



**Sudan University of Sciences and Technology**

**College of Graduate Studies**

**College of languages – English Department**

*Analysis of Syntactic Errors in  
University students English Writing*

**تحليل الأخطاء النحوية في الكتابة باللغة الانجليزية لدى  
طلاب الجامعات**

*A Case study of third year students of Sudan  
University Sciences and Technology  
Thesis Submitted in partial fulfillment of the  
requirements Degree for M.A in English language*

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*(2015)*

الآية

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قَالَ تَعَالَى: {نَّ  
وَ الْقَلْمَ وَ مَيَّا سْ طُرُ وَنَ }

صدق الله العظيم

(القلم: 1)

# Dedication

*To my family.*

Acknowledgements

*I gratitude Dr. Yusuf Altiraifi Ahmed for  
his patience, guidance and encouragement.  
Also I would like to thank Dr. Tag Elssir  
Bashoum for his support and  
encouragement .*

## Abstract

**This study investigates the analysis of syntactic errors made by university students in writing . The sample of the study consists of thirty students. They are chosen randomly through experimental test. The problem which the study want to Investigate that English language student Ignore or neglect the errors that they make in their writing . The researcher found that most of the students are committed errors when they transfer their first language (Mother tongue ) to the target language (EFL).**

**The study recommended that the comparison between the mother tongue ( Arabic ) and English language might be a useful teaching method because it can show areas of differences where difficulties are expected . Students should be conscious of their errors and they should be asked to correct them .**

## المستخلص

هذه الدراسة تهدف إلى تحليل الأخطاء النحوية التي يرتكبها دراسي اللغة الإنجليزية في مهارة الكتابة. عينة الدراسة طلاب المستوى الثالث بجامعة السودان للعلوم والتكنولوجيا.

ت تكون عينة الدراسة من 30 طالب تم اختيارهم عشوائيا لجمع البيانات واستخدم الباحث اختبارا تجريبيا للتحقق من صلاحية العينة وامكانية تطبيق الدراسة.

وال المشكلة التي تحاول الدراسة أن تتحقق منها هي أن طلاب اللغة الإنجليزية يتجاهلون الأخطاء النحوية عند الكتابة.

اثبتت نتيجة الدراسة ان معظم الطلاب يرتكبون اخطاء عند تحويل العبارة . ايضا ان هناك اخطاء في ترتيب الكلمة اثناء الكتابة. كذلك ان معظم الطلاب يرتكبون اخطاء نتيجة لاختلاف الثقافي وتأثير لغة الام (اللغة العربية) على لغة الهدف (اللغة الإنجليزية).

يوصي الباحث أن المقارنة بين اللغتين اللغة الأم [ اللغة العربية ] و اللغة المستهدفة اللغة الإنجليزية مفيدة في طرق التدريس ، لأنها توضح الاختلافات بين اللغتين و الصعوبات المتوقعة .

وأيضا توصي الدراسة بأن يكون الطلاب مدركين للأخطاء النحوية عند الكتابة .

## Table of contents

| Title | Page |
|-------|------|
|-------|------|

|   |     |
|---|-----|
| Quran verse   | I   |
| Dedication  | II  |
| Acknowledgement   | III |
| Abstract  | 1V  |
| Abstract in Arabic  | V   |
| Table of content  | VII |
| <b>Chapter One: Introduction</b>                              |     |
| 1.o.Back ground   | 1   |
| 1-1 The statement of problem                                  | 2   |
| 1-2 Significance of study                                     | 3   |
| 1-3 The objective of the study                                | 3   |
| 1-4 The research question                                     | 3   |
| 1-5 The research hypotheses                                   | 3   |
| 1-6 The research methodology                                  | 3   |
| 1-7 The research limitation                                   | 3   |
| <b>Chapter Two: Literature review</b>                         |     |
| 2-0 Introduction  | 5   |
| 2-1 Second language theories                                  | 5   |
| 2-2 Child and adult second language                           | 7   |
| 2-3 Definition of writing                                     | 8   |
| 2-4 Errors analysis (EA)                                      | 8   |
| 2-5 Types and causes of errors                                | 10  |
| 2-6 Conceptual framework                                      |     |
| 2-7 Classification of errors analysis                         | 14  |
| 2-8 Errors signification                                      | 15  |
| 2-9 Previous studies on writing errors analysis               | 16  |
| <b>Chapter Three: Methodology</b>                             |     |
| 3-1Introduction   | 19  |
| 3-2 Participant   | 19  |
| 3-3 the test  | 19  |
| 3-4 Reliability   | 19  |
| 3-5 Validity  | 20  |
| 3-6 Data collection and analysis procedures                   | 20  |
| 3-7 Summary   | 20  |
| <b>Chapter Four: Data analysis &amp; discussion of Result</b> |     |
| 4-1 Introduction  | 22  |

|  |           |
|--|-----------|
| 4-2 Frequencies of errors of article                               | <b>22</b> |
| <b>Chapter Five: Conclusions , recommendations and suggestions</b> |           |
| 5-1 Conclusion   | <b>30</b> |
| 5-2 Recommendation   | <b>30</b> |
| References   | <b>32</b> |
| <b>Appendix</b>  |           |
| Test   |           |

# **Chapter One**

# **Introduction**

## **Chapter One**

### **Introduction**

#### **Background:**

For long years English learning and teaching has been an issue that attracted researcher's attention. Researchers have designed studies in order to understand the process of acquisition of a mother tongue and learning a second language so that they can offer learners a better education to fulfill the different demands.

Currently, the world is embraced in a process of a globalization and it requires to speak universal language. Therefore; Sudan faces the need to be a part of this globalization.

Learning and teaching English as a foreign or second language, especially in a context such as a college Sudan as college as well as in programs. Concerning training in teaching English demand reflection on issues that affects an optimal development of language competence as these regarding problems with interference of the mother tongue (L1) with the acquisition of the second language (L2) and which abstract the development.

Thus, the present study emerged from the concerns related negative transfer of syntactic errors structures from L1 among some English Language learners whether using it in written or oral Production from L1 into L2. Some English language learners whether using in written or oral production.

Additionally, it intends to describe some factors that lead English language learners to make errors in determined syntactic categories.

In this study, the researcher focuses on the syntactic transferred errors constructor made by English language learners. These syntactic errors categories include several aspects such as word order, ellipsis, pronoun, omission, pronoun addition, pronoun misuse, article omission, preposition, misuse of tense and comparative constructions.

Furthermore; syntactic errors occurs because of lack of subject – verb agreement, fronting and postponing

### **1-1 The Statement of the Problem:**

The present study attempts to investigate that English language learners are require to be highly skilled and literate in the use of at least one foreign language such as English. However English Language students Ignores or neglect the errors that they make in their writing That is to say English language students need to be aware not to make errors in their writing; however, they still need training to avoid committee errors .

### **1-2 The Significance of Study:**

This study is considered important for the following reasons:

1. Important for the researchers to conduct the methods and approaches in order to understand the process of acquisition of a mother tongue and learning English as second language.
2. From the methods and approaches designed by researchers that the English language learners will be able to avoid error production.

### **1-3 The Objectives of the Study:**

The study tries to realize the following objectives:

1. To describe syntactic negative errors of the students when they write.

2. To inform potential causes for students that produce syntactic errors due to negative transfer .

#### **1-4 The Questions of the Research:**

**This study provides answers to the following questions:**

- 1.What are the syntactic errors that the students commit when they write?
- 2.Why do students make syntactic errors in written performance in determined syntactic categories?

#### **1-5 The Hypotheses of the Research:**

**The study has the following hypotheses:**

1. Syntactic transfer provides many errors in written production.
2. English language learners make errors of student writing in English as a foreign Language .

#### **1-6 The Methodology of the Research:**

This study adopts descriptive analytical method' and the researcher will conduct the analysis through experimental test. The sample which selected by the researcher is third year students in Sudan University of science and technology.

#### **1-7 The Limit of the Research:**

**This study is carried out with the respect to the following:**

**Time:** The study is conducted during the years 2013 – 2015.

**Location:** Khartoum state – Sudan University of Sciences and Technology.

# **Chapter two**

## **Literature Review**

## **Chapter two**

### **Literature review**

#### **2-0 Introduction:**

The researcher tries to examine some studies that are related to this research, starting with child and adult second language acquisition and conducting with literature on learner's errors. First the researcher attempts to review two main views of language acquisition behaviorist and mentalist theories.

#### **2-1 Second language theories:**

There are many theories concerned with second language acquisition such as Behaviorist, Mentalist.

##### **2-1-1 Behaviorist learning theory:**

The behaviorist held that language acquisition was a product of habit formation. Habits were constructed through the repeated association between some stimulus and some response, which would become bonded when positively reinforced.

Skinner, (1957:5) states that the language behavior can be studied through observation of external factor, like frequency, imitation, and reinforcement frequency means that the recurrence of utterances used around the child was positively influence language development. Imitation of what adults say has been considered initial step in language acquisition . Children imitate more complex structure than those they can already produced. Reinforcement is defined as appraisal, reward or punishment and considered as another factor by which children might learn language they would be rewarded when they produce utterances that confirm adults structure and function.

Conversely they would be punished and corrected whenever their utterances vary from the adult (Clark and Clark 1977: 298).

However, Paplia, et al (1985) summarize Skinnes view to the learning process in few sentences. Children hear the parents speak copy them, are reinforced for this behavior and thus learn the language.

### **2-1-2 Mentalist theory:**

In the early 1960s, inspired by Chomsky theory of language acquisition researchers began studying the speech of children acquiring English as second language.

Chomsky's theory of language of acquisition reviewed support from first language acquisition researchers recording the errors of children acquiring English as their first language were found to commit errors such as:

- She doesn't want to go.
- I eated it.

Which suggested that they handle internalize rules for subject – verb agreement and past tense formation in English, respectively but had mastered the limitations of the rules. Furthermore, such original errors indicated that the children were not simply repeating forms, from the input they encountered.

According to these two theories errors in this study will be analyzed in terms of performance or false intralanguage analogy. Therefore, the mentalist or the cognitive theory is used to analyzed the errors involve in this research because the cognitive theorists maintain that children during their language acquisition, employ certain learning strategies to formulate rules or hypothesis appropriate to the level of their cognitive development.

## **2-2 Child and Adult Second Language:**

In child and Adult second Language the focus is going to be on Language transfer and interlingual interference.

### **Acquisition studies:**

Second language acquisition studies have been examined namely an morpheme acquisition. Brown's (1973) study of first language study makes researchers to adopt his methodology.

One of first major discoveries were the degree of similarities between first language ( $L_1$ ) and second language ( $L_2$ ) developed mental sequences. Ravan (1968, 1970) tracked the development of English negation and wh – question in speech of his Norwegian – speaking children. He reported finding striking by similar developmental sequences to those Brown and his associates, who studied the acquisition of these studies by children acquiring English as first language. Milon (1974) confirmed Ravem's finding examining the acquisition of negation in a study of a seven – team of Japanese speakers learning ESL Milon reported that his subject produced negative utterances which were very much like these of children acquiring English as a native language.

According to Nemser (1971), there are factors that may influence the second language system, such as grammar, they are:

#### **a. Language Transfer:**

Sentences in the target language may exhibit interference from mother tongue, it means that the second language learners are strongly influenced by the learner's first language.

**Example:** "She eat rice yesterday" should be "She ate rice yesterday"

**b. Intralingual Interference:**

Sentences in the target language do not reflect the structure of mother tongue but generalization based on partial exposure to the target language.

**Example:** "He drink a coffee" it should be "He drinks coffee".

From the explanation above, it can be concluded that the grammar has an important role in learning the second language acquisition. Without correct grammar, the learner will produce errors and mistakes in their learning.

**2-3 Definition of Writing:**

After the other review of the past literature , it is obvious that there were several attempts to define writing. Byrne (1996) defines writing as encoding of a certain message or idea through writing in a shape of a sequence of the sentences put together in syntactic way. The way of ordering the writing sentence should include some conscious mental effort such as making notes, drafting, and revising (Byrne, 1996).

Furthermore, White and Arndt (1991,p.3) define writing as "a form of problem solving which involves such process as generating idea, discovering a voice with which to write, planning, goal setting, monitoring, and evaluating what is going to be written and searching with language with which to express exact meaning in the light of a aforementioned definition, the current study define writing as mental process which includes generating ideas writing these ideas in ordered sentences and revising these idea for evaluation purpose. Good writing must include sufficient knowledge of grammatical rules, lexical items and logical connections.

## **2-4 Errors Analysis (EA):**

A number of previous research provided different definitions for Errors Analysis; Crystal (1999, p. 108) define Errors Analysis in the language teaching and learning as "the study of the unacceptable forms produced by someone learning a language, especially a foreign language.

Moreover, James (2001, P. 62) pointed out that Errors Analysis refer to "the study of linguistics ignorance, the investigation of what people do not know and how they attempts to cope with their ignorance" for Abi Samara (2003) Errors Analysis is defined as a kind of linguistic Analysis that concentrates performed by ESL or EFL learners. Ridha (2012, P.26) view EA as "the process to observe, analyze, and classify the deviation of the rules of the second languages and them to reveal the system operated by the learner". According to Hasyim (2002, p. 43) errors analysis is carried out in order to:

- a. Find out how well some one knows a language.
- b. Find out how a person learns a language.
- c. Obtain information on common difficulties L<sub>1</sub> language learning as an aid in teaching or in preparation of teaching materials.

EA is defined as an act involving and unintentional deviation from truth or accuracy. It is different from mistake, which is defined as to misunderstand the meaning of intention. An error is more unintentional than mistakes which can be made on purpose.

Brown (2000:1) states that the researchers and teachers of second language come to realize that the mistakes a person make in this process of constructing a new system of language needed to be analyzed carefully for the possibly held in some of the keys to the understanding of the process of the second language acquisition.

Richard (1974:1) states that errors analysis is the study and analysis of errors made by the second or foreign language. Based on the definition, it is known that errors analysis is necessary to conduct only for the errors made by teachers in learning second or foreign language.

From the statement above, it can be summarized that by describing and classifying learner's errors the teacher can know how far the learners have learned or understand the lesson and what items remain for them

Therefore, it is clear that an errors analysis is needed in the process language learning.

## **2-5 Types and Causes of Errors:**

In the stage of identifying and describing the errors in this research the researcher will use surface strategy taxonomy (Dulay, Burt, Krashen, 1982).

Based on the taxonomy, errors are classified this taxonomy into four categories:

### **a. Omission:**

Omission errors are characterized by the absence of an item that must appear in the well formed phrases or sentence. Any morpheme or word in a sentence is a potential candidate for omission. However, between content words and function words, the letters are more frequently omitted by language learners.

#### **Example:**

1. (He sitting). He is sitting.
2. (English use as second language). English is used as a second language.

### **b. Addition:**

Addition errors are opposite of omission. They are characterized by the presence of an item, which does not appear in well formed utterance.

**Example:**

1. (She is eats bananas). She eats bananas.
2. (It is an a picture of elephant). It is a picture of elephant.

**c. Misinformation:**

Misinformation errors are characterized by the use of wrong form of morpheme of structure, while in omission errors, the items not supplied at all. In misinformation errors learners supplies something, although it is incorrect.

**Example:**

1. (Ali eats a pineapple). Ale eats a pier apple.
2. (It is the Tiger). It is a Tiger.

**d. Misordering:**

It is characterized by the incorrect placement of one or more elements in phrase or sentence. The errors may be made by L1 and L2 Learners when they have acquired certain simple patterns.

**Example:**

1. (Elephant has a nose long). Elephant has a long nose.
2. (Zebra the color is black and white), Zebra's color is black and white.

This taxonomy is used because it is expected to give much promise to the regular for identifying cognitive process that underlines the learner's construction of the language. The taxonomy also makes use aware that the learners' errors are based on logic. They are not result of laziness or

sloppy thinking, but of the learner's use of term principle to produce a new language (Dulay, 1982, P.150).

In this stage of interpreting the causes of errors, the researcher makes use of the comparative taxonomy based on comparison between the constructions of  $L_2$  errors and certain types of construction. Considering this taxonomy, inter lingual errors are caused by negative transfer or interference from the learners' mother tongue. Transfer is one of the learning strategies in which the learners use their previous knowledge and experience of the mother tongue as a means of acquiring the target language when certain system of learner's native language are similar to that the target language. However, when they are different and the learner use transfer, they will produce errors that are called inter lingual errors. Based on the opinion above, we can take an implication that one of the characterized of inter lingual errors reflected the learner's first language structure.

The second type of errors is intra lingual or developmental errors. These errors are caused by interference within the target language itself. According to Richard (1974:74) there are four types of intra lingual or developmental errors they are:

### **1. Overgeneralization:**

Overgeneralization is defined as the use of the previously available strategies in a new situation learners make deviant structure on the basis on their experience of their structure in target language, they make errors as they want to reduce their linguistic burden in using the language. The kind of errors occur when the learners are given different kind of sentence patterns and rules, but sometimes she or he uses them in different situation, in which particular generalization does not apply.

## **2. Ignorance of the Rule Construction :**

Ignorance of the rule construction related to generalization. Learners make errors because they are failing to observe the construction of existing structures. They apply the rules in a new situation where should not be applied.

## **3. Incomplete Application of Rules:**

Learners make errors because they are more interested in communication, so they think that there is no need for mastering the rules of the language.

## **4. False Hypothesized Concepts:**

The errors are caused by the poor gradation of the teaching items. It is derived from a faulty comprehension or distinction in the target language.

Writing is an important skill in the language learning. For learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet and to reach other purposes.

According to Homby (1956:83) there are several definitions of writing they are:

- 1- The activity or occupation of writing. e.g
  - a. Books, stories, articles
  - b. The literary style of such material.
- 2- Written work e.g books or essays.
- 3- The general activity or skill of writing.
- 4- Written or printed words.
- 5- The way in which person makes letters when writing.

Based on the opinion above. It can be stated writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has heard in writing form. It can begin from a simple piece of writing to more advanced level.

## **2-6 Conceptual Framework:**

The understanding of grammar is very important in making a good writing. Errors in writing will happen if the writer has not enough knowledge or grammar.

Mistakes and errors often happen in learning foreign language, it is difficult to see the differences between errors and mistakes, especially in written form. The writer agrees with Corder (in Richard, 1974:25) who states that problem of determinacy what learner's mistakes and what learner's errors is one of the same difficulties and involve a much more sophisticated study and analysis of errors, because of that reason, in this research the presence of mistakes are omitted.

Corder (in Richard 1974:20) also says that human learning is fundamentally a process that involves the making of mistakes. The learner has already acquired his or her mother tongue; the mastering of mother tongue in fact has a great influence on the process of learning a second or foreign language. The learners still use their native language form and meaning in learning a foreign language. It influences the process of mastering foreign language because of the reason, the researcher considers that mistakes and errors in the research are the problem in writing for the learners.

## **2-7 Classification of Errors Analysis:**

According to Richard and Schmidt (2000) language errors can be classified into two main part : inter lingual errors and intra lingual errors. Inter lingual errors can merits such as lexical errors, grammatical errors, or pragmatic errors can be attributed to the ignorance of the rule restriction, imperfect implementation of rules, and false concepts assumed which all lead to over generalization (Richard and Schmidt:2002) Ellis (1996) stated that over generalization errors are caused when provide irregular structures unlike the target language structure whereas unawareness of rule restrictions is related to the rule implementation in improper contexts. Ellis (1996) also added that imperfect implementation of rule appears when learners fail to involve a full structure, whilst false concepts assumed arises when learners misunderstand the distinction in the target language.

## **2-8 Errors Significance:**

Errors Analysis is significant for all the parts of involved in learning process (Kwok. 1998). (Corder, 1974) affirms the significance of identifying errors committed by second or foreign language learners, he stated that.

The study of Errors Analysis is the part of investigation of the process of language learning. It provides us with a picture of the linguistic development of learner and may give us indications as to the learning process. (Corder, 1974: p. 125).

He adds that, Remedial exercises could be designed and focuses more attention on the trouble spots. It is the learner who determines what is the input is, the teacher can present a linguistic form, but this is not

necessarily the input, but simply what is available to be learned (Corder, 1974. P. 125).

Errors analysis is not useful to students, teachers, and curriculum designers, but it is also beneficial to researchers through showing them the strategies learner employs to learn a target language. In addition, errors analysis identifies the types of errors committed by the learners and attributes the reasons of making the errors (Nation of Newton, 2001) to conclude helps linguists to facilitate second or foreign language learners through training teachers, and assisting them identify and categorize learner's writing errors as well as helping them employing appropriate strategies.

## **2-9 Previous Studies on Writing Errors Analysis:**

A number of studies have been conducted to investigate the writing errors committed by students Simbwa (1987) investigated the causes of syntactic errors in English essays among Taiwn University students, the samples of the study contained 94 males and 14 females students of academic year 1985. The participants were chosen randomly from four schools in Kambala (the capital city of Ugander). The result of the study showed that the predominant errors among male students were prepositions, pronoun, and tense; the most predominant errors type for female was prepositions.

In researcher's view other reason is misuse of article.

Salebi (2004) investigated Saudi College Students' perception of their errors in written English. The participants of the study were 32 Saudi females 22-24 years old who were in the fourth level at the department of the foreign language at King Faisal University. They had attended an errors analysis course where they were taught how to indentify, classify

and describe errors in English committed by second language learners. The research used two instruments; Test and students ' comments on their errors. The result of this study revealed that the percentage of errors caused during translation form Arabic was 18-75% and subject verb agreement was 44- 3% further, it should be the main reason for errors was the difficulty of the target language which resulted in generalization of rules. In the first composition, 31.58% (omission =3 and misinformation = 16 times) in the third composition Zawaherh (2012) investigated the writing errors committed by tenth grade students who were study consisted of 350 students selected randomly from a group of schools Aljon. They were asked to write an essay about "a journey to the ancient city of Jerash in Jordan" an ordinary EL exercise in the class. The results of the study showed that the most dominant errors among tenth grade students in Ajloun school were lack of agreement between the subject and the main verb. Also the result of the study suggested that the cause of student' writing errors might be attributed to Arabic interference.

# **Chapter three**

## **Methodology of the**

## **Research**

## **Chapter three**

### **Methodology**

#### **3-1 Introduction:**

This chapter handles the research methodology, procedure and the steps that have been used in order to assess the syntactic errors that learner's borrow from their first language (L1) to incorporate in the second language (L2) writing.

In this chapter the researcher attempts to introduce the method which is used to conduct the study and data collection tools. The researcher adopted a descriptive analytical method and identified sampling procedure.

#### **Population:**

The population was the third years students of college of language Sudan university science and technology.

#### **3-2 Participants:**

In the process of carrying this study, 30 students were chosen to answer the test questions. The participants were selected randomly and participated in the study.

In order to elicit teachers perception and thought about errors made by their students a test was designed and carried out.

#### **3-3 The Test:**

The test was designed and distributed to the students. They were asked to answer the given questions which related to errors may be, omission, ordering and transfer. The results of the test were collected and analyzed in the following chapter.

#### **3-4 Reliability:**

Polit and Hungler (1993: p. 445) refer to reliability as the degree of the consistency with which an instrument measures, the attributes it is designed to measure. The researcher used a test to measure the reliability of the instrument. The study conducted errors analysis of written test. The case of the study is the students of Sudan University of Science and Technology. The students were chosen randomly.

### **3-5 Validity:**

Polit and Hungler (1993: P. 448) refer to validity as the degree to which an instrument measures what it is intended to measure. To ensure the face and content validity of the study, the method of trustees validity was employed. A Panel of judges consisting of two academic college instructors and three high school teachers were asked to evaluate the given test. They approve that the questions were related to the item of the test.

### **3-6 Data collection and analysis procedures:**

The data were collected and analyzed by the following way:

The test was administered to students in order to determine syntactic errors made by students in written test. The data collected from the test were analyzed descriptively by calculating the means and the percentages.

### **3-7 Summary:**

The researcher adopted the descriptive analytical method. The sample of the study was chosen randomly. They were (30) students. The researcher used a test for data collection tools. Then the test was distributed to students and were required to answer the questions by choosing the best answer. The results of the test will be analyzed and interpreted in the following chapter.

## **CHAPTER FOUR**

### **Data Analysis & Discussion of Result**

# CHAPTER FOUR

## Data Analysis & Discussion of Result

### Introduction

**4.0** This Chapter introduces the analysis and the interpretation of the data. It is about the responses of the students to distributed test that was marked and analyzed to determine their syntactic errors when writing.

#### **4-1 Statistical methods used:**

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

- 1 - charts.
- 2 - frequency distribution of the answers.
- 3 - percentages.
- 4 - alpha equation, to calculate the reliability coefficient.

#### **Reliability and Validity:**

stability means that measure give the same results if used more than once under similar conditions.

Reliability is defined as the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials.

Validity is defined as the extent to which the instrument measures what it purports to measure. and calculate in many ways represents the easiest being the square root of the reliability coefficient

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

researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results as follows:

## Reliability and Validity:

| <b>Test</b>             |                      |
|-------------------------|----------------------|
| reliability coefficient | validity coefficient |
| 0.675                   | 0.82                 |

Source: prepared by researcher, using SPSS, 2015

Notes from the results table that all reliability and validity coefficients for questionnaire is greater than (50%) and close to the one, This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

## **1- English..... Language in sudan**

Table (4-1 )

|                     | Frequency | Percentage |
|---------------------|-----------|------------|
| Used as a second    | 6         | 20%        |
| Is used as a second | 24        | 80%        |
| Total               | 30        | % 100      |

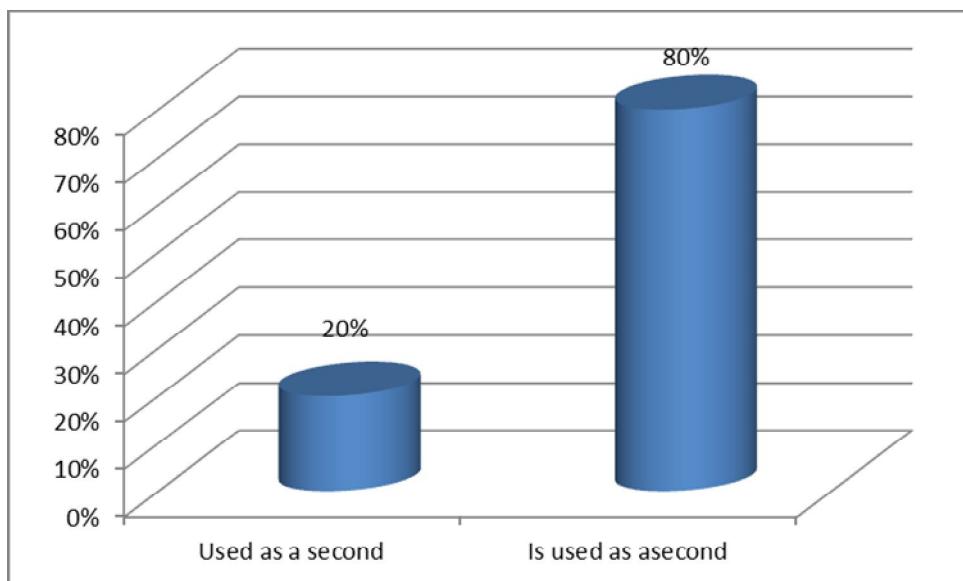


Figure (4-1)

From the table(4-1) and figure(4-1) is noted that most of Participants thus choice (is used as a second with Percentage (80%)).

## 2- I know..... a good student:

Table ( 4-2)

|              | Frequency | Percentage |
|--------------|-----------|------------|
| That you     | 8         | 26.7%      |
| That you are | 22        | 73.3%      |
| Total        | 30        | % 100      |

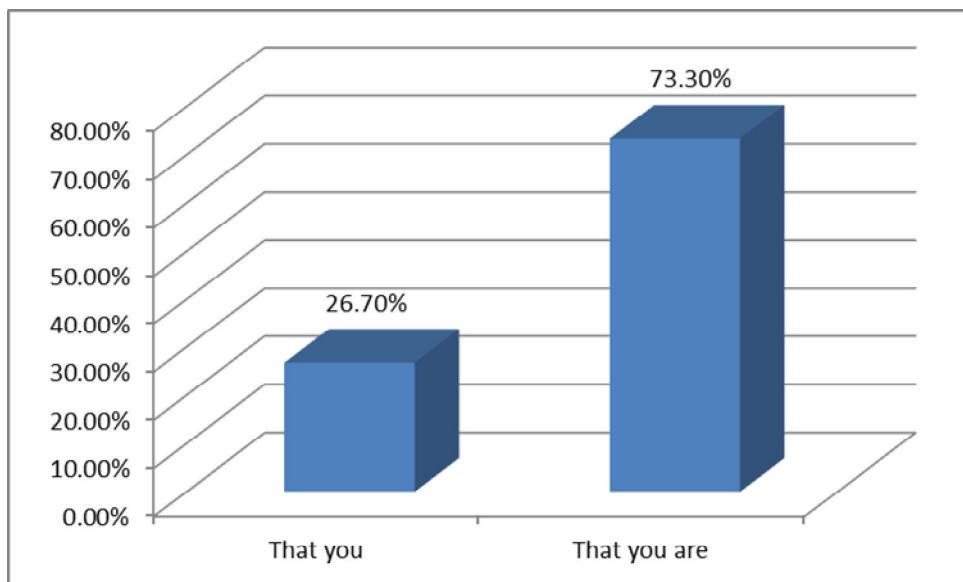


Figure (4-2)

From table(4-2) and the figure (4-2) show that most of the individuals use the express that your are with Present age (73.3%).

**3- I don't know where:**

Table ( 4-3)

|              | Frequency | Percentage |
|--------------|-----------|------------|
| does he live | 11        | 36.7%      |
| he lives     | 19        | 63.3%      |
| Total        | 30        | % 100      |

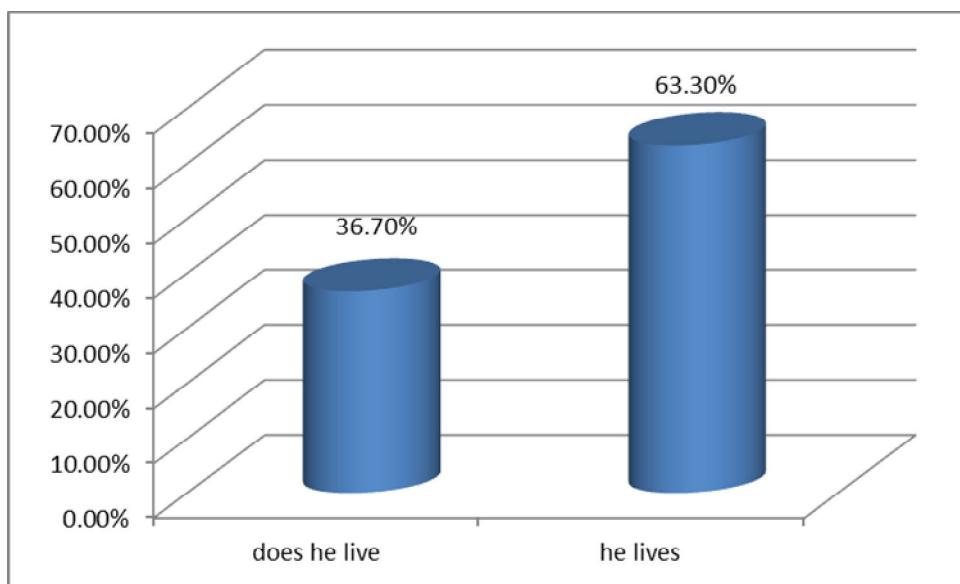


Figure (4-3)

From table(4-3) and figure(4-3) the Participants with Percentage (63.3%)

**4-** He wanted to know how.....:

Table ( 4-4)

|           | Frequency | Percentage |
|-----------|-----------|------------|
| Old Iwas  | 21        | 70%        |
| I was old | 9         | 30%        |
| Total     | 30        | % 100      |

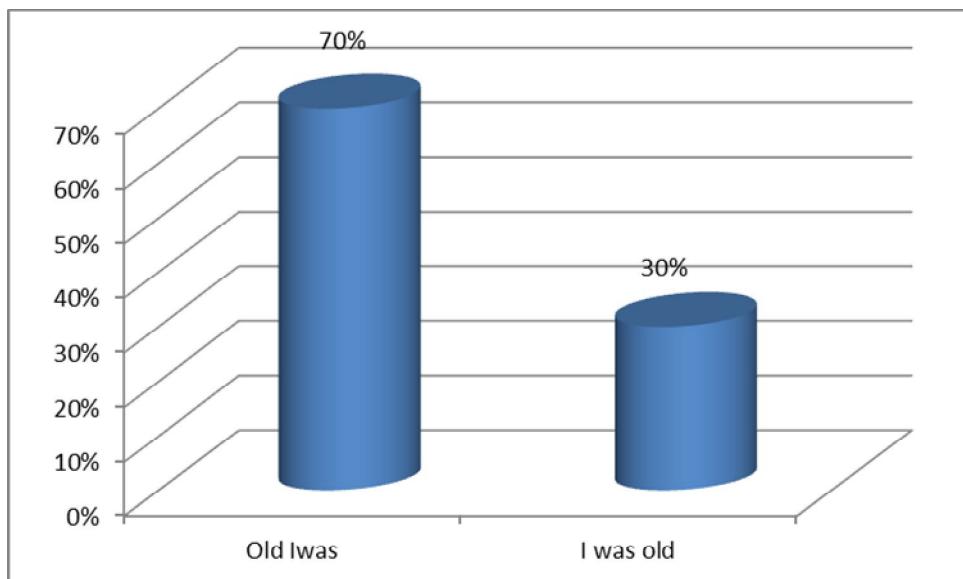


Figure (4-4)

From table(4-4) and figure(4-4) show that most of the individuals study are( Old Iwas) by (21) and with (70%)

**5-They played well yesterday.....?:-**

Table ( 4-5)

|                | Frequency | Percentage |
|----------------|-----------|------------|
| didn't they    | 10        | 33.3%      |
| wasn't that so | 20        | 66.7%      |
| Total          | 30        | % 100      |

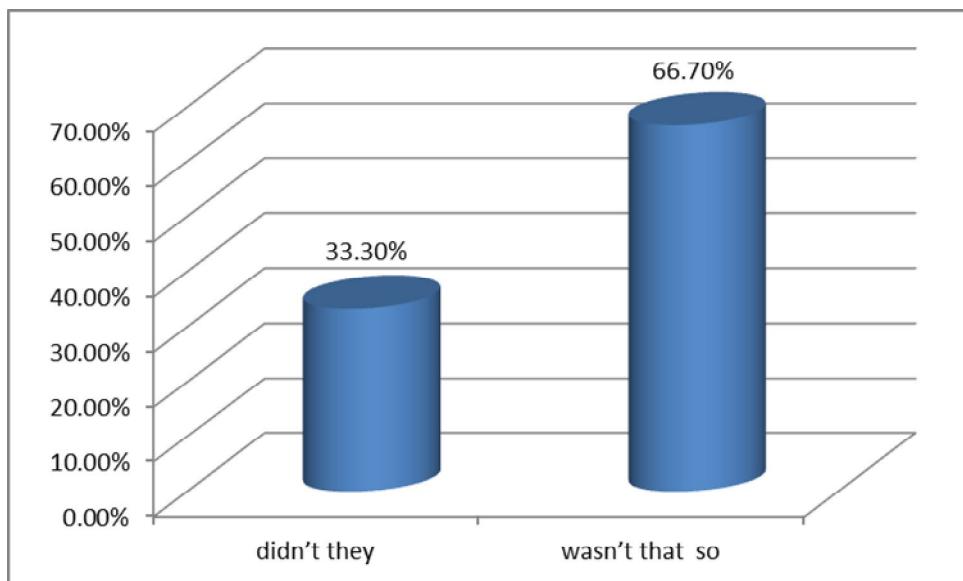


Figure (4-5)

From table(4-5) and figure (4-5) we note that most of the individuals study are( wasn't that so) by (20) and with (66.7%)

**6- They .....to play chess:**

Table ( 4-6)

|          | Frequency | Percentage |
|----------|-----------|------------|
| can able | 17        | 56.7%      |
| are able | 13        | 43.3%      |
| Total    | 30        | % 100      |

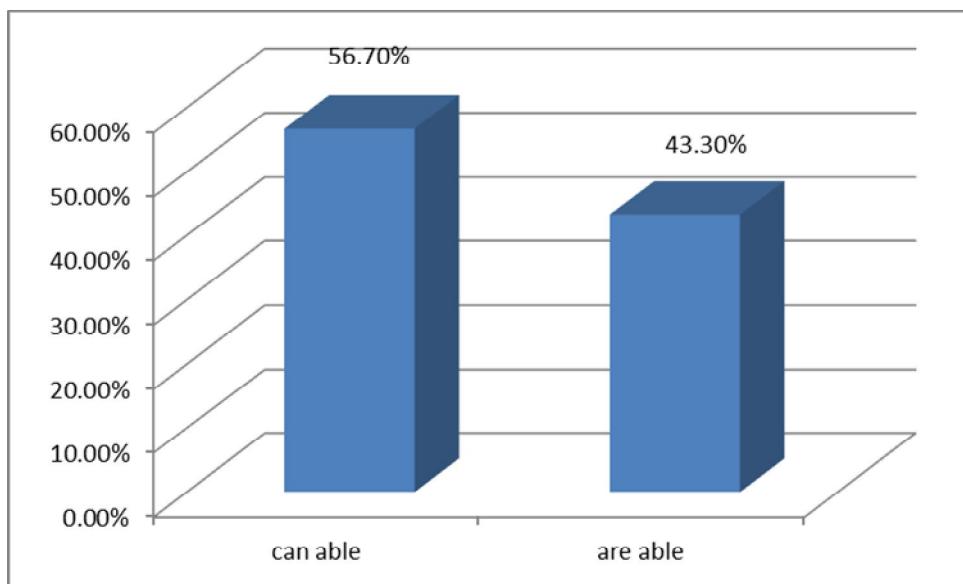


Figure (4-6)

From table( 4-6) and figure( 4-6) we note that most of the individuals study are( can able) by (17) and with (56.7%)

# **Chapter Five**

## **Conclusions, Recommendations and Suggestions**

# **Chapter Five**

## **Conclusion, Recommendations and Suggestions**

### **5-0 Introduction:**

this Chapter Presents the main findings of the study and it includes some recommendations and suggestions for future studies.

### **5-1 Conclusion:**

The study attempted to shed light on the syntactic errors that made by the students when writing. The study focused mainly on the causes and types of errors. In this chapter the researcher will also cover the findings as well as recommendations.

### **5-2 Findings:**

The results of this study indicates the following findings:

- The findings of the study suggest that the students have problems in writing.
- It is found that the students make errors because of omission or additions.
- Sometimes students produce errors because they omit articles, related to lack of grammar rules.
- Another finding shows that students produce errors because of word misorder.
- It is found that most students in the test make errors when they transfer their first language sense (L1) into the second language sense (L2) and this is due to the difference between the two languages in the system of word ordering.
- A further this study indicate that students make errors because of the rules of transfer. Again this happens when they transfer the sense of their mother tongue to the target language.

### **5-3 Recommendations:**

The present study recommend the following:

- Students should study article's use in meaningful and original texts, trying to explore the reasons, why a writer has made specific article choice.
- When teaching the students, teachers should use items in meaningful contexts and connected discourse rather than teach isolated grammar drills and sentences for classroom instruction in both written and oral production.
- The comparison between the mother tongue (Arabic) and English language might be a useful teaching method because it can show areas of differences where difficulties are expected.
- Students should be conscious of their errors and they should be asked to correct them.
- As for prepositional errors a lot of practice should be made on time and place prepositions. In addition to that quite enough emphasis on prepositional verbs should be made so as to avoid false analogies.
- Moreover, special emphasis has to be given to the errors in general.
- Researchers attention should be directed to investigate the errors made by Sudanese learners.
- Also researchers should be aware whether mother tongue interference comes from standard Arabic or collegial Arabic.
- Comparison between student's receptive and productive competence is an important area that should be investigated.

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# Appendix

# **Appendix**

## **Dear student:**

This test is apart of MA .study on analysis of syntactic errors made by university students in writing

Please answer all questions .

I appreciate your help and cooperation

Thank in Advance

Amani Yousif Abdurrahman

## **Students test**

### **Fill in the gaps with correct answers:**

- 1- English .....Language in Sudan
  - a. use as second Language
  - b. is used as a second
- 2- I know .....a good student.
  - a. That you
  - b. That you are
- 3- I don't know where .....
  - a. does he live
  - b. he lives
- 4- He wanted to know how
  - a. old I was
  - b. I was old
- 5- They played well yesterday.
  - a. didn't they?
  - b. wasn't that so?
- 6- They ..... to play chess.
  - a. can able
  - b. are able