Some Teaching Approaches Overcome Syntactic Errors among Students in Secondary Schools of Shiekan Locality ElObied, North Kordofan State, Sudan

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*Abstract: This study was carried out at in ElObied North secondary schools, North Kordofan State, Sudan (2020-2023. The study aimed to list and reveals the problems that face teachers teaching some approaches to overcome syntactic errors among students. The study followed the descriptive analytic approach. The primary data was collected by structured questionnaire, using a simple random sample technique for (100) teachers representing 55% of the total English language teachers (182). The data were analyzed using (SPSS – The Statistical Package for Social sciences version 16 and Pearson's reciprocity was also applied with the significance of (0, 05). The results of the study revealed that (40%) of the teachers have bachelor degree and (70%) have (5-10) years of experience. (30%) of the teachers always face problems to teach English to bilingual learners and (42%) of their Bilinguals face problems to acquire English language. (30%) of Schools always supply teachers with CDs and Mps and posters. And 56% of the respondents pointed that teachers' representation is **always** based on Arabic translation. The study concluded that students face Listening problems encountered in English as a Foreign Language in the Classroom because of the lack of the requirements of practicing listening (media in native speaker voice).Therefore, the study recommends that school should supply teachers with the media.To investigate the teachers' focusing on child language acquisition. To reveal and analyze the problems that teacher face to teach children to acquire English language. To point out the problems that children face while learning and acquiring English language.*

Introduction

Using language English everywhere without making any kind of errors and mistakes is needed in all aspects, especially the four language skills. This study is about some teaching approaches to overcome syntactic errors among students in secondary schools. Every teaching learning process has a role in these errors. The teaching learning process has its aspects to enable the students to practice the correct language syntactically, grammatically and other linguistic branches. Teachers have to be aware of errors and mistakes that students commit and they have to point them out and should overcome them. There should be acceptable strategies and skills that teachers follow to overcome the errors. The recognition of the reasons that causes the errors will help much in suggesting the solutions. The increase of errors and mistakes motivate and encourage the students to practice English language fluently even with errors and mistakes. Many definitions are given to the word "error". According to **Corder (1967),** errors are systematic and they result from learners' lack of second language knowledge. **Ellis (1997:17)** defined errors as gaps in a learner's knowledge. He assumed that they occur because the learner does not know what is correct. In his book "Introducing Applied Linguistics", Corder (1973:283) wrote that "errors are a result of partial knowledge because the teaching-learning process extends over time". This definition means that the learner cannot process all the information at once because the learning process needs too much time to be covered. Furthermore, teachers could not provide their learners with all the information they need at a limited number of sessions. However, it is important to distinguish between the term error and mistake. Many scholars have defined the term mistake in different terms however; all the definitions have the same meaning. According to **Corder (1967),** a mistake refers to a performance error that it could be a random guess or a slip. It is considered as a failure to correctly use what has been learnt. Another definition for mistake is put in The Dictionary of Language Teaching and Applied Linguistics (1992) in which it is stated that a learner makes mistakes when writing or speaking because of different factors such as lack of attention, tiredness, carelessness, etc. Thus, learners can correct their mistakes themselves when attention is called. Similarly, James (1998) defined a mistake which can be self corrected while an error cannot. According to Ellis (1997:17), mistakes are related to a learner's performance; they occur because the learner is unable to perform a known system. In general sense, mistakes and errors are taken as synonyms. But they are different in the sense that not all mistakes are errors but all errors are mistakes. The term „mistakes" can be taken as a general as well as specific term whereas error is a kind of mistakes that can be taken as a specific term only because it is committed by second language learners. Clarifying the differences between mistakes and errors, **Corder (1967, pp.10-11)** states: Mistakes are of no significance to the process of language learning. However, the problem of determining what a learner's mistake is and what a learner's

error is one of some difficulty and involves a much more sophisticated study and analysis of errors than is usually accorded them. Errors are significant in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learned or acquired, that strategies or procedures the learner is employing in his discovery of language. Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. It is the way the learner has of testing his hypotheses about the nature of the language he is learning.

METHODOLOGY

3-1 Qualifications

Options	Frequency	Percentage
B.A	43	43%
M.A	40	40%
PhD	17	17%
Total	100	100%

3-2 Experience

Options	Frequency	Percentage
less than 5 years	10	10%
5 to 10 years	40	40%
More than 5 years	50	50%
Total	100	100%

4-1 Schools supply teachers with teachers' books.
Schools supply teachers with teachers' books.

Options	Frequency	Percentage
always	10	10%
sometimes	65	65%
Rarely	25	25%
Total	100	100%

4-1 **Teachers follow the suggested teaching approaches that overcome secondary schools students' syntactic errors.**
Teachers follow the suggested teaching approaches that overcome secondary schools students' syntactic errors

Options	Frequency	Percentage
always	20	20%
sometimes	70	70%
Rarely	10	10%
Total	100	100%

1.

4-2 **Teachers intend to identify the syntactic errors students make.**
Teachers intend to identify the syntactic errors students make

Options	Frequency	Percentage
always	10	10%
sometimes	10	10%
Rarely	80	80%

Total	100	100%

4-4 Teachers describe various types of students; syntactic errors.

Teachers describe various types of students; syntactic errors

Options	Frequency	Percentage
always	10	10%
sometimes	30	30%
Rarely	60	60%
Total	100	100%

4-5 Teachers need sufficient in-service training to teach English language successfully.

Teachers need sufficient in-service training to teach English language successfully

Options	Frequency	Percentage
always	10	10%
sometimes	65	65%
Rarely	25	25%
Total	100	100%

4-6 Supervisors make workshops to tackle the difficulties of teaching English language.

Supervisors make workshops to tackle the difficulties of teaching English language

Options	Frequency	Percentage
always	10	10%
sometimes	65	65%
Rarely	25	25%
Total	100	100%

CONCLUSION AND RECOMMENDATIONS

Conclusion

1- Schools supply teachers with teachers' books.
2- Teachers follow the suggested teaching approaches that overcome secondary schools students' syntactic errors
3- Teachers intend to identify the syntactic errors students make
4- Teachers describe various types of students; syntactic errors
5- Teachers need sufficient in-service training to teach English language successfully
6- Supervisors make workshops to tackle the difficulties of teaching English language

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