



**Sudan University of Science and Technology
College of Graduate Studies**

College of Languages



Investigating the Problems of Understanding and Using English - Sentence Structure Among Sudanese University Students

(A case study of Four (4th) Year Students - College of Languages – National Ribat University).

تقصي المشكلات التي يواجهها الطلاب الجامعيين السودانيون في فهم وإستخدام بناء الجملة في اللغة الانجليزية

(دراسة حالة طلاب السنة الرابعة – كلية اللغات – جامعة الرباط الوطني)

**A Thesis Submitted in Fulfillment of the Requirements for
PhD. Degree in English Language (Applied Linguistics)**

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DEDICATION

To my dear mother, to the soul of my father and to members of my family

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Abstract

This study aimed at investigating the problems of Understanding and Using of English - Sentence Structure among Sudanese University Students. The researcher has adopted a descriptive analytical method. A test and questionnaire is used as an instrument for data collection. A sample of 80 students is randomly selected from National Ribat University, faculty of Languages and translation, fourth 4th year students of English language. The researcher used questionnaire for the sample of (30) teaching Staff from Sudan University of Science and Technology. The collected data have been analyzed by using SPSS program. The findings indicated that the university students encounter problems of sentence structure due to many factors among them are: the students have knowledge of familiar sentence structure only, as found out from the first question, they lack the ability to understand and use different types of sentence structures. Besides that most of the students were unable to arrange words in sentence so as to make meaningful sentence, as the students of English language encounter problems of distinguishing between interrogative and tag questions. On bases of the aforementioned the researcher proposes some recommendations; of them:1- Teachers have to give students full details about understanding of sentence structure and its different ways of using, this information should be at an earlier stage in learning English when preparing their teaching materials. Besides, 2- they have to intensify different kind of written tests related to the understanding and using of sentences. Moreover, 3- Teachers have to follow students how to distinguish between interrogative and tag questions. This study is ended with some suggestions for further studies.

Abstract

(Arabic version)

المستخلص

تُهدف هذه الدراسة لتناول المشكلات التي يواجهها الطلاب الجامعيين السودانيون في فهم و إستخدام بناء الجملة في اللغة الانجليزية. إستخدم الباحث طريقة التحليلي الوصفي. إستخدم الباحث الإختبار والإستبيان كأداة لجمع البيانات. وقد أخذ عينة عشوائية قوامها (80) طالباً من طلاب جامعة الرباط الوطني كلية اللغات والترجمة قسم اللغة الإنجليزية (السنة الرابعة). كما إستخدم الباحث الإستبيان لعينة (30) من هيئة التدريس بجامعة السودان للعلوم والتكنولوجيا كأداة لجمع البيانات. إذ تم تحليل البيانات باستخدام برنامج الحزم الإحصائية للعلوم الإجتماعية. وقد تمثلت أهم نتائج الدراسة بأن يواجه الطلاب الجامعيين السودانيون مشكلات في فهم وإستخدام بناء الجملة بسبب عدة عوامل من بينها الآتي:- إن الطلاب لديهم معرفة ببناء الجملة المألوفة فقط، وكما كشف السؤال الأول أن الطلاب ينتقصهم القدرة علي إستخدام الجملة بأنواعها المختلفة. إضافة إلى ذلك، معظم الطلاب ليس لهم القدرة على ترتيب الكلمات لتكوين جملة ذات معنى، أيضاً طلاب اللغة الإنجليزية لديهم مشكلات التمييز بين الجملة الإستفهامية وتذييل الجملة. بناءً على ما ذكر أعلاه، يقترح الباحث بعض التوصيات من بينها: 1- يجب علي المعلمين تدريس الطلاب التفاصيل الكاملة عن فهم بناء الجملة وطرق إستخدامها المختلفة، ويجب عليهم جمع هذه المعلومات في مرحلة مبكرة في تعليم اللغة الإنجليزية أثناء تحضير مقرراتهم الدراسية. 2- بالإضافة إلى ذلك، يجب علي المعلمين وضع إختبارات كتابية مكثفة ذات الصلة بفهم وإستخدام الجمل المختلفة. 3- علاوة على ذلك، يجب علي المعلمين متابعة الطلاب كيفية التمييز ما بين الجملة الإستفهامية وتذييل الجملة. خُتمت هذه الدراسة ببعض الإقتراحات لدراسات مستقبلية.

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List of abbreviations

The word/s	The Abbreviation/s
Noun	N
Verb	V
Adverb	Adv
Adjective	Adj
Statistical Package For Social Sciences	SPSS
Indication to	→
Multi choice questions	MCQ
Subject – Auxiliary Inversion	SAI
English Language Teaching	ELT
Difference	DF
Significance	Sig

Definitions of Terms

The Term/s	The Definition/s
Grammar	(study of the) arrangement of words in the sentences of a language
Morphology	The study of word structure
Syntax	putting words together correctly to make sentences
A sentence	Group of words forming a complete statement, question or command
Pragmatics	The study of the use of language in a social context
Linguistics	Scientific study of language

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter includes literary contents under the traditional subtitles of the chapter which are: problem of the study, questions of the study, hypotheses of the study, objectives of the study, importance of the study, methodology of the study and limits of the study.

1.1 Background of the Study

English Language plays a great role all over the world. It is a means of communication; some people whoever are not the English native speakers; so they are in need of learning this language. Language learning requires practice in the four skills: reading, writing, listening and speaking. In order to use a certain aspect of English language, we must have knowledge of the language itself; its vocabulary and grammar. Therefore, it is very important for foreign learners of English language to master these aspects. One of the aspects of language is the sentence; it is the conventional unit of connected speech. It is a group of words that together makes sense as statement, question, command or exclamation..etc. This research is about sentence structure.

The term syntax as defined by the pioneer Noam Chomsky (1957), the study of sentence structure. Sentences are made up of smaller phrases, there are several different types of phrases that can be used in a sentence, but the two phrases which must be used in a sentence for it to make sense are a noun phrase and a verb phrase.

1.2 Statement of the study problem:

It is inevitable to emphasize that the understanding and using of sentence structure is a real problem facing university Students. The researcher noticed that the Sudanese university students face problems of understanding and

using of English sentence structure. These students have not yet developed sufficient English vocabulary skills to create or make sentences; thus they commit speaking and writing errors. More Students do not know how to compose simple sentence, compound, etc. Also they face difficulties of using sentence form: whether a sentence is simple, compound, complex or compound complex. So this study is intended to investigate into using and understanding of English sentence structure and to recommend some solution to help learners to overcome such these problems. Sentence structure is a very common problem for non – native speakers of English.

Moreover, University Students encounter problem of incomplete sentence, for example: “while I was wait” this is dependent clause that requires a second, independent clause to make the sentence grammatically correct. The problem is that the university students are incapable to understand the sentence structure in order to complete a convenient independent clause, because the sentence structure are of various types. This will lead them to commit errors.

As well as, some university students have problem of agreement between words, they choose the wrong verb form and produce sentence. For example, the EFL learners use: the boy drink milk everyday. Instead of (the boy drinks milk every day), the students was well informed. Instead of (the students were well informed). In addition to, university students face problem of word order in statement, the longer sentences are and the more words contain, it is too difficult to get to the order right. Such as, Adverbs (often, quickly etc.)

One of the grammatical problems that students encounter, which will be discussed and investigated in this study is using and understanding of English sentence structure.

The problem of using sentence structure refers to students' inability to understand a sentence structure in order to convert into another by using their own skills and techniques. They also include how sentence structure to be composed by the articles, modifiers, and so on.

Many university students in Sudan face problems of how to construct simple sentence structure, complex, compound, and compound complex sentence, this will make confusion for them in using of sentence structure. The University Students face Problem of using of English sentence structure, because of sentence variety such as passive voice, phrases, adverbial clause, articles and so on. This can make them inability to use it's structure.

Thus; they commit errors in both constructing and deconstructing of different types of sentences

1.3 The Questions of the study:

In order to find out the real problems faced by University Students in understanding and using of English sentence structure, the present study aims to address the following research questions:

- 1- To what extent do university students face problems of understanding and using of English sentence structure?**
- 2- What are the main problematic areas encountered by University Students in understanding and using of English sentence structure?**
- 3- To what extent do students lack knowledge of sentence structure lead to university students lack of proficiency in English grammar?**

1.4 Hypotheses of the study:

- 1- Most University Students have not yet developed sufficient skills in understanding and using of English sentence structure?**
- 2- Insufficient vocabulary in English leads to (students) poor building in sentence structure**
- 3. University Students encounter more problems in the area of phrase structure more than clause structure**

1.5 Objectives of the study:

The main goal of this study is to identify problems encountered by University Students in understanding and using of English sentence structure. So, it is intended to:

- 1. To Identify the extent of problems encountered by University Students in understanding and using of English sentence structure**
- 2. To Identify the nature of problems faced by University Students in understanding and using of English sentence structure?**
- 3. To investigate the problems of phrase structure and clause structure.**

1.6 Significance of the study:

Understanding and using of English sentence structure is significant for University Students; it helps them to compose meaningful sentence, fluent reading, vocabulary and comprehension. Also understanding of sentence structure is significant because it can support students learn how to identify different types of sentences through their structures, and read meaningful chunks of language.

It is thus important that students learn how sentences to be constructed and organized well. This will help University Students in communication internationally. Besides they need to learn how correctly to use the five types of sentence structure: subject, verb, object, adverb and complement. Types of sentence structure are important because it can help university students able to create new a sentence structure.

Also they need to learn how to use the word classes in their convenient space or position within the sentence. Sentence structure is significant, because it can help the readers at several levels, be able to identify key-sentence structure. This not only helps with the sentence creating, deconstructing it, but also helps students learn how to use the sentence structure - to identify the root of the sentence form as well as how to organize the determiner, pronouns, adjectives, phrases, singular number, plural number, Auxiliary verbs prepositionetc.

Understanding of sentence structure is significant because it can support learners know the grammar of the language. This will help them to interact and communicate confidentially and correctly.

1.7 Methodology of the study:

This study adopts descriptive analytic method; the researcher conducted two tools, questionnaire for English teaching staff and the students' test. The sample selected by the researcher is four (4th) year students at National Ribat University. In this study the researcher used test for students to gather data. The needed test will be based on the problems that encountered by university students in understanding and using of English sentence structure. The researcher used SPSS in order to get the data results.

1.8 Limits of the study:

This study is limited to the INTACT group, four (4th) year students of English language. The students were given a test to identify the real problem in understanding and using of English sentence structure. The researcher conducted the study during the academic year 2018 – 2019, at Khartoum state – National Ribat University.

CHAPTER TWO

LITERATURE REVIEW & RELATED PREVIOUS STUDIES

2.0 Introduction

This chapter reviews relevant literature of understanding and using of English sentence structure. The chapter is divided into two parts; the first part discusses literature review of the research. The second Part reviews some previous studies relevant to this study. Finally, the researcher provides a summary for the whole chapter.

2.1. Overview:

The purpose of this research is to investigate the problems of understanding and using of English sentence structure among Sudanese university Students. In this study the researcher defines the sentence structure (syntax) and displays different grammatical structure. Moreover, the chapter also discusses the types of sentences, proper sentence construction, common errors in constructing sentence etc. Besides, the research also intends to clarify the importance of English sentence structure in terms of Language learning and communication whether a written or oral tools. Thus it is necessary to concentrate on sentence construction. The main areas of sentence composition are: subject, verb, object, articles, modifiers and complement. Finally, this research is concerned with providing students with intimation an English sentence structure and it's using.

2.2. Various definitions of Language:

Kwang Hyun Ko* Hanyang (2006: 4) defines a “Language as a method of expressing ideas or emotions that are used and comprehended by a group of people, and sometimes refers to the grammar, syntax, or order used for its

components. Human language includes written symbols, gestures, and vocalizations; however, it is difficult to state universally that language does not appear in other animals”.

Language, more than anything else, is what makes us human: the unique power of language to represent and share unbounded thoughts is critical to all human societies, and has played a central role in the rise of our species in the last million years from a minor and peripheral member of the sub-Saharan African ecological community to the dominant species on the planet today .The evolution of human language is thus one of the most significant and interesting evolutionary events that has occurred in the last 5–10 million years, and indeed during the entire history of life on Earth.

Given its central role in human behavior, and in human culture, it is unsurprising that the origin of language has been a topic of myth and speculation since before the beginning of history. w. tecumseh fitch (2010: 1)

As defined by <https://en.wikipedia.org/wiki/Language>,

A language is a structured system of communication used by humans.

Languages consist of spoken sounds in spoken languages or written elements in written languages. Additionally, a language may consist of other symbolic elements like hand gestures in sign languages.

As defined by <https://dictionary.cambridge.org/dictionary/english/language>

A language is a system of communication by speaking, writing, or making signs in a way that can be understood, or any of the different systems of communication used in particular regions:

Besides, A language is the special words and phrases used by people who do a particular type of work: legal/ technical language, the language of business etc. A language is a system of communication used by people living in a particular country:

2.3. Importance of Language:

RONALD WARDHAUGH (1977: 7), Language is important, because is used for communication, and also allows people to say things to each other and express their communicative needs. Adding that, Language is the cement of society, allowing people to live, work, and play together, to tell the truth but also to tell a lie, or lies. Language also functions to communicate general attitudes toward life and other. Therefore, is important in our life.

Importance of language to society is clear. It has led man from mere clumsy animal to a human being in the real sense of the word. It has simplified the conveyance of ideas, smoothed social contacts, conserved our culture and transmitted it future generations, <https://www.importanceoflanguages.com/>, 2017, 10:30 am.

Language is essentially a means of communication among the members of a society. The purpose of this paper is to show that a common language is one of the most important features of a community and the ceaseless use of the same language is the most certain proof of the historical continuity of a community of people. The need to communicate triggers both the occurrence and the development of a language and this need arises and becomes stronger and stronger when one has someone else to communicate with, i.e. where there is a society.

**“Mircea cel Batran” Naval Academy Scientific Bulletin, Volume XVIII – 2015
– Issue 2**

As a current researcher agrees with above definitions of Language, because there is no life without language, language is like Referee, it displays truth value and wrong things. Moreover, it is necessary, because people can reach at agreements with it. We ask and response to our needs by language, also it is a tool of communication among communities (national - international).

2.4. English Language:

As “Wikipedia 2016, 9:50 pm, the “free encyclopedia” defined that the English is a West Germanic language that was first spoken in early medieval England and is now a global lingua_franca. Named after the Angles, one of the Germanic tribes that migrated to the area of Britain that would later take their name, England, both names ultimately deriving from the Anglia peninsula in the Baltic Sea. It is closely related to the Frisian languages, but its vocabulary has been significantly influenced other languages particularly Norse (a North Germanic language), as well as by Latin and French.

English has developed over the course of more than 1,400 years. The earliest forms of English, a set of Anglo-Frisian dialects brought to Great Britain by Anglo-Saxon settlers in the 5th century, are called Old English. Middle English began in the late 11th century with the Norman Conquest of England and was a period in which the language was influenced by French.

Shaik Riyaz Ahmad (2016; 2 (3): 478-480) states that the English is acknowledged passport to better education and employment opportunities.

English language plays a crucial role to weave the world into a single thread. English has a status of a second language in almost all the countries where it is not the first language. To acquire simple language for day to day communication is main aim of learning any language. In turn, today's workforce is expected to be highly competent to continually improve skills and engage in lifelong learning.

According to the current researcher's views, the above mentioned definitions emphasize that the English language is developed over decades, mixed with different races in various zones to become a pure and understandable Language. The conquest and migration influenced old English into a new English language, and named as a passport all over the world. It embraces the world and offers different kind of jobs, therefore, thousands of people intend to learn English language.

2.5. Various Definitions of Syntax:

Chomsky (1971), in his book Syntactic Structure said that syntax is the study of the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has as its goal the construction of a grammar that can be viewed as a device of some sort for producing the sentences of the language under analysis.

William Cobbet (1818) stated that syntax is a word that comes from Greek. It means, in that language the joining of several things together and as used by grammarians, it means those principles and rules which teach us how to put words together so as to form sentences.

Long Man Dictionary of Language Teaching and Applied Linguistics,(2007) defines syntax as the study of how words combine to form sentences and the rules which govern the formation of sentences. In transformational generative

grammar, the syntactic component is one of the three main parts of the grammar. This component contains the rules forming syntactic structure and rules for changing these structures.

Maggie, J. (2011) points out that syntax means sentence construction: how words group together to make phrase and sentences. Some people also use the term grammar to mean the same as syntax. Most linguists follow the more recent practice whereby the grammar of language includes all of its organizing principles information about the sound system and form of words. Syntax is only one part of this grammar. The term syntax is also used to mean the study of syntactic properties of language. Syntax is the way in which words and punctuation are used and arranged to form phrases, clauses, and sentences. This can mean the selection of a word or the word` tense, the arrangement of the words and the selection of the punctuation.

Views of a current researcher agree above syntactic definitions. This means that the syntactic principles are responsible for the words arrangement and position within a sentence, syntactic rules can link parts of speech so that to produce a correct and convenient sentence grammatically. Adding that, the sentence structure must be applied under the rule of syntax. The sentence structure requires syntactic and grammatical rule so as to be well - formed.

2.6. Definitions of Grammar

The word grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar.

Leech (1982: 3) defined grammar :*“as something in reference to the mechanism according to which language works when it is used to communicate with other people”*.

So Leech defines grammar as communication, but Harmer (2001: 12) defines grammar as the ways can change form into sentences *"as the description of the ways in which words can change their forms and can be combined into sentences in that language.*

"Gerot & Wignell (1994: 2) state that grammar is language is put together and work " *a theory of a language, of how language is put together and how it works."*

James E. Purpura (2004) states:

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

While Penny Ur (1996) says:

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

Overall above definitions are perfect, but the Researcher agrees with Harmer (2001: 12), because it is a suitable definition for this research. Combining sentence and changing forms are important ways in constructing and reconstructing sentences.

2.7 Various Definitions of a sentence in English grammar:

Hartmann and Tork (1972: 205) defined a sentence as a “grammatical unit that is composed of one or more clauses”, it has four kinds: simple,

compound, complex and matrix sentence. For example (I am reading a book). Michael west, M.A.,D.Phil. and James Gareth Endicott, M.A. (1961: 233) defined a “sentence is group of words forming a complete statement, question, or compound”

Crystal (2000: 277) mentions that the sentence is the largest structural unit in terms of which the grammar or language is organized. Innumerable definitions of sentence, exists, ranging from the vague characterizations of traditional grammar (such as the expressions of a complete thought) to the detailed structural descriptions of contemporary linguistic analysis. Most linguistic definitions of the sentence show the influence of the American linguistic learned Bloom field who pointed of the structural autonomy or independence of the notion of sentence: if is not included by virtue of any grammatically construction in any larger linguistic form.

Longknife and Sullivam (2002:1) mention that a sentence is means of communication. Sentences express a complete through and contain at least one subject verb combination. It may express emotion, give orders make statement, or ask question in every case, sentence are used to communicate. Sometimes a sentence may be a single word: What? Nonsense! Jump “What” and “nonsense!” Communicate a complete thought “jumb” however, has an unspoken “you” as the subject most sentences however have two parts: a subject, noun r pronoun, and a verb. Subject + verb.

John (1982: 31-32) illustrate that all language are spoken or written in sentences. The sentences are the mould into which all our thinking is run.Hence when we come to write, we are compelled to write in sentences.

General rules: since our purpose in writing is to be easy and quickly understood, it is plain that there must be a few general rules to guide our practice

The rules are:

(i) the sentences should not to be over crowded either with words or with ideas,

(ii) the right words must be use;

(iii) let the sentences have a pleasant rhythm.

Auxiliary verbs:

verbs that work with the main verb to make up the complete verb in a sentence, also helping verbs e.g the woman is working. (Auxiliary verb: working)

Linking verbs:

verbs that help describe a subject connecting it to another word, e.g the man is hand some linking verb. (Is)

Preposition: one of a group of words that precede a noun or pronoun and indicate direction, position, placement, duration, or another kind of connection to the other words in the sentence. e.g: about, above, though, under, with.

Subject: who or what a sentences speaks about; usually a noun or pronoun that acts, is acted upon, or is described. e.g the boy cries (subject: boy).

Verb: that the sentences says about the subject, a word that a show what a subject does or that helps describe the subject by linking it to an adjective, e.g the boy cries. (Verb: cries).

Conjunction: is a word that joins one part in sentences to another part, it may be joined words, phrases, clauses or sentences.

2.8 Definition of sentence structure

Sentence structure is the way a sentence is arranged, grammatically. The sentence structure of your writing includes where the noun and verb fall within an individual sentence. Sentence structure depends on the language in which you're writing or speaking. Its common in English for a simple sentence to look like this: she throws the ball case, the sentence structure is “subject, verb, and object”, and there are many ways to make the sentence structure much more complicated while still providing a framework for the information you are covering and being grammatically correct.

2.9 The importance of Sentence Structure

Schumaker & Sheldon (1985) state that knowing the basic sentence structures or sentence types of English helps writers in a variety of ways. Moreover, the basic sentence types offer writers control over how they choose to present information. For some writers, learning the basic sentence patterns can make it easier to check sentence structure at the editing stage of writing. This shows how to understand and create different types of sentences based on formulas. Because it shows how to link ideas in order to indicate the relationship between them.

2.10 Types of Sentence:

All sentence types have subject/s, verb/s, and represent a complete statement. The three most common sentence types are simple, compound, and complex.

2.24.2.1 Simple sentence: Contains a single subject and verb.

Example: The cell phone rang right before class.

2.10.2 Compound sentence: Contains two complete sentences (independent clauses) joined by a coordinating conjunction (for, and, nor, but, or, yet, so). For example: The cell phone rang right before class, so the student quickly turned off her phone's ringer.

2.10.3 Complex sentence:

Contains an independent clause joined by one or more dependent clauses. Adding that, Joy Win Gersk, Jan Borrner (2009 -224-226), Complex sentences; the word, complex, does not mean that the sentences is harder to understand, it is just refers to the number of independent and dependent clause a sentence has. The following will help you understand complex sentence

2.10.4 Compound – complex sentence

Consists of at least two independent clauses and one or more dependent clauses, e.g

- John didn't because he was ill so Mary was not happy
- He left in a hurry after he got a phone call but he came back five minutes late

2.11 Identifying Complex Sentences:

2.11.1 Independent Clause:

Jon win gersk , Jan Borrner (2009-224-226) to understand complex sentences, you need to understand independent clauses. All complex sentences must have one independent clause that has as subject and a verb and can stand by itself.

One independent clause

e.g: 1/ I took a nap → one independent clause + simple sentence

2/ Swimming after work is refreshing for me→ one independent clause +simple sentence

2.11.2 Dependent Clause:

Jon win gersk , Jan Borrner (2009-224-226) Also has a subject and verb, but because it being with a subordinator, it is like a boxcar, it cannot function by itself. A dependent clauses is only part of a sentence because it leaves the reader handing expecting another idea to complete the sentence. The dependent clause has to be linked to an independent clause (sentence) to make it complete e.g: one dependent clause (in complete sentence): When I finished planting my garden.

Now combine this dependent clause with the independent clause (complete sentence) “I look a nap”

S + V = dependent clause

When I finished planting my garden, I look a nap.

2.12 Distinguish Between Simple and Compound Sentences:

Joy W Jan (2009 p245) you need to be aware that compound sentences are not the same as simple sentences having either two subject or two verbs. A compound sentence is made up of two complete sentences, each having one or more subject and one or more verbs; you need to be able to distinguish between simple sentences and compound sentences.

Now look at the following sentence it is a simple sentences but it has two verbs:

- **Jake went to the lake and launched his boat.**

S + V + V+ = simple sentence

- **Jake went to the lake, launched his boat, and related on the water.**

S + V +V +V = simple sentence

Look at the next sentences. It is a compound sentences be come it consists of two simple sentences joined by a coordinate conjunction

2.12 Building sentences:

Norman Coe (2006:226) describes the building sentences:-

1- We use and both and to link two similar ideas in one sentences:

She is tired, she is Hungary

She is both tired and Hungary

2- We use but to contrast two different ideas:

He swims, he doesn't play tennis.

He swims but he doesn't play tennis.

3- We so talk about the result of something:

I'm tired, so I'm going to bed

They were late, so they missed the train.

4- We use or and either... or to talk about two possibilities:

She's French, she's Swiss

She's French or Swiss

5- We use either nor to two negative statements together:

Peter didn't come, john didn't com

Neither Peter nor John came

The current researcher understood from the above mentioned examples, that the Complex sentences have one independent clause and one or more

dependent clauses. The dependent clause has a subject and a verb, but cannot stand alone. It requires additional information to be understandable. This will assist students to learn how to build and understand English sentence structure.

2.21 The main four types of a sentence

As defined by www.web, kinds & types of sentence,

2.14.1 A declarative sentence:

A declarative sentence "declares" or states a fact, arrangement or opinion. Declarative sentences can be either positive or negative. A declarative sentences ends with a period (.).

Example:

- 1/ The children are swimming.**
- 2/ The telephone rang.**
- 3/ Everyone sat down.**
- 4/ Richard is feeding the hens.**

2.21.2 An interrogative sentence:

The interrogative asks a question. In the interrogative form the auxiliary verb precedes the subject which is then followed by the main verb (i.e., Are you coming ...?). The interrogative form ends with a question mark (?).

Examples:

- 1/ Where are the twins?**
- 2/ Are you going shopping today?**
- 3/ What is your name?**
- 4/ What is Richard doing?**

2.14.2 Imperative sentence:

The imperative commands (or sometimes requests).The imperative takes no subject as 'you' is the implied subject. The imperative form ends with either a period (.) or an exclamation point (!).

Examples

- 1. Open the door.**
- 2. Finish your homework**

2.14.3 Exclamatory sentence:

The exclamatory form emphasizes a statement (either declarative or imperative) with an exclamation point (!).

- 1. Hurry up!**
- 2. That sounds fantastic!**

This means that a sentence in different forms contains complete meaning, therefore, the using of sentence structure is essential in English grammar.

2.15 Variety of Interrogative Sentences:

The following interrogative sentences defined by Richard Nordquist, updated October 08, 2017

- 1. Fritz leaving today?**
- 2. Was Margery accused of cheating?**
- 3. Did Ernie eat the last doughnut?**
- 4. Can Betty play the saxophone?**
- 5. Is there a doctor in the house?**
- 6. Are the geese returning early this year?**

7. Do your parents try to cheer you up when you're sad?
8. Will you take steps to correct this problem?
9. Does Laura know how to serve her customers effectively and efficiently?
10. Will he drive the children to swim practice?
11. Were all the managers taught how to use the new software?
12. Have we received a pay raise this year?

u?" and "Why are you here?" Contrast with indirect question.

"A direct question," says Thomas S. Kane, "is always marked by one or some combination of three signals: a rising intonation of the voice, an auxiliary verb inverted to a position before the subject, or an interrogative pronoun or adverb (who, what, why, when, how, and so on)" (The New Oxford Guide to Writing, 1988).

From those definition above, The current researcher clarifies that the variety of using interrogating sentence leads to students inability to use a sentence structure, they hesitate how or where to put the question words such as, have.....?, did you....?...etc

2.15.1 Direct interrogative Q sentences

- "Then our mother came in and she said to us two,
'*Did you have any fun?*
Tell me. *What did you do?*'"
- (Brad Pitt as Detective David Mills in *Seven*, 1995)
- "*Who's on first?*"
(Lou Costello addressing Bud Abbot in a famous comedy routine)

The following an echo question is by Richard Nordquist, updated October 08, 2017

2.15.2 An echo question:

An echo question is a type of direct question that repeats part or all of something which someone else has just said. It is also called a parrot question or a "repeat, please" question. An echo question is one type of echo utterance. We do this when we do not fully understand or hear what someone has said. Asking an echo question with rising or fall-rising intonation allows us to clarify what we think we heard. Eg,

- Telemachus: We're waiting for Odysseus to come home.

Antinous: *You're waiting for who to do what?*

Albert Ramsdell Gurney, *The Comeback*, 1993

- Mary: What do you want?

George Bailey: What do I want? Why, I'm just here to get warm, that's all! *It's a Wonderful Life*, 1946

2.15.3 Embedded Q sentences:

- In English grammar, an *embedded question* is a question that appears in a declarative statement or in another question.
- The following phrases are commonly used to introduce embedded questions:

1/ Could you tell me . . . 2/ Do you know . . . 3/ I wanted to know . . . 4/ I wonder . . .

2.15.4 Tag questions:

“A *tag question* is a question added to a declarative sentence, usually at the end, to engage the listener, verify that something has been understood, or confirm that an action has occurred”. Also known as a *question tag*.

- "There's nothing more exhilarating than pointing out the shortcomings of others, *is there?*" (Randal Graves in *Clerks*, 1994)
- "A toothbrush is a non-lethal object, *isn't it?*" (Morgan Freeman as Red in *The Shawshank Redemption*, 1994)
- "This time we almost made the pieces fit, *didn't we?*
This time we almost made some sense of it, *didn't we?* (Jim Webb, "Didn't We?" 1968)

Richard Nordquist, updated October 08, 2017 adding more about wh – Q

2.16 Question Words begin With 'Wh' in English:

There are a number of ways you can ask a question in English, but the most common way is to use a word that begins with the letter combination "wh-."

There are nine *wh-* question words, which are also called *interrogatives*. One of them, "how," is spelled differently, but it functions the same way and is thus considered a *wh-* question:

Table (2.23) Question Words begin With 'Wh' in English

Question words	Meaning	example
Who	Person	Who do you think will win the election?
Where	Place	Where should we visit in Spain?
Why	Reason	Why is the sky blue?
When	Time	When does the concert begin
How	Manner	How do we get there from here
What	Object, idea or action	What do you want for dinner?)
Which	Choice	Which of these shirts should I buy?)
Whose	Possession	Whose sock is this?
whom	Object of the verb	to whom should I address this letter?

2.17 The Yes-No Question in English Grammar:

Defined by Glossary of Grammatical and Rhetorical Terms

A *yes-no question* is an interrogative construction (such as "Are you ready?") that expects an answer of "yes" or "no." Also known as a *polar interrogative*, a *polar question*, and a *bipolar question*. Contrast with *wh-question*. In yes-no questions, an auxiliary verb typically appears *in front of the subject*--a formation called *subject-auxiliary inversion (SAI)*.

1/ Are you going? Yes/No.

2/ Aren't you going? No.

Homer: Are you an angel?

Moe: Yes, Homer. All us angels wear Farrah slacks.

(The Simpsons)

2.18 subject-auxiliary inversion sentence (SAI):

the location of a finite auxiliary (or helping verb) to the left of the subject is called sentence-initial position.

Subject-auxiliary inversion occurs commonly (but not exclusively) in the formation of yes-no questions (e.g., You are tired → Are you tired?)

and wh-questions (Jim is cooking → What is Jim cooking?)

2.19 Requirements of a Sentence:

- A sentence must begin with a capitalized letter or word**
- A sentence must end with a period, a question mark, or an exclamation point**
- A sentence must have a subject (a word or words that name the topic of the sentence)**
- A sentence must have a predicate (a complete verb that shows tense)**
- A sentence must have at least one independent clause**

2.20 Guidelines for Sentence Structure:

Depending on the number and types of clauses they contain, sentences can be classified as simple, compound, complex, or compound-complex. Clauses can be connected to form sentences by coordination, using a coordinating conjunction to connect two independent clauses, and by subordination, using

a subordinating conjunction to connect one or more dependent clauses to an independent clause.

- **A simple sentence is an independent clause with no subordinate clauses:**
“My sister is a talented musician.”

- **A compound sentence is composed of two or more independent clauses with no subordinate clauses usually joined by a comma and a coordinating conjunction (for, and, nor, but, or, yet, so) or by a semicolon:**

“My sister is a talented musician, but she doesn’t like to practice.”

- **A complex sentence contains an independent clause and one or more dependent or subordinate clauses, which may come before or after the independent clause:**

“If we are not going to the restaurant, we need to cancel our reservation.”

- **A compound-complex sentence contains two or more independent clauses and at least one dependent or subordinate clause: “When the package finally arrived, after a delay of more than two weeks, she was anxious to open it, but she decided to wait until we could share the experience with her.”**

2.21 Sentence purposes:

In addition to their structure, sentences are also classified according to their purpose or how they are used within a text. There are four types of sentences: declarative, imperative, interrogative, or exclamatory.

- **A declarative sentence makes a statement or provides information:**

“The results of the exam were posted on the department’s website.”

- **An imperative sentence gives a command or issues a request:**

“Do not answer me in that tone of voice.”

- **An interrogative sentence asks a question: “When do you expect to graduate?”**

- **An exclamatory sentence expresses surprise or a similar emotional response: “I just can’t**

2.22 Sentence patterns:

A sentence pattern is an arrangement of words. This arrangement needs to be in a grammatically correct structure. It means the placement of verbs and nouns should be correct to form a meaningful sentence. Apart from that, there are punctuations which play an important role in making a sentence readable and understandable. Without the correct placement of words, you can not express your thoughts properly while speaking. Same way, without proper use of punctuations, you can’t express your thoughts effectively in writing. Note that the structure and pattern differ for different languages.

Sentence Patterns has various patterns in its construction. According to Kuzar (2012, p. 14), a sentence pattern (S-pattern) is a specific kind of a sentential construction. According to Longknife (2002, p. 6), there are twenty basic patterns of sentences that the writer used to add style and variety. In several kinds of text that mostly found by the readers, the writers often used various ways to combine sentences to make it more interesting to be read

2.23 Concept of Sentence:

Greenbaum and Nelson (2002, p. 13) states that grammar deals with the rules for combining words into larger units that is described in grammar as

sentence. Fabb (2005, p. 60) defines that sentence represents an action or an event or a state of affairs. Longknife and Sullivan (2002, p. 1) state that sentence expresses a complete thought and contains at least one subject verb combination. The subject-verb combination is formed by words that can be classified by its class and able to create more complex idea (Isniah, 2014, p. 18) According to Johnson (2007, p.191) There are several important parts that can be studied regarding sentence, they are part of speech, phrase structure, clause structure, types of sentences and sentences pattern. Therefore, sentence is a group of words that works together to form a complete thought about something. A very simple sentence must have a subject and predicate to make the sentence work properly. A sentence is the combinations of words that become a larger group called phrase or combination of phrases that becomes a clause

2.24 Importance of the sentence patterns:

When you are writing an assignment, the pattern and structure of a sentence will be the most important things for you to consider. In order to make your sentences meaningful and effective, you will have to learn how to make correct sentences using different patterns. Sentence patterns are made up of phrases and clauses. A phrase is a group of connected words, but it is not a complete sentence because it is missing a subject and/or a verb. Phrases are just one component that makes up a complete sentence. A clause contains a subject (actor) and a verb (action). There are two types of clauses:

- 1. An independent clause is a complete thought. It can stand alone as a complete sentence.**
- 2. A dependent clause (a.k.a. subordinate clause) cannot stand alone as a complete sentence (even though it may contain a subject and a verb). It begins with a subordinating conjunction (because, when, while, after... and many more). Common sentence patterns range from a basic subject-verb pattern to a variety of patterns with different types of predicates or inverted word order, as follows:**

- Subject + [Verb]: a simple subject is followed by a verb**

“The performance ended.” In this example, “performance” is the simple subject and “ended” is the verb; together they form an independent clause that can stand alone as a complete sentence. The sentence can be expanded in various ways by adding words, clauses, and/or phrases, but the position of the subject and verb will remain consistent: e.g., “As the dancer left the stage and the light disappeared into darkness, the superb performance ended with tremendous applause and a standing ovation from the audience.”

- Subject + [Verb + Direct Object]: the direct object completes the meaning of the verb**

“The doctor prescribed medication.”

In this example, “doctor” is the simple subject, “prescribed” is the verb, and “medication” is the direct object telling what the doctor prescribed. Note that a sentence can also have a compound subject: two or more simple subjects joined with a coordinating conjunction:

“Both the dean and the provost made speeches at the orientation.”

In this example, the “dean” and “provost” are compound subjects, “made” is the verb, and “speeches” is the direct object.

- **Subject + [Verb + Subject Complement]: a linking verb is followed by a subject complement, a noun or pronoun that refers to and names or describes the subject**

“The speaker seemed nervous.”

In this example, “speaker” is the simple subject, “seemed” is the linking verb, and “nervous” is the subject complement, describing the subject.

- **Subject + [Verb + Indirect Object + Direct Object]: the verb is followed by an indirect object, referring to the person or thing doing or performing the action, and by a direct object**

“The chairman of the department offered the new candidate a full-time position.”

In this example, “chairman” is the simple subject, “offered” is the verb, “the new candidate” is the indirect object, and “a full-time position” is the direct object.

- **Subject + [Verb + Direct Object + Object Complement]: the object complement refers to and renames or describes the direct object**

“The committee awarded the annual prize for fiction to a first-time novelist.”

In this example, “committee” is the simple subject, “awarded” is the verb, “the annual prize for fiction” is the direct object, and “a first-time novelist” is the object complement.

• [Implied Subject] + Verb

“[You] Answer me!” in this example, the sentence functions as a command: the subject “You” is implied rather than stated, “Answer” is the verb, and “me” is the direct object. (By Dr. Murray and Anna C. Rockowitz (2004) Writing Center, Hunter College).

The possibilities are endless for different types of sentences patterns. Here are the most common and basic sentence patterns:

1. The chef cooked.

Pattern: Subject + Verb

2. The creative chef cooked.

Pattern: Adjective + Subject + Verb

3. The creative chef methodically cooked.

Pattern: Adjective + Subject + Adverb + Verb

4. The creative chef methodically cooked in the kitchen.

Pattern: Adjective + Subject + Adverb + Verb + Prepositional Phrase

2.24. Subject-Verb Agreement:

Subject-verb agreement means that the conjugation of the verb matches the subject (e.g., I, you, they) of the sentence. For example: The girl runs to

the park is correct, because runs is the correct form of the verb for a third-person singular subject (girl).

Subject-verb agreement is an important structural element in academic or formal writing and directly impacts on a writer’s ability to communicate appropriately and effectively with her/his reader. It represents the match in person (first, second, third) and number (singular or plural) between a verb and its subject or between a pronoun and its antecedent (the word to which the pronoun refers), for example:

“The student eats lunch in the cafeteria every day.” The subject of the sentence is the third person singular noun “student” and “eats” is the verb.

Another example would be:

“When the instructor walks into the class, she expects the students to be ready to work.”

In this sentence, the pronoun “she” is the subject, referring to the word “instructor” in the preceding dependent clause, and “expects” is the verb.

The subject of a sentence is the noun or pronoun that performs the action of the verb in an active voice sentence or receives the action of the verb in a passive voice sentence. The following sentence is an example of active voice:

“My friend plays the part of Juliet.” The subject of the sentence is “friend” and the verb is “plays.” The same sentence in passive voice would be: “The part of Juliet is played by my friend.” Here the subject of the sentence is “part” and “is played” is the verb.

In Standard English, a verb changes form when its subject is third person singular (s/he/it) and only in the present tense, as illustrated below:

Table (2.14) Subject-Verb Agreement

Present		Past	
singular	plural	singular	plural
I walk	We walk	I walked	We walked
You walk	You walk	You walked	You walked
S/ he walks	They walk	S/ he walked	They walked
It walks	They walk	It walked	They walked

The rule for subject-verb agreement is that in the present tense, a verb with a third person singular subject must always end in “-s” (s/he/it walks) or “-es” (s/he/it does). A third person singular subject is any word or phrase that can be replaced with one of the pronouns “he,” “she, or it” e.g.

” As you can see from the above, the past tense form is the same regardless of the subject.

The following paragraph illustrates the relationship between singular and plural subjects and their respective pronouns:

Nancy Colon [she: singular subject] is going to lead a march on the White House. The rest of the group [it: singular subject] is going to be arranged in rows of three behind her.

The organizers [they: plural subject] of the march expect those who arrive early to assemble in an orderly fashion. When the whole group has arrived, the marchers [they: plural subject] plan to raise their placards and begin chanting.

2.25 Guidelines for subject-verb agreement:

Most simple present verbs show agreement with an “-s” ending. However, the verb “be” is an exception, having three instead of two present tense forms

(I am, you are, s/he/it is, we, you, they are).

❖ when words separate the subject and verb

Words that come between a subject and its verb do not affect the number (singular or plural) of the subject. You must determine which word is the sentence's subject and then use it to decide whether the verb needs an “-s” or “-es” ending.

1/ The color of the stage setting seems drab.

2/ The colors of the stage setting seem drab.

❖ when the subject comes after the verb

In some sentences, you may reverse the order of a subject and its verb in order to achieve an interesting effect. In other sentences, you may want to begin with the words “There” or “Here”

These sentence openers move the true subject to a position after its verb. When you are editing your verbs, make sure that you check these sentences very carefully to find the subject and to determine the correct form of the verb.

- **At the end of the list is the divorced man.**
- **At the end of the list are divorced men.**
- **There is one significant reason why men remarry.**
- **There are many reasons why men remarry.**

❖ **when two or more subjects are joined by “or” or “nor”**

When two or more subjects in a sentence are joined by “or” or “nor,” “either . . . or,” or “neither . . . nor,” the verb form is usually determined by the subject that is closest to the verb. It is true that a career or children affect a woman's marriage ability.

It is true that children or a career affects a woman's marriage ability.

- **Neither that woman nor her friends are unfulfilled.**
- **Neither those women nor this one is unfulfilled.**

❖ **when the subject is a singular pronoun**

When used as a subject, the following pronouns are always considered singular and need verbs with -s endings on them in the present tense: each, either, neither, every, everybody, everyone,

- **Everything contributes to the problem.**
- **Nobody who deals with the problem has all of the answers.**

In terms of subject-verb agreement, the most troublesome pronouns on the list above are everybody, everyone, either, neither, every, and each. Everybody and everyone sound like groups but grammatically they behave like singular subjects.

- **Everybody has to be concerned about family violence.**
- **Everyone who deals with families sees these problems.**

Either, neither, each, and every are always singular subjects unless they are used with “or” or “nor.”

- **Neither is going to explode soon.**
- **Either his sister or his parents are going to explode soon.**
- **Each family member has control over his/her aggression.**
- ❖ **when words separate a singular pronoun subject from its verb**

When a singular pronoun, such as either, neither, each, or every is separated from its verb by other words, it is easy to get confused about the form of the verb. Remember that words that come between a subject and its verb do not affect the number of the subject or the form of the verb.

- **Either of the parents is going to explode soon.**
- **Neither parent is in control.**
- ❖ **Each of the family members has to control his or her aggression.**

Each and every cause subject-verb agreement confusion when they are separated from their verbs by the phrase of them or by two nouns joined by and,

- **Each of them seems to be prone to violence.**
- **Each of their parents has a repressed personality.**

- **Every father and mother has to be careful.**

❖ **when the subject is a collective noun**

A collective noun is the name of a group that usually functions like a single unit. Some examples include family, class, audience, crowd, committee, team, jury, orchestra and group. If you are referring to the group as a single unit, then the noun is a singular subject (and needs an “-s” ending on its verb). If you are referring to the individual members of the group, then the noun is a plural subject.

- **The team of scientists monitors the Milky Way.**
- **The team of scientists disagree about those stars.**
- **This group of stars is known as the Andromeda Galaxy.**
- **That group of stars have separated to form new galaxies.**

❖ **when the subject is a quantity**

Like collective nouns, words that state a quantity or an amount usually function like singular subjects.

Words of quantity include amounts of time, money, height, length, width, space, and weight.

- **One hundred thousand light years is an extremely long time.**
- **Three million dollars is the cost of the typical telescope.**

Quantities can also function like plural subjects when they refer to a part of something, not the whole thing. Usually in this case, the quantity is followed by the word “of.”

- **Two-thirds of all galaxies are elliptical in shape.**

❖ when the subject looks plural but is singular in meaning

There are many subjects that look plural (in other words, that end in “-s”) but are singular in meaning.

These include the names of school subjects (mathematics, linguistics, physics, economics, civics), the names of some diseases (measles, mumps, AIDS, herpes), and miscellaneous words like politics and news.

- Physics is the study of vector and scalar quantities.
- Herpes is now impossible to cure.
- The news about spiral galaxies seems unbelievable.
- Mumps makes one's cheeks hurt and causes swelling and fever.

❖ when the subject is a title

Even when a title is plural (like The New York Times), it functions like a singular subject, and it needs an “-s” ending on its verb.

- The Hales Observatories tracks comets and meteors.
- Principles of Astronomy explains the rotations of that galaxy.
- One Hundred Thousand Galaxies provides fascinating explanations about the content of the universe.

❖ when the subject is a verbal phrase

Sometimes a verb form that ends in “-ing” or an infinitive (the word “to” plus the base form of the verb) is used as a noun. A phrase containing one of these forms may appear as the subject of a sentence. In these cases, the subject is always singular.

- Learning how to do something well takes practice and determination.
- To see is to believe

2.25 Word Description:

Huddleston (1988: 1) mention that the term “word” has been used in many meaning for instance tooth & teeth are different word, pronounced and spelt differently they differ in meaning and they occur in different positions in sentences, so that they we could not, for example replace tooth by teeth:-

- This tooth is loose.

There are also traditionally said to be different form of the same word. Specifically, it can be observed that (tooth) is singular and (teeth) is plural so the difference between these two words is an inflectional property. There for these properties are relevant to both the morphological and syntactic component of the grammar.

2.27 Word order:

According to Norman C (1995: 62) In English the order of words in a statement is subject:-

1- Verb + object:

Subject + verb + object

Peter is watching TV.

She drank a cup of coffee.

- Some verbs e.g go do not have an object:

The train didn't arrive

Anna and tom are swimming

- Some verbs e.g like always need an object:

I like music

She wants a drink

1. A after the verbs be, we can use an object or an adjective:

She is a doctor → *object*

Mary is tired → *adjective*

2. After some verbs e.g. (give, send, bring) we can talk about a person (Mary, her) and object.

Verb + person + object

He sends Jane a book

Anna made Tom a cup of tea

3. We usually put information about times or places at the end of the sentence :

I had a holiday in Spain → place

They have their son a watch yesterday → time

John J (2006:449) all sentences are made up of words and each word in a sentence function as a specific part of speech.

Noun: a noun is the name of a person, place or thing; it names nouns anything that may be the topic of discussion.

Pronoun: a pronoun is a word that takes the place of noun; it replaces a noun without naming it.

Preposition: is a word that is used with noun or pronouns to form a phrase that shows location, ownership, identification, time, or exclusion within the sentence...

Verbs: is a word that shows action, existence, or a state of being it may be one word or a verb phrase with two or more words.

Adjective: is a word that describes or modifies a noun or pronoun. It is answer

which one, what kind, or how many. (The articles a, an, and they are adjective).

Adverb: is a word that describes or modifies verb, an adjective or another adverb. It answer when, where, how, why, or how much. It may be found in different places in sentence if it modifies verb but not if it modifies an adjective or other verb very and not are always adverbs.

Conjunction: is a word that joins one part in sentences to another part, it may be joined words, phrases, clauses or sentences.

Basic Sentence construction:©Tutoring and Learning Centre, George Brown College (2014:3) www.georgebrown.ca/tlc More information can be added to these simple sentences to tell the time or location of an event.

Table (2.20.2)

The students	Wanted	More Pizza
---------------------	---------------	-------------------



Subject	Verb	Object
----------------	-------------	---------------

At 5:00,	Most people	Leave	Their offices	In the city
-----------------	--------------------	--------------	----------------------	--------------------



Time	Subject	verb	object	place
-------------	----------------	-------------	---------------	--------------

The students	Didn't understand	The teacher's direction	That day
---------------------	--------------------------	--------------------------------	-----------------



subject	verb	object	time
----------------	-------------	---------------	-------------

In the summer,	I	like to visit	my family	in Halifax
↓	↓	↓	↓	↓
Time	Subject	verb	object	place

2.28 Sentences Fragments:

A fragment is an incomplete sentence punctuated as though a complete sentence. There are four sentence errors that can produce fragments.

Fragment type 1: no subject usually, in order to express a thought completely, a sentence must contain a subject and a verb. Sometimes, however, it may contain only a verb. This particular type of sentence, called an imperative sentence, is used to express commands: for example, "Stop!" The verb is stop; the subject is understood to be "you" because the speaker is commanding someone else to stop.

A group of words written without a subject is a fragment. Example: Was driving the car over the speed limit.

Obviously, you don't write this type of sentence frequently, but it does happen. The mistake can be corrected by simply adding a subject. Correction: The police officer was driving the car over the speed limit.

Fragment type 2: no verb

A group of words written without a verb is a fragment.

Example: The woman with the flower tattoo. Again, this type of fragment isn't usually mistaken for a sentence, but it can happen. When it does, the simplest way to correct the error is to add a verb.

Correction: The woman with the flower tattoo attracted some attention.

Fragment type 3: -ing verb with no helping verb:

A sentence containing an -ing verb without a helping verb (is, are, were, have been, will be, etc.) is a fragment.

Example: The patient struggling bravely against a terrible disease. This can easily be corrected by adding an appropriate helping verb.

Correction: The patient was struggling bravely against a terrible disease.

Fragment type 4: incomplete thought:

A dependent clause (a group of words that contains a subject and a verb but does not express a complete thought) that is punctuated as a sentence is a fragment.

Example: That the children were very curious.

When editing very quickly, you might see a subject and verb in this dependent clause and incorrectly label it a sentence. But if you read the clause carefully, you can hear that it is not a complete thought. The fragment leaves the reader hanging in mid-air, asking Who? When? or Why?

2.29 Comma splices:

A comma splice results when two independent clauses (complete sentences) are incorrectly joined or "spliced" with a comma. Remember, each clause must have a subject and a verb; each clause must express a complete thought.

Correcting comma splices: five methods:

- 1. Divide the two independent clauses into two separate sentences.**

Comma Splice: Most secretaries spend more than sixty percent of their time at their desks, they spend their time typing, transcribing, making and answering telephone calls, scheduling the boss's appointments, and putting together research projects and reports.

Corrected: Most secretaries spend more than sixty percent of their time at their desks. They spend their time typing, transcribing, making and answering telephone calls, scheduling the boss's appointments, and putting together research projects and reports.

- 1. Use a semicolon to join two related independent clauses.**

Comma Splice: The ogre caught the unicorn, the terrible ogre then took the terrified beast to the Pinnacles of Pain Mountains.

Corrected: The ogre caught the unicorn; the terrible ogre then took the terrified beast to the Pinnacles of Pain Mountains.

- 2. Use a comma and a coordinating conjunction (and, so, but, for, yet, or, nor—use the acronym “fanboys” to remember them) to join two equally important ideas presented in two clauses.**

Comma Splice: Sabrina had a little dragon, its scales were as sharp as razors.

Corrected: Sabrina had a little dragon, and its scales were as sharp as razors.

- 3. Use a semicolon and a conjunctive adverb to join related independent clauses. Frequently used conjunctive adverbs include the following:**

(however, then, as a consequence, in addition, therefore, nonetheless, as a result, besides, moreover, indeed, for example, in conclusion, furthermore, in fact, hence, in other words)

Comma Splice: According to the poll results, one third of the students were very conservative politically, they thought themselves to be liberal.

Corrected: According to the poll results, one third of the students were very conservative politically; however, they thought themselves to be liberal.

- 4. Use a subordinating conjunction to create a dependent clause. By themselves dependent clauses are fragments and must be connected to an independent clause. Commonly used subordinating conjunctions are: (after, ever since, that, where, although, how, though, whereas, as, if, unless, wherever, as if, in order that, until, whether)**

The jury came into the courtroom after the judge. (preposition) The jury came into the courtroom after the judge was seated. (subordinating conjunction)

Comma Splice: The manned space missions most often discussed are space stations orbiting the earth and a permanent moon base, more spectacular schemes for space cities are also discussed.

Corrected: The manned space missions most often discussed are space stations orbiting the earth and a permanent moon base although more spectacular schemes for space cities are also discussed.

Comma Splice: I went through with the surgery, I was very glad I'd had it.

Corrected: After I went through the surgery, I was very glad I'd had it.

2.15 The Tenses:

As defined by www.INGILIZCEALANBILGISI.COM "Tenses are reference to the point in time at which an action takes place from the stance of the speaker. Three common tenses which are frequently formally marked on verbs are past, future and present with the later normally being the unmarked case. Languages may also have further divisions such as a remote past or a distant future and may use additional verbal elements, such as modals, to indicate these secondary tenses.

2.30.1 The Simple Present Tense:

It is used to denote scientific facts, universal truths and work done on daily basis.

The following tenses are from Comprehensive Reference in English Grammar by Dr. El Husseiny El Husseiny Meady, 2013 (I.S.B.N.978 – 977 – 5111- 36-4)

1. The Simple Present Tense:

Pronouns: (He – she – it – we – they – I – you)

Adverbs: (always – often – usually – sometimes – rarely – scarcely)

Rules of using sentences & examples:

He, she, it → v+ s or es

We, they, I, you → + infinitive verb

1/ He usually writes the report.

2/ They often play football.

3/ We sometimes come late

2.30.2 The past Simple Tense:

Used to indicate an action completed in the past. It often occurs with adverb of time. Sometimes it is used without an adverb of time.

Pronouns: (He – she – it – we – they – I – you)

Adverbs: (ago – in the past – yesterday – last summer – once)

Rules of using sentence:

(We, they, I, you, He, she, it) + past tense

Examples:

1/ He wrote the report.

2/ We saw his friend.

3/ I traveled to Sultanate of Oman a year ago.

2.30.3. The simple future tense:

This tense tells us about an action which has not occurred yet and will occur after saying or in future

Pronouns: (He – she – it – we – they – I – you)

Adverbs: (tomorrow – soon – shortly – next week – next month – next year)

Rules of using sentences & examples:

Shall or will + infinitive verb

- **I shall be happy.**
- **We shall travel tomorrow.**
- **She will be thirty years old next month.**

2.30.4 The present continuous tense:

It is used to express an action taking place at the time of speaking.

Pronouns: (He – she – it – we – they – I – you)

Adverbs: (now – at the present time – at this time - still)

Rules of using sentences & examples:

(He, she, it) → is + v+ ing

(They, you, we) → are+ v+ ing

I + am + v + ing

- **I am leaving now.**
- **We are playing football at this moment.**
- **She is driving to the airport now.**

2.30.5 The past continuous tense:

Used to denote an action going on at some time in the past

Pronouns: (He – she – it – we – they – I – you)

Adverbs: (while – As – when)

Rules of using sentences & examples:

(He, she, it, I) → was+ v+ing

(They, you, we) → were + v+ ing

- **While I was playing, I fell down.**
- **While they were eating peanuts, Amar came.**

2.30.6 The Future continuous tense:

It is used to express an ongoing or continued action in future.

Pronouns: (He – she – it – we – they – I – you)

Adverbs: (this time tomorrow – all next week – all tomorrow morning)

Rules of using sentences & examples:

He, she, it, I + will be+ v+ ing

We, they + shall be+ v+ ing

- **He will be writing at five o'clock tomorrow evening.**
- **She will be studying at eight o'clock.**

2.30.7 The present perfect tense:

It is used to show an action that started in the past and has just finished.

Pronouns: (He – she – it – we – they – I – you)

Adverbs: (already – just – recently – lately – ever – never - yet)

Rules of using sentences & examples:

(He, she, it) has+ past participle (pp)

(they, we, I) have+ past participle (pp)

- **He has already finished his work.**
- **I have recently passed the examination.**

2.30.8 The past perfect tense:

Used to describe an action completed before a certain moment in the past, usually a long time ago. If two actions happened in the past, past perfect is used to show the action that took place earlier.

Pronouns: (He – she – it – we – they – I – you)

Adverbs: (after - before)

Rules of using sentences & examples:

(We, they, I, you, He, she, it) → + had+ past participle (pp)

- **He had gone out before I came home.**

- After they had gone out, I sat down and took a rest.
- They thanked me for what I have done.

2.30.9 The future perfect tense:

It is used to express an action which will happen/occur in future and will be completed by a certain time in future. We use the future perfect to say that something will be finished by a particular time in the future

Pronouns: (He – she – it – we – they – I – you)

Adverbs: (in a year's time – by next Augustetc – this time next year)

Rules of using sentences & examples:

He, she, it, I → will have+ past participle (pp)

We, they, → shall+ past participle (pp)

- She will have read six novels by the end of the year.
- They will have decided about the party by tomorrow.

2.30.10 The present perfect continuous:

This tense shows the action which started in the past and is still continuing

Pronouns: (He – she – it – we – they – I – you)

Adverbs: (all this morning – all this month – all the time)

Rules of using sentences & examples:

(He, she, it,) → has been+ v+ ing

(We, they, I) → have been + v+ ing

- He has been learning math for three years.
- I have been writing for two hours.

2.30.11 The past perfect continuous:

Used to denote an action that began before a certain point in the past and continued up to some time in past.

Pronouns: (He – she – it – we – they – I – you)

Adverbs: (for Years, for...hours ...etc)

Rules of using sentences & examples:

He, she, It, we, they, you, I → had been +v + ing

- He had been learning math for three years.
- I had been writing for two hours.

Table (2.15.11) General table for Tenses: from <https://www.englisch-hilfen.de/en> , 2012, at 10:00

Tense	Examples affirmative	Examples negative	Examples interrogative
Simple present	I work	I don't work	Do I work?
Present progressive	I'm going	I'm not going	Am I going?
Simple past	He worked	He didn't work	Did he work?
Past progressive	You were going	You weren't going	Were you going?
Simple present perfect	They have worked	They haven't worked	Have they worked?
Present perfect progressive	I have been working	I haven't been working	Have I been working?
Simple past perfect	He had gone	Hadn't he gone	Had he gone?
Past perfect	I had been	I hadn't been	Had I been

progressive	working	working	working
Will - future	I'll work	I won't work	Will I work?
Going to – future	He's going to go	He's not going to go	Is he going to go?
Conditional simples	I would work	I wouldn't work	Would I work?

As a current researcher views that the knowledge of tenses is a core of composing well – formed sentences, different kinds of tenses are displayed in this research so as to find out how to use at specific times. Moreover, using tenses correctly will build organized sentence structure.

2.31 Active and passive voice sentences:

The writer M. Gnanamurali (2008:216) defines voice, active and passive by saying "voice is the form of the verb which indicates whether a person or a thing does something or something has been done to a person or a thing".
 active of voice : when a verb form shows that the subject has done something , it is known as Active voice . Passive voice: when a verb form shows that something has been done to the subject. it is known as Active voice .passive voice :when a verb form shows that something has been done to the subject .it is known as passive ,,

The writer BonnieL.Walker (1982:95) Says:" A verb is active if the subject is doing the action" for example: - Carlos wrote a story.

The writer continues Saying A verb is Passive if something happens to the Subject "the story was written by Carlos.

2.32 The rules of using Passive:-

**The writer M.GnanmuraLi (2008:212) puts general Rules for using Passive
He say that:**

1-A sentence can be separated into subject, verb and object

S V O

Ram writes a letter

2-The object of the sentence must be turned into subject

S V O

A letter is written by Ram

3-The (be) form must be used according to the tense of the verb and according to Person and number of the noun:-

A letter is written/ Letters are written.

4-Past participle of the verb must be used.

5-preposition (by) must be added.

6-The Subject must be made the object.

the following comments and notes by (Ann Arbor 1971: 206), the University of Michigan press, ISBN0 – 472 – 08307 - 4

1/ The object of an active sentence is the subject of the corresponding passive sentence.

2/ in a passive sentence, a form of be appears before the main verb.

3/ in the active form, the tense is shown by the main verb (present write, past wrote.) In the passive form, the tense is shown by the form of be: present are, is, are, past was, were.

4/ the main verb of the passive sentence is in the past participle form

Note:

If the main verb of the active sentence is: then be of the corresponding passive sentence is

a/ present tense

present tense: am, is, are

b/ past tense

past tense: was, were

c/ infinitive

infinitive: be

d/ - ing

-ing: being

e/ past participle

past participle: been

Ann Arbor 1971: 206), adding the following active and passive tables

Tables (2.16.1) general active and passive sentences

tense		Active sentence	Passive sentence
1	Simple present	They write letters every day	Letters are written every day
2	Simple Past	They wrote letters yester day	Letters were written yester day
3	infinitive	They are going to write letters tomorrow	Letters are going to be written tomorrow
4	Future with will	They will write letters tomorrow	Letters will be written tomorrow
5	Future with modal should	They should write letter	Letters should be written
6	Have to	They have to write letters	Letters have to be written
7	progressive	They are writing letters	Letters are being written
8	Past progressive	They were writing letters	letters were being written
9	perfect	They have written letters	Letters have been written
10	Past perfect	They had written letters	had letters had been written

2.33 Long-distance passivisation

Thus far, the instances of passivization which we have looked at have been clause-internal in the sense that they have involved movement from complement to subject position within the same clause. However, passivisation is also able to apply across certain types of clause boundary – as can be illustrated ANDREW RADFORD (2009) in relation to structures such as below:

(a) There are alleged to have been stolen *a number of portraits of the queen*
A number of portraits of the queen are alleged to have been stolen

(a) There are believed to have occurred *several riots*
Several riots are believed to have occurred

2.34 Classification of active and passive sentences

2.34.1 Simple active and passive voice

The following tenses are by <https://www.english-grammar.org/active-passive-voice-overview-chart/?pdf=2436>.

2.34.1 Tables of using of active and passive voice

Table (2.34.1) Simple active and passive voice

tense	Active sentence	Passive form sentence
Simple present tense	Verb form: first form of the verb	Verb form: is /am/ are participle form of the verb
examples	They speak English here.	English is spoken here.
	He speaks English.	English is spoken by him.
	They write letters make toys.	Letters are written by them.

Table (2.17.2) present continuous active and passive voice

tense	Active voice	Passive voice
Present	Verb form: is/am/are +-ing	Verb form: is/am/are +

continuous	form of the verb	being+ past participle form of the verb
examples	She is writing a letter.	a letter is being written by her.
	I am learning my lessons.	Lessons is being learnt by me.
	You are making a cake.	A cake is being made by you.
	I am eating an apple.	An apple is being eaten by me.

Table (2.17.3) Present perfect active and passive voice

tense	Active sentence	Passive sentence
Present perfect tense	Verb form: have/ has+ pp form of the verb	Verb form: have /has+ been+ past participle form of the verb
examples	I have written a novel.	a novel has been written by me.
	She has finished the job.	The job has been finished by her.
	You have written letters.	Letters have been written by you.
	I have eaten an apple.	An apple has been eaten by me.
	They have played football.	Football has been played by them.

Table (2.17.4) simple past active and passive voice

tense	Active sentence	Passive sentence
Simple past	Verb form: past tense form of the verb	Verb form: was/ were+past participle form of the verb
examples	I wrote a letter.	a letter was written by me.
	Ram broke a glass.	A glass was broken by Ram.
	you missed the chance.	The chance was missed by you.
	I have ate three apples.	Three apples were eaten by me.
	They played football.	Football was played by them.

Table (2.17.5) past continuous active and passive voice

tense	Active sentence	Passive sentence
Past continuous	Verb form: was/were+-ing form of the verb	Verb form: was/ were+being participle form of the verb
examples	I was learning my lessons.	My lessons were being learnt by me.
	She was writing a report.	a report was being written by her.
	They were making toys.	Toys were being made by them.

Table (2.17.6) past perfect active and passive voice

tense	Active sentence	Passive sentence
Past perfect	Verb form: had+ pp form of the verb	Verb form: had +been+participle form of the verb
examples	I had finished the project.	The project had been finish by me.
	She had learnt her lessons.	Her lessons had been learnt by her.
	They have made toys.	Toys had been made by them.

Table (2.17.7) simple future active and passive voice

tense	Active sentence	Passive sentence
Simple future	Verb form: will/shall+ first form of the verb	Verb form: will/shall+be participle form of the verb
examples	I will finish the job.	The job will be finished by me.
	She will solve the problem.	The problem will be solved by her.
	They shall make toys.	Toys shall be made by them.

Table (2.17.8) future perfect active and passive voice

tense	Active sentence	Passive sentence
Future	Verb form: will/shall+have+past	Verb form:

perfect	participle	will/shall+have+been+pp
examples	I will have finished the job.	The job will have been finished by me.
	She will have solved the problem.	The problem will have been solved by her.
	They shall have been written letters.	Letters have been written by them.

2.35 Syntactic & Grammatical Errors:

2.35.1 Grammatical Errors

“Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Also called a usage error”.

Compare grammatical error with correctness. Grammatical errors are usually distinguished from (though sometimes confused with) factual errors, logical fallacies, misspellings, typographical errors, and faulty punctuation. <https://www.thoughtco.com/grammatical-error-usage-1690911>

Examples:

Incorrect: If I will visit London, I will meet you.

Correct: If I visit London, I will meet you.

Rule:

Use simple present tense to refer to the future after conjunctions like when, after, if, as soon as.

Examples:

I will talk to him when I see him in the next two days.

I will call you as soon as I arrive at the airport.

If the plan succeeds, I will come.

a/ Every with (singular noun)/ Every with (plural noun):

Incorrect: Every students is intelligent in the class.

Correct: Every student is intelligent in the class.

A Singular noun is used with every

b/ There/their/they're:

Incorrect: Parents work for there children.

Correct: Parents work for their children.

Rule:

There is generally used for a place.

Their refers possession, something belonging to them.

c/ Gerunds:

Incorrect: We enjoy to go for walk after dinner.

Correct: We enjoy going for walk after dinner.

Rule:

A gerund is a verb form which functions as a noun. In other words, a gerund is a noun made from a verb by adding "-ing." There are some verbs like dislike, which are always followed by a gerund.

Examples

We, enjoy going for a walk. (The gerund always follows the verb 'enjoy'.)

I love eating ice cream.

2.35.2. Syntactic Errors

"Syntax errors occur during the parsing of input code, and are caused by grammatically incorrect statements". Typical errors might be an illegal

character in the input, a missing operator, two operators in a row, two statements on the same line with no intervening semicolon, unbalanced parentheses, a misplaced reserved word, etc.
<https://wci.llnl.gov/codes/basis/manual/node53.html>

Examples:

- **Incorrect:** Come for a visit I have plenty of food.
- **Correct:** Come for a visit! I have plenty of food.

Breaking the words into two sentences allows for an exclamation mark which increases the impact of "Come for a visit!"

- **Incorrect:** Before we go to the movies.
- **Correct:** I need to rest before we go to the movies.

"Before we go to the movies" is a sentence fragment. Adding "I need to rest" makes the words a complete sentence.

- **Incorrect:** I gave him money I stole from the store.
- **Correct:** I gave him the money I stole from the store.

Adding the word "the" further explains which money was given.

- **Incorrect:** To the movies we are going.
- **Correct:** We are going to the movies.

Reversing the order of the words makes this a more direct sentence.

- **Incorrect:** You can't go the movies. or buy popcorn without any money.
- **Correct:** You can't go the movies or buy popcorn without any money.

Expressed as two sentences, it says you cannot go to the movies. It doesn't say why. It also leaves a sentence fragment of "or buy popcorn without any money. By combining the two sentences it makes it clear that the money is needed for both the movies and the popcorn.

- **Incorrect:** Did you ever speak to him? Yes, I was speaking to him yesterday.

- **Correct:** Did you ever speak to him? Yes, I spoke to him yesterday.
Verb tense was changed.

- **Incorrect:** If I took the bus, I will get there in 20 minutes.

- **Correct:** If I took the bus, I would get there in 20 minutes.

Verb tense was changed:

- **Incorrect:** We are not allowed smoking in the restaurant.

- **Correct:** We are not allowed to smoke in the restaurant.

Verb tense was changed:

- **Incorrect:** I'm getting the car right now. I can be there in no time.

- **Correct:** I'm getting the car right now. I should be there in no time.

"Can" means I am able. "Should" is projecting that I am able

2.36 Difference between Errors & Mistake

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

James (ibid 78) stated that mistakes can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self correction, then we have a first-order mistake. If additional information is needed, in the form of the exact

location and some hint as to the nature of the deviance, then we have a second-order mistake. While errors cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they can be self-corrected.

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

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

2.37 The Causes of Errors

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

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

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

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

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

a. Inter-lingual Errors

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

b. Intra-lingual and developmental errors

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

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

a. Overgeneralization Errors

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

b. Ignorance of rule restrictions

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

c. incomplete application of the rule

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

Teacher: Do you read much?

Student: yes, I read much!

d. false concept hypothesized

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

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

2.38 The Classification of Errors

Besides the problems of definition, the classification of errors also draws a lot of attention from researchers.

Burt and Kiparsky (1974: 3) distinguish between global errors and local errors “ A global error is one which involves the overall structure of a sentence ‘ and local error is one which affects a particular constituent “On the global level, Corder (1973: 277) classifies errors into four main categories : “ Omission of some required element ,addition of some unnecessary or incorrect element , selection of an incorrect element ,and disordering of elements “Levels of language could be considered within each category : phonology , morphology , lexicon , syntax and discourse Using the source as the standard for categorizing , errors can be categorized into interlingual errors and intealigual errors Richards, (1971:44) Errors found can be traceable to first language interference are termed interligual.

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

a. Simplification errors: they occur when the learners tend to reduce the target language to a simpler system. Eg. That was your sister, is it? , You are from the States, is it?

b. Communication-based errors: they occur when the learner incorrectly labels the object, but successfully communicates a desired concept.

c. Teaching-induced errors: they occur because of inappropriate training, the overemphasizing of drilling technique on a certain linguistic item.

2.38.1 Misplaced word: (in general)

The following misplaced words in sentences are stated by T. J. Fitikides, B.A., F.I.L (1936), ISBN0 582344581, Common Mistakes in English

1. The subject of the sentence misplaced

- Don't say: last week visited our school a man.
- Say: A man visited our school last week.

2. The direct object misplaced

- Don't say: he touched with his hand the ball.
- Say: he touched the ball with his hand.

3. The indirect object misplaced

- Don't say: I showed to her some of my stamps.
- Say: I showed some of my stamps to her.

4. The qualifying adjective misplaced

- Don't say: My uncle has a garden very large.
- Say: My uncle has a very large garden.

5. The adverb misplaced with a transitive verb

- Don't say: Janet wrote carefully essay.

- Say: Janet wrote her essay carefully.

6. The subject misplaced in question

- Don't say: you were at the cinema yesterday?
- Say: were you at the cinema yesterday?

7. Wrong repetition of object with infinitive.

- Don't say: I bought an English book to read it.
- Say: I bought an English book to read.

8. Wrong repetition of object

- Don't say: the doctor I know him very well.
- Say: I know the doctor very well.

2.38.2. Sentence Fragments:

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

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

1- A group of words having no subject.

Incorrect: Just growled at me

Correct: The dog just growled at me

2- A group of words having no verb.

Incorrect: The basketball star .

Correct: The basketball star won the game .

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

Incorrect: After the first half of the match.

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

2.38.3 Run-on sentence

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

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

1/ Separate the two ideas with a full-stop e.g. I became annoyed by his gossip. I walked out of the room.

2/ Supply a coordinating conjunction e.g. I became annoyed of his gossip so I walked out of the room.

3/ Subordinate the first or the second of the two ideas by turning each one into a dependent clause. e.g. Because I became annoyed of his gossip, I walked out of the room.

2.39 Clauses and Phrases

As defined by Christelle Maillart, Christophe Parisse (2017:3) Clauses and phrases are building blocks of language that are larger than phonemes, morphemes and words, and smaller than sentences and utterances. The clause is a group of words that usually contains a (finite) verb, and often arguments of the verb. Clauses are the basic elements of what is called an utterance in oral language and a sentence in written language. Utterances and sentences are considered complex if they contain two or more clauses, whereas simple utterances and sentences are made of one clause only. A phrase is a group of words that forms a meaningful unit within a clause. It is characterized as a grammatical unit at a level between the word and the clause, and is usually built around verbs, nouns, adjectives, or adverbs. In some cases, the phrase can be a clause in itself, or contain clauses and other phrases within it.

This means that phrase and clause play a great role in a sentence structure so as to express a meaningful unit within a sentence. Moreover, they will help how the sentence be composed.

2.39.1. Clauses:

A clause is a group of words containing a subject and a verb.

Clauses are two kinds:

2.39.1.1 An independent clause:

is a simple sentence and can stand on its own.

1/ She is hungry 2/ I am feeling well today.

2.39.1.2 A dependent clause: cannot stand on its own. It needs an independent clause to complete a sentence. Dependent clauses often begin with such words as although, since, when, because.

2.39.1.3. Relative clauses:

Relative clauses are like independent clauses because they contain subjects and verbs. However, relative clauses are unlike independent clauses because they cannot stand on their own as sentences. Relative clauses act adjectivally, and we attach them to independent clauses

Example:

1/ an Architect is one someone who designs buildings.

2/ I don't like stories that have unhappy endings.

3/ A widow is a women whose husband is dead.

4/ The man whom I wanted to see was a way on holiday.

Table (2.26.1) independent and dependent clause:

Dependent clause with subordinator	independent clause
<u>When</u> the child went to the dentist	Mary broke my cell phone

<u>Because</u> his girlfriend is upset	I will lend you the money
<u>Although</u> she will buy new shoes	I made you a promise
<u>even though</u> I have a couple more semesters	my roommate intends to finish college

2.40 Phrases

A phrase is a group of words without a subject-verb component, used as a single part of speech. Phrase has four types as follow:

Best Friend —————> (noun phrase)

Needing help —————> (adjective phrase)

With the blue shirt —————> (prepositional phrase)

For twenty days —————> (prepositional adverb phrase)

2.40.1. Verb phrase

Verb phrases are the most fundamental elements of the majority of languages in the world.

In English, the verb phrase contains a main verb and other elements such as auxiliaries, modals, or adverbs. For example:

1/ sang 2/ reads quickly 3/ will be burning 4/ might not have come

2.40.2. Noun phrase:

Noun phrases are also very important because they can be used in many constituents and also, because the notion of noun is found in all languages, and

acquired very early by children. In English head-nouns can be preceded by determiners and modifiers (of the head) and can be followed by post modifiers that complement the head and can be complex phrases or even

clauses. For example:

1/ Peter 2/ my best friend 3/ a very good story 4/ the house of the man

2.40.3. Adjective phrases

Adjective phrases contain an adjective as a head, which can be preceded or followed by

modifiers. For example:

1/ quick 2/ very fast 3/ incredibly cold 4/ pleasant enough

2.40.4. Adverb phrases

Adverb phrases are similar to adjective phrases but the head is an adverb rather than an

1/ adjective. For example:

2/ quickly 3/ quite slow 4/ as clearly as I could

2.40.5. Prepositional phrases

Prepositional phrases have a preposition as a head and are followed by a prepositional complement, which is most of the time a noun phrase in English.

For example:

1. on the sea
2. to London
3. by a strange coincidence

2.41 Common Subordinators and their logical meaning:

Cause / Effect —————> **because, since, so that**

Comparison / Contrast —————> **although, even though, though, whereas, while**

Place & Manner —————> **how, however, where, wherever**

Possibility / Conditions —————> **if, whether, unless**

Relation —————> **that, which, who**

Time —————> **after, as, before, since, when, whenever, while, until**

Some examples of dependent clauses, with subordinators underlined:

- **When the child went to the dentist**
- **Because his father is upset**
- **Although she will buy new shoes**

2.41 Summary of the Chapter

The researcher has reviewed in this chapter the literature related to investigating the problems of understanding and using of English sentence structure by Sudanese University Students, which is the subject of the current study.

In part one, this chapter attempted to provide a literature Review of the research. It dealt with the general of syntactic and grammatical characteristics: their definitions, clauses, grammatical errors, misplaced words, sentence fragments. Besides, the researcher showed how to convert affirmative sentences into passive, and how to create a well new formed sentence from dependent and independent clause. Moreover, the researcher displayed the importance of sentence structure. Because sentence has various methods of using, this leads students unable to use or distinguish whether a sentence is (declarative, imperative, interrogative or exclamatory).

Some of the university Students can't use clause structure, the sentence structure will not be composed correctly unless the Student aware of dependent, independent clause and different kind of phrases such as: noun phrase, adverb phrase etc.

The interrogative sentences generate hindrance among Students, the reason is that the Students hesitate to put the key question word in a convenient inception position.

2.43 Related Previous Studies

The current study will review some previous studies conducted in Sudan and some abroad. Besides, this part will crucially discuss and comment on the problems and findings of these related studies. They might shed light on the core of these studies. However, the researcher will focus on the findings provided by previous studies and their relevance to the current study to support and provide this study. Understanding and using of sentence structure problems are widely studied in many countries especially in the English non - native countries. The researcher read many studies that relate to this research.

2.43 Study (1)

The study primary focuses on sentence construction and its components and the grammatical rules. Moreover, the researcher has some objectives:

To hel(Sami Abdulbagy Hamed Mohammed 2017) *Investigating Difficulties Facing Secondary School Students in Using English Sentences Structure, Sudan University of Science and Technology*.p students to form well-structured sentence, and provide practice by using different types of sentence so as to help student overcome this problem.

This study is significant because it approaches writing from sentence point of view to draw student's attention to know the different types of sentence the researcher has some hypotheses showed that the as follow:

H1: Students in secondary school are not able to form a well-structured sentence.

H2: Students in secondary schools face some problems in differentiating types of sentence.

H3: Construction of English sentences are more difficult than identifying their types
Problems of this research: This study investigated the problems facing students at secondary school levels in sentence structure. The researcher observed this problem while he was teaching at the school.

The researcher comes out with many findings:

The students have a core problem in constructing sentences, most of the can not differentiate types of sentences. Moreover, they face problem of grammatical arrangement.

2.43 Summary (1)

This study is related to my research, because the researcher attempted the problem of sentence construction and the types of problems how create well – formed sentence.

2.44 Study (2)

(MOHAMED ABDELBAGI ALI ABDELRAFI 2018), *Investigating Syntactic Errors in the Writing of Sudanese University EFL Students, Al-Neelain University Graduate College.*

The study primary focuses on syntactic errors and its significance and. Moreover, the researcher has some objectives:

To identify the extent to which Sudanese university students commit syntactic errors, to identify the most common errors in the writing of Sudanese university students. Moreover, to identify the least syntactic errors in the writing of Sudanese university students.

This study is considered to be significant since there have been few attempts made to identify and analyze the syntactic errors in English committed by Sudanese students majoring in English.

Besides, the researcher has hypotheses related to this study:

H1: Sudanese university students commit syntactic errors in their writing.

H2: The most common syntactic errors in the writing of Sudanese university students are capitalization and full stop.

H3: The least of syntactic errors in the writing of Sudanese university students are subject verb agreement and prepositions.

The researcher mentioned in his research that Sudanese EFL students commit a large number of syntactic errors particularly in the usage of prepositions, capitalization, full stop, and subject-verb agreement. Thus, many Sudanese EFL students have syntactic problems when they write.

The researcher comes out with many findings:

There is an error in subject-verb agreement "Teacher give student", and

There is an error in subject-verb agreement. Example "the student repeat".

In addition to There is an error in subject-verb agreement. Example "This goes". There is an error in subject-verb agreement. Example "I am a were "

2.44 Summary (2):

This study is related to my research, because the researcher showed the problem of syntactic errors and the types of problems that students commit in using well – formed sentence.

2.45 study (3)

(Hasna Mohammed Salih 2016), *Investigating Passivization Problems encountered By EFL Students, Sudan University of Science and Technology.*

The study primary focuses Investigating Passivization Problemsits .The researcher has some objectives: to ensure the students inability in using Passive voice effectively.Carry out the appropriate methods of teaching Passive voice. And Shed light on the area of weakness decently the tenses

The researcher’s hypotheses that the EFL students are unable to use Passive sentences effectively. And also Students of EFL are not aware of mastering the rule of passivization.

This study consist of two questions:

- 1. What makes EFL students unable to use Passive voice effectively?**
- 2. To what extend do EFL students master the rules of passivization?**

The significance of the study:- The syllabus designers to overcome the area of weakness. The teachers to adopt appropriate methods of teaching active.

The researcher showed that the study attempts to investigate the difficulties that encounter EFL students especially Sudanese secondary school certificate students in dealing with active and passive sentences and tries to carry out some solutions for this Problem.

The researcher comes out with many findings:

- 1-Most of the Sudanese secondary school students are not able to use the rule of passivization correctly.**

2-The researcher observed that most of errors that are committed by the students are due to:-

(A) inability of some students to differentiate between the tenses

B) Minored of the sentences.

(c) Wrong use of the verb to (be) and the past participle of verb.

(d) Usability of changing the pronoun from object position to subject position.

2.45 Summary (3)

This study is related to the current research, because the researcher showed the problem of active and passive sentence. The researcher mentioned (A) inability of some students to differentiate between the tense, and (b) minored of the sentences.

2.46 Study (4)

(Omara el-Imam Mohamed Ahmed 2018), *Investigating Grammatical Errors Made by the Students of International General Certificate of Secondary Education (IGCSE) in Writing*

Sudan University of Science and Technology

The related problems of this study, there is complaints about poor English results of Grade 11 students have been commonly heard from parents and teachers in most of international schools in Khartoum. The blame is either placed on teachers for not being well-prepared to teach the language properly or learners who do not want to take their learning seriously; or the education system which is perceived to be ineffective. Some people such as parents generally blame it on the problem that English is not widely spoken outside the classroom, such as at home or in public places.

The researcher shed light questions in order to overcome the problems, what kind of main grammatical errors are facing the students of the IGCSE?

And what are the frequent grammatical errors in writing facing the students of the IGCSE?

The study consist of related hypotheses that the students of the IGCSE face different kinds of grammatical errors in writing, and Some grammatical errors made by the students of the IGCSE occur frequently.

The importance of this study is that it analyzes the grammatical errors that encountered by the IGCSE students in the international schools in Sudan which affect negatively their written English

The objective of this study is to investigate the grammatical errors that encounter the IGCSE students in their written work. And analyze the grammatical errors committed by the IGCSE students.

The researcher comes out with many findings:

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

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

2.46 Summary (4)

This study is related to the current research, because the researcher showed the problem of grammatical errors. Therefore, it is related to the current research.

2.47 study (5)

(El.Sadig Abaker Mohamed Samhon 2016), *Analysis of Using Punctuation Errors in Writing Among Sudanese Secondary Schools Students, Sudan University of Science & Technology*. This study concentrates on analysis of Using Punctuation Errors in writing, this will help the Students able to construct well – formed sentence.

Regarding to the problem, there are students who write “*Where are you from!*” readers might regard that the sentence is about exclamatory. Actually, students wanted to write interrogative sentence but they put incorrect punctuation mark on it. As a result readers will confuse on how to understand that sentence; is it about asking or expressing anger. In addition to the difficulty of choosing the right punctuation mark and its appropriate place according to certain rules and sentence type construction.

Based on the problems of the study, the main objectives are as follows:

Errors in writing are inevitable among students of English. Hence, the study aims to analyze the errors commonly committed by students of secondary schools to determine the punctuation marks that need reinforcement, besides, the study aims to investigate the extent to which SPINE (6) lacks punctuation teaching. And also the study aims to make an assessment to whether SPINE (6) contains sufficient exercises of punctuation marks for practice.

Research Significance, The research findings are expected to support students having a good awareness of using punctuation appropriately in writing. They might be able to understand their errors as using punctuation marks. They can learn from their errors and know how to correct them. It is expected that

this study is capable to stimulate students to understand better to punctuate correctly. The study provides recommendations as remedies which might solve the problems students face in punctuation.

Research Questions:

This study will try to provide answers for the following questions:

- 1. What are the punctuation errors made by students of secondary schools in writing?**
- 2. To what extent is there a lack of punctuation teaching at secondary schools provided by English teachers?**

Research Hypotheses

For the purpose of the study the following hypotheses have been formulated:

H1: There are various types of punctuation errors committed by students of secondary schools in SPINE (6) textbook due to the wrong use of punctuation marks.

H2: There is weakness in students of secondary schools' standard due to lack of punctuation teaching provided by teachers.

H3: English SPINE (6) textbook does not provide sufficient exercises on punctuation marks for practice.

H4: The students' performance in writing will significantly improve if punctuation specific topics are introduced into the syllabus.

The researcher comes out with many findings:

The results of the study showed the following findings:

There is Lack of punctuation exercises provided by SPINE (6) textbook that students of secondary schools should practise to improve their writing, weakness in students' punctuation writing due to the lack of punctuation teaching provided by the English teachers. And Punctuation specific topics

will significantly improve students' performance in writing if are introduced into the English syllabus.

2.47 Summary (5)

This study is related to the current research, because the researcher showed the problem of punctuation among sentences. Punctuation is related subject to the sentence structure.

2.48 Study (6)

(Abuelgassim Abdalrahman Adam Deri 2018), *Investigating Difficulties Facing Sudanese EFL University Students in Using Grammatical Cohesion Devices, Sudan University of Science and Technology*

Statement of the Research Problem:

Through observation in the period of teaching at universities the researcher observed that, the students have problems in using grammatical cohesion devices at university level in Sudan. EFL learners have specific problems in cohesion. The students cannot write cohesive texts which are given by lecturers and that may refer to teachers in qualification or the students are careless to learn the grammatical cohesion devices.

Research Questions:

The following questions are the basic questions upon which the research will be conducted:

What kind of problems do Sudanese EFL university students of the study encounter in writing?

,to what extent do Sudanese EFL university Students of the study use grammatical cohesion devices appropriately?. Moreover, to what extent can the weakness of the written work of university students be attributed to the

lack of awareness of grammatical cohesion devices?. And to what degree do Sudanese EFL university students differ in achieving grammatical cohesion devices in their texts?

In order to answer the research questions, the researcher proposes the following hypotheses:

H1: Sudanese EFL university students have many problems in writing, most notably in using grammatical cohesive devices.

H2: Sudanese EFL university students do not use grammatical cohesion devices appropriately.

H3: There is an apparent weakness in Sudanese University students' written work due to their inability to apply grammatical cohesive devices adequately.

H4: Sudanese EFL University students differ to a large degree in achieving grammatical cohesion devices in their texts.

Research Objectives:

The general objectives of this research are as follows:

To know the causes of problems of students in using grammatical cohesion devices. To suggest the relevant solutions and come up with reliable recommendations to the students as well as teachers. Besides, to study the techniques applied in using grammatical cohesion devices and their effect on helping the learners to improve their writing.

Significance of the Research:

The researcher suggests that this research will be very significant because it will attempt to discover the causes behind deterioration of students in writing cohesive texts in order to come up with reliable solutions which will enhance learners' writing. The research will be of great value to the readers and everyone who is interested in writing texts. Moreover, the research is

pedagogically significant because it will provide some recommendations with regard to the use of grammatical cohesion devices.

The researcher comes out with many findings:

The results in all of the studies illustrate that ellipsis and substitution were hardly utilized. The learners' principal reliance on using conjunctions accurately to create cohesive links between sentences might be impacted by genre conventions, since writing essays includes specific features, such as introducing a topic, giving examples and joining ideas by a variety of logical connectors. Also, it is noteworthy that the learners used some sub-categories of grammatical cohesion devices much more than others

2.48 Summary (6)

This study is related to the current research, because the researcher showed the problem of grammatical cohesion devices among sentences. Cohesion devices is related subject to the sentence structure and the current research.

2.49 Study (7)

(Yahya Abdallah Al Dow 2016), *Investigating Grammatical Errors Encountered Secondary school Students in Writing Composition, Sudan University of Science Technology*

The researcher mentioned some objectives to support his study as fellow:

Objectives of the study:

The objective of this study is to find the grammatical errors in writing composition. And promote the awareness of the teachers employing suitable writing strategies in teaching composition

Problems of the study, explained that the students face more difficulties in writing when they write grammatical items through writing composition. The

second test deals with grammar to test the same area in test one. Secondly, students are accustomed to answering grammatical questions easily, because they are very simple and need only formation of rules, recalling the understanding of time and aspects. But in composition writing students' are asked to give meaningful, connected ideas. They need to arrange the paragraphs using sentences formations. To compose a sentence we need a lot of skills, you have to master all aspects of language

The researcher comes out with many findings:

The result shows students face more difficulties in writing when they write grammatical items through writing composition. The second test deals with grammar to test the same area in test one , and compared between two tests , the result shows that the second test is better than the first test. That for several reasons, firstly the ways of the teaching some teachers teach grammar in isolation without context. Secondly, students are accustomed to answering grammatical questions easily, because they are very simple and need

2.49 Summary (7)

This study is related to the current research, because the researcher showed the problem of Investigating Grammatical Errors in writing composition among sentences. Writing composition is related subject to the sentence structure and the current research. Writing correctly needs syntactic grammatical arrangement.

2.50 Study (8)

(Omer Hayban Omer Hajana 2006), *the relationship between grammatical competence and writing quality, University of Khartoum College of Graduate Studies*

Statement of the problem

In handling the issues of "writing" and "syntactic competence" in isolation, some linguists such as Johnson (1981), Winterowd and Murry (1985), Candlin Hyland (1999) and others, are concerned with the ways in which speech is written, more specifically the writing quality. On the other hand, Hawkins (2001), Lock (1996), Borsley (1999), are interested in the explanation of what is grammar? This correlational study is meant to find out the relationship between the grammatical competence and the writing quality of the ESL Learners.

The Purpose of the study

Writing skill is conceived as a problematic area for ESL learners in general and university students in particular. This study is carried out with the purpose of investigating the relationship between grammatical knowledge and the quality of writing for the students selected to conduct this study.

Research assumptions: The adequate knowledge of grammatical information assists ESL learners in writing effectively, teaching how to write is more important than just assigning a topic to write on. And cohesive devices are problematic for the students selected to conduct this study.

The Significance of the study this correlational study aims at finding the relationships between the grammatical items, more specifically, the significance of grammatical competence and its effect on the assessment of ESL students' writing quality. The attempt is to find which variable is the most highly correlated, and which one is the least.

Summary of findings

Writing quality was found to be significantly correlated with grammatical competence as well as rhetorical awareness. Thus, the variables in question vary from one another in the degree of effect on the quality of writing. As one of the variables, word order errors in writing accounted for an approximate

Mean of 5.8 in group "B" and 4.1 in group "A". In other words, the high Mean of errors within the variable indicates that the variable in question affects the quality of writing

The fact is that the number of word order errors showed a significant correlation with the writing quality. The occurrence of "Misused Words" and lexical items were positively correlated with the quality of writing. In fact, it is conceived that the areas of weakness which greatly affect the quality of writing for the study samples are word order errors, spelling mistakes, unbalanced punctuation, misused words, and redundant phrases.

2.50 Summary (8)

This study is related to the current research, because the researcher showed the problem of grammatical competence and writing quality. Grammatical competence is related subject to the sentence structure and the current research. Writing correctly needs grammatical competence.

2.51 Study (9)

(Charanjit Kaur Swaran Singh 2017), *Grammar Errors Made by ESL Tertiary Students in Writing, Faculty of Languages and Communication, Sultan Idris Education University, Perak, Malaysia*

Objectives of the Study:

This study is carried out based on the following objectives:

- 1). To identify the grammatical errors committed by ESL students in writing.
- 2). To investigate the various forms of errors in the use of tenses committed by ESL students in writing.

Statement of the Problem:

The National Education Blueprint (2013-2025) aspires at raising standards and quality of Malaysian education including developing cognitive skills. In

Malaysia, researchers have pointed out the students' unsatisfactory writing skills after years of taking English lessons at school (Pandian, 2006; Ramaiah, 1997). The 2005 School Certificate Examination Report on English Language 2 revealed that the majority of candidates were very weak and have yet to master writing skills in English (School Certificate Attainment Report, 2005). Literature revealed that some students having learnt English for eleven years could not produce even a short paragraph of intelligible writing (Khairiah, 1970). Studies have examined the problems faced by teachers in teaching writing skills (Palpanadan, Abdul Rahim Salam & Fauziah Ismail, 2014). Writing skill is considered as the most difficult task for students because they are not proficient in the language and do not have good mastery of vocabulary and grammar.

Research Question:

This study is conducted in reference to the following research question: What are the grammatical errors committed by ESL students in writing?

Significance of the Study:

This study attempts to provide an overview of most common grammatical errors made by ESL students in written form. ESL students are taught grammar much more than any other language aspects, especially in formal classroom context. However, there is the need for students to be informed on the common errors they commit. In addition, it is worthwhile for teachers to know the causes of the same errors committed by students so that way to reduce them could be figured out. This study hopes to give a new insight to English teachers that teaching writing skill is not difficult as long as they employ the correct use of grammar useful to the students

The researcher comes out with many findings:

The following examples revealed how the student had constructed the use of the auxiliary verbs in a wrong manner. Eg, *The person who are in Caribbean access internet every day.*

Some of the students demonstrated confusion in using nouns. The main problem of the students was that they could not differentiate between countable and uncountable nouns. Also, a few of the students were found not knowing that the plural form using the suffix 's' must be applied to the countable plural nouns. Such as, *It makes life easily, for example shopping online, pay various tax (taxes) online and so on.*

2.51 Summary (9)

This study is related to the current research, because the researcher showed the problem of grammatical Errors and its cause of using with auxiliary verbs, nouns ...etc. Therefore, is related subject to the sentence structure and the current research.

2.52 Study (10)

(Muhammad Din 2017), *problems in Sentence Construction at HSSC level in Pakistan, Postgraduate College Burewala, Pakistan.*

Objectives: To highlight the most important syntactic problems faced by the HSSC ESL learners, to analyze the role of literature in enhancing the ESL learners' syntactic competence and to recommend some suggestions to get the maximum from the literature taught at intermediate level for the Development of ESL/EFL learners' sentence construction skill

Research Questions:

What are the most important syntactic problems faced by the HSSC ESL learners?. what is the role of literature in enhancing the ESL learners'

syntactic competence?, and what are the suggestions to get the maximum from the literature taught at intermediate level for the development of ESL/EFL learners' sentence construction skill?

The researcher comes out with many findings:

The results of the present study show that the learning, practice and use of the grammatical aspects are the most neglected area in the teaching of English through literature. It has also been found that 64% of the respondents can't make a distinction between adjective and adverb whereas 75.8% ESL learners face problems in the use of adverbs. The level of the ESL learners' grammatical competence can be estimated from the fact that 92.6% students buy guide books to learn the grammar and the grammatical aspects of English language.

2.52 Summary (10)

This study is related to the current research, because the researcher clarified the problem of Sentence Construction. This study is related to the sentence structure and the current research. Sentences require well construction in order to be understood.

2.53 Summary of the chapter:

The researcher has reviewed in this chapter the literature related to investigating problems of understanding and using of English Sentence – Structure among Sudanese University Students, which is the subject of the current study .The first half of this chapter attempted to provide a theoretical framework of the Study. It dealt with the general characteristics of Syntactic and grammatical components: their definitions, sentence structure (affirmative- negative - active – passive etc), grammatical errors, errors and mistakes, the importance of sentence structure. The researcher has reviewed

in this chapter the problems of understanding and using of English Sentence – Structure among Sudanese University Students. The researcher found out that the most of university Student encounter problems of understanding sentence structure. The second part attempted to survey some of the literature related to the present Study. It reviewed some previous works, Journals, certified published books, reference researchers and recent studies that dealt with sentence structure. From the above previous related studies, the researcher found out that the most of students encounter the following problems: understanding of English sentence structure whether it is affirmative or negative

- Problems of how to convert from active into passive sentence and vice versa**
- The students unable to use the interrogative words in their convenient position**
- The students make syntactic and Grammatical Errors, such as: misplace words in sentences.**

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0. Introduction:

This chapter provides a full description of the methodology of the study in term of the population, the sample, methods of choosing the sample, the instrument, and the statistical way of analyzing the data (SPSS).

The researcher used the Analytical Descriptive method in this research. The objectives of the study were to investigate the problems of understanding and using of English Sentence Structure encountered by Sudanese university students. To collect the intended data, the researcher designed two tools, a test for the students of fourth (4th) year at National Ribat University. In addition to a questionnaire which the researcher distributed to (30) ELT teachers at Sudan University of Science and Technology. The teachers' questionnaire was for the University English teaching Staff. The study aimed at assessing teachers' views on the effects of understanding and using of English sentence structure, combining words, phrases, and clauses structures. It also taking consideration their opinion in order to treat the problems of understanding and using of English sentence structure.

3.1 The method of the Study:

Brown and Rodgers (2002: 117) define descriptive research as .A research that describes group characteristics or behaviors in numerical terms. Maintain that the descriptive statistics is those statistics used to analyze descriptive research data, usually in terms of central tendency and dispersion. For the researcher used the descriptive method of research to implement the purpose of the study. Accordingly, the researcher believes that the provided numerical terms help to identify the percentage of those problems that

encounter university Students concerning morphology, particularly the structure of the English sentences

3.2. Population and Sampling

The population is the (4th) year students of English Language at National Ribat University the academic year (2019 - 2020).

The researcher targeted both the male and female students regardless of their age. The students have studied English Grammar, in addition to Syntax as a subject in the first to third year of University. Thus they are supposed to know the English grammar in order to deal properly with understanding and using of English sentence structure.

3.3. Sample

A sample of 80 students was selected randomly from population at National Ribat University, faculty of languages, (4th) year of English language. The reason of choosing the fourth level students is that the students have already done a course on grammar and therefore expected to deal properly with English sentence structure. As well as understanding the meaning of the grammatical components. And how to create new sentence structure by different grammatical ways, in order to get new well – sentence structure.

3.4. Tools: The researcher used two instruments for conducting this study and they are:

3.5 The Teachers' Questionnaire

The questionnaire used in this study aimed at revealing the views of teachers about understanding and using of English Sentence Structure. It was designed to a total sample of 30 English teaching Staff in Sudan University of science and technology. It consisted of two parts: the first part contained personal

information about the participants while the second part contained 15 statements estimating teaching Staffs' views about the investigating of problems of understanding and using of English - Sentence Structure by Sudanese university students. It also taking consideration their opinion in order to treat the problems of understanding and using of English - Sentence Structure.

Five options were given on the scale as follows:

1-Agree 2- Strongly agree

3-Neutral 4-Disagree 5-Strongly disagree

3.6 The Procedures

The test was conducted on 25/08/2019. The test was performed in a regular classroom at National Ribat University. The researcher allowed 45 minutes for students in order to achieve the test. The test was marked by the researcher and the total mark of question one (30) marks, question two is divided into two sections: section (A) is (30) marks, and section (B) is (30) marks, while question three (10) marks. The students were tested under examination condition, supervised by the researcher himself as a direct supervisor. This was done to make sure that the students did not receive any assistance from inside or outside of the classroom. It should be revealed that no student was prepared for the test.

3.7 Reliability:

Brown (1987:220) states that a reliable test is a test that is consistent and dependable. He adds (ibid) that if you give the same test to same subjects or

match subjects on two different occasions, the test itself should yield similar results. Valette (1967:30) believes that reliability of a test is the consistency of the examination scores. In other words, reliability is concerned with the accuracy of the test.

3.8 Validity:

The validity of any examination or test procedure may be defined as *"the extent to which a test measures what is suppose to measure"* (Heaton, 1975:135). In other word, it is the degree to which the test actually measures what it is intended to measure (Brown,1987:221).

The literature mentioned different types of validity. Generally, it can be divided into: content validity, construct validity, face validity, criterion validity and item analysis validity. In this study, the researcher employed both item analysis and face validity

3.8.1. face validity:

The researcher showed the test to five English language experts from SUST, namely Dr. Areg Osman, Dr. Muntsir Hassan Mubarak, Dr. Mahmoud Abdalla and Dr. Nejla Taha Yasin. Moreover, Dr Salih Muhakar from National Ribat University, those experts have verified that the questions are logical and appropriate for testing the (4th) year university student's knowledge of using English - sentence structure. The professors validate the test after doing their valuable amendments and giving comments, then the researcher set the final version of the test before distributing it to the students.

3.8.2. Scoring Scheme:

Al- Hamash et al (1982:23) assert that for the purpose of objectivity and reliability, an accurate scoring scheme should be developed for the whole test.

Each item was marked as either correct or incorrect. Thus, accordingly the researcher has investigated every item individually within each test question in order to get the correct and the wrong answer.

3.9 Judges Validation

The following experts validated both of the questionnaire and Students' test, they verified that the study is logic, valuable and valid. This was done after their valuable modification and views.

Table No (3.10) relating to judges validators' names, Academic position, and their institution.

N o	name	Academic rank	institution
1	Dr. Ahmed Mukhtar Almardy	Associate Prof.	Omdurman Islamic University
2	Dr .Abbas Mukhtar Mohamed	Asst. Prof.	Sudan University of science and technology
3	Dr .Muntasir Hassan	Asst. Prof	Sudan University of science and technology
4	Dr .Mahmoud Ali	Asst. Prof	Sudan University of science and technology
5	Dr.Mohamed El Amin El shingeety	Asst. Prof	Nation Ribat University

Table No (3.10.2) the frequency distribution of the study according to the experience

Experience	Number	Percent
1-5	12	40%
6- 10	13	43.3%
More than 10	5	16.7%
Total	30	100.0%

Figure No (3.10.2) the frequency distribution of the study according to the experience

3.10 Summary of the Chapter:

This chapter describes the methodology used in this study. It provides information about the population, the sample and how the subjects will select. Moreover, It describes instruments, the procedures uses in the study and the rationale for using them, besides, the judge validator of both questionnaire and students' test, and concludes with the relevant measurements that will take to assure the validity and reliability.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction:

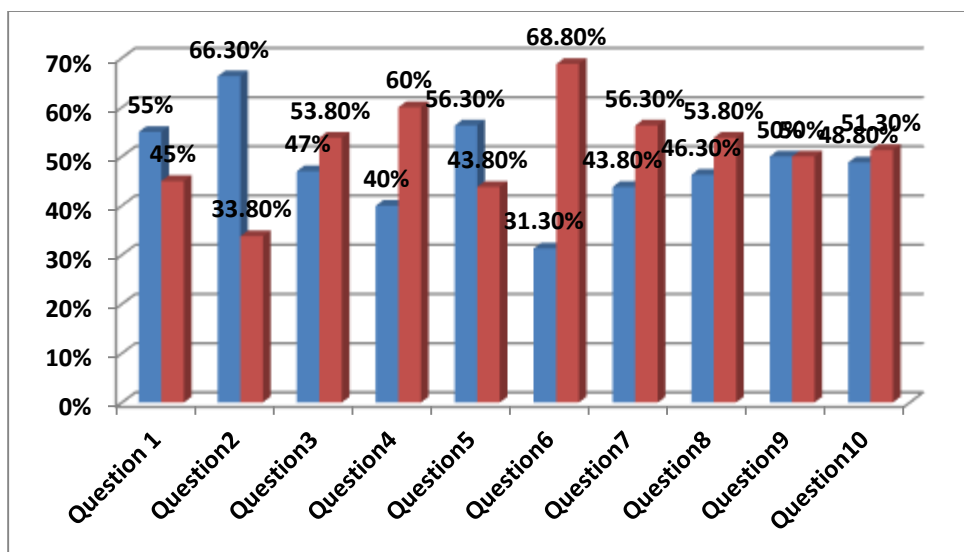
This chapter is relates to the general methodology of present study and the ways conducted for the research tool. In this chapter, the researcher used the SPSS tool to analyze the data. In addition, it includes data analysis, discussion and results.

4.1 Analysis of the test

Table (4.1) shows the overall frequency distribution for the Students's answers of question (1)

Q1: items No:	Correct	percent	Incorrect	percent
1	44	55%	36	45%
2	53	66.3%	27	33.8%
3	37	47%	43	53.8%
4	32	40%	48	60%
5	45	56.3%	35	43.8%
6	25	31.3%	55	68.8%
7	35	43.8%	45	56.3%
8	37	46.3%	43	53.8%
9	40	50%	40	50%
10	39	48.8%	41	51.3%
Total	387		413	

Figure (4.1)



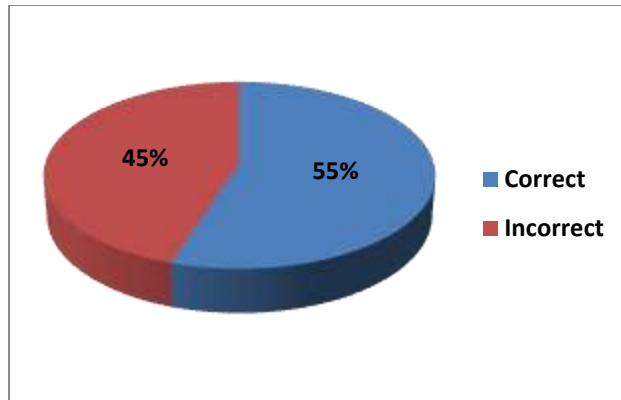
4.1 Question one

Use the sentences by stating whether they are, compound – complex- tag sentenceetc

Table No (4.1.1) the frequency distribution for the Students’s answers of question (1) the sentence No (1): He writes (100) novels every year.

Answers	Frequencies	Percent
Correct	44	55%
Incorrect	36	45%
Total	80	100%

Figure (4.1.1)



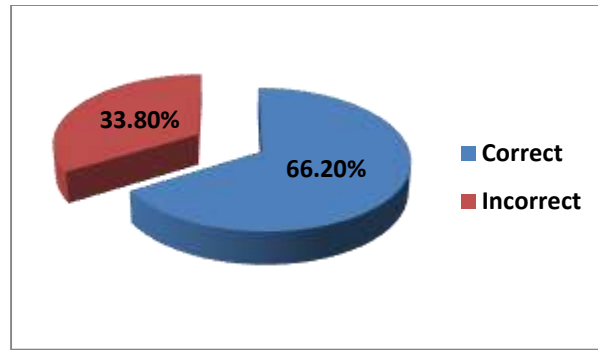
The table and figure above shows that the distribution of the sample by the test in question one item (1) (He writes (100) novels every year) pass by (55%) and failer by (45%), the above table and figure revealed that the most of Students answered the sentence number one correctly, this means that they are able to use the present simple easily. The result shows students face less difficulty in using present simple tense.

Table No (4.1.2) The Frequency Distribution for the Students' answers of question number (1) the sentence No (2):

They did not send any message to the concerned Authority.

Answers	Frequencies	Percent
Correct	53	66.2%
Incorrect	27	33.8%
Total	80	100%

Figure No (4.1.2)



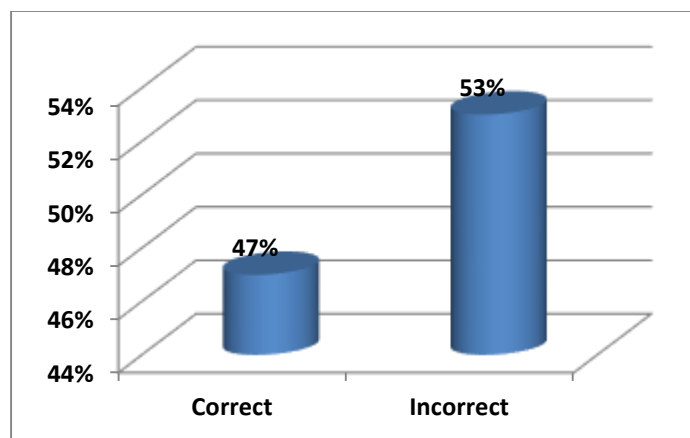
The table (4.1.2) and figure (4.1.2) above shows that the distribution of the sample by the test in question one, The sentence (They did not send any message to the concerned Authority) passed by (66.2%) and failed by (33.8%), the above table and figure revealed that the most of Students answered the sentence number two correctly, this means that they are able to use the negative sentence easily. The result shows students face less difficulty in using of negative sentence structure.

Table No (4.1.3) the frequency distribution for the Students's answers of question number (1) the sentence No (3):

I always tell you what I know but you never tell me what you know.

Answers	Frequencies	Percent
Correct	37	47%
Incorrect	43	53%
Total	80	100%

Figure No (4.1.3)



The table (4.1.3) and figure (4.1.3) above shows that the distribution of the sample by the test in question one, The sentence (I always tell you what I know but you never tell me what you know) Passed by (47%) and Failed by (53%), the above table and figure revealed that the most of Students do not answer the sentence number three correctly, this means that they are unable to identify the compound sentence.

The result shows that the students of fourth class of Sudanese University level face most difficulties in using of compound sentence structure. Because the percentage of failed students is greater than the passed ones.

Table No (4.1.4) the frequency distribution for the Students's answers of question number (1) the sentence (4):

(As he is a doctor, he advised me to use this medicine 3 times a day)

Answers	Frequencies	Percent
Correct	32	40%
Incorrect	48	60%
Total	80	100%

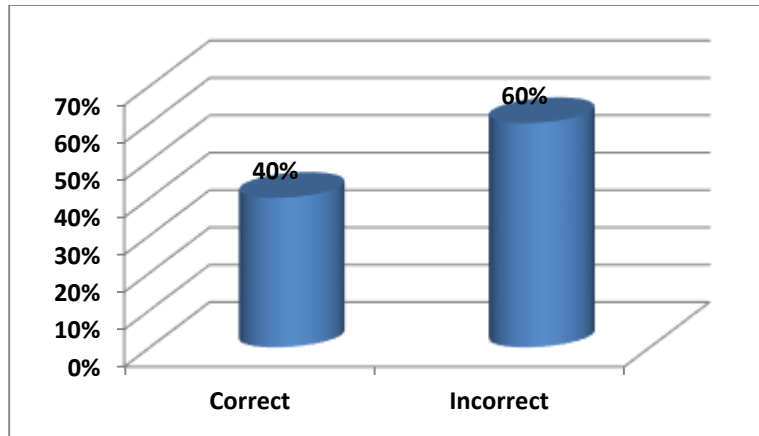


Figure No (4.1.4)

The table (4.1.4) and figure (4.1.4) above shows that the distribution of the sample by the test in question one, the sentence (As he is a doctor, he advised me to use this medicine 3 times a day) passed by (40%) and Failed by (60%), the above table and figure indicate that the most of Students do not answer the sentence number four correctly, this means that they are unable to use the structure of complex sentence. The result shows that the students of fourth class of Sudanese University level face most difficulties in using of complex sentence structure. Because the percentage of failed students is greater than pass ones.

Table No (4.1.5) the frequency distribution for the Students's answers of question number (1) the sentence (5): Why did you go there?

Answers	Frequencies	Percent
Correct	45	56%
Incorrect	35	44%
Total	80	100%

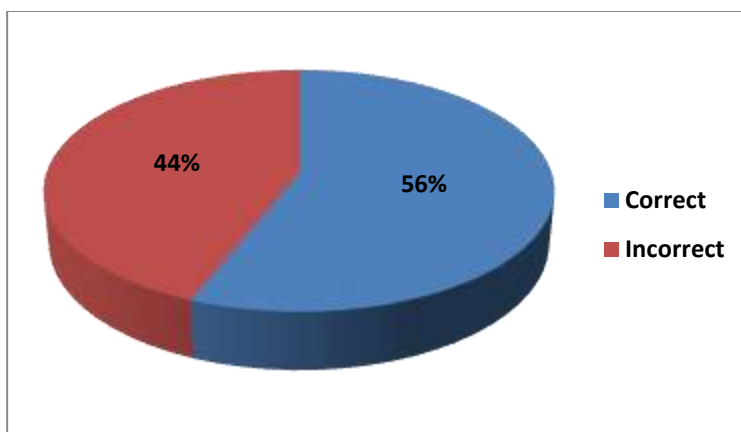


Figure No (4.1.5)

The table (4.1.5) and figure (4.1.5) above shows that the distribution of the sample by the test in question one, the sentence (why did you go there?) passed by (56%) and Failed by (44%), the above table and figure indicate that the most of Students do answer the sentence number five correctly, this means that they are able to use the interrogative sentence structure easily. The result shows that the students of fourth class of Sudanese University level do not face most difficulties in using of interrogative sentence. Because the percentage of succeed students in the figure is greater than failed ones.

Table No (4.1.6) the frequency distribution for the Students's answers of question number (1) the sentence (6): She isn't coming, is she?

Answers	Frequencies	Percent
Correct	25	31.2%
Incorrect	55	68.8%
Total	80	100%

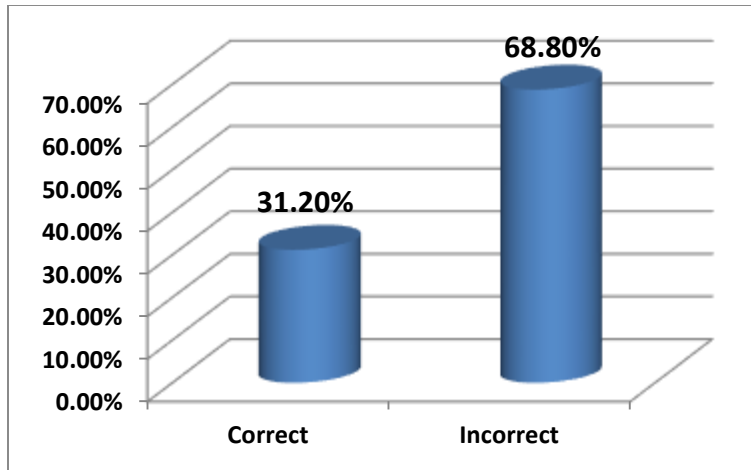


Figure No (4.1.6)

The table (4.1.6) and figure (4.1.6) above shows that the distribution of the sample by the test in question one, the sentence (She isn't coming, is she?) passed by (31.2%) and Failed by (48.8%), the above table and figure indicate that the most of Students can not answer the sentence number six correctly, this means that they are inability to use the tag sentence structure. The result shows that the students of fourth class of Sudanese University level face most difficulties in using tag questions. Because the percentage of failed students in the figure is greater than pass ones.

Table No (4.1.7) the frequency distribution for the Students's answers of question number (1) the sentence (7): He has shown her how to catch butterflies.

Answers	Frequencies	Percent
Correct	35	43.8%
Incorrect	45	56.2%
Total	80	100%

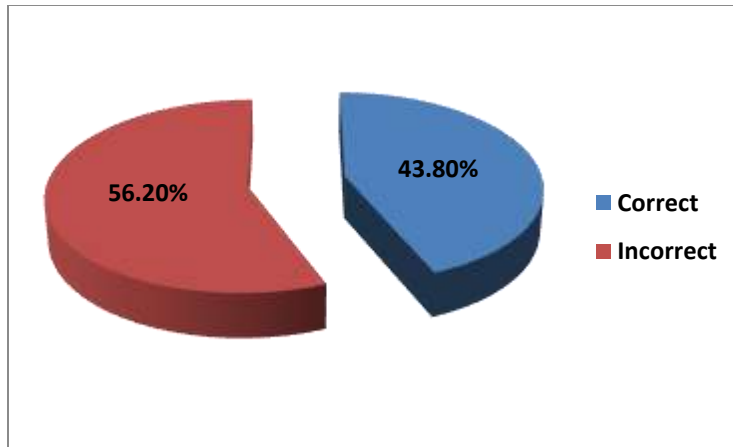


Figure No (4.1.7)

From the table (4.1.7) and figure (4.1.7) above, there are (35) of the Students with percentage of (43.8%) answered the sentence (He has shown her how to catch butterflies) correctly, while, (45) of the Students with percentage of (56.2%) failed to answer the above sentence correctly. It's clear that the number of Students failed to answer the question is higher than those who succeeded in answering correctly. This means that the most of Students encounter the problem of structure of assertion sentence. The result from the table above indicates that the Students face problems of using Assertion sentence structure.

Table No (4.1.8) the frequency distribution for the Students's answers of question number (1) the sentence (8):

Please start before I come. I will be there shortly.

Answers	Frequencies	Percent
Correct	37	46.2%
Incorrect	43	53.8%
Total	80	100.0%

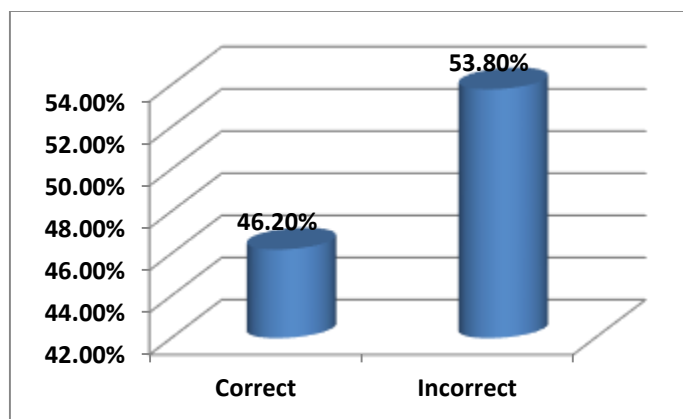


Figure No (4.1.8)

From the table (4.1.8) and figure (4.1.8) above, there are (37) of the Students with percentage of (46.2%) answered the sentence (Please start before I come. I will be there shortly) correctly, while, (43) of the Students with percentage of (53.8%) failed to answer the above sentence correctly. It's clear that the number of Students failed to answer the question is higher than those who succeeded in answering correctly. This means that the most of Students encounter the problem of using structure of imperative sentence. The results from the table above indicates that the Students face problems of using imperative sentence. The most of Students unable to use the imperative sentence structure correctly.

Table No (4.1.9) the frequency distribution for the Students's answers of question number (1) the sentence (9): The sun rises in the east.

Answers	Frequencies	Percent
Correct	40	50%
Incorrect	40	50%
Total	80	100%

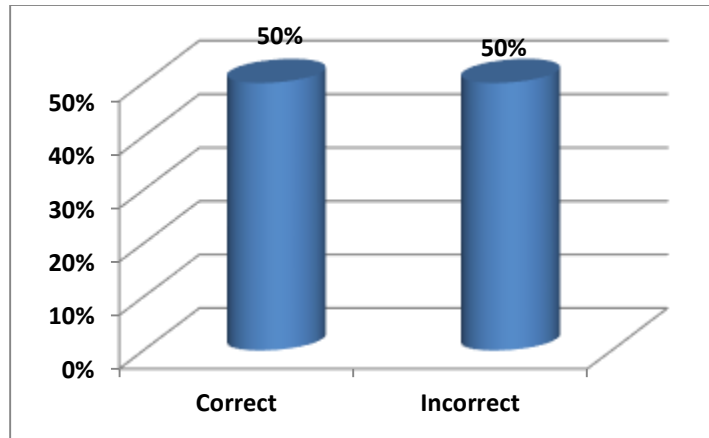


Figure No (4.1.9)

From the table (4.1.9) and figure (4.1.9) above, there are (40) of the Students with percentage of (50%) answered the sentence (The sun rises in the east) correctly, also, (40) of the Students with percentage of (50%) answered the above sentence correctly. It's clear that the number of Students who answer the question is equal with those who answering wrongly. This means that the fifty percent of Students encounter the problem of using structure of Assertion sentence. The result from the table above indicates that the half of Students face problems of using Assertion sentence structure. Forty of Students able to use the Assertion sentence correctly.

Table No (4.1.10) the frequency distribution for the students's answers of question number (1) the sentence (10): how beautiful the sky is!

Answers	Frequencies	Percent
Correct	39	48.8%
Incorrect	41	51.2%
Total	80	100%

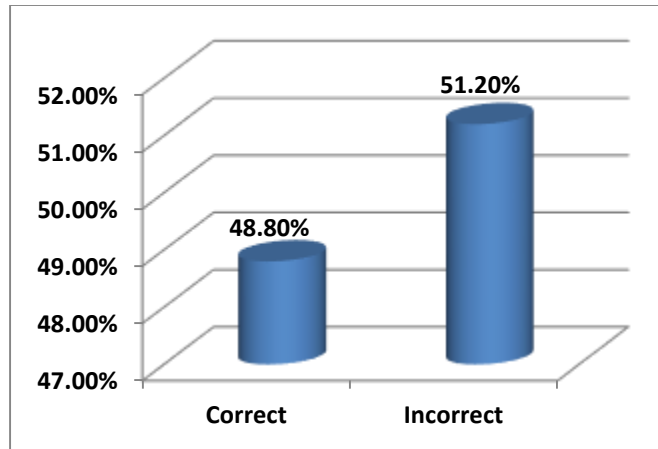


Figure No (4.1.10)

From the table (4.1.10) and figure (4.1.10) above, there are (39) of the Students with percentage of (48.8%) answered the sentence (how beautiful the sky is!) correctly, while, (41) of the Students with percentage of (51.2%) answered the above sentence wrongly. It's clear that the number of Students who do not answer the question correctly is higher than those who answer. This means that the Students encounter the problem of using structure of exclamatory sentence. The result from the table above indicates that the most of Students face problems of use of exclamatory sentence structure. The Students unable to use the exclamatory sentence correctly, they have problems of understanding such sentences.

Table No (4.1.11): shows the overall statistical percentage of the first hypothesis.

Question	N	mean	SD	T - value	DF	P - value
1	80	3.6	0.3	6.8	79	0.00
Overall percentage of question	pass		Fail		Decision	
	Frequency	percentage	Frequency	percentage		
	25	31.2%	55	68.8%	Accepted	

(4.1.11) Summary of the chapter:

In the light of the final findings in the table No (4.1.11) shown above that, there are (25) of the respondents with percentage of (31.2%) answered the statements correctly, while, (55) of the respondents with percentage of (68.8%) failed to answer the statements correctly. It's clear that the number of the respondents who failed to answer the statements is higher than those who answered all the statements correctly. The calculated value of T-TEST for the significance of the differences for the respondent's answers in the first question was (6.7) which is greater than the t the level (0.05 %) among the answers of the respondents. This indicates to the acceptance of the hypothesis related to this part. The results of the first hypothesis which was tabulated value of T-TEST at the degree of freedom (79) and the significant value level (0.05%) which was (2.34). this showed that, there is no statistically significant

differences as (Most University Students have not yet developed sufficient skills in using and understanding of English sentence structure.) is accepted.

4.2 Question two:

Section (A) arrange the words according to your own knowledge to make complete sentences. It consists of five items.

Table No (4.2) shows the overall frequency distribution for the Students' answers of question two section (A)

Item No	Correct	Percent	Incorrect	Percent
1	38	47%	42	53%
2	39	48.8%	41	51.2%
3	33	41.2%	47	68.8%
4	42	52.5%	38	47.5%
5	30	37.5%	50	62.5%
Total	182		218	

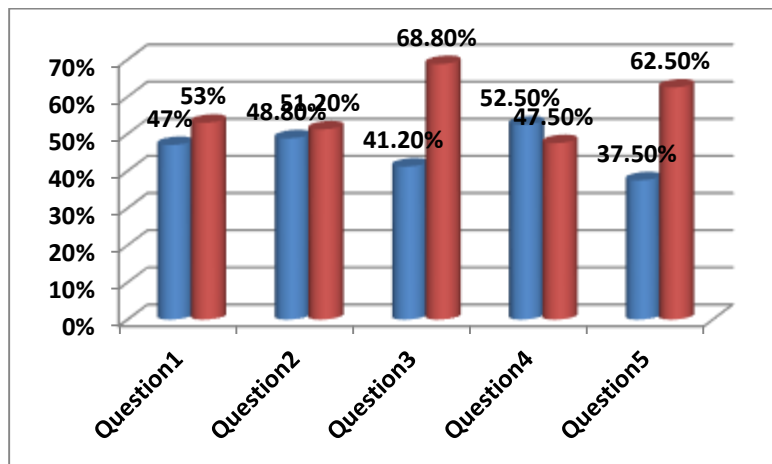


Table No (4.2.1) the frequency distribution for the Students’s answers of question number (2) the sentence (1):

(Your- assignment- carry out – should- as- your- instructions)

Answers	Frequencies	Percent
Correct	38	47%
Incorrect	42	53%
Total	80	100%

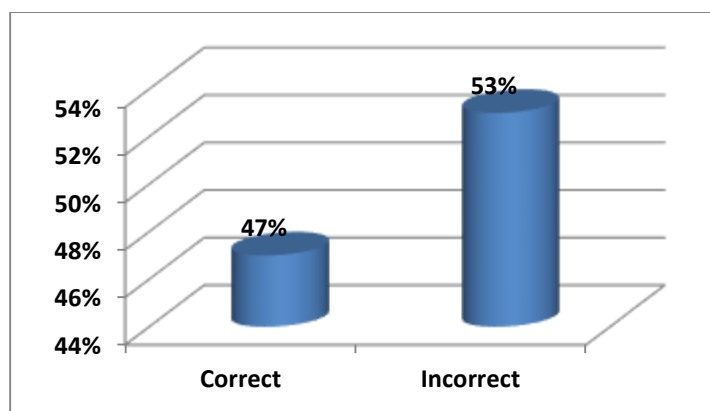


Figure No (4.2.1)

From the table (4.2.1) and figure (4.2.1) above, there are (38) of the Students with percentage of (47%) arrange the sentence (Your- assignment- carry out – should- as- your- instructions) correctly, while, (42) of the Students with percentage of (53%) answered the sentence wrongly. This means that the number of Students who do not answer the question correctly is higher than those who answer. This means that the Students encounter the problem of arranging words in order to create complete grammatical sentence structure. The result from the table above indicates that the most of Students face problems to compose meaningful sentence, because they can not arrange or

combine words so as to make correct and complete sentence structure. The Students unable to use the sentence structure correctly, they have problems of understanding such sentences.

Table No (4.2.2) the frequency distribution for the Students’s answers of question number (2) the sentence No (2): Please, me- what- reasons- the- tell- is

Answers	Frequencies	Percent
Correct	39	48.8%
Incorrect	41	51.2%
Total	80	100%

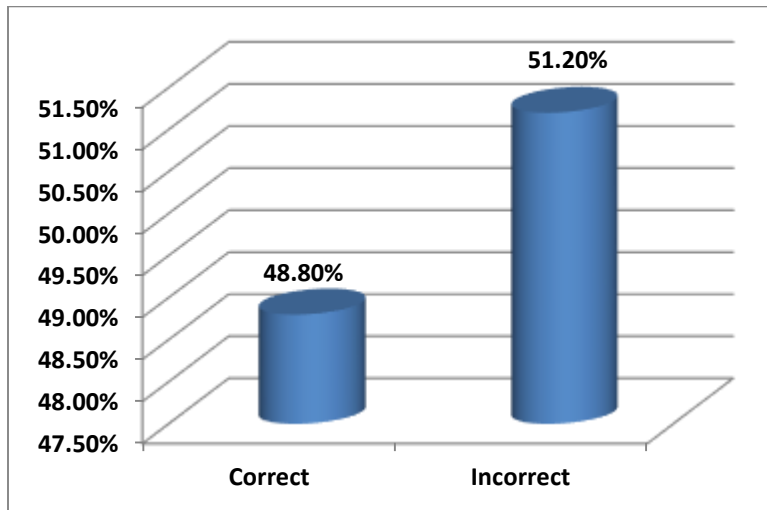


Figure No (4.2.2)

From the table (4.2.2) and figure (4.2.2) above, there are (39) of the Students with percentage of (48.8%) arrange the sentence (Please, me- what- reasons- the- tell- is) correctly, while, (42) of the Students with percentage of (53%) answered the sentence wrongly. This means that the number of Students who do not answer the question correctly is higher than those who answer.

This means that the Students encounter the problem of arranging words in order to create complete grammatical sentence structure. The result from the table above indicates that the most of Students face problems to compose sentence structure, because they can not arrange or combine words so as to make correct and complete sentence structure. The Students unable to use the exclamatory sentence correctly, they have problems of using such sentences.

Table No (4.2.3) the frequency distribution for the Students’s answers of question number (2) the sentence (3):

These-of- papers-Executive-been-approved-Manager- by- have- the company

Answers	Frequencies	Percent
Correct	33	41.2%
Incorrect	47	58.8%
Total	80	100%

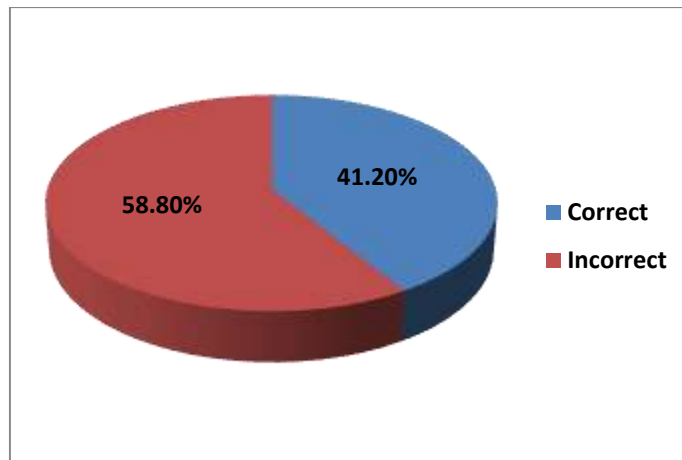


Figure No (4.2.3)

From the table (4.15.4) and figure (4.15.4) above, there are (33) of the Students with percentage of (41.2%) arrange the sentence (These-of- papers-

Executive-been-approved-Manager- by- have- the company) correctly, while, (47) of the Students with percentage of (58.8%) answered the sentence wrongly. This means that the number of Students who do not answer the question correctly is higher than those who answer. The result is that the Students encounter the problem of arranging or combine words in order to create complete grammatical sentence structure. The result from the table above indicates that the most of Students face problems to make sentence structure of passive in perfect tense, because they can not arrange or combine words so as to arrange and complete sentence structure. The students unable to use the passive of perfect tense.

Table No (4.2.4) the frequency distribution for the Students’s answers of question number (2) the sentence (4):

has- waiting for-She- their-been- for-arrival- four hour

Answers	Frequencies	Percent
Correct	42	52.5%
Incorrect	38	47.5%
Total	80	100%

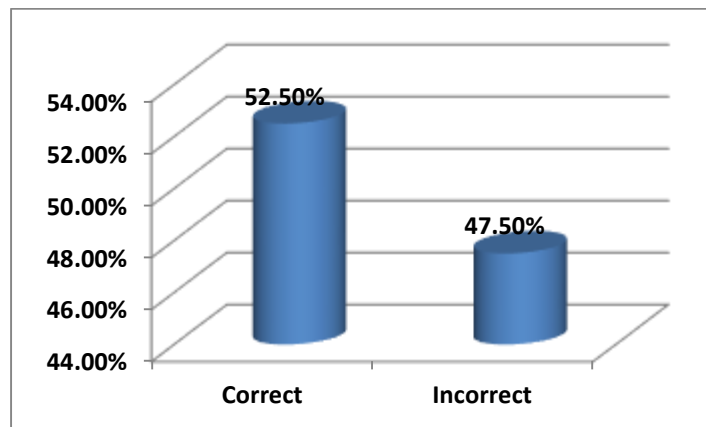


Figure No (4.2.4)

From the table (4.2.4) and figure 4.2.4) above, there are (42) of the Students with percentage of (52.5%) arrange the sentence (has- waiting for- She- their- been- for- arrival- four hour) correctly, while, (38) of the Students with percentage of (47.5%) answered the sentence wrongly. This means that the number of Students who answer the question correctly is higher than those who answer wrongly. This means that the Students able to arranging words in order to create complete sentence of perfect continuous tense easily. The result from the table above indicates that the most of Students do not face problems of using such sentence structure, because the percentage of succeeded students higher than those who failed.

Table No (4.2.5) the frequency distribution for the Students's answers of question number (2) the sentence (5): will- week- you-meeting- attend-the-next

Answers	Frequencies	Percent
Correct	30	37.5%
Incorrect	50	62.5%
Total	80	100%

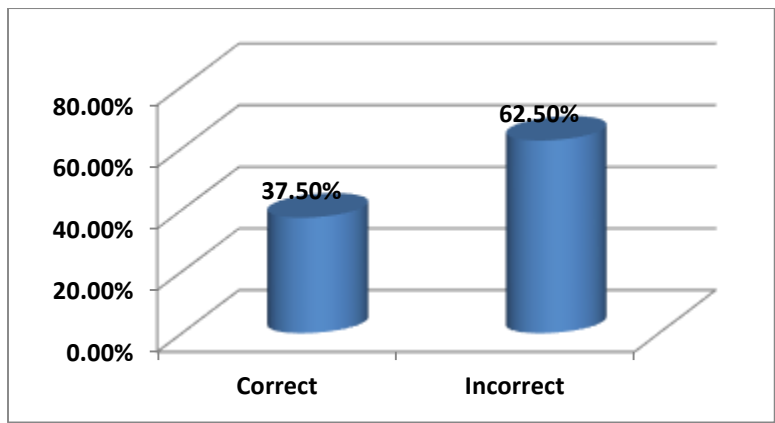


Figure No (4.2.5)

From the table (4.2.5) and figure (4.2.5) above, there are (30) of the Students with percentage of (37.5%) arrange the sentence (will- week- you- meeting- attend-the- next) correctly, while, (50) of the Students with percentage of (62.5%) answered the sentence wrongly. This means that the number of Students who do not answer the question correctly is higher than those who answer correctly. This means that the Students encounter the most problem of arranging words in order to create complete grammatical sentence of future simple tense. The result from the table above indicates that the Students face difficulties in using sentence structure, because they are inability to arrange or combine words so as to make correct and complete sentence structure. The Students unable to use the future tense structure correctly, they have problems of understanding such sentences.

Table No (4.2.6): shows the overall statistical percentage of the second hypothesis.

Question	N	mean		SD	T - value		DF	P - value
2	80	3.5		1.3	6.8		79	0.00
Overall percentage of section (A)	pass			Fail				Decision
	Frequency		percentage	Frequency		percentage		
	33		41.2%	47		58.8%	Accepted	

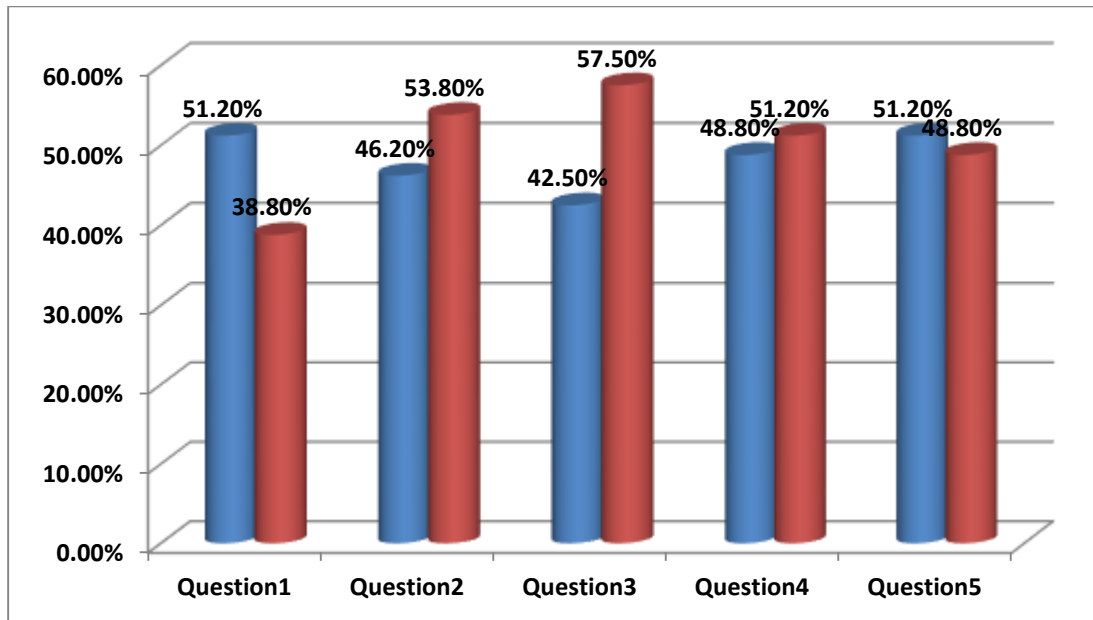
With reference to the statistical table No (4.2.6) the results show that, there are (33) of the respondents by (41.3%) responded the statements correctly, in contrast to (47) of the respondents with percentage of (58.8%) failed to respond them. It's obvious that the number of the respondents who failed to answer the statements is greater than those who answered the statements correctly. The calculated value of T-TEST for the significance of the differences for the respondent's answers in the third question was (8.0) which is greater than the tabulated value of T-TEST at the degree of freedom (79) and the significant value level (0.05%) which was (2.34). This shows that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means that the second hypothesis which was (University Students' lack knowledge of sentence structure has led to insufficient vocabulary in English) is accepted.

4.2. Question two: (B)

Table No (4.2.6) shows the overall Frequency Distribution for the Students's answers of question two (2) section (B)

Item No	Correct	Percent	Incorrect	Percent
1	41	51.2%	39	38.8%
2	37	46.2%	43	53.8%
3	34	42.5%	46	57.5%
4	39	48.8%	41	51.2%
5	41	51.2%	39	48.8%
Total	192		208	

Figure No (4.2.6)



(Use your own vocabulary to correct the sentences, then develop to the full structures. The first one is done (for you) as an example.

Table No (4.2.7) the frequency distribution for the Students's answers of question (2) the sentence (1): he play football every day → He.....

Answers	Frequencies	Percent
Correct	41	51.2%
Incorrect	39	48.8%
Total	80	100%

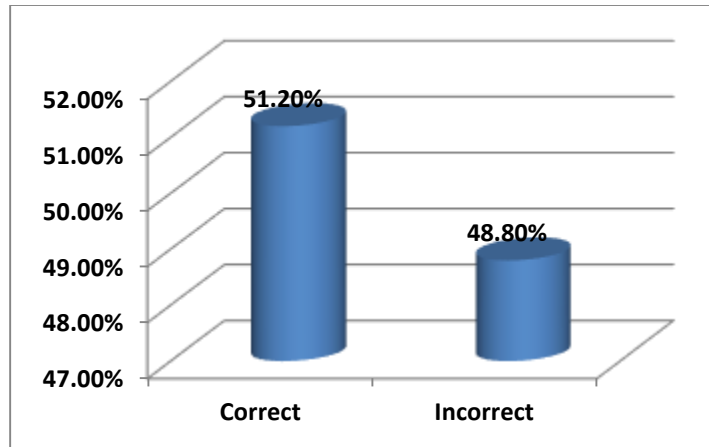


Figure No (4.2.7)

From the table (4.2.7) and figure (4.2.7) above, there are (41) of the Students with percentage of (51.2%) answered the sentence (he play football every day → He) correctly, while, (39) of the Students with percentage of (48.8%) answered wrongly. This means that the number of Students who answer the question correctly is higher than those who answer wrongly. This means that the Students able to use their own vocabulary to correct and develop sentence in present simple correctly. The result from the table above indicates that the most of Students able to use simple sentence structure, this means that (51.2%) of the Students unable to use the letter (s) so as to create grammatical simple structure. They do not have more problems of using simple sentences.

Table No (4.15.10) the frequency distribution for the Students's answers of question number (2) the sentence (2):

Ammar drive a car now → Ammar

Answers	Frequencies	Percent
Correct	37	46.2%
Incorrect	43	53.8%
Total	80	100%

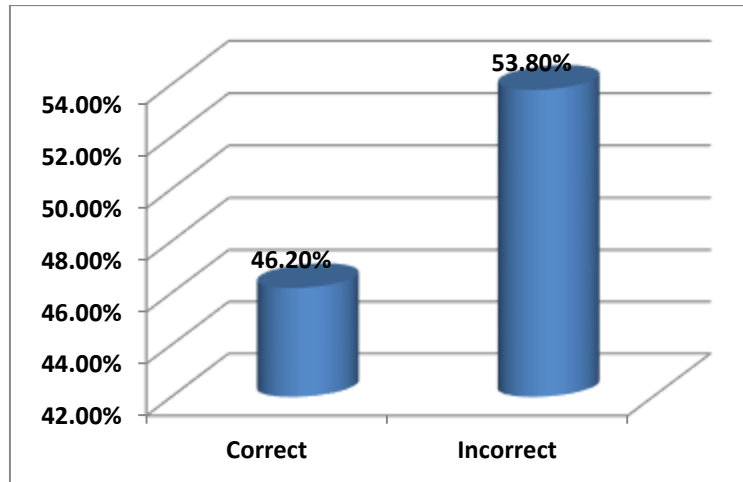


Figure No (4.2.7)

From the table (4.15.10) and figure (4.15.10) above, there are (37) of the Students with percentage of (46.2%) answered the sentence (Ammar drive a car now → Ammar) correctly, while, (43) of the Students with percentage of (53.8%) answered wrongly. This means that the number of Students who can not answer the question correctly is higher than those who answer correctly.

This means that the Students unable to use their own vocabulary to correct and develop sentence in present continuous correctly. The result from the table above indicates that the most of Students unable to use continuous sentence, this means that (53.8%) of the Students unable to use the helping

verb (is) so as to create grammatical continuous tense. They face problems of using continuous sentences.

Table No (4.2.8) the frequency distribution for the Students's answers of question number (2) the sentence (3): He go already → He.....

Answers	Frequencies	Percent
Correct	34	42.5%
Incorrect	46	57.5%
Total	80	100%

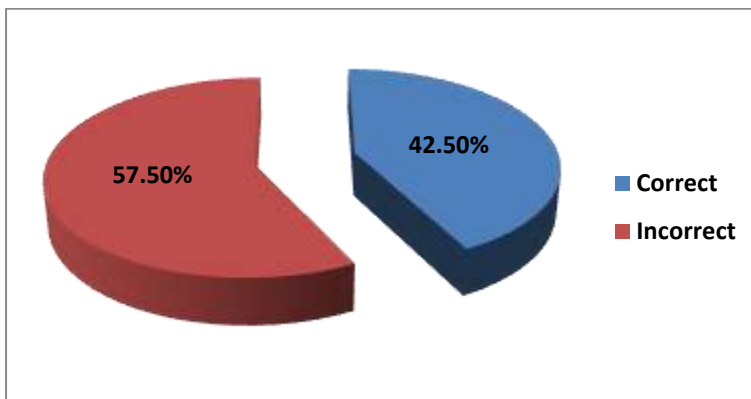


Figure No (4.2.8)

From the table (4.2.8) and figure (4.2.8) above, there are (34) of the Students with percentage of (42.5%) answered the sentence (He go already → He.....) correctly, while, (46) of the Students with percentage of (57.5%) answered wrongly. This means that the number of Students who do not able to answer the question correctly is higher than those who answer correctly. This means that the Students unable to use their own vocabulary to correct and develop sentence in present perfect tense correctly. The result from the table above indicates that the most of Students face problem of using present perfect

structure, this means that (57.5%) of the Students unable to use their own vocabulary, so as to create grammatical present perfect structure. Most of the Students encounter problems of using present perfect structure.

Table No (4.2.9) the frequency distribution for the Students’s answers of question number (2) the sentence (4):

Students (was) well informed.

Answers	Frequencies	Percent
Correct	39	48.8%
Incorrect	41	51.2%
Total	80	100%

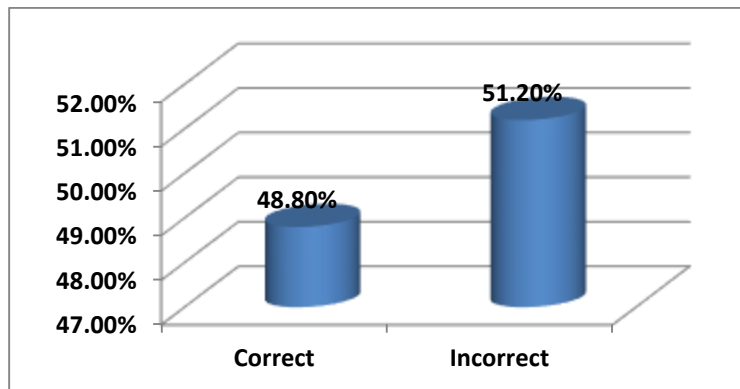


Figure No (4.2.9)

From the table (4.2.9) and figure (4.2.9) above, there are (39) of the Students with percentage of (48.8%) answered the sentence (Students (was) well informed) correctly, while, (41) of the Students with percentage of (51.2%) answered wrongly. This means that the number of Students who not able to answer the question correctly is higher than those who answer correctly. This means that the Students unable to use their own vocabulary to

develop sentence in passive present simple structure correctly. The result from the table above indicates that the most of Students face problem of using passive structure, this means that (51.2%) of the Students do not unable to use their own vocabulary, so as to create grammatical sentence in passive structure. Most of the Students encounter problems of using sentence in passive structure.

Table No (4.2.10) The Frequency Distribution for the Students’s Answers of question number (2) the sentence (5):

They usually..... (write) their home work

Answers	Frequencies	Percent
Correct	41	51.2%
Incorrect	39	48.8%
Total	80	100%

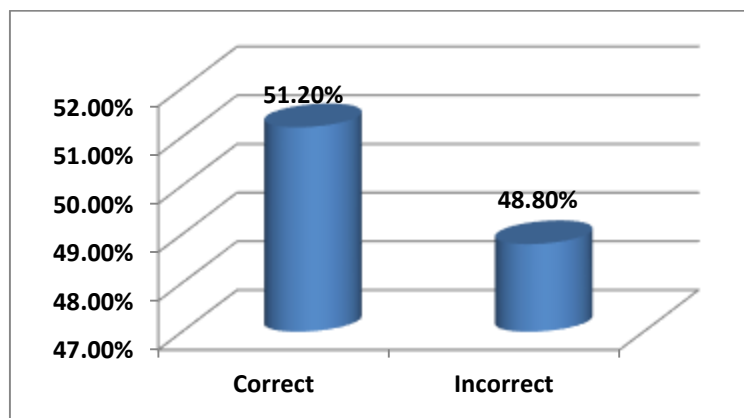


Figure No (4.2.10)

From the table (4.2.10) and figure (4.2.10) above, there are (41) of the Students with percentage of (51.2%) answered the sentence (They

usually..... (write) their home work) correctly, while, (39) of the Students with percentage of (48.8%) answered wrongly. This means that the number of Students who answer the question correctly is higher than those who answer wrongly. This means that the Students able to use their own vocabulary to develop sentence in present simple structure correctly. The result from the table above indicates that the most of Students able to use simple sentence structure, this means that (51.2%) of the Students unable to use present simple structure. The students do not have more problems of using simple sentence structure.

Table No (4.2.11): shows the overall statistical percentage of the second hypothesis.

Question	N	mean	SD	T - value	DF	P - value
2	80	3.5	1.3	6.8	79	0.00
Overall percentage of section (B)	pass		Fail		Decision	
	Frequency	percentage	Frequency	percentage		
	34	42.5%	46	57.5%	Accepted	

With reference to the statistical table No (4.2.11) the results show that, there are (34) of the respondents by (42.5%) responded the statements correctly, while (46) of the respondents with percentage of (57.5%) failed to respond the statement. It's clear that the number of the respondents who failed to answer the statements is greater than those who succeeded in answering the statements correctly. The calculated value of T-TEST for the significance of the differences for the respondent's answers in the second question section (B)

was (8.0) which is greater than the tabulated value of T-TEST at the degree of freedom (79) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means the second hypothesis of question two section (B) which was (University Students' lack knowledge of sentence structure has led to insufficient vocabulary in English) is accepted.

4.3 Question three:

Put the phrases and clauses structures in their suitable space in the table. (Noun-verb-gerund- or infinitive phrase), (adverbial- or relative clause)

Table No (4.3) shows the overall frequency answers for question three.

Q 3: items No:	correct	percent	incorrect	percent
1	41	51.2%	39	48.8%
2	44	55%	36	45%
3	34	42.5%	46	57.5%
4	36	45%	44	55%
5	39	48.8%	41	51.2%
Total				

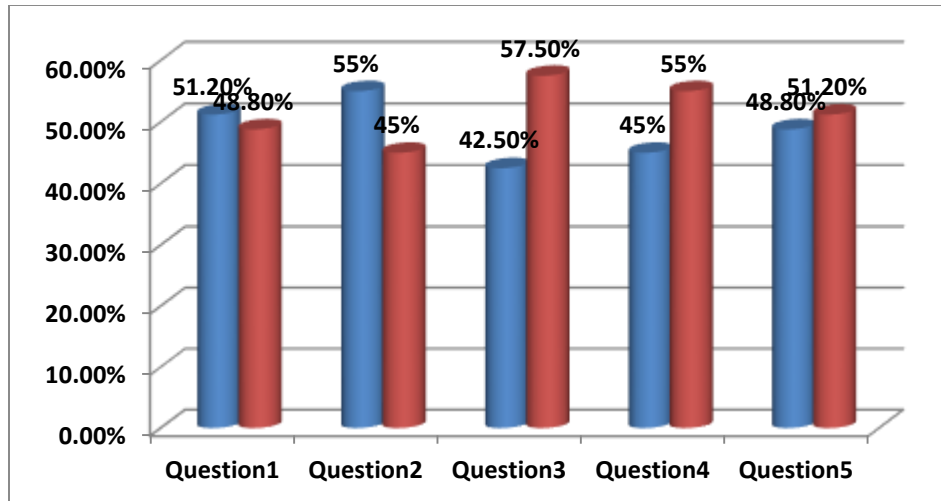


Table No (4.3.1) the frequency distribution for the Students’s answers of question number (2) item (1): He kept working like a machine

Answers	Frequencies	Percent
Correct	41	51.2%
Incorrect	39	48.8%
Total	80	100%

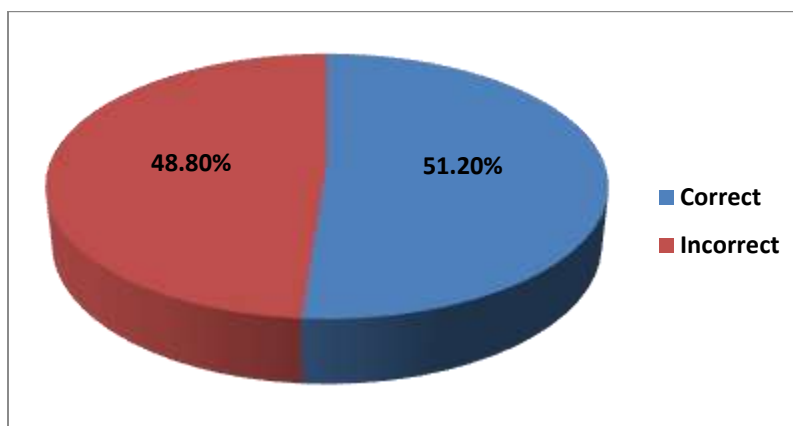


Figure No (4.3.1)

From the table (4.3.1) and figure (4.3.1) above, there are (41) of the Students with percentage of (51.2%) answered the sentence (He kept working like a

machine) their home work) correctly, while, (39) of the Students with percentage of (48.8%) answered wrongly. This means that the number of Students who answer the question correctly is higher than those who answer wrongly. This means that the Students able to put the verb phrase in its' convenient space. The result from the table above indicates that the most of Students able to use the verb phrase structure, this means that (48.8%) of the Students unable to use verb phrase. The students do not have more problems of using verb phrase

Table No (4.3.2) the frequency distribution for the Students's answers of question number (2) item (2):

They will visit you before they go to the airport

Answers	Frequencies	Percent
Correct	44	55%
Incorrect	36	45%
Total	80	100%

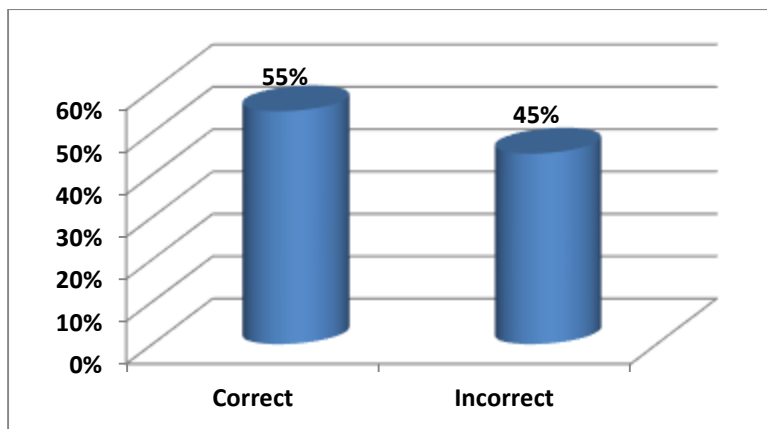


Figure No (4.3.2)

From the table (4.3.2) and figure (4.3.2) above, there are (44) of the Students with percentage of (55%) answered the sentence (They will visit you before they go to the airport) their home work) correctly, while, (36) of the Students with percentage of (45%) answered wrongly. This means that the number of Students who answer the question correctly is higher than those who answer wrongly. This means that the Students able to put the adverbial clause structure in its' convenient space. The result from the table above indicates that the most of Students able to use the adverbial clause, this means that (55%) of the Students able to use adverbial clause. The students have ability to using adverbial clause structure.

Table No (4.3.3) the frequency distribution for the Students's answers of question number (2) item (3): I love baking cake

Answers	Frequencies	Percent
Correct	34	42.5%
Incorrect	46	57.5%
Total	80	100%

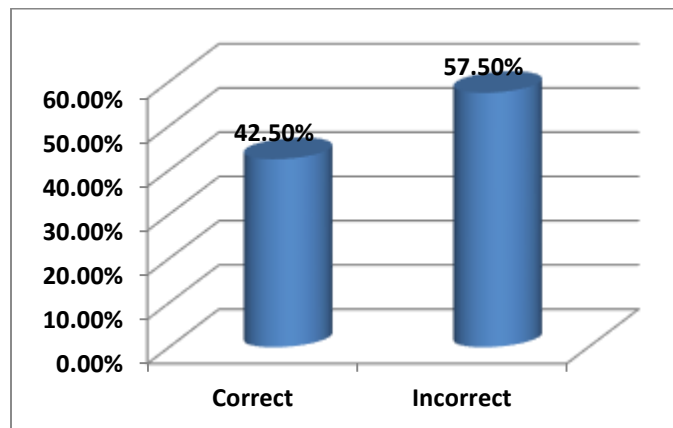


Figure No (4.3.3)

From the table (4.3.3) and figure (4.3.3) above, there are (34) of the Students with percentage of 42.5%) answered the sentence (I love baking cake) their home work) correctly, while, (46) of the Students with percentage of (57.5%) answered wrongly. This means that the number of Students who answer the question wrongly is higher than those who answer correctly. This means that the Students unable to put the gerund phrase in its' suitable space. The result from the table above indicates that the most of Students can not gerund phrase, this means that the Students have no good knowledge in using of gerund phrase. The students are inability to understand gerund phrase in order to use correctly.

Table No (4.3.4) the frequency distribution for the Students's answers of question number (2) item (4):

Do you know the boy who started in grade 5 last week?

Answers	Frequencies	Percent
Correct	36	45%
Incorrect	44	55%
Total	80	100%

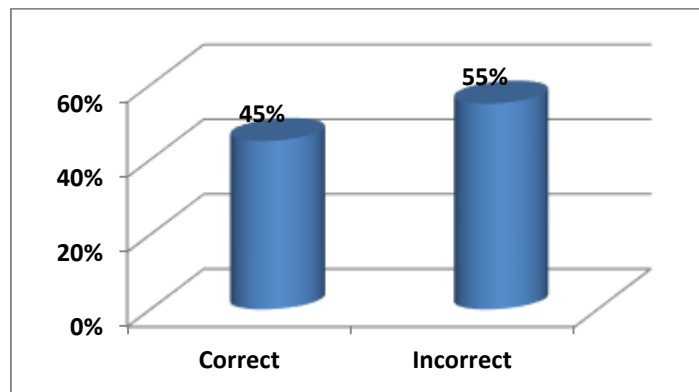


Figure No (4.3.4)

From the table (4.3.4) and figure (4.3.4) above, there are (36) of the Students with percentage of 45%) answered the sentence (Do you know the boy who started in grade 5 last week?) correctly, while, (44) of the Students with percentage of (55%) answered wrongly. This means that the number of Students who answer the question wrongly is higher than those who answer correctly. This means that the Students unable to put the relative clause in its' suitable space. The result from the table above indicates that the most of Students do not understand relative clause, this means that the Students have no good knowledge in using of relative clause structure. The students are inability to distinguish between clauses and phrases in order to use relative clause in its' suitable space.

Table No (4.3.5) the frequency distribution for the Students's answers of question number (2) item (5): I love to play foot ball

Answers	Frequencies	Percent
Correct	39	48.8%
Incorrect	41	51.2%
Total	80	100%

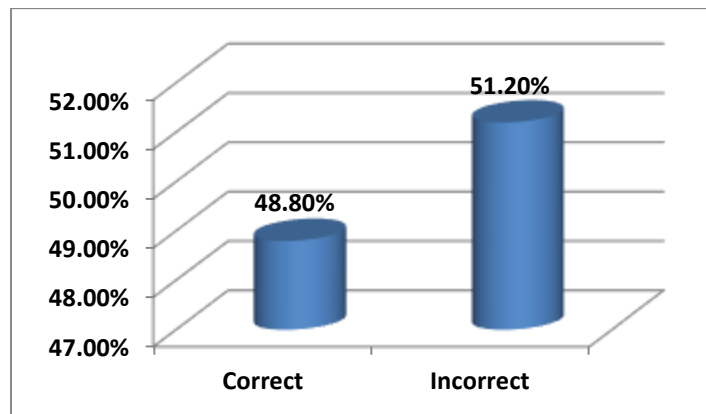


Figure No (4.3.5)

From the table (4.3.5) and figure (4.3.5) above, there are (39) of the Students with percentage of 48.8%) answered the sentence (I love to play foot ball) correctly, while, (41) of the Students with percentage of (51.2%) answered wrongly. This means that the number of Students who answer the question wrongly is higher than those who answer correctly. This means that the Students unable to put the infinitive phrase in its' convenient space. The result from the table above shows that the most of Students do not understand infinitive phrase, this means that the Students are not aware of using infinitive phrase structure. The students are inability to distinguish between clauses and phrases in order to use infinitive phrase in its' correct position.

Table (4.3.6): shows the overall statistical percentage of the third hypothesis.

Question	N	mean	SD	T - value	DF	P - value
3	80	3.5	1.3	6.8	79	0.00
Overall percentage of the question	pass		Fail		Decision	
	Frequency	percentage	Frequency	percentage		
	34	42.5%	45	56.5%	Accepted	

With reference to the statistical table No (4.3.6) the results show that, there are (34) of the respondents by (42.5%) responded the statements correctly, in contrast to (45) of the respondents with percentage of (56.5%) failed to respond them. It's clear that the number of the

respondents who failed to answer the statements is greater than those who succeeded in answering the statements correctly. The calculated value of T-TEST for the significance of the differences for the respondent's answers in the third question was (8.0) which is greater than the tabulated value of T-TEST at the degree of freedom (79) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means the third hypothesis which was (University Students encounter problems in the area of phrase structure more than clause structure) is accepted.

4.7 Discussion of the results:

The result indicates that the students face more difficulties in understanding and using of English sentence structure when they asked to use sentences types, lack knowledge of grammatical skills makes them unable to use types of sentences. Also they face difficulties to combine or arrange words so as to create complete sentence structure. The reason is that the insufficient vocabulary led students not to use sentence structure, besides; the students are inability to use their own vocabulary to correct and develop full sentence structures. Moreover, they are not aware of how to use tenses rules by different types of tenses due to insufficient knowledge of vocabulary. Also they are unable to use helping verb so as to get correct passive tense. Most of the students omit the helping verbs that use in tenses to create complete sentence. Therefore, they do not use several types of tenses correctly. They need more courses in area of grammar in order to get knowledge of sentence structure. The tables and figures data above mentioned show that the majority of students misplace the words from their correct position as seen from the data

and results in question two, they can't arrange the words so as to make grammatical sentence structure.

The results also revealed that the most of university students encounter problems of grammatical skills, therefore, they are unable to use the verb of tense in order to create sentence correctly as in question two part (B). understanding of sentence structure can help students overcome grammatical difficulties as the researcher mentioned in the first hypothesis. Besides, The students do not understand the tense whether it is simple, compoundetc. Also they can't distinguish between interrogative and exclamatory sentence, this makes them inability to use the two structures correctly. The students have to master all aspects of grammar so as to create their own meaningful sentence.

The results also revealed that the most of university students encounter problems of phrases and clauses structure, they are unable to put them in their convenient space when they asked in question three. The majority of students have problems in phrase structure than clauses as indicated in the data results. They face difficulties of distinguishing between verb phrase and gerund phrase due to (ing) form. Therefore, they can not use them. So, the Students encounter problems of understanding dependent and independent structure.

Besides, Lack knowledge of joining independent clause lead students inability to form compound Sentences. It has been noticed that the majority of students face problems of phrase structure than clause structure.

4.2 Analysis of the Questionnaire:

This section attempts to analyze and discuss the statistical results obtained from the English language teaching Staff at Sudan University of science and technology. The data were collected from the responses of total sample of 30 English language teaching Staff at Sudan University of science and technology. The questionnaire attempts to assess the teaching Staffs' views at understanding and using of English Sentence Structure in the level of fourth year class at National Ribat University.

Cranach's alpha method: -

Where Reliability was calculated using Cranach's alpha equation as shown below:

Reliability coefficient = $n (1 - \frac{\text{Total variations questions}}{1 \text{ variation college grades}-N})$

Cranach alpha coefficient = (0.83), this shows that reliability coefficient is high and it

indicates the stability of the scale and the validity of the study Validity coefficient is the square of the islands so reliability coefficient is (0.83), and this shows that there is a high credibility of the scale and that the benefit of the study.

The following table shows statistical description of all responses of the questionnaire .Chi-square, Df, Sig. Median and scale Table (4.8.1) Chai-square test Differences among ELT Teachers ' Questionnaire Responses

Table (4.8) Median and scale Chai-square test Differences among ELT Teachers ' Questionnaire Responses

N	statement	Chai-square	df	Sig.	Median	scale
1	Lack knowledge of grammatical skills affects students in using of different types of sentence structure	16.400	3	0.001	2	Strongly agree
2	Students need to develop their efficient skills in the area of sentence structure	11.400	3	0.003	2	Strongly agree
3	The developed Students in grammar have a good knowledge of using sentence structure	12.200	4	0.002	2	Strongly agree
4	understanding of sentence structure can help students overcome grammatical difficulties	17.200	4	0.001	2	Strongly agree
		11.333	4	0.010	2	Strongly

5	Teachers attention must be drawn to the necessity of intensive teaching in the area of sentence structure	20.667					agree
6	Insufficient vocabulary led students not to understand sentence structure	15.800	3	0.000	1		Agree
7	The students inability to create well formed structures due to lack knowledge of using sentence	20.667	3	0.000	1		Agree
8	Students' sufficient knowledge of vocabulary can increase their understanding of sentence structure	14.000	3	0.003	2		Strongly agree
9	Insufficient vocabulary can affect in arranging words in	17.200	4	0.001	1		Agree

	sentences					
10	Insufficient vocabulary decreases knowledge of using sentence sentence	7.400	4	0.025	2	Strongly agree
11	Most of the students encounter problems in using of gerund phrase and verb phrase due to (ing) form	14.533	4	0.002	1	Agree
12	Lack knowledge of joining independent clause led students inability to form compound Sentences	15.600	4	0.001	2	Strongly agree
13	Lack knowledge of grammar made Students unable to use the phrase or clause structure	15.067	3	0.002	2	Strongly agree
	Knowledge of phrases help students to compose different	28.400	3	0.000	2	Strongly agree

1 4	types of phrase structure					
1 5	understanding of dependent and independent clause can help students in joining correct sentences	21.667	4	0.000	1	Agree

- The value of chi-square for the first phrase is (16.400) with (p-value=0.001< 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the second phrase is (11.400) with (p-value=0.003< 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the third phrase is (12.200) with (p-value=0.002< 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fourth phrase is (17.200) with (p-value=0.001< 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fifth phrase is (11.333) with (p-value=0.010< 0.05), and depending on the table (1), this indicates that there is significant

differences at the level (5%) between answers of study individuals and in favor of strongly agree.

- The value of chi-square for the sixth phrase is (15.800) with (p-value=0.000 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the seventh phrase is (20.776) with (p-value=0.000 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the eighth phrase is (14.000) with (p-value=0.003 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the ten phrase is (7.400) with (p-value=0.025 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the Eleven phrase is (14.533) with (p-value=0.002 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the twelfth phrase is (15.600) with (p-value=0.001 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

- The value of chi-square for the thirteen phrase is (15.067) with (p-value=0.002 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the Fourteenth phrase is (28.400) with (p-value=0.000 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for the fifteen phrase is (21.667) with (p-value=0.000 < 0.05), and depending on the table (1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree

Table No (4.8.1) The value of chi-square

Statement No	Agree	Strongly Agree	Neutral	Disagree	Strongly disagree
1	12 → 40%	14 → 46.7%	1 → 3.3%	2 → 6.7%	1 → 3.3%
2	11 → 36.6%	17 → 56.7%	1 → 3.3%	1 → 3.3%	0 → 0.0%
3	15 → 50%	14 → 46.7%	1 → 3.3%	0 → 0%	0 → 0%
4	11 → 36.7%	15 → 50%	1 → 3.3%	2 → 6.7%	1 → 3.3%
5	11 → 36.7%	13 → 43.4%	4 → 13.3%	1 → 3.3%	1 → 3.3%

6	20 → 66.7%	7 → 23.4%	1 → 3.3%	1 → 3.3%	1 → 3.3%
			3.3%		
7	13 → 43.3%	11 → 36.6%	3 → 10%	2 → 6.7%	1 → 3.3%
8	12 → 40%	13 → 43.3%	2 → 6.7%	2 → 6.7%	1 → 3.3%
9	15 → 50%	11 → 36.7%	1 → 3.3%	2 → 6.7%	1 → 3.3%
			→3.3%		
10	13 → 43.4%	14 → 46.7%	1 → 3.3%	1 → 3.3%	1 → 3.3%
			3.3%		
11	14 → 46.6%	11 → 36.6%	2 → 6.7%	1 → 3.3%	2 → 6.7%
			6.7%		
12	10 → 33.3%	15 → 50%	2 → 6.7%	2 → 6.7%	1 → 3.3%
			6.7%		
13	10 → 33.4%	15 → 50%	1 → 3.3%	3 → 10%	1 → 3.3%
			3.3%		
14	10 → 33.3%	10 → 33.3%	5 → 16.7%	3 → 10%	2 → 6.7%
			16.7%		
15	14 → 46.6%	10 → 33.3%	3 → 10%	1 → 3.3%	2 → 6.7%
			10%		
Total	191 =	190 =	29 =	24 =	15 =

As noticed from the table above the median, except for the statement which is interpreted according to the likert scale as agree. This suggests that participants widely agreed of the questionnaire statements which were to confirm the research hypotheses. Results generally indicate a moderate mean

for most of the statements except for statement ninth which scored the highest mean of 4.00

- The items of the questionnaire consists of the following statements:

The domain is measured by the fifteen (15) statements related to the study questions.

Question (1) to what extent do the University Students face problems in using of sentence structure?

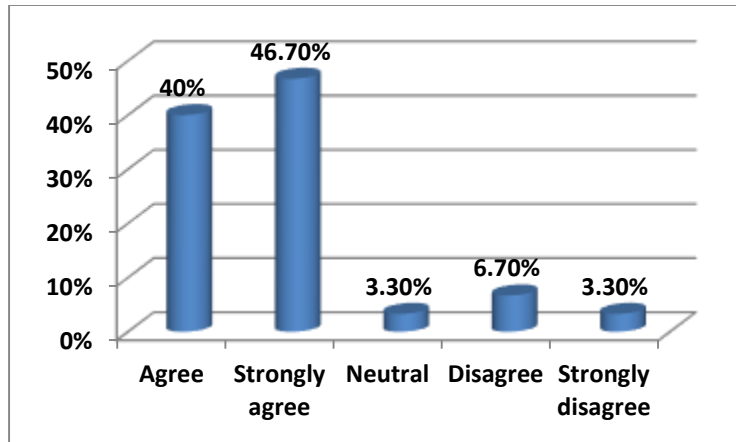
Statement (1): Lack knowledge of grammatical skills affects students in using of different types of sentence structure

The table below will show, in numbers and percentages, the respondents answers to the statement (1)

Table (4.8.1) Frequency and percentage for statement (1)

Value	Number	Percent
Agree	12	40%
Strongly agree	14	46.7%
Neutral	1	3.3%
Disagree	2	6.7%
Strongly disagree	1	3.3%
Total	30	100.0%

Figure (4.8.1) Frequency and percentage for statement (1)

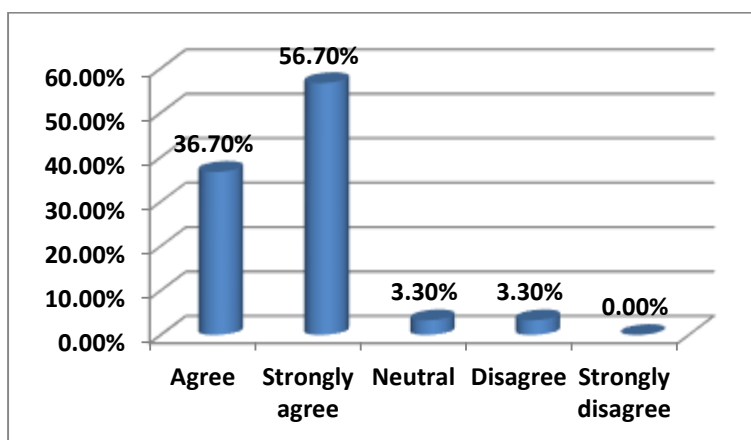


The table and figure above shows that (12) of the total number of the respondents agreed that Lack knowledge of grammatical skills affects students in using of different types of sentence structure. The distribution of the sample by the statement as follows strongly agree by (46.7%) Neutral by (3.3) disagree by (6.7%) Strongly Disagree by (3.3). This means that by (46.7%) agreed the statement. The result above, the first item of the questionnaire is accepted the means of this domain. Since main findings indicate that the data analysis of the questionnaire accepted with majority of teachers agree by(46.7%) that Lack knowledge of grammatical skills affects students in using of different types of sentence structure

Statement (2): Students need to develop their efficient skills in the area of sentence structure

Table No (4.8.2) Frequency and percentage for statement (2)

Value	number	Percent
Agree	11	36.7%
Strongly agree	17	56.7%
Neutral	1	3.3%
Disagree	1	3.3%
Strongly disagree	0	0.0%
Total	30	100.0%

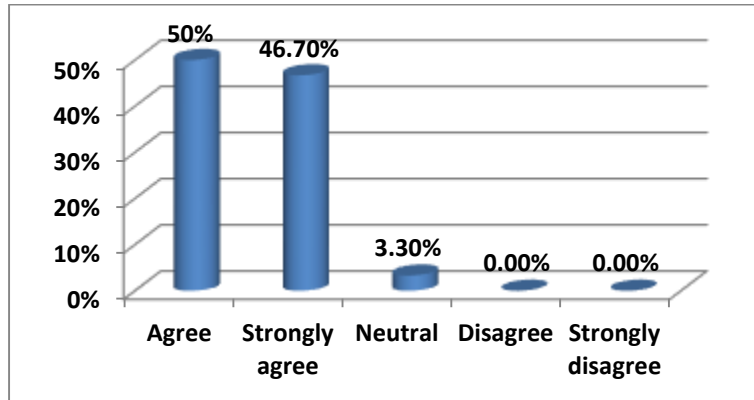


The distribution of the sample by the statement as follows agree by (36.7%) strongly agree by (56.7) neutral by (3.3%) Disagree by (3.3) strongly disagree by (0). This means that by (56.7%) strongly agreed. From the statistical figure above it is clear that the statement 2 is accepted. The result above, the second item of the questionnaire is accepted the means of this domain. Since main findings indicate that the data analysis of the questionnaire approved with majority of teachers strongly agree by (56.7%) that the Students need to develop their efficient skills in the area of sentence structure

Statement (3): The developed Students in grammar have a good knowledge of using sentence structure

Table No (4.8.3) Frequency and percentage for statement (3)

Value	number	Percent
Agree	15	50%
Strongly agree	14	46.7%
Neutral	1	3.3%
Disagree	0	0.0%
Strongly disagree	0	0.0%
Total	30	100.0%



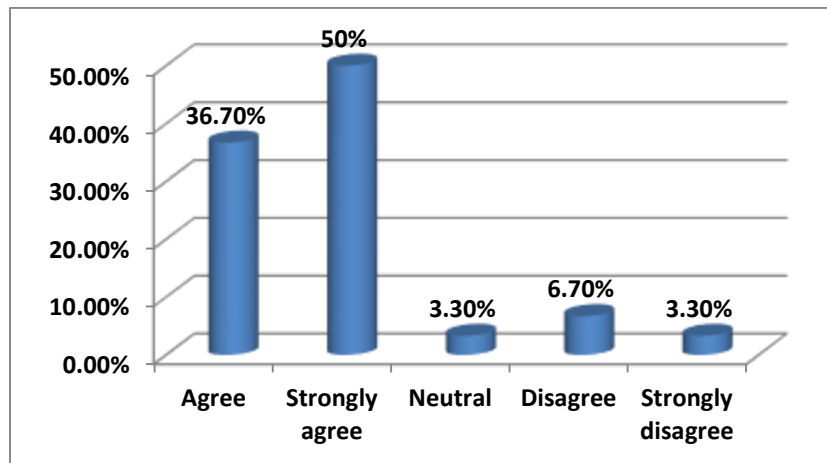
The distribution of the sample by the statement as follows agree by (50%) strongly agree by (46.7) neutral by (3.3%) Disagree by (0) strongly disagree by (0). This means that by (50.00%) strongly agreed. From the statistical figure above it is clear that the statement 3 is accepted. The result above, the third item of the questionnaire is accepted the means of this domain. Since main findings indicate that the data analysis of the questionnaire approved with majority of teachers agree by (50%) that the developed Students in grammar have a good knowledge of using sentence structure.

Statement (4): Understanding and using of sentence structure can help students overcome grammatical difficulties

Table No (4.8.4) Frequency and percentage for statement (4) :

Answer	number	Percent
Agree	11	36.7%
Strongly agree	15	50%
Neutral	1	3.3%
Disagree	2	6.7%
Strongly disagree	1	3.3%
Total	30	100.0%

Figure (4.8.4) Frequency and percentage for statement (4)



It is obvious from the table and figure above that the high percentage of the respondents chose the strongly agree (15). The statement of the questionnaire is accepted, the mean is 4.00 .Since main findings indicate that the data analysis of the questionnaire approved with Majority of the teachers noticed that strongly agree 50%. The result also found out that 50% of respondents

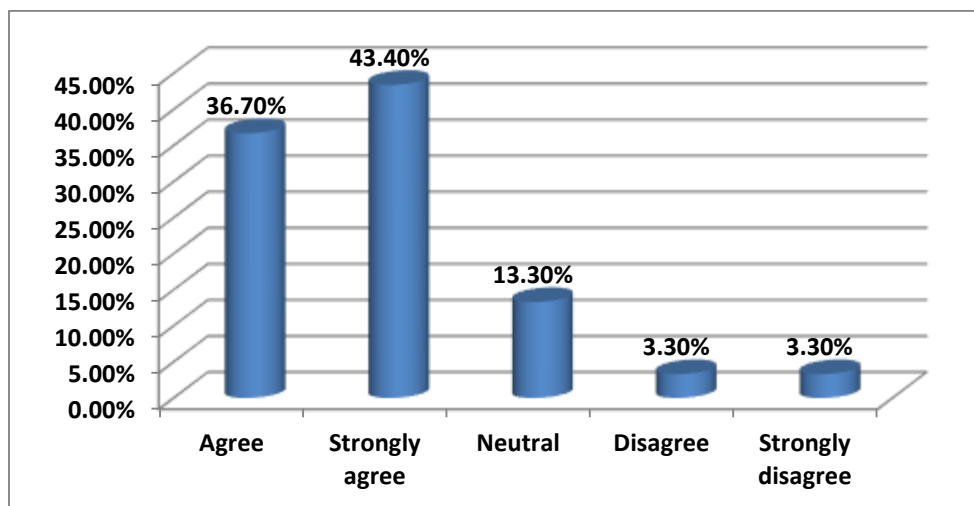
chose strongly agree. Therefore, this indicates that the understanding of sentence structure can help students overcome grammatical difficulties

Statement (5): Teachers attention must be drawn to the necessity of intensive teaching in the area of sentence structure

Table No (4.8.5) Frequency and percentage for statement (5)

Answer	number	Percent
Agree	11	36.7%
Strongly agree	13	43.4%
Neutral	4	13.3%
Disagree	1	3.3%
Strongly disagree	1	3.3%
Total	30	100.0%

Figure (4.8.5) Frequency and percentage for statement (5)



As seen from the table and figure above that the high percentage of the respondents chose the strongly agree (13). The statement of the questionnaire

is accepted, the mean is 4.00 .Since main findings indicate that the data analysis of the questionnaire approved with Majority of the teachers noticed that strongly agree 43.4%. The result also found out that 43.4%. of respondents selected strongly agree. Therefore, this indicates that the Teachers attention must be drawn to the necessity of intensive teaching in the area of sentence structure.

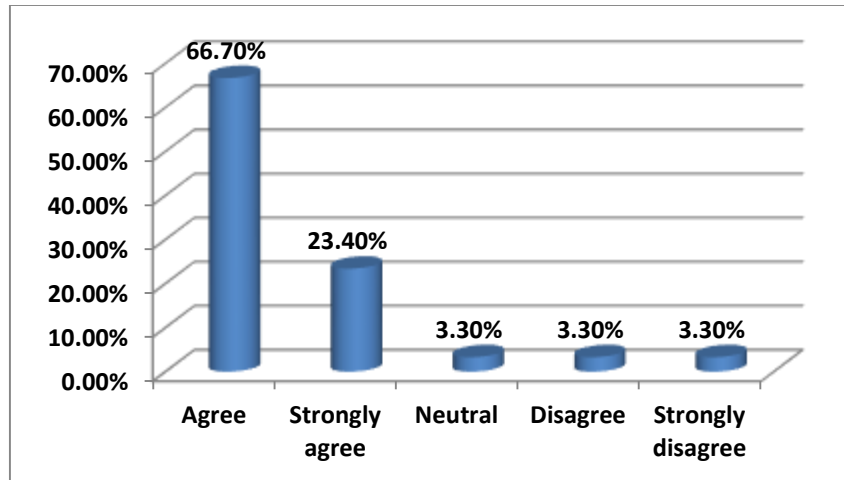
Question (2): What are the main problematic areas encountered by University Students in understanding and using of sentence structure?

Statement (6): Insufficient vocabulary led students not to understand sentence structure.

Table No (4.8.6) Frequency and percentage for statement (6)

Answer	number	Percent
Agree	20	66.7%
Strongly agree	7	23.4%
Neutral	1	3.3%
Disagree	1	3.3%
Strongly disagree	1	3.3%
Total	30	100.0%

Figure (4.8.6) Frequency and percentage for statement (6)



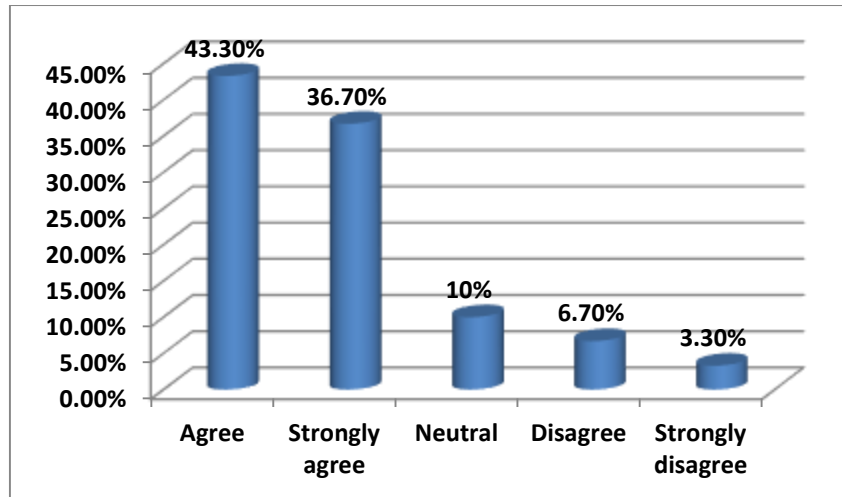
The table and figure above show that the high percentage of the respondents chose the agree (20). The statement of the questionnaire is accepted, the mean is 4.00. Since main findings indicate that the data analysis of the questionnaire approved with majority of the teachers noticed that agree 66.7%. The result also found out that 66.7%. of respondents selected the value of agree. Therefore, the teachers' view shows that the insufficient vocabulary led students not to understand sentence structure.

Statement (7): Students' sufficient knowledge of vocabulary can help students in using of sentence structure

Table No (4.8.7) Frequency and percentage for statement (7)

Value	number	Percent
Agree	13	43.3%
Strongly agree	11	36.7%
Neutral	3	10%
Disagree	2	6.7 %
Strongly disagree	1	3.3%
Total	30	100.0%

Figure (4.8.7) Frequency and percentage for statement (7)

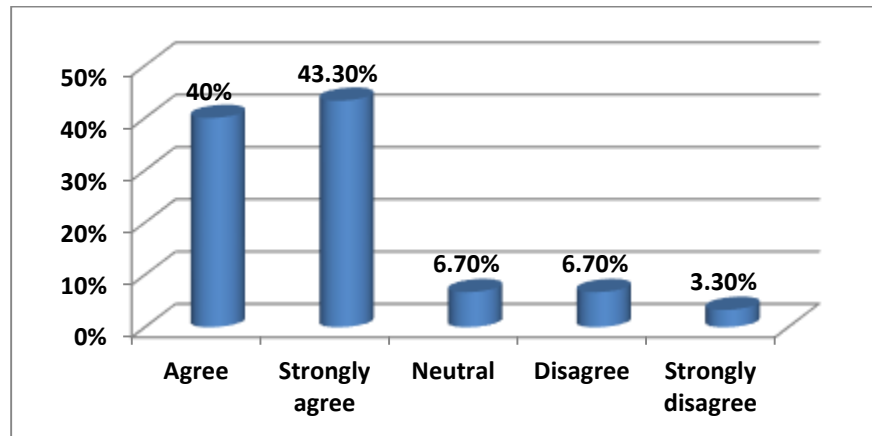


It clear from the table and figure above that the high percentage of the respondents chose the agree (13). The statement of the questionnaire is accepted, the mean is 4.00 .Since main findings indicate that the data analysis of the questionnaire approved with Majority of the teachers noticed that agree 43.3%. The result also found out that 43.4%. of respondents chose the value of agree. Therefore, the teachers' view shows that the Students' sufficient knowledge of vocabulary can help them to compose meaningful sentences.

Statement (8): Students' sufficient knowledge of vocabulary can increase in combining sentence structure

Table No (4.8.8) Frequency and percentage for statement (8)

Value	number	Percent
Agree	12	40%
Strongly agree	13	43.3%
Neutral	2	6.7%
Disagree	2	6.7%
Strongly disagree	1	3.3%
Total	30	100.0%



From the table and figure above that the high percentage of the respondents chose the agree (12), and (13) strongly agree.

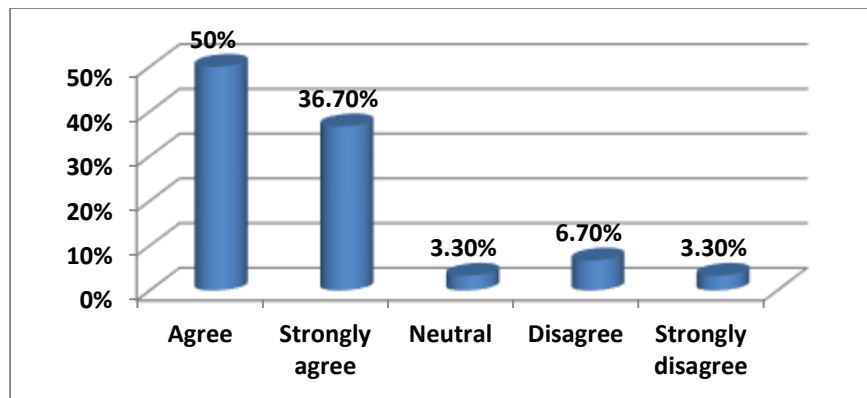
The statement of the questionnaire is accepted, the mean is 4.00 .Since main findings indicate that the data analysis of the questionnaire accepted with majority of the teachers noticed that agree 43.3%. The result also found out that 43.4% of respondents chose the value of strongly agree. Therefore, the teachers' view shows that the student's inability to create well formed structures due to lack knowledge of using sentence

Statement (9): Insufficient vocabulary can affect in arranging words in sentences

Table No (4.8.9) Frequency and percentage for statement (9)

Answer	number	Percent
Agree	15	50%
Strongly agree	11	36.7%
Neutral	1	3.3%
Disagree	2	6.7%
Strongly disagree	1	3.3%
Total	30	100.0%

Figure (4.8.9) Frequency and percentage for statement (9)



As shown from the table and figure above that the high percentage of the respondents chose the agree (15). The statement of the questionnaire is accepted, the mean is 4.00 .Since main findings indicate that the data analysis of the questionnaire approved with Majority of the teachers noticed that agree 50%. The result also found out that 36.7% of respondents chose the value of strongly agree. Therefore, the teachers' view shows that the insufficient vocabulary can affect in arranging words in sentences.

Statement (10): Insufficient vocabulary decreases knowledge of using sentence

Table No (4.8.10) Frequency and percentage for statement (10)

Answer	number	Percent
Agree	13	43.4%
Strongly agree	14	46.7%
Neutral	1	3.3%
Disagree	1	3.3%
Strongly disagree	1	3.3%
Total	30	100.0%

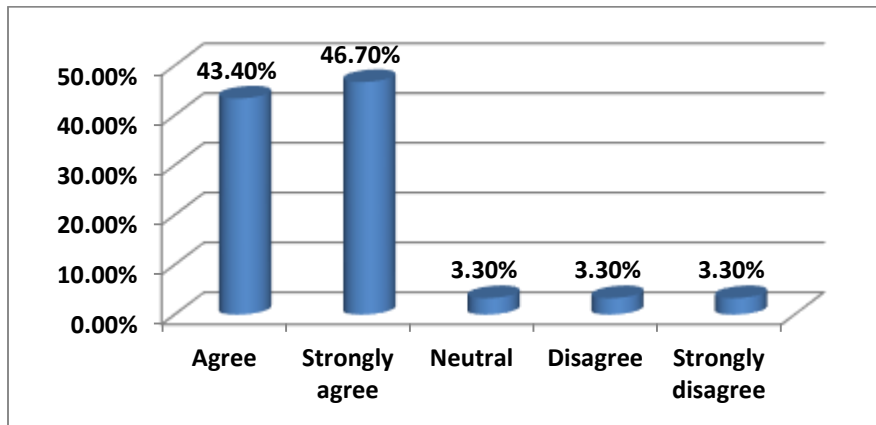


Figure (4.8.10) Frequency and percentage for statement (10)

It is obvious from the table and figures above that the high percentage of the respondents chose the agree (13) and strongly agree (14). The statement of the questionnaire is accepted, the mean is 4.00 .Since main findings indicate that the data analysis of the questionnaire approved with Majority of the teachers noticed that strongly agree 46.7%. The result indicates that 46.7% of respondents chose the value of strongly agree. From the table and figure

above, the teachers' view shows that the insufficient vocabulary decreases knowledge of using sentence.

Question (3): To what extent does students lack of knowledge of sentence structure lead to University Students lack of proficiency in English Grammar?

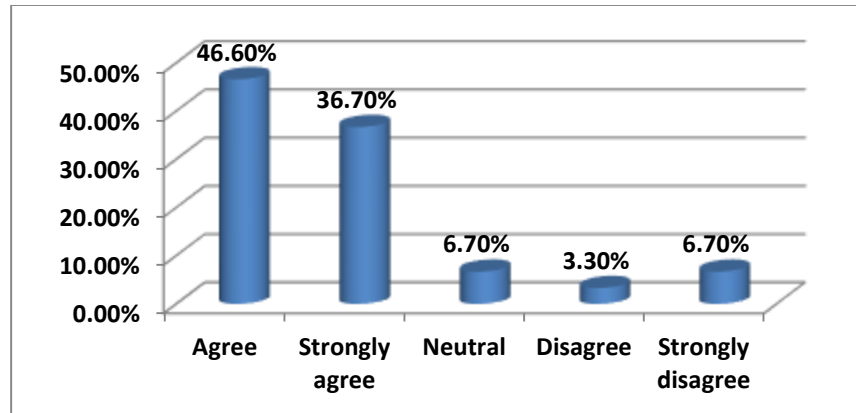
Statement (11): Most of the students encounter problems in distinguishing of gerund phrase and verb phrase due to (ing) form.

Hypothesis three: University Students encounter problems in the area of phrase structure more than clause structure

Table No (4.8.11) Frequency and percentage for statement (11)

Answer	number	Percent
Agree	14	46.6%
Strongly agree	11	36.7%
Neutral	2	6.7%
Disagree	1	3.3%
Strongly disagree	2	6.7%
Total	30	100.0%

Figure (4.8.11) Frequency and percentage for statement (11)



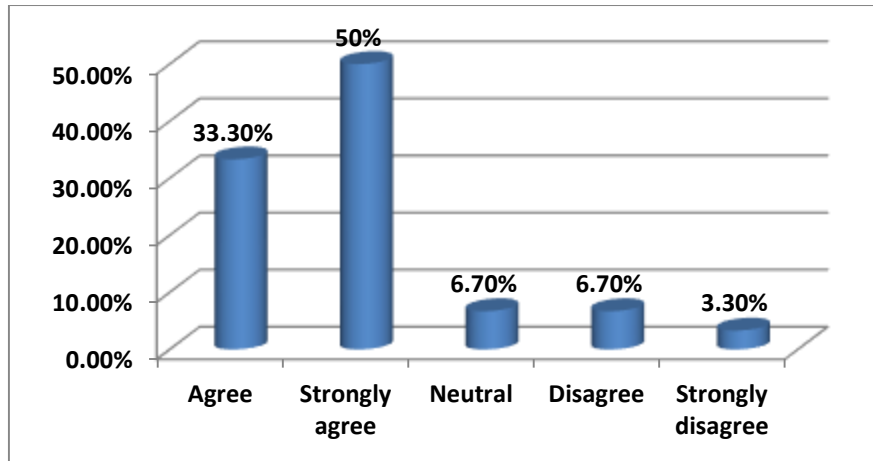
It clear from the table and figure above that the high percentage of the respondents chose the agree (14). The statement of the questionnaire is accepted, the mean is 4.00 .Since main findings indicate that the data analysis of the questionnaire approved with Majority of the teachers noticed that agree 46.6%. The result also found out that 36.7%. of respondents chose the value of strongly agree, neutral by 6.7%. Therefore, the teachers' view shows that the most of the students encounter problems in distinguishing of gerund phrase and verb phrase due to (ing) form.

Statement (12): Lack knowledge of joining independent clause led students inability to form compound Sentences.

Table No (4.8.12) Frequency and percentage for statement (12)

Answer	number	Percent
Agree	10	33.3%
Strongly agree	15	50%
Neutral	2	6.7%
Disagree	2	6.7%
Strongly disagree	1	3.3%
Total	30	100.0%

Figure (4.8.12) Frequency and percentage for statement (12)



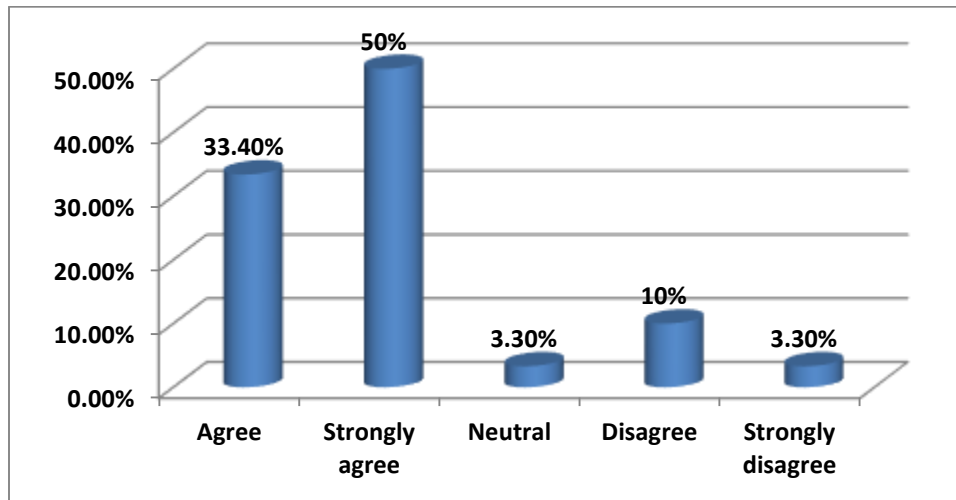
The table and figure above show that the distribution of the sample by the agree by (33.3%) strongly agree by (50%) neutral by (6.7%) statement as follows disagree by (6.7%) Strongly Disagree by (3.3%). The table and figure above indicates that the high percentage of the respondents chose the strongly agree (15). The statement of the questionnaire is accepted, the mean is 4.00 .the findings show that the data analysis of the questionnaire approved with (50%) of the teachers noticed that strongly. The result found out that 33.3% of respondents chose the value of agree. Though, the teachers' view shows that the Lack knowledge of joining independent clause led students unable to form compound Sentences.

Statement (13): Lack knowledge of grammar made Students unable to use the phrase or clause structure

Table No (4.8.13) Frequency and percentage for statement (13)

Answer	number	Percent
Agree	10	33.4%
Strongly agree	15	50%
Neutral	1	3.3%
Disagree	3	10%
Strongly disagree	1	3.3%
Total	30	100.0%

Figure (4.8.13) Frequency and percentage for statement (13)



The table and figure below will show that the distribution of the sample by the agree by (33.3%) strongly agree by (50%) neutral by (6.7%) statement as follows disagree by (6.7%) Strongly Disagree by (3.3%).The table and figure above indicates that the high percentage of the respondents chose the strongly agree (15). The statement of the questionnaire is accepted, the mean is 4.00 .Since main findings shows that the data analysis of the questionnaire approved with most of the teachers noticed that agree 50%. The result also

found out that 33.3%. of respondents chose the value of agree. Though, the teachers' view shows that the Lack knowledge of grammar made Students unable to use the phrase or clause structure.

Statement (14): Knowledge of phrases help students to compose different types of phrase structure

Table No (4.8.14) Frequency and percentage for statement (14)

Answer	number	Percent
Agree	10	33.3%
Strongly agree	10	33.3%
Neutral	5	16.7%
Disagree	3	10%
Strongly disagree	2	6.7%
Total	30	100.0%

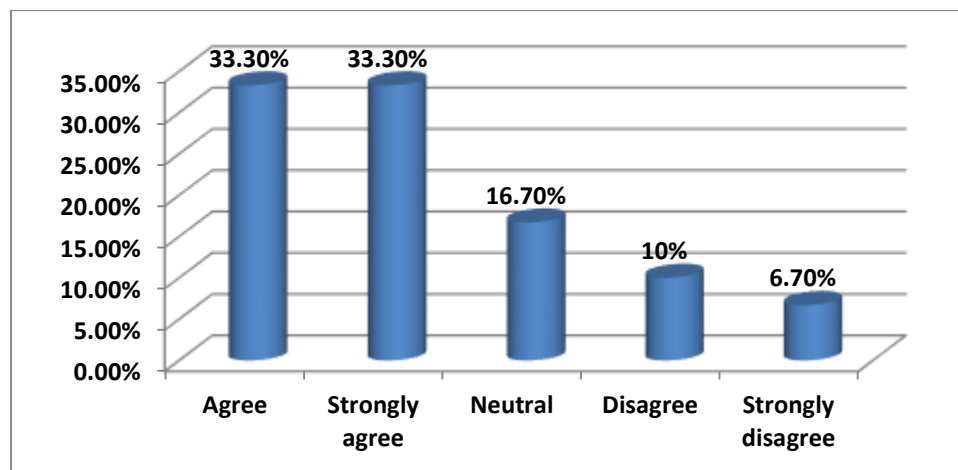


Figure (4.8.14) Frequency and percentage for statement (14)

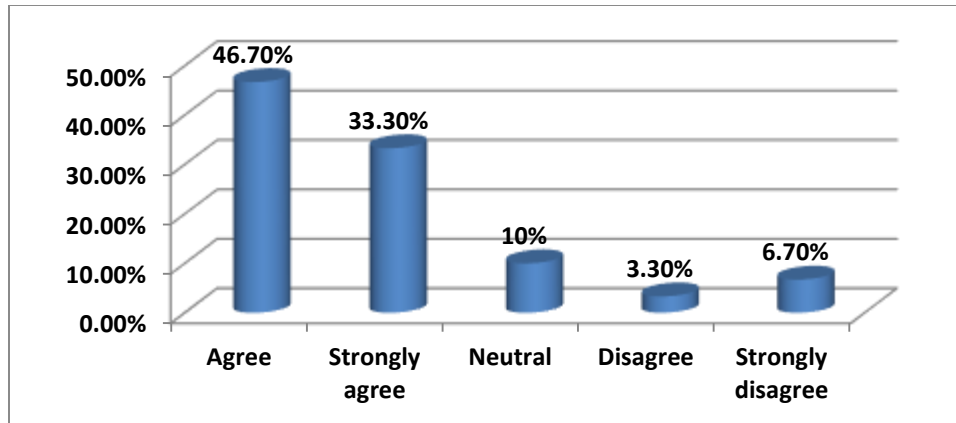
The table and figure above show that the distribution of the sample by the agree by (33.3%) strongly agree by (33.3%) neutral by (16.7%) statement as follows disagree by (10%) Strongly Disagree by (6.7%).The table and figure above indicates that the high percentage of the respondents selected the strongly agree (10) and agree (10). This means that the statement of the questionnaire is accepted, the mean is 4.00.

The findings shows that the data analysis of the questionnaire approved with Equal number of agree and strongly agree (10). The teachers noticed that agree 33.3%. is higher than other values. The result also found out that 33.3%. of respondents chose the value of agree. Though, the teachers' view shows that the Knowledge of phrases help students to compose different types of phrase structure

Statement (15): understanding of dependent and independent clause can help students in joining correct sentences.

Table No (4.8.15) Frequency and percentage for statement (15)

Answer	number	Percent
Agree	14	46.7%
Strongly agree	10	33.3%
Neutral	3	10%
Disagree	1	3.3%
Strongly disagree	2	6.7%
Total	30	100.0%



The table and figure above show that the distribution of the sample by the agree by (46.7%) strongly agree by (33.3%) neutral by (10%) statement as follows disagree by (3.3%) Strongly Disagree by (6.7%).The table and figure above indicates that the high percentage of the respondents chose the strongly agree (14) and agree (10). This means that the statement of the questionnaire is accepted, the mean is 4.00. The findings shows that the data analysis of the questionnaire approved with46.7% of respondents agree and strongly agree (33.3%). The teachers observed that agree 33.3% is higher than other values. The result also found out that 33.3%. of respondents chose the value of agree. Therefore, the teachers' view shows that the understanding of dependent and independent clause can help students in joining correct sentences

4.8.16 The overall answers' frequencies for questionnaire statements:

Table No (4.8.2)

Value	Frequencies
Agree	191
Strongly agree	190
Neutral	29
Disagree	24
Strongly disagree	15

With reference to the table and figure (4.8) above show that the distribution of the sample by the agree (191) respondents strongly agree by (190), neutral by (29) statement as follows disagree by (24), and Strongly Disagree by (15) respondents. The table and figure above indicates that the high percentage of the respondents chose the agree (191) and strongly agree (190). This means that the statement of the questionnaire is accepted, the mean is 4.00. The findings show that the data analysis of the questionnaire approved. Therefore, the teachers' view shows that the understanding of dependent and independent clause can help students in joining correct sentences

4.3 Discussions of Results

In the light of the performance of the students in using of sentence structure test and the answers of the ELT teachers to the questionnaire, the following conclusions were found out:

The whole performance of the students in using of sentence structure test found out that the respondents' low ability in using sentence structure, moreover, how to arrange words so as to create new grammatical sentence, they are unable to use tenses in their suitable space to complete full sentence structure, because the lack knowledge of grammatical skills affects students in using of different types of sentence structure. For example of question two, section (B) item 1: he play football every day instead of (He plays football every day), the majority of students ignore to use the letter (s) to make grammatical structure, because they do not use different types of sentences, therefore they commit mistakes. Another example: Students (was) well informed, they use was instead of were. The students face difficulties of using passive tense, therefore, they can't understand different types of sentence

structure such as: simple tense, present perfectetc. Moreover, interrogative and tag questions sentence, the students unable to distinguish them due to question mark (?), they concentrate on (?) but not on the structure. Understanding of sentence structure is significant because it can help students overcome grammatical difficulties.

Also the students can't distinguish between verb phrase and gerund phrase due to (ing) form. Respondents faced difficulty in using of phrase structure more than clause as revealed from statistical data. It is obvious that they lack knowledge of grammatical skills that enable them to create and deal with several types of structures. More findings also indicate that students unable to use sentence structure, the reason is that the Lack knowledge of grammatical skills affects students in using of different types of sentence structure.

The findings also indicate that the performance of the students test in the area of clause structure far better than dealing with phrase structure. Students are asked to put clause or phrase structure in their suitable space, the majority of them unable to use the phrase in its' convenient space. Students need to improve their grammatical skills so as to use sentence structure. Moreover, the students encounter difficulties in arranging words correctly to make complete sentence structure. Also they can't use their own techniques to correct and develop new meaningful sentences. The results of the ELT teachers' questionnaire indicate that respondents generally agreed that the difficulties related to understanding of sentence structure resulted from lack of grammatical skills.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

The present chapter will provide a summary of the whole study. It will also present conclusions for the results and findings. Recommendations based on these findings will be made. The chapter will finally offer some suggestions for further studies.

5.1 Main Findings

The following represent the main Findings of the research:

- 1. The study revealed that the students' low ability in using sentence structure due to lack of knowledge of English grammar.**
- 2. The students unable to arrange or combine words in order to create their own new sentence due to grammatical skills, e.g. They – next – us – will – Sunday – visit → they will visit us next Sunday**
- 3. The students unable to use tenses in their suitable space to complete full sentence structure due to lack of knowledge of grammatical rules, e.g. He play football every day instead of (He plays football every day).**
- 4. The test revealed that the students ignore some verbs and misplace words in sentence. Therefore they do not use sentence structure correctly**

5. The findings revealed that the students unable to distinguish between interrogative and tag questions due to question mark (?), they concentrate on question mark (?) but not on the structure.

6. The students unable to use their own vocabulary to correct the sentences Because lack of knowledge of grammatical skills and subject – verb agreement led them unable to correct sentence.

7. The results revealed that the students encounter problems in using of gerund phrase and verb phrase due to (ing) form), they lack knowledge of adding (ing) in the verb form.

8. The result found out that the Students can not use the phrase or clause sentence

5.2 Verification of the Hypotheses

The data from the chapter will be used to provide answers for the questions of the study and to verify the hypotheses. The purpose of this study is to find out to what extent the study hypotheses are verified or rejected in the light of the results collected from the statistical results.

5.2.1 Question one and hypothesis one

- To what extent do the University Students face problems in understanding and using of English sentence structure?**
- Most University Students have not yet developed sufficient skills in the using of English sentence structure**

The table (5.2.1) shows that the Sudanese university Students at fourth (4th) year encounter problems of understanding and using of English sentence. The

aim of this hypothesis is to reveal the difficulties of understanding and using of English sentence structure in fourth (4th) year Sudanese university students. The researcher hypothesized that the Most University Students have not yet developed sufficient skills in using of English sentence structure, but the developed Students in grammar have a good knowledge of using sentence structure. Relating to this hypothesis, the results show that there are difficulties facing students of the English language fourth (4th) year English in understanding of sentence structure. The university English teaching Staff attention must be drawn to the necessity of intensive teaching in the area of sentence structure so as to develop the student's sufficient skills in the area of understanding and using English sentence structure. From the above results, this hypothesis is proved.

5.2.2 Question two and hypothesis two

- **What are the main problematic areas encountered by University Students in using and understanding of English sentence structure?**
- **University Students lack of knowledge of sentence structure has led to insufficient vocabulary in English**

The table (4.8) shows that the difficulties encounter the university learners are of different frequencies. The aim of this hypothesis is to find out the difficulties relating to the arranging words from their own knowledge to create meaningful sentence. The researcher hypothesized that there are problems facing students in understanding and using of English sentence structure. So, there are questionnaire items derived from hypothesis (2).

The result of this hypothesis is that the insufficient vocabulary led students not to understand English sentence structure, while insufficient vocabulary can affect in arranging words in sentences. Therefore, the most of students

unable to use different types of sentence structure, as seen in table and figure above, this hypothesis is accepted.

5.2.3 Question three and hypothesis three

- **To what extent does students' lack of knowledge of sentence structure lead to University Students lack of proficiency in English Grammar?**
- **University Students encounter more problems in the area of phrase structure than clause structure**

The table (5.2.3) shows that there is difficulties encounter the university learners in area of clauses and phrases are of different types. The aim of this hypothesis is to reveal the difficulties relating to the use of clauses and phrases structure.

The researcher hypothesized that there are problems facing students in using and understanding of English sentence structure. So, there are questionnaire items derived from hypothesis (3).

The result of this hypothesis is that the Lack knowledge of joining independent clause led student's inability to form compound Sentences while understanding of dependent and independent clause can help students in joining correct sentences. Therefore, the most of students unable to use different types of clauses and phrases structure, Judging by the scores of the university students' test, it indicates that all respondent80% agree that the university students face problems of using phrase structure more than clause structure. Therefore, this hypothesis is proved.

5.4 Conclusions

This chapter has conducted and discussed the results of using and understanding of English sentence structure test, grammar, syntax test and ELT questionnaire. The test was conducted to National Ribat University students at fourth (4th).The researcher attempted to test the research hypotheses that students encounter difficulties in the area of using and understanding of English sentence structure, and how to combine words in order to create new meaningful sentences. The researcher distributed the sample of (80) students one time. The result shows that the students encounter problems in the area of using and understanding of English sentence structure. The questionnaire, on other hand, was intended for ELT teachers at Sudan University of science and technology.

The questionnaire assessed their views about the problems of using and understanding of English sentence structure. A sample of 80 students performed the test and a sample of 30 teachers responded to the questionnaire .The data collected from the test and the questionnaire were calculated and analyzed through the Statistical Packages for the Social Sciences (SPSS). Responses were presented in tables and figures Descriptive Statistics such as: mean and standard deviation (sd) were calculated to investigate the variability of the scores of the respondents as shown in the statistics of the result. The chapter consisted the results of students test data and questionnaire data. The questionnaire data reported the results of ELT teachers at Sudan University of science and technology. The results of these two research instruments can be summarized as follows:

As for the first hypothesis considering students at National Ribat University students at fourth (4th) face problems of using English sentence structure. The

result of this hypothesis, indicates that the most University Students have not yet developed sufficient skills in using and understanding of sentence structure, but the developed Students in grammar have a good knowledge of understanding sentence structure.

Relating to the second hypothesis about the difficulties face university students learners, the results of this hypothesis is the University Students ' lack knowledge of sentence structure has led to insufficient vocabulary in English. Besides, insufficient vocabulary can affect in arranging words in sentences. The students need to learn intensive courses about vocabulary so as to enable them to combine or arrange words and make the meaningful sentence structure by different ways. As seen in the results, the second hypothesis is accepted.

As for the third hypothesis that the University Students encounter problems in the area of phrase structure more than clause structure. The result of this hypothesis is that the student encounter problem of distinguishing between phrases and clauses. The results revealed that the majority of students face problems of phrase structure more than clause Structure. The result found out that the Lack knowledge of grammar made Students unable to use the phrase or clause structure; moreover, Most of the students encounter problems in understanding of gerund phrase and verb phrase due to (ing) form. So, the ELT teacher should make plan for intensive teaching in the area of dependent and independent clause so as to overcome these obstacles. All four questions have been answered properly and all four hypotheses have been accepted.

5.5 Recommendations

In light of the findings of the study, the researcher recommends the following:

- 1. Teachers have to concentrate on the necessity of intensive teaching in the area of sentence structure**
- 2. Teachers have to dedicate efforts to develop and enhance students' knowledge of English grammar that enable them in using sentence structure.**
- 3. Teachers have to teach vocabulary separately and help students how to arrange or combine words in order to create meaningful sentence.**
- 4. Teachers have to teach phrases in accurate details, that can enable them to use verb phrase and gerund phrase**
- 5. Teachers have to explain them how to identify between tag questions and interrogative sentence, because the both of them ended in (?)**

5.6 Suggestions for further study

- 1- Investigating the problems of arranging words in English sentence.**
- 2- Investigating the problems of misplace words in English sentence**
- 3- Investigating the problems of sentence form understanding by Sudanese university students**
- 4- Investigating the problems of ignoring auxiliaries in sentence**
- 5- Investigating the problems of making and reversing sentences into active ones.**

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Appendices

Appendix (1) Teachers' questionnaire

**Sudan University of Science and Technology
College of Graduate Studies**

College of Languages

Questionnaire for University Teaching Staff at Sudanese Universities

Dear colleague

This questionnaire intends to collect data about investigating the problems of Understanding and Using English – Sentence Structure among Sudanese University Students. I highly appreciate your cooperation. Please, Tick the convenient option in front of the following statements according to your experiences.

Thanks

BASHIR ABDALLA ADAM ISHAG

PhD candidate – Sudan University of Science and Technology

Part one: personal data:

Name:

(optional).....

Highest degree earned:

Bachelors degree

masters degree

PH.D

1. For how many years have you been teaching English?

1/ one Year

years

2/ 5 years

3/ 6 -10 years

4/ More than 10

Hypothesis (1): Most University Students have not yet developed efficient skills in the recognition of sentence structure.

No	Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1	Lack knowledge of grammatical skills affects students in understanding different types of sentence structure					
2	Students need to develop their efficient skills in the area of sentence construction					
3	The developed Students in grammar have a good knowledge of using sentence structure					
4	understanding of sentence structure can help students overcome grammatical difficulties					
5	Teachers attention must be drawn to the necessity of intensive teaching in the area of sentence structure					

Hypothesis (2): University Students' lack knowledge of sentence structure has led to insufficient vocabulary in English.

No	Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1	Insufficient vocabulary led students not to understanding sentence structure					
2	The students inability to create well formed structures due to lack knowledge of grammar					
3	Students' sufficient knowledge of vocabulary can increase using of sentence structure					
4	Insufficient vocabulary can affect in arranging words in sentences					
5	Insufficient vocabulary decreases knowledge of using sentence structure					

Hypothesis three: University Students encounter problems in the area of phrase structure more than clause structure

No	Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1	Most of the students encounter problems of using gerund phrase and verb phrase due to (ing) form					
2	Lack knowledge of joining independent clause led students inability to form compound sentences					
3	Lack knowledge of grammar made Students unable to use the phrase or clause structure					
4	Knowledge of phrases help students to compose different types of phrase structure					
5	understanding of dependent and independent clause can help students in joining correct sentences					

Appendix (2)

Students' test

**Syntax test, in the area of understanding and using English - Sentence
Structure**

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

**Research title: Investigating the Problems of Understanding and Using
English – Sentence Structure among Sudanese University Students**

Test:

This test is intended for fourth year students of English Language.

The test contains three questions related to the topic under investigation.

**Question one: use the following sentences by stating whether they are,
compound –complex- tag sentence - interrogative-Assertion-simple sentence-
imperative- exclamatory- or negative sentences. The first one is done (for you)
as an example.**

(1) He writes (100) novels every year →.....

(2) They did not send any message to the concerned Authority→

**(3) I always tell you what I know but you never tell me what you know
→.....**

(4) As he is a doctor, he advised me to use this medicine 3 times a day →

(5) Why did you go there? →

(6) She isn't coming, is she? →

(7) He has shown her how to catch butterflies →

(8) Please start before I come. I will be there shortly. →

(9) The sun rises in the east

(10) how beautiful the sky is! →

Question two: Arrange the words according to your own knowledge to make complete sentences. The first one is done (for you) as an example (A):

- They – next- us- will- Sunday- visit → they will visit us next Sunday

1. Your- assignment- carry out – should- as- your- instructions →

2. Please, me- what- reasons- the- tell- is →

3. These-of- papers- Executive-been-approved- Manager- by- have- the company →

4. has- waiting for- She- their-been- for-arrival- four hour →

5. will- week- you-meeting-attend-the- next? →

(B): Use your own vocabulary to correct the sentences, then develop to the full structures. The first one is done (for you) as an example

- while I was wait → while I was waiting, I saw the bus.

(1) He play football every day → He

(2) Ammar drive a car now → Ammar

(3) He go already → He

(4) Students (was) well informed.

(5) They usually (write) their home work

Question three: put the phrases and clauses structures in their suitable space in the table

(Noun-verb-gerund- or infinitive phrase), (adverbial- or relative clause), the first one is done (for you) as an example

	Clauses and Phrases	Types
0	All Kids were sleeping	Noun phrase
1	He kept working like a machine	
2	They will visit you before they go to the airport	
3	I love backing cake	
4	Do you know the boy who started in grade 5 last week	
5	I love to play foot ball	