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مكتبة الدراسات والبحوث العلمية

College of Graduate Studies

College of Education



**Investigating the Impact of Using Syntactic Structures on
Sentence-Meaning in English Language**

تقصي أثر إستخدام بعض التركيبات النحوية على معاني الجمل في اللغة

الإنجليزية

**A Thesis Submitted in Fulfillment of the
Requirements for the Degree of Ph. D of Education
in (ELT)**

**(A Case Study of Second Year Secondary Students in
Some Khartoum State Schools)**

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An Opening Quranic Verse

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

قال تعالى

{ وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ عَلَيْهِ تَوَكَّلْتُ وَإِلَيْهِ أُنِيبُ }

صدق الله العظيم

سورة هود الآية 88

My welfare is only in Allah. In him I trust and unto Him I turn
(repentant)

Muhammad Marmaduke (Pithal Translation)

Surat Hud (Quran 11:88)

Dedication

To my late father and to my family.

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Abstract

This study under the title “Investigating the Impact of Using Some Syntactic Structures on Sentence-Meaning in English Language” is a descriptive and an experimental study that contains 5 chapters which has employed pre and post tests for the targeted second year secondary school students of some private and government schools in Khartoum State who learn English as a foreign language, in addition to a questionnaire for some teachers and supervisors who work in the in the field of English language teaching and learning to know about their opinions on this problem. And post to conducting the tests and the questionnaire to the targeted students, teachers and supervisors, the results from both of them have been collected and analyzed to know the reasons behind these inappropriate usages. And post to analyzing the results the researcher has found out that some the inappropriate usages of syntactic structures are due to the influence of their mother tongue “Arabic”, whereas, some of that reasons why these students use some syntactic structures inappropriately are because of the fact that “Arabic” the students’ mother tongue and the foreign language being learnt “English” have different systems for Head + Modifier, in addition to the fact that some students tend to over generalize some grammatical rules, another reason is that sometimes there are no equivalents for some English rules in the their mother tongue “Arabic”. One more reason is that some English language teachers do not use appropriate methods or techniques for teaching syntactic structures. And after reaching the above mentioned results, the researcher has suggested a number of recommendations to lessen the frequency of these errors and also the best way to deal with them. Along with some suggestions for further studies.

Abstract (Arabic Version)

المستخلص

تهدف هذه الدراسة و هي بعنوان "تقصي أثر إستخدام بعض التركيبات النحوية على معاني الجمل في اللغة الإنجليزية" وهي دراسة وصفية وتجريبية تتكون من 5 أبواب وقد وظفت الدراسة الإختبارات القبليّة والبعدية لطلاب السنة الثانية في بعض المدارس الخاصة والحكومية في ولاية الخرطوم و الذين يدرسون اللغة الإنجليزية كلغة أجنبية بالإضافة لإستبيان لبعض مدرسي ومشرفي اللغة الإنجليزية الذين يعملون في مجال تدريس و تعليم اللغة الإنجليزية لمعرفة آراءهم في هذه المشكلة. وبعد إجراء الإمتحانات للطلاب المستهدفين وتوزيع الإستبيان للمدرسين والمشرفين ، تم جمع من كل منها وتحليلها لمعرفة الأسباب وراء هذه الإستخدامات الخاطئة لبعض تراكيب الجمل الإنجليزية. وبعد التقصي والتحليل توصل الباحث إلى أنه في كثير من الأخطاء يعزى السبب إلى تأثير لغة الطلاب الأم "العربية" وأن اللغة الأم "العربية" واللغة الأجنبية التي يتم تعلمها "الإنجليزية" لديهما نظامان متعاكسان للفاعل والفعل الذي يليه. إضافة إلى ذلك أن بعض الطلاب يميلون الى تعميم بعض قواعد اللغة الإنجليزية وسبب آخر أنه أحياناً لا توجد قواعد مقابلة لبعض قواعد الإنجليزية في لغتهم الأم "العربية". وأيضاً سبب أخير أنه هنالك بعض مدرسي اللغة الإنجليزية الذين لا يستخدمون طرقاً مناسبة لتدريس هذه القواعد اللغوية. وبعد التوصل للنتائج أعلاه تقدم الباحث بعدد من الإقتراحات والتوصيات للحد من تكرار هذه الأخطاء والطرق السليمة للتعامل معها مع بعض الإقتراحات لدراسات لاحقة.

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CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1. Background

Teaching a foreign language is a complex process that involves different kinds of knowledge and interrelated skills. Learners in different levels of learning: beginners, intermediate, or advanced need to learn vocabulary and grammar and each one of these needs special methods and techniques of teaching. This knowledge goes side by side with its practice which is known as skills.

Reading, writing, listening and speaking are four skills needed to master any language. Moreover, learning and acquiring vocabulary and using them in correct grammatical forms structures are an essential part in any language learning. Through vocabulary and grammatical structures, people can communicate and express their thoughts, ideas and opinions; however, sometimes learners face some problems in using their acquired vocabulary and in forming them in appropriate grammatical forms or structures.

Although of the of the fact that English language teachers allocate a considerable class time for teaching syntactic and grammatical rules and structures, however, some language learners still have problems when they try to use their learnt grammar or grammatical structures appropriately.

To deal with these learners' difficulties, English teachers as a foreign language can apply a variety of approaches and techniques to deal with error analysis and correction. Some of these approaches are linguistic, which means that they are connected with the language theories and teaching methods. And the second type of approaches is non-linguistic which is connected with the learner's

psychological skills or other social factors that can influence the process of the foreign language learning.

Linguistic approaches are divided into two types which are: A) Contrastive Analysis Approach, and B) Error Analysis Approach

A) Contrastive Analysis Approach is connected with the use of methods taken from structural linguistics. The most important objective of structural linguistics is to characterize the syntactic structure of sentences in terms of their grammatical categories and surface arrangements. This approach can help the second language teachers to predict and describe the patterns that will cause difficulty for second language learners. It can also provide language teachers with the similarities and differences between L1 and L2.

Above all, Contrastive Analysis shows learners a new and more systematic approach to the acquisition of universal grammar. Second language teachers are concerned with the elimination of errors in L2 classes. Within the Behaviorist Theory of Language Learning, which was prevailing before the 1960s, linguists and researchers in second language believe that L2 errors are mainly due to L1 interference.

Errors are considered undesirable and fatal to proper language learning, people learn by responding to external stimuli and receiving proper reinforcement. A proper habit for language is viewed as a process of habit formation which is being formed by reinforcement, hence, learning takes place.

Therefore, an error is considered as a wrong response to a stimulus and it should be corrected when it occurs. Linguists and second language learning researchers, who are working within this framework, put a great deal of emphasis on contrastive analysis. The assumption is that: If

linguists can analyze carefully and completely the system of both L1 and L2, they will be able to explain and predict the errors that will occur at a point where the language systems are dissimilar. Weinreich, 1953 claims that: the greater the difference the systems...the greater is the learning problems and the potential area of interference.

The solution, as Lado 1957 suggests: is a systematic analysis of both languages, in order to overcome L1 interference. In other words, he wants to say that if there are great differences between L1 and L2, this is going to make learning difficult for the second language learner, because the two languages are too different. The comparison of any two languages and cultures is to discover and describe problems that the speakers of one language will have in learning the other.

Error Analysis Approach is another approach which can be used by English language teachers as a foreign language to examine the difference between errors and mistakes. The root for this issue is based on Chomsky's distinction between competence and performance. Jain M. VP 1974 claims that the notion that errors may be distinguished as errors of performance and errors of competence. Errors of performance can be attributed to carelessness, lapse of memory, emotional states, etc. Errors of competence, on the other hand, represent the learners' transitional competence. An error cannot be self-corrected, according to James, 1998 while a mistake can be self-corrected if the deviation is pointed out to the speaker. Likewise Little Wood 1995 identifies the difference between errors and mistakes: while errors reflect the learner's underlying system as when it seems in his speech, mistakes can be recognized and corrected by the learner himself. What distinguishes an error from a mistake is that, if the learner's attention is drawn to the mistake, he is going to correct himself. So, mistakes are self-corrected.

1.2: Statement of the Study Problem

This study will focus on investigating and analyzing the impact of some inappropriate usages of forms in English sentences encountered by English learners as a foreign language. The mother tongue can support, fail to support or actively hinder someone who is learning or using grammar of a foreign language. This may happen 1) When a learner acquires a new grammatical rule or structure 2) When he or she tries to recall or uses a previously-learned rule or structure and 3) When he or she tries to construct a complex syntactic or grammatical structure or form that has not been learnt as a unit.

Because of the fact that the knowledge of how to formulate and use correct and appropriate grammar forms and structures in English sentences is vital, therefore, English language learners as a foreign language should master these correct forms and structures, and when mastering these skills, they can comprehend English easily and use it in different situations more correctly and efficiently.

From all what previously mentioned and as I have been working as an English as a foreign language teacher at the secondary and college levels for a number of years this has attracted my attention to a considerable number of errors and appropriate syntactic and grammatical forms and usages made by English language learners especially when it is used in different types of sentences: simple, compound and complex sentences. For that reason, I felt strongly inclined and motivated to know and search about the reasons why some English language learners form and use some grammatical forms and structures incorrectly and the factors that affect their language learning and formulating of English sentences and their grammar.

1.3: Questions of the Study

This study is set out to answer the following questions:

1. To what extent do second year students use inappropriate grammatical structures?
2. What are the reasons that lie behind using incorrect English forms by second year students?
3. What are the strategies and techniques that are used by English language teachers in teaching English grammar?

1.4: Hypotheses of the Study

1. Many second year secondary students use some grammatical structures inappropriately.
2. A number of intralingual reasons lie behind the second year secondary school students' inappropriate grammar forming and using.
3. Some English language teachers do not use proper strategies and techniques in teaching English grammar for second year secondary school students.

1.5: Objectives of the Study

This study aims at achieving the following objectives:

1. To investigate some inappropriate usages of grammatical structures among second year students.
2. To analyze the reasons that lie behind using incorrect English forms and structures by second year secondary school students.

3. To find out about the strategies and techniques that English language as a foreign language teachers use in teaching English grammar for second year secondary school students.

1.6: Significance of the Study

This study will be of some importance for the language teachers and syllabus designers and stakeholders because it will help the students to improve their foreign language learning as it will attempt to investigate and analyze the reasons why some English language learners use some English grammar forms or grammatical structures or sentences inappropriately and prescribing the best ways to correct and overcome these incorrect uses. It will also concentrate on the factors that affect second year students' foreign language learning and some usages of English sentences with their correct order.

1.7: Methodology of the Study

This study is a descriptive and experimental one that will employ pre and post tests for the targeted students who learn English as a foreign language in addition to a questionnaire for some teachers and supervisors who work in the field of English language teaching and learning to know about their opinions on this problem.

This study consists of five chapters: the first chapter includes the introduction, the statement of the study problem, the objectives of the study, the questions of the study, the hypotheses of the study, the significance of the study, the limits of the study and the methodology that will be used to conduct the study.

The second chapter of the study will be about literature review and the previous related studies in the field of language learning and teaching and an analysis for the errors made by English language learners as a foreign language.

The third chapter will be about the methodology that will be used in this study, the subjects of the study, the instruments of the study, the reliability of the study, the validity of the study and the procedures that will be used in the study.

The fourth chapter will be an analysis for the collected data. This analysis will be conducted using the Statistical Package for Social Sciences Program(SPSS).

The fifth chapter will include the summary of the study, the study findings, the study recommendations and some suggestions for further studies in the field of language learning and error analysis.

1.8: Limits of the Study

This study will concentrate on analyzing some inappropriate grammatical structures of some English sentences among second year secondary school learners of English as a foreign language, and it will be limited to the second year school students of some Sudanese government and private schools in Khartoum State for the Academic Year 2019/2020.

CHAPTER TWO

LITERATURE REVIEW and PREVIOUS RELETED STUDIES

CHAPTER TWO

LITERATURE REVIEW and PREVIOUS STUDIES

2.1: Introduction

This chapter consists two parts: the first part is about the study theoretical background and definitions for some syntactic and grammatical terms used in the field of grammar learning and teaching. The second part of the unit consists of some previous and related studies to the field of grammar learning and their findings, suggestions and recommendations.

2.2: Various Definitions of Language

A Language is part of culture; it is an aspect of human behavior. A language is an acquired habit of systematic vocal activity correlated with meanings derived from human experiences. Professor Edgar H. Sturtevant of Yak says: “A language is a system of arbitrary vocal symbols by which members of social groups co-operate and interact.”

This definition has three major implications:

1. That a language operates in a regular and systematic fashion.
2. That a language is primarily oral and that those oral symbols represent meanings as they are correlated with actual life situations and experiences.
3. That a language has a social function and that without it, a society would not exist.

A language is a system, divides in a set of patterns. These patterns exist in three closely- related levels: phonology, morphology and vocabulary and grammar.

Phonology: Can be defined as the features of sound in a language which are systematically structured. These features are divided into two main branches:

- a. The segmental feature which includes consonants and vowels.
- b. The supra-segmental feature which includes stress, intonation, pause, juncture and rhythm.
- c. Vocabulary: The vocabulary of a language consists of lexical items (words) that refer to the parts of our experience.
- d. Grammar: Grammar consists of the means by which the relations between words and phrases are described and joined together in forms of sentences. These relations also stem from our experiences. The means by which these relations are shown includes:
 - a. Inflections, which involves changes in the forms of words.
 - b. Word order, which is the management of words in relation to each other, and
 - c. Grammatical word, which are in themselves signal grammatical relationships without necessarily having any lexical meaning.

English as a lingua franca (ELF), therefore, serves as “a contact language” between persons who share neither a common native language nor a common (national) culture, and for who English is chosen as a foreign language of communication.” Firth 1996 cited in Seidlhofer 2005. Other terms used for this phenomenon are “English as an International language”, “English as a global language”, and “English as a world language”, but as Seidlhofer 2005 argues that the preferred term when referring to people from different mother tongues and cultural backgrounds is “English as a lingua franca”

Seidlhofer 2005 also claims that the current English is being shaped by its native and non-native speakers, the fact which is quite contractor and calls for further study.

This chapter is trying to present the questions raised in chapter one. The fundamental goal is to clarify the quality of the errors that are made by the Sudanese Students in forming and using sentences inappropriately. It has been conducted in the theoretical framework of applied linguistic for decades.

As this study is connected with the difficulties that face the First Year Students who study English grammar and use English sentences, it is important to give a concise history of grammar and to explain its meaning.

2.3: The History of Grammar

Grammar is an old branch of language. It goes back to the earliest centuries. The earliest attempts of grammars study began in about the 4th century BC in India with Panini's Grammar of Sanskrit and in Greece with Plato's Dialogue Cratylus. The earliest Tamil Grammar has been dated variously between the 1st and the 10th century. The Irish Grammar appeared in the 7th century. The Arabic Grammar was started with the emergence of the work of IbnIshaq and his students in the 8th century. In 1762 the introduction to the English Grammar of Robert Lowth was published. A High German Grammar in five volumes by Johann Christophe Adolung, appeared as an early as 1774. From the later part of the 18th century grammar came to be understood as the subfield of the emerging discipline of modern linguistics. The Serbian Grammar by VukStefanovic appeared in 1814. The Comparative Grammar of Fraz Bopp, the starting point of modern comparative linguistics came out in 1833.

Thus, the history of grammar is dated back to the ancient ages, but what exactly meant by grammar?

2.4: Various Definitions of Grammar

The word grammar derived from the Greek word (grammtiketechne) which means "the art of letter" from... (grammar) "letter" itself from ... (graphein), "to draw, to write". Grammar is differently defined by many writers, but all

these definitions do not move far from the definition of “rules”. The Wikipedia, (2012), defines grammar as:

“English grammar is the body of the rules that describes the structure of expressions in the English Language. This includes the structure of words, phrases, clauses and sentences. A text that contains more than one sentence is no longer in the realm of grammar, but is instead in the realm of discourse.

The Oxford Advanced Learner’s Dictionary (2005:675), has three different definitions of the word grammar:

- (1) The rules in a language for changing the form of words and joining them into sentences.
- (2) A person’s knowledge and use of language; e.g. his grammar is appalling.
- (3) A book containing a description of the rules of a language. Oxford Advanced Learner’s Dictionary, (2005,675)

The Oxford Advanced Learner’s Dictionary explains grammar in three different but related meanings. The definition as “rules”, and the second one as person’s knowledge of these “rules”, and third one as the book that contains these “rules”.

Longman Exams Dictionary defines grammar as “the rules by which words change their forms and are combined into sentences or the study of these rules.” Longman Exams Dictionary (2006, 665)

Samuel Kirkham, the author of one of the most-selling grammar books in the Nineteenth Century in America, defines grammar as “the art of speaking and writing the English Language with propriety.” The first thing to notice in this definition is that grammar is seen as an art. Kirkham’s word propriety suggests that grammar is a form of social decorum. The Internet Site: http://www.brainyquote.com.words/gr/17091/Ht/#dmsHjVSBjG_PABVC.99, defines grammar as follows: “The science which treats the principles of language; the study of forms of speech, and their relations to one another, the

art concerned with the right use and application of the rules of a language; in speaking and writing.

(1) The art of speaking and writing with correctness or according to established usage speech considered with regard to the rules of grammar. Britannica Concise Encyclopedia defines grammar as follows:

(a) The system by which words are used together to form meaningful utterances. It denotes both the system as it is found to exist in the use of a language (also called descriptive grammar) and the set of rules which form the basis of the standards language i. e. the variety of a language that regarded as the most socially acceptable at a given time (also called perspective grammar). Britannica Concise Encyclopedia)

(b) The rules of a language governing its phonology, morphology, syntax and semantics, also the writing of such rules. Jack C. Richards. John Platt, Heidi Platt 1992 define grammar as: “A description of the structure of a language and the way in which the linguistic units such as words and phrases are combined to produce sentences in a language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sound of a language. Tack C. Richards, John Platt, Heidi Platt, 1992.

Thus, all these definitions around the idea of the rules to be instructed and learned most often by heart which on its turn (decides) the teachability of grammar.

2.5: The Teachability of Grammar

Some second language learning theories throw doubt on the teachability of grammar. Teachability simply means that something can be taught. The teachability of grammar depends on its definition. Richards and Platt 1992 defined grammar as “A description of the structure of a language and the way

in which the linguistic units such as words, phrases are combined to produce sentences in a language.” Consequently, in this sense, grammar is teachable or it can be taught, together with Tonkyn 1994 views who perceives grammar as “descriptive, the stuff of reference grammars and linguistic theory-or pedagogical –the stuff lessons and textbooks.” He considers that “beyond both of these lies learner’s or user’s own psycholinguistic grammar.” Tonkyn and Bastone 1994 see grammar from a productive perspective and a process perspective. The former is the way we look at grammar as a formal framework, which helps us to see language as a dynamic system, which “language users exploit as they navigate their way through discourse and make their developing meanings more precise” Batsone 1994.

Therefore, these views call, for the teachability of grammar, contrary to the views of Krashen whose theories claimed that is impossible to teach grammar, depending on the basis that learning does not become acquisition; these theories of the comprehensible input appear in his natural approach.” Thus, concerning the teachability of grammar supporters as well as protesters, each team has its set of logical considerations.

2.6: Arguments Against Grammar Teaching

There are also arguments against grammar teaching as presented by some authors. Krashen 1981 claims that language can be learned naturally and unconsciously without the need for formal grammar instruction. Dulay& Burt 1973, who found that speakers of different first languages do not need formal grammar instruction, then why would L2 learners, need it? The final argument is similar in nature because researchers also debated that since L2 learning is mainly facilitated by the complex interaction of universal grammar principles that “every human being’s capabilities, then, again, why L2 learners would need formal instruction whereas L1 learners apparently do not need it?

2.7: Justifications in Support of Teaching Grammar

There are some justifications and reasons that support the teaching of grammar, these are:

1. Explicit grammar instruction is expected, therefore, it must be provided. This justification does not claim any benefit will result from explicit grammar teaching except one: it will satisfy the anticipations of the students and other stakeholders.
2. Students must pass standardized tests that assume a specific grammar syllabus. This introduces a performance requirement that is defined in terms of a particular test.
3. The study of grammar satisfies the mental curiosity. This justification is often cited in the context of adult learners, quite rightly. Grammar can be attractive if it is presented properly. Many aspects of grammar have been examined in great depth and details by linguistic researchers, who have discovered elegant underlying regularities and principles. It is not necessary to cover the entire language in order to gain an appreciation of this work, but certain areas of grammar will be especially rewarding due to the insights they provide into the deeper systems on which the language is based.
4. Explicit grammar rules enable second language students to edit or “monitor” their own output. Krashen’s Monitor Model 1999 holds that learning of explicit grammar rules, while not contributing to language acquisition itself, may enable learners to monitor their own output, detecting and correcting violations of rules they have learned but not yet acquired. He maintains that only a limited number of relatively simple, superficial rules would be useful for this purpose, and then only when the learner was paying attention to form, knew the correct rule, and has time to apply it.

The above mentioned restricted view of monitoring process seems logical, but for the purposes of this discussion, the implications of a broader view should be considered. This view, which is held by many linguists in the field, is that all aspects of grammar can be learned explicitly and used to edit output, as part of the revision process (in writing) or self-correction (in speaking). In this position is to be maintained, it imposes high standards of grammar teaching. First, the entire grammar must be taught, comprehensively and in detail. Second, technical rigor is required, for otherwise, the rules will be too vague or imprecise to yield the desired results.

The L2 learners need explicit grammar rules in order to formulate their own output correctly. According to this view, it is useful or even necessary for second language learners to apply the rules that have learned when speaking or writing, not merely as part of the process of production. This justification for teaching grammar implies all the standards mentioned in the justification, since a person can produce correct structures. In addition, learners would need to be taught those structures. Moreover, learners would be taught how to select the grammatical constructions that correctly convey the concepts and relationships that they express. All these justifications necessitate the teaching of grammar to all students at all levels of schooling.

2.8: Methods and Approaches of Teaching English

The methods of teaching second/foreign language can be classified into two major groups: those old approaches which emphasize form and those innovative approaches which emphasize communication. Form oriented method includes: Grammar Translation Method Sweet 1899 Kelly 1969. Direct Method de Sauze; Hester; 1970, The Audio lingual Method Brooks 1964, Moulton; 1961. Communicative oriented methods encompass total physical response Ash 1982 Suggestology Bancrat 1972; Lazanov; 1979.

The Natural Approach Terrell; 1983, the Communicative Approach Wilkins 1972 and the Eclectic Way, Demos Girard; 1980

The following are the traditional teaching approaches to English language:

2.8.1: Grammar Translation Method

As the names of some of its leading exponents suggest (John Seidenstiiker; Grammar Translation Method was the offspring of the German Scholarship, the object of which according to one of its critics, was “to know everything about something rather than the thing itself”. Rouse, quoted in Kelly 1969 “Grammar Translation Method was in fact first known in the United States as the Prussian Method” (A book by B. Sears, an American Classic Teacher, published in 1845 and was titled “the Ciceronian or the Prussian Method of Teaching the Elements of the Latin Language” Kelley 1969 Richards & Theodore. Rodgers 2005 stated the principle characteristics as follows:

1. The goal of a foreign language study is to learn a language in order to read its literature and intellectual development that results from a foreign language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by applying this knowledge on the task of translating sentences and texts into and out of the target language. Hence, views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. The first language is maintained as the reference system in the acquisition of the second language. Stern 1983.
2. Reading and writing are major focus; little or no systemic attention is paid to speaking and listening.

3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual words lists, dictionary study, and memorization. In a typical Grammar Translation text, grammar rules are presented and illustrated.
4. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and this focus on the sentence is a distinctive feature of the method.
5. Accuracy is emphasized and students are expected to attain high standards in translation, because of “the high priority attached to meticulous standards of accuracy, which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing numbers of formal written examinations that grew up the century.” Howatt 1984.
6. Grammar is taught deductively—that is, by presenting and studying of explicit grammar rules, which are then practiced through translation exercises. In most Grammar Translation texts, syllabus was followed for the sequencing of grammar points throughout a text, and in the past there were attempts to teach grammar in an organized and systematic way.
7. The student’s native language is the mode of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student’s native language. Abu Grarah 2005 states that: “The Grammar Translation Method places significant emphasis on reading. It makes an extensive use of the native language of the learner to explain and discuss the target language. This method also concentrates on the direct instruction of grammar rules and memorization of isolated words.” He also mentions that in this method “vocabulary is controlled and grouped by frequency in reading. Students are exposed to respond in L1. Error correction is minimal. And also written grammar exercises are given in class and as homework

assignments. Adequate attention is not given to listening and speaking skills. Shaik 1993 states that “a person who learnt the target language by this method is commonly found to be deficient in speech.” Thus, the Grammar Translation Method robs the Sudanese Secondary Schools Students’ English Language particularly their communication skills since it teaches grammar explicitly. Ovando and Collier 1985 claim that “This method is seen as extremely inappropriate for teaching modern second languages, given our concern today for full communicative competence in languages.” Ahmed Gasim Al Sied 2010 claims that “The Grammar Translation Method aims at including an understanding of the grammar of the language, expressed in traditional terms, and training students to write the language accurately by regular practice in translating from his native language. It also aims at providing students with a wide literary vocabulary, often of an unnecessary detailed nature.”

2.8.2: The Direct Approach

The Direct Approach Method strongly emphasizes the use of the target language in the classroom. Benseler. D and R. Schultz, 1980. The use of the native language is not permitted in the class at all. All discussions and explanations are carried out through the target language. The focus on the inductive teaching of grammatical patterns (implicit teaching) and on the meaningful exercises, instead of rote drills. Question-answer practice and open-ended response to the instructional materials are critical features of this method Schuman, 1978 stated that “Language learners may suffer from language shock and cultural shock” since the use of this method plunges them into a native like situation.

2.8.3: The Reading Approach

The instructional objective of the Reading Approach is to improve EF reading ability and reading comprehension. The new reading material is introduced

orally and with significant attention to the accuracy of L2 (i.e. the target language) pronunciation. It makes great use of the techniques developed for the native language reading and instruction. Reading vocabulary is strongly emphasized, controlled and grouped by frequency. It also stresses the limitation and gradation of vocabulary for the foreign language learners. Moreover, grammar is strictly limited and the comprehension of the reading grammatical explanation. This method lay maximal emphasis on the L2 reading types i. e. intensive and extensive and rapid reading techniques i.e. scanning and skimming are frequently used and greatly stressed in and out the classroom.

2.8.4: The Audio Lingual Approach

The Audio Lingual Approach is often seen as a reaction to the failure of the Grammar- Translation Method which concentrates on reading and writing skills. The Audio Lingual Method views language as a set of habits (Behaviourism Theory) which requires repeated exposure to specific forms. The target language is presented orally in a dialogue form. Language competence requires knowledge of conventions, grammar and vocabulary.

It attaches great emphasis on the instruction of primary manifestations (i.e. oral before the secondary reading and writing). Mimicry, memorization, pattern drills are essential techniques proposed by this method. It emphasizes on the use of audio - visual aids in the language teaching.

2.8.5: The Cognitive Approach

The Cognitive Approach pays great attention to the conscious instructional drills rather than to the mechanical ones. The rules of grammar are taught through dialogues and are presented in a sequential basis. The deductive method (explicit) is used for explaining the rules of grammar and L1 is permitted for clarifying the meanings of vocabulary. It also attaches equal importance to the four skills. Errors are permissible and acceptable for

teaching purposes. Writing is used to enhance the oral performance of the target language. Affective variable and social interaction is regarded as an important ingredient in this approach.

2.9: Innovative Language Teaching Approaches

There are some Innovative Language Teaching Approaches to language teaching, these are:

2.9.1: The Communicative Approach (CA) was originated from the work by the Council of Europe and the Applied Linguistics Wilkins 1972; Van Ek and Alexander 1980. The Communicative Approach is also known as the Functional National Approach. The primary goal of the Communicative Approach is to enable the EL learners communicate in the target language in everyday real world situations. This approach also concentrates on the communicative functions (greetings, making appointments, sharing wishes, making excuses, etc...) and notional concepts. Wilkins 1972, 1976, Van EK 1977 and Finochiaro and Brumfit 1983, distinguishes numerous functions of communications.

The Communicative Approach is based on a set of principles:

- (a) The communicative competence is the goal of language teaching.
- (b) Language skills are equally emphasized from the first day.
- (c) Speaking through the use of situations (as opposed to grammatical topics dialogue of a particular topic is sought)
- (d) Minimal concern is placed on the grammatical competence. The Communicative Approach also focuses on the effective communication and comprehensible pronunciation. It attaches meaning elements, contextualization and cultural understanding. Moreover, the linguistic variation and sequencing of materials and methodology are important. However, the Communicative Approach gives almost no attention to the acquisition of rules, accuracy of grammar and grading of structures.

2.9.2: Applied Linguistics

Since this study is an investigation of the EFL learners' using and forming some English sentences and their syntax, it seems necessary to shed some light on the relevant approaches and hypothesis on which the present study is based. The principle goal of this part, therefore, is to make a survey for the different approaches in which the perspective of the learner and material has changed over time (i.e. contrastive analysis, performance analysis, inter language, error analysis, etc.)

2.9.3: Contrastive Analysis

This part gives a short overview of how the Contrastive Analysis Movement was formed and discusses the related terminology and then follows the development of the Contrastive Analysis Hypothesis through the three versions until it was replaced by other theories.

Contrastive Analysis has been the first major theory dealing with the relationship between a language and a learner that acquires it. Linguists have always been interested in comparing and contrasting different language systems and the first pioneering works appeared at the end of the nineteenth century. James 1981. The term "Contrastive Study" was coined by Whorf in 1941; before that time this discipline had been called "Comparative Linguistics" or "Comparative Studies." Fisiak 1981.

After the Second World War, the interest in teaching foreign languages increased in the USA and many linguists were concerned with pedagogic ally oriented contrastive studies, especially in trying to predicted learning difficulties on the basis of comparing the native language with the foreign being learnt, and also the study of bilingualism and language contact phenomena. It was believed that pointing to the similarities of the two languages compared will make the process of foreign language learning easier for the learner.

Robert Lado's formulation of the "Contrastive Analysis Hypothesis" in his "Linguistics Across Cultures" 1957 is considered the greatest contribution in the field of contrastive studies. Fisiak 1981, James 1981 and Krzeszowski 1990.

2.9.4: Contrastive Linguistics

As Krzeszowski 1990 explains that there is, unfortunately, not much consistency in the terminology related to the "Contrastive Linguistics" and Contrastive Studies are most used.

The term "Contrastive Linguistics" is usually used to refer to the whole field of cross-language comparison; it slightly focuses on the instance related to the theory or methodology of comparison. Another term, "Contrastive Analysis", can be used interchangeably with the above mentioned terms, but linguists tend to use it to refer the comparison proper. And finally "Contrastive Grammar" refers to the "the product of contrastive studies, as a bilingual grammar highlighting the differences across languages"

2.10: Division of Contrastive Studies

Fisiak 1981 divides Contrastive Studies into Theoretical Contrastive studies and Applied Contrastive studies: Theoretical Contrastive studies give an exhaustive account of the differences and similarities between two or more languages and provide an adequate model for the comparison and determine how and which elements are comparable" They are language independent, which means that they do not investigate how a particular category or item presented in language A is presented in language B, but "they look for the realization of a universal category X in both A and B." Fisiak 1981.

Applied Contrastive Studies belong to Applied Linguistics. Fisiak 1981 explains that "drawing on the findings of theoretical contrastive studies provide a framework for the comparison of languages selecting whatever

information is necessary for a specific purpose....” The main focus of Applied Contrastive Studies is “ the problem of how a universal category X, realized in language A as in Y, is rendered in language B, and what may be the possible consequence on this for the field of application.

They were also concerned with “the identification of probable areas of difficulty in another language where, for example, a given category is not represented in the surface and interference is likely to occur.” (Fisiak1981:3). So, they are rather interested in the surface representation of language.

Being part of Applied Linguistics, Applied Contrastive Studies depends on other several disciplines, including Theoretical, Descriptive and Linguistics, Psycholinguistics, Didactics and Psychology of learning and teaching.

2.10.1: Formulating Contrastive Analysis Hypothesis

The Contrastive Analysis Hypothesis (CAH) was widely accepted in the 1950s and 1960s in the USA and its original purpose was purely pedagogical. The teaching method which used inthe (CAH) as its theory of learning was the Audio Lingual Method based the Behaviourist and Structuralist Theories, the basic assumption for this hypothesis is that: Brown1980 states that: “The principal barrier to second language acquisition is that the interference of the first language system with the second learning basically involved the overcoming of the differences between the two linguistic systems of the native and target languages” Powell 1998 states thatThe term Interference here refers to any influence from L1 which would have an effect on the acquisition of L2.

The assumptions about L1 Interference were supported by the evidence from speakers’ performance in their second language. As Brown states:”It is quite common, for example, to detect certain foreign accentsand to be able to infer, from the speech of the learner alone, where the learner comes from”.

Lado's practical findings were based on his own experience and family background. Being an immigrant to the USA and a native speaker of Spanish, he observed what difficulties his Spanish –speaking parents had with learning English and how Interference was evident in their speech in the preface to *Linguistics Across Cultures*, Robert Lado explains: “The plan of this book rests on the assumption that we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and the culture to be learned with the native language and the culture of the student.” Later, in the same book he claims that the student who comes in contact with a foreign language will find some features of it are quite easy and others are extremely difficult. Those elements that are similar to his native language will be simple for him, and those that are different will be difficult. The teacher who has made a comparison of a foreign language with the native language of the student will know better what the real learning problems are and can better provide for teaching them.

2.11: The Strong Version of the Contrastive Analysis Hypothesis

Another linguist supporting the Strong Version of the CAH was Fries 1945 cited in Powell 1998. In his opinion, “the most effective (teaching) materials are those based upon a scientific description of the language to be learnt, carefully compared with a parallel description of the native language of the learner.”

According to Ellis 1994 the procedure of using such version involved four stages

Description (i.e. the two languages were formally described.)

(2) Selection (i.e. certain items and areas were selected for comparison.)

(3) Comparison (i.e. finding similar and different items.)

(4) Predication (i.e. in which areas the errors will most probably occur.)

Wardhaugh 1970 cited in Brown 1980 believes that the Strong Version was “unrealistic and impracticable”, since “at the very least, this version demands of linguistics that they have available a set of linguistic formulated within a comprehension.

2.12: Moderating Contrastive Analysis Hypothesis

As a reaction to the criticism of the Strong Version of CAH, Wardhaugh offered a “Weak Version”. The Weak Version does not imply a prior prediction of certain fine degrees of difficulty. It recognizes the significance of the interference across languages, the fact that such interference does not exist and can explain difficulties, but it is also recognizes that linguistic difficulties can be more profitably explained a posterior after the fact. Thus, it has rather explanatory powers helping the teachers of foreign languages to understand their students’ sources of errors.

In the 1970s, Oller and Zia Hosseiny proposed a compromise between the two versions of the CAH and called it a “Moderate Version”. Their theory was based on their research of spelling errors which were more common among those learners of English who used the Roman Script in their native languages (e.g. Spanish or French) than among those who used a non-Roman Script (e.g. Arabic or Chinese).

However, the Strong Version of the CAH would predict the contrary, i.e. more difficulties on the part of the learners who had to acquire a new writing system. Brown1980 concludes that interference is more likely to occur when there is similarity between the items to be learnt and already known items than in the case of learning items which are entirely new to the learner. He also points to the fact that most of the errors committed by L2 learners are “Intralingual” errors which result from L2 itself and not from L1.

Whitman and Jackson 1972 cited in Brown 1980 carried out a study in which predictions made in four separated Contrastive Analyses by different

linguists were used to design a test of English grammar which was given to 2,500 Japanese Learners of English as L2. After comparing the results of the test to the predictions based on the four Contrastive Analyses, Witman and Jackson found out that “Contrastive Analysis, as represented by the four analyses tested in the project is inadequate, theoretically and practically, to predict interference problems of a language learner.”

Besides the problem of inappropriate predictions, Towel and Hawkins 1994 stated two other problems. One of them is that “not all areas of similarity between L1 and L2 lead to immediate positive transfer.” Towel and Hawkins 1994 supported the argument by findings of Odlin’s Study in which L1 Spanish Learners of L2 English omitted the copula “be” at the early stages of learning regardless the fact that Spanish also has a 10 copula verbs adequate to the English auxiliary verb “be” and thus the positive transfer was possible. However, it did not happen. The other problems, they argued, is that only a small number of errors committed by L2 learners could be unambiguously attributed to the transfer from L1.

Therefore, the Strong Version of the CAH has been proven inadequate, except for the phonological component of language, where it is quite successful in predicting the interference between the L1 and L2 in pronunciation in the early stages of L2 acquisition, Dulay, Burt and Krashensimilarly 1982 conclude that Jie present research results suggest that the major impact the first language has on the second language acquisition may have to do with the accent, not with grammar or syntax.”.

The “Weak Version” is not satisfactory because it is only able to offer an explanation for certain errors. The only version which remains acceptable is the “Moderate Version”. However, its findings as presented by Oller and Zia Hossieny are in contradiction with Lado’s original idea. This does not mean that the idea of L1 interference was completely rejected, but the CAH is applicable in practice only as a part of Error Analysis, which will be discussed later.

2.13: Evaluation of the Contrastive Analysis in Second Language Acquisition

According to Lawrence 2003, there are obvious uses of Contrastive Analysis in foreign language teaching, and it appears that the “Weak Version” of the CAH may be more practically useful than the “Strong Version”. Contrastive Analysis is useful when teaching a group of students with a common background. Textbooks and teaching items sections, subject matter highlights, kinds of practice drills, and other courses may all be developed with the Contrastive Analysis particularities of a certain group in mind. As Brown 2000 found, for example, in an ESL course for the speakers of Arabic, overt attention to targeted syntactic contrasts between Arabic and English reduced errors rates.” Jie 2008 sums up the pedagogical implications of the (CAH) as that one of the strategies typical of second language learners is to refer to their native language and make linguistic comparisons at different stages of language learning. Therefore, some information about Contrastive Studies of the two languages is needed so as to help the students to see more clearly some of the problems they might encounter. If learners are fully aware of all potential problematic areas, they may successfully avoid making transfer, errors.e.g. the third person singular simple present tense marker (e) s to the Chinese speakers of English. However, he believed that the effective learning of a second language should be based on the scientific perception of TL rules on one hand and the on the appropriate generalization of the native language rules on the other hand. Learners of foreign language should build their TL on the basis of the differences between L1and L2 through comparisons of enormous details of the two languages. In spite of all these pedagogical implications, the CA has been severely criticized by some researchers.

2.14: Criticisms of Contrastive Analysis Approach

According to Jie 2008 the original weakness of the (CA) lies on its claim that the prime cause of difficulty and error in foreign language learning is the interference coming from the learner's native language. However, later a number of studies show that many errors are not simply traceable to the learner's mother tongue interference. That is to say, interference or transfer from L1 is not the sole source of errors in L2 learning. For example, Dulay and Burt 1973 studied the errors made by 145 Spanish –speaking children learning English as a second language and claimed that of all learners' errors they had collected 85% were developmental “i.e. non interference”, 12% were unique and only 3% were results of L1 interference.

On the basis of this study and other similar studies, Dulay and Burt argued that children do not organize a L2 basis of transfer or comparison with their L1, but rely on their ability to construct the L2 as an independent system, in the same way as in L1 acquisition they suggest that interference may be a major factor only in phonology. This means that so many errors were not predictable on the basis of Contrastive Analysis.

Duskova 1969 has investigated the source of errors made by some Czech students enrolled in an English course. Her findings suggested that the students' errors are due to the native language and the interference of the forms of the language being learned, both in grammar and lexis. In grammar, it is the other forms of a particular English sub-systems and /or their functions that operate as interfering factors, (e.g. visit- visited is not equal to eat ate, a book – books is not equal to a man – men), while some lexis and phrases are often confusing as a result of formal similarity (e.g. some and any of the anticipatory it and there).

According to Bonnin 1999 several theorists such as Gass 1979, Kellerman and Zoble 1984 concluded that although there is some role for transfer, learners choose in an active and principal way whether or not to

transfer and what to transfer. Selinker 1992 believes that the Contrastive Analysis does not account for the active role of the learner because it is primarily interested in languages as linguistic systems and products rather than in the learners using complex psycho-linguistic process.

Theoretically, Larsen – Freeman 1986 claimed that Chomsky's 1959 attack on Behaviourism struck the psychological basis of the theories of language learning. It was argued by Chomsky and others that language learning could not take place through habit formation because language was too far complicated to be learnt in such manner. There must be, Chomsky claimed, some innate capacity that humans possess which enables them to look for the basic patterns in a language.

Furthermore, people could create and understand novel sentences. This observation was supported by evidence from children learning as a native language. They were seen producing errors like “comed” and “goed”. Such errors suggested that children were not repeating what was said to them, but were formulating hypothesis about the language to which they were exposed to.

In Chomsky's attack on Behaviourism, the term “stimulus” and “response” were dismissed as vacuous when applied to language learning, because it was not possible to tell what constituted the stimulus for a given speaker's response. The concepts of “imitation” and “reinforcement” were rejected also by Chomsky as an inadequate, both because it was shown in L1 acquisition that parents rarely correct formal errors or reward correct utterances which lay within their existing competence and could not, therefore, learn new habits in this way.

In addition to these criticisms of Behaviourist Learning Theory, there were objections to other aspects of the Contrastive Analysis, in particular the equating of “difference” to “difficulty” on one hand and difficulty with “error” on the other hand. The first equation can be noticed in Elli's claim

1985 that “difference” is a linguistic concept, whereas, “difficulty” is a psychological concept.

Therefore, according to him, the level of learning difficulty cannot be inferred directly from the degree of linguistic difference between two language systems. The second of the equations (i.e. that difficulty led to errors) was also shown by Ellis 1985 to be of doubtful validity. Moreover, theoretical arguments suggested that there was no necessary relationship between difficulty and error. Thus, the central claim of the Contrastive Analysis Hypothesis, namely that linguistic difference between first and second language led to error as a result of learning difficulty, was not convincing.

Practically, the final set of criticisms concern whether the CAH is of any practical value to language teachers or not. Ellis 1985 argues that if the majority of learners’ errors are not caused by interference that the CA is of limited value to language teachers. In addition to that, many of the predictions made by the CA proved to be superficial, in the sense that they did no more than confirm the average teachers’ practical experience of where errors were likely to occur.

However, the role of the CH on language teaching was criticized by Corder 1967 who claimed that the major contributions of a linguist to language teaching was seen as an intensive contrastive study of the second language system and the mother tongue. Teachers have not always been very influenced by this contribution from the linguists for the reason that their practical experience has already shown them where these difficulties and they have felt that the linguists’ contributions has not provided them any significant and new information. They noted, for example, that many of these errors with which they were familiar were not predicated by the linguist any way.

In conclusion, in spite of all these criticisms made against the CAH, it remains one of the main approaches that has and will have influence on foreign language learning. For example, that attempts were made to determine the sources of learner's errors, according to George 1972, it is estimated that one third of the errors made by TL learners can be traced to the MT interference. Gome 1985 analyzed 3,033 errors made by Portuguese University Students of English. His analysis demonstrated that 43% of the total deviant forms analyzed can definitely be attributed to the interference from Portuguese. Attiya 1990 also came to the conclusion that a large number of the syntactic errors in the written English of many Sudanese Students in the First Year in the University of Khartoum were committed as a result of the mother tongue interference. Abbas 2004 found that the mother tongue interference was the most obvious source of many errors made by a number of Sudanese university students in their written and oral production.

Gharab 1996 attributed most of Iraqi University Students' errors in their written performance to the mother tongue interference. On the ground of what has been reviewed, it could be said that the mother tongue interference is one of the most important variables which has its influence on foreign language learning and consequently, the Contrastive Analysis Approach occupies a strong position in foreign language methodology.

2.15: Interlanguage Theory

This part is dedicated to the Interlanguage Theory or Hypothesis, which arose as a result the CAH shortcomings. Then, it explains how the concept of Interlanguage emerged and how it developed and understood by linguists. The focus will be on the teachers of L2 and how transfer and interference are related to this issue.

2.16: The Birth of Interlanguage

The CAH focused on the influence of L1 on the emerging L2 system and stressed the similarities and differences between L1 and L2. The Interlanguage Theory, which appeared as a reaction to the CAH weakness, basically understands second language learning as Brown 1980 states “a creative process of constructing a system which the learner is consciously testing hypotheses about the targeted language from a number of possible sources of knowledge...”, these sources include, among other factors, both L1 and L2.

The term “Interlanguage” was first used by Selinker in 1969 in reference to “the interim grammars constructed by the second language learners in their way to the target language.” (McLaughlin 1978, however, it was Nemser who in the 1960s first mentioned “deviant” language learner. “Learner’s speech at a given time is a patterned product of a linguistic system distinct from [NL] and [TL] and internally structured” Nemser 1971 cited in Powell 1998. And, finally, it was Corder who made the issue important.

In McLaughlin 1987 the term “Interlanguage” can mean two things: “(1) the learner’s system at a single point in time and (2) the range of interlocking systems that characterize the development of learners ‘system overtime’”. Therefore, it seems that one’s Interlanguage is different from one’s mother tongue and the target language as well. It is as James 1998 suggests a system which holds up a half-way position between knowing and not knowing the TL.

In Selinker’s view, Interlanguage is “a separated linguistic system resulting from learner’s attempted production of the target language norm.” (McLaughlin 1987 McLaughlin 1978 also supports Selinker’s belief that Interlanguage was “the product of five central cognitive processes involved in second language learning”.

1. Language transfer, i. e. transfer from L1.
2. Transfer of training i. e. some features transferred from the training process.
3. Strategies of second-language learning, i. e. an approach to the material taught.

2.17: Overgeneralization of the Target Language Linguistic Material

Selinker also believed that the development of Interlanguage was different from the first language development because of “the likelihood of fossilization in the second language”. (Mclaughlin 1987 Fossilization can be basically defined as the state when a learner’s Interlanguage does not develop anymore, no matter how long the learner is exposed to the target language.

Based on the analysis of children’s speech, Selinker found a “defined systematicity in the Interlanguage”, which was evidence by certain cognitive strategies: language transfer, overgeneralization of the target, language rules and simplification. So, his view of Interlanguage is “an interim grammar that is a single system composed of rules that have been developed via different cognitive strategies... and the Interlanguage grammar is some combination of the types of these rules”. Mclaughlin1987.

2.18: Other Views of Interlanguage and its Properties

Adjeman, stressed the dynamic character of systems, in his opinion, Interlanguage systems were “by their nature incomplete and in the state of flux”. He saw the individual’s L1 system as relatively stable, but not the Interlanguage. In this way “the structures of the Interlanguage may be “involved by the first language”. As Mclaughlin1987 stated .So, Adjeman shares Selinker’s opinion about

Mclaughlin 1987 states the influence of the first language on the developing Interlanguage.

Tarnoe's views differed from those of Selinker's and Adjeman' because she thought that Interlanguage was "not a single system", but a set of styles that can be used in different social contexts".) So, she stresses the social factor involved in the use of Interlanguage. Nemser argued that Intrerlanguage was an autonomous system and supported the argument by the evidence that there are "elements which do not have their origin in either [i.e.L1 or L2] phonic systems". Nemser 1971 cited in Powell 1998. He used the term "approximative system", as he thought that the learner of L2 undergoes a process of approximation of the emerging system to the target language.

Corder defines Interlanguage as a system that has a structurally intermediate status between the native and target language". In his opinion, every L2 learner creates an interlangauge which is unique to this individual and he called this phenomenon "idiosyncratic dialect" Brown 1980 stated that the importance of errors as a source of information and argued that "the appearance of errors in a learner's production was evidence that the learner was organizing the knowledge available to him at a particular point in time". All these interpretations stress different aspects of Interlanguage.

Powell 1998 stated: "However, all of them share the basic idea that Interlanguage is an independent language system lying somewhere between MT and TL. As James puts it, occupies a "halfway position" between knowing and not knowing the TL".

2.19: Transfer, Interference and Cross Linguistic Influence

The terms "transfer" and "interference" are not synonymous. Transfer usually refers to the influence of L1 on L2 in both positive and negative way, whereas "interference" is usually used in negative sense. So, it corresponds to negative transfer. Weinrich's 1953 definition of interference (cited in Dulay et al 1982) supports the idea: interferences are: those instances of deviations from the norms of either language which occurs in the speech of bilinguals as

a result of their familiarity with more than one language, i.e. as a result of language in contact”.

Kellerman defines transfer as “those processes that lead to the incorporation of elements from one language into another” (Kellerman 1987 in Ellis 1994). Odlin 1989 in Ellis 1994 offers a “working definition of transfer: “transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly acquired”.

According to Dulay et al. 1982, Burt and Krashen interference can be understood from two different perspectives. From psychological or Behaviouristic perspective. It is the influence from the old habits on the newly learned ones. From sociolinguistic point of view, they see transfer as “the languages interactions...that occur when two language communities are in contact”. In this point of view, we are talking about the issue of borrowing, code switching and fossilization.

2.19.1: Positive and Negative Transfer

Powell and Dulay et al 1998 state: When talking about language transfer in the Behaviouristic interpretation of the term, we usually differentiate between two types of transfer: “Positive Transfer” and “Negative Transfer”. Positive transfer occurs where the language item in L1, is also present in L2, so the acquisition of this item makes little or no difficulty for the learner. Negative transfer occurs when there is no concordance between L1 and L2 and thus, the acquisition of the new L2 structure would be difficult and errors reflecting the L1 structure would be produced.

2.19.2: Borrowing and Loaning

Dulay et al. 1982 claims that linguistic borrowing is a sociolinguistic phenomenon and a form of language interference which appears among

bilingual speakers. It is very common in multilingual societies all over the world. Powell 1998 defines borrowing as “the incorporation of linguistic material from one language into another”.

Most commonly borrowed items as Dulay et al. 1982 explains “lexical items that express either cultural concepts that are new to the borrowing group, or notions that are particularly important in a given contact situation”. For example, after discovering the American Continent, English and some other old European Languages borrowed many words from the Native American Languages such as maize, tomato, igloo, etc.

Dulay 1982 states that the words that are borrowed into a language usually preserve their general sound pattern, but they also modify it according to the phonetic and phonological system of the borrowing language, After that, the words are incorporated into the grammar of the borrowing language, i.e. they are given articles, inflections, etc “Integrated borrowing refers to a word which was borrowed into a language and the speakers of that language learn this word from each other without understanding its original meaning in the language of origin. On the other hand, “creative borrowing” is characterized by speakers using a word from another language to express a concept closely related to the culture of that language.

2.19.3: Code Switching

Dulay et al. 1982 states that the term “code switching” refers to the “active, creative process of incorporating materials from both of bilingual languages into communicative acts Rapid switches form is an evidence of the lack of proficiency or control over the language systems or on the part of the speaker. However, this is not true. On the contrary, code switching is most frequent among the most proficient bilinguals and is governed by strict structural and grammatical rules of both of the languages involved. It has a strong sociolinguistic function: most importantly it works as an ethnic marker.

Code switching can take a form of (a) inserting words or short phrases from one language or (b) altering the language in terms of entire phrases or clauses e.g. He is doing the best he can in order to be kept back, but they are going to mess him up.

2.19.4:Fossilization

Fossilization is defined in Brown 1980 as “therelatively permanent incorporation of incorrect linguistic forms into people’s second language competence.” That means that the L2 learner continues committing certain errors, no matter how much input he or she receives, and that his or her interlanguage doesn’t develop anymore –it has fossilized.

Selinker in his paper titled “Interlangauge” (Published in Richards 1974:36) argues that fossilization is a rather a psychological phenomenon since many of these [fossilizations] phenomena appear in L1performance when the learner’s attention is focused upon new and different intellectual subject matter or when he is in a state of anxiety or other excitement, and strangely enough, sometimes when he is in a state of extreme relaxation.

James 1998 states that the main property which makes the Interlanguage Theory and also Error Analysis is that the CATtheory is wholly descriptive and avoids comparison. This fact caused a revolution in the L2 research and teaching because it was for the first time when the learner’s imperfect L2 system was understood as an autonomous system.

2.20: Error Analysis

Error Analysis is the third of the theories dealing with errors in the L2 acquisition and will be the focus of this part of the chapter which will firstly, define the term Error Analysis, summarize its goals and compare it to the CAH and the Interlanguage Theory, and this will be followed by a brief history and discussion on the importance of learners’ errors and concepts of deviance. The main focus will be on various linguists’ interpretations, of the

error-mistake difference, the procedures of the EA itself and finally, the possible sources of errors.

2.21: Definitions and Goals

Cook 1993 claims that error Analysis is the theory replacing the Contrastive Analysis, which was abandoned by linguists and teachers due to its ineffectiveness and unreliability. The EA also belongs to applied linguistics but it has also no interest in explaining the process of L2 acquisition. It is rather “a methodology for dealing with data”.

James 1998 claims that at the very beginning of his Error Analysis in Language Learning and Use, Carol James defines Error Analysis as “the process of determining the incidence, nature causes and consequences of unsuccessful language”. Later, he goes on explaining that The EA “involves first independently or “objectively” describing the learners’ IL and...TL itself, followed by a comparison of the two, so as to locate mismatches”.

In the CA, as it has been explained, the mother tongue is of vital importance. However, this does not mean that the CA is not comparative. It is because it describes errors on the basis of comparing of the learners’ Interlanguage with the target language. It actually builds on the Interlanguage Theory, but the distinction between them is that the TL Theory remains wholly descriptive and avoids comparison. James 1998 explained that at the same time, the EA acknowledges the L1 transfer as one of the sources of errors, which makes it related to the CA.

James 1998 also refers to the Error Analysis as the study of linguistic ignorance which investigates “what people do not know and how they attempt to cope with their ignorance”. The fact that learners find ways to cope with their ignorance and make a connection between the EA and learners’ strategies, which are divided into learning strategies and communication strategies.

Corder 1976 cited in James 1998 suggests that the Error Analysis can be distinguished from “performance analysis” in that sense that “performance analysis is the study of the whole performance data from individual learners, whereas, the term EA is reserved for the study of erroneous utterances produced by group of learners”.

2.22: Development of Error Analysis

James 1998 states that early works on the EA dealing with L2 data were taxonomic, i.e. they focused on collecting and classifying errors. On the other hand, the early analyses dealing with the native speakers’ data were mainly interested in searching for the causes of errors. In the 1960s the EA was acknowledged as an alternative to the Behaviourist CA and in the 1970s it became so popular that Schacter and CeleMuria could call it “the darling of the 70s”. Schater and CeleMuria 1977:442 cited in James, 1998. The EA and CA were competing to establish supremacy of one over the other. H.V. George (1972) and M. Burt and Kiparsky (1972) published two of the most taxonomic works. George concludes that the main causes of the L2 learner’s errors are (a) redundancy of the code, (b) unsuitable presentation in class, and (c) several sorts of interference. In Gooficon by Burt and Kiparsky the authors argue that the learners’ ofMT has no effect on the errors they make in the L2. They categorized errors into six groups: (a) clausal (b) auxiliary (c) passive (d) temporal conjunction (e) sentential complements (f) psychological predicates.

In 1987 J. B. Heaton and N. D. Turton published Longman Dictionary of Common Errors which listed alphabetically the most common 1,700 errors in English made by foreign learners. They collected the data from Cambridge First Certificate in English answer pages.

2.22.1: The Importance of Learners’ Errors

The most important and innovatory feature is that it is quite error-friendly, meaning that errors are not seen as something negative or pathological anymore, but as Corder1967 claims, “a learner’s errors...are significant in [that] they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovering of the language”.

James 1998 gives Corder five crucial points, originally published in Corder’s Seminar titled “The Significance of Learner’s Errors”. :

1. L1 acquisition and L2 learning are parallel processes; they are ruled by the same mechanisms, procedures and strategies. Learning L2 is probably facilitated by the knowledge of L1.
2. Errors reflect the learners’ inbuilt syllabus or what they have taken in, but not what the teachers have put into them. So, there is a “difference between “input” and “intake”.
3. Errors show that both the learners of L1 and L2 develop an independent language system; that is called a transitional competence”.
4. The terms “error” and “mistake” should be not be used interchangeably.
5. Errors are important because:
 - (a) Tell the teacher what he or she should teach.
 - (b) A source of information for the researcher about how the learning proceeds.
 - (c) Allow the learners to test their L2 hypothesis.

2.22.2: The Criticism of Error Analysis

James 1998: paraphrases Corder’s argument that “It is not deemed legitimate...to compare the child’s or the FL learner’s ID (Idiosyncratic Dialect) to the dialect of adult’s or native’s speaker respectively” . The reason is that the child or the EL learners are neither deliberately nor pathologically

deviant in their language, so it would be wrong to refer their repertoires as erroneous”. (Ibid 1998:16)

James 1998 also claims that Bell also criticizes that the EAH does not take into consideration the strategy of avoidance i.e. that learners tend to avoid certain language items which they are not sure about, and so they do not make errors in the areas where they would be expected to make them.

More criticism comes from Dulay et al. 1982 who pointed to the fact that the EA confuses explanatory and descriptive aspects, in other words the process and product, and also that error categories lack precision and specificity. However, despite, all the criticism the EA remains the most effective approach to the L2 learners’ errors.

2.23: Linguistic Ignorance and Deviance

According to James 1998 there are two ways in which the ignorance is usually manifested: silence and substitutive language. Silence means that the learner makes no response and we can distinguish between cultural silence, referring to the fact that some cultures are by nature more silent than others, and silence as a consequence of ignorance which is labeled “avoidance”. However, the focus of the EA is the other category-substitutive language, which is, in fact, a learner’s Interlanguage.

Another issue related to the EA is incompleteness which James defines as the failure to attain full NS competence across all the areas of the TL”. It is different from ignorance in that sense that a learner can be ignorant of particular structure, irrespective of his or her proficiency in the TL.

There are four categories of learner’s ignorance of TL:

1. Grammaticality
2. Acceptability
3. Correctness

4. Strangeness and Infelicity James 1998

1. When an utterance is grammatical it means that it is well-formed in terms of particular grammar. So, a piece of language is ungrammatical if there are no circumstances under which it could be used in this way. Therefore, the grammaticality of a sentence should be judged out of a context and regardless of it. According to Lynos 1968 cited in James 1998 “an acceptable utterance is one that has been, or might be, produced by a native speaker in some appropriate context and is, or would be, accepted by other native speakers as belonging to the same language in question”. The word “context” is the key word in this definition, since we have to contextualize the utterance so that we could judge its acceptability. On the basis of grammaticality and acceptability, Corder 1973 cited in James 1998 divided errors into covert and overt errors. A covertly erroneous utterance is superficially well formed and can be revealed only when referring to the context. This is grammatical, but acceptable. On the other hand, James 1998 states that an overtly erroneous utterance is ungrammatical, so it can be used in any context. The EA is principally concerned with the utterances which are both ungrammatical. An utterance is correct when it is in concordance with the perspective normative standards of the language in question. Utterances that are acceptable but incorrect at the same time are common.
2. Allerton 1990 cited in James 1998 introduced four categories of “linguistically strange word combinations.”
 - (a) Inherently strange combinations.
 - (b) Semantically disharmonious combinations.
 - (c) Combinations those are simply ungrammatical.
 - (d) Instances of locational deviance which are common in foreigners’ English since they result from violating co-occurrence restrictions of English.

Infelicities refer to the errors on the pragmatic level, Austin 1962 in James 1998. Austin differentiates between four kinds of infelicity:

- (a) A gap appears in the L2 speaker lacks “the linguistic means for performing the desired speech act”. James 1998.
- (b) We have misapplication when speech act is performed correctly, but the speaker, the addressee or the circumstances are inappropriate for this speech act.
- (c) A flaw appears when the linguistic execution of the speech act is imperfect.
- (d) A hitch means that the “the execution of the speech act is cut short”. James 1998.

2.24: Defining Mistake and Error

Brown 1980 insists that “it is crucial to make a distinction between mistakes and errors because they are “technically two very different phenomena.” The concept of intentionality plays an essential role when defining an error since “an error arises only when there was no intention to commit one”. Thus, an erroneous utterance is that which was made unintentionally, whereas, when there was an intention to produce a deviant utterance, we simply call it deviance, a good example of a language deviance is an advertising jingle.

James 1998 claims the basic distinction between a mistake and an error is also based on the concept of corrigibility. If the learner is unable to self correct after using an incorrect expression or utterance, we are talking about a mistake. On the other hand, when the learner produces an unintentionally deviant utterance and is not able to self-correct, he or she committed an error. (:78)

Corder 1967 cited in James 1998 associates error vs. mistake distinction to the issue of competence vs. performance. In this way, errors are seen as failures of competence and mistakes as failures of performance. Corder argues that

“mistakes are of no significance to the process of language learning since they do not reflect a defect in our knowledge and they occur in L1 as in L2”. (Corder: 1967 cited in James 1998. On the other hand, errors “are of significance, they do not reflect knowledge, they are not self-correctable: and only learners of L2 make them.” James 1998. Edge 1989 cited in James 1998 uses the term mistake as a cover for all the wrong instances which foreign language learners produce and he divides mistakes into three categories:

- Slips occur, according to Edge, as a consequence of possessing problems or carelessness. The learner is usually able to self-correct if he or she has the chance to do so.
- Errors refer, in Edge’s opinion, to “the wrong forms that the pupil could not correct even if their wrongness were to be pointed out, but it is evidence what the learner wanted to say. James 1998.
- Attempts, Edge’s last category, are “almost incomprehensible, and the learner obviously has no idea how to use the right form.” (James 1998:81) In this situation, learners usually employ their compensatory communication strategies.

The next classification is that of Hammerly 1991 cited in James 1998 for him, “the status of the deviance must be determined in terms of the classroom.” Hammerly divides deviances which learners make in the classroom context into distortions and faults.

Distortions are, in his opinion, are “unavoidable and necessary, and occur even with the known TL forms, and should be ignored by the teacher.” Cited in James 1998. He further distinguishes between learners’ distortions and mismanagement distortions and this distinction is based on the fact that whether or not the item has been taught in the class. Learners’ distortion appears when the item has been “adequately predicted.” Hammerly 1991 cited in James 1998. Whereas, mismanagement distortions are consequences of inadequate teaching and practice of the item question.

Hammerly's 1991 cited in James 1998 states that second category fault appears when the learners "attempt to express freely the ideas that require the use of structures they haven't yet learnt.". He again distinguishes between learner's faults and mismanage faults, the former being the consequences of learners' overextension without being encouraged by the teacher connives the students' overextension.

It is believed that, Hammely's view is quite extreme and has been criticized for his constant search for someone to blame, either the learners or the teachers. On the other hand, Edge's ideology is completely different because he "applauds learners who keep trying and taking risk rather than playing safely or avoiding errors."

The most recent classification of deviances is that of James 1998 are the following:

- Slips refer to the lapses of the tongue as or pen and the author is able to spot and correct them. The discipline which is engaged in studying them is called lapsology.
- Mistakes can be corrected by their author only "if their deviance is pointed out to him or to her." James 1998 James further divides them into first order mistakes, when simple indication of the deviance is enough to enable self-correction, and second- order mistakes when more information is needed to enable self-correction.
- Errors occur when the learner is unable to self-correction until further-relevant input is provided i.e. some more learning has to take place.
- Solecisms are defined by James as "branches of the rules of correctness."
- As laid down by purists and usually taught in school is a good example is spilt infinitives.

2.25: Procedures of Error Analysis

James 1998 claims that Error Analysis involves four stages: The first stage is when errors are identified or detected and, therefore, called errors detection. It is actually, spotting of the error itself. First, we collect a set of utterances produced by a L2 learner. A sentence is usually taken as a basic unit of analysis and that the informant, a native speaker or the analyst himself, points out the suspicious or potentially erroneous utterance and decides if the utterance in the question is really erroneous or not.

James 1998 also claims that, however, this may not be so easy since there are many factors involved. It is easier, for instance, to spot someone else's error than one's own, or to find the error in written language than spoken. The following stage is called error location and it is when the informant locates an error. James argues that some errors are difficult to locate because they can diffuse throughout the sentence or the whole text and appear only after the whole text is carefully examined. Burt and Kiparsky cited in James 1998 call such deviance global errors (opposite to local errors) "the sentence deviances simply contain an error: it is an erroneous or flawed as a sentence."

The third stage is error description. It is obvious that a learner's language has to be described in terms of some language system. The Interlanguage Hypothesis would suggest that "the learner's language is a language in its own right described.". If we take Corder's idea of idiosyncrasy, dialect, which is the learner's version of the target languages, we can compare it to the native speaker's code since both codes are considered dialects of the same language and, therefore, "should be described in terms of the same grammar." (James 1998:94) Another reason why a learner's language should be described in terms of the TL is because the EA by its nature, is TL oriented.

James 1998 also argues that the grammar used in the description must be comprehensive, simply self-explanatory, easily learnable and user-friendly. For these reasons, he rejects scientific and pedagogic grammars and recommends descriptive grammars practically Crystal's (1982) Grammar Assessment Remediation and Sampling Procedure (Also known as GRARSP). There are, in James's opinion three main purposes of the description stages as follows:

1. To make error explicit.
2. It is indispensable for counting errors.
3. It is a basis for creating categories since it reveals which errors are different or the same (James 1998:96-97)

And finally, the last step in the EA is classification or categorization.

2.25.1: Sources of Errors

Brown 1980 states that identifying sources of errors can be, in fact, considered a part of errors classification. Errors Analysis is innovatory in respect to the CAH in the sense that it examines errors attributable to all possible sources, not just the negative L1 transfer. Among the most frequent sources of errors Brown counts:

1. Interlingual transfer
2. Intralingual transfer
3. Context of learning, and
4. Various communication strategies that can be used by the L2 learners.

James similarly classifies errors according to their sources into four diagnosis-based categories with the difference that the terms category included errors.

Interlingual transfer, i. e. mother tongue influence causes interlanguage errors. They are very frequent at the initial stages of the L2 learning since that L1 is

the only language system the learner knows and can draw on, and, therefore, negative transfer takes place from all the previously learnt languages but the degree of transfer is variable.

9.1.3 Intralanguage negative transfer or interferences is the source of interlingual errors. (Brown 1980:173-1974) Brown gives only overgeneralization as a representation of negative interlingual transfer, but James 1980 goes into more detail. He refers to the interlingual errors as learning-strategy based errors and lists 7 types them.

- False analogy arises when the learner incorrectly thinks that a new item behaves like another item already known to him or her. For example, the learner already knows that dogs is the plural from dog, so he or she thinks that sheeps is the plural from sheep.
- Misanalysis means that the learner formed an unfolded hypothesis in the L2 and is putting it in practice. James 1980 gives as an example the situation when the learner assumes that it can be used the polarized form of it.
- Incomplete rule application happens when the learner does not apply all the rules necessary to apply in a particular situation. In fact, it is the converse overgeneralization.
- Exploiting redundancy appears because there is a lot of redundancy in every language i.e. unnecessary morphology, and intelligent learners try to avoid these items which they find redundant to make their learning and communication easier. The opposite of exploiting redundancy is over elaboration which is usually observable in more advanced learners.
- Overlooking co-occurrence restrictions means that the language learner does not know that certain words go together with certain complements, prepositions etc... An example given by James 1998 is when the learner ignores that the verb to enjoy is followed by a gerund and not by infinitive verb.

- Hypercorrection, as James argues 1998, results from the learner's over monitoring their L2 output.”
- Overgeneralization means that the learner uses one number of set of forms also in situations when the other members must be used. This usually leads to overuse of one form and underuse of the others. Well known candidates for overgeneralization are pairs as other/another/much/many/some/any etc. The learner uses one of them instead of distinguishing between them and using each one in the appropriate situation. Overgeneralization of language rules is also common e. g. Does she can dance? Reflects that the learner over generalizes the use of auxiliary verbs in questions.

Context of learning refers to the setting where a language is learnt, e. g. a classroom or a social situation, and also to the teacher and materials used in the language lessons. All these factors can cause induced errors. As Brown 1980 explains: “Students often make errors because of a misleading explanation from the teacher, faulty presentations of a structure or a word in a textbook or even because of a patent that was memorized in a drill but not properly contextualized. “James 1998 divides induced errors into the following subcategories:

- Materials induced errors
- Teacher-talk induced errors
- Exercise-based induced errors
- Errors induced by pedagogical priorities
- Look-up errors

Brown 1980 claims that communication strategies are consciously used by the L2learners to get a message across to the hearer. They can involve both verbal and non-verbal communication mechanisms. We distinguish among the following communication strategies:

- Avoidance arises when a learner avoids a certain language item because he feels uncertain about it and prefers avoiding it to committing an error. There are several kinds of avoidance. e.g. syntactic, lexical and phonological or topic avoidance. Predicated patterns are memorized phrases or sentences phrase book. And the learner who memorized them usually does not understand the component of the phrase, as Brown 1980 claims. However, their advantage is, as Hakuta 1976 cited in Brown 1980 notes that they “enable learners to express functions which they are unable to construct from their linguistic system, simply storing them in a sense like large lexical items.”
- Cognitive and personality styles can also cause errors. For instance, Brown 1980 suggest that “a person with high self-esteem may be willing to risk more errors, in the interest of communication, since he does not feel threatened by committing errors as a person with low-self-esteem.”
- Brown 1980 also suggests that appeal to authority is a strategy when the learner because of uncertainty about some structures, directly asks a native speaker, a teacher or looks up the structure in a bilingual dictionary. Language switch is applied by the learner when all the other strategies have failed to help him or her. So, the learner uses his or her native language to get the message across, regardless the fact that the hearer may not know the native language.

2.25.2: Error Taxonomies

According to Dually et al. 1982 that the most commonly used taxonomies are based on:

1. Surface Strategy
2. Comparative Strategy
3. Communicative Strategy

James 1998 drew on the New Shorter Oxford English Dictionary (1995), which defines “taxonomies” as “the branch of science that deals with classification.” James 1998 also argues that “a taxonomy must be organized

according to certain constitutive criteria. These criteria should as far as possible reflect the observable objective facts about the entities to be classified.”

However, he notes that, the criteria are not mutually exclusive: we classify errors simultaneously according to more than one criterion at the same time.

Dulay et al. 1982 in their classification about taxonomies “focused on the error taxonomies that classify errors according to some observable surface features of the error itself, without difference to its underlying cause or source and they call these “descriptive taxonomies.”

2.25.3: Errors Based on Linguistic Category

These taxonomies classify errors according to language components or linguistic constituents (or both of them) which are affected by the errors. Among language components we count phonology, syntax and morphology, semantics and lexicon, and discourse, Dulay et al. 1982 researchers use the linguistic category taxonomy as either the only one or combined with the same other taxonomy. This taxonomy is also useful for organizing the collected data.

Dulay et al. 1982 gave examples of two error analyses that used these taxonomies for primary classification of the collected data. The first one was carried out by Burt and Kiprasky in 1972 and other by Politzer and Ramirez in 1973. Both of them classified the errors made by the language students of English as L2, just the background of the analyses were different. The former contains the following main categories:

- a. The skeleton of English clauses, containing missing parts and disordered parts
- b. The auxiliary system
- c. Passive sentences

- d. Temporal conjunctions
- e. Sentential complements
- f. Psychological predicates
- g. 11.2 Surface Strategy Taxonomy

This taxonomy concentrates on the ways in which the surface structures are altered. Using this taxonomy, Dulay et al. 1992 divided errors into the following categories:

- 1. Omissions
- 2. Additions
- 3. Misformation
- 4. Disordering

Omission is typical for the early stages of L2 acquisition, whereas, the intermediate stages misformation, misordering, or overuse is much more common.

Omission means that an item which must be present in a well formed utterance is absent. There is evidence that grammatical morphemes (i.e. noun and verb inflections, articles, prepositions) are omitted more often than content morphemes which carry the meaning. For instance, the sentence “My father plumber”, the grammatical morpheme (is) is omitted.

Additions are the second category of surface strategy of taxonomy and it is also opposite of omission. The presence of an extra item which must not be present in a well formed utterance is the characteristic for additions Dulay et al. 1982 divided them into three categories:

- a. Double marking, as in Did you went there?
- b. Regularization, e. g sheeps, cutted
- c. Simple addition, which contains the rest of additions.

According to Dulay et al. 1982 misformation refers to “the use of the wrong form of the morpheme or structure.” There are three types as well:

a. In Regularizations as an irregular marker is replaced by a regular one, as in sheeps for sheep.

b. Arch-forms refer to the use of one member of a class of form instead of using the members. e.g. using this in the situation when either this or these should be used.

c. Alerting forms are represented by “alternative of various members of a class with each other.” as in “those dog and this cats used by the same learner.”

Misordering means coming across an utterance where a morpheme or a group of them incorrectly placed as in “I get up at 6 o’clock always”, where always is misordered.

2.25.4: Comparative Taxonomy

The comparative taxonomy classifies errors on the basis of comparing the structure of L2 errors to other types of constructions, most commonly to the errors made by children during their L1 acquisition of the language in question. In this taxonomy, we deal with four main error categories:

1. Developmental errors
 2. Interlingual errors
 3. Ambiguous errors
 4. The “grab bag category” of other errors.
- 12.1 Developmental errors refer to the errors which are similar to those made by the children acquiring the target language in question as their mother tongue. They are the opposite of interlingual errors, i.e. those caused by the L1 interference. The research has shown that most of the errors committed by the learners are developmental. They are called developmental because they are characteristic for both L1 and L2 development. (Dulay et al. 1982 164-165)

The following are examples of developmental errors:

I have take one packet of tissue. (FR)

Let's close the light. (GR)

On the opposite, we have several studies. (ES)

On the centre of the page. (GR)

Interlingual errors are, as Dulay et al. 1982 argued "similar in structure to a semantically equivalent phrase or sentence in the learner's native language."

Ambiguous errors could be classified as both developmental and interlingual errors; such erroneous utterances usually reflect the learner's L1 and, at the same time, are similar to the errors produced by children during their L1 acquisition¹³. Communicative Effect Taxonomy

This taxonomy focuses on the effect errors have on the listener or reader. Dulay et al. 1982 argued that "errors that affect the overall organization of the sentence usually do hinder communication." They call the former (1) Global Errors and the latter (2) Local Errors

1. Among the global errors they include:

- Wrong order of major of constituents.
- Missing, wrong or misplaced sentence connectors.
- Missing cues to signal obligatory exceptions to preserve syntactic rules.
- Regularization of pervasive syntactic rules to exceptions
- Wrong psychological predicate constructs (i.e. predicates describing how a person feels).

2. Local errors include, according to Dulay et al. 1982 errors in noun and verb inflections, articles, auxiliaries, formation of quantifier, etc...

2.26 Previous Related Studies

Reviewing some previous related studies is very important to the current study since it gives a base and framework. The fundamental aim of this part,

therefore, is to give a detailed background about some previous related studies which were carried out in the field of teaching English as a foreign language.

2.26.1 Local Studies

Study One: By Rashida Hassan Amasaib entitled “An Analytical Study of the Syntactic and Semantic Aspects of English Sentences in the Composition of Some University Level Sudanese Students”. It is an unpublished M.A. thesis in applied linguistics, Omdurman Islamic University, Faculty of Arts, 2003

The study aimed at identifying and analyzing some students’ actual use of language while writing compared with their knowledge of foreign language and the use their knowledge (competence) in producing written sentences.

The members of the targeted population were the third year students in the Faculties of Education in three Sudanese universities: Omdurman Islamic University, Khartoum University and Juba University.

A test in a free composition was used as a tool for collecting data. The main findings of the study were as follows:

- (a) The syntactic and semantic deficiency that the subjects have displayed in their English free composition reflects their obvious inability to express themselves in English.
- (b) The subjects of the research do not have sufficient training in English article, anaphora and conjunctions and thus, they commit grave errors.
- (c) Both wrong tensing and subject-verb agreement make the students indulge into linguistic deviations that destroy all their effort of constructing suitable written texts.

Study Two: By Sayed Mohammed Hassan entitled “Frequency Repeated Errors in Essay Writing” A case Study of Saudi University Students” It is an unpublished M.A. thesis in applied linguistics, Omdurman Islamic University, Faculty of Arts, 2006.

The main objectives of the study were as follows:

- (a) To find out the reasons behind committing such errors by the Saudi university students.
- (b) To suggest some strategies to avoid committing such errors.
- (c) To suggest practical solutions to be adopted by teachers, syllabus designers and researchers in the field in order to improve the students' competence.

The sample of this research was the students of the College of Languages and Translation Level 3, Imam Mohammed Bin Saud Islamic University in Riyadh, Saudi Arabia for the Academic Year 2005/2006.

The number of the sample tested was 60 students. The study has adopted a pre-test of composition to help collecting the data.

The main findings of the study were as follows;

- (a) The study proved that the frequency of repeated errors in essay writing were due to some interlanguage factors, intralanguage factors, fossilization and habit formation.
- (b) One more reason proved by the study was that language teachers sometimes make their students commit errors unintentionally through improper instruction and correction.

Study Three: By Adam Osman Ali Saleh entitled "Problems of English Language Vocabulary Learning", Sudan University of Science and Technology, (2006) It is an M.A. thesis in applied linguistics.

The main findings of the study were:

- (a) The students who study second language face some difficulties when learning some ambiguous words in different sentential context types during early and late stages of processing in basic levels of learning English as a second language.

- (b) These difficulties are caused by some reasons such as the difference between the way some words are written and the different way that these words are pronounced.

2.26.2:Regional Studies

Study One: By Abdullah Muzied AL Dugan entitled “Communication Problems Facing Arab Learners of English”,King Saud University, (2003).It is an M.A. thesis

The study was carried out with the aim stating that Arab learners of English encounter problems in both speaking and writing and this mainly due to the methods followed in handling the teaching of a foreign language as whole.

Study Two:By Selmi Ayden entitled “Factors Causing Demotivation in English Foreign Language Teaching Process” University of Balikesir, (2012). The study aimed at examining demotivation factors in English foreign language teachingprocess. A qualitative case study utilizes face-to face conversations, MSM chats and a diary maintained by subjects are used as instruments. The results showed that some subjects are in lack of the knowledge aboutprofession teaching. The previous study related the current study in qualifying teachers, because some teachers lack the necessary knowledge and basic skills for teaching English.

Study Three: By ShrutiAgarwal entitled “Influence of Environment of English Learning of Students in India” University of Bhopal, (2014).It is a Ph.D thesis. This study aimed at influencing environmental factors of English learning. A descriptive method utilizes a questionnaire was used as instrument. The results showed that students do not use a foreign language in the class and that the students develop their interaction related to their mother tongue. This previous study relates to the current study on inadequate feedback of teachers when they express their ideas typical to their mother

tongue also the of L1 cultural background in teaching and learning language, this negatively affects on learners' performance.

Study Four: By S.E. Aduwa entitled "Factors Affecting Quality of English Teaching and Learning in Secondary Schools in Nigeria", (2006), University of Ogiebaen. This study examined the factors responsible for the poor quality of teaching English as a second language in Nigeria. The study came to the conclusion that among other factors the teaching methods are considered of a pioneering role.

2.26.3 International Studies

Study One: By Karen Roehr entitled "Exploring the Role of Explicit Knowledge in Adult Second Language Learning" Lancaster University, (2006). It was carried out with the aim of providing evidence to the assumption that says "adults learn more successfully by drawing an explicit knowledge". The study finished with the verification of that stated assumption.

Study Two: By Ernesto Marco entitled "Does Intensive Explicit Grammar Make All the Difference?" University of Oxford, UK, (2006). It is a Ph.D. thesis. It was carried out with the purpose of investigating the effect of explicit grammar instruction on grammatical knowledge and writing proficiency in first year of French at a UK university. The researcher came up to the point that explicit grammar instruction results in gains in explicit knowledge and its application in specific grammar related tasks, but there was less evidence that it results in gains in production task.

Study Three: By Rod Ellis entitled "Current Issues in the Teaching of Grammar" **University** of Auckland, Auckland, New Zealand: TESOL Quarterly vol.40 No.1, March (2006). It is an article that was carried out with the aim of proving that the study of how learners acquire a second language (SLA) has helped to shape how to teach the grammar of a second language.

Study Four: By Mioses Almela entitled “Lexical Units in Learning and Teaching Vocabulary” University of Madrid, Spain (2007). The study aim was to bring EFL research in line with current issues in lexical semantics. He wanted to discuss some of the implications which collocational research had for the understanding of vocabulary learning process and design of teaching methods. The researcher argued that learners would need to carry many processes when encountered with actual communicative situations so as to decide which combination of word senses is the most coherent one. Therefore, the researcher suggested that “This operational complexity can be drastically minimized if the more stable and cohesive word co-occurrences have been learned as wholes”. He believed that learning collocations instead of words in isolation is that retrieval/recognition of the former makes processing considerably simpler and faster. He concluded that idiomatic patterning constitutes the most efficient language level for promoting fluency and facilitating communicative success in the foreign/second language learning.

Study Five: By Jamli Ismail entitled “Learning English in a Non-Supportive Environment among Malay Learners in Secondary Schools” University of Pertanian, Malaysia, (1994) It is a Ph.D. thesis. The study investigated the degree of exposure to English as a second language amongst Malay learners and the strength of the relationship between exposure to English amongst learners and their competence in the language. It was assumed that the higher the degree of exposure to English the learners received, the more competent they were in the language. The sample of the study consisted of (441) students from four selected Malay schools in Selangor.

The study showed that the learners, who were generally weak in English, received a minimal amount of exposure to the language. There was also an indication of the presence of a significant relationship between exposure to English and competence in the language. The learning environment for

English in Malaysia which is generally non-supportive is also discussed and possible teaching strategies to overcome the learning problems are suggested.

CHAPTER THREE
RESEARCH METHODOLOGY

CHAPTER THREE

RESEARCH METHODOLOGY

3.0: Introduction

This chapter gives information about the subjects, the methods of collecting study related data; the data collection instruments – and the procedure used in the study, which are the major considerations when using standardized tests.

3.1: Sample of the Study

The sample of the study was a group of 80 second secondary students who study in some private and governmental schools in Khartoum State. The sample of the study sat for two tests: Pre-test and Post-test. The two tests, the pre and post tests, were distributed to the students for the purpose of collecting data in order to conduct this study.

3.2: Instruments

The researcher used two instruments for carrying out this study. First, he used pre and post tests for the targeted second year secondary school students who study English as a foreign language. In addition to a questionnaire for some English Language teachers and supervisors who work in the field of English teaching and learning.

3.3: Procedures of Data Collection

In order to achieve the study objectives, the researcher has conducted two tests a pre and a post test for some second year secondary school students in some private and government schools in Khartoum State. The tests used to test the way these students form and use these some syntactic forms and structures. The

tests were designed to contain five main questions. The first question includes 10 sub questions whereas; the other four questions include 5 sub questions. By distributing the tests to the targeted students the researcher aims at collecting data using this procedure.

In addition to these two tests the researcher has also designed and conducted another tool which is a questionnaire for the teachers and supervisors who work in the field of English Language as foreign language teaching and learning in order to investigate and analyse these students' inappropriate syntactic usages and the reasons that underlie them. The questionnaire consists of 15 statements about the students' inappropriate syntactic usages and structures as well as English Language teachers' teaching methods and techniques used for teaching these structures. To respond to the questionnaire statements, the teachers and supervisors had to choose from the answers: strongly agree, agree, neutral, disagree and strongly disagree. Post to conducting the tests and the questionnaire the results were collected and analysed and the mean score has been calculated.

3.4: The Test Reliability

The researcher adopted Cronbach's Alpha Method to check the consistency of the tests questions. The two tests were carried out and the results were analyzed using the Statistical Package for Social Sciences Program. SPSS). The analysis results showed that the reliability of the students' tests was (0.6677487) which considered being a reliable rate.

3.5: The Questionnaire Reliability Coefficient

To check the reliability of the questionnaire, the researcher used Chronbach's Alpha Method to analyze the questionnaire statements.

Cronbach Alpha	Number of Items
0.545239	15

The above table shows that the reliability coefficient is greater than 50%, which means that there is a consistency between the statements of the questionnaire; therefore, the questionnaire is reliable.

3.6: The Tests Validity

To check the validity of the tests, the tests have been passed to a number of professors and assistant professors from Sudan University of Science and technology who work in the domain of English Language teaching and learning as judges and after revising and the tests and after giving their opinions on them some questions have been removed from the tests and some others have been added to them which proved the validity of the study tools.

3.7: The Questionnaire Validity

To check the validity of the questionnaire, it has been passed to a number of professors and assistant professors from Sudan University of Science and Technology who work in the domain of English Language teaching and learning as judges and after revising and reviewing the tests and the questionnaire and after giving their opinions on the questionnaire some statements have been removed from the questionnaire and some others have been added to it which proved the validity of the questionnaire as one of the study tools.

The following is the validators' schedule:

Names	Academic Position/s	Academic Institutions
Dr. Mahmmud Ali Ahmed	Professor	Sudan University of Science and Technology, College of Languages
Dr. Ali Khalid Mudawi	Professor	Sudan University of Science and Technology. College of Education
Dr. Muntasir Hassan Mubarak	Assistant Professor	Sudan University of Science and Technology, College of Education
Dr.Sawsan Al Fadal Al Abaas	Assistant Professor	Sudan University of Science and Technology, College of Languages
Dr.Amel Khogoly Mhomoud	Assistant Professor	Sudan University of Science and Technology, College of Languages

CHAPTER FOUR

DATA ANALYSIS, RESULTS and

DISCUSSION

CHAPTER FOUR

DATA ANALYSIS, RESULTS and DISCUSSION

4.0: Introduction

Chapter four involves an analysis for the collected data. It represents the tests and questionnaire results which have been submitted to the targeted second year secondary school students and some English language teachers and supervisors who work in the field of English as a foreign language teaching and learning.

4.1: The Analysis of the Tests

The first tool which has been used in the study was pre and post tests. And post to conducting the pre and post tests, the tests results have been analysed and calculated.

The first question of the exam was as the following: Rearrange the words of the following sentences correctly:

Table (4.1) The Arrangement of the Words

Mean	8.775
Standard Error	0.169675
Median	9
Mode	10
Standard Deviation	1.517618
Sample Variance	2.303165
Kurtosis	4.668472
Skewness	1.92504
Range	8
Minimum	2
Maximum	10
Sum	702
Count	80
Largest(1)	10
Smallest(1)	2
Confidence Level(95.0%)	0.337729

The above table shows the percentage of the students' answers for the first questions of the tests. In the first question of the pre-test the number of the correct answers for the 80 students who sat for the test was 629 correct answers and after teaching the students the correct sentences grammatical structures of English sentences and how to use them correctly the number of the correct answers has increased to 702 correct answers.

Table (4.1) in Terms of Mean, Standard Deviation and Confidence Level

The Arrangement of the Words

Mean	Standard Deviation	Confidence Level (95.0%)
8.775	1.517618	0.337729

The above table shows that the standard deviation was 1.517618 and the mean of the wrong answers percentage with a confidence level of 95.0% will be 8.775.

Frequency Table (4.1) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

The Arrangement of the Words

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
371	629	1000

The above table shows the frequency of the students' answers for the test first question.

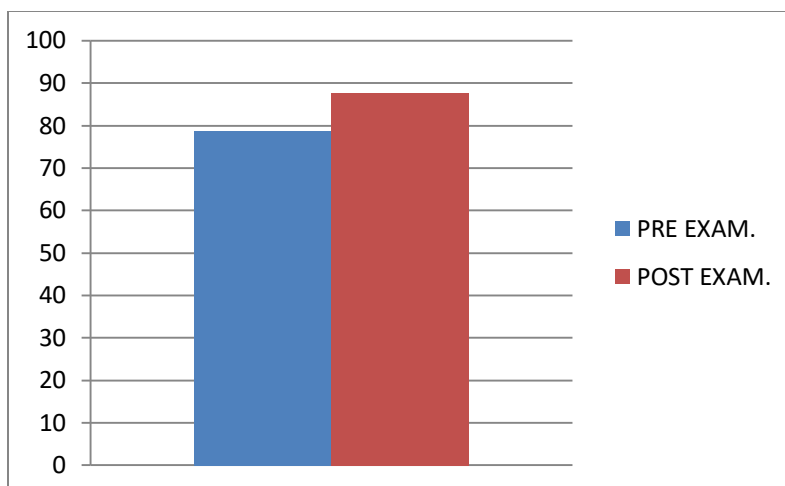


Figure (4.1) The Arrangement of the Words

The above bar graph shows the percentage of the students' answers for the first questions of the tests. In the first question of the pre-test the number of the correct answers for the 80 students who sat for the test was 629 correct answers and after teaching the students the correct sentences grammatical structures of English sentences and how to use them correctly the number of the correct answers has increased to 702 correct answers. This indicates that when English teachers use appropriate grammar and syntactical structures teaching methods their students' performance and level in English Grammar consequently improves.

During the process of learning a second language some students use some grammatical structures inappropriately. In this research the students who study English are Arabic speakers. Therefore, their first acquired language (Arabic) may affect their learning and use of the second language (English). These inappropriate syntactic uses of some sentences can be classified as intralingual errors as Arabic and English have different sentences forms.

The second question of test was as the following: Use one of the articles a, an or the in front of each noun.

The following table shows an analysis for the students' answers for the test second question.

Table (4.2) Using the Articles a, an or the

Mean	4.8125
Standard Error	0.04738
Median	5
Mode	5
Standard Deviation	0.423779
Sample Variance	0.179589
Kurtosis	3.886233
Skewness	2.13103
Range	2
Minimum	3
Maximum	5
Sum	385
Count	80
Largest(1)	5
Smallest(1)	3
Confidence Level(95.0%)	0.094307

The above table shows the percentage of the students' answers for the second questions of the tests. In the second question of the pre-test the number of the correct answers for the 80 students who sat for the first test was 348 correct answers and after teaching the students the definition of articles and how to use

them correctly, the number of the students' correct answers has increased to 385 correct answers.

Table (4.2) In Terms of Mean, Standard Deviation and Confidence Level

Using the Articles a, an or the

Mean	Standard Deviation	Confidence Level (95.0%)
4.8125	0.423779	0.094307

The above table shows that the standard deviation was 0.423779 and the mean of the wrong answers percentage with a confidence level of 95.0% will be 0.094307.

Frequency Table (4.2) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

Using the Articles a, an or the

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
152	348	500

The above table shows the number of the students' answers frequency for the test third question.

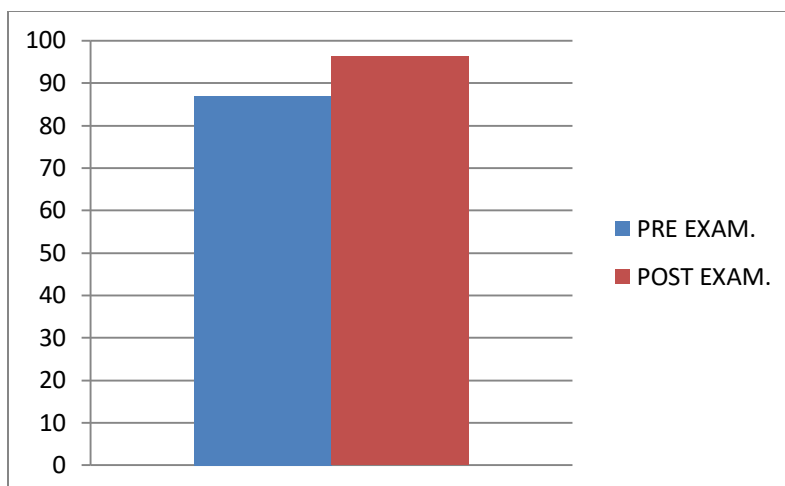


Figure 4.2 Using the Articles a, an or the

The above bar graph shows the percentage of the students' answers for the second questions of the tests. In the second question of the pre-test the number of the correct answers for the 80 students who sat for the first test was 348 correct answers and after teaching the students the definition and of articles and how to use them correctly, the number of the students' correct answers has increased to 385 correct answers. This indicates that when English teachers use appropriate grammar and syntactical structures teaching methods their students' performance and level in English Grammar consequently improves.

During the process of learning a second language some students use some grammatical structures inappropriately. In this research as the study subjects are some students who study English are Arabic speakers. Hence, their first acquired language (Arabic) may affect their learning and use of the second language (English). These inappropriate syntactic forms uses of some articles can be classified as intralingual errors which means that the errors are contented with the language they are learning. Hence, Arabic and English do not have the same system of articles and as there is an equivalent in Arabic for the article (the), there are no equivalents for the articles (a) and (an).

The third question of the exam was as the following: Choose the correct verb form from the following:

The following table shows an analysis for the students' answers for the third question:

Table (4.3) Choosing the Correct Verbs Forms

Mean	4.475
Standard Error	0.075421
Median	5
Mode	5
Standard Deviation	0.674584
Sample Variance	0.455063
Kurtosis	0.30229
Skewness	0.92208
Range	2
Minimum	3
Maximum	5
Sum	358
Count	80
Largest(1)	5
Smallest(1)	3
Confidence Level(95.0%)	0.150121

The above table shows the percentage of the students' answers for the third questions of the tests. In the third question of the pre-test the number of the correct answers for the 80 students who sat for the first test was 324 correct

answers and after teaching the students how to use and form regular and irregular past tense verbs correctly, the number of the students' correct answers has increased to 358 correct answers.

Table (4.3) In Terms of Mean, Standard Deviation and Confidence Level

Choosing the Correct Verbs Forms

Mean	Standard Deviation	Confidence Level (95.0%)
4.8125	0.423779	0.094307

The above table shows that the standard deviation was 0.423779 and the mean of the wrong answers percentage with a confidence level of 95.0 % will

be 4.8125.

Frequency Table (4.3) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

Choosing the Correct Verbs Forms

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
176	324	500

The above table shows the number of the students' answers frequency for the test third question.

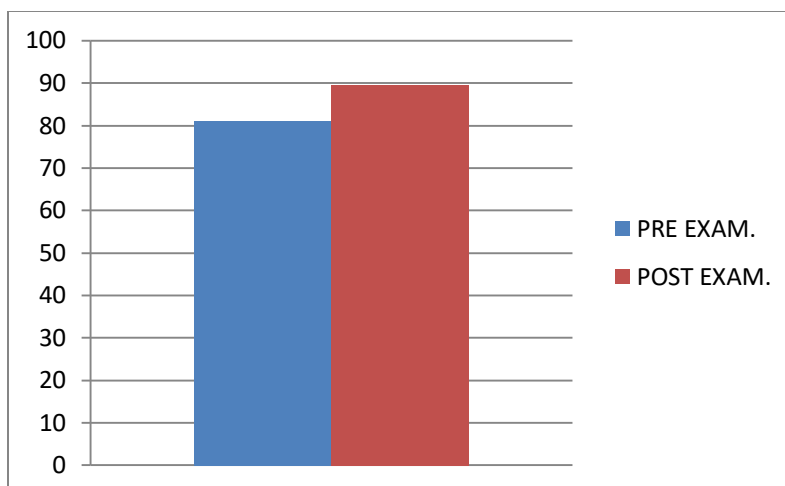


Figure 4.3 Choosing the Correct Verbs Forms

The above bar graph shows the percentage of the students' answers for the third questions of the tests. In the third question of the pre-test the number of the correct answers for the 80 students who sat for the first test was 324 correct answers and after teaching the students how to use and form regular and irregular past tense verbs correctly, the number of the students' correct answers has increased to 358 correct answers. This indicates that when English teachers use appropriate grammar and syntactical structures teaching methods their students' performance and level in English Grammar consequently improves.

During the process of learning a second language some students form and use some grammatical structures inappropriately. These inappropriate syntactic forms and uses of some English past tense verbs made by these students can be classified as interlingual errors which mean that it is contented with the system of the language they are learning. Some students tend to make some syntactic or grammatical errors due to the grammatical system of the language as the syntactic or grammatical rules of forming the past tense of some verbs by adding the suffix - (ed), some students tend to overgeneralize this rule for all present verbs to form their past as in the verbs write/writed, give/gived.etc. Hence, some student overgenerlize this rule for all verbs nevertheless, the fact that only

regular past verbs should be formed by adding the suffix (ed) to the end of the present verbs.

The fourth question of the exam was as the following: Underline the correct verb forms in the following.

Table (4.4) Underlining the Correct Verbs Forms

Mean	3.6625
Standard Error	0.094037
Median	4
Mode	4
Standard Deviation	0.841093
Sample Variance	0.707437
Kurtosis	1.69529
Skewness	1.25107
Range	4
Minimum	1
Maximum	5
Sum	265
Count	80
Largest(1)	5
Smallest(1)	1
Confidence Level(95.0%)	0.187176

The above table shows the percentage of the students' answers for the fourth questions of the tests. In the fourth question of the pre-test the number of the correct answers for the 80 students who sat for the first test was 265 correct answers and after teaching the students how to form and use regular and irregular past tense verbs, the number of the students' correct answers has increased to 295 correct answers.

**Table (4.4) In Terms of Mean, Standard Deviation and Confidence Level
Underlining the Correct Verbs Forms**

Mean	Standard Deviation	Confidence Level (95.0%)
3.6625	0.841093	0.187176

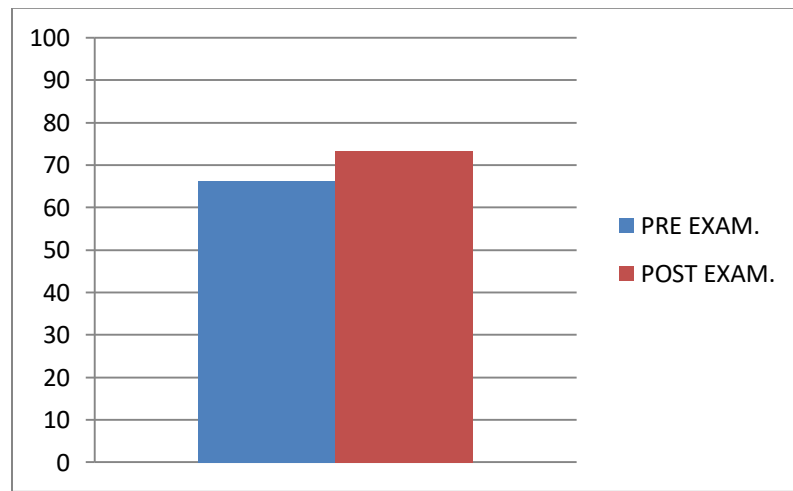
The above table shows that the standard deviations will be 0.841093 and the mean of the wrong answers percentage with a confidence level of 95.0% will be 3.6625.

**Frequency Table (4.4)in Terms of Numbers of
Appropriate and Inappropriate Answers and Total Answers**

Underlining the Correct Verbs Forms

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
235	265	500

The above table shows the number of the students' answers frequency for the test fourth question.



Figure(4.4)Underlining the Correct VerbsForms

The above bargraph shows the percentage of the students' answers for the fourth questions of the tests. In the fourth question of the pre-test the number of the correct answers for the 80 students who sat for the first test was 265 correct answers and after teaching the students how to form regular and irregular past tense verbs, the number of the students' correct answers has increased to 295 correct answers. This indicates that when English teachers use appropriate grammar and syntactical structures teaching methods their students' performance and level in English Grammar consequently improves.

During the process of learning a second language some students form and use some grammatical structures inappropriately. These inappropriate syntactic uses of some English present tense verbs made by these students can be classified as intralingual errors which means that are caused by the language system they are learning as the grammatical rules of the present simple tense of adding the inflection (s) for the third person singular.

The error of reduction or simplification or use, whereby, some second language learners try to reduce redundant information. It has widely been observed that many learners of English fail to add third person singular (-s) inflection in the present tense verbs as in "John go", "She play" ...etc. Another problematic area for Arabic English learners in using the present simple tense is the use of the verbs (has/have). Many learners find the use of these verbs confusing and this fact can be clearly shown in last question of question.

The fifth question of the exam was as the following: Which form in the following is appropriate?

The following table shows an analysis for the students' answers for the fifth question:

Table (4.5) Choosing the Appropriate Forms

Mean	4.225
Standard Error	0.154033
Median	5
Mode	5
Standard Deviation	0.8969
Sample Variance	0.80443
Kurtosis	9.295583
Skewness	3.08229
Range	4
Minimum	1
Maximum	5
Sum	376
Count	80
Largest(1)	5
Smallest(1)	1
Confidence Level(95.0%)	0.199595

The above table shows the percentage of the students' answers for the fifth questions of the tests. In the fifth question of the pre-test the number of the correct answers for the 80 students who sat for the first test was 338 correct answers and after teaching the students how to form regular and irregular past tense verbs, the number of the students' correct answers has increased to 374 correct answers.

Table (4.5) In Terms of Mean, Standard Deviation and Confidence Level

Choosing the Appropriate Forms

Mean	Standard Deviation	Confidence Level (95.0%)
4.225	0.8969	0.199595

The above table shows that the standard deviations will be 0.8969 and the mean of the wrong answers percentage with a confidence level of 95.0% will be 4.225.

Frequency Table (4.5) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

Choosing the Appropriate Forms

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
162	338	500

The above table shows the number of the students' answers frequency for the test fifth question.

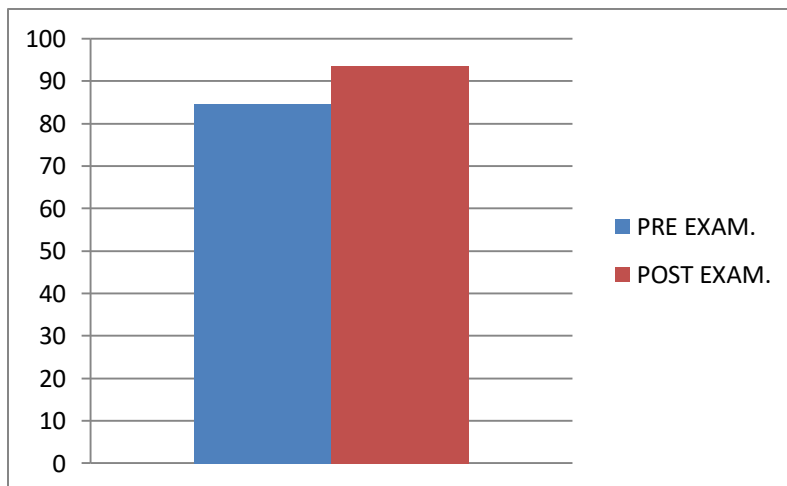


Figure (4.5) Choosing the Appropriate Forms

The above bar graph shows the percentage of the students' answers for the fifth questions of the tests. In the fifth question of the pre-test the number of the correct answers for the 80 students who sat for the first test was 338 correct answers and after teaching the students how to form regular and irregular past tense verbs, the number of the students' correct answers has increased to 374 correct answers. This indicates that when English teachers use appropriate grammar and syntactical structures teaching methods their students' performance and level in English Grammar consequently improves.

During the process of learning a second language some students form and use some grammatical structures inappropriately. These inappropriate syntactic forms and uses of some English structures made by these students can be classified as intralingual errors which means that are caused by the language system they are learning. The students' wrong answers for this question reflect an interference of the first language (Arabic) in learning the second language (English). An example for this interference is an Arab learner of English saying " a house small" for " a small house" or " a boy clever" for " a clever boy" due to the transfer from Arabic which has a reverse order of "head and modifier" to that in English – Arabic: Head + Modifier vs. English: Modifier + Head.

The following table shows an analysis for the overall students' answers for the five questions of the test:

Table (4.6) Students' Overall Answers for the Five Questions

Mean	4.675
Standard Error	0.301158
Median	27
Mode	29
Standard Deviation	2.69364

Sample Variance	7.255696
Kurtosis	2.253042
Skewness	-1.47135
Range	13
Minimum	16
Maximum	29
Sum	2112
Count	80
Largest(1)	29
Smallest(1)	16
Confidence Level(95.0%)	0.59944

The above table shows the percentage of the students ‘overall correct answers for the five tests questions. In the five question of the pre-test the total number of the correct answers for the 80 students who sat for the first test was 1904 correct answers and after teaching the students the correct English syntactic structures and how to use them appropriately, the overall number of the students’ correct answers has increased to 2112 correct answers

Table (4.6)In Terms of Mean, Standard Deviation and Confidence Level

Students’ Overall Answers for the Five Questions

Mean	Standard Deviation	Confidence Level (95.0%)
4.675	2.69364	0.59944

The above table shows that the standard deviation was 2.69364 and the mean of the wrong answers percentage with a confidence level of 95.0% will be 4.675.

Frequency Table (4.6) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

Students' Overall Answers for the Five Questions

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
1096	1904	3000

The above table shows the number of the students' answers frequency for the test all five questions.

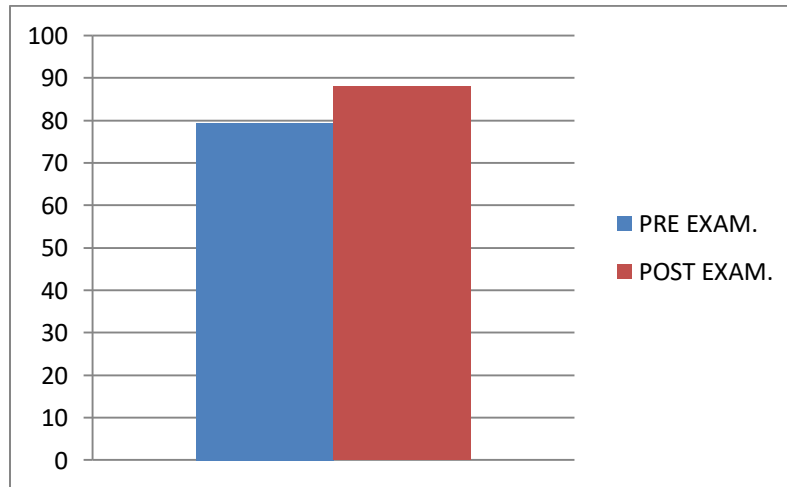


Figure (4.6) Students' Overall Answers for the Five Questions

The above bar graph shows the percentage of the overall students 'correct answers for the five questions of the tests.

The above bar graph shows the percentage of the overall students' answers for the five questions of the tests. In the five question of the pre-test the total number of the correct answers for the 80 students who sat for the first test was 1904 correct answers and after teaching the students the correct English syntactic structures and how to use them appropriately, the overall number of the students' correct answers has increased to 2112 correct answers.

4.2: The Analysis of the Questionnaire

The researcher used another supplementary tool to conduct the study which is a questionnaire conducted for some English language teachers and supervisors who work in the field of teaching English language as a foreign language.

The following are some information for the teachers and supervisors who participated in the questionnaire:

1. Gender:

Male	Female	Total
20	30	50

The above table shows that the number of male participant teachers and supervisors who took part in the questionnaire was 20 whereas, the number of female participant teachers and supervisors was 30 and the total number of the teachers was 50.

2. Years of Experience:

1 to 5	6 to 10	11 to 15	Above 15	Total
15	30	5	0	50

The above table shows the participant teachers' and supervisors' number of experience years. The participant teachers' and supervisors experience ranges from 1 to 5 years with total number of 15 teachers and supervisors, from 6 to 10 years with total number of 30 teachers and supervisors, from 11 to 15 years with total number of 5 teachers and supervisors and a above 15 years with total number 0 and the total number of teachers was 50.

3. Academic Qualifications

Bachelor	Master	PhD	Total
42	8	0	50

The above table shows the participant teachers and supervisors’

Academic qualifications The total number of the participant teachers that hold a bachelor degree was 42 teachers, and the total number of the participant teachers and supervisors with master degree was 8 teachers,

And the number of PhD holders was 0 with total number of 50 teachers and supervisors.

4. College of Graduation in English

Education	Arts	Other	Total
40	10	0	50

The above table shows the participant teachers ’and supervisors’ colleges of graduation in English.

The total number of the participant teachers and supervisors that have graduated from the faculty of education was 40 teachers and supervisors, the total number of the participant teachers and supervisors who have graduated from the faculty of arts was 10 teacherand supervisors, whereas, the number of the participant teachers and supervisors who have graduated from other colleges was 0 with total number of 50 teachersand supervisors.

5. Job Title

Teacher	Supervisor	Total
45	5	50

The above table shows the job titles for the participant teachers and

supervisors. The title of 45 participant teachers was a teacher, whereas, the title of 5 participants was a supervisor. The total number of the teachers and supervisor was 50 participant teachers and supervisors.

4.3: Results and Discussions

4.3.1: The Questionnaire Reliability Coefficient

To check the reliability of the questionnaire, the researcher used Chronbach's Alpha Method to analyze the questionnaire statements.

Cronbach Alpha	Number of Items
0.545239	15

The above table shows that the reliability coefficient is greater than 50%, which means that there is a consistency between the statements of the questionnaire; therefore, the questionnaire is reliable.

The first hypothesis of the questionnaire was as the following:

1. Some secondary school students do not use some syntactic structures correctly.

The following table shows the teachers' answers frequency for the questionnaire first hypothesis statements:

Table (4.7) There are some secondary school students do not use some syntactic structures correctly.

The Answer	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
Strongly agree	40	0	4	1	4
Agree	7	38	6	10	8
Neutral	2	12	38	14	15
Disagree	0	0	1	19	6
Strongly Disagree	1	0	1	6	17
Total	50	50	50	50	50

- The frequency of the teachers' answers for the first statement ranges from strongly agree to strongly disagree. The majority of teachers' answered using the answers strongly agree, whereas, only a few teachers used the answers agree, neutral and strongly disagree.
- The frequency of the teachers' answers for the second statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answer agree, whereas, almost third of the teachers answered using the answer neutral.
- The frequency of the teachers' answers for the third statement ranges from strongly agree to strongly disagree. A considerable number of teachers answered using the answer neutral, whereas, only a few number of teachers used the answer strongly agree, disagree and strongly disagree.
- The frequency of the teachers' answers for the fourth statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers agree, neutral and disagree, whereas, only a few teachers answered using the answers strongly agree and strongly disagree.
- The frequency of the teachers' answers for the fifth statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers neutral and strongly disagree, whereas, only a few teachers used the answers strongly agree, agree and disagree.

The following table shows the teachers' answers for the first hypothesis statements:

Table(4.7).1. Some second year secondary students use some grammatical structures inappropriately.

Mean	11.62
Standard Error	0.324370662
Median	11.5
Mode	10
Standard Deviation	2.293646949
Sample Variance	5.260816327
Kurtosis	0.277310041
Skewness	0.647654821
Range	11
Minimum	7
Maximum	18
Sum	581
Count	50
Largest(1)	18
Smallest(1)	7
Confidence Level(95.0%)	0.651847238

The above table shows the teachers ‘and supervisors answers’ percentage for the questionnaire first hypothesis statements. The sample variance was 5.260816327, the kurtosis was 0.277310041, the skewness was 0.647654821 and sum of the teachers’ and the supervisors’ answers was 581, the range of the answers was 11 and the minimum was 7, whereas, the maximum was 18.

Table (4.7) In Terms of Mean, Standard Deviation and Confidence Level

Mean	Standard Deviation	Confidence Level (95.0%)
11.62	2.293646949	0.651847238

The above table shows that the standard deviation will be was 2.293646949 and the mean of the teachers' answers agreeability percentage with a confidence level of 95.0 % will be 11.62.

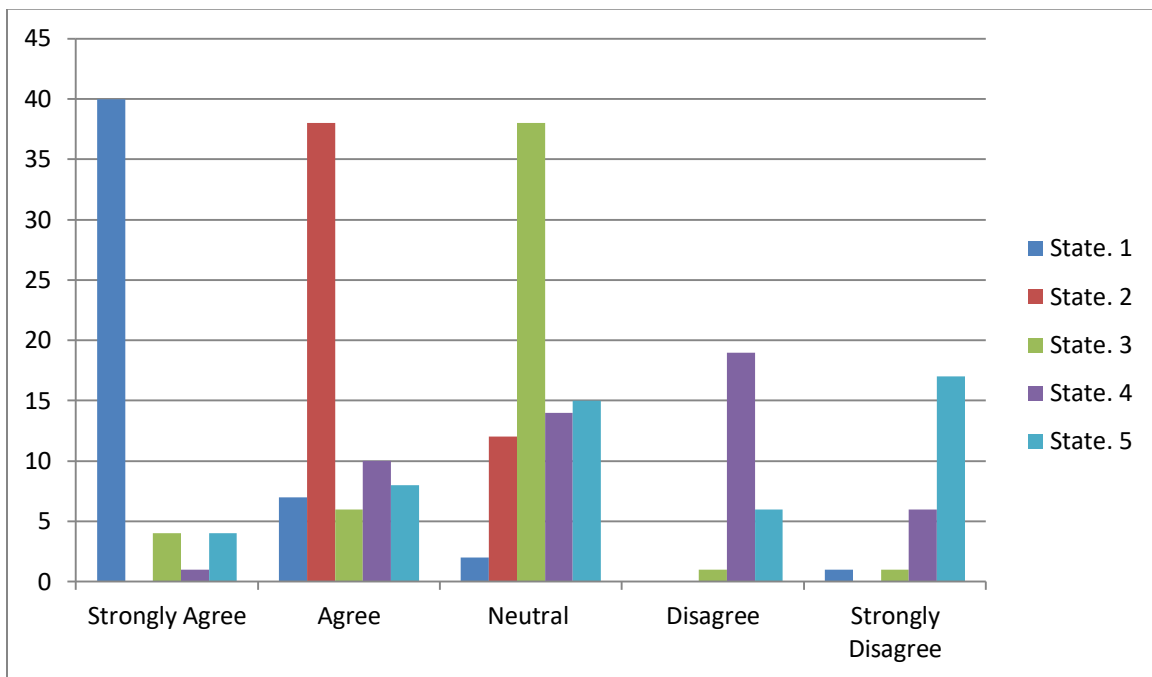


Figure (4.7).1. Some second year secondary students use some grammatical structures inappropriately.

The above bar graph shows the teachers' and supervisors' answers for the first hypothesis statements.

2. A number of intralingual reasons lie behind the errors made by second year secondary school students.

The following table shows the frequency of the teachers' answers for the second hypothesis statements:

Table (4.8)

The Answer	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
Strongly agree	46	0	1	1	4
Agree	1	46	18	15	13
Neutral	1	3	27	19	11
Disagree	1	1	2	14	11
Strongly Disagree	1	0	2	1	11
Total	50	50	50	50	50

- The frequency of the teachers' answers for the first statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers strongly agree, whereas, only a few teachers used the answers agree, neutral, disagree and strongly disagree.
- The frequency of the teachers' answers for the second statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answer agree, whereas, only a few teachers answered using the answers neutral and disagree.
- The frequency of the teachers' answers for the third statement ranges from strongly agree to strongly disagree. A considerable number of teachers answered using the answers agree and neutral, whereas, a few number of teachers used the answer agree and only a few number of teachers used the answers strongly agree, disagree and strongly disagree.

- The frequency of the teachers’ answers for the fourth statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers agree, neutral and disagree, whereas, only a few teachers used the answers strongly agree and strongly disagree.
- The frequency of the teachers’ answers for the fifth statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers agree neutral, disagree and strongly disagree, whereas, only a few teachers used the answer strongly agree.
- The following table shows the teachers’ answers for the second hypothesis statements:

Table (4.8).A number of intralingual reasons lie behind the errors made by second year secondary school students.

Mean	12.84
Standard Error	0.312148578
Median	13
Mode	13
Standard Deviation	2.207223762
Sample Variance	4.871836735
Kurtosis	0.856571305
Skewness	0.097284451
Range	9
Minimum	8
Maximum	17
Sum	642
Count	50
Largest(1)	17
Smallest(1)	8
Confidence Level(95.0%)	0.627286041

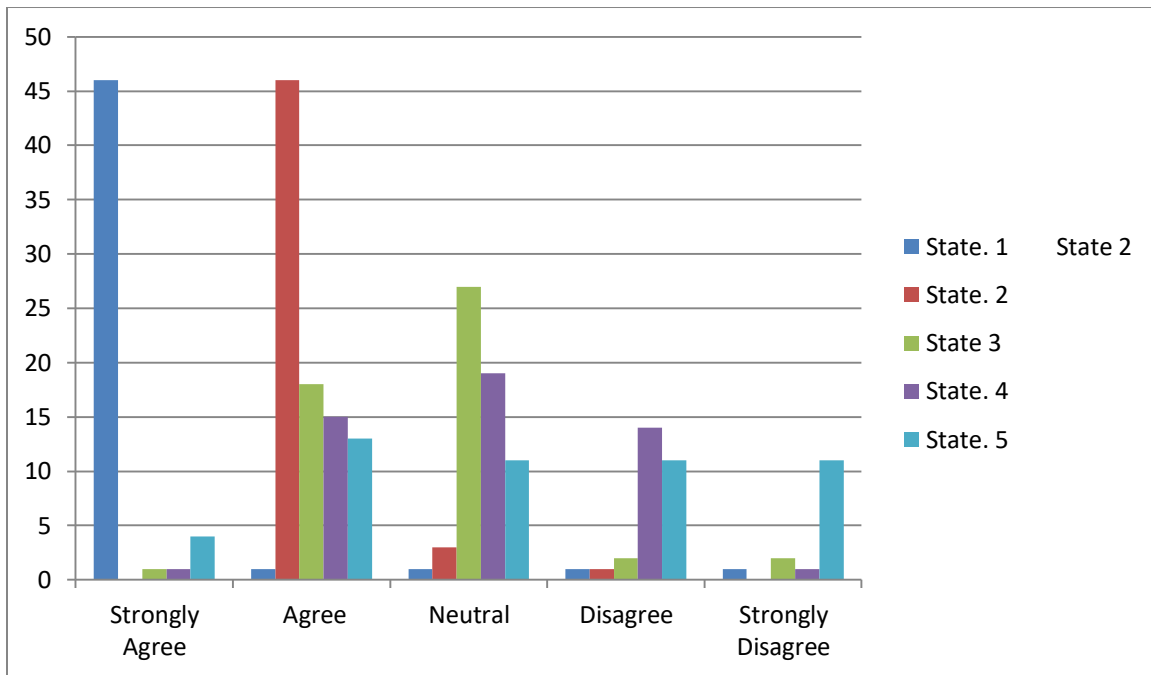
The above table shows the percentage of the teachers’ and supervisors’ answers for the questionnaire second hypothesis statements. The sample variance will be

4.871836735 the kurtosis was 0.856571305, the skewness will 0.097284451 and the sum of the teachers' and the supervisors' answers was 642, the range of the answers was 9 and the minimum was 8, whereas, the maximum was 17.

Table (4.8) In Terms of Mean, Standard Deviation and Confidence Level

Mean	Standard Deviation	Confidence Level (95.0%)
12.84	2.207223762	0.627286041

The above table shows that the standard deviation was 2.207223762 and the mean of the teachers' answers agreeability percentage with a confidence level of 95.0 % will be 12.84.



The above par graph shows the teachers' answers for the first hypothesis statements.

Figure (4.8) A number of intralingual reasons lie behind the errors made by second year secondary school students.

The above par graph shows the teachers' answers for the second hypothesis statements.

3. Many English language teachers do not use proper strategies and techniques in teaching English grammar for second year secondary school students.

The following table shows the frequency of the teachers' answers for the third hypothesis statements:

Table (4.9) There are some secondary school teachers do not use proper methods and techniques for teaching grammatical structures.

The Answer	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
Strongly agree	47	0	3	0	4
Agree	0	44	11	14	12
Neutral	1	5	34	11	10
Disagree	2	1	1	9	8
Strongly Disagree	0	0	1	16	16
Total	50	50	50	50	50

- The frequency of the teachers' answers for the first statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers strongly agree, whereas, only a few teachers used the answers neutral and disagree.
- The frequency of the teachers' answers for the second statement ranges from strongly agree to strongly disagree. The majority of teachers

answered using the answer agree, whereas, only a few teachers answered using the answers neutral and disagree.

- The frequency of the teachers' answers for the third statement ranges from strongly agree to strongly disagree. A considerable number of teachers answered using the answers agree and neutral and strongly disagree, whereas, a few number of teachers used the answers strongly agree and disagree.
- The frequency of the teachers' answers for the fourth statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers agree, neutral, disagree and strongly disagree.
- The frequency of the teachers' answers for the fifth statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers agree neutral and disagree, whereas, only a few number of teachers used the answers strongly agree and disagree.

The following table shows the teachers' answers for the third hypothesis statements:

Table (4.9). Many English language teachers do not use proper strategies and techniques in teaching English grammar for second year secondary school students.

Mean	12.58
Standard Error	0.334529825
Mode	10
Standard Deviation	2.36548308
Sample Variance	5.595510204
Kurtosis	1.414562444
Skewness	0.170521787
Range	8
Minimum	9
Maximum	17
Sum	629
Count	50
Largest(1)	17
Smallest(1)	9
Confidence Level(95.0%)	0.672262841

The above table shows the percentage of the teachers' and supervisors' answers for the questionnaire third hypothesis statements. The sample variance was 5.595510204 the kurtosis was 1.414562444, the skewness was 0.170521787 and the sum of the teachers' and the supervisors' answers was 629, the range of the answers was 8 and the minimum was 9, whereas, the maximum was 17.

Table (4.9) In Terms of Mean, Standard Deviation and Confidence Level

Mean	Standard Deviation	Confidence Level (95.0%)
12.58	2.36548308	0.672262841

The above table shows that the standard deviation was 2.36548308 and the mean of the teachers' answers agreeability percentage with a confidence level of 95.0 % will be 12.5.

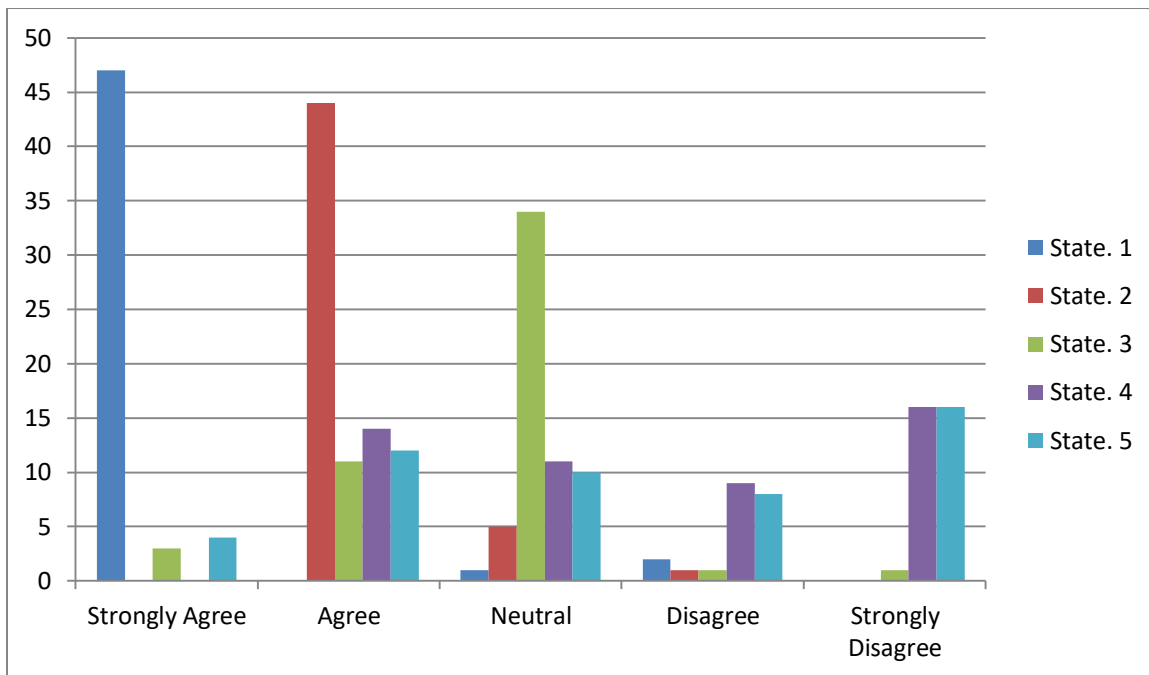


Figure (4.9) Many English language teachers do not use proper strategies and techniques in teaching English grammar for second year secondary school students.

The above bar graph shows the teachers' answers for the third hypothesis statements.

4.4 Verifications of the Study Hypotheses

The first study hypothesis is as the following:

1. Some second year secondary students use some grammatical structures inappropriately.

In order to verify the first hypothesis correctness, the researcher has designed and conducted pre and post tests for the second year secondary school students, in addition to, a questionnaire for some teachers and supervisors who work in the field of teaching English as a foreign language.

The first test question was as the following:

Question One: Rearrange the following sentences correctly:

1. everyday/ her/ Rosie/ helps / mother
.....
2. Joe / a book / good / Yesterday / read
.....
3. shopping / Fridays / on / We / usually / go
.....
4. France / I / last year / visited
.....
5. at weekends / playing / tennis / I / enjoy
.....
6. hard / study / pass / the / If / you /will / exam / you
.....
7. your /hobby / is / favourite / What
.....
8. was / recently / The officer / promoted

.....
9. brother/ younger / My / is / ate / sweets / a lot of / ill / because / he

.....
10. had / toothache / Because / I / went / so / to / the dentist
.....

And post to conducting the tests for the 80 students, the tests results were calculated and analyzed. In the first question of the pre and post tests the number of the students' incorrect answers for the tests questions was 629 compared with 371 correct answers.

Frequency Table (4.4.1) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

The Arrangement of the Words

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
371	629	1000

The second test question was as the following:

Question Two: Use one of the articles **a**, **an** or **the** in front of these nouns:

1. Sun is the nearest star to the Earth.
2. Before I go to bed, I usually have glass of milk.
3. Eating apple every day, will keep you healthy.
4. The police arrested man who robbed the bank.
5. It is raining outside, so don't forget to takeumbrella with you.

And post to conducting the tests the for the 80 students, the tests results were calculated and analyzed. In the first question of the pre and post tests the number of the students' incorrect answers for the tests questions was 348 compared with 371 correct answers.

**Frequency Table (4.4.2) in Terms of Numbers of
Appropriate and Inappropriate Answers and Total Answers
Using the Articles a, an or the**

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
152	348	500

The third test question was as the following:

Question Three: Choose the correct verb form on the following:

1. My parents (gived – gave) me a present.
2. Ann (leaved – left) home early.
3. Tom (wined – won) the race easily.
4. John (sold – selled) his old car last year.
5. The newly married couple (bought – buyed) an apartment.

And post to conducting the tests for the 80 students, the testsresults were calculated and analyzed. In the first question of the pre and post tests the number of the students' incorrect answers for the tests questions was 324 compared with 176 correct answers.

**Frequency Table (4.4.3) in Terms of Numbers of Appropriate and
Inappropriate Answers and Total Answers**

Choosing the Correct Verbs Forms

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
176	324	500

The fourth test question was as the following:

Question Four: Underline the correct verb form on the following:

1. Paul (play – plays) football at weekends.
2. That lady (looks – look) beautiful.
3. We (go –goes) shopping on Fridays.
4. Ali (feels – feel) glad today.
5. My family (have – has) breakfast at 9 o'clock every day.

And post to conducting the tests the test results for the 80 students the tests results were calculated and analyzed. In the first question of pre and post tests the number of the students' incorrect answers for the tests questions was 324 compared with 176 correct answer.

**Frequency Table (4.4.4)in Terms of Numbers of
Appropriate and Inappropriate Answers and Total Answers**

Underlining the Correct Verbs Forms

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
235	265	500

The fifth test question was as the following:

Question Five: Which form on the following is appropriate?

1. a. a small house b. a house small

- 2. a. a weather nice b. a nice weather
- 3. a. a clever boy b. a boy clever
- 4. a. a fast car b. a car fast
- 5. a. a safe car b. a car safe

And post to conducting the tests the test results for the 80 students the tests results were calculated and analyzed. In the first question of pre and post tests the number of the students’ incorrect answers for the tests questions was 338 compared with 162 correct answers.

Frequency Table (4.4.5)in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

Choosing the Appropriate Forms

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
162	338	500

And post to conducting the tests the for the 80 students the tests results were calculated and analyzed. In the first question of the pre and post tests the students’ overall answers for the five test questions was calculated and the total number of the students ‘incorrect answers for the tests questions was 1904 compared with 1096 correct answers.

Frequency Table (4.4.6) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

Students' Overall Answers for the Five Questions

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
1096	1904	3000

The second study hypothesis is as the following:

2. A number of intralingual reasons lie behind the errors made by second year secondary school students.

In order to verify the first hypothesis correctness, the researcher has designed and conducted pre and post tests for the second year secondary school students.

The first test question was as the following:

Question One: Rearrange the following sentences correctly:

1. everyday/ her/ Rosie/ helps / mother
.....
2. Joe / a book / good / Yesterday / read
.....
3. shopping / Fridays / on / We / usually / go
.....
4. France / I / last year / visited
.....
5. at weekends / playing / tennis / I / enjoy
.....
6. hard / study / pass / the / If / you /will / exam / you

.....
7. your /hobby / is / favourite / What
.....

8. was / recently / The officer / promoted
.....

9. brother/ younger / My / is / ate / sweets / a lot of / ill / because / he
.....

10. had / toothache / Because / I / went / so / to / the dentist
.....

And post to conducting the tests the test results for the 80 students, the tests results were calculated and analyzed. In the first question of pre and post tests the number of the students' incorrect answers for the tests questions was 629 compared with 371 correct answers.

Frequency Table (4.4.7) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

The Arrangement of the Words

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
371	629	1000

During the process of learning English as a foreign language some students tend to form and use some English language sentences inappropriately. In this question the number of the students' incorrect answers for this question was 629 compared with 371 correct answers. This large number of incorrect answers reflects an intralingual error i.e is connected with the English language system and due to the transfer from Arabic which has a reverse order of "head and

modifier” to that in English – Arabic: Head + Modifier vs. English: Modifier + Head.

The second test question was as the following:

Question Two: Use one of the articles a, an or the in front of these nouns:

1. Sun is the nearest star to the Earth.
2. Before I go to bed, I usually have glass of milk.
3. Eating apple every day, will keep you healthy.
4. The police arrested man who robbed the bank.
5. It is raining outside, so don't forget to takeumbrella with you.

And post to conducting the tests the test results for the 80 students the tests resultswere calculated and analyzed. In the first question of pre and post tests the number of the students' incorrect answers for the tests questions was 348 compared with 371 correct answers.

Frequency Table (4.4.8) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

Using the Articles a, an or the

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
152	348	500

During the process of learning a foreign language some students form and use some grammatical structures inappropriately. In this question the number of the students' incorrect answers for this question was 348 compared with 152 correct answers. This large number of incorrect answers reflects an intralingual error i.e.is connected with the English language system. And because of the fact that the language learners in this study are Arabic speakers who do not have the

indefinite articles (a, and an) in Arabic that is why this part of language learning and use is to some extent problematic for these learners.

The third test question was as the following:

Question Three: Choose the correct verb form on the following:

1. My parents (gived – gave) me a present.
2. Ann (leaved – left) home early.
3. Tom (wined – won) the race easily.
4. John (sold – selled) his old car last year.
5. The newly married couple (bought – buyed) an apartment.

Frequency Table (4.4.9) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

Choosing the Correct Verbs Forms

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
176	324	500

The above table shows the frequency of the students' answers for the third question. The number of the students' incorrect answers for the tests questions was 324 compared with 176 correct answers.

During the process of learning a foreign language some students form and use some grammatical structures inappropriately. In this question the number of the students' incorrect answers for this question was 324 compared with 176 correct answers. This large number of incorrect answers reflects an intralingual error. i.e is connected with the English language system. Sometimes English language

learners tend to over generalize the rule of adding the verb ending (ed) to some present verbs to form the past tense of these verbs. And because of the fact that there are some past verbs that are formed by changing the root word and not by adding the ending (ed) to the end of these verbs such as give/gave, leave/left, win/won....etc, therefore, this incorrect use of verbs forms is regarded as an intralingual error i.e. is connected with the English language system.

The fourth test question was as the following:

Question Four: Underline the correct verb form on the following:

1. Paul (play – plays) football at weekends.
2. That lady (looks – look) healthy.
3. We (go –goes) shopping on Fridays.
4. Ali (feels – feel) glad today.
5. My family (have – has) breakfast at 9 o'clock every day.

Frequency Table (4.4.10) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

Underlining the Correct Verbs Forms

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
235	265	500

The above table shows the frequency of the students' answers for the fourth question. The number of the students' incorrect answers for the tests questions was 265 compared with 235 correct answers.

During the process of learning a foreign language some students form and use some grammatical structures inappropriately. In this question the number of the

students' incorrect answers for this question was 365 compared with 235 correct answers. This large number of incorrect answers reflects an intralingual error. i.e. is connected with the English language system. Some English language learners tend not to add the inflection (s) to the present verbs with third person singular such as in the sentences: He play football instead of saying He plays football or She look healthy instead of saying She looks healthy.... etc. therefore, the students' failure to add the inflection (s) to the end of some present verbs with third person singular is regarded as an intralingual error i.e.. is connected with the English language system.

The fifth test question was as the following:

Question Five: Which form on the following is appropriate?

1. a. a small house b. a house small
2. a. a weather nice b. a nice weather
3. a. a clever boy b. a boy clever
4. a. a fast car b. a car fast
5. a. a safe car b. a car safe

Frequency Table (4.4.11) in Terms of Numbers of Appropriate and Inappropriate Answers and Total Answers

Choosing the Appropriate Forms

Number of Appropriate Answers	Number of Inappropriate Answers	Total Answers
162	338	500

The above table shows the frequency of the students' answers for the fifth question. The number of the students' incorrect answers for the tests questions was 162 compared with 338 correct answers.

During the process of learning a foreign language some students form and use some grammatical structures inappropriately. In this question the number of the students' incorrect answers for this question was 338 compared with 162 correct answers. This large number of incorrect answers reflects an intralingual error. i.e. connected with the English language system. Some English language learners sometimes tend to form some English sentences or phrases starting with the head instead the modifier and not putting into consideration the fact that English has a reverse system of forming sentences starting with the modifier + head as in the phrase a beautiful girl and not a girl beautiful and a clever boy and a boy clever etc.

The third study hypothesis is as the following:

3. Many English language teachers do not use proper strategies and techniques in teaching English grammar for second year secondary school students.

In order to verify the third hypothesis correctness the researcher has designed and conducted a questionnaire for some English as a foreign language teachers and supervisors who work in the domain of English language teaching and learning to know about their opinions on the second year secondary school students' inappropriate syntactic and grammatical uses as well as the methods and techniques these teachers use in teaching English grammar in general and grammatical forms structures in particular.

The following is the first thesis and questionnaire hypothesis:

1. Some second year secondary students use some grammatical structures inappropriately.
- 2.

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Secondary school students make many errors in English grammar.					
2.	Secondary school students make errors in grammatical structures because some structures are complex.					
3.	Secondary school students make errors when forming some grammatical structures.					
4.	Secondary school students make errors when using some grammatical structures.					
5.	Secondary school students make more errors in compound sentences rather than in simple ones.					

Frequency Table (4.4.12) in Terms of Teachers’ and Supervisors’ Answers for the First Hypothesis Statements

The following frequency table shows the teachers’ and the supervisors’ answers for the first thesis and questionnaire statements:

The Answer	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
Strongly Agree	40	0	4	1	4
Agree	7	38	6	10	8
Neutral	2	12	38	14	15
Disagree	0	0	1	19	6
Strongly Disagree	1	0	1	6	17
Total	50	50	50	50	50

The frequency of the teachers' answers for the first statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers strongly agree, whereas, only a few teachers used the answers agree, neutral and strongly disagree.

- The frequency of the teachers' answers for the second statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answer agree, whereas, almost third of the teachers answered using the answer neutral.
- The frequency of the teachers' answers for the third statement ranges from strongly agree to strongly disagree. A considerable number of teachers answered using the answer neutral, whereas, only a few number of teachers used the answer strongly agree, disagree and strongly disagree.
- The frequency of the teachers' answers for the fourth statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers agree, neutral and disagree, whereas, only a few teachers used the answers strongly agree and strongly disagree.
- The frequency of the teachers' answers for the fifth statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the

answers neutral and strongly disagree, whereas, only a few teachers used the answers strongly agree, agree and disagree.

The following is the second thesis and questionnaire hypothesis:

2. Some intralingual reasons are behind these errors made by secondary school students.

No.	Statements	Stron gly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Secondary school students make grammatical errors because of the difficulty of the English grammar.					
2.	Secondary school students make more errors in grammatical structures rather than in the other language areas.					
3.	Secondary school students make errors because some English grammatical rules have many exceptions.					
4.	Secondary school students make errors grammatical structures in paragraphs rather than in separated sentences.					
5.	Secondary students make grammatical errors because some students do not regularly perform their grammar exercises.					

Frequency Table (4.4.13) in Terms of Teachers’ and Supervisors’ Answers for the Second Hypothesis Statements

The following frequency table shows the teachers’ and the supervisors’ answers for the second thesis and questionnaire statements:

The Answer	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
Strongly agree	46	0	1	1	4
Agree	1	46	18	15	13
Neutral	1	3	27	19	11
Disagree	1	1	2	14	11
Strongly Disagree	1	0	2	1	11
Total	50	50	50	50	50

- The frequency of the teachers’ answers for the first statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers strongly agree, whereas, only a few teachers used the answers agree, neutral, disagree and strongly disagree.
- The frequency of the teachers’ answers for the second statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answer agree, whereas, only a few teachers answered using the answers neutral and disagree.
- The frequency of the teachers’ answers for the third statement ranges from strongly agree to strongly disagree. A considerable number of teachers answered using the answers agree and neutral, whereas, a few number of teachers used the

answer agree and only a few number of teachers used the answers strongly agree, disagree and strongly disagree.

- The frequency of the teachers' answers for the fourth statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers agree, neutral and disagree, whereas, only a few teachers used the answers strongly agree and strongly disagree.

The following is the third thesis and questionnaire hypothesis:

3. Some secondary school teachers do not use proper methods and techniques for teaching grammatical structures.

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Because many English teachers are not well trained for teaching English grammar, this may result in the deterioration of their students' level in English grammar.					
2.	Some teachers do not teach grammatical rules within contexts i.e they teach grammatical rules in isolation from their contexts.					
3.	Some teachers do not use convenient methods for the structures ought to be taught.					
4.	Some teachers do not allocate sufficient time for teaching grammatical structures.					
5.	Some teachers do not give proper correction for their students' inappropriate usages and production.					

Frequency Table (4.4.14) in Terms of Teachers’ and Supervisors’ Answers for the third Hypothesis Statements

The following frequency table shows the teachers’ the and the supervisors’ answers for the third thesis and questionnaire statements:

The Answer	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
Strongly agree	47	0	3	0	4
Agree	0	44	11	14	12
Neutral	1	5	34	11	10
Disagree	2	1	1	9	8
Strongly Disagree	0	0	1	16	16
Total	50	50	50	50	50

- The frequency of the teachers’ answers for the first statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers strongly agree, whereas, only a few teachers used the answers neutral and disagree.
- The frequency of the teachers’ answers for the second statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answer agree, whereas, only a few teachers answered using the answers neutral and disagree.
- The frequency of the teachers’ answers for the third statement ranges from strongly agree to strongly disagree. A considerable number of teachers answered using the answers agree and neutral and strongly disagree, whereas, a few number of teachers used the answers strongly agree and disagree.

- The frequency of the teachers' answers for the fourth statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers agree, neutral, disagree and strongly disagree.
- The frequency of the teachers' answers for the fifth statement ranges from strongly agree to strongly disagree. The majority of teachers answered using the answers agree neutral and disagree, whereas, only a few number of teachers used the answers strongly agree and disagree.

MAIN FINDINGS of the STUDY, CONCLUSIONS, RECOMMENDATIONS and SUGGESTIONS for FURTHER STUDIES

5.0: Introduction

The fifth chapter is the study final chapter which includes the study summary, the study findings, recommendations and suggestions for further studies in the field of language learning and error analysis.

5.1: Summary of the Study

This study is a descriptive and analytical one that attempted to analyze the impact of using some inappropriate English syntactic structures among second year secondary school students in some government and private schools in Khartoum State for the School Year 2018/2019.

This study offers a good chance for students and teachers to learn about some syntactic structure problems that face learners of English as a foreign language.

This study consists of five chapters. The purpose of the study is to analyze the using and forming of some inappropriate grammatical and syntactic structures among second year secondary school students who learn English as a foreign language. The second chapter of the study reviews and discusses some previous related studies that have been conducted in the same field. Pre and post tests and a questionnaire have been carried out and used as instruments for the data collection. The study has found out that a large number of students face difficulties when forming and using some English grammar structures due to some factors such as the complexity of some grammatical rules in addition to language

learners' practices such as overgeneralizing some grammatical rules or insufficient practice for these rules.

And post to conducting the study and reaching some findings on the reasons of these inappropriate uses, the researcher has recommended some recommendations so as to help lessening students' errors frequency and the best way overcome them. Moreover, the researcher also provided some recommendations for the English teachers and supervisors who work in the field of English teaching and learning which might be of some help in teaching grammar in general and grammatical structures in particular.

5.2: Main Findings:

Post to conducting the study, the researcher has found out that:

1. Many English language learners form some syntactic structures inappropriately.
2. Many English language learners use some syntactic structures inappropriately.
3. Most of the student's inappropriate usages are intralingual errors i.e. that are connected with the English language system.
4. One of the most common students' inappropriate usages is the overgeneralization of adding the verb ending (ed) to irregular past verbs to form the past tense forms like write/writed.
5. Another problematic area for the students in grammar learning is the failure of many students in adding the inflection (s) to the verbs with third person singular as a sentence subject as in the sentence: He like reading.
6. Nearly all students make more errors in complex and compound rather than in simple sentences.
7. Many inappropriate usages are due to the lack of sufficient practice for the grammatical rules that have already been learnt.

5.3: Conclusions and Recommendations

Based on the study findings the researcher recommends the following;

1. English language teachers should enlighten their students about the importance of forming and using correct English syntactic structures.
2. Teachers should observe, analyze and correct their learner' grammatical inappropriate usages.
3. Teachers should allocate more time and effort for teaching the problematic areas in addition to more time for correcting their students' inappropriate errors.
4. Teachers should use appropriate methods and techniques for teaching English grammar.
5. Teachers should evaluate the feasibility and the appropriateness of the grammar methods they use on the basis of their students' understanding and performance.
4. Students should practice more language and syntactic structures so as to lessen their errors frequency.
6. Students should know the fact that errors and inappropriate usages are common and curable in any learning process.

5.4: Suggestions for Further Studies

The area of teaching English in general and grammar in particular still needs more studies and researches that should be more related to the syntactic structures teaching methods and techniques, the researcher suggests the following studies to be conducted in the field:

1. A similar study can be conducted to investigate the difficulties that encounter secondary school students in using well-formed English sentences.
2. A similar study can be conducted regarding secondary school students' inability of using English sentences with appropriate semantics.
3. A similar study can be conducted regarding the difficulties that face English language teachers when teaching grammar in terms of the class time allocated to teaching English grammar.

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The Appendices

Sudan University of Science and Technology

College of Graduate Studies

College of Education

An Examination on Investigating the Impact of Inappropriate Syntactic Usages of the Meaning of Sentence in English Language

Student's Name:..... Year:.....

Question One: Rearrange the following sentences correctly:

1. everyday/ her/ Rosie/ helps / mother
.....
2. Joe / a book / good / Yesterday / read
.....
3. shopping / Fridays / on / We / usually / go
.....
4. France / I / last year / visited
.....
5. at weekends / playing / tennis / I / enjoy
.....
6. hard / study / pass / the / If / you / will / exam / you
.....
7. your / hobby / is / favourite / What
.....
8. was / recently / The officer / promoted
.....

9. brother/ younger / My / is / ate / sweets / a lot of / ill / because / he

.....

10. had / toothache / Because / I / went / so / to / the dentist

.....

Question Two: Use one of the articles **a, an or the** in front of these nouns:

1. Sun is the nearest star to the Earth.
2. Before I go to bed, I usually have glass of milk.
3. Eating apple every day, will keep you healthy.
4. The police arrested man who robbed the bank.
5. It is raining outside, so don't forget to takeumbrella with you.

Question Three: Choose the correct verb form on the following:

6. My parents (gived – gave) me a present.
7. Ann (leaved – left) home early.
8. Tom (wined – won) the race easily.
9. John (sold – selled) his old car last year.
10. The newly married couple (bought – buyed) an apartment.

Question Four: Underline the correct verb form on the following:

6. Paul (play – plays) football at weekends.
7. That lady (looks – look) beautiful.
8. We (go – goes) shopping on Fridays.
9. Ali (feels – feel) glad today.
10. My family (have – has) breakfast at 9 o'clock every day.

Question Five: Which form on the following is appropriate?

6. a. a small house b. a house small
7. a. a weather nice b. a nice weather
8. a. a clever boy b. a boy clever
9. a. a fast car b. a car fast

10.a. a safe car b. a car safe

Sudan University of Science and Technology

College of Graduate Studies

Faculty of Education

Department of English Language

Subject: A Questionnaire for EFL Teachers

Dear teachers:

I am a researcher working on a Ph D thesis entitled “Investigating the Impact of Inappropriate Syntactic Usages of the English Sentence”, would you please answer the following questions? Your opinion and time are highly valued and it is greatly appreciated. The information obtained here will be for analysis purposes and will remain strictly confidential

Section One:

General Information: Put a tick (√) in the appropriate place to indicate your choice:

1 - Name..... (Optional)

2 - Gender: a. Male () b. Female ()

3 - Years of Experience:

a. 1 to 5 () b. 6 to 10 () c. 11 to 15 () d. Above 15 ()

4 -Qualifications in English

a. Bachelor () b. Master () c. Ph D ()

5 - College of Graduation:

a. Education () b. Arts () c. Other ()

6 - Job Title:

a. Teacher () b. Supervisor ()

Section Two: The Thesis Hypotheses

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Secondary school students make many errors in English grammar.					
2.	Secondary school students make errors in grammatical structures because some structures are complex.					
3.	Secondary school students make errors when forming some grammatical structures.					
4.	Secondary school students make errors when using some grammatical structures.					
5.	Secondary school students make more errors in compound sentences rather than in simple ones.					

1. Some secondary school students do not use some syntactic structures correctly.

2. Some intralingual reasons are behind these errors made by secondary school students.

3. Some secondary school teachers do not use proper methods and techniques in teaching grammatical structures.

1. Some secondary school students do not use some syntactic structures correctly.

2. Some intralingual reasons are behind these errors made by secondary school students.

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Secondary school students make grammatical errors because of the difficulty of the English grammar.					
2.	Secondary school students make more errors in grammatical structures rather than in the other language areas.					
3.	Secondary school students make errors because some English grammatical rules have many exceptions.					
4.	Secondary school students make errors grammatical structures in paragraphs rather than in separated sentences.					
5.	Secondary students make grammatical errors because some students do not regularly perform their grammar exercises.					

3. Some secondary school teachers do not use proper methods and techniques for teaching grammatical structures.

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Because many English teachers are not well trained for teaching English grammar, this may result in the deterioration of their students' level in English grammar.					
2.	Some teachers do not teach grammatical rules within contexts i.e they teach grammatical rules in isolation from their contexts.					
3.	Some teachers do not use convenient methods for the structures ought to be taught.					
4.	Some teachers do not allocate sufficient time for teaching grammatical structures.					
5.	Some teachers do not give proper correction for their students' inappropriate usages and production.					

Validity

To check the validity of the tests and the questionnaire, the tests and the questionnaire have been passed to a number of Ph D holders from different Sudanese universities who work in the domain of ELT and EFL as judges and post to revising the tests and the questionnaire some questions and statements have been removed from them and some others have been added to them, which proves the validity of the study tools.

1. Prof. Mahmud Ali Ahmed, Sudan University for Science and Technology
2. Prof. Ali Khalid Mudawi, Sudan University for Science and Technology
3. DrMuntasir Mubarak, Sudan University for Science and Technology
4. DrSawsan Al FadalAl Abaas, Sudan University for Science and Technology
5. DrAmelKhogolyMhomoud, Sudan University for Science and Technology