

**AN ANALYSIS OF DEVIANT LANGUAGE BEHAVIOUR  
OF YEMENI LEARNERS IN THEIR WRITTEN COMPOSITION IN  
ENGLISH**

**(A Case Study of Students of English in the Faculties of Education Affiliated to  
Sana'a University, Yemen)**

**A thesis submitted to the university of Hyderabad for the degree of  
Doctor of Philosophy**

***In***

**ENGLISH**

***By***

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"In the Name of Allah, the Most Gracious, the Most Merciful"

"وَقُلْ رَبِّ زِدْنِي عِلْمًا"

**"Say: My Lord! Increase me in knowledge"**

## DEDICATION

*TO MY WIFE AND MY SONS,  
HASSAN AND ABDULRAHMAN, FOR THEIR  
SUFFERING THROUGHOUT MY RESEARCH  
WORK*

## CERTIFICATE

This is to certify that the work incorporated in the thesis entitled ***"An analysis of deviant language behaviour of Yemeni learners in their written composition in English: A case study of Students of English in the Faculties of Education affiliated to Sana'a university, Yemen"*** submitted by **Mr. Hameed Yahya A. Al-Zubeiry** has been carried out by the candidate under my supervision. This is his work and does not constitute part of any material submitted for a degree in this university or in any other university or institution.

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## DECLARATION

I hereby declare that the work embodied in the thesis entitled ***"An analysis of deviant language behaviour of Yemeni learners in their written composition in English: A case study of Students of English in the Faculties of Education affiliated to Sana'a university, Yemen"*** has been carried out under the supervision of **Dr. Afeefa Banu**, Reader, Department of English, School of Humanities, University of Hyderabad, for the full period prescribed under the Ph.D. ordinances of the University.

I hereby declare to the best of my knowledge that no part of this thesis was previously submitted for the award of any degree to any University or institution.

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## ABBREVIATIONS AND SYMBOLS

AFsE	Affiliated Faculties of Education (Sana'a University)
B.Ed.	Bachelor of Education
CA	Contrastive Analysis
CPH	Critical Period Hypothesis
DLB	Deviant Language Behaviour
EA	Error Analysis
e.g.	For example
EFL	English as a Foreign Language
ESL	English as a Second Language
etc.	etcetera
FES	Faculty of Education, Sana'a
i.e.	That is
IL	Interlanguage
L1	First Language
L2	Second Language
MT	Mother Tongue
<b>NL</b>	Native Language
NS	Native Speakers
NNS	Non-native Speakers
SMA	Standard Modern Arabic
Sq. Km.	Square Kilometres
TL	Target Language
Viz	Namely
*	Showing that an error is committed
%	Percentage

## ABSTRACT

There is growing concern about the steady deterioration of the standards of English proficiency of Yemeni university students in their written performance. Consequently, the present study is intended to investigate the problems that the Yemeni university students have in their written compositions. These problems are analyzed in terms of Deviant Language Behaviour (DLB).

DLB is a characteristic of the learner's performance at a given point of time. The eradication of DLB is the process of development of control over language elements. It is based on the assumption that contrastive analysis is not the only approach addressing the problems like designing properly graded materials. The predicting power of Jtfe contrastive analysis is confronted with approaches **that** are directly concerned with learner's approach, what some scholars like Corder (1971), **Burt** (1971), and Richards, prefer to call "Error Analysis" or "Goof Analysis" Approach.

The analysis of DLB in the written compositions of our students provides a significant insight into the nature of difficulties that face the students in their writing. These difficulties are investigated with reference to two major areas: Mechanics (grammar) and Organization (paragraph development).

The target population of the study consists of a group of 160 students enrolled in the second year in the Departments of English in the Faculties of Education affiliated to Sana'a University. This group of students is homogeneous. The students have an identical instructional background. Their socio-economic background is the same. They speak the same mother tongue (Arabic).

The data for the study consists of the results of two elicitation tasks (mainly, free writing tasks). A try-out session was first administered on a group of 40 students to have control on the variables that might emerge in the course of administrating the main session on the real sample.

The study consists of five chapters. Chapter one sets out to offer a general background to the study. It offers a general background to the study with an introduction on the Arab world and the Republic of Yemen including a brief overview of the educational system in Yemen, importance of English in Yemen, status of English in Yemen, the current state of the English language in the government schools, and the existing curricula structure in English. The chapter also surveys the comprehensive situation of teaching English in the Faculties of Education- Sana'a University. This includes a statement of the needs for teaching English, professionalism of teachers of English, and syllabus of English in the Faculties of Education. The chapter ends with the following parts relating to the study: Statement of the problem of the study, rationale of the study, hypothesis of the study; significance of the study; rationale for the selection of the affiliated Faculties of Education, Sana'a University.

Chapter two presents the theoretical background and literature review relating to the study. It begins with a brief overview on the difference between speech and writing in terms of communication. This is followed by a general background on writing in English as a second language. Then, the chapter reviews the different approaches relating to the study of DLB. These approaches are viewed in linguistic and non-linguistic terms. The non-linguistic approaches are Sociological Approach, Psychological Approach, and Neurophysiological Approach. The linguistic approaches are Contrastive Analysis Approach and DLB



Approach- (Error Analysis Approach). The chapter also includes a survey of previous error analysis-based studies on the problems that Arab students encounter in their written English.

Chapter three outlines the methodology used in the study to achieve the set aims and objectives. It starts with giving a general idea on the data collection in terms of time and place. It also provides a brief description of the target population. This is followed by an overview on the purpose and the technique of conducting the try-out session. Then, it describes the elicitation techniques followed in the main session. The chapter also provides information on the areas of investigation in the study. It ends with an exhaustive description on the method of analysis and procedures of computing deviation scores used in the study.

Chapter four presents the results of data analysis. Arising out of the interpretation of the data, it has been shown that Yemeni learners of English in the Faculties of Education make severe deviations in their written compositions. These deviations are manifested in terms of grammar and paragraph organization. They are mainly attributed to factors like inter-language interference, intra-language interference, faulty methods of teaching, and lack of exposure to the target language. The findings of the study indicate that mother tongue interference is the main factor behind the occurrence of deviations in both the grammatical level as well as the level of paragraph development.

Chapter five summarizes the findings of the study. It also highlights some pedagogical implications (recommendations and suggestions) in the light of the findings of the study. The chapter ends with some suggested topics for further research.

# CHAPTER ONE

## Introduction and Background

The present study has been conducted in one of the Arab world countries- the Republic of Yemen-, and the data collected was administrated to a sample of students studying English in the University of Sana'a. Therefore, a background to the study including the factors that have roles directly or indirectly in shaping the English language competence of the Yemeni students is called for.

This chapter sets out to offer a general background to the study. It starts with a brief introduction on the Arab world and the Republic of Yemen. Then, it reviews the educational system in Yemen in the northern region and the southern region especially during the post -unification era, after May 1990. This is followed by a brief discussion on the aspects pertaining to the importance of English, the status of English as well as the need for English in Yemen, the current state of the English Language in the government schools, the existing curricula structure in English, teaching technology, teacher competence and the evaluation system in English. The study focuses on the comprehensive situation of teaching English obtaining in the Faculties of Education, Sana'a University. The analysis includes a statement of the needs for teaching English, professionalism of teachers of English, syllabus of English in the Faculties of Education. The chapter ends with the following parts, which relate to the present study: statement of the problem, rationale of the study which is further divided into three parts namely, rationale, selection of writing and the notion of Deviant Language Behavior, hypothesis of

the study, objectives of the study, significance of the study, scope of the study and the rationale for the selection of the Affiliated Faculties of Education - Sana'a University.

### **1.1. THE ARAB WORLD**

The Arab world is spread over a vast area, which extends from the Atlantic Ocean in the west to the Gulf in the east. Accordingly, it covers a considerable area in both Africa and Asia. Geographically, The Arab World can be classified into the following regions: Yorkey, (1977: 58)

1. The Arabian Peninsula: It contains Yemen, Saudi Arabia, Oman, Emirates, Qatar, Bahrain, and Kuwait.
2. The Fertile Crescent: It consists of Palestine, Jordan, Syria, Iraq, and Lebanon.
3. Eastern North Africa: It comprises Egypt, Sudan, and Libya.
4. Western North Africa: It consists of Morocco, Algeria, Tunisia, and Mauritania.

Arabic is the language of Arabs and spoken by a large area including North Africa, the Arab Peninsula and part of the Middle East (Encyclopedia Encarta, 1997). It is the language of the sacred Book, Koran - and the religious language of all Muslims.

### **1.2. THE REPUBLIC OF YEMEN**

Yemen has several names in books of history; ancient geography termed it Arabia Felix, or happy Arabia. The Republic of Yemen lies in the South Western part of Asia and in the South of Arabian Peninsula. It is bounded on the north by

Saudi Arabia and bounded on the south by the Arab Sea and Aden Gulf, to its east lies Oman and to the west is the Red Sea. Yemen has many islands along its coasts on the Red Sea and the Arab Sea. The largest island is Socotra, which is on the Arab Sea and is about 150 km far from the Yemeni coast.

Yemen lies between latitudes 12-20 north of the Equator, and longitude 41-54 east of Greenwich. The total area of the country is 555,000 Sq. Km., excluding the Rub-Al-Khali (The empty Quarters). The population of Yemen is 16482000 according to census carried out in 1997 (Statistical year book 1997).

The Republic of Yemen consists of eighteen administrative divisions called governorates (provinces). Sana'a is the capital city. Aden, which has been announced as a free zone, is its economic and commercial capital. The other major cities are Taiz, Hodeidah and Hadhramount.

Before the unification, Yemen was divided into two regions: the Northern Region and the Southern Region. The northern region was known as the Yemen Arab Republic. It was ruled by the Imam (Monarch) dynasty (1918-1962) that isolated it completely from the rest of the world. However, it was only after the revolution on September 26, 1962, that Yemen established a contact with the rest of the world.

The southern region, on the other hand, was occupied by the British colonization (1839-1967). It gained its independence on October 14, 1963. The situation in the southern part was not as bad as that of the northern region as it was exposed to the western world for two decades. Nevertheless, the situation for

the two regions remained the same. They were deprived of the benefit of modern education.

### **1.3. THE EDUCATIONAL SYSTEM IN YEMEN**

#### **1.3.1. The Educational System in the Northern Region**

Prior to the revolution in 1962, the only education provided for children was at Islamic schools known as "alma'lamah" - a place where students used to sit around a teacher under a tree- or in schools built in various villages through local initiative. The expected goal of these schools was centred around reading, writing and memorizing the Holy Koran. Thus, there was no formal curriculum and very little attention was paid to science or mathematics. Moreover, a negligible number of students were able to join these schools. This was due to the fact that learning was limited to those people who were able to afford education. The long distance of the schools and road network was another a stumbling block in this direction.

Following the overthrow of the Imamate regime, education developed in leaps and bounds. The subsequent nationalist governments left no stone unturned to usher in a modern educational system in keeping with the needs and aspirations of the people. Some Arab countries like Egypt, Kuwait, and Saudi Arabia contributed substantially in terms of finance and manpower. At the outset, there were teachers from Egypt, Sudan, and Syria teaching in the Yemeni schools. They were paid either by their respective countries or through the financial assistance received from the consortium of friendly countries.

As Yemen was a member of the Arab league, it was committed to follow canons laid down in the charters of the Arab league cultural Pact and adopt the

recommended educational system at that time. Consequent upon the restructuring of the school system, it consisted of six years of primary school, three years of intermediate and three years of secondary school, with a choice of academic, vocational, technical or teacher training education.

### **1.3.2. The Educational System in the Southern Region**

Since the southern region of Yemen was under the British occupation, education was directed for preparing clerks, translators or teachers to serve the interest of the Britishers in the urban areas. Furthermore, education was confined only to the people who lived in the capital, Aden. The classical educational pattern, on the other hand, continued in the rural areas. It was limited to the teaching of Holy Koran and Arabic Language. This kind of education was, by and large, sponsored by local Yemeni people.

With the independence in the south in 1967, major education plans were put into place, despite severe financial constraints in the new Republic. Education for all was seen as a way forward and a massive training and building programme mounted. With help from friendly neighbouring countries and various aid-projects, a network of schools and vocational training centers were established. However, due to the difficult and expensive construction of road network, a preliminary and modest attempt was made to provide the facility of education in all areas of the country for at least the primary stage.

In the seventies, things began to register an upward trend in the educational system in the south. Education was based on a system of 'unity' schools for first eight years, then four years of secondary school, on par with the pattern implemented in the northern region.

Both parts of Yemen were plagued with an identical set of problems such as insufficient government budgets, lack of Yemeni teachers, inefficiency in management and urban bias. Since the unification on May 22, 1990, these problems were compounded as the new government encountered a formidable challenge of establishing a uniform national administrative system in order to cope with the demands of education. Moreover, in the period between 1990-91, Yemen's plight increased manifold when more than 160,000 students returned with their families from Saudi Arabia and Gulf Countries following the Gulf War II. A system, which was already groaning under an enormous pressure, of providing enough classes, teachers and materials had to bear the brunt of the additional, huge influx of students.

### **1.3.3. The Educational System in Yemen after the Unification 1990**

#### **1.3.3.1. The School Ladder**

With the advent of the unification on May 22, 1990, the two regions - the South and the North - became one country under the name of the Republic of Yemen. Consequently, the prevalent system of general education in Yemen was restructured into an integrated system. Presently, it consists of nine years of basic education (age 6-15) and three years of secondary education under the control of the Ministry of Education. At the end of the basic education (i.e., the ninth year), students appear for a centralized public examination. On the basis of passing this exam, students are allowed to continue their secondary schooling. In the secondary education, students are required to study a common first-year curriculum. Then, they are free to choose either the scientific or literary streams for the remaining two years. At the end of the third year, students have to pass a

centralized secondary leaving certificate examination. This certificate qualifies them for higher education. However, there is a mandatory gap of one year before pursuing their higher education. In addition, the government established the following types of secondary schools, which qualify the students for professional purposes:

Technical Secondary Schools

Vocational Training Centres

Veterinary Training Schools

Health Manpower Training Institutes

Agricultural Secondary Schools.

#### **1.3.3.2. The Administrative System of Education**

The Ministry of Education is the apex authority, which has been vested with the power to take decisions relating to the educational system in Yemen. Since the educational programme is centralized, it is the duty of the Ministry of Education to supervise the implementation of the educational policy in all over the country. It is further entrusted with the task of building new schools, recruiting new teachers and officers, supplying the schools with the necessary equipment and furniture. It is also responsible for framing the curriculum and providing the schools with the textbooks and other teaching materials prescribed for teaching.

In order to facilitate fulfilling the targeted objectives, the Ministry of Education has established a number of education offices in all of the provinces of the country. The task of these offices is to carry out the plans and policies set by the ministry, and to monitor the proper and adequate implementation of the policy



formulations in the schools through the educational, financial, and administrative and teachers' supervision channels formed in these offices.

School occupies a lower rung than the educational officers in terms of the hierarchical structure of the Ministry of Education. In general, the schools are managed by principals who are assisted by two deputies. The role of the principals is to run the schools according to the rules and plans drawn by the ministry. They are expected to frame the schedule of the teaching programme, supervise the performance of the respective teachers and follow the requirements of schools such as: manpower, text-books, equipment, furniture and other teaching aids and materials.

#### **1.3.3.3. Higher Education in Yemen**

Higher education at the university level is provided by the government universities, controlled by a central body, chaired by the Prime Minister of the country. These universities are as follows: Sana'a University, Aden University, Taiz University, Hodeidah University, and Dhamar University. In addition, there are other private universities and colleges in different cities of the country such as: University of Science and Technology, University of Iman (Faith), university of Applied Science, university of Queen's Arwa, Yemenia University, Saba'a University, the National University, The American University, College of Al-Uloom Al-Shar'ayah, and High college of Holy Koran.

Admission to the higher education is based on the secondary certificate. A score of at least 85 per cent is required for admission to the Faculties of Medicine and Engineering. For the Faculties of Science, Agriculture and Commerce, the requirement is 75-80 per cent. For the Faculties of Law, Education and Arts it is

70-75 per cent. Students who do not fall into these categories can join any of the institutes of semi-university status.

#### **1.4. IMPORTANCE OF THE ENGLISH LANGUAGE**

English is considered to be the most widely used language in the world. It is the language of science, technology, education, politics, business and trade, law courts and the mass media. A vast majority of people across nations communicate with each other through English. It is simply the source language opening the window or the international community in the global village and, as such, the passport to progress in every field of human endeavor. As a result, it has been recognized as an international language all over the world.

Knowledge of English, therefore, is an essential requirement in all branches of education and research. Moreover, learning a foreign language like English gives a person opportunities for contact with others and consequently enables him/her to share chances of employment in spheres where the language is used. By virtue of the fact that English is the medium of wider communication, one can establish economic, cultural, commercial and political relations with the rest of the world. Robert Burchfield, the Editor of the ***Oxford English***, has rightly observed, "Any literate educational person on the face of the Globe is deprived if he does not know English" (Cited in El-Sayed 1993:61).

#### **1.5. STATUS OF THE ENGLISH LANGUAGE IN YEMEN**

Arabic is the official language that is used in Yemen. It is the medium of communication, education, administration, and discussion in the parliament, legal procedures and mass media. Compared with Arabic, English is considered to be

a foreign language. It is used for the purposes of international communication. However, this does not imply that the use of English is confined to the purposes mentioned above. As a matter of fact, there are situations and environments where English maintains the status of second language within the country. The foreign companies investing in different parts of Yemen, for instance, use English as a medium of communication and administrative procedures. Moreover, there are many expatriates living and working in the country who take recourse to English as a language of communication with the Yemeni people. Tourists visiting Yemen use English as their link language for interacting with the people. In short, the importance of English in Yemen is not restricted only to interests and purposes outside the country. Its importance has been increasingly felt as a catalyst of progress for the country. And this has been confirmed by Hillenbrand (1994:5073), cited in Al-Mekhlefi (1999), who states:

Since the unification, English is slowly beginning to become the most important second language in Yemen. English is the lingua franca among the non-Arab groups (from the UK, Germany, the USA, Pakistan, the Philippines, Malaysia and other countries working in Yemen.

## **1.6. THE NEED FOR ENGLISH IN YEMEN**

In realization of the ever-increasing importance of English in the field of science and technology and as an instrument for opening the door to the world, the government of Yemen introduced English in education as early as 1962 to keep pace with the rapidly changing educational spectrum of the rest of the world as echoed in the inaugural address of Abdul Ghani, the then Prime Minister

during a symposium on ELT (English Language Teaching), held at Sana'a University, Faculty of Arts, March 1976:

Before the revolution our country was long isolated from the rest of the world. So we need English urgently as a means of our "window" on the scientifically and technologically advanced parts of the world. We simply cannot afford to take the teaching of English to our students lightly. (Abdul Ghani, 1976)

On the basis of the fact that English has become an important language in Yemen, It has been introduced as a mandatory subject in the Yemeni curriculum with the major objective of training learners to use English effectively for a wide variety of purposes of communication. In addition, in view of the need for English it continued to be a compulsory subject for all disciplines at the university level.

In keeping with the primacy of English in the educational sector, the mass media exerted efforts to present English through different channels in the media. Accordingly, ten-minute news capsule in English is broadcast from the two radio channels 1 & 2. Everyday a one-hour programme captioned '**Weekly-round up**' and '**Window on Yemen**' used to be produced on T.V. In the press sector, the first Yemeni English newspaper '**Yemen Times**' started its publication in 1990 under an individual initiative. Presently, this newspaper is issued bi-weekly, which includes an educational page supplement that aims at improving the learners' English. Moreover, there are other English newspapers as well, namely, '**Yemen Gazette**' and '**Yemen Observer**'.

Keeping in view the fact that English is, for all intents and purposes, the language of opportunity, Yemeni learners are conscious of the immense potential of English for achieving socio - economic advancement. They can get highly paid

jobs in government institutions or private sectors where English occupies a crucial importance. In addition, a large number of vacancies advertised on the national newspapers require the applicants to be fluent in English. Besides, many translation offices opened in different parts of the country are in need of translators from Arabic to English and vice versa. Therefore, proficiency in English is considered a guarantee for any individual in Yemen to secure a job.

In order to meet the increasing requirements and need of English by the people a great number of institutes of English has sprung up in the country. These institutes provide courses in English to improve the proficiency of the ever-swelling clientele. On the basis of the amount of English that a learner receives in these institutes, he is likely to find a job in the environment mentioned above. Moreover, there are a considerable number of learners joining the departments of English language established all over the country every academic year.

To conclude, the need for English language in Yemen cannot be over estimated. English holds the key to success and helps any individual achieve upward social mobility. In the fitness of things, a sound command of English is considered an indispensable imperative not only in Yemen but also in the entire world.

## **1.7. THE ENGLISH LANGUAGE IN THE GOVERNMENT SCHOOLS**

### **1.7.1. Late Introduction of English in the Curriculum**

English language is taught as a compulsory subject in all of the Yemeni schools. The instruction of English continues for six years commencing from class seven (age 13) till the end of the secondary stage. (Class twelve). The students

receive an average period of 45-minute contact six times per week with the objective that by the end of the secondary school, the learners are able to use English optimally, fluently and efficiently. However, the fact that English is introduced to the Yemeni learners at the age thirteen, violates the criterion of ideal age of learning as envisaged in the critical period hypothesis, which states:

According to the biologist Lennberge, the critical period lasts until puberty (around age 12 or 13 years), and is due to biological development. Lennberge suggested that language learning may be more difficult after puberty because the brain lacks the ability for adaptation. This, he believed, was because the language functions of the brain have already been established in a particular part of the brain; that is, because lateralization has already occurred by this time. (Richards et, al, 1985: 68-69)

This implies that the earlier the learner is exposed to the foreign language (English) the easier he learns it. Therefore, we are of the view that English in the Yemeni schools should begin at an earlier stage i.e., age 6, so that learners can establish a good foundation of English.

### **1.7.2. The Curriculum in English**

Curriculum plays a crucial and decisive role in the academic scenario of any country. It provides insights into how the inputs of learning are applied successfully in order to arrive at the optimal outcomes. Generally speaking, the syllabus of English in the Arab countries is manifest in a shape of textbook. Yemen is no exception. A cursory glance at the curricular profile of English in Yemen offers a disturbing trend. As a matter of fact, the curriculum of English in Yemen has been unstable since 1962. First, the Egyptian curriculum called '**The Nile course of English**' was introduced in the Yemeni Schools. Owing to the reasons that this textbook was designed for the Egyptian students; and it was

modeled on the Grammar - Translation Method whose influence is still prevalent in the Yemeni teachers of English, it proved to be unsuitable for the Yemeni learners. Consequently, another English course was introduced, viz., ***'The Progressive Living English for the Arab World'***. It was used in the Gulf countries and it claimed to be based on the Communicative Method. However, it did not address the needs and aims of the English language teaching in Yemen. In view of the long felt need to have a course that suits the socio-academic needs of Yemeni learners, experts from the Ministry of Education with the collaboration with the British Council in Yemen, designed a new series entitled ***'English for Yemen (EFY)'***. It was based on a compromise between Structural and Communicative Methods with emphasis on the later. Nevertheless, the structure and the design of the course, more or less, maintained the characteristics of the Structural Method. According to Al-Mekhlafi (1999), the goals of EFY courses in the secondary stage are:

- 1- To give further practice in the language acquired at the preparatory stage.
- 2- To consolidate the language acquired at the preparatory stage.
- 3- To extend the students' knowledge of the basic language acquired at the preparatory stage.
- 4- To introduce the students to practice in scientific language, vocabulary, sentences which are read in scientific descriptions.
- 5- To give the students practice in basic scientific language, vocabulary, sentences which are read in scientific descriptions.
- 6- To give the students some knowledge of the descriptions of language.
- 7- To give the students study skills, e.g., extraction of information from text such as, reading, summarizing, categorizing, defining etc.,

However, the results of an evaluation of the EFY led the Ministry of Education in conjunction with specialists from Sana'a University and Educational Research and Development Center, to replace the EFY series by a new series called ***Crescent English Course'***, which was published by Oxford University Press. It is basically designed according to the Communicative Approach. In spite of the fact that this textbook has proved to be more useful compared to the previous ones, it has been criticized for not taking into account the socio-cultural environment of Yemen and it has been found not graded in terms of structure and vocabulary.

Sahu (1999: 9), a prominent educationalist in Yemen, for instance, states:

A close scrutiny of the text-books prescribed for different grade levels, illustrates the situations. The text-book series titled "Crescent" may be taken as a case in point despite their merits, books have many shortcomings, which render them unsuitable for most Yemeni learners of English. These are not properly graded for teaching vocabulary and structures, do not take into cognizance the entry behaviour (EB) or the 'schema' (background knowledge) of the learners for who they are intended. There are not enough communicative activities to encourage the learners to participate in language games involving productive and receptive language skills.

In short, the inability to pin down the specific needs of the EFL learners has seriously affected the effectiveness of the subsequent attempts at curricular renewal of English in Yemen. Therefore, a lot of deliberations and careful planning has to precede the designing of the future curriculum taking into account the socio-cultural background of the learners as well as their needs.



### 1.7.3. Methods of Teaching

The Grammar-Translation Method is the dominant method adopted by most teachers of English in Yemen. It is widely practiced in Yemeni schools and colleges. Al-Mekhlafi 1999:12), describes how this method is used in a typical classroom in Yemen. He states:

Typically, a teacher comes to the classroom, opens the text-book and translate the text into Arabic word by word and asks the students to memorize the new vocabulary items and structure.

As for teaching grammar, the teacher explains the grammar of the target language in Arabic and gives examples in English. It is assumed that the mastery of the grammatical structures of the language will enable the students to achieve the optimal level of communication in English.

The broad rationale to adopt this method is as follows:

- 1- The overwhelming number of students in a classroom - student average (100-120).
- 2- Scarcity of available audio-visual aids.
- 3- Lack of qualified and motivated teachers.
- 4- Lack of on-the-job training.

It seems relevant to conclude this discussion by quoting Sahu; (1999:9) who states:

Any teaching - learning contexts squarely depends on 3 M's: Men, Methods, and materials. . . . teaching English communicatively requires a specialized group of teachers who have not only adequate level of linguistic competence as good users of the language themselves, but have a well-equipped repertoire of professional strategies to teach English as a skill, not a content subject.

#### **1.7.4. Inadequacy of Teachers and their Poor Competence in English**

There has been a serious shortfall in the number of teachers to efficiently run the teaching-learning enterprise in Yemen. In order to obviate this handicap, the government had no option but to employ expatriate teachers from Arab countries (Abdul Malik & Chapman, 1994: 336). These teachers come from different countries where English is taught as a foreign language. They have different backgrounds and dialects. To make matters worse, in most cases they lack the minimum knowledge of the suitable methods, techniques in teaching procedures. Therefore, they revert to the old traditional method in teaching English.

Al-Shamiry (2000:14-15) divided teachers of English in Yemen into three categories:

The first group comprises teachers who hold ESL or EFL teaching qualifications. The second group is made up of teachers of other subjects such as History and Geography but who have no specific qualifications in the teaching of English language. These are people who teach English by virtue of being able to speak it themselves. The third group are those teachers who apart from not having any formal training in the teaching of English are also in experienced teachers.

In Yemen the teacher is considered the only available source for the learners in English. So, any mistake in his performance is inevitably reflected in his learners. Thus, teacher training and proficiency are of great importance in the field of language teaching.

However, the dismal situation shows signs of improvement. It is gratifying to note that the Yemeni teachers of English are increasing in number. Most of

them are graduates from the Faculties of Education in different cities of the country. Yet these teachers, more often than not, demonstrate no better professionalism than their non-Yemeni counterparts. In addition, they are not well paid and motivated. As a result, they are forced by economic compulsions to work in other private schools so as to supplement their meager income. As such, they are unable to invest their full time and capabilities in teaching.

It is small wonder that most, if not all, of them come unprepared to the class and teach the content of the book. The problem is accentuated, as there is no provision for on-the-job training. All this points to an abiding need for improving the working conditions of the Yemeni teachers and improving their professional competence.

Ramani, (2000:6) points out the constraints in teacher development in Yemen. He states:

First, many teachers refuse to change any of their practices so long as the examination results are good. Second, they feel insecure if they have to give up practices they are used to. Third, they have no motivation to change because they often complain about problems such as large classes, syllabus to cover, 'indifferent or uninterested' students, too easy or difficult materials, lack of administrative support, and so on. Fourth, a shift from safe routine to the insecurity of finding new ways of teaching involves effort, extra work, and emotional energy.

#### **1.7.5. The Evaluation System in English**

Evaluation has an undeniably significant role in the educational system. Its significance rests with the fact that it provides the teacher with a valuable feedback on the progress of the students as well as his methodology in the

classroom. On the basis of the feedback, teacher reviews his methodology of teaching so that he can potentially achieve the targeted aims.

However, in Yemen, evaluation in English has been mostly content-oriented. As it has been mentioned above, the English teachers in Yemen spend most of their time explaining the content of the prescribed book. They expect students to memorize the grammatical values and English vocabulary by rote. Accordingly, the examination is set to test the learner's knowledge of language rather than their productive and receptive skills.

In fact, this contradicts the findings of recent trend of ELT research, which underscores the importance of achieving an optimal degree of communicative competence in the target language and believes that examination in a foreign language should focus on the communicative skills of the learners. A report submitted by the University of Cambridge Local Examination Syndicate, (cited in Al- Hamzi, 1999:15) confirms that the question papers are "seriously restricted in the range of skills tested, concentrating mainly on the factual recall of text-book information and sometimes encouraging the repetition of learned model answers based on text book exercises."

## **1.8. THE SITUATION OF TEACHING ENGLISH IN THE FACULTIES OF EDUCATION, SANA'A UNIVERSITY**

### **1.8.1. Needs for Teaching English in the Faculties of Education**

Considering the shortage of the number of qualified teachers, Sana'a University established a number of faculties of education in different regions of the country. The major goal of these faculties is to provide training for Yemeni learners at the tertiary level so that they can be, in a few years ahead, qualified

teachers of English in the Basic and Secondary schools of Yemen. Each faculty of education is divided into two sections: literary and scientific. English is regarded as one of the majors of the literary sections namely, Arabic, Islamic Studies, History, Geography, etc. The Learners spend four years in these faculties. Each academic session is divided into two semesters approximately equal in length (4 months each).

The following table presents the distribution of the number of registered students (male & female) in the Faculty of Education - Sana'a along with the other Affiliated Faculties of Education to Sana'a University for the academic session 2000-2001.

**Table (1)**  
**Number of Registered Students (male & female) in The Departments**  
**of English, Faculties of Education-Sana'a University During the Academic**  
**Session 2000-2001.**

Faculty	FIRST LEVEL			SECOND LEVEL			THIRD LEVEL			FOURTH LEVEL			TOTAL		
Sana'a	75	175	250	50	131	181	48	122	170	47	106	153	220	534	754
Hajjah	130	28	158	33	14	47	34	27	61	24	17	41	221	86	307
Mahweet	11	112	123	38	6	44	58	13	71	51	6	57	158	137	295
Arhab	424	51	475	202	32	234	124	15	139	96	2	98	846	100	946
Sa'adah	207	12	219	92	5	97	63	1	64	38	2	40	400	20	420
Amran	188	40	228	97	31	128	93	12	105	68	10	78	446	93	639
Khawlan	172	10	182	45	2	47	64	0	64	50	3	53	331	15	346
Total	1207	428	1635	557	221	778	484	190	674	374	146	520	2622	985	3607

(Source: Statistical Year-book, Sana'a University 2000-2001- pp.57-69)

It is evident from the above table that the Faculty of Education Sana'a (henceforth FES) attracts the highest number of students (both male & female). It also indicates that the number of female students joining the English Department is significantly higher compared to the number of male students. In fact, this can

be ascribed to the fact that FES is considered to be the main center, which is located in the capital city - Sana'a. In comparison, the other Affiliated Faculties of Education (henceforth AFsE) attract fewer students (both male and female). Moreover, the number of female students is not higher compared to the male students. This can be attributed to the fact that (AFsE) are situated in the rural areas. However, it is worth noting that, as the above table shows the number of students (male and female) joining the Departments of English in these faculties is considerably increasing steadily over the years.

The admission system to the Departments of English is based on the scores of students in their secondary level examination. Moreover, students are required to qualify in an entrance test, which is conducted at the beginning of every academic session. However, this test is not implemented strictly especially in the (AFsE). As a result of that, there are a large number of students joining the Departments of English having no basic of English language. This situation is aggravated due to poor classroom conditions that adversely affect the effectiveness of teaching English.

### **1.8.2. Teachers of the Faculties of Education - Sana'a University**

As far as teachers of these faculties are concerned, most of them are highly qualified as they receive their education either in America, Britain, India or in Yemen (MA Only). Furthermore, there are some other expatriate teachers teaching in these Faculties. Most of these teachers come from India and Arab countries. The minimum required qualification is an MA in English. However, due to the dearth of teachers in the Faculties of Education, the authorities of the respective faculties *are* constrained to allot some courses of language skills to the

demonstrators who hold B.Ed in English or to teachers possessing the same academic qualification but working in the government schools.

It is worth mentioning that every teacher of English has a minimum of four courses to teach per semester in addition to the inter-faculties courses. Moreover, they teach in private universities in order to improve their income.

### **1.8.3. Syllabus of English Language in the Faculties of Education - Sana'a University**

The Syllabus of English in the Faculties of Education consists of courses covering different disciplines, viz., English, Language Skills, Literature, Linguistics and other faculty and university requirements. Based on the Syllabus distribution of the (FES) for the academic year 1999-2000, the credit of the courses is 154 during the four Years. The Following table presents the distribution of the academic load for the four years B.Ed. Programme in terms of credit hours:

**Table (2)**

Distribution of academic load in terms of credit hours among the levels and semesters of study in the Departments of English in the Faculties of Education

<b>LEVEL</b>	<b>1<sup>st</sup> Semester No. of Credits</b>	<b>2<sup>nd</sup> Semester No. of Credits</b>	<b>Total No. of Credits</b>
First Year	<b>24.5</b>	<b>18</b>	42.5
Second Year	<b>22.5</b>	19.5	42
Third Year	20	<b>19</b>	39
Fourth Year	<b>15.5</b>	<b>15</b>	30.5
<b>Total</b>	82.5	<b>71.5</b>	<b>154</b>

The 154 credit hours shown in table (2) are distributed among the following courses of study for all the semesters with the allocated credits written against each course.

Table (3)

Distribution of courses and credit hours during the four years of study in the Departments of English in the Faculties of Education

FIRST LEVEL			SECOND LEVEL		
First Semester		C.H	First Semester		C.H
1	Spoken English (1)	3	1	Phonology & phonetics	3
2	Grammar (1)	3	2	English Discourse Skills	3
3	Reading (1)	3	3	19 <sup>th</sup> C. Novel	3
4	Writing (1)	3	4	18 <sup>th</sup> C. Poetry	3
5	Introduction to Literary Forms (1)	3	5	Curriculum	3
6	Arabic (101)	3	6	Methods of Teaching (1)	2
7	Islamic Culture	3	7	Testing & Measurement	3
8	Islamic Education	2			
9	Education Psychology (1)	1.5			
	<b>Subtotal</b>	<b>24.5</b>		<b>Subtotal</b>	<b>20</b>
Second Semester			Second Semester		
1	Spoken English (2)	3	1	Morphology & Syntax	3
2	Grammar (2)	3	2	Analysis of Literary Texts	3
3	Reading (2)	3	3	19 <sup>th</sup> C. Poetry	3
4	Writing (2)	3	4	Drama (post Elizabethan)	3
5	Introduction to Literary Forms (2)	3	5	Methods of Teaching (2)	2
6	Arabic (102)	3	6	Class Management	3
			7	Electives	2
	<b>Subtotal</b>	<b>18</b>		<b>Subtotal</b>	<b>19</b>
SECOND LEVEL			FOURTH LEVEL		
First Semester		C.H	First Semester		C.H
1	Spoken English (3)	3	1	20 <sup>th</sup> C. Drama	3
2	Grammar (3)	3	2	Advanced Writing	3
3	Reading (3)	3	3	Transformation Generative Grammar	3
4	Writing (3)	3	4	Fundamentals of Ed. Research	2
5	Introduction to Language (1)	3	5	Educational Technology (1)	1.5
6	18 <sup>th</sup> C. Novel	3	6	Practicum (1)	2
7	Educational Psychology (2)	1.5	7	Personality	2
8	Education in Yemen	3	8	Electives	2
	<b>Subtotal</b>	<b>22.5</b>		<b>Subtotal</b>	<b>15.5</b>
Second Semester			Second Semester		
1	Spoken English (4)	3	1	Topics in Applied Linguistics	3
2	Grammar (4)	3	2	History of the English Language	3
3	Reading (4)	3	3	20 <sup>th</sup> C. Novel	3
4	Writing (4)	3	4	20 <sup>th</sup> C. Poetry	3
5	Introduction to Language (2)	3	5	Ed. Research (Practical)	1
6	Educational Technology (2)	1.5	6	Practicum (2)	2
7	Drama (Elizabethan Age)	3			
	<b>Subtotal</b>	<b>19.5</b>		<b>Subtotal</b>	<b>15</b>
	<b>TOTAL: 154</b>				

(Source: Syllabus Plan, Department of English, Faculty of Education- Sana'a University. (1999-2000)



The distribution of the courses and credit hours in table (3) is a clear evidence of the fact that these courses relate to different disciplines viz., Language Skills, Literature, Linguistics, Applied Linguistics, Education, Psychology and other general subjects. The credit hours of these coursesM distributed as follows: Language Skills courses constitute 54 credits; (35.06%) out of the total number of credits for all courses. These courses are mostly introduced in the first two years of the course. Literature courses, on the other hand, attract 36 credit hours, (23.73%) out of the total number of credits for all courses. These disciplines are spread over the four years of the B.Ed, course. They start with Introduction to Literary Forms course and ends up with Twentieth Century Poetry course. Linguistics, Applied Linguistics, Education and Psychology courses constitute 52; (33.76%) credit hours out of the total number of credits for all courses and 12 credit hours; (7.79%) are distributed among the other general subjects.

It is worth indicating that though this syllabus distribution is based on the course syllabus of (FES) the same courses and credit hours are followed in the Faculties of Education affiliated to Sana'a University. The only minor difference is in changing the chronological order of some courses.

However, the teaching materials used in curriculum are different. Generally speaking, the selection of the materials rests with the individual teacher who implements what seems to be appropriate from his perspective. Therefore, we observe some non-specialized teachers select materials that are not compatible to the guidelines of the syllabus as well as the needs of the students. In addition, these materials are not properly graded or sequenced. Therefore, they do not

offer the right kind of challenge to the learners. This is due to the fact that teachers don't take into account the linguistic and cultural appropriateness of the materials introduced in the earlier semester of the study and they prescribe materials without any regard to the learners' information level. In fact, this phenomenon has been widely observed among teachers in the (AFsE). This can be ascribed to many factors such as, dearth of specialized teachers, lack of available materials in the library of the faculties concerned and lack of awareness among the teachers.

Regarding the schedule of the course teaching, the three credit hour courses are divided into two classes per week and those, which fall in the range between 1.5-2 credit hours are taught once a week. However, owing to an inadequate number of teachers as well as the dearth of sufficient classrooms in some of the (AFsE), the three credit hour courses are taught once a week for three hours timing per class. In fact, such a dismal situation does not provide a congenial climate to practice and refine their language skills.

## **1.9. STATEMENT OF THE PROBLEM**

It is a matter of common observation that a vast majority of the students, graduating from the secondary schools, show a pathetic lack of proficiency in their written performance in English at the university level. Although, it is a general situation, it is a matter of concern especially in the Faculties of Education, which prepare the future teachers of EFL for Yemen. It has been observed that the students of English in the Affiliated Faculties of Education-Sana'a University, Yemen, exhibit a grave deficiency in their written communication. They show lack of proficiency in their academic and professional communication skills in terms of

mechanics (grammar) and organization. The same observation has been reiterated by other teachers involved in teaching English in Yemen, such as El-Sayed, 1994 and Sahu 1999). Sahu, for example, expresses his concern over the low level of competence of Yemeni FL learners. He remarks:

My impressions of the level of Yemen FL learner competence in English, resulting from my interactions with a cross-section of students at Mahweet and Sana'a, has been particularly disconcerting. A vast majority of learners across grade levels have demonstrated, during in-class and out-of-class interaction, a shaky and perfunctory command of English and those, who seem to possess some competence in the language, make frequent violations of the acceptable grammatical norms, rendering most of their utterances minimally acceptable. (Sahu, 1999:9)

Therefore, unless this situation is remedied- by building up the Yemeni learners' proficiency in their writing- the EFL in Yemen will remain a far cry as future goes.

## **1.10. RATIONALE OF THE STYDY**

### **1.10.1. Rationale**

There are a general outcry about the steady deterioration of the standards of English proficiency of students in their writing/composition, that among school teachers, university instructors and all who are concerned with English language teaching in Yemen. In addition, Yemeni students of English very often express their disappointment over their poor command of the linguistic code as reflected in their poor performance in compositional skills in English despite the fact that they had spent four years of studying in the Departments of English. This problem found the same echo among inspectors of English in the offices of education who shared the view that Yemeni teachers of English who graduate from the English

Departments at the Yemeni universities show severe language errors in their lesson plan notebooks.

However, it has been observed that this phenomenon has become prevalent among Arab university students. We quote two observations referring to the prevailing low standard of English language among Arab students in general. El-Sayed, (1993: 69 - 70), states:

The quality of graduates even English Departments in the Gulf Universities remains a subject of concern among several groups: the students themselves, who do not feel secure in use of English after years of coursework in English Literature and Language; employers of English Department graduates; and English departments in these countries... The major shortcoming that is felt most strongly by the staff of Arab Universities' English departments is the inability of students to write even a short account or essay without committing a dozen mistakes in each paragraph. These mistakes are due to various reasons; cultural linguistic, pedagogic etc.

Zughoul and Hussein, (1985:134) state:

Research conducted at some Arab Universities indicates that the graduates of English departments students who have chosen English as their major area - cannot on the average cope with undergraduate university education through the medium of English.

In spite of the fact that the problems of writing are universal among native and second/foreign learners of English, there is a major difference between them in the course of writing. The native learner concentrates in the elements of thought, logic and syntax. The second/foreign learner, however, puts emphasis on the elements of language known as the mechanics of expression commencing with phonology through syntactic level and organization leading up to the stylistics of the text.

Observations made by the researcher in teaching English in the Faculty of Education - At-Mahweet, Sana'a University, have shown that the Yemeni learners in the Faculties of Education demonstrate a lack of proficiency in their writing/ composition. This has been considerably reflected in their academic writing performance. In fact, it has been seen in all the aspects of writing -mechanics (i.e., grammar) organization (i.e., relevance, order, etc.).

### **1.10.2. Assumptions Underlying the Study**

The investigation of the problems of writing skill of the learners in English is based on the following assumptions:

- 1- In our educational system, the success or failure of the learners rests on their ability to write well in their academic performance.
- 2- The most significant judgments about the learner's careers are based on their performance in written exams.
- 3- Learners need writing in their professional career in future.

### **1.10.3. The Notion of Deviant Language Behaviour (DLB)**

Since writing poses a major hurdle for the Yemeni learners in their academic and professional career, a dire need has been felt for a holistic approach to investigate the situation and suggest recommendation for dealing with the problem. Accordingly, we propose to adopt the Deviant Language Behaviour (henceforth DLB) Approach as a framework for analyzing the problems of writing competence of the Yemeni learners. DLB is a characteristic of the learner's performance in the target language at a given point of time (Bhatia, 1973). The eradication of DLB is the process of development of control over

language elements. It is based on the assumption that contrastive analysis is not the only approach addressing the problems like designing properly graded materials (Nickel, 1971a). Nickel, (1969), (cited in Bhatia, 1973) had earlier observed that the theory of contrastive analysis was 'still in a state of flux.' Furthermore, Wardhaugh, (1970), notes that contrastive analysis is only one of the approaches or only one of many uncertain variables which must be re-evaluated in second language teaching based on the view that the predicting power of contrastive analysis is questioned. It is confronted with approaches that are directly concerned with learner's approach, what some scholars like Corder (1967), Burt (1971), Richard (1971), prefer to call 'Error Analysis' or 'Goof Analysis' approach.

The above-mentioned approach holds that the sources of linguistic interference are not restricted to the native language of the learner. Such interference goes beyond the native language of the learner. In fact, the contact system needs to be described not only by reference to the native and target language of the learner but also by reference to the learner's system, what Nemser (1971), calls the "approximate system" i.e., the deviant linguistic system actually employed by the learner attempting to utilize the target language. It is assumed that conducting such investigation provides us with attested information of immediate utility in teaching and materials developments.

### **1.11. HYPOTHESIS OF THE STUDY**

Based on preliminary observations made by the researcher as well as other teachers involved in teaching writing in the Faculties of Education, Sana'a University as mentioned above, the following hypotheses have been drawn:

- 1- The subjects of the present study make deviations of language in their writing in terms of mechanics (grammar) and organization, i.e., relevance, order, etc.
- 2- These deviations may be attributed to interlingual and intralingual sources.
- 3- The subjects' deviations are ascribable to inadequate teaching methods and learning materials followed in the scenario of language teaching.

Therefore, the researcher will make an attempt in conducting such a study as to provide evidence supporting the above assumptions.

### **1.12. OBJECTIVES OF THE STUDY**

The present study aims at analyzing the nature of DLB as found in the compositions of the Yemeni learners in the Faculties of Education affiliated to Sana'a University. This analysis points out areas of language rules, which the learners violate in their writing. All deviations are arranged in terms of their frequency of recurrence and hierarchy, based on comprehension and communication. The study aims at:

- 1- Identifying, classifying and analyzing the DLB made by the second year learners of English in the Faculties of Education- Sana'a University in their written English;
- 2- Explaining the possible sources accounting for the nature of DLB so as to provide procedures to overcome them;
- 3- Computing the frequency of recurrence and hierarchy to identify the most difficult areas of learning; and

- 4- Presenting pedagogical implications for teaching writing in terms of materials and methods of teaching and offering suggestions for further research.

### **1.13. SIGNIFICANCE OF THE STUDY**

It is hoped that the results of the present study will be of great significance to all teachers and learners of English in general and in Yemen in particular. The conclusions expected to be arrived at, will provide important guidelines to the Yemeni teachers and syllabus designers in the Faculties of Education - Sana'a University to adopt remedial materials and pedagogical procedures for the learners in the Faculties of Education with special consideration to the faculties under study. It is hoped also, that these procedures will help the learners to overcome their problems in the writing performance in English.

### **1.14. SCOPE OF THE STUDY**

The present study will be limited to the analysis of the nature of DLB as found in the compositions of the learners in the Affiliated Faculties of Education - Sana'a University, Yemen. Therefore, the study limits its scope of investigation by including the aspects of writing skill, i.e., mechanics (grammar) and organization (relevance, order, etc.)

The study will be confined to the second year students of English in the Faculties of Education mentioned earlier.



## **115. SELECTION OF THE FACULTIES OF EDUCATION, SANA'A UNIVERSITY, YEMEN**

The selection of the (AFsE) - Sana'a University is based on the following:

First, the situation of material selection in these faculties is unlike that followed in the basic and secondary school (cf.. p.11). Here, the choice of the materials of teaching rests on the teacher who prescribes the materials which are considered suitable for the teaching situation. Hence, this will facilitate the application of any recommendation, suggestion or remedial materials in the departments of English in the faculties concerned to help in improving the students writing in English.

Secondly, the affiliated faculties of education under study are located in different parts of the country. This indicates that they absorb a large number of students coming from the surrounding cities. Moreover, these students represent different provinces, namely, Hajjah, Al-Mahweet, Sadd'ah and Amran. Therefore, the findings of the present study can be generalized to the faculties of education affiliated to universities other than Sana'a Universities in Yemen as the English language situations is considered more or less the same.

## CHAPTER TWO

### Theoretical Background and Literature Review

The present chapter begins with a brief overview of the difference between speech and writing in terms of communication. This is followed by a general background on writing in English as a second language. Then, The chapter sets out to discuss the approaches relating to the study of Deviant Language Behaviour. These approaches are viewed in linguistic and non-linguistic terms. The non-linguistic approaches are Sociological Approach, Psychological Approach, and Neurophysiological Approach. The linguistic approaches include Contrastive Analysis Approach and Deviant Language Behaviour Approach (BLD).The DLB Approach is further divided into sub-sections namely: the Notion of DLB, Significance of Learner's Errors, Sources of Errors, and Methodology of DLB Analysis. This is followed by a survey of previous error analysis based studies on the problems that Arab learners encounter in their written English. The chapter ends with an overview on the present researcher's proposed approach.

#### **2.1. INTRODUCTION: The Difference between Speech and Writing**

Communication is a process by which information is exchanged between individuals through common symbols, signs, or behaviour" (Merriam- Webster Online, 2003). Communication is at the heart of all human interactions. Therefore, it is considered to be the basis of life. In order for communication to take place, a person should be equipped with the "communicative competence" in the language concerned. "Communicative competence involves communicating in accordance with the fundamental system of rules that adult subjects master to the extent that

they can fulfill the conditions for happy employment of sentences in utterances" (Habermas, 1979). It is generally known that communication is carried out through spoken and/or written modes. Therefore, it seems of relevance to have a brief overview on the difference between writing and speech in terms of communication. Rosen (cited in Hedge, 1988:5) made a comparison between these two modes of communication. According to him, "writing is detached from the wide range of expressive possibilities in speech. A writer is unable to exploit all the devices available to a speaker: gesture, body movement, facial expression, pitch and tone of voice, stress, and hesitation. A speaker, can back track, or clarify and revise ideas as listeners question or disagree. A writer has to compensate for all of these disadvantages.

Compared with speech, effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers." Thus, we can figure out from the above comparison that writing is an "intricate" and complex task; it is the "most difficult of the language abilities to acquire" (Allen & Corder, 1974: 177).

## **2.2. WRITING IN ENGLISH AS A SECOND LANGUAGE**

Since the present study is centred on writing skill, it is essential to have an idea on how writing has been defined. To begin with, El-Sayed (1997: 53) defines two terms: 'composition' and 'writing'. According to him, 'composition' can be defined as the system or aggregate of grammatical rules, lexical items, and

rhetorical patterns that are needed to produce a finished text. 'Writing', on the other hand, is the application of these rules to produce a text. This definition is based on the dichotomy of Chomsky's notion of 'competence' and 'performance' and de Saussure's earlier distinction between 'langue' and 'parole'.

Lado (1964) defines 'writing' as putting down the graphic symbols that represent a language one understands. According to him, learning to write in a second language is first learning to put down the conventional symbols of writing and later learning to present the information in an acceptable manner. In the light of the aforementioned definitions, the researcher perceives that writing can be defined, in general, as a group of rules (letters, words, structures) and rhetorical patterns organized properly to put together a meaningful written text that is decoded by readers sharing the same rules. Despite the difference between composition and writing as shown earlier, the researcher proposes to use the two terms interchangeably in the study.

The view of 'writing' has witnessed a major paradigm shift in the writing research during the last two decades. The emphasis has moved from the product to the process of writing. The product approach considers style as the most important element in writing, and maintains that writing process is linear, determined by writers" (Hairston, 1982). The process approach, on the other hand, maintains that writing is a non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel, 1983).

Beginning late 1960s and continuing through the 70s and 80s, composition was investigated as a cognitive process (e.g., Labov, 1970; Emig, 1971, Flowers

and Hayes, 1981) and as a social process (e.g., Freire, 1968; Perelman, 1977; Shaughnessy, 1977; Kineavy, 1983; Batholomae & Petrosky, 1986; Bizell, 1986; Faigley, 1986; and Rose, 1989). According to Grabe and Kaplan (1996), the cognitive process considers writing as a thinking process. Its theory of writing suggests that it is a highly complex, goal-directed, recursive activity. It develops over time as writers move from the production of egocentric, writer-based texts (typically, writing everything they know on a topic without thinking of what the reader wants or needs to know) to reader-based texts, which are written with the reader in mind. The social process emerged on criticism that the cognitive process has ignored the crucial dimension of social context. The social process emphasizes that writers do not operate as solitary individuals, but as members of a social/cultural group. This influences what and how they write and how their writing is perceived. The above-quoted studies came out with discussions about the pedagogical role of reading, the demands of different discourse communities, and the layers of cognition based on class, race, and gender folded into the process of writing. Such work has been reflected in the materials of first language (L1) freshman compositions, which ultimately filtered into the materials of English as a second language (ESL) writing.

Based on their comments on developments in L1 composition, Zamel (1976) and Raimes (1979) recommended treating L2 writing as a process in the L2 classroom and thereby decreasing the focus on surface-level errors and achieving correctness. In view of that, ESL scholars and practitioners initiated their own investigations of second language writing informed by the insights of L1 investigators (Cohen, 1984; Connor, 1994; Kroll, 1990; Leki, 1991; Reid, 1988; Spack, 1984; White, 1988; Zamel, 1985).

The outcome of these works brought out viable perspectives to be incorporated into classroom teaching, It views writing as a recursive process: planning, drafting, and revising. Students are introduced to invention techniques to help them discover a topic. This is conceived when students are involved in producing multiple drafts. Moreover, the students are taught that rewriting and revision are integral parts of writing, and editing is an ongoing process.

However, in spite of the pedagogical implications stemming from the process approach, it has been criticized for not being based on insights obtained from L2 composition research and not oriented to the academic needs of the students. Krapels (1990:37), for instance, states:

...L2 composition teaching has generally not been based on theoretically derived insights gained from L2 composition research, because until the 1980s there was not much L2 research to draw upon in building theory or planning classes.

Moreover, Horowitz (1986:144) argues that the process approach "creates a classroom situation that bears little resemblance to the situation in which students' writing will eventually be exercised." In other words, the process approach ignores the writer's academic success that meets the standard and requirements.

The above two mentioned arguments are in consonance with Leki's (1990) statement. She states:

Most agree that the expectations, goals, and past experience of L2 students are different from those of native speakers, yet unfortunately most of the research on responding to the student writing deals with native speakers. Thus, many important questions about our goals in teaching writing to L2 students remain unsolved. (Leki 1990: 58)

As rightly suggested above ESL teachers encounter with students whose needs may differ in terms of content and degree from the needs of L1 freshman composition studies addressed by the process approach. In fact, the ESL students do not have enough control of the basic writing skills (punctuation, grammar, vocabulary, syntax, etc.,) to write fluidly. What to say on a piece of paper, for them, is not as problematic as how to say it in good English. This view is reflected in Leki's (1991) survey of 100 ESL students who were predominately concerned with producing error-free writing.

The same view has been expressed in Leki and Carson's (1994). In their survey of students' perceptions of EAP writing instruction and writing needs across the disciplines, they found that the largest percentage of responses to the question of what students would like to have learned or learned better in their writing across was "...a desire for more language skills." The most frequently expressed specific needs were vocabulary and grammar (p.89). In the survey concerning student feedback conventions, Hedgcock and Lefkowitz (1994) indicate that both FL and ESL learners expressed their strong concern for formal text features, such as lexical and grammatical accuracy (p. 150).

A similar concern has been echoed in Taher's (1999) question to first and fourth level students of English in Yemen concerning the problems they face when they write in English. She reports "both groups emphasized that vocabulary, grammar, and spelling are the major problems for them" (p.227). In her investigation on the needs of Indian students in their ESL writing, Husain (1998) observes that their high marks in their mother tongue (Hindi) script, but their poor

marks in lexis and syntax in the English script show clearly that what they are really deficient in are lexis and structure. She further states:

There seems to be a need for reorienting our whole philosophy of ESL teaching, of making more room for teaching structure and vocabulary in our present methodology. (Husain 1998:65)

All the findings reported earlier can be summarized by quoting Bhatia's (1973:15) statement:

The problems facing students writing in English as a first language are different from those of students writing in second language. The concern of the native speaker or learner is with the elements of thoughts, logic and stylistics, while the second language student is concerned with the elements of language, known as "mechanics of expression" ....beginning from phonology right up to the syntactic level. Organization and stylistics come next in order.

It is no denying the fact that the level of writing difficulty varies between native speakers (NS) who think in the language used (in our case it will be English) and non- native speakers (NNS) who think in their native language (in this case it will be Arabic). While writing, non-native speakers have, in general, to think about all the rules they need to apply, rules that native speakers are supposed to have automatized. Therefore, non-native speakers are likely to make errors while writing in English.

Despite the more recent concern for process over product in ESL composition classroom as mentioned earlier, many teachers are intrigued by the persistent errors of the students, and researchers continue to explore the reactions of teachers as well as native speakers to sentence level and/or



vocabulary errors in the writing of ESL learners (Casanave & Hubbard, 1992; Green and Hecht, 1985; Khalil, 1985; Santos, 1988; Sweedler-Brown, 1993; Vann, Meyer, & Lorenz, 1984). For instance, Vann, Lorenz, & Meyer, (1991) found that in relation to faculty reaction to errors in spelling, use of articles, and verb forms, the "essential pattern found when errors were embedded in isolated sentences remains when errors are embedded in complete essay" (p. 187).

The purpose of reviewing the above studies is to point out that the needs of ESL learners in their writing are different from those of the first language on the basis of which the process approach has emerged. While not underestimating the need for teaching the more sophisticated levels of discourse addressed in the process approach, it is, however, important for ESL students to develop some degree of automaticity in the articles, verb tenses, subject/verb agreement, spelling, and other surface features. Learning the syntax and vocabulary of the new language is basic to the students' ability to write. The significance of formal or grammatical competence for proficiency in writing cannot be underestimated. Thus, "Grammar is important; and learners seem to focus best on grammar when relates to their communicative needs and experiences" (Savignon, 1993: 43).

Researchers like Holbrook (1983), Smith (1982), and Sealey (1987), (cited in Cotton, 2001:5), have shown that grammar instruction, which relates directly to the students writing, can substantially contribute to promote learners' writing. For example, Sealey (1987:2) argues that:

We....need... to make a distinction between teaching writing and teaching grammar and mechanics. ...Research tells us that grammar

instruction in response to students' needs is effective in improving writing. Grammar instruction that is concrete, relevant to the students' own writing, and focused on the process of writing develops mature writers.

To conclude, the process approach is likely to be of use in the pedagogical scenario of L2 composition in terms of generating ideas in the course of writing. Nevertheless, it must be realized simultaneously that the usefulness of the process-oriented techniques is feasible to a restricted number of situations and that is when the students are equipped with linguistic repertoires to help them write fluently. Lack of an optimal level of linguistic competence is a potential deterrent for ESL students' mastery of the writing skill. The linguistic competence has been viewed as a concern for ESL students. It formed a priority in their writing. Once the students improved the mechanics of writing, they would be self-dependent in editing their compositions through the stages of writing.

In the light of what has been reviewed earlier, the researcher proposes to adopt The Deviant Language Behaviour (DLB) approach (chapter one P. 25) to investigate the errors that the ESL students (in this case Yemeni students) have in their writing in terms of mechanics (grammar) and organization (relevance, order, etc.). As a result, it is assumed that investigating deviant language behaviour of the ESL students in their writing may be of great help in arriving at pedagogical implications in teaching writing skill. A study of deviant language behaviour is complicated by the interference of the language behaviour already established in the first language (mother tongue) and the interference emerging from learning a second language. According to Bhatia (1973), DLB is viewed in a wider framework. It includes various standpoints: sociological, psychological,

neurophysiological, and linguistic. It is assumed that these standpoints bring insights to the proposed study.

The preference for the use of DLB over the other current terms is based on the following considerations: firstly, DLB is viewed in connection with the above-mentioned facets. Secondly, DLB assumes the existence of a norm, which is considered to be the error-recognition capacity of the researcher. The recognition of such a norm, furthermore, implies the course designer's commitment to the particular language-teaching situation.

### **2.3. APPROCHES TO THE STUDY OF DEVIANT LANGUAGE BEHAVIOUR**

The notion of DLB is associated with the nature of first and second language learning/acquisition, and the differences in the two. Moreover, the DLB is viewed in relation to sociological, psychological, and neurophysiological factors. Therefore, it is presupposed that favorable influence of such factors facilitate *language acquisition, whereas completely negative factors inhibit the process of learning* which in turn creates problems for the learner. In addition, any lack of positive operation of the factors in second language learning results in DLB or *what teachers prefer to call "underachievement or the end of product of foreign language learning"* (Pimsleur, 1966).

The DLB consists of two aspects: linguistic aspects and non-linguistic aspects. It seems worthwhile here to explore the different approaches that relate to the study of the DLB.

### **2.3.1. Non- linguistic Approaches**

The non-linguistic approaches to the study of DLB can be ramified into: sociological, psychological, and neurophysiological aspects.

#### **2.3.1.1. Sociological Approach**

It is generally assumed that language and social dimensions are two simultaneously grown up aspects in the life of human beings. Therefore, "the notion of language is considered to be as a social index of occupation, religion, and social class and as a symbol of home, family, class, status, and country" (Carroll, 1953). This implies that acquiring the first language involves also acquiring the social and cultural dimensions of the language. However, in the situation of second language learning, the learner has to adapt to the social and cultural dimensions of the target language. This has been made clear by Bosco (1970). He suggests that the teaching of the language of English to the speakers of other languages entails orientation into the life patterns of the members of the targeted speech community. He states:

Language has a social, cultural and historical dimension. If a person is to function effectively in a speech community he must be acquainted with the life style of the members of the community. Such an orientation includes an understanding of what the speakers consider to be important and what they talk about. (Bosco, 1970: 75)

Consequently, any absence of concrete communication situations, which emphasize the functional aspects of language, is an important factor contributing to DLB. The existence of the three factors, viz, home, peer group relations, and community, has an enhancing role to the desired language behaviour. These

three factors contribute positively in the case of first language acquisition, whereas in the second language learning, the situation is more complicated as the second language is not the language of home, nor even that of the peer group and community.

Mowrer (1950, cited in Larsen-Freeman & Long 1991) proposed that the success of a child in learning a first language could be attributed to the desire of gaining identity within the family unit and then within the wider language community. Based on this insight, Gardner (1982) went on to investigate motivation as an influencing factor in L2 acquisition. Before looking at the effect of motivation on second language learning, it seems of importance to realize that it is one variable, which, combined with other factors, influences a learner's success. In his socio-educational model, Gardner (1982), identified a number of factors, which account for the role of social factors in second language acquisition. This model interrelates four aspects of L2 learning: the social and cultural milieu (which determines beliefs about language and culture), individual learner differences (related to motivation and language aptitude), the setting or context (formal and/or informal), and learning outcomes (linguistic and non-linguistic). Within this model motivation is perceived to be composed of three elements, namely, effort, desire, and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language and affect illustrates the learner's emotional reactions with regard to language study (Gardner 1982).

It is believed that there is a direct relationship between the learner attitude and learner motivation towards learning a second language. For our purpose the learner attitude has a greater significance. The learner motivation, however, will be considered in detail in the next section (i.e. in the psychological approach). To begin with, "attitude is defined as a reference to the set of beliefs that the learner holds about members of the target language group (e.g. whether they are seen as interesting, boring, honest, or dishonest, etc.) and also about his own culture" (Brown, 1973). Savignon (1976:295) claims that "attitude is the single most important factor in second language learning." Triandis' (1971) definition of attitude is filtered in Gardner's (1982) perception of motivation in his Socio-educational model (cf. p. 44). According to Triandis, "attitude is defined as an idea charged with emotion which predisposes a class of action to a particular class of social situation" (pp.3-4). There are three components to attitude, namely, cognitive, affective, and behavioural. It is cognitive because it represents a mental process. It is affective in that it is an emotion which charges an idea, that is there are positive and negative feelings towards something. It is behavioural as there is a predisposition on the part of the individual towards action. All three of these components of cognition, affect, and behaviour are reflected DLB in learning a second language.

The earliest known study carried out on attitude and second language proficiency is that of Jones (1949), who demonstrated in a study of students learning Welsh that an index of proficiency was correlated with attitude towards the target language.

In view of the fact that language and social dimensions are integral parts growing together in the process of language acquisition, the learner simultaneously develops internal incentives that help in acquiring the first language. These incentives are observed through his cognitive, affective and behavioural processes. In second language learning, however, it is the external incentives which account for DLB in the learner's proficiency of language. Carroll (1967), in his study on foreign language majors, has suggested the importance of the attitude of parents as one of the external incentives that relate to DLB. He indicates:

One reason why some students reach high level of attainments in foreign language is that they have home environments that;favorable to this. (Carroll, 1967: 138)

Gardner (1968) also endorses the same view. He emphasizes the "attitudinal characteristics in the home" concerning the other language groups. According to him, a positive parental attitude can foster correct language behaviour in the learner.

In their attempt to find out if any relationship exists among various attitudinal measure<sup>y</sup> and second language attainment of Mexican, Chinese, and Japanese students, Oiler, Baca, & Vigil (1977a) Oiler, Hudson, & Liu (1977b), and Chihara & Oiler (1978), found out that positive attitudes towards self, the native language group, toward the target language group and culture correlated highly with attained correct language behaviour.

In addition to the types of attitudes reviewed above, Gardner and Lambert (1972) have also investigated a number of different attitudes, which they consider

to be of relevance to L2 learning. Stern (1983: 376-7) categorizes these attitudes into three types:

- a) Attitudes towards the community and people who speak the target language or 'group specific attitudes;
- b) Attitudes towards learning the language concerned;
- c) Attitudes towards languages and language learning in general.

These attitudes, according to Ellis (1986: 118), are influenced:

...by the personality type of the learner, for instance whether he is ethnocentric or authoritarian. . . . may also be influenced by the social milieu in which learning takes place. Different attitudes, for instance, may be found in the monolingual and bilingual contexts. (Ellis, 1976: 118)

In view of these attitudes, studies on L2 learning have found that the more ethnocentric and authoritarian L2 learner is, the less achievement he makes in learning the target language and the less ethnocentric and authoritarian he is, the more favorable achievement he makes.

Based on his observation in teaching English to Arab students, El-Sayed (1993) notes that the low proficiency of Arab students in their English emanates from the fact that Arab students have ethnocentric and authoritarian attitudes towards the target language (English) and its culture. He states:

...the hostility and suspicion one notices in the Arab students' attitudes towards western language and cultures is natural since it stems from the fact that the western colonized the Arab World and English is viewed by Arab students as a product of imperialism. ... They feel that they are compelled to acquire English and they resign



to a status of subordination as a result of the cultural and ideological dominance of the native speakers of English in Britain and America. Our students move through the stressful episodes of western acculturation and, as a result, it becomes difficult for truly successful EFL learning situations to occur in Arab classes. (El-Sayed, 1993: 63-4)

To conclude our discussion, motivations and attitudes towards the target language are highly significant factors in second language learning. They contribute positively or negatively to learning a second language. Positive attitudes foster correct language behaviour. Negative attitudes, on the other hand, increase the chance for DLB to take place.

#### **2.3.1.2. Psychological Approach**

In psychological approach to language learning motivation plays a significant role in the acquisition of second language. It is viewed that a highly motivated learner achieves a desirable success in learning the target language. Gardner (1988), for instance, observes "motivated learners tend to be more active in the learning process." Moreover, Harter (1981) notes, "motivated learners perceive themselves to be more competent learners." As a result, motivation has been recognized as an important factor in learning a second language. Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning (Oxford & Shearin, 1994).

Psychologically speaking, motivation is defined as a force within the learner characterized by an effective arousal that drives the learner towards anticipated goal- in this case, the objectives of the foreign language programme

(McDonald, 1965). This definition seems to be consistent with the views of Crookes & Schmidt, (1991) on motivation. They identified motivation as the learner's orientation with regard to the goal of learning a second language. Many researchers make a distinction between two types of motivation: integrative and instrumental motivation. In general terms, integrative motivation for language learning is defined as a high level of drive on the part of the individual to acquire the language of a valued second language community in order to facilitate communication with that group and to eventually become a valued member of it. On the other hand, instrumental motivation for language learning is defined as a desire on the part of the individual to acquire someone's language system for utilitarian or practical reasons such as finding a better job or gaining upward social mobility (Gardner & Lambert, 1972: 3).

The underlying assumption of *the* integrative motivation is that learners achieve success in learning the target language when they like the people who speak the language, admire the culture, and have a desire to become familiar with or even integrate into the society in which the language is used (Falk, 1978). It is believed that when the learner is residing in a community that uses the target language in its social interaction, integrative motivation is a key element in assisting the learner to develop some level of proficiency in the language. Consequently, integrative motivation is considered to be an important factor, so as to operate socially in the community and become one of its members. As Finegan (1999: 568) observes, "integrative motivation typically underlies successful acquisition of a wide range of registers and a nativelike pronunciation.

With regard to an EFL setting, however, the term integrative motivation is viewed differently. Benson (1991), for instance, indicates that a more appropriate approach to the concept of integrative motivation in the EFL context would be the idea that it represents the desire of the individual to become bilingual, while at the same time becoming bicultural. This takes place through the addition of another language and culture to the learner's own cultural identity. Nevertheless, in a situation where the society is monocultural, potentiality for integrating into the target language community is limited as opportunity for using the target language for communication purpose within the community is negligible.

The instrumental motivation is generally characterized by the desire to obtain something practical or concrete from the study of a second language (Hudson 2000). In other words, the purpose of learning a language is more utilitarian, such as: getting a job, requesting higher pay based on language ability, etc. Moreover, instrumental motivation is characteristic of second language acquisition where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

In the light of the fact that both integrative and instrumental motivation are essential factors of success in second language learning, it is, however, the integrative motivation which has been found to enhance long-term success when learning a second language (Taylor, Meynard, and Rheault 1977; Crookes et al 1991; Ellis, 1994). Based on studies conducted by Gardner and Lambert, integrative motivation was viewed as being more important in a formal learning environment than instrumental motivation (Ellis, 1994). Dornyei (1990) claims that

a learner with an intrinsic (integrative) motivation is more likely to go beyond an intermediate level in a language than a learner whose motivation is extrinsic (instrumental). It must be noted, however, that some studies have argued that extrinsically motivated learners are just as likely to achieve success in the target language (Ellis, *ibid*).

One area where instrumental motivation can prove to be successful is in the situation where the learner is provided with no opportunity to use the target language and therefore, no chance to interact with members of the target language. Lukmani (1972) found that an instrumental orientation was more important than an integrative motivation in non-westernized female learners of second language English in Bombay. The social situation helps to determine both what kind of orientation learners have and what kind is most important for language learning. Kachru (1977, cited in Brown 1994) also points out that in India, it is not uncommon for second language learners to be successful with instrumental purposes being the underlying reason for study.

In view of what has been mentioned earlier, it is clear that motivation, in general, has a significant role in second language learning. The Integrative motivation boosts the learner to achieve success in acquiring the second language as he is psychologically and socially immersed in the learning process. The instrumental motivation, however, is perceived to be partially effective as the learner is psychologically motivated with immediate goals in learning the target language. Notwithstanding, the two types of motivation (integrative and instrumental) are very important factors in learning a second language. A low

value in one of them will result in low proficiency in learning the target language leading to the occurrence of DLB in the learning process.

The notion of DLB can also be viewed in relation to factors other than the two mentioned above. For instance, in their study, (Lambert, Gardner, Otten, and Tunstall, 1970), suggest that there are two independent factors underlying the development of skill in learning a second language, namely; verbal intelligence and an appropriate attitudinal orientation towards the other group, coupled with a determined motivation to learn. The same study reveals that having a negative set of stereotypes towards the target language and the speakers of the target language hinders proficiency in second language learning, and can thus lead to DLB.

Moreover, Gardner and Lambert (1972: 140-141) mention different life-styles, which are either productive and valuable in the learner's development or prove to be disruptive and negative. According to them, the productive life-styles are intelligence, academic talent, language aptitude, advantaged home background, parents, and achievement. They note that learners who are not favoured with intellectual ability or home advantage can still achieve success in foreign language learning if their values systems are focused on success, popularity, and social approval. In contrast, learners who have outstanding intellectual talent may not achieve success in any academic work if they lack the parental encouragement needed for boosting the learner's level motivation.

Jakobovits, (1971) found another problematic factor in second language learning. This factor is called "psychological resistance to free expression". He

argues "there appears to be a qualitative difference for many learners in the significance they attach to making errors while speaking in a foreign language versus getting an answer wrong in another school subject" (p. 26). The latter only affects the grade, whereas "there is something either sacrilegious or idiotic in unintentionally murdering a sentence." This attitude serves to inhibit and delay "the expressive leap" in a second language. The low tolerance of the teachers for phonological distortions and syntactic irregularities also aggravates the situation as it serves to maintain the student's resistance. It is assumed that the fear of committing silly mistakes in a public situation may result in frustration, anxiety, embarrassment, and other associated emotional states. On the basis of that, the learner is bound to develop a negative impression towards the foreign language learning and be passive in the classroom. Hence, learning will be inhibited and result in underachievement. In view of that, the reasons for DLB are, therefore, psychological and emotional.

#### **2.3.1.3. Neurophysiological Approach**

One of the most interesting areas of inquiry in second language acquisition has been the study of the function of the 'brain' in the process of acquisition. There is evidence in neurological research that as the human brain matures certain functions are assigned or 'lateralized' to the left hemisphere of the brain and certain other functions to the right hemisphere. Intellectual, logical, and analytical functions appear to be largely located in the left hemisphere while the right hemisphere controls functions related to emotional and social needs. 'Language functions' appear to be controlled mainly in the left hemisphere. Joseph (1993) made this point clear. He argues:

There is strong evidence that information processing is carried on differently in each hemispheres of the brain. In majority, the left hemisphere is efficient at processing spoken language but has great difficulty processing social or emotional sounds. The right hemisphere on the other hand is very efficient in social and emotional sounds, but is deficient in language skills. (Joseph, 1993:12)

Deese (1971: 119-120), in ***"The Biological Context"***, explains the relationship between the brain mechanisms and language acquisition. According to him "speech and language seem to be located in the left cerebral hemisphere, the motor portion of which controls the right side of the body, for most people... the cortex and parts of the cortex contain structures specialized for the production of speech." The two neurologists, Penfield and Robert cited in (Myklebust, 1965:5) show how writing skill is developed in relation to the neural aspects as well as physiological aspects. They state:

...writing is carried out by one hand, which is called dominant. It is controlled through the motor hand mechanism in the cortex of the opposite hemisphere. Writing must be considered voluntary in regard to each move, at the beginning. But in time it comes to be automatic. The image of the movement required to produce each word, taken together with execution of the movement, becomes a skill that is eventually automatic but can be controlled voluntarily. It is so automatic that in time, a man can summon a word and discover that his hand has written it.

Penfield (1967), and Lenneberg (1964, 1966, 1967) have suggested a biological disposition for the development of language that is related to the operating characteristics of human brain. This view is akin to 'competence'. Bhatia (1973: 32-33) summarized their views under the following points:

- a) Language is species-specific. Man alone has an inborn control mechanism for vocalization in his cerebral cortex.
- b) Basis for language capacity can be transmitted genetically. Language cannot be suppressed. This is borne out by the fact that children learn it even in the face of handicaps, such as congenital blindness or deafness.
- c) Within normal limits, language is independent of intelligence level. Ability to speak is not dependent upon brain-weight/ body-weight ratios. It depends on being human. Even nanocephalic dwarfs acquire the rudiments of language.
- d) Certain linguistic phenomena are universal. Children appear to learn languages in much the same way irrespective of the culture. Any natural language, a system of enormous complexity, is acquired in a very short period of time. Further no speech training or teaching is needed for that.
- e) The innate language acquisition system (ILAS) contains general and specific cognitive components that extract and categorize similar ties from sensory inputs and organize linguistic input in a manner that will reveal the structure of the native language.
- f) The learning of the mother tongue is normally an inevitable process.
- g) A child's brain has a specialized capacity for learning language... a capacity that decreases with passage of years. Unless a child is exposed to human speech before the age of puberty he will most likely never speak a human language.



In his pioneering work "*Biological Foundations of Language*", Lenneberg (1967) proposed a critical period for learning a language. The Critical Period Hypothesis (CPH) claims that there is such a biological timetable for language learning, which makes it increasingly difficult to learn a second language after puberty, at which time the brain supposedly loses its plasticity. Lenneberg explores this CPH and says:

Between the ages of two and three years language emerges by an interaction of maturation and self-programmed learning. Between the ages of three and the early teens the possibility for primary language acquisition constitutes to be good; the individual appears to be most sensitive to stimuli at this time and to preserve some innate flexibility for the organization of brain functions to carry out the complex integration of sub-processes necessary for the smooth elaboration of speech and language. After puberty, the ability for self-organization and adjustment to the physiological demands of verbal behavior quickly declines. The brain behaves as if it had become set in its ways and primary, basic skills not acquired by that time usually remain deficient for life. (Lenneberg 1967:158)

Furthermore, Lenneberg (ibid) made a distinction in the manner in which a child and an adult acquire a second language. He states that the direct, structural and local interference with neuro-physiological processes of language that occur under age thirteen are reversible, whereas those that occur after thirteen are not. After puberty, apparently the brain becomes less able to take on certain kinds of new tasks.

On the basis of the critical period hypothesis, theories have been developed to investigate the optimal age to undertake the study of a second language. Research has shown that the Brain Plasticity Theory (Baker, 1993; Nash, 1997), The Biological Predisposition Theory (Lemke, 1990; Genesee,

1996), and The Imprinting Theory (Asher& Garcia, 1984; Celestino, 1993) commonly share the theme that the younger the individual is when he/she is exposed to a new language, the greater the possibility of acquiring native pronunciation as well as proficiency in that language.

In addition, recent research has concluded that the window for acquiring syntax may close as early as age 5 or 6, while the window allowing for the addition of new words may never close. Nash (1997), however, states that the ability to learn a second language undergoes a steady and inexorable decline after the age of 6. Ellis (1994:35-36) argues that "the acquisition of a native like accent is not possible by learners who begin learning after 6 years of age" He continues to say "it is very difficult for learners who begin at puberty to acquire native-like grammatical competence. Lending support to the (CPH) proposed by Lenneberg, Curtiss (1996) indicates that after the critical period, the brain becomes slowly less plastic, so that by the time the child reaches adolescence the brain cannot normally develop any new cognitive system, including language.

Though the CPH proposed by Lenneberg has a significant role in the second language acquisition theory, it has been criticized for not being valid. There is a large quantity of counter evidence for this argument. We try to report a few seminal studies relating to this point. Krashen (1973), for instance, criticized Lenneberg's (1967) claim that children before their critical period were less severely impaired by brain damage. He re-examined the data used in Lenneberg's and found all the cases of complete recovery from aphasia were under the age of five. Surprisingly, the number of cases of recovery at the age of

more than five or over was nearly the same as the adults'. Yeni Komshian, Zubin and Afendras (1968), cited in Bhatia, 1973) note that children and adults have been found equally proficient in acquiring a second language.

In view of the fact that the optimal age of learning a second language is questionable, we assume that the process of second language learning is complicated. Moreover, the point at what age a second language is to be taught is a more difficult problem as it involves social, psychological, philosophical, and political considerations and cannot be confined only to a neurophysiological factor of learning. Moreover, the theory of Penfield and Lenneberg can be applied to first language acquisition; its transferability to second language depends upon whether the first and the second language are similar.

### **2.3.2. Linguistic Approaches**

The linguistic approaches to the study of DLB are twofolds<sup>1</sup>: a) Contrastive Analysis Approach and b) DLB Analysis Approach.

#### **2.3.2.1. Contrastive Analysis Approach**

Interference is an undesirable phenomenon in the acquisition of a second language (L2). Weinreich (1953: 1) defines interference as "those instances of deviations from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact." However, The phenomenon of interference is not confined only to the use of foreign sounds or construction as a result of the mother tongue (MT) influence. It can also occur through the rearrangement of

patterns that result from the introduction of foreign elements into the more highly structured domains of language such as the bulk of the phonemic system, a large part of the morphology and syntax, and some areas of lexis. Linguists have shown that interference can be reflected in the three linguistic levels: Phonology, syntax, and semantics (Weinreich 1953; Selinker 1969; Richards 1971). In his discussion of interference, Weinreich (1953:11) states, "In speech, interference is like sand deposited on the bottom of a lake." George (1972:167) calls this interference phenomenon "speech with a foreign accent."

Interference implies the interference of long acquired first language habits into the learning of the second language. In view of this, Lee (1968:187) has indicated that not only some of the native language habits of listening, speaking, reading, writing, and also thinking come into conflict with new habits needed for competence in the foreign language, but "it would be nearer the mark to say that it is the whole constellation or configuration of native language habits and competence that is out of harmony with the habits of and competence of .... the new language." Therefore, interference can be a negative kind of transfer in learning a second language.

Linguists concerned with the issue of language transfer (e.g. Weinreich 1953; Mackey 1965; Politzer 1965; Selinker 1975) have emphasized the existence of MT interference in TL. All of them characterize this interference as deviations from the standard norms of TL. These deviations are attributed to the process of learning; as the learner tries to express an idea in L2 that requires a structure to which he has never been exposed before, he uses the code of his L1 in putting together his own vision of L2 structure (Politzer 1965; Selinker 1975;

jakobovitz 1969). Thus when cultures intermingle through political, social, or economic contact, the language used as a medium of communication eventually reflects that intermingling through interference phenomena; Weinreich (1953:5) regards this contact as "a phase of cultural difficulties and acculturation."

Epstein (1915), a bilingual psychologist, explains the phenomenon of interference from a psychological perspective. He believes that thinking is an association of words and ideas. Therefore, when a bilingual thinks, the concurrent words of languages he knows interact in the process of speaking or writing (cited in Weinreich 1953:71). Stern (1919) went farther than Epstein's association of words and ideas; she found that the former approach was valid only in an adult situation. Stern described her approach as follows:

The difference in languages... not only leads to the associative phenomenon of interference, but is a powerful stimulus to individual acts of thought, to comparison and differentiations, to the realization of scopes and the limitation of concepts, to understanding of nice shadings of meaning. (Cited in Weinreich 1953:72)

The two preceding psychological interpretations of the interference phenomenon suggest the strong relationship that causes MT and TL to intermingle, once they come together. This phenomenon is an effect of what is called 'transfer' which designates the use of what one already knows, with regard to the mother tongue, in new learning tasks. In other words, the learner of a foreign language uses forms and patterns that belong to his mother tongue in the language being learned, the target language. The effect of this influence on the learning process is called interference. Accordingly, "the notions of 'transfer' and 'interference' were borrowed from psychological learning theory and applied to second language learning" (Jackson, 1981: 195).

In view of the fact that interference has been a major concern of linguists regarding learning a second language, linguists in the 1950s and 1960s such as Lado (1953), Weinreich (1953), Kirkwood (1966), tried to find the similarities and differences between certain languages. As a result of this interest, the contrastive analysis hypothesis (henceforth CA) emerged. This hypothesis maintains that the means of avoiding errors in teaching a foreign language lies in the juxtaposition the teacher makes between phonological, morphological, and syntactic structures of the two languages under investigation- the student's native language, the mother tongue (MT) and the one being learned, the target language (TL). Accordingly, the adoption of CA provides the teacher with descriptive accounts of MT and TL and the techniques of comparison of these descriptions.

The contrastive analysis hypothesis rests on the following assumptions:

The first assumption that language learning is based on habit formation has been derived from the behaviourist psychology and states that language acquisition is the product of regular exposure to language and this acquisition was based on frequency, intensity, contiguity etc., of stimulus- response which leads to habit formation.

The second assumption is that L1 interferes in learning L2. This interference can be 'negative' and 'positive'. Whenever there is a difference between two structures, the transfer is 'negative' and whenever there are similarities, there would be a 'positive transfer'. According to CA, negative transfer would result in errors, while positive transfer would result in correct sentences. This assumption has been derived from interference theory in verbal learning and memory research (Dulay and Burt 1974: 97-98).

The CA hypothesis states that the major cause of difficulty in learning L2 is the learner's unfamiliarity with L2, i.e. the learner has not learned the patterns of the TL. Interference is manifested in the language he learns. Lado (1957:58-59) indicates:

We know from the observation of many cases that the grammatical structure of the native language tends to be transferred to the foreign language...We have here the major source of difficulty or ease in learning the foreign language...Those structures that are different will be difficult.

Sridhar (1980) summarizes the contrastive analysis hypothesis in the following statement:

The initial cause or even the main cause of difficulty and error in second language learning is interference that results from the student's mother tongue.

The difficulties are mainly ascribed to the differences found in the two languages.

The greater the varieties are, the more acute the learning difficulties will be.

The findings of a comparison between the two languages are necessary to predict the difficulties and errors that will happen in learning the second/foreign language.

In spite of the fact that several prominent linguists and pioneers in the field of target language pedagogy, including Sweet (1898), Palmer (1964), and Jespersen (1904) were aware of the 'pull of the mother tongue' in learning a TL, it was Fries (1945: 9) who firmly established contrastive linguistic analysis as an integral component of the methodology of TL teaching when declared:

The most effective materials (for foreign language teaching) are based upon a scientific description of the language to be learned carefully compared with a parallel description of the native language of the learner (Fries 1945: 9).

However, the challenge was taken up by Lado (1957: 2) who in his **'Linguistic Across Culture'**, a classic field manual in CA, expressed the basic assumption<sup>^</sup> underlying contrastive studies:

Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture, both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and the culture as practiced by natives.

James (1980: 28) considers CA one of the sub-disciplines of linguistics in that it adopts techniques of comparison in analyzing language components at three levels: phonology, grammar, and lexis. The goal of CA is to juxtapose these three levels in the two languages under examination in an attempt to establish criteria of comparison, which can be helpful in teaching a foreign language and in avoiding the creation of error in producing that language.

Jackson (1980) refers to CA as the strategy connected with contrastive linguistics, and it is to be distinguished as a systematic comparison of chosen aspects of two languages, the pedagogical objective of which is to supply instruction to textbook writers to be applied to evolve classroom tactics, prepare teaching materials, and design courses.

Lee (1968) also views CA as a technique that has a potential role in target language teaching. He states:



What there is to teach can best be found by comparing the two languages and then subtracting what is common to them, so that what the student has to learn equals the sum of the differences established by the contrastive analysis. (Lee 1968: 186)

The first studies in '**Contrastive Structural Series**' attempted to compare the system of the native and the target language within the framework of the structural model of language developed by Bloomfield and his associates with a view to pointing out the areas of difficulty. However, the latest studies such as by Stockwell et al (1965) have been based on the transformational generative (TG) model developed by Chomsky in his publication of "**Syntactic Structure**" (1957) and "**Aspects of the Theory of Syntax**" (1965). According to this model, language is considered to be a rule-governed activity with a deep structure and a surface structure. Since language is a ruled-governed activity, it is assumed that the acquisition of L2 is different from the acquisition of L1. Nickel and Wagner (1968: 237) make this point clear. They state:

The language to be learned is always seen through the filter of the acquired rule system of the mother tongue. Consequently, the process of acquiring the second language differs in some important respects from that of learning the first language: rules of the mother tongue are matched with those of the second language, they are expanded, additional rules are learned and rules of the mother tongue are discovered to be invalid in the target language.

It is concluded that in a way the common rules of L1 and L2 are already known to the learner, the major cause of difficulty in L2 learning is the difference between the rule system of L1 and L2. Hence, the main function of CA is to provide the description of a partial grammar (Gc), which is the sum of the differences between the grammar of the source language (G1) and the target language (G2). This partial grammar should be used in preparing L2 teaching

materials. Regardless of the model to be followed- the structural approach or the TG model- the underlying assumption of CA is that the major cause of difficulty in L2 learning is the interference from L1; it may result in the transfer of L1 habits or L1 rules.

In view of the assumption that interference of the first language with the teaching the second often leads to DLB, it is argued that the DLB can be avoided if we were to make a comparison of the learner's mother tongue and the target language. In this connection, Lado (1957: 7) states:

We can predict and describe the pattern that will cause difficulty in learning those and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student.

Lado (Ibid: 2) also indicates that the teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them. Banathy, Trager, and Waddle (1966: 37) reiterate the same view. They point out that "the task of the language teacher is to be aware of these differences and to be prepared to teach them." Nickel and Wagner (1968) consider this approach sufficient in describing and predicting DLB. Moreover, they suggest that it should take priority over other approaches.

Mackey (1970: 584) refers to the procedures to be followed in analyzing a text. According to him "the first thing to do in analyzing a case of interference in a text is to identify its model in the dialect of the language from which it comes. This

model may be from cultural, semantic, lexical, grammatical, phonological, phonetic, or graphic levels of the dialect." Mackey (Ibid) describes the types of interference: cultural interference is the result of an effort to express new phenomena experience in a language that does not account for them; semantic interference is due to familiar phenomena and experience being classified or structured differently in the other language. The classic example here is the division of the colour spectrum into units; lexical interference results in the introduction of foreign forms into the speech of the bilingual; grammatical interference involves the introduction of units and structures of foreign parts of speech, grammatical categories and function forms; gender, concord agreement, *prepositions, conjunctions, determiners, etc. might be affected as a result of* grammatical interference; phonological interference affects the units and structures of intonation (tone groups), rhythm (stress levels) and articulation. *Mackey concludes by stating that the description of interference not only requires* the identification of foreign units and structures, but also an analysis of what the speaker does with them, i.e. his substitutions and modifications.

Setting up a hierarchy of difficulties is the next step to be followed in the analysis. It is viewed that this hierarchy of difficulties will be considered the basis through which materials are formed in terms of gradation and sequencing. Stockwell, Bowen and Martin (1965: 282) point out "the construction of a hierarchy of difficulty depends on the assumption that some correspondences are more difficult to answer than others. They continue to maintain, "the hierarchy is a set of predictions which must be tested against observation of the problems students do in fact have."

Stockwell and Bowen (1965) discussed the problem of difficulty at the phonological level and suggested an eight-scale system of the difficulties (in connection with English and Spanish). They distinguished between optional, obligatory, and zero choices. According to them, the highest degree of difficulty was to be found when the learner faces an obligatory choice in the target language, while his source language has a zero choice in this particular stance. At the syntactic level, Stockwell, Bowen, and Martin (1965) set up a scale of sixteen difficulties. However, Nickel (1971b: 220-221) strikes a chord of dissent when he observes that though these scales are based on some kind of linguistic logic, "one cannot help feeling that decisions are somewhat arbitrary. He remarks:

It is taken for granted that a construction not contained in the source language, but contained in the target language belongs to the class of greatest difficulty...It is taken for granted that the absence of structural correspondence makes things more difficult than the absence of functional semantic correspondence.

Nickel (1971b) considers this problem from a wider perspective. He suggests that pedagogical embedding, which includes a consideration of notional and individual differences, should be an essential part of such discussion.

Stockwell, Bowen, and Martin (1965: 292-309) emphasize of the pedagogical implications of CA. They hold the view that the hierarchy of difficulties, external and internal order of complexity, and symmetry presentation are among some of the considerations that must enter into building a valid pedagogical sequence. The more easy structures and the closely related structures should be presented first.

Keeping in view the pedagogical implications of CA, Nickel and Wagner (1968: 236-238) made a distinction between didactic and methodic programming, which are based on the prediction of CA. According to them, 'didactic programming' determines what is to be taught and learned in a particular phase of instruction. It involves manipulation of the data in "such a way that rules of grammar are implied therein and that rules already learned are reinforced." 'Methodic programming', on the other hand, determines how a particular teaching unit is to be taught. It involves "the insertion of a channel which transmits the data prepared by didactic programming as effectively and with as little interference as possible." Nickel (1971a) reiterated the same implication. He maintains that the results of CA will help in the selection and grading of teaching materials and it will also determine the staging of instruction and the sequencing of the materials used. Moreover, Lado (1957) and Halliday et al (1964) suggest that the results of CA provide ideal criteria for selecting testing items.

Schachter (1974) considers CA useful as it provides us with evidence why learners avoid or prefer using certain items of language in their composition. In his study on the university level ESL student's production of relative clause, Schachter found that the quantity of the relative clauses of the Persian and Arab students in their compositions is double compared to the Japanese and Chinese students. This is attributed to the fact that Persian and Arabic relative clauses are similar to those of English as the head noun phrase precedes the relative clause in all of them whereas the relative clauses of Japanese and Chinese are not so as the head noun phrase in these languages appears after the relative clause. As a result of this, Japanese and Chinese students avoid using them in their

composition. However, this does not imply that Persian and Arab learners have no problems with the English relative clause construction. Kharma's (1987) study on Arab students' problems with the English relative clause shows "six out of the seven most persistent error types can most certainly be ascribed to negative transfer (or interference) from Arabic."

Despite the pedagogical implications of CA in establishing the basis for preparing instructional materials and testing, it has been questioned as a result of emerging insights into the complex process of language learning from research in linguistics and psychology. It is believed that language learning is no longer considered to be simply a process of habit formation, but a creative process in which the learner develops his linguistic competence based on language data to which he is exposed. The language learner's development of competence involves formulation and testing of a series of hypotheses, which are either confirmed or refuted. This view of language learning has brought about a change of emphasis in second language situations too. To make this point clear, Cohen and Robins (1976: 45) observe, "in recent years the focus in second language acquisition has been directed more toward the learner than toward the teacher." In view of this change, it has been realized that the learner's actual performance in second language should be investigated to gain insights to the areas of difficulties that the learner will have.

The CA has been criticized for several reasons. These reasons are summarized in Parasher (1978:89-90) as follows:

Contrastive studies focus mainly on differences between L1 and L2 and ignore many other factors which affect the second language learner's

performance, e.g., his learning strategies, training procedures, overgeneralization of target language rules.

Not all difficulties and errors can be traced back to the influence of the mother tongue and consequently other explanations must be sought.

Some of the difficulties predicted by the contrastivist did not in fact pose any problems to the learner.

The basis of CA- the theory of interference- has been questioned

The objectivity of CA methodology is questionable. The linguist's preference of a model of description often leads to different outputs presenting different predictions.

Most contrastive studies deal with theoretical problems like validation of the notion of linguistic universals and not with pedagogical problems. So much so that a distinction has begun to be made between theoretical and applied contrastive linguistics in recent literature (Jackson, 1976).

Recent contrastive studies are too technical to be of any use to most teachers of English as a second language.

Most of the available differential descriptions are so superficial and incomplete as to be misleading" (Mackey, 1966: 201).

In view of this criticism, CA has been divided into two groups: one, those who support what Wardhaugh (1970: 124) calls "the strong version hypothesis" and two, those who support "the weak version hypothesis" of contrastive linguistics. Supporters of the strong version hypothesis maintain, "if CA is to retain

its basic relevance to language learning and teaching, it must retain its traditional link with applied linguistics. It implies that it must predict the areas of potential difficulty in L2 learning. The weak version hypothesis, on the other hand, claims no more than an explanatory role for CA, i.e., it can explain some of the potential or actual areas of difficulty in L2 learning. In the light of evidence from various sources, the stronger claim seems to be untenable. In its weaker claim, CA merges with error analysis.

#### **2.3.2.2. DLB Analysis Approach**

Arising from the untenable claims of CA in predicting and explaining learners' errors, CA has been confronted with approaches that directly concerned with the learner's performance. One such approach is the DLB analyses approach, what some scholars prefer to call "Error Analysis" (henceforth EA) or "Goof Analysis" (Bhatia 1973). This approach holds that the sources of linguistic interference are not restricted to the native language of the learner, but go beyond that. The contact system needs to be described not only by reference to the native and target languages of the learner but also by reference to the learner's system. Nemser (1971) calls this system "the approximative system" It is defined as "the deviant linguistic system actually employed by the learner attempting to utilize the target language." It is believed that such investigation would provide attested information of immediate utility in teaching and course development.

Beginning in the 1960s, there has been a burst of first language acquisition research, with which came a new interest in L2 learning research. The proponents



of the comparison of learners' native and target language (L2 acquisition = L1 acquisition) hypothesis rejected habit theory and affirmed that language learning is an active and creative process. This hypothesis rests on the assumptions that the language learner possesses an "innate mental organization", which causes him to use a set of processing strategies to produce utterances in a language. The language learner will use these processing strategies to construct in stages the grammar of L2 on the basis of linguistic data to which he is exposed. He keeps adjusting these linguistic rules as he organizes more and more input of the TL. This process is guided in L1 acquisition by particular form of L1 system, and in L2 acquisition by particular form of L2 system.

In the same way, Corder (1981:6) also notes that the influx of Chomsky's views of the 60s has caused the shift of emphasis from preoccupation with teaching to a study "where most of the mentalists' views were adopted in the explanation of TL learning. The learner is seen building up his competence towards the mastery of the target language. Along the way he constructs for himself a grammar and a system of the target language on the basis of the linguistic data he is exposed to.

In the light of the aforementioned assumptions, Corder (1967), the father of EA, proposes the hypothesis that errors are evidence of learner's strategies of acquiring the language rather than signs of inhibition, or interference of persistent old habits. He calls for a systematic study of errors in order to discover the learner's built-in-syllabus and his learning strategies. He believes that this will be useful to teachers, learners, and textbook writers. Corder maintains that a learner's errors provide evidence of the system of the language that he is using at a particular course. He, "further, views these errors in connection with those

observed in terms of differences between child and adult speech play in the study of first language acquisition. He comments:

It is in such investigation that the study of learners' errors (in second language learning) would assume the role it already plays in the study of child language acquisition. Since the key concept in both cases is that the learner is using a definite system of language at every point in his development, although it is not the adult system in the one case nor that of the second language in the other. The learner's errors are evidence of his system and are themselves systematic.

Schumann (1974) reiterates the same view. He states that second language learner's errors are similar to those of child who acquires his first language. The errors of both are systematic. They actually give evidence of the system to which they belong. Therefore, these errors provide the researcher with evidence of how a second language is learnt and about the nature of the language the learner is learning.

Corder (1967) considers the making of errors as a device the learner uses in order to learn, and a way of testing his hypotheses about the nature of the language he is learning. Thus it is a strategy employed both by children acquiring their mother tongue and by adults acquiring a second language. The adult's grammar, like the child grammar before it reaches a certain point of stability is in a constant flux (Bar-Adon, 1971 cited in Bhatia 1973). The inconsistency varies from adult to adult, as from child to child, and from one transition period to another. However, this stage of linguistic competence with some deviant behaviour in it stays for a longer period in L2 learning than in L1 learning.

Researchers in applied linguistics considered the grammar constructed by the learner while acquiring L2. As a result, different terms have emerged referring to this grammar, like "approximative system" by Nemser (1971), "idiosyncratic dialect" by Corder (1971), and "interlanguage" (henceforth IL) by Selinker (1972). According to Nemser (ibid) "approximative system is the deviant linguistic system actually employed by the learner attempting to utilize the target language."

Nemser (1971) refers to a three-fold assumption underlying the concept of approximative system (La):

- 1- Learner speech at a given time is the patterned product of a linguistic system, La, distinct from source language (Ls) and Target language (Lt) and internally structured.
- 2- La's at successive stages of learning form an evolving series, La1... n, (indices referring to systems at successive stages of proficiency) the earliest occurring when a learner first attempt to use Lt, the most advanced at the closest approach of La to Lt (merger, the achievement of perfect proficiency, is rare for adult learners).
- 3- In a given contact situation, the La's of learners at the same stage of proficiency roughly coincide, with major variations ascribable to differences in learning experience.

Nemser (ibid) maintains that approximative systems are evidently transient and the systematic nature of these systems is proved by the regularity of patterning of errors in a given target language by learners sharing the same mother tongue and quite often by learners of various language backgrounds. He comments:

An argument for the structural independence of an L<sub>a</sub> from the source and target systems is the frequent and systematic occurrence in non-native speech of elements not directly attributable to either L<sub>s</sub> or L<sub>t</sub>. (Nemser 1974:58)

Corder (1971: 157) suggests that the language of a second language learner is a type of "idiosyncratic dialect", with some of the rules particular to the individual. This language is "systematic, meaningful, i.e., it has a grammar, and is, in principle, describable in terms of a set of rules" whereas a poet's dialect is "deliberately deviant," and an aphasic's dialect is "pathologically deviant," Corder argues that "... it is misleading to refer to the idiosyncratic sentences of the second language learner as 'deviant'."

Corder, further, objects to the terms "error", "deviant", or "ill-formed" on the grounds that these terms "prejudice the explanation of idiosyncrasy." The explanation is psycholinguistic, because it attempts to account for how and why the learner's idiosyncratic dialect is of the nature it is.

Both Corder and Nemser assume that the learners with the same L<sub>1</sub> and the same cultural background are likely to construct the same language systems. The DLB produced by the learner will be the result of the rules constructed by him at a particular stage in the acquisition of L<sub>2</sub> and will reflect his transitional competence at that stage. Corder is not in favour of considering the utterances produced by L<sub>2</sub> learners as ungrammatical. These utterances are grammatical in a sense that they are part of a system- the system or the idiosyncratic dialect eternalized by the learner at a particular stage of his learning. In view of the 'ssumption that all utterances in the IL of a learner are part of a system, they are

grammatical even though they are deviant by the native standards. They are in fact grammatical and systematic in terms of the IL of the learner.

Corder (1974:131) recognizes three stages in learning as evidenced by the nature of systematicity:

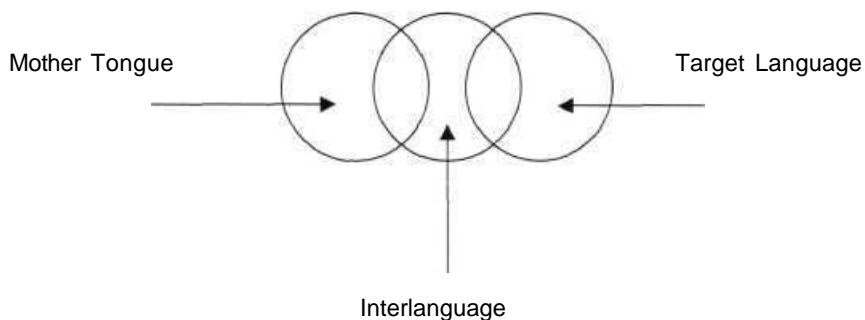
- I) The pre-systematic stage: the learner is unaware of the existence of a particular system or rule in the target language. His errors are quite random. He may occasionally produce a correct form.
- II) The systematic stage: here the learner's errors are regular. He has discovered and is operating a rule of some sort, but the wrong one.
- III) The post-systematic: the learner produces correct forms but inconsistently.

Selinker (1972:214) regards learner's systems as autonomous ones falling between the system of L1 and the system of L2 on the grounds that they show some formal characteristics of both. He looks at this system from psychological perspectives. He hypothesizes that there is a psychological structure, which is 'latent' in the brain of a learner, and it is activated whenever a learner attempts to learn L2 and also when he tries to produce a sentence in L2, using the meaning he already knows. The utterances produced by the learner are not identical with the utterances that an L2 native speaker would have produced in his/her attempt to express the same meaning as the learner has expressed. Therefore, the existence of a separate linguistic system is hypothesized to account for the real utterance of the second language learner. Selinker (1972:214) calls this linguistic system "Interlanguage" (IL). He states:

The only observable data from meaningful performance situations we can establish as relevant to interlingual identifications are: (1) utterances in the learner's native language (NL) produced by the learner; (2) IL utterances produced by the learner; and (3) target language utterances produced by native speakers of that target language.

McLaughlin (1993:60) argues that the IL is thought to be distinct from both the learner's MT and TL. It develops over time as learners make use of various internal strategies to make sense of the input and to control their own output. Corder (1981:17) proposes the following diagram to represent IL:

**Diagram (1)**



In view of the dynamic, changing nature of IL system (Nemser, 1971; Corder, 1967), it is expected that the L2 learner continues to develop his IL system along the learning process; elaborating his IL as long as he has a motive for doing so. Accordingly, the errors he produces are indications that his IL has the status of "transitional competence" as Corder (1971:151) labels it. When the learner's IL system reaches a stage where he finds it difficult to serve his communicative needs, he is then no longer prepared or motivated *to learn any*

more to elaborate his IL and approximate it to !L system, no matter how long he remains exposed to authentic data. In such situation, learners' IL represents the "terminal competence," as James (1972:6) terms it. Selinker (1972:215) refers to this case as "fossilization", a mechanism which is assumed to exist in the latent psychological structure. He indicates:

Fossilizable linguistic phenomena are linguistic items, rules, and subsystems which speakers of a particular native language will tend to keep in their interlanguage relative to a particular target language, no matter what the age of the learner or amount of explanation and instruction he receives in the target language.

Examples given by Selinker (1974:36) for fossilizable structures are the French uvular *hi* in their IL and the American English retroflex *hi* in their French IL.

Selinker (1972) suggests that there are five central processes which contribute to 'fossilization' of certain deviant linguistic forms. These fossilized forms become part of the normal language behaviour of the learners and so they constantly recur in the productive performance in spite of repeated attempts to eliminate them. The five central processes are as follows:

- 1- Language Transfer: language transfer involves items and rules in the learner's language being directly traceable to his/her mother tongue. The learner tries to make use of his/her native language. Two types of transfer have been identified in Jfre language learning: "positive transfer" and "negative transfer". Positive transfer facilitates language learning. It may occur when the NL and TL have the same form. For instance, both *Arabic* and English have the definite article '*the*' respectively. Therefore. The Arab

learners are expected to use the English article ***the*** correctly in expressions such as, 'the ball', 'the pen', etc. The second type is negative transfer, which refers to a rule or a pattern in the native language that leads to an error in the TL. For instance, an Arab learner may produce the inappropriate utterance 'this student' instead of the correct one 'this is a student' due to Arabic sentence '*hatha talib*' literally 'this student'.

- 2- Transfer of Training: In this process (strategy), the learner's errors are directly traceable to how and what they have been taught. That is the learners attempt to use rules learned from their teachers and/or textbooks. The results of their attempts can be either in accordance with the rules of the TL or sometimes they can be deviant. For instance, teachers or textbooks that explain the difference between the indefinite articles 'a' and 'an' by stating that 'an' is used with countable nouns that begin with vowels, may lead the learners to produce deviant utterances such as, 'I am an university student' or 'I met an European tourist'.
- 3- L2 Learning Strategies: The learner follows some strategies in order to facilitate the learning process. These strategies are often successful and therefore, they help the learning process. On the other hand, they may fall short and errors are the result of such strategies.
- 4- Communication Strategies: Learners utilize this strategy when they run short of a vocabulary item that is necessary to convey their meaning. They rely on communication strategies to get their message across. For instance, if the learner wants to refer to 'watermelon' in English, but he/she does not know the exact lexical item, then he/she may use his/her hand to show the shape of it, along with the strategy of defining (i.e. it is like a ball,



it is green and red inside, it is sweet and has black seeds in it).

5. Overgeneralization of TL Rules: Overgeneralization is very common in both first language acquisition and second language learning. Learners create ill-formed utterances due to their partial learning of the TL rules. In other words, they always expect greater regularity in the use of the TL than actually exists there. For instance, the learner may use the plural morpheme '-s' with all English count nouns. The result may be something like '\*I have three childs' or '\*two mans'.

Keeping in view the IL hypothesis which shows that ILs are different from other language systems, Selinker, Swain and Dumas (1975), and Adjemian (1976) postulate five properties underlying the IL hypothesis. They are as follows:

- 1- Systematicity
- 2- Stability
- 3- Mutual intelligibility
- 4- Backsliding
- 5- Permeability

The first three properties characterize natural language and as a result of that, ILs are linguistic systems in the same way as natural languages are. In this connection, Adjemian (1976) maintains that "ILs, like all human languages, must contain an organized set of rules and basic elements." Considering the first Property, "systematicity", Selinker, Swain, and Dumas (1975) remark that "since L2 speech is after all in the process of developing, systematicity, here may mean

that such speech evidences recognizable strategies." They, moreover, indicate that the learner's language is generated by the application of linguistic rules and learning strategies.

Adjemian (1976), however, confines the notion of systematicity to its linguistic connotation. He makes a distinction between learning strategies and linguistic rules. According to his views, the linguistic rules are responsible for 'the actual form' of the learner's utterance, whereas learning strategies are responsible for the acquisition of language.

The second property of ILs is "stability" over a period of time of particular errors and surface forms. Selinker et al (1975:150) suggest a general hypothesis of the form, they state "when more than one strategy intersect in L2 acquisition there will be more "power" or "stability" in the resultant IL."

Adjemian (1976:314), on the other hand, remarks, "the stability of ILs may result in the production of 'correct' or 'incorrect' forms, but relative to the IL system itself, these forms are always correct if they are stable, i.e., if they recur systematically."

Based on the view that ILs are linguistic systems in the same way as natural languages are, ILs share with natural languages the property of "mutual intelligibility", which means that the learners with the same ILs can use their IL for communication purposes. Adjemian (Ibid: 301) suggests that wherever a group of learners can communicate verbally with each other in a language other than their  $\wedge$ L, it may be assumed that they share an IL.

"Backsliding" is the fourth property of IL. It is defined as "... the regular reappearance... of fossilized errors that were thought to be eradicated." The "back" in the backsliding means back towards an IL norm and not towards the speaker's NL. Adjemian (Ibid: 315), on the other hand, considers backsliding as one of the properties that distinguish ILs from other language systems.

The fifth property is "permeability". Adjemian (Ibid: 308) defines the term, as "penetration into an IL system of rule foreign to its internal systematicity, or the overgeneralization or distortion of an IL rule, is one of the characteristics which define ILs as being different from all other natural language systems. The property of ILs which allows this penetration or generalization I will call the 'permeability' of ILs."

In conclusion, the learner's systematic knowledge of an L2, which is independent of both the learner's L1 and the TL, has been viewed in terms of "approximative system" (Nemser, 1971), "idiosyncratic dialect" (Corder, 1971), and "Interlanguage" (Selinker, 1972). Ellis (1982) refers to these terms as "sisters". They stress the following points:

- 1- The learner operates on a system of his/her own.
- 2- The learner is in a state of flux and development.
- 3- The learner makes hypotheses and tests them.
- 4- In the learning process errors are inevitable and even desirable.
- 5- Such errors are due to: a) L1 interference, b) Learning strategies, c) Teacher and teaching materials, and d) Idiosyncratic nature and social position of the learner.
- 6- The learner needs guidance in moving towards the TL.

Selinker's interlanguage emphasizes the structurally intermediate status of the learner's language system between the MT and the TL, whereas Nemser's approximative system and Corder's idiosyncratic dialect emphasize the developing, transitional and dynamic nature of the system.

#### **2.3.2.2.1. The Notion of DLB**

Various terms like "lapses", "mistakes", "goofs", "errors", and "deviant" are currently in use to describe the phenomenon of words and sentences crossed by language teachers while evaluating learners' writing. The terms "error" and "goof" imply "the deviation from syntactic structures that adult native speakers consider grammatically correct (Duly and Burt 1974: 95). Danks (1968: 3) defines "deviant utterances" as "those that would be commonly judged deviant by native speakers when encountered in various language contexts." George (1972: 2) describes an error with reference to the teaching programme. According to him, "an error is an unwanted form which a particular course designer or teacher does not want." Unwanted forms arise because the learner processes the language materials in his own way. Errors, therefore, are those forms which the curriculum designer desires to avoid. Gass and Selinker (1992) define errors as "red flags that provide evidence of the learner's knowledge of the second language."

Corder (1972:2) distinguishes between systematic and unsystematic errors. He based his distinction on the hypothesis that the presence of a definite system of language (IL) at every point in the learner's development suggests that the learner may commit systematic errors which are not random but systematic in nature. "Systematic errors, therefore, can be predicted. Unsystematic errors, on the other hand, cannot be predicted and are random in nature.

In view of Chomsky's (1965: 4) distinction between "competence"- the speaker-hearer's tacit knowledge of his language- and "performance"- the actual use of language in concrete situations, Corder (1973, 1974), makes a distinction between "errors" and "mistakes". Mistakes are the result of physical tiredness, nervousness, stress, emotional excitement, etc. These are the errors in performance and are not the result of any defect in the competence of a speaker. These mistakes are random and unsystematic, when the speaker is made aware of them, he can immediately correct them with complete assurance. "Errors", on the other hand, are not the errors of performance but are "the sign of an imperfect knowledge of code" (Corder 1973: 259). The learner makes errors, as he has not yet fully internalized the language system of L2. These are the errors of competence and can be systematic. The learner is not able to correct his errors in spite of being pointed out to him.

Corder (1967) suggests that the "errors of competence are systematic and represent either a transitional stage in the development of a grammatical rule or the final stage of the learner's knowledge." He reserves the term 'error' for the learner's systematic errors from which one can reconstruct his knowledge of language to data, i.e. his transitional competence.

Brown (1994: 205) offers the following distinction between "mistake" and "error". A mistake he says, is "a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. According to this definition, a native speaker could make mistake in his/her native language. Errors, on the other hand, are problems that a native speaker would not have. Brown

defines an error as "noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the second language learner."

Burt (1975), Burt and Kiparsky (1970, 1972), and Dulay and Burt (1974) use the terms "mistake", "error", and "goof interchangeably to refer to the violation of rules of the language. A "goof is an error students tend to make in learning English as a second language for which no blame is implied (Burt and Kiparsky, 1972: 1). Moreover, the writers distinguish between "global" and "local" goofs or mistakes with reference to considerations to comprehensibility and communication. "Global mistakes are those that violate rules involving the overall structure of a sentence... local mistakes cause trouble... in a smaller part of the sentence (Burt and Kiparsky, 1970: 6). The writers continue to say "In sentences with more than one clause, mistakes in overall organization which confuse the relations among the constituents clauses, such as which precedes which, outweigh minor goofs in any one clause." Overall goofs are called "global" and minor goofs within clauses are called "local". For example, in sentences like:

\*- English language use much people.

\*- Since the harvest was good, was rain a lot last year.

The global goof in the first sentence is the word order, whereas the global goof in the second sentence is the conjunction **"since"** attached to the wrong clause. Local goofs such as a missing article or the use of **"be"** in place of **"was"** tend to occur in both first and second language learning. Global goofs such as an incorrect connector, confusion of coordinate and relative clauses or an error in

tense continuity across clauses, tend to occur in second language learning only (Burt and Kiparsky, 1970: 3). In view of the fact that global mistakes interfere with comprehension much more than local mistakes, it is suggested that they should be corrected first. However, there are some local mistakes that also interfere a great deal with comprehension. Therefore, they should also be corrected earlier. For example, students may mix up accusative and possessive pronouns in a sentence like:

\*- Please send my as soon as possible the book I want.

In such a sentence case marking looks like a local mistake, but it is important to get it right as it affects the grammatical relations in the sentence.

#### **2.3.2.2.2. Significance of Learner's Errors**

In view of the fact that learner's errors provide evidence of the system of the language he/she is using at a particular point in the course, Corder (1981: 10-11) suggests that these errors are significant to three persons: the teacher, because errors indicate to him how far the learner has progressed towards the goal, i.e., learning the second language; the researcher, as these errors shed light on how learners learn the second language and what strategies they employ; and finally errors are significant to the learner himself as they are indications of hypotheses testing by the learner about the second language.

Based on the assumption that adult second language learners follow a similar development course that children follow in acquiring first language, errors are considered evidence of a system, not the system of the target language but the system of a learner's interlanguage. Therefore, studies of errors provide

feedback to the psycholinguist who is concerned with the process of second language learning.

Keeping in view the pedagogical implications of error based analysis, errors provide feedback to the teacher in terms of teaching techniques and effective materials to be followed in the teaching process. It also provides the teacher with information for designing remedial programmes and the course designer for preparing further teaching materials. In this connection, Svartvik (1973:13) summarizes the significance of error analysis with reference to the language teaching situation. According to him, error analysis helps to:

Set up a hierarchy of difficulties;

Achieve a realistic ranking of teaching priorities at different levels;

Objectify principles of grading, preferably in international cooperation;

Produce suitable teaching material;

Revise syllabuses in a non-ad hoc manner;

Construct tests which are relevant for different purposes;

Decomartmentalize language teaching at different levels, in particular the school and university levels.

Richards and Sampson (1974: 15) note, "At the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future efforts."



Corder (1974) maintains that error analysis has two objects: one theoretical and another applied. The theoretical object serves to "elucidate what and how a learner learns when he studies a second language." And the applied object serves to enable the learner "to learn more effectively by exploiting our knowledge of his dialect for pedagogical purposes."

The investigation of errors can be at the same time diagnostic and prognostic. It is diagnostic because it can tell us the learner's state of the language (Corder, 1967) at a given point during the learning process, and prognostic because it can tell course organizers to reorient language learning materials on the basis of the learner's current problems.

Keeping in view the value of error based analysis to the teacher of writing, Bartholomae (1988) indicates that error analysis is useful and valuable for the composition teacher, because it allows us to view errors as clues to the learning process or as windows into the mind. If a pattern of errors is investigated in the performance of an individual learner, we can better perceive the nature of those errors and the way that they fit in an individual learner's programme for writing. Then error analysis is a method or a diagnosis.

#### **2.3.2.2.3. Sources of Errors**

It has been observed that the theories, which have been discussed earlier, explain partially the reason why learners make errors, but neither of them can explain the reasons completely. The contrastive analysis hypothesis ascribes errors to the gravitational pull of the mother tongue. It considers the interference

of the learner's mother tongue as the major source of difficulty in learning a second language. It is assumed that in areas which are found to be common to both the languages (the MT and the TL) there is said to be a positive transfer and it is hypothesized that in these areas the learner is not likely to make errors, whereas in areas which are found to be structurally different, most errors are likely to occur. However, Dulay and Burt (1974a) hypothesize that the child's organization of second language does not include transfer from either positive or negative or comparison with his native tongue, but relies on his dealing with second language syntax as a system.

Dulay and Burt (1974b: 132) found in a study made on 5-8 year old children learning English as a second language that 4.7% of the errors made by the learners are attributed to the Spanish interference, while 87.1% of the errors are ascribed to the developmental strategies of the learners.

Considering the errors made by learners learning a second language, Dulay and Burt (1974a: 115) categorize these errors into the following:

- 1 Interference-like errors that reflect native language structures and are not found in L1 acquisition data of the TL;
- 2- L1 developmental errors- those that do not reflect native language structure, but are found in L1 acquisition data of the TL;
- 3- Ambiguous errors- those that can be categorized as either interference-like errors or L1 developmental errors.
- 4- Unique errors- those that do not reflect L1 structure, and are not also found in L1 acquisition data of the TL.

Duskova (1969 cited in Svartvik 1973: 10), in a study of Czech students **writing** in English, found that 19 out of 166 systematic morphological errors were due to native language interference, whereas a greater number could be attributed to intralingual interference from the English morphological system.

Chau (1975) reports an experiment on 149 native speakers of English acquiring Spanish as a second language, that interlingual interference was the greatest single cause of errors. It accounted for approximately 51% of the total errors examined by the investigator, whereas 27% of the total errors were attributed to intralingual interference. Taylor (1975), however, found that a large number of errors made by the second language learner are the result of the interference from within the target language itself.

In view of such conflicting evidence of the above reviewed studies, it is difficult to hypothesize which of the two sources-interlingual or intralingual- is the stronger cause of interference in language learning. Svartvik (1973: 10) explains this conflicting evidence in the following words:

The proportion of interlingual to intralingual interference varies of course depending on what linguistic categories we analyze or what languages in contact.

Duskova (1969), and Wilkins refer to several causes of learners' errors such as *overgeneralization of a pattern*, *analogy*, *interference between forms and functions of the TL both at the level of grammar and lexis*, and to psychological causes such as inadequate learning. At the level of grammar, it is the other terms

of the particular English subsystem and/or their functions that operate as interfering factors. For example:

Play - played

\* go - goed

book- books

\* man - mans

I give

\* He give

Whereas at the level of lexis, words and phrases are often confused as a result of formal similarity. For example: confusion of **some**' and **any**" or the anticipatory **'if** and **'there**' (Duskova 1969). These examples illustrate what the researchers call overgeneralization of the TL rules. Jakobovits (1970: 111-112) defines generalization as "the use of previously available strategies in new situations. In second language learning some of these strategies will prove helpful in organizing the facts about second language but others, perhaps due to superficial similarities, will be misleading and inapplicable."

With respect to the lack of agreement between subject and verb, particularly the omission of the third person '-s' in the writing of Czech students, Duskova (1969:20) comments "such cases could be accounted for by the heavy pressure of all the endless forms as in English all grammatical persons take the same zero verbal ending except for the third person singular in the present tense."

Duskova (1969) points out that interference from mother tongue patterns and overgeneralization are not always independent factors. She notes "although the difficulty in mastering the uses of the articles is ultimately due to the absence of this grammatical category in Czech, once the learner starts internalizing their system, interference from the other terms of the article system and their functions begins to operate as an additional factor."

Tushyeh (1995:28-29) reports on her study on "linguistic problems facing Arab learners of English" that there are two major causes of errors: the first cause is interlingual, i.e., interference from the first or native language of learner, which has been emphasized by Lado (1957), Fries (1945), and Selinker (1969). The second major cause of errors is intralingual, i.e., the difficulty comes from the second language itself. Following Duly and Burt (1974b), intralingual errors are manifested by the following strategies:

Simplification: the use of simple structure instead of more complex ones; for example, the use of the simple present tense instead of the present perfect progressive tense.

Overgeneralization: the use of a structure where it does not apply.

Examples: *\*goed*, *\*comed*, *\*he see*.

Hypercorrection: the unnecessary correction. Examples: *Passam* instead of *bassam*, *\*pird* instead of *bird*.

Fossilization: the persistence of errors for a long time, for example, the continuous production of sentences like, *\* he go* by adult Arab learners of English.

Faulty instruction: errors committed due to bad teaching. On the other hand, teachers are sometimes influenced by their learners' errors.

Avoidance: learners sometimes avoid difficult structures. Tushyeh (Ibid) reports that Arab learners of English avoid the passive voice while Japanese and Chinese learners avoid relative clauses in English.

Inadequate learning or ignorance of the second language.

False concepts hypothesized: some learners think that 'is' is the marker of the present tense. Therefore, they produce: \* ***He is talks to the teacher.*** In the same way, those learners think that '**was**' is the marker of the past tense.

Richards (1974:172-188) proposes several sources of errors other than transfer from another language in learning a second language. His proposal is based on the following points: first, the language of the adult native speakers is the standard language, whereas that of the learner is in transitional stage, at times deviating from the norms. Secondly, the second language errors are not by nature different from those made by children acquiring English as a mother tongue. Taking his samples from studies of English errors made by speakers of a number of different mother tongues- French, Japanese, Chinese, Czech, Polish, Tagalog, Maori, Maltese, and major Indian and West African-, Richards refers to such errors "intralingual" and "developmental" as distinct from interlingual errors which are caused by the interference of the learner's MT. Intralingual and developmental errors reflect the learner's competence (final or transitional) at a Particular stage and "their origins are formed within the structure of English itself and through reference to the strategy by which a second language is acquired

and taught."(Richards 1974:173). Richards mentions the following sources of intralingual and developmental errors:

(I) Overgeneralization: Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the TL (Richards 1974:174). Duskova (1969) considers overgeneralization as interference between the forms and functions of the language being learnt. It involves the formation of one deviant structure in place of two regular forms. For example, *\*speaked*, *\*cheater*, etc. Corder (1973) proposes that overgeneralization errors are produced on the basis of analogy and are an inevitable process in learning. Jain (1974) suggests that both native children and second language learners attempt to reduce the language system to a simpler system and this can be best achieved through overgeneralization. The native child expands his reduced system to an adult model, whereas in the case of second language learner, these generalizations become rules. Some of the errors listed by Jain are:

\* Entry *will* be by ***tickets***.

\* *It was one of the hot **day** in June.*

\* We have *many important **works** to finish today.*

\* I always carry ***two spectacles*** with me.

Overgeneralization is associated with redundancy reduction. It may occur, for example, with language items which are contrasted in the grammar of the language but which do not carry significant and obvious contrast for the learner. An obvious example of this learning strategy is the dropping of the **-ed** marker which appears to carry no meaning as pastness is usually lexically indicated:

\* We visit London last year.

\* Yesterday I go to the college.

(II) Ignorance of rule restriction: in this the learner fails to observe the restrictions of existing structure, i.e. the application of rules to context where they do not apply. This again is a kind of overgeneralization since the learner is making use of previously acquired rule in a new situation. Some of these rules can be explained in terms of analogy; others may result from the rote learning of rules. Analogy seems to be a major factor in the misuse of prepositions and failure to observe restrictions in articles usage. The point is illustrated by the following instances of the misuse of prepositions:

**Correct form**

1- He showed me the book.

2- He said to me.

3- Ask him to do it.

4- We talked about it.

5- Go with him.

**Deviant form**

\* He explain me the book.

\* He asked to me.

\* Make him to do it.

\* We discussed about it.

\* Follow with him.

(III) Incomplete application of rules: "Under this category we may note the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterance" ((1974: 177). Many learners with different mother tongues have difficulty in learning the correct usage of question forms, partially "wh-questions". Richards gives redundancy as an explanatory factor. The learner may have stopped learning at a stage before he acquired the last transformation of subject-verb inversion and in this way may



have only acquired an incomplete rule of the English system. For example:

\* Why she was absent yesterday?

\* What you want?

\* When you are coming?

(IV) False concepts hypothesized: these errors are derived from faulty comprehension of distinctions in the TL. These may be sometimes due to poor gradation of teaching items. For example, the forms, 'is' and 'was', may be interpreted as markers of present and past tense respectively, giving rise to the following deviant sentences:

\* He is speaks French.

\* I was visited this city.

Research is still going on in this vast field and much data will have to be examined in order to formulate these hypotheses more precisely or to seek other production strategies which will give better insights into how a learner acquires his second language.

#### **2.3.2.2.4. Methodology of DLB Analysis**

It has been mentioned earlier that the error-based analysis can be seen in its twofold functions: pedagogical or applied in aim and theoretical leading to better understanding of the processes and strategies involved in second language learning. If the researcher is interested in understanding the learning process, he has to study the development of individual learners in relation to their particular

learning situations, whereas pedagogical objectives are served by the study of errors in the performance of groups of learners. In view of this difference of objectives, the data for analysis is determined.

Longitudinal studies of individual learners serve the research interest in the learning process. Therefore, the data required for such study is collected over a period of time from an individual learner. However, in a pedagogical study such as the present undertaking one, linguistic performance of a homogeneous group of learners at a particular point of time is studied. A homogeneous group refers to "one the members of which have the same mother tongue and are educationally, socially, and intellectually matched" (Corder 1974: 125).

In view of the fact that DLB can be observed in the expressive production of learners (speech or writing), the researcher, looking for observable data for DLB, has to rely on expressive activities that help him in eliciting the learner's competence in the target language.

Corder (1981:61) describes an elicitation procedure as any procedure which causes a learner to make a judgment about the grammatical acceptability of a form or provokes him into generating a linguistic response". In addition, he draws a distinction between "textual data" and "intuitional data" arguing that if we are to provide descriptively adequate accounts of the learner's IL, our description must not only take account of, but must also be in accordance with the learner's grammatical intuitions about his/her IL.

It seems that Corder's distinction is crucial as the data on which investigations of L1 and L2 have been based constitute these two kinds: textual/performance data which are based on spontaneous linguistic production by the learner and intuitional data which are "based on speaker reaction to already produced sentences such as judgments of grammaticality and ungrammaticality, paraphrase, synonymy, ambiguity, relatedness, etc." (Schachter et al, 1976:68).

However, many researchers of IL have relied on textual/performance data, hence neglecting intuitional data. Selinker (1972), for instance, explicitly rejects the use of intuitional data in second language acquisition studies. His suggestion is that we should "focus our analytical attention upon the only observable data to which we can relate theoretical predictions: the utterances which are produced when the learner attempts to say sentences of a language"(p. 213). Moreover, Kellerman (1976) questions the elicitation of intuitional data. He argues that the learners may not have the necessary metalanguage to describe their errors, their intuitions may be post hoc realizations and the elicitation sessions may have teaching effects on the learners.

However, using textual/performance data solely to investigate learners' language means that the researcher will only be investigating what the learner wishes to reveal about his/her IL. Corder (1973), therefore, argues: "a description based only on textual data cannot achieve more than observational adequacy" (P-59). Furthermore, he proposes that whatever hypotheses researchers derive from such data should be validated by the learner's intuitional data. That is: to give the learner the opportunity to use the intuition of his grammatical competence to accept or reject a given TL form.

Schachter et al (1976) recognizes! the importance of intuitional data in addition to textual data in studying the IL of the learners. They found, in an experiment with 100 ESL students, that the use of intuitional data provided a lot of insights into second language learner's knowledge of the target language.

Corder (1981: 59) indicates that in a practical situation, error analysis is usually carried out by a teacher who has considerable insights into the linguistic development of his learners and is usually bilingual sharing the same mother tongue. He is, therefore, in a position to predict successfully what his students will regard as correct or incorrect. He can, at the same time, bring considerable information to bear in his analysis without doing a formal contrastive analysis of the structures of L1 and L2 himself.

Following collecting data, the analysis of errors is carried out. It involves: recognition of errors, description of errors in linguistic terms, explanation of errors in terms of their sources, and evaluation of errors.

1- Recognition: This stage is the most important in analyzing learner's errors. The researcher should know what the learner wants to communicate. In case of speech analysis and if the learner is available, he can be asked to explain what he means to say whenever the researcher comes across an ambiguous utterance in his corpus. In the case of written composition, however, the problem of interpretation is more difficult. The only procedure to be followed here is that the researcher must attempt to infer the meaning intended by the learner from the surface structure of his text-sentence in conjunction with information derived from its context. He gives a plausible interpretation to the learner's text interpreting each utterance in its context. The relevant data for analysis, therefore, are the

original text produced by the learners and the authoritative or plausible interpretation of it by the researcher.

2- Description: This stage begins when recognition of errors has taken place. The main task at this stage is "to describe the learner's interference and to compare this with the target language. This is why error analysis is a brand of comparative linguistic study" (Corder 1973: 274). Description of errors in linguistic terms also involves their classification, for instance, errors of phonology, of morphology, of syntax, of vocabulary and sub-classification, for instance, in syntax, errors of verb tense usage, of articles usage, of preposition, of word order, etc.

3- Explanation: Whereas description of errors is largely a linguistic activity, explanation is the field of psycholinguistics. It is concerned with accounting for why and how errors come about. The researcher's task at this stage is therefore, to account for the appearance of the error in terms of its sources. The explanation of error is an investigation into the reasons why the learner has broken, disregarded, or ignored the rules of the target language.

4-Evaluation: An evaluation of the gravity of errors determines priorities for remedial measures to be followed in the pedagogical scenario of teaching. Keeping in view the gravity of errors, Burt and Kiparsky (1972, 1975) make a hierarchical distinction between global errors which involve deviance in overall sentence structure and local errors which involve the structure of constituents (cf. P- 85). Johansson (1975) suggests a functional criterion of evaluation error gravity in terms of efficiency of communication, frequency, generality, and comprehensibility. In spite of all the criteria suggested in judging the gravity of Earner's errors, frequency and comprehensibility are considered to be the most <sup>lm</sup>Portant ones.

## **2.4. A Survey of Previous Error Analysis Based Studies on the Problems that Arab Learners Encounter in Their Written English**

A considerable amount of research work has been done in studying the problems that Arab learners encounter in their written English (cf.,; Scott & Tucker 1974; El-Hibir 1976; Mukattash 1978; Tadros 1979; Kambal 1980; Kharma 1981; El-sayed 1982; Al-Quyadi 1996, Al-Fotih 1999 among others). For convenience of presentation, we summarize these studies in the table below focusing on the number of the subjects, the procedure followed in collecting the data, and findings arrived at in the study:

**Table (1)****A summary of error analysis based studies of language problems in the written English of Arab learners**

<b>Study</b>	<b>Subjects</b>	<b>Procedures</b>	<b>Findings</b>
Tadros (1966)	236 Sudanese students, Khartoum University	Written scripts	Students' errors in the use of function words (prepositions and articles were the most frequent ones; verbs, word order and sentence structure respectively come next in terms of frequency. 50% of the errors were ascribed to Arabic interference.
Scott & Tucker (1974)	22 Arabic students, intensive Eng. Course American U. of Beirut	Written and oral production using picture at the beginning and end of the term	Verbs, prepositions, and articles were the most difficult areas. Oral errors were higher than the written ones.
El-Hibir (1976)	Sudanese Secondary School students	200 compositions	Errors in verbs were the most frequent. The majority of these errors were caused by interference from Arabic.
Sunderman (1978)	3 Arab students (2 Iraqis & 1 Jordanian) <b>M.S.</b> Programme, Mississippi State Un.	19 compositions, beginning, middle, and end of semester	The influence MT was observed in the omission of the copula and the repetition of the subject in relative clauses. Other errors like overgeneralization of inflections for verbs in present simple and irregular verbs were due to intra-English confusion.
Mukattash (1978)	50 Jordanian students, U. of Jordan	Written essays on "life in Jordan"	23.5% of the overall number errors were cases of L1 interference. The errors were classified into 12 different headings: Verbals 29%; articles 21.7%; nominals 16.2%, etc.

I <sup>&lt;</sup> ambal (1980)	First year Sudanese students	Free composition	Reported on three types of errors in the verb phrase: verb formation, tense, and subject- verb agreement. The last two items were categorized into 5 and 3 further items respectively. Copula deletion was the most frequent type of errors. Errors were mainly caused by intralingual rather than interlingual factors.
Kharmā (1981)	Arab students learning English in Kuwait	Used three tools general test- fill blanks - comparing use of articles in L1 and L2; examining written essays	Many errors in the use of articles were due to Arabic interference. Others were due to overgeneralization and false analogy, the complicated nature of definite/indefinite system in English, and to inadequate teaching.
El-Sayed (1982)	Saudi students, intensive English programme, Riyadh U.	Subjects asked to choose a topic out of 14 and then write a composition	56% of errors were in the area of verbs and verbals. 44% of errors in the area of articles, pronouns, nouns, adjectives, and preposition.
El-Sayed (1983)	40 freshmen Yemeni students Dept. of English. Sana'a U.	240 written compositions	Serious errors in the use of articles were ascribed to L1 interference. Others were due to lack of systematicity within English language.
Obeidat (1986)	150 first and second year English major students, Yarmouk U., Jordan	Selected written composition	13 categories of syntactic and semantic errors were found to be problematic. L1 interference plays a major role in students' writing. The processes of EFL learning are not any different from ESL learning.
El-Sayed (1994)	48 first year Yemeni students	Writing a composition on given topics in classroom	The grammatical errors were categorized into 15 units in terms of verbs, verbals, and articles. The errors were ascribed to the following factors: faulty generalization,



			incomplete application of rules, and failure to learn the conditions to which rules apply.
"A <sup>^</sup> Quyadi (1996)	148 Yemeni students (First & fourth levels) Dept. of English, Sana'a U.	216 items of the fill in the blank type	The pull of L1 was found one of the major sources of errors. The Second factor was the irregular structure of English articles which was a hindrance to their learning process
Bataineh (1997)	237 Jordanian learners of English (grade 5-12)	Writing compositions on given topics	Most of the errors were due to the strategies of learning. The impact of the learner's L1 was minimal
El-Sayed (1997)	Some Kuwaiti and Yemeni students enrolled in first year, Dept. of English in Kuwait and Sana'a U.	Collected written compositions	Arabic interference influenced the written English of Arab students in the rhetorical aspects of writing. Repetition was seen the most observable error in the students' writing. This was attributed to transfer from Arabic prose.
Al-Fotih (1999)	Yemeni freshmen students from Sana'a U. and Dhamar U.	Multiple choice test, sentence structure test, free composition test, and translation test.	Verbs, relative clause, wh-question, negation, articles, yes/no questions were the most difficult areas; errors were ascribed to interlingual and intralingual interference.

Schematic representation is adopted from Al-Mekhlafi (1999).

It is evident from the table above that a large number of studies have investigated the problems that Arab learners encounter in their written compositions. Though it is inconvenient to have a detailed review of all the studies mentioned earlier, we would try to review some of these studies for the purpose of getting insights to the present study. Therefore, five studies from different Arab countries in general and five studies from Yemen in particular were selected.

To begin with, Tadros (1966) made a study at Khartoum University with the major aim of analyzing interference errors in the written English of Sudanese students. In her study, she analyzed 472 scripts obtained from 236 students in their seventh year of English instruction. Tadros assumed that the frequency of occurrence of grammatical errors in the written English of these students was evidence of direct or indirect interference of Arabic. The following is a summary of her analysis:

- 1- The largest number of errors is in the use of function words, particularly prepositions and articles.
- 2- The second most frequent error lies in the use of verbs, including tense, voice, form and agreement.
- 3- The third most frequent error is word order and sentence structure.

The researcher concluded that 50% of the errors were ascribed to Arabic interference. She did not, however, attempt to explore and explain the errors that were not traceable to first language influence in spite of the fact that her major concern was error analysis.

El-Hibir (1976) examined the syntactic errors of 200 compositions written by a group of Sudanese secondary school students who had been studying English for seven years. Building on the base established by Tadros (1966), he attempted to attribute errors not only to MT interference, but to learning strategies and teaching procedures as well.

His analysis revealed that errors occurred most frequently in verbs, prepositions, and articles, a phenomenon which he traced it back to Arabic interference. Some of the other errors he lists, such as word order, plural morpheme deletion, and word derivation, he attributed to strategies of teaching and learning. These strategies are manifested in the teaching techniques adopted by the teacher and the motivational factors behind learning the foreign language on the part of the students.

This study is more comprehensive compared to Tadros'. However, El-Hibir did not specify the frequency of errors, nor did he discuss the gravity of seriousness of those errors with regard to communication through writing.

In an interesting study, Scott and Tucker (1974) investigated the oral and *written errors produced by twenty-two Arabic speaking students taking an intensive English course before being admitted to the American University of Beirut*. In view of the fact that the findings of this study provides<sup>1</sup> us with useful information relating to areas where Arab students most often deviate from the standard English, we try to discuss it in more detail.

The purpose of their study is as follows:

- 1- To examine at two points in time (at the beginning and end of the term) samples of speech and writing from Arab students enrolled in an intensive course of English;
- To compare the types and frequency of errors made in speech and writing; and also the relative frequency of errors made at time I (the beginning of the term) and time II (the end of the term);

3. To identify sources of errors where possible;
4. To consider both inter- and intra-lingual interference in the learning strategies of Arab students studying English;
- 5- To identify rules which represent early and late acquisition.

To elicit the written production, the students were shown three pictures and asked to describe them. As for the oral production, the researchers gave the students a short picture asking them to tell the story into a tape recorder.

The result of the analysis of their errors can be outlined as follows:

1- Verbs: The omission of auxiliary or copula shows to be the most frequent verb errors. This was attributed to the interference of Arabic, as Arabic has no auxiliaries or copula. The errors that come next in order of frequency are those relating to unmarked third person singular. These errors can be a performance error and ascribable to the irregularity of English. Finite verb incorrectly formed is the third most common errors revealed in this area. This category includes past tense incorrectly formed (e.g., \*drived, \*catched) and VPs which have the wrong principal part of the verb after the auxiliary or modal. This type of error can be ascribed to overgeneralization strategy within the target language. Wrong tense is considered the fourth most common error observed in their study. These errors occurred due to the fact that Arabic has only two tenses: perfect, used for actions completed and the imperfect, used for actions not completed. In addition to that, Arabic has fewer requirements of agreement of tenses across clauses than English. Therefore, it is acceptable to switch from tense to another. The following

figures show the number of errors committed by those students at the beginning and end of the course totaling 3086 words in writing (p.76):

<b>Finite Verbs</b>	<b>Beginning of the term</b>	<b>End of the term</b>
1-Auxiliary and copula	33	24
2- Third person singular V. unmarked	17	7
3-Wrong tense	11	7
4-Verb incorrectly formed	12	15
5- Subject-verb agreement	7	7

- 2- Prepositions: The most frequent error was the use of one for another. Interference is attributed to the several meanings English prepositions- such as "to" and "on" have in Arabic. The number of errors in the 267 words given at the beginning of the course amounted to 61 and at the end 51.
- 3- Articles: The omission of the definite or indefinite articles was seen as the most frequent errors. It was found that approximately half of the errors were traced back to Arabic interference. They were 40 at the beginning of the course and 43 at the end.
- 4- Relative clauses: The most frequent error in this area was the redundant use of an object when relative pronoun was the object of the subordinate clause. This type of error was due to the Arabic interference. Errors at the beginning of the course were 16 and at the end 14.

The researchers concluded their study suggesting further studies including the intralingual errors of Arabic speaking students. They, moreover, raised the following unanswered questions: Why don't students regularly do what they clearly can do? Why did they so often fail to correctly use the third person singular verb; why did they so often omit the auxiliary and the copula since they clearly can use these structures correctly?

In addition, the researchers suggested that further studies should be made to investigate the errors made by Arabic-speaking students at both higher and lower levels of English proficiency, and whether MT interference comes from classical or colloquial Arabic. The hypothesis they suggested is that "... Interference in writing comes from classical Arabic but interference in speech from colloquial Arabic" (p.96).

Mukattash (1978) made a pilot project in common grammatical errors in Jordanian English. The broad objective of this piece of research was to obtain a general idea of the problematic areas in English syntax facing Jordanian students at the University level. His specific aim was to calculate and analyze the incidence of various types of errors in the written English of such students.

The subjects were 200 first year students at the university of Jordan. All were graduates of government secondary schools who had eight years of instructions in English at school. A comprehensive test in comprehension, structure, and vocabulary was given to them. The errors were marked in all two hundred essays but only fifty essays (chosen randomly) were subjected to further analysis.

The findings of this study show that verbals, articles, nominals, and prepositions are the most frequent errors observed in the study. Most of the errors were attributed to the interference of the MT. The researcher, further, referred to other causes for the occurrence of these errors such as intra-English factors, developmental problem and faulty teaching learning materials.

The researcher concluded his project by suggesting some valuable remedial work for teachers of English, which may help in eradicating such errors. The study also provides insights to researchers investigating the problems of foreign language learning.

Kharmah (1981) conducted a study on errors in the use of articles made by some college students from the English language and literature departments at the University of Kuwait. The data were collected during a part of his teaching career.

The findings of his study reveal a difficulty in the use of the definite article with generic nouns, and in noun phrases with no article. He attributes that difficulty of definiteness and indefiniteness to Arabic interference. Generic reference in Arabic requires the use of the definite article with non-count as well as count nouns, for example, "the floor is covered with the dirt".

The researcher found that students committed errors in the use of English articles and these errors can be attributed to the following:

Interference from Arabic;

Overgeneralization and false analogy;

The complicated nature of the English definite/indefinite system; and

The nature of the English language taught at schools and the teaching methods followed.

The study was concluded with some insightful implications aimed at improving the teaching and learning of articles usage for Arab learners studying English.

In the context of Yemen, a few studies on the problems of Yemeni learners in their compositions have been conducted. Moreover, these studies are confined to certain aspects of the problems that Yemeni learners encounter in their written compositions.

During his teaching career in Yemen, El-Sayed (1994) conducted a study on the grammatical problems that Yemeni students produce in their compositions. The study was limited to the area of ungrammatical sentences found in the writings of Yemeni students with special emphasis on verbs, verbals, tenses, and sequence of tenses.

The subjects of the study were forty-eight English major students enrolled in their freshman year in the Faculty of Education, Sana'a University. The students were given topics and asked to write on their favourite one.

After collecting the data, the researcher analyzed the written compositions and categorized the errors into errors in verbs and articles, which were categorized further into sub grammatical items.



The researcher concluded his study with an invaluable pedagogical consideration in teaching functional grammar of the language. He emphasized teaching the basic elements of the language starting with basic sentence structure of English.

In spite of the fact that the description of the errors in this study was comprehensive and interesting, it was, unfortunately, not supported by statistical information reflecting the gravity of the errors. Moreover, the researcher did not explore and explain in detail the psychological sources of the errors other than those of the MT interference.

Al-Quyadi (1996) studied the errors in the use of English articles made by Yemeni students. His subjects of the study were 148 first and fourth level students in the Department of English, Faculty of Education- Sana'a University. The students were given 216 items to fill in the blank type test. The major objectives of the study were as follows:

To identify the errors in the use of English articles;

To find out the differences of performance between first level and fourth level students in this area; and

To discuss the importance of the study to those who are concerned.

The findings of the study reveal that the pull of the mother tongue is one of the major sources that led the students to commit errors. This case is highly manifested in the performance of first level students. Moreover, the study shows that the students have little problems with those English articles which are similar to Arabic ones. Whereas those articles of English which are different from Arabic

ones seem to be more problematic for them. These errors can be attributed to the irregularities in the structure of the English language. The researcher also assumes that faulty teaching in schools could be another source of errors in this connection. Comparing the results of first level and fourth level in this area, the researcher observed that this cause of errors has been reduced, as it is believed that the effective teaching could eliminate this problem.

The researcher concluded his study by emphasizing selection of proper materials that can potentially help in overcoming the problems of the students in the use of the articles.

In another study for him, El-Sayed (1997) conducted an error analysis based study on the rhetorical problems in the writings of Arab University students. The subjects of the study were a number of Yemeni and Kuwaiti students enrolled in their freshman year. They were mixture of male and female majoring in English at the University level.

The researcher analyzed some written compositions collected during his teaching career in Yemen (cf. 1984) and Kuwait. His main focus was on rhetorical errors in paragraph organization.

The researcher found that the Arab learners of English were dominated by the interference of Arabic in terms of rhetoric in their written production. The interesting point, that he found was that the students write their composition first in Arabic and then translate it into English. The researcher, moreover, observed that the students were well above average in intelligence, and can be expected to

have well-formed and original opinions on topics of interest to them. Nevertheless, when faced with the task of expressing these ideas in the second language, they think through their native language and take recourse to translation. As a result of this habit, the students produce ungrammatical or inappropriate expression in English. Repetition was another noticeable error that the researcher found in the students' compositions. He attributed this phenomenon to transfer from Arabic prose. Concluding his study the researcher suggested some valuable pedagogical implications, which may improve the composition of the Arab learners.

The study is quite useful for researchers interested in the written composition of Arab students as it focused on problems other than those in terms of grammar, lexis, and vocabulary. It concentrated on the rhetorical problems in paragraph organization. However, the researcher did not discuss the problematic aspects of a written piece of text in detail. He also did not specify the number of compositions analyzed and the procedures for collecting them.

Al-Fotih (1999) recently conducted an interesting and comprehensive study on errors in the written English of a number of Yemeni students. The students were selected randomly from three faculties namely: Faculty of Education, Sana'a, Faculty of Languages, Sana'a, and Faculty of Education, Dhamar. These students are in their freshmen year majoring in English.

The researcher used different techniques eliciting his data. They are multiple choice test, sentence structure test, writing test, and translation test. The grammatical items investigated were articles, prepositions, relative clauses, verbals, Yes/No questions, Wh-questions, negations, Vocabulary, and spelling.

To elicit the written production of the students, the researcher gave them a free writing composition test asking them to write on some suggested topics. Only four grammatical items were considered in this writing test viz: articles, prepositions, relative clauses, and verbals.

The findings of the study can be illustrated in the following:

<b>Grammatical item type</b>	<b>No. of frequent error</b>	<b>percentage</b>
1- Relative Clause	<b>714</b>	14.31
2- Prepositions	<b>918</b>	18.40
3- Articles	1096	21.97
4- Verbals	2261	45.37

It is evident from the above table that errors in the verbals are the most frequent ones. They seem to be very difficult for the Yemeni learners to deal with. They were divided into verb tense errors and verb form errors. The number of errors in the verb form was 1576. They were attributed to the interference of the MT. This is due to the fact that Arabic does not have the verb "to be". Whereas in the tense form, the number of errors was 685. Since Arabic has only two aspects "perfect" and "imperfect" and English has so many tenses, these create problem for the Arab learners. Interference of the MT is observable here.

The errors in the use of the articles are the second most frequent ones. They are centred around omission, substitution, and redundancy of articles. The omission of the articles was found to be the most frequent one. It contained 493 errors whereas redundancy of the articles accounted for 466 and substitution of the articles 137. Most of the errors in the use of the articles were ascribed to the native language interference. Errors in the substitution of articles were attributed to the interference within the target language.

The third most frequent errors of the grammatical units in the writing test are the prepositions. Like errors of articles, errors of prepositions were categorized into redundancy, substitution, and omission of prepositions. The number of errors in the omission of preposition was the most frequent ones; they numbered 466. The substitution of the preposition was 274 and the redundancy of the preposition was 178. It was found that the learners have difficulty in using the prepositions "at", "in", and "on" because they have equivalents in Arabic. The errors of the preposition category are probably caused by the interlingual and intralingual interference. Like the other Arab learners, Yemeni learners, the researcher claims, get confused while using the English prepositions.

The relative clause errors are less compared to the ones mentioned above in terms of frequency. They fell into the following categories: relative pronoun omission 288, repeated object pronoun 165, relative pronoun substitution 151, and repeated subject pronoun 110. The errors of relative pronoun omission were attributed to the native language interference because in Arabic the indefinite NP *ʔ*ther a person or a thing does not take a relative pronoun. The following example *ʔ*akes this point clear: (\* there is a proverb says).

The researcher concluded his study by providing nine-point techniques to be used by the teachers to help the students learn English faster and more effectively. He, moreover, suggested classroom techniques along with drills to be followed in teaching English in the classroom.

Although this study was more comprehensive compared to the ones reviewed earlier, Al-Fotih, however, did not specify the number of the students selected for his study nor did he discuss the gravity of disturbance of these errors with regard to communication and clarity of writing. The researcher also did not provide adequate explanation of those sources of errors other than the interference of the MT.

Al-Kadasi (1999) recently also conducted a research entitled "Common syntactic errors made by English teacher trainees in the college of Education in Yemen". However, due to the reason of inaccessibility of this work, we could not review it.

Keeping in view the above reviewed studies, we observe that most of these studies investigated the grammatical problems that Arab learners encounter in their written English. Studies like those of Tadros (1966), Scott & Tucker (1974), El-Hibir (1976), Sunderman (1978), Mukattash (1978), Kambal (1980), El-sayed (1982), and Al-Fotih (1999) viewed the problems in broad terms. These problems were manifested in:

- 1- Errors in the use of articles- definite and indefinite (omission, substitution, redundancy).
- 2- Errors in the use of prepositions (omission, substitution, redundancy).

- 3- Errors in the verbs (verb form, omission of copula, verbals, tense, tense sequence, etc.).
- 4- Errors in relative clauses.
- 5- Errors in word order.

However, in studies conducted by researchers like Kharma (1981), El-Sayed (1983), (1994), Al-Quyadi (1996), Bataineh (1997) the problems were considered with reference to a certain limited aspect of grammar in each study like articles or verbs. El-Sayed's (1997) study was the only available study which considered the problems in writing in terms other than those of grammar. Actually the researcher considered the rhetorical problems of paragraph organization in the students' written text from error based analysis perspectives. However, El-Sayed did not deal with the aspects of paragraph organization in detail.

Interestingly, It has been observed that most of the procedures used for collecting the data were based on free writing produced in an academic setting. This indicates that free writing test is the most widely adopted technique that researchers used to force the subjects generate data reflecting their problems.

Taking into account the causes of the problems that Arab students demonstrate in their written compositions, it has been noticed that most of the researchers considered the interference of the MT as the most serious problem. They, however, neglected other factors, which may cause trouble in learning second language such as learner's strategies in learning a language, learner's culture, and teaching and learning situations.

In respect of the subjects under investigation, the table shows that most of the students selected for the study were freshmen students studying English at the university level. It is believed that the problems that these students exhibit in their written compositions reflect the instructions in English that they received in their schools. That is to say, these problems have nothing to do with the materials and methods of teaching at the university level.

Keeping in view the critical findings of these studies, the present researcher intends to make an attempt to investigate the DLB that Yemeni students encounter in their written English at the University level. The present study is different from the other error analysis based studies in the written English of Arab learners in that:

It tries to investigate the problems in the written English in terms of mechanics (grammar) and organization. These problems will be considered in broad terms;

It investigates a reasonable number of subjects majoring in English in the second year of instructions at the university level;

It also focuses on problems other than those of the MT interference (i.e., learning strategies, cultural factor, teaching and learning situations, etc.).

## **2.5. The Present Researcher's Proposed Approach**

We have noted that a considerable number of studies cited in this chapter have explored the theoretical aspects of the concept of DLB in second language learning. These studies suggested ways of tackling the phenomenon of difficulty<sup>in</sup> second language learning. DLB has been considered in the light of various



factors namely, lack of socio-cultural reinforcers, negative motivation, neurophysiological causes, interference of the mother tongue, and the interference of the target language, i.e., interference of items within the TL coupled with strategies employed by the learner in acquiring the TL.

The present researcher is aware that the study under investigation is essentially linguistic in nature. However, it is presupposed that language contact is best understood in a broad psychological and socio-cultural setting- a study of attitudes and motivation. In this connection, Weinreich (1953: 5) indicates, "more complete findings can be expected from coordinated efforts of all the disciplines interested in the problem".

Therefore, the researcher believes that a knowledge of the operant conditions in erratic language behaviour can generate information relevant to teaching and curriculum planning, and consequently help the learner in overcoming some of the difficulties encountered in second language learning. An interdisciplinary approach, integrating the psychological, pedagogical, and socio-cultural aspects of learning a second language can bring invaluable insights into understanding the nature of learning process of Arab learners. Based on the view that there is a correlation between language competence (English) and socio-economic background (Bhatia 1972), it is believed that such approach may provide a comprehensive view explaining the disturbing factors that hinder acquiring a second language in the Arab world (in our context Yemen).

Attitude and motivation play a significant role in learning a second language. Positive parental attitude can foster language behaviour in the learner.

Carroll (1967) justifies the reason that some students reach higher level of attainment in foreign language in that they have environments that favourable to this. Therefore, DLB needs to be considered with reference to the community from which the subjects are selected. The general hostility and suspicion of the Arab students towards language and culture (in this context English) also stand as stumbling block in their learning the language. This situation is compounded in our context of investigation as the subjects of the study consider learning English as a signal of westernization. This is why we observe that many learners do not take the matter of learning English seriously. Their motivation of learning English is confined to the instrumental factor rather than to the integrative.

The DLB was also viewed in the light of contrastive analysis approach. The CA as a descriptive and predictive technique is helpful in the preparation of teaching materials. A CA of English and the mother tongue (Arabic) of the learners can provide the teachers with an account of the possible areas of interference. The CA approach has made an important contribution to the study of language behaviour. However, It has been criticized on the grounds that it is based on error prediction through a comparative linguistic study of the two languages (L2 and TL). It ignored the strategies of learning process in the performance of the learners. Whereas CA approach provides a descriptive account of the two languages in contact, DLB approach provides information on the actual performance of the learners. Therefore, they are considered to be complementary in nature and purpose.

The DLB is viewed with concepts like "Idiosyncratic dialect" (Corder 1971), "Interlanguage" (Selinker 1972), and "Intralingual and Developmental errors" (Richards 1974). The main purpose of these concepts is to explain the causes of deviance in language behaviour. A learner's performance is transitional, or is a process of deviance-recognition, and by efforts aimed at language rule stabilization.

The researcher intends to investigate the DLB found in the written performance of Yemeni learners of English. The DLB will be viewed in areas of mechanics (grammar) and organization (relevance, order, etc.). It is planned to separate deviances found in the written compositions and determine their frequency of occurrence i.e., what deviances occur in greater frequency and consequently, what deviances play an important role in the student's ability to manipulate sentences within a paragraph.

It is believed that the findings of the DLB analysis will be of great significance to the teachers in that they help them assess the level of achievement of the learners and also provide them with insightful implications to be considered in planning remedial materials addressing the problems of the learners in their writing performance.

## **CHAPTER THREE**

### **Methodology of Research and Data**

#### **Collection Procedures**

This chapter is devoted to presenting an overview of the procedures adopted in collecting the data for the present study. It starts with giving a general idea on the procedures of data collection in terms of time and place and repeats the major aim of conducting such study. A detailed description of the target population of the study is presented. This is followed by a try-out session on a trial group of students. Then, the chapter presents the elicitation techniques followed in the main session of free writing composition. That includes: free writing composition, administrating free writing sessions, and topics of composition. The chapter also provides information on the areas of investigation proposed in this study. This chapter ends with description of the methods of analysis and the procedures of computing deviation scores used in the study.

#### **3.1. DATA COLLECTION**

The data collection for the study was carried out during the months of April-May 2003, that is at the end of the second semester of the academic year 2003-2004. It was conducted in the University of Sana'a- Yemen. It is assumed that the problems pertaining to the teaching of English in Yemen differ in terms of size and nature from one area to another and from one situation to another. However, the main problems pertaining to the teaching scenario remain more or less the same. Some of these are large classes, lack of parental motivations, untrained teachers,

and unsuitable materials (cf. chapter one). As, far as the skills used by the learners are concerned, they demonstrate a wide range of variability in terms of linguistic and stylistic features in their written composition. A number of deviations observed in the written English of Yemeni university students calls for an urgent need to conduct a follow up work classifying such deviations and studying the possible causes behind their existence so that pedagogical procedures could be taken in addressing such problems.

### **3.1.1. The Target Population of the Study**

Since the main aim of the present study is to analyze the DLB in the written English of Yemeni learners, a group of Yemeni students was selected as subjects for the present study. The target population of the study consists of a group of 160 students enrolled in the second year in the Departments of English in the following four affiliated Faculties of Education at Sana'a University:

Faculty of Education - Al-Mahweet

Faculty of Education - Arhab

Faculty of Education - Amran

Faculty of Education - Khawlan

The subjects selected were mixture of male and female students. They have undergone six years of English instruction in the public schools and nearly two years in English at the university level. So they had an almost identical instructional language background. The socio-economic background of the selected subjects was more or less the same since all were from middle and lower class families in rural and semi-urban areas. The students spoke the same mother

tongue (Arabic). Their ages ranged between 20-26. They were homogeneous in as far as the members had the same mother tongue and were educationally, socially, and intellectually matched. Therefore, the study of the DLB in the compositions of such group is assumed to be meaningful (Corder 1973: 125).

### **3.1.2. Try-out Session**

The try-out session is a small-scale model of research project which is carried out on a few subjects in order to improve the plan before the researcher makes the major investment in time and effort required to carry out the planned research (Borg and Gall 1979: 22). Keeping the above-mentioned view in mind, a free writing try-out session was carried out. The main purpose of conducting this try-out session was to have control on the variables that might emerge in the course of administrating the free writing session. The second purpose was to estimate a/ time that is required by an average student to complete his composition. This procedure was expected to validate the methodology that the researcher used in collecting the data required for the present study. It also helped the researcher to control the problems that might have an impact on getting reliable data from the subjects under investigation.

Hence, a group of 40 students from one of the four affiliated faculties mentioned earlier was selected for conducting the try-out session. It is worth mentioning here that this selected group was similar to the target population of the study but independent of it. That is to say, this group was not included in the main session. Five topics were given to this group and they were asked to write an

essay on one of them. A student spent 50 minutes on an average to complete the composition.

After analyzing the composition scripts, it was found that most of the students misunderstood what they were supposed to do. Some of them wrote a full paragraph including all the topics. Some other students wrote a few lines about each topic. Interestingly, it was also found that some students dealt with the descriptive mode topics from the perspective of an argumentative mode and the narrative ones from the perspective of an imaginative mode of writing. An analysis of the composition scripts of the students also revealed that very few of the composition scripts comprised 100-120 words. On the other hand, some composition scripts were strikingly similar in terms of content and grammatical features. This shows that some students attempted copying from one another in the class.

## **3.2. ELICITATION TECHNIQUE**

### **3.2.1. Free Writing Composition**

Free writing composition is considered to be the most widely adopted technique among researchers in eliciting learners' deviations in their written communication. Pathak (1988:60) observes, "the writing of an essay undertaken with a high degree of personal engagement or oral conversation carried on in a lively manner is most likely to bring the learners' errors to fore." Compared with the objective test technique, Harries (1983) indicates that the writing test technique evaluates some of the students' abilities more effectively. Raimes (1983), moreover, notes that errors result from the imperfect speech and writing.

Therefore, usually in free writing students cannot avoid errors. Lending support to the view that writing is the best source for studying learners' deviations, Jose'da Rocha (1975) states:

It is commonly agreed among the practitioners that error analysis should be performed on language material which is spontaneously produced by the learner with the intention of communicating. Essay and compositions are considered as best sources.

Moreover, a large number of researchers (cf. chapter two, table (1)) have adopted free writing composition technique in their studies. For instance, Mukattash (1978) asked his subjects to write an essay on "life in Jordan". In addition, El-Hibir (1966); Kambal (1980); El-Sayed (1982), (1983), (1994); Bataineh (1997) collected their data from their subjects based on free writing compositions on given topics.

### **3.2.2. Administrating Free Writing Sessions**

On the basis of permission granted by the University of Sana'a and the authorities of the respective four affiliated faculties mentioned earlier, the researcher visited the Departments of English in the four faculties under investigation for conducting free writing sessions. The researcher was able to get the cooperation of the lecturers in providing him with their class time and 60 voluntary students in each group to sit for free writing sessions.

Before conducting the session the researcher introduced himself to the students. He took them into his confidence by assuring them that their writing performance had nothing to do with marks or grades and that it would be considered only within the scope of research work. He then asked the students to



write an essay on one of the five topics written on the black board. The students were given one hour to accomplish the task. However, ten minutes for revision was given to those who completed the task before the due time. These ten minutes were intended to give a student the chance to reflect on his grammatical problems, if any, in his script. Based on the findings of the try-out session, the researcher gave the students the following instructions:

Students should sit separately from his friends;

A minimum length of an essay is 200 words;

The use of dictionary is not allowed;

Students should write only on one of the given topics;

The topics are descriptive and narrative in nature.

To ensure that the students have followed those instructions, the researcher kept going around while they were writing the essay. He readily provided tips to those who were unable to understand the instructions. The students were not given any sort of guidance in terms of the content or the structure of discourse. The same procedures were followed in each faculty.

### **3.2.3. Topics of Composition**

Students were given the following topics:

1. My country
2. Marriage in Yemen
3. Progress in Yemen after the unification (May 1990)
4. Drop out of students from schools
5. A journey that you had in the past

The above topics lend themselves into two modes of writing, namely descriptive and narrative. The rationale for selecting such kinds of topics was that the syllabus of the English Department in the Faculties of Education prescribes such composition topics in its writing courses 1-4 (See Chapter one, table (3)). Since the students were supposed to have written such composition of descriptive and narrative modes in their writing classes it was believed that the above topics would not require the use of any specialized vocabulary. Rather such topics would help the students achieve free expression as their content is within the experiential range of the students. Therefore, it was expected that the students would easily generate enough ideas in their compositions.

### **3.3. Areas of Investigation**

The selection of areas of deviations for the present study were made on the basis of the following:

Areas of deviation found in review of research (Bhaskar 1962; Burt 1975; Burt and Kiparsky 1972, 1975; Duskova 1969; George 1972; Richards 1971, 1974; Selinker 1972) relating to the level of mechanics (grammar) and (Kinneavy 1971; Cohen 1971; Bhatia 1973) areas at the level of organization;

Grammatical items and composition skills included in the syllabus of the Departments of English in the Faculties of Education, Sana'a University;

Significance of deviations to the gravity of students' English compositions.

After a careful consideration of the aforementioned factors, the following areas were selected for investigation:

I) Mechanics: Deviations of grammatical nature within the sentence level.

- 1- Omission of major constituents
- 2- Redundancy of major constituents
- 3- Deviations in subject-verb agreement
- 4- Deviations in verb forms and verb tenses
- 5- Deviations in the use or omission of articles
- 6- Deviations in the use or omission of prepositions
- 7- Deviations in the use or omission of conjunctions
- 8- Deviations in the use or omission of modifiers
- 9- Deviations in the use or omission of pronouns
- 10- Deviations in the use or omission of genitive possessive case forms
- 11- Deviations in the use or omission of plural forms
- 12- Deviations in word order

II) Organization: Deviations of Paragraph Development:

- 1- Relevance: Every sentence is relevant to the the^it.
- 2- Order: the details that are included are well organized in narrative/descriptive forms. The organization of informative discourse parallels the nature of the information required in the script of the student, in this case, narrative, i.e. facts organized in a chronicle sequence of cause and effect, and descriptive i.e. facts placed in structural relationship of part to part and part to whole (Kinneavy, 1971).

- 3- Clarity of Construction: ideas are expressed with clarity; faulty construction or confused surface structure word order results in loss of clarity.
- 4- Adequate Development: the thesis is adequately developed with sufficient details. This concept also includes "content comprehensiveness" (Kinneavy 1971).

### **3.4. METHODS OF ANALYSIS AND PROCEDURES OF COMPUTING DEVIATION SCORES**

A total of 40 composition scripts *were* taken randomly from each faculty to be considered in the final analysis. Hence, we had a total of 160 composition scripts as corpus for the analysis. To maintain consistency in the length of the composition scripts and particularity in the criteria of analysis, those scripts which contained less than 180 words were ignored while drawing the required number of scripts for analysis.

Keeping in view the two areas of investigation mentioned earlier, the researcher began analyzing the composition scripts considering the two areas of investigation separately. First, each composition script was scrutinized for identifying deviations in the area of grammar. The identified deviations *were* marked in red ink and an abbreviation was given over it. For instance, if the "s" of the present tense marker was missing in a sentence, first it was underlined and then "sub-v-agree" was written over it. This facilitated the task of the researcher in transferring the deviations onto a card index. Deviations belonging to one of the <sup>ar</sup>eas listed under the mechanics area were transferred into one set of cards. Then they were examined a second time for possible further sub-categorization.

Sub-categories were established in terms of rules of grammar or usage violated rather than in terms of the sources. Each sub-category was described with reference to rules of English grammar and usage following the suggestion of Halliday et al (1964: 119) who states]:

An error can be described with complete accuracy by reference solely to the description of English. . . . Each error is stated as a specific deviation from a described English feature.

In view of the fact that the British variety of English is being taught in the schools of the Arab World in general and Yemen in particular, we consider British English variety as the standard source against which an utterance is considered. Therefore, any deviant utterance for the purpose of this study is any word, phrase, or sentence which deviates from the manner of use by an educated native speaker of standard British English or violates any rule of contemporary English grammar or usage. Considering the above view, each deviant utterance in the corpus under investigation was regarded as deviant by comparison with an authoritative interpretation of the deviation in accordance with the rules of standard English grammar and usage. For such purpose, the present researcher referred to Quirk et. al (1985) as an authoritative reference.

To compute the scores of deviation at the level of mechanics (grammar), the researcher counted an utterance of deviation in each of the areas listed under mechanics as one. The following deviant sentence makes our point clear:

\*- The strange thing I noticed that every city from these it has a different characteristics.

Three deviations can be recognized in this sentence: omission of copula »is", subject redundant "it" in the subordinate clause and the indefinite article "a" has been inappropriately used before a plural noun qualified by an adjective. Therefore the scores are computed as follows:

- omission of copula (1)
- subject redundant (1)
- "a" inappropriately used before a plural noun qualified by an adjective (1)

The results of the deviations at the level of mechanics (grammar) are presented in a graph showing the twelve categories on a horizontal axis and the frequency and percentage of deviations on a vertical axis (See chapter four, figure 1). The total deviation score in each area is presented in a separate table (see appendix A). It is noteworthy to state that all deviations in the areas of mechanics were identified in the meaningful context of each composition script.

The second procedure adopted in evaluating deviances at the level of organization is subjective in nature. The researcher examined each item under  
*i*  
organization independently for each of the composition script and marked on a five- point scale: very good- good- average- poor- very poor.

Compared with Cohen's (1971) scale of paragraph organization, the present adopted scale is believed to have a better scope for grading the quality of students' composition scripts. Cohen's scale of grading each item under organization is confined to two absolute judgment scales viz, yes/no. It does not give scope for points which fall between the two absolutes. Considering the view that there is more subjectivity involved in judging elements of organization than

those of mechanics, it was believed that having a wide scope of such subjective judgment was reasonable.

To have control on the subjectivity in the evaluation of elements of organization, the researcher discussed the four elements of organization mentioned earlier with his supervisor to arrive at a certain framework to be considered while evaluating the composition scripts. Consequently the following framework was developed:

Relevance: it consists of points of information or facts; the researcher is as much concerned with the presence of all pertinent points of information as with the unacceptable presence of irrelevant points of information. The decision with the regard to irrelevant information is made in terms of the appropriateness or inappropriateness of certain points within the organizational framework of the compositions.

Order: it refers to the manner in which the points of information or facts are presented, i.e. the sequencing of points of information. The discourse components and the use of inductive or the deductive technique in ordering the information are relevant points here.

Clarity: it represents an effective mastery of the mechanics of expression as well as the two elements of organization, i.e. relevance and order. The researcher, while evaluating this element in the composition scripts, is in the process of making some kind of an overall judgment on the composition.

Judgments regarding adequate development are considered in the context of the topic familiarity, the students' conceptual ability and the time available for writing the composition.

The results of the deviations at the level of organization are presented in a graph showing the four elements (relevance, order, clarity, and development on a horizontal axis and the five-point scale on a vertical axis (See chapter four, figure 2). Each column indicates the number of students judged both on the element of organization and the specific point on the five-point scale.



## **CHAPTER FOUR**

### **Analysis of the Data**

The main purpose of this chapter is to present an analysis of language deviation made by the subjects of the study, i.e., the second year students of English in the Faculties of Education affiliated to Sana'a University. The chapter begins with a description of the procedures followed in presenting the analysis. Then, it presents the results of the analysis of the deviations observed in the corpus of the study with reference to two categories: mechanics and organization.

#### **4.1. PROCEDURES OF THE ANALYSIS**

The following procedures are followed in reporting the results of the study:  
Presenting tables of deviation distribution of each category indicating the frequency of recurrence of each type of deviation. Some samples of deviations with their linguistic description are given at appendix A (tables 1-12).

Describing the deviations in linguistics terms;

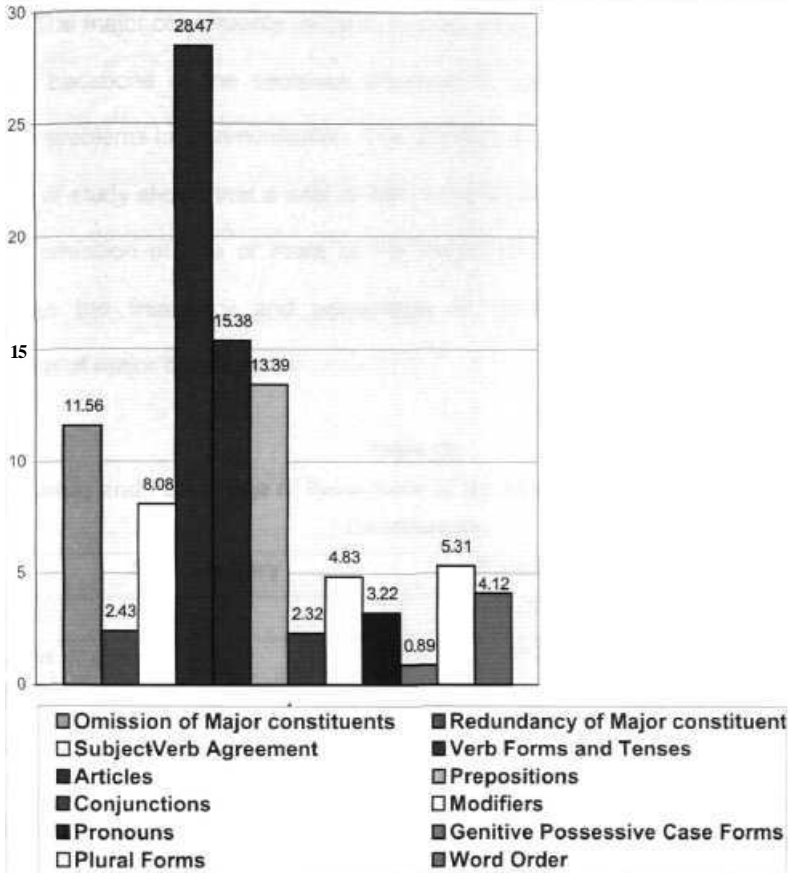
Explaining deviations in terms of their sources hypothesized by the researcher (interlingual, intralingual, and inadequate materials and method of teaching)

#### **4.2. MECHANICS: Deviations of grammatical nature within the sentence level**

Keeping in view the findings of the study, our analysis reveals that a total of 2673 deviations have been recorded in the corpus of the study (i.e., 160 composition scripts). These deviations have been classified into twelve categories, which are also subcategorized into further subcategories. The results of our data analysis are summarized in the following figure:

Figure (1)

Frequency and Percentage of Recurrence of Deviations at the Level of Mechanics (Grammar)



The above figure (1) reveals that verb forms and tenses are the highest in terms of frequency and percentage of deviations, i.e., 761 (28.47%). Articles come next in order, i.e., 411 (15.38%). Prepositions and omission of major constituents account for 358 (13.39%) and 309 (11.56%) respectively. The other categories of deviations range from 216 (8.08%) in the subject-verb agreement to 24 (0.89%) in

genitive possessive case forms. A detailed analysis of our data is presented as follows:

#### 4.2.1. Omission of Major Constituents

The major constituents (subject, copula, verb, object, etc) are considered to be the backbone of the sentence structure in English. Deviation in their use causes problems in communication. The analysis of the composition scripts of our corpus of study shows that a total of 309 (11.56%) deviations have been recorded in the omission of one or more of the major constituents. The following table indicates the frequency and percentage of recurrence of deviations in the omission of major constituents:

Table (1)

Frequency **and** Percentage of Recurrence of Deviations in the Omission **of Major Constituents**

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
Subject	<b>74</b>	23.94
Copula or auxiliary "be"	181	58.58
Object	<b>23</b>	7.44
Anticipatory "There + be"	<b>13</b>	4.21
Anticipatory "it"	11	3.56
Others (verbs and direct/indirect object)	<b>7</b>	2.27
<b>Total</b>	<b>309</b>	<b>100%</b>

It is evident from the table above that the omission of copula or auxiliary "be" constitutes the largest number of deviation, i.e. 181 (58.58%). The omission of subject comes next, i.e., 74 (23.94%). The omission of object accounts for 23

(7.44%). The omission of anticipatory "There +be" forms 13 (4.21%). The omission of anticipatory "it" is 11 (3.56%) and others (verbs and direct/indirect object) 7 (2.27%).

Keeping in view the deviations in the omission of copula, our findings reveal that the subjects of the study exhibit serious problems in constructing verb "to be" in simple sentences in English. In fact, they have been frequently observed omitting the main verb (copula) from the sentences. Consider the following deviant sentences, which were found in the corpus of the study:

\* 1- The wedding in Khawlan very beautiful.

\*2- The weather in Yemen mild in summer.

\*3- My country full of fruits.

Looking at the above sentences, we notice that they are wrongly constructed. All of them have omitted the copula, which is considered one of the major constituents of English basic sentence structure.

Interference of the mother tongue (Arabic) may account for the highly frequent recurrence of deviations in the omission of the copula or auxiliary "be". This is due to the fact that Arabic has no copula or auxiliary. Arabic, in general, has two types of sentences namely: nominal sentence and verbal sentence. The nominal sentence in Arabic has no verb, as the subject appears first and the predicate second. The following is an illustrative example:

- *Zaid talib*

**Zaid student**

(Zaid is a student)

As a result, our subjects produced such deviant sentences in their compositions:

- *al9'ures        fi    Khawlan jameel    jedan*

**The wedding in khawlan beautiful very.**

(The wedding in Khawlan is very beautiful).

- *altaqs        fi    al-yemen    mu9tadel fi    alsayaf.*

**The weather in Yemen    mild        in    the summer.**

(The weather in Yemen is mild in the summer)

- *beladi        maleeah    bel    fawakeh.*

**Country my    full        of    fruits.**

(My country is full of fruits.)

It is clear that the students have not internalized the basic "to be" sentence structure. Therefore, they take recourse to Arabic in producing such sentences. In fact, Arab learners in general and Yemen learners in particular frequently exhibit such deviations in their performance in English. Researchers like Scott and Tucker (1974) and Sunderman (1978) found in their study on Arab learners that the omission of auxiliary or copula accounted for the most frequent verb errors. They attributed these errors to the interference of Arabic. Richards (1971 and 1974) also endorses the view when he maintains that the omission of the copula or the auxiliary "be" is a typical deviation made by people with quite different mother tongues learning English as a second language.

In respect of the deviations observed in the omission of subject pronoun, the following sentences were found in our corpus:

(*'* is a voiceless pharyngeal fricative sound.)

\*4- talked with them about their journey.

\*5- I like my country because it is beautiful.

\*6- After south gets its independence from British occupation unified with the northern part and became one country.

Linguistically speaking, in sentence (4) the student omitted the first person pronoun "I", which functions as the subject of the sentence. In sentence (5), on the other hand, the third person pronoun "it" functioning as subject was omitted from the sentence. These deviant sentences can be ascribed to the interference of the mother tongue. Since the subject pronoun, in Arabic, can occur explicitly or implicitly learners tend to omit it in their sentences considering it as redundant. The following equivalent translation may make the point clear:

- *tahdathtu ma9ahum awla rihlatahum*  
**talked I with them about journey their**  
(I talked with them about their journey).
- *ohebu biladi lianaha jameela*  
**like I country my because beautiful.**  
(I like my country because it is beautiful)

Considering the above two sentences, we observe that the implied personal subject pronouns, that is "I" and "it", occurred in different places of the sentences. The first person pronoun "I" was attached as an affix to the lexical verb "talked" - *tahdathtu*, whereas the third person pronoun "it" was attached to the lexical conjunction "because"- *lianaha*. In both cases, they occurred in suffix position.

As for the deviation in sentence (6), the student omitted the personal pronoun "it" from the main clause, "unified with the northern part". The occurrence of such deviation may be attributed to intralingual transfer. It seems that the

of such deviation may be attributed to intralingual transfer. It seems that the student made use of analogous structure in producing such deviant sentence structure. In fact, the student made this deviant structure on the basis of previously acquired rule in learning the language; such strategy is known as strategy of analogy. Assuming that the complex sentence construction is similar to that of the compound one where the subject pronoun can be deleted from the sentence, the student deleted the subject pronoun from the complex sentence. The student is not aware of the restricted rule, which permits deletion of subject pronoun in the case of compound sentence construction only. Consider the following examples:

- They went to the market and (they) bought a ball.
- They went to the market because they wanted to buy a ball.
- They like to go to the market or (they) stay at home.
- After they go to the market they will visit their parents.

These examples illustrate that the subject pronoun "they" in the compound sentences can be deleted from the sentences, whereas in the complex sentences, it cannot.

Deviations in the omission of the other sub-categories under the category of omission of major constituents can be observed through the following examples:

- \*7- Instead sending their children to school they send to work.
- \*8- In Yemen many historical towns like Marib, Zabeed.
- \*9- Known that Yemen became progressive.
- \*10- Consequently, they stop providing their sons and daughters.
- 11- Yemen is famous at growing.

In sentence (7) the object pronoun is missing in the main clause, (i.e., they send to work). This deviation can be due to the interference of Arabic. Like the subject pronoun, object pronoun in Arabic can occur implicitly in the sentence. The following may illustrate the point:

- *badalan min irsal awalad-hum ila almadrasah arsa-lu-hum li ya9malu.*

**Instead of sending children-their to the school send-they-them to work.**

(Instead of sending their children to school they send them to work.)

Looking carefully at the above sentence, we observe that the object pronoun "them" is attached to the main verb "send" following the already attached subject pronoun "they". It appears also in the position of suffix. Thus, a student may omit the object pronoun on the basis of the assumption that it is implied in the main verb of the sentence.

In sentence (8), the anticipatory "there be" is missing from the sentence. As a result of that, the sentence is incomplete because it has neither a subject nor a verb. Likewise, this deviation may be ascribed to the interference of the mother tongue. In fact, the anticipatory "there be" does not exist in Arabic. However, it has another equivalent which carries the same semantic purpose of the anticipatory "there be" that is "*yujed*". This word, (*yujed*), is translated literally by Yemeni learners to the English lexical item "find". Therefore, we observe students producing sentences having the following literal translation:

- *yujed fi al-yemen al9adeed min almudun altarikhiah.*

**find in Yemen many from towns historical.**

(There are many historical towns in Yemen.)



Interestingly, the sentence under discussion does not include the anticipatory "there be" nor the lexical word "find". In fact, this can be described as carelessness on the part of the students who produced such deviant sentences.

In the case of sentence (9), the student omitted the anticipatory "it" from the sentence. Similarly, this deviation can be due to the interference of Arabic. However, the interference in this situation is attributed to the interference of the spoken mode of the student's language (Arabic). The student switched to the spoken mode of his language when producing such deviation in his composition. Arabic has the same use of the anticipatory "it" which is there in English. The following example may illustrate the point:

- *inahu min alma9roof bi ana al-Yemen asbahat mutagadimah.*

**It from known that Yemen became progressive.**

(It is known that Yemen has become progressive.)

The above example shows that the anticipatory "it" is used in Arabic. However, it is confined to the formal language. It is considered as redundant in the informal language. Therefore, people tend to omit it in their utterances.

Considering the deviation in sentence (10), we find that the student omitted the direct object from the sentence. The student failed to recognize the fact that the verb "provide" functions as a di-transitive verb, i.e., it requires two objects (direct and indirect objects). This can be an intralingual and developmental error. Based on false analogy within the structures of the target language the student produced such a deviation. Thus, sentences like "they stop helping the children" may lead to "they stop providing their students".

In sentence (11), there is an object missing after the gerund "growing". The sentence does not have a complete meaning as one of the major constituents of the basic sentence, i.e., the object, is missing. The student used the gerund "growing" as a noun ignoring the fact that it is a transitive verb that requires an object. It seems that the student is confused in using an object after the gerund. Likewise, a structure like "Yemen is famous for agriculture, can lead to "Yemen is famous for growing".

#### 4.2.2. Redundancy of Major Constituents

The findings of the analysis have shown that the redundancy of major constituents has not been a major problem for our students. A total of 65 (2.43%) deviations involving the repetition of redundant items have been recorded under this category. These deviations have been observed in terms of the following sub-categories: subject, verb, and object. The frequency and percentage of recurrence of deviations in the redundancy of major constituents are presented in the following table:

**Table (2)**  
**Frequency and Percentage of Recurrence of Deviations in the Redundancy of Major Constituents**

Subcategory	Frequency	Percentage
Subject	43	66.15
Verb	5	7.70
Object	17	26.15
<b>Total</b>	<b>65</b>	<b>100%</b>

A cursory look at table (2) indicates that subject pronoun redundant is the highest among the other sub-categories with 43 (66.15%). Object pronoun comes in the second place with 17 (26.15%), whereas verb is 5 (7.70%).

In view of deviations in the redundancy of the major constituents, the following examples are found in the corpus of the study:

- \*1- The father welcome the people who they came from different places.
- \*2- All of the students they sit around the teacher under the tree.
- \*3- The marriage is another life which the person choose it.
- \*4- My friend is very happy because he watched something is very interesting.
- \*5- The youth could able to pay the dowry.

Considering sentences (1) and (3), we observe that the subject relative pronoun "they" and the object relative pronoun "it" were added incorrectly in the sentences; so they are considered redundant. This may be ascribed to the pull of the mother tongue. In fact, "though in both languages the identical noun, i.e., *the* noun in the embedded sentence, is pronominalized, the replacement in English is joined to the linking element "wh", producing "**who, whom, or which**" (which may be deleted if it is realized as the object of the embedded sentence), whereas *in* Arabic, this pronominalized form is suffixed to the verb of the embedded sentence" (Fox 1970 cited in Kharma 1987: 262). Moreover, the function of the relative clause in English is a modifier of the noun in the main clause, which it refers back to, whereas in Arabic, it is the relative pronoun not the relative clause which modifies the noun in the main clause to which it refers back. Consequently, it is necessary that the subject or object be present in the Arabic clause either *explicitly* or *implicitly*. Therefore, we observe our students retaining Arabic surface structure in their formation of English relative clause and producing sentences

containing redundant subject pronoun and redundant object pronoun. The following are illustrative examples:

- *alab yurahb bil-nas alladi jao-u min amakin mukhtalifah*

**the father welcome the people who came- they from places different.**

(The father welcomes the people who come from different places.)

- *alzawaj hayat ukhra alati yakhtaru-ha alshakhs*

**the marriage life another which choose- it the person**

(Marriage is another life which the person chooses.)

Thus, it is clear from the first translated sentence above, that the personal pronoun "*hum*"- (they)- follows the relative pronoun "*alladi*" -(who)- and functions as its modifier. Such occurrence in English renders the sentence incorrect as the subject pronoun "they" is considered redundant. Likewise, the object pronoun "*ha*" (it) in the second translated sentence is suffixed to the verb in the embedded sentence. It is a redundant object pronoun referring to the lexical word "life". Redundancy of subject and object pronouns in embedded sentences is the most persistent instance<sup>^</sup> of transfer (El-Azabi, 1967, Scott and Tucker, 1974, Kharma 1987).

In sentence (2), the pronoun "they" is added incorrectly in the sentence. Similarly, this deviation may be due to the interference of Arabic. It is known that a common device of Arabic rhetoric is *the juxtaposition of similar items*. For example, "they" is juxtaposed to "all of the students". The following translation of the construction of sentence into Arabic shows how students were influenced by their mother tongue:

*kul altulab hum yajlisu hawel almudres .*

**all students they sit around the teacher.**

(All of the students sit around the teacher.)

Such juxtaposition is permissible in Arabic, whereas in English such construction does not occur. Hence, due to the impact of Arabic such a deviation was committed.

In sentence (4) the copula or verb to be "is" is wrongly added after the object 'something' in the subordinate clause. In fact, this shows that the student is not aware that the adjectival phrase 'very beautiful' functions as an object complement of the noun head 'something'. It seems that the overwhelming drills in using the copula or verb to be in simple sentences made the student hypothesized that there is a verb which is missing in the sentence. This can be due to transfer of training where the teacher generalizes using copula or verb "to be" between subject and predicate.

The redundancy of the modal "could" in sentence (5) is another interesting example of verb redundancy in English. The students used the modal "could" with the phrase "able to". This may be attributed to difficulty of mastering the use of modals in English.

#### **4.2.3. Subject - Verb Agreement**

Under this category, a total of 216 (8.08%) deviations have been recorded in the corpus of our study. The deviations were subcategorized in terms of subject singular-verb plural, subject plural- verb singular, empty "there" subject singular-verb plural, empty "there" subject plural- verb singular, and subject first person-

verb third person. The following table presents the frequency and percentage of occurrence in the use of subject- verb agreement:

**Table (3)**  
**Frequency and Percentage of Recurrence of Deviations in the Use of**  
**Subject- Verb Agreement**

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
Subject singular-verb plural	127	58.80
Subject plural- verb singular	51	23.61
Empty "there" subject singular-verb plural	6	2.78
Empty "there" subject plural-verb singular	27	12.50
Subject first person- verb third person	5	2.31
<b>Total</b>	<b>216</b>	<b>100%</b>

Looking at the table above, we notice that the highest number of deviations lies in the use of subject singular-verb plural. It constitutes 127 (58.80%) of the other sub-categories. Subject plural-verb singular comes next with 51 (23.61%). Empty "there" subject singular- verb plural accounts for 27 (12.50%). Empty "there" subject plural- verb singular is 6 (2.78%). Subject first person-verb third person is the lowest number of deviations with 5 (2.31%).

Before beginning our explanation of the deviations in terms of their sources, it is worthwhile to explain the notion of subject-verb agreement from the linguistic perspective. Quirk et al (1985) look at this category in terms of "concord". They define concord as "the relationship between two grammatical units that one of them displays a particular feature (e.g., plurality) that accords with a displayed (or semantically implicit) feature in the other." As a general rule in English, the

primary verbs (DO, BE, and HAVE) match their subjects in number and person (e.g., she does, she is, she has) whereas the verb to "be" only displays agreement in the third person past (was, were).

Having analyzed the composition scripts of our subjects, we observed that our learners violated the rule mentioned above. In fact, they encounter difficulty in absorbing such a rule. The following deviant sentences are examples of the rules violated in their written composition:

- \*1- The bride wear green dress in the first day.
- \*2- It have good much oil.
- \*3- Everybody were happy.
- \*4- We was no happy.
- \*5- They works in any company.
- \*6-1 belongs to them and want to live with them.
- \*7- There is a beautiful cities.

In sentence (1), the third person marker "-s" is omitted from the main verb "wear". The target language system may account for the occurrence of such deviation. Similar deviations have been reported to be made by learners of English as a second language with various backgrounds such as Czech (Duskova, 1969) and Bahasa Malaysia (Ho-Peng, 1976). Duskova, (1969:20) finds an explanation for this in the system of the English verbal endings. According to her, "Omission of the '-s' in the third person singular may be accounted for by the heavy pressure of all the other endless forms." Richards (1974: 174) explains the phenomenon in terms of overgeneralization and reduction of linguistic burden. He states "with the omission of the third person -s, overgeneralization removes the necessity for concord, thus, relieving the learner of considerable effort." The learner applies the

strategy of simplification or redundancy reduction and creates a deviant structure in place of two regular structures.

Unlike the deviation in sentence (1), deviations in sentences (5) and (6) are in the opposite direction. In other words, the student used the third person inflection -s with the third person plural "they" as well as the first person singular "I". These deviations may be explained as being due to "hypercorrection". Teachers often correct students when they say "My father work" to "My father works". Consequently, the students occasionally overcompensate in an attempt to avoid committing errors.

Deviations in sentences (2) and (4) can be accounted for in terms of strategy of training. Generally speaking, learners are usually introduced to the using of the finite sentences through the following formulas:

- Subject+ have/has+ complement.
- Subject+ is/am/are+ complement.
- Subject+ do/does+ complement.

It is believed that such structure may make the learners get confused in using the appropriate verb in their sentences and as such they revert to use the first alternative. Therefore, they produce deviant sentences showing lack of agreement between the subject and its verb. The above two sentences (2) and (4) are examples of such a strategy. The subjects "it" and "we" lack agreement with their verbs "have" and "was" respectively.

In sentence (3) the indefinite subject pronoun "everybody" does not agree with the plural verb "were" in number. Thus, the sentence is considered incorrect.



This deviant structure may be based on false analogy between the two lexical words "all" and "every" in terms of their reference in English. In grammatical terms, the word "all" means a number of people or things considered as a group, while "every" means a number of people or things considered individually. Therefore, "everybody" is considered a singular referent and agrees with a singular verb like, "Everybody was".

The deviant structure in sentence (7) shows that the student has used the singular verb "is" with the plural subject "cities". In fact, the student failed to understand that the lexical word "there" is used as an empty subject, the real subject goes after the verb to "be" and agrees with it.

The other possible interpretation for committing such an error could be ascribed to the misleading use of the indefinite article "a" before the plural noun. It is believed that on the basis of such a misleading structure, the student considered the real subject singular and used the singular verb form assuming that it agrees in number. As a matter of fact, this misleading structure causes trouble to the students. This has been observed in their written composition widely.

The analysis of the composition scripts of the students under investigation shows that our students have not acquired the basic rule in the use of subject-verb agreement called concord in their competence (i.e., a singular subject requires a singular verb and a plural subject requires a plural verb). This can be observed through the examples cited in table (3) appendix (A).

#### 4.2.4. Deviations in Verb Forms and Verb Tenses

A verb is a key constituent in understanding the underlying structure of a language. In English, verb is the second element of a sentence structure. According to "*Longman Dictionary of contemporary English, Edition 1995*", "verb is a word or group of words that is used to describe an action, experience, or state." Learners of English as a second/foreign language struggle to use the correct structure/form of verb in their performance. This could be based on the reason that verbs, in English, are categorized into subcategories, which at the same time are different in terms of their functions in the language.

The results of our analysis of deviations observed in the verb group indicate that a total of 761 (28.47%) deviations have been recorded in the study (see Appendix A, table 4). These deviations were investigated in terms of two major categories: verb form and verb tense. The deviations in the verb form are 423 (55.58%) and those in the verb tense are 338 (44.42%).

##### 4.2.4.1. Verb Forms

Classifying deviations involving deviant verb forms yields the following sub-categories:

**Table (4)**  
**Frequency and Percentage of Recurrence of Deviations in Verb Forms**

Subcategory	Frequency	Percentage
Is/are + plain stem/ +s (to mean simple. Pre.)	<b>47</b>	11.11
Was/were + plain stem (to mean simple past)	<b>7</b>	1.65
Was/were +plain stem + -ed (to mean simple past)	<b>9</b>	2.13
Is/are +stem -ed (to mean simple past/pre. Perfect)	<b>10</b>	2.36

"HasT+ stem (for stem -ed)	2	0.47
"Modal + stem +-s (for plain stem)	3	0.71
"Modal + stem +-ed (for stem-ed)	7	1.65
"Modal + infinitive/participle (for plain stem)	15	3.55
"Stem + -ed +-s	2	0.47
To + stem + -ed	22	5.20
Infinitive instead of participle	6	1.42
Participle instead of infinitive	8	1.90
Infinitive instead of plain stem	4	0.95
Plain stem instead of infinitive	15	3.55
Participle instead of plain stem	33	7.80
Plain stem instead of participle	52	12.30
Participle instead of plain stem/ + -ed	7	1.65
Plain stem instead of "there + "be"	12	2.83
Plain stem + -ed instead of "there +be"	14	3.31
Passive form	52	12.30
Modals	10	2.36
Negative formation	49	11.58
Interrogative formation	5	1.18
Irregular verb formation	13	3.07
Noun used as verb	19	4.49
<b>Total</b>	<b>423</b>	<b>100%</b>

The above table shows the different sub-categories into which the deviations related to the use of verb forms are grouped. It also presents the frequency and percentage of recurrence of the deviations in each sub-category. Furthermore, the table indicates the areas which cause a learning difficulty for our subjects. These difficult areas are shown in terms of their high frequency of recurrence against each subcategory.

Keeping in view the sources of deviations in the use of the verb forms in our study, it has been observed that most of the deviations in the verb forms are instances of interference between the other terms of the English subsystem in question. Consider the following examples of the deviations found in our corpus:

- \*1 - It is attract a lot of tourists.
- \*2- Queen Belqees was judge the Yemen.
- \*3- We were lost the way to the beach.
- \*4- A lot of tourists are visited this country.
- \*5- But this point has change.
- \*6- He should listens to her opinion.
- \*7- The government builds a lot of schools in all villages.
- \*8- Our president can controlled these problems and difficulties.

A grammatical examination of the above-cited examples reveals that structures like "is attract", "was judge", "were lost", "are visited", and "has change", "should listens", "builds", and "can controlled" are wrongly formed. Such deviations in the English verbal group are typical among students learning English as a second language (cf. Richards, 1971, and 1974 for similar results). In fact, these deviations may be classified as developmental; they derive from faulty comprehension of distinctions in the target language and they clearly reflect the student's competence at this stage.

The above examples of overgeneralization are the effects of particular learning strategies on items in the system of English. Richards (1974) describes the strategy employed here as "hypothesizing of false concept". In sentences (1)-(4), the student interpreted "is" and "are" as markers of the present tense and "was" and "were" as corresponding markers of the past. Thus, he wrongly added

them as tense markers. The deviant verb form in sentence (5) is due to overgeneralization associated with redundancy reduction. The student considered the auxiliary "has" as the only marker of the present perfect. As a result, he omitted the inflection "-en" as being redundant.

However, the situation in sentences (6) and (7) is different. The student overgeneralized the use of the third person marker "-s" in a position where it is not applicable. He based his faulty use on the rule that the verb, in the present simple, takes the inflection "-s" if the subject is in the third person singular (HE, SHE, and IT). In fact, it seems that the students who produced such deviations failed to understand the rules that modal auxiliaries should be followed by bare infinitive (plain stem) and the inflection "-s" is the present simple marker which concords with the third person singular.

The other possible interpretation of producing such deviant sentences (i.e., 6 and 7) can be attributed to the strategy of training. Richards (1974: 175) indicates, "Certain types of teaching techniques increase the frequency of overgeneralized structure." Thus a structure like "He buys" may be contrasted with "He bought" and "He buys" with "He will buy". In a later stage, the learner produces sentences like <sup>it</sup> "He boughts" and "He will buys". This has been described as "overlearning of structure".

Similarly, the deviation in sentence (8) could be ascribed to the faulty Hypothesis on the part of the learners. Learners hypothesize that the main verb always carries the tense marker. Since the inflection "-ed" is considered as the Past tense marker in the main verb, it is added to the main verb which is preceded by an auxiliary and let them to produce such a deviant structure "can controlled".

Interference of the mother tongue of the subjects can also account for the occurrence of some instances of deviations made by them in the use of the verb form in English. Based on the fact that the auxiliary verb does not exist in Arabic, it seems causing trouble for our students in the use of verb forms. The following examples illustrate the point:

- \*9- They should following students in the school.
- \*10-1 can't to tell you the description of Ibb.
- \*11-1 want writing about it my country.
- \*12- In Sana'a find gardens very beautiful.
- \*13- Also didn't find any school for learner (educating) the people.
- \*14- How they look to the country.
- \*15- the rural area not get service from country as the urban area.

Considering deviations in sentences (9) and (10), we observe that the students used the participle form "following" and the infinitive "to tell" after the modal auxiliaries "can" and "should" respectively. It seems that the students ignored the feature that modal auxiliaries are followed by plain stem. In fact, the student transposed the use of the structure in Arabic on their sentences in English. In Arabic, the student produces the sentences as follows:

- *yajebu mutaba9at al-tulab fi al-madrasah.*

**Should following the- students in the- school**

(They should follow the students in the school).

- *La-astatee9-u an ukhberak wasf Ibb*

**No-can-I to tell you the description of Ibb**

(I cannot tell you about the description of Ibb.)

Considering the sentences mentioned above, it is noticed that the main verb *yajebu-should-* is followed by the participle form *"mutaba9at"-following*, whereas the main verb *"asati9u"-can-* is followed by the "to" infinitive form *"an ukhberak"-to tell you-*. Therefore, the student translated the sentences into English, thereby producing the deviations observed.

Similarly, deviation in sentence (11) is due to the literal translation of the sentence structure from Arabic into English. Hence, the deviant verb form "want writing" has been produced.

Deviations in sentences (12) and (13), however, are different in terms of their construction. The student used the lexical verb "find" for the anticipatory "there + be". In fact, this is due to the fact that the anticipatory "there +be" does not exist in Arabic (cf., our analysis of Empty "there' subject singular-verb plural). In Arabic, the lexical verb "find" carries the semantic purpose of the anticipatory "there +be". Therefore, the student used the Arabic verb form expressing the semantic expression of the anticipatory "there +be".

The lack of the auxiliary in Arabic can also be observed in the deviant formation of negative and interrogative sentences in examples (14) and (15). As a matter of fact, our students often make use of their Arabic structure in forming such sentences. Therefore, it is not surprising that their negative and interrogative sentences are wrongly formed. The following back-translated examples may make the point clear:

- *Kayfa yandhurun ila al-bilad*

### **How look-they to the country**

(How do they look at the country)

- *almanadhq alrifiah la- tahsel 9ala khadamat min al-dawlah*

**areas        rural    no- get   service        from the government**

(The rural areas do not get service from the government.)

A cursory look at the first translated example shows that there is no auxiliary being used as operator in forming the interrogative sentence in Arabic. Thus, such structures are believed to account for producing the deviant formation of interrogative sentences in our corpus. Similarly, the second translated example reveals that the negative marker "*La*" is used without an auxiliary. In Arabic, the negative marker is used before the main verb. Thus, we observe our students producing sentence like, "\*\*the rural areas not get service from the country). However, the omission of the operator "DO" from questions and negatives is also an instance of developmental error made by learners of English as a second language (cf. Burt and Kiparsky, 1972).

There are also some other deviations in the use of negative formation, which can be ascribed to sources other than the interference of the mother tongue. In fact, these deviations have been frequently observed in the written scripts of our subjects. Here are some of the deviations found in our corpus:

\*16- He don't have more money.

\*17- He doesn't has the intention to study.

\*18- No one can't deny this thing.



A close examination of the above cited deviations reveals that the negative formations are differently malformed. In sentence (16) the auxiliary "DO" does not agree with the third person singular "HE" In fact, this can be due to faulty teaching techniques where the students are introduced to use of "DO" in forming negative sentences. However, in sentence (17) the main verb (has) does not retain its form "HAVE" when the auxiliary operator "DOES" is added to the sentence. This can be attributed to inattention of our students. However, deviation in sentence (18) is different as the student uses double negative markers in the sentence (i.e., "no" and "can't"). This can be explained it terms of overlearning of structure where the students are introduced to exercises in changing sentences into negative.

Other deviations under the category of verb form can be accounted for in terms of the pressure of one English construction on another. As learners keep testing out their hypotheses about the structure of English, they sometimes deviate from the norm of using verb forms in English. Our subjects have been noticed applying previously acquired rules in contexts where they are not applicable. Thus, they produce such instances of deviations:

- \*19- We decided to went to the sea.
- \*20- The bride starts to prepare her dress.
- \*21- His family may let him to leave the school.
- \*22- I want talk about marriage in Yemen.
- \*23- We hear the birds sing.
- \*24- My family like visit my country.
- \*25- All the tourists coming to Yemen to see the buildings.
- \*26- The development beginning after the revolution.

It is obvious from the examples cited above that most of the verb form deviations centre on the misuse of participle or infinitive in the complement pattern. In sentence (19) the infinitive structure "to went", which functions as an object, is wrongly formed. The student used the past form of the plain stem "go" after the lexical item "to" ignoring the fact that the infinitive "to" is always followed by the plain stem of the verb, whereas in sentence (20) the infinitive form "to prepare" is wrongly used in place of the participle form "preparing". Deviation in sentence (21) lies in the use of infinitive after the plain stem "let". In fact, this can be due to the ignorance on the part of the students in recognizing the distribution of the use of the verb "let". In sentence (22) the plain stem "want" is followed by a bare infinitive. Thus, it yields the sentence wrong. The deviation in sentence (23), however, is in the opposite direction. The student used the bare infinitive "sing" for the participle form "singing", which functions as an object complement. Similarly, in sentence (24) the student used the plain stem "visit" for the participle "visiting" which functions as an object. However, deviation in sentences (25) and (26) is different from the ones mentioned earlier. Here, the student wrongly used the participle (present) for the plain stem "come" and plain stem +ed "began". In fact, this can be due to carelessness on the part of the students.

Deviation in the passive formation seems to be troublesome to our subjects. In fact, it is manifest as one of the highest number of deviations found in our corpus under the category of verb forms. The deviations found are different in terms of their formation. The following are illustrative examples:

- \*27- It border by Oman at the East.
- \*28- My country divided to nineteen governments.
- \*29- Yemen considering one of the best country in the world.
- \*30- Invitations for the wedding are limit for the relatives.

In the light of the above examples, we notice that most of the sentences cited above lack the auxiliary in the passive structure. Sentence (27) has missed the auxiliary "be + -en", whereas in sentence (28) the auxiliary "be" is omitted. However, the verb form in sentence (29) is in the form of present participle. It has also missed the auxiliary "be". Generally speaking, these deviations can be ascribed to the lack of auxiliary in Arabic. The deviation in sentence (30), however, is different; the verb "limit" has dropped the inflection "-en" indicating the past participle form. This can be due to general tendency on the part of the students to use uninflected forms.

Difficulty of transformation from an active sentence to a passive sentence in English could be considered another possible interpretation as it has been observed that a considerable number of ESL students make the same deviations (Richards 1974).

Deviation in the use of modals in English is yet another subcategory of deviation in the verb forms. The following examples were found in our corpus:

\*31- The people were deal with it in easy way.

\*32- He must go to engaged her first then make time for the wedding.

\*33- Actually all that things would stay in my mind forever.

\*34- My mother said that she will be more careful.

Describing the above cited examples in linguistic terms, we observe that the verb to be "were", in sentence (31), is used for the correct modal "should", whereas, in sentence (32) the student used the obligatory modal "must" in place of the correct -context based modal "should". In sentence (33) the past form auxiliary "would" is used for "will" in the context of future time, whereas in

sentence (34) the modal "will" is used for "would" in a sentence in indirect speech. All the deviations in the modals can be attributed to the difficulty in mastering their functions and meanings.

Students learning English as a second/foreign language are familiar with the rule that in order to change a verb from the stem into a past form, the past tense inflection "- ed/d" is added to the end of the stem like, "clean-ed", "wash-ed". As a result, our students hypothesize due to overgeneralization that all regular and irregular verbs carry this inflection "-ed". Our analysis shows some instances of deviation in this respect like:

\*35- We leaved Hodeidah at 10: 00 O'clock.

\*36- schools spreaded everywhere.

The deviations in the form of the irregular verbs like that in sentences (35) and (36) are considered developmental and are made by native children as well as second language learners. Dale (1972: 55) maintains, "children learning English use "\*comed, "\*goed", "\*breaked", and similar forms. The irregular, or strong verbs of English are inflected for the past tense in the same manner as the regular, or weak forms."

Interference between forms and functions of the language may explain the deviations under the sub-category of "noun used as a verb". It has been observed that our students tend to use a noun where a verb is called for. The following are Glaring examples found in the corpus of the study:

\*37- It loss a lot of that money in that act.

\*38- When the youth want to marriage.

\*39- We choice the best character from all of Yemen.

Having a glance at the lexical words, "loss", "marriage", "choice", used in the above-cited examples, i.e., (37), (38), and (39), we notice that these words are in the form of nouns wrongly used in environments that require lexical words functioning as verbs. In fact, our students lack an adequate exposure to the language, which is why they cannot distinguish between the parts of speech.

#### 4.2.4.2. Verb Tenses

The analysis of the corpus of the study indicates that our students experience difficulty in the use of tenses, which is quite clearly visible in their numerous deviations reflecting lack of concord in narrative and inability to maintain continuity across clauses. Classifying deviations involving the use of tenses yields the following sub-categories:

**Table (5)**  
**Frequency and Percentage of Recurrence of Deviations in the Use of Tenses**

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
Simple pre. instead of simple past	153	45.27
Simple past instead of simple pre.	<b>87</b>	25.74
Past perfect instead of simple past	<b>9</b>	2.66
Simple past instead of pre. perfect	<b>21</b>	6.21
Simple pre. instead of pre. perfect	<b>17</b>	5.03
Progressive instead of simple pre.	<b>18</b>	5.32
Pre. perfect instead of simple pre.	<b>5</b>	1.48
Pre. perfect instead of simple past	<b>13</b>	3.85
Simple pre. instead of simple future	<b>5</b>	1.48
Simple future instead of simple pre.	<b>7</b>	2.07
Simple future instead of simple past	<b>3</b>	0.89
<b>Total</b>	<b>338</b>	<b>100%</b>

The above table reveals that the use of simple present instead of simple past constitutes the highest number of deviations, i.e., 153 (45.27%). The substitution of simple past for simple present comes next with 87 (25.74%). The other sub-categories vary from 18 (5.32%) in the use of progressive instead of simple present to 3 (0.89%) in the use of simple future for simple past.

Considering the deviations under the subcategory simple present used for simple past, our data shows that the students made excessive use of the present tense form of a verb, by dropping the regular past tense "-ed" morpheme in situations where the context demands past tense (Appendix A, table 4). In other words, the students cut down the complexity of the task involved in sentence production, which resulted in deviations. The following examples have been found in the corpus of our study:

- \*1 - When I open my eyes I saw high buildings, strange streets.
- \*2- We thanked them and continue our trip.
- \*3- While we was sitting in the ship a big waive come.
- \*4- After two days we change the place.
- \*5- Then we continue our trip to Sana'a.

A close look at the instances of deviation cited above reveals that the present simple is used wrongly in different contexts. In sentence (1), the student mistakenly used the present simple in the "when-adverbial" clause, which needs to agree with the main clause in tense. Similarly, the deviation in sentence (2) signals in the lack of concord in tense in the compound sentence. In sentence (3), the main clause is wrongly used for the past simple. Since the "while-subordinate" clause is in the simple past, the main clause also should be in the simple past.

Unlike the previous sentences, the deviations in sentences (4) and (5) are observed to have used the simple sentence structure. Though the two sentences indicate events of sequence in the past through the lexical expressions "after two days" and "then", the tense used is the simple present.

Duskova (1969: 24) suggests that the use of the present tense instead of the past is a mistake in performance. Her view is based on the assumption that the learner internalizes the present tense first. It is imprinted on his/her mind as a basic form which he resorts to as a substitute for all other forms not yet adequately learnt. Selinker (1972), however, considers it as the result of a tendency on the part of the learners to avoid grammatical formatives- a simplification strategy.

Richards (1974: 175) maintains, "The -ed marker, in narrative or in the past contexts, often appears to carry no meaning, since pastness is usually indicated lexically in stories, and the essential notion of sequence in narrative can be expressed equally well in the present. Thus the learner cuts down the tasks involved in sentence production." According to Ellis (1997: 114), on the other hand, such instances may occur when learners make use of their "implicit knowledge". Most of the students had less difficulty in constructing a first clause or sentence with correct past tense form. However, whenever a student tried to use a conjunction, it resulted in an error. The obvious strategy behind it is that the student first formed a sentence using the simple past tense, then added a conjunction and while writing the next sentence unconsciously ignored the pastness or used his/her verbal communication strategy that forced the use of a Present form instead.

Deviations in the opposite direction, i.e., the use of the past instead of the simple present may be explained as being due to hypercorrection. Below are some examples that were noticed in the corpus:

\*6- Society affected (on) Education.

\*7- Marriage in Yemen was different from city to city.

\*8- It contains old pieces and statues that represented an ancient countries.

Looking carefully at the sentences cited above, one observes that the tense form in sentences (6) and (7) is superficially correct at the sentence level, but it is wrongly constructed with reference to the context. In fact, the context demands the simple present tense. However, the tense deviation in sentence (8) can be readily figured out through the structure of the sentence. Since the main clause is formed in the simple present, the subordinate that-nominal clause should have concord with the main clause in tense. Thus, it has to be in the simple present tense as well.

The gravitational pull of the mother tongue interference is another factor causing difficulty in using correct tense forms in English. Generally speaking, tense in Arabic consists of two types: the perfect and imperfect. The perfect tense is used for actions completed, whereas the imperfect tense is used for actions not completed. They correspond only very roughly to English past and present. The aspects of tense derive their meaning from the point of view of the completion or incompleteness of an activity rather than the time of completion or incompleteness. Thus, both aspects may be used to describe an action in the past, present, and future (Thompson-panos and Thomas-Ruzic 1983). Abboud et al (1975) indicate that the imperfect is used to describe a past habitual, past progress, or past future



activity, while the perfect is used to denote a completed event or describe actions that would require the present perfect or past perfect in English.

Keeping in view the above-brief contrastive review in terms of tense structure, it has been observed that our students produced deviant tense-based sentences in their performance due to negative transfer of Arabic tense structure. The examples below were found in the corpus of the study:

\*9- In present the circumstances became different.

\*10- Now Yemen improved in all different aspects.

In both sentences (9) and (10), the simple past is used instead of the required correct tense, i.e., present perfect. Since the present perfect lacks its correspondence in Arabic, the learners tend to use the perfect tense in Arabic (past tense) to express the time of action.

The use of the simple present instead of the present perfect is one of the subcategories that have been frequently observed in our data. The following are some examples of such deviations:

\*11- In these days the marriage become an expensive.

\*12- Now the government give the youngs all the ways to learn.

It is obvious that the suitable tense in the above-cited sentences (11) and (12) is the present perfect. However, the students wrongly used the simple present. It seems that difficult structure of the present perfect in English may account for the occurrence of such deviation in tense usage. The complex verb phrase form of

the present perfect (have + -en) made the learners revert to the easy infinitive verb form to express his intention.

Another possible interpretation could be based on false concept hypothesis on the part of the learner. The student who produced such deviant forms cut down the auxiliary marker "have", assuming that it is redundant and the past participle form is sufficient to indicate the tense. This can be justified through the frequently produced sentences carrying lexical verbs whose past participles have the same form like, "become".

The wrong substitution of the simple past with the past perfect may be accounted for with reference to the semi-corresponding expression between Arabic and English in terms of the past verbal form. Mukattash (1984:340) indicates, "the past verbal form in Arabic combines with the morpheme *"kana"* ("be" in the past) express anteriority *in* the past, and thus might be said to correspond formally and semantically the English past perfect: viz, *"kana taraka"* (he had left)." Here are examples found in our corpus:

\*13-1 had visited it, it was a very nice country.

\*14- and there I had seen sea and the big building.

In order to pin point the cause of deviations in sentences (13) and (14), we may consider the equivalent translation below:

- *kuntu Zurta-ha*

**had I visited it**

(I had vis/ted it)

It is clear from the above-translated example that the expression "*Kuntu Zurta-ha*" may lead the student transfer it from Arabic into English producing the wrong tense.

In spite of the fact that Arabic lacks the aspects of perfect and progressive, our analysis reveals that our students produced deviant tense sentences carrying these aspects. Consider the following examples:

\*15- But in Yemen they are keeping the orders of Islam.

\*16- People of villages are working in the farming.

\*17- Most of us have taken (brought) camera and film for photocopy.

\*18 It has possessed big lands.

The deviation in sentences (15) and (16) lies in the wrong use of the present progressive in place of the simple present. In sentence (17) the student used the present perfect instead of the simple past, whereas in sentence (18) the present simple is wrongly used for the present simple.

The view that a considerable amount of time should be devoted to the teaching of those structure/forms which don't exist in the mother tongue of the learners makes course designers pay so much attention to address these problems. However, excessive attention to points of difference at the expense of realistic English is a characteristic of much contrastive-based teaching (Richards 1974: 179). Ritchie, (1967: 129) argues "A course that concentrates too much on the 'main trouble spot' without due attention to the structure of the foreign language as a whole, will leave the learner with a patchwork of unfruitful, partial generalizations...." Therefore, the deviations observed above are likely to be due

to the methods of teaching and materials followed in introducing the progressive and perfect aspects of English.

With regard to the use of simple present instead of simple future our analysis shows that most of the cases found under this subcategory are in the conditional sentence structure. Here are two examples:

\*19- The relationship between them become strong if they deal with each other in respect.

\*20- If he (father) haven't a good job, the student becomes a criminal.

A quick glance at sentences (19) and (20) reveals that the main clause of the two sentences is wrongly structured in terms of tense. The students are supposed to use the simple future in the main clause. This can be attributed to ignorance on the part of the learners in understanding the rules of conditional sentences in English.

Deviations in the use of simple future for simple present or simple past have been observed in the lack of maintaining sequence of events in context. In the course of writing students unconsciously switch to a tense that does not agree with the preceding sentences. The following are illustrative examples found in the corpus:

\*21- After that bride's father will give the bridegroom the terms.

\*22- In the third week we are going to a famous position.

A careful examination of the above sentences reveals that sentence (21) requires the simple present. In fact, it seems that the student was describing a series of

events that is followed in the marriage ceremony. Then he abruptly changed the sentence to the future ignoring the sequence of the tense in which it is produced. Sentence (22), however, is in the past narrative context. The student was narrating his experience with a journey that he had in the past. While writing the narrative text he mistakenly switched to the simple future. In fact, these deviations are explained as being due to inattention on the part of the students to maintain tense sequences in the text.

#### **4.2.5. Deviations in the Use or Omission of Articles**

The articles (definite and indefinite) are the most common and typical determiners which refer to the head noun in the noun phrase. The definite article "the" is used to mark the phrase it introduces as definite, i.e., as 'referring to something which can be identified uniquely in the contextual or general knowledge shared by speaker and hearer'. The indefinite article "a/an", on the other hand, is notionally the 'unmarked' article in the sense that it is used (for singular count nouns) where the conditions for the use of "the" do not obtain (Quirk et al 1985:253-272).

In the context of the view that the English articles system is a source of extreme frustration for the foreign learner of English (Grannis 1972), our subjects are not an exception. In fact, the results of our analysis reveal that the use of articles is one of the major problems encountered by our students. A total of 411 (15.38%) deviations have been discovered in the article usage. There are two major subcategories of deviations made in the usage of articles: omission of articles and inappropriate use of articles. *The omission of "the" and "a/an"*

accounts for 273 (66.42%) whereas the inappropriate use of article attracts 138 (33.58%).

#### 4.2.5.1. Omission of Articles

Deviations in the omission of article are subcategorized and presented in the following table:

**Table (6)**

Frequency and Percentage of Recurrence of Deviations in the Omission of Articles

Subcategory	Frequency	Percentage
Omission of <b>'the'</b> before nouns made particular in the context	93	34.07
Omission of 'the' before adjectives used as nouns when representing the whole class.	3	1.10
Omission of <b>'the'</b> before superlative and/or ordinal numeral forms	8	2.93
Omission of <b>'the'</b> before geographical directions	16	5.86
Omission of <b>'the'</b> before nouns made definite by the addition of a post-modifying phrase/clause	38	13.92
Omission of <b>'the'</b> before unique nouns	11	4.03
Omission of <b>'a/an'</b> before count nouns or count nouns defined by an adjective/modifier	104	38.10
<b>Total</b>	<b>273</b>	<b>100%</b>

A close examination of the above table reveals that the omission of the article "a/an" before count nouns accounts for the highest number of deviations, i.e., 104 (38.10%). The omission of the article "the" before nouns made particular in the context is in the second place with 93 (34.07%). The number of deviations of the other subcategories is shown against each one respectively.

The omission of articles has been found to have the highest frequency of recurrence. In fact, this can be attributed to different sources and factors. In order

to explore these sources and factors, we consider the following examples found in our corpus:

- \*1- There is in Amran (0) factory.
- \*2- Yemen is (0) democratic country.
- \*3- It's most (0) beautiful city in Yemn.
- \*4- my country is (0) best.
- \*5- It is placed in (0) south-west of Asia.
- \*6- (0) Buildings in Yemen are very attractive.
- \*7- Marib is (0) door of history.
- \*8- (0) Husband cannot continue his learning (education).
- \*9- This time marriage becomes difficult to (0) poor.
- \*10- As mentioned in (0) holy Koran.
- \*11- We went to (0) sea.

Describing the above listed deviations in linguistic terms, we observe that the indefinite article "a" is missing in sentences (1) and (2). The students failed to understand the fact that the indefinite article is considered obligatory before the lexical word/phrase "factory" and "democratic country". The absence of indefiniteness in Arabic may account for the frequent occurrence of such deviation in our corpus. In fact, Arabic has a binary system of determination: the definite article "al" (the) and "nil determiner" (absence of a/an) which is not morphologically marked. Being influenced by Arabic, our students missed the indefinite article in the two sentences (1,2). Scott and Tucker (1974) indicate that errors of omission of the indefinite article in English are attributable to MT (mother tongue) interference.

In sentence (3) and (4) the definite article "the" is omitted before the superlative forms "most beautiful" and "best". Arabic makes use of the definite

article in the superlative formation. However, when the superlative form is followed by the head noun, the definite article is deleted. The back-translation of the sentences (3,4) may illustrate the point:

- *Inaha ajmel madeenah fi al-yamen*

**It most beautiful city in Yemen**

(It is the most beautiful city in Yemen)

- *baladi al-afdhal*

**country my the-best**

(My country is the best)

Thus, it is evident from the above two translated examples that the interference of Arabic partially accounts for the omission of the definite article "the" before superlative forms. The only possible factor pertaining to the omission of "the" before "best" in sentence (4) can be due to carelessness on the part of the students.

The deviation in sentence (5) is due to the omission of "the" before the geographical direction phrase "south-west". It seems that the student made use of the colloquial utterance of Arabic in producing such deviation. The following literally translated sentence into Arabic may render the point clear:

- *Taq9 fi janoob sharq asia*

**it is placed in south-west Asia**

(It is located in the southwest of Asia)



The above-translated sentence shows that the definite article "the" is missing in Arabic. Therefore, this gives evidence that mother tongue interference accounts for the omission of "the" in such a situation. The other possible source can be due to the strategy of simplification associated with redundancy reduction. The students consider "the" redundant. Consequently, it is omitted.

In sentences (6) and (7), the students use zero article before nouns made definite by post- modifiers. Therefore the phrases "0 buildings in Yemen" and "0 door of history" are incorrect. The deviation in sentence (6) can be explained in terms of failure of observing restrictions on the use of articles on the part of the students. It seems that the students are not aware of the fact that the post-modifier in English makes the head noun definite. The deviation, in sentence (7), however, can be attributed to the native language interference. In fact, such occurrence of deviation has been frequently observed among Arab learners of English (Scott & Tucker 1974 and Kharma 1981). The genitive construction in Arabic, may account for producing such deviation. Unlike in English, in Arabic, the noun in the genitive case is the second element. Thus, the first element does not take the definite article because the second element adds definiteness to the first element (Kharma 1997). So, we observe our students deleting the definite article from the first element in the genitive construction and adding it to the second one. Interestingly, the student who produced the sentence (7) also omitted the definite article from the second element. This reveals that our students have not internalized the construction of genitive case in English.

The deviation in the omission of definite article "the" in sentence (8) cannot be detected at the sentence level. It, however, has to be inferred from the text in

general. Since the lexical word "husband" has been previously mentioned in the text, the student is required to use the definite article before it as it is considered a definite anaphoric referent. In fact, this can be explained as being due to inattention on the part of the students.

With regard to the deviation in sentence (9), we observe that the definite article "the" is missing before the adjective "poor" which is used as a noun representing the whole class. The regular usage of such a lexical word in the form of adjective may account for the omission of the article. Thus, it can be attributable to the learner's failure to observe restrictions on article usage, which derives from analogy and learning strategy of simplifications.

The deviation in sentences (10) and (11) lies in the omission of the definite article "the" before unique nouns, i.e., " Holy Koran" and "sea". Likewise, this can be ascribed to the ignorance of the learners to observe restrictions on the use of articles in such situation.

#### **4.2.5.2. Inappropriate Use of Articles**

In respect of the deviations under the subcategory of inappropriate use of articles, our corpus reveals that the students frequently misuse articles in different situations. The linguistic investigation of such situations yields the following subcategories:

**Table (7)**

**Frequency and Percentage of Recurrence of Deviations in the Inappropriate  
Use of Articles**

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
<b>'the'</b> used inappropriately before proper nouns	2	1.45
<b>'the'/'a'</b> used inappropriately before abstract nouns	21	15.22
<b>'the'</b> used inappropriately before nouns of generic reference	5	3.62
<b>'the'</b> used inappropriately before a nominalised verbal form	9	6.52
<b>'the'</b> used inappropriately before adjective	3	2.17
<b>'the'</b> used inappropriately before expression of night time	2	1.45
<b>'a/an'</b> used inappropriately before a plural noun or a plural noun qualified by an adjective	38	27.54
<b>'a/an'</b> used inappropriately before adjective	15	10.87
<b>'the'</b> used for 'a'	20	14.50
<b>'a/an'</b> used for <b>'the'</b>	14	10.14
'a' used before vowels	3	2.17
<b>an'</b> used for 'a'	2	1.45
'a' used inappropriately with <b>'this'</b>	3	2.17
<b>'a'</b> used for <b>'some'</b>	1	0.73
<b>Total</b>	<b>138</b>	<b>100%</b>

From the above table (7), we observe that deviations in the inappropriate use of the indefinite article "a/an" constitute the highest number of frequency with 38 (27.54%). The misuse of "the" before abstract nouns comes next with 21 (15.22%). The use of "the" for "a/an" attracts 20 (14.50%). The other subcategories range from 15 (10.87%) in the inappropriate use of "a/an" before adjective to 1 (0.73%) in the misuse of "a" for "some".

The pull of the mother tongue (Arabic) has a tremendous impact on the students in the use of articles in English. It has been noticed that our students often tend to transfer Arabic structure into English while using articles. Due to negative transfer, they fall into the trap of making errors. In order to explore the influence of learners' mother tongue, we selected the following examples found in the corpus of the study:

\*12- We went to the Jordan.

\*13- One of these reasons is the poverty.

\*14- Yemen is famous by planting the coffee.

\*15- The teaching in Yemen spreaded in all over the country.

\*16- Some my friends feel the happy.

\*17- In the night they make alzafah.

Looking carefully at the above-cited examples, we observe that the definite article "the" in sentence (12) is inappropriately used before the proper noun "Jordan". In Arabic, proper nouns sometimes use the definite article "al/" (the), for example, "*al-Yamen*" (Yemen), "*al-Hind*" (India). Such structure leads the students to venture into using the definite article before proper nouns in English. Hence, the proper noun "*al-urdun*" (Jordan) has been literally transferred into "the Jordan" and has rendered the sentence incorrect.

The deviation in sentences (13) lies in the inappropriate use of "the" before the abstract noun "poverty". Unlike in English, abstract nouns, in Arabic are preceded by a definite article, which is equivalent to "the" in English. Therefore, it seems that the student made use of Arabic structure and produced the error observed. In fact, such occurrence of deviation is common among Arab learners (Willcott 1978, El-Sayed 1994).

In sentence (14), the student inappropriately used the definite article "the" before the generic reference "coffee". The generic meaning in English appears in three forms: singular with "a/an", singular with "the", and plural with "zero", whereas in Arabic it is represented by the definite article (a/ + the noun) whether the noun is singular or plural. So, most Arabic students use "the" with all generic meanings. The deviation in sentence (14), therefore, exemplifies how the student was influenced by his mother tongue and produced the sentence wrongly.

Regarding the deviation in sentence (15), the student used the definite article "the" inappropriately before the nominalised verbal form "teaching". Generally speaking, the nominalised verbal forms take the definite article "the" in Arabic. Thus, students tend to produce structures like, "the reading in the house", and "the teaching of students".

The deviation in sentence (16) is more interesting. The student inappropriately used the definite article "the" before the adjective "happy". It seems that the students failed to observe restrictions on the rules of articles usage in English. The negative transfer of mother tongue may account for producing such deviant structure. The following back-translated sentence may illustrate the point:

- *ba9dh astiqai yash9uroon bi-l-sa9adah*

**some friends-my feel with-the- happiness**

(Some of my friends feel happy)

A careful examination of the above-translated sentence shows that the lexical word "happiness" is preceded by "the". Unlike English, Arabic does not have linking verb. The lexical verb "feel" functions as a main verb and is followed by a prepositional phrase. It seems that the sentence is partially constructed in Arabic and in English. The Arabic feature in the sentence lies in the use of "the" whereas that of English is observed in the use of the adjective "happy" following the linking verb "feel". Being confused, the student wrongly used "the" before the adjective.

Likewise, the misuse of the definite article with the time of expression "in night" in sentence (17) is due to literal translation from Arabic. In Arabic, the prepositional phrase "at night" is translated literally as "in the night". Therefore, the student made use of such negative transfer and produced the error.

The other deviations found under the category of inappropriate use of articles can be explored with different factors. Below are some of these deviations:

\*18- We spent a nice days.

\*19- Yemen is a beautiful.

\*20- We went to the interesting place to have lunch.

\*21- It has a most wonderful weather.

\*22- Yemen is a Islamic country.

\*23- There is an habit in Yemen.

\*24- We cannot treat this a bad habit.

\*25- They make a kinds of celebration.

The deviation in sentences (18) and (19) lies in the wrong use of the indefinite article "a" before the plural noun qualified by an adjective i.e., "nice days" and before the adjective form "beautiful". In sentence (20) the definite article "the" is misused for the indefinite article "a" before the noun phrase (interesting place),

which is mentioned for the first time in the context. The occurrence of such deviations (i.e., in 18,19,and 20) implies that our students are not aware of the general rule of the indefinite article stipulating that the indefinite article "a/an" is used before a singular countable noun which is mentioned for the first time and represents no particular person, thing, or place.

In sentence (21) the indefinite article "a" is erroneously used for the definite article "the". The students failed to recognize the fact that the superlative form is always preceded by "the". It seems that the student who produced such deviation is influenced by his mother tongue structure where the definite article is omitted before the superlative form that is followed by a noun (cf. our analysis in the omission of "the" in sentence (3)).

The deviations in sentences (22) and (23) are in the opposite direction. In sentence (22) the article "a" is wrongly used before a lexical word which begins with a vowel sound, whereas in sentence (23) the article "an" is mistakenly used before a lexical word that starts with a consonant sound. These deviations are also due to the learners' failure to observe restrictions in the use of indefinite articles in English. However, the deviation in sentence (23) can also be traced to analogy strategy on the part of the student. The silent initial letter in words like, "hour" and "honour" may lead the students to overgeneralize the exceptional case and produce such deviations.

In sentence (24), the indefinite article "a" is inappropriately used before a noun that is referred to by another determiner i.e., (this). In fact, this reveals that our students are not aware of the fact that determiners are mutually exclusive. Thus,

such deviation is attributable to the failure of restrictions of rules on the part of the students. The deviation in sentence (25) is different in terms of its occurrence. Here, the student wrongly used the indefinite article "a" for the appropriate assertive determiner "some". It seems that the student failed to recognize that the lexical word "kinds" is in the plural form.

#### **4.2.6. Deviations in the Use or Omission of Prepositions**

Prepositions constitute one of the most significant components of the English grammatical system. Quirk et al (1985: 657) define preposition as a word that expresses a relation between two entities, one being that represented by the prepositional complement, the other by another part of the sentence. The prepositional complement is characteristically a noun phrase (on the table), a nominal wh-clause (from what he said), or a nominal-ing clause (by signing a peace treaty).

The large number of prepositions in English poses difficulty for second/foreign students. The findings of our data reveal that a total of 358 (13.39%) deviations have been recorded in the study. These deviations were found in terms of use of or omission of preposition (see Appendix A, table 6). The results of the deviations under this category are summarized in the following table:

**Table (8)**  
**Frequency and Percentage of Recurrence of Deviations in the Use or Omission of Prepositions**

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
Wrong use or omission of "in"	<b>76</b>	21.23
Wrong use or omission of "to"	<b>48</b>	13.41
Wrong use or omission of "at"	13	3.63
Wrong use or omission of "for"	<b>25</b>	6.98



Wrong use or omission of "by"	27	7.54
Wrong use or omission of "from"	38	10.61
Wrong use or omission of "with"	33	9.22
Wrong use or omission of "of"	51	14.25
Wrong use or omission of "on"	27	7.54
Wrong use or omission of "among"	4	1.12
Wrong use or omission of "about"	11	3.07
Wrong use or omission of "during"	2	0.56
Wrong use or omission of "through"	3	0.84
<b>Total</b>	<b>358</b>	<b>100%</b>

The above table (8) presents the subcategories of deviations involved in the wrong use or omission of preposition. It points out the frequency and percentage of recurrence of the deviations observed under each subcategory. In view of the results shown in this table, we notice that the wrong use or omission of "in" accounts for the highest number of deviation, i.e., 73 (21.23%). The wrong use or omission of "of" ranks next with 51 (14.25%), whereas that of "to" attracts 48 (13.41%). The other deviations fluctuate from 38 (10.61%) in the wrong use or omission of "from" to 2 (0.56%) in that of "during".

The difference in number, meaning, and usage of the prepositions between the mother tongue of the learners and the target language (English) poses difficulty for the learners of English. Arab learners are expected to find similar difficulties in the use of English prepositions because although Arabic and English share some features in common, they differ in both number and usage. The findings of our analysis reveal that our students use certain English prepositions according to Arabic usage. They have been considerably observed relating the

English prepositions to the Arabic ones and to their Arabic system. The following are illustrative examples in the misuse of prepositions in terms of substitutions:

- \* 1 - The wedding begins in Thursday, (on)
- \* 2- **in** the lunch time we had the lunch, (at)
- \* 3- After the unity of Yemen at 1990. (**in**)
- \* 4- **Through** the journey we saw everything, (**during**)
- \* 5- We went to home **during** Sana'a Al-Gadeemah. (**through**)
- \* 6- They are Saudi Arabia **from** north, (**in**)
- \* 7- We arrived **to** Hajjah. ~~في~~
- \* 8- My country divided **to** nineteen governments, (**into**)
- \* 9- How they look **to** the country, (at)
- \* 10-1 was afraid **for** losing some lessons, (of)
- \* 11- Yemen is famous by the planting, (**for**)
- \* 12- Yemen is famous **with** coffee, (**for**)
- \* 13- These days we see the school is crowded by students, (**with**)

A close examination of the above-cited examples reveals that all the deviations are manifested in the wrong substitution of prepositions. The misuse of "in" and "at" in the first three examples is caused by the interference of the Arabic preposition "*fii*", which is realized by more than one prepositions in English to denote time (i.e., in, at, on, and during). The English preposition "in" is likely to be produced as the equivalent of the Arabic preposition "*fii*". Thus, students tend to substitute it for the other correct prepositions. In sentence (1) "in" is used instead of "on" referring to a day as a period of time (i.e., Thursday). Similarly, in sentence (2) "in" is wrongly used for "at" which denotes a point of time. However, in sentence (3) "at" is used instead of "in" in referring for a period longer than a day. This can be explained with reference to the fact that "at" and "in" are two equivalents for the Arabic "*fii*". Hence, students might use them interchangeably.

The wrong substitution of "through" for "during" in sentence (4) is attributed to the literal translation from colloquial Arabic. The Arabic preposition "*khilal*" is literally translated into "through" and "during". Being confused between these two equivalent prepositions, the student wrongly used "through" instead of "during" that denotes duration of time.

The deviation in sentence (5) is in the opposite direction. The student has misused "during" for "through" to refer to the sense of movement through a place. In the same way, this can be due to the same reason mentioned above that students tend to use "during" and "through" interchangeably as they are the literally translated equivalents for the Arabic word "*khilal*".

In sentence (6) the student has misused "from" for "in" referring to boundaries. Likewise, this deviation is caused by the literal translation of Arabic. The Arabic utterance- *min al-shamal* (i.e., from the north) has led the student to use the wrong preposition "from" instead of "in".

Regarding the deviation in sentences (7), (8), and (9), we notice that the preposition "to" has been mistakenly used for the other correct prepositions. In sentence (7) "in" should be used instead of "to" because "Hajjah" as a city forms an enclosed space. In sentence (8) "to" is used wrongly for "into" which refers to the number of the parts divided. In sentence (9), however, "to" is used instead of "at" which is considered a part of the phrasal verb "look at". Interference of Arabic "*Ha*", which is equivalent to the English "to" and is literally translated in the sentences, has led the students to choose the wrong preposition.

The wrong substitution of preposition in sentences (10), (11), and (12) is different compared to the ones discussed earlier. The deviation, here, lies in the wrong choice of preposition following certain adjectives. Particular adjectives in English require particular prepositions to follow. Being difficult to memorize such situations, our students revert to the literal translation from their native language in producing such structures. Thus, they fall inadvertently into the trap and use wrong prepositions. In sentence (10) the student has used "for" instead of "of" ignoring the fact that "afraid of" is used when referring to something that is not wanted to happen. In sentences (11) and (12) "by" and "with" are used instead of "for". Since the lexical item "*bi*" in Arabic has two equivalents in English (i.e., with and by), we observe our students frequently misusing them interchangeably for "for".

The misuse of "by" for "with" in sentence (13) can be explained with reference to the same reason mentioned above. An Arabic structure like: "*muztahem -bi*" which literally means "crowded with" might have led the student to use "by" interchangeably with "with".

Another problem arising from the interference of Arabic in the use of prepositions in English can be viewed with reference to omission of preposition and redundancy of preposition. An analysis of the composition scripts of our subjects makes it clear that in situations where Arabic context requires a preposition our students tend to insert unnecessary preposition when they express themselves in English. They also have been observed omitting necessary prepositions when Arabic contexts do not require prepositions. The following examples may illustrate the point:

- \*14- the location of my country is in southwest (0) Asia, (**of**)
- \*15- We arrived 10 Sana'a airport, (at)
- \*16- We went {0} Taiz. (to)
- \*17- The rain continued (0) one hour, (**for**)
- \*18-1 told him **with** everything. (0)
- \*19- That affects on\_the education. (0)
- \*20- When anyone enters **through** it, he forget the world. (0)
- \*21- They invite many **of** people. (0)

Considering the above-cited examples, we notice that our subjects are completely confused in using prepositions in English. They often omit a preposition in a context where it is necessary. In sentences (14) through (17) required prepositions are wrongly deleted. In case of sentence (14), "of is omitted from the sentence. In Arabic, the annexation form in the sentence expresses the relationship between the lexical words "southwest" and "Asia". This form is used in Arabic to indicate relationship between two things: i.e., a partite relationship (e.g., the leg of the table) or a thing possessed by somebody (e.g., Ali's pen) or a defining relationship (the colour of the eyes). Unlike Arabic, English expresses such relationship by the use of the possessive morpheme "-s" or the preposition "of. Being influenced by his mother tongue structure, the student has omitted "of from the sentence.

In sentence (15) "at" is dropped after the intransitive verb "arrive". The lack of a preposition in Arabic after the verb phrase "arrive" has led to the omission of the English preposition "at". The Arabic verb "arrive" contains the meaning of a following preposition, which is possible to omit; the verb then becomes transitive and the prepositional complement becomes a direct object.

The omission of "to" after the intransitive verb "went" in sentence (16) can be due to the literal translation of the colloquial Arabic of our subjects. In standard Modern Arabic (SMA) The verb "go" is followed by the directional preposition "*ila*" which is an equivalent of the English "to" indicating movement in the direction of a specified place. However, the student has retained his colloquial language and dropped the preposition "to" from the sentence.

In sentence (17) "for" is missing before the adverbial phrase of time "one hour". The Arabic version of such sentence does not require a preposition with "one hour", whereas in English "for" + a measurement of time is usually used to indicate the length of the period during which an action takes place (Close 1977: 149). In Arabic the adverbial phrase of time "one hour" indicates temporal relationship. Influenced by such a use, the student has omitted "for" from the sentence.

The deviations of prepositions in sentences (18) through (21) are in the opposite direction. The subjects, here, unnecessarily insert preposition in a position where it is not needed. In case of sentence (18), the preposition "with" is redundantly added before the direct object "everything". In Arabic, the lexical item "*bi*", which is an equivalent of "with" in English, is prefixed to the Arabic lexical word "*bi-kuli-shai*" which literally means "with everything". Thus, literal translation of the word into English has led the student to insert an unnecessary preposition.

In sentence (19) the student has unnecessarily inserted "on" after the transitive verb "affect". The Arabic lexical word "*yuather ala*" is literally translated as "affect on". Thus, promoted by a literal translation the student redundantly

inserted "on' in the sentence. Likewise, in sentence (20) "through" is unnecessarily added after the transitive verb "enter". The student has transferred a similar utterance from his native language and added the redundant preposition.

While analyzing the deviation in sentence (21), we notice that the student has unnecessarily inserted the preposition "of after the quantifier, "many" which functions as a post-modifier. An Arabic utterance like "*Katheerun min-annas*" is literally translated as "many from people". Since the Arabic preposition "*min*" has two equivalents in English (i.e., "from" and "of) the students tend to use them interchangeably. Based on a literal translation from Arabic into English the preposition "of has been redundantly inserted in the sentence.

Though Arabic interference has a great impact on the subjects in using prepositions in English, interference from within the target language (English) as well has influence in producing incorrect usage of preposition in English. The findings of our analysis reveal that our subjects have contrived a deviant usage of preposition in their performance. This is due to the reason that they usually relate their usage of preposition with a similar occurrence in a different situation. This can be illustrated by quoting the following examples found in our data:

\*22- Yemen is famous in a lot of historical places, **(for)**

\*23-1 want talk about marriage **of** Yemen, (in)

\*24- we arrived **to** Taiz city. (in)

\*25-1 went **to** a journey, **(on)**

\*26-1 return **to** home. (o)

"27-1 had a journey in last year. (o)

"28- The husband is accept **with** that. (0)

\*29- The people who come (0) outside are rich, **(from)**

\*30- One of them said **(0)\_me.** (to)

In the above-cited examples, we notice that in sentences (22) through (25) our subjects have substituted wrong prepositions for correct ones. In case of sentence (22), "in" is used instead of "for". This can be attributable to ignorance of second language patterns and of the usage of the prepositions "in" and "for". It is a case of teaching-learning problem. Had the subjects been introduced to the difference in usage between "for" and "in", they would have never used either wrongly.

In sentence (23) "of" is used instead of "in". It seems that the student who produced the structure is confused by a similar structure where "of" is used. A structure like, "Republic of Yemen" might have led to "marriage of Yemen". This deviation can also be attributed to carelessness on the part of the students. Though the correct usage of this preposition has been provided in one of the topics suggested for the writing composition entitled "Marriage in Yemen", the students carelessly used the deviant form of preposition in such structures.

The deviation in sentence (24) is more interesting. The student has misused the wrong preposition "to" for "in" which occurs in the clause "arrive to Taiz city". Such deviant occurrences have been explained earlier in terms of mother tongue interference. However, This deviant usage of preposition can reasonably be explained with reference to interference from within the target language (English). On the basis of making use of strategy of analogous structures in English, structures like, "went to London" and "*traveled to Taiz*" has led the student to overgeneralize his wrong usage of "to" for "in". The frequent wrong usage of "to" for "in" observed in our corpus reveals that our subjects are not aware of the fact that "in" is normally used in structures like "arrive in a town,



city, or country", especially when it is the end of a journey and it is intended to stay there, whereas "to" is used to refer to movement from one place to another.

In sentence (25), interestingly, the student has substituted the wrong preposition "to" for "on". The analysis of the corpus of the study suggests that the structure "go/travel/come to" is fossilized in the performance of the subjects. As a result, such deviations have been frequently observed in the composition scripts as evident from the examples discussed earlier. This deviation is attributable to the strategy of overgeneralization. In fact, the student bases his wrong usage of preposition "to" on the retained structures mentioned above.

As regards the deviant usage of preposition in sentence (26), we notice that the student has unnecessarily added the preposition "to" before "home" which functions as an adverb. In fact, this deviant usage is widely observed among learners of English as a second/foreign language (Richards 1974). It is caused by the interference from within the target language itself. The student overgeneralized his use of correct form of preposition "to" in a position where it is not required. Thus, an analogous phrase like, "to the house", "to the school", etc., might have led the student to add "to" unnecessarily before the lexical word "home". The student failed to recognize the fact that if the lexical word "home" comes immediately after "arrive/come/get/go/bring", it functions as an adverb denoting destination. In such a case, it is not preceded by any preposition. On the other hand, if "home" is preceded by an adjective, a genitive (e.g., Ali's), or possessive pronoun (e.g., your, his) it is preceded by a suitable preposition.

In sentence (27), the student redundantly inserted the preposition "in" before the noun phrase "last year", which functions as an adverbial of time. This deviant usage of preposition is most probably due to overgeneralization where the student makes use of previously acquired rule (form) in a new situation. Hence, the form "in the evening", "in the morning", or "in the afternoon" is the form on the basis of which the student used his generalization. The student failed to consider the rule, which states that the preposition "in" is used to indicate periods of time in the form of preposition phrase.

Regarding the deviation in sentence (28), we observe that the preposition "with" is redundantly added after the transitive verb "accept". Similarly, the deviant usage of such preposition is attributable to overgeneralization associated with analogous structures in the target language. A prepositional verb phrase like "agree with" has led to the deviant usage of "accepts with". The student ignored the fact that "accept" is a simple transitive verb, whereas "agree with" is a compound transitive verb that consists of (verb + preposition).

The deviations in the last two sentences (29) and (30) are different from those discussed earlier. Here, the deviation lies in the omission of preposition that is required in the sentence. In case of sentence (29) the preposition "from" is wrongly omitted before the noun phrase "outside", whereas in sentence (30), the preposition "to" is mistakenly dropped before the lexical pronoun "me", which functions as indirect object. By analogy, structures like "go outside" and "asked me" *might have* led the students *to omit the required prepositions from the* sentences. This is, therefore, a case of overgeneralization, *which is associated with* redundancy reduction of necessary items.

#### 4.2.7. Deviations in the Use or Omission of Conjunctions

Conjunction plays a significant role in specifying the semantic connections between parts of a sentence or between a clause and a preceding text. Deviation in the use of conjunction, therefore, creates vagueness in eliciting the potential semantic relationship between those parts of a sentence or between the clause and the preceding text. The analysis of our data reveals that deviation in the use or omission of conjunctions is one of the minor problems that our subjects have. A total of 62 (2.32%) deviations have been registered under this category. The following table presents the results of the deviation found in terms of frequency and percentage of occurrence:

**Table (9)**  
**Frequency and Percentage of Recurrence of Deviations in the Use or**  
**Omission of Conjunctions**

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
Inappropriate use of Conjunction	<b>51</b>	82.26
Omission of Conjunction	<b>9</b>	14.52
Conjunction attached to the wrong clause	<b>2</b>	3.22
<b>Total</b>	<b>62</b>	<b>100%</b>

A cursory look at the above table (9) makes it clear that the deviations under the subcategory inappropriate use of conjunction accounts for the highest number of frequency with 51 (82.26%). Omission of conjunction comes next in order with 9 (14.52%). The last subcategory, conjunction attached to the wrong clause, attracts only 2 (3.22%) of deviations.

The problems relating to the inappropriate use of conjunction are evidenced by the following examples found in the corpus of the study:

- \*1- Although Yemen is not a rich country but.it tries to get a good view. (0)
- \*2- My country is attractive and interesting **but** my country have a beautiful cities that have everything. (0)
- \*3- The tourists come to my country **because of** my country have historical places, **(because)**
- \*4- **In spite of** some of them are rich but they leak from school. **(Though)**
- \*5- Husband cannot continue his learning **and** he carries family at the same time, **(while)**
- \*6- If the family's of son agree, **so** they prepare for the widding. (0)
- \*7- We were quite tired **after** we arrived to Aden, **(when)**
- \*8- I decided to visit Aden **so** my friends told me more about Aden, **(because)**
- \*9- My brother does not come back **so that** I was afraid, **(so)**
- \*10- They reply Jf the girl agreed or not. **(whether)**

The inappropriate use of two adversative conjunctions has been frequently noticed in our corpus of study. In sentence (1), the two conjunctions "although" and "but" are wrongly used in the same sentence. This is caused by interference of mother tongue (Arabic). In Arabic, the lexical items "*ala-raghmi-min*" (although) and "*ila-an*" (but) can occur simultaneously in one single sentence. Thus, students tend to use such structures in English ignoring the fact that English does not permit the use of two conjunctions in the same sentence.

The deviation in sentence (2) is manifested in the inappropriate use of the adversative conjunction "but" in the sentence. The relationship between the two sentences does not imply any contradictory information. In fact, the first sentence carries *the topic sentence*, whereas the second one is an *exemplificatory*

sentence lending support to the first one. Therefore, they do not require any conjunction to join them.

In sentence (3), "because of is inappropriately used for "because". The failure of making a distinction between the construction in which "because of and "because" may occur can be accounted for with reference to two factors. The first factor relates to the interference of Arabic since "*besabab-ann*" (because of) has the same construction as "because" has in English. This can be illustrated in the following literally translated sentence:

- *besabab-ann biladi tamtalek amaken tarikhyah*

**because of country-my has places historical**

(because my country has historical places)

Thus, the negative transfer of the Arabic construction "*besabab-ann*" renders the sentence incorrect. The second factor may be attributed to the failure on the part of the teachers in getting the students familiar with the distinction between "because of and because" construction in English.

The deviation in sentence (4) springs from the inappropriate use of "in spite of instead of "although". Much in the same way, this deviation can be attributed to the factors mentioned earlier. The Arabic lexical word "*ala-raghmi-min*" (in spite of) has the same construction as "although" has in English. Hence, students tend to transfer Arabic construction and produce a deviation like the one that occurred in the sentence. The occurrence of such deviation can also be ascribed to the fact

that the students have not been introduced to the distinction between "although" and "in spite of" construction in English.

In sentence (5), "and" is wrongly used in place of "while". The student has failed to recognize the fact that "while" is used in a sentence carrying simultaneous events. In view of the semantic connection between the two sentences, we observe that there is no additive relationship between them and thus, there is no need to use "and".

The deviation in sentence (6) pertains to the use of "so" redundantly in the main clause of the conditional sentence. This can be due to ignorance on the part of the students in understanding the fact that the main clause in the conditional sentence does not carry any conjunction.

The inappropriate use of conjunction in sentence (7) consists in the use of "after" mistakenly instead of "when". Since the action in the main clause coincides with the same action in the subordinate clause, "when" would be the appropriate conjunction to be used. As such, the deviation here is a case of carelessness on the part of the students to recognize the distinction between the use of "after" and "when" in such a context.

In sentence (8) "so" is wrongly used instead of "because" in joining the two clauses. Since the second clause is considered the cause and the first sentence is the result "because" seems to be appropriate in this context. Such instances of misuse of casual conjunction can be ascribed to carelessness on the part of students.

Interestingly, in sentence (9), the casual conjunction "so" is substituted by "so that". The relationship between the subordinate clause and the main clause in the sentence is in the mode of cause and effect. Therefore, the sentence requires the caused conjunction "so" to join the two clauses. The learners' failure to use the appropriate caused conjunction "so" instead of "so that" can be attributed to the fact that they occur in an identical sentence structure. Thus, the students often misuse one for another. It can also be due to lack of effort in introducing the students to the semantic difference between them.

The deviation in sentence (10) lies in the use of "if instead of "whether" before the alternative construction ".... The girl agreed or refused". This may be a case of ignorance of rule restrictions on the part of the students in the use of "if in such constructions.

Omission of conjunctions is another problem that our subjects demonstrated in their composition scripts. Our students have been observed omitting conjunctions in a position where it is required. Consider the following illustrative examples found in our corpus of the study:

\*11- There we saw the people swimming in sea (0) how they were passing their time in happiness, (and)

\*12- Finally (0) any person visit Yemen, he have a good impression about Yemen, (if)

\*13- (0) my father heard my voice climbed the mountain very fast, (when)

The wrong omission of the additive conjunction "and" in sentence (11) poses difficulty in understanding the semantic relationship between the two clauses,

which are in the object position of the sentence. This can be explained as being due to inattention on the part of the students to realize the relationship implied between the two last clauses.

In sentence (12), "if is mistakenly omitted from the conditional clause "... and person visit Yemen". Had "if been added at the beginning of the first clause, the whole sentence would have been meaningful. Learners' failure to add "if in the sentence can be ascribed to the fact that they are not aware of the implied semantic relationship between the two clauses.

The deviation in Sentence (13) is manifested in the wrong omission of "when" before the adverbial clause of time "... my father heard my voice". This can be due to carelessness on the part of the students in understanding the function of the conjunction "when" in this context. In fact, omission of conjunctions, in general, can be due to insufficient mastery of English co-ordinate and subordinate clauses.

As regards to the deviations found under the third subcategory, our subjects attach conjunction to the wrong clause. The following is an illustrative example:

\*14- **Because** I couldn't go with them I was very sick.

In the above sentence, the caused conjunction "because" is wrongly inserted before the first clause, which carries the effect of the action. In fact, this conjunction should be added at the beginning of the second clause, which contains the cause of action. Such deviation may be due to inadequate control of the different forms and functions of conjunctions in English.



#### 4.2.8. Deviations in the Use or Omission of Modifiers

A modifier is a constituent, in an endocentric construction, that imparts information relating to the head of the construction. The difference in the form and the meaning of modifier makes learners baffled in using the appropriate one in their performance. Our subjects were found to encounter problems in using correct modifier in their composition scripts. Our findings reveal that a total of 129 (4.83%) deviations have been recorded in the use or omission of modifiers. The results of the deviations found are presented in terms of frequency and percentage of occurrence in the following table:

**Table (10)**  
**Frequency and Percentage of Recurrence of Deviations in the Use or Omission of Modifiers**

Subcategory	Frequency	Percentage
Confusion of another-other-others	30	23.26
Confusion of every-all	15	11.63
Confusion of much-many-a lot of	4	3.10
Confusion of good-well-so	4	3.10
Confusion of degree of comparison	6	4.65
Confusion of parts of speech	60	46.51
Omission of possessive adjective	8	6.20
Omission of another-other	2	1.55
<b>Total</b>	<b>129</b>	<b>100%</b>

it is obvious from the table above (10) that confusion of parts of speech constitutes the largest number of deviation i.e., 60 (46.51%). *Confusion of* "another-other-others" comes next in order with 30 (23.26%), whereas confusion of "every-all" attracts 15(11.63%). The other subcategories rank from 8 (6.20%) in

the omission of possessive adjective to 2 (1.55%) in the omission of "another-other".

Considering the possible sources causing deviations in the use of modifier, our data reveals that most of the deviations found are instances of confusion among the meanings and forms of modifiers in English. This can be illustrated through the following examples observed in the corpus of the study:

- \* 1- My country has a good location if we compared it with another, (others)
- \*2- But it is better than other, (others)
- \*3-1 was living in other world, (another)
- \*4- Now in all village and aM town there is a school, (every)
- \*5- Every tourists like my country very much. (aM)
- \*6- There are much of tourists come to Yemen, (many/a lot of)
- \*7- The village not have a lot of buildings, schools, hospitals, (many)
- \*8- It have good much oil. (so)
- \*9- The marriage earlier in Yemen is very well, (good)
- \*10- My country is most beautiful and better than another countries, (more)
- \*11- Yemen now become the best from before, (better)

A grammatical examination of the above-cited examples reveals that in sentence (1) the determiner modifier "another" is wrongly used instead of "others" which functions as a modifier to the omitted noun head "countries" in an elliptical form. Similarly, in sentence (2) the student has confused the appropriate use of the modifier "others" in the same position. However, "others" is mistakenly substituted by "other" which requires an existing noun head to be followed with. In

sentence (3), "other" is wrongly used before a countable noun head i.e., "world". Thus, "another" is the appropriate modifier to be used. All the deviations observed under this subcategory can be attributed to mutual interference of one item upon another and the learners' inability to observe the restrictions on these items.

The deviation in sentence (4) is manifested in the wrong use of "all" instead of "every". Since the modified noun head "village/town" is in a singular form, "every" is the appropriate modifier to be used here. However, the deviation in sentence (5) is in the opposite direction; "every" is mistakenly misused for "all" in modifying the plural noun head "tourists". These deviations can be due to carelessness on the part of the students to recognize rules restrictions in using such modifiers

In regard to the deviation observed in sentence (6), we notice that the student has used the adjective "much" instead of "many/a lot of" which modifies the countable noun head "tourists". In sentence (7), on the other hand, "a lot of" is wrongly used in place of "many" in the negative sentence structure. Deviations in using the appropriate modifier in such contexts rests on faulty teaching techniques on the part of teachers in introducing students to the different structures where such items are used.

The deviations, in sentence (8) and (9), are more interesting. Here, the students have mistakenly used the lexical forms of modifiers in wrong positions. In sentence (8), the adjective form "good" is used instead of the adverb form "so" which functions as a premodifier to the adjective "much". Surprisingly, in sentence (9), the adverb form "well" is misused for "good", which functions as subject

complement of the noun head "marriage". These deviations can be due to ignorance on the part of the students to recognize the forms and functions of the lexical items in question.

As for the deviations in sentences (10) and (11), we observe that our subjects are confused in using correct comparative structures. They usually tend to use the superlative structure in place of the comparative one. In sentence (10), "most beautiful" is wrongly used for "more beautiful", whereas in sentence (11), "the best" is inappropriately used in a context that requires a comparative form, i.e., "better".

Confusion in the use of appropriate parts of speech is the major problem observed under this category. Analyzing the composition scripts of our subjects, we noticed that our students frequently use lexical forms of words in inappropriate syntactic occurrences. Consider the following illustrative examples found in the corpus of the study:

\*12- The people in Yemen are very goodness.

\*13- It has a history places.

\*14- They solve it easy.

\*15- The people is very kindly.

A quick glance at the above examples reveals that in sentence (12), the noun form "goodness" is wrongly used instead of the adjective form "good" in a subject complement position. Likewise, in sentence (13), the noun form "history" is mistakenly used for the adjective form "historical". However, the adjective form, in this situation, functions as premodifier to the following noun head, i.e., "places".

The deviation in sentence (14) lies in the wrong use of the adjective form "easy" instead of the adverb form "easily" which modifies the lexical verb "solve" in the sentence. In sentence (15), however, the adverb form "kindly" is mistakenly used for the correct adjective form "kind" which functions as a subject complement of the noun head "the people". The deviations observed under this subcategory can be due to inadequate command of word-formation rules in English and mutual interference of one form with another. It can also be attributed to carelessness on the part of the students in considering the correct forms required in the sentence.

The deviations observed in the last two subcategories are manifested in the omission of modifiers. However, these deviations are minor compared with the kind of deviations discussed earlier. Below are some illustrative examples found in the corpus of the study:

\*16- All that things would stay in (0) mind forever, (my)

\*17- the marriage in Yemen has (0) own customs, (its)

\*18- Marriage in Yemen as marriage in any (0) Islamic country, (other)

As far as the deviations in the above-cited examples are concerned, in sentences (16) and (17) the possessive adjectives "my" and "its" are wrongly omitted before the two nouns "mind" and "customs" respectively. The deviation in sentence (16) can be due to negative transfer of Arabic utterance "*fii al-thehn*" (in the mind). The student has omitted the definite article "the" before the noun "mind". Had the definite article been used, the sentence would have been correct. However, the deviation in sentence (17) can be attributed to faulty hypothesis *that the emphatic* Possessive adjective "own" carries the sense of possessiveness and there is no need to add the possessive adjective "its" in the sentence. The omission of

modifier in the last sentence i.e., (18) is different from the last two ones. Here, the deviation lies in the omission of the modifier "other" before the noun head phrase "Islamic country". In fact, this can be due to inattention on the part of the student to use suitable modifiers in such contexts.

#### **4.2.9. Deviations in the Use or Omission of Pronouns**

A pronoun is a pro-form which functions like a noun and substitutes for a noun or a noun phrase. However, pronouns have certain morphological characteristics that nouns do not have (Quirk et al 1985:335). They are as follows:

- Case: There is a contrast between subjective and objective cases: I/me, she/her, who/whom, etc.
- Person: There is a contrast between 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> persons: I/you/she, etc.
- Gender: There are overt grammatical contrasts between (i) personal and nonpersonal gender; and between (ii) masculine and feminine gender: he/she/it.
- Number: There are morphologically unrelated number forms, as in I/we, he/they as opposed to the typical regular formation of noun plural: girl/girls.

Taking into account the above-mentioned characteristics of pronouns in English, it is assumed that foreign/second language learners face difficulty in using English pronouns correctly. The analysis of the composition scripts of our subjects reveals that a total of 86 (3.22%) deviations have been found in the use or omission of pronouns. The results of this analysis *are summarized in the* following table in terms of frequency and percentage of recurrence:

**Table (11)**  
**Frequency and Percentage of Recurrence of Deviations in the Use or**  
**Omission of Pronouns**

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
Gender Confused	<b>18</b>	20.93
Case Confused	<b>22</b>	25.58
Confusion of Possessive adjective Pronouns	<b>14</b>	16.28
Confusion of Personal Pronouns	<b>6</b>	6.98
Confusion of Relative Pronouns	<b>15</b>	17.44
Omission of Reflexive Pronouns	<b>11</b>	12.79
<b>Total</b>	<b>86</b>	<b>100%</b>

The above table (11) reveals that deviations in the use of case confused accounts for the highest number of deviation with 22 (25.58%). Deviations in the use of gender pronouns come next in rank with 18 (20.93%). Confusion of relative pronouns attracts 15 (17.44%). The other deviations range from 14 (16.28%) in terms of confusion of possessive adjective pronouns to 6 (6.98%) in the use of personal pronouns.

In analyzing the data of the student's performance, we observed that our students exhibit problems in using right pronouns. These problems surface due to the contrast between the mother tongue and English as well as ignorance of differences within the sub-system of the pronouns themselves. Consider the following examples found in the corpus of the study:

\*1- In fact Yemen is in race with other societies until **she** won the race, (jt)

\*2- She turn (goes) back to her mother and tell **him** about that, (**her**)

\*3- He sends **her** mother to the girl, (**his**)

- \*4- They carry **he** in very beautiful car. (him)
- \*5- The groom must to see **she** before the engagement, (her)
- \*6- So **them** will give good babies, (they)
- \*7- Some fathers spend **them** time in many works, (their)
- \*8- Its people don't like to learn gm; sons, (their)
- \*9- Most of the teachers don't know how to deal with his students, (their)
- \*10- He said that I lost my card and my money, (he)

The deviations observed in sentence (1), (2), and (3), are due to subjects' confusion in using gender pronouns in English. They often substitute the correct pronoun by an incorrect one. In sentence (1), the feminine pronoun "she" is wrongly used for the impersonal "it" referring to the antecedent, i.e., "Yemen". This can be attributed to mother tongue interference. Generally speaking, unlike English, Arabic does not have nonpersonal pronoun. It has only two pronouns which refer to female/male in/animate and Female/male human in the third person form: "*hiyah*" (she) and "*huwa*" (he). Since the lexical word "Yemen" is conceived as a female entity, it was substituted by the female pronoun "she". Thus, this renders the sentence incorrect. In sentence (2), the student has used the masculine pronoun "him" instead of the female one referring to the antecedent noun "mother" in the sentence. The deviation in sentence (3) is in the opposite direction. The feminine pronoun "her" is wrongly used for the correct masculine pronoun "his" referring to the masculine pronoun "he" in the sentence. Deviations of such kind can be attributed to the learning strategy. Selinker (1972) points out that the use of he/his/him for she/her is due to the learning strategy called transfer of training. Since textbooks and teachers always present exercises with the masculine forms, they become established in the learner's speech. However, the deviations observed in the opposite direction, i.e., she/her for he/his/him, may be



due to an inadequate command of the sub-system of gender in the system of pronouns.

The deviation in sentences (4) through (7) lies in the confusion of using case pronoun. Our data reveals that deviations of case confusion far exceed the other ones. In sentences (4) and (5), the third person singular forms "he" and "she" are mistakenly used for the correct forms "him" and "her" in the objective case respectively. However, in sentence (6), the third person plural form "them" is used instead of the correct form "they" in the subjective case. In case of sentence (7), the student has wrongly used the object form of the third person plural pronoun for "their" in the possessive adjective position. These deviations are evidence of learners' insufficient control of the sub-system of case inflexions of pronouns.

Keeping in view the grammatical problems in sentences (8) and (9), we notice that our subjects show confusion in using possessive adjective pronouns. In sentence (8), the student has used the possessive adjective form of the second person "our" instead of the correct form "their" which refers to the antecedent, i.e., "people". However, in sentence (9), the possessive singular adjective form of the third person "his" is used instead of the plural form "their". This can be due to the students' inadequate comprehension of the sub-system of pronouns in English.

The deviation in sentence (10) is manifested in the wrong use of personal pronoun. Here, the student has used the first person form "I" instead of the third form "he" in the embedded sentence. This can be due to failure on the part of the students to keep in mind the required transformations in the reported speech.

Confusion of relative pronouns is another common problem that our subjects encounter in their performance. Though there is more than one factor accounting for such problems, mother tongue interference is considered the main factor in this situation. Consider the following examples found in the corpus of the study:

- \*11- He must choose the girl which has religion first, (who)
- \*12- We visited dam who built before hundred years, (which)
- \*13- The girl should love the person who his father loves him. (whom)
- \*14- It is the first language of people whose came to Yemen, (who)

By contrast, Arabic employs two relative pronouns "*alladi/allati*" (who/which) both for female/male in/animate and female/male human) whereas English employs two (Kharma 1987:263). Since the relative pronoun "which" refers to the female entity in Arabic, the student has wrongly used it for "who" to refer to the preceding element "girl" in the sentence. The deviation in sentence (12) lies in the confusion in the use of "who" instead of "which" while referring to the lexical inanimate element "dam". In Arabic the lexical noun "dam" is considered as an inanimate male entity. It is referred to by using the Arabic relative pronoun "*alladi*" which is equivalent to the English relative pronoun "who". As a result of this, the student has wrongly used "who" for "which" to refer to the inanimate noun "dam" in the sentence.

The deviation in sentence (13) is manifested in the wrong use of the subjective form relative pronoun "who" instead of the objective form "whom". This can be due to the absence of an equivalent form of the English relative pronoun "whom" in Arabic. Arabic employs the relative pronoun as an (adjectival)

connector only and exhibits the objective case in the form of a pronominal suffix attached to the identical noun (object) in the relative clause. Therefore, we observe that the student has used "who" in place of "whom" assuming the redundant object pronoun "him" as an indicator of the objective case.

The deviation in sentence (14) is interesting. The student has used the possessive relative pronoun "whose" instead of "who" which functions as a subject in the embedded relative sentence. This may be ascribed to inattention on the part of the students in recognizing the form and function of such items.

Omission of pronouns is manifested in the omission of reflexive pronouns. Though there is a considerable number of deviations under this subcategory, they are confined only to certain occurrences associated with a group of verbs (see Appendix A, table 9). The following are two illustrative examples found in the corpus of the study:

\*15- The bride prepare 0 and do her hands alhena. (**herself**)

\*16-1 enjoy 0 in that journey, (**myself**)

An accurate examination of the above-cited examples (15) and (16) reveals that the reflexive pronouns "herself and "myself are wrongly omitted after the transitive verbs "prepare" and "enjoy" respectively. The occurrence of such kind of deviations can be accounted for in terms of ignorance of the verb system in English. The deviation in sentence (15) lies in the fact the student has wrongly translated the Arabic intransitive verb "*tasta9d*" (literally means get ready) into English selecting the inappropriate transitive verb "prepare" which in turn functions as a transitive verb in Arabic. Similarly, The deviation in sentence (16) can be due

to the literal translation of the Arabic intransitive verb "*istamta9t*" (enjoy). Thus, in both cases, it seems that the students ignored the rules of the verb system in English.

#### 4.2.10. Deviations in the Use or Omission of Genitive Possessive Case Forms

Genitive possessive case is a case in which the referent of the marked noun is the possessor of the referent of another noun. In English, possessiveness is expressed by the use of the possessive morpheme "'s" or the preposition "of" (e.g., the boy's book/ the book of the boy). Therefore, confusion or omission of such structure renders the sentence wrong in English. The analysis of our data reveals that the number of deviations in the use or omission of genitive possessive case form is the lowest compared to the other categories in terms of frequency of recurrence. A total of 24 (0.89%) deviations have been recorded under this category. The results of the deviations observed under this are presented in the following table:

**Table (12)**  
**Frequency and Percentage of Recurrence of Deviations in the Use or**  
**Omission of Genitive Possessive Case Forms**

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
Confusion of genitive possessive form	<b>7</b>	29.17
Confusion of "it's-its"	<b>11</b>	45.83
Wrong use of "'s"	<b>2</b>	8.33
Omission of "'s"	<b>4</b>	16.67
<b>Total</b>	<b>24</b>	<b>100%</b>

The above table (12) indicates that confusion of "it's-its" constitutes the highest number of deviation, i.e., (11.45%). Confusion of genitive possessive form

accounts for 7 (29.17%). Omission of "'s" attracts 4 (16.67%) whereas that in the wrong use of "'s" only 2 (8.33%).

Having analyzed the composition scripts of the subjects, we observed that our students encounter problems in using correct genitive possessive case form. One of these problems is due to interference of the mother tongue of the students (Arabic). The other ones are related to mutual interference from within the target language itself as well as the strategies that students follow in learning a second language. The following examples may illustrate the point:

- \* 1 - The father's girl demands more money.
- \*2- Family's bride prepare for marriage before week.
- \*3- It's area is about 555000 km.
- \*4- They are interesting with it's weather.
- \*5- They cut all the coffee's trees and plant Qat.
- \*6- The bride family prepare for the marriage.

Considering the deviations in the above-cited examples, we notice that our students are confused in using the structure of genitive possessive case in sentences (1) and (2). They have wrongly interchanged the positions of the possessor and possessed nouns. This can be due to interference of Arabic. Unlike English, Arabic uses annexation form in expressing the relationship between a possessor and possessed noun. The possessed noun usually follows the possessor. Thus, the Arabic structural phrase "*validu albert*" is literally translated into "the father girl". Interestingly, the students who produced such deviations added the genitive possessive morpheme "'s" to the structural phrase. This is an evidence that they first translated the Arabic structure into English and then applied the rule of English.

Regarding the deviation detected in sentences (3) and (4), the students have misused the short form "it's" of "it is/has" for the possessive adjective form "its". This can be a case of faulty teaching techniques on the part of the teachers when introducing the students to the use of apostrophe in English. Since the use of apostrophe is confined to two cases of English, i.e., genitive case and contraction case, students often interchange one for another in their performance.

The deviation in sentence (5) lies in the wrong use of "'s" in context where it is not applicable. Here, the student has wrongly added the possessive marker "'s" to the pre-nominal modifier "coffee" which modifies the noun head "trees". This can be attributable to the strategy of overgeneralization.

In sentence (6), the deviation is manifested in the omission of the possessive marker "'s" from the possessor noun "bride". This is a typical developmental error made by the second language learners as well as the native child. It is a result of the learning strategy of simplification and parts of the general tendency to drop grammatical formatives.

#### **4.2.11. Deviations in the Use or Omission of Plural Forms**

Generally speaking, plurality in English is indicated by adding the morpheme "-s" to the singular countable nouns. However, There are other situations where such general rule is not applicable. These exceptional situations create trouble for second/foreign language learners. Being unaware of such situations, learners tend to follow the common rule and add an "s" referring to Plurality. A total of 142 (5.31%) deviations in the corpus of the study pertain to the

use or omission of plural forms. The frequency and percentage of recurrence of deviations under this category are presented in the following table:

**Table (13)**  
**Frequency and Percentage of Recurrence of Deviations in the Use or Omission of Plural Forms**

Subcategory	Frequency	Percentage
Wrong Use of Plural form	40	28.17
Omission of Plural form	102	71.83
<b>Total</b>	<b>142</b>	<b>100%</b>

A cursory look at the above table (13) shows that omission of plural form accounts for the highest number of deviation, i.e., 102 (71.83%), while wrong use of plural forms attracts only 40 (28.17%) of the total number of deviations.

The difference in the rules of plural formation in English poses difficulty for our subjects. It has been observed that they usually add the plural morpheme "-s" to a certain category of words which do not require it. They also show problems in the use of irregular noun and collective nouns. Consider the following illustrative examples found in the corpus of the study:

- \* 1 - There is many hospitals for sicks.
- \*2- some people have many childs in the school.
- \*3- We took a lot of informations from the books of history.
- \*4- Dropping out early from schooling is a widespread phenomena.
- \*5- the bridegroom wears a new clothes.
- \*6- the sea is very great things.

Keeping in view the linguistic description of the deviations observed in the above-cited examples, we notice that in sentence (1) the student has added the

plural morpheme "-s" to the adjective "sick" which carries a plural meaning. In sentence (2), the plural of the irregular noun "child" is wrongly formed by adding an "-s" to the word itself. The deviation in sentence (3) lies in the wrong use of the morpheme "-s" with the collective noun "information" which has plural sense. All the deviations observed in these examples are instances of overgeneralization. Learners tend to overgeneralize the common rule of plural formation when they are not aware of the exceptional cases of plural forms. Interference of mother tongue can also account for the deviation observed in sentence (3). The lexical word "information" takes the plural form in Arabic and it is plural in number. Thus, such instance might have led the student to produce the deviation in question.

The deviations in sentences (4) and (5) are different in terms of their occurrence. Interestingly, the students have used the indefinite article "a" before plural noun forms. Though the deviations in these two sentences are the same, they differ in terms of their interpretation. In fact, in sentence (4), the indefinite article "a" is used before the plural form of the irregular plural "phenomenon". As a matter of fact, the context of the sentence requires the singular form of the word. Since the student is frequently exposed to the form "phenomena" more than "phenomenon", because of the register bias of the second language corpus, he reverts to use it with singular meaning. In sentence (5), on the other hand, the indefinite article "a" is wrongly used before "clothes" which carries plural meaning. The two deviations observed here can be due to carelessness on the part of the students to use the singular-plural forms of those irregular foreign plurals as well as the use of collective nouns in English.



The deviation in sentence (6) is rather interesting. Here, the student has unnecessarily added the plural morpheme "-s" to the lexical word "thing" which functions as subject complement and is supposed to agree with the subject in number. Similarly, this deviation may be due to ignorance on the part of the students to understand that subject complement always agrees with the subject of the sentence in number.

Accounting for the deviations that occurred in the omission of plural form, the findings of the analysis show that our students tend to omit plural morpheme "-s" in situations where it is required. Interestingly, they also have also been observed ignoring the presence of the quantifiers, the plural demonstratives, and the third person plural pronouns which signal a plural noun. The following examples illustrate the point:

- \*7- They repeat some religious poem.
- \*8- the country have many wonderful place.
- \*9- After two or three day they reply.
- \*10- Most of the youth in Yemen haven't official jobs.
- \*11- Marib is one of the province in Yemen.
- \*12- These town are comfortable.
- \*13- We were the member of that society.

Considering the deviations in the above-cited examples, we observe that the deviation in sentences (7) through (11) is manifested in the omission of the plural morpheme "-s" from count nouns whose semantic notion of plurality is indicated by modifiers like, "some", "many", "two and three", "most of", "one of, and "these". In sentences (7) and (8) the plural form is omitted from the count nouns "poem"<sup>ancl</sup> "place" which *are* modified by "some" and "many" *respectively*. In sentence

(9), the lexical item "day" requires a plural form because its plurality is recognized through the use of the modifier "two or three" which functions as determiner. In case of sentence (10), the student has wrongly omitted the morpheme "-s" from the count noun "youth" which refers to count referents (boys or young men) in the context of the sentence. Similarly, in sentence (11), the plural morpheme "-s" is omitted from the count noun "province" which is modified by the determiner "one of". In sentence (12), the count noun "town" requires a plural form as it is modified by the plural demonstrative determiner "these". The tendency to omit the plural morpheme "-s" in such instances can be attributed to the learning strategy of simplification. It is also associated with redundancy reduction. Being guided by the misconception that "some", "many", "two or three", and "these" indicate the semantic notion of plurality, the student finds the plural marker redundant and begins to omit it. Regarding the deviation associated with the use of the modifier "one of", it is due to overgeneralization. It is based on the misconception that "one of" is a singular modifier and requires a singular noun to follow it. Jain (1974: 193-4) indicates that the plural morpheme on the noun in this context seems out of place because the singular is overtly indicated by "one"

The deviation in sentence (13) is manifested in the omission of plural morpheme from the count noun "member" which refers to the antecedent, i.e., the third person plural pronoun "we" in the sentence. This may be due to inattention on the part of the students to observe the restriction of the use of the structure.

#### 4.2.12. Deviations in Word Order

English has general rules relating to the use of its constituents in terms of word order. In case of a declarative sentence, subject, verb, and object generally occur in the order of SVO. In adjectival phrases, adjectives usually precede the nouns they modify. As for adverbs, there are certain categories of adverbs which have restricted positions in the sentence. For instance, the adverbial phrase of time always comes either initially or at the end of the sentence. Violating the order of such structures terminates in difficulties in understanding the underlying relationship of words in the sentence. The analysis of the corpus of the study shows that our subjects demonstrate problems in maintaining the word order of sentence in English. A total of 110 (4.12%) deviations have been discovered in terms of word order. These deviations are subcategorized and presented in the following table with reference to frequency and percentage of occurrence:

**Table (14)**  
**Frequency and Percentage of Recurrence of Deviations in Word Order**

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
Subject -Verb misplaced	<b>42</b>	38.18
Subject-object misplaced	<b>11</b>	10
Adjective/modifier placed after noun	<b>47</b>	42.73
Misplaced adverbial phrase of time	<b>10</b>	9.09
<b>Total</b>	<b>110</b>	<b>100%</b>

The above table (14) indicates that the deviation in the misplacement of adjective/modifier after noun accounts for the highest number of frequency, i.e., 47 (42.73%). Subject-verb misplaced comes next in order with 42 (38.18).

Subject-object misplaced constitutes 11 (10%), whereas that of misplaced adverbial phrase of time attracts only 10 (9.09%).

Interchanging the order among the three major constituents (subject, verb, and object) is one of the major problems found under this category. It has been observed that our students frequently misplace subject for verb and subject for object. The following are illustrative examples found in our data:

- \*1 - Coming the tourists from all the places.
- \*2- wear bride beautiful clothes.
- \*3- And swam my father and brothers in the sea.
- \*4- This problem family should care about.
- \*5- Something we wanted.

Sentences (1), (2), and (3) share one deviation in common, that is, subject- verb misplaced. In sentence (1), the subject phrase "the tourists" is wrongly placed after the main verb "coming". Similarly, in sentence (2) the main verb "wear" is mistakenly followed by the subject of the sentence, i.e., "bride". In case of sentence (3), the student has wrongly placed the subject phrase "my father and brothers" after the main verb "swam". Unlike in English, in Arabic, the normal word order is VSO (i.e., subject, verb, and object). Consider the following back-translated sentence:

- *talbasu al-9arusah malabis jameela*  
**wear the-bride clothes beautiful**  
(The bride wears beautiful clothes)

The above Arabic sentence shows that the verb "*talbasu*" (wear) is followed by the subject "*al9arusah*" (the bride). Thus, such a structure may account for producing the deviations observed under this subcategory. It seems that our students

transferred their mother tongue structure and produced the deviations detected in sentences (1), (2), and (3).

As far as the deviations in sentences (4) and (5) are concerned, we observe that in the both cases, the students have confused the positions of the object and that of the subject. In sentence (4) the object noun phrase "this problem" precedes the subject of the sentence, i.e., "family". Similarly, in sentence (5), the object "something" is wrongly placed before "we" which functions as subject pronoun. It seems difficult to trace the possible sources of deviation in such contexts as neither Arabic nor any case in English permits the occurrence of such an order. In fact, it can be due to carelessness on the part of the students to observe rule restrictions in word order in English.

Of the other subcategories of deviations observed in word order, adjective/modifier -noun misplacement has been found as the major problem that our subjects face. The findings of the analysis show that our subjects tend to place adjectives after noun. The following are illustrative examples:

\*6- But in Yemen find things nice.

\*7- It has design strange.

\*8- Most of the people is not found (have) money enough.

In the examples cited above, we notice that in all the sentences (6-8) the adjective/modifier is misplaced after the noun. In sentences (6) and (7), the adjectives "nice" and "strange" are misplaced after the nouns "things" and "design" respectively. In case of sentence (8), the modifier "enough" has been mistakenly used after the noun "money". Interference of Arabic may account for the

occurrence of these deviations. In Arabic, adjectives generally follow nouns. Thus, literal translation of phrases like: "*ashya jameela*" and "*feloos kafia*" may lead to "things beautiful" and "money enough".

Misplacement of adverbial phrases is another problem observed under this category. Though a considerable number of deviations have been detected in the misplacement of adverbs, we have confined our analysis to deviations in terms of misplacement of adverbial phrase of time as it has been found persistent in the corpus of our study. Below are some illustrative examples found in our data:

\*9- Yemen was before the revolution unknown.

\*10- the village in the night is very dark.

In both sentences (9) and (10), the adverbial phrase of time is wrongly placed. In sentence (9), the adverbial phrase "before the revolution" is misplaced before the subject complement "unknown". In case of sentence (10), the adverbial phrase "in the night" is mistakenly placed after the subject of the sentence, i.e., "the village". This can be due to students' failure to observe the restrictions on the positioning of adverbial phrase of time.

#### 4.3. ORGANIZATION

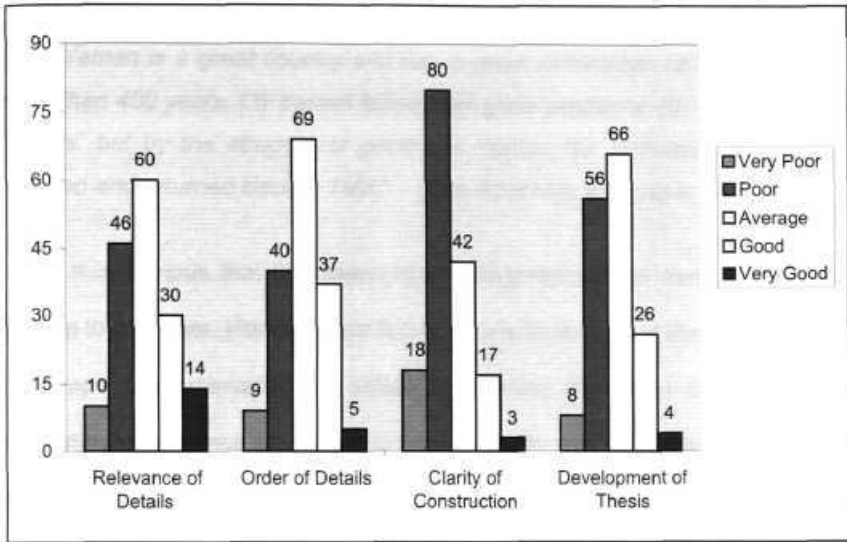
Text organization is an important feature of any effective piece of writing. A text is viewed in the form of paragraphs. Each paragraph consists of a group of sentences that logically combine with each other and form a unit conveying purposeful information relating to the main topic of the text. The unity of paragraph is achieved when the sentences are interrelated and carry relevant details focusing on its thesis

Manipulation of sentence organization is not the only factor which helps in understanding the implied message of the text. Clarity of construction can also facilitate the task of the reader to decode what the writer intends to communicate. The clarity of construction is viewed with reference to the grammatical structure of the sentences that form the paragraph. Thus, faulty construction or confused word order results in loss of clarity, which in turn impedes the reader recognition of the relationship among the elements of the sentence and absorption of the underlying idea of the paragraph.

Keeping in view the analysis of the composition scripts of the subjects, it has been found that our students exhibit serious problems in writing a well-constructed and coherent text. These problems are analyzed with reference to four categories namely, relevance of details, order of details, clarity of construction, and adequate development of thesis. Whereas relevance, order, and adequate development are considered discourse components, clarity of construction is the end product of a good grasp of mechanics of expression. The following figure summarizes the results of deviation in text organization with reference to the four mentioned categories:

**Figure (2)**

**Frequency in Organization**



The above figure (2) shows that the overall performance in the three components, relevance, order, and development is average. Their scores range from 60-69, whereas that of clarity is below average. Performance in relevance of details shows a score of 60 on an average, 44 above average, and 56 below average. Order of details receives a score of 69 on an average, 42 above average, and 49 below average. Development of thesis shows a score of 66 on an average, 30 above average, and 64 below average. Clarity is shown to be the most affected area, it receives a score of 42 on an average, 20 above average, and 98 below average.

Considering the deviations observed in terms of relevance of details, our findings reveal that our subjects have problems in maintaining relevance among



the sentence units of text. They show a lack in the ability to include relevant details, bearing significant and logical connection in the text. The following is an illustrative extract taken from one of the students' text samples:

*" (1) Yemen is a great country and has a great civilization. (2) Its history is long more than 400 years. (3) Yemen faced from great problems. (4) It was divided into 2 parts, but by the struggle of people in Yemen the unification of our country restored and returned back in 1990". (See Appendix B, sample 1)*

It is obvious that the above-cited paragraph suffers from many problems relating to grammar. However, our focus here is to show how the sentences of this paragraph lack relevance of details supporting the main topic of the text. Interestingly, sentence (1) in the paragraph starts with two different implied topic sentences viz., "Yemen is a great country" and "Yemen has a great civilization". Sentence (2) has a general idea supporting the previous two topic sentences mentioned earlier. Sentence (3) carries an abrupt idea that has no relevance to the main topic. Sentence (4) is not related neither to the main topic in sentence (1) nor to the idea stated in the second sentence which is supposed to be supported by a list of the problems that the country was suffering from. Thus, the main problem observed here is that the writer has not focused his attention on one central idea and then support it by adding relevant details.

Another example to show the problems that our students have in including relevant details relating to the main topic of the text is as follows:

*"(1) In every country, there are a lot of families who suffer from many problems. (2) Every family, of course, consists of many members such as father, mother, sons, daughters. (3) The parents have a duty toward their sons and daughters, (4) this duty is teaching and sending them to school. (5) But some*

*families have no an ability to make this for many causes. (See Appendix B, sample 7)*

Considering the structure of the above paragraph, which is written on "Drop out of student from schools", we notice that the organization of the sentences is mixed up. Sentences (1), (2), and (3) carry general statements which are not related in one way or another to the main topic. Sentence (4) clearly has relevant details supporting the preceding sentence. The paragraph ends with a new contrastive idea derived from the previous ideas expressed in the preceding two sentences. This idea is realized through the use of the contrastive marker "But". However, this contrastive idea is not made clear, as it is not supported by concrete details. In fact, the writer has referred to coming information that has not been incorporated. The main problem realized in this example is manifested in including general ideas that have no relevance to the main topic.

Another example relating to the category relevance of details is seen in terms of lack of logical connection. Notice the following:

*" (1) As we now, the education system in Yemen is very bad in the past (2) but this days we see some development. (3) This days we see the school is crowded by students. (4) The result we couldn't find a good education". (See Appendix B, sample 8)*

A close examination of the above-quoted example reveals that the paragraph starts with a broad introduction, which is not related to the main topic i.e., "Drop out of students from school". Sentence (2) states a new idea, which is not relevant to the preceding topic. Interestingly, sentences (3) and (4) have illogical propositions that self contradict to the previous idea mentioned in the Preceding sentence. In fact, sentence (2) contains a positive view about the

"Educational system in Yemen". This view is expressed by the semantic realization of the lexical word "development". Lack of logical connection of relevant details is manifested in the semantic relationship of the propositions implied in the three sentences (i.e., 2,3,and 4). Logically speaking, development cannot be realized by the crowd of students in schools. This is also evident from sentence (4), which carries a negative proposition (bad education) that results from crowd of students in schools. In short, the problem is centred around failure of the students to consider the logical connection of sentences which is realized through the semantic relationship of lexical units

Including superfluous and irrelevant information is another problem that has been found in the composition scripts of our subjects. It has been observed that students sometimes digress from the main topic and add details that do not bear any significance to the main topic. Below is an example illustrating this point:

*"(1) After I finished my study in the school. My father decided to go in the journey together to any place I like more. (2) By occasion completed my the secondary test or examinations, which I gave in it big efforts for successful with the very high degree. (3) So I selected to visit some very beautiful places in Yemen instead of travel to any other place". (See Appendix B, sample 10)*

This is an opening paragraph selected from a sample of one of the students' written composition on the topic "A journey that you had in the past". Considering the sentences used in this small paragraph, we notice that they consist of three sentences, though they are marked as four. Sentence (1) states the main thesis of the topic that is the decision to go on a journey. Sentence (2) carries a statement that has no significance to the main idea of the topic. There, the student has mentioned irrelevant information that has nothing to do with the

journey. Sentence (3) has relevant information supporting the main idea mentioned in the first sentence. As a matter of fact, the paragraph should have started with sentence (1) and then sentence (3), which gives some details relating to the main idea. In fact, the main perceived problem is in including irrelevant information that interrupt the continuity of coherence.

Transfer of Arabic paragraph structure may be considered here as the main factor accounting for the deviations observed in terms of relevance of details. By contrast, in English, the development of paragraph is linear. It is organized according to time, space, or logic. The logical paragraph presents only one limited idea- the main idea- and this idea is developed by several details. However, in Arabic, "the development of paragraph may be said to be turning and turning in a widening gyre" (Kaplan 1972:46). The Arabic writer keeps recycling the same idea in different ways by using different vocabulary and synonyms. Regarding the deviations observed in terms of lack of logical connection, the possible source of deviations could be due to ignorance on the part of the students in recognizing the semantic realization of words used in adjoining sentences and maintaining the continuity of coherence.

Maintaining order of details in paragraph is another recurring problem that our subjects have in their writing. The analysis of the composition scripts of our students shows that they experience difficulty in organizing details that conform to the nature of the information required in a piece of text. Consider the following selected paragraph which is written in a narrative mode of discourse:

" (1) *I went to a journey when I was six years old, (2) I went with my family to some provinces of Yemen, such as Ibb' Hodeidah, Sana'a, Marib....etc. (3) It was*

*enjoyable journey because we are happy and (4) we spent nice times in this journey. (5) We went to sea and (6) swam my father and my brothers in the sea, (7) we watched the sunset on the beach sea, (8) wandered around all over Hodeidah town". (See Appendix B, sample 11)*

Apart from the grammatical problems observed in this paragraph, we notice that this paragraph consists of three inconsistent ideas realized in a group of run-on sentences. Sentences (1) and (2) are combined together with a comma. Sentence (1) states the topic sentence of the paragraph, i.e., setting out on a journey. Sentence (2) provides supporting details to the previous idea mentioning the visited places. The second idea is manifested in two sentences (i.e., 3 and 4) that are wrongly joined by "and". Sentences (3) and (4) have details carrying personal views about the experiences during the journey. The third idea is conveyed through a series of verbs occurred in a group of run-on sentences (i.e., 5,6,7, and 8). These verbs recount the activities that being practiced in the journey, i.e., going to the sea, swimming, watching sunset, and wandering around the town of Hodeidah. Considering the order of ideas mentioned in the last two run-on groups of sentences, we notice that they are not in a proper order. The relationship of these ideas can be realized with reference to the sequence of cause and effect. In fact, the series of activities undertaken throughout the journey led to the inference that the journey was enjoyable. On the basis of this relationship, we can say that the appropriate order of the details included in sentences (3) and (4) should follow the order: (5), (6), (7), and (8). Thus, the appropriate order of the whole paragraph is as follows: (1), (2), (5), (6), (7), (8), (3), and (4).

In addition to the problem observed in keeping the chronological sequence of sentences in cause and effect form, our subjects show difficulty in maintaining the systematic order of ideas, i.e., from general to more specific, in a descriptive mode of discourse. BeJow is an illustrative example:

*"(1) From known that Yemen become progressed in all scopes or fields after the unification. In private(especially) in fields of education, transformation, tourism, economic and other fields. (2)Whereas it is in field of Education became [—] (3) we have a lot of schools which built it the state that facilitated process of education, (4) whereas students became largely coming to learning. (5) Yemen has progress in each scopes of teaching after unification. (See Appendix B, sample 13)*

The paragraph starts with a general topic sentence, which has a direct relevance to the main topic (i.e., Progress in Yemen after the unification. Interestingly, the clarification phrase, i.e., in private... is wrongly marked as a separate sentence. Sentence (2) is vague as it is missing a constituent following the linking verb "became". The missing word is realized from the context as "progressed". Sentences (3) and (4) carry specific information relating to progress in the field of education. This progress is indicated through building a lot of schools and inflow of a large number of students towards schools. Sentence (5) has a general idea which is related to the specific details mentioned in sentences (3) and (4). In fact, sentence (5) should appropriately be placed before sentences (3) and (4) as it carries a general idea which is supposed to be supported by specific information. Thus, the paragraph would be more coherent in terms of sequences of ideas had the sentences been arranged as follows: (1), (5), (3), and (4).

The following example illustrates another problem relating to maintaining the order of details in paragraph:

*" (1) Dropping out early from schooling is a widespread phenomena nowadays. (2) It constitutes a threat which menace the future of education in Yemen. (3) There are many reasons that lie behind it. (4) The government can do something to help them continue their schooling.*

*(5) Let's just imagine the numbers of students who leave schools before completing their schooling! (6) Don't they constitute a danger? (7) What will happen if they continue their education? (8) Definitely, they can be educated and benefit their country.*

*(9) The reasons that lie behind that phenomena are many. (10) There is no doubt that some students leave school early out of poverty. (11) They tend to work early to support their families. (See, Appendix B, sample 9)*

A close examination of the above-quoted extract shows that it is wrongly divided into three paragraphs. The first phrase in the opening paragraph indicates that this paragraph is written on "Drop out of students from schools". Sentence (1) states the topic sentence of the paragraph. Sentence (2) carries another idea, which has no direct relevance to previous idea. Sentence (3) contains information relating to the main topic stated in the first sentence. It mentions that there are reasons behind the widespread phenomenon of "dropping out of students". Interestingly, the continuity of the information is broken down by the interrupting mixed ideas realized in sentences (4, 5,6,7, and 8). In fact, sentence (4) suggests a solution for the widespread incidence of such a phenomenon (dropping out of students). The appropriate position of such a sentence is usually at the end of the paragraph. Sentence (5) is in an informal discourse form and it has no relevance either to the topic sentence mentioned in sentence (1) or to the idea stated in sentence (3). Sentences (6) and (7) carry rhetorical questions that are answered by the writer in sentence (8). Similarly, these sentences have no relevance to the

ideas mentioned earlier. Sentences (9), (10), and (11) carry specific details supporting the main idea mentioned in sentence (3). They demonstrate the reasons behind the widespread occurrence of dropping out of students from schools. In view of the relationship of the ideas discussed above, we may say that these sentences can be modified and organized like (1), (3), (9), (10), (11), and (4).

Mother tongue interference may account for the primary source of deviations observed in the above-quoted examples, which precipitate to the problems of maintaining the order of details. Unlike in English, in Arabic, the writer tries to attract the attention of the reader by stating the result of an event before mentioning its details. This can be observed in a narrative mode of discourse. However, in another different mode of discourse, the writer may start a paragraph with a more general idea and then paraphrase it. After that, he supports it with specific details in consecutive coordinated sentences and then summarizes these details in one general idea sentence. This strategy of discourse, in Arabic, is known as "repetition" (Koch, 1983:50).

The third discourse element pertaining to the problems observed in text organization is viewed in terms adequate development of thesis. The findings of our analysis of the subjects' composition scripts suggest that our students demonstrate problems in including sufficient and concrete details, which develop the thesis of the text. Consider the following example that illustrates this point:

" (1) *Marriage in Yemen early very good.* (2) *At first marriage begin at engagement than to marriage.* (3) *But so sorry the marriage in Yemen very early.* (4) *I don't know why early marriage so that some body he had 4 and 5 children but he had 25 year old.* (5) *This is a great problem.* (See Appendix B, sample 5)



This is an interesting example that demonstrates a good deal of the problems observed in terms of grammar, lack of relevance of details and order of details. However, our focus here is to point out how the thesis of the above-quoted paragraph is developed. This paragraph consists of five sentences carrying different ideas. The paragraph starts with an idea that is not directly related to the main topic, i.e., "Marriage in Yemen". Sentence (2) states a broad idea referring to the general sequence of marriage ceremony. Sentence (3) begins with the adversative conjunction "but" which has no semantic relationship with the previous ideas mentioned earlier. Sentence (4) carries details supporting the main idea mentioned in sentence (3). In fact, the underlying idea of sentence (3) is that an early marriage is not good. Sentence (5) repeats the same idea implied in sentence (3). Considering the main ideas stated in the above sentences separately, we realize that these ideas are not followed by concrete details that develop them adequately. The idea in sentence (1) needs details showing how the social institution of marriage earlier in Yemen was better than it is at present. Likewise, in sentence (2) the writer has not included sufficient details supporting the underlying idea realized in the sequence of the process of marriage ceremony. Though the idea in sentence (3) is followed by some relevant sentences, it is still not adequately developed. In fact, it needs some more concrete details justifying the proposition that an early marriage is not good.

Another example relating to the difficulty that our students have in including details that develop the main idea in a paragraph can be observed in the following extract:

" (1) *Once upon the time, I and my friends decided to go the sea.* (2) *We agreed to meet each other in Al-Mahweet.* (3) *When we collected in this place we designed to ride the bus.* (4) *After that we rided the bus and* (5) *said to my friends we arrived to the beach in Al-Hodeidah.*" (See Appendix B, sample 12)

It is obvious that the above-quoted lines are written on the topic "A journey to the sea". The paragraph starts with a well-stated topic sentence, i.e., a decision to go to the sea". Sentence (2) states the place from which the writer and his friends would set out on their journey. Sentence (3) tells us about the means of transport, which would take them to the sea. Sentence (4) shows how the journey has begun. However, Sentence (5) ends the paragraph with abrupt information indicating the arrival to the sea. The writer has not given us sufficient details showing what they have done throughout their travel, during those four or five hours. Accordingly, this paragraph is not developed properly as it needs to be supported by adequate details, which make the meaning of the thesis complete.

The main factor causing trouble in having an adequate development of the thesis in the students' composition scripts can be attributed to the fact that our students are used to writing small paragraphs that lack supporting sentences. In fact, it has been observed that most of these small paragraphs consist of sentences carrying unrelated ideas or inadequate and concrete details. The other possible factor can be explained with reference to the semantic expectation required from the writer and the reader of the text. In Arabic, it is the responsibility of the reader to figure out the main message from the content of text. However, in English, it is the responsibility of the writer to fill up all the gaps in the text so that the reader can easily observe the underlying message of the text.

Keeping in view the problems that our subjects have in terms of clarity of construction, we have observed that our students face difficulty in expressing themselves in good and readable English. This is due to the reason that they do not have adequate command over the use of the mechanics of expression which are realized in terms of the grammatical structure of the sentences constructed in a piece of discourse. The following is an illustrative example:

" (1) I want to talk about marriage of Yemen because I have long speech about it (2) but I talk brief. (3) The marriage of Yemen different from another country because the habit in Yemen different the habit in another country (4) from dowry in Yeme is very height. (5) In the weeding lost a lot of money. (6) The weeding of bridegroom period to two days (7) comes the men and eat Qat (8) and the bridegroom wears the jambaia and dress (9) and the birde wear in the first day green dress..." (See Appendix B, sample 4)

Here, we notice that the above-quoted paragraph is full of grammatical deviations. These deviations pose difficulty in showing the relationship among the elements of the sentences, which in turn make the task of the reader hard to figure out the main idea of the paragraph at hand. The above paragraph starts with two informal sentences, which are not acceptable in formal writing of English. Sentence (3) carries the topic sentence of the thesis. However, it has some grammatical problems, which make it difficult for the reader to arrive at the implied idea. The sentence is missing one of the major constituents of sentence structure (i.e., copula) in both the clauses. Sentence (4) has a minor deviation (i.e., height for high) that does not affect the meaning of the sentence. Sentence (5) is vague as its subject is omitted from the sentence structure. The problem in sentence (6) is manifested in the omission of copula and wrong positioning of modifiers. Sentences (7), (8), and (9) are wrongly joined by the additive conjunction "and". In

fact, these sentences consist of different ideas, which do not imply any additive semantic relationship among them. Sentence (7) has a deviation realized in the misplacement of subject (the men) and verb (come). Sentence (8) has a minor deviation detected in the wrong use of the definite article "the". Sentence (9) shows a problem in misplacing the adverbial phrase of time in between the verb and the object of the sentence. This may create difficulty in realizing the immediate relationship between the two major constituents (i.e., verb and object) in the sentence.

The following is another example that shows how grammatical problems hurdle the reader in understanding the main idea of paragraph:

" (1) *My country is located in Arabic island.* (2) *The erea is approximately 12oo.* (3) *It was famous country.* (4) *There are a lot of things that everyone like it.* (5) *There are traditional buildings also* (6) *the streats are very crowded and* (7) *so almost it is dirty.* (8) *Although we found in it every things need available.* (9) *Besides that there are museums such as nation museum also* (10) *there are two another".* (See Appendix B, sample 2)

This paragraph is wrongly divided into two small paragraphs. Sentence (1) is well constructed. Sentence (2) has a spelling mistake that might create problem for the reader to grasp its main idea. The misspelled word can be realized in two forms "era" or "area". Therefore, the implicit realization of such forms makes the meaning of the sentence ambiguous. Likewise, sentence (3) has a grammatical problem. The deviation here, however, is realized in terms of tense continuity. In fact, the writer has not maintained the tense continuity of the paragraph; he shifted the tense of sentence (3) from the present simple to the past simple. Though sentence (4) does not have any explicit problem at the surface level, it is still ambiguous. This ambiguity is caused by the overuse of the indefinite

references (i.e., "a lot of things: and "everyone") and wrong use of the personal pronoun "it" as an anaphoric reference. Sentences (5), (6), and (7) are wrongly joined as they contain two contradicting ideas. Sentence (5) carries a positive implication realized in the use of the noun phrase "traditional buildings". Sentences (6), and (7), on the other hand, have negative implications manifested through the use of words like: "crowded", and "dirty. Thus, the wrong structure of the above sentences poses difficulty for the reader to infer the relationship of ideas relating to the main topic or sub-topic of the paragraph. Interestingly, sentence (8) is not flawlessly constructed. It has only one dependent clause that starts with a concessive conjunction "although". In fact, it needs another clause that completes the intended idea. Sentence (9) has a new idea relating to the main topic. However, the idea in sentence (10) is not clear as it is missing some information which are supposed to follow the indefinite predeterminer "another".

Most of the deviations observed in the above-quoted examples under the category of clarity of construction have been explained earlier (i.e., in the mechanics section) in terms of their sources of deviation. Deviations in the use of run-on sentences are attributed to the negative transfer of mother tongue. Unlike English, Arabic has no sentence boundaries. Paragraph development in Arabic can be seen as a series of parallel constructions, with parts of sentences connected by coordinating conjunction, whereas maturity of style in English is measured by the degree of subordination rather than coordination (Kaplan, 1966). Yorkey (1977) notes that "infrequent use of subordinate and overuse of coordination, particularly coordinating conjunctions at the beginning of sentences, comprise the chief characteristic of Arabic speakers' written English". In fact, in

Arabic, the conjunction "and" is repeatedly used between clauses and sentences in order to link the ideas between them. However, such use, in English, is not accepted as it weakens the meaning instead of strengthening it. Ignorance on the part of the students in realizing the semantic function of cohesive devices is another factor that can account for the occurrence of deviations in the use of conjunctions. These deviations create difficulty in understanding the main idea in a written piece of paragraph.

## **CHAPTER FIVE**

### **Summary of Findings and Conclusion**

This chapter presents the conclusion of the study. It begins by giving an overview of the summary of the findings of the study. This is followed by pedagogical implications arising out of the study. The pedagogical implications include the following sections: Hierarchy of deviations based on frequency of recurrence of deviations and hierarchy based on comprehensibility of deviations. This is followed by suggesting outlines for planning remedial materials and designing teaching strategies. Then, an attempt is made to formulate some recommendations and suggestions based on the findings of the study. The chapter ends with information pertaining to the limitation of the study and some suggested topics for further research.

#### **5.1. SUMMARY OF FINDINGS**

The major aim of the present study was to analyze the nature of DLB in the written compositions of a group of Yemeni learners (i.e., 160) studying English in the Faculties of Education affiliated to Sana'a University. The analysis of the deviations presented in the previous chapter (i.e., chapter four) offers a significant insight into the nature of difficulties that face the learners in their written compositions. These difficulties were investigated with reference to two major areas namely: mechanics (grammar) and organization (paragraph development).

With regard to the problems pertaining to grammar, our findings reveal a considerable number of deviations. These deviations are explored and categorized under twelve categories namely: omission of major constituents, redundancy of major constituents, deviations in subject-verb agreement, deviations in verb forms and tenses, deviations in the use or omission of articles, deviations in the use or omission of prepositions, deviations in the use or omission of conjunctions, deviations in the use or omission of modifiers, deviations in the use or omission of pronouns, deviations in the use or omission of genitive possessive case forms, deviations in the use or omission of plural forms, and deviations in word order.

A detailed analysis of the deviations observed in the corpus of the study reveals that verb forms and verb tenses are the highest in terms of frequency and percentage of recurrence of deviations. They constitute 761 (28.47%) of the over all total of deviations. Articles come next in order. They account for 411 (15.38%). Prepositions rank in the third hierarchy of difficulties. They attract 358 (13.39%). The fourth category of deviations is manifested in the omission of major constituents. It is 309 (11.56%). The other categories of deviations range from 216 (8.08%) in the subject-verb agreement to 24 (0.89%) in genitive possessive case forms. It seems that our findings are broadly identical with those of Tadros, (1966); Scott & Tucker, (1974); Mukattash, (1978); Kambal, (1980); El-Sayed, (1982); Al-Fotih, (1999). They confirmed that verbs, articles, prepositions are the major problems that face Arab learners of English.



Keeping in view the frequency and percentage of recurrence of deviations and their sources within each of the twelve areas analyzed, our findings show that there are certain deviations in grammatical items under each category that pose formidable difficulty for our subjects. For instance, in the category of omission of major constituents, omission of copula "be" accounts for the highest number of deviations compared to the other subcategories. The frequency and percentage of recurrence of deviations is 181 (58.58%). Omission of subject comes next in order with 74 (23.94%). Most of the deviations observed under this category are attributed to the interference of mother tongue (Arabic). Since Arabic does not have copula in its sentence structure, students tend to omit it in their sentences in English. In case of omission of subject and object, the subject pronoun and the object pronoun, in Arabic, can occur explicitly and implicitly. As a result of that, students have the tendency to delete them assuming that they are redundant. Also interference from within the target language accounts for the occurrence of deviations in omission of object. This interference is realized in terms of strategy of analogy.

In the category of redundancy of major constituents, it has been found that subject redundant subcategory attracts the highest number of deviation compared to the other subcategories. The frequency and percentage of recurrence of deviations is 43 (66.15%). Object redundant subcategory claims the second position with 17 (26.15%). Interference of mother tongue accounts for the deviations pertaining to redundancy of subject and object pronouns. These deviations are realized in the relative clause structure. Some deviations relating to redundancy of subject pronouns are also explained with reference to the interference of the Arabic rhetoric device known as juxtaposition of similar items.

Transfer of training is subsumed to cause the deviations relating to redundancy of copula or verb "to be".

With respect to the deviations in the category of subject-verb agreement, our findings show that the deviations under the subcategory of subject singular-verb plural constitute the highest number. The frequency and percentage of recurrence of deviations is 127 (58.80%). Subject plural- verb singular comes in the second position with 51 (23.61%). Overgeneralization and reduction of linguistic burden accounts for the deviations realized in the omission of "-s" in the third person singular. However, the deviations in the opposite direction, i.e., subject plural-verb singular, are due to "hypercorrection". Strategy of training and false analogy of lexical items within the structure of the target language also explains the deviations found under the same subcategories mentioned earlier.

Deviations in the verb group are classified into two major categories, namely: verb forms and verb tenses. The category of verb forms attracts the highest number of deviations compared to the category of verb tenses. It constitutes 423 (55.58%), whereas that of verb tenses ly#je only 338 (44.42%) deviations.

In the category of verb forms, the subcategory of plain stem instead of participle and the subcategory of passive form account for the highest number of deviations. They respectively attract 52 (12.30%) of deviations. Negative formation comes next in order with 49 (11.58%) of deviations. Ignorance of rule restrictions on the part of the students accounts for the occurrence of the large number of deviations in the verb forms. Lack of auxiliary in Arabic gives potential

reasons for the deviations realized in the passive, negative and interrogative formations. Strategy of training realized in overlearning of structures also explains some deviations pertaining to the negative formation. Deviations in the use of irregular verbs are examples of strategy of overgeneralization based on false hypothesis. Students' lack of exposure to the language accounts for the deviations observed in terms of noun used for a verb.

In respect of the category of verb tenses, simple present instead of simple past attracts the highest number of deviations. It constitutes 153 (45.27%) of deviations. Simple past instead of simple present ranks second in order with 87 (25.74%). Deviations in the use of simple present instead of simple past are attributed to the strategy of over simplification. However, the deviations in the opposite direction, simple past instead of simple present, are due to "hypercorrection". Interference of mother tongue accounts for the deviations realized in the use of simple past instead of present perfect. Arabic has only two types of tenses, viz, perfect that is used for actions completed and imperfect used for actions not completed. They are approximately equivalent to the two English tenses, i.e., past and present. Flawed methods of teaching and faulty materials account<sup>^</sup> for the deviations observed in the use of the present progressive and past perfect instead of the simple present and simple past respectively. Ignorance of rule restrictions on the part of the students accounts for deviations relating to the use of present simple instead of simple future in conditional sentences and simple future instead of simple present.

Keeping in view the deviations in the articles category, our findings reveal that there are two major categories of deviations namely: omission of articles and inappropriate use of articles. Omission of articles constitutes the highest number of deviations. It is 273 (66.42%). Inappropriate use of articles attracts only 138 (33.58%) of deviations.

In the omission of articles, omission of indefinite articles "a/an" reflects the highest in number of deviations. It attracts 104 (38.10%) of deviations. Omission of "the" before nouns made particular in the context constitutes 93 (34.07%) of deviations. Mother tongue interference clearly accounts for the deviations in the omission of indefinite articles. Arabic has only two article systems, viz, the zero article and the definite article "the". It has no indefinite article like that of English "a/an". Negative transfer of Arabic superlative structure apparently leads to the omission of "the" before noun head modified by superlative adjective form. Colloquial interference of Arabic is considered one of the sources of deviations in the omission of "the". Students' ignorance of rule restrictions accounts for the deviations observed in the omission of "the" before nouns made particular in the context and before unique nouns.

In case of deviations in terms of inappropriate use of articles, our findings show that the subcategory of "a/an" used inappropriately before plural nouns is conspicuous to register the highest number of deviations. It constitutes 38 (27.54%) of the deviant language behavior. The subcategory of "the/a" used inappropriately before abstract nouns comes in the second position with 21 (15.22%) of deviations. Most of the deviations observed under this category are attributed to mother tongue interference. There are other instances of deviations

which are attributed to the strategy of overgeneralization and to the ignorance of rule restrictions on the part of the students.

In the category of prepositions, our findings reveal that the wrong use or omission of "in" constitutes the highest number of deviations. It is 76 (21.23%). The wrong use or omission of "of" ranks in the second position with 51 (14.25%). The deviations of the prepositions are caused by both the interlingual and intralingual interferences. However, interference of mother tongue has a considerable influence in producing deviations in prepositions. This is due to the reason that prepositions in English and Arabic are different in terms of number, meaning, and usage. Overgeneralization is the major strategy accounting for the cause of deviations of intralingual types.

In the category of conjunctions, the findings show that inappropriate use of conjunction accounts for the highest number of deviations. It is 51 (82.26%). Omission of conjunctions is in the second position. It constitutes only 9 (14.52%). Negative transfer from the mother tongue (Arabic) gives reasons for the high frequency of recurrence of deviations observed in the inappropriate use of conjunctions in English. Inadequate and inappropriate methods of teaching accounts for the occurrence of deviations in the use of conjunctions realized in cause and effect sentences.

Considering the deviations in the use or omission of modifiers, our findings reveal that confusion in parts of speech constitutes the highest number of deviations. It is 60 (46.51%). Confusion of "another-other-others" comes next in order. It attracts only 30 (23.26%). Unsuitable materials of teaching and of

remediation strategies may account for the highly frequent occurrence of deviations in parts of speech. Students' ignorance of rule restrictions gives rise to the occurrence of deviations in the appropriate use of modifiers. False concepts hypothesis on the part of the students is another source of deviations in the use of modifiers.

In regard to the category of pronouns, the findings of the study indicate that the confusion of case pronoun constitutes the highest number of deviations. It is 22 (25.58%). Confusion of gender pronoun comes next in order with 18 (20.93%). Transfer of training partially accounts for the large number of deviations realized in confusion of case pronoun. Interference of mother tongue is considered the other potential source of deviations under this subcategory. Arabic has only two personal pronouns which refer to female/male in/animate and Female/male human in the third person form: "*hiah*" (she) and "*huwa*" (he). Incomplete application of rules also accounts for some deviations realized in confusion of personal pronouns. Deviations in confusion of relative pronouns are attributed to the negative transfer from the mother tongue. Arabic employs two relative pronouns "*alladi/allati*" (who/which) both for female/male in/animate and female/male human. Students' inadequate comprehension of the sub-system of pronouns in English accounts for the occurrence of deviations in the use of possessive adjective pronouns. Deviations in omission of reflexive pronouns are traced back to the students' ignorance of the rules and constraints of verb system in English.

Keeping in view the category of genitive possessive case forms, our findings reveal that confusion of "it's- its" constitutes the highest number of deviations. It is 11 (45.83%). Confusion of genitive possessive form comes next in order with 7 (29.17%). Lack of pedagogically effective teaching techniques accounts for the large number of deviations realized in confusion of "it's- its". Deviations in confusion of genitive possessive form are attributed to mutual interference from mother tongue and the target language itself. Students' faulty strategies of learning accounts for the deviations in wrong use of "'s". This is manifested through the strategy of overgeneralization. Deviations in the omission of "s" are due to the strategy of over simplification externalized in the tendency of dropping grammatical formatives.

In regard to the plural form category, the findings of the study indicate^ that omission of plural form attracts the highest number of deviations compared to that of wrong use of plural form. The frequency and percentage of recurrence of deviations is 102 (71.83%), whereas that of wrong use of plural form is 40 (28.17%). Deviations in the omission of plural forms are attributed to the strategy of over simplification associated with redundancy reduction. However, the deviations in the wrong use of plural forms are ascribed to different sources: overgeneralization, students' ignorance of rule restrictions, and mother tongue interference.

With regard to the category of word order, our findings show that adjective/modifier placed after noun subcategory constitutes the highest number of deviations, which is 47 (42.73%). The subcategory of subject-verb misplaced

attracts 42 (38.18%) of deviations. Interference of Arabic accounts for the large number of deviations detected in misplacement of adjectives after nouns. In Arabic, adjectives generally follow nouns. Deviations in the misplacement of subject-verb are attributed to negative transfer of Arabic sentence structure because Arabic has the word order of SVO. Students' ignorance of rule restrictions regarding the positioning of adverbial phrases accounts for the deviations realized in misplacement of adverbial phrase of time.

Keeping in view the problems relating to paragraph development, the findings of the study show that our students exhibit serious problems in composing a well-constructed coherent paragraph. These problems are analyzed and categorized with reference to the following four elements: relevance of details, order of details, clarity of construction, and adequate development of thesis.

The results of the Analysis reveal that the category of clarity of construction is the most affected area compared with the other categories in terms of performance evaluation of paragraph organization. It shows a score of 98 below average, 20 above average, and 42 average. Development of thesis comes next in order. It receives a score of 64 below average, 30 above average, and 66 average. Relevance of details shows a score of 56 below average, 44 above average, and 60 average. Order of details receives a score of 49 below average, 42 above average, and 69 average. Our findings show evidence for the need of developing the basic rules of writing. These rules are manifested in the correct usage of grammatical items, sentence structure, and then in the development of paragraph (discourse *level*).



Considering the possible factors accounting for the problems in furnishing irrelevant details, our findings reveal that interference of the Arabic gyre shape paragraph structure causes trouble in producing a linear paragraph containing relevant details. Students' ignorance of the semantic realization of lexical items accounts for the problems in including details lacking logical connection.

In the category of order of details, the findings of the study show that the style of Arabic has an impact in marshalling the order of details in the text. This style is realized through the two dominant modes of discourse (i.e., narrative and descriptive).

Regarding the category of adequate development of thesis, our findings indicate that students' inability to write an idea-focused paragraph supported by relevant adequate and concrete details accounts for the problems relating to content comprehensiveness. Interference of Arabic is another factor accounting for the problems in the difficulties experienced by most of the subjects in a coherent development of thesis. This interference is explained with reference to the semantic expectation required from the reader and the writer of the text. In Arabic, it is reader-based expectation in figuring out the main idea of text. However, in English it is the responsibility of the writer to make the task easy for the reader to arrive at the message of text.

Keeping in view the category of clarity of construction, our findings reveal that interference of Arabic is considered the main factor accounting for the problems relating to paragraph construction. Paragraph, in Arabic, is coordinated-

based construction, whereas that of English is subordinated-based construction. Students' failure to recognize the semantic function of cohesive devices is another factor that accounts for the deviations in the use of conjunctions.

On the basis of the findings of our analysis, it has been observed that interference of mother tongue is the major factor accounting for the deviations of our subjects in both levels, mechanics (grammar) and organization (paragraph development). This may be attributed to the following reasons:

- 1- Differences between Arabic and English in terms of grammar and paragraph development;
- 2- Lack of exposure to the target language inside and outside the classroom;
- 3- Lack of materials and adequate techniques of teaching that addressed the problem; and
- 4- Students' ignorance of the art of organization of paragraph in English.

Interference of the target language also accounts for a large number of deviations. These deviations are ascribed to the processes and strategies followed by our subjects in learning the language, e.g., overgeneralization, analogy, ignorance of rule restrictions, incomplete <sup>A.</sup>implication of rules, and hypothesizing of false concepts. The other factors accounting for the deviations observed in the study are attributed to faulty materials and techniques of teaching.

## **5.2. PEDAGOGICAL IMPLICATIONS**

The main objective of the present DLB analysis is to acquaint the Yemeni teachers of EFL with the types of deviations that are usually made by university Yemeni students in their written compositions in English. These deviations can

then serve as a point of departure for the teachers to construct remedial materials and plan teaching strategies incorporating the available knowledge of second language learning/teaching. It is hoped that these constructed remedial material and planned techniques will promote the proficiency of the students in their written compositions.

### **5.2.1. Hierarchy of Deviations**

The relative significance of deviations is an important consideration in a pedagogical study. Two criteria have been followed in determining the relative significance of different deviations namely: hierarchy of deviations based on frequency of recurrence of deviations, and hierarchy of deviations based on comprehensibility of student utterances (cf. chapter two).

#### **5.2.1.1. Frequency of Recurrence of Deviations**

Frequency of recurrence is an important criterion in classifying deviations and determining their relative significance. The more recurrent a deviation is, the more urgent attention it deserves. The following table presents the subjects' learning difficulties in order of frequency of their recurrence in each area at the level of mechanics (grammar):

Table (1)

Frequency and Percentage of Recurrence at the Level of Mechanics (Grammar)

Category	Frequency of Recurrence	Percentage
Verb forms and Tenses	761	28.47
Articles	411	15.38
Prepositions	358	13.39
Omission of Major Constituents	309	11.56
Subject-Verb Agreement	216	8.08
Plural forms	142	5.31
Modifiers	129	4.83
Word Order	110	4.12
Pronouns	86	3.22
Redundancy of Major Constituents	65	2.43
Conjunctions	62	2.32
Genitive Possessive case form	24	0.89
<b>Total</b>	<b>2673</b>	<b>100%</b>

Starting from the highest, the above table lists all the deviation types in a hierarchal order so as to enable the language teacher to establish priorities based on frequency of recurrence. A study of the frequency of recurrence of different deviations gives an insight into the relative significance of a given deviation in the total context of the deviations. Taking the frequency criterion into consideration, remedial work can be planned beginning with the highest area on the hierarchy.

Thus, a close examination of table (1) reveals that the difficult area is in the area of verb forms and tenses 761 (28.47%). Other areas in the descending order include article usage 411 (15.38%), preposition usage 358 (13.39%), omission of major constituents 309 (11.56%), subject-verb agreement 216 (8.08%), plural forms 142 (5.31%), modifiers 129 (4.83%), word order 110 (4.12%), pronouns 86

(3.22%), redundancy of major constituents 65 (2.43%), Conjunctions 62 (2.32%), and genitive possessive case forms 24 (0.89%). A similar hierarchy of deviations can be established within each area to decide which item or grammatical point should take precedence over the others.

Performance evaluation in organization is considered for each of the individual elements on the five point-scale ranging from "very poor" to "very good". The following table presents the performance evaluations of our subjects in organization:

**Table (2)**  
**Performance Evaluation in Organization**

Element Scale ^ ^ ^ ^ ^ ^ ^ ^	Relevance	Order	Clarity	Development	Total
Very Poor	10	9	18	8	45
Poor	46	40	80	56	222
Average	60	69	42	66	237
Good	30	37	17	26	110
Very Good	14	5	3	4	26

The above table (2) shows the four elements of organization, i.e., relevance, order, clarity, and development along the horizontal line, and the five-point scale, i.e., very poor, poor, average, good, and very good on a vertical line. It is worth mentioning that the numerical figures in each of the blocks in the table refer to the number of students evaluated both on the element of organization and the specific point on the five-point scale. It is obvious from the table that the most serious problem is clarity. The score is here very low 18 as contrasted to 10 in relevance, 9 in order, and 8 in development. The poor score is again the highest in clarity 80 as against 56 in development, 46 in relevance, and 40 in order. The average score is lowest in clarity 42 and highest in order 69. The good and very good

scores too are the lowest in clarity, which are 17 and 3 respectively. The good score is highest in order, which is 37, then 30 in relevance and 26 in development. Thus, the table of the performance evaluation in organization reveals the poorest performance in clarity and the best performance in order.

#### **5.2.1.2. Hierarchy of Deviations Based on Comprehensibility**

Another important criterion in determining the relative significance of deviation is a hierarchy of deviation based on comprehensibility and communication. Burt and Kiparsky (1972:5) point out that the worst deviations are those that interfere with comprehensibility and communication, while unimportant ones do not. They suggest a way of correcting deviations in accordance with their importance:

To see what we mean by hierarchy, look at any sentence or paragraph riddled with goofs. Then try correcting one at a time keeping the uncorrected. From this procedure you can easily see which goofs make the most difference to the comprehensibility of the whole sentence.

In the light of this suggestion the following examples from the corpus of the study may be worthwhile:

- \*1 - Exports goods and vegetables to other country in the world.
- \*2- In Taiz, attract you the more movement and crowd of people.
- \*3- Secondly, student hate the teacher, he not go to school.
- \*4- The waves came strong and break the ship, all of us we thank the God.

If we look at the deviations in the above-cited sentences, we notice that each sentence has different types of deviations. For instance, the deviations

detected in sentence (1) can be as follows:

- 1- Omissions of the definite article "the" before the noun phrase "other country" that is made definite by the post-modifier.
- 2- Omission of plural form "-s" from the context-realized plural noun "country".
- 3- Omission of subject pronoun "it" (Yemen) before the verb "exports".

Correcting each deviation one after the other in the sentence, we can obtain the following three renditions:

- 1- Exports goods and vegetables to the other country in the world.
- 2- Exports goods and vegetables to other countries in the world.
- 3- It exports goods and vegetables to other country in the world.

In the context of composition, the third rendition is the most comprehensible and gets the message across the best.

In sentence (2) the deviations are noticed in the following areas:

- 1- Misplacing the preposition phrase "in Taiz" which functions as a post-modifier of the noun head "the more movement and crowd of people".
- 2- Omission of the article "the" before the noun phrase "crowd of people" that is made definite by the post-modifier.
- 3- Subject-verb misplaced ("the more movement and crowd of people" and "attract").

The following three renditions of the deviant sentence can be obtained, if each deviation is corrected one after the other:

- 1- Attract you the more movement and crowd of people in Taiz.
- 2- In Taiz attract you the more movement and the crowd of people.
- 3- In Taiz the more movement and crowd of people attract you.

Similarly, in the context of composition, the third rendition is the most comprehensible and helps the reader to figure out the main idea from the sentence.

As for the deviations detected in sentence (3), they are as follows:

- 1- Omission of the definite article "the" before the nouns "student" and "school" that is made definite in the context.
- 2- Subject-verb agreement "\*\*student hate".
- 3- Omission of conjunction "if that is implied from the semantic relationships between the two clauses.

Based on the detection of the deviations in sentence (3) one after the other, we can get the following renditions:

- 1- Secondly, the student hate the teacher, he not go the school.
- 2- Secondly, the student hates the teacher, he not go to school.
- 3- Secondly, if student hate the teacher, he will not go to school.

Keeping in view the comprehensibility of the sentence, we observe that the third rendition is the best in conveying the underlying idea of the sentence.

In sentence (4), the deviations are manifested in the following areas:

- 1- Confusion in the use of the modifier form "strong" instead of "strongly" which modifies the verb of action "came".
- 2- Redundancy of subject pronoun "we" in the second part of the sentence "\*\*all of us we".
- 3- Verb tense (tense continuity) - "\*\*break" and \*thank".



If we correct each deviation observed in sentence (4) one after the other we obtain the following renditions:

- 1- The waves came strongly and break the ship, all of us we thank the God.
- 2- The waves came strong and break the ship, all of us thank the God.
- 3- The waves came strong and broke the ship, all of us we thanked the God.

As regards the message of the sentence in the context of composition, the third rendition is the best.

In the light of the deviations in the above sentences in terms of comprehensibility, we can conclude that omission of major constituents, word order conjunctions, and verb tenses (tense continuity) must precede all the other considerations in correcting the sentences at hand.

On the basis of the principle of comprehensibility-based correction, Burt (1975) and Burt and Kiparsky (1970, 1972, 1975) suggest a distinction between "global" and "local" goofs (cf. chapter two p. 43). According to them "global mistakes are those that violate rules involving the overall structure of sentence, the relations among constituent clauses, or in a simple sentence, the relations among major constituents. Local mistakes cause trouble in a particular constituent, or in a clause of a complex sentence."

The writers place global goofs higher than local ones and suggest that global goofs should be corrected first. Most typical of global deviations are those, which confuse the relationship among clauses such as the use of conjunctions, tense continuity across clauses, word order, and these must be corrected first.

Local deviations such as agreement, articles, and noun phrase formation can be taken up after global ones have been corrected. In certain situations local deviations may also interfere with comprehension and will have to be corrected early. For example, in the following utterance:

\*- This give our product and food. (Appendix A, Table 9)

There are two local deviations: (a) lack of subject-verb agreement; and (b) case confusion in the object pronoun. If we correct the second deviation first the sentence will be more understandable:

\*- This give us product and food.

Thus, case marking in pronouns seems to be more important than subject-verb agreement.

**Figure (1)**

**A Functional Hierarchy of Deviations**

**Highest on the hierarchy**



- Omission of major constituents: subject, copula, main verb, object, others.
- Word order: subject verb misplaced, subject-object misplaced, others.
- Conjunctions: inappropriate use, omission, wrong position.
- Verb tenses: (tense continuity).
- Pronouns: case confusion, gender confusion, confusion of relative pronouns, others.
- Verb forms.
- Redundancy of major constituents.
- Subject-verb agreement.
- Plural forms.
- Modifier.
- Genitive possessive case forms.
- Articles.
- Prepositions.

**Lowest on the hierarchy**

A hierarchy based on comprehensibility is considered to be of a great value in teaching- learning situation. Burt (1975:58) concludes:

The global/local distinction is the most pervasive criterion for determining the communicative importance of errors. Students must control 'Global grammar' in order to be easily understood, while 'local grammar' need not be controlled by the learner to be able to communicate successfully. Local grammar of course must be learned if the speaker is approximate near-native fluency....

Keeping in view the effect of deviations on communication, Johansson (1975:25) indicates that they could be twofold: (i) they could affect the comprehensibility of the message; and (ii) they could affect the relationship between the speaker and the listener which is described as "degree of irritation". According to these criteria "an error is marked as more serious, the more it affects the comprehensibility of the utterance and the more it irritates the relationship between the speaker and listener" (Johansson, 1975:32). As Richards (1971a: 21) suggests, "not all instances of deviancy, not all errors, are evaluated in the same way" by native speakers. Furthermore, The principles of evaluation should vary according to the goals of second language teaching. A functional approach to the correction of deviations should therefore be based on a close study of factors like comprehensibility, frequency, generality of rules violated, native speakers' reactions about degree of irritation and the goals of second language teaching. Considering all the factors involved, the hierarchy of deviations at the level of mechanics in figure (1) has been established.

With respect to the hierarchy of deviations based on comprehensibility at the level of organization, it has been observed that lack of clarity affected

comprehensibility most. Therefore, it should be given priority over the other elements in organization. Clarity has already been defined as the end product of a perfect grasp of mechanics of expression and English sentence patterns.



It is worth<sup>^</sup>note that the hierarchy of deviations proposed here is purely tentative; teachers are free to make any changes that may produce good results in remediation of deviations. It is, however, suggested that the principle of correcting one deviation at a time should be adopted for it is useless and unnecessarily frustrating to attempt too much correction at one time.

### **5.2.2. Planning Remedial materials and Teaching strategies**

Remedial materials and teaching strategies can be planned only when a realistic account of the students' difficulties is available. The present study has attempted to offer the much-needed analysis of the problems faced by Yemeni students studying English in the Faculties of Education affiliated to Sana'a University. These problems are investigated in terms of English grammar and paragraph development. The findings of the study will help the concerned teachers eliminate the wasteful method of guesswork in preparation and presentation of remedial materials. A knowledge of the types of deviations students actually make can help the teachers concentrate on the grammatical and discourse components necessary to understand and handle these deviations. Moreover, an awareness of the students' learning strategies along with the other affecting factors in learning language may lead the teachers to examine their teaching materials and take account of the structural and developmental conflicts that can come about in language learning.

The concept of planning remedial materials and teaching strategies is based on the assumption that most of the deviations made by students can be replaced by correct language behaviour through materials and teaching strategies that aim at internalization of relevant language rules. In view of that, two criteria have been followed in determining the sequence of presentation of the areas of deviations in the remedial materials and the order of preference for different remedial drills. These criteria are frequency and hierarchy based on comprehensibility. The frequency criterion describes the importance of deviations based on the degree of their occurrence. The concept of hierarchy, on the other hand, is based on the significance of deviations in terms of comprehensibility and communication. A course based on the frequency of deviations will enable the teachers to teach at the point of deviations, i.e., to teach those grammatical items with which the students have most difficulty. The frequency scale can be profitably used in determining priorities of different learning activities. Remedial materials will thus be arranged and planned on the basis of the degree of frequency recurrence (cf. table (1), p.250). Verb forms and tenses, articles, prepositions, omission of major constituents being in the highest rung of difficulty, deserve more informed and focused practice. These will require maximum attention in the remedial drills. Other areas will receive a secondary importance according to the degree of their frequency.

However, in terms of hierarchy criterion, the remedial materials will have a sequence as indicated in figure (1). It is worth noting that this sequence of materials is not based on the factor of comprehensibility only. In fact, it is also established with considerations to other factors like, generality of violated rules, native speakers' reactions about degree of irritation, and the goals of the second

language teaching. Omission of major constituents, word order, conjunctions, verb tenses (tense continuity) are highest on the hierarchy. Intensive practice and drills will help reinforce correct patterns in these areas. A great deal of attention should be devoted to the formation of complete sentence patterns and the passive pattern. Since a large proportion of the omission of major constituents is due to the omission of the copula "be", drills employing the form will be of a great value.

It is important to mention that any conflict in the sequencing of materials deriving from the two criteria, i.e., frequency and hierarchy of deviation, can be resolved by adapting different teaching strategies. Deviations which are more frequent but which appear at a lower level on the hierarchy scale should be taught at a group level, i.e., in a classroom situation. Others appearing higher on the hierarchy scale but lower on the frequency scale (global ones affecting communication) could be taught on an individual basis, i.e., in a conference type of class.

In view of the preparation of the remedial materials, it is suggested that they should be prepared along the lines of the descriptions and explanations of the deviations observed in the study. In other words, the materials should include a brief explanation of the rule and descriptive analysis of the English structure in which the particular deviation occurred. The included rules should be presented clearly; they should not give any chance to the student to build upon his faulty assumptions and about the language.

On the basis of the view that "models are used to illustrates<sup>1</sup> particular features of the text under study (Hyland 2003:87), it is suggested that the remedial materials should include model passages based on aims and different modes of

discourse, as they are considered relevant to the teaching of organization. Therefore, such model passages are introduced and analyzed in terms of characteristics of a given aim and mode of discourse. They should show how the topic sentence of paragraph is developed.

### **5.3. SOME RECOMMENDATIONS AND SUGGESTIONS**

Keeping in view the findings of the study of the deviations of our subjects in their written compositions we may recommend the following:

- 1- Students should be introduced to the different basic sentence patterns of English. This would help them to realize that English is an S-V-O type of language: the subject comes first and the verb and other elements follow. It would also help in rooting out the deeply embedded structure of learners' mother tongue (i.e., V-S-O) and also it would help the students to avoid omission of one of the major constituents of English sentence structure.
- 2- Students should be introduced to the structural differences between compound and complex sentence patterns. This would help them to understand the relationships between the immediate structures of sentences and internalize the concept of tense continuity between sentences.
- 3- A functional knowledge of grammar should be incorporated in the remedial materials as it helps the students to realize the immediate relationships between the grammatical components of the language.
- 4\_ j n e sources and factors accounting for the occurrence of deviations in the study should be borne in mind by everybody concerned with teaching of English to Yemeni students when dealing with the aspects of grammar and



paragraph development in English. These sources and factors of deviations help teachers to devise techniques and strategies ensuring correct language use on the part of the students.

- 5- To avoid the problem of the interference of mother tongue, teachers may relate problematic English structure/usage to their Arabic equivalents in order to draw students' attention to the fact that literal translation into Arabic may lead them to produce deviant forms, since not every English structure/usage has a definite Arabic equivalent and vice versa.
- 6- Teaching of grammar should not be directed at forcing the students to memorize the different rules. Rather, it should be proceeded from use to usage through situationally embedded examples. The students should be helped to internalize the relevant rules through an inductive approach.
- 7- In order to help our students to produce grammatically correct and contextually appropriate language, they should be given different exercises such as: substitution exercises, matching exercises, scrambled word exercises, transformation exercises, combining sentences and rearranging sentences exercises, multiple choice exercises, and gap-filling exercises.
- 8- Helping students to cope with the problems relating to paragraph development, students should be exposed to the target language by getting them involved in activities showing how sentences are linked to form a coherent and well-constructed paragraph.
- 9- English discourse skills as well as paragraph building exercises with topic sentence, major support and minor supports should be driven home. Transformation exercises and those involving synthesis of sentences using meaning markers and discourse markers can be of substantial help to the

students in this aspect.

- 10- Students should be introduced to the use of cohesive devices so that they learn how sentences are linked logically.
- 11- Students should be exposed to different models of writing, i.e., narrative, descriptive, argumentative etc, so that they understand the different order of paragraphs in English.
- 12- Teachers should involve students in activities helping them to avoid using Arabic rhetorical structure and drive home the fact that English paragraph development is subordinated base structure and not coordinated based.
- 13- The writing teacher should identify major deviant areas before focusing on the minor ones. Correction of all the deviations right from the beginning might frighten the student and prohibit him from venturing into writing.
- 14- EFL teachers should help learners to learn not by criticism, since this may inhibit their free fluent-expression in English. Teachers should give priority to deviations that impede the development of ideas. They should focus on those deviant forms which affect meaning and communication, especially the ones relating to "verb form and tense" and "word order".
- 15- A teacher's approach to the correction of deviant forms needs to be selective. In fact, correction of every single deviant form is likely to be counter-productive.
- 16- Students should be slowly and carefully led from guided writing to free writing. They should be trained to imbibe the habits of revision, cross-checking and editing. This process would build self-awareness in the students.

#### 5.4. LIMITATION OF THE STUDY

The present study is limited in that it is restricted to a group of second year Yemeni university students studying English in the Faculties of Education affiliated to Sana'a University. The findings of our study could have been more generalizable, if the study included some Faculties of Education that affiliated to universities other than Sana'a University in Yemen. It is believed that these affiliated faculties share the same situations that the targeted ones have.

In addition, the study is confined to the analysis of some specific and particular deviations of grammatical nature within the sentence level and deviation of paragraph development at the organization level as mentioned in the previous chapter.

It should be made clear here that the present study makes no claim to completeness as it is intended to be an investigation into certain areas of deviations that is believed to be difficult for the Yemeni university students of English. In addition, the researcher is aware of certain important areas of difficulty that have not been incorporated in the study and are significant to any complete study of the students' composition like spelling, punctuation, and lexical deviations. The proposed DLB approach is pedagogical in view and its value lies in its implications for planning remedial materials and teaching strategies.

The analysis is also restricted to the explanation of the quantitative aspect of the deviations listed in the tables. The students were free to choose their topics of interest for writing composition; there were no restrictions imposed on their selection of lexical and grammatical items. Therefore, while some grammatical

points (present and past tense forms, tense sequence, articles, subject-verb agreement, subject and object pronouns, and prepositions) are common in all compositions, others (i.e. future tense, progressive, verb forms, conjunctions, modals, modifiers, possessive case forms) appear only in some compositions. This does not require assuming that the lower frequency or absence of deviations in any grammatical aspect is conclusive, nor does it necessarily mean that the point in question is difficult or less significant.

However, it is important to mention that the pedagogical significance of our study lies in its implications for planning remedial material and teaching strategies designed in such a way as to address the problems that face our students in their written compositions. Therefore, two areas of study (i.e., Mechanics and Organization) have been investigated in order to provide us with insights for our pedagogical study.

## **5.5. SUGGESTED TOPICS FOR FURTHER RESEARCH**

The analysis of the data of the present study has outlined the need for further studies relating to the problems that Yemeni learners encounter in learning English. These intensive, extensive, and exploratory researches are expected to substantially contribute to finding effective solutions to some of the problems confronting the learners. The following are some suggested topics for further research:

A contrastive rhetorical study of text organization between Arabic and English.

Investigating the gap between the prescribed syllabus of writing skill in the Faculties of Education and the real needs of the students.

Designing a course module integrating reading skill and writing skills based on an investigation of the problems that students have in these skills.

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## APPENDIX (A)

### Tables of Deviations

Table (1)

#### OMISSION OF MAJOR CONSTITUENTS

(i)-Subject **74 (23.94%)**

- 1- After south gets its independent from British occupation (0) unified with the northern part and become one country.
- 2- I think (0) can't get in all formation.
- 3- I like my country because (0) is beautiful.
- 4- (0) completed my secondary test.
- 5- (0) saw the buildings, the streets and the shops.
- 6- (0) talked with them about their journey.
- 7- (0) should give them chances to go to school.
- 8- We took all thing which (0) will need it.
- 9- (0) Exports goods and vegetables to other country in the world.

(ii) Copula or auxiliary " Be" **181 (58.58%)**

- 1- The famous city in Yemen (0) Zabid.
- 2- The wedding in Khawlan (0) very beautiful.
- 3- Aden (0) far from Sana'a.
- 4- It (0) different from one city to another.
- 5- The buildings (0) big and wide.
- 6- The weather in Yemen (0) mild in summer.
- 7- The third step (0) they will determine the day of marriage.
- 8- They (0) hopeless about future.
- 9- The second reason (0) they faced bad situation.
- 10-I (0) born in it.
- 11-The marriage (0) very expensive.
- 12- My country (0) full of fruits.

(iii) Object

23 (7.44%)

- 1- Yemen is famous at growing(0).
- 3- I love Petra because I visited (0) in last year.
- 4- They gather in the sitting room to chew (0) together with bridegroom.
- 5- Their duty is teaching (0) and sending them to school
- 6- the tourists visits (0) many times.
- 7- Instead sending their children to school, they send (0) to work in some shops.

(iv) Anticipatory ' there + be'

**13(4.21%)**

- 1- (0) some changes which achieved in Yemen after unification.
- 2- in Yemen (0) many historical towns like Marib, Zabaid, Aden.
- 3- (0) About seven universities in some large governorates.

(v) Anticipatory 'it'

11 (3.56%)

- 1- (0) was the same thing with Dhamar city.
- 2- (0) Known that Yemen became progressed.
- 3- (0) is really a very beautiful relationship between the couple.

(vi) Others ( verbs and direct/indirect objects)

7 (2.27%)

- 1- Consequently, they stop providing their sons and daughters (0).
- 2- And when the visitor (0) my country He will feel happy.

**Total: 309(11.56%)**

**Table (2)**

**REDUNDUNCY OF MAJOR CONSTITUENTS**

(i) Subject

**43(66.15%)**

- 1- One of them he said me the journey was very beautiful and.
- 2- All of the students they sit around the teacher under the tree.
- 3- Suddenly one of friend he said Oh my God!
- 4- The father welcome the people who they came from different places.
- 5- The man who wants to marry any girl he should or must go to engaged her firstly.

(ii) Verb

5 (7.70%)

- 1- The youth could able to pay dowry and offer forbidden things.
- 2- My friend is very happy because he watched something is very beautiful.

(iii) Object

17(26.15%)

- 1- the marriage is another life which the person choose it
- 2- You can't see the pleasure that I was felt it.
- 3- My tongue can't describe what I saw it.

**Total: 65 (2.43%)**

**Table (3)**

**SUBJECT -VERB AGREEMENT**

(i) Subject singular- verb plural

**127(58.80%)**

- 1- It's population are about 20 million.
- 2- The life seem problem.
- 3- The marriage now are like paying and buying.
- 4- It consist of twenty one governments.
- 5- It have good much oil.
- 6- I think that this Qat tree take all water in Yemen.
- 7- The Qat destroy my country.
- 8- The husband go up to the house.
- 9- The bride wear green dress in the first day.
- 10- Everybody were happy.
- 11- One teacher teach more than one subject.

(ii) Subject plural- verb singular

**51 (23.61%)**

- 1- More Yemenis tries to be something good in future.
- 2- Roads was not repaired.
- 3- The mountains in Yemen is very high.
- 4- They chooses Thursday to be the prospective day.
- 5- The people in my country is very friendly.
- 6- Many things has been realized after the unification.

- 7- The tourists visits many times.
- 8- They has many good customs.
- 9- we was no happy.
- 10- They works in any company

(iii) Empty 'there' subject singular - verb plural

6 (2.78%)

- 1- There are a progress in many fields.
- 2- There are another thing to add.

(iv) Empty 'there' subject plural- verb singular

27(12.50%)

- 1- There is some dialects like in AlMahrah.
- 2- There is a beautiful cities in Yemen.
- 3- There is many hospitals for sick.
- 4- There is different birds.

(v) Subject first person- verb third person

5(2.31%)

- 1- I belongs to them and want to live with them.
- 2- I means their situations didn't help them.

**Total: 216(8.08%)**

**Table (4)**

**DEVIATIONS IN VERB FORM AND TENSE**

**(A) Verb forms**

(i) is/are + plain stem/+ -s (to mean simple present)

**47(11.11%)**

- 1- You are know in Yemen the person have 15 and 17 children.
- 2- It is attract a lot of tourists.
- 3- It is consists from many governments.
- 4- They are teach him bad behaviours.
- 5- The country is consists of many towns.

(ii) was/were + plain stem (to mean simple past)

**7(1.65%)**

- 1- Marriage in Islam was come to save the people from sin.
- 2- Queen Belqees was judge the Yemen.

(iii) was/were + plain stem + -ed (to mean simple past) 9 (2.13%)

- 1- My brother was played with animals.
- 2- We were went to some areas.
- 3- We were lost the way to the beach.

(iv) is/are + stem -ed (to mean simple past/present perfect) 10(2.36%)

- 1- I think the case is changed to the down, because Yemen becomes a rich country in plants of Qat.
- 2- We also realize and others that Yemen is developed in all scopes.
- 3- A lot of tourists are visited this country.

(v) has + stem (for stem +-ed) 2 (0.47%)

- 1 - But this point has change.

(vi) Modal + stem + -s (for plain stem) 3(0.71%)

- 1- he should listens to her opinion.

(vii) Modal + stem +-ed (for stem-ed) 7(1.65%)

- 1- You can chose your president by election.
- 2- We will went out.

(viii) Modal + infinitive/ participle (for plain stem ) 15(3.55%)

- 1- They should following students in the school.
- 2- We must to look for the problems.
- 3- The children can swimming.
- 4- The nation could to explain about himself.

(ix) Stem + -ed + -s <sup>2</sup> (0.47%)

- 1- The government builts a lot of schools in all village.

(x) to + stem +-ed <sup>22</sup> (5-20%)

- 1- Yemen had one election to chose the council.
- 2- We decided to went to the sea.
- 3- H must go to engaged her firstly.

4- We went to the interesting place <u>to had</u> lunch.	
(xi) Infinitive instead of participle	6 (1.42%)
1- Yemen after the unification was very successful and started <u>to progress</u> .	
2- The bride starts <u>to prepare</u> her dress.	
(xii) Participle instead of infinitive	8 (1.90%)
1- The solution for that is <u>making</u> a system for generation.	
2- I want <u>writing</u> about my country.	
(xiii) Infinitive instead of plain stem	4 (0.95%)
1- His family may let him <u>to leave</u> the school.	
(xiv) Plain stem instead of infinitive	15(3.55%)
1- If you want <u>know</u> history of Yemen you must review old book.	
2- I want <u>talk</u> about marriage of Yemen.	
(xv) Participle instead of plain stem	33 (7.80%)
1- Qat supply people with money because numerous people <u>chewing</u> Qat.	
2- They love to <u>helping</u> to others.	
3- All the tourists <u>coming</u> to Yemen to see the buildings.	
(xvi) Plain stem instead of participle	52(12.30%)
1- I am surprising when I hear the readers talk about it.	
2- My family like visit my country.	
3- I heard people talk about it.	
4- We hear the birds <u>sing</u> .	
5- We see many student <u>drop out</u> of school.	
(xvii)Participle instead of plain stem / +ed	7(1.65%)
1- The development <u>beginning</u> after the revolution.	
2- The industry <u>beginning</u> to develop,	
(xviii) Plain stem instead of 'there + be'	12 (2.83%)

- 1- And (0) find many place for the tourism.
- 2- In Sana'a (0) find gardens very beautiful.

(xix) Plain stem + -ed instead of ' there + be'

14(3.31%)

- 1- One of them is (0) didn't found and ministry of health or ministry of education.
- 2- Also (0) didn't found any school for learner the people.

(xx) Passive form

52(12.30%)

- 1- It border by Oman at the East and Saudi Arabia at north.
- 2- Invitations for wedding are limit for relatives.
- 3- My country divided to nineteen governments.
- 4- Sirah castle which built before 500 years.
- 5- Most of the children treat very badly not only from their parents but also from their teachers.
- 6- Yemen considering one of the best country in the world.
- 7- This fear will convert to hatred to the school.

(xxi) Modals

10(2.36%)

- 1- were for should: a)The people were deal with it in easy way.
- 2- must for should: a) He must go to engaged her firstly, then make time for the wedding.
- 3- would for wilN: a) Actually all that things would stay in mind forever.
- 4- will for would: a) My mother said that she will be more careful.

(xxii) Negative formation

49(11.58%)

- 1- And he don't know How learn his children.
- 2- No one can't deny this thing.
- 3- In Aden some people take Qat and the other they are not like.
- 4- He don't have more money.
- 5- It doesn't is clean.
- 6- He doesn't has the intention to study.

(xxiii) Interrogative formation

**5(1.18%)**

- 1- How they look to the country.
- 2- Where we live.

(xxiv) Irregular verb formation

**13(3.07%)**

- 1- We leaved Hodeidah at 10:00 O'clock.
- 2- When Yemen kingdom failed down.
- 3- The schools spreaded everywhere.

(xxv) Noun used as verb

**19(4.49%)**

- 1- It loss a lot of that money in that act.
- 2- When the youth want to marriage
- 3- We choice the best characters from all of Yemen.
- 4- In the afternoon they go to mosque to prayer.

**Total: 423 (55.58%)**

**(B) Tenses**

(i) Simple present instead of simple past

**153 (45.27%)**

- 1- There is no education, health, roads.
- 2- After Yemen unified they build schools.
- 3- Then we continue our trip to Sana'a.
- 4- After two day we change the place and go in the sea.
- 5- When I open my eyes I saw high buildings, strange streets.
- 6- Before week ago we do our democratic wedding (election).
- 7- While we was sitting in the ship a big waive come.
- 8- My brother doesn't come back so that I was afraid.
- 9- We thanked them and continue our trip.
- 10-The waves came strong and break the ship, all of us we thank the God.

(ii) Simple past instead of simple present

**87 (25.74%)**

- 1- It contain old pieces and statues that represented an ancient countries.
- 2- At the end Yemen was the best country like other country.



- 3- I wished that it will be prosperous more in the future.
- 4- They received the guests by warm welcome.
- 5- First he chose a girl.
- 6- Society affected on education.
- 7- Marriage in Yemen was different from city to city.
- 8- they forced them to work.
- 9- It was famous country.

(iii) Past perfect instead of simple past

9 (2.66%)

- 1- I had visited it. it was a very nice journey.
- 2- And there I had seen sea and the big building.
- 3- I had been to Aden last year.

(iv) Simple past instead of present perfect

21 (6.21%)

- 1- In present the circumstances became different.
- 2- Education became very weak.
- 3- Now Yemen improved in all different aspects.

(v) Simple present instead of present perfect

17(5.03%)

- 1- In this days the marriage become an expensive.
- 2- Now the government give the youngs all the ways to learn.
- 3- Yemen become democracy country.

(vi) Progressive instead of simple present

18 (5.32%)

- 1- But in Yemen they are keeping the orders of Islam.
- 2- The people in my country are wearing jambia and dress.
- 3- People of villages are working in farming.

(vii) Present perfect instead of simple present

5 (1.48%)

- 1- It has possessed big lands.
- 2- They have leaked from school because they have no help from the teachers.

(viii) Present perfect instead of simple past

13 (3.85%)

- 1- Most of us have taken camera and many films for photocopy.
- 2- We have sit fstayed in it about five days.

(ix) Simple present instead of simple future 5 (1.48%)

- 1- The relationship between them become strong if they deal with each other in respect.
- 2- If he (father) haven't a good job, the student becomes a criminal.

(x) Simple future instead of simple present 7 (2.07%)

- 1- Any person who will see these buildings he will be amazed.
- 2- After that bride's father will give the bridegroom the terms.

(xi) Simple future instead of simple past 3 (0.89%)

- 1- In the third week we are going to a famous position.

**Total: 338 (44.42%)**

**Over all total: 761 (28.47%)**

### **Table (5)**

#### **DEVIATIONS IN THE USE OR OMISSION OF ARTICLES**

##### **(A) Omission of Articles**

(i) Omission of 'the' before nouns made particular in the context **93 (34.07%)**

- 1- These achievements was achieved after (0) unification.
- 2- The end of (0) journey was bad.
- 3- (0) husband cannot continue his learning (Education).
- 4- There is no relationship between (0) school and (0) students' fathers.
- 5- (0) society affected on education.
- 6- My brother was played with (0) animals.
- 7- If (0) student hate (0) subject he can't understand any thing from that subject.

(ii) Omission of 'the' before adjective used as nouns when representing the whole class: **3(1.10%)**

- 1- This time marriage becomes difficult to (0) poor.
- 2- There is many hospitals for (0) sick.

(iii) Omission of 'the' before superlative and/or ordinal numeral forms 8 (2.93%)

- 1- (0) second city famous after Sana'a at present Aden free.
- 2- It's (0) most beautiful city in Yemen.
- 3- My country is (0) best.

(iv) Omission of 'the' before the geographical directions 16(5.86%)

- 1- It is placed in (0) south-west of Asia.
- 2- One is from (0) West.
- 3- They are Saudi Arabia from (0) north, Oman from (0) east.

(v) Omission of 'the' before nouns made definite by the addition of a post-modifying phrase or clause 38 (13.92%)

- 1- (0) buildings in Yemen are very attractive.
- 2- They are generous and happier than (0) people of Marib.
- 3- Marib is (0) door of history.
- 4- Sana'a is (0) capital of Yemen.
- 5- We visited (0) fields in this Wadi (valley).

(vi) Omission of 'the' before unique nouns 11 (4.03%)

- 1- As mentioned in (0) holy Koran.
- 2- we went to (0) sea.
- 3- went to (0) zoo.

(vii) Omission of 'a'/'an' before count nouns or count nouns defined by an adjective/modifier 104(38.10%)

- 1- Yemen is (0) Arabic country.
- 2- The person has (0) low income.
- 3- Yemen is (0) democratic country.
- 4- It is (0) tourism country.
- 5- Because Yemen has (0) important location.
- 6- The bride wear (0) green dress in the first day.
- 7- There is in Amran (0) factory.
- 8- There is (0) island.

Total: 273 (66.42%)

## **(B) Inappropriate Use of Articles**

- (i) **'the' used inappropriately before proper nouns** 2(1.45%)
- 1- We went to the Jordan.
- (ii) **'the/' 'a' used inappropriately before abstract nouns** 21 (15.22%)
- 1 - I hope for my country a happy future.
  - 2- One of these reasons is the poverty.
- (iii) **'the' used inappropriately before nouns of generic reference** 5 (3.62%)
- 1- Yemen is famous by the planting the coffee.
  - 2- When we talk about the tourism in Yemen.
  - 3- the family knowing what is the education.
- (iv) **'the' used inappropriately before participle** 9 (6.52%)
- 1 - those were the result of the leaking from schools.
  - 2- The teaching in Yemen spreaded in all over the country.
- (v) **'the' used inappropriately before adjective** 3(2.17%)
- 1- some my friend feel the happy.
- (vi) **'the' used inappropriately before times of day and night** 2(1.45%)
- 1- In the night they make alZafah.
- (vii) **'a/an' used inappropriately before a plural noun or a plural noun qualified by an adjective** 38 (27.54%)
- 1- because it has an ancient buildings.
  - 2- My country have a beautiful cities that have all things.
  - 3- We spent a nice days.
- (viii) **'a/an' used inappropriately before adjective** 15(10.87%)
- 1- Yemen is a beautiful.
  - 2- Its land is a green and famous.

**(ix)'the' used for 'a'** **20 (14.50%)**

- 1- His family starts research about the proper girl.
- 2- We went to the interesting place to had lunch.
- 3- I went to the journey with my family to very attractive place.
- 4- After that she driven to the big hall.

**(xVa/an' used for 'the'** **14(10.14%)**

- 1- It has a most wonderful weather.
- 2- The visitors come to Yemen to see a historical scenes.

**(xi) 'a' used before vowels** **3 (2.17%)**

- 1- Yemen is a Islamic country.

**(xii) 'an' used for 'a'** **2(1.45%)**

- 1- there is an habit in Yemen.

**(xiii) 'a' used inappropriately with 'this'** **3 (2.17%)**

- 1- We cannot treat this a bad habit.

**(xiv)'a' used for 'some'** **1 (0.73%)**

- 1- They make a kinds of celebrations.

**Total: 138(33.58)**

**Over all total: 411 (15.38%)**

**Table (6)**

**DEVIATIONS IN THE USE OR OMISSION OF PREPOSITIONS**

**(i)Jnl** **76(21.23%)**

- in instead of 0
- Before starting in writing an essay on my country.
  - In finally the speaking about Yemen is very more.
  - I had a journey in last year. S11/
- on
- The wedding begins in Thursdays.
  - They come to the party in that day.

\_\_\_\_\_aL-.\_. In the lunch time we had the lunch.

- Moreover Yemen |n present has a lot of enterprises.

to -1 see some fathers go in the morning in their jobs,

of - There are varieties in Yemeni's food.

for - Yemen is famous in the a lot of historical places.

- my country is very important in tourism.

with - It was rich in agriculture.

omission

- The weather is very nice specially (0) AIMahweet province.

- (0) The second week I go with some Aden youth to passing time at the gold coast.

(ii) 'to'

48(13.41%)

to instead of 0 - we went to home during Sana'a AIGAddima.

- Students who need to more encouragement.

- I return to home.

in - We arrived to Hajjah.

for -Before the unification there was not any chance to women to work.

on -1 went to a journey.

- people don't marry their boys to the days of Thursday.

into - My country divided to nineteen governments,

at - How they look to the country.

omission

- I and my friend decided to go (0) the sea.

- After that we went (0) Taiz.

- One of them said (0) me.

(iii) 'at'

13 (3.63%)

at instead of in\_ - After the unity of Yemen at 1990.

for - Yemen is famous at agricultural.

With - At the first (beginning) marriage begin at the engagement.

On -The second week I go with some Aden youth to passing time

at\_the gold coast.

Omission

- We arrived Sana'a airport.

for instead of 0 - to support for the poor families.

on - In the spring the rain falls down for most of my country,

to - and make the father get his son out from school for work.

about - first family don't care for their sons,

of -1 was afraid for losing some lessons.

### Omission

- the rained continued (0) one hour.

- It famous (0) growing the tree coffee.

### (v) 'by'

27 (7.54%)

by instead of [n - his friends and other people help him by giving him money.

For - Yemen is famous by the plant the coffee.

to - Some of the people marry his daughter by the man who he loves.

with - This days we see the school is crowded by students.

- They received the guests by warm welcome.

on - the bride goes by foot.

Through - It exist long port and received most goods by sea.

### (vi) from'

38(10.61%)

'from' instead of 0 - We left from Hodeidah at 6 O'clock.

- It has many from beautiful scenes

in - The political borders of my country Saudi Arabia from north and Aden Gulf from south and red sea from East and Oman from West.

for - All family servant him and do all things from him.

- The tourists took a lot of pictures from it.

of - It is one from Arab country.

- My country is one from the Arab countries.

at - It is developed from side of the education.

by - Most of the children treat very badly not only from their parents but also from their teachers.

omission

- The people who come (0) outside.
- Because the habit in Yemen different (0) the habit of another country.

(vii) 'with'

**33(9.22%)**

'with' instead of 0

- I told him with everything.
- The husband is accept with that.
- I felt with fear.

in - It was the same day with Dhamar city.

for - Yemen is famous with coffee.

about - I told him with everything.

to - We know the problems happened with students.

around - We stop a little wondering with the fantastic sights of this city.

(viii)'oT

**51(14.25%)**

'of instead of 0

- They invite many of people.
- There are some of traditions in my country.

for - It is a famous of growing Qat, coffee and other things.  
- They will make solution of all these problems.

in - I want talk about marriage of Yemen.

With - Yemen has become connected of the external world.

omission

- The location of my country in the south west (0)Asia.
- It famous growing the tree (0) coffee.

(ix) on'

27 (7.54%)

'on' instead of 0

- Society affected on education.

against - Since the war on terrorists after months great.

from - This country distinguishes on other countries with wonderful things.

to - will work together on development it.

in -on morning we began our journey.  
- it is very pleasing on the summer.



for - We all know how much important the learning whether on the person or the society.

(x) **among** 4(1.12%)

among instead of on - and with water run among the valley.

in - There are some traditional among our society.

(xi) **about** 11(3.07%)

about instead of for - his family start to search about the proper girl.

- This rain continued about one hour.

from - the marriage in my society is different about other societies.

(xii) **during** 2 (0.56%)

during instead of through - we went to home during Sana'a AIGAddima.

(xiii) **through** 3 (0.84%)

through instead of 0 - When anyone enter through it, he forget the world.

during - Through the journey I saw everything.

**Total: 358 (13.39%)**

**Table (7)**

### **DEVIATIONS IN THE USE OR OMISSION OF CONJUNCTIONS**

(i) **Inappropriate use of Conjunction** 51 (82.26%)

but instead of 0 - Although Yemen is not a rich country but it tries to get a good view.

- My country is attractive and interesting but my country have a beautiful cities that have all things.
- In spite of these characteristics, but there are many

though - Marriage in Yemen as marriage in any Islamic country but there are some differences.

because 0 - The reasons are because the carelessness of fathers.

because of - Yemen before the unification was very bad because a lot of reason.

because of because -The tourists come to my country because of my country have historical places.

Since - Because of Yemen was ruled by the Imam Yahya,  
Yemen was isolated from the world.

and            though - The family marry him in order to help it in work  
house and even he have a lot of boys and girls.

while - Husband cannot continue his learning and he  
carries family at the same time.

after        when - after we were quite tired we arrived to Aden.

So            0 - If the family's of son agree, so they prepare for  
widding

because -1 decided to visit Aden. So my friends told me  
more about Aden.

so that - The Yemen work on built of schools and  
and universities so the people learning.

but - In our country we find a bad things happen in  
school, so we cannot treat this a bad thing.

For        because - I like my country for I find in it nice air.

so that   in order to - We decided to go to Marib so that watched  
Marib dam.

so - my brother doesn't come back so that I was  
afraid.

when        after - When we arrived Sana'a airport we went to home  
during Sana'a AIGAddima.

in spite of   though - in spite of some of them are rich, but they drop out  
from school.

If - In spite of any person try to write everything about  
this country, he will need encyclopedia.

if            whether - to make sure iHtheir children studied or not.  
- They reply if the girl agreed or refused.

(ii) Omission of Conjunction:

9 (14.52%)

- and            - There we saw the people swimming in sea (0) how they were  
passing their time in happiness.
- This forest was attractive, (0) this attractiveness was seen in several  
trees.

- Other example is when someone wants to engage someone's daughter, (0) the father's girl demands more money.
- if - Secondly, (0) student hate the teacher, he not go to school.
- Finally (0) any person visited Yemen he had a good impression about Yemen or about the people.
- when - (0) My father her my voice climbed the mountain very fast.

(iii) Conjunction attached to the wrong clause

2 (3.22%)

- 1- Because I couldn't go with them I was very sick.

**Total: 62 (2.32%)**

### **Table (8)**

#### **DEVIATIONS IN THE USE OR OMISSION OF MODIFIERS**

(i) Confusion of another - other- others

**30 (23.26%)**

- 1- My has a good location if we compared it with another, (others)
- 2- The marriage in Yemen has own customs which different from others countries, (other)
- 3- I was living in other world, (another)
- 4- But it is better than other, (others)
- 5- Because of its nice weather and another features, (other)

(ii) Confusion of every- all

**15(11.63%)**

- 1- They prepare all thing to celebration for bridegroom, (every)
- 2- Now in a]l village and all town there is a school, (every)
- 3- Every tourists like my country very much, (all)

(iii) Confusion of much- many- a lot of

**4(3.10%)**

- 1- because a lot of traditional and customs are different.
- 2- There are much of tourists comes to Yemen, (many/a lot of)
- 3- The village not have a lot of buildings, schools, hospitals, (many)

(iv) Confusion of good- well- so

**4(3.10%)**

- 1- it have good much oil, (so)
- 2- the marriage early in Yemen is very well, (good)

(iv) Confusion of degrees of comparison

6 (4.65%)

- 1- My country is most beautiful and better than another countries, (more)
- 2- Yemen now become the best from before, (better)

(vi) Confusion of parts of speech

60 (4.65%)

- 1- The people in Yemen are very goodness, (good)
- 2- After south part gets its independent from Britain, (independence)
- 3- The people is very kindly, (kind)
- 4- It has a history places, (historical)
- 5- They solve it easy.

(vii) Omission of possessive adjective

8 (6.20%)

- 1- All that things would stay in (0) mind forever, (my)
- 2- The marriage in Yemen has (0) own customs, (its)

(viii) Omission of another, other

2(1.55%)

- 1- Marriage in Yemen as marriage in any (0) Islamic country, (other)

**Total: 129 (4.83%)**

**Table (9)**

**DEVIATIONS IN THE USE OR OMISSION OF PRONOUNS**

(i) Gender Confused

18(20.93%)

- 1- In fact Yemen is in race with other societies till she won this race, (she-it)
- 2- The girl should love the person who his father love him. (his-her)
- 3- She turn (go) back to her mother and tell him about that, (him-her)
- 4- This country is great with his people, (his-its)
- 5- He sends her mother to the family of the girl, (her-his)

(ii) Case confused

22 (25.58%)

- 1- They carry he in very beautiful car. (he-him)
- 2- So them will give good babies, (them-they)
- 3- How can the people practice them life, (them-their)
- 4- The groom must to see she before the engagement, (she-her)
- 5- Some fathers spend them time in many works, (them-their)
- 6- This give our product and food, (our-us)

(iii) Confusion of possessive adjective pronouns:

**14(16.28%)**

- 1- Its people don't like to learn our sons, (our- their)
- 2- The boys and the girls will not know your father, (your-their)
- 3- The family take her bride by car. (her-their)
- 4- I like our village, (our-my)
- 5- Most of the teachers don't know how to deal with his students, (his-their)

(iv) Confusion of personal pronouns

**6 (6.98%)**

- 1- When the person lives in village his family marry him in order to help it in work house, (it-them)
- 2- He said that I lost my card and my money, (I-he), (my-his)

(v) Confusion of Relative Pronouns

**15(17.44%)**

- 1- The marriage is another life who the person chooses it. (which)
- 2- It is the first language of people whose came to Yemen, (who)
- 3- He must choose the girl which has religion first, (who)
- 4- Some of the people marry his daughter by the man who he loves, (whom)
- 5- The girl should love the person who his father love him. (whom)
- 6- They have sons and daughters which they need the help, (who)
- 7- We visited dam who built before hundred years, (which)

(vi) Omission of reflexive pronouns:

**11 (12.79%)**

- 1- I enjoyed (0) in that journey.
- 2- The bride prepared (0) and do her hands al-hena. M19
- 3- The family of bride and bridegroom prepare (0) for this occasion. A1
- 4- The groom buys the best clothes and prepare (0) for great festival.

**Total: 86(3.22%)**

Table (10)

**DEVIATIONS IN THE USE OR OMISSION OF GENITIVE POSSESSIVE CASE FORMS**

(i) Confusion of genitive possessive form	7(29.17%)
1- the <u>father's girl</u> demands more mnnsy	
2- The man have to spend dowry to the <u>father's woman</u> .	
3- <u>Family's bride</u> prepare for marriage before week.	
(ii) Confusion of it's-its	11 (45.83%)
1-  fs area is about 555,000 km.	
2- They are interesting with it's weather.	
(iii) Wrong use of-'s	2 (8.33%)
1- As if we can hear the bird's.	
2- They cut all the coffee's tress and plant Qat.	
(iv) Omission of-'s	4(16.67%)
1- the <u>bride family</u> prepare for the marriage.	
2- the <u>bridegroom clothes</u> is very nice.	
Total:	24 (0.89%)

Table (11)

**DEVIATIONS IN THE USE OR OMISSION OF PLURAL FORMS**

(i) Wrong use of plural form	40(28.17%)
1- There is many hospitals for <u>sicks</u> .	
2- When I went there I forget this frightening <u>things</u> .	
3- Dropping out early from schooling is a widespread <u>phenomena</u> .	
4- The sea is very great <u>things</u> .	
5- Some people have many <u>childs</u> in the school.	
6- <u>Students</u> is considered as an important part.	
7- We took a lot of <u>information's</u> from the books of history.	
8- We saw a strange <u>animals</u> .	
9- The bridegroom wears a new <u>clothes</u> .	

(ii) Omission of Plural form

..

102(71.83%)

- 1- Coffee is one of the most famous export (0) of Yemen.
- 2- Marib is one of the province (0).
- 3- They repeat some religious poem (0).
- 4- Some my friend (0) feel the happy.
- 5- We were the member(0) of that society.
- 6- The country have many wonderful place (0).
- 7- I visited many country (0) in Yemen.
- 8- Most of the youth (0) in Yemen haven't official jobs.
- 9- After two or three day (0). they reply.
- 10-These town(0) are comfortable.

Total: 142(5.31%)

Table (12)

DEVIATIONS IN WORD ORDER

(i) Subject- verb misplaced

42(38.18%)

- 1- Yemen grow it many trees.
- 2- Coming the tourists from all the places.
- 3- govern it a fairly governor.
- 4- wear bride beautiful clothes.
- 5- In Taiz attract you the more movement and crowd of people
- 6- After 26 September revolution happened many progress.
- 7- In this stage witnesses Yemen many development.
- 8- Increase the number of young and girls.

(ii) Subject-object misplaced

11 (10%)

- 1- Something we wanted.
- 2- this problem family should care about.
- 3- A bad phenomenon I hear.

(iii) Adjective/ modifier placed after noun

47 (42.73%)

- 1- If ynn want search about country good for you.
- 2- But in Yemen find things nice.

- 3- It have place famous.
- 4- Yemen is very country large.
- 5- It has design strange.
- 6- Most of the people is not found (have) the money enough to eat.

(iv) Adverbial phrase of time/ place before subject complement **10(9.09%)**

- 1- Yemen was before the revolution unknown.
- 2- The marriage in Yemen in the past was very simple.
- 3- The village in the night is very dark.

**Total: 110(4.12%)**

**GENERAL TOTAL: 2673**



## APPENDIX (B)

### Samples of Students' Written Compositions

#### Sample (1)

##### (My country)

Yemen is one of the middle east countries which is locate in south west of Asia. From the north direction of it Saudia Arabia, from west Red sea. From south The Arab sea and from east is Saltanat Oman.

Yemen is a great country and has a great civilization. Its history is long more than 400 years. Yemen faced from great problems. It was divided into 2 parts, but by the struggle of people in Yemen the unification of our country restored and returned back in 1990.

With passage of the history Yemen was the famous Arab country by agricultural field. And the Yemeni coffee was greatest one in the wolrd, but the agricultueal farms and vallies are ouccoed by planning Qat. This bad plant affected and still affects on the counry economical, cultural, socially and politically. Also this bad phenomenon influenced on the fame and reputation on our country. It is very interesting, beautiful, attractive fine and delightful country. It has a many historical places which is visited by the tourists from all countries of the world. Ols Sana'a is very famous city in world, because of its history, and its great and beautiful buildings in the reason of it the tourists come from the world.

#### Sample (2)

My country is located in Arabic island. The erea is approximately 12oo. It was famous country. There are a lot of things that everyone like it.

There are traditional buildings also the streats are very crowded and so almost it is dirty. Although we found in it every things need available. Besides that there are museums such as nation museum also there are two another.

In addition, we found a lot of torusim like to come for my city because the weather is quite moderilty and some places is very beautiful and amigificint places such as Wadi Dhahr also there are a lot of governerates such as Taiz, lbb, Aden and Al-Hadida, etc. These grovenments have a lot of beautiful places such as in Aden, there is beautiful place Gild more beach.

Also I found in it a lot of service like banking service available in it, every one from foreign country. Can give banking service. Also celinic health, there are pravite celinic and public celinic. In addition, in my country, the population is very high and the holiday is very beautiful also high and the people is evry kindly, can every one help from need help

My country has a lot of things from factory. It makes everything and there are famous things such as coffee and chowing Gat. Besides every governate have a lot of famous thing.

One serious problem on my country it doesn't clean some streates are dirty and also there are a lot of people sleep in streats. They haven't house to sleep also there are people in shops needs money. However, in my country there are a lot of categorieus such as poor categories and rich also middle categories.

### **Sample (3)**

My country in Yemen and I want writing about of Sana'a and the weather in My country very nice and quite. Find here a lot of Mounths and a lot of trees. And flower also green gress.

The people in my country very friendly and kinds avery one of them like his country and try become beautiful. Also the tourists like viste my country beceus find it civilization and high mounths and there are population very friendly also find it pool swimming. The children can swimming and play there.

Living there quite and don't find any treble or bother from any person. Every men going to the works. And the women working in house. Also the poys and giral going to the school.

My family like viste my country avery week because viste my grandfather and grandmother also viste my country. When we go to the country I become very happy. I am like my country very much.

Finally I hope every people in Sana'a viste my country and engoy view beautiful and whn the visitor my country He will feel happy and comfortable. There are find electcry and water a lot. And on my countrey you can see the Sana'a.

### **Sample (4)**

#### **(Marriage in Yemen)**

I want to talk about marriage of Yemen because I have long speech about it but I talk brief. The marriage of Yemen different from another country because the habit in Yemen different the habit in another country from dowry in Yemen is very height. In the weeding lost a lot of money. The weeding of bridegroom period to two days comes the men and eat Qat and the bridegroom wears the jambaia and dress and the birde wear in the first day green dress and make sing with drum and the second days she wears the white dress (dress weeding) also sings with drum and strero and in the weeding comes family at the birds like aunt and all family and neighbour to make the dinner or comes man to make the dinner and comes the bridegroom to eat in house of bird'd family they go to eat Gat with gust and the third days the birds wears also white dress and make party comes in there birdegroom's family into the party. Was the party in the house or in the hole at night. The birdgroom in day make and full the street with lamp and comes the men to eat the Gat with bridegroom to the dawn after this in the night goes to the street and some people dancing by the drum and the nashad sing with song Islamia.

And in the house of birde was the finally days. And the birde leaving your house go in to house of the bridegroom and go with birde several of cars. When reach into the house and family's bridegroom waits the reach the birde until make song in the second day After the bride reach comes the father of the birde and brothers and uncle and the family's birdegromm make day of the bire sings name (day thalth).The weeding in Yemen different another country about the habit.

### Sample (5)

Marriage in Yemen early very good. At first marriage begin at engagement than to marriage. But so sorry the marriage in Yemen very early. I don't know why early marriage so that some body he had 4 and 5 children but he had 25 year old. This is a **great** problem.

In Yemen we suffer from the population. You are know in Yemen the person have 15 and 17 children. How life this. I think never at the person have pleasure but he had the anxious about the foods and the clothes. And he don't know. How learn the children. So that this the customes in Yemen customes is very bad.

In the end I don't know what I Write to you about to marriage in Yemen, it is very bad or haphazard marriage. I taken the name of haphazard marriage. I am very sad when I lesten to the easay about marriage in Yemen. But now begin to change some customs bad nearly everything to for change, and provment everthings in the marriage.

### Sample (6)

The marriage in Yemen in the past was very simple. The youth were get married easily without difficulties. Because many reasons, the circumstances were easy and simple. The people lived in modest life. The money was last thing thay thought of it. So the youth could able to pay dawry and offer simple acquipments for marrige. So that the life was clean from forbidden things. The crimes were little. The families of Yemen were not care of appearance one party for marriage was enough. The family of bride was helpful with the groom, in which everyone became able to made himself agood family.

In present the circumstances became different. The life seem problem according to most of youth, everything became expensive and difficult to get easily. In addition to that the idle is one reasons which prevent the youth to get married. The dawry is expensive so much, so they can not pay it to family of bride.

On the other hand. The equipments of marriage in high level. There is not mercy, they don't think of any thing except money. The people careless of the moral of person or his level from Education. The marriage now are like paying or buying. So the cequences of that will be dangoiurs. The youth become criminals in society because they do many forbidden things against Islam for achieve their wicked purposes. In Addition to that the diseases will be speard everywhere because of adulterous. So the government must put solution to this problem. It must give more a chances to youth to do in society. And help them in cheaping the dawry and give them suitable salary to open houses. And be able to give his

family the necessary things.

### **Sample (7)**

#### **(Drop out of students from schools)**

In every country, there are a lot of families who suffer from many problems. Every family, of course, consists of many members such as father, mother, sons, daughters. The parents have a duty toward their sons and daughters, this duty is teaching and sending them to school. But some families have no an ability to make this for many causes.

There are many causes which make students leaking from schools. One of the causes is the economical circumstances. This affects generally, on the family and on children especially, and makes the father get his sons out from school for work to help him in feeding the other members of family.

The laying solution for that is making a system generation. This will make the leader of the family to be able to educating and teaching his children with a complete rest and without.

Also there is another duty toward the people on the government. It is to bring a high life and support for the poor families. This will help them to remain their children in schools and encourage them to complete their education. And by this will be there a strong generation has the ability to defeat the difficulties.

### **Sample (8)**

As we now, the education system in Yemen is very bad in the past but this days we see some development. This days we see the school is crowded by students. The result we couldn't find a good education.

In our country, we find abad things happened in school, so we can't treat this abad custom, because this abad habit or custom came back from some problem. So we find some students hate studying.

The Yemeni student faced many problems in his studying, such as abad teaching and something else. By this problem we find some teachers in some school couldn't teach well and the end of the year he put exam. When he come to correct the paper, he find all the students couldn't answer well. By this habit he pass all the student year after year. The teacher follow the system. The result will be bad. In the end the students will be suffered for many difficult and he will get a high level without any useful.

### **Sample (9)**

Dropping out early from schooling is a widespread phenomena nowadays. It constitutes a threat which menace the future of education in Yemen. There are many reasons that lie behind it. The government can do something to help them continue their schooling.

Let's just imagine the numbers of students who leave schools before completing their schooling! Don't they constitute a danger? What will happen if they continue their education? Definitely, they can be educated and benefit their country.

The reasons that lie behind that phenomena are many. There is no doubt that some students leave school early out of their poverty. They tend to work early to support their families, since they have no fathers or mothers. Needless to say, some of them go begging in the streets. Strangely enough, some students leave schools out of their belief in the usefulness of education. Teenagers, in particular, don't want anything to restrict their freedom, such as homeworks and exams. Moreover, their evil friends might affect their feelings having problems in the school.

### **Sample (10)**

#### **(A journey that you had in the past)**

After I finished my study in the school. My father decided to go in the journey together to any place I like more. By occasion completed my the secondary test or examinations, which I gave in it big efforts for successful with the very high degree. So I selected to visit some very beautiful places in Yemen instead of travel to any other place.

On beautiful morning, I and my family began our journey. I and my brothers, sisters, mother, father, uncle and aunt were very happy with this chance and journey. I was very interesting with them.

First, we went to Hajjah city, in feet, I and my brothers and sisters were fear from the road, because it is dangerous, but or however, it is very nice, because the mountains were green. So we were very much interesting and enjoyment with the sights on the two sides of the road until we arrived to Hajjah.

When we arrived to Hajjah we visited the old places and villages. We saw some Hotels on the high mountains. We were very surprise with thoise things. We stayed there two days. And then we traveled to Hodeida city. In Hodeida we stayed there two days. We went to the Red sea and visited some factories in it. It is a very nice city, but it is a hot city. After that, we went to Mahweet, we stayed also two days. It is very much enjoyment.

Finally, I was very much enjoyment with this journey with my dear family. It won't forgetting day in my life.

### **Sample (11)**

I went to a journey when I was six years old, I went with my family to some provinces of Yemen, such as Ibb' Hodeidah, Sana'a, Marib....etc. It was enjoyable journey because we are happy and we spent nice times in this journey. We went to sea and swam my father and my brothers in the sea, we watched the sunset on

the beach sea, wandered around all over Hodeidah town".

After that we went Taiz, we went to Zoo, saw the wild animals such, lions tigers, foxes..ect. and another animals. We visited Taiz's museum. It was wonderful and enjoyable museum because there was in the museum a beautiful and wonderful things.

We wondered in the market and bought some things after that we went to visit my father's relatives, we had the lunch, took and took about much things. I and my sisters made friendship with their daughters. We were happy and enjoyable in thins journey. We left Taiz and we interesting in watching this charming and wonderful province. Then we went to Ibb. It was full green trees and attractive views. We recognized a lot of things in this province.

Finally we returned to Sana'a. We went park and garden's palying and we enjoyed there. We went to the national museum in Sana'a. Also we went to the shopes to buy some things which we needed it. Then we returned to Amran. It was wonderful and enjoyable journey.

### **Sample (12)**

Once upon the time, I and my friends decided to go the sea. We agreed to meet each other in Al-Mahweet. When we collected in this place we designed to ride the bus. After that we rided the bus and said to my friends we arrived to the beach in Al-Hodeidah."

My friend Hammer is very happy because he wached something is very beautiful and wonderful. Then we decided to went the sea so that swimin the sea. After we was in the sea we got out from sea to another side. Also my friend had a camera in his bag. Fter that my friend hold the camera and votod us some of picture.

After that we dicated to go Marib so that watched Marib dam. We left from Al-Hodeida at 7o clock and we arrived in Marib in the night at 10 O'clock. After we go down from the bus we met some of tourist talked with them about thire jouney. One of them he said me the journey was very beautiful and wonderful. So I enjoy with this journey.

### **Sample (13)**

#### **(Progress in Yemen after the unification, 1990)**

From known that Yemen become progressed in all scopes or fields after the unification. In private in field of Education, Transformation, Tourism , economic and other fields. Whereas it is in field of Education became [—] we have a lot of schools which built it the state that facilitated process of education, whereas students became largely coming to learning. Yemen has progress in each scopes of teaching after unification. And what the state achieved in field of transformation from projects of conduction the ways to every town and vallege, consequently the life became easy during of means of Transportation. Yemen has become connected of extirior world during modern means of connection and thus Yemen

became progressed in this field using of internet and computer.

**Sample (14)**

Yemen during 1990, Yemen before the unification was very bad, because a lot of reason, one of them didn't found any ministry of healthy or ministry of Education, also didn't found any school for learned the people, and How can the people practice them life or How can progress your country, but all of Yemeni people start to development them country.

So Yemen after the unification, of course yemen after the unification was very successful and start to progress it country, since building company and school and hospital, also other enterprise, moreover Yemen in present has a lot or many of company work for export any thing, though there are a lot of sources or wealth in Yemen like make and plane, also make the gold and silver.

At the end Yemen was best country like other country or means a good city, so we washed from bottom all of our hearts for success the yemen. Though we try to development, else should be let's all of the tourists to visit our country for develop and business.