

مجلة التربوي

مجلة علمية محكمة تصدر عن

كلية التربية الخمس

جامعة المرقب

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هيئة التحرير

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بحوث العدد

- الشباب ومشكلات المجتمع " الأسباب وسبل مواجهتها" .
- المؤاجرة أو الإجارة في الشريعة الإسلامية .
- رؤية إلى العامل النحوي من خلال المعنى .
- العملية التدريسية بين الطرائق والاستراتيجيات .
- القراءات التفسيرية .
- الأسس واللوغريتمات وخواصها الأساسية وطرق تقديمها وعرضها وتدريسها لغير المتخصصين .
- التقديم والتأخير بين عناصر الجملة ودوافعه الدلالية .
- مشكلات التربية العملية بالجامعة الأسمرية الإسلامية .
- تقويم مستوى أداء الطالب المعلم ببعض أقسام التربية البدنية بجامعة المرقب والجبل الغربي .
- اختلاف النحاة في "حاشا" التنزيهية بين الاسمية والفعلية "استعراض المذاهب وأدلتها" .
- الأثر الدلالي للحذف في نماذج من شعر الفرزاني .
- الأحكام الاجتهادية وعلاقتها بالمقاصد الشرعية "دراسة أصولية" .
- من وجوه التوسع في العربية "عرضا وتتبعاً" .

- أثر اختلاف مطالع القمر في بدء الصيام والإفطار .
- جماليات البنية الإيقاعية في القرآن الكريم "دراسة في الجزء الأخير من سورة مريم" .
- الفكر الوسواسي والسلوك القهري "المفهوم - الأنواع - أساليب العلاج" .
- Financial Disclosure in the annual reports of Libyan Banks from Users' perspectives .
- Investigating grammatical mistakes in liyan learners' written discourse in al mergeeb university .
- Teaching pre- service teachers critical reading through the newspapers .
- Using blogs in English language teaching and teacher education programs .



الافتتاحية

مع إطلالة العدد الرابع من مجلتكم الناشئة "مجلة التربوي" نجدد العهد مع قراء المجلة الكرام بأن تكون دوما ملتزمة بنشر الجديد والمفيد والهادف من الأبحاث العلمية التربوية إيماننا منها بأن كلية التربية عبر منبرها المتمثل في مجلتها "التربوي" تعتبر قلعة ومنازة يشع نورها في ربوع بلادنا الحبيبة .

إن أعضاء هيئة التحرير بالمجلة ، وأسرة تدريس كلية التربية الخمس تتوجه بالشكر الجزيل لكل من أسهم ويسهم في مساعدة المجلة في تحقيق الهدف المنشود، وبخاصة الأساتذة الفضلاء الذين استقطعوا من وقتهم الثمين لقراءة البحوث فأفادوا الباحثين والمجلة بملاحظاتهم القيمة، التي تثري البحث، وترفع من قيمة المجلة في الأوساط العلمية .

ونحن إذ نسير في هذا الدرب يحدونا الأمل بأن نكون من الذين أسهموا في خلق الإنسان المؤمن والمربي الفاضل المتمسك بقيم الدين والأخلاق الكريمة .

هيئة التحرير



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**Investigating grammatical mistakes in liyan learners' written
discourse in al mergeeb university**

العدد 4

by

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Abstract

This study aimed at investigating some of the problems that sixth and seventh semester university students at the Faculty of Languages in Azzytona University, face when forming sentences in English in paragraph writing. Teachers as well as examiners frequently complain about students' failure to write in sentences in English especially when students are asked to write sequential sentences in English at a level higher than the sentence (i.e. paragraph) Thus, an analytical study was made in order to find and analyze the students' mistakes in grammar and provide solutions to such mistakes.

The findings of the study showed that most of the common mistakes in grammar was especially subject- verb agreement. The percentage was 70. The repetition of the subject as a pronoun as well as fragments also constituted great problems

for the students. The percentage of the difficulty was 55% for the repetition of the subject, and 65% for the fragments. The percentage of difficulty with wrong use of articles was higher. 75% of the students used definite and indefinite articles wrongly. For word order, and tense logic, the percentage was the same, 40% for each.

The researchers reached to a result that these difficulties were due to the following: the interference of the first language or negative transfer; the lack of exposure; the inappropriate language teaching methodology and learning strategies.

Keywords: written discourse, learning difficulties, language teaching methodology, learning strategies.

Introduction

It is clear that paragraph writing is difficult and need more practice . A learner does not write English by putting words randomly. Instead he or she carefully arranges his/her words into patterns. For example, when a student writes a sentence, he cannot use his gestures, facial expressions or give his audience additional clues; words are only the means of communication (Cohen, R. and Miller, J., 2003). Failure to put words in correct patterns usually prevents communication because sentences are the foundation of all writing and speaking.

The sentence is very important and the mastery of it will lead to effective writing and speaking as well (Kharmma and Hajjaj, 1989).

Thus, students should be aware of many things such as, mechanics, grammar, vocabulary, spelling, coherence and

cohesion. In this paper, the researcher will mainly focus on the grammatical mistakes and try to find solutions to these problems.

Literature Review

Throughout the scholar's experience in teaching English as a foreign language, it has been observed that students of English of the sixth and seventh semester of university at Azzytona University have encountered difficulties in forming correct sentences in English within the paragraph level especially in grammar. Some of these difficulties are: subject verb- agreement, the repetition of the subject as a pronoun in the first slot of the sentence, fragments, word order, and tense logic. For example, many students have problems with the use of correct concord which is meant a "formal agreement in person, number, gender or tense". By 'formal agreement' is meant the use of one necessitates the use of the other. For example, the pronoun 'I' in the present tense can only be combined with 'am' and vice versa. Zandvoort R. W. (1967)calls this type 'Bilateral concord'.

Concord of person usually occurs between a subject and its verb, and between a noun or pronoun and the pronoun referring to it. (Ibid : 255). Thus, concord can be classified into three types:

(a)- subject-verb agreement (*e.g. the dog likes vs. the dogs like*)

(b)- agreement and selection within NP (*e.g. this dog vs. these dogs*)

(c)- Pronoun-antecedent agreement (*e.g. my dog hid its bone vs. my dogs hid their bones*)

It is also noticeable that many of the students use incomplete sentences in their writing . This is of course called fragment. This is simply because students believe that phrases; such as, participial, gerund and infinitive phrases can stand alone.

Helping students to write a successful paragraph with very few mistakes is a part of teachers' role. For example, topics should be selected with care. The following guideline points may be instructed to the students when writing a paragraph: 1. the title: correctly capitalized, indicates the subject clearly; 2. clear indentation for the paragraph; 3. logical development of one idea in a paragraph; 4. a clear controlling idea in the topic sentence supporting statements that focus on the controlling idea; and 5. clear relationship or transition between sentences. The last important point is language focus which helps students to avoid many grammatical mistakes.

Another important point is 'language use'. The following points help students to achieve good paragraphs, namely: 1. connectives used with precision to show relationship; 2. careful, correct use of expanded vocabulary; 3. examples of artful phrasing; 4. correct spelling and hyphenating; 5. correct

punctuation to develop the meaning of sentences; 6. good use of parallel structures in series; 7. good use of phrases to modify the expression of an idea; and 8. a good conclusion that draws the sentences together. (Cohen, R. and Miller, J., 2003 & Savage, A. and Mayer, P. 2006)

The other important point is the organization of content. Students are helped to write a coherent, logical composition. Coherence in writing is achieved by rhetorical devices and by logic of thought. (Halliday and Hasan, 1974) There are three major rhetorical devices for achieving coherence within and between the paragraphs: transition words, parallelism, and punctuation marks (Warriner and Griffit, 1977). Transition words may be either the same words or synonym repeated in the following sentence, substitute words, or sentence connectives. Parallelism is taught by giving students a passage with many parallel constructions and have them re-write the passage with all parallel structures (Tanskanen, 2006). Students also need to recognize that punctuation serves a more serious purpose than decoration, for it serves to achieve coherence and unity of thought.

The Methodology of the Study

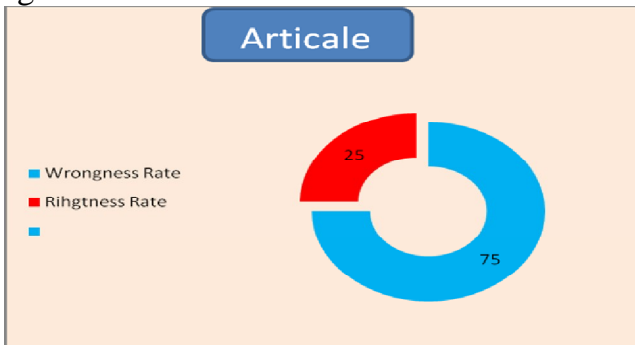
In this study the researchers looked at writing difficulties of the third year university students attending class at the Faculty of Languages in Azzytona University during the academic year 2012-2013. The approach adopted in the present study was to examine the actual writing assignments and paragraphs given to the students in their classes. The

researcher used six scales to measure which are: subject verb-agreement, the repetition of the subject as a pronoun in the first slot of the sentence, fragments, articles, word order, and tense logic. Thus grammatical mistakes were checked and analysed. Accordingly, the tool used for this study was a test given to the students in order to show and analyze students' ability to produce correct paragraph. The number of the respondents was twenty. The subjects of the study were given one topic, and they were required to write a paragraph about that topic. The students' papers were collected and then corrected in order to find out which areas of grammar are difficult for the students.

Results and Discussions

The results of the study were as follows:

In figure 1, articles were the most difficulty for the students to answer. Fifteen of the subjects failed to use correct articles, so the percentage of the difficulty was 75 ;whereas, five of the subjects had no mistakes in the use of articles. Thus, the percentage was 25.



**Investigating grammatical mistakes in liyan learners' written
discourse in al mergeeb university**

العدد 4

In Figure 2, subject verb- agreement constituted a great difficulty for the students. Fourteen students had difficulties with the percentage of 70, whereas six students had no difficulties with the percentage of 30.

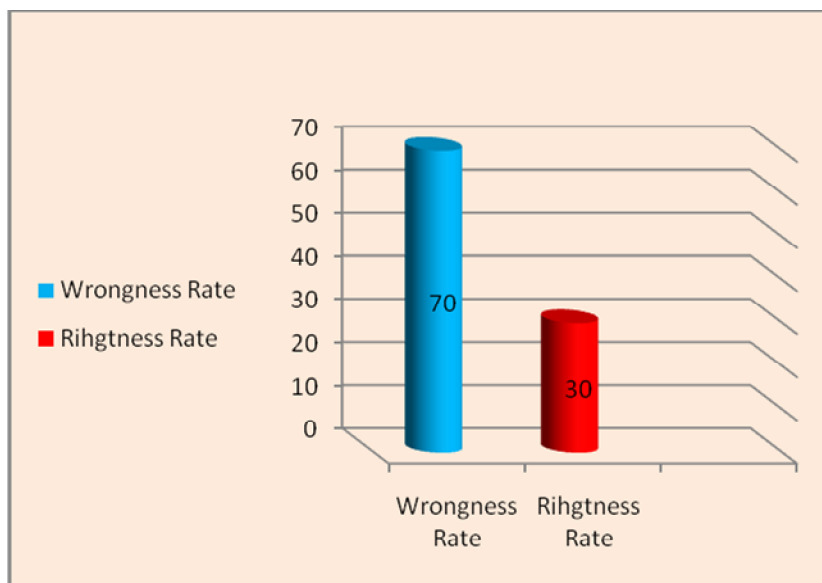


Figure 2. Subject verb- agreement Rightness and Wrongness Rates

In Figure 3, The use of fragments appeared in the students writing. Thirteen of the students wrote fragments in their writings. Thus 65% of them provided incorrect sentences which have no verb or no

punctuations. Only 35 % of the subjects gave correct sentences.

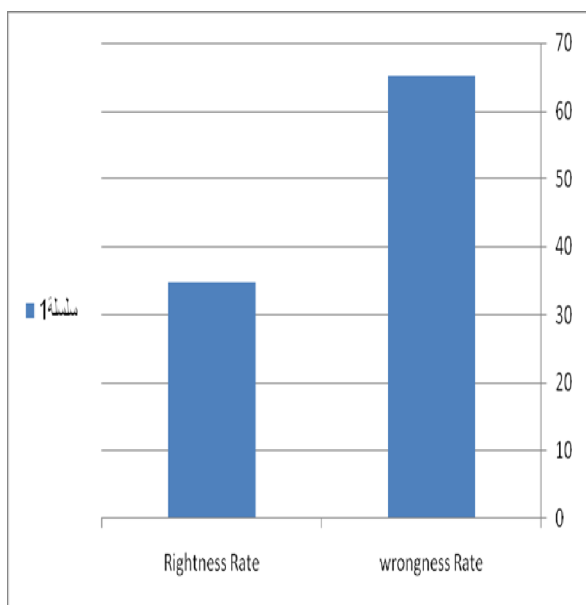
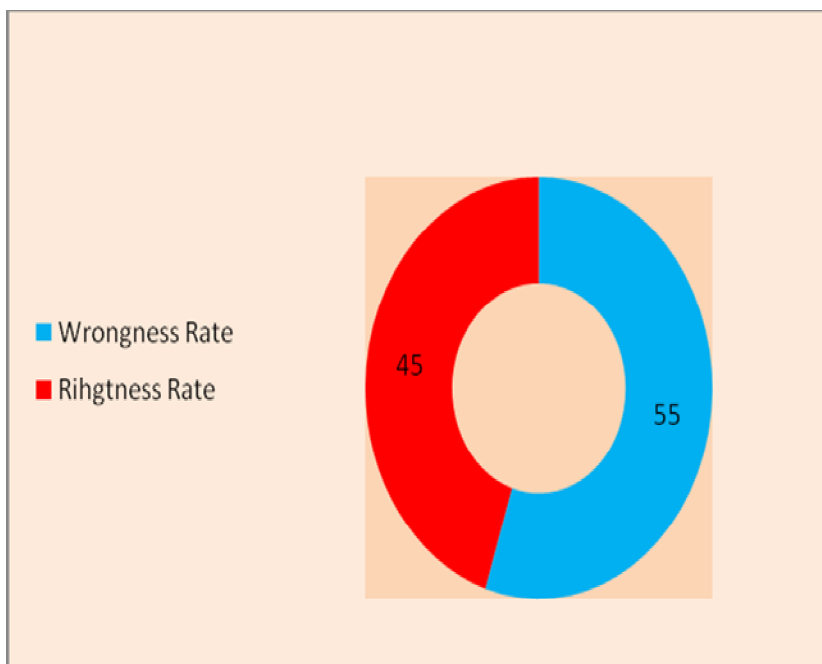


Figure 3. Fragments Rightness and Wrongness Rates

In Figure 4, the repetition of the subject as a pronoun in the first slot of the sentence was also identified as a problematic area for the students. Eleven of the students had difficulties in the use of two subjects with 55%, but only nine of the students had no difficulties. Thus, the percentage was 45%.



**Figure 4. The repetition of the subject as a pronoun
Rightness and Wrongness Rates**

In Figure 5, word order seemed relatively less problematic for the students. Only eight students had problems in the use of word order. Thus, the percentage was 40%. However, the number of the students who had no difficulties was twelve, so the percentage was 60%. The problems were here related to the incorrect

order of adjectives and adverbs and wrong order of the verbs.

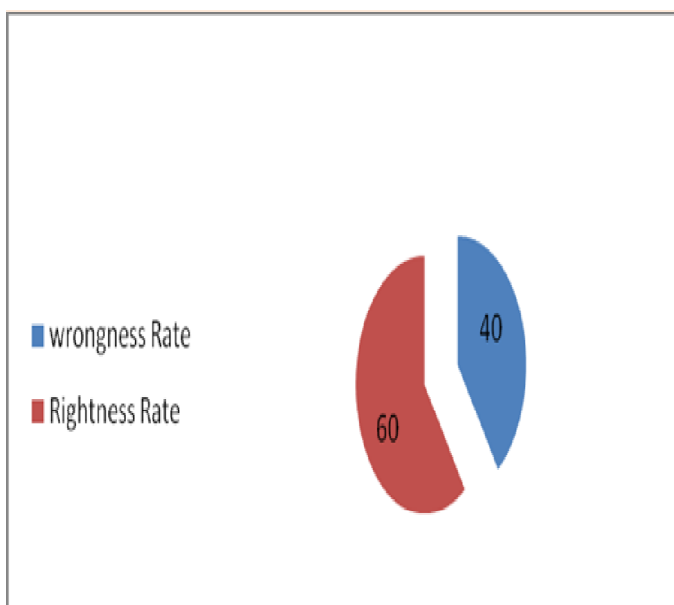


Figure 5. Word order Rightness and Wrongness Rates

In Figure 6, tense logic seemed also relatively less problematic for the students. Eight of the students had difficulties in the use of tense logic with 40%. However, students who had no difficulties were twelve, so the percentage was 60%. The errors were here related to the wrong use of tenses in English.

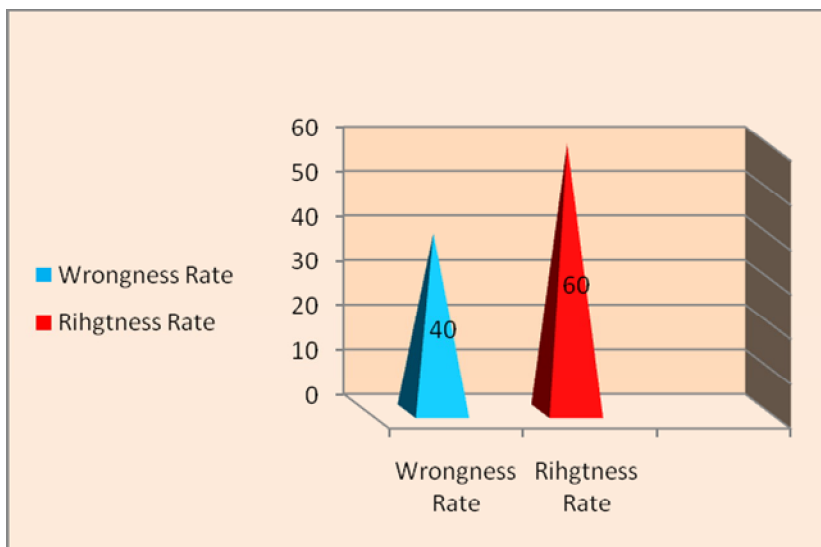


Figure 6. Tense logic Rightness and Wrongness Rates.

Summary

It can be summarized that the major difficulty in the area of grammar in the students' writing are: the misuse of articles, subject verb-agreement, fragments, and the repetition of the two subjects in the first slot of the sentence. The word order and tense logic seem to be less problematic for the students. These difficulties in this study include intra and inter-lingual transfer as cited by Ellis (1992); and the faulty language teaching methodology. It can be inferred that in terms of intra and inter – lingual transfer the outcome of the study revealed

that students are relatively consistent in committing errors in producing sequential sentences in English at a level higher than the sentence.

Conclusion

The researchers conclude that students' background of English language especially in writing is very weak. Most of the students' problems are attributed to L1 transfer and overgeneralization. Therefore, mother tongue interference is always noticeable in the students' performance in the written production; for instance, students think in Arabic then they transfer their ideas to English.

Recommendations

In the light of the results obtained from this study, the researchers recommend suitable ways of teaching writing by providing students with guidelines, strategies, and practice in writing in order to prepare them for academic demands; decreasing the use of Arabic in classrooms; and exposing the students to supplementary materials to make writing classes more meaningful.

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ملخص الدراسة

تهدف هذه الدراسة إلي التحقق من الصعوبات التي تواجه طلبة الفصل السادس والسابع في قسم اللغة الانجليزية بجامعة الزيتونة عند تركيب الجملة من الناحية النحوية. يشتكى المعلمون وكذلك مسؤولي الامتحانات بشكل مستمر من ضعف الطلاب في تركيب جمل صحيحة وخاصة علي مستوى النص في اللغة الانجليزية. لذلك أجريت هذه الدراسة التحليلية لمعرفة تلك الأخطاء ومعرفة أسبابها وإيجاد الحلول لها.

وأظهرت نتائج الدراسة بان معظم الأخطاء النحوية كانت في مطابقة الفعل مع الفاعل حيث بلغت نسبة الأخطاء 70%، أما استخدام الضمير مع الاسم في موضع الفاعل فكانت نسبة الأخطاء 55%، ونسبة الأخطاء في استخدام الجمل الناقصة بلغت 65%، ونسبة الأخطاء في استخدام أدوات النكرة والمعرفة كانت مرتفعة حيث بلغت نسبة الأخطاء 75%، أما بخصوص ترتيب الكلمات والأزمنة فان نسبة الأخطاء كانت قليلة حيث بلغت 40%.

ولقد توصل الباحثان أن أسباب هذه الصعوبات راجع إلي:

أولا: تأثير اللغة الأولى وعملية النقل السلبي .

ثانيا: قلة التعرض إلى ممارسة الكتابة باستمرار.

ثالثا: طريقة التدريس غير الصحيحة واستراتيجيات التعليم المتبعة.



الفهرس

الصفحة	اسم الباحث	عنوان البحث	رت
5	الافتتاحية		1
6	د/ عبد السلام مهنا فريوان	الشباب ومشكلات المجتمع " الأسباب وسبل مواجهتها"	2
49	د/ أحمد عبد السلام ابشيش	المؤاجرة أو الإجارة في الشريعة الإسلامية	3
72	د/ صالح حسين الأخضر	رؤية إلى العامل النحوي من خلال المعنى	4
97	د/ جمعة محمد بدر	العملية التدريسية بين الطرائق والاستراتيجيات	5
130	أ/ إمحمد علي مفتاح	القراءات التفسيرية	6
147	د/ عادل بشير بادي	الأسس واللوغريتمات وخواصها الأساسية وطرق تقديمها وعرضها وتدريسها لغير المتخصصين	7
171	د/ عبد الله محمد الجعكي	التقديم والتأخير بين عناصر الجملة ودوافعه الدلالية	8
192	جمال منصور بن زيد	مشكلات التربية العملية بالجامعة الأسمرية الإسلامية	9
231	د/ عطية المهدي أبو الأجراس وآخرون	تقويم مستوى أداء الطالب المعلم ببعض أقسام التربية البدنية بجامعة المرقب والجبل الغربي	10

مجلة التربوي

العدد 4

الفهرس

الصفحة	اسم الباحث	عنوان البحث	ر.ت
263	د/ محمد إمام أبو راس	اختلاف النحاة في 'حاشا' التنزيهية بين الاسمية والفعلية "استعراض المذاهب وأدلتها"	11
285	د/ محمد سالم العابر	الأثر الدلالي للحنف في نماذج من شعر الفزاني	12
308	أ/ عائشة محمد الغويل	الأحكام الاجتهادية وعلاقتها بالمقاصد الشرعية "دراسة أصولية"	13
332	أ/ حنان علي بالنور	من وجوه التوسع في العربية "عرضا وتتبعاً"	14
358	د/ سليمان مصطفى الرطيل	أثر اختلاف مطالع القمر في بدء الصيام والإفطار	15
394	د/ المهدي إبراهيم الغويل	جماليات البنية الإيقاعية في القرآن الكريم "دراسة في الجزء الأخير من سورة مريم"	16
411	د/ عبد السلام عمارة إسماعيل	الفكر الوسواسي والسلوك القهري "المفهوم - الأنواع - أساليب العلاج"	17
424	د/ موسى كريبات	Financial Disclosure in the annual reports of Libyan Banks from Users' perspectives	18
454	أ/ رمضان الشلباق	Investigating grammatical mistakes in liyan learners' written discourse in al mergeeb university	19
468	د/ انتصار الشريف وآخرون	Teaching pre- service teachers critical reading through the newspapers	20
479	د/ انتصار الشريف وآخرون	Using blogs in English language teaching and teacher education programs	20
498		الفهرس	21

يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :

- أصول البحث العلمي وقواعده .
- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .
- يرفق بالبحث المكتوب باللغة العربية بملخص باللغة الإنجليزية ، والبحث المكتوب بلغة أجنبية مرخصا باللغة العربية .
- يرفق بالبحث تزكية لغوية وفق أنموذج معد .
- تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للتعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأوليات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

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