

Sudan University of Science & Technology
College of Graduate Studies

Difficulties Encountered by Palestinian Students
:of English While Studying English Tenses
A Case Study of Al-Quds Open University

A Dissertation submitted to the Department of English,
College of Languages In Fulfillment of the
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By

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Dedication

To the soul of my Parents , May the Almighty Allah have mercy on them.....

To my loving , forgiving and supportive wife who created the atmosphere for me to complete this work.

To my beloved sons and daughters

To my brothers and sisters

To the martyrs of Palestine who fought for the sake of Almighty Allah .

Abstract

The study aims to explore the difficulties that face Palestinian students of English at Al-Quds Open University in Gaza Strip while studying English tenses. The study includes the following tenses :- 1) simple present , present continuous, present perfect and present perfect continuous 2) simple past , past continuous , past perfect and past perfect continuous . 3) simple future (will, going to , present continuous & simple present), future continuous , future perfect and future perfect continuous .

The study was carried out on a random sample composed of 62 students (male & female) of Al-Quds Open University at Gaza Strip in the second term of the academic year 2004/2005.

The researcher designed three tests .The three tests were introduced to a group of referees to determine their validity and stability . They all ratified the three tests. The researcher followed the analytical and statistical techniques , measures and procedures including the result of the study .

After correcting and checking the three tests , the researcher found that the most difficult tenses are as follows :-
1) past perfect continuous (91.23%) 2) future perfect continuous (78.65%) 3) future perfect (73.66%) 4) present perfect continuous (71.55%) 5) future continuous (67.14%) 6) simple future (present continuous) 65.32% 7) past perfect (59.86) 8) present perfect (50.29%) 9) simple future (going to) 43.68% 10) future simple (in simple present form) 42.74% 11) simple past (36.34%) 12) present continuous (34.73%) 13) simple present (34.21%) 14) past continuous (28.42%) 15) simple future (will) 23.69% .

It is found that such phenomena refer to some causes , whereas the researcher discussed the reasons and causes .

The researcher adopted some recommendations :-

- 1) Simplifying and teaching the tenses in details .
- 2) Adopting special courses for tenses including the functions , how and when to use the tenses .

- 3) Writing compositions or essays and discussing them with the students to show them their errors and mistakes.

The researcher also proposed the following suggestions :-

- 1) Carrying out comparative studies between Arabic and English tenses.
- 2) Carrying out detailed researches about the interference of the tenses of the mother tongue (Arabic Language) with the tenses of second Language (English Language) .

Abstract Arabic Version

مستخلص الدراسة

تهدف هذه الدراسة الى عرض وتقديم الصعوبات التي تواجه طلاب اللغة الانجليزية خلال دراستهم لأزمة
أفعل اللغة الانجليزية في جامعة القدس المفتوحة في قطاع غزة ، وهي :-

1- المضارع :-

أ- المضارع البسيط ب- المضارع المستمر ج- المضارع التام د- المضارع التام المستمر

2- الماضي :-

أ- الماضي البسيط ب- الماضي المستمر ج- الماضي التام د- الماضي التام المستمر

3- المستقبل :-

أ- المستقبل البسيط ب- المستقبل المستمر ج- المستقبل التام د- المستقبل التام المستمر

ومن أجل تحقيق هذا الهدف أجريت هذه الدراسة على عينة عشوائية من 62 طالب وطالبة من جامعة
القدس المفتوحة بقطاع غزة في الفصل الدراسي الثاني للعام الدراسي 2004/2005 . وقد صمم الباحث ثلاثة
اختبارات و تم عرضها على مجموعة من المحكمين ليقرروا مدى ملائمة وثبت وصق هذه الاختبارات وقد تمت موافقتهم
جميعا عليها , وقد اتبع الباحث الأساليب الإحصائية والتحليلية في استخلاص نتائج البحث.

وبعد تصحيح أوراق امتحانات عينة البحث , وإجراء التحليل الإحصائي وجد الباحث أن أكثر الأزمنة صعوبة
مرتبة تنازلياً حسب النسبة المئوية على النحو التالي :-

1- الماضي التام المستمر 91.53% 2-المستقبل التام المستمر 78.63% 3-المستقبل التام 73.66%

4-المضارع التام المستمر 71.55% 5-المستقبل المستمر 67.14%

6-المستقبل البسيط (مضارع مستمر) 65.32% 7- ماضي تام 59.86% 8-مضارع تام 50.29%

9-مستقبل بسيط(10) 43.68%going to)مستقبل بسيط(مضارع بسيط) 42.74% 11-ماضي

بسيط 36.34% 12-مضارع مستمر 34.73% 13-مضارع بسيط 34.21% 14-ماضي مستمر

28.42% 15 -مستقبل بسيط(23.69%will)

وقد عزي الباحث هذه الظاهرة إلى عدة أسباب وقد قام الباحث بمناقشتها في هذه الدراسة. وفي النهاية قام
الباحث بوضع التوصيات التالية :-

1- تسهيل الأزمنة وتدريبها بالتفصيل

2- وضع مقررات خصة بالأزمنة بما فيها غرض ومق وكيفية استخدام الزمن

3- كتابة مواضيع ومناقشتها أمام الطلاب لتمكينهم من معرفة أخطائهم في الأزمنة

واقترح الباحث لمزيد من البحث ما يأتي:-

- 1- إجراء دراست مقارنة بين الأزمنة في اللغة العربية واللغة الانجليزية
- 2- إجراء بحوث تفصيلية حول تدخل أزمنة اللغة الأم (اللغة العربية) في أزمنة اللغة الثانية (اللغة الانجليزية).

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