



**Sudan University of Science and Technology**

**College of Graduate Studies**



**College of Languages - Department of English language**

**The Impact of Grammatical Errors on EFL Learners  
Writing**

**أثر أخطاء القواعد على الكتابة عند دارسي اللغة الانجليزية لغة  
اجنبية**

A Thesis Submitted in Partial Fulfillment as the Requirements for  
attainment of the M.A Degree in English language  
(applied linguistics)

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## الاستهلال

قال تعالى:

الرَّحْمَةَ إِنْ عَلِمْتُ شَاءَتْ وَإِنْ شَاءَتْ لَمْ يُرِضْ (5) لَهُمَا فِي سَمَاءِ وَأَرْضٍ وَمَا بَيْنَهُمَا وَمَا مَلَأْتَ  
الثَّرَى (6) إِنْ تَجْهِيلَ قَوْلَ فَيَانِهِ عَلَمُ السَّمَوَاتِ وَأَخْفَى (7)

صدق الله العظيم

## سورة طه الایات: (7-6-5)

## **Dedication**

To my parents: Who were and are supplicating Allah-the almighty to make righteous and successful person in my life.

## **Acknowledgements**

First of all my thank are due to the almighty Allah for granting me effort and patience to complete this study, my thank and gratitude are due to my supervisor Dr. Aymn Hamd Elneel for devoting his time and effort to assist and guide me, to whom I supplicate and invoke Allah to give him good health, strength and long life to continue extending his knowledge and assistance to others.

I thank the members of my family, brothers and sisters for their tolerance while extracting part of their time and rights for this study. I appreciate their patience and support . I also thank all teachers whom had guided and support me in my study .I thank all those who have shown good will through their cooperation and moral support.

## **Abstract**

This study is an investigate the impact of grammatical errors on EFL learners writing. The areas which the study investigated were, subject verb agreement, the prepositions and, past simple versus present perfect. The study population was composed of the 4th year students studying English language at the college of languages, Sudan University of science and Technology. The data collection tool was a test given to the students to write a composition, the data collected was analyzed by the researcher's own observation and a computer program. The important findings are : the researcher found that, most of the students are unable to understand and deal with the prepositions in writing, most students failed to use subject verb agreement. which is a big problem to students to express themselves The study recommended that: teachers should give enough time and effort to teach writing skill, and help the students to improve their writing performance by providing them by the rules of a language "grammar". Students should practice their writing skill by doing more writing activities. At last, it hoped that the results of this study could be much of benefit for developing English writing skill among university's' students, particularly Sudan University of Sciences and Technology.

## المستخلص

تهدف هذه الدراسة البحث عن اثر أخطاء القواعد على الكتابة لدارسي اللغة الانجليزية لغة اجنبية . و المجال الذي يحاول الباحث دراسته هو : توافق الفعل و الفاعل, حروف الجر مقابل الماضي البسيط, المضارع التام. قد اجريت الدراسة لطلاب المستوى الرابع كلية اللغات بجامعة السودان للعلوم و التكنولوجيا. الاداة التي جمع بها البيانات كانت عبارة عن اختبار منح للطلاب ليكتبوا تعبيرا, و المعلومات التي جمعت قد حللت بواسطة ملاحظة الباحث نفسه و برنامج الحاسب الالى, و اهم النتائج كانت كالتالي: وجد الباحث ان معظم الطلاب غير قادرین على فهم حروف الجر و التعامل معها في الكتابة. فشل معظم الطلاب في استخدام توافق الفعل و الفاعل و هذه تمثل مشكلة كبيرة للطلاب ليعبروا عن انفسهم في الكتابة. و قد اوصت الدراسة بالاتي: على المدرسين ان يمنحو الطلاب فترة زمنية كافية و ان يبذلوا مجهودا ليدرسوا مهارة الكتابة و مساعدة الطلاب على تحسين ادائهم في الكتابة بتزويدهم بقواعد اللغة (الصرف). على الطلاب ممارسة مهاراتهم الكتابية بالتدريب اكثرا على الكتابة. و اخيرا نتمنى ان يكون لنتائج هذه الدراسةفائدة كبيرة، من اجل تحسين مهارة الكتابة في اللغة الانجليزية بين طلاب الجامعات و خاصة جامعة السودان للعلوم و التكنولوجيا.

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## **Chapter One**

### **Introduction**

#### **1.0. Background**

Grammar lays the ground work for effective communication. Just as an improperly configured telephone wire can cause static during a phone conversation, improper grammar can likewise affect the meaning and clarity of an intended message. Grammatical errors come in many forms and all can easily confuse and obscure meaning. Some common errors are with sentence structure, subject/verb tense, punctuation, spelling, and other basic mechanics and parts of speech. Even something as simple as a misplaced comma can completely change the meaning of a sentence. For example: "Let's eat grandpa" vs. "Let's eat, grandpa." Grammar makes written content more readable and in turns more interesting. If it is necessary to repeatedly reword sentences while reading, the flow becomes disrupted and involvement in the story halted.

Grammar skills are useful in every aspect of life from education to leadership, and social life to employment opportunities. They are equally important at home where children learn their grammatical patterns from their parents and family. This puts the next generations at an immediate disadvantage if they incorrectly learn.

Proper grammar is essential for understanding English as a second language as well as for learning a new language, since all languages follow grammatical patterns. With the United States being a melting pot of nationalities and foreign language speakers, hearing proper, consistent English is extremely helpful to encourage any newcomers in becoming fluent. This, in turn, aids native English speakers in understanding other

dialects as well. Therefore this study tries to investigate the impact of grammatical errors encountering EFL learners in writing with special emphasis on prepositions, subject-verb agreement and past simple and present perfect tenses

### **1.1. Statement of the Problem**

This study assumes that although grammar is an indispensible element in language learning, it is difficult for most students to master. Prepositions for instance; do not follow a particular rule to use yet most of them are idiomatically used. The realization of subject- verb agreement rules often poses real difficulty for most learners. Another area of difficulty and form challenges for most students is the use of past simple and present perfect. Therefore this study particularly tries to investigate the impact of grammatical errors encountering EFL in writing.

### **1.2. Significance of the Study**

Since the study deals with exploring the impact of grammatical errors in language learning and explore different aspects involves grammar learning, it will certainly appeal to students needs and requirements in supporting and enhancing their background knowledge over the use of the second language. It will again contribute to the improvement and expansion of the area of language study in general. Hence; the findings of this study may be of use for students in their attempt to acquire and master English language as a foreign language.

### **1.3. The Objectives of Study**

The basic objectives on which the based include:

- To attract students attention towards the importance of grammar in writing.

- To explore different aspects of grammar and their significance in writing.
- To identify and clarify the problematic area encountering EFL.
- To direct learners' attention toward the importance of grammar in writing.

#### **1.4. Questions of the Study**

- To what extent are most students unable to understand and use preposition in writing correctly?
- To what extent do most students ignorant subject verb agreement rules in writing?
- To what extent do some learners fail to distinguish between past simple and present perfect tense in writing?

#### **1.5. Hypotheses of the Study**

- Most students are unable to understand and use prepositions in writing.
- Most students can not realize subject verb agreement rules in writing.
- Some learners fail to distinguish between past simple and present perfect while they are writing.

#### **1.6. Methodology of the Study**

This study uses the deductive methods and descriptive and analytic method in addition to writer's own observation. Data gathering tool is a test for students studying English language. The population of the study is selected from Sudan University for Science and Technology,

Collage of Languages, level four. Sampling method based on researcher's discretion. Data gathered is treated via an application of (SPSS) Statistical Packages for Social Sciences so that the interpretation of data can easily be done.

### **1.7. Delimitation of the Study**

This study is limited to the investigation of only the impacts of grammatical errors encountering EFL learners in writing. It is carried out in a partial fulfillment as a requirement for attainment of M.A degree in English language at Sudan University of Science & Technology.

### **1.8. Limits of the Study**

The study is only tries to cover the above mentioned area because of the some obstacle that make it difficult to go further beyond study limit such as: rarity of adequate references, high cost of livings, transportation etc.

### **1.9. Summary**

This chapter contains the study proposal which includes the following items: an introduction, statement of the problem, significance, objectives, questions, hypotheses, methodology delimitation and of the study.

## **Chapter Two**

### **Literature Review and Previous Studies**

#### **2.0. Introduction**

This chapter contains the review of relevant literature in which the writer the recognizable methods of documentation followed i.e. quotation, paraphrasing and summary has been adopted so that the scientific privacy of authorities and research ethics would be maintained.

#### **2.1. The importance of mastering grammar and usage:**

According to Najah, (2007, P.10) Grammar is the study of rule governing the use of language. The set of rules governing particular language is the grammar of that language thus each language can be said to have its own distinct grammar. Grammar is a part of the general study of language called linguistics. Grammar is a way of thinking about language. As the word is understood by most modern linguistics, the sub fields of grammar are phonetic morphology, syntax, semantics etc.

Traditionally, however, grammar includes only morphology and syntax. The English grammar is a part of school year. There is fundamental to all learning, for that reason English [here used in the specialized sense of grammar and usage].

Receives a repeated emphasis in school, each year students take an additional course in it and though they are often asked to review units of work that they have studied before. Each new course offers more advanced phases of study. If they have not mastered earlier courses, they need to study the fundamentals of language: they have mastered them; they can use this part of their text as reference section.

Grammar of a language is the description of ways in which words can change their forms and can be combined into sentences in that language, if the grammar rules are too carelessly violated. Communication may suffer, although creating a good grammar rules is extremely difficult.

Linguists investing native-speaker speech and writing have over the years devised various different systems to describe how the language works. For more illustration she added that according to Jeremy, (2004, P.12-13) "a typical tree diagram will show us one such description and demonstrate how grammar rules provide the scaffolding on which we can create any. Number of different sentence, A sample sentence like(the mongoose bit the snake) tells us that the sentence(S) contain a noun phrase (NP) and a verb (VP) and a noun (N) whilst the verb phrase contains a verb(V) another noun phrase (NP)".

What is important is not so much the particular way the grammar is presented here. But the fact that the representation shows us how this simple sentence is struttet it allows us to substitute different words yet retain the same structure. So that " the boy kicked the door" or "the teacher praised the student" would also qualify as sentences with the same grammatical structure. This type of formulation also allows us to show how sentence structure can be transformed.

## **2.2. What is grammar?**

The word grammar has several meaning and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar. Leech, (1982, P.3) defines grammar as something in reference to the mechanism according

to which language works when it is used to communicate with other people.

Harmer, (2004, P.12) defines grammar 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, P.2) state that grammar is a theory of a long usage, of how language is put together and how it works, 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.

Grammar as far as the present study was concerned refers to written sentences grammar. It includes the study of syntax (word order), clause and phrase structure, and the classification of parts of speech (e.g. noun, verb, predicate, clause, etc.) it can be both descriptive, in that it describes the existing patterns of sentences; and also generative or transformative, in that rules grammatically acceptable sentences ( the transformation being from basic rules through to actual sentences).

### **2.3. The scope of grammar**

Najah, (2007, P.21) states that, Grammar deals with the structure of stretches of utterance that cannot be described in phonology we may assume that it will identify recurrent elements, classify them and study the relationships which these elements enter into with each other. The word grammar is the name of a general study and also refers to conditions in a given area, such double usage is commonly the case with names of technical subject, such as chemistry, harmony, phonology. We may speak of grammar in general and English grammar in particular, while it may be helpful to define grammar as "the study of how words are put together or

the study of sentences, this to some extent begs the question since word and sentence can be defined only within grammar, therefore this definition itself presuppose some knowledge of grammar.

In grammar we must make a clear distinction between data and structure. In many form of communication, human beings recognize structures (patterns or form) beyond and different form the data (concrete exponents or substance), yet contained in them, but two dissimilar pieces of data may embody the same structure.

Conversely the same piece of data may contain two or more possible competing forms puns and ambiguous utterance one of this nature: George likes amusing girls. The task of grammar therefore involves the development of technique that can describe structures, and that includes giving descriptions to all different structures contained in one set of data, in this sense grammar is the study of the visible and the abstract.

Moreover, she added that according to John, (1980, P.105) there are more than half a dozen different approaches to grammar within modern linguistics, among which is the development to occurred in the U.S.A between the early 1930 and the early1960: it falls in to two parts, apos-bloomfieldian structuralism and transformational-generative .

## **2.4 Parts of speech**

Words are divided into different kinds or classes, and these classes called Parts of Speech, according to their use; that is, according to the work they do in a sentence. The parts of speech are eight in number:

1/ Noun 2/ adjective 3/ Pronoun 4/Verb 5/ Adverb 6/ Preposition 7/ Conjunction 8/ Interjection

1/ Noun is a word used as the name of a person, place, or thing; as, Akbar was a great King.

The rose smells sweet.

The sun shines bright.

The word thing includes all objects that we can see, hear, taste, touch, or smell;

And. something that we can think of, but cannot perceive by the senses.

2/ An Adjective is a word used to add something to the meaning of a noun; as,

He is a brave boy.

There are twenty boys in this class.

3/ A Pronoun is a word used instead of a noun; as,

John is absent, because he is ill.

The book is where you left them

4/ A Verb is a word used to express an action or state; as

The girl wrote a letter to her cousin.

Kolkata is a big city.

Iron and copper are useful metals.

5/ An Adverb is a word used to add something to the meaning of a verb, an adjective, or

Another adverb as:

He worked the sum quickly.

This flower is very beautiful.

She pronounced the word quite correctly.

6/ A Preposition is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else as:

There is a cow in the garden.

The girl is fond of music.

A fair little girl sat under a tree.

7/ A Conjunction is a word used to join words or sentences; as,

Rama and Hari are cousins.

Two and two make four.

I ran fast, but missed the train.

8/ An Interjection is a word which expresses some sudden feeling; as,

Hurrah! We have additional grammars; all determiners except (a), (an) and (the) are classed among adjectives.

As words are divided into different classes according to the work they do in sentences, it is clear that we cannot say to which part of speech a word belongs unless we see it used in a sentence.

They arrived soon after. (Adverb)

They arrived after us. (Preposition)

They arrived after we had left. (Conjunction)

From the above examples we see that the same word can be used as different parts of speech.

Won the game. Alas! She is dead.

Some modern grammars include determiners among the parts of speech. Determiners are words like a, an, the, this, that, these, those, every, each, some, any, my, his, one, two, etc., which determine or limit the meaning of the nouns that follow.

## 2.5. Genesis of grammar

Kumar, (2013) stated that the term grammar is derived from the Greek word *grammatikē*, where *gram* meant something written. The part *tikē* derives from *technē* and meant art. Hence *grammatikē* is the art of writing. Since its appearance in ancient Greece the term has undergone considerable modifications. In ancient Greece and ancient Rome the terms *grammatikē* and *grammatical* respectively denoted the whole apparatus of literary study. In the middle ages, grammar was the study of Latin. Latin grammar was the only grammar learned in schools. Until then there were no grammars of English.

They stated that, grammar is a mechanism for producing sentences. Thus the actual definition of grammar is determined by pragmatic factors. If we wish to learn to speak and write, we will focus on the system of rules that underlie a given language, and if we wish to describe the structure of a language, we will focus on the units that make up the language and their relations. Hence we can speak of two types of grammar: practical and theoretical. Practical grammar gives practical rules of the use of the linguistic structures while theoretical grammar

gives an analysis of the structures in the light of general principles of linguistics and the existing schools and approaches.

Historically, English grammars, according to their general aims and objectives, can be divided into:

- a) Traditional (prescriptive and non-structural descriptive)
- b) Structural descriptive
- c) transformational-generative

## **2.6. Developments of Grammar**

Grammar evolves through usage and human population spread. With advent of written representation, formal rules about language usage tend to appear also.

Formal grammar is codifications of usage that is developed by observation. As the rules become established and developed, the prescriptive concept of grammatical correctness can arise.

The formal study of grammar is an important part of education from young age through advanced learning, though the rules taught in school are not a grammar in the sense most linguists use the term, as they are often prescriptive rather than descriptive.

## **2.7. The Role of Communication**

Kumar, (2013, P.482) in his article states that “Now day's communication has become the heart and soul of the human life the process of communication chiefly deals with speaking, listening, reading and writing” .No one really learns grammar, it has become natural phenomenon that we start speaking what everybody speaks around us, he argues that we gradually develop a better sense of understanding with the passage of time. We don't study grammar of our own mother tongue to

use it for daily speaking, but when we need to polish our own mother tongue or we want to learn a foreign dialect. We have to study its own grammar and we usually do that. When we come to learn a new language like English language, we need to study its grammar; the importance of grammar cannot be or neglected.

## **2.8. Writing and speech**

Alego, (1993, P.9) argues that because writing has become so important in our culture, we sometimes think of it as more read than speech. A little thought, however, will show why speech is primary and writing secondary to language. Human beings have been writing (as far as we can tell from the surviving evidence) for at least 5000 years; but they have been talking for much longer, doubtless ever since they were fully human. When writing developed from and represented speech, even today there are spoken languages that have no written form.

Furthermore we learn to talk long before we learn to write; it takes special effort to learn to write. In past many intelligent useful members of society did not acquire that skill, and even today many who speak languages with writing systems never learn to read or write if speaking makes us human, writing makes us civilized.

## **2.9. The Learner Problem in Written English**

Constructing grammatically acceptable sentences in a language one has not acquired has often been a problem to learners. Sudanese students are not exempted from this academic.

Yale, (1998) quotes Michael maintains that "the greater part of this world's troubles are due to question of grammar" this is not far from the truth since English is being learned as foreign language for specific needs

such as business, diplomacy, academic purpose, And that it must be used with such accuracy and effectiveness that it can easily understood by the native speaker. That is to say the learners must acquire a certain standard approximating the native speakers fall far below this standard. They are said to be making errors. An error is a grammatically consistent in correct expression made in writing. To this end Hubbard et al, (2000) Puts forward the following questions:

- 1- What causes our students to make errors?
- 2- What can we learn from examining errors in detail?
- 3- What attitude and policy should we adopt towards errors when they occur?

The following could provide ways of answering these questions:

- 1- Students make errors when they have problems with grammar and its usage and the chain of a language (syntax).
- 2- Errors contain certain valuable information on the strategies that people use to acquire a language.
- 3- Avoidance of excessive errors is the best policy in any teaching programmer

## **2.10. What is writing?**

Cimcoz, ( 1999, P.3) stated that traditionally writing considered to be one most un favorite fields of study for many students if not all, it has been noticed that not only foreign learners feel hatred towards writing, but also, on many occasions, even L, professional writers too

Writing has been described as the act of forming graphic symbols, letters or combination of letters that pertain to the sound that people produce in speech. On the other hand, writing has been regarded more

than forming graphic symbols, i.e. thoughts are translated into language with which people can communicate.

Byrne, (1988, P.100) stated that it seems clear that writing is a very complex aspect which involves both physical and mental consideration on the part of the writer. Nurdan,(1995, P.11), stated that writing is the last and perhaps the most difficult skill student learn if they ever do. .

## **2.11. Writing theories**

József , (2001, P.8-9-10) for decades, the most influential paradigm of writing was contrastive rhetoric, proposed by Kaplan (re-assessed 1983). The contrastive rhetoric tradition focused on the product of writing and established prescriptive approaches to the teaching of writing. Kaplan claimed that, in English, writers tended to develop thoughts in linear fashion, advancing a thesis, forward sub supporting evidence in sequentially presented topic sentences, developed in unified paragraphs. The aim of writing pedagogy was to compare and contrasts the text organizing patterns in the L1 and L2 and thus facilitate acknowledgements of differences. The primary technique in the classroom was imitating paragraphs so that the patterns were practiced. Raimes, (1991) noted that, this tradition was the dominant approach up to the mid-70s, when the focus shifted to the writer and the context of writing, and thus to a more process-oriented analysis of writing and writing pedagogy. The latter trend also coincided with greater emphasis on language as commutation, focusing teachers' attention away from form as prescribed by controlled-traditional rhetoric to collaboration between teacher and student, and among the students themselves.

particularly influential was the work of Hayes and Flower (1980) and Flower and Hayes, (1981) who developed a cognitive theory of writing

processes, eliciting information directly from writers via think-aloud protocols and observations (Grabe & Kaplan, 1996)- They proposed a model that was based on three tenets:-

-processes of writing, such as planning, organizing, reviewing, and evaluating, often interact with each other;

-writing follows a goal the writer is aware of<-;processes are performed differently by experienced and inexperienced writers. The theory identified a task environment (made up by a rhetorical problem and text produced), the three major components of the writing process (generating, translating and reviewing), each of which is controlled by a monitor. In proposing this model, Flower and Hayes also generated much needed empirical research. One result of this research was that the use of protocols came under heavy criticism: it was argued that the validity of the model that relied on writers aiming to explain what they were doing while they were engaged in writing was limited. In response to the need for theory building and for validating theory in research, Bereiter and Scardamalia (1987) offered a new perspective: instead of bringing together factors characteristic of novice and expert writers, they suggested that different models can describe different levels and contexts. Basically, their two-process theory aimed to explain how and why differences occur in inexperienced and experienced writers' performance.

Two models make up the theory. The first is called "knowledge-telling," which involves the processes of inexperienced writers, and the second is "knowledge-transforming." In both, the writer considers three main factors: knowledge of content, knowledge of discourse, and ideas of a writing assignment. However, the first is primarily a step-by-step operation that is engaged as the writer collects material and lexis, whereas

the second includes the writer's identification of a unique problem and goal so that the writing becomes essentially a process to solve the rhetorical problem. The first model describes the less experienced writer, whereas the second the expert writer. How one proceeds from one level to another, however, was not shown explicitly.

According to Silva (1990) the development and pedagogical application of these cognitive models meant a decreasing concern with error in English as a Second Language (ESL) and EFL. The emerging paradigm of the process approach called for a much more positive and encouraging setting, a work shop like environment. Still, as Leki noted (1991), contrastive rhetoric still has much to offer to language teachers: The information a contrastive analysis reveals of LI and L2 text structures can contribute to what teachers and students regard as successful communication.

In the nineties, one could witness a wide variety of writing pedagogy and research, applying and critiquing both major traditions. As noted by Raimes (1991), the field had come to acknowledge the complexity of the composing process, with individual research projects focusing on the central issues of form, the writer, content, and the reader: an ethnography of writing was being produced (Silva, 1990; Atkinson & Ramanathan, 1995; and Leki, 1995 are among the recent examples of such endeavors). This recognition has a number of implications for theory and practice: the field had to gather more data on novice and expert student writers' performance, on the writing processes applied in various classroom settings, both LI and L2, on the social contexts of pedagogy, and on how teachers themselves may initiate research into their practice

## 2.12. Kinds of Writing

Thomas, (1988, P.6) argues that, the various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain—result in different kinds of prose. The most common is prose that informs, which, depending on what it is about, is called exposition, description, or narration. Exposition explains how things work—an internal combustion engine. Ideas a theory of economic facts of everyday life how many people get divorced. History why Custer attacked at the Little Big Horn. Controversial issues laden with feelings abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/ negative, general/particular, assertion/denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example. Description deals with perceptions—most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on. The subject of narration is a series of related events—a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely.

Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments. Writing that is primarily entertaining includes

fiction, personal essays, sketches. Such prose will receive less attention here. It is certainly important, but it is more remote from everyday needs than exposition or persuasion.

Yassin, (2011) illustrates the list bellow which contains these different types of writing:

#### 1/Personal writing

It is directed to someone and includes varies kind of aids, such as, memories, ideas and journals. This kind of writing activity would normally be carried out in the fast language, but they are good. Motivational reason to be used in foreign language classroom, for example, keeping journal in English profides practical opportunity for students

#### 2/ Study Writing

It's used for oneself and may even be shown in other areas .for example. Students make notes while reading in lectures and make summary for exam revision.

#### 3/ Public Writing

That type of writing is always applied in Public organizations institutions, so that there are certain conventions to keep in mind.

#### 4/ Generative writing

This type includes all types of writing which again are mainly used for oneself but they can be shared with others. It is that kind of writing most commonly found at primary and secondary levels in mother-tongue classroom. These types of writing have value of helping personal and

social development, building confident and self steam through narratives, some teachers reported great success with creative writing in general/

## 5/ Public Writing

It is the category which includes all types of writing that establish and maintain social relationship with family and friend. Many of these types of writing are relevant to the needs of foreign student who need to learn it is format.

## 6/ Institutional Writing

It relates to professional roles mainly needed by businessmen, teachers and engineers' students on those fields. It is possible to record the importance of these types because all professionals to apply in their writing such as, reports, summaries and memos...etc.

Yassin, (2011) concluded that, each area of these activities will have its own specialized text like legal contract or academic essay students in more specialized kinds of writing can draw up specification of their own needs in English language writing and provide authentic product.

### **2.13. Kinds of Sentences**

According to wren and martin,(200) When we speak or write we use words. We generally use these words in groups as:

-Little Jack Homer sat in a corner.

A group of words like this, which makes complete sense, is called

a Sentence. According to Wren and Martin, (2000) Sentences are of four kinds

(1)Those which make statements or assertions as:

Humpty Dumpty sat on a wall.

(2)Those which ask questions as:

Where do you live?

(3)Those which express commands, requests, or entreaties as:

Be quiet.

Have mercy upon us.

(4)Those which express strong feelings as:

How cold the night is!

What a shame!

They stated that a sentence that makes a statement or assertion is called a declarative or assertive sentence, a sentence that asks a question is called an Interrogative sentence. A sentence that expresses a command or an entreaty is called an imperative sentence. A sentence that expresses strong feeling is called an exclamatory sentence.

## **2.14. A Paragraph**

Langan, (2003) states that a paragraph is a series of sentences about one main idea or point.

## **2.15. Goals of Writing Effective Paragraph**

- 1- Make appoint: it is often best to state your point in the first sentence, of your paper. The sentence that expresses the main idea or point of paragraph is called the topic sentence. Your paper will be unified if you make sure that all the details support the point in your topic sentence.

- 2- Support the point: to support your point, you need to provide specific reason examples, and other details that explain and develop it. The more precise and particular your supporting details are the better you read can "see" "hear" and "feel" them
- 3- Organize the support: you will find it helpful to learn two common ways of organizing support in a paragraph –listening order and time order- you should also learn signal words known as transition that increase the effectiveness of each method.

A-listening order: the writer can organize supporting evidence in a paper by providing a list of two or more reasons, examples or details. Often the most important or interesting item is saved for last, because the reader is most likely to remember the last thing read.

B-time order: when a writer uses time order, supporting details are presented in the order which they occurred, first this happened; next this; this; after that; and so on. Many paragraphs especially this paragraphs that tell a story or give series of direction are organized in time order.

C-transitions: are words and phrases that indicate relationship between ideas.

- 4- Write errors free sentence: if you use correct spelling and follow the rules of grammar, punctuation and usage, your sentence will be clear and well written.

## **2.16. An Essay**

An essay does the same things a paragraph does. It starts with point and the rest of it provides specific details to support and develop that point. Since an essay much larger than one paragraph it allows a writer to develop a topic in more details.

## **2.17. Teaching Writing Skill**

According to Pincas, (1991) writing is an instrument of both communication and self expression. Most people however, especially when writing in foreign language or second language use it primary with other members of their own community or the wider world. Teacher main task is to teach effective functional writing rather than creative self expression. Therefore, there are few initial guided principles to be considered with regarded to teaching of writing:

- 1- Writing, should be as close as possible to genuine functional use of language as distinguished from the satisfy teachers.
- 2- Since, people use different means of communication there is no single way of writing correct English. It is therefore important for students to need as much as possible in order to be familiar with different varieties of written English. They cannot expect to write in style which they have never seen or need about
- 3- Good, writing depends on a set of specific writing skills which flows grammar to adequate and suitable vocabulary.

## **2.18. Writing Process**

Writing in its broad sense is distinct from simply putting words on paper. According to Thomas, (1988, P.17) writing has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure .Thomas illustrates the above steps as follow; The first step, "thinking," involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing," is usually called "drafting"; and the third, "doing again," is "revising.". First a warning they're not really "steps," not in the usual sense anyway. (1) Doing all

your thinking (2) finishing a draft, and then (3) Completing a revision. Actually you do all these things at once. If that sounds mysterious, it's because writing is a complex activity. As you think about a topic you are already beginning to select words and construct sentences—in other words, to draft. As you draft and as you revise, the thinking goes on: you discover new ideas, realize you've gone down a dead end, discover an implication you hadn't seen before. It's helpful to conceive of writing as a process having, in a broad and loose sense, three steps. But remember that you don't move from step to step in smooth and steady progress. You go back and forth. As you work on a composition you will be, at any given point, concentrating on one phase of writing. But always you are engaged with the process in its

## **2.19. Qualities of successful writing**

Since writing is a matter of combining the symbols together to form writing, and translating the sounds of the words into common graphic symbols, Heaton, (1989, P.134-135) stated that writing subjects to the requirements of good qualities which include the following:

-Accuracy.

-Clarity.

-Naturalness

The three qualities mentioned above are considered to be good writing features. First accuracy of writing means the use of correct styles of symbols structure such as morphological structure and syntax. If so, the written context or message will transmit the exact sound and meaning intended by the writer .Clarity of writing means the use of the most clear ways of writing to convey the intended and exact meanings and ideas

expressed by speakers or writers as simple as possible to enable the ordinary recipient or reader to get those intended meanings and hence understand them whereas naturalness of writing context mainly cohesiveness and coherence of writing text. And it must follow the natural form for target language in order to enable the reader to get the ideal and exact idea from what he reads.

## **2.20. Previous studies**

### **1/ the first Study**

This study was carried out in 2008, Sumia Yahia Salim the researcher investigated English writing problems faced by Sudanese pupils, the case study of 8th class basic level pupils Jabal Awlia locality Elfaroog school for girls, the study was carried out of Sudan University of Science and Technology. The researcher examined via two tools the first is questionnaire to an experienced teachers from Sudan University, and the second is attest on writing a composition was given to the pupils, she came up with the results that writing skills is difficult and the numbers of English periods are not enough to carry writing and other communication tasks. Through this study the researcher recommended and suggested that teachers at different levels must have especial techniques so as to improve the English language and writing skills, pupils should practice their writing at difference levels by writing more activities,

### **2/ the second study**

This study was carried out in (2008) by Abdelrahman Ahmed Jamaa Rezig, the researcher investigated the problematic areas in writing skills, it submitted partial fulfillment of the requirements of the MA degree in ELT, in Sudan University of Science and Technology. The researcher used two data collections in order to analyze the information questionnaire and test for students, he came up with the results that most secondary school students have problems in writing in English particularly in grammar, punctuation marks, spelling and vocabulary, also their mother tongue interference their writing in English. In addition they lack of teaching materials and the drop out of literature books.

### **3/ the third study**

He recommended that students should be provided with suitable learning materials and adequate practices to promote their abilities of writing, spelling should be given more time to be taught in the school schedules.

This study carried in (2011) by Yassin Ahmed Abdallah. The researcher investigated the effect of pre writing discussion of EFL learners writing quality. A case study of third year Sudanese secondary pupils at jabal Awlia locality. This study was carried out in Sudan University of Science and Technology. The researcher examined and collects his data by test and a questionnaire. He came up with the results that pre writing discussion helps to use correct grammatical structure and pre writing helps and provide a student with new vocabulary items, and facilitates spelling of words.

The researcher recommended that:

- Teachers are strongly advised to adopt pre writing discussion technique in their writing classes
- EFL learners are encouraged to discuss their topics they are engaged in writing.
- Syllabus designers are also advised to put into consideration this technique (pre writing discussion) when designing language syllabus uses.

## **Chapter Three**

### **Methodology**

#### **3.0. Introduction**

This chapter will explain the methodology of the study in that it will describe the method, the technique adopted, the instrument, the population, the sample and the procedure of data analysis.

#### **3.1. The methodology**

The method used in this research is descriptive one, students' performance is tested through written test "composition" This study is also analytical in nature, it focuses on what extent of the problems of using the some grammatical aspects in writing which shown in the questions of the study. The study will attempt to investigate the problematic areas in writing, and shed light on areas that need attention.

#### **3.2. The Study Population**

The geographical setting of this study is Sudan University of Science and Technology, Faculty of languages, 4th year. The symbol of this study is all of 30 students about 19-23 male and female, who studied English of more than ten years, seven years studding of EFL learners at basic and secondary schools and the syllabus they have studied was (SPINE). And they studied three years specialists in English language at university.

The researcher has chosen the university level students for his research because, the group of students there is expected to be homogenous and, have many things to qualify themselves e.g. the kind of teachers, availability of the books. Moreover, because they are

university students they have scored good marks which enable them to attend the university.

### **3.3. The Instrument Used**

The instrument used in this study for the purpose of data collection is a test. The method used in this study is the descriptive one. Student's performance is tested through written test.

### **3.4. Validity and reliability**

The test designed by the researcher. And it was checked by the supervisor and three experienced English language teachers before give it to the students. The supervisor and the teachers' comments were taken into consideration either by giving further explanation or addition

### **3.5. The procedure**

Students were given a test of three choices and they were required to choose and write on only one topic. And the time allowed was 30 minutes. The data collected from the students will be analyzed through (SPSS) program Statistical Packages for Social Sciences. The total scores will be (30) marks divided over three factors: subject verbs agreement, prepositions and past simple versus present perfect.

%17 of the candidates have chosen to write about the first topic, 43% have chosen the second and 40% have written on the third topic.

## Chapter Four

### Data Analysis and Discussion of Results

#### 4.0. Introduction

The researcher would present the final findings and the interpretation of the test in light of the test results.

The researcher would analyze every question in Isolation giving the results as well as his personal remarks.

#### 4.1. Overall of writing analysis

Table (4.1) the topics:

The topics	No of student	Percentage
Weather conditions in Sudan	5	16.7%
Your best friend	13	43.3%
The differences between cities and villages	12	40%
<b>3</b>	<b>30</b>	<b>100%</b>

Table (4.1) above show the titles of the topics and there percentage.

The topic number one is to write about the "Weather conditions in Sudan", there were 5 student who wrote on it 16.7%.

The second title was "Your best friend" it has done by 13 students in 43.3%.

The last topic is "The differences between cities and village" conducted by 12 students 40%.

Table (4.2) Overall of using prepositions:

	<b>Students</b>	<b>Percentage</b>
Succeeded	14	46.7%
Failed	16	53.3%
<b>Total</b>	<b>30</b>	<b>100%</b>

The table above show that, the overall of the students who have done the test and used the prepositions.

The number of succeeded students is (14). 46.7% and 16 who failed to used the preposition correctly. 53.3%.

Table (4.3) marks of students in using the preposition:

Marks	Students	Percentage
10	0	0%
9	0	0%
8	1	3.3%
7	3	10%
6	5	16.7%
5	5	16.7%
4	7	23.3%
3	6	20%
2	0	0%
1	2	6.7%
0	1	3.3%
<b>10</b>	<b>30</b>	<b>100%</b>

From table (4.3) above, it show that the marks of the students who used the preposition. It clear that 14 of 30 students succeeded in using prepositions 46.7% No one obtained (10, 9) just one got 8 marks, and 3 student get 7 marks, 5 of 30 students get 6 marks, 5 students get 5 marks.

Most of the students obtained 4 marks 7 from 30. 23.3%, that mean they are some how near to success, 6 of 30 students obtained 3 marks, No one obtained 2 marks, and there is just one obtained 0 marks.

The marks and its percentage show that majority of student failed to use the prepositions correctly. And 14 of 30 students succeeded.

Table (4.4) Over all of using subject verb agreement.

	<b>Students</b>	<b>Percentage</b>
Succeeded	13	43.2
Failed	17	56.8
<b>Total</b>	<b>30</b>	<b>100%</b>

Table (4.4) above show the over all of students who succeeded or failed 13 of 30 students succeeded in using subject verb agreement 43.2%. And 17 of 30 students failed to use subject verb agreement correctly 56.8%.

Table (4.5) marks of students in using subject verb agreement.

Marks	Students	Percentage
10	0	0%
9	1	3.3%
8	1	3.3%
7	1	3.3%
6	6	20%
5	4	13.3%
4	8	26.9%
3	4	13.3%

2	4	13.3%
1	1	3.3%
0	0	0%
<b>10</b>	<b>30</b>	<b>100%</b>

From the table (4.5) above, the data present is clear that 13 of 30 students have succeeded in using subject verb agreement 43.2%. No one obtain the full marks 10 there is only one who obtained (9) and (8) , (7) 6 of 30 students obtained 6 marks, 4 students obtained 5 marks.

Most of students obtained 4 marks, 8 of 30 students. 26.9%, 4 students obtained 3 marks, and 4 students obtained 2 marks, one student obtained 14 marks, and there is No one obtained 0 marks.

Table (4.6) the overall of using past simple and present perfect:

	Students	Percentage
Succeeded	1	3.3%
Failed	29	96.7%
<b>Total</b>	<b>30</b>	<b>100%</b>

Table (4.6) above show the percentage and the number of students who have done the test, from the table it is clear that most of students failed to used the two tenses correctly. Accordingly it is negative and the really have problem while using past and present perfect tense.

Table (4.7) the marks of students in using past simple and present perfect:

Marks	Students	Percentage
10	0	0%
9	0	0%
8	0	0%
7	0	0%
6	0	0%
5	1	3,3%
4	3	10%
3	10	33.3%
2	9	30%
1	2	6.7%
0	5	16.7%
<b>10</b>	<b>30</b>	<b>100%</b>

Table (4.7) above show the marks of students how many succeeded and how many failed. Based on the data presented it is clear that No one of the students has obtained 10,9,8,7 or 6 marks, there is only one obtained 5 marks 3.3%, 3 of 30 obtained 4 marks, 10 students obtained 3 marks , 9 students obtained 2 marks, 5 of students obtained 0 marks.

So, most of the students obtained about 2 or 3 marks.

## **4.2 Summary**

This chapter has presented the analysis and discussion of data collected from students through the test designed by the researcher.

The results of this analysis and discussion will be used in chapter five to provide answers for the research questions.

## **Chapter Five**

### **Results, Conclusion, and recommendations**

#### **5.0 Introduction**

This chapter is a summary of the discussion of the research questions, testing of its hypotheses. The researcher would present the final findings, by interpretate and analyze every question and its hypothese by giving his own personal remark.

#### **5.1 Results**

Question one:

- To what extent are most students unable to understand and use preposition in writing correctly?

From the data collected and test analyzed, the researcher found that most of the students are unable to deal with prepositions. If we test this with percentage 53,3% from the student don't use the prepositions correctly and this prove the hypothese No one which says most students are unable to understand and use prepositions in writing.

Question two:

- To what extent are most student ignorant subject verb agreement in writing?

From the marks and percentage, the researcher found that 13 of the students succeeded in using subject verb agreement 43,2% and 17 of student didn't pass the neutral marks 56,8% failed to use it correctly and this is big problem to acquire this language.

This point justifies the hypotheses No two which says that: most student can't realize and they ignore the rules of subject verb agreement in writing.

Question three:

- To what extent do some learners fail to distinguish between past simple and present perfect tense in writing?

From the analysis of the students' test the researcher found that most of the problematic and the weakest area of errors in grammar is the tenses particularly past simple and present perfect.

Table (4.6) on chapter four showed that 29 of students failed to obtain 5 marks or higher than 5, 96,7% is the percentage of the marks, and there is only one who obtained the neutral mark 5 3,3% this prove and justify that some learners fail to distinguish between past and present perfect in writing.

## **5.2 Conclusion:**

In spite of its importance, writing is the less practical skill compared with the other language's skills. Many students with three or four years of studying English language as EFL learners are unable to express themselves in clear and correct writing.

This research is analyzing the impact of grammar errors encountering EFL learners in writing. So the research identifying the reasons and causes behind the problem facing the students in field of prepositions, subject verb agreement and past simple versus present perfect in writing as well as suggesting the solutions for these problems.

## **5.3 Recommendations:**

- Syllabus at university should include prepositions lessons and subject verb agreement and past simple and present perfect as well as enough exercises.
- Teachers should give enough time and effort for teaching and focusing on writing skill.
- Students should practice their writing skill by doing more writing activities.
- The principal role of teachers' is to help and improve the students' performance, providing them by the rules of language "grammar". Both teachers and students should follow it up.
- It is not just for teacher to say that I have done my job by coming across students' writing. But to promote their writing performance.

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## Appendix

Sudan University of science and Technology

## College of Graduate Studies

## Department of English Language

Dear student, this test is conducted for the purpose of the research as a part of thesis in partial fulfillment of M.A degree in linguistics. The researcher kindly asks to write on one of the following topics

## 1. Weather condition in Sudan

.Your best friend -2

## .The differences between cities and villages -3