results reveal that nearly 44% of the students inclined toward literal translation when writing in English. It has been noticed that most of them, although they seemed to have unreasonable

academic English writing techniques, ideas sound Arabic-oriented thinking.

Most of them first form their Arabic ideas and then translate them rather than semantically into English, which may fail to give a clear picture of the intended meaning. The following examples below show the extent to which the target students have practiced literal translation techniques in their English writing.

27. mobile is vary imbortin in our now suound to messg in call to all people can sead how are you and how do you do bit at technological is very vary good our life. (B96)

28. Technology has many dvantages – it's simpliest everyday life. Take the example of a washing machine it is hard nowadays how noe went about washing. (B93).

29. I like technological it's good it's helping in life like the study and cooking and every think and he has a nigativ think like he do the hidk and he bad to the ains. but we reed it in the life.

he ddo the esye life.

he help the people. (A7).

Looking at the above examples, no one could believe his/her eyes that EFL participants at undergraduate levels majoring in the English language would write such incompact pieces of academic English writing.

Therefore, this provides that they were unable to demonstrate their thoughts in English because of an insufficient command of the English language. To balance this gap, they tend to think first in

Arabic and then translate what has been considered into academic English writing, which will negatively affect the written text's overall coherence.

After all, the target students' volume seemed to have exhibited severe difficulties in achieving coherence in English writing. Accordingly, more than 90% of the respondents' failed to achieve coherence in academic English writing because most of them have not been taught the functions of coherence in academic English written.

Cohesion Problems

Cohesion is considered one of the significant areas in the investigating of the academic written text. Hence, this part attempts to analyze the extent to which Sudanese EFL undergraduate students had deficiencies in knowledge of English cohesive devices when writing an English academic test.

For this goal, percentages of correctly used cohesive links were reported by placing the number of each cohesive link used by all the participants over the total number of different cohesive links used by all the participants and then multiplying by one hundred as shown below:

$$\frac{\text{Total number of each cohesive tie used by all the students}}{\text{Total number of different cohesive ties used by all the students}} \times 100$$

Table 4.34 cohesive links problems.

No	Grammatical cohesive links	Frequencies	Percentage
1	Personal reference	46	9.72%
2	Demonstrative reference	39	8.24%
3	Comparative reference	38	8.03%
4	Nominal substitution	33	6.97%
5	Verbal substitution	43	9.09%
6	Clausal substitution	32	6.76%
7	Nominal ellipsis	17	3.59%
8	Verbal ellipsis	36	7.61%
9	Clausal ellipsis	20	4.22%
10	Additive conjunctions	16	3.38%
11	Causal conjunctions	25	5.28%
12	Temporal conjunctions	18	3.80%
13	Adversative conjunctions	7	1.47%
No	Lexical cohesive ties		
14	Repetition	58	12.26%
15	Synonym	21	4.43%
16	Antonym	19	4.01%
17	Hyponym	5	1.05%

Moreover, discussion of used cohesive links and instances of misused cohesive links was dealt with based on some of the participants' writing samples.

This part is categorized into two main sections:

Grammatical cohesion problems and lexical cohesion problems.

Lack of cohesion knowledge characterizes Sudanese EFL undergraduate students' Academic English writing performance.

The following two Tables were considered.

Table (4.34): Frequencies and percentages of cohesive links used by the Academic English writing test participants.

Grammatical Cohesion Problems

Grammatical cohesion problems were investigated in this study, including reference, substitution, ellipsis, and conjunction. First, the problems of reference cohesive links indicated that the participants faced more difficulties in using informative or demonstrative references of the three references examined.

That is, only 9.72% of them were able to use this type of cohesive link appropriately. In terms of personal and comparative references, the results revealed no significant differences in the use of these two references; for example, nearly 17.75% of the participants were found to have difficulties using proper personal and comparative references in both cases.

Narrowly, these percentages showed that the participants lack proficiency in using cohesive reference links, disregarding the fact that references are assumed to be the most common ones compared to other types of cohesive devices.

It is worth noting that while rating the participants' academic English writing test.

Below is an example of one of the participants' EFL writing technique indicated some kinds of cohesive links misuse :

Human invent things to make his their life , and help for their study, and I think the student need to prepare himself before enter the college in technology in their secondary school must try to himself

must has a technology, the student must go himself ability, their choices are not randomly, They can reach their dear ones who living in any part of the earth, It is also possible to say as mobile phones becoming more smarter, people can share their personal. (A54)

Apart from many grammatical errors, one can also add that the above example lacks an exact sequence of semantic relations due to the misuse of some cohesive devices. Because of this misuse, it is evident that a reader may find it difficult to follow the move of ideas with ease. For example, the first pronoun 'their', it is not known if it has been used as an anaphoric reference to refer to the student while referring to humans as a primary subject of the part.

Thus, if it is so, the noun 'humans' should have been used in the plural (i.e., humans), but what is odd here is that the noun 'human' has been used in singular and looked at as an uncountable noun. In general, the writer randomly used pronouns such as “their,” “himself,” and “his” without paying consideration to the Identification of the preceding.

About substitution cohesive links, as demonstrated in Table 4.8,

there were no significant differences in the use of correct substitutions.

Typically, the three types (nominal, verbal & clausal) look similar in percentages: nearly 22.82% of the students were found to use these substitutions in their written English texts adequately. Even compared to reference cohesive links, the findings indicated that the participants seemed to have a low level of proficiency in substituting substitutions.

Table 4.34 also shows that there were very few occurrences of elliptic instances in the participants' academic English writing test. Only

7.81% of the participants were able to use nominal and clausal ellipses, whereas nearly 7.61% of them used verbal ellipsis. To explain this problem in a more considerable detailed way, consider the following samples extracted randomly from one of the target students' academic English writing test:

All social media today is very important to communicate the people between the other and many people use the technology to knowledge or to get some information or to read or to know something specially the university ones. But there are many people use the mobile phones all the time that is big problem because it causes diseses and other diseses. And that interactive towerd us. I am dis agree with other use that device all the time. (B65)

It can be noticed that there was evidence of ellipsis in the above samples: "ones" in line four and "other" in line six. Nevertheless, guessing the participant's apparent purpose in the first sample, one cannot be able to interpret promptly these elliptical instances.

In other words, one may anticipate that the participant attempted to compare the different types of technology usages that could be done by different community categories, i.e., university students use. Another possible assumption is that the participant might tend to compare the advantages of mobile phones, including community members and students in particular.

Thus, although the participant practiced an instance of ellipsis, it was not possible to elicit a clear answer about the writer's primary objective due to the unclear content. Coming to the second example, It was argued that it would be more meaningful and consistent if the participant could have used the nominal ellipsis' element "other" in the

plural, i.e. "others," because that may lead the reader to obtain the message quickly.

Specifically, the participants' low usage of ellipses may be attributed to the fact that they found it difficult to practice this stylistic feature in their academic English writing; or they might see it unnecessary to show ellipsis instances and even substitution but the upcoming prognosis is more probable.

Further, their responses supported the assumption that the participants lack sufficient knowledge of English ellipsis cohesive links. As for the conjunctions, the results indicated that there were significant differences between the four categories examined. 3.38% of the participants' written works ranked included correct additive conjunctions, while the participants wrote only 5.28% of causal conjunctions.

The logical connector 'and' was the most used cohesive conjunction to the degree that sometimes a sense of redundancy or confusion was created. This might support that these participants seemed to have been affected by their native language structure, which is similar to 'and' in English.

Furthermore, Table 4.34 showed that the participants appeared to have very little knowledge about the use of temporal and adversative conjunctions. In other words, their EFL academic writing test's results provided nearly 4% of them prudently employed temporal conjunctions, while only 1.47% of them used adversative conjunctions. To have a clear estimate about this kind of writing problems, by analyzing the following two extracts taken from the participants' academic English writing tests:

So, some people they are doing are good ways but some people negative side something dependant for person it is no problem to socially to communte ech other your friends however outside and sometime you take news about the life from my I am disagree for this idea such as like mobile phones are making people socially and otherwise You know right know use some technological like mobile or smart phones.

Technological Mobile phone have advantage rather than others.

The first example showed that although the participant tried to use a proper adversative (however), no relationship between the sentence begins with this adversative (however) and the first sentence, which starts with 'so, some people they doing.....'). One may write that the participant was heading to produce a different idea, but the reality is that the two sentences seem to include the same idea.

Furthermore, the same participant used the contrastive adversative 'otherwise,' but still, there is no evidence for a contrast between the two parts of the context. Concerning the second example, although the participant tried to use a correction adversative 'rather,' but failed to provide the other side of the picture, the reader might not, but in reality, It is difficult to guess what the phrase "than others" stands for.

Therefore, it was clear that adversatives were assumed the most problematic area, which has been noticed, in the participants' academic English writing test. Almost two in six students' essays ranked, lacking most types of adversative conjunctions such as contrastive, correction, and dismissal.

To conclude, of the four grammatical cohesive links investigated, the results showed that adversative conjunctions were the most discouraging problems that faced the participants, followed by an ellipsis, substitutions, and reference, respectively.

Lexical Cohesion Problems

Empirically speaking, lexical cohesion is considered necessary in academic written English since it provides how cohesive lexical relations operate in the text composition. Hence, this section intends to throw light on the Sudanese EFL undergraduate students' ability to use linguistic cohesion elements when composing an English academic test.

Table 4.34 indicated that the participants had trouble using repetition and cohesive antonym links: there were no significant differences in the use of these two groups. Relatively, synonyms and hyponyms were less used, that was, and nearly 5% of the participants were able to use these two cohesive links. It can be said that the participants lack the variety of vocabulary, which enables them to use lexical items exchangeably in terms of linguistics equivalents and opposites.

Furthermore, most of the participants faced problems in the use of hyponyms because, as observed in their essays, most of them confused between inductive and deductive relations. In other words, many of them were inclined to start a paragraph with a comprehensive meaning and abruptly jumped to a whole-part connection, which affected readers' progress of content.

In conclusion, the quantitative relation of correctly used cohesive links was small compared to the number of words used by each

participant in the academic English writing test, which indicated that most participants lack an advisable understanding of cohesive links.

Coherence and Unity Problems

This part has three sections relating to the different difficulties that students experienced when achieving their writing tasks.

First, candidates' writing essays score, but purposefully also to indicate the differences that may have occurred when participants applied their essays to keep their writing papers content coherent. Having assessed the candidates' writing papers, the researcher compared the different groups' writing scores to explore any relevant results than comparing the three universities' results.

For the second part of this section, the comparison was based on three universities' writing performance and the frequency of irrelevant sentences.

Finally, this section was designed to show the frequencies of irrelevant sentences and transitions affecting unity and coherence, and it was analytically compared.

To verify this hypothesis, a one-way analysis of variance (ANOVA) has been used to compare the three universities' average performance. In addition to determining the differences between the three universities in terms of each writing problem's aspect. To begin with, the overall writing performance differences, let us consider Table 4.35 and 4.36.

Table 4.35 Writing test scores

Universities	Alribat University	Ahleya University	Sudan University
Grammar	75	65	13
Log Org	57	58	16
Cohesion	58	56	16
Coherence	57	58	16
Average	61.75	59.25	15.25
P-value=.05			

Table 4.36 Writing average test performance

University Name	N	Min.	Max.	Mean	Std.Dev.	CV
Alribat University	60	5	61	33	28.00	0.84
Ahleya University	60	5	57.5	31.25	26.25	0.84
Sudan University	17	0	35	17.5	17.50	1
Total	137	0.00	61.00	51.16	5.04	25.49

Table 4.35 and Table 4.36 above showed no significant differences between the three university students in terms of overall English writing performance.

For example, it can be noticed that the highest mark in the former group is (61), while in the latter is (57.5). Even in terms of the mean difference, it seems no significant differences can be noticed, i.e., 33 for Alribat University students and 31.25 for Ahleya University students. The absence of differences in performance between these two groups can be accounted for because the two levels appear to be a

homogeneous group of Sudanese EFL undergraduate students majoring in the English language who were believed to face similar foreign language problems, in particular writing ones.

Yet, significant differences were found between all Sudan University students as the smallest group of students whose average mean is 17.5. Further, Table 4.36 reveals that the variation (CV) indicator's coefficient proves that Alribat University and Ahleya University students have maintained the highest relative variation: 0.84 compared to the Sudan University students.

To show the differences between the three groups in terms of each university score, consider charts 4.1, 4.2, and 4.3.

Figure 4.1 shows Alribat students' scores

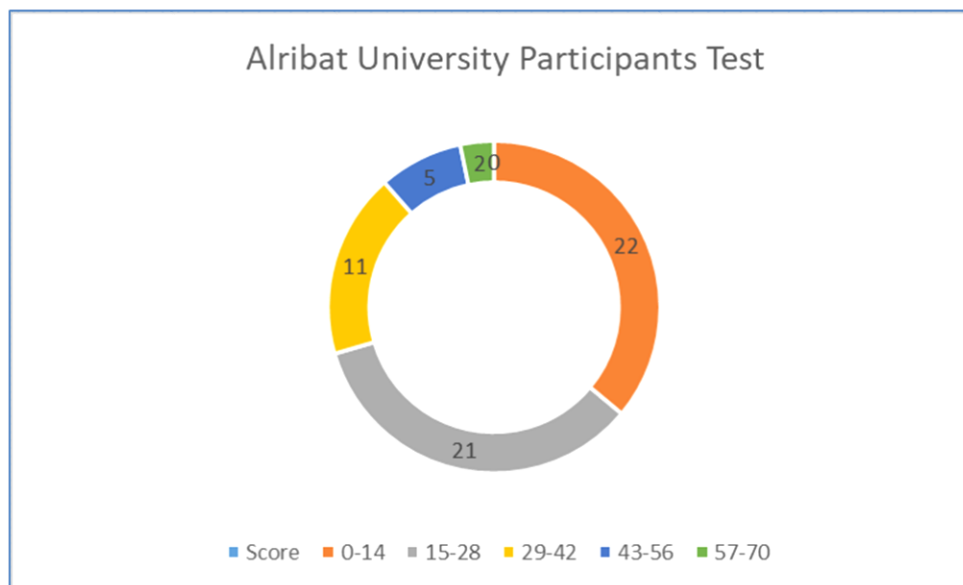


Chart 4.2 shows Ahliya students' scores

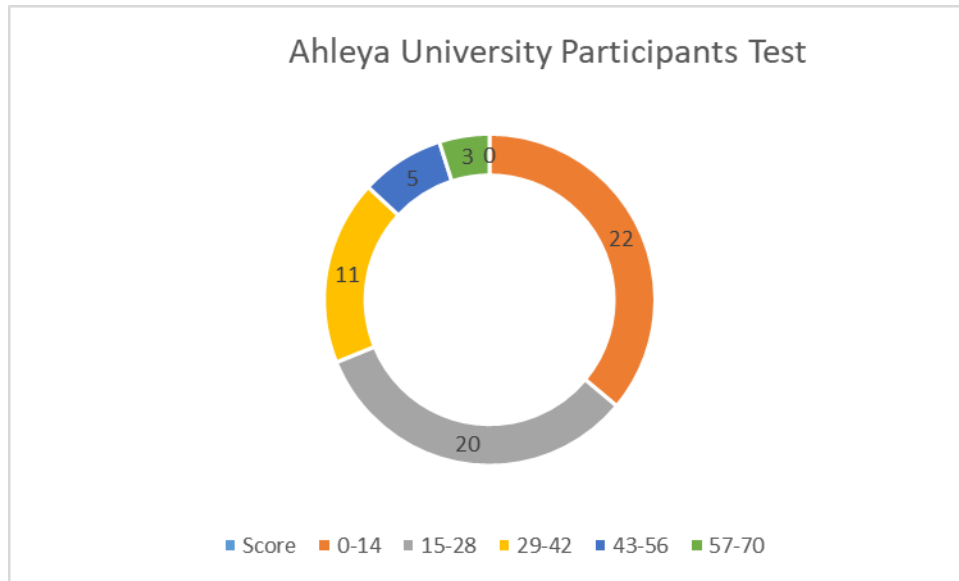
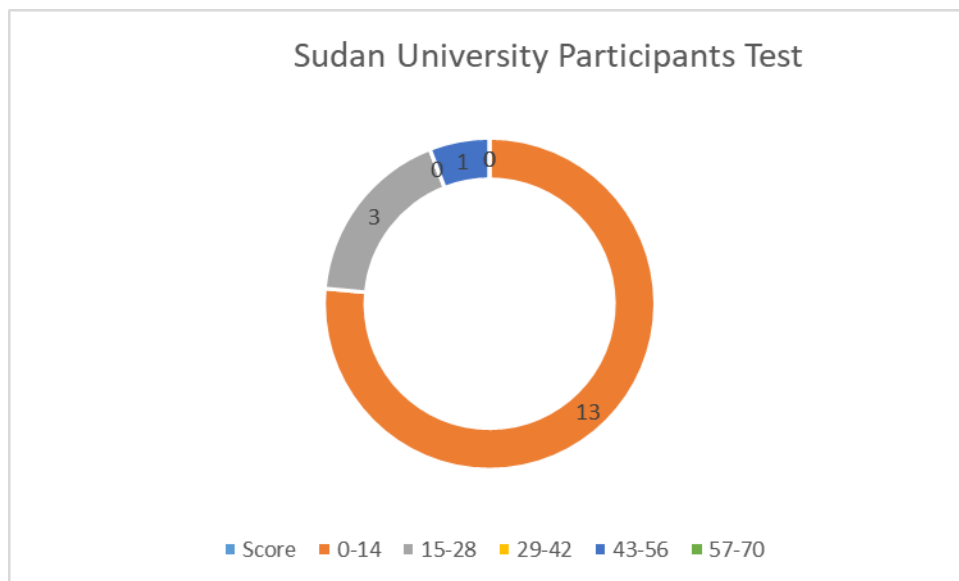


Chart 4.3 shows Sudan university students' scores



This part aimed to analyze the scores of the three universities' written essays. Among several writing features, four main ones, grammar errors, logical organization, cohesion, and coherence, were checked to obtain the final score. To investigate the effects, the descriptive statistics of each category were calculated. The language areas,

frequencies of students' mistakes committed in tests were presented in charts 1, 2, and 3.

As chart 1 indicates, concerning Alribat university participants, the number of students who scored 0-14 and 14-28 were 43 students. While 11 students achieved between 28-42 and 5 students scored 42-56, two students only scored between 56 and 70. As Table 2 shows, about Ahleya university students, the number of students who scored 0-28 was 42 students, 11 students scored between 28-42, 5 students scored 42-56, and two students represented the lowest number of students scored between 56-70. Table 3 describes Sudan university students; 13 students achieved 0-14, 3 students scored 17-37, and only one student scored 37-56.

Irrelevant sentences and appropriate transitions

The Frequency and Percentage of the Number of Irrelevant Sentences and Appropriate Transitions Committed In Pre-And Post-Tests

Number of test takers= 137

Table 4.37 Percentage of writing features

University name	Writing quality (unity and coherence)	Frequency	Percentage
Alribat University	Irrelevant sentences	223	96.5%
	Appropriate transitions	8	3.5%
	Total	231	100%

Table 4.38 Percentage of writing features

University name	Writing feature (unity and coherence)	Frequency	Percentage
Ahleya University	Irrelevant sentences	228	97.8%
	Appropriate transitions	5	2.2%
	Total	233	100%

Table 4.39 Percentage of writing features

University name	Writing feature (unity and coherence)	Frequency	Percentage
Sudan University	Irrelevant sentences	39	97.5%
	Appropriate transitions	1	2.5%
	Total	40	100%

As shown in the questionnaire, it was seen that more than 70% of the questionnaire respondents agree that ‘Depending on the type of assignment and your process of writing, editing may involve: removing or adding text to meet the word limit and making your sentences clearer and more concise.’

In addition to about 79% agree on ‘Understanding the structure of the topic and grammar help you avoid errors,’ these opinions assume that most of the students agree in general. Still, they lack authenticated information and instructions to correctly write in an academic context with fewer errors or considered minor mistakes and errors.

The second part explored the time limit on EFL learners’ writing skills’ unity and coherence. For this, the descriptive statistics of both irrelevant sentences affecting agreement and transitions involving coherence (learners’ essential links of thought) are calculated. The language areas, frequencies of students’ mistakes committed in the test were indicated in charts 1, 2, and 3.

According to table 4.9, all Alribat University students in their writing papers applied more irrelevant sentences while exposed to the time limit. The number of unrelated sentences was highest at 97.8% (228 mistakes). Besides, a few students tried to use fewer transitions

affecting coherence from 2.2% as a least and peaked at 3.5% (14 appropriate transitions).

As mentioned above, this section aimed to investigate the effects of time stress on students' academic writing ability about writing features: unity and coherence since the participants of this study received some information on how to achieve the test.

However, the academic writing task is a product-oriented one by nature. Students have studied some writing courses during the past semesters, which provide the writing techniques and strategies. As 57% of the questionnaire respondents agree that 'Time constraint in academic writing is a more effective way to produce better content,' and 92% think 'Constrained writing is a literary technique in which the writer is bound by some condition that forbids certain things or imposes a pattern' these points indicate they understand the importance of this point.

It could be concluded that students were limited to time while doing writing tasks; they are more likely to take advantage of more irrelevant sentences, putting unity in jeopardy, to compensate for appropriate academic writing standard word count. In other words, since the minimum standard number of words written in an academic writing task must be 150, students used the small form on more sentences, which led to making more irrelevant sentences influencing unity.

On the other hand, this is not true for using transitional signals affecting coherence in writing ability, as test-takers did not have a natural range of appropriate essay writing transitions. That is to say; time constraints have no adverse effects on students' choice and usage of transitions.

As the results show, concerning the first section, which focused on the writing performance of the three university students under time constraints, it can be concluded that all the students of the three universities made the same mistakes and errors. A remarkable increase in the application of more irrelevant sentences as they were pressed for time was observed in three groups.

Since it was an academic writing essay, which must contain at least 150 words, the students applied many irrelevant sentences to tackle the task in case of a word limit.

On the other hand, regarding transitions affecting the writing coherence, two of the three university students performed approximately the same number of appropriate changes in the given test. The third university students made less due to the fewer number of students who responded to the test.

In the second part, they were addressing the effect of time stress on academic writing success. The findings obtained in this study in general support the idea of no effect of time on the writing feature of unity, that is, the time is allocated to a 150-word essay, there was no risk observed for the students to apply irrelevant sentences to fulfill the task; therefore, reducing the unity was not influenced as well. However, no specific effect was investigated for the time limit and appropriate transitions; one can say coherence.

According to the test results, the participants made little use of appropriate transitions while achieving the task due to the lack of effective instruction and a process-oriented approach to writing. The finding of this study was confirmed with Caudery's (1990) and Kroll's (1990) study in which a small or non-significant effect of time on writing efficiency was investigated.

Finally, the writing process imposed great stress on them. That may be why they seek impertinent talk or behavior sentences to fulfill the task and achieve the required word count, instead of the total comprehensiveness and meaningfulness.

4.3 Verification of the Study Hypotheses

This part aims to see to what extent the study hypotheses were confirmed or rejected in the light of the results obtained from the statistical results as they pertain to the ideas.

Hypothesis (1)

The EFL undergraduate participants face different kinds of grammatical errors in English academic writing essays.

EFL ungraduated students faced different grammatical difficulties when they practiced English academic writing.

The goal of this hypothesis is to expose the grammatical errors in undergraduate university students.

The study hypothesized that the EFL undergraduate participants face difficulties when they practice writing skills.

The results showed that there were difficulties facing participants in English academic writing essays. However, institutional planning could help to solve the grammatical problems for undergraduate students.

Hypothesis (2)

Some logical organization problems frequently occurred in the participants' English academic writing essays.

This hypothesis was to find out the difficulties involved in frequency in English academic writing at Sudanese universities.

It was hypothesized that logical organization difficulties were facing Sudanese undergraduate students in writing academic essays.

The results of this hypothesis were that participants experienced serious problems applying the logical organization techniques. Academic institutions and instructors can solve these problems by providing more practice opportunities with correction in writing English academic essays.

Hypothesis (3)

There might be some reasons for cohesion and coherence inconsistency in Sudanese EFL undergraduate students' English academic essays. These cohesion and coherence difficulties might be attributed to different issues such as lack of knowledge, lack of practice, etc.

This hypothesis aimed to identify inconsistencies in the participants' English academic essays.

This hypothesis showed severe difficulties in applying the cohesion and coherence techniques in their essays, but these difficulties could be solved by institutional academic planning.

Summary of the Chapter

This chapter presented and discussed the results of the EFL questionnaire English writing test. The test was administered to the EFL undergraduate students in three Sudanese universities.

The writing test was designed to test the study hypothesis that students face grammatical errors, logical organization, and inconsistencies in English academic writing essays.

The questionnaire was intended for EFL ungraduated students at Sudanese universities. It assessed their opinion about grammar, logical organization, and cohesion awareness.

A sample of 137 participants completed the test, and samples of 137 participants responded to the questionnaire. The data obtained from the test and the questionnaire were computed and analyzed. Responses were presented in tables.

Two sections were included. The first section dealt with the students' questionnaire results, and the second one reported the English academic writing test results.

The results of these two instruments can be summarized as follows:

The first hypothesis regarding Sudanese EFL undergraduate students face different grammatical difficulties when they practice academic writing.

This hypothesis shows that there were some grammatical difficulties facing students. Some possible solutions such as remediation and

additional courseware could be set to develop students' grammar abilities.

The second hypothesis was about the logical organization difficulties facing Sudanese EFL undergraduate students.

The results of this hypothesis were that students' approach towards applying these techniques is negative. Instructors can overcome these difficulties by giving more practice in writing short paragraphs by using simplified main ideas with simultaneous correction and constructive feedback.

The third hypothesis that the possible reasons for the inconsistencies could be attributed to different factors such as the syllabus, the native language influence, and lack of academic planning. This hypothesis considered the syllabus, the native language influence, and lack of educational planning. Still, instructors and institutions can solve these difficulties by using academic writing courses, writing assignments with feedback, and arranging the training.

The next chapter will summarize the study conclusions for the study and recommendations and suggestions for further studies.

CHAPTER FIVE

CONCLUSION

5.0 Summary of the Results

The purpose of this study was to investigate the grammatical errors, logical organization techniques, and inconsistencies in Sudanese EFL undergraduate students' academic writing. It attempted to expose the difficulties in Singular/Plural Form, Verb Tense, propositions, Subject/Verb Agreement, Article, Spelling, Verb form, Capitalization, Wrong/Misused Word, Missing word, Introduction, body paragraph, conclusion and inconsistencies difficulties of English academic writing skills.

This study investigated the three mentioned above area errors encountered by the Sudanese EFL ungraduated students to provide insights into the nature of English academic writing performance. In examining these problems, the following key research questions were set as follows:

What kind of grammatical errors face Sudanese EFL undergraduate students?

What are the logical organization difficulties face by Sudanese EFL undergraduate students?

What are the cohesion and coherence inconsistencies difficulties face by Sudanese EFL undergraduate students?

In seeking answers for these questions, the following hypotheses were set:

The Sudanese EFL undergraduate students face different kinds of grammatical errors in writing English academic writing essays.

The Sudanese EFL undergraduate students face different kinds of logical organization techniques difficulties in writing English academic writing essays.

The Sudanese EFL undergraduate students face different kinds of cohesion and coherence inconsistencies in writing English academic writing essays.

A theoretical contextual that concerns error analysis, grammatical errors, and academic writing approaches were introduced in chapter two. Besides, some related previous studies have been submitted.

The descriptive-analytical method was used in this study. The study's objectives were to investigate the grammatical errors, identifying and analyzing logical organization techniques and inconsistencies facing 137 university students in writing English academic essays. To collect the required data, the researcher designed an English academic test. Furthermore, EFL undergraduate students filled the questionnaire. A group of ELT scholars verified the validity of the research tools. The reliability of the trial, the test-retest method to prove its reliability were used. The Pearson correlation coefficient was used to estimate the reliability of the test.

137 EFL undergraduate students wrote the writing test, and the EFL students questionnaire was answered by the number of 137 Sudanese EFL undergraduate students. The statistical results of the

grammatical errors, logical organization errors, and inconsistencies and their influence on writing were explained in chapter four.

5.1 Conclusions

According to the performance of the students in the test of the English academic writing and the responses of the EFL undergraduate students to the questionnaire, the following conclusions were arrived at:

The students' performance in the English academic writing test revealed respondents' low ability in recognizing some grammatical items in academic writing such as the subject-verb agreement, propositions, verb form, and articles. The majority of the respondents faced severe difficulties in applying the grammatical rules use and logical organization techniques. They lack sufficient knowledge about the features of some grammatical items that support them to deal with their difficulties effectively.

Results also revealed that respondents could not use some particular logical organization strategies when writing English academic essays. Results also indicated that the writing test respondents had many inconsistencies such as parallelism, ellipsis, and irrelevant sentences. This could be abstracted as a severe weakness since the students were asked to give meaningful, connected writing ideas. Therefore, students need many skills to arrange paragraphs for useful writing outcomes. Besides, students faced difficulties in main concepts and correctly wrote them in a meaningful and well-structured format.

As could be seen from the students' academic writing test performance, results revealed students' lack of cohesion and

coherence. This lack of adequate skills to produce consistent writing content might have been due to a short course and the lack of writing practice in the students' learning context. Writing in the language curricula was one of the major causes of the writing weaknesses in learning English as a foreign language. However, instructors and students agreed that writing skills should be improved by planning, courseware, and practice.

5.2 Pedagogical Implications

The study results have some useful implications for EFL learners, teachers, and syllabi designers, especially in overcoming academic English writing problems. These implications can be summarized as follows:

First, from the study results, it becomes clear that the students seemed to have encountered severe academic English writing problems. Accordingly, Sudanese undergraduate students need to be aware that academic English writing is confined to grammatical and logical organization factors. EFL learners are supposed to deal with the sentence level's elements and see writing from a broader perspective.

Secondly, the study results can be of great importance for EFL teachers, mainly secondary and higher education EFL teachers, to prepare Sudanese EFL students for recent developments. Teachers should provide great attention to English language writing approaches that consider organizational techniques and cultural perspectives.

Considering this, it enables EFL undergraduate students to take part in various cases of English writing. Thus, EFL teachers should be sensitive to these variations when dealing with their students' academic English writing difficulties and problems.

Thirdly, the findings of the study also make us argue that EFL teachers should understand that real remediation has to run on the relationship between the irrelevant sentences and unity & coherence, as that will encourage undergraduate students to be familiar with the different types of texts structure, grammatical patterns, and organizations. Teachers would make the students expect that writing has some technical skills to compose a coherent essay. This could lead to the required competency, which will enhance proficiency in academic English writing.

Finally, the findings of the study can be of enormous benefit for the syllabi-designers. The importance of academic English writing can be raised by making writing courses necessary to college students because that will help qualify them to become more conscious of the role that academic English writing can play in their academic life and even after their graduation.

Moreover, as the results of the study reveal that Sudanese EFL undergraduate students seemed to have been unable to use useful organizational techniques in academic English writing, syllabi-designers and the Departments of English in all Sudanese universities should focus on the problems of text organization, especially the importance of logical arrangement in a text's overall meaning. Furthermore, EFL academic writing courses can be updated regularly to verifying their pedagogical appropriateness for the students.

The inconsistency between secondary school-level English writing and university-level academic English writing should be considered in planning the EFL writing courses. Each level requires certain strategies and specific writing techniques. However, the responsibility should not only be laid on the syllabi designers. It is also high time

that the Ministry of Higher Education in Sudan reconsider its admission policies, supporting quality education.

5.3 Recommendations

Considering some pedagogical implications that resulted from the findings of the study, the researcher tends to propose the following recommendations hoping that EFL teachers, EFL undergraduate students, and EFL syllabi designers find them useful when dealing with academic writing issues:

1. Schools and universities should teach the students grammar courses that are connected to academic writing.
2. Sudanese higher education institutions need to place more courses on the principles of academic English writing.
3. Based on the study's findings, it could be recommended that academic English writing courses be taught in all academic disciplines of the Sudanese higher education institutions. In other words, irrespective of the students' areas of specialization, the essence of academic English writing should be at the heart of the universities' curricula.
4. Establishing academic English writing development departments in learning centers could provide academic support in English writing courses regarding assistance to the university students, teachers, and the public sector, particularly the business community, in terms of the latest educational techniques.
5. Remediation classes should be delivered to undergraduate students based on the placement results.
6. English language institutions should teach time management skills in academic writing skills for better results.

7. The curriculum should include some additional writing activities and provide students with examples of different English academic writing types.

5.4 Suggestions for Further Research

Following the different stages of the study, the researcher came up with the following ideas, which could be taken as suggestions for further research:

1. Investigate Grammatical Awareness's influence on the Sudanese secondary school students.
3. Exploring the absence of Academic English Writing in the secondary schools' curriculum and its impact on the university students' performance.
4. Investigating employers' attitudes toward the graduates' performance in Business English.
5. English academic writing inconsistency and the effects on the Sudanese EFL learners' English writing performance.

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Appendices

N0.	Name	University	Academic Status	Area of Specialization
1.	Ahmed Hamouda	JIC	Professor	English, Linguistics
2.	Mustafa Alshazali	Nile Valley	Associate professor	EFL/sociolinguistics
3.	George Rose	JIC	Assistant professor	English, Linguistics
4.	Marcos Sanchez	JIC	Associate professor	ELT
5.	Hussain Saeed	JIC	Assistant professor	English, Linguistics
6.	Ali Alhourri	JIC	Associate Professor	English, Linguistics
7.	Mahdi Abn Ahmed	JIC	Associate Professor	English, Linguistics

Sudan University of Science and Technology

College of Graduate Studies

EFL Learners' Questionnaire

Dear student, I will be very grateful if you read and respond to the following questionnaire. This questionnaire is planned to collect data about students' knowledge of academic writing and some grammar skills. The data is used confidentially for purposes of scientific research only.

No	Item	Strongly agree	Agree	Don't know	Strongly disagree	Disagree
1	A sentence is a complete thought.					
2	The definition "A noun is a person, place,					

	thing or idea" is accurate.					
3	A Ditransitive Verb is one that takes both a direct object and an indirect object. E.g., He gave him the letter.					
4	The definition "An adjective describes a word" is accurate					
5	The definition "A verb is an action word or a state of being the word" is accurate.					
6	Auxiliary Verbs "Be," "Do," "Have," also an auxiliary verb helps the main (full) verb and is called a "helping verb.					
7	The past tense expresses an action that has happened or a state that previously existed.					
8	Passive is a form or set of forms of a verb in which the subject undergoes the verb's action (e.g., <i>The letter was sent</i> instead of the active form <i>he sent the letter</i>).					
9	An auxiliary verb that expresses necessity or possibility. English modal verbs include must, shall, will, should, would, can, could, may, and might.					
10	The most common linking verb is to be, whose necessary forms are as follows: am, is, are, was, were, be, been, and being. Other examples of linking verbs include appear, feel, look, seem, etc.					

No	Item	Strongly agree	Agree	Don't know	Strongly disagree	Disagree
1	The essay must have an introduction, body paragraphs, and a conclusion.					
2	The topic idea is outlined in an introduction and detailed in body paragraphs.					
3	The introduction varies based on the type of essay.					
4	Each body paragraph has one topic sentence.					
5	Supporting sentences are used to support the topic sentence.					
6	Linking words are essential to show the topic trend.					
7	Examples and explanations are more important than supporting sentences.					
8	Punctuation marks are used to divide the sentences and separate their thoughts.					
9	Background sentences are essential as a part of an introduction.					
10	Academic writing essay types are problem & solution, balanced etc.					

	opinion.....etc.					
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No	Item	Strongly agree	Agree	Don't know	Strongly disagree	Disagree
1	Constrained writing is a literary technique in which the writer is bound by some condition that forbids certain things or imposes a pattern.					
2	The four main types of academic writing are descriptive, analytical, persuasive, and critical.					
3	In many academic texts, you will need to use more than one academic writing type.					
4	Depending on the type of assignment and your process of writing, editing may involve: <ul style="list-style-type: none"> removing or adding text to meet the word limit making your sentences more precise and more concise 					
5	writing under time constraints generates many errors					
6	Time constraint in academic writing is a more effective way to produce better content.					

A series of 40 horizontal dotted lines for writing.

