

The Syntactical Difficulties Facing English Learners in the Secondary Schools in Elobeid Town of North Kordofan State, Sudan

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Abstract: *The current study aims to investigate the syntactical difficulties facing English Students at secondary schools in Elobeid town in North Kordofan State during academic year (2015-2016). The primary data were collected via structured questionnaire covering 30 respondents selected randomly. The study used the analytical descriptive statistical methods in analyzing the data. The results showed that the majority of the respondents (83%) agreed that secondary school students face syntactic difficulties. About the syntactic difficulties that face the students 37% of the respondents agreed that the teachers solve these difficulties. 33% disagreed with the same item. Accordingly, the teachers used to tackle down their students' syntactic difficulties to some extent. 37% of the respondents agreed that SPINE series were designed to help teachers to solve their students' difficulties. Also the results showed that 73% of the respondents agreed that the teachers give students chance to practice syntax, 23% disagreed with the same item. The results showed that 70% of the respondents agreed that homework of syntax can improve the ability of students to deal with syntax. Also 60% of the students agreed that the teachers spend much time to simplify the difficulties of syntax. Accordingly, 60% of the respondents agreed that growing rules of syntax plays negative rules of syntactical difficulties, and 23% disagreed with the same item, whereas 17% were not sure. Finally Students should be prepared to use the Language for a variety of purposes beyond the classroom.*

Keywords: *Syntax, Grammar, North Kordofan State.*

INTRODUCTION

This study deals with The Syntactical Difficulties Facing English Learners in the Secondary Schools, A Case Study in Elobeid 2015 -2016. The grammar and teaching are basically linked together because learning grammar of any language is a process of knowledge. Also the transformation and the internalized knowledge for acquiring and learning it make the teachers be aware of grammar. Learning and practicing grammar is important for learners to improve their abilities to master the language, besides; there are questions on grammar in the examination. The progress of grammar reflects the effect of preparation and planning lessons to teach the grammar. The syllabus designers of SPINE series have drawn a wide area and suggestion of teaching guidance in an integrated practical syllabus. These suggestions can direct teachers to

make use of the suggestion with free hand to choose what suits their students and how to teach it.

The central role of syntax within theoretical linguistics became clear only in the 20th century, which could reasonably be called the "century of syntactic theory" as far as linguistics is concerned. (For a detailed and critical survey of the history of syntax in the last two centuries (Giorgio Graffi, 2001). Syntax is one of the linguistics branch which studies the logical relations. There are some definitions of Syntax. "Syntax studies the organization of words into phrases and phrases into sentences" (Bolinger, 1975). "Syntax is the part of grammar dealing with the other types of grammatical units" (Biber, 2002). "Syntax is the study of the principles and processes by which sentences are constructed in particular language" (Chomsky, 1961). Chaer (1994) "Syntax talks about word and its relation with other words or other elements as an utterance". George Yule (1947) says: In most languages' words are not just strong together.

The objectives of this study were:

- 1-To assess the syntactical difficulties that face English learners in the secondary Schools?
- 2- To know whether SPINE series designed to suggest a solution for the Syntactical Difficulties Facing English Learners or not.
- 3-To find out the difficulties and / or problems that face teachers in teaching syntaxes.

RESEARCH METHODOLOGY:

Data sources and sampling procedure:

The research used both primary and secondary data. The primary data were collected from the students via structured questionnaire (30) respondents selected randomly. Secondary data were collected from books, journals and other sources.

Tools of analysis:

To satisfy the objectives of the study; the descriptive statistics were used to analyze the collected data.

RESULTS AND DISSCUSSION:

The results showed that the majority of the respondents (83%) agreed that secondary school students face syntactic difficulties, table 4.1. About the syntactic difficulties that face the students 37% percent of the respondents agreed that the teachers solve their students syntactic difficulties, 33% disagreed with the same item, whereas 30% were not sure. Accordingly, the teachers used to tackle down their students' syntactic difficulties to some extent, Figure 1. Table 4.2 shows that 11 respondents representing 37% agreed with the item that Spine series were designed to help teachers to tackle down these difficulties, 33% disagreed with the same item whereas 30% were not sure. Accordingly spine series were designed to help teachers to solve these difficulties, Table 4.2. Also the results showed that 73% of the respondents agreed that the teachers give students chance to practice syntax, 23% disagreed with the same item whereas 3% were not sure (table 4.3). The results showed that 70% of the respondents agreed that homework of syntax can improve the ability of students to deal with syntax, 17% disagreed with same item, whereas 13% were not sure. Figure 2. Table 4.4 showed that 60% Agreed that the teachers spend much time to simplify the difficulties of syntax, 23% disagree with the same item, whereas 17% were not sure. Accordingly, 60% of the respondents agreed that growing rules of syntax plays negative rules of syntactical difficulties, and 23% disagreed with the same item, whereas 17% were not sure, figure 3.

The first step toward reinforcing syntax in a class is to review the vocabulary and phrases from the curriculum. In many textbooks for young learners, the lessons will have similar phrases and sentences with substituted vocabulary. The ability to replace one or two words in a sentence helps reinforce the structure of the sentence through basic memorization. Many students will focus on the word or two in each sentence that changes, and see the remaining words as a less important large group. Depending on age, the students may also be able to change the subject of the sentence. If the students have difficulty replacing such words in a sentence, this process should be reviewed to ensure better comprehension of key vocabulary.

Table: 4.1 Secondary schools' students face syntactic difficulties.

Options	Frequency	Percentage
Agree	25	83%
Disagree	2	7%
Not sure	3	10%
Total	30	100%

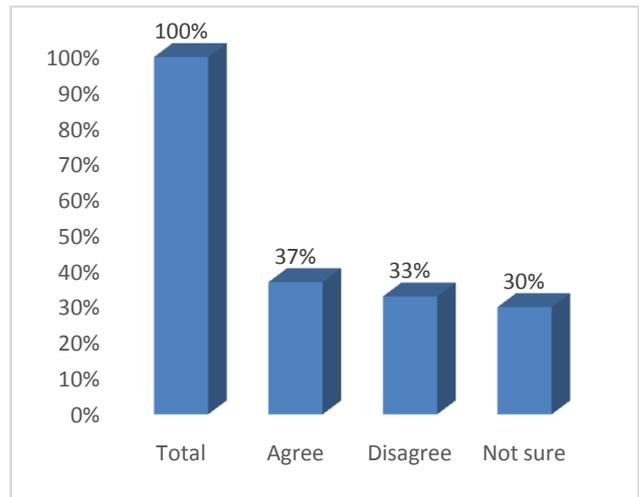


Figure [1] the teachers solve their students' syntactic difficulties

Table 4.2 Spine Series Books Help teachers to solve students' syntactic difficulties

Options	Frequency	Percentage
Agree	11	37%
Disagree	10	33%
Not sure	9	30%
Total	30	100%

4.3: Teachers give students chance to practice syntax

Options	Frequency	Percentage
Agree	22	73%
Disagree	7	23%
Not sure	1	3%
Total	30	100%

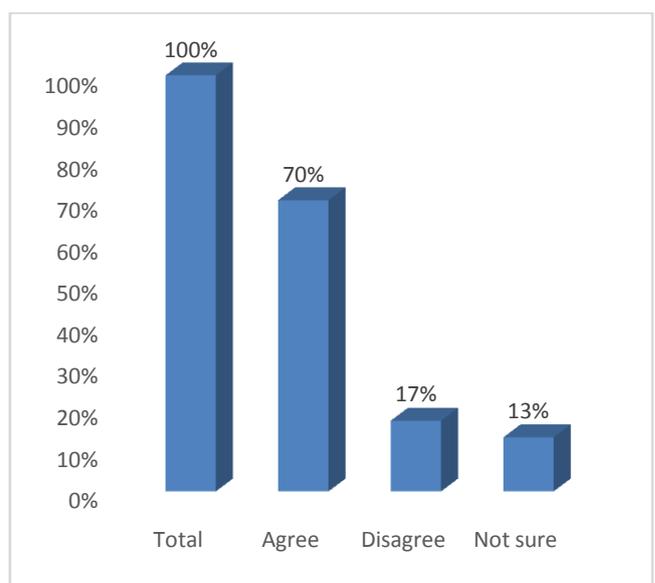


Figure [2] homework of syntax can improve the ability of students to deal with syntax.

Table: 4.4 the teacher spend much time to simplify the difficulties of syntax

Options	Frequency	Percentage
Agree	18	60%
Disagree	7	23%
Not sure	5	17%
Total	30	100%

[6] Giorgio Graffi (2001). 200 years of syntax: A critical survey. John Benjamins publishing.

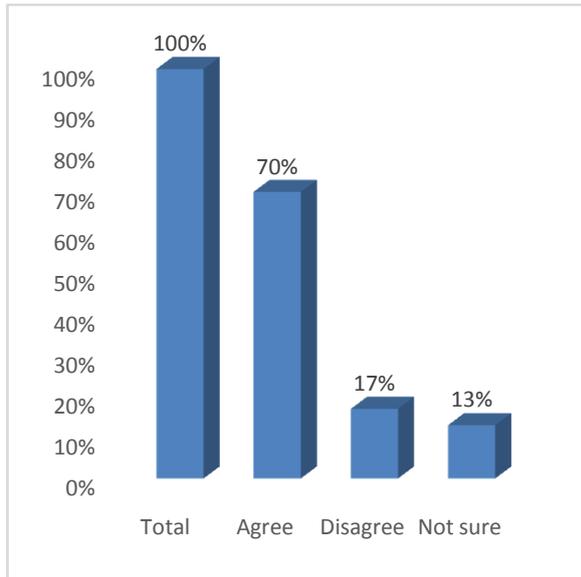


Figure [3] growing rules of syntax play negative roles of syntactical difficulties.

CONCLUSION:

It is concluded that Secondary school students face syntactic difficulties. Accordingly spine series were designed to help teachers to solve these difficulties, and it is agreed upon that homework of syntax can improve the ability of students to deal with syntax.

RECOMMENDATIONS

- 1- Teachers must deal with homework of syntax to improve the ability of students to deal with syntax.
- 2- Teachers should spend much time to simplify the difficulties of syntax.

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