

T
974
CJ

A QUANTITATIVE ANALYSIS OF
GRAMMATICAL ERRORS IN
WRITTEN ENGLISH

By

HILMI U. MUHAMMAD

A Thesis

Submitted in Partial Fulfilment of the
Requirements for the Degree of
Master of Arts in the
American University of Beirut
Beirut, Lebanon

June, 1968

AMERICAN UNIVERSITY OF BEIRUT

Thesis Title:
A QUANTITATIVE ANALYSIS
OF GRAMMATICAL ERRORS
IN WRITTEN ENGLISH

By
HILMI U. MUHAMMAD

Approved:

Louise Tanous

Prof. Louise Tanous, Advisor

Richard Yorkey

Prof. Richard Yorkey, Member of Committee

Wadi' D. Haddad

Prof. Wadi' Haddad, Member of Committee

Date of Thesis Presentation: May 21, 1968

A QUANTITATIVE ANALYSIS OF GRAMMATICAL
ERRORS IN WRITTEN ENGLISH

To
My Parents
and to N.

ABSTRACT

This study was an attempt to analyze the errors found in the written compositions in English of a hundred and thirty native Arabic speaking high school seniors in Beirut, Lebanon, with the following objectives in mind:

(1) What grammatical errors, in the English language, native speakers of Arabic make in senior high school classes.

(2) What categories of errors recur most frequently.

(3) What degree of correlation exists between the number of years English has been studied and the number of errors made.

The study comprises four chapters. The first chapter is an introduction and a background. It presents the problem and the objectives for which the study was undertaken.

In the second chapter are presented the procedures followed for the identification and classification of errors and how the data were acquired.

The third chapter presents the results of the error analysis in terms of raw scores and percentages. This chapter also presents a detailed explanation of

the errors and the grammatical areas where they were identified, supported by examples cited from the data. At the end of this chapter are given the results of correlating the number of errors and the number of years of formal study of English.

The last chapter presents the conclusions drawn from the study and their bearings on the teaching of English to Arab students. This chapter also suggests some additional topics for further research and study.

TABLE OF CONTENTS

ACKNOWLEDGMENTS

ABSTRACT

CHAPTER

Page

I.	INTRODUCTION	1
	The Problem	
	The Aims of the Study	
	Error Analysis and Language Teaching	
	Related Literature	
II.	PROCEDURES	8
	Sample Selection	
	Acquisition of Data	
	Identification and Classification of Errors	
	General Remarks	
	Classification Scheme	
	Definition of Terms	
III.	RESULTS	23
	Errors in Function Words	
	Errors in Content Words	
	Correlation	
IV.	LIMITATION OF THE STUDY, CONCLUSIONS, IMPLICATIONS FOR TEACHING, AND SUG- GESTIONS FOR FURTHER STUDY	55

APPENDIX

BIBLIOGRAPHY

LIST OF TABLES

Table		Page
1.	Codes for Classifying Errors in Function Words	17
2.	Codes for Classifying Errors in Content Words	18
3.	Errors in Function Words	25
4.	Total Number of Errors in the Three Types—Omission, Wrong Word, and Unnecessary, and in the Two Grammatical Categories, Function Words and Content Words	26
5.	Percentages of Errors in Function Words	27
6.	Errors in Content Words	39
7.	Errors in Subcategories and Types in Content Words	40
8.	Number and Percentages of Errors in the Three Types, Omission, Wrong Words and Unnecessary	41
9.	Percentages of Errors in Content Words	42

LIST OF FIGURES

Figure	Page
1. Profile of Errors in the Subcategories in Function Words, over the three Types, Omissions, Wrong Words, and Unnecessary Words	28
2. Profile of Errors in Nouns, Verbs, Adjectives, and Adverbs, over the three Types, Omissions, Wrong Words (WF, WC), and Unnecessary Words, (Content Words)	43
3. Distribution of Number of Errors According to years of English Study	53
4. Number of Errors in the Subcategories in Function Words and Content Words ..	54

CHAPTER I

INTRODUCTION

A. The Problem:

Arab students of English make mistakes in speaking and writing, even after a considerable amount of formal exposure to the language. As teachers of English, our principal objective is to maximize our students capacity to manipulate the language with ease. Obviously, this objective cannot be attained unless the students are helped to eliminate the mistakes they often commit in using the language. This phenomenon poses a problem for which an answer must be found. One method for attacking this problem would probably be by classifying and quantifying these errors to find out what they are and how frequently they occur. Therefore, the need for a systematic quantitative error analysis would arise. Certainly, error analysis can be done at various linguistic levels, i.e., phonological or grammatical, spoken or written. The present investigation chooses to analyze the errors found in the written composition of a group of high school seniors in Beirut, Lebanon.

B. The Aims of the Study:

This investigation was undertaken to find out:

- (a) What grammatical errors in English native speakers of Arabic make in senior high school classes.
- (b) What categories of errors recur most frequently.
- (c) What degree of correlation exists between the number of years English has been studied and the number of errors made.

C. Error Analysis and
Language Teaching

Experience has shown those who teach English as a foreign language that they should not be surprised if their students distort the language at the various linguistic levels, namely, phonological, syntactical and lexical. Why do students distort the language? Can not the language material be presented so well that the students, through faithful imitation, will learn it step by step, without committing any errors in the use of what they have been taught? Perhaps, ideally this may be possible. But to the best knowledge of the present writer no such instance has yet been reported. We all know that even those students who have been taught by the best and most experienced teachers fall

into errors when they attempt to speak or write English. One possible reason, and maybe a cogent one, is that the learner, in learning his native language very early in life, "has developed a special set of 'blind spots' that prevent him from responding to features that do not constitute the contrastive signals of his native language."¹ Therefore, it is assumed that the learner "mishears" and misunderstands those sounds, meanings, and structural devices of the foreign language that do not function as they do in his native language, in such a way that they correspond with the patterns of his own language. Hence he produces errors when speaking and writing the foreign language.

Consequently, it is not surprising if the students commit errors from the first lesson onward. In linguistics a majority of such errors is said to be caused by the interference of the native language. This linguistic phenomenon has been defined as "the rearrangement of patterns that result from the introduction of foreign elements into the more highly structured domains of language."² This means that the learners "desiring to say or write something in the

¹C.C. Fries in his foreward to Robert Lado's Linguistics Across Cultures: (Ann Arbor: University of Michigan Press, 1957).

²Uriel Weinreich. Languages in Contact. (The Hague: Mouton and Co., Second Printing, 1963), p. 1.

foreign language, ... would first think of it in their own language and then attempt a translation."¹ For instance, when an Arab student says in English "The man doctor" he is using the literal translation of the Arabic equivalent structure / ar-raḥḥulu Tabiibun/ to express the English structure "The man is a doctor", leaving out the verb be and the indefinite article a, and thus producing a non-English structure.²

As teachers of English, we are interested in helping our students to acquire the language in the best way possible, so that their performance will be acceptable to the native speaker of English. Therefore, we are vitally interested in the types of mistakes our students make and their frequency of occurrence. It is true that information about the possible causes of the errors can be very helpful, but it is not often easy to decide whether a particular error is caused by interference, lack of practice, analogy, or some anomaly in the language itself.³ Perhaps, one method of helping our students to overcome their errors is by analyzing the mistakes they make. If this is done systematically and the results

¹Raja T. Nasr. The Teaching of English to Arab Students. (London: Longmans Green and Co., Ltd., 1963), p. 161.

²Ibid., p. 70.

³Nelson Brooks. Language and Language Learning. (New York: Harcourt, Brace & Co., 1960), p. 56.

are quantified, it might provide the teachers with some insight into the nature of the difficulties their students encounter in learning English.

To the best knowledge of the present investigator, not many errors analyses have been conducted, especially in the field of the present study. It is hoped that some other investigations of this kind will be conducted in other linguistic areas, so that teachers of English will have a more complete picture of the various problems their students encounter in learning English.

D. Related Literature

A thorough search through the available literature, for references in the field of the present study, proved that the materials dealing with the studies of this nature are very limited. However, the writer was able to find reference to "a scheme of mistake analysis" reported in English Language Teaching by D.Y. Morgan.¹ In this article Morgan summarizes the procedures he adopted to classify and analyse the mistakes identified in the written English of the

¹D.Y. Morgan. "A Discussion of Remedial Teaching and an Account of Some Attempts at it." English Language Teaching, Vol. 10, April-June, 1950, p. 90.

first-year students at the University of Rangoon. This mistake analysis was undertaken for the purposes of planning remedial teaching for over 2000 students who enter that university every year. The procedure followed in the "scheme of mistake analysis" was this:

The students were told to put a mark after the fiftieth word of their weekly composition. [Only fifty words of each composition paper were examined] Mistakes were divided into eleven categories: (1) Spelling; (2) Articles (wrong articles or no article where one was required); (3) Verb forms (such incorrect forms as in 'I did remembered'); (4) Tense (as in 'I see him yesterday'); (5) Confusion of Active and Passive; (6) Prepositions; (7) Agreement; (8) Pronouns; (9) Word Order; (10) Idiom; (x) Unclassified (not falling into any of the above categories.)¹

Then, the number of mistakes in each category was totalled and entered on a special form. As the first fifty words of each composition paper were to be examined, and the number of the first year students was 2000, the usual number of words for each week was 100,000 words. Then the average number per thousand words was calculated for each category. This process lasted for a whole year.

In this "scheme of mistake analysis" errors were identified and classified in broad categories only. No attempt was made to identify and classify the types of errors in each category.

¹Ibid., p. 92.

In the present investigation a quite different approach was employed, in which special consideration was given to the types of errors in each of the grammatical categories.

CHAPTER II

PROCEDURES

A. Sample Selection

1. Students:

As stated earlier, the major purpose of this investigation was to find out what types of grammatical errors continue to persist in the written English of high school seniors in Lebanon. Therefore a hundred and thirty students in four high schools were chosen to provide data for this study. These students are all native speakers of Arabic and have been studying English for an average of eleven years. Their ages range between 17 and 19. Their parents, too, are native speakers of Arabic. They receive five to six periods of English instruction per week.

2. Schools:

The four schools chosen were Rawdah High School, International College, Evangelical National High School for Girls, and Ali Bin Abi Taalib High School. These schools are all private schools in Beirut, Lebanon; and their students have been studying English for approximately the same number of years.

The **instructors** who teach these particular classes are all native speakers of Arabic except at International College where the instructors who teach the sixth year are native speakers of English.

B. Acquisition of Data

The **material** used in this investigation consisted of one hundred and thirty composition papers. These papers were obtained in the following way: The students in the high schools mentioned were required to write a one-page composition on one of the following three topics:

- (1) In some Arab countries girls in primary and secondary schools are required to wear uniforms. Do you think that this is a good idea? Explain why or why not.
- (2) Every citizen should offer some service to his or her country. In what way are you going to offer this service? Explain why you have chosen this particular way.
- (3) What advantages do you think you will gain through reading literature?

The students were given a choice of topics for two reasons:

(a) It was thought that one topic would not interest all the students. Hence those uninterested might write only a few lines or produce less thoughtful compositions.

(b) It was thought that different topics would elicit different grammatical structures and lexical

items, and hence the errors might represent a broader sample of possible errors in written English.

The students were given one class period, that is, fifty minutes, to write the composition. The teachers were instructed not to discuss the topics with the students, nor help them in any way. It should be mentioned that, for certain administrative reasons, the schools were left free to administer the test at their convenience. It should also be noted that it was impossible to obtain an equal number of papers from each school because of the unequal enrollments in the classes. One school had ten students attending the sixth class, and another had almost one hundred.

The students were also asked to provide the following biographical information:

Age
Place of birth
Native language
Other languages you speak
Your mother's native language
Your father's native language
Other languages spoken in your home
How many years have you studied English
in school?

After these papers had been completed, the papers of those students who were not native speakers of Arabic were excluded. The rest were each assigned a number with the initial letter of the school from which it was obtained. Those students who wrote only

a few lines were also excluded. The following steps were followed for isolating the errors:

(1) Each composition was examined and the errors were underlined.

(2) Each error, thus identified, was coded according to type, using the classification given in Tables 1 and 2.

(3) The errors found in each paper were then noted in their actual contexts on cards with the proper classification codes.

(4) This procedure was followed for each paper.

(5) To make the identification and classification of the errors more objective, each error was checked in its actual context with native speakers of both American and British English.

(6) Reference was also made to a number of the grammar books included in the bibliography to verify some of the errors identified in the manner above and to assign the appropriate classification to them.

(7) These errors were then tallied and their frequency noted on data charts under the category in which they were identified. This was repeated for each paper.

It should be mentioned that misspelling and errors in punctuation were overlooked in this investi-

gation, not because there were fewer mistakes in these two areas, but because the investigator thought that errors in punctuation could best be investigated in connection with sentence analysis in a separate study. An analysis of these writings as to the types of basic sentence patterns these students use, and the way they combine these basic sentence patterns into compound and complex sentences would probably be of great value and interest to those concerned with the teaching of English as a foreign language. Those who may be interested in this subject may be referred to the study conducted by Kellogg W. Hunt.¹

C. Identification and Classification
of Errors

1. General Remarks:

The purposes of these remarks are twofold:

(a) To provide justification for the method adopted in classifying the errors in the nine grammatical categories into the three types designated Omission, Wrong Word, and Unnecessary.

(b) To assist the reader in understanding the results of the analysis.

¹Kellogg W. Hunt, Differences in Grammatical Structures Written at Three Grade Levels. Tallahassee, Florida: Florida State University, 1964.

As was said earlier, care was taken to systematize the methods of classifying the errors found in the data. It was thought that unless the errors, identified at the outset in so many grammatical items, were presented systematically, the results would most likely be too unwieldy to be easily understood and useful to the reader. A number of methods was tried to find out some factors that would hold true for all those grammatical items in which errors were identified. The two classifications (Types) Omissions and Unnecessary were found to operate satisfactorily for the errors in Function Words, as well as for Content Words.

Indeed the major difficulty arose when an attempt was made to find a third common factor that would hold true for all grammatical categories in Function Words and Content Words as regards the two classifications, Wrong Content (C) and Wrong Form (F). For example, the definite article the, the preposition to, the conjunction and, or the relative that mean almost nothing when they stand alone. The semantic value that can be attached to any one of them occurs when they are used in a context. In the two utterances: The boy came., and A boy came., the use of the instead of a, or vice versa, entails a radical change in the semantic value attached to the two utterances by the speaker and the listener, because the functions as a particularizer and a as a non-particularizer.¹ So also is

¹Barbara M. Strang. Modern English Structure, (London: Edward Arnold (Publishers) Ltd.), 1965,

the case with prepositions and other function words. For instance, in the two sentences: I spoke to him, and I spoke for him, the semantic value attached to these two sentences depends on the preposition the speaker chooses, a process that entails a change in both the form and content of the preposition used, and hence the content of the whole structure is affected.

This brief discussion shows that content (meaning) and form (shape) are intrinsic in function words. A change in one will automatically bring about a change in the other.

On the other hand, what has been said about function words will not hold true for verbs, nouns, objectives, and adverbs. For instance the use of a verb form like "I chosed the book," does not constitute a change in the content of the activity intended by the verb choose. So also is the case with the noun form as in "I bought five book." The noun form book used instead of books does not affect the meaning of the word book as an entity.

Such considerations concerning the meaning and form of the words included under Function Words and Content Words provided a profitable clue to the finding of a third common factor that could hold true for both Function Words and Content Words. Thus it was decided that the classification Wrong Word (WW) as

regards Function Words and Content Words would stand for wrong form and wrong content. Because it was possible to hold content and form separate in nouns, verbs, adjectives and adverbs, the classification Wrong Word was divided into two subclassifications (subtypes) content (C) and form (F) as illustrated in the following diagram. See also Tables 4 and 5.

FUNCTION WORDS			CONTENT WORDS		
OM	WW	UN	OM	<u>WW</u>	UN
				C F	

2. Classification Scheme:

To facilitate the process of identifying and classifying errors a special code was set up. This code included the areas where these students were expected to err. It should be noted that the identification and classification of the errors were carried out at the word level only. No sentence analysis was attempted. The misuse of a given word in a given context was considered to be a mistake, and a particular code (Tables 1,2) was assigned to facilitate its classification.

The errors were identified and classified in the two major grammatical categories, that is Function Words and Content Words. Under the category Function

Words are included articles, prepositions, pronouns, relatives and conjunctions. The errors in each of these five subcategories are identified and classified as either wrong words, omissions or unnecessary words. Under the content words are included nouns, verbs, adjectives and adverbs. The errors in each of these four subcategories are identified and classified as either wrong words, omissions or unnecessary words. The term 'wrong word' in these four subcategories stands for wrong form and wrong content. Tables 1 and 2 illustrates the major grammatical categories, their subcategories and the codes used for the identification and classification of the errors in each one of them.

TABLE 1
CODES FOR CLASSIFYING ERRORS IN
FUNCTION WORDS

Function Words		
Sub- Categories	Codes	Meaning of Codes
Articles	the OM	'The' is omitted
	a OM	'A' is omitted
	the WW	'The' is the wrong word
	a WW	'A' is the wrong word
	the UN	'The' is unnecessary
	a UN	'A' is unnecessary
Prepositions	Prep OM	Preposition omitted
	Prep WW	Preposition is the wrong word
	Prep UN	Preposition is unnecessary
Pronouns	Pron OM	Pronoun is omitted
	Pron WW	Pronoun is the wrong word
	Pron UN	Pronoun is unnecessary
Relatives	Relat OM	Relative omitted
	Relat WW	Relative is the wrong word
	Relat UN	Relative is unnecessary
Conjunctions	Conj OM	Conjunction omitted
	Conj WW	Conjunction is the wrong word
	Conj UN	Conjunction is unnecessary

TABLE 2
 CODES FOR CLASSIFYING ERRORS IN
 CONTENT WORDS

CONTENT WORDS		
Sub-Categories	Codes	Meaning of Codes
Nouns	N OM	Noun omitted (subject or object)
	N UN	Noun unnecessary
	N WW	Noun is the wrong word (lexical)
	P1	Wrong plural
	Sng	Wrong singular
	Gen	Wrong genitive
	Ord	Wrong order
Verbs	Vb OM	Verb omitted
	Vb UN	Unnecessary
	Vb WW	Verb is the wrong word (lexical)
	T	Wrong tense
	G	General; refers to: (1) wrong infinitive (2) wrong use of gerund
	Ag S V	Lack of S-V agreement
Adjectives	Adj OM	Adjective omitted
	Adj UN	Adjective is unnecessary
	Adj WW	Adjective is the wrong word
	Comp	Comparative degree
	Sup	Superlative degree
	G	General; refers to wrong adjective form, i.e., the adjective has wrong derivational affix.
	Ord	Wrong order

TABLE 2 (Continued)

Sub-Categories	Codes	Meaning of Codes
Adverbs	Adv OM	Adverb omitted
	Adv UN	Adverb is unnecessary
	Adv WW	Adverb is the wrong word (lexical)
	F	Wrong form
	Ord	Wrong order

D. Definition of Terms

1. Grammatical Errors:

By grammatical errors, in this study, is meant any distortion in the "systematic formal devices used [in English] to convey certain meanings and relationships,"¹ which include:

(a) Wrong Form. By wrong form in this study is meant:

- (1) Wrong infinitive form
- (2) Wrong gerund
- (3) Lack of subject-verb agreement
- (4) Lack of agreement in gender or number between a noun and the pronoun referent.

¹Lado, p. 52.

- (5) Wrong genitive
- (6) Wrong degree - comparative and superlative.
- (7) Wrong number - singular and plural
- (8) Wrong tense
- (9) Wrong adverb form
- (10) General. Those which do not belong in any of the above, except items (1) and (2).
- (11) Wrong order

2. Wrong Order:

Misplacement of the word in the sentence.

3. Wrong Word:

Wrong lexical items that distort the content or the structure of the sentence or both (content and form).

4. Unnecessary Words:

Words the presence of which renders the structure wrong.

5. Omission:

Left-out words which render the structure wrong.

6. Function Words:

In this study function words will refer to articles, prepositions, pronouns, relatives, and con-

junctions.

7. Content Words:

In this study content words will refer to nouns, verbs, adjectives and adverbs.

8. Error = mistake:

These two words will be used throughout the study interchangeably.

9. Type = OM, WW and UN:

Abbreviations:

The following abbreviations will be used throughout the present study. They are used in the error classifications.

- (1) F = Form
- (2) S-V = Subject-Verb
- (3) Ag = Agreement
- (4) Gen = Genitive
- (5) Pl = Plural
- (6) Sng = Singular
- (7) Comp = Comparative
- (8) Sup = Superlative
- (9) N-pron = Lack of agreement between noun
and the pronoun referent
- (10) G = General
- (11) Ord = Order
- (12) WW = Wrong word

(13) UN = Unnecessary

(14) OM = Omission

(15) C = Content

CHAPTER III

RESULTS

The results of this investigation are presented in terms of raw scores and percentages in Tables 3 through 9 and figures 1 through 4.

A. Errors in Function Words

Table 3 illustrates the procedures followed in classifying the types of errors identified in the major grammatical category designated Function Words, and in the five subcategories designated Articles, Prepositions, Pronouns, Relatives, and Conjunctions; and in the three Types designated Omission (OM), Wrong Word (WW), and Unnecessary (UN). It should be noted that the Type (WW) is divided further into two subtypes, designated G (general) and AG N-pron (lack of agreement between a noun and a pronoun referent.)

In Table 4, Columns 1, 2, and 3 give the total number of errors in the Types OM, WW, and UN in Content Words and Function Words. Column 4 gives the total number of all the errors in Content Words and Function Words, and the grand total of all the errors. Column 5

gives the percentages of all the errors in Content Words and Function Words relative to the total number of errors in the grand total.

Table 5 presents all the percentages of the errors in each of the five subcategories, and the percentages of the Types into which the errors were classified. In column 1 the five subcategories are given, and in column 2 the three error Types, OM, WW, and UN are given. Column 3 gives the percentages in the Types in proportion to the number of the errors in each subcategory, i.e., Articles, Prepositions, Pronouns, Relatives, and Conjunctions. Column 4 gives the percentages of the errors in the Types in proportion to the total number of errors in Function Words, and also the percentages of each subcategory as the total of the three Types. Column 5 gives the percentages of each of the Types in proportion to the total number of errors in each Type, that is, all OM errors, all WW errors, and UN errors. (See Table 4). Column 6 gives the percentages of the errors in each of the three Types in proportion to the grand total errors, i.e., the 966 errors identified in the data; and it also gives the percentages of the errors in each subcategory relative to 966.

TABLE 4

TOTAL NUMBER OF ERRORS IN THREE TYPES--OMISSION, WRONG WORD, AND UNNECESSARY, AND THE TWO MAJOR GRAMMATICAL CATEGORIES FUNCTION WORDS AND CONTENT WORDS

	OM	WW		UN	Total	%
		F	C			
Column Number	(1)	(2)		(3)	(4)	(5)
Content Words	26	318	123	7	474	49
		441				
Function Words	87	279		126	492	51
Total	113	720		133	966	

PERCENTAGES OF ERRORS IN FUNCTION WORDS

Subcategory	Types	% of Sub- category Errors	% of Total Er- rors in Sub- categories (Function Words)	% of Total Errors in Types (Total)	% of Grand Total Errors
(1)	(2)	(3)	(4)	(5)	(6)
Articles	OM	28.4	8.0	34.5	4.0
	WW	55.4	16.0	10.9	8.2
	UN	16.2	4.6	17.3	2.5
Total			<u>28.6</u>		<u>14.7</u>
Prepositions	OM	7.6	2.4	10.6	1.3
	WW	70.1	24.5	16.8	18.3
	UN	22.3	7.7	28.5	4.0
Total			<u>34.6</u>		<u>17.6</u>
Pronouns	OM	22.0	4.5	19.5	2.3
	WW	48.5	9.8	7.0	4.9
	UN	29.5	6.1	22.7	3.3
Total			<u>20.4</u>		<u>10.5</u>
Relatives	OM	9.5	0.5	1.8	0
	WW	81.0	3.4	2.4	1.9
	UN	9.5	0.5	1.5	.0
Total			<u>4.4</u>		<u>1.9</u>
Conjunctions	OM	20.5	2.4	10.6	1.2
	WW	22.5	2.6	1.8	1.4
	UN	57.0	<u>7.0</u>	25.0	<u>3.4</u>
Total			12.0		6.0

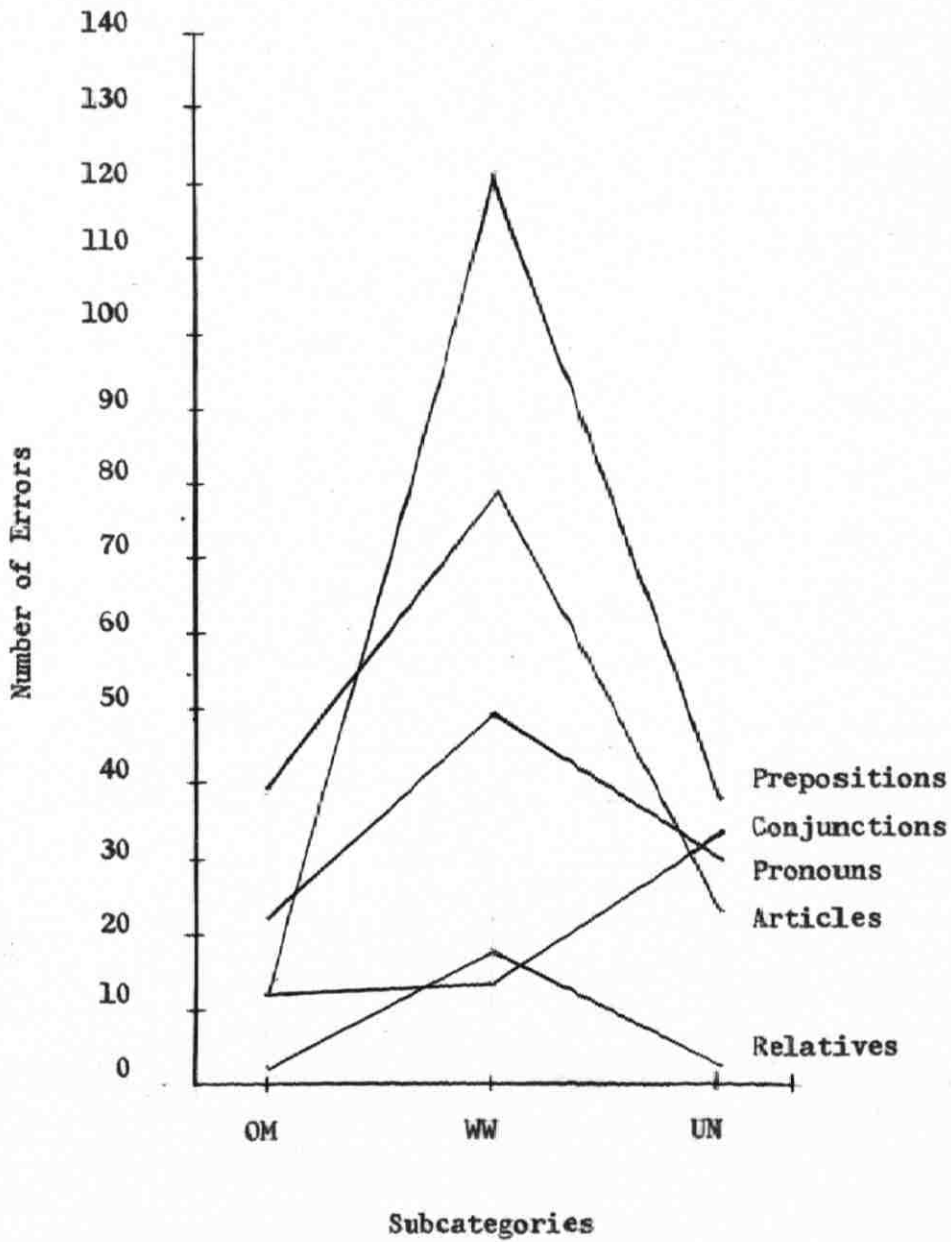


Figure 1 - Profile of Errors in the Subcategories in Function Words, over the three Types, Omissions, Wrong Words and Unnecessary Words.

As shown in Tables 3 and 5, 492 errors were committed in Function Words, which constitute 49 per cent of 956 (the sum total of all errors). Of the 492 errors 141 were committed in the use of the articles the and a which form 28.5 per cent of the errors within Function Words, and 14.7 per cent of the total errors. Out of this 141, the was omitted 24 times and a 15 times, the total number Omissions being 39 which form 28.4 per cent of the errors within Articles i.e., 141, and 8.0 per cent of the errors in Function Words, 34.5 per cent of the errors within total Omissions, and 4.0 per cent of the errors in the grand total. The following are some examples: ... the kind and color of dress they want (EV 18)¹, the is omitted; and They are pillars on which country must depend (A 19), where a probably should have been used before country, as it is non-particularized.²

Out of the 141 errors in Articles, 79 were classified as Wrong Word, which form 55.4 per cent of the errors within the category, 16.0 per cent of the total errors in Function Words, 10.9 per cent of the total errors within Type, i.e., Wrong Word, and 8.2

¹The letter stands for the school and the figure for paper number. From now on the schools will be referred to with their initial letters. Thus EV = Evangelical, A = Ali Bin Abi Taalib, IC = International College, and R = Rawdah.

²Strang, p. 111.

per cent of the grand total. WW here means that either the or a is the wrong word in a given context, as in The girls in this age dream to wear the beautiful clothes (A 6), where the should not have been used in this context because both girls and clothes have a generic¹ sense, that is, they represent the whole class. A is the WW in the following: A girl goes to a school to study. (R 2). Here the second a is the wrong word because in this context school is thought of as institution or a class noun. Therefore, it needs no article.²

Twenty-three errors out of 141 were committed in the Type designated Unnecessary (UN), of which the was unnecessary 9 times and a 14 times. These 23 errors form 16.2 per cent of the errors within Articles, 4.6 per cent within Function Words, 17.3 per cent within total errors in Type, and 2.5 per cent of the grand total; as in ... to spend one hour or so in the worrying to choose ... (IC 7). Here the is unnecessarily used because worrying takes no article whatsoever in this context. a is unnecessary in Our country has a plenty of doctors (A 7), because no article is used with plenty.

A comparison between the percentages of the errors committed in the three types under the Articles

¹Otto Jespersen. A Modern English Grammar Part VII, (London: George Allen & Unwin Ltd., 1961). p. 442.

²Ibid., p. 440.

shows that more errors fall specifically into the Type WW, and few errors into the Type UN.

Prepositions:

As shown in Tables 3 and 5, 171 errors were committed in the use of the prepositions which constitute 34.6 per cent of the total errors in Function Words, and 17.6 per cent of the grand total errors. Prepositions were omitted 12 times, which form 7.6 per cent of the subcategory errors, 2.4 per cent of total errors in Function Words, 10.6 per cent of total errors in Types, and 1.3 per cent of the grand total. The following is an example in which the preposition is omitted: The Lebanese people are trying to imitate Europeans their uniforms. (EV 15) the preposition in should have been used before their.

Out of the 171 errors, 121 were classified as Type WW which constitute 70.1 per cent of the subcategory errors, 24.5 per cent of the total errors in Function Words, 16.8 per cent of the total errors in Types, and 12.3 per cent of the grand total. An example in which the preposition is the wrong word is, They are suffering of cold and hunger (A 8). Here the proper preposition is from.

Out of the 171 errors in the use of prepositions, 38 were used unnecessarily which form 22.3 per cent of the errors in the subcategory, 7.7 per cent of the errors in Function Words, 28.5 per cent of the

errors in Type, and 4.0 per cent of the errors in the grand total. The following is an example in which the preposition in is used unnecessarily: They will change it twice in a week.(EV29).

Finally, it is interesting to note that the students tend to overuse prepositions rather than omit them, and the highest percentage of the errors in prepositions is committed in the Type WW.

Pronouns:

Out of the 473 errors in Function Words, 101 errors were committed in the subcategory designated Pronouns, which form 20.4 per cent of the errors in Function Words, and 10.7 per cent of the errors in the grand total.

Out of these 101 errors in the use of Pronouns, Omission constitutes 22.0 per cent of the total number of errors in the subcategory, 4.5 per cent of the total number of errors in Function Words, 19.5 per cent of the total number of errors in Type, and 2.3 per cent of the errors in the grand total. An example of the omission of the pronoun is ... if a girl in the elementary school wears a uniform, will appear a young lady (EV10), she is omitted - the subject of the main clause.

Forty-nine errors out of the total number of errors in Pronouns were classified as Wrong Word, which form 48.5 per cent of the total number of subcategory

errors, 9.8 per cent of the total number of errors in Function Words, 7.0 per cent of the total number of the errors in Types, and 4.9 per cent of the errors in the grand total. It is worth noting that the Type WW is further divided into two subtypes, namely G and AG N-Pron. Out of the 49 errors in WW 39 were committed in the lack of agreement between a noun and the pronoun that stands for it. The following is an example: This large house need the help of his inhabitants (A 3); The country needs doctors ... and needs everybody to defend him (A 28). Here his and him refer to the two nouns house and country, which are most probably caused by direct translation from Arabic. In Arabic nouns have grammatical gender, that is, a noun can be feminine or masculine without any reference to sex. And because the Arabic words for house, 'bayt' and for country 'balad' are masculine; it follows that, most likely, the student first thought in Arabic and then expressed himself in English.¹

Finally, 30 errors out of the 101 errors in Pronouns were found to be used unnecessarily which constitute 29.5 per cent of the errors in subcategory, 6.1 per cent of the total number of errors in Function Words, 22.7 per cent of the total number of errors in Types and 3.3 per cent of the errors in the grand total.

¹Nasr, p. 161.

The following is an example: ... a school is a place where girls meet and they challenge(R10). Here they is unnecessary because in a compound sentence joined by and, the subject or its equivalent (pronoun) is not repeated before each verb.

Relatives:

The number of errors that were committed in the use of Relatives is 21 out of the 492 errors in Function Words, which form 4.4 per cent of the total number of errors in Function Words, and 1.8 per cent of the errors in the grand total.

Out of these 21 errors in Relatives, 2 Omission errors occurred, which constitute 9.5 per cent of the total number of errors in the subcategory, .05 per cent of the errors in Function Words, 1.8 per cent of the errors in the Types, and .05 per cent of the number of errors in the grand total.

Seventeen errors out of the 21 errors committed in the use of Relatives have been classified into WW Types which form 81.0 per cent of the errors within subcategory, 3.4 per cent of the total number of errors in Function Words, 2.4 per cent of the errors in the Types, and 1.9 per cent of the errors in the grand total. The following is an example of how one relative was used wrongly instead of another: ... by being an airplane engineer which our country lacks (A 20). Here whom or that rather than which should have been used.

Out of the 21 errors in the use of Relatives, 2 errors fall into the Type UN, which make up 9.5 per cent of the subcategory errors, 0.5 per cent of the total errors in Function Words, 1.5 per cent of the total number of errors in the Type, and .0 per cent of the errors in the grand total.

The following is an illustrative example in which the relative was used unnecessarily: I like the idea of girls wearing uniforms because its advantages which are more than the its disadvantages (R1). The relative which is unnecessary here.

Conjunctions:

As shown in Table 3, 58 errors out of the total errors in Function Words fall into the subcategory designated Conjunctions. As shown in Table 5, this constitutes 11.6 per cent of the total errors in Function Words, and 6.2 per cent of the errors in the grand total.

Out of these 58 errors, 12 were classified as Omission errors, which form 20.5 per cent of the subcategory errors, 2.4 per cent of the total errors in Function Words, 10.6 per cent of the total errors in Types, and 1.2 per cent of the errors in the grand total. The following is an example in which the conjunction (or a comma) is omitted: A girl goes to a school to study not to exhibit her ... (R 2). Here a conjunction should have been used between the first

verb study and the second verb exhibit.

Thirteen of the total errors in the use of the conjunctions fall into the category WW, which make up 22.5 per cent of the errors in subcategory, 2.6 per cent of the errors in Function Words, 1.8 per cent of the total errors in Types and 1.4 per cent of the errors in the grand total. The following is an example: I used to think as well as my friends (EV 7). In this sentence as well as is not the proper word. Perhaps like or same as would be the proper word.

Into the Type designated UN fall 33 of the total number of errors in Conjunctions, which constitute 57.0 per cent of the errors in the subcategory, 7.0 per cent of the total errors in Function Words, 25.0 per cent of the total errors in **Types**, and 3.4 per cent of the errors in the grand total. The following is an example: As we know that by intermingling, nations get new ideas and new ways of life (R 7). In this sentence as has no function whatsoever. The sentence will be correct without it.

Summary:

The quantitative analysis of the errors committed in the use of Function Words as presented in Table 5 shows that prepositions constitute the highest

percentage of the total errors both within Function words and relative to the grand total, that is, 34.6 per cent and 17.6 per cent respectively. The second highest percentage of errors occurs in the use of the articles, that is, 28.6 per cent of the errors within Function Words, and 14.7 per cent relative to the grand total. Errors in the use of the pronouns have a proportion of 20.4 percentage relative to the total errors in Function Words, and 10.5 per cent relative to the grand total. Conjunctions have fewer errors than the first three categories, that is, 12.0 per cent of the total errors in Function Words, and 6.0 per cent relative to the grand total. Fewest errors were committed in the use of the relatives which have a proportion of 4.4 per cent out of the total errors in Function Words, and 1.9 per cent relative to the grand total.

B. Errors in Content Words

Table 6 illustrates the procedure followed in classifying the errors in the second major grammatical category designated Content Words. This major category includes four subcategories, namely, Nouns, Verbs, Adjectives and Adverbs. The errors in each of these four subcategories are classified into three Types, i.e., OM, WW, and UN. The errors in the Type WW are

further classified into F (form) and C (content).

Table 7 presents the same information about the number of errors as in Table 4, but gives more detailed illustration of the subtypes into which the errors identified in each of the four subcategories, were classified.

Table 8 presents all the percentages of the errors in each of the four subcategories, and the percentages of the Types into which the errors were classified.

In column 1 the four subcategories are given, and in column 2 the three error Types OM, WW and UN, and the two subtypes F, C under WW are given. Column 3 gives the percentages in the Types in proportion to the number of the errors in each subcategory, i.e., Nouns, Verbs, Adverbs and Adjectives. Column 4 gives the percentages of the errors in the Types in proportion to the total number of errors in Content Words, and also the percentages of each subcategory as the total of the three Types. Column 5 gives the percentages of each of the Types in proportion to the total number of errors in each Type, that is, all OM errors, all WW errors, and all UN errors, (See Table 4). Column 6 gives the percentages of the errors in each of the three Types in proportion to the grand total errors, that is, 966 errors identified in the data; and it also gives the percentages of the errors in each subcategory relative to 966.

TABLE 6

ERROR IN CONTENT WORDS

CONTENT WORDS														
NOUNS			VERBS			ADJECTIVES			ADVERBS					
OM	WW	UN	OM	WW	UN	OM	WW	UN	OM	WW	UN	Total		
	F	C		F	C		F	C		F	C			
0	69	14	0	26	201	75	0	28	23	5	0	20	11	2
	<u>83</u>			<u>276</u>			<u>51</u>			<u>31</u>				
83			302			56			33			474		

OM = Omission

WW = Wrong Word

UN = Unnecessary

F = Form

C = Content

TABLE 7
 ERRORS IN SUBCATEGORIES AND TYPES IN CONTENT WORDS

CONTENT WORDS												Total													
Nouns				Verbs				Adjectives				Adverbs		Total											
OM	WW	UN		OM	WW	UN		OM	WW	UN		OM	WW		UN	F	G	Ord							
			F				F																		
			Pl Sng Gen Ord				AG S-V																		
			Pl Sng Gen Ord				T G																		
0	14	0	29	19	21	0	26	75	0	62	59	74	6	0	23	5	5	2	20	1	0	11	2	2	18
83				302				56				33		474											

OM = Omission
 WW = Wrong Word
 UN = Unnecessary
 S-V = Subject-Verb
 Sup = Superlative

Pl = Plural
 Sng = Singular
 Gen = Genitive

F = Form
 T = Tense
 AG = Agreement

Ord = Order
 G = General

TABLE 8

NUMBER AND PERCENTAGE OF ERRORS
IN THE THREE TYPES: OMISSION
WRONG WORD & UNNECESSARY

Types	Total	Percentage
OM	113	11.7
WW	720	74.5
UN	133	13.8
Grand Total	966	100.0

TABLE 9
PERCENTAGE OF ERRORS IN CONTENT WORDS

Sub-Category	Types	% of Sub-Category Errors	% of Errors in Sub-Categories (Content Words)	% of Errors in Types (Total)	% of Grand Total
(1)	(2)	(3)	(4)	(5)	(6)
Nouns	OM	0	0	0	0
	WW	F	83.0	14.5	9.5
		C	17.0	3.0	1.9
	UN	0	0	0	0
Total			<u>17.5</u>		<u>9.4</u>
Verbs	OM	8.6	5.5	23.0	2.9
	WW	F	66.6	42.2	27.7
		C	24.8	16.0	10.4
	UN	0	0	0	0
Total			<u>63.7</u>		<u>31.5</u>
Adjectives	OM	0	0	0	0
	WW	F	50.0	6.0	4.0
		C	41.0	5.0	3.2
	UN	9.0	1.0	3.8	.1
Total			<u>12.0</u>		<u>5.2</u>
Adverbs	OM	0	0	0	0
	WW	F	60.6	4.3	2.9
		C	33.4	2.4	1.5
	UN	6.0	.1	1.5	0
Total			<u>6.8</u>	<u>5.9</u>	<u>3.2</u>
			100.0		

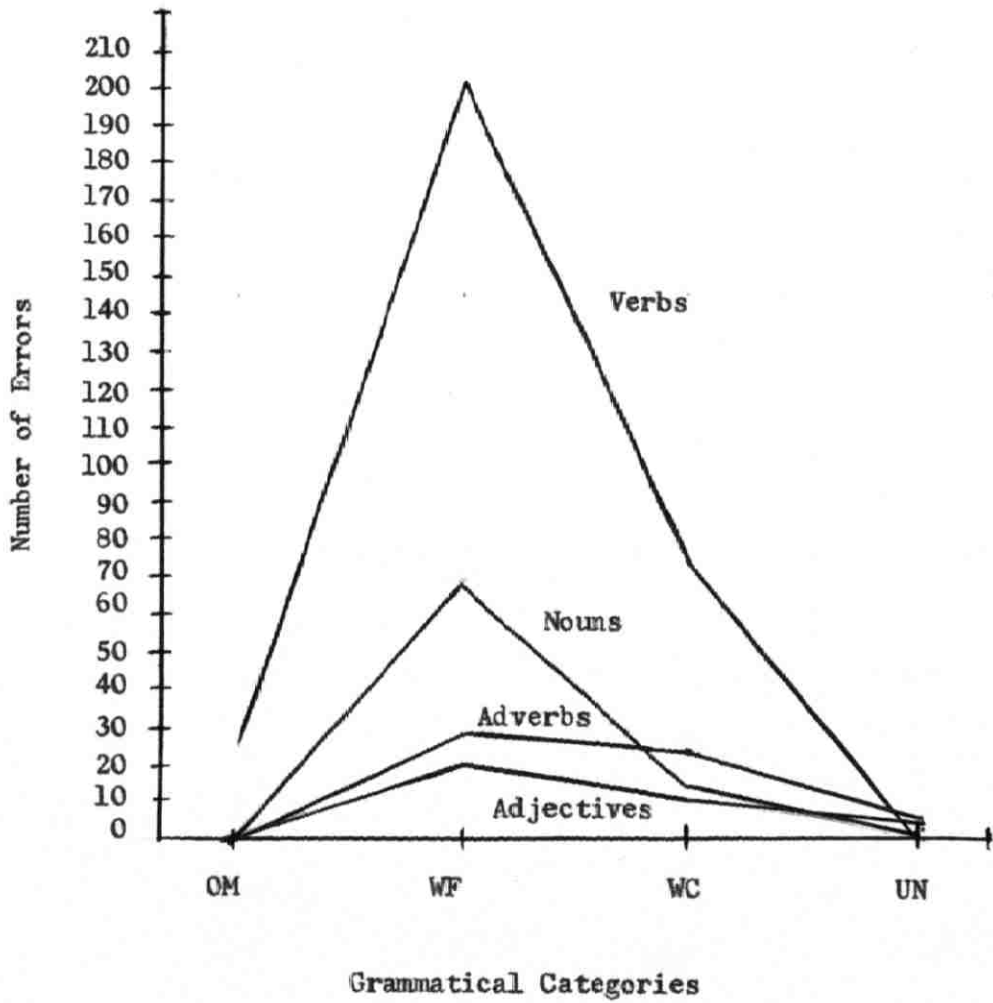


Figure 2 - Profile of Errors in Nouns, Verbs, Adjectives, Adverbs, over three Types, Omissions, Wrong Words (WF, WC) and Unnecessary Words (Content Words).

Nouns:

As shown in Tables 6, the total number of errors in Content Words is 474 out of 966 which is the total number of errors identified in the data. These 474 errors are divided into the four subcategories in the following proportions: Nouns 83, Verbs 302, Adjectives 56, and Adverbs 33.

As shown in Table 9, these 84 errors in Nouns constitute 17.5 per cent of the errors in Content Words, and 9.4 per cent of the errors in the grand total. These 83 errors were made in the Type WW. Of these 83 errors, 69 fall into Type F, which form 83.0 per cent of the errors in the subcategory, and 14.5 per cent of the total errors in Content Words, 9.5 per cent of the total errors in Type, and 7.2 per cent of the errors in the grand total. An example of the wrong noun form is: ... Specially in reading several literary book. (A 2). Here books is the proper form. It should be noted that number and gender were considered noun forms in this study (See Table 5). Into the subtype C fall 14 errors, which make up 17.0 per cent of the errors in subcategory, 3.0 per cent of the errors in Content Words, 1.9 per cent of the errors in the Types, and 2.9 per cent of the errors in the grand total. The following is an example where the noun is WW: For this case some schools have adopted uniforms for the girls, ... (IC 26). Here probably the student was confused

between case and reason which is the proper word in this instance.

Verbs:

Out of the 474 errors in Content Words, 302 fall into the subcategory designated Verbs, which constitute 63.7 per cent of the errors in Content Words, and 31.5 per cent of the errors in the grand total.

Of the 302 errors, 26 are Omission errors which form 8.6 per cent of the errors in subcategory, and 5.5 per cent of the errors in Content Words, 23.0 per cent of the errors, in the Type, and 2.9 per cent of the errors in the grand total. The following is an example: Lebanon and may be all the middle east in great need to such people (EV 2). In this sentence are is obviously left out.

Into the Type WW fall 276 errors of which 201 fall into the subtype F and 75 into the subtype C. F constitutes 66.6 per cent of the errors in subcategory, 42.2 per cent of the total errors in Content Words, 27.7 per cent of the total errors in Type and 20.8 per cent of the errors in the grand total. An example is this: The people of the country is the members ... (A 3). Here the correct verb form should have been are.

C forms 24.8 per cent of the errors in the subcategory, 16.0 per cent of the errors in Content Words,

10.4 per cent of the errors in Type, and 7.8 per cent of the errors in the grand total. The following is an example: We can conclude that dressing uniforms in school is ... (R 3). Here the student was confused between dress and wear which is the correct verb.

Verbs were either omitted or used wrongly as regards meaning and form. No unnecessary use of verbs occurred in the data.

Finally, with regards to errors in the subtypes included under Type F, a look at Table 7 will give an idea about the specific areas in which these students have the most and the least difficulties. Obviously, their difficulties center in the wrong use of the verbs as regards both the content and form. Admittedly, these students have a fairly large vocabulary in general. But they were very often unable to use it correctly. For example, they frequently confused offer and afford, or wear and dress, lack and suffer, rise and raise, take place and arise, appear and seem, and so on; as in A teacher is the one who rises the standard of the ... (EV 16); and in It is also easy to wear somebody in a uniform (EV 22). Probably these students came across these verbs in their readings, conceived a vague idea about their meanings, and did not have enough practice as to their correct usage.

The next high frequency of errors in Verbs occurred in the lack of agreement in number between

the subject and the verb. Often the s of the third person singular was left out, as in In reading literature a man gain many essential ... (A 2); So the teacher don't respect them. (EV 1); If every girl come to school ... (R 5). So also often a plural subject was followed by a singular verb, or vice versa; as in The services we offer to our country is ... (A 7); The teachers respects them (EV 1).

Errors in the use of tenses also had a high frequency. Often the future tense was used to express what is habitual; or simple past to express actions normally expressed by the present perfect. Examples can be found in the appendix; because sentences taken out of context cannot illustrate such errors.

Among other wrong uses in verbs, confusion between the infinitives and the gerund was also observed to be high. As shown in Table 7 in the column under the subtype G, 59 errors out of the total number of errors in verbs were made in the use of the infinitive and the gerund. The following are some examples: Although it is not worth to wear a uniform ... (EV 16); It is a good idea making primary and secondary girls wear uniforms (EV 4); The way of serving my country will easily comes to my thought (A 19).

Adjectives:

Of the 474 errors in Content Words, 58 were made in the use of the subcategory designated Adjectives,

which make up 12.0 per cent of the total number of errors in Content Words, and 5.2 per cent of the errors in the grand total. These students seem to have no difficulty even with the use of the adjectives as subjective and objective complement. However, most errors in the use of the adjectives were identified as the Type WW, where the students either distorted the form or the content of the adjectives used.

All 56 errors fall into the Type WW, of which 28 were identified as F and 23 as C. The former forms 50.0 per cent of subcategory errors, 6.0 per cent of the total errors in Content Words, 4.0 per cent of the total errors in Type and 2.8 per cent of the error in the grand total. The following is cited as an example: I don't mean that the uniform should remain unchangeable (EV 13). Most probably the student was confused between unchangeable and unchanged which is the proper adjective or adjectival in this context.

Into the subtype C, fall 23 errors, which constitute 41 per cent of the errors in the subcategory, 5.0 per cent of the errors in Content Words, 3.2 per cent of the total errors in Type, and 2.3 per cent of the errors in the grand total. An example is this: So, we see that schools play a very good role in ... (EV 28). Probably important rather than good is the proper adjective in this context.

As shown in Tables 6 and 9, a very insignificant

proportion of the errors identified in Adjectives falls into the Type UN, which constitute .15 per cent of the total number of errors; as in: ..., and one of the good advantages of wearing uniforms ... (IC 56), Here the adjective good is used unnecessarily.

Adverbs:

As seen in Tables 6 and 9, fewest errors were committed in the use of the adverbs. Out of the 474 errors in Content Words 33 fall into this subcategory, which make up 6.8 per cent of the total errors in content words, and 3.2 per cent of the errors in the grand total. Out of these 33 errors, 31 fall into the Type NW of which 20 errors fall into the subtype F and 11 into the subtype C. These 20 F errors make up 60.6 per cent of the errors within the subcategory, 4.3 per cent of the errors in Content Words, 2.9 per cent of the errors in Type, and 2.0 of the errors in the grand total; the following is an example: Girls like showing of (EV 13). Here probably the student was confused between of and off which is the proper adverb here. It is worth noting that the majority had difficulty in distinguishing between of and off.

Finally, as the percentages of the errors in the other types and subtypes were not significant enough to be of value, they will not be discussed here.

Summary:

The quantitative analysis of the errors in Content Words, as presented in Tables 6, 7, 8 and 9, shows that the highest percentages of errors were committed in the subcategory designated Verbs, which constituted 63.7 per cent of the total errors in Content Words, and 31.5 per cent of the errors in the grand total. This means that one third of the total errors were made in the use of the verbs. A look at Table 5 will show the number of errors in each of the four Types and their subtypes. The highest number of errors occurred specifically in the tenses, misuse of verbs, and in the lack of agreement between subject and verb. The number of errors in the use of the infinitive and gerund was also significantly high, i.e., 59 errors out of 302, which constitute approximately 19 per cent of the errors within Verbs. Omission and Order errors did not seem to be very significant.

Errors in Nouns occurred specifically in the two subtypes Form and Content. The former constituted 83.0 per cent of the errors in the subcategory, 14.5 per cent of the errors in Content Words, and 7.2 per cent of the errors in the grand total; whereas the latter constituted 17.0 per cent of the errors in the subcategory, 3.0 per cent of the errors in Content Words, and 2.2 per cent of the errors in the grand total. The reason why no omission errors were identi-

fied was that where either the subject or the object of a sentence was left out a pronoun could be used instead. Therefore, all subject or object omission errors were included under the pronouns. Not many instances of wrong noun order were found, and when found the verb was also involved. Therefore, such errors were included under Verbs.

Fifty-six errors, out of 474 errors in Content Words, fall into the subcategory designated Adjectives. The errors in Adjectives had a proportion of 12.0 per cent relative to the errors in Content Words, and 5.9 per cent relative to the errors in the grand total. As seen in Table 4, 51 errors fell into Type WW of which 28 in F and 23 in C. F constituted 2.8 per cent of the errors in the grand total. C made up 2.3 per cent of the errors in the grand total.

As seen in Table 6, out of the 474 errors in Content Word, 33 were committed in the use of Adverbs. These errors constituted 6.8 per cent of the errors in Content Words and 3.2 per cent of the errors in the grand total. Of the areas in which the errors in Adverbs were classified, Order specifically had the highest frequency.

Finally, as seen in Table 8, the Type WW has had the highest frequency of errors, that is 720, which constituted 74.5 per cent of the grand total. The Type UN had 133 errors which constituted 13.8 of

the total errors. The Type OM had 113 errors which formed 11.7 per cent of the total errors.

C. Correlation Between Years of English
Study and the Number of Errors

This study also attempted to find an answer to the often asked question: Is there any correlation between the number of years a student studies a language and the number of errors he makes when writing it? Included in the biographical information the students were asked to provide was the number of years they studied English (p. 10).

A correlation analysis was made. The mean average for the number of years these students have studied English was 10.95, and the mean for the number of errors found in their writing was 7.66. The coefficient of correlation (product-moment) was found to be significantly different from zero at 0.01 level.¹ This weak negative correlation shows that there are other factors that operate in the learning situation besides the amount of exposure to formal language instruction. Among other factors are the student's interest, motivation, attitude, IQ, teacher, method of teaching and textbooks.

¹The coefficient of correlation was $-.29$.

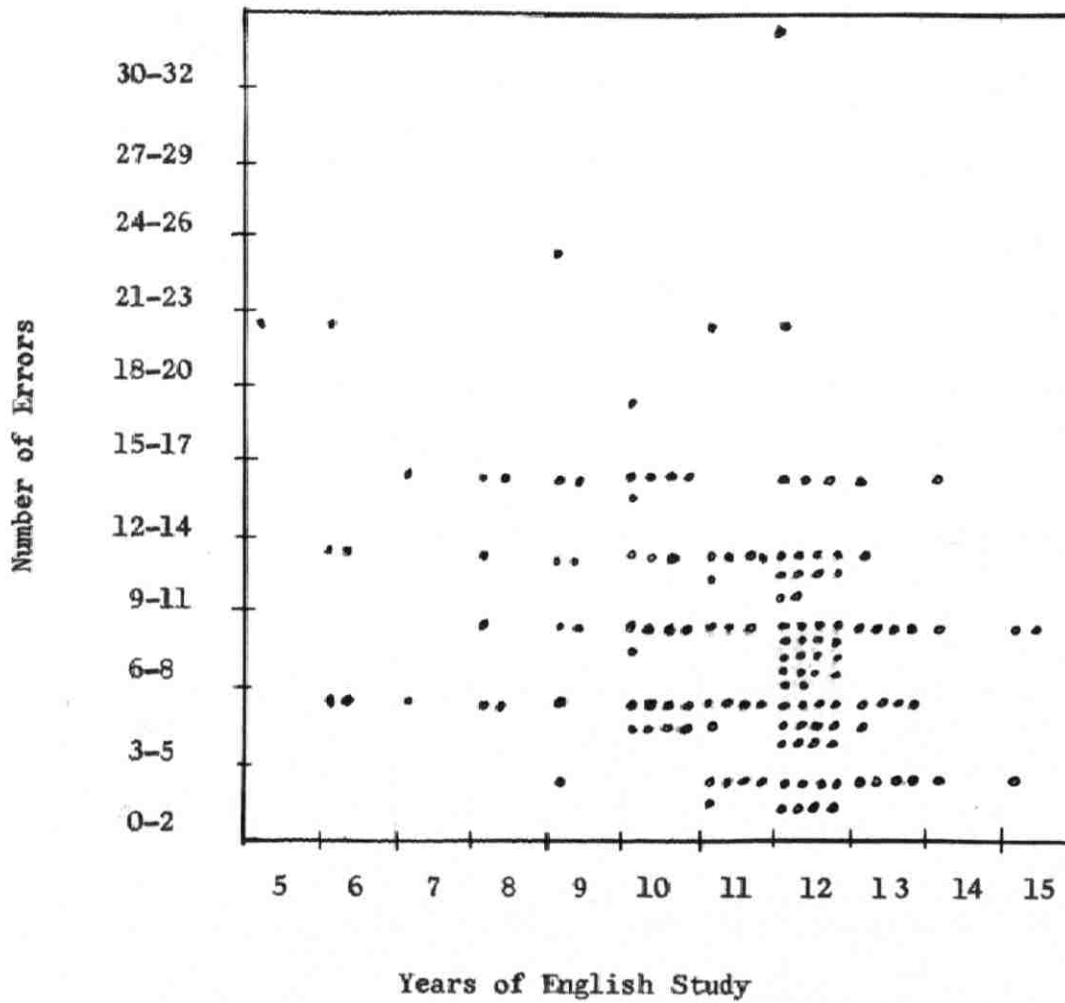


Figure 3 - Distribution of number of errors according to years of English Study

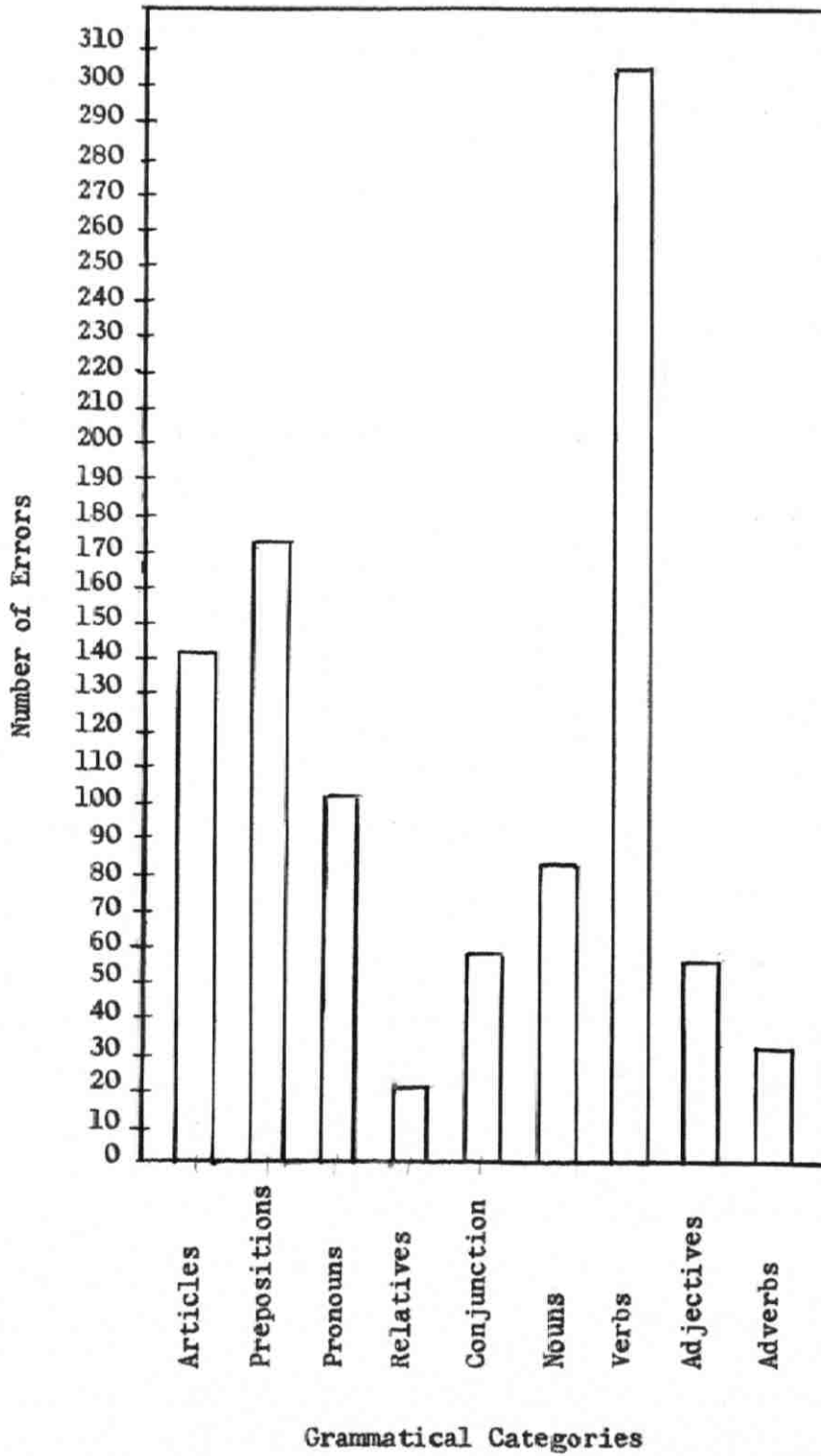


Figure 4 - Number of errors in the subcategories in Function Words and Content Words.

CHAPTER IV
LIMITATIONS, CONCLUSIONS, IMPLICATIONS
FOR TEACHING, AND SUGGESTIONS FOR
FURTHER STUDY

A. Limitations of the Study

When considering the results of this investigation, it needs to be borne in mind that it is not an easy matter to objectify the identification of errors found in a free composition. It is most likely that the investigator's idiosyncracies will intrude however hard he may try to eliminate them. Nevertheless, care was taken to make the results as objective as possible. The steps undertaken toward this end are explained in Chapter two.

On the other hand, as the main purpose of the study was to analyze grammatical errors only, content was partially overlooked. In other words, the student's ability to manipulate the structural devices of English, rather than his ability to organize and express his thoughts was the focus of interest.

Nevertheless, in spite of the difficulties, the results obtained do confirm some of our expectations, as teachers of English, as regards the grammatical

areas where Arab students of English are expected to err most.

B. Conclusions

From the errors analysis presented in Chapter three the following conclusions can be drawn:

(1) These students made approximately the same number of errors in Function Words as in Content Words.

(2) These students made more errors in the subcategory, Verbs, than in any other of the eight categories. Within this subcategory the largest number of errors was made in the subtype F.

(3) The second largest number of errors were committed in the use of prepositions. Within this subcategory most errors fall into the Type WW.

(4) Into the subcategory, Articles, falls the third largest proportion of the errors. Within this subcategory most errors fall into the subtype WW.

(5) Approximately ~~one-ninth~~ of the errors fall into the subcategory, Pronouns. Within this subcategory most errors are also made in the Type WW, of which a high proportion was made in the lack of agreement between the noun and the pronoun referent.

(6) Errors in the subcategory, Nouns, were exclusively made in the Type WW, of which most errors

were made in the subtype F.

(7) Comparatively fewer errors were committed in the remaining four subcategories, i.e., Conjunctions, Adjectives, Adverbs and Relatives.

(8) Of the three Types i.e., OM, WW, and UN, the Type WW has the highest proportion of errors. The Type UN has more errors than the Type OM. (See Table 4).

(9) No significant relation is found between the number of years of English study and the number of errors made.

C. Implications for Teaching

The results of this study may have the following implications for the teaching of English to Arab students:

(1) They may provide those who are concerned with the teaching of English to the Arabs with insight into the areas which need to be emphasized more right from the earliest stages of the teaching and learning processes. Then, perhaps, by the time the students are in the senior year, their errors will have been reduced to a minimum.

(2) These results may also provide the teacher with information necessary for the preparation of remedial teaching to help students overcome the difficulties they encounter when they attempt to express

themselves in English.

The teacher may prepare specific drills on those items he feels the students need help with the most. He may devote the first ten minutes of the class hour to drilling the students in a particular item followed by written exercises to be done as home assignments. Further, it has been found that sometimes explanation of certain grammatical points is useful with adult students, provided it is instantly followed by enough drills to make the use of that particular language item an automatic habit.

(3) This study may further help teachers by providing them with a model for error analysis as a means of discovering the areas where their students need help. It is believed that such an analysis will assist the teacher in the preparation of his teaching plan in such a way that the students are helped to replace inappropriate language habits with correct ones.

(4) It is also hoped that the results of this study will be of some help to the materials writer, and the teacher in that they may include more drills in the areas which were found to be problems to the students.

(5) The methods followed in this study may be duplicated for analyzing errors in the spoken language. Tape recordings could be used instead of written compositions.

D. Suggestions for Further Study

(1) While examining the data used for the purposes of this study, the writer found the following area of interest for further consideration and study: The rhetoric and argumentations these students use as compared to those used by native speakers of English at the same age level and education.

In the appendix is included the composition of a native speaker of English who happened to be among the students who took the test. It may be of interest to those who may consider the pursuit of this subject.

(2) The same composition topics used for collecting the data for this study could be given to students of the same grade level or a grade below in four different schools, to find out if the results will correspond to the results of this investigation.

APPENDIX

The writer considered including all the errors identified in the data as part of the appendix. However, this plan was discarded due to the considerable number of errors that would not be recognized as such when taken out of context, especially those in the use of tenses, and articles. For example, the definite article the may be wrong in a sentence like The girl wears a uniform, depending on whether there was a first mention of the girl or not. Or, the tense in a sentence like The school had asked the girls to wear uniforms., is correct when the sentence stands alone. But it might be wrong in a larger context, where the correct form should have been The schools have asked the girls to wear uniforms. For this reason the writer would like to suggest that any one who is interested should refer directly to the raw data which are on file in the library of the Center for English Language Research and Teaching, the American University of Beirut, Lebanon.

To provide the reader with a more complete picture of the nature of the study the following ten composition papers are included. They represent students from the four schools, and in the opinion of the writer are a representative sample of the total

compositions. It should be noted that a considerable number of sample errors were given in Chapter three where the results were presented.

R6: Each school has its own discipline, its own controle and ~~its~~ its own uniform.

Some of the Arab schools require from their students to wear uniforms, others do not. But I admire the former kind of schools because all students appear alike, ~~we~~ there is no differentiation between the poor and the rich. there is a comfort for the poor ones who cannot have different clothes like their friends. In addition to these advantages, ~~we~~ the students appear neater and more tidy than those who wear different clothes and different colours, the rich students would come to schools for showing of, the fashion which is becoming extremely strange now-adays.

I admire this idea of wearing uniforms, but there should be a good taste in choosing these uniforms, they should ~~have~~ neither have extremely black nor bright colours, they should be nice uniforms. As an example for this are the schools which require the black uniforms, the young students and the children wear the black colours. I do not admire this black uniform because the students are still young for wearing the black ~~ele~~ colours.

This idea of wearing uniforms at schools is good but some schools should notice their fashions to have nice uniforms

R10: Arabs are known to be imitative, for they do not bother to invent or get some thing new, they prefer to have every thing brought to them on a silver plate. I don't say that Arabs do not progress with civilization, on the contrary but the fact that the old customs are very well printed intheinner minds of the people prevents them from taking any new fashion which is immoral.

Arabs are different from place to place and a Lebanese girl is much more civilized than a Kuwaiti girl. This fact is because Lebanon is closer to Europe than Kuwait. But still they are Arabs and Arabs are imitative.

When we enter to a school we are supposed to feel different than if we entered a party Hall, because the school is a sacred place where people

go to absorb knowledge and not to show off.

Fashion alter every day and every fashion is different from another in a very great deal, because this present time and the new understanding likes every thing that looks strange and colourful and a school is a place where girls meet and they will challenge each other in stressing and following the newest fashion. So when we enter a school we feel as if we are entering a show room, or when we see a group of girls in the play ground we feel as if we are looking at a modern sculpture which is not very nice.

I don't mean that the uniform should remain unchangable but they can change it to accomodate the fashion and the progress of civilization. ~~But~~ So it is the responsibility of the school and group of students to change the uniform and to make it look pretty so that the girl will be proud to wear a uniform not ashamed of it.

So I think a good and beautiful uniform is better than having a free way of dressing which is not very good.

A2: What advantages do you think you will gain in reading literature? Give your reasons.

Literature, to me, is the fruit of a man mind. In reading literature, a man gain many essential things that are important, First in growing his knowledge, second, in polishing his sences.

In general, literature is important for every educated man.

An outer-look to the histories of nations, we find that the first cause of popular uprisings are the literatemen. So we can say that literature easily play with people passions.

In reading literature a man gain many advantage. First when I or any body else read literature in a way to understand the whole subject and its hidden meanings, five literary books are sufficient to grow my knowledge, and polish my passions. Second: In reading literary book, a man gain language, specially in reading several literary book and forcing himself to study the way of writing it, In this, a great progress in his language will be per formed

A3: Country is a large house that contain members of citizens. This large house, need the help of his in habitants to be polished and refined. Every one must do his work, his required duty, in order to serve his house. So, the people of the country,

is the members of that large house, who they must cooperate with each other, to originate the streets of civilization and the progresses buildings.

In order to reach ~~that~~ this topic, each one must reach the topic of his duty, in doing it well.

The worker in his job, and the farmer in his field, and the scientist in his laboratory, and the teacher in his school, and the student behind his desk, and the soldier behind his cannon.

Because, we cannot reap fruites, if we did not ^T
saw it's trees.

So, the country is the land, and the farmer's are the citizens while civilization and progress are the green trees that gives it's delicious fruits.

Each one, must choose the job, ~~he can~~ which he can do it to the utmost.

As we see, every one must specialized in a work to do it well. To me I want to be a doctor, in order to serve my country in my field, so that I can gave hand in progressing the condition of health in my country, in a world full of Bactria and Microb's and Jerms.

I choosed such a mission, because countries in our day's, rather from previous da's, is in need for doctor's, due to illnesses that spreads more and more.

A19: Everyone must serve his country in any way he likes. The methods are several to do this, and it varies according to the individual.

Accordingly I am forced to serve my country, like anyone ~~(and) especially~~ through the society in which I live. My term will come when I finish my ~~life in~~ school life, and by that, the way of serving my country will easily comes to my thought. But I think that my learning at school ~~is the~~ may be considered as the first step to everyone should serve his country, because it is the best mean which gives way to man. to choose his purpose which will be the way of serving his country. From ~~here~~ this point I consider the important pillar on which country must depend on is education.

Many troubles may meet the unlearned man, and that appears distinctly through our condition now. Education has an important influence upon the nation and its individuals. ~~Although~~ Many uneducated persons serve their country, but this service is not complete. Why? the answer of this question is their lacking of education, because its benefit on moral is very important, and as we know morality has an important role to play in nations. Moreover education produces good element to society to pay their debts to their country, and introduces men of

future on whom the new breed will depend on.

Now we can secure ourselves after the important development that made the people linked to school with respect and honour. But the compulsory education should be executed to get its numerous advantages.

IC28: It is a good idea to have the girls wear a uniform for many reasons; some of the reasons is that it would be more pleasant to the viewer to have all the girls dressed in a definite color than mixed. There are some reasons that are concerned with the administration and some others concerned with the parents. As far the administration a definite uniform will resembles a good organized school; but as for the parents, they generally believe that the girls ought not dress decently and orient themselves too much because the Moslems' tradition contradicts that.

IC49: Probably one of the main reasons why some schools oblige their students to wear the same uniform all through the year, is to abolish the effect created from the appearance of some rich students in this school. The fact that everybody wears the same uniform shows - at least in appearance - that no student is better than any other, thus, equality is put in an effective form in the students' daily lives. Another reason is to create an atmosphere of full seriousness in the school as a whole and in the student as an individual. The girl would no more care for her appearance, thus, all her care is directed towards her studies.

However, I think this idea is ridiculous, For every girl likes to have an attractive appearance, just because she is a female. Killing this human instinct in her, would be getting rid of her most important desires. The uniform she is obliged to wear is nothing but a support to the monotonous life she is living in. Instead of living in the big sphere she was born in she is made to live in a very smaller sphere that limitate her reactions with the outside world.

EV25: Yes it is a good idea for a school girl to wear a uniform, first the uniform gives the student a tidy appearance, it makes all the student look the same, simple tidy, not vulgar.

When student wear uniform, they don't have to change every day a dress, and it is difficult for them to choose the suitable color, fashion, design, because they can't wear for example the old fashion

dress and come to school, because their friend ~~may~~ would criticize them and they might laugh at them, or even they might come in a vulgar dress all her hands legs are ~~all~~ shown, so the teacher don't respect her and take a bad idea of her.

The first idea of a school girl is studying and learning, so the girl would not be upset and confused of what she might wear, so the simplest idea which suits her studying and her time is to wear her uniform, so she don't spent her time in front of the mirror to see the length, or to shorten it on fashion as "mini jupe", because my idea as a student I don't respected a school all her student ~~to~~ wear short dress, so the best way as ~~to~~ not to quarrel with ~~them~~ or the student to design their uniforms.

The eastern people are very conservative, so they sent their children to learn and success in their studying, so if they are fused ~~to study~~ in their dressing they are fused also in the studies, so if they were uniforms the teachers respects them more and they can sit in a comforted seat no beathered that their new dress might be torn or dirt.

So a good student who looks at his future not his dressing, thats why the principles decided to design uniforms for the student.

EV5: Wearing a uniform in primary and secondary schools has certain advantages. On the whole it is a good idea making primary and secondary girls wear uniforms.

On ^{the} one hand wearing a uniform makes a secondary girl feel that she is going to school not to a movie or a party. Uniforms help girls to study more rather than being interested in her classmates dress or her dress and sometimes they might come to a quarrel with their parents because they didn't get them a new dress.

On the other hand a uniform is necessary for primary girls because it helps them keep their clothes clean and tidy especially for those who have their dinner at school. Wearing a uniform is not good for Kindergarden's because these children are still young and they have a bad impression about schools, so if we make them wear a uniform they would hate schools.

In conclusion a uniform is necessary for primary and secondary girls

EV2: The following was written by a native speaker of English:

I think it is good to wear uniforms because clothes always create problems among mothers and daughters at home. At school they may not be able to concentrate on the lessons as they would be thinking about their clothes in relation to their friends' clothes.

Nagging their parents about it causes an unpleasant atmosphere in the home and some mothers feel that they must yield to their daughters' pleas. Their income may not allow for that but they take chances on it.

Some girls get inferiority complexes if they constantly feel that they are poorly dressed or don't have enough clothes to wear.

If a person doesn't care about what he wears and doesn't worry about it, then there is no harm in not wearing uniforms at school; but it really depends on the person and if ~~he~~ that person reacts in a serious way to it or not.

BIBLIOGRAPHY

Books

- Brooks, Nelson. Language and Language, Theory and Practice. New York: Harcourt, Brace and Co., Inc., 1960.
- Curme, George O. Syntax Vol. 3, Boston: D.C. Heath and Co., 1931.
- Fries, Charles C. Teaching and Learning English as a foreign Language. An Arbor: The University of Michigan Press, 1945.
- _____. The Structure of English. London: Longmans, Green and Co., Ltd., 1964.
- Gleason, H.A. Linguistics and English Grammar. New York: Holt, Rinehart and Winston, Inc., 1965.
- Hunt, W. Kellogg. Differences in Grammatical Structures Written at Three Grade Levels. Florida: Florida State University (Unpublished Research Project) 1964.
- Jespersen, Otto. A Modern English Grammar Part VII. (Completed and edited by Neils Haislund) London: Allen and Unwin Ltd., 1961.
- Lado, Robert. Linguistics Across Cultures. Ann Arbor: The University of Michigan Press, 1962.
- _____. Language Teaching. New York: McGraw-Hill Inc., 1964.
- Long, Ralph B. The Sentence and Its Parts. Chicago: The University of Chicago Press, 1965.
- Mackey, William Francis. Language Teaching Analysis. London: Longmans, Green and Co., Ltd., 1966.
- Nasr, Raja T. The Teaching of English to Arab Students. London: Longmans, Green and Co., Ltd., 1963.
- Strang, Barbara M. Modern English Structure. London: Edward Arnold (Publishers) Ltd., 1965.

Weinreich, Uriel. Languages in Contact. The Hague, The Netherlands: Mouton and Co., (Publishers), Second Printing 1963.

Zandvoort, R.W. A Handbook of English Grammar. London: Longmans, Green and Co., Ltd., 1960.

Articles

Briere, Eugene J. "Testing the Control of Parts of Speech in Foreign Language Composition." Language Learning, Vol. XIV, No. 1 (1962), 1-15.

_____. "Quality Before Quantity in Second Language Composition". Language Learning, Vol. XVI, No. 3-4 (1966), 141-151.

Erazmus, Edward T. "Second Language Composition Teaching." Language Learning, Vol. X, No. 1-2, (1960), 25-31.

Lane, Harlan, "Some Differences Between First and Second Language Learning." Language Learning, Vol. XII, No. 1-2, (1962), 1-11.

Morgan, D.Y. "A Discussion of Remedial Teaching and an Account of Some Attempts at it." English Language Teaching. Vol. 10, April-June, 1950,