

Chapter One

Introduction

1.0 Introduction

This chapter will provide the theoretical framework for the study .Specifically , it will provide a description of the context of the study and will give short account of the history of English language in Sudan . It will also provide a description of the study problem and will formulate the questions and hypotheses of the study . The significance of the study will be shown . The chapter will also specify the scope and limitation of the study . Finally it will unfold the methodology to be adopted for conducting the empirical part of the study .

1.1 Context of the Study

The current status of the English language in the Sudan shows that, it is declining and is losing its former significance in the educational environment in the country, because the purposes for teaching English language have been changed .

Writing skill is major skill but it has been given little attention in the mid-sixties . In their analysis of the complexity of the writing process

and its impact on the cognitive level , Hayes and Flower(1981:368)stated that: " *Writing for EFL learners is a complex skill that is learnt rather than acquired* "

Thus writing which requires using grammatical rules is not an easy task for both EFL learners and even native speakers . EFL learners find it, more difficult to know ,first about grammatical rules and then write it in a language which is not their mother tongue .

Composition writing , particularly in a foreign language context , is one of the formidable tasks that poses a challenge even that advanced learners of English. Mohdy(2003: 174) states that : "*Being learners of English as a foreign language , Sudanese students are poor writers in English* "

There are several factors that cause students to commit grammatical errors. In the study of English errors (Richards : 1974:214) pointed out that grammatical errors are not only caused by the interference of mother tongue , but also by what he called overgeneralization ignoring of rules restriction , incomplete application of rules .

During the British colonial period in the Sudan (1898 – 1956) English language was the official language of the state . It was the medium of instruction in the educational institutions established by the British

administration during that period . It is worthy mentioning that most of the teachers at that time were native speakers of English and that allowed a wide exposure to English language for Sudanese students . Later after Sudan gained its independence in 1956, Arabic language began gradually to replace English as a medium of instruction. Hence the reduction of using English language has begun since that time and has led to the problem of the current study .

This study will attempt to investigate grammatical errors in secondary school students' writing , and find the causes of why students face such difficulties . The researcher will also suggest some effective techniques that are hoped to improve students' ability in writing composition and to suggest some practical ways to solve these grammatical difficulties .

1. 2 Statement of the Study Problem:

Although writing is one of the most important skills, the secondary schools students make grammatical errors in writing composition. They do not communicate effectively and they also commit many errors such as in tenses , propositions , articles , sentences structures, conjunctions.

The study will investigate the kind of grammatical difficulties that are facing third year secondary school students in al- Gedaref town in writing

composition, their frequency and the possible causes behind these grammatical difficulties in writing composition .

The efforts should be done to correct the grammatical errors in writing composition in teaching learning process at Al Gedarf secondary schools third class students'. Hence , these problems will be investigated and some possible solutions will be suggested to overcome them.

1.3 The Objectives of the Study

The objectives of the study are as follows:

1-To find out the grammatical errors in writing composition of the third year at al-Gedaref secondary schools .

2-To find out the causes of difficulties in writing composition of the third year of Gedaref secondary schools .

3-To promote the awareness of the teachers of English at al-Gedaref secondary school of employing suitable writing strategies in teaching composition which is free from grammatical errors

4- To find ways for improving the students' grammatical performance when writing composition.

1.4 The Significance of the Study :

This research is not only for theoretical investigation , but also for actual application as well .

The finding of the research can be used by the English teachers of third year students of Gedaref secondary schools as means to improve the quality of the students' performance grammatical errors .

Moreover the findings of the research can be used by other teachers , either at al- Gedarf secondary schools or at other schools , as a means for improving the quality of the students' performance in the English teaching-learning process .

The findings of the study are expected to enhance the student's motivation in learning English, and help them to be able to write English composition which is free from grammatical errors .

1.5 The Study Questions

The study will attempt to answer the following questions :

a-What kind of grammatical errors in composition writing are facing third year secondary school students in al. Gedaref town ?

b-What is the frequency of the grammatical errors in writing composition facing secondary school students in al. Gedaref town ?

c-What are the possible causes behind these grammatical errors in writing composition ?

d-What possible strategies could be used for overcoming these difficulties?

1.6 The Study Hypotheses

This study will attempt to test the following hypotheses :

a-Students at third year secondary schools in al. Gedaref town face different grammatical difficulties when they practise writing composition .

b-The difficulties facing secondary school learners are of different frequency.

c-The possible causes of these grammatical difficulties might be attributed to different factors such as the syllabus , the L1 interference, teachers .

d-There are some possible teaching procedures that could help the students overcome these problems.

1.7 The Research Methodology:

The method of investigation used in this study is both descriptive and analytical . Data collected will be statistically analyzed and critically discussed.

The tools used will be a questionnaire for the teachers , and a test for students . The questionnaire will investigate the teachers grammatical strategies for improving composition writing efficiency . The questionnaire will be designed and distributed by hand for teachers , and the test will be given for students . Both the validity and reliability of the test and questionnaire will be confirmed . The test will diagnose the nature and the types of difficulties faced by the students .

1.7.1 . Population

The subjects of this study involve all the male and the female students of third year at al-Gedaref secondary schools and all teachers of the English language staff at department of English at al – Gedaref Governmental secondary schools.

1.7.2 Sample

The participants will be third class- students at secondary school in al-Gedaref town. (boys and girls)about 250sample students and the teaching staff about 40 teachers .

1.8 The Limits of the Study

This study will be conducted to third year secondary school students in al-Gedaref town (boys and girls) and the secondary school teaching staff .

Summary of the Chapter

To sum up , this chapter has provided a description of the theoretical framework of the study focusing specially on the study problem, the study questions , hypotheses as well as the research methodology . Having done that the researcher will proceed to chapter two Literature Review.

Chapter Two

Literature Review

2.0 Introduction

This chapter will review some relevant literature on some key concepts relevant to the study problem for the purpose of providing more explanation of the study problem. Moreover, it will review some relevant previous studies for the purpose of highlighting the expected contribution of this study.

2.1 Conceptual Framework

This chapter investigates grammatical errors at secondary school in writing composition. It reviews the definition of error, error analysis, source, causes and significances, level of error, analysis of grammatical error in writing. Some light is shed on language analysis in grammatical errors in writing skill. This is the least amount of knowledge that learner of secondary level should grasp, in order to be able to interact in EL.

Eventually, the previous studies which the researcher hereafter, tries to compare his research with previous researches is an attempt to explain the relationship between them to enable those whom the present research is targeted at, to be fully aware of the problems investigated.

2.1.1 Contrastive Analysis

Before the Second Language Acquisition (SLA)field as it is known today was established , from the 1940s to the 1960s , contrastive analyzis was managed , in which two languages were systematically compared . Researchers at that time were motivated by the view of being able to indentify points of similarity and difference between native language and target language . There was strong belief that a more effective pedagogy would result when these were taken into consideration . Charles Fries (1945: 9) one of the leading applied linguists of that day , said :

*" The most efficient materials are those that are based upon
a scientific description of the language to be learned
, carefully compared with a parallel description of the native
language of the learner "*

He also expressed the importance of contrastive analysis in language teaching material design .

Learners usually transfer forms , meanings and distributions of their NL and culture to the F L and culture when they attempt to speak the language , both productively and receptively .

productively : when they speak and act in culture .

receptively : when they grasp and understand the culture .

The claim is still quite interesting to anyone who has attempted to learn or teach a foreign language . So many examples of the interesting effects of people's NL are encountered . They go on to produce elements that more controversial . However, Lodo (1957:2) adds that: *“Those elements that are similar to this native language will be simple for him , and those elements that are different will be difficult “*

Moreover Larsen- Freeman & Long (1991: 53) add:“ *Where two languages were similar , positive transfer would occur : where they were different , negative transfer or interference , would result “*

It is with the advent of Contrastive Analysis (C A) and its demand to predict and explain errors as could neither be predicted nor be explained contrastively . Therefore , Sirdhar (1989: 12) in this respect says :

“ That serious interest began to be taken in error analysis, linguistics realized that there were many kinds of errors that could neither be predicted nor explained contrastively “

In this area , James (1999: 5) removes the mother tongue errors when he contrasts between Error Analysis(EA) and Contrastive Analysis(CA) saying that errors should be fully described in terms of TL.

2. 1.2 The Definition of Error

Errors are defined according to different syntactic and semantic criteria but most definitions take an error as a mistake . This anomalous nature of errors are the cause of many of the problems that L1 learners encounter when they deal with writing composition . They cannot treat errors the same way they treat other types of mistakes .

Most definitions of errors focus on the native speaker and native language . In fact these definitions do not essentially vary in their terms for Sujoko(1989: 11) states that :

" Error is noticeable deviation from the adult grammar of native speaker , reflecting the inter-language competence of the learner"

An error is different from mistake, so we have to be careful to differentiate.

According to Yulianti (2007: 9):

- A mistake is a performance error, which is either a random

guess or a 'slip', i.e. a failure to utilize a known system correctly.

- An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the

learner.

Another differences according to Ancker (2000: 1):

(1) Interference from the native language

"The learner may assume that the target language and his native language are similar. Then, he will over generalize the rules of his native language and the target language."

(2) An incomplete knowledge of the target language

"Because of the incomplete knowledge, the learner may make guesses. When he has something that he doesn't know, he may guess what it should be there."

Lengo (1995:1) added:"*that foreign language learners commit errors largely because*

of the paucity of their knowledge of the target language whereas deviant forms produced by native speakers are dismissed as slips of the tongue or slips of the pen "

(3) The complexity of the target language

Certain aspects in English are difficult for some learners, it may be caused

by the rules of their native language are quite different from English and even more complex than their native language

From those definitions above, a mistake may refer to just a tongue slip that the learner forgets the right form while, an error is a deviation which is made by the learner because he/she does not know the rule and he /she will make it repetitively. Analyze of error is beneficial as we see.

2.1.3 The Benefits of Analyzing Errors

Errors are normal and unavoidable during the learning process as Richard (1974: 95) mentioned that "*no one could learn without making errors.*" Meanwhile, Lengo (2003: 1) stated that: "*errors are believed to be an indicator of the learners*" stages in their target language development. So, it is important to analyze the errors because there are many benefits in analyzing the errors, such as:

(1) a device which the learner uses in order to learn Selinker in Soesanti's thesis, (1992: 150)

(2) *to fully grasp and understand the nature of the errors made*

(3) *instead of just being able to explain the rules and correct the errors Mei Lin Ho,(2003 : 1).* So , there are very important to analyzing errors .

From above the researcher concludes that errors analysis is a type linguistic analysis that focus on the process of indentifying , and describing the learner's error in target language learning .

2.1.4 Error Analysis : Source , Causes and Significance

Errors that students make in the process of learning a TL , have always been a source of much concern to teachers and syllabus designers alike . This chapter will describe the learner's interlanguage system approach of linguistic forms acquired by L2 learners . An investigation of learners' performance in different aspects of English language. It necessary to light the question of errors and hypotheses .

The second language learner's errors are potentially important for the understanding of the process of L2 acquisition . What is not clear is:

- a)how to arrive to a principled means , which will determine fully their sources and causes .
- b)how to interpret their significance in a meaningful conceptual framework .
- c)whether it is possible to use errors evidence in a linguistically oriented work effectively .

Ever since Corder (1967: 13) highlighted the importance of considering errors in the language learning process , there has been a move in emphasis towards an understanding of the problems learners face in their study of a language . Errors are indispensable to learners since the making of errors could be regarded as “ *a device the learner uses in order to learn* “ Selinker (1992 :150)Research has provided empirical evidence pointing to emphasis on learners’ errors as an effective means of improving .

Corder (1967: 14) Introduction of the concept “Errors Analysis “ . It was S.P Corder who first advocated in ELT applied linguistics community the importance of errors in language learning process . Corder (1967: 15) , mentions the paradigm shift in linguistics from a behaviouristic view of language to a more rationalistic view and claims that in language teaching .

In 1970 s and early 1980s , a large number of papers on errors analysis were published all over the world . However, all these papers were lost its attention and enthusiasm gradually as more and more criticism was made against the approach and method of error analysis . It is essential to review the previous work of error analysis and identify what it aimed to achieve and how it failed . Otherwise ,it could be just a repetition of what was already done a decade before and not very much meaningful . Error analysis using learner corpus must

be significantly different from traditional error analysis , in quality and quantity .

To be sure , about the type of errors produced by students , it is necessary to know about the students' interlanguage . Hence errors can be classified as productive (spoken or written) .In other words , the following topics could be used :

- a)A lexical error – vocabulary .
- b)A phonological error – pronunciation .
- c)A syntactic error – grammar .

A teacher who has made a comparison of the foreign language with native language of the students will know better , what the real problems are and can provide an easy way for the teaching and learning process .

For a learner , making errors in language process is very common . It involves the making of mistakes and errors . Errors help the learners to establish the closer and closer approximations to the system of the target language . Brown (1980: 163) states that:

“ By gradual process of trial and error and hypothesis testing

, the learner slowly and tediously succeeds in establishing closer and closer approximation to the system used by native

Speakers of the language “

The students get problems in learning differences between Indonesian English because there are many an English in terms of grammar .

Lado(1977;14) states that : “ *Errors make indication of the difficulties the learner had with certain aspects of language”*

The study of learners errors has been a primary focus of foreign language research . It is called Error Analysis .

‘ Errors noticeable deviation from the adult grammar of native speaker , reflecting the inter-language competence of the learner “ Sujoko (1989: 22)

From above the researcher concludes that errors analysis is a type of linguistic analysis that focus on the process of indentifying , and describing the learner’s error in target language learning.

2.1.4.1 The Source of Errors

According to Suloko (1989: 25) there are three major sources that cause the learners error , they are :

a-Inter-lingual Transfer :

Before the system of second language is familiar the native language is the only linguistic system in previous experience upon which the learner can draw. Students had never heard English words, so they have some difficulties in their learning. Fluent knowledge of analyzing such error however, even familiarity with the language can be of help in pinpointing this common source. For example : The shoes of Irman "*instead of* " " *Irman 's shoes* "

b-Context of Learning :

The second major source of error can be illustrated in the context of learning. Context refers to the classroom with its teacher and its material in the case of school learning. Students often make errors because of a misleading explanation of the teacher, faulty presentation of structure of word in a textbook, or even because of a pattern that was rote memorized in a drill but not properly contextualized.

c-Intra-lingual Transfer:

Beside the intra-lingual transfer from the native L to target L, there are also errors caused by native transfers between elements in the TL itself. This is also called intra-lingual errors or interference, or incorrect generalization of the

rules within the TL . It becomes major factor in SL learning . For example . a- He eated a lot of bread b- Eated in the sentence is influenced English itself . In the learner's mind, past tense is made by V1 + ed , but it uses in regular verb , and eat is an irregular verb , past's form is (ate) . So the right sentence is (*He ate a lot of bread*). It happens by transferring TL to TL.

Thus intra-lingual transfer is the native transfer of items within the TL or incorrect generalization of rules within the TL .

2.1.4.2 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 intralingual errors Richards, (1971:44) Errors found

can be traceable to first language interference are termed interlingual . A large number of similar errors , however , are found to be made by second language learners regardless of their first language . These are termed intralingual errors . They are often analysed to see what sorts of strategies the learners are using . Intra-lingual errors include overgeneralization , simplification , communication –based and included errors .

There are three kinds of errors , which are adapted from Selinker (1972:34) , are simplification , communication-based errors , and teaching-induced errors : Simplification errors occur when the learners tend to reduce the target language to a simpler system . When the learner incorrectly labels the object , but successfully communicates a desired concept , this kind of error is named communication-based error . The last type of error , teaching-induced error , happens because of inappropriate training , the overemphasizing of drilling technique on a certain linguistic item .

Els (1963:66) agrees that error analysis is controlled by definition to what the learner cannot do . He believes that errors are based on accidental items when he adds :

“ Another problem with error analysis is typically based on casual samples, in which data are gathered at a single

*point in time from many subjects from different degrees
of proficiency “*

The study of error is part of the investigation of the process of language learning . In this respect , it resembles methodologically the study of the acquisition of the mother tongue . It provides learners with a picture of the linguistic development of a learner and may give them indications as to the learning process . It ignores many errors that the learner seems to make notwithstanding his language background . Different L1 independent variables related to L2 learners operate differently in each L2 learning situation . Therefore , learning strategies , different training procedures , individual differences of teachers , learners textbooks – all seem to operate to make each learning situation different from other . The study seeks to suggest that there is a system in learner's errors in spite of their apparent arbitrariness in performance data , but this method could not be captured through a simple binary opposition between systematic non – systematic errors.

2.1.4.3 Attitudes Towards Errors

For all practical purposes , Corder (1967: 32) gave error analysis the respectability of a valuable topic of research in applied linguistics . He proposed that errors were evidence of the learners' strategies of acquiring the

language rather than signs of inhibition, or interference of persistent old habits .
Corder's view opened the way to linguists to search errors in a new perspective .
. For example, Strevens (1969:41) agreed with Corder :

*“ in that errors are unwanted forms but as evidence
of the learner's active contribution in second language
learning”.*

Proposed that errors were evidence of the learners' strategies of acquiring
the language rather than signs inhibiting or interference .

Corder (1974: 20) provides an account summary of how errors are viewed
nowadays as he says :“ *We live in an imperfect world and consequently
errors will always occur in spite of our best efforts “*

Corder mentioned how errors are viewed , errors will always occur in spite
of our best effort , that means learners at any time make errors .

George (1972: 14) adds: “ *We may judge error making as a necessary part of
learning “* . George agreed with Corder in judging error making as a necessary
part of the process of learning .

Whereas Dulay et al (1982: 131) are of the view that

*“ When language learners make errors , they are gradually
building system into the target language they are learning “*

While Brown (1983: 168) seems to think that errors are manifestation of a creative process adopted by the learner of a language to understand , analyze and then to master the system of the TL , as he declares:

*“ Those who make errors are creative beings proceeding
through logical and systematic stages of acquisition
creativity acting upon their linguistic environment “*

All these views above are judging ,making of errors is a way a learner is trying to test his hypotheses about the nature of the language he is learning .

2.1.4.4 Attitudes Towards Error Correction

One of the purposes of adopting Error Analysis is to indentify the principles that should guide effective error correction (EC) . People’s ideas about what is involved in correction are not always clear .

Whereas James (1999: 236) disputes about correction as he applies the term in three senses :

- 1) *Informing the learners that there is an error , and leaving them to discover it (intervention feedback) .*
- 2) *Providing treatment or information that leads to the revision and correction (correction proper) .*
- 3) *Providing learners with information which allows them to revise or reject the wrong rule (remediation) .*

The problem here is whether to correct an error , as it appears to be at first sight . It is bound up with two broader questions . The first is whether presentation of error is better than cure : the second question is whether explicit formal instruction –in a word ‘teaching ‘is effective .

Current researchers have looked at different methods of error correction putting a number of consideration such as the importance of that , its frequency in the class , whether the student in fact knows the correct description . All these consideration have to be taken fast in order not to interrupt the flow of the lesson

On other hand , Allwright (1975: 137) thinks that teachers may cause errors in learners without meaning to do so , if they correct learners as he says :

“ A teacher is indicating that an error has been made .

*Researchers show that teachers tend to vary the account
of time allowed to different learners to answer correctly “*

To be a good language learner , any language learner is advised to adopt the following advice ;

- a) To be able to respond to group dynamics of the learning situation so as not to develop negative anxiety and inhibitions .
- b) To seek out all opportunities to use the TL .
- c) To make maximum use of the opportunities offered to practice listening , responding , reading and writing the L2 addressed to him and to others.

Attitudes to error correction vary out only among teachers but also among students . A teacher may be influenced by the following facts :

- a) The fact that English is their second language and great emphasis was placed on correctness at their teacher training .
- b) The fact that :students as native speakers , have never had to worry about their English .

2.1.4.5 Causes of Errors

As has been pointed earlier , the interference of the mother tongue was for (Lado) and for other contrastive analysis the main or perhaps the only source of errors in the use of a second or a foreign language speaker .

During the last few years , there has been an exchange of attempts in English analysis ,however, and these days almost all the research work in this area seems to think that although the pull of the mother tongue can operate as a source of interference , this is by no means the only or even the main cause of errors . Cowan (1983: 109) suggested that learners' errors can be referred to as :

*“ Interference from native language , the application
of general language strategies similar to those manifested
in first language acquisition , such as overgeneralization
of linguistic rules “*

Dulay et al (1982: 109) are of the view that:

*“ There are situations in which the mother tongue
can prove to be a great asset in the acquisition of*

a second or a foreign language .”

The view held in the present study is that the study of errors is not necessarily a study of the faultfinding for all possible factors , which determine their occurrence and their level .

2.1.4.6 Strength and Weakness of Error Analysis

According to Buteau (1970: 144) Error Analysis is important in that error-based analysis are not only fruitful but also necessary to work out and test hypotheses concerning factors that set degree of difficulty in second language learning at the intermediate level . Brown (1980) also believes that error analysis can succeed contrastive analysis , as only some of the errors a learner makes are attributable to mother tongue that learners do not actually make all the errors that contrastive analysis predicts they should , and learners from disparate language backgrounds tend to make similar errors in learning the same target language .

However , Brown draws learners’ attention to one danger of error analysis :it may overstress the importance of production data . Halliday (1964 : 43) states that it is useful to construct a purely descriptive framework for the analysis and details of errors , which takes into account the level of language and the various categories involved . After the errors have been collected ,

the error diagnosis can be done in two ways : descriptively or comparatively . The descriptive method is chosen because it gives up a simpler correction and can be used in language classes with students from different backgrounds . If the teacher believe that the only cause of the error is due to interference , the error could also be explained ‘comparatively ‘ as if it comes from the interference of the native language . Nevertheless , this second way of error diagnosis is rather limited as it can only be used in classes with students with the same native language background .

2. 1.5 Levels of Errors

Students must master the skills of language (The receptive and the productive)

1-receptive : the degree to which a student makes automatic responses to linguistic features

2- productive :the degree to which he makes automatic use of linguistic features.

Moreover , the experiences of students involve the school activities , the home, the family , relatives, some sports and some outings. The vocabulary connected with these activities should be taught . Hence, teaching words that

represent new ideas is a mere burden on them . Two general principles could be stated for the choice of vocabulary items to be taught to students .

There are many obstacles hindering the performances of the four skills in English language , the differences between Arabic script and English script , phonological differences , morphological differences , grammatical differences .As we see here errors vs mistakes .

2.1.6 Errors Vs Mistakes

Language learning is like any other human learning . It is known that children when learning their L1 make countless mistakes . Many of these mistakes are local in the limited linguistic system within which they operate or write . However, by careful feedback from others, they slowly learn to produce an acceptable and perfect performance . On other hand , errors committed by a learner of a L2 have to be distinguished from mistakes of the L1 by EA approach . A classroom FL teacher can notice the errors resulting from utterance , operating , writing or reading .

Accordingly , a more favorable attitude has developed for Errors Analysis during the 1970s and 1980s . Corder (1967) was the first to defend the importance of errors in the language learning process . He suggested that by classifying the errors that learners made , researchers could learn a great deal

about the second language acquisition process by inferring the strategies that second language learners were using . For learners themselves , errors are “ indispensable “ since making errors could be regarded as a device the learners use in order to learn . Selinker (1992:150) pointed out : two highly significant contributions that Coeder made in the field of second language acquisition: that the errors of a learner , whether adult or child , are(a) not random , but are in fact systematic ,and are (b) not negative or interfering . In any way with learning a target language but are no the contrary a necessary positive factor , indicative of testing hypotheses .

Brow (1987:170) differentiates between errors and mistakes . He thinks 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 “.

It is a noticeable deviation from the adult grammar of native speaker , reflecting the inter-language competence of the learner

James (1999:77-9) meanwhile tries to offer a definition of error declaring that intentions play an important role in this definition . As if he wants to say

that a mistake is either deliberately or in deliberately deviant and self-correctible for learners . “*Mistakes : since they were not as intended “ “ An error arises only when there was no intention to commit one”* . When any sort of deviance is intentionally incorporated into an instance of language , we do not say it is erroneous , but deviance .

James (ibid :78) continues to discriminate between errors and mistakes as he says :

“ We have error :and where the utterances are at odds with their authors ’own grammar , leading them to reject the utterances on reflection , since they were not as intended , we have a mistake .

If the learners reject their own utterances on the grounds of their ungrammaticality (in terms of the learners ‘IL grammar) ,

it is grammatically unacceptable “

It is essential here to make a distinction between mistake and error , both Corder (1967, 1973) and James (1999) reveal a criterion that helps learners do so: it is the self-correct ability criterion . A mistake can be self-corrected , but an error cannot . Errors are systematic i.e . likely to occur repeatedly and not recognized by learner . Hence , only the teacher or researcher would locate

them , the learner would not . In addition , it is in this light it has been chosen to focus on students' errors not mistakes .

Eventually , this leads to conclude that , there are no methodological measures existing at present to differentiate between errors and mistakes . Consequently , most researchers in the field do not observe the distinction . Early studies were certainly unaware of its existences . This is evident from two lasting studies , namely , that of French (1949) and Fitikides (1967) , where the two terms 'error' and ' mistake 'were used interchangeably despite their methodological and pedagogical usefulness.

2.1.7 The Definition 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.*"

People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar.

The mechanism of grammar cannot be seen concretely, because it is rather abstractly represented in the human mind, but we know it is there because it works. One way of describing this mechanism is by means of a set of rules which allow us to put words together in certain ways which do not allow others. The meaning of a message conveyed by language has to be converted into words put together according to grammatical rules and these words are then conveyed by sounds.

From all these defections above, having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it shows how to use the language.

2. 1.8 Grammatical Errors

Grammar can be considered to share assumptions about how language works (Yulianti 2007:11). The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to exchange their ideas, emotions, feelings, or observations with other people. Especially in the context of the teaching English in Indonesia, the teaching of grammar should be integrated in the development of the four language skills.

Knowing about how grammar works is to understand more about how grammar is used and misused. It means that there is a possibility of error occurrence in students learning. In this research, the term of error in grammar will be called a grammatical error. As we see there are sources of errors .

2.1.9 Learning Grammar of the Second Language

For learners starting to learn a new language , it is essential to that they learn the basic grammar rules of the target language first . It is easier to speak a language than to write and understand it.

According to Jossiejk (2007: 66)

"learners' ability to write grammatical correct sentences

is put into much concern especially in an education system

which relies on written examination to measure the learners' academic performance".

On other hand Harmer (2007 : 75) states that writing is having more thinking than conversation

"writing provides learners with more thinking time than the one they experience from spontaneous conversation"

" Due to that , writing offers more opportunity for learners to under go the stage of language processing in which they will be thinking about the language . As compared to speaking the ability to write grammatical sentence is not natural since grammar and writing demand a formal teacher and structured taught education . Beside that , learning grammar implies that language learning is directed to focus on form" and that is the issue argued by Krashen (1985) .

2.1.10 Analysis of Grammatical Errors in Writing

Language is a means of communication. By using a language people can communicate with each other. Using a language is not as simply as we thought because there is a set of rules that must be followed, which is called Grammar. Actually grammar is used to mean the structure of a language. It is an essential

part of the use of language process, both in spoken and written language . It would be impossible to learn language effectively without knowing the grammar , because grammar helps learners to indentify grammatical forms .Having a good grammar system of a language , learners will be helpful in delivering their ideas , messages and feelings either to the listeners or readers . Language without grammar would be disorganized and causes some communicative problems , like grammatical errors in writing .Hence , learners need to know the grammatical system of language .

In order to use a language well , learners should learn the rules of a language or to know how they work . They cannot avoid errors because errors mostly occur in learning process . Besides , by making errors , learners will build their new knowledge to use the target language as littlewood(1992: 132) stats that :

*“ That making errors during studying the second language
can be considered as a means of building learners’ abilities
because they can learn something from making errors “*

Robert and Freida (1972: 154) agreed with Littlewood they are saying :

*” Learning English is not easy , language learners may
have difficulties . The difficulties that are encountered*

by every student will vary according to his / her native language . Because of these ,there will be errors that can be found in their learning “

These errors will influence their communication . Therefore , it is important to analyze the errors because by learning the errors there are many advantages such as :

- a)a device which the learner uses in order to learn .
- b)to fully grasp and understand the nature of errors .
- c)instead of just being able to recognize errors .

From all above , the learners are now able to explain the rules and correct the errors . The grammatical errors that will be analyzed are subject and verb : verb agreement , tense and form ; pronoun agreement and reference .

2.1.11 Grammatical Errors in Student's Composition

James (1999: 154) states that : "*Grammar has traditionally been discussed in terms of morphology and syntax , the former handling word*

structure the latter handling structures "larger "
than word "

Grammar is the tool by which messages are produced . Without it , learners cannot speak or write effectively . It also helps to make language more comprehensible . So , it should be taught for the sake of communication not for own sake .

2.1.11.1 Syntactical errors

There are errors that affect writing larger than the word , namely phrase , clause , sentence and paragraph . James classifies these errors :

“second problem is that every phrase contains an eponymous nucleus or head . Now , what if there is an error on this head ?

An example is : We have no firewood } S...A head – located error must render the whole phrase erroneous .

a)Clause Errors:

These involve the ways in which phrases themselves well formed operated in clauses . Once again deviance will arise where any one of five conditions .

b)Phrase structure error :

Until recently linguists assumed that there were as many phrase types as there were lexical word types : Noun Phrase (NP), Verb phrase (VP), Adjective phrase (adj P), Adverb Phrase (AvP) and Preposition Phrase (PP)...First . The fact that these five phrases types are not discrete entities , since one finds NPs inside PPs and these inside NPs . For example , is { Some immature teenagers an NP with an error in its AjP some immature , or is it an erroneous NP ?The

These involve the ways in which phrases themselves well formed operated in clauses . Once again deviance will arise where any one of five conditions .

c) Sentence Errors :

A sentence must express a complete though not just part of an idea . It must also contain a subject and a verb . Anyone should be able to indentify these two elements in any sentence he reads or write . The subject tells who or what is performing an action or what the sentence is about . The verb tells you what the subject is doing . Sentences are described according to form and use .

d)Inter-sentence Errors (cohesion)

James (1999) clearly differentiates between "value- as-text"(cohesion)and value –as-message (coherence) .The later is defined in terms of communicative function , involving the writer's intention and the reader's interpretation . He attempts to differentiate them in terms "*First, of discourse being a process and text its product , and secondly , in terms of meaning versus interpretation "*

2.1.12 The Nature of writing

According to Cohen and Riel in Yulianti's thesis (1989), writing is a communicative act, a way of sharing observations, information, thought, or ideas with others. Meanwhile, Bryne in Yulianti's thesis (1979) defined writing is transforming our thoughts into language. In other words, writing is transforming our thoughts into language. In other words, writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, so it can be shared with others. Also, Bryne (1979) added that it is neither easy nor spontaneous; it requires conscious mental effort. Writing is not only just transforming our thought or idea in written form but also it relays to the process of monitoring any single words or features that we have written and the process of rereading and revising our writing.

Voss and Keene (1992:2-3) write why we should bother with writing and purposes for writing as follows:

1. writing is a way of thinking and learning. Writing gives unique opportunities of explore ideas and enquire information. By writing, we come to know subjects well and make them our own.
2. Writing is a way of discovering. The act of writing allows us to make unexpected connections among ideas and language
3. Writing create reading. Writing create permanent, visible record of our ideas for others to read and ponder. Writing is powerfull means of communication for reading information and shapes human thought.
4. Writing ability is needed by educated people. Our skill writing is often considered to reflect our level of education.

Purpose for writing:

- To express yourself
- To provide information for your reader
- To persuade your reader
- To create a literary work

Writing is communicating ideas and emotions on paper . Although not all students will become professional writers, teachers should expect all students to be able to express their thoughts and feeling in writing both accurately , and coherently . Consequently if they expect students to be able to write well , all

teachers must provide guidance and frequent opportunities for students to develop and apply this skill . It is a live skill .

There is no particular definition about writing stated by an author or a linguist. L. Strauss in J. Hartley, et al (1962: 66) stated that:

“writing might, that is to say, be regarded as a form of artificial memory, whose development should be accompanied by a deeper knowledge of the past and, therefore, by a greater ability to organize the present and the future”.

Writing involves more than just producing words and sentences. To be able to produce a piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked, so that the purpose we have in our mind will suit the intended readers. In this way, it is meant that the style of language used in a piece of writing designed for layman and people living in the village, for example should be different from the one designed for educated people such as students, teachers, doctors, professors, etc. Therefore, in presenting a piece of discourse we should consider the correctness of form, the appropriateness of style, and the unity of topic

However, different from writing, much of our speaking is spontaneous, noncomplex, and linked to the particular situation at hand. Speech is ephemeral. It lasts not longer than the moment of speaking. It is gone as soon as it is uttered. In some cases, especially in informal situations, a speaker pays a little attention to the conventions of speaking such as the composition of talk, the organization, development, and the articulation. However, it does not reduce the comprehensibility of the nuances delivered by the speaker to the audience.

Writing as one of the four language skills, in real world contexts, is not a solitary enterprise, it is a social act. It is not an activity in its own right but one which serves the other skills. So, writing has a relation with grammar, reading, listening, and speaking.

Most students find foreign language writing is difficult; they will rarely need to write in adult life, so they will decrease the amount of writing. Rivers as quoted by Swarbick (1994: 142) :

"describes five stages of development which students need

to go through in acquiring competence in writing, i.e.:

copying, reproduction, recombination, guided writing, and

free writing"...

According to Byrne(1979) :

*"When we write , we use graphic symbols , that is letters
or combination of letters which relate to the sounds we make
when we speak; On one level , then writing can be said to be
the act of forming these symbols making marks on a flat
surface of some kind" .*

Writing is clearly much more than production of graphic symbols , just as speech is more than production of sounds . The symbols have to be arranged according to certain convention , to form words , and words have to be arranged to form sentences , although again we can said to be writing .

In other words, writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, so it can be shared with others. Byrne (1979: 133) also add:"*Writing is a process of expressing opinions , feeling and*

factual information by using an agreed upon set of graphic symbols "

So that the audience deciphers the scrip to retrieve the massage coded by the writer

It is well known that English language as well as other human language have four skills ,which are listening , speaking , reading and writing . In this research the focus will be mainly on grammatical errors in writing composition .We move to know about the importance of writing .

2.1.13 The Importance of Writing

The secret of writing good instructions is to think out exactly what an individual wants to say and then writes in fewest words . Thomas (1961:45) comments : *“To write accurately we must think out clearly , step by step , it is very helpful to write each step on a separate line “*

When people write , they use a combination of letters representing different sounds. Then from these sounds , they form sentences that could be written down and drilled into texts .It is possible to learn to speak a foreign language without learning to write it . Relevant to that , a learner needs more skills and some professional capacity to learn how to write an acquired language through different stages . As learners progress to the intermediate stage of language learning , the pedagogical factor , which has been noted above , we still apply , but addition to that written works can be provided intensively and extensively integrated with other skills . At this stage and later on , writing it may be goal in itself . None is in a position to predict which student has a need for writing .

Most student will have to do some of written examination and this will increase their motivation to learn to write well . In addition , writing which has a practical value could be identified and concentrated on , Meanwhile , writing assignments are given to students in higher stages as way of following up so that they might learn how to write well-reasoned essays in terms of examination. So, writing become closer as students progress .

Rakhtel Rida expresses the importance of writing (teaching training center) (1980: 97) :

“ It thought that English language and writing activities serve two different purposes : The first one is to reinforce the learning which goes on through the medium of listening , speaking and reading skills . The second one is to help students to learn the kind of professional writing “

Because of the vast importance of writing , Rodman (1983: 141) as human memory is short is brain's storage capacity is finite , he confirms to writing :*“Writing overcomes such problems and allows communication across the miles and through the years and centuries .*

It is difficult to imagine language without writing , for spoken words seem tied to written ones . Of course , one does not say to a new learner” *Get into car and start* “ Mc Arthur (1984: 10) declares that :

“ Too much freedom in writing can mean frustration .

*We aim also to make writing practice a pleasant ,
realistic and rewarding experience , because writing
in English is an art not part of fixed science “*

2.1.14 Difficulties Faced by Sudanese Secondary School Students in Writing

a)The differences in writing between Arabic and English

Arab students have problems in learning English . To write their own scripts , Arab students follow these habits : Rakhtel Rida (1980 11) states them as follows :

1-They write from right to left .

2-Leave letters open .

3-Write through the line .

4-Push the pen across the page .

But when they write in English , they have to follow different habits such as :

Write from left to right, close most of the letters , write on or about the line, and pull the pen across the page .

For all these differences , English tends to be difficult to Arab learners. A new Arab learner has to be follow – as a pre-writing exercise .

In addition a problem could be attributed to differences to orthographic system between the learners eg: While English orthography belongs to the Greek-Latin group whose alphabets indicate vowels by separate characters . Arabic belongs to the Aramaic –Hebrew group where vowel sounds are indicated by diacritic marks . However , the insertion of these marks is not obligatory in writing .

b)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 your 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

c)Run-on sentence

A run-on sentence is a sentence containing two or more complete thoughts punctuated as though they were one . (I became annoyed by his gossip , I walked out of the room . To correct it :

- I- Separate the two ideas with a full-stop eg . I became annoyed by his gossip . I walked out of the room .
- II- Supply a coordinating conjunction eg. I became annoyed of his gossip so I walked out of the room .

III- Subordinate the first or the second of the two ideas by turning each one into a dependent clause . eg . Because I became annyed of his gossip , I walked out of the room .

D)The Comma Sentence

The comma sentence is a sentence error in which a comma has been used instead of a full-stop to separate two or more complete thoughts . “ The motor of the refrigerator had developed a squeak: the mechanic had to take the motor apart “ To correct it :

1-Separate the two ideas by a correct punctuation .

2- Supply a coordinating conjunction .

3-Subordinate the first or the second of the two ideas by turning each one into a dependent clause .

As we see above, the differences in writing between Arabic and English .For writing in the beginning stages , students are asked to write words and phrases to intensify their practice . Spelling is evidently a major problem for the foreign learners of English . Mastering the best spelling conventions of English seems to be bigger burden of learning the language . Thus , in written Arabic there are only (three) letters , namely , (و ا ى)used to indicate vowel length . In

other words , the sounds – symbol for vowel , which Sudanese students are accustomed , to be rather simple and straight forward compared to that for English . However, in English , there are on average almost twelve ways of spelling each vowel sound and stated by Gimson (1967:124) that the most occurring vowel in English , a (Schwa)/ /

2.1.14.1 Parts of Speech

Most common errors made in students' written work often involve incorrect word formation . As we know , words can function as nouns ,verbs , adjectives ,adverbs , conjunctions , pronouns , prepositions or interjections . Students often confuse between noun , adjective adverb and verb forms and information about these have been categorized below .

As many English words can have several forms , it is important to know the function of words in a sentence in order to use them correctly . A good dictionary will clearly show the various forms of a word and give examples of their use .

Occasionally a word always acts as the same part of speech in every situation . Most words , on other hand , can be used as more than one part of speech . Thus the function of a word in its sentence is the only real proof of its

part of speech . Here are brief statements of the functions of each of the parts of speech :

1-Verbs

A verb tells what the subject *is* or *does*: "Hortense is the quarterback. She throws the football."

2-Nouns

A noun is a person, place, or thing that acts as a subject (telling *what* or *who is* or *does* the meaning of the verb) or as a complement (telling *what* or *who* completes the meaning of a verb or a preposition).

Although *squash* is loathsome, Magruder likes it. (subject)

He gives his *friends bushels of squash* each year. (indirect object, direct object, object of preposition)

3-Pronouns

A pronoun is a word used in the place of a noun: "Mortimer, who loved Prunella dearly, could not muster the courage to speak to *her*, and thought *himself* to be *anything* but happy."

4-Adjectives

An adjective modifies a noun or a pronoun: "Hotspur is *happy* because he just bought a *bright red Packard* station wagon."

5-Adverbs

An adverb modifies a verb, an adjective, or another adverb: "Isadore *quietly* left the *entirely* distraught Prince, who was *very slowly* turning *into a frog*."

6-Prepositions

A preposition joins its noun object to the rest of the sentence: "Igor threw the ball *into the stands*."

7-Conjunctions

Coordinating conjunctions join equal grammatical elements: "John *and* Marsha argue *and* fight night *or* day."

Subordinating conjunctions Join independent clauses to dependent clauses:

"Igor has been lonely **since** *he left Transylvania*."

8-Interjections

An interjection expresses a strong feeling although it has no grammatical connection with the rest of the sentence: "Well, here we go!"

2.1.14.2 Some Errors to Avoid

The following errors occur frequently in student writing because of lack of experience or understanding of the parts of speech. Here are some errors pertaining to the misuse of verb forms and confusion between certain adjective/adverb forms. Other potential errors that can be avoided with a clear understanding of the parts of speech will be presented in subsequent chapters.

Verb Forms (Marking Symbol VF)

If You are a native speaker of English, your language experience to date should be adequate to provide you with the correct principal part or tense form for almost all of the verbs that you use frequently. If English is your second language, you must be careful to use the correct verb form. If you are uncertain of a verb form, a past participle, for example-look it up in a good dictionary. You might also consult the tense forms given in this chapter to be sure that you are familiar with each form. Be especially careful with these words:

2.1.14.3 Misunderstandings in Parts of Speech

Below are listed 7 of the most common mistakes that students display in their academic work related to word forms/parts of speech.

1. Noun/verb confusion

A noun defines or names something. A verb expresses an action, something that happens or occurs, or a mode of being. Some nouns and verbs share the same form (e.g. project, record), but usually they are different. Many nouns end in 'tion' or 'cion', 'ment' or 'ing'. Verb forms vary according mainly to person, number and tense; they can also be active or passive.

Q: Is the word in your writing talking about something/someone (a noun), or is it outlining an action of some sort (a verb)? This may help you decide whether the word form you need is a noun or verb.

2. Noun/adjective confusion

A noun defines or names something. An adjective qualifies or tells us more about a noun or pronoun: it can be regular, comparative or superlative. In a sentence, the qualifying adjective usually comes directly before the noun or noun phrase.

Q: Is the word in your writing talking about something/someone (a noun), or is it describing something or someone (an adjective)? This may

help you decide whether the word form you need is a noun or an adjective.

3. Adjective/adverb confusion

An adjective is a word that qualifies or tells us more about a noun or pronoun. An adverb is a word that qualifies or tells us more about a verb (he studies diligently), or sometimes an adjective (an extremely expensive suit) or another adverb (she walked very slowly). Many adverbs end in 'ly'.

Q: Is the word in your writing describing something/someone (an adjective), or is it describing how something or someone is doing something (an adverb)? This may help you decide whether the word form you need is an adjective or an adverb.

4. Confusion with gerund or other noun forms

Nouns based on verbs can end in either 'ing' (the gerund) or another ending such as 'tion' or 'ment'. If there is an object in the sentence, the gerund form is usually correct.

Q: Is the word in your writing ending in '...ing' acting as a verb or a noun form? This may help you decide whether the word form you need is a gerund or a type of noun.

5. Confusion with different forms of the same root noun 6. Confusion with the pronoun form

Nouns may have different forms, usually with slightly different meanings, which can be confusing.

Q: Is the noun use in your writing correct or not? If you are not sure - perhaps ask a native speaker to see if the word in context is correct.

6. Confusion with the pronoun form

A pronoun is an identifying word used instead of a noun. Personal pronouns, in English, are 'I', 'you', 'he/she/it', 'we', 'you' (plural), and 'they'. Possessive pronouns are 'my', 'you're', 'his', 'her', 'its', 'our', 'their'. Personal and possessive pronouns are sometimes confused. If a pronoun refers to a noun used previously, singular/plural agreement may be incorrect.

Q: Is the pronoun use in your writing correct or not? Is the pronoun possessive or simply identifying? If you are not sure - perhaps ask a native speaker to see if the word in context is correct.

7. Confusion with adjective form

adjectives ending in ‘-ed’ and ‘-ing’ can be confusing for students.

Some adjectives are actually participles (verb forms with ‘-ing’ and ‘-ed’ endings).

Generally, the ‘-ed’ ending means that the noun so described has a passive role: you are **confused** by something (the subject matter, the way it is presented, etc.), whereas the ‘-ing’ adjectives generally describe the quality of something.

The ‘-ed’ ending modifiers are often accompanied by prepositions and describe the human reaction to something e.g. I was **excited** by the lecture on human ethics last week..

The ‘-ing’ ending means that the noun described has a more active role.

Q: Is the adjective use in your writing correct or not? Ask yourself- what am I trying to describe? Should I be using an ‘ed’ or ‘ing’ ending? If you are not sure - perhaps ask a native speaker to see if the word in context is correct.

2.1.14.4 Transitions Words and Phrases (cohesive ties)

Idrees et al (2005: 143) state that :

“Transitions connect your paragraph to one another , especially the main body ones . It is not effective to simply jump from one idea to the next , you need to use the end of one paragraph and / or the beginning of the next to show the relationship between the two ideas . Between each paragraph and the one that follows , you need a transition . It can be built into the topic sentence of the next paragraph , or it can be the concluding sentence of the first”

Transitions words and phrases help you to establish clear connection between ideas and ensure that sentences and paragraphs flow together smoothly : making them easier to read .

2.1.14.5 English Spelling

Spelling is one of the sub skills involved in reading and writing . It is viewed as a developmental process through which meaning is understood and / or created . Duly , El-Koumy (2002: 29) defines that , the importance of

spelling lies in the fact that it is literate , one must become proficient in spelling .

Robey (1978: 151-157) states that :

‘ to write acceptable papers , you must spell the words in them correctly . If you have trouble with spelling , words that give you the most trouble are probably not familiar so familiar that you are in doubt about the spelling of a word ‘

As a result there are about three hundred ways to spell the forty – four sounds used in English .Shaw could ‘ ghoti’ as a possible spelling of “fish ‘ ‘ gh ‘ (f) as in rough (o)as in woman , “ti’as in “ nation “

Vaid (1982: 9) has precisely declared that spelling of English follows no set rules , They are often inconsistent and irregular .

“ The spelling does not always conform to the pronunciation .

Often similar sounding words are spelt differently eg. to , too

, two , their , there , seas , seize cease : are spelt differently

though pronounced words have similar spelling eg.

“cut “ and “ put “ ‘ come “ and “ home “ are differently pronounced , the first letter is excepted , but the rest of the word is in similar manner “

The problem described above could be minimized greatly by following these guides stated by Vaid (1982: 10-11) ;

1-If one is taught to recognize words through varied experiences with words in reading , writing and conversation .

2-If one is taught to pronounce words correctly .

3-If one is taught to or encouraged to use newly taught words in their own written expression .

4-And finally , if one is made to realize very early the need and value of correct spelling .

‘ When writing any word , it suggested to develop the principle of syllabication , eg . to write the word syllables , add the accent mark making sure you know how it is spelt , then write the entire word “

For proper utility , the following pages will be prepared to help the learner pick up useful words with caution about their exceptions .

a-Irregular Nouns

Coe(1980: 217) fixes different rules :

- a)** *A few nouns end in “s” but go with singular determiners , and pronouns , and a singular verb , including : barracks headquarters , means , works eg. there is a barracks near here . It was built in 1941.*
- b)** *A few nouns end in “s” but go with mass determiners and pronouns , and a singular verb including : news , measles ,mumps , linguistics , mathematics eg. the news is important . It must be announced at once .*
- c)** *Tools and clothes that have two equal parts often end in “s’ and are plurals , although their meaning is one article including: binoculars ,pliers, pants .,eg. Can I wear these jeans / No, they aren’t dry yet .*
- d)** *A few nouns do not end in “s” but are plural including ; cattle , clergy , people , police eg. These people are waiting to se if they have won .*
- e)** *Some nouns ending in ‘o” form the plural with “s” some with “es” and some with either eg. With ”s” With “es “*

Kangaroos , radios , studios : echoes , heroes ,negroes

When going back to a dictionary to fetch out some examples to the last rule , other can add either “s” or “es “ . When is only found in the dictionary of Proctor (1978:23) is that : “ *When the plural is always or sometimes the*

same as the singular , then the following shows it : These nouns usually form their plural in the regular way . But sometimes (as with animals when talking about hunting) the plural is the same as the singular “

b-Irregular Comparison

For the ending of regular comparatives and superlatives , there are a few irregular forms for comparatives and superlative:

Table (2.1) The Irregular Comparison

Positive	Comparative	Superlative	Positive	Comparative	Superlative
many	more	most	ill	worse	worst
much	more	most	wrong	worse	worst
little	less	least	bad	worse	worst
good	better	best	far	farther	farthest
well	better	best	far	further	furthest
right	better	best			

Adjectives also have the regular forms : older and oldest , but elder and eldest are often used for family relationship , eg. Musa is my elder brother . Robey (1978: 151-57) explains the matter as follows :

“ Learn the difference between words ending in ‘ant’ and ‘ance’ Some words may sound the same when you say them quickly , but do not mean the same things “eg.

Different that different idea

Important that an important letter .

Students face great difficulties to distinguish between different or difference , important and importance , the ‘ent’ , ‘ence’ . However , the most difficulty that students are concerned about comes in spelling the ‘ent’ ‘ence’ and ‘ance’ as they all have the (schwa) sound . So , most of the errors come from wrong replacements .

Use a hyphen (-) to join words and numbers Coe(1980:2317)states that: “
Use a hyphen to join two or more words that work together as one word to describe another word , except when the words come after the word they describe . eg. middle – aged woman , the woman was middle aged , well-known writer , the writer was well known .

Use a hyphen when you spell out compound numbers from twenty-one to ninety- nine . eg. sixty-eight . Use hyphen with fractions (one-fourth , three-fifth)

Use a hyphen to join 'self' 'all' and 'ex' to a word in order to make a single word , eg. self-control , all-powerful , ex-husband'

To sum up , this part has provided a literature review the researcher description of the theoretical framework of the study focusing specially on the framework of grammatical errors , analyze errors , definition of error , grammar , grammatical errors ,definition of writing , then difficulties faced by secondary student's in writing . Having done that the researcher will proceed to previous studies , that it can benefits to the present study .

2.2 Review of Previous Studies

Reviewing the contribution of some other researchers, is important for having a clear picture, which helps in giving suggestions and contributions. Therefore, in this section, the researcher will review the contributions of some other researchers in the area of teaching writing to EFL students .

The first study is :

1- Nantanawan Nanwita (2006) “ *The Study of Grammatical Errors in Thai EFL -students writing*” by - The Faculty of Humanities Lumnamping College in Tak

This study was designed to investigate the four frequent types of grammatical errors(i.e. articles, singular/plural nouns, subject-verb agreement, and tenses) in EFL writing. The samples of the study consisted of seven third year students majoring in English at

. Data were collected from in-class student writing which described or narrated a story about their family. The analysis of grammatical errors (i.e. articles , singular/plural nouns, subject-verb agreement, and tenses) was based on sixty-four compositions from the students' writing. The results of the study were tabulated. Each grammatical error was counted and calculated into percentage for frequency.

The results of the study revealed that first language features tend to intervene with the second language writing. It can be assumed that when the features of both first and second languages are extremely different in terms of grammatical rules, it is easy for grammatical

errors to occur. Therefore, grammatical errors are the results of the differences between languages. Grammatical errors may also result from the students' intention and limitation of time to write the essay, including their background knowledge in English. In addition, other sources of grammatical errors may be from the carelessness of the students while they wrote their tasks. However, although some errors found in the students' writing were small in size such as spelling and diction; it is recommended that both the teachers and the students should emphasize those problematic points. Otherwise, the students will not be able to produce the

quality pieces of writing.

Therefore, structural forms and grammatical rules of the two languages (English and Thai) should be focused on for the improvement in performance of writing tasks.

From the study, grammatical errors that should be focused on for the improvement of the students' writing are errors in articles, subject – verb agreement, singular – plural nouns, and tenses respectively. It was found that errors in articles were the highest percentage of grammatical errors. Due to the learning difficulty and frequency of the articles (Celce –Murcia 1992; Larsen – Freeman 1992), errors in articles should be first centered on in the classrooms. Errors in the subject – verb agreement can not be neglected to improve in the students' writing as they were found as the second high frequency of grammatical errors with 20 occurrences. Errors in the subject – verb agreement can occur in the present tense because the students must add an –s or an –es at the end of the verb when the subject performing the action is third – person singular, therefore, it is easy to be found errors in the subject – verb agreement in their writing. From Table 2, errors in singular/plural nouns seemed to be considered as a common error. These errors were found in the students' writing because Thai

language does not have the grammatical rule that singular nouns always come after an article and plural nouns always add 's' or 'es' after them to indicate countable nouns like English.

Therefore, it is interesting to improve the rule of singular/plural nouns. For errors in tenses; although they were found less than other types of grammatical errors, that is, articles, singular/plural nouns, and subject-verb agreement, it can be assumed that they chose few tenses to write; that is, the present tense, the present continuous tense, and the past tense. Therefore, the students made few errors in tenses. However, it did not mean that they have sufficient knowledge in tenses. Therefore, tenses should also be focused on in learning in the classrooms to help the students can use more various tenses in the further writing. This does not only help the students realize the differences of both languages but also make them aware of using the right rules in writing. The students will write better if they are aware of grammatical rules.

This research is related to the present study in:

1. The explanation of grammatical errors contained only four grammatical errors (i.e. articles, singular/plural nouns, subject-verb agreement, and tenses). There should be a study analyzing other language features such as punctuation,

passive voice, including relative clause that were always found in the students' writing.

2. In the further studies, the researchers may ask for the students to write on condition that they must use at least two tenses, articles 'a', 'an', 'the' have to be found in their writing.

2- Selma Muddathir Abdalla May (2007) Under the title(Investigating problems facing the Secondary school students in Writing English as a foreign Language)Third Class. Alzaem AlAzhari University.

The objectives of this study focus on the difficulties facing students in Sudanese secondary school in writing and trying to advice ways of solving them, and finding method of introducing materials in the Sudanese secondary school English syllabus that will reinforce language writing (learning) and then try to find successful training for the teacher the results of this study are:

Teachers of English language was taught by non-specialized teachers , when the curriculum designed the teacher's ideas and views were not taken into consideration , the writing questions were not given importance in designing the examination , the writing tasks were not relevant to students life and students were not provided with suitable learning materials to promote their ability in writing .The researcher uses descriptive and analytical methodology .

My comment the researcher focus his study on difficulties facing students in Sudanese secondary school in writing, I think this a good thing for secondary students', even that at university student, they always face difficulties when they practice writing.

This research is related to the present study in:

a-Discuss difficulties facing students in Sudanese secondary school in writing.

b-A good method of introducing materials in secondary schools may reinforce language writing .

3- Nasrin Shokrpour and Mohammad Hossein .(2002)

(*EFL writing problems at the university level*), trying to point out the major difficulties with which students face when writing their reports): Fallahzadeh

This study aims at determining the defects in writing skill of medical students. The specific objective of this study is to determine whether language skills or writing skills are the major problem areas to which our fifth year medical students and interns are confronted. In order to compare these students. 101 admission and progress notes written in the internal medicine and pediatrics words by these students were surveyed based on systemic sampling approach. The notes were scored for language skills comprising spelling,

vocabulary, grammar and syntax, and writing skills including punctuation, cohesive devices, coherence and organization . Implications of the findings for EFL, writing instruction are discussed. Data analysis indicates that EFL medical students have problem both in language and writing skills, but with higher percentage of problem in writing skills. Although grammar, vocabulary and syntax are essential for a well written report , other more important areas are significant as well . Language accuracy, although very significant cannot alone result in effective writing: what our students need is also writing skills.

Research questions are :

1-Are grammar, vocabulary and syntax the main problem area in EFL writing?

In other words, would the EFL students' writing improve with remedial grammar, vocabulary lessons?

2-Is lack of writing skill the main problem to which students and interns are confronted?

3-Is there any difference between the fifth year medical students and interns in their skill in writing?

the results of this study are:

The finding of this research will hopefully have implications for teaching and will reduce the difficulties of students in writing in English. On the other hand, the results displayed reveal that the means of the errors in each component are very close at each other , indicating that there is problem in all components . The mean errors of spelling , punctuations , cohesive devices and coherence are higher than others .

Most of the errors were generally found in language skills (spelling, vocabulary , grammar and syntax) or writing skills (punctuations , cohesive devices , coherence and organization)

This research is related to the present study in :

a-This research is concerned with writing problems at the university level.

b-The notes were scored for language skills comprising spelling vocabulary, grammar and syntax, and writing skills including punctuation, cohesive devices, coherence and organization.

C-Language accuracy, although very significant cannot alone result in effective writing.

d-The mean errors of spelling, punctuation, cohesive devices and coherence are higher than others.

4- Anis Zulaikhabt Basrah(2013) Under the title (*Grammatical Errors Committed by ESL Upper Secondary School Learners in Writing*), Faculty of Languages and communication, university Pendidikan Sultanidries .

The objectives of this study focus on indentify the grammatical errors committed by ESL learners in writing and investigate the various forms of errors in the use of these committed by ESL learners in writing .The researcher uses of this study descriptive and analytical methodology

The finding of this study it summarized that there are three most common types of grammatical errors indentified from the students' writing which are errors in (tense) verb and noun. These three types of errors can be further divided into several categories.

the results of this study are:

There are several recommendations proposed based on this study for further consideration. The recommendations are proposed to those related in the educational field, those involved in the process of language learning and teaching as well as researches.

The current syllabus and curriculum might need to be revised and improvised according to the needs of the language learners in school . Based on this study ,

these is the need for students to given emphasis on tenses consider focus more on that part of grammar item to be implemented in English classrooms in schools .

This research is related to the present study in :

- a- To indentify the grammatical errors made by learners in writing .
- b- investigate the various forms of errors in the use of these learners in writing.
- c- The most common of types grammatical errors in writing which are errors in (tense , verb and noun)

5- Fayza Saleh Al Mammadi(2992) Under the title (*Written Grammatical Errors of Arabic as Second Language {ASL} Learners: An Evaluative Study by from {College of arts King Saud university} (KSL)*

The analytical study aims at investigating written grammatical errors committed by Arabic as second language (ASL) learners. More specifically, it explores the reasons behind committing these errors and their effects on the daily communication of ASL learners.

The results outline that written grammatical errors of ASL learners are characterized by the misuse of many grammatical items are:

Proper nouns { PN} , common nouns { CN} , main verbs { MV} , adjectives {adj} , time adverbs { T. Adv} , manner adverbs { M.adv }objective pronoun { O P } , central determiners { C. Det } including demonstrative { Dem } and articles { Artic } , pronoun { Pron } and prepositions { Prep }

The researcher recommended that (A S L) should be given due attention and to be taught effectively , and data could be developed .

This research is related to the present study in :

a-Discuss grammatical errors in writing , and explores the reasons behind committing these errors.

b-To know about some abbreviations' grammatical items

6- Alfred Gasim Yacoob Labi (2005)under title (*Investigating Difficulties Facing the Sudanese Secondary School in Writing in English as a foreign Language*). It is an unpublished M. Ed thesis,

Sudan University of Science and Technology. Faculty of Education

The aims of this study focusing on difficulties facing the Sudanese secondary schools' students in writing and trying to provided ways of solving them. It aimed also at finding ways and methods of introducing

material at Sudanese's' secondary school English syllabus that will reinforce language learning. The researcher uses descriptive and analytical methodology .

The results of the study are investigation showed that writing is deteriorating in the secondary school due to some factors , which affect the teachers' performance including crowded classes ,lack of teachers training , irrelevant specialization , rare inspectors' help , inconsistent syllabus and poor standard and some factors which affect students' ability including Arabicization , weak background , lack of exercise , supplementary material , lack of self-confidence and the position of writing in the school certificates examination .

This research is related to the present study in :

- a- difficulties facing the Sudanese secondary schools' students in writing
- b- Trying to provided ways of solving them
- c- The study are investigation showed that writing is in the secondary school due to some factors .

7- Mohamed Hamid Al-Ahmed (2006).entitled (*An investigation of Spelling Errors found in Written Composition of Second and third Secondary Students in the United Arab Emirates. Sudan University for Science and Technology*

The aims of this study to providing some insight into the teaching of English orthography in EFL context and giving some solution to overcome and improve the problems of spelling. The researcher uses descriptive and analytical methodology .

The result of this study is:

A-Vowels and silent letters are the most problematic areas.

B-There are significant differences between the percentages of spelling errors due to the sex.

C- The most frequent errors lie in the middle of the words

D- There are significant differences between the percentages of the spelling errors due to the level of the students.

8-Grammaical Errors Analysis in Students Recount Text

(The Case of the Twelfth Year Students of SMA N 1 Slawi, Tegal

in the Academic Year of 2006/2007)

The researcher uses descriptive and analytical methodology .

The problems to solve are:

(1)What kind of grammatical errors are faced by the twelfth year students of SMA N 1 Slawi in writing recount?

(2)What are the possible causes of those errors?

The objectives of the study are:

(1)To describe of grammatical errors in writing made by the students,

(2)To describe the possible causes of the errors. Because, identifying the possible causes of the errors made by the students may help the teachers as well as the students to improve in the teaching-learning process.

9.8 % errors in the use of pronoun, and 4 or 1.7 % errors in the use of conjunction.

(2)According to the findings, it can be concluded that the students have not mastered the use of verb groups. We can see it from the number of the errors made. Although they had been taught about it before, they were still confused which one to use when making a grammatical sentence. It could be because in bahasa Indonesia we do not have the verb conjugations. We do not have time signaling in expressing ideas. They are unfamiliar to this form and because English is still foreign for them. And those are the possible causes of their errors.

The students were still confused in making the agreement between subject and verb. It could be because in bahasa Indonesia there is no agreement between subject and verb.

The students were still confused in differentiating whether to use the definite or indefinite articles. It could be because in Indonesian language grammar there is no definite article used.

The students still confused in deciding preposition which preposition should be used, whether to use in, on, or at.

The students over generalized the pluralizing of nouns. They just added the -s/ -es without considering that there are some irregular forms of nouns pluralization.

The students still confused in deciding which pronoun should be used to substitute nouns, whether it is personal, relative, possessive, or demonstrative pronouns.

The students applied rules in forming past time verb to conjunctions.

From the explanations above, I can conclude that the students still confused in dealing with English grammar systems.

9- *Khor Hei Ching (2009) Common errors in written English essays of Chinese students , in Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia*

The researcher uses descriptive and analytical methodology .

The statement of this study are :

- a-Take one subject in their native language , which is Mandarin
- b-The national language that is Malay and it is compulsory for them to pass .
- c-Need to learn English as L1 and L2

The questions of this study are :

- a-What are causes problems for Chinese students from vernacular schools ?
- b-What are the most common errors in essays written in English at Chinese students from vernacular?
- c-What are the suggestion of the study to avoid these difficulties ?

The results of the study are :

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

b- The students were very much influenced by L1

This study related to the present study in :

a-The study consider some area of grammatical errors (tenses , propositions and subject-verb agreement .

b-The students have problems with grammatical rules

c-It is important to make students aware of the differences in the structure of the language .

d-Teachers need to emphasizing on how the concepts are handled in English

10- Yohanap Msanjila (2005) (Problems of Writing in Kiswahili)

A case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania , University of Dar es Salaam , Tanzania

The researchers uses the descriptive and analytical methodology to achieve this objectives .

This study attempts to identify and discuss writing problems in Kiswahili in Tanzanian secondary schools . The study uses data from two schools specifically selected as case studies . The study submits that pedagogically , unlike speaking which is acquired without explicit instructions, writing as a

skill has to be taught . Failure to appreciate this difference leads to communicative writing problems .

This study reveals six glaring writing problems , namely :

Capitalization and punctuation problems , inexplicitness or fuzziness , poor organization or illogical sequence , spelling problems and grammatical errors

The study argues that most of these writing problems arise from pedagogical reasons . To greater extent , these problems are not limited only to the two schools involved in the study , but apply also to other schools and higher learning institutions as well .

Thus , the study advocates that writing problems can be minimized if the students are taught writing as a skill by professional Kiswahili language teachers .

This study related to the present study in:

a-Discuss writing problems at secondary schools .

b-The study shows that most of these writing problems arise from pedagogical reasons .

c-the study can improve the quality of students' performance grammatical errors .

11- Patricia Murrow ,Date Modified (2014)Analysis of Grammatical Errors in Students' Writing- indicators for curricula enhancement -This paper prepared by

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Analysis of errors in students' original writing revealed significant shortfalls in grammatical ability in key areas even though the students are capable of demonstrating competence in routine textbook style exercises. There was a clear relationship between the topic chosen and the number and range of errors. The results suggest that while more grammatical instruction is required, the structures may be more successfully taught by use of specific context in writing classes. Various strategies for improving the students' ability to communicate effectively are proposed.

In this study, The researcher uses descriptive and analytical methodology. After correction, grading, and feedback to students, copies of the students' work were retained for use in this study. Each essay was analyzed for errors and the errors recorded. Development of a consistent methodology created

some challenges. The wide range of error types and the complexity of some errors created problems in how to categorize and subdivide them. The categories chosen, as summarized in Table 1, may seem somewhat arbitrary, but were judged to best reflect the most common types of errors, and also to cover the main syntactic components of sentences and paragraph .A secondary difficulty was in choosing how and where to record errors. For example, the clause “...they has never dreaming...” was assigned to the negative verb form category as a single error, although a case might be made for assigning two or even three errors to this phrase or, arguably, assigning the problem clause to a completely different category. In general, error(s) were recorded on the basis of presumed primary cause. In the example above, the problem arose from the student’s inability to assign the correct verb form, presumably “they never have dreams” or “they never dream”.

The results show errors relating to use of verbs far outweighed any other category (Fig. 1). Confusion between parts of speech, for example adjectives used as adverbs, was the next most common error. The other errors were more or less evenly distributed between the remaining categories. The breakdown of verb related errors into subcategories

(Fig. 2) shows that negative verb forms caused the most .

Category Subcategories

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

Nouns :missing singular/plural inappropriate choice

Conjunctions :missing misplaced inappropriate choice

Articles :missing superfluous incorrect choice

Pronouns :missing superfluous incorrect choice

Prepositions :missing superfluous incorrect choice

Parts of speech :noun-verb noun-adjective adjective-adverb

This study related to the present study in:

1-The purpose of this paper is to present a numerical analysis of grammatical errors in students' writing as a means of identifying those aspects of English grammar .

2- The paper discuss also parts of speech relating to confusion between parts of speech , for example adjectives used as adverbs .

To sum up this part , previous studies all these studies are in the same field of the present study . The first study was designed to investigate the four frequent types of grammatical errors , the sample of this study consisted of third year students at university , this study by Nantanawan Nanwita . This study relevant to the present study .

Selma discussed problems facing students at secondary in writing (third class)She discussed ways of solving these difficulties , and then suggested method , but Nasrin discuss the same study but at university level . Anis Zulaikhabr classified grammatical errors into three types , he found out those problems involved in process of language learning and teaching , the current syllabus .

Fayza Saleh at College of arts king Saud university , investigating written grammatical errors committed by Arabic as second language , exploring the reasons behind committing these errors and their effects on daily communication of ASL learners . Gasim is deteriorating writing in secondary schools by some factors . Also Mohamed Hamid discussed in his study , spelling errors in writing composition at the second and third year , he found out vowels and silent letters are the most problematic area .

Grammatical errors analysis in students recount text by Slawi Tegal . In the finding concluded in verb groups , and confusing in (subject &verb , definite & indefinite , articles)

The last study from China by Khor Hei Ching . The benefits of this study to draw attention to grammatical rules .

The present study is " *investigating grammatical errors at secondary school English language learners in writing composition* "

My case of some secondary schools in al-Gedarf town (Sudan) . All these studies above discussing difficulties facing students in writing either in secondary schools or universities , and consider grammatical errors , mention difficulties and suggested ways to solve these problems . But my study in a certain area (Gedarf town) where students at secondary schools face grammatical difficulties in writing , and there are causes behind these grammatical errors . The research intended to :

The research can be used by the English teacher of third year students of Gedaref secondary schools as mean to improve the quality of the students' in analyzing grammatical errors .

The research can be used by other teachers , either at Al Gedarf secondary schools or at other schools , as a model in improving the quality of the students' analyzing grammatical errors in the English teaching-learning process .

The research can develop the researcher's mind through the problem-solving process.

To encourage the student's motivation in learning English and writing composition .

Giving the students chance to learn English by doing to write the composition.

Summary of the Chapter

The researcher has reviewed in this chapter the literature related to investigating grammatical errors encountering secondary school English language learners in writing composition , which is the subject of the current study .

The first half of this chapter attempted to provide a theoretical framework of the research . It dealt with the general characteristics of grammar :their definitions ,contrastive analysis , grammatical errors , benefits of analyzing errors source of error , errors and mistakes , the importance of writing.

The researcher has reviewed in this chapter the grammatical errors in students' composition and showed the difficulties faced by secondary school students in writing like parts of speech and English spelling .

The second part attempted to survey some of the literature related to the present research . It reviewed some previous works , reference researchers and recent studies that dealt with grammatical errors . Most of this research is about the theory of grammatical errors and their place in language .

Research on the teaching and learning of writing composition focused on the negligence of grammar in language . It also investigated the difficulties learners have with English writing composition which was referred to anomalous nature of writing .

As seen from the previous review of literature most research dealt with the difficulties advanced learners have with grammatical items expressions and that there was lesser research which was addressed to the learners' practical needs to understand and use grammatical items expressions in a proper way . The current study intends to contribute to this research area .

The following chapter will present research design and methodology .

Chapter Three

Research Methodology

3 .0 Introduction

In the previous chapter the related literature has been reviewed and the finding of previous studies have been presented and discussed. The present chapter describes the methodology used in this study which is an attempt to investigate the grammatical errors encountering secondary school English language learners in writing composition. Thus, this chapter is confined to description of the subjects, data collection instruments (test, questionnaire) and the procedures followed in administering these instruments. It also includes reliability and validity of the instruments used for collecting the data.

3.1 Tools

The researcher designed the following two instruments for conducting the study :

a-test on writing composition for students in third year at al-Gedaref secondary schools (male and female) in English language . Another test will be given to the same students on grammar

b-Questionnaire for ELT teachers

3.1.1 The Test

Of the two research instruments , the test was given more emphasis because the students were the major target of the study and the investigation of their grammatical proficiency in English is the focal objective of the present study .

The test was carefully designed to assess the students' proficiency in English grammar . The questions are meant to cover the different levels of analysis of grammatical items such as the articles , sentence structures , propositions and tenses .

The test was administered to a total of 250 students . Participants were third year students at secondary schools (male and female) and they received a 30 minutes general orientation time before taking the test . They were introduced to the subject of the study and informed about the purpose and procedures of the test .

3.1.2 The Teachers' Questionnaire

The aim of the questionnaire employed in this study was to find out the views of teachers about the teaching of English and other points relevant directly to the questions of this research . It was administered to a total sample of 40 ELT teachers in some secondary schools in al-Gedaref town . It consisted of two parts , the first part contained personal information about the participants

, the second part contained 18 statements assessing ELT teachers views about the kind of grammatical errors facing students when they practise writing .

A 5 point Likert scale was used to show the responses expected from the participants . Five options were provided on the scale as follows :

1-strongly agree

2-agree

3-not sure

4-disagree

5-strongly disagree

The questionnaire was designed to measure the following variables as follows :

3.1.1 The Students' Sample of the Study

Table 3.1 Distribution of the sample of students

The Name of School	Sex	No
Al Salmabi Secondary School	Female	50
Al Gadeema Secondary School	Male	50
Al Ameeria secondary School	Female	50
Al Namuzajia Secondary School	Female	50

Al Namuzajia Secondary School	Male	50
Total		250

Table 3.2 Distribution of the sample of ELT teachers

Qualifications	No
M.A -English	3
High Diploma-English	12
B.Ed (English)	25
Total	40

3.2 The Sample and Population of this Study

Two groups of population were indentified for carrying out this study :

a-The population of students who are the target of teaching idiomatic expressions

b-The population of English language teachers at al-Gedaerf secondary schools who are carrying out the task of teaching and who are engaged in the evaluation and design of the language syllabus.

The first population group consisted of senior Sudanese secondary students majoring in English language in al-Gedaref secondary schools . They were (male and female) students . The second population group consisted of ELT teachers in these secondary schools .

The first population of the study was represented by sample group consisting of 250 students distributed in five secondary schools at al-Gedaref town . They were third year students majoring in English language .The majority of these subjects have the same cultural and language background , with Arabic as their first language . Most of them had studied the target language as a compulsory subject for seven years in the same school language curriculum approved by the Sudanese Ministry of Education .

The table below shows the distribution of the sample of students :

The second population of the study which consisted of English teachers at al-Gedaref secondary school was represented by sample group consisting of 40 ELT teachers . The table below shows the distribution of this sample according to the teachers' qualifications .

Table 3 .3 Variables measured by the WLT teachers' questionnaire

Questions	Variable measured
Questions No 1 , 2 ,16	The advantages of introducing grammatical items at secondary school
Questions No 3,4,5, 8,10,11,12,17	Checking whether grammatical items are covered in SPINE series when teaching writing
Questions 6, 9,	ELT teachers views on the realization of the grammatical

13,14,15	errors expressions
Questions 7 , 18	ELT teachers views about methodology of teaching grammatical items

3.2.1 Validity of the Research Tools

Validating a research tool is determining whether it is accurate . The ensure the validity of the research tools , the researcher consulted 5 ELT experts referees . He distributed copies of the grammar test and the ELT teachers' questionnaire to these experts to give their judgment , opinions and remarks about these instruments with regard to their suitability , relevance clarity .

The suggestions and opinions of the experts about the construction and content of both the test and the questionnaire were taken into consideration and were incorporated in the final version .

3.3.2 Reliability of the Research Tools

Test – reliability refers to the test's consistency which means that the test . the test should give similar results if it is given to the same group of subjects on at least two separate circumstances . It should be expected that the relationship between the first and the second administration of the test would be a high positive correlation .

3.3.3 Reliability of the Test

As for the present study the researcher used the test –retest method to verify the reliability of the test . It was first administrated on 20 students (selected later from the sample of the study) , and then administrated once again on the same group two weeks later . The following formula for the Person Correlation Coefficient {r} was used to correlate subjects scores in the two test .

$$r = \frac{\sum XY - (\sum X)(\sum Y)}{\sqrt{(\sum X^2 - (\sum X)^2)(\sum Y^2 - (\sum Y)^2)}}$$

r=Pearson correlation coefficient

x=variable 1 (subject scores in the first test)

y= variable 2 (subject scores in the second test)

nΣ= number of subjects

Results were also processed using SPSS program and the scores of the subjects in the first test were correlated with those in the second test using Pearson Correlation coefficient was 0.648 which was quite adequate for the test reliability .

Cronbach's alpha was also used to measure the internal reliability of the scores obtained in the two tests . The coefficient reported was 0.7641 which proved that the test was reasonably reliable .

The validity of the research was calculated using the following equation :

$$\text{Validity} = \sqrt{\text{reliability}}$$

$$\sqrt{0.648} \text{ (using Pearson Correlation Coefficient)}$$

Upon considering all the validity and reliability coefficients of the subjects of the pilot sample which reported more than 50% , the composition test was of an adequate validity ad reliability and that it would help in obtaining acceptable statistical analysis .

3.4 Procedure

The researcher followed the following steps for the implementation of the research tool .

-Third classes at the secondary schools were chosen inAl- Gedaref town as follows :

1-Al Gadeema AlGeadeef secondary school for boys .

2-Al- Salmabi secondary school for girls

3-Al-Ameeria secondary school for girls .

4- Al-Namuzajia secondary school for boys .

5- Zainb Mohamed Noor secondary school for girls .

-The researcher obtained permission from the administration of the respective secondary schools and then administered the test in the selected schools .

Moreover, copies of the questionnaire were distributed by hand to ELT teachers in secondary schools at Al – Geadref State . Some inquiries from respondents about some of the questionnaire contents were given due attention and clarification . Respondents were also assured that the information they would give would be treated in confidentiality and would only be used for the present study .

Summary of the Chapter

The researcher has described in this chapter the methodology of the research and the tools and procedure used for conducting his research .

The chapter has given a full description of the population of the study and of selected sample . It described the research tools which consisted of a test on English writing composition and test on grammar for secondary school students in Al- Gedaref town and of questionnaire for ELT teachers .

The chapter also described the steps taken to judge and ensure the validity and reliability of the research tools in addition to the description of the procedure followed for conducting the research .

The following chapter will focus on the data analysis results and discuss .

Chapter Four

Data Analysis , Results and Discussion

This chapter deals with the analysis of the data obtained from administering the composition and grammar test and the EFL teachers' questionnaire . The data were processed by computer using the Statistical Package for Social Studies (SPSS) program .

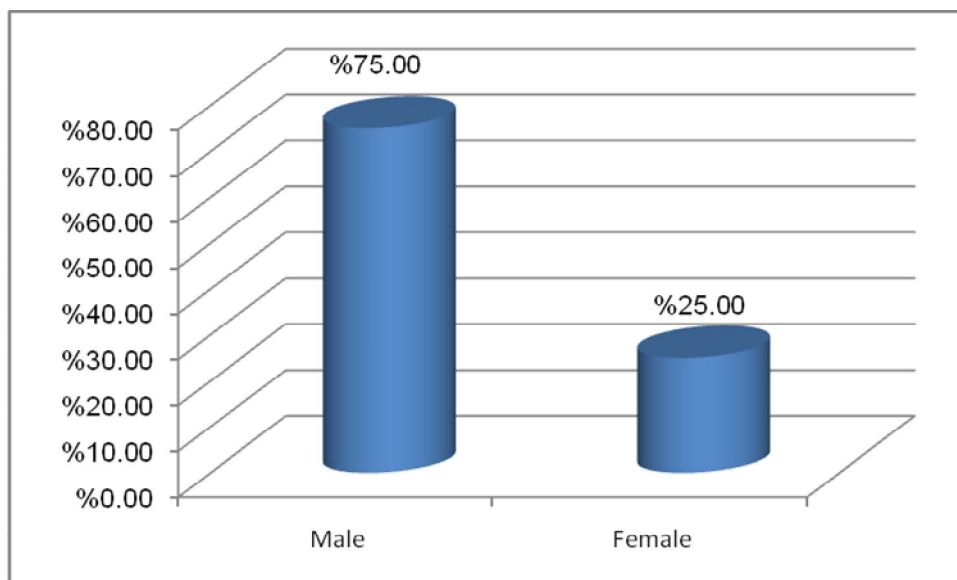
Some descriptive statistics such as the standard deviation and means were used to identify any significant differences of the independent variables in the study .

The chapter consists of two sections . The first section shows and analyses the data obtained from the EFL teachers' questionnaire . The second one provides composition test and test in grammar items .

Table 4.1 Frequency distribution of the sample for male and female by what is sex

Valid	Frequency	Percent
Male	30	75.0%
Female	10	25.0%
Total	40	100.0%

Figure 4 . 1 Frequency distribution of the sample for male and female by what is sex



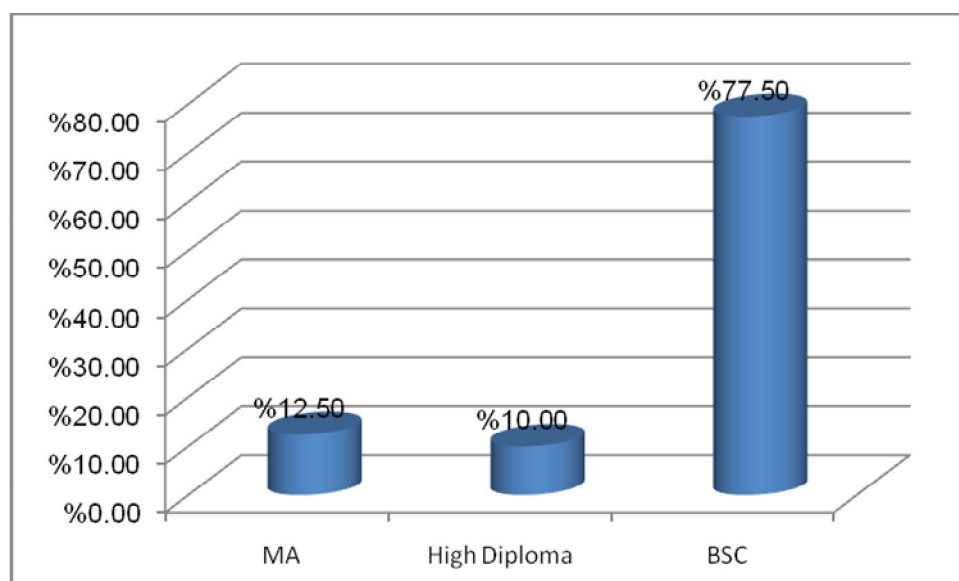
The table and figure above show that the distribution of the sample by the what is your sex is male by (%75) and female by (%25)

Table 4.2 Frequency distribution of the sample by the Qualification , M A , High Diploma and BCC

Valid	Frequency	Percent
MA	5	12.5%
High Diploma	4	10.0%
BSC	31	77.5%

Total	40	100.0%
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Figure 4.2 Frequency distribution of the sample by the Qualification , M A , High Diploma and BCC



The table and figure above show that the distribution of the sample by the Qualification is MA by (% 12.5) and High Diploma by (% 10) and BSC by (% 77.5).

As seen from table 4.2 above there is a great difference in teachers performance of the questionnaire . Percentages which were obtained showed varying levels of the teachers .

This variation of the standard of the experiences help to give good ideas of this study .

4.1 The ELT Teachers' Questionnaire

This section attempts to analyze and discuss the statistical results obtained from the ELT teachers' questionnaire . The data were gained from the responses of total sample of 40 ELT teachers' English language at secondary schools at al- Gedaref secondary schools . The questionnaire was intended to assess the ELT teachers' views on the subject matter of grammatical difficulties in writing composition their relevance to English language at secondary schools , the students' abilities of processing English writing .

Cranach's alpha method: -

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

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

1 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 (0.91), 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 4.3 Chai-square test Differences Among ELT Teachers ' Questionnaire Responses

Statement	Chi-Square	df	Sig.	Median	scale
Secondary school students avoid the use of grammatical items	15.000	4	0.005	4.00	Agree
Students develop their own study skills when dealing with grammar	11.750	4	0.019	4.00	Agree
The learning of the grammar though difficult is vital to the writing English language	32.250	4	0.000	4.00	Agree
The teaching of grammar based on writing is likely to help secondary school students to write efficiently	22.600	3	0.000	4.00	Agree
Grammatical errors related to English grammar arise probably from structural patterns	25.250	4	0.000	4.00	Agree
Learning English grammar helps students to learn language	46.500	4	0.000	4.00	Agree
The method teachers use to teach grammar at secondary school are suitable for students	14.500	4	0.006	4.00	Agree
Teaching grammar materials for learning English language are sufficient	12.000	4	0.017	2.00	Disagree
Guide questions in writing composition help	18.050	2	0.000	5.00	Strongly

students in writing					agree
Grammatical items in SPIN series help students to practice the writing skill sufficiently	14.750	4	0.005	4.00	Agree
Writing composition in SPIN series give the chance for students to work with the language (i.e. the ask questions about grammar	11.400	3	0.010	4.00	Agree
Writing composition in SPINE series help a lot in understanding the grammar items	13.750	4	0.008	4.00	Agree
Teaching students grammar is useful in developing creative writing	38.500	4	0.000	4.00	Agree
It is important to ask students to write activates based on grammatical items	6.350	2	0.042	4.00	Agree
Writing short activities based on grammatical items improve writing	15.800	2	0.000	4.00	Agree
The teaching of grammatical items based on context is likely to help secondary school students in writing	27.600	3	0.000	4.00	Agree
Teaching grammatical rules should not be separated from the teaching of writing	31.250	4	0.000	5.00	Strongly agree
Teaching grammatical through writing is likely to improve students writing	47.500	4	0.000	4.00	Agree

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 5.00 .

4.2 Discussion of the ELT Teachers' Questionnaire Items

The items of the questionnaire cover the following domains :

The domain is measured by the following statements 5 , 16 and 17

Question 1 . What kind of grammatical difficulties in composition writing are facing third year secondary schools students in al.Gedaref town? .

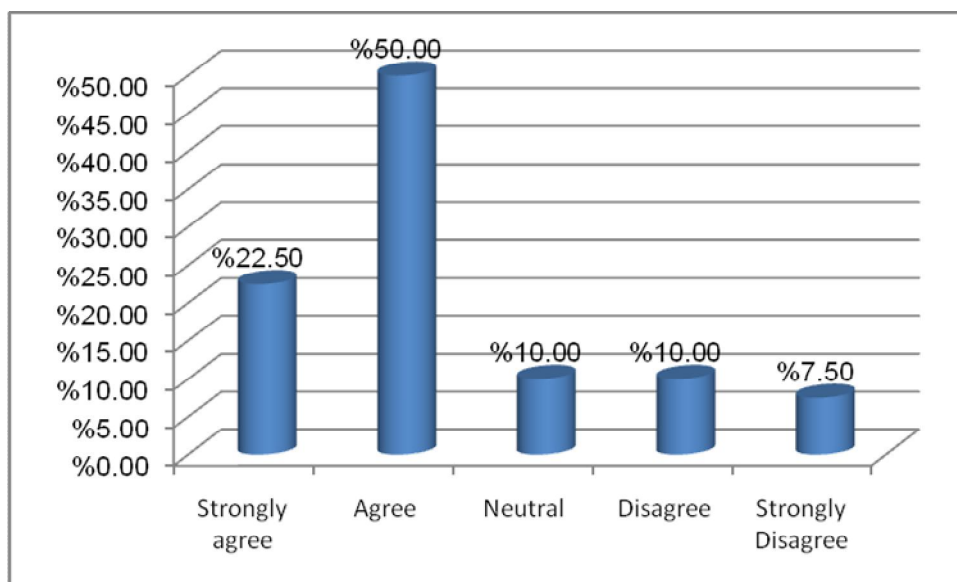
Statement {5} Grammatical errors related to English grammar arise probably from structural patterns .

The table below will show , in numbers and percentages , the respondents answers to the statements related to this domain .

Table 4.4 Frequency and percentage for statement (5)

Value	Frequency	Percent
Strongly agree	9	22.5%
Agree	20	50.0%
Neutral	4	10.0%
Disagree	4	10.0%
Strongly Disagree	3	7.5%
Total	40	100.0%

Figure 4.3 Frequency and percentage for statement (5)



The table and figure above shows that {20} of the total number of the respondents agreed that grammatical errors probably from structural patterns agree) the distribution of the sample by the statement as follows strongly agree by (%22.5 .) Neutral by (%10) disagree by (%10) Strongly Disagree by (%7.5) by (%50.0

The result above , the fifth statement of the questionnaire is accepted the means of this statement 4,0 . Since main findings indicate that the data analysis of the questionnaire approved with majority of teachers agree 50,00. Grammatical errors related to English grammar arise probably from structural patterns .

Statement {16} The teaching of grammatical items based on context is likely to help secondary school students in writing .

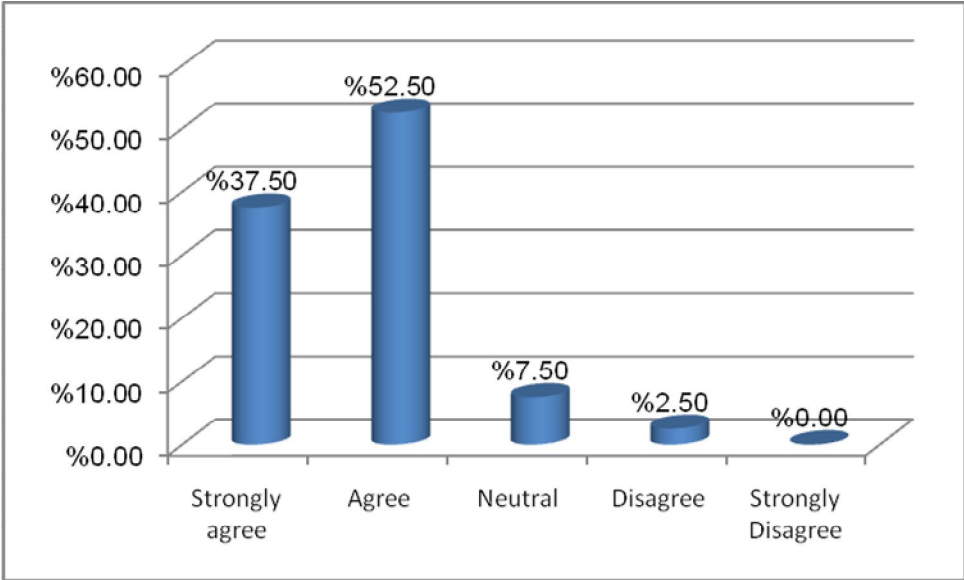
The table and figure below will show that the distribution of the sample by the Neutral by (%7.5)) agree by (%52.5) statement as follows strongly agree by (%37.5 .)disagree by (%2.5) Strongly Disagree by (%0.00

Table 4.5 Frequency and percentage for statement (16)

Value	Frequency	Percent
Strongly agree	15	37.5%
Agree	21	52.5%
Neutral	3	7.5%
Disagree	1	2.5%
Strongly Disagree	0	0.00%

Total	40	100.0%
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Figure 4.4 Frequency and percentage for statement (16)



It clear from the table and figure above that the high percentage of the respondents chose the agree {21 } . 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 %52.50

The result also reveal that more than %37. 50 of respondents chose strongly agree . Though the teaching of grammatical items based on context is likely to help secondary school students in writing.

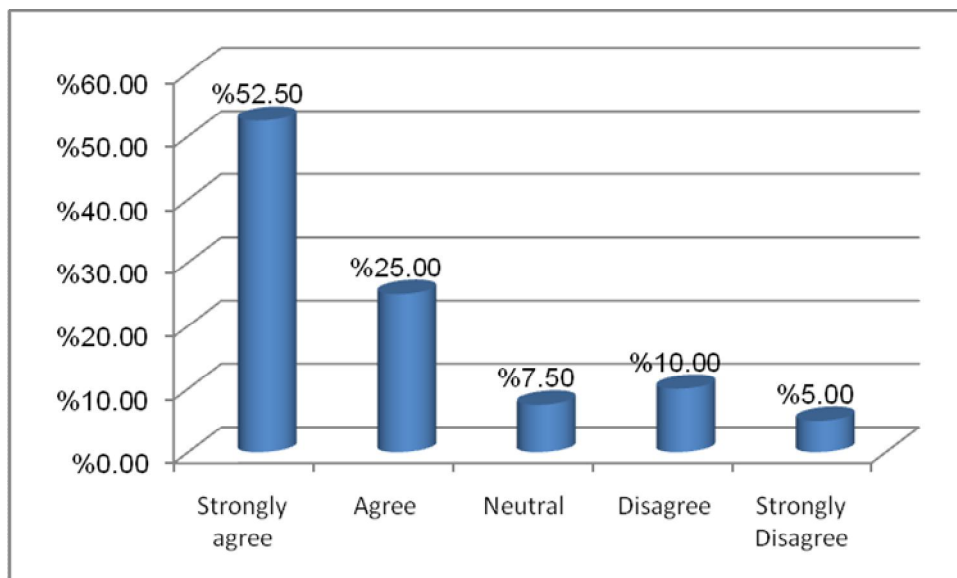
Statement {17} Teaching grammatical rules should not be separated from the teaching of writing

The table and figure below will show that the distribution of the sample by the Neutral by (%7.5)) agree by (%25) statement as follows strongly agree by (%52.5 disagree by (%10) Strongly Disagree by (%5.0)

Table 4.6 Frequency and percentage for statement (17)

Value	Frequency	Percent
Strongly agree	21	52.5%
Agree	10	25.0%
Neutral	3	7.5%
Disagree	4	10.0%
Strongly Disagree	2	5.0%
Total	40	100.0%

Figure 4.5 Frequency and percentage for statement (17)



The obtained percentage , as seen from the table and figure above , the result shows , the statement (17) of questionnaire is the mean is 5.00 . Since main findings indicate that the data analysis of the questionnaire approved with majority of the teachers noticed that strongly agree %52.50 . Teaching grammatical rules should not be separated from the teaching of writing .

Domain {2} This domain focuses on frequency of grammatical difficulties in writing composition , encounter secondary schools' students . It is related to the following statements 1 , 2 , 4 , 6 , 13 and 18

Question 2.What is the frequency of grammatical difficulties in writing composition facing secondary schools students in al.Gedaref town ?

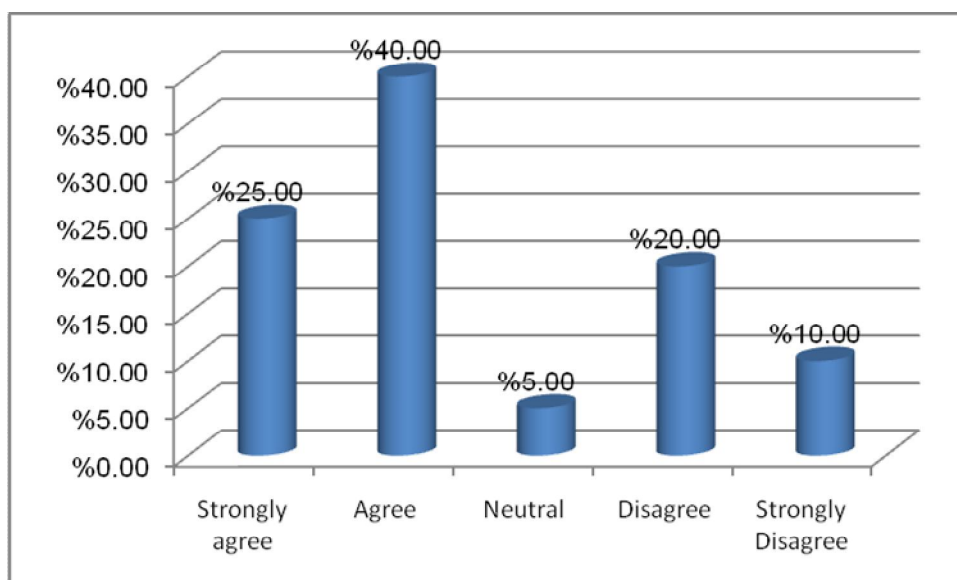
Statement { 1 } Secondary school students avoid the use of grammatical items

The table below will show the number and percentage of the respondents of the Neutral by (%5)) agree by (%40) teachers. Statement as follows strongly agree by (%25).disagree by (%20) Strongly Disagree by (%10

Table 4.7 Frequency and percentage for statement (1)

Value	Frequency	Percent
Strongly agree	10	25.0%
Agree	16	40.0%
Neutral	2	5.0%
Disagree	8	20.0%
Strongly Disagree	4	10.0%
Total	40	100.0%

Figure 4.6 Frequency and percentage for statement (1)



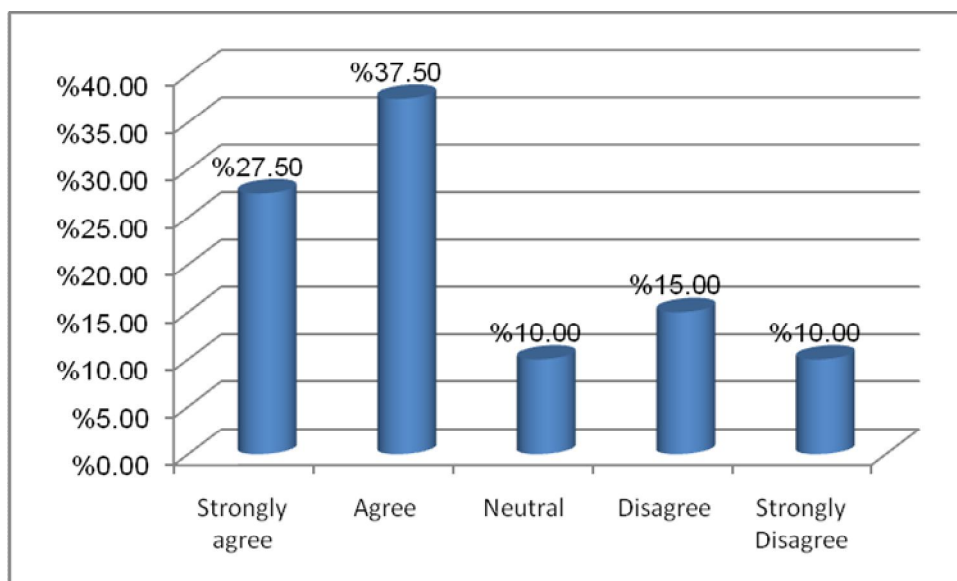
In light of the result above , the first statement of questionnaire is approved . The means of this statement is 4,00 . Since it's main findings indicate that the data analysis of the questionnaire approve with the majority of teachers agree 40% using the best of the materials in course is a great help in developing student's writing .

Statement { 2 } Students develop their own study skills when dealing with grammar

Table 4.8 Frequency and percentage for statement (2)

Value	Frequency	Percent
Strongly agree	11	27.5%
Agree	15	37.5%
Neutral	4	10.0%
Disagree	6	15.0%
Strongly Disagree	4	10.0%
Total	40	100.0%

Figure 4.7 Frequency and percentage for statement (2)



The table and figure above show that the distribution of the sample by the statement as Neutral by (%10) disagree by (%15)) agree by (%37.5) follows strongly agree by (%27.5 .)Strongly Disagree by (%10

The table 4.4 above indicate that the majority of the respondents chose the agree . The means of this statement is 4,00 , that data analysis of the questionnaire approved with the majority of the teachers agree 36% follow a good techniques to develop student's writing

Statement { 4 } The teaching of grammar based on writing is likely to help secondary schools students to write efficiently .

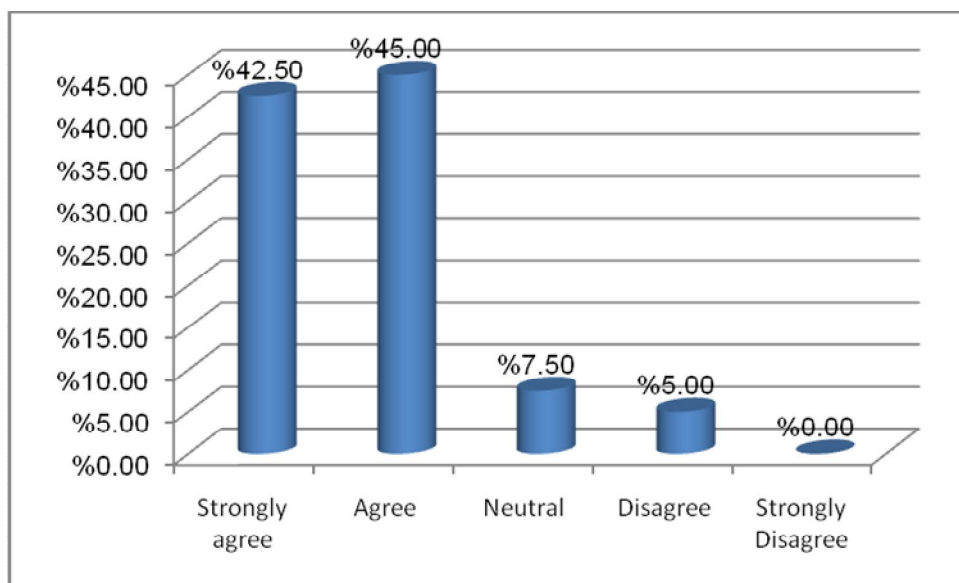
The table and figure below will show that the distribution of the sample by the Neutral by (%7.5) disagree) agree by (%45) statement as follows strongly agree by (%42.5 .)by (%5) Strongly Disagree by (%0.00

Statement {6} Learning English grammar helps students to learn language .

Table 4.9 Frequency and percentage for statement (4)

Value	Frequency	Percent
Strongly agree	17	42.5%
Agree	18	45.0%
Neutral	3	7.5%
Disagree	2	5.0%
Strongly Disagree	0	0.00%
Total	40	100.0%

Figure 4.8 Frequency and percentage for statement (4)



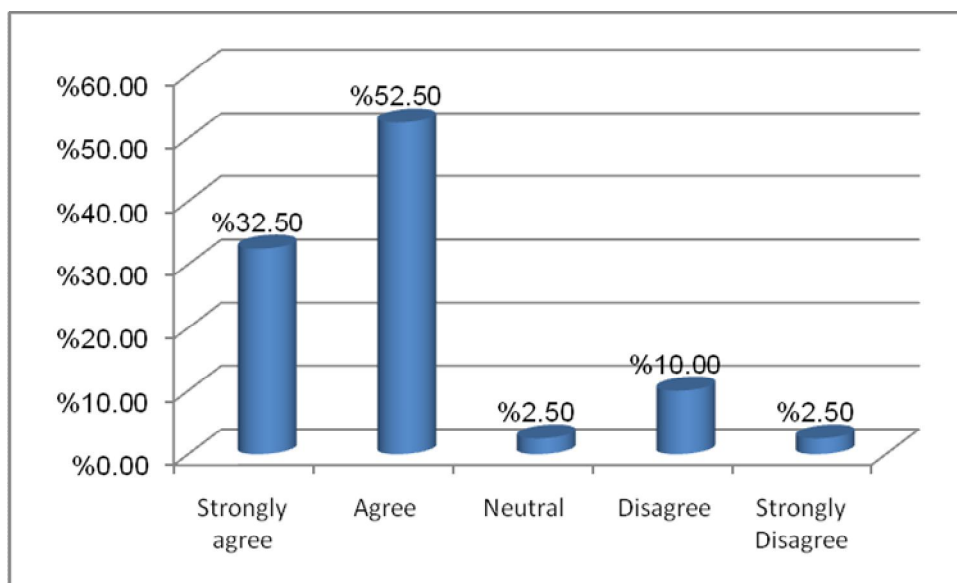
As seen from table 4. 6 the respondents chose the intended agree and strongly agree , this statement is accepted , Since main findings indicate that the data analysis of the questionnaire approved of the teachers agree 45,00 and strongly agree 42,50. Also this statement accepted it has means 4.0 . The teaching of grammar based on writing is likely to help secondary school students to write efficiently .

Statement { 13 }Teaching students grammar is useful in developing creative writing .

The table and figure below will show that the distribution of the sample by the Neutral by (%2.5)) agree by (%52.5) statement as follows strongly agree by (%32.5 disagree by (%10) Strongly Disagree by (%2.5)

Table 4. 10 Frequency and percentage for statement (13)

Value	Frequency	Percent
Strongly agree	13	32.5%
Agree	21	52.5%
Neutral	1	2.5%
Disagree	4	10.0%
Strongly Disagree	1	2.5%
Total	40	100.0%

Figure 4. 9 Frequency and percentage for statement (13)

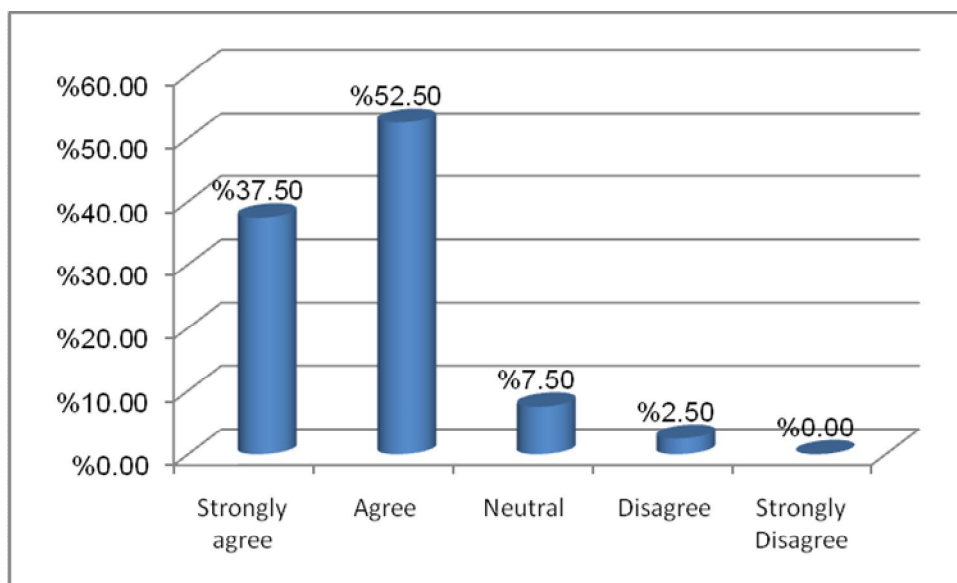
As show from the table and figure above the highest percentage of respondents chose the agree %52,50 this indicates that , as well as for the other previous four items . Some teachers respondents strongly agree %32.50 . Teaching students grammar is useful in developing creative writing .

Statement { 18} Teaching grammatical through writing is likely to improve students' writing .

The table and figure below will show that the distribution of the sample by the Neutral by (%7.5)) agree by (%52.5) statement as follows strongly agree by (%37.5 disagree by (%2.5) Strongly Disagree by (%0.00)

Table 4.11 Frequency and percentage for statement (16)

Value	Frequency	Percent
Strongly agree	15	37.5%
Agree	21	52.5%
Neutral	3	7.5%
Disagree	1	2.5%
Strongly Disagree	0	0.00%
Total	40	100.0%

Figure 4.10 Frequency and percentage for statement (16)

It is clear from the table and figure above that the high percentage of the respondents chose the agree . 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 %52.50

The result also reveal that more than %37. 50 of respondents chose strongly agree . Though the teaching of grammatical items based on context is likely to help secondary school students in writing.

Domain {3} The possible causes behind these grammatical difficulties in writing composition .This domain is related to the following statements 3 , 9 , 14 and 15

Question {3} What are the possible causes behind these grammatical difficulties in writing composition ?

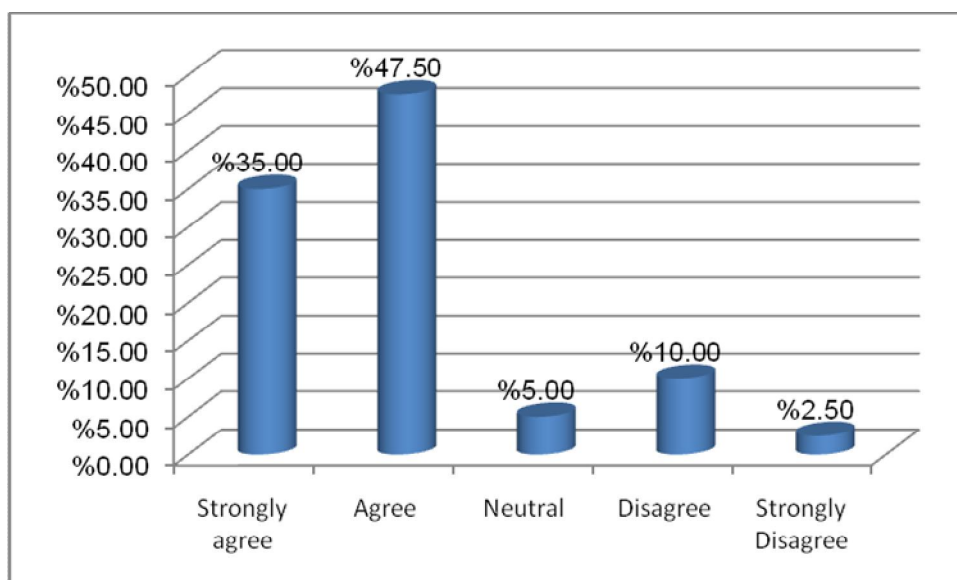
Statement { 3 } The learning of the grammar though difficult is vital to the writing English language .

The table and figure below will show that the distribution of the sample by Neutral by) agree by (%47.5) the statement as follows strongly agree by (%35 .)(%5) disagree by (%10) Strongly Disagree by (%2.5

Table 4.12 Frequency and percentage for statement (3)

Value	Frequency	Percent
Strongly agree	14	35.0%
Agree	19	47.5%
Neutral	2	5.0%
Disagree	4	10.0%
Strongly Disagree	1	2.5%
Total	40	100.0%

Figure 4.11 Frequency and percentage for statement (3)



The results in the table and figure above show that the agree obtained the higher percentage of 47,50 . This statement of the questionnaire is accepted . The means of the

statement is 4.00 . It should be pointed that , the learning of the grammar though difficult is vital to the writing English language .

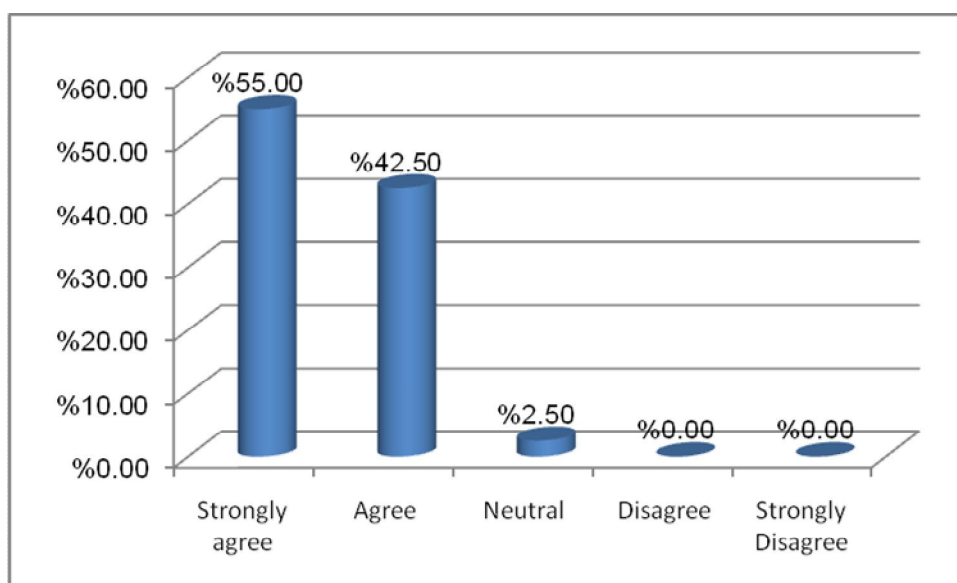
Statement { 9 } Guide questions in writing composition help students in writing .

The table below will show the number and percentage of the respondents statement as Neutral by (%2.5) disagree by (%0.00)) agree by (%42.5) follows strongly agree by (%55 .)Strongly Disagree by (%0.00

Table 4.13 Frequency and percentage for statement (9)

Value	Frequency	Percent
Strongly agree	22	55.0%
Agree	17	42.5%
Neutral	1	2.5%
Disagree	0	0.00%
Strongly Disagree	0	0.00%
Total	40	100.0%

\Figure 4.12 Frequency and percentage for statement (9)



In the light of the result above , the ninth statement of the questionnaire is accepted , the means is 5.00 . Since main findings indicted that data analysis of the questionnaire approved with majority of the teachers strongly agree %55,00 . Another respondents showed agree approval of that view whereas a considerable number {9} respondents approved of it . Guide questions in writing composition help students in writing .

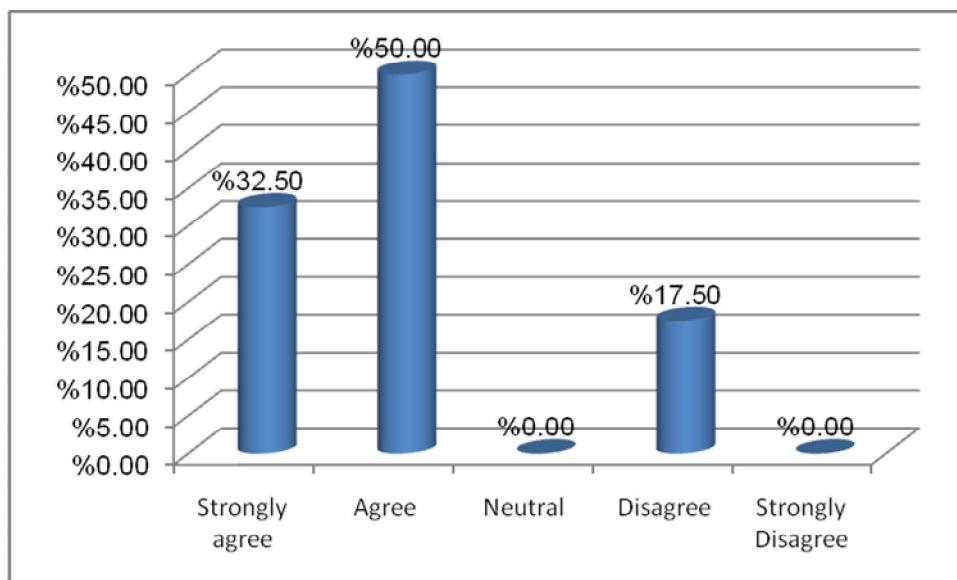
Statement {14} It important to ask students to write activities based on grammatical items .

The table and figure below will shows that the distribution of the sample by the Neutral by (%0.0)) agree by (%50) statement as follows strongly agree by (%32.5).disagree by (%17.5) Strongly Disagree by (%0.0

Table 4.14 Frequency and percentage for statement (14)

Value	Frequency	Percent
Strongly agree	13	32.5%
Agree	20	50.0%
Neutral	0	0.00%
Disagree	7	17.5%
Strongly Disagree	0	0.00%
Total	40	100.0%

Figure 4.13 Frequency and percentage for statement (14)



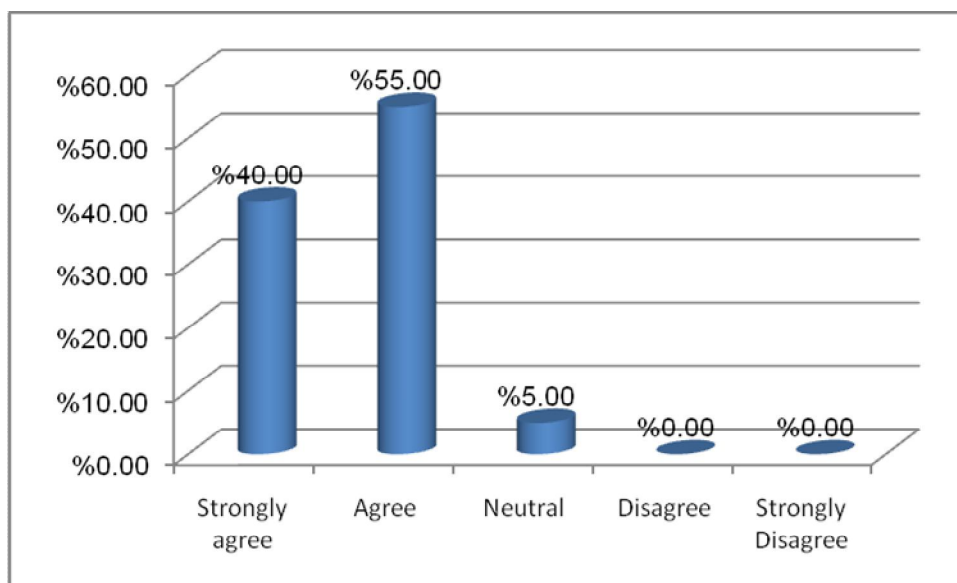
The result shown in the table and figure above indicate that almost half of the respondents agree . The statement of questionnaire is accepted the mean of this statement is 4.00 . Since main findings indicate that the data analysis of the questionnaire approved with majority of the teachers noticed that agree %5 0,00. It is important to ask students to write activates based on grammatical items .

Statement {15}Writing short activities based on grammatical items improve writing

The table will show that the distribution of the sample by the statement as follows Neutral by (%5) disagree by (%0.00) Strongly) agree by (%55) strongly agree by (%40 .)Disagree by (%0.00)

Table 4.15 Frequency and percentage for statement (15)

Value	Frequency	Percent
Strongly agree	16	40.0%
Agree	22	55.0%
Neutral	2	5.0%
Disagree	0	0.00%
Strongly Disagree	0	0.00%
Total	40	100.0%

Figure 4.14 Frequency and percentage for statement (15)

The table and figure above shows 22 of the respondents with majority of %55 recommended writing short activities based on grammar improve writing composition .

In the light of the result above , the statement (15) of the questionnaire is accepted the mean of this statement is 4.00 . Since main findings indicate that the data analysis of the questionnaire approved with majority of the teachers noticed that agree %55.00 . Writing short activities based on grammatical items improve writing .

Domain { 4 } dealing with strategies and method used for overcoming the problems . The domain is measured by statements 7 , 8 , 10 , 11 and 12 . It is related to the following question .

Question {4} What possible strategies could be used for overcoming these difficulties ?

The table below will display results of the respondents degree of agreement or disagreement with the statements that assess this hypothesis .

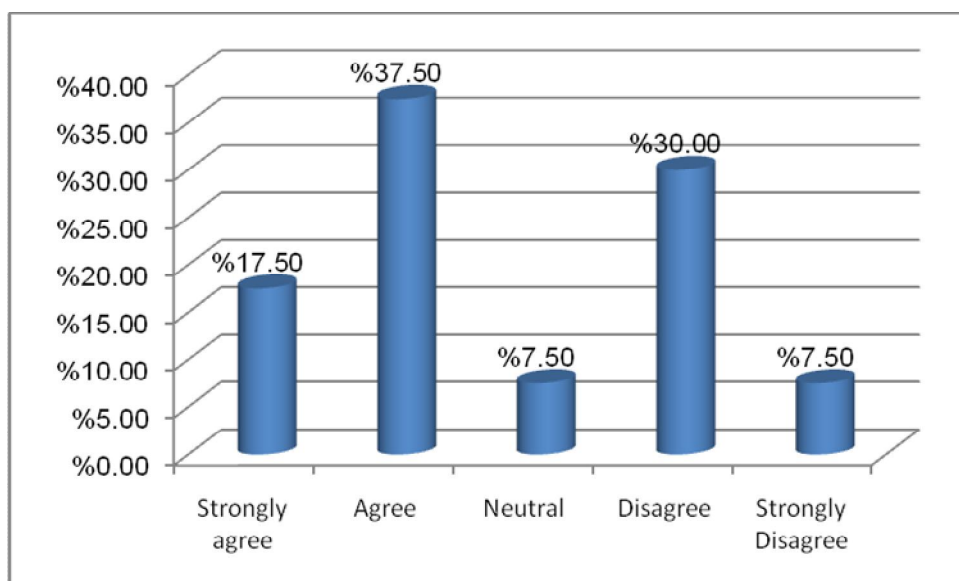
Statement { 7 } The method teachers use to teach grammar at secondary school are suitable for students .

The table and figure below will show that the distribution of the sample by the Neutral by (%7.5)) agree by (%37.5) statement as follows strongly agree by (%17.5 .)disagree by (%30) Strongly Disagree by (%7.5

Table 4.16 Frequency and percentage for statement (7)

Value	Frequency	Percent
Strongly agree	7	17.5%
Agree	15	37.5%
Neutral	3	7.5%
Disagree	12	30.0%
Strongly Disagree	3	7.5%
Total	40	100.0%

Figure 4.15 Frequency and percentage for statement (7)



As shown from the table and figure above the higher percentage of respondents chose the agree . This indicates that , as well as for the other previous four items . Result also reveal that %30,00 of respondents chose disagree . Though the method teachers use to teach grammar at secondary school are not suitable for students.

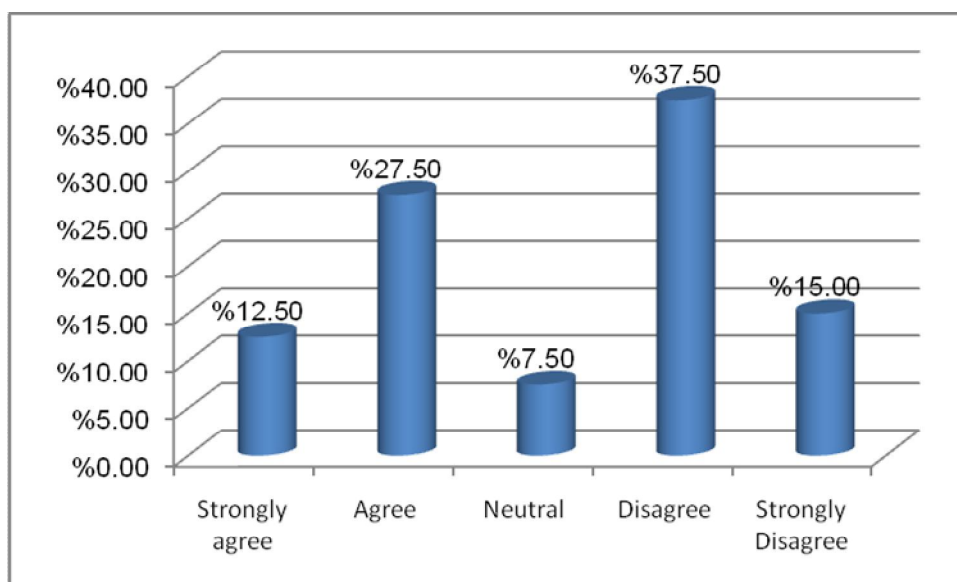
Statement { 8 } Teaching grammar materials for learning English language are sufficient.

The table and figure below will show that the distribution of the sample by the Neutral by (%7.5)) agree by (%27.5) statement as follows strongly agree by (%12.5 .)disagree by (%37.5) Strongly Disagree by (%15

Table 4.17 Frequency and percentage for statement (8)

Value	Frequency	Percent
Strongly agree	5	12.5%
Agree	11	27.5%
Neutral	3	7.5%
Disagree	15	37.5%
Strongly Disagree	6	15.0%
Total	40	% 100.0

Figure 4.16 Frequency and percentage for statement (8)



The table figure above reveal that a majority of %37,50 of the respondents had disagree . The result shows that , the eighth of the questionnaire is proved , the means 2,00 . Since main findings indicated that the data analysis of questionnaire approved with majority of the teachers disagree% 37,50 . Teaching grammar materials for learning English language are not sufficient .

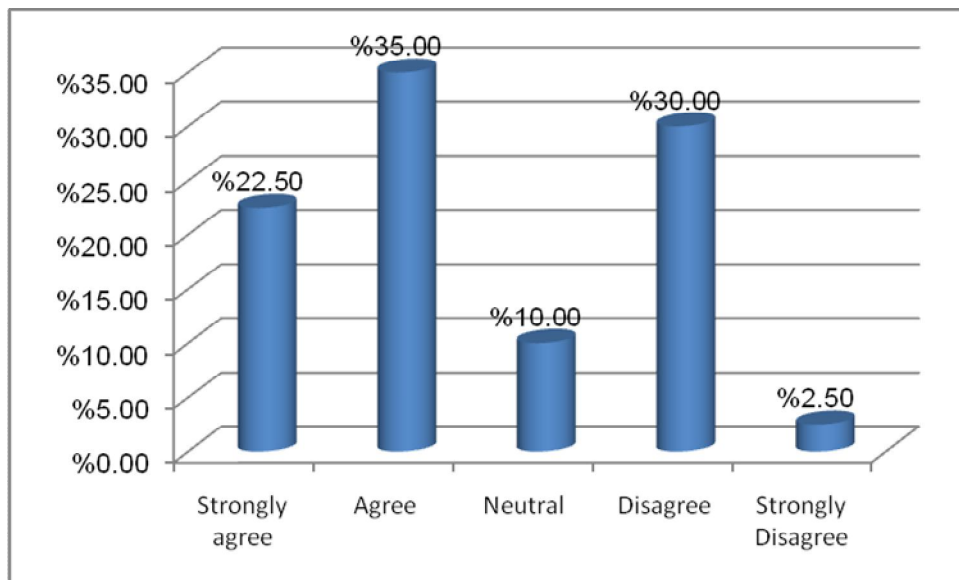
Statement { 10 } Grammatical items in SPINE series help students to practice the writing skill sufficiently.

The table and figure below will show that the distribution of the sample by the Neutral by (%10) disagree) agree by (%35) statement as follows strongly agree by (%22.5 .)by (%30) Strongly Disagree by (%2.5

Table 4.18 Frequency and percentage for statement (10)

Value	Frequency	Percent
Strongly agree	9	22.5%
Agree	14	35.0%
Neutral	4	10.0%
Disagree	12	30.0%
Strongly Disagree	1	2.5%
Total	40	100.0%

Figure 4.17 Frequency and percentage for statement (10)



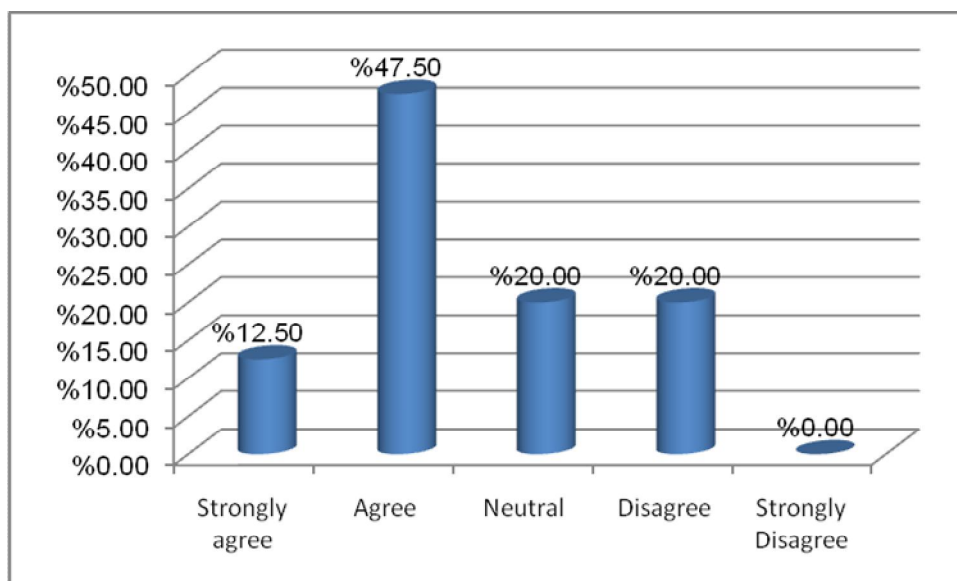
The result shows , the tenth statement of the questionnaire is accepted the means 4.00 . Since main findings indicated that the data analysis of the questionnaire approved with teachers agree %35,00 . And also teachers disagree %30,00 with . Grammatical items in SPINE series help students to practice the writing skill sufficiently .

Statement { 11 } Writing composition in SPINE series give the chance for students to work with the language (i.e. the ask questions about grammar)

The table and figure below will show that the distribution of the sample by the Neutral by (%20)) agree by (%47.5) statement as follows strongly agree by (%12.5 .)disagree by (%20) Strongly Disagree by (%0.00

Table 4.19 Frequency and percentage for statement (11)

Value	Frequency	Percent
Strongly agree	5	12.5%
Agree	19	47.5%
Neutral	8	20.0%
Disagree	8	20.0%
Strongly Disagree	0	0.00%
Total	40	100.0%

Figure 4.18 Frequency and percentage for statement (11)

In the light the result above , statement (11) of the questionnaire is accepted the mean of this statement is 4.00 . Since main findings indicate that the data analysis of the questionnaire approved with majority of the teachers noticed that agree %47.50 . Writing composition in SPINE series give the chance for students to work with the language (i.e. the ask questions about grammar)

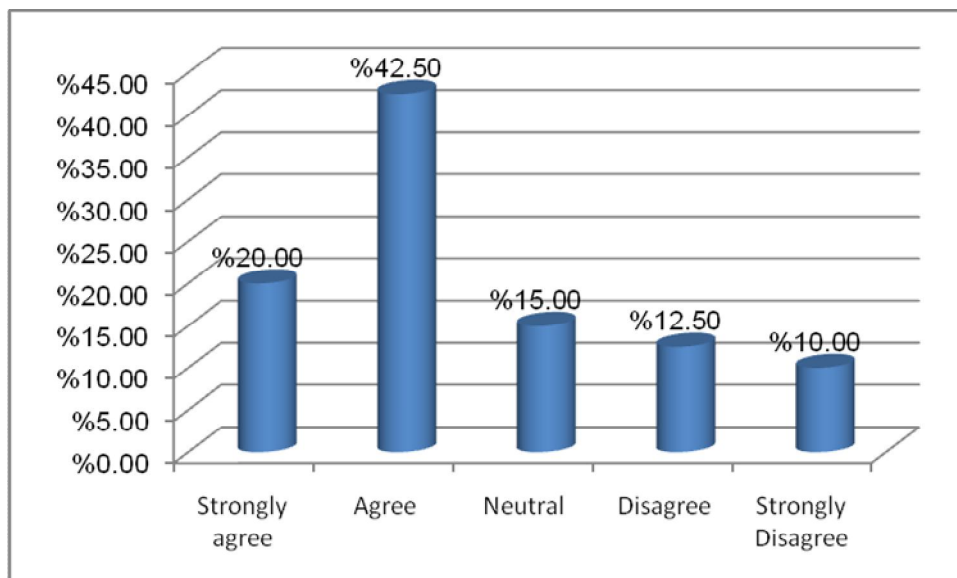
Statement { 12 } Writing composition in SPINE series help a lot in understanding the grammar items.

The table and figure below will show that the distribution of the sample by the Neutral by (%15) disagree) agree by (%42.5) statement as follows strongly agree by (%20 by (%12.5) Strongly Disagree by (%10.0)

Table 4. 20 Frequency and percentage for statement (12)

Value	Frequency	Percent
Strongly agree	8	20.0%
Agree	17	42.5%
Neutral	6	15.0%
Disagree	5	12.5%
Strongly Disagree	4	10.0%
Total	40	100.0%

Figure 4.19 Frequency and percentage for statement (12)



As seen from the table 4.14 and figure above that majority of the respondents chose the agree . 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 %42.50 . Writing composition in SPINE series help a lot in understanding the grammar items.

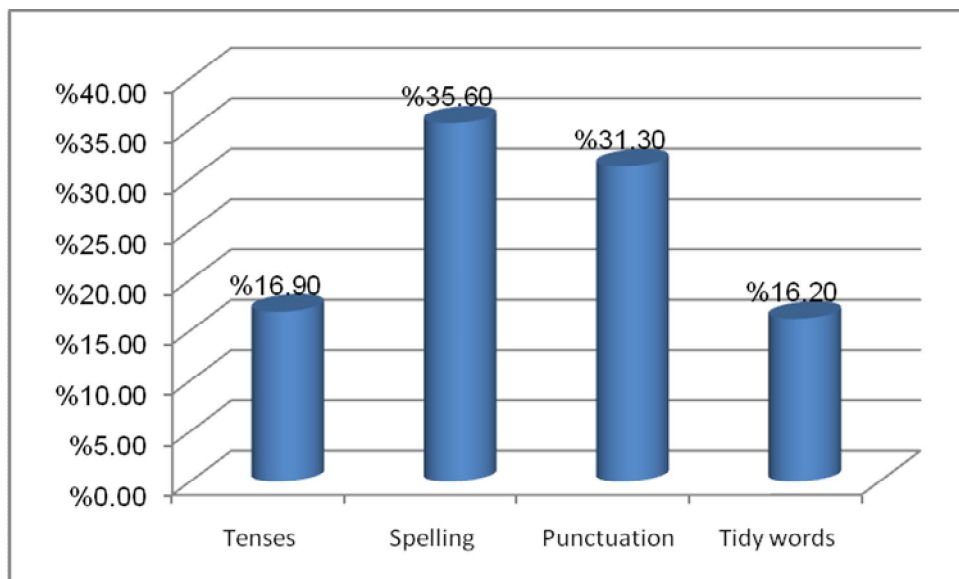
4.2 The Writing Test

In this section the results obtained from the composition test . The test aimed at assessing Sudanese English language in writing . It developed by the researcher to cover different areas of difficulties of the processing of English writing .The test items included questions that measured the students' abilities of dealing with tenses , propositions , spelling and tidying words . The second test included questions that traced the impact of the first test on processing writing on the English language .

Table 4.21 First test on English writing this mistakes of students depend on the test of writing the mistakes are:

Valid	Frequency	Percent
Tenses	168	16.9%
Spelling	355	35.6%
Punctuation	312	31.3%
Conjunctions	161	16.2%
Total	996	100.0%

Figure 4.20 First test on English writing this mistakes of students depend on the test of writing the mistakes



The table and figure above show that the distribution of the sample by the First test on English writing this mistakes of students depend on the test of writing the mistakes are Tenses by (% 16.9) and Spelling by (%35.6) and Punctuation by (%31.3) and Tidy words by (16.2%).

Table 4.22 The Compared Means between Male and Female

(Independent sample test) about Tenses errors

Variable	Compare Means	Means	Std. Deviation	df	T	Sig- (2tailed
Tenses	Male	3.2689	2.91204	298	-0.929	0.354
	Female	3.4751	2.86061			

Table 4. 23 Tenses Mistakes

Valid	Frequency	Percent
Tenses	168	16.9%

As indicated by the results from the table and figure above about %16,9 of the respondents chose wrong . The results of this question revealed that the respondents had difficulties with the tenses . The tenses mistakes are most common students' writing and the researcher noticed that most of students find difficult in differentiate between present simple and past simple , present continuous and past continuous in writing . And they mixed the adverbs . For example :

Instead of writing (s) in present simple in (She cook kisra everyday) notice that (cook) without(s) , in present continuous (Now he play football) without verb to be (is) and verb (play) followed by (ing) . Also in adverbs in (Yesterday Ali goes to school) in (yesterday)

Table 4.24 ANOVA (Analysis of Variance)

Variable	Means	Means	Std. Deviation	df	T	Sig- (2tailed
Spelling	Male	3.4874	2.77012	298	-0.307	0.759
	Female	3.5525	2.81161			

Table 4. 25 Spelling Mistakes

Valid	Frequency	Percent
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Spelling	355	35.6%
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The number frequency 355 having high degree (%35,6) , the table shows that the students facing difficulties in spelling , if comparing with tenses 168 . In the light of the result above , the spelling mistakes are most common student's writing . The researcher noticed that most of students find difficult in write some letters by sound as we see below .

For example :

Instead of writing (a) in (ball) students often (o) in (boll)also they can't differentiate between the letter (b) and (p) in (pig) instead of (big) . Students also are confused by silent letter because , so they write (now) instead of (know) and they usually write (lisen) instead of (listen) . creative teacher can overcome these problems by more practice .

Table 4. 26 Punctuation Mistakes

Variable	Compare Means	Means	Std. Deviation	df	T	Sig- (2tailed
Punctuation	Male	2.9748	2.20347	298	-0.852	0.395
	Female	3.1989	2.24702			

Table 4.27 Punctuation Errors

Valid	Frequency	Percent
Punctuation	312	31.3%

In the light result above , the punctuation errors are the most common in student's writing , and data analysis of the test approves with the majority that students at the secondary schools find difficulties in writing , most of them can't use correctly (.) (,) and insert big letter in middle of the word . Also they face problems in paragraphing and big letter . When making comparing between male the mean is 2.9748 and female the mean is 3.1989 it is clear as we show in the table above more than females are better than the males . For example :

- My name is ali , instead of (Ali) in capital letter (A) because its name
- My father is a Teacher , instead of (teacher) with small letter .

A teacher can avoid these problems by making more practice focus on how to use punctuations through a piece of writing .

Table 4.28 The Compared Means between Male and Female

(Independent sample test) about conjunctions errors

Variable	Compare Means	Means	Std. Deviation	df	T	Sig- (2tailed)
Conjunctions	Male	2.6471	2.48244	298	-1.462	0.145
	Female	3.0663	2.39583			

Table 4.29 Conjunctions Errors

Valid	Frequency	Percent
Conjunctions	161	16.2%

Conjunctions are link words that connect ideas and opinions . As it mentioned above , the researcher noticed that the conjunctions errors are the most common among student's writing . The table shows that the females are better the mean is 3.663 than the males the mean is 2.6471 . Most of students are not able to use conjunctions words in its right place , a good teacher can subsumed a course focus on conjunctions words . For example

Conjunctions showing addition as in (and , also , more and moreover)

Conjunctions showing contrast as in (but , although and however)

Conjunctions result as in (so , such a , such that and enough to)

Conjunctions reason as in (because , as and since)

Conjunctions purpose as in (so , so as to)

Conjunctions relation as in (while , who and whose)

Table 4. 30 Compared Means Male & Female – Independent sample test – about the complete test errors

Variable	Means	Means	Std. Deviation	df	T	Sig- (2tailed
Test	Male	12.3782	7.75471	298	-0.992	0.322
	Female	13.2928	7.85546			

There is no probability value between the two groups and that is because the significant of the test errors is 0.322 .

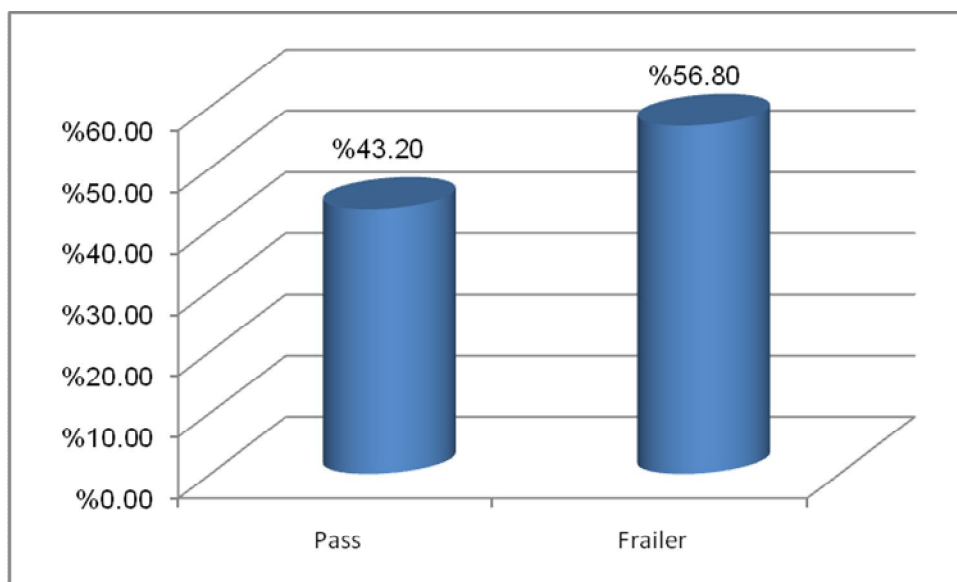
Males	136	53.7%
Females	114	46.3%
Total	250	100%

In the light of the result above , the data of the analysis of the test approves with the majority that students at the secondary schools in generally find difficulties in writing , and the table shows that the female (46,3%) the mean is 13,2928 errors are better than males (53,7 %) the mean is 12,3782 errors . A good teacher can avoid these problems (tenses , spelling , punctuation and tidying words) errors by subsumed a course focus on these area and make practice .

Table 4. 31 Second test on English grammar

Valid	Frequency	Percent
Pass	108	43.2%
Frailer	142	56.8%
Total	250	100.0%

Figure 4.21 Second test on English grammar



The table and figure above shows that the distribution of the sample by Second test on English grammar is Pass by (43.2%) and Frailer by (56.8%)

The second test on English grammar, this is another way to collect information about errors in students' writing at the same area (tenses, spelling, punctuation and tidying words). And compared between the first test on composition.

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 only formation of rules, recalling the recognition 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. Students find difficulties in thinking in English, then form the ideas and write these ideas correctly in meaningful sentence and correct grammar. Students learn grammar explicitly and not in context. They are not accustomed to learning grammar in context, so they can't contextualize that in composing situational sentences and so situational paragraphs that form composition,

4.3 Verification of the Hypotheses

The purpose of this section is to see to what extent the study hypotheses are confirmed or rejected in the light of the results obtained the statistical results as they pertain to the hypotheses .

Hypothesis (1)

Students at third year secondary schools in al-Gedaref town face different grammatical difficulties when they practise writing composition .

The aim of this hypothesis is to find out the difficulties of grammatical in third year secondary schools . The researcher hypothesized that the teachers of English language at the secondary schools face difficulties when they practice writing skill , are three hypothesis derived from hypothesis one .

Concerning of this hypothesis , the results show that there are difficulties facing teachers of the English language , but creative teachers can overcome those by using good techniques to develop students' language in writing .

Hypothesis (2)

The difficulties facing secondary school learners are of different frequency.

The aim of this hypothesis is to find out the difficulties involved frequency in teaching writing a text of English language at secondary schools . The researcher hypothesized that there are difficulties facing students in writing frequency . So there are questionnaire items derived from hypothesis (2)

The results of this hypothesis is that students attitude towards writing is negative , creative teachers can overcome these difficulties by giving more practice in writing a short paragraphs by using guiding words , questions , phrases and short sentences .

Hypothesis (3)

The possible causes of these grammatical difficulties might be attributed to different factors such as the syllabus , the L1 interference teachers .

The aim of this hypothesis is to know about materials of course (syllabus) used in SPINE 6 . The difficulties involve in teaching writing English language at the secondary schools and these items considered in questionnaire .

The result of this hypothesis considered the syllabus (SPINE 6) and the L1 interference teachers , but good teacher can overcome these difficulties by using visual aids such as pictures , flash cards , computers and making training to the teachers

Hypothesis (4)

There are some possible teaching procedures that could help the students overcome these problems .

The aim of this hypothesis is to know about some method and suitable technique could help students overcome the problems, these items in the questionnaire as in 7 and 8

The results show that , there are many variation of the students' performance improved by designing special teaching programme and teachers training on the methods of teaching writing .

Summary of the Chapter

This chapter has presented and discussed the results of the composition test , grammar test and ELT questionnaire . The test was administered to al-Gedaref secondary students' schools majority in English language in third year al-Gedaref secondary schools students' . It attempted to test the research hypotheses that students encounter difficulties and using 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 first one is better than the second test . The questionnaire , on other hand , was intended for ELT teachers at the secondary schools' teachers at al-Gedaref town . It assessed their opinion about the difficulties of writing composition in addition to their views on the relevance of writing composition . A sample of 250 students performed the test and a sample of 40 teachers responded to the questionnaire .

The data obtained from the test and the questionnaire were computed 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 were calculated to examine the variability of the scores of the respondents as seen in the statistics of the result .

The chapter consisted of two sections . The first section dealt with the results of the writing composition and grammar test the second one reported the results of ELT teachers' questionnaire . The results of these two research instruments can be summarized as follows

As for the first hypothesis regarding students at third year secondary schools in al-Gedaref town face different grammatical difficulties when they practice writing composition . 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 secondary school learners 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 a short paragraphs by using guiding words , questions , phrases and short sentences .

As for the third hypothesis that the possible causes of these grammatical difficulties might be attributed to different factors such as the syllabus , the L1 interference teachers .The result of this hypothesis considered the syllabus (EPINE 6) and the L1 interference teachers , but a good teachers can overcome these difficulties by using visual aids such as pictures , flash cards , computers and making training to the teachers.

Concerning the fourth hypothesis there are some possible teaching procedures that could help the students overcome these problems .

The result of this hypothesis is that , there are many variation of the students' performance improved by designing special teaching programme and teachers training on the methods of teaching writing .

It could clearly be noticed that the results of the writing test were consistent with the results obtained from the ELT questionnaire . Results were also found to be consistent with the results researches relevant to the present study .

The researcher has so far analyzed and discussed the results of the data obtained from the research tools (The writing composition , grammar test and the ELT teachers' questionnaire) . The next chapter five will provide a summary of the study conclusions for the study in addition to recommendations and suggestions for further studies .

Chapter Five

Summary Conclusions , Recommendations and Suggestions for Further Studies

The present chapter will provide a summary of the whole study . It will also present conclusions for the its results and findings . Recommendations based on these findings will be made . The chapter will finally offer some suggestions for further studies .

5.1 Summary

The purpose of this study was to investigate the grammatical errors that encountering secondary school English language learners in writing composition . It attempted to explore the tenses , spelling , propositions and tidying words difficulties pertaining to writing composition .

The present study has provided a description of grammatical items , their tenses , spelling , propositions and tidying words. Research on writing composition as presented in the reviewed literature , revealed that they are difficult to learn . It showed that the most difficulties on tenses as in changing present to past and the adverbs . The researches that dealt with grammatical items in the context the revealed students' lack of grammar which was seen as a result of their ignoring teach grammatical items through context

The researcher used the Analytical Descriptive method in this study . The objectives of the study were to investigate the grammatical errors encountering secondary school in writing composition . To collect the required data the researcher designed two tests the first one on writing composition and the second test on grammar for the students in addition to a questionnaire which he addressed to some ELT teachers at secondary schools

The ELT teachers' questionnaire was meant for teachers in secondary schools in Gedaref town . It aimed at assessing ELT teachers views on the impact of the tenses , spelling , propositions and tidying words on writing composition . It also sought to their opinions about the learning and teaching writing composition and how they should be treated in language curricula .

The validity of the research tools was verified by a group of ELT experts . As for the reliability of the test , the researcher used the test-retest method to verify its reliability . The Pearson correlation coefficient was used to estimate the reliability of the test .

Having assured the validity and the reliability of the research tools , the researcher administered the research tools . The writing composition and the grammar test were administered in some secondary schools in al Gedaref town and the ELT teachers' questionnaire was answered by ELT teachers from a number of secondary schools .

The following study questions were raised :

- 1-What kind of grammatical difficulties in composition writing are facing third year secondary school students in al.Gedaref town ?
- 2-What is the frequency of the grammatical difficulties in writing composition facing secondary school students in al.Gedaref town ?
- 3-What are the possible causes behind these grammatical difficulties in writing composition ?
- 4-What possible strategies could be used for overcoming these difficulties ?

Four hypotheses stemmed from the above questions . The first hypothesis which stated that students at third year secondary schools in al. Gedaref town face different grammatical difficulties when they practice writing composition was only partly supported as shown by the results the students in the writing composition test . This hypothesis was however , strongly supported by the ELT teachers as seen from their responses to the questionnaire . The second hypothesis which claimed that difficulties facing secondary school learners are of different frequency was confirmed by the responses of the both the students to the writing composition test and the ELT teachers to the questionnaire . The third hypothesis stated that possible causes of these grammatical difficulties might be attributed to different factors such as the syllabus , the L1 interference teachers . This hypothesis was also confirmed by the ELT teachers and students as seen in their responses to writing composition test and the ELT teachers' questionnaire respectfully . The last hypothesis which assumed that there are some possible teaching procedures that could help the students overcome these problems . The hypothesis was confirmed in the light of the responses of the teachers to the ELT questionnaire . \

The study adopted the Descriptive Method and the data obtained were analyzed by using SPSS program and critically discussed .

It could generally be concluded that the present study assessed the way Sudanese English language majors handle the difficulties of grammatical difficulties in writing composition . On the other hand it assessed the way ELT teachers viewed these difficulties and how they consider the significance of writing to language syllabuses .

5.2 Conclusions

In the light of the performance of the students in the writing composition test and the responses of the ELT teachers to the questionnaire , the following conclusions were revealed :

The general performance of the students in the writing composition test revealed respondents' low ability in recognizing some grammatical items in writing composition such as the tenses , spelling , propositions and conjunctions words . Respondents , however , faced more difficulty in recognizing the grammatical characteristics of these items . It is clear that they lack the adequate knowledge about the characteristics of some grammatical items that enable them to deal with their difficulties . More findings also reveal that respondents did not use a particular strategy when dealing with unknown writing composition .

Results also indicate that the performance of the respondents from the second test dealing with grammar was far better than that of those the first test dealing with writing composition . This could be attributed to the fact students of the first test because composition writing students are asked to give full meaningful connected ideas . Students need a lot of skills to arrange paragraphs . Also students find difficulties in thinking in English and then form the ideas and write these ideas correctly in meaningful sentence .

The results of the ELT teachers' questionnaire showed that participants generally agreed that the difficulties related to grammatical items aroused from complex characteristics .

Results , as could be seen from the students' performance of the writing composition test revealed students' lack of grammar . As indicated by the responses of the ELT teachers , this lack of grammar was due to their exclusion from English language at secondary schools and due to the lack of practice of writing in the students learning environment .

It was found out that the negligence of writing in the language curricula led to their negligence writing grammar in the context of teaching . Teachers , however , agreed that teaching writing based on providing context support and etymological information might facilitate the understanding of writing .

5.3 Recommendations

In light of the findings of the study the researcher recommends the following :

- To provide the students with meaningful situation for learning writing the target language , such as courses for developing writing skill and all other equipments that facilitate to them learning English language .
- Teachers should exert efforts to develop students' ability to achieve well accomplished writing . They should try as possible as they can to be active in supplying students with activities that can involve them in interaction .
- The writing skill should be regarded as integrating skill that establish the mastery of language .
- Teachers should teach grammatical items in writing in meaningful context not separately
- Teaching grammar should be an interesting activity for students and teachers as well , with little creatively by productive lessons that teach grammar inductively not deductively .
- In written forms , writing activities which include action drills , the following items should be noticed :
 - a)The learner writes what he sees ,may be do-and .write type .
 - b)Written pictures drills (see – and – write)
 - c)Written textual drills , pictures in writing by providing texts .

Which have been either written on the blackboard , duplicated by a teacher or supplied in the workbook .

- It is highly recommended to pay a great attention to teachers training and qualifying , because one of the students' problems was the inefficiency of teachers and the ways they had provided their students in writing the English words .

5.4 Suggestions for Further Studies

Further researches need to focus on the problems relating to writing composition . The following areas could be investigated in future research

Researches could be done to assess teachers' attitude towards the teaching of writing skill . Such researches provide perspectives insights that help in determining the best way for the teaching of writing .

Research could be conducted to investigate the effect of writing composition in secondary schools . Future research could focus on introducing writing in short text or paragraphs .

It is necessary to pay more attention to teachers training and qualification by intensifying the training courses during their work . .

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Appendices

Appendix(1)

Second Test on English Grammar

Q1:Put the verb between brackets in their correct form :

1-People didn't have cars , they(use) camels and donkeys .

2-Look! The plane(take off)

3-While I(walk) up the hill , I saw a snake .

4-How oftenyou(visit) your relatives .

5-They(start) school next month .

Q2: Choose the suitable preposition from the list to fill the spaces below : (into - of - on - through - for)

1-I am sorrythe mistake I have made .

2-The thief escapedthe window .

3-He jumpedthe river .

4-The Egyptians are always proudtheir country .

5-The accident took placeJune 22nd

Q3: Choose the suitable word from the list to fill the spaces below:

(during - both - and - besides = Moreover – also - common)

Among the mostfermented sorghum food in Sudan is the fermented drink of (Abreh) . Abreh isnutritious and good for satisfying thirstthe boiling hot days of summer .

.....being nutritious , it decreases the risk of polluted water .
.....Abreh flakes are light in weightcan easily be carried travelers . It canbe stored for a long time .

Q4: Match words with their meaning (tall – mountain – porridge – harmony) 1-.....kind of food 2-.....hill

Appendix(2)

First Test on English Writing

Composition

Remember that marks will given for correct grammar , spelling punctuation and tidy . Your composition should contain the ideas given below , but you may add to them if you like .

You have spent your holidays in Al-Gedaref the capital of Gedaref State .
You like the town very much and enjoyed you stay there .

**Write a composition of about 120—180 words to describe the town .
You can use the following ideas and information if you like .**

a-The town : Direction – modern – large – wide street – high building .

b-Places of interest : Green park – theatres – zoo – forest – green places .

c-The people : friendly – different places – different jobs

d-Problems : crowded – people – traffic – pollution – mud – shortage of water – lack of electricity.

This image shows a full page of primary-ruled paper. It features ten evenly spaced horizontal rows, each consisting of two parallel dotted lines. The paper is otherwise blank, with no margins, text, or other markings.

Appendix(3)

ELT Teachers Questionnaire

Dear teacher

This questionnaire is a part of study which attempts to investigate the grammatical errors that may encounter third class secondary schools . It also aims at assessing students' performance of grammatical items .

The questionnaire is meant to assess ELT teachers views on the relevance of grammatical errors . Your participation will be of a great value and assistance . The information you give will be treated confidentially and will not be used for any purpose other than the one stated in this study .

Thank you very much for your cooperation

Yahya Abdullah Al Dow

PhD Candidate

Sudan University of Science & Technology

Part one : Personal information

Please indicate with () in the brackets chosen

Sex : Male { } Female { }

Qualifications : M A { } High Diploma { } B.Ed { }

Part two : Please indicate the answer that shows the degree of your agreement – disagreement by ticking one of the option as shown below :

Strongly agree

Disagree - Strongly disagree - Agree - Not sure

No	Statement	Strongly agree	Agree	Disagree	Not sure	Strongly disagree

1	Secondary school students avoid the use of grammatical items .					
2	Students develop their own study skills when dealing with grammar					
3	The learning of grammar , though difficult , is vital to the writing English language .					
4	The teaching of grammar based on writing is likely to help secondary students to write efficiently .					
5	Grammatical errors related to English grammar arise probably from structural patterns .					
6	Learning English grammar helps students to learn languages .					
7	The method teachers use to teach grammar at secondary schools are suitable for students .					
8	Teaching grammar materials for learning English language are sufficient .					
9	Guide questions in writing composition help students in					

	writing .					
10	Grammatical items in SPINE series help students to practice the writing skill sufficiently.					
11	Writing composition in SPINE series give the chance for students to work with the language (i,e they ask questions about grammar .					
12	Writing composition in SPINE series help a lot in understanding the grammar items .					
13	Teaching students grammar is useful in developing creative writing .					
14	It is important to ask students to write activities based on grammatical items .					
15	Writing short activities based on grammatical items improve .					
16	The teaching of grammatical items based on context is likely to help secondary students in					

	writing .					
17	Teaching grammatical rules should not be separated from the teaching of writing .					
18	Teaching grammar through writing is likely to improve students' writing .					

Sudan University of Science Technology

College of Graduate Studies College of Languages

Department of English

Investigating Grammatical Errors Encountered Secondary school Students in Writing Composition

A Case Study of Some Secondary Schools in al-Gedaref Town, Sudan

**تقصي الأخطاء النحوية التي يواجهها طلاب المدارس
الثانوية في كتابة الإنشاء**

A Thesis Submitted for Ph.D. in English (Applied Linguistics)

Submitted by: Yahya Abdallah Al Dow

Supervised by : Dr. Abdalla Yassin Abdalla

January 2016

Chapter Three

Methodology of the Study

3.1- Introduction

In the previous chapter the related literature has been reviewed and the finding of previous studies have been presented and discussed. The present chapter describes the methodology used in this study which is an attempt to investigate and assess the grammatical difficulties encountering secondary school English language learners in writing composition. Thus, this chapter is confined to description of the subjects, data collection instrument (test, questionnaire) and the procedures followed in administering the instrument. It also includes reliability and validity of the instrument used to collect the data.

3.2 Population of this Study

Two groups of population were indentified for carrying out this study :

a-The population of students who are the target of teaching idiomatic expressions .

b-The population of English language teachers at al-Gedaerf secondary schools who carrying out the task of teaching and who are engaged in the evaluation .

The first population group consisted of students majoring in English language in al- Gedaref secondary school . They were (boys and girls) students . The second population group consisted of ELT teachers in these secondary schools .

3.2.1 The Students

The first population of the study was represented by sample group consisting of 250 students distributed in five secondary schools at al-Gedaref town .

3.2.2 The Teachers

The second population of the study which consisted of English teachers at al-Gedaref secondary school was represented by sample group consisting of 40 ELT teachers .

3.3 Instrumentation

The researcher designed of the following two instruments for conducting his study :

a-Test for students in third year at al-Gedaref secondary schools (boys and girls)

b-Questionnaire for ELT teachers

3.3.1 The Test

Of the two research instruments , the test was given more emphasis because the student were major target of the study and the investigation of their proficiency of grammatical errors in English the vocal objective of the present study .

The test was widely selected to assess the students' proficiency in English grammar . The question is meant to cover the different level of analysis of grammatical expressions such as the articles , sentences skill , propositions and tenses .

The test was administered to a total of 250 students . Participants were third year at secondary school (boys and girls) and received a 30 minutes general orientation time before taking the test . They were introduced to the subject of the study and informal about the purpose and procedures .

3.3.2 The Questionnaire

The aim of the questionnaire employed in this study was to find out the views of teachers about the teaching of English and other points relevant directly to the question of research . It was administered to a total sample of 40 ELT teachers in some secondary schools in al-Gedaref town . It consisted of two parts , the first part contained personal information about the participants , the second part contained 18 statements assessing the ELT teachers views about relevance of grammatical errors facing students when they practice writing .

A five points Likert scale was used to show the responses expected from the participants . On the scale the statements were given 5 codes as followed :

1-strong agree

2-agree

3-not sure

4-disagree

5-strong disagree

3.4 Validity

Validating a research tool is determining whether it is accurate . To ensure the validity of the research tools , the researcher consulted 5 ELT experts

referees . He distributed copies of the grammar test and the ELT teachers' questionnaire to these experts to give their judgment , opinions and recommendations about these instruments with regard to their suitability , relevance clarity .

The suggestions and opinions of the experts about the construction and content of both the test and the questionnaire were taken into consideration and were incorporated in the final version .

3.5 Reliability

Test – reliability refers to the test's consistency and to (the notions that consistency with which questionnaire (test) items are answered or individual's scores remain relatively the same can be determined through the test –retest method at two different time (idid 598 – 599) . That means the test should give similar result if it is gives to the same group of subjects on at least two separate circumstances . It should be expected that the relationship between the first and the second administration would be a high positive correlation .

3.6 Summary

This chapter provides full description of the method and techniques which the researcher used to conduct his study .

First , it shows that this study is descriptive and analytical and it is also considered both a quantitative and qualitative . Than the chapter describes the population and sample of the study . These are teachers and students . Next it considers the tools of the study and their mechanics . These are teachers' questionnaire and students' test .

Finally , it explain the procedures which were followed by the researcher to confirm the validity and reliability of his tools and how he collected the data of the study and how he will analysize them.

Chapter Three

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- a-The population of students who are the target of teaching idiomatic expressions .
- b-The population of English language teachers at al-Gedaref secondary schools who carrying out the task of teaching and who are engaged in the evaluation .

The first population group consisted of students majoring in English language in al- Gedaref secondary school . They were (boys and girls) students . The second population group consisted of ELT teachers in these secondary schools .

3.2.1 The Students

The first population of the study was represented by sample group consisting of 250 students distributed in five secondary schools at al-Gedaref town .

3.2.2 The Teachers

The second population of the study which consisted of English teachers at al-Gedaref secondary school was represented by sample group consisting of 40 ELT teachers .

3.3 Instrumentation

The researcher designed of the following two instruments for conducting his study :

a-Test for students in third year at al-Gedaref secondary schools (boys and girls)

b-Questionnaire for ELT teachers

3.3.1 The Test

Of the two research instruments , the test was given more emphasis because the student were major target of the study and the investigation of their proficiency of grammatical errors in English the vocal objective of the present study .

The test was widely selected to assess the students' proficiency in English grammar . The question is meant to cover the different level of analysis of grammatical expressions such as the articles , sentences skill , propositions and tenses .

The test was administered to a total of 250 students . Participants were third year at secondary school (boys and girls) and received a 30 minutes general orientation time before taking the test . They were introduced to the subject of the study and informal about the purpose and procedures .

3.3.2 The Questionnaire

The aim of the questionnaire employed in this study was to final out the views of teachers about the teaching of English and other points relevant directly to the question of research . It was administered to a total sample of 40 ELT teachers in some secondary schools in al-Gedaref town . It consisted of two parts , the first part contained personal information about the participants , the second part contained 18 statements assessing the ELT teachers views about relevance of grammatical errors facing students when they practice writing .

A five points Likert scale was used to show the responses expected from the participants . On the scale the statements were given 5 codes as followed :

1-strong agree

2-agree

3-not sure

4-disagree

5-strong disagree

3.4 Validity

Validating a research tool is determining whether it is accurate . The ensure the validity of the research tools , the researcher consulted 5 ELT experts referees . He distributed copies of the grammar test and the ELT teachers' questionnaire to these experts to give their judgment , opinions and recommendations about these instruments with regard to their suitability , relevance clarity .

The suggestions and opinions of the experts about the construction and content of both the test and the questionnaire were taken into consideration and were incorporated in the final version .

3.5 Reliability

Test – reliability refers to the test's consistency and to (the notions chat consistency with which questionnaire (test) items are answered or individual's scores remain relatively the same can be determined through the test –retest method at two different time (idid 598 – 599) . That means the test should give similar result if it is gives to the same group of subjects on at least two separate circumstances . It should be expected that the relationship between the first and the second administration would be a high positive correlation .

3.6 Summary

This chapter provides full description of the method and techniques which the researcher used to conduct his study .

First , it shows that this study is descriptive and analytical and it is also considered both a quantitative and qualitative . Than the chapter describes the population and sample of the study . These are teachers and students . Next it considers the tools of the study and their mechanics . These are teachers' questionnaire and students' test .

Finally , it explain the procedures which were followed by the researcher to confirm the validity and reliability of his tools and how he collected the data of the study and how he will analyze them.

Previous Study

Reviewing the contribution of some other researcher, is important for having a clear picture, which helps for giving suggestions and contributions. Therefore, in this section, the researcher will reviews the contributions of some other researchers in the area of teaching writing to students whose in second language .

The first study is :

1-The Study of Grammatical Errors in Thai EFL -students writing by

Nantanawan Nanwita - The Faculty of Humanities

This study was designed to investigate the four frequent types of grammatical errors(i.e. articles, singular/plural nouns, subject-verb agreement, and tenses) in EFL writing. The samples of the study consisted of seven third year students majoring in English at Lumnamping College in Tak. Data were collected from in-class student writing which described or narrated a story about their family. The analysis of grammatical errors (i.e. articles , singular/plural nouns, subject-verb agreement, and tenses) was based on sixty-four compositions from the students' writing. The results of the study were tabulated. Each grammatical error was counted and calculated into percentage for frequency.

The results of the study revealed that first language features tend to intervene with the second language writing. It can be assumed that when the features of both first and second languages are extremely different in terms of grammatical rules, it is easy for grammatical errors to occur. Therefore, grammatical errors are the results of the differences between languages. Grammatical errors may also result from the students' intention and limitation of time to write the essay, including their background knowledge in English. In addition, other

sources of grammatical errors may be from the carelessness of the students while they wrote their tasks. However, although some errors found in the students' writing were small in size such as spelling and diction; it is recommended that both the teachers and the students should emphasize those problematic points. Otherwise, the students will not be able to produce the quality pieces of writing.

Therefore, structural forms and grammatical rules of the two languages (English and Thai) should be focused on for the improvement in performance of writing tasks.

From the study, grammatical errors that should be focused on for the improvement of the students' writing are errors in articles, subject – verb agreement, singular – plural nouns, and tenses respectively. It was found that errors in articles were the highest percentage of grammatical errors. Due to the learning difficulty and frequency of the articles (Celce –Murcia 1992; Larsen – Freeman 1992), errors in articles should be first centered on in the classrooms. Errors in the subject – verb agreement can not be neglected to improve in the students' writing as they were found as the second high frequency of grammatical errors with 20 occurrences. Errors in the subject – verb agreement

can occur in the present tense because the students must add an –s or an –es at the end of the verb when the subject performing the action is third – person singular, therefore, it is easy to be found errors in the subject – verb agreement in their writing. From Table 2, errors in singular/plural nouns seemed to be considered as a common error. These errors were found in the students’ writing because Thai language does not have the grammatical rule that singular nouns always come after an article and plural nouns always add ‘s’ or ‘es’ after them to indicate countable nouns like English.

Therefore, it is interesting to improve the rule of singular/plural nouns. For errors in tenses; although they were found less than other types of grammatical errors, that is, articles, singular/plural nouns, and subject-verb agreement, it can be assumed that they chose few tenses to write; that is, the present tense, the present continuous tense, and the past tense. Therefore, the students made few errors in tenses. However, it did not mean that they have sufficient knowledge in tenses. Therefore, tenses should also be focused on in learning in the classrooms to help the students can use more various tenses in the further writing. This does not only help the students realize the differences of both languages but also make them aware of using the right rules in writing. The students will write better if they are aware of

grammatical rules.

This research is related to the present study in:

1. The explanation of grammatical errors contained only four grammatical errors (i.e. articles, singular/plural nouns, subject-verb agreement, and tenses).

There should be a study analyzing other language features such as punctuation, passive voice, including relative clause that were always found in the students' writing.

2. In the further studies, the researchers may ask for the students to write on condition that they must use at least two tenses, articles 'a', 'an', 'the' have to be found in their writing.

2-Under the title Investigating problems facing the Secondary school students in Writing English as a foreign Language. Third Class, by Selma Muddathir Abdalla in may 2007. Alzaem AlAzhari University. The objectives of this study focus on the difficulties facing students in Sudanese secondary school in writing and trying to advice ways of solving them, and finding method of introducing materials in the Sudanese secondary school English syllabus that will reinforce language writing (learning) and then try to find successful training for the teacher the results of this study are:

Teachers of English language was taught by non-specialized teachers , when the curriculum designed the teacher's ideas and views were not taken into consideration , the writing questions were not given importance in designing the examination , the writing tasks were not relevant to students life and students were not provided with suitable learning materials to promote their ability in writing .

My comment the researcher focus his study on difficulties facing students in Sudanese secondary school in writing, I think this a good thing for secondary students', even that at university student, they always face difficulties when they practice writing.

This research is related to the present study in:

a-Discuss difficulties facing students in Sudanese secondary school in writing.

b-A good method of introducing materials in secondary schools may reinforce language writing .

3- A research conducted by Nasrin Shokrpour and Mohammad Hossein Fallahzadeh . This research is concerned with EFL writing problems at the university level, trying to point out the major difficulties with which students face when writing their reports.

This study aims at determining the defects in writing skill of medical students. The specific objective of this study is to determine whether language skills or writing skills are the major problem areas to which our fifth year medical students and interns are confronted. In order to compare these students, 101 admission and progress notes written in the internal medicine and pediatrics words by these students were surveyed based on systemic sampling approach. The notes were scored for language skills comprising spelling, vocabulary, grammar and syntax, and writing skills including punctuation, cohesive devices, coherence and organization . Implications of the findings for EFL, writing instruction are discussed. Data analysis indicates that EFL medical students have problem both in language and writing skills, but with higher percentage of problem in writing skills. Although grammar, vocabulary and syntax are essential for a well written report , other more important areas are significant as well . Language accuracy, although very significant cannot alone result in effective writing: what our students need is also writing skills.

Research questions are :

1-Are grammar, vocabulary and syntax the main problem area in EFL writing?
In other words, would the EFL students' writing improve with remedial grammar, vocabulary lessons?

2-Is lack of writing skill the main problem to which students and interns are confronted?

3-Is there any difference between the fifth year medical students and interns in their skill in writing?

the results of this study are:

The finding of this research will hopefully have implications for teaching and will reduce the difficulties of students in writing in English. On the other hand, the results displayed reveal that the means of the errors in each component are very close at each other , indicating that there is problem in all components . The mean errors of spelling , punctuations , cohesive devices and coherence are higher than others .

Most of the errors were generally found in language skills (spelling, vocabulary , grammar and syntax) or writing skills (punctuations , cohesive devices , coherence and organization)

This research is related to the present study in :

a-This research is concerned with writing problems at the university level.

b-The notes were scored for language skills comprising spelling vocabulary, grammar and syntax, and writing skills including punctuation, cohesive devices, coherence and organization.

C-Language accuracy, although very significant cannot alone result in effective writing.

d-The mean errors of spelling, punctuation, cohesive devices and coherence are higher than others.

4-Under the title (Grammatical Errors Committed by ESL Upper Secondary School Learners in Writing, by Anis Zulaikhabt Basrah in 2013. Faculty of Languages and communication, university Pendidikan Sultanidries .

The objectives of this study focus on indentify the grammatical errors committed by ESL learners in writing and investigate the various forms of errors in the use of these committed by ESL learners in writing.

The finding of this study it summarized that there are three most common types of grammatical errors indentified from the students' writing which are errors in (tense) verb and noun. These three types of errors can be further divided into several categories.

the results of this study are:

There are several recommendations proposed based on this study for further consideration. The recommendations are proposed to those related in the educational field, those involved in the process of language learning and teaching as well as researches.

The current syllabus and curriculum might need to be revised and improvised according to the needs of the language learners in school . Based on this study , these is the need for students to given emphasis on tenses consider focus more on that part of grammar item to be implemented in English classrooms in schools .

This research is related to the present study in :

d- To indentify the grammatical errors made by learners in writing .

e- investigate the various forms of errors in the use of these learners in writing.

f- The most common of types grammatical errors in writing which are errors in (tense , verb and noun)

5- Under the title (Written Grammatical Errors of Arabic as Second Language {ASL} Learners: An Evaluative Study by Fayza Saleh Al Mammadi from {College of arts King Saud university} (KSL)

The analytical study aims at investigating written grammatical errors committed by Arabic as second language (ASL) learners. More specifically, it explores the reasons behind committing these errors and their effects on the daily communication of ASL learners.

The results outline that written grammatical errors of ASL learners are characterized by the misuse of many grammatical items are:

Proper nouns { PN} , common nouns { CN} , main verbs { MV} , adjectives {adj} , time adverbs { T. Adv} , manner adverbs { M.adv } objective pronoun { O P } , central determiners { C. Det } including demonstrative { Dem } and articles { Artic } , pronoun { Pron } and prepositions { Prep }

This research is related to the present study in :

a-Discuss grammatical errors in writing , and explores the reasons behind committing these errors.

b-To know about some abbreviations' grammatical items

6- By Alfred Gasim Yacoob Labi under title (Investigating Difficulties Facing the Sudanese Secondary School in Writing in English as a foreign Language). It is an unpublished M. Ed thesis, Sudan University of Science and Technology. Faculty of Education 2005.

The aims of this study focusing on difficulties facing the Sudanese secondary schools' students in writing and trying to provided ways of solving them. It aimed also at finding ways and methods of introducing

material at Sudanese's' secondary school English syllabus that will reinforce language learning.

The results of the study are investigation showed that writing is deteriorating in the secondary school due to some factors , which affect the teachers' performance including crowded classes ,lack of teachers training , irrelevant specialization , rare inspectors' help , inconsistent syllabus and poor standard and some factors which affect students' ability including Arabicization , weak background , lack of exercise , supplementary material , lack of self-confidence and the position of writing in the school certificates examination .

This research is related to the present study in :

- d- difficulties facing the Sudanese secondary schools' students in writing
- e- Trying to provided ways of solving them
- f- The study are investigation showed that writing is in the secondary school due to some factors .

7- By Mohamed Hamid Al-Ahmed entitled (An investigation of Spelling Errors found in Written Composition of Second and third Secondary Students in the United Arab Emirates. Sudan University for Science and Technology 2006.

The aims of this study to providing some insight into the teaching of English orthography in EFL context and giving some solution to overcome and improve the problems of spelling.

The result of this study is:

A-Vowels and silent letters are the most problematic areas.

B-There are significant differences between the percentages of spelling errors due to the sex.

C- The most frequent errors lie in the middle of the words

D- There are significant differences between the percentages of the spelling errors due to the level of the students.

8-Grammaical Errors Analysis in Students Recount Text

(The Case of the Twelfth Year Students of SMA N 1 Slawi, Tegal

in the Academic Year of 2006/2007)

The problems to solve are:

(1)What kind of grammatical errors are faced by the twelfth year students of SMA N 1 Slawi in writing recount?

(2)What are the possible causes of those errors?

The objectives of the study are:

(1)To describe of grammatical errors in writing made by the students,

(2)To describe the possible causes of the errors. Because, identifying the possible causes of the errors made by the students may help the teachers as well as the students to improve in the teaching-learning process.

9.8 % errors in the use of pronoun, and 4 or 1.7 % errors in the use of conjunction.

(2)According to the findings, it can be concluded that the students have not mastered the use of verb groups. We can see it from the number of the errors made. Although they had been taught about it before, they were still confused which one to use when making a grammatical sentence. It could be because in bahasa Indonesia we do not have the verb conjugations. We do not have time signaling in expressing ideas. They are unfamiliar to this form and because

English is still foreign for them. And those are the possible causes of their errors.

The students were still confused in making the agreement between subject and verb. It could be because in bahasa Indonesia there is no agreement between subject and verb.

The students were still confused in differentiating whether to use the definite or indefinite articles. It could be because in Indonesian language grammar there is no definite article used.

The students still confused in deciding preposition which preposition should be used, whether to use in, on, or at.

The students over generalized the pluralizing of nouns. They just added the -s/ -es without considering that there are some irregular forms of nouns pluralization.

The students still confused in deciding which pronoun should be used to substitute nouns, whether it is personal, relative, possessive, or demonstrative pronouns.

The students applied rules in forming past time verb to conjunctions.

From the explanations above, I can conclude that the students still confused in dealing with English grammar systems.

9-Common errors in written English essays of Chinese students , by Khor Hei Ching (2009) in Faculty of Social Sciences and Humanities

Universiti Kebangsaan Malaysia

The statement of this study are :

- a-Take one subject in their native language , which is Mandarin
- b-The national language that is Malay and it is compulsory for them to pass .
- c-Need to learn English as L1 and L2

The questions of this study are :

- a-What are causes problems for Chinese students from vernacular schools ?
- b-What are the most common errors in essays written in English at Chinese students from vernacular?
- c-What are the suggestion of the study to avoid these difficulties ?

The results of the study are :

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

b- The students were very much influenced by L1

This study related to the present study in :

a-The study consider some area of grammatical errors (tenses , propositions and subject-verb agreement .

b-The students have problems with grammatical rules

c-It is important to make students aware of the differences in the structure of the language .

d-Teachers need to emphasizing on how the concepts are handled in English .

To sum up this part , previous studies all these studies are in the same field of the present study . The first study was designed to investigate the four frequent types of grammatical errors , the sample of this study consisted of third year students at university , this study by Nantanawan Nanwita . This study relevant to the present study .

Selma discussed problems facing students at secondary in writing (third class)She discussed ways of solving these difficulties , and then suggested

method , but Nasrin discuss the same study but at university level . Anis Zulaikhabr classified grammatical errors into three types , he found out those problems involved in process of language learning and teaching , the current syllabus .

Fayza Saleh at College of arts king Saud university , investigating written grammatical errors committed by Arabic as second language , exploring the reasons behind committing these errors and their effects on daily communication of ASL learners . Gasim is deteriorating writing in secondary schools by some factors . Also Mohamed Hamid discussed in his study , spelling errors in writing composition at the second and third year , he found out vowels and silent letters are the most problematic area .

Grammatical errors analysis in students recount text by Slawi Tegal . In the finding concluded in verb groups , and confusing in (subject &verb , definite & indefinite , articles)

The last study from China by Khor Hei Ching . The benefits of this study to draw attention to grammatical rules .

The present study is " *investigating grammatical difficulties at secondary school English language learners in writing composition* "

My case of some secondary schools in al-Gedarf town (Sudan) . All these studies above discussing difficulties facing students in writing either in secondary schools or universities , and consider grammatical errors , mention difficulties and suggested ways to solve these problems . But my study in a certain area (Gedarf town) where students at secondary schools face grammatical difficulties in writing , and there are causes behind these grammatical errors . The research intended to :

The research can be used by the English teacher of third year students of Gedaref secondary schools as mean to improve the quality of the students' in analyzing grammatical errors .

The research can be used by other teachers , either at Al Gedarf secondary schools or at other schools , as a model in improving the quality of the students' analyzing grammatical errors in the English teaching-learning process .

The research can develop the researcher's mind through the problem-solving process.

To encourage the student's motivation in learning English and writing composition .

Giving the students chance to learn English by doing to write the composition

.

Summary of the Chapter

The chapter is divided into two parts . The first part attempts to provide framework of the research . It consisted of error analysis , errors and mistake , analysis of grammatical errors in writing , how to improve of grammar , grammatical errors in student compositions , characterizes grammar and common grammatical errors such as (spelling , punctuations , word choice and sentence structure) . The second part of this chapter previous studies . These studies helped and provided the researcher a clear idea to conduct his study .

2.9 Grammatical Errors in Student Compositions entered my share of grammatical errors in composition papers. Many writers will make those mistakes, but it is important to understand what those mistakes are so that you can make

When I was an English tutor, I've entered the necessary corrections when you proofread. Here is a list of some of the most common grammatical errors in composition writing and how you can avoid them when you write your own paper.

2.10 Analysis of Grammatical Error in Writing

Language is a means of communication. By using a language people can communicate with each other. Using a language is not as simply as we thought because there is a set of rules that must be followed, which is called Grammar. Actually grammar is used to mean the structure of a language. It is an essential part of the use of language process, both in spoken and written language. Based on Digital Library of PETRA University, the grammar of a language is a description of the ways in which the language uses patterns of structure to

convey the meaning. It would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning.

Having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. Hence, learners need to know the grammatical system of language they can communicate with others in order to transfer the message properly.

In order to use a language well, learners should learn the rules of a language or to know how they work. They cannot avoid errors because errors mostly occur in learning process. It happens because they use different forms to deliver their ideas, feelings or messages so they need considerable amount of time to be able to master the target language well. Besides, by making errors, learners will build their new knowledge to use the target language as Littlewood stated *"that making errors during studying the second language can be considered as a means of building learners' abilities because they can learn something from making errors"* (Littlewood, 1992)

According to Robert and Freida in Yulianti's thesis (1972: 154), *"learning English is not easy, the language learners may have difficulties. The difficulties that are encountered by every student will vary according to his / her native language. Because of these, there will be errors that can be found in their learning"*.

These errors will influence their communication. Therefore, it is important to analyze the errors because by learning the errors there are many advantages such as (a) a device which the learner uses in order to learn (Selinker in Soesanti's thesis, 1992 : 150), (b) to fully grasp and understand the nature of errors, and (c) instead of just being able to recognize errors, the learners are now able to explain the rules and correct the errors (Mei Lin Ho, 2003 : 1).

"The errors usually occur in the productive skills, speaking and writing, but to analyze the errors in productive skills in short time is not easy. It takes much time, money, and requires a high ability of an analyst. Therefore, the writer decided to analyze only the grammatical errors in students writing".

The writer chooses the students of Writing IV class as the subject of the research because they are expected to make writings which are correct in grammar, so it is important to know whether the students make grammatical

errors or not and what kind of grammatical errors that students make. The writer hopes the result of the research will be useful; not only for the students of Writing IV class, but also for the lectures.

The grammatical error that will be analyze are subject and verb; verb agreement, tense, and form; pronoun agreement, and reference.

How define error here in later .

2.12 How Improve Grammar?

There are many tips and tricks for recognizing and avoiding the most common grammar errors..

The following resources provide a solid foundation for creating grammatically correct communications. As rules of thumb, you should:

- familiarize yourself with the most common grammar errors and the rules for correcting them.
- consult the style guide dictated by your employer or profession.
- practice

2.13 The Most Common Grammar Errors and How to Avoid Them?

A recent study found the most common grammar errors are related to spelling, punctuation, word choice, and sentence structure . Click any of the links below to go to that section and learn about how it relates to proper grammar:

- [Spelling](#)
- [Punctuation](#)
- [Word choice](#)
- [Sentence structure](#)

2.13.1 Spelling

The easiest way to check for spelling is to use your word processor's native spell checker. While a spell-checker is a reliable tool, it won't detect the most common spelling errors: words that sound the same but are spelled differently and have different meanings (homophones) and hyphenated words. Reviewing the basic rules for these types of errors may help you avoid them in the future.

2.13.2 Word Choice

There are some grammar rules that seem impossible to remember. Should I use lie or lay? Affect or effect? Who or whom?

While words that sound the same but are spelled differently and have different meanings (homophones) are the most commonly confused words (visit [Spelling](#) for more information), the following similar word pairs can be equally troublesome.

2.13.3 Punctuation

Commas account for the majority of punctuation errors. Learning the don't and don'ts of comma usage will.

Commas Common mistakes include leaving out necessary commas, inserting unnecessary commas, and joining two sentences with a comma (called a comma splice).

Comma dots: Use commas between independent clauses that are “joined by...and, but, for, or, nor, so, yet”:

Use commas following “introductory clauses, phrases, or words that come before the main clause”:

- While I was evaluating an intern’s performance, **Jeff knocked on my door.**
- To get a seat, **you should arrive early.**
- So, **the answer is that it depends on the frequency.**

Use commas before clauses, phrases, or words that occur at the end of a sentence and modify the beginning or middle of that sentence:

- Karl spoke with his supervisor, **humbly admitting his mistake.**
- Susan consulted her mentor, **who advised her to take the job.**

Use commas to “set off clauses, phrases, and words that are not essential to the meaning of a sentence”:

- This Monday, **which happens to be the first day of fall**, I am calling in sick.
- This will take me about an hour to finish. That, **on the other hand**, will take a whole day.
- I think, **however**, you’ll want to revisit that conclusion.

Use commas between words, phrases, or clauses that appear in a list of three or more:

- I have **conceptualized, planned, and scheduled** my next project.
- To install this software, you'll need a **CD-ROM drive, the installation CD, and the installation code.**

Use commas between related adjectives that precede a noun:

- The **busy, driven** engineer rarely makes mistakes.
- We have struggled with this **complex, multifaceted** problem for months.

Use a comma before a quotation:

- Mary **said, "I'll** see you tomorrow."
- According to **Nikola Tesla, "The** alternating current is the preferred method of distribution."

Comma don'ts:

Don't use commas to "set off" words, phrases, and clauses that affect the meaning of a sentence:

Incorrect — Engineers, **who don't write well**, may encounter career obstacles.

Correct – Engineers **who don't write well** may encounter career obstacles.

2.13.4 Sentence Structure

Sentence structure, a mechanical aspect of grammar, includes numerous elements, such as clauses, verbs, subjects, transitional words, nominal, and much more. By joining these elements into well-constructed sentences, your ideas will be more clear and coherent.

In their 2008 study, Lunsford and Lunsford identified three of the most common sentence structure errors: sentence fragments, run-on sentences, and faulty construction [1].

The following guidelines can help you avoid these errors.

a-Sentence fragments

A sentence fragment is an incomplete

Incorrect — I need to rethink the project sentence: It lacks a subject, verb, or complete idea. To correct a fragment, combine it with a main clause and use the appropriate punctuation: [2]:. **Because the timeline is too tight.**

Correct — Because the timeline is too tight, I need to rethink the project.

Incorrect — Engineering includes diverse specialties. **For instance, environmental, electrical, aerospace, and chemical.**

Correct — Engineering includes diverse specialties; for instance, environmental, electrical, aerospace, and chemical.

b-Run-on sentences

A run-on sentence is two sentences combined into one with no separating punctuation. Adding the correct punctuation can correct a run-on sentence:

Incorrect — They worked from dawn until dusk they never took a break.

Correct — They worked from dawn until dusk. They never took a break.

Incorrect — I found a new job and I really like my co-workers.

Correct — I found a new job, and I really like my co-workers.

c-Faulty construction

Faulty construction most often happens when sentences or lists lack parallel structure. You can achieve parallel structure by “using the same pattern of words to show that two or more ideas have the same level of importance” [4].

Incorrect — In his free time, Fred likes to read, hike, and **bird watching**.

Correct — In his free time, Fred likes **to read, hike, and watch birds**.

Incorrect — The supervisor told the team they should get started right away, finish by the end of the day, and **to present** their results tomorrow.

Correct — The supervisor told the team they **should get started right away, finish by the end of the day, and present their results tomorrow.**

3. Dangling Modifiers

These are ambiguous, adjectival clauses at the beginning or end of sentences that often don't modify the right word or phrase.

For example, if you say, "Rotting in the refrigerator, our office manager threw the fruit in the garbage." The structure of that sentence implies your office manager is a zombie trapped in a chilly kitchen appliance.

Make sure to place the modifying clause right next to the word or phrase it intends to describe. The correct version reads, "Our office manager threw the fruit, rotting in the refrigerator, in the garbage."

4. "Who" vs. "Whom"

Earlier this year, "The New Republic" published a review of Mark Leibovich's "This Town." Regardless of his opinions, the author deserves praise. The title reads, "Careful Whom You Call A Hypocrite, Washington." Yes, Alec MacGillis. Just yes.

When considering whether to use "who" or "whom," you have to rearrange the sentence in your own head. In the aforementioned case, "*whom* you call a hypocrite" changes to "you call *whom* a hypocrite." "Whom" suits the sentence instead of "who" because the word functions as the object of the sentence, not the subject.

It's not always easy to tell subjects from objects but to use an over-simplified yet good, general rule: subjects start sentences (or clauses), and objects end them.

For reference, "who is a hypocrite?" would be a perfectly grammatically correct question to ask.

5. Me, Myself, And I

Deciding when to use me, or me also falls under the subject/object discussion. "Me" always functions as the object (except in that case); "I" is always the subject. And you only use "myself" when you've referred to yourself earlier in the sentence. It's called a reflexive pronoun — it corresponds to a pronoun previously in the sentence. For example, "I made myself breakfast" not "my friend and myself made lunch."

To decide usage in "someone else and me/I" situations, take the other person out of the sentence. "My co-worker and I went to lunch." Is "I went to lunch" correct? You're good then.

6. "Lie" vs. "Lay"

Dear everyone, stop saying: "I'm going to go lay down." The word "lay" must have an object. Someone lays something somewhere. You lie. Unless you lay, which means lie but in the past tense. Okay, just look at the chart.

	Present	Past
Lie	Lie	Lay
Lay	Lay	Laid

7. Irregular Verbs

The English language has quite a few surprises. We can't list all the irregular verbs, but be aware they do exist. For example, no past tense exists for the word "broadcast." "Broadcasted" isn't a word. You'd say, "Yesterday, CNN broadcast a show."

"Sneak" and "hang" also fall into the category of irregular verbs. Because the list of irregular verbs (and how to conjugate them) is so extensive, you'll have to look into them individually.

8. "Nor" vs. "Or"

Use "nor" before the second or farther of two alternatives when "neither" introduces the first. Think of it as "or" for negative sentences, and it's not optional. For example, "Neither my boss nor I understand the new program." You can also use nor with a negative first clause or sentence including "not." For example, "My boss didn't understand the program, nor did I."

9. "Then" vs. "Than"

There's a simple distinction between these two words. Use "then" when discussing time. As in, "We had a meeting, and then we went to lunch." Include "than" in comparisons. "This meeting was more productive than the last one."

10. Ending Sentences with Prepositions

First of all, don't do it — usually. Second, for those who don't know, prepositions are any words that a squirrel can "run" with a tree (i.e. The squirrel ran around, by, through, up, down, around, etc. the tree).

"My boss explained company policy, which we had to abide by" sounds awful. In most cases, you can just transpose the preposition to the beginning of the clause. "My boss explained company policy, by which we had to abide," or better yet, rephrase the sentence to avoid this problem: "My boss explained the mandatory company policy."

11. Subject (And Possessive Pronoun) and Verb Agreement

This rule seems a bit counterintuitive, but most plural subjects take verbs without an "s." For example, "she types," but "they type." The pronoun agreement comes into play when you add a possessive element to these sentences. "She types on her computer," and "they type on their computers."

As a caveat, the pronoun "someone" requires "her or his" as the possessive.

2.14 Grammatical Errors That Students at secondary school Make When Composing Essays

The English language is highly complex in nature, and even the best of writers sometimes fall prey to a host of common grammatical errors. Among these commonly made errors are subject-verb agreement errors, pronoun-antecedent errors, and dangling modifiers. These errors can cloud the meaning of the writer's words, causing the writer to lose credibility with his or her readers. It is therefore important that a student learn to recognize these common grammatical errors prior to composing an academic essay to receive the best grade possible.

Complete sentences consist of two main components: a subject and a predicate. A sentence's subject almost always consists of a noun that identifies either the agent or the recipient of an action. Meanwhile, the sentence's predicate is the remainder of the sentence. The predicate always consists of a verb, which identifies either what action the subject does or what action happens to the subject. In the sentence, "Naturalists believe that every aspect of the human experience can be explained in terms of scientific processes," "Naturalists" is the subject, while the remainder of the sentence is the sentence predicate. "Believe" is the simple predicate since it is the verb that identifies

what action the subject, naturalists, performs.

In order for a sentence to be grammatically correct, its subject and corresponding verb must agree in number; that is, they must be either both plural or both singular. In the case of a subject-verb agreement error, the noun in the subject and the verb in the predicate do not agree in number. The aforementioned sentence is correct because "naturalists" is a plural noun, while "believe" is a plural verb. The sentence would have contained a subject-verb agreement error if it had read, "Naturalists believes that every aspect of the human experience can be explained in terms of scientific processes," since "naturalists" is a plural noun, while "believes" is a singular verb.

As a general rule, plural nouns end in an "s," while singular nouns do not. Conversely, singular verbs typically end in an "s," while plural verbs do not. There are some exceptions to this general rule, however. For instance, "mice" is a plural noun that does not end in "s." Students must take care to always pair singular nouns with singular verbs and plural nouns with plural verbs when composing essays.

Another one of the common grammatical errors that students often make is the pronoun-antecedent error. Pronouns are general nouns such as he, she, it, him, her, they, their, everyone, anyone, and no one. These pronouns rename a previously identified specific noun, known as a pronoun antecedent since it

appears before the pronoun. Like subjects and verbs, pronoun antecedents and pronouns must agree in number. A writer should never refer to a singular noun such as "child" using a plural pronoun antecedent such as "they." Therefore, the sentence, "A child must know that they are loved," is grammatically incorrect. To correct this sentence, a writer may either make the pronoun antecedent plural by rewriting the sentence as, "Children must know that they are loved," or the writer may make the pronoun singular by rewriting the sentence as, "A child must know that he or she is loved."

Misuse of the pronouns "they," "them," and "their" has grown increasingly common as society has grown more gender neutral. Writers often use plural pronouns avoid merely referring to an unidentified individual as "he" or "him" as was done in previous times. However, it is incorrect to refer to a singular being as "they," "them," or "their." It is likewise incorrect to assume the gender of someone like a child in the aforementioned example. "He or she" or "him or her" is the grammatically correct method for writing about an individual who may be either gender.

Finally, students often incorporate the grammatical error known as the dangling modifier into their essays. A dangling modifier is a phrase that is attached to a sentence in which the thing that the phrase is supposed to modify does not appear. For example, the sentence, "By studying hard, grades will be

improved," contains a dangling modifier since it does not identify who will be studying hard. To correct this sentence, the writer must identify the agent who studies. The revised sentence, "When students study hard, their grades will improve," no longer contains a dangling modifier because it identifies students as the agents who will be doing the studying.

Writing is a more complicated process than it appears on the surface. Students often unnecessarily lose points on their essays for committing one or more common grammatical errors.. **(Posted by: Anonymous)**

2.15 . Students at secondary schools are overusing one point for good reasons

In both native and non-native speakers; the process of learning a new grammar point seems to often include a period of overextending its use. For example, even people who know the Simple Past well will start using the Past Perfect in situations they would have used (correctly) the Simple Past until the day they studied the new tense . Apart from understanding that this is part of the process and being patient, ways to tackle this could be to give them lots of controlled practice of the new grammar point, come back to the original grammar point they confuse it with a few weeks or months later, and concentrate on correcting one area of confusion at a time.

2.15.1. Students at secondary schools are having a bad day

Anyone who has ever lived in a foreign country can tell you there are days when all your language skills seem to disappear. Again, this is something they will need to be able to cope with eventually. Apart from trying to take away their tiredness and take their minds off their troubles by giving them something easy to do or doing a physical warmer, maybe the best approach is just to be less demanding on that day. This is also a good opportunity to practice your skills in spotting the difference between little slip ups they would usually get right and are probably best ignored on "one of those days", and things they really don't know that are more worth some correction and explanation.

2.15.2 Students at secondary schools don't think that grammar point is important

Consciously or subconsciously, native and non-native speakers tend to put a low priority on stopping mistakes with language that does not convey a lot of information- i.e. if they can make that mistake and still be understood putting more effort into it can wait until later. This natural reaction can actually be a sign that they are right and you should move quickly on from the Present Simple to giving them the stacks of vocabulary they will need to reach the next level. There is a chance, though, that they are just missing the way in which they could be misunderstood. The general principle here is to include possible misunderstandings in all error correction. If you can't do so, maybe that is a

sign that grammar point can wait until later.

2.15.3. That point is more difficult for them than it seems

the reason why students pick up some grammar points more quickly than the teacher expects and others more slowly is often connected to their first language, e.g. confusions between different uses of similar forms or grammatical forms that don't have an equivalent in L1. Even teachers who know the language the students speak can be miss out on particular aspects of this, such as students who speak a particular dialect or different language at home, or grammatical forms that only educated speakers of that language would be familiar with. Responses to this include rearranging the syllabus to leave more difficult points for particular students until later, concentrating on the particular areas of difficulty they have when the time comes, and approaching the same grammar point several different ways with gaps in between to let their subconscious get to work.

2.16 Grammatical tense

te when

the situation takes place. Tense is the grammaticalisation of time reference, often using three basic categories of "before now", i.e. the past; "now", i.e. the present; and "after now", i.e. the future. The "unmarked" reference for tense is

the temporal distance from the time of utterance, the "here-and-now", this being absolute tense. Relative tense indicates temporal distance from a point of time established in the discourse that is not the present, i.e. reference to a point in the past or future, such as the *future-in-future*, or the *future of the future* (at some time in the future after the reference point, which is in the future) and *future-in-past* or *future of the past* (at some time after a point in the past, with the reference point being a point in the past).

Not all languages grammaticalise tense, and those that do differ in their grammaticalisation thereof. Languages without tense are called tenseless languages and include Burmese, Dyirbal and Chinese.^[2] Not all grammaticalise the three-way system of past–present–future. For example, some two-tense languages such as English and Japanese express past and non-past, this latter covering both present and future in one verb form, whereas others such as Greenlandic and Quechua have future and non-future. Four-tense languages make finer distinctions either in the past (e.g. remote vs. recent past), or the future (e.g. near vs. remote future). The six-tense language Kalaw Lagaw Ya of Australia has the remote past, the recent past, the today past, the present, the today/near future and the remote future. The differences between such finer distinctions are the distance on the timeline between the temporal reference points from the present. (Latin and Ancient Greek).

2. 16 .1 Etymology

Tense comes from Old French *tens* "time" (now spelled *temps* through deliberate archaisation), from Latin *tempus* "time".^[3] The adjective "tense" is unrelated, being a Latin loan from *tensus*, the perfect passive participle of *tendere* "stretch".

2. 16 .2 Tense marking

Tense is normally indicated by a verb form, either on the main verb or on an auxiliary verb. The tense markers are normally affixes, but also stem modification such as ablaut or reduplication can express tense reference, and in some languages tense can be shown by clitics. Often combinations of these can interact, such as in Irish, where there is a proclitic past tense marker *do* (various surface forms) used in conjunction with the affixed or ablaut-modified past tense form of the verb. Languages that do not have grammatical tense, such as Chinese, express time reference through adverbials, time phrases, and so on.

2. 16 .3 Other uses of the term *tense*: tense, aspect, and mood

In many language descriptions, particularly those of traditional European linguistics, the term *tense* is used to refer to categories that do not have time reference as their prototypical use, but rather are grammaticalisations of

mood/modality (e.g. uncertainty, possibility, evidentiality) or aspect (e.g. frequency, completion, duration). *Tense* differs from *aspect* in showing the time reference, while *aspect* shows how the action/state is "envisaged" or "seen" as happening/occurring. The most common aspectual distinction in languages of the world is that between *perfective* (complete, permanent, simple, etc.) and *imperfective* (incomplete, temporary, continuous, etc.).

The term *tense* is therefore at times used in language descriptions to represent any combination of tense proper, aspect, and mood, as many languages include more than one such reference in portmanteau TAM (tense–aspect–mood) affixes or verb forms. Conversely, languages that grammaticalise aspect can have tense as a secondary use of an aspect. In many languages, such as the Latin, Celtic and Slavic languages, a verb may be inflected for both tense and aspect together, as in the *passé composé/passé simple (historique)* and *imparfait* of French. Verbs can also be marked for both mood and tense together, such as the present subjunctive (*So be it*) and the past subjunctive (*Were it so*), or all three, such as the past perfect subjunctive (*Had it been so*).

2.17 Summary of Verb Tenses

In English, there are three basic tenses: present, past, and future. Each has a perfect form, indicating completed action; each has a progressive form,

indicating ongoing action; and each has a perfect progressive form, indicating ongoing action that will be completed at some definite time. Here is a list of examples of these tenses and their definitions:

	<u>Simple</u> <u>Forms</u>	<u>Progressive</u> <u>Forms</u>	<u>Perfect</u> <u>Forms</u>	<u>Perfect Progressive</u> <u>Forms</u>
Present	<u>take/s</u>	<u>am/is/are</u> <u>taking</u>	<u>have/has</u> <u>taken</u>	<u>have/has been</u> <u>taking</u>
Past	<u>took</u>	<u>was/were</u> <u>taking</u>	<u>had taken</u>	<u>had been taking</u>
Future	<u>will/shall</u> <u>take</u>	<u>will be taking</u>	<u>will have</u> <u>taken</u>	<u>will have been</u> <u>taking</u>

Last Update: 22 September 2000

URL:<http://leo.stcloudstate.edu/grammar/tenses.html>

In this part , I can concluded with in , framework of grammatical and analyzing errors , definition of error , also how to improve grammar by avoiding some errors such as (spelling ,punctuation, choosing and sentence

structure), and then we move to the previous studies , that it can benefits to the present study .

2.29 Previous studies

Reviewing the contribution of some other researcher, is important for having a clear picture, which helps for giving suggestions and contributions. Therefore, in this section, the researcher will reviews the contributions of some other researchers in the area of teaching writing to students whose in second language .

The first study is :

1-The Study of Grammatical Errors in Thai EFL -students writing by

Nantanawan Nanwita - The Faculty of Humanities

This study was designed to investigate the four frequent types of grammatical errors(i.e. articles, singular/plural nouns, subject-verb agreement, and tenses) in EFL writing. The samples of the study consisted of seven third year students majoring in English at

Lumnamping College in Tak. Data were collected from in-class student writing which described or narrated a story about their family. The analysis of

grammatical errors (i.e. articles , singular/plural nouns, subject-verb agreement, and tenses) was based on sixty-four compositions from the students' writing. The results of the study were tabulated. Each grammatical error was counted and calculated into percentage for frequency.

The results of the study revealed that first language features tend to intervene with the second language writing. It can be assumed that when the features of both first and second languages are extremely different in terms of grammatical rules, it is easy for grammatical errors to occur. Therefore, grammatical errors are the results of the differences between languages. Grammatical errors may also result from the students' intention and limitation of time to write the essay, including their background knowledge in English. In addition, other sources of grammatical errors may be from the carelessness of the students while they wrote their tasks. However, although some errors found in the students' writing were small in size such as spelling and diction; it is recommended that both the teachers and the students should emphasize those problematic points. Otherwise, the students will not be able to produce the quality pieces of writing.

Therefore, structural forms and grammatical rules of the two languages (English and Thai) should be focused on for the improvement in performance of writing tasks.

From the study, grammatical errors that should be focused on for the improvement of the students' writing are errors in articles, subject – verb agreement, singular – plural nouns, and tenses respectively. It was found that errors in articles were the highest percentage of grammatical errors. Due to the learning difficulty and frequency of the articles (Celce –Murcia 1992; Larsen – Freeman 1992), errors in articles should be first centered on in the classrooms. Errors in the subject – verb agreement can not be neglected to improve in the students' writing as they were found as the second high frequency of grammatical errors with 20 occurrences. Errors in the subject – verb agreement can occur in the present tense because the students must add an –s or an –es at the end of the verb when the subject performing the action is third – person singular, therefore, it is easy to be found errors in the subject – verb agreement in their writing. From Table 2, errors in singular/plural nouns seemed to be considered as a common error. These errors were found in the students' writing because Thai

language does not have the grammatical rule that singular nouns always come after an article and plural nouns always add 's' or 'es' after them to indicate countable nouns like English.

Therefore, it is interesting to improve the rule of singular/plural nouns. For errors in tenses; although they were found less than other types of grammatical errors, that is, articles, singular/plural nouns, and subject-verb agreement, it can be assumed that they chose few tenses to write; that is, the present tense, the present continuous tense, and the past tense. Therefore, the students made few errors in tenses. However, it did not mean that they have sufficient knowledge in tenses. Therefore, tenses should also be focused on in learning in the classrooms to help the students can use more various tenses in the further writing. This does not only help the students realize the differences of both languages but also make them aware of using the right rules in writing. The students will write better if they are aware of grammatical rules.

This research is related to the present study in:

1. The explanation of grammatical errors contained only four grammatical errors (i.e. articles, singular/plural nouns, subject-verb agreement, and tenses). There should be a study analyzing other language features such as punctuation,

passive voice, including relative clause that were always found in the students' writing.

2. In the further studies, the researchers may ask for the students to write on condition that they must use at least two tenses, articles 'a', 'an', 'the' have to be found in their writing.

2-Under the title Investigating problems facing the Secondary school students in Writing English as a foreign Language. Third Class, by Selma Muddathir Abdalla in may 2007. Alzaem AlAzhari University. The objectives of this study focus on the difficulties facing students in Sudanese secondary school in writing and trying to advice ways of solving them, and finding method of introducing materials in the Sudanese secondary school English syllabus that will reinforce language writing (learning) and then try to find successful training for the teacher the results of this study are:

Teachers of English language was taught by non-specialized teachers , when the curriculum designed the teacher's ideas and views were not taken into consideration , the writing questions were not given importance in designing the examination , the writing tasks were not relevant to students life and students were not provided with suitable learning materials to promote their ability in writing .

My comment the researcher focus his study on difficulties facing students in Sudanese secondary school in writing, I think this a good thing for secondary students', even that at university student, they always face difficulties when they practice writing.

This research is related to the present study in:

a-Discuss difficulties facing students in Sudanese secondary school in writing.

b-A good method of introducing materials in secondary schools may reinforce language writing .

3- A research conducted by Nasrin Shokrpour and Mohammad Hossein Fallahzadeh . This research is concerned with EFL writing problems at the university level, trying to point out the major difficulties with which students face when writing their reports.

This study aims at determining the defects in writing skill of medical students. The specific objective of this study is to determine whether language skills or writing skills are the major problem areas to which our fifth year medical students and interns are confronted. In order to compare these students. 101 admission and progress notes written in the internal medicine and pediatrics words by these students were surveyed based on systemic sampling

approach. The notes were scored for language skills comprising spelling, vocabulary, grammar and syntax, and writing skills including punctuation, cohesive devices, coherence and organization . Implications of the findings for EFL, writing instruction are discussed. Data analysis indicates that EFL medical students have problem both in language and writing skills, but with higher percentage of problem in writing skills. Although grammar, vocabulary and syntax are essential for a well written report , other more important areas are significant as well . Language accuracy, although very significant cannot alone result in effective writing: what our students need is also writing skills.

Research questions are :

1-Are grammar, vocabulary and syntax the main problem area in EFL writing?

In other words, would the EFL students' writing improve with remedial grammar, vocabulary lessons?

2-Is lack of writing skill the main problem to which students and interns are confronted?

3-Is there any difference between the fifth year medical students and interns in their skill in writing?

the results of this study are:

The finding of this research will hopefully have implications for teaching and will reduce the difficulties of students in writing in English. On the other hand, the results displayed reveal that the means of the errors in each component are very close at each other , indicating that there is problem in all components . The mean errors of spelling , punctuations , cohesive devices and coherence are higher than others .

Most of the errors were generally found in language skills (spelling, vocabulary , grammar and syntax) or writing skills (punctuations , cohesive devices , coherence and organization)

This research is related to the present study in :

a-This research is concerned with writing problems at the university level.

b-The notes were scored for language skills comprising spelling vocabulary, grammar and syntax, and writing skills including punctuation, cohesive devices, coherence and organization.

C-Language accuracy, although very significant cannot alone result in effective writing.

d-The mean errors of spelling, punctuation, cohesive devices and coherence are higher than others.

4-Under the title (Grammatical Errors Committed by ESL Upper Secondary School Learners in Writing, by Anis Zulaikhabt Basrah in 2013. Faculty of Languages and communication, university Pendidikan Sultanidries .

The objectives of this study focus on indentify the grammatical errors committed by ESL learners in writing and investigate the various forms of errors in the use of these committed by ESL learners in writing.

The finding of this study it summarized that there are three most common types of grammatical errors indentified from the students' writing which are errors in (tense) verb and noun. These three types of errors can be further divided into several categories.

the results of this study are:

There are several recommendations proposed based on this study for further consideration. The recommendations are proposed to those related in the educational field, those involved in the process of language learning and teaching as well as researches.

The current syllabus and curriculum might need to be revised and improvised according to the needs of the language learners in school . Based on this study , these is the need for students to given emphasis on tenses consider focus more

on that part of grammar item to be implemented in English classrooms in schools .

This research is related to the present study in :

g- To indentify the grammatical errors made by learners in writing .

h- investigate the various forms of errors in the use of these learners in writing.

i- The most common of types grammatical errors in writing which are errors in (tense , verb and noun)

5- Under the title (Written Grammatical Errors of Arabic as Second Language {ASL} Learners: An Evaluative Study by Fayza Saleh Al Mammadi from {College of arts King Saud university} (KSL)

The analytical study aims at investigating written grammatical errors committed by Arabic as second language (ASL) learners. More specifically, it explores the reasons behind committing these errors and their effects on the daily communication of ASL learners.

The results outline that written grammatical errors of ASL learners are characterized by the misuse of many grammatical items are:

Proper nouns { PN} , common nouns { CN} , main verbs { MV} , adjectives {adj} , time adverbs { T. Adv} , manner adverbs { M.adv }objective pronoun { O P } , central determiners { C. Det } including demonstrative { Dem } and articles { Artic } , pronoun { Pron } and prepositions { Prep }

This research is related to the present study in :

a-Discuss grammatical errors in writing , and explores the reasons behind committing these errors.

b-To know about some abbreviations' grammatical items

6- By Alfred Gasim Yacoob Labi under title (Investigating Difficulties Facing the Sudanese Secondary School in Writing in English as a foreign Language). It is an unpublished M. Ed thesis, Sudan University of Science and Technology. Faculty of Education 2005.

The aims of this study focusing on difficulties facing the Sudanese secondary schools' students in writing and trying to provided ways of solving them. It aimed also at finding ways and methods of introducing

material at Sudanese's' secondary school English syllabus that will reinforce language learning.

The results of the study are investigation showed that writing is deteriorating in the secondary school due to some factors , which affect the teachers' performance including crowded classes ,lack of teachers training , irrelevant specialization , rare inspectors' help , inconsistent syllabus and poor standard and some factors which affect students' ability including Arabicization , weak background , lack of exercise , supplementary material , lack of self-confidence and the position of writing in the school certificates examination .

This research is related to the present study in :

- g- difficulties facing the Sudanese secondary schools' students in writing
- h- Trying to provided ways of solving them
- i- The study are investigation showed that writing is in the secondary school due to some factors .

7- By Mohamed Hamid Al-Ahmed entitled (An investigation of Spelling Errors found in Written Composition of Second and third Secondary Students in the United Arab Emirates. Sudan University for Science and Technology 2006.

The aims of this study to providing some insight into the teaching of English orthography in EFL context and giving some solution to overcome and improve the problems of spelling.

The result of this study is:

A-Vowels and silent letters are the most problematic areas.

B-There are significant differences between the percentages of spelling errors due to the sex.

C- The most frequent errors lie in the middle of the words

D- There are significant differences between the percentages of the spelling errors due to the level of the students.

8-Grammaical Errors Analysis in Students Recount Text

(The Case of the Twelfth Year Students of SMA N 1 Slawi, Tegal

in the Academic Year of 2006/2007)

The problems to solve are:

(1)What kind of grammatical errors are faced by the twelfth year students of SMA N 1 Slawi in writing recount?

(2)What are the possible causes of those errors?

The objectives of the study are:

(1)To describe of grammatical errors in writing made by the students,

(2) To describe the possible causes of the errors. Because, identifying the possible causes of the errors made by the students may help the teachers as well as the students to improve in the teaching-learning process.

9.8 % errors in the use of pronoun, and 4 or 1.7 % errors in the use of conjunction.

(2) According to the findings, it can be concluded that the students have not mastered the use of verb groups. We can see it from the number of the errors made. Although they had been taught about it before, they were still confused which one to use when making a grammatical sentence. It could be because in bahasa Indonesia we do not have the verb conjugations. We do not have time signaling in expressing ideas. They are unfamiliar to this form and because English is still foreign for them. And those are the possible causes of their errors.

The students were still confused in making the agreement between subject and verb. It could be because in bahasa Indonesia there is no agreement between subject and verb.

The students were still confused in differentiating whether to use the definite or indefinite articles. It could be because in Indonesian language grammar there is no definite article used.

The students still confused in deciding preposition which preposition should be used, whether to use in, on, or at.

The students over generalized the pluralizing of nouns. They just added the -s/ -es without considering that there are some irregular forms of nouns pluralization.

The students still confused in deciding which pronoun should be used to substitute nouns, whether it is personal, relative, possessive, or demonstrative pronouns.

The students applied rules in forming past time verb to conjunctions.

From the explanations above, I can conclude that the students still confused in dealing with English grammar systems.

9-Common errors in written English essays of Chinese students , by Khor Hei Ching (2009) in Faculty of Social Sciences and Humanities

Universiti Kebangsaan Malaysia

The statement of this study are :

a-Take one subject in their native language , which is Mandarin

b-The national language that is Malay and it is compulsory for them to pass .

c-Need to learn English as L1 and L2

The questions of this study are :

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

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

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

The results of the study are :

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

b- The students were very much influenced by L1

This study related to the present study in :

a-The study consider some area of grammatical errors (tenses , propositions and subject-verb agreement .

b-The students have problems with grammatical rules

c-It is important to make students aware of the differences in the structure of the language .

d-Teachers need to emphasizing on how the concepts are handled in English .

To sum up this part , previous studies all these studies are in the same field of the present study . The first study was designed to investigate the four frequent types of grammatical errors , the sample of this study consisted of third year students at university , this study by Nantanawan Nanwita . This study relevant to the present study .

Selma discussed problems facing students at secondary in writing (third class)She discussed ways of solving these difficulties , and then suggested method , but Nasrin discuss the same study but at university level . Anis Zulaikhabr classified grammatical errors into three types , he found out those problems involved in process of language learning and teaching , the current syllabus .

Fayza Saleh at College of arts king Saud university , investigating written grammatical errors committed by Arabic as second language , exploring the reasons behind committing these errors and their effects on daily communication of ASL learners . Gasim is deteriorating writing in secondary schools by some factors . Also Mohamed Hamid discussed in his study , spelling errors in writing composition at the second and third year , he found out vowels and silent letters are the most problematic area .

Grammatical errors analysis in students recount text by Slawi Tegal . In the finding concluded in verb groups , and confusing in (subject &verb , definite & indefinite , articles)

The last study from China by Khor Hei Ching . The benefits of this study to draw attention to grammatical rules .

The present study is " *investigating grammatical difficulties at secondary school English language learners in writing composition* "

My case of some secondary schools in al-Gedarf town (Sudan) . All these studies above discussing difficulties facing students in writing either in secondary schools or universities , and consider grammatical errors , mention difficulties and suggested ways to solve these problems . But my study in a certain area (Gedarf town) where students at secondary schools face grammatical difficulties in writing , and there are causes behind these grammatical errors . The research intended to :

The research can be used by the English teacher of third year students of Gedaref secondary schools as mean to improve the quality of the students' in analyzing grammatical errors .

The research can be used by other teachers , either at Al Gedarf secondary schools or at other schools , as a model in improving the quality of the students' analyzing grammatical errors in the English teaching-learning process .

The research can develop the researcher's mind through the problem-solving process.

To encourage the student's motivation in learning English and writing composition .

Giving the students chance to learn English by doing to write the composition .

Summary of the Chapter

The chapter is divided into two parts . The first part attempts to provide framework of the research . It consisted of error analysis , errors and mistake , analysis of grammatical errors in writing , how to improve of grammar , grammatical errors in student compositions , characterizes grammar and common grammatical errors such as (spelling , punctuations , word choice and sentence structure) . The second part of this chapter previous studies . These studies helped and provided the researcher a clear idea to conduct his study .

of time

reference, often using three basic categories of "before now", i.e. the past; "now", i.e. the present; and "after now", i.e. the future. The "unmarked" reference for tense is the temporal distance from the time of utterance, the "here-and-now", this being absolute tense. Relative tense indicates temporal distance from a point of time established in the discourse that is not the present, i.e. reference to a point in the past or future, such as the *future-in-future*, or the *future of the future* (at some time in the future after the reference point, which is in the future) and *future-in-past* or *future of the past* (at some time after a point in the past, with the reference point being a point in the past).

In grammar, **tense** is a category that locates a situation in time, to

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chance, though, that they are just missing the way in which they could be misunderstood. The general principle here is to include possible misunderstandings in all error correction. If you can't do so, maybe that is a sign that grammar point can wait until later.

2.15.3. That point is more difficult for them than it seems

the reason why students pick up some grammar points more quickly than the teacher expects and others more slowly is often connected to their first language, e.g. confusions between different uses of similar forms or grammatical forms that don't have an equivalent in L1. Even teachers who know the language the students speak can be miss out on particular aspects of this, such as students who speak a particular dialect or different language at home, or grammatical forms that only educated speakers of that language would be familiar with. Responses to this include rearranging the syllabus to leave more difficult points for particular students until later, concentrating on

the particular areas of difficulty they have when the time comes, and approaching the same grammar point several different ways with gaps in between to let their subconscious get to work.

2.16 Grammatical tense

te when

the situation takes place. Tense is the grammaticalisation of time reference, often using three basic categories of "before now", i.e. the past; "now", i.e. the present; and "after now", i.e. the future. The "unmarked" reference for tense is the temporal distance from the time of utterance, the "here-and-now", this being absolute tense. Relative tense indicates temporal distance from a point of time established in the discourse that is not the present, i.e. reference to a point in the past or future, such as the *future-in-future*, or the *future of the future* (at some time in the future after the reference point, which is in the future) and *future-in-past* or *future of the past* (at some time after a point in the past, with the reference point being a point in the past).

Not all languages grammaticalise tense, and those that do differ in their grammaticalisation thereof. Languages without tense are called tenseless languages and include Burmese, Dyirbal and Chinese.^[2] Not all grammaticalise the three-way system of past–present–future. For example, some two-tense languages such as English and Japanese express past and non-past, this latter covering both present and future in one verb form, whereas others such as Greenlandic and Quechua

8- By Nantanawan Nanwita (The Study of Grammatical Errors in Thai EFL students writing)From The Faculty of Humanities 2013

This study was designed to investigate the four frequent types of grammatical errors (i.e. articles, singular/plural nouns, subject-verb agreement, and tenses) in EFL writing. The samples of the study consisted of seven third year students majoring in English atLumnamping College in Tak.

Data were collected from in-class student writing which described or narrated a story about their family. The analysis of grammatical errors (i.e. articles, singular/plural nouns, subject-verb agreement, and tenses) was based on sixty-four compositions from the students' writing. The results of the study were tabulated. Each grammatical error was counted and calculated into percentage for frequency.

The recommendations for the further studies

1. In this study, the explanation of grammatical errors contained only four grammatical errors (i.e. articles, singular/plural nouns, subject-verb agreement, and tenses). There should be a study analyzing other language features such as punctuation, passive voice, including relative clause that were always found in the students' writing.
2. In the further studies, the researchers may ask for the students to write on condition that they must use at least two tenses, articles .

2.30 Summary

This chapter is divided into three parts. The first part presented historical background of the study, status of grammar. The second part of this chapter reviewed the theoretical background underlying views definition concerning writing and grammatical problems in writing, types of grammar and grammatical errors. The third part reviewed the previous studies. These studies helped and provided the researcher a clear idea on how to conduct his study. Through these studies the researcher came across positive and negative ideas. The researcher attempted to overcome negative ones and to benefit from positive ideas. Moreover, this study shall contribute to the development of teaching writing composition courses and to enhance students' writing efficiency at the department of English at al-Gedaref secondary schools .It will also be a reference to decision – makers in the administration of al-Gedref secondary schools so as to fulfill the students' demands.

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Chapter Three

Sudan University of Science Technology

College of Graduate Studies

College of Languages

Department of English

**Investigating Grammatical Errors
Encountering Secondary school
English Language Learners in Writing
Composition**

**البحث عن الأخطاء النحوية التي تواجه الطلاب بالمدارس
الثانوية في كتابة التعبير**

**A case Study of Some Secondary Schools in
al-Gedaref Town, Sudan**

A Thesis Submitted for Ph,D in English (Applied Linguistics)

Submitted by:

Yahya Abdallah Al Dow

Supervised by :

Dr. Abdalla Yassin Abdalla

September 2013

By the year 2020, linguists will have been studying and defining the Indo-European language family for more than 200 years.

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The Study of Grammatical Errors in Thai EFL students writing

By

Nantanawan Nanwita

The Faculty of Humanities

(Business English)

ABSTRACT

This study was designed to investigate the four frequent types of grammatical errors (i.e. articles, singular/plural nouns, subject-verb agreement, and tenses) in EFL writing. The samples of the study consisted of seven third year students majoring in English at Lumnamping College in Tak. Data were collected from in-class student writing which described or narrated a story about their family. The analysis of grammatical errors (i.e. articles, singular/plural nouns, subject-verb agreement, and tenses) was based on sixty-four compositions from the students' writing. The results of the study were tabulated. Each grammatical error was counted and calculated into percentage for frequency.

Key words:

grammatical errors, frequency, and first language interference

Discussion and Conclusion

All things considered, 34.38% of grammatical errors were errors of articles. It can be seen from Table 2 that errors in articles were accounted

for the highest percentage (34.38%) of grammatical errors that the students made. It was found that the articles were omitted in the

students' writing. For example, 'My father is gardener and my mother is farmer.', and 'My brother is student.' From these examples, it showed

that the omission that refers to deviations in usage that arise when learners leave out words or parts of words of the articles is the main

problem for the students. It was likely that, the students were still confused with the use of articles. Because articles are understandably problematic from a cross linguistic perspective, for instance; Thai language has no articles, but English does have articles, the learning difficulty and frequency of the articles can result in errors made by Thai students whose language has no articles. Therefore, it can be shown that interference is the result of the performer "falling back" on old knowledge when he or she has not yet acquired enough of the second language according to Kreshen, 1983. Errors in the subject – verb agreement made by the students were found as the second high frequency of grammatical errors with 20 occurrences (31.25 percent). It was found that the verb does not have to agree with the subject in that; therefore it has a tendency that the students might forget the obligatory connection between a subject and its main verb in an English sentence. A subject and its main verb do not have the obligatory agreement in Thai; therefore it's very easy to be neglected. Although number agreement between the subject and verb in English poses a problem only in the present tense, where third person singular forms are explicitly inflected while other forms are not (Celce – Murcia, Marianne and Larsen – Freeman, Diane, 1999), it was found that the students always left off the third person singular infection. For example; 'She make me happy.' and 'My family live in the small town of the northern Thailand.'

Errors in singular/plural nouns were accounted for quite high percentage (25%) of grammatical errors the students made in their writing. According to O'Neil (2001), learning a second language can be affected by the patterns of the first language. For instance; In English, singular nouns always come after an article and plural nouns always add's' or 'es' after them to indicate countable nouns. It can be assumed that the students were not aware of using singular/plural nouns in English because Thai language does not have this grammatical rule.

The frequency of grammatical errors in tenses was found with 6 occurrences (9.37 percent), and they are the least frequency of grammatical errors the students made in their writing. For errors in tenses found in the students' writing, L1 transfer may result in avoidance that occurs when specific target language features are under-represented in learner production in comparison to native-speaker production (Rod Ellis, 1997). The students were found to avoid the use of various

tenses in English in their writing because Thai language does not contain equivalent structures; that is, the rule of tenses is not found in Thai. Tenses mostly found in their writing were the present simple tense and the past simple tense because they may quite be familiar with these two tenses more than other tenses. However, the present continuous tense was hardly used in their writing. For this reason, the students made

few errors. Moreover, the errors in tenses might also occur because of the students' carelessness. The results of the study revealed that first language features tend to intervene with the second language writing. It can be assumed that when the features of both first and second languages are extremely different in terms of grammatical rules, it is easy for grammatical errors to occur. Therefore, grammatical errors are the results of the differences between languages. Grammatical errors may also result from the students' intention and limitation of time to write the essay, including their background knowledge in English. In addition, other

Sources of grammatical errors may be from the carelessness of the students while they wrote their tasks. However, although some errors found in the students' writing were small in size such as spelling and diction; it is recommended that both the teachers and the students should

Emphasize those problematic points. Otherwise, the students will not be able to produce the quality pieces of writing. Therefore, structural forms and grammatical rules of the two languages (English and Thai) should be focused on for the improvement in performance of writing tasks. From the study, grammatical errors that should be focused on for the improvement of the students' writing are errors in articles, subject – verb agreement, singular – plural nouns, and tenses respectively. It was found that errors in articles were the highest percentage of grammatical errors. Due to the learning difficulty and frequency of the articles (Celce – Murcia 1992; Larsen – Freeman 1992), errors in articles should be first centered on in the classrooms. Errors in the subject – verb agreement can not be neglected to improve in the students' writing as they were found as the second high frequency of grammatical errors with 20 occurrences. Errors in the subject – verb agreement can occur in the present tense because

the students must add an –s or an –es at the end of the verb when the subject performing the action is third – person singular, therefore, it is

easy to be found errors in the subject – verb agreement in their writing. From Table 2, errors in singular / plural nouns seemed to be considered as a common error. These errors were found in the students' writing because Thai language does not have the grammatical rule that singular nouns always come after an article and plural nouns always add's' or 'es' after them to indicate countable nouns like English. Therefore, it is interesting to improve the rule of singular/plural nouns. For errors in tenses; although they were found less than other types of grammatical errors, that is, articles, singular/plural nouns, and subject-verb agreement, it can be assumed that they chose few tenses to write; that is, the present ten

se, the present continuous tense, and the past tense. Therefore, the students made few errors in tenses. However, it did not mean that they

have sufficient knowledge in tenses. Therefore, tenses should also be focused on in learning in the classrooms to help the students can use more

various tenses in the further writing. This does not only help the students realize the differences of both languages but also make them aware of using the right rules in writing. The students will write better if they are aware of grammatical rules.

The recommendations for the further studies

1. In this study, the explanation of grammatical errors contained only four grammatical errors (i.e. articles, singular/plural nouns, subject-verb agreement, and tenses). There should be a study analyzing other language features such as punctuation, passive voice, including relative clause that were always found in the students' writing.

2. In the further studies, the researchers may ask for

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