

# **An Analysis of Grammatical Errors in Academic Writing of EFL Students**

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**ABSTRACT :** This study aims to investigate Sudanese EFL undergraduate students' grammar errors. The objectives were to identify, analyze and provide some possible recommendations. A descriptive analytic method was used. The representative samples were 137 participants. The results revealed that The students produced 153 errors of 137 students' writing which was grouped into 10 categories of errors, they are errors in Singular/Plural Form is 20 errors, verb tense is 7 errors, preposition is 7 errors, subject verb agreement is 27 errors, article is 16 errors, spelling is 40 errors, verb form is 7 errors, capitalization is 8 errors, misuse word is 8 errors and missing word is 13 errors. Findings explored that the cause of the errors is the students' grammar mastery. It could be thought that the students' grammar mastery is lower. The study suggested that teacher should be aware on the students' actual level.

**Keywords:** Errors Analysis, Academic Writing Errors, Grammar Errors, EFL Academic Writing Errors

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## **1. INTRODUCTION**

English is a universal language, whether it is a first, second or foreign language for many countries around the world. In Sudan, especially, English plays an important role in both the Sudanese educational system and many occupational fields. With regard to Sudanese education, English is a compulsory subject in primary and secondary schools. At University, English is a required course for students to complete their curriculum. One of the English skills Sudanese students have to learn is writing. There are various types of writing; however, if a Sudanese learner of EFL would like to further their study in higher education, one kind of writing they have to learn and use is academic writing. It is important for the students who study in an advanced writing class to improve grammatical skills to an advanced level to be able to write and present complex ideas correctly. Accordingly, the researcher is interested in studying the grammatical errors in the academic English writing made by Sudanese undergraduate students who are studying in an English major program.

The English language word in writing is not that difficult to pronounce but it is very difficult to master. English learners appear to reflect writing as the most difficult skill to be learnt because it includes three other skills and all knowledge of the author. Anyone can write well if he/she tries hard and practice, as it cannot be mastered instantly. The writing process covers many stages that have to be done by the writer. Related to this Brozo and Simpon (1991) as quoted by Palmer (1994:7) suggest that while there is significant diversity in the

labeling of the stages, the common motive across them all appears to be a concern for prewriting, writing, and past writing. It means that there are many several terms used for identifying stages but Brozo and Simpon suggested that there are three basic writing stages namely pre writing, writing, and post-writing.

Scott and Ytreberg (1990:68) stated that although the writing and the oral skill are shared in the teaching space and the one clearly benefits from the other, writing has certain characteristics, which seem to make it difficult for pupils to get to grip with, especially for university students. It means that writing and other skills especially speaking skill advantage for each other but writing has its certain features. Its characteristics cover many things such as; its phases, sentence constructions, punctuation, paragraph consistency, etc. Those characteristics seem to style it hard for undergraduates to master.

Normally, they are afraid of making errors and worried about their capacity in selecting and organizing words to produce sentences. Those feelings seem to make the students self-doubting in make up a writing. Having a little confidence can make them unenthusiastic to try to write, event hate writing and show some kind of resistance. Writing a final paper is necessary for all students in English Department of the three universities who want to succeed. A final paper must be passed before they get their bachelor degree. This study is an attempt to examine and investigate some writing difficulties that Sudanese EFL undergraduate student writers come across, most probably due to differences in writing methods especially the grammar. Having argued that, the study was designed to explore whether the observed deterioration of Sudanese EFL graduate students' academic writing performance in English is relatively attributed to the grammatical awareness. The major question of the was "What are the kinds of grammatical errors made in writing an academic English essay by three undergraduate universities students?". This study intends to investigate the different types of mistakes and errors that made by students in their academic writing work.

The field of EA in Second Language Acquisition (SLA) was founded in the 1970s by Corder and some other scholars. A deep survey could be obtained in the eighth chapter of Brown (2000). A major finding of EA was that many language learners' errors were made by learners confusion the construct of the new language. EA is a form of linguistic study that concentrates on the errors learners produce. It is about comparison between the errors produced in target language and within that target language itself. Corder is considered one of the first scholars who approached the EA chapter with much more critical view. The publication "The significance of learner errors" Corder (1967) that EA had a new turn of events. Corder (1967) presented a different point of view. He contended that those mistakes are "crucial in and of themselves".

EA supports "the significance of mistakes in students' interlanguages system" (Brown 1994: 204). Selkner (1972) introduced the intralingual word as systematic awareness of second language and considered independent on the two sides (first language learners and target language. Nemser (1974: 55) referred to it as the Approximate System, and Corder (1967) as the Idiosyncratic Dialect or Transitional Competence.

According to Corder (1967), EA has two objects: one theoretical and another applied. The theoretical object is to interpret what and how a learner acquire when he studies an L2. The applied object is to enable the student to learn more efficiently by utilizing the knowledge of his non-standard speech for education function. At the same time, the research of errors could provide answers for two purposes, diagnostic (to in-point the problem) and prognostic (to make plans to solve a problem). Corder (1967) stated that it is diagnostic because it can explain what the learner's obtained from a language at any given point in the time of the learning process.

EA research has limitations of providing only an incomplete image of learner language; and having a substantive nature in that it does not take into account avoidance strategy in SLA, since EA only analyze what learners make. Learners who avoided the structures of the sentence which they look at it as difficult due to the differences between their original language and target language might be viewed to have no difficulty. This was mentioned by Brown (1994) and Ellis (1996).

Learning a foreign language is a gradual process, during which errors or mistakes are to be anticipated during this operation of acquisition. Corder (1967) states that errors are visual clues that take place in learning. He

has accented that errors, if studied systematically, can provide significant insights into how a language is actually learned by a foreigner. He also accepts that studying students' errors of usage has straightaway-applied application for language teachers. In his opinion, errors give feedback; they tell the teachers something about the effectiveness of his teaching. According to Ancker (2000), making mistakes or errors is a natural process of learning and must be thoughtful as part of knowledge.

A prominent researcher of EA is J. C. Richards. In his 1971 book on Visual aspect on Second Language Acquisition. Weireesh (1991) stated that, learners are considered errors to be significant because producing errors is a style the students' use to learn. He stated that, EA is a valued support to investigate and explain the difficulties faced by students. He goes on to say that EA serves as a reliable feedback to design a remedial teaching method. Sercombe (2000) explains that EA serves three purposes. Firstly, to find out the level of language proficiency the learner has reached. Secondly, in order to get data on some common difficulties in specific language which is learnt, and thirdly, to uncover how students learn a language.

Candling (2001) deals with EA (the screening and analysis of learner's language). He cites to an error as a difference. Candling (2001:69) In addition to that, the L2 learner's errors are potentially essential for the understanding of the processes of SLA. Olasehinde (2002) also argues that it is inevitable that learners make errors. Mitchell and Myles (2004) stated that errors if studied may reveal a developing system of the students L2 language and this system is kinetic and open to alteration and re adjustable in parameters. Stark (2001: 19) supports this belief in his research, who also clarified that the teachers are in need to deal with students' errors in a positive way and should not relate them as the students'. Vahdatinejad (2008) maintains that error analyses can be used to determine what a learner still needs to be taught. The learner's competence is developed accordingly.

The study was done in three Sudanese universities. The distribution of students of the students is shown in Table 1. The participants in this study were 137 drawn on random sampling basis. All the hundred and thirty-seven participants were English language and linguistics students in three Sudanese universities as shown in Table 1 below,

Table 1: Characteristics of the Sample of the Study: Students

| <b>N0.</b>   | <b>University</b>                          | <b>N0.of students</b> | <b>%</b>     | <b>Subjects</b> | <b>%</b>   |
|--------------|--|-----------------------|--------------|-----------------|------------|
| 1            | Omdurman Alahliya University               | 60                    | 43.8         | 60              | 33.3       |
| 2            | Alribat Alwatani University                | 60                    | 43.8         | 60              | 33.3       |
| 3            | Sudan University of Science and Technology | 17                    | 12.4         | 17              | 9.4        |
| <b>Total</b> |  | <b>137</b>            | <b>100.0</b> | <b>137</b>      | <b>76%</b> |

As far as the distribution of the students is concerned, at Omdurman Alahliya University, they were drawn from the Faculty of Arts, i.e. English Department. At Alribat University, they were drawn from the Faculty of Languages; and at SUST University of Sudan for Science and Technology, the students were drawn from the Faculty of Education. The researcher chose these faculties because English is taught as a major subject of study. The data for this study were collected through two instruments: an English writing test and a questionnaire. The test was given to the students followed by the questionnaire. Below is an explanation of procedures of data collection. The data for the current study was collected during October, November, and December in 2019. The procedures adopted in gathering the required data of the study was discussed as follows:

The questionnaire was based on a five-point Likert scale, but, all the items included were prepared by the researcher, which took him almost four weeks to design, following a very comprehensive background reading as well as reviewing the theoretical framework and the relevant literature of the present study.

Table 2: Characteristics of the Respondents of the Questionnaire

| Total | Strongly agree | Agree  | Don't know | Strongly disagree | Disagree | Total   |
|-------|----------------|--------|------------|-------------------|----------|---------|
| 137   | 49.64%         | 42.34% | 1.46%      | 0.73%             | 5.84%    | 100.00% |
| 137   | 40.15%         | 25.55% | 26.28%     | 8.03%             | 0.00%    | 100.00% |
| 137   | 16.79%         | 41.61% | 21.17%     | 13.87%            | 6.57%    | 100.00% |
| 137   | 18.98%         | 51.82% | 10.95%     | 10.22%            | 8.03%    | 100.00% |
| 137   | 27.01%         | 31.39% | 26.28%     | 8.76%             | 6.57%    | 100.00% |
| 137   | 27.74%         | 29.93% | 26.28%     | 13.14%            | 2.92%    | 100.00% |
| 137   | 13.87%         | 39.42% | 16.79%     | 12.41%            | 17.52%   | 100.00% |
| 137   | 25.55%         | 26.28% | 15.33%     | 24.82%            | 8.03%    | 100.00% |
| 137   | 23.36%         | 55.47% | 10.95%     | 5.11%             | 5.11%    | 100.00% |
| 137   | 27.01%         | 48.91% | 21.90%     | 0.00%             | 2.19%    | 100.00% |

The test takers were asked to write a 150-word academic writing essay on the following topic:

*“Many countries want to host international sports events, while other countries think that hosting sports events has more problems than benefits. Discuss both views and give your opinion.” 150 word*

To gain more reliable and valid information about the students’ written essays, an experienced ELT inter-rater was requested to take part in the scoring procedures of the essays. To safeguard the privacy of the test takers, the researcher and the inter-rater have agreed to replace the test takers’ names by code letters. That is, A1 for Alribat University students, B1 for Omdurman Alahliya University, C1 for the students of Sudan University of Science and Technology. As far as the scoring method is concerned, each essay was divided into four components each with subcomponents. In addition, 100 scores were assigned for each student’s essay. As such, grammar problems received 30 scores, logical organization in paragraph and essay received 40 scores, cohesion problems received 20 scores, and coherence problems received 10 scores. The scores of these four components were based on the following writing criteria:

Grammar problems: in evaluating this component, a set of writing features were considered: 1- Singular/Plural form 2- Spelling 3- Verb tense 4- Verb form 5- Prepositions 6- Capitalization 7- Subject/Verb Agreement 8- Wrong/Misused word 9- Articles 10- Missing word.

## 2. RESULTS AND DISCUSSION

**Introduction:** This chapter is concerned with data analysis, results, and interpretations of the results on the basis of the research questions and hypotheses. In discussing these results, statistical figures in terms of frequencies and percentages were reported for each variable of the study. The chapter was divided into three sections; Grammatical errors, logical organization problems, and writing constraints features such as irrelevant sentences in the Academic English Writing.

### Grammar errors

EFL undergraduate learners of English language at some Sudanese Universities faced some difficulties in academic English writing in terms of grammar.

Table 4 shows the analysis of errors based on type of error, number of errors, percentages of errors committed by the participants.

| Total  | Strongly disagree | Disagree | Don't know | Strongly disagree | Disagree | Total   |
|--|-------------------|----------|------------|-------------------|----------|---------|
| A sentence is a complete thought.  | 49.64%            | 42.34%   | 1.46%      | 0.73%             | 5.84%    | 100.00% |
| The definition "A noun is a person, place, thing or idea" is accurate.   | 40.15%            | 25.55%   | 26.28%     | 8.03%             | 0.00%    | 100.00% |
| A Ditransitive Verb is one that takes both a direct object and an indirect object. E.g. He gave him the letter.  | 16.79%            | 41.61%   | 21.17%     | 13.87%            | 6.57%    | 100.00% |
| The definition "An adjective describes a word" is accurate.  | 18.98%            | 51.82%   | 10.95%     | 10.22%            | 8.03%    | 100.00% |
| The definition "A verb is an action word or a state of being" is accurate.   | 27.01%            | 31.39%   | 26.28%     | 8.76%             | 6.57%    | 100.00% |
| Auxiliary Verbs "Be," "Do," "Have", also an auxiliary verb and is called a "helping verb."   | 27.74%            | 29.93%   | 26.28%     | 13.14%            | 2.92%    | 100.00% |
| The past tense expresses an action that has happened or a state of being that previously existed.  | 13.87%            | 39.42%   | 16.79%     | 12.41%            | 17.52%   | 100.00% |
| Passive is a form or set of forms of a verb in which the subject receives the action of the verb (e.g. <i>The letter was sent</i> as opposed to the active form <i>he sent the letter</i> ). | 25.55%            | 26.28%   | 15.33%     | 24.82%            | 8.03%    | 100.00% |
| An auxiliary verb that expresses necessity or possibility. English auxiliary verbs include must, shall, will, should, would, can, could, may, and might.                                     | 23.36%            | 55.47%   | 10.95%     | 5.11%             | 5.11%    | 100.00% |
| The most common linking verb is to be, whose basic forms are: am, is, are, was, were, be, been, and being. Other common linking verbs include appear, feel, look, seem, sound, and taste.    | 27.01%            | 48.91%   | 21.90%     | 0.00%             | 2.19%    | 100.00% |

Table 5: shows the analysis of errors based on the percentages of errors committed by the participants.

| Item | Type of Error          | No. of errors | Percentage (%) |
|------|------------------------|---------------|----------------|
| 1    | Singular/Plural Form   | 20            | 13%            |
| 2    | Verb Tense             | 7             | 5%             |
| 3    | Preposition            | 7             | 5%             |
| 4    | Subject/Verb Agreement | 27            | 18%            |
| 5    | Article                | 16            | 10%            |
| 6    | Spelling               | 40            | 26%            |
| 7    | Verb Form              | 7             | 5%             |
| 8    | Capitalization         | 8             | 5%             |
| 9    | Wrong/Misused Word     | 8             | 5%             |
| 10   | Missing word           | 13            | 8%             |
|      | Total                  | 153           | 100%           |

**Discussion:** In discussing the results of this hypothesis, elements of the above tables dealt with simultaneously as they revolved around the same issue: the former pertains to the results of the students' written test, and the impact of grammar structure on the target students' English writing abilities, which is merely reflected in their writing content. Taking the percentage values of errors, the results show that five most common errors that the participants made were in spelling (26%), subject verb agreement (18%), followed by singular/plural form (13%), articles (10%) and missing word at (8%). Capitalization and wrong/misused word at (5.5%) for each, whereas verb tense, prepositions and verb form had the least percentage were same at (5%). It is highly important that the reason behind the less number of the errors is probably the number of words in the students' production. These basic findings are consistent with research showing that **Brown (1994, pp. 207-211)** and Ellis (1995, pp. 51-52) elaborated on this model. Ellis (1997, pp. 15-20) and Hubbard et al. (1996, pp. 135-141) gave practical advice and provided clear examples of how to identify and analyze learners' errors.

The initial step requires the selection of a corpus of language followed by the identification of errors. The errors are then classified. The next step, after giving a grammatical analysis of each error, demands an explanation of different types of errors. Moreover, Gass & Selinker (1994, p. 67) identified 6 steps followed in conducting an error analysis: Collecting data, Identifying errors, Classifying errors, Quantifying errors, Analyzing source of error, and re-mediating for errors. Systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching (Corder, 1974).

**Singular and Plural Form:** Some of the participants did not know that the plural form using the suffix 's' or 'ies' must be applied to the countable plural noun e.g (As one of the communication way). A possible reason for the failure to construct plural noun forms probably that in their learning syllabus there is a need for some prepared lessons with clear objectives to solve the difficulty, there is no plural marker for a noun, it can be clearly noticed where some students wrote some models as (I disagree with a people.), the plural noun people was considered a singular noun; for that reason the article a was used to illustrate the singular noun according to the students' decision. However, for some participants, they have already hypothesized that English nouns have plural and singular forms. However, some of them were not sure when they should apply the plural form. When the subject was in the singular form, they applied the plural form to the noun as shown in the examples.

*amobile phones is amazing way to communicate. Some of the advatige is it make the world so smoother. Mobile phone help us. As one of the communication way. Some people them used. In a good ways. It is also used by the some boys and girl. Any thing in this world have two side. Technology has two side. Technological invention have an advantages and disadvantages. Technology became so useful this days because the communication became so easy. informations People used internet in a bad things. I do agree that technological inventions with all kinds of it such as mobile phones. There are many advantage. However, these technology such as mobile phone. Istrongly agree with the view, cause many reason. some problem. learn many thing. I disagree with a people. I disagree with a people. I disagree with a people. I disagree with a people.*

**Prepositions:** The participants demonstrated confusion for correct usage of preposition. In sentence no. 1 the correct preposition is 'around' rather than 'at'. In sentence no. 2, the preposition 'for' should have been used. While the preposition 'of' should have been used in sentence no. 3. So many dirty plates and glasses can be seen everywhere at Preposition the school canteen The food to cater to Preposition the students during recess are not enough As the secretary at Preposition the club I have been assigned to write report.

- 1- *You feel motivated to do a great job on work.*
- 2- *Put smile in your face.*
- 3- *No time to sitting with family.*
- 4- *They use mobile for get more information.*
- 5- *Use your mobile to inter in the internet.*
- 6- *I agree and in the sametime I disagree.*
- 7- *There are many advantages to technology*

**Subject-Verb Agreement:** 'A large number' refers to more than one person, i.e. plural subject and requires plural verb 'are'. However, one participant uses 'is' instead as shown in sentence no. 1. In sentence no. 2, the correct word should be 'deals'. In sentence no. 3, 'eat' should be used rather than 'are eating'. The word 'sit' should be used rather than 'sits' in sentence no. 4. A large number of students is S/V Agreement sick. We need to be careful because it dealing S/V agreement with health. The dirt always stick in the food that the students S/V agreement are eating. It causes fights because there are no chairs to sits S/V Agreement.

*1-The new technology have my advantage and disadvantage. 2- It is facilitate the communication. 3- Yes phone are making people social. 4- The phones it is a make socially less. 5- I am disagree. 6- This make society.*

7- Human invent things to make their social life more comfortable. 8- It is make people socially less. 9- If they may be will learn. 10- In the history you can not drive. 11- mobile phones making any thing in the world you can. 12- Technology help us to be in communicate to other world. 13- By technological invention you can achieving your goal. 14- It let people lies and it has been impacted the teen age. 15- Social media take the big time. 16- Technology is give you work in internet. 17- Technology also help us to search and find new information. 18- He help the people. 19- It stop people from knowing each other. 20- It consist of:. 21- It keep a lot of time. 22- It become very important. 23- Technology change the people. 24- That make world a small village. 25- It is help in many things. 26- The internet make people social. 27-World have much benefits. 28- It make me. 29- Mobile phones making people socially. 30- I am dis agree with people. It can make the people after long time ago meet on the social media. 31- Some people going to shopping. 32- Some people going to shopping. 33- We musted use it.

**Articles:** The participants demonstrated confusion for correct usage of articles. In sentence no. the correct preposition is 'around' rather than 'at'. In sentence no. 2, the preposition 'for' should have been used. While the preposition 'of' should have been used in sentence no. 3. So many dirty plates and glasses can be seen everywhere at Preposition the school canteen The food to cater to Preposition the students during recess are not enough As the secretary at Preposition the club I have been assigned to write report .

1-It is also used by the some boys. 2- It has an advantages and disadvantage. 3- Some people used it in bad way 4-Such as contect with another country with the like facebook....etc. 5- That is accomfort deal with the your friend. 6- That is big problem. 7- My self on the previous time. 8- A people going to shopping in the facebook and instegram. 9- In the hstry you can not drive. 10- Technology help us to be in communicate to other world. 11- It needs just minte or less than that. 12- Technology has two side. 13- Technological invention have an advantages and disadvantages. 14- Social media take the big time. 15- It has the made. 16- He use in the any of the thing. 17- in our contrey.

**Spelling:** The number of errors showed a clear indicator that the participants have difficulties in writing the correct form of the target language words.

1-Amazing way to acommcate. 2- technological is culter. 3-Techonological is bad to the childer. 4- in my opinion I gess that. The new technology have my advantige and disadvantage. 5- Some of the advatige. 6- It is esay to communicated. 7- Relative and frind. 8- Technology is the most importan. 9- Some people can use the technologi for exampol. 10- To viest realated. 11- The production in there contray. 12- this days. 13- Technological one of the main reson. 14- on the other said disadvantages watch bad things and read bad thing. 15- such ascontect. 16- Then with technolog if we use in the right way. 17- Makepeople bissy. 18- And don't let the students read there subject. 19- eyes diseses. 20- People use that divice all the time. 20- Technology is so usfol in our life. 21- The technolgi. 22- Some people use it for mane thing. 23- The mobile phone was very mporten. 24- Technological invention nowadays can help you in your education and realaganship pettwn other people in other cometary in the world. 25- I am diss agree. 26- to viest 27- Technologi 28- communication 29- serch 30- informitons 31- put (but) 32- denay 33- effect 34- using 35- It is good for searching information. 36- inginear 37- easier 38- better pleac. 39- semple 40- People mak it for fun.

**Verb Tense:** Wrong application of verb tense can be seen when the participants did not apply the correct tense to the verb in the sentences. It can be assumed that some of the participants are not aware of the different rules for tenses application. The use of some suffixes like 'ing' and past tense forms showed that these participants are aware of the rules on different tenses application and they have already hypothesized that these verbs needed to be used with different tense forms and should not be used in the basic form. This is because some verbs written using different tenses forms are not written in the basic form of the verb. For example, the sentence 'It making this good' could be written in the basic form 'It makes this good'. This shows that they acknowledged the 'ing' form but they were not sure of the complete present/past continuous tense forms and application in the English sentence. The suffix 'ing' applied is not relevant to the context given because the context required verb to be written in the past tense form instead. This information revealed that

the different tenses rules application was not formed but they have already hypothesized that these tenses forms exists in English grammar. Examples of wrong application of verb tense are shown below:

1-It is esay to communicated. 2- I think uses of mobile phones depend on the person. 3- to found many sources. 4- No time to sitting with family. 5- Mobile phone can causes Autism. 6- But we must use it by write away. 7- It is a develop thing.

**Capitalization:** It was clearly identified that participants faced difficulties in capitalization in many area as follows:

1-amobile is one of the meal of communication. 2- in my opinion I gess that. 3- some people they are doing..... 4- yes agree..... 5- it is a make. 6- it is make people socially less. the good thing it is help. 7- in the beginning.

**Sentence Construction:** Besides the above errors, participants also have problems in forming simple or complex sentences. A complete sentence should start with a subject and should be followed by a verb and an object or complete sentences, considering that 92% of the questionnaire respondents agree that 'A sentence is a complete thought'. However, the participants demonstrate missing/wrong object, missing subject, and missing verb in their essays as follows:

**Missing Word:** *Doscover many thing and now last news. 2- Technology has exce. Positive technological..... Technologies best when appalling obvious. Such as scientific investigation tecm. but it also good. No one can deny mobile phones the most important. Technological one of the main reson. The simplest form of le. We can shopping. What going on? I not dis agree. How to speaking.The advantage of technological*

**Wrong/Misused Word:** With regard to the wrong/misused word, some cases were identified in the responses, which could be explained in the light of the misunderstanding of the approach of the academic writing techniques, since we have reported that there is lack in the syllabus of the provided materials working to solve the writing problems. In general, students showed high tendency to use different forms of the verbs, adjectives, nouns and so on. The following examples were identified from students written works.

*Sometime, you take news about the life from my. I not agree because is not give atran. it call more then move to tired in your eyes. Technology made form the world. He use in the any of the thing. because it negative to spend all the day in watching.*

**Conclusion:** The findings of the paper show that errors that participants produced were mainly grammatical. The participants also had relatively weak vocabulary patterns and their sentences were paradoxical. They made errors in forming sentence structure basics in the English language. Therefore, we reason out that these participants have problems in understanding and using some grammatical rules in English. This study has opened one of the most important aspects in which students are attributed with the rules of the target language. It also illustrates that teachers can utilize the EA to place a methodological approach for the specific and common language difficulties, which students have, so that they can concentrate with high care on this sort of errors. EA render data on some repetitive residential problems in language learning which can be used in the planning of efficient teaching chapters. Also, the ability to anticipate errors to a specific limit, teachers are supposed to be familiar with the appropriate knowledge to help students understate or overcome their learning difficulties.

## Recommendations

Considering some pedagogical implications that resulted from the findings of the study, the study tends to propose the following recommendations hoping that EFL teachers, EFL undergraduate students and EFL syllabi designers find them useful when dealing with academic writing issues:

1- A deeper understanding at the extracts of the target students' academic English writing test in chapter four, it can be clearly seen that the majority of the Sudanese undergraduate students seemed to have serious English writing problems at the basic level, i.e. poor grammar, inconsistent essays, irrelevant sentences and

lack of logical organization factors. Therefore, besides concentrating on the academic writing techniques problems, Sudanese higher education organizations need to place greater work on the major principles of the academic English writing, because in the struggle and alteration of the absence of these basics, students may not be able to produce meaningful academic written work in English.

2- Based on the findings of the study, this study recommends that academic English writing and syntax courses should be taught in all academic disciplines of the Sudanese higher education institutions. In other words, irrespective of the students' areas of specialization, the essence of academic English writing should be at the heart of the universities' curricula. That is, Sudanese universities can activate and address the significance of the grammar usage in academic English writing, for instance, by establishing academic English writing development centers, which could provide academic support in English writing courses to provide an opportunity to enhance the students' understanding and in terms of assistance to the university students, teachers and the public sector, in particular the business community in terms of latest educational techniques. Simultaneously, these centers can integrate academic English writing with the other skills, namely business writing and communication skills. In addition, the centers can benefit from the experiences of some academic writing experts and scholars in different disciplines such as journalism, law, science and publishing centers, because as stated earlier, academic English writing should be a perceived quality in a sense by targeting different fields and styles.

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