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AMERICAN UNIVERSITY OF BEIRUT

Problems in Teaching the Verb to Do to Iraqi Students

By

Abdul Wahid Mohammad

Approved by : Neil Bratton
Dr. Neil Bratton Advisor

Fuad Haddad
Dr. Fuad Haddad Member of Committee

Barbara J. Sample
Mrs. Barbara Sample Member of Committee

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Abdul Wahid Mohammad

A Thesis

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ABSTRACT

Iraqi students learning English make many mistakes in the use of the English verb do. It is assumed that the reason for this lies in the fact that these students cannot easily rid themselves of the habit of thinking in their own language. This is due to the transfer of the native language grammar into the English language.

These students speak Arabic. Arabic exists in two forms: the Written and the Spoken. Now, which form interferes in the use of the Verb do? Do both interfere?

This paper attempts to find out (1) whether the native language really interferes in the making of written grammatical mistakes in English, (2) the extent of the interference of Arabic (Written and Iraqi), (3) which do-structure is the most difficult to learn.

For this purpose, the present writer devised a test which was administered in Baghdad to intermediate second-graders. Its results might help the teacher to a better understanding of the problem of using the verb do.

CHAPTER I

INTRODUCTION

1. The Problem:

The Iraqi second-grade intermediate students have studied English for four years: two years at the primary level and two years at the intermediate level. Normally they are given six periods of English per week. The length of time allotted for each period is 45 minutes. In the second-grade of the intermediate school, the number of periods becomes 5 instead of 6. In spite of the amount of time spent studying English these students seldom learn to master the use of the English verb to do even though it is basic to such elementary structures as questions and negatives. The reason for the persistence of such errors is, we consider, that the teachers themselves do not have available to them (a) a clear analysis of the verb to do (b) a contrastive analysis of its equivalents in both Iraqi and Written Arabic, and, (c) textbooks based on

such analyses.

What then are the characteristic errors in the use of the verb to do which Iraqi second-grade intermediate school students make? Do they misuse the full verb to do and confuse it with other English verbs? Do they misuse the auxiliary verb do¹? Or do they misuse both?

2. Background Study:

Having been a teacher of English in Iraqi intermediate and secondary schools for twelve years, I know that my students make the following mistakes:

(a) Semantically, they confuse the full verb to do with make or work. For example, instead of saying, She makes a cup of tea, they sometimes say, She does a cup of tea.

(b) When Do is a full verb, they may, in the negative or the interrogative, treat it like an auxiliary. For instance, instead of saying, He doesn't do a lot of work, and, Did he do a lot of work?, they say, He doesn't a lot

¹Note: The auxiliary verb do does not take to.

of work, and, Did he a lot of work?.

(c) When Do is an auxiliary verb, it is often omitted with other full verbs, both in the negative and in the interrogative. For example, instead of saying, He didn't come to school, they may say, He came not to school, or, Not came he to school. And instead of saying, Did he come to school?, they may say, Came he to school?, or, Was he come to school?.

(d) When Do is a substitute verb, they may often omit it. e.g. He runs fast and so (do) I, or put it in unnecessarily, e.g. What are you doing? I am doing reading.

3. The Purpose of the Study:

This study has a seven-fold purposes

(a) To present the common uses of the verb to do so that Iraqi teachers may fully acquaint themselves with these uses, and consequently be more likely to produce them correctly either in speech or in writing.

(b) To identify the most characteristic errors in the use of this verb and suggest that the causes lie chiefly in interference from the

mother tongue.

(c) To reveal the extent of native language interference after four years of learning English.

(d) To show if the student's mistakes are due to translation from Written Arabic, Iraqi, both or neither.

(e) To determine if there is any significant difference between Written Arabic and Iraqi.

(f) To determine which interference is more significant, the Written Arabic or the Iraqi.

(g) To determine which linguistic problems are most difficult for the students.

This study does not attempt to analyze the causes of these errors, but it may throw some light on some probable causes.

4. Significance of the Problem:

The verb to do is one of the most commonly used verbs in English language. Writers and speakers of English can not do without it in constructing basic structures like questions and

negatives.

Learners of English should therefore become, at the earliest stage, fluent in the different forms and uses of this verb.

5. The Procedures:

This study starts with a survey of the related literature. The survey consists of two parts. The first part concerns itself with traditional grammar which mostly centers upon meaning rather than structure. The analyses of notable grammarians such as Jespersen, Curme, and Zandvoort are presented. The second part presents the views of modern grammarians especially where they relate to controversial issues. A comparison between these views is made to show up the differences in analysis. Also, an attempt is made to accentuate the novel interpretations of some aspects of this verb. The grammarians referred to are Martin Joos, W. F. Twaddell, W. Nelson Francis, F.R. Palmer, James Sledd, Barbara M.H. Strang, Charles Carpenter Fries, and N. Chomsky. Finally a third part is added. This is a summary of all the common uses of the verb

to do.

In the third chapter, a contrastive study of the use of the verb to do both in English and Arabic (Written and Iraqi) is presented. The aim of this chapter is to indicate the difficulties in assigning potential Arabic equivalents for the English full verb to do, especially when we know that the latter may be confused by Arabic-speakers with the verbs make, perform, achieve, and accomplish. The converse is true in Arabic. The verbs /ya^lmal/ (make), /yaf^lal/ (do), and /yunjiz/ (perform) may be used interchangeably. In other cases, when each of these verbs can occur in certain environments, the others can never occur. A phonemic transcription has been used to present the Arabic data.

In the fourth chapter, a diagnostic test is presented. The test consists of 39 items in Written Arabic and 39 items in Iraqi. It has been given to 100 Iraqi second-grade intermediate school students, both girls and boys. The test items are meant to reveal what errors these students make in the use of the verb (to) do in Yes/No questions, Wh-questions, Tag questions,

Negatives, Emphatic sentences, Inversions, and Codes.¹ Also it reveals how they confuse it (to do) with to make and vice versa. Other items are to test the use of the substitute verb to do. One item only is given to test whether the students use the do-form with Who (subject) in questions or not.

In the fifth chapter, the results of the tests are given. A special codification has been assigned to identify the type of errors. These errors are categorized according to their significance and their range of occurrence.

In the sixth chapter, conclusions, and suggestions relevant to the teaching of the verb to do are given. They are based on the results of the test.

6. Terminology:

Below are the terms, the abbreviations, and the phonemic transcriptions used throughout:

¹See the Terminology Section below.

(a) The Terms:

the full verb to do - the principal (or the independent or the main) verb to do

the function verb do - the auxiliary verb do

do-forms - do, does, did

pro-verb - a word do which stands instead of a verb

dummy verb - a verb which has no meaning but it has a function (the auxiliary do)

tense marker - auxiliary do-forms carry the tense of full verbs in negatives and questions

plain do - do without to; different from auxiliary do

echo question - in this type of question the intonation contour is (2-3-3); it is formed without the use of do-forms e.g. He went

marginal verbs - need, dare, and use to are called marginal verbs

code - the underlined words in the following sentence make up the code:

I like apples and so does she.

inversion - the underlined words in the following sentence make up the inversion:

He didn't dance. Neither (Nor) did his friend.

copulative verb - it is also called "linking verb" such as: seem, appear, and look.

(have-en) - have + past participle

(be-ing) - be + present participle

wh-question - information question beginning with (who, when, why, what, where..)

S-agreement - the third person singular.

(b) Abbreviations:

S - sentence

NP - noun phrase

VP - verb phrase

Aux - auxiliary

Pred - predicate

V - verb

Vi - intransitive verb

Vt - transitive verb

Vc - copulative verb

MV - main verb

Comp - complement

Tn - tense

Pres - present

Pas - past

Af - affix

Ng - negative

Emph - emphatic

Q - question

≠ - to indicate where a sentence starts
or ends in transformational grammar

PS - phrase structure

Subj - subject

(c) The transcription used is as follows:

1. Arabic (Written and Iraqi) Consonants¹:

<u>Phoneme</u>	<u>Descriptive Examples</u>
/b/	voiceless bilabial stop. /habsun/ (prison)
/t/	voiceless unaspirated dental stop. /ʕitaa'un/ (winter)
/d/	voiced dental stop. /duud/ (worms)
/T/	voiceless dental velarized stop. /Tayr/ (bird)
/ḍ/	voiced dental velarized stop. /ḍaad/ (letter ḍ)
/k/	voiceless unaspirated velar stop. /ʕaka/ (he complained)
/q/	voiceless unaspirated pharyn- geal stop. /qaala/ (he said).
/ʔ/	voiceless glottal stop. /ʔana/ (I)

¹Adapted from: Raja T. Nasr, The Teaching of English to Arab Students, (Bristol: Longmans, Green and Co., Ltd., 1963), pp. 15-18, 28-29, with several variations.

- /t̥/¹ voiceless affricate made up of a voiceless alveolar stop followed by a voiceless alveopalatal fricative. /t̥aŋ/ (luck)
- /g/² voiced velarized stop. /yigdar/ (can)
- /f/ voiceless labio-dental fricative. /faylasuuf/ (philosopher)
- /θ/ voiceless inter-dental fricative. /maθal/ (example)
- /ð/ voiced inter-dental fricative. /ðanab/ (tail)
- /s/ voiceless alveolar fricative. /masaa'/ (evening)
- /z/ voiced alveolar fricative. /mawz/ (bananas)
- /ʃ/ voiceless velarized fricative. /ʃiin/ (china)
- /ʤ/ voiced velarized inter-dental fricative. /ʤanna/ (he thought)
- /s̺/ voiceless alveopalatal fricative. /s̺ams/ (sun)
- /x/ voiceless velar fricative. /daxala/ (he entered)
- /g̊/ voiced velar fricative. /g̊anam/ (sheep)
- /ħ/ voiceless pharyngeal fricative. /ħuut/ (whale)

¹Colloquial.

²Colloquial.

- /c/ voiced pharyngeal fricative.
 /c'ala/ (on)
- /h/ voiceless glottal fricative.
 /huna/ (here)
- /m/ voiced bilabial nasal.
 /samaa'/ (sky)
- /n/ voiced alveolar nasal.
 /'ana/ (I)
- /l/ voiced alveolar lateral.
 /layl/ (night)
- /r/ voiced alveolar flap. /rama/
 (he threw)
- /w/ voiced nonsyllabic bilabial
 continuant. /lawa/ (he bent)
- /y/ voiced nonsyllabic palatal
 continuant. /nay/ (raw)

2. Arabic (Written and Iraqi) Vowels:

<u>Phoneme</u>	<u>Description, Examples</u>
/ii/	high front close unrounded. /fiil/ (elephant)
/i/	high front open unrounded. /min/ (from)
/a/	low front close unrounded. /sabb/ (young man)
/aa/	low front close unrounded. /laa/ (no)
/uu/	high back close rounded. /suuq/ (market)
/u/	high back open rounded. /kun/ (be)

CHAPTER II

A SURVEY OF THE RELATED LITERATURE

1. Traditional Grammar:

The way in which traditional grammarians write about the verb do makes it difficult for an investigator to summarize their views concisely.

They were greatly concerned with the accumulation of a tremendous number of examples; especially the kind of examples which show the irregularities of the verb do rather than its regularities. As a result of this strong tendency, some grammarians reproduced a host of examples taken from old sources in order to show first the old forms of do,¹ second to pre-

¹George O. Curme, Parts of Speech and Accidence, (Boston: D.C. Heath and Co., 1935), pp. 251, 330:

"Present
thou doest (full verb), dost (auxiliary) Past
he doeth, doth"

Otto Jespersen, A Modern English Grammar: Syntax, (London: George Allen & Unwin Ltd., 1928), II, Part III, 224. "Do thou amend thy face, and I be amend thy life. Do not thou when thou art a King, hang a theefe."

sent the old constructions which lack do, and and third to introduce the exceptions.¹

Today these old forms rarely occur in English except in poetry and in biblical language. As Curme says, "The poet makes still more liberal use of the old form when it suits his purpose."²

So far as the old negative and interrogative constructions with full verbs are concerned, there seems to be a lot of agreement among traditional grammarians that in older forms of English the auxiliary verb do was seldom used. Examples:

¹H.A. Gleason, Jr., Linguistics and English Grammar, (New York: Holt, Rinehart & Winston, Inc., 1965). On pages 76-77, he says, "While the American school tradition shows a remarkable consensus on basic questions, the European scholarly tradition has been prolific in its diversity. There has been the interplay of many very divergent points of view. There are many differences in interpretation of details, and there is a variety of terminology. It is not, therefore, easy to characterize scholarly traditional grammar in any useful way. Only some very general tendencies can be noted, and exceptions can be adduced readily enough for any of them.

The scholarly tradition raised many unanswered questions. Much of the work of the scholarly traditional grammarians has suffered from the lack of an adequate framework within which they might assess the relevance of the examples studied.

The focus of attention for the European grammarians has always been strongly on the details, particularly the uncertain or controversial points that marked the boundaries of current knowledge."

²George O. Curme, A Grammar of the English Language: Syntax, (Boston: D.C. Heath and Co., 1931) III, 22.

"I care not ..
I doubt not ..
I know not ..
If I mistake not .."¹

} negative

"What say you?
What think you?
Saw you ever the like?"²

} interrogative

"Swims he?"³

The present-day usage of the do-forms with the full verbs in the negative and the interrogative constructions, became fixed in about the middle of the eighteenth century. Even so, however, a set of expressions such as: I know not, and, What think you?"still linger on even in plain prose"⁴.

¹Ibid., p. 22. Here, Curme comments, "The old simple forms are still used for archaic effect in historical novels."

²Ibid., p. 22.

³Otto Jespersen, Essentials of English Grammar, (Massachusetts: University of Alabama Press, 1964), p. 306. "During the last few centuries the use of do (does, did) has become the rule in such interrogative sentences as contain no other auxiliary." On page 307, he says, "But do is not required in those sentences in which the subject naturally precedes the verb, i.e. when it is an interrogative pronoun or an equivalent: Who swims? How many people signed the petition?".

⁴Curme, op.cit., p. 22.

Anyway, generally speaking, traditional grammarians seem to agree that the verb do may appear in the following roles:

1. do as a full verb
2. do as a substitute verb
3. do as an auxiliary verb

Perhaps, a fourth role can be added:

4. do as an idiomatic verb

Needless to say both do as a full verb and do as an idiomatic verb have basically the same features except that the latter differs in that it may occur with certain prepositions or adverbs and thus acquire new meanings.¹

First, do as a full verb can appear in any of the following orthographic forms:

do, does, did, done, doing².

It is a transitive verb. Example:

He does his work.

¹Jespersen, op.cit., p. 271. "To have (be) done now generally takes with in the sense to have finished, though the construction without the preposition is still found. They had just done dinner. They never know when to have done with it. He was anxious to be done with farm labour." On page 270, he says, "Where we now say do away with.. the old phrase was, do away a thing.. (the idea was: hide away, pocket)".

²Note: the auxiliary verb do has only these forms: do, does, did.

In negative and interrogative sentences, it behaves in the same way as any other full verb in that it takes the auxiliary do. Examples:

He doesn't do his work. (~~He~~ doesn't like his work.)

Does he do his work? (Does he like his work?)

Second, do as a substitute verb¹ usually plays the role of a pro-verb in a sentence. For instance:

She draws better than I do (substitute for draw)

But, along with this normal pattern, there seem to be other patterns in which the substitute verb do appears.

¹Jespersen, op.cit., p. 248. "... if a verb is necessary for some reason or another, it is often convenient instead of repeating the same verb to use either do or an auxiliary verb, which then may take an object, even if it would not be possible for this substitute verb in itself to take the same kind of object. Chaucer: I made hir to the worship of my lord; so do I able myne other creatures. He lou'd his mother dearly, so did he mee."

Note: The modern use of the substitutive do is normally without object.

Examples:

1. "Shall I ask him? - Do (ask him)
(omission of the infinitive in the periphrastic do-form of the verb)"¹
2. "If you saw the truth as clearly as I do ... (in comparative clauses without an object)"²
3. "I strongly disapprove of his conduct - We all do. (to do refers to the preceding verb with its adjuncts)"³

Third, do, in its various functions as an auxiliary verb, receives great attention from the traditional grammarians in:

- a. negative sentences
- b. interrogative sentences
- c. emphatic sentences (affirmative or imperative)

¹Curme, op.cit., p. 22.

²R.W. Zandvoort, A Handbook of English Grammar, (Bristol: Longmans, Green & Co. Ltd., 1962), p. 79. "With a phonetically weightier second subject, however, English often dispenses with to do as well. He knew more about it than than most people".

³Ibid., p. 79. "The strong-stressed finite forms of to do are used, without or with a plain infinitive, in sentences contrasting two aspects of a verbal action. They told me I could not see him that day; but I did (see him)".

Examples:

He does not read well.

Did she come?

I do like it.

Do come!

The above are typical examples of the three functions of the auxiliary do. Besides these, however, there are other special cases which seem to attract much of the traditional grammarians' attention.

With regard to the negative, for example, they have discussed the use of never, seldom, rarely, not only and not for an instant, with do, and how in these cases the do-forms precede the subject.

Examples:

Never did I see such a sight.

Not for an instant did she lose her head.

This construction, according to Zandvoort, "is commonest in literary English."¹ In less

¹Ibid., p. 81, He refers to the following special negative case, "To do is often absent in sentences containing the negative phrase not at all (mostly in final position): It was clear that the idea pleased him not at all (perhaps slightly more emphatic than the: the idea did not please him at all)".

rhetorical style one would say: I never saw such a sight. She did not lose her head for an instant.

In interrogatives, the do-forms precede the subject in sentences containing full verbs.

Examples:

Does he know her?

How did she go to school?

Occasionally, the auxiliary do may be omitted in interrogatives. For example:

"(Did you) Get my wire? (Edwin Balmer, Breath of Scandal, Ch. XIII)"¹

The omission of do² in such a construction is justified by Curme in this way, "In lively narrative the suppression of the verb often imparts to the description the idea of a brisk movement of events."³

¹Curme, op.cit., p. 21.

²Note: Do is omitted in what is now called 'echo question'. Example:

You ²saw ³him?

³Ibid., p. 21.

The third and last function of the auxiliary do is the 'emphatic'. It is used before full verbs in the affirmative, and the imperative, sentences. Examples:

She did buy it.

Do listen!

In imperatives the subject can be expressed:

Don't (you) do that!

"When the tone becomes that of an emphatic prohibition or a negative entreaty,"¹ do can also be used with the copula be in imperative and negative imperatives.

Examples:

Do be quite!

Don't be late!

Thus far, we have outlined briefly the characteristic features of the main roles of the verb do and then the three major functions of the auxiliary do have been pointed out. Still, there are other points which have to be consi-

¹Curme, op.cit., p. 431.

dered here, since they help to give a more thorough picture of the traditional grammarians' treatment of the verb do.

These points are:

1. The use of do with the full verb have.
2. The use of do with the marginal verbs.
3. The use of do with the words: So, It, and That.

First, the auxiliary do is used with the full verb have¹ when the latter is used in the sense of:

1. To obtain or to receive: Did you have an opportunity to go there?²
Do they often have visitors?
2. To experience: Did you have a good time?
3. To cause: Did he have a house built?
4. To be obliged: Do I have to pay for this?

¹Notice that the classification of the uses of do with have is made on semantic grounds i.e. the various meanings of have.

²Zandvoort, op.cit., p. 81.

5. To eat or drink: Do you have coffee
for breakfast?

But, it is not used with to have in the sense
of to possess.

Example:

Has she blue eyes?

Nevertheless, this restriction does not apply
to American English or to many varieties of
modern British.

Example:

Does she have blue eyes?

Added to this, Zandvoort notes "the dif-
ference between:

Do you have much time for golf? (i.e.
habitually), and Have you (got) time for a round
of golf on Saturday afternoon? (specific occa-
sion)".¹

Secondly, the auxiliary do is optionally
used with the "marginal" verbs: need, use to,
and dare, in negative and interrogative senten-
ces. Examples:

¹Ibid., p. 81.

She dared not tell (or to tell) him, or
She didn't dare tell (or to tell) him.

But, "the choice between them," according to Zandvoort, "would often seem to depend on whether a longer or a shorter group of words is required in the context, although the periphrastic construction seems to occur more frequently in the past tense than in the present.

He didn't dare (to) return.¹

He daren't return.

Thirdly, we end this discussion with notes on the occurrence of do with so, it, and that.

The word so, very often occurs after do so that it may add something to the whole meaning of a construction; without which it will remain incomplete. But this word so, according to Jespersen, "is only used after the infinitive, participle, and gerund of do; otherwise this verb suffices in itself.

He had promised to pay, but he failed
to do so.

Instead of doing so, he left the country.

¹Ibid., p. 83.

He hasn't done so.

He had promised to pay, but he didn't."¹

In Zandvoort's opinion, this use of do with so "is commoner in written than in spoken English."

It is useful to mention here that the word so may occur before do in code, but since this use was not discussed by traditional grammarians, we prefer not to mention it here.

In other cases, instead of using so with do, it is possible to use the words it or that, and thus add a shade of definiteness. To illustrate this, we can consider the following explanation by Zandvoort, "To do ... may also be followed by it:"

I remember seeing him throw the letter into the fire and asking him why he did it.

In such a case to do is used as a notional verb with a neuter pronoun object. Note that it is more definite in its reference than so, which is, of course, really adverbial. That in a similar construction is more emphatic than either,

¹Jespersen, op.cit., p. 161.

though not necessarily more strongly stressed. It suggests a less close connection between two statements, than it.

I am going to shoot that cat. "Don't do that; it has not done you any harm."¹

2. Modern Grammar:

Here, we shall bring in the main issues regarding the verb to do, as seen from the modern grammarians' point of view.

Current scientific linguistic studies have reconsidered traditional grammar in the light of new findings, and so, new methods of grammatical study have been established and consequently new theories have evolved and been developed.

One of the influential notions which has been favored by linguists is this: language is a system, and being a system, there must be certain rules which govern the generation of its different structures. Hence many grammarians have started from this point; studying the grammatical units as factorial parts of whole definable structures. In accomplishing this aim, some of them

¹Zandvoort, op.cit., p. 79.

have made specialized studies of certain grammatical units such as the English verbs. Others have made even more specialized studies of certain categories of verbs such as the auxiliaries and among these the verb do occupies a prominent position.

The point of great interest in this verb to modern grammarians is its function as an auxiliary verb in various roles. But in tracing the various roles claimed to be played by it in constructing sentences with full verbs, it is surprising to find a lot of disagreement amongst the grammarians.

The first point the modern grammarians disagree upon, is the question of labelling the auxiliary verb do.

W.V. Twaddell calls it "the semantically empty auxiliary" or "the grammatical dummy"¹, while Charles C. Fries calls it a "function word". On the other hand, there is W. Nelson Francis who distinguishes between do as a function verb

¹W.F. Twaddell, The English Verb Auxiliaries (2nd ed. rev.), (Providence; Brown University Press, 1963), p. 18.

and do as an auxiliary verb.¹ Again there is disagreement about the labels of the various functions of the auxiliary do and upon the number of these functions. Twaddell and Fries define four functions for the auxiliary do, while Francis and F.R. Palmer define only three. (Note: These functions will be pointed out later).

Twaddell further distinguishes two sets of auxiliaries, namely, the primary auxiliaries and the secondary auxiliaries. The verb do, according to him, comes next to the verb to be in the set of the primary auxiliaries. He shows that the primary auxiliaries of which do is one, are characterized by four obligatory functions. He says, "Empty do/does/did/

¹W. Nelson Francis, The Structure of American English, (New York: The Ronald Press Co. 1958), pp. 264, 263. "The versatile little verb do may thus appear in four different roles: (a) do as auxiliary (b) do as function verb: he liked it but I didn't (six); I go there frequently; do you (c) do as verb substitute (d) do as full verb".

Note: In the present writer's opinion, there is not an important distinction between do as a function verb and do as an auxiliary verb, except that when it is a function verb, the full verb does not appear.

1. bears the -n't of negation,
e.g. They don't work here.
2. precedes the subject in interrogation
(and some other uses),
e.g. Did you finish the work? (Neither
do I. Not only did we agree that...)
3. bears the stress of truth-value insis-
tence, I did stop at the intersection.
Do come in! He does look silly, doesn't
he? I don't want to dance, and that's
that.
4. echoes a preceding predicate in repe-
tion. It works now, doesn't it?
Alice doesn't type better than Carl
does, does she?"¹

Compare what Twaddell has said about the four obligatory functions of the empty do, with what Fries says below:

"As a function word it has four important uses:

First, ... it is used to make an 'emphatic' form..

¹Twaddell, op.cit., p. 19.

Second, ... it is used as a substitute verb..

Third, ... used with the negative verb.

Fourth, ... used in questions.."¹

Nevertheless a careful examination of what both have stated in this respect will reveal subtle differences, especially if the examples given by both are taken into consideration.

First, Twaddell points out the inversion of word order not only in questions but in "some other uses" as well, while Fries restricts this function only to the question form.

Second, Twaddell does not use the word 'emphatic'; instead, he uses a somewhat lengthy expression (i.e. "the stress of truth-value insistence".) The intention, thus, is to prove the prevailing notion that the insertion of do before full verbs makes the emphatic form, is wrong. In fact, it functions as bearer of "the stress of truth-value insistence". Thus, according to this assumption, the emphatic form is not necessarily

¹Charles C. Fries, American English Grammar, (New York: Appleton-Century Crofts, Inc., 1940), pp. 146-149.

found in affirmative sentences only. It can be found in imperatives, tag-questions, and negatives too. This fact is clearly shown in the examples given by Twaddell.

Actually, Twaddell is not the only one who indicates this fact. There are other grammarians who support the idea. The first is Martin Joos. He says, "... as a matter of fact it does seem as though the added word added the emphasis. This is, however, an illusion. What is added is not emphasis on a certain word or its meaning; what is added is insistence on the truth-value of the whole clause."¹ The second one is James Sledd who says, "A verbal pattern of this sort is often called emphatic, but the emphasis results from the patterns of stress and intonation, not from the use of the forms do."² Again, he says, "The strongly stressed form of do in sentences like ²A + ²seal² -- ⁴did + bark + at + me¹ is sometimes called the 'emphatic' do, but any

¹Martin Joos, The English Verb: Form and Meanings, (Wisconsin: University of Wisconsin Press Inc., 1964), p. 61.

²James Sledd, A Short Introduction to English Grammar, (Chicago: Scott, Foresman & Co., 1959), p. 108.

other auxiliary under the same pitch and stress would be equally emphatic."¹ The third one is Barbara Strang, who says almost the same thing, except that her focus is on the imperative form which she describes as the "hortatory verbal form" or the "coloured emphatic form": "do (emphatic) + base, is a 'coloured' emphatic form, encouraging if the intonation pattern is a drop between level tones (usually 1 - 2 or 2 - 3), exasperated if there is tone-movement on the last syllable (e.g., 3-2-4)."² Example:

Do listen!

On the other hand, we have Palmer who differs from the rest in that he restricts the emphatic form to affirmation only, when he talks about the conditions under which the auxiliary do is used.

Thirdly, Twaddell makes it clear in the examples given that even the do-forms used in

¹Ibid., p. 210.

²Barbara M. H. Strang, Modern English Structure, (London: Edward Arnold (Publishers) Ltd., 1965), p. 155.

tag-questions "echo a preceding predicate in repetition." Neither Fries nor any of the rest refers to this point when they talk about what they normally call the substitutive do.¹

Thus far, we have presented what Twaddell and Fries think of the auxiliary do; showing the superficial similarities and the intricate dissimilarities. What remains now is to introduce two other grammarians, namely: Palmer and Francis and see what they say about the auxiliary do.

¹Francis, op.cit., p. 264. "The verb do and its various inflectional and phrasal forms may appear in place of any full verb that has already appeared in the immediate linguistic context. Thus do is a true verb substitute, and the only one that is used in all varieties of English. The following are some examples of its uses:

he (sic) works harder than I do (substitute for work)
the music sounds better than it did yesterday (for sounded)
he has accomplished more in a week than I have done in a year (for accomplished)
A: Please mend my shirt at once B: I'm already doing it.

In cases like the last two, involving verb phrases rather than simple base or inflected forms, American English (in contrast to British English) is inclined to use a function verb rather than a phrasal form of do. Thus, in American English these two would more commonly appear as:

he has accomplished more in a week than I have in a year
A: Please mend my shirt at once B: I already am."

Palmer says "Do is a special type of auxiliary, in that it is used only under conditions under which an auxiliary is used. It occurs only, that is to say, with negative or inversion or code or emphatic affirmation. If none of these conditions apply it does not occur."¹

In this statement, there is no mention of the substitute verb do. Besides, this grammarian differs from the rest in that he uses different labels such as: inversion² and code. To clarify what he means by these two terms, here are two of his examples:

"Do I like it?" (inversion)

"I like it and so does Bill."³ (code)

The above two examples reflect exactly what Palmer means by inversion and code. But to us, the distinction between the two is unneces-

¹F.R. Palmer, A Linguistic Study of the English Verb, (London: Longmans, Green & Co., Ltd., 1965), p. 26.

²Note: The present writer has obtained a mimeographed lecture given by F.R. Palmer in 1963 in which he states the following: "N.B. (i) Inversion is common with questions (Edinburgh uses the term interrogation instead of inversion) but not all questions have inversion. A question may be asked by using the appropriate intonation. (ii) Inversion is also found in sentences beginning with seldom, hardly, etc."

³Ibid., p. 26.

sary, since in both constructions there is inverted word-order in which do-forms come before the subject.

Francis is another grammarian who excludes the substitutive function of do from the four obligatory functions of the 'empty auxiliary' do. Thus, under the sub-heading "do as auxiliary:" he gives the following examples:

do (sic) you often go to the movies
do come to see us
yes he does look like his brother
I didn't finish the job
how do you do"¹

What is noticeable here, is that Francis does not comment on these three functions nor does he label them. Nevertheless, it is evident from the examples he gives, that the auxiliary do is used in the negative, the question, and the emphatic forms.

In closing the discussion we must introduce very briefly the modern approach of trans-

¹Francis, Op.cit., p. 264.

formational grammar¹ which adheres to the notion that "a grammar is a device that generates all of the grammatical sequences of a language and none of the ungrammatical ones."

In many of its aims, transformational grammar is quite traditional. But it has the advantage of many years of scholarship which the traditional grammarians did not have. It also has the tools of modern mathematical logic to draw upon, particularly those that relate to symbolic operations. To illustrate the latter, the transformationalist adopts the following symbols:

Sentence: S

Noun Phrase: NP

Verbal Phrase: VP

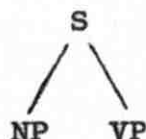
Thus, we may say that a sentence (S) consists of a subject, which is a noun phrase (NP), plus a

¹Owen Thomas, Transformational Grammar and the Teacher of English, (New York: Holt, Rinehart and Winston, Inc., 1965), p. 1, "The Term (transformational) came into prominence in 1957 when Noam Chomsky, a professor of linguistics at the Massachusetts Institute of Technology, published Syntactic Structures, which presents a brief and somewhat technical discussion of the original form of the theory."

predicate, which is a verb phrase (VP):

$S \rightarrow NP + VP$, where the arrow means 'may be rewritten'

We may also express this information graphically in a branching tree diagram:



Since we are concerned here with the verb do only, we shall leave out the (NP) and concentrate only on the (VP).

We notice that all main verbs - including the verb to be - can be preceded by auxiliaries. Thus, our next symbolic presentation says that a verb phrase (VP) may consist of one or more auxiliary verbs (Aux), plus a main verb (MV):

$VP \rightarrow Aux + MV$

whereas:

$MV \rightarrow \left\{ \begin{array}{l} be + Pred \\ v \end{array} \right\}$

in turn, V stands for:

$V \rightarrow \left\{ \begin{array}{l} Vi \\ Vt + NP \\ Vc + Comp \end{array} \right\}$

where (Vi) stands for (intransitive verb), (Vt) for (transitive verb), (Vc) for (copulative verb), and (comp) for (complement). This rewrite rule simply says that the symbol (\mathbb{V}) may be rewritten as any of the three other symbols, or sequence of symbols. Thus, the full verb may be rewritten (Vt + NP), and (Vt) may be rewritten, in this case as the full verb do.

Besides the main verbs, there are three components of the auxiliary in English, namely; the modals (can, will ... etc.), (have-en), and (be-ing). We can now expand the phrase-structure rule for auxiliaries thus:

Aux \rightarrow Tn (modal)(have + en) (be + ing)

Briefly, this rule says that we must choose the tense (Tn) morpheme and we may choose one or more of the auxiliaries. In latter transforms, this morpheme (Tn) must be rewritten as either present (Pres) or past (Pas). The affix transformation then automatically attached the correct tense morpheme to the first verb in the verbal phrase.

Auxiliary verbs in statements can be transformed into a yes/no question by simply moving the auxiliary verb + tense (or the first

auxiliary, when there is more than one) to the first position in the sentence. But if there are no auxiliary verbs, we cannot move the main verb. We cannot say:

"Wrote the boy the lesson?"

Instead we have only the tense and must introduce the dummy verb do and attach the present or past form of the tense to it. So we say:

Did the boy write the lesson?

We can do this by means of a transformational rule that replaces any occurrence of an isolated affix (including Pres and Pas) by a combination of do + Af:

Af \longrightarrow do + Af

This do-transformation is used, whenever there is no other auxiliary preceding the main verb; whether in the negative, the interrogative, or the emphatic. e.g.

Did he finish his homework?

He didn't finish his homework.

He did finish his homework.

To illustrate how sentences are generated through the application of the principles of phrase-

structure (PS), we shall first present a typical derivation for the following sentence: John drank the wine.

≠ S ≠

1. NP + VP
2. NP + Aux + MV
3. NP + Aux + V
4. NP₁ + Aux + Vt + NP₂
5. NP₁ + Tn + Vt + PN₂
6. NP₁ + Pas + Vt + NP₂

To replace the morphophonemic rules, we get:

≠ John ≠ Pas + Vt ≠ the + wine

Now we use the "flip flop" transformation and we get:

≠ John ≠ Vt + Pas ≠ the + wine

≠ John ≠ drink + Pas ≠ the ≠ wine

≠ John ≠ drank ≠ the ≠ wine

John drank the wine.

Suppose we want to make a yes/no question:

Did John drink the wine?;

then, we need the following transformation:

Q + John + Pas + drink + the + wine

Pas + John + drink + the + wine

Now, we introduce an obligatory auxiliary do as a carrier of the isolated affix, like this:

do + Pas + John + drink + the + wine

Applying the morphophonemic rules, we get:

Did John drink the wine?

Again, suppose we transform the example into the negative:

John didn't drink the wine

then we have the following strings:

John + Pas + Ng + drink + the + wine

John + do + Pas + Ng + drink + the + wine

John + did + not + drink + the + wine

In emphatic, we get the following sentence:

John did drink the wine

Applying the transformational rules, we have the following strings:

Emph + John + Pas + drink + the + wine

John + Pas + Emph + drink + the + wine

John + do + Pas + Emph + drink + the + wine

John + did † drink + the + wine

In conclusion, the simple formula:

Af \longrightarrow do + Af

can apply to all cases.

3. Classification of the Verb To Do:

Having reviewed the related literature, both traditional and modern, to show the regularities and irregularities of the verb do, and having presented the diverse views of grammarians regarding the classification of the roles of this verb and the distinctive functions of each role, we find it necessary to define these roles and functions, to avoid any overlapping.

We can say that the verb do may appear in one of the following roles:

1. do as a full verb
2. do as a substitute verb
3. do as an idiomatic verb
4. do as an auxiliary verb (or a function verb)

Below we shall take each role separately and give a brief description of it.

1. Do as a full verb:

- a. It appears in the following orthographic

forms: do, does, did, done, doing

- b. It is a transitive verb:

She did the homework.

- c. It is negated, interrogated, and emphasized by the use of the auxiliary do:

She didn't do the homework.

Did she do the homework?

She did do the homework.

(Note: In all the above examples, "plain do" is used.)

- d. It is used in the imperative:

Do your homework!

- e. It can be preceded by modals, (have-en), and (be-ing):

He can do it.

Will he do it?

He may not do it.

He has done it.

He has been doing it.

He is doing it now.

- f. It can be used actively or passively:

They have done the work. (active)

The work has been done (by them). (passive)

g. Its meaning is as follows:

"Do, accomplish, achieve, mean to bring some action to a conclusion. Do is the general word, carrying no implication of success or failure: he did a great deal of hard work. Accomplish and achieve both have a connotation of successful completion of an undertaking. Accomplish emphasizes attaining a desired purpose through effort, skill, and perservance: to accomplish something important, excellent, or great: to achieve a beneficial service for mankind."¹

2. Do as a substitute verb:

a. It is used in question and in replies to requests:

What are you doing?

What did you do?

What has he done?

A: "Please, mend my shirt at once."

B: "I'm already doing it."²

¹C.L. Barnhart (Ed), The American College Dictionary, (New York: Random House, Inc., 1961), p. 356.

²Francis, op.cit., p. 264.

- b. It is used in short answers:

Do you like it? Yes, I do, or No, I don't.

- c. It is used in comparative clauses:

He behaves better than you do.

- d. It is used in 'code':

He likes oranges and so do I.

Tom likes me and John does too.

3. Do as an idiomatic verb:

(N.B.: Both the full verb and the idiomatic verb function alike, except that the latter acquires new meanings as a result of being collocated with certain words.)

- a. "to do one's bit: to do one's share in a common task or cause, especially what is expected of a member of the community in which one lives."¹
- b. "to do for:
- (1) "(colloquial) to ruin, to destroy"
- (2) "to be adequate or suitable for"
- c. "to do the handsome: to act generously, especially in hospitality".

¹The idioms from (a) through (s) are quoted from: V.H. Collins, A Third Book of English Idioms, (Bristol: Longmans, Green and Co. Ltd., 1963), pp. 64-66, 98-189.

- d. "to do in: (slang) to kill"
- e. "to do a thing on one's head: to do it extremely easily"
- f. "to do well:"
 - (1) "of an arrangement etc., to prove effective satisfactory."
 - (2) "of a person in his work, to be successful."
 - (3) "in health, to be making satisfactory progress."
 - (4) "to entertain (a person), or indulge oneself, with good food etc."
- g. "to do with": (Figurative)
 - (1) "to welcome, to be glad to have"
 - (2) "to manage with"
 - (3) "to be concerned with"
 - (4) "to affect"
 - (5) "to be relevant to"
- h. "to have to do with":
 - (1) to have social or other relations with a person, a body of people, an organization.
 - (2) to be logically connected with: e.g. "The flowers that bloom in the spring, trala-la, have nothing to do with the case."

- i. "What's to do?" (Colloq.): What is the matter? What is the fuss about?"
- j. "Nothing doing" (Colloq.)
 - (1) There is nothing happening or going on.
 - (2) There is no prospect of business or success.
 - (3) "Certainly not", as a sharp retort to an unattractive suggestion or offer.
- k. "What's doing?" (Colloq.): What is happening?
- l. "to be (or to have) done with": to sever one's relation with a person, or to take no more part in an activity"
- m. "It's not done": it's socially forbidden, It's taboo.
- n. "to have (or be) done with: to end being connected with a person or matter."
- o. "to do one's heart good": to please, to cheer, a person.
- p. "to do (a) a good, (b) a bad, turn (to a person): to do something that (a) benefits, (b) injures, (him)."
- q. "done to a turn: cooked perfectly, especially with reference to roasted meat and the like. The allusion is to a metal

spit, to which by a metal hook meat was attached, and which was wound up to revolve above the fire."

r. "up and doing": actively busy.

s. "to be well-off, well-to-do, comfortably off: The phrases signify a state between being rich and poor, in slightly descending order of affluence.

t. "have done":

Put your pens down when you have done.

u. "do away with": get rid of (something)

I did away with all my old papers

v. "do up"

(1) fasten

He did up his coat buttons because it was cold.

(2) repair, make like new

My bicycle is looking old; I shall do it up.

Next year we shall have our house done up."

w. "do your best": try as hard as you can.

He is a hard worker; he always does his best.

- x. "do a favor": do kindness and be helpful
to (somebody)

Please, will you do me a favor.

- y. "done for": worn out, very tired

I can't wear these old shoes any more;
the're done for.

The men could walk no further; they were
done for.

- z. A: How do you do?

B: How do you do?

This is what two people usually say to
each other when they are introduced.

- ā. "This will do": This is enough,

I don't want a pen; this pencil will do.
Please give me a pound. If you haven't
got one, a piaster will do.

4. Do as an auxiliary verb:

a. In the negative:

1. It appears in the following orthog-
raphic forms:

do not = don't

does not = doesn't

did not = didn't

2. It is used with negated full verbs:
He didn't leave for Baghdad.
She doesn't come to school early.
3. It is used in 'inversion':
I don't like it. Neither does he.
or I don't like it. Nor do we.
Never did she see England!
4. It is possible to omit it with set expressions like:
I know not ...
I prefer not ...
I doubt not ...
I care not ...
I think not ...
I decided not ...
If I mistake not ...
5. It is optional with marginal verbs:
dare, use to, need: e.g.
You dared not tell him, or,
You didn't dare (to) tell him.
6. It is used with to have:
He doesn't have his lunch at eleven
o'clock.

7. It is used with to be, especially in the imperative: Don't be afraid!
8. It is used to make a "double negative"
Don't tell nobody!

b. In the Interrogative:

1. It is used with full verbs in yes/no questions:
Did he buy the book?
Does he drink orange-juice?
Do they read stories?
2. It is used in negative-interrogatives:
Doesn't he eat much?
Didn't she return?
or Did she not return?
3. It is used in Wh-questions:
Why did he leave?
Where do you usually have dinner?
4. It is used in tag-questions after full verbs:
She cooks well, doesn't she?
She doesn't cook well, does she?
5. It can appear in contracted forms:
What d'you say? (do)
What's it matter? (does)

6. It is usually omitted in the following cases:

Who knows this?

What happened ...?

What makes you ...?

How many persons signed the petition?

7. It is not used in an echo-question:

He came early?

8. It is optional with the marginal verbs:

Do you dare tell him?

or Dare you tell him?

Did you use to do it?

or Used you to do it?

9. It is used with to have?

Did he have a good time:

Do you have to go now?

c. In Emphasis:

1. Is is used before the full verbs

(carrier of truth-value insistence)¹

He 'does work hard.

I 'dont want to dance, and that's that.

¹Palmer, op.cit., p. 26. "We shall not find: I do like it (with do unstressed except in certain English dialects (e.g. West of England, especially Bristol, and South Wales)).

2. It is used in the imperative:

Do hurry up!

3. It is used with to be in the imperative:

Do be quiet!

In conclusion, the best formula for the auxiliary do is the one devised by Chomsky i.e.:

Af → do + Af

CHAPTER III

HOW DOES ARABIC (WRITTEN AND IRAQI)

HANDLE THE VERB DO?

Our goal, in this chapter, is to write a brief contrastive study of the English verb do and its Arabic (Written and Iraqi) equivalents. We must compare the structures in the two languages which contain this verb and its equivalents to determine the points where they differ. Since Iraqi Colloquial has several dialects we will choose the one the present writer uses in his everyday life. Thus, for this paper the dialect cited will be the one used in the central part of the Republic of Iraq, precisely speaking in Baghdad and the immediate vicinity.

This chapter will attempt to point out the similarities and differences between the English verb do and its Arabic (Written and Iraqi) equivalents in meaning, form, and function.

The English full verb do may mean: make,

achieve, perform, and accomplish.¹ But, this does not mean that these verbs all have the same meaning. Like other synonyms, they are distinguished from one another by shades of difference in meaning. One can say that they fall in an area of meaning similarity. That is why it is possible for the full verb do to be substituted by any one of these verbs. The following is an example of such a substitution:

An experiment has been done.
made
achieved
performed
accomplished

Such a substitution is not always possible. From a structural point of view it is possible, but from a semantic point of view it is unacceptable. For instance, we can say:

He has done a wicked deed,
but we do not say:

He has accomplished a wicked deed.
achieved
made

¹In his book: American English Grammar, (New York: Appleton-Century Crofts, Inc., 1940), Fries says, "The verb do, in its various functions, has, in Modern English, a variety of uses. It still retains, for example, its full word meaning of perform, accomplish, make, bring about, produce..."p. 146.
Note: See also Part IV in Chapter II.

Between the two possibilities, that is, substitution and non-substitution, there is a third one. Particular verbs are acceptable substitutes, whereas others are not. For example, we can say:

He did thirty miles today, or,

He made thirty miles today,

but we do not say:

He performed thirty miles today.

Confusing the verb do with its synonyms is not the only problem. There is a more serious one. It lies in the verb do itself. As the structures vary, its original meaning changes. This change is basically the result of the different semantic environment. Compare the following examples:

He did a great deal of hard work, and,

He did thirty miles today.

Obviously, the first did is different from the second one in meaning. Where the first may stand for accomplished, achieved, or performed, the second may stand for walked, ran, drove, or cycled. To expand this point, below are more examples:

He did a leap
 dance
 song
 jig

In these examples, content goes into the nouns and

the verb do reduces to a dummy tense carrier.

It is clear, then, that the full verb do does not have only one special meaning.

In Written Arabic, we have the verb /ya^cmal/ (make or do). It may mean: /yaf^cal/ (do), /yunjiz/ (accomplish), /yu'addii/ (perform), /yaquumu bi/ (achieve). The latter is a two-word verb. /bi/ is a preposition. Like the English full verb do, /ya mal/ (make) can be replaced by any of these verbs, but of course, different shades in meaning will result. Thus, we can say:

/huwa ya^cmalu waajibahu/¹ (= He does his work.)

/huwa yaf^calu waajibahu/ (= He does his work.)

/huwa yunjizu waajibahu/ (= He accomplishes his work.)

/huwa yuu'addiya waajibahu/ (=He performs his work.)

/huwa yaquumu biwaajibihii/ (=He achieves his work.)

But such a substitution is not always acceptable. The verb /ya^cmal/ can occur in certain environment where the verb /yaf^cal/ can never occur,

¹Note: Arabic (Written) words appear with diacritical marks when used in sentences. The suffix /-u/ on the end of /ya^cmal-/ is called /Damma/. This suffix does not appear on the end of /yuu'addii/, because it is a defective verb.

and vice versa. For example, we can say:

/huwa yaʿmalu fuʿtuurahu/ (= He does his
breakfast.)

However, at this point, we notice that the Arabic verb /yaʿmal/ can be an equivalent for both English verbs do and make. So we say:

/huwa yaʿmalu Taʿaamahu/ (= He makes his
food.)

and /huwa yaʿmalu waajibahu/ (= He does his work.)

Perhaps that is why the distinction between make and do is confusing for Arabic speakers learning English. What makes the problem even more confusing is the fact that the verb /yaʿmal/ can be an equivalent for another English full verb i.e. work.

Thus, we say:

/huwa yaʿmalu fii 'almaṣnaʿii/ (= He works
in the factory.) In this environment, the other Arabic verbs can not replace /yaʿmal/. The verb /yaṣtaqil/, which is not included in the list of the above mentioned Arabic substitutive verbs, can replace /yaʿmal/ in this sentence.

Although we have already said that the Arabic verb /yaʿmal/ can be an equivalent for the English verb to make, an examination of more data shows that this is not always true. For example,

compare the following English structure with its Arabic equivalent:

She made the bed,

and /hiya ratabat 'alfiraasa/ (= /ratabat/ is equivalent to the English verb arranged). In Arabic, we do not say:

/hiya 'amilat 'alfiraasa/

In English, we have noticed that the verb do can be used in place of a set of verbs without changing their meaning; whereas it is unacceptable, in Arabic, to do the same thing. To illustrate what we mean, consider the following English examples:

He did the meat (= cooked),

and He did the dishes (=washed).

In Arabic, instead of saying:

/huwa 'amala 'allahma/

and /huwa 'amala 'aṣuḥuuna/

We say:

/huwa Tabbaxa 'allahma/ (=He cooked the meat.)

and /huwa gasala 'aṣuḥuuna/ (=He washed the dishes.)

In other words, the verbs (cooked) and (washed) are used instead.

In reviewing the above discussion, we draw

the following conclusions:

1. The English full verb do may mean: 'achieve', 'accomplish', 'perform', and 'make'. There are three points to notice:
 - a. In some cases, any of these verbs can substitute for the verb do.
 - b. In other cases, none of these verbs can substitute the verb do.
 - c. In a third case, only one particular verb can be a substitute.
2. As the structures vary, the meaning of the full verb do may change.
3. The full verb do may stand for a set of verbs and thus can be used instead of them.
4. The Written Arabic full verb /ya^ʕmal/ may mean: /yaf^ʕal/, /yunjiz/, /yu^ʕaddii/, and /yaquumu bii/. There are three points to notice:
 - a. In some cases, any of these verbs can substitute the verb /ya^ʕmal/.
 - b. In other cases, none of these verbs can substitute the verb /ya^ʕmal/.
 - c. In still another case, only one particular verb can be a substitute.

5. The Written Arabic full verb /yaʿmal/ can be an equivalent for the English full verbs: do, make, and work.

6. The Written Arabic full verb /yafʿal/ can also be an equivalent for the English full verb do.

What has been previously said about the Written Arabic full verb /yaʿmal/, applies to the Iraqi full verb /yaʿmal/, with two exceptions:

- a. In Iraqi, the pronunciation of /yiʿmal/, /yinjiz/, /yʿaddii/, and /yquum bi (or yquum b/ is slightly different as the phonemic transcriptions of these verbs show.
- b. In addition to the verbs mentioned above, we have the common verb /yssaawwii/ (do or make).

To illustrate, let us look at the following examples:

/huwa yssaawwii waajbah/ (= He does his duty.)

/huwa yinjiz waajbah/ (= He accomplishes his duty.)

/huwa yʿaddii waajbah/ (= He performs his duty.)

/huwa yquum bwaajbah/ (= He achieves his duty.)

This Iraqi verb /yssaawwii/ can be used as an equivalent for the two English full verbs do and

make. The following examples make this point clear:

/hiya ssawwat irrayuuq/ (= She made the breakfast.)

/hiya ssawwat waajibha/ (= She did her duty.)

Before ending the discussion of the English full verb do and its probable Arabic (Written and Iraqi) equivalents, a word must be mentioned about the idiomatic verb do; since both the full verb do and idiomatic verb do are alike in their behavior in structures. The only difference between the two lies in meaning. The latter acquires different meanings as a result of being followed by certain words such as prepositions and adverbs. Examples:

Do up your belt.

/sid hizaamaka/ (Written Arabic) (= Fasten your belt)

/sid hzaamak/ (Iraqi)

He has done without it.

/huwa istagnna 'anhu/ (Written Arabic) } (=He dispensed
/huwah istagna 'annah/ (Iraqi) } with it.)

Sometimes the acquired meaning is the result of certain syntactic environment like the following:

How do you do?

/kayffa šiḥatuka/ (Note: In Arabic /šiḥa/ is a noun and /ka/ is a pronoun.)

As has been mentioned in the former chapter, the verb do is also used as a substitute verb. In other words, it is used to avoid the repetition of a particular verb. For example:

He studies better than you do.

Comparing this usage with Arabic we find the following constructions most probable equivalents for the English substitute verb do:

- a. a preposition + attached pronoun e.g. /minka/

He plays better than you do

/huwa yalʿabu ʿaḥṣṣanna minka/

- b. a descriptive /ka/ + infinitive + attached pronoun e.g. /kamiṣyatika/

He didn't walk so quickly as you did.

/huwa lam yamṣi sarriʿan kamiṣyatika/

- c. /mi ʿil/ (= like) + attached pronoun e.g.

/miʿlaka/

He didn't walk so quickly as you did.

/huwa lam yamṣi sarriʿan miʿlaka/

The same thing applies to the Iraqi, but with some variation, as the following examples show:

/huwah yilʿab aḥṣṣan minak/ (=He plays better than you do.)

/huwah ma miṣa sarriʿ miʿlak/ (=He didn't walk so quickly as you did.)

This difference between the English substitute verb do and the Arabic (Written and Iraqi) equivalents needs greater attention. The Arabic equivalents, this time, are not verbs. The combinations of words are put together to express the same thing meant in English. But this difference between the verb do and its Arabic equivalents becomes greater, when we talk about the auxiliary do.

In order to figure out the differences between the auxiliary do and its Arabic equivalents, it is best to take the functions of the auxiliary do one by one and compare them with the Arabic (Written and Iraqi) equivalents.

We begin with the Question. We have to discuss the various types of questions one by one.

The first type is the yes/no question. In English, do-forms are used before the subject in a sentence to make it a yes/no question, as the following:

Did she go?

Does she go?

In written Arabic, we have the following equivalent questions:

/hal dahabat/

/hal tadhabu/

The difference we notice in this type of question between English and Written Arabic is that, in English, a verb (i.e. do) is used to make a yes/no question, while in Written Arabic, an interrogative word is placed before the full verb. This interrogative word has one function only, that is, to make a question. It carries neither the tense marker of the full verb nor the gender agreement.

In Iraqi, the case is different. Interrogative words are not used in a yes/no question. Instead, intonation contour signals the question.

Example:

/jat/ (= Did she come?)

/tijii/ (= Is she coming?)

The second type of Question is the Wh-question. In English, do forms are used when preceded by interrogative words such as: where, when, how, why, how many, how much, whom, who, which, and what. Below are English examples with the Arabic (Written and Iraqi) equivalents:

1. Where did you go?

/'ayna dahabta/ (Written Arabic)

/wen rihit/ (Iraqi)

2. When did he come?
/mataa jaa'a/
/yamtta ijaa/
3. How do you feel?
/kayfa taš'uru/
/kef tiš'ur/ or /sluun tiš'ur/
4. Why does he leave?
/limaadaa yugaadiru/
/leš yruuh/
5. How many students attended the class? (=subject)
/kam Taaliban haḍaru 'aldarsa/
/cam Taalib hiḍraw iddaris/
6. How many pencils did you buy? (=object)
/kam qalaman ištareyta/
/cam qalam ištaret/
7. How much milk does she drink?
/kam mina'alḥaliibii tašrabu/
/šgaḍ ḥaliib tišrab/
8. Whom did you meet? }
 Who did you meet? } (=object)
/man qaabalta/
/ilman qaabalit/
9. Who knows this word? (=subject)
/man ya'rifu haḍihii 'alkaliimata/
/minu yi'ruf halkilma/

10. Which book did you read?

/'ayya kitaabin qara'ta/

/'aya kitaab qiret/

11. What did he say?

/maḍaa qaala/

/isḥaal/

From the above examples we draw the following conclusions:

a. For each English question word, there is an Arabic (Written and Iraqi) equivalent question word.

b. In Arabic (Written and Iraqi) there is no movable tense marker as there is in English. The tense marker in English can be placed on the dummy verb do (does, did). In Arabic the tense is attached to the main verb itself.

c. In English we have what is called S-Agreement. In Arabic this agreement is achieved by changing the first sound of the full verb e.g. /yaktub/ (= he writes) and /taktub/ (= she writes).

The third type of Question is the tag-question. It appears in two forms; the affirmative and the negative. This is conditioned by the proposition of the main sentence. If the proposition is in the affirmative, the tag question is negative.

If it is in the negative, the tag question is affirmative. Below are English examples with the Arabic (Written and Iraqi) equivalents;

1. He ate two apples, didn't he?

/huwa 'akalla tufaahateynii 'alaysa
kadaalika/

/huwa 'akal tifaahaten mu tamam/

2. She doesn't write well, does she?

/hiya laa taktubu jaydan 'alaysa kadaalika/

/hiyya maa tiktib zen mu tamam/

These examples reveal the following:

- a. In English the tag question, whether negative or interrogative, is determined by the proposition of the main sentence. In Arabic (Written and Iraqi), the tag question takes one form irrespective of the proposition of the main sentence.

- b. The formula for the English tag question is:

do (does, did) + (not) + subj.

The elements of the Written Arabic tag question is:

1. /'alhamza/

2. /laysa/ which is a negative verb

3. /ka-/ (= like)
4. /d̄aalik/ which is a demonstrative

The formula for the Iraqi tag question is:

1. /mu/ which is a negative particle
2. /tamam/ (- right, true)

Having, thus far, discussed the three types of Questions, we must now add a fourth type. In fact, it is not a question, but looks like one in terms of word order. It is the 'code'. To illustrate, let us look at the following English examples with the Arabic (Written and Iraqi) equivalents:

1. Ali writes quickly and so does Yousif.

/ʿaliyun yaktubbu bisurʿatin wa kadaalika yusuf

/ʿalii yiktib bsurʿa wa yusif ham/

2. She went to sleep early and so did I.

/hiya naamat mubakiran wa 'ana kadaalik/

/hiya naamat min waktu wa 'annii ham/

The above examples show that the English code is composed of:

and + so + do (does, did) + subj,

and Written Arabic code is composed of:

/wa/ (= and) + /ka-/ (= like) + /d̄aalika/
(= that) + subj.

and the Iraqi is composed of:

/wa/ (= and) + subj. + /ham/ (= also)

It is very clear that the Arabic code constructions do not contain verbs.

Now let us discuss the English negated do-forms and compare them with the Arabic. In English, three types of negatives are found. Examples on each type with the Arabic (Written and Iraqi) equivalents are the following:

- a. She didn't go there.

/hiya maa raaḥat hinaak/

He doesn't like it.

/huwa laa yuḥibuhu/

/huwah maa yḥibbah/

The don't play football.

/hum laa yal'abuna kurat 'alqadamii/

/humma maa yil'bun kurat qadam/

- b. She didn't eat. Neither (nor) did I.

(Inversion)

/hiya lam ta'kul wa laa 'anna 'aydan/

/hiya maa 'aklat wa laa 'anni ham/

- c. Never did I see him.

/lam 'arahu qat/

/'abad maa sifṭa/

In group (a) we notice that in Written Arabic, the negative particles /lam/ and /laa/, in Iraqi the negative particle /maa/ are placed before the verb. They have one function only. They change an affirmative statement into a negative one. They are not tense carriers.

In group (b) we notice the following formulas for inversion both in English and Arabic (Written and Iraqi):

neither (nor) + do (does, did) + subj. (English)

/wa/ (=and) + /laa/ (=not) + subj. + /'aydan/
(=also) (Written Arabic)

/wa/ (=and) + /laa/ (= not) + subj. + /ham/
(=also) (Iraqi)

In group (c) we notice the following formulas:

never + do (does, did) + subj. + MV (English)

/lam/ (= not) + MV (with its attached pronouns)
+ /qaT/ (= emphatic word) (Written Arabic)

/abad/ (= emphatic word) + /maa/ (= not) + MV
(Iraqi)

From the above formulas we draw the following conclusions:

a. /lam/, /laa/, and /maa/ are similar to the English negative particle (not).

b. The Arabic negative particles are not tense carriers.

- c. They are put before the verbs.
- d. In Arabic inversion there is no dummy verb.
- e. In Written Arabic /qaT/ is placed after the verb to emphasize the negative. In Iraqi /'abad/ is placed before the negative particle /maa/, for the same purpose.
- f. In Arabic there is no free tense carrier (or marker); it is always bound to the verb stem.

Finally we discuss the emphatic do and the Arabic (Written and Iraqi) equivalents. First let us look at the following examples:

- 1. She did arrive.
/hiya qad waşalat/ (Written Arabic)
/hia 'akiid wişlat/ (Iraqi)
- 2. He does draw.
/huwa layarsim/
/huwah 'akiid yirsim/
- 3. Do listen!
/'aşgiian (or 'aşgiyanna/
/'aşgi zen/

In English the morpheme (Emphasis) is realised as suprasegmental stress placed on the first element of auxiliary, e.g.

- a. He has gone.
- b. He is going.
- c. He did go.

In Written English only (c) is marked as different from its unemphatic counterpart i.e. He went. It is, therefore, not uncommon for emphatic segmental morphemes to be added thus:

He was indeed gone.

He is certainly going.

In the Arabic examples the morpheme (Emphasis) is realised in the latter way, that is, with emphatic segmental morphemes which have the following distribution for Written Arabic:

	(<u>qad</u>)	statements
(Emphasis)	(<u>la-</u>)	
	(<u>-an(na)</u>)	commands

and the following distribution for Iraqi Arabic:

	('akiid)	statements
(Emphasis)	(zen)	commands

In both languages the emphatic morpheme has the effect of emphasizing the "truth value" of the sentence. However, the realization of this morpheme is quite different as shown above.

CHAPTER IV

THE RESEARCH

In this chapter we shall describe the procedures followed in diagnosing the cause of mistakes made by these students in the use of the verb do and its confusion with make or other full verbs, and in the use of the auxiliary do in its various functions. The purpose of this is to see to what extent Arabic (Written and Iraqi) "interferes" and to determine which linguistic problems are most difficult for the student.

In order to discover this, two tests were constructed. One was in Written Arabic, the second in Iraqi.

A. Construction of The Test:

Each of the two tests contained 39 items. The items were intended to focus on the following problems:

- a. The yes/no question - Did you find it?
- b. The tag question - You found it, didn't you?

- c. The WH-question (object) - What did you lose?
- d. The WH-question (subject) - Who lost it?
- e. The negative statement - He didn't lose it.
- f. The code - He lost his money and so did I.
- g. The inversion - He doesn't smoke. Nor do I.
- h. The full verb do - He did his best.
- i. The verb make - He made a mistake.

N.B. Asking students to translate, influences the kind of data collected.

Students translate anyway (mentally).

The other problems, namely, the emphatic do and the substitute verb do were inserted in the two tests. But despite the great care taken to introduce these two items in the best form possible, we discovered that it was impossible to rely on these two tests in drawing valid results as regards these two items; so they have been omitted.

The linguistic problems are:

- a. The yes/no question:

Formula

Common or Predicted
Mistakes

do (does, did) + subj. + MV 1. omission of do

<u>Formula</u>	<u>Common or Predicted Mistakes</u>
	2. word order
	3. tense put on both <u>do</u> and <u>MV</u>
b. <u>The tag question:</u>	
do (does, did) + subj.	1. use of <u>be</u> instead of <u>do</u>
do (does, did) + not + subj.	2. omission of <u>not</u>
c. <u>The WH-question (object):</u>	
WH + do (does, did) + subj. + MV	1. use of wrong <u>ques-</u> <u>tion word</u>
	2. word order
	3. omission of <u>do</u>
d. <u>The WH-question (subject):</u>	
who + MV	1. use of <u>S-agreement</u>
e. <u>The negative statement:</u>	
Subj. + do (does, did) + not + MV	1. omission of <u>do</u>
	2. word order
	3. tense put on both <u>do</u> and <u>MV</u>
f. <u>The code:</u>	
and + so + do (does, did) + subj.	1. word order
	2. omission of <u>do</u>

g. The inversion:

<u>Formula</u>	<u>Common or Predicted Mistakes</u>
neither (nor) +do (does, did) + subj.	1. word order 2. omission of <u>do</u>
h. The full verb <u>do</u>	1. <u>make</u> instead of <u>do</u>
i. The verb <u>make</u>	1. <u>do</u> instead of <u>make</u>

B. The Test:

(N.B. To avoid repetition, under each English item, a phonemic transcription will be used to represent the Arabic (Written and Iraqi) equivalents used in the tests. The order of the items was different in the two tests, but for the sake of convenience, the two Arabic (Written and Iraqi) items will be presented at the same time disregarding the original order of the Iraqi items. Under each English item, the Written Arabic item will be presented before the Iraqi item).

Name:		Sex:
Class:	Stream:	Age:
School:		Date:

Directions:

Translate the following Arabic (Written or Iraqi) sentences into English as best you can. Write each English sentence in the blank under each Arabic sentence:

1. Do you have (eat) your breakfast at seven o'clock in the morning?

/hal tattanawalu fuTuraka fi'alsaa^Catii 'alsaabi^Catii şabaahan/

/nta taakul rayuuçak ilsa^Ca sab^Ca ilşubih/

2. Selma wrote the letter last week, didn't she?

/katabat salma 'alrisaalata fi'alisbu^C 'almaadii 'alya kadaalik/

/salma kitbat 'almaktub bdaak 'alsbu^C mu tamaam/

3. When did Zeki buy the new bicycle?

/matta istraa zakii 'aldurajata 'aljadiidata/

/şwakit istra zakii 'albaaysikil 'aljidiid/

4. Our teacher didn't come yesterday.

/lam y'tii mu^Caliimunaa 'albaarihata/

/maa ija mu^Calimina 'albarha/

5. Are you sure that he drank the milk? Yes, he did.

/'amuta'kidun 'annahu şariba 'alḥaliiba na^Cam innahu şaribahu/

/'nta mit'kid huwah şarab 'alḥaliib'ii huwah şarabah/

6. Yousif bought a pen and so did I.
/ištaraa yusufa qalama ḥibrin wa kaḏaalika 'anna/
/yusif ištara qalam ḥibir wa 'aani ham/
7. My pupils made many mistakes.
/Tuullaabii 'xTa'u kaḥiiran/
/tallaamiidii xaT'aw hwaya/
8. He studies better than you do.
/huwa yadrusu 'ḥsanna mimma 'anta taf^calu/
/huwah yidrus 'ḥssan minak/
9. Does this teacher teach the Arabic language?
/hal haāda 'almu^calimu yu^calimu 'allugata 'al^carbiyata/
/haāda 'almu^calim yi^calim ^carabii/
10. Why do you come late to the class?
/liimaḏaa ta'tii illa 'alsafii muta'xiran/
/leys' tijii lilṣaf faayit wakit/
11. He reads English well, doesn't he?
/huwa yaqra'u 'allugata 'alingiliiziyata jayidan
'alysa kaḏaalika/
/huwah yiqra inḡliizii zen mu tamaam/
12. He doesn't go to the movies often.

/huwa laa yaḏhabu kaḏiiraniila 'alsiinama/
/huwah maa yiruuḥ hwaaya lilsiinama/

13. Do you read stories? Yes, I do.

/hal 'anta taqra'u 'alqaṣṣaṣṣa na^cam innii
'aqra'u/

/'nta tiqra qaṣṣaṣ 'ii 'aannii 'aqra/

14. My brother drew a picture and so did my sister.

/rasama 'xii ṣuratan wa kaḏaalika 'uxtii/

/'xuya risam ṣura wa 'xtii ham/

15. She doesn't do anything.

/hiya laa taf^calu 'aya ṣay'in/

/hiyah kulṣii maa tswii/

16. You didn't wait as long as I did.

/lam tantaḏar 'nta Tawiilan miḏlama fa^caltu/

/'nta maa intiḏarit hwayya miḏlii/

17. Did Layla visit her uncle last night?

/hal zaarit laylaa ^cammahaa fii 'alsahri
'almaḏii/

/layla zaarit ^camha ḏaak 'alsahar/

18. How does your mother make cakes?

/kayffa taṣna^cu 'umuka 'alkek/

/ṣluun tswii 'umak 'alkek/

19. They didn't do their homework.
/lam ya^cmalu wajibatahum 'albaytiya/
/maa sawwaw waajibhum 'ilbaytii/
20. Yes, Yousif did pass the examination.
/na^cam qad najaha yusuf fii 'ali'mtihaan/
/'ii yusif nijah bil'mtihaan/
21. They saw the film and so did we.
/hum saahadu 'alfilma wa nahnu kadaalika/
/humma saafaw 'alfilm wa 'hanna ham/
22. Does Selma make the food?
/hal ta^cmalu salmaa 'alTa^caama/
/salma tswii il'akil/
23. He didn't walk as quickly as ~~we~~ did.
/lam yamsi sarii^can miOlama fa^calta/
/maa misa sarii^c miOil ma inta miseyt/
24. Does he do his work well?
/hal ya^cmalu ^camalahu jayidan/
/yiswii ^camalah zen/
25. How many pencils did Ahmad take from you?
/kam qalaman 'xada 'ahmadun minka/
/skam qalam 'xad minak 'ahmad/

26. The boy didn't find the pencil, did he?
/lam yajid 'alwaladu alqalama 'alya kadaalika/
/'alwalad maa liqa 'alqalam mu tamaam/
27. She doesn't like apples. Neither (nor) do I.
/hiya laa tuhibu altuffaha wa laa 'anna 'aydan/
/hiyah maa thib altufaah wa laa 'annii ham/
28. He didn't play. He did read.
/huwa lam yal^cab inahu qara'a/
/huwah ma la^cab huwah qara/
29. This boy walks slowly. So does Ahmad.
/haada 'alwaladu yamsii baTii'an wa kadaalika
'ahmad/
/hada 'alwalad yimsii ^calla kefa wa 'ahmad ham/
30. Selma did her work.
/qaamit salmaa bil^camalii/
/sawat salmaa il^camal/
31. She speaks English as well as you do.
/hiya tatakalamu 'allugata 'alingiliziyata
mi0lama 'anta taf^calu/
/hiyah tihcii inglizii mi0il ma 'anta tihcii/
32. Did the servant make the coffee?
/hal ^camila alxaadimu alqahwata/
/sawwa alxaadim alqahwa/

33. Where does your brother live?

/'ayna yaskunu 'axuka/

/wen yiskun 'axuk/

34. Who drives this white car?

/man yasuqu haadihii 'alsayaarta 'albaydaa'a/

/minu yisuq hal sayaara 'albeda/

35. He didn't study last night. Neither did She.

/lam yadrus 'allaylata 'almaadiyata wa laa hiya
'aydan/

/maa diras ilbaarha billeg wa laa hiyah ham/

36. This man does talk a lot.

/inna haada 'alrajulla yatakallamu kaaiiran/

/haada ilrijaal kuliis yihcii kwaaya/

37. She likes cheese and so do I.

/hiya tuhibu 'aljibna wa 'anna kadaalika/

/hiyah thib iljibin wa 'annii ham/

38. My father did his duty.

/'amila 'abii waajibahu/

/'abuya sawwa wajbah/

39. He reads faster than she does.

/huwa yaqra'u 'asra^ca mimaa hiya taf^calu/

/huwah yiqra 'asra^c minna/

3. The Administration of the Tests:

The tests were administered in Baghdad to 100 Iraqi second-grade intermediate school students. They were given in two schools, one for girls, the other for boys. The time allotted was one hour for each test.

a. All the students, boys and girls, had completed four years of English.

b. They had been introduced to all the problems in the tests through their uniform textbooks - The Oxford English Course For The Republic of Iraq: Books I, II, III and IV¹.

c. They had all had the same number of periods of English; that is six 45-minute periods per week. (Note: In the second grade intermediate school the periods become five instead of six).

d. Their ages were between 12 and 15.

e. The method of instruction and order of progression of the learning materials were also uniformly laid down by the Ministry of Education. The tests were administered by the present writer to the two schools on two successive days. On the first day the test on Written Arabic was given to

¹A.S. Hornby and S. Hakim, (London: Oxford University Press, 1957).

both schools, on the second day the test on Iraqi was given. The students were given the tests without knowing beforehand that they would be tested.

Care was taken to draw their attention away from the real purpose of the tests. They were informed that the tests were designed to help in making a contrastive study of both English and Arabic structures. Nothing was mentioned about the real purpose of the tests even to their teachers of English.

Although the tests were intended to identify the mistakes in the use of do, one could say that they would be of significance to those researchers who are interested in other aspects of the language.

4. Expected Results of the Tests:

a. To reveal the extent of native language interference after four years of learning English.

b. To show if the student's mistakes are due to translation from Written Arabic, Iraqi, both or neither.

c. To determine if there is any significant difference between the interference of Written Arabic and Iraqi.

d. To determine which interference is more

significant, the Written Arabic or the Iraqi.

e. To determine which linguistic problems are most difficult for the students.

CHAPTER V
THE RESULTS OF THE TEST

A. The Test Papers:

1. The total number of test papers was 200; one hundred for Written Arabic and one hundred for Iraqi.

2. Every hundred papers represented the responses of 50 girls and 50 boys.

3. Each paper was assigned a number, from one to a hundred. The numbers from 1-50 represented the girls' responses. The numbers from 51-100 represented the boys' responses.

4. A student whose number was, say, 20 in the Written Arabic test had the same number i.e. 20 in the Iraqi test.

Relevance of This Numbering System:

1. Anyone who is interested in making a comparative study between the responses of girls and boys can compare the first fifty papers with the second fifty papers in each test.

2. He can make a contrastive study between

the structures of both English and Arabic.

3. He can identify the spelling difficulties and the influence of the Arabic sound system on reproducing Written English.

B. Method of Correction and Procedures:

1. The following codes (alphabetical letters) were devised to identify the errors in the students' responses:

a. Wrong substitute for /hal/ (Arabic question word)

Example: "Does he do his work well?"

"If he doing his make good?"¹ (W1.24)²

b. Omission of do

Example: "How does your mother make cakes?"

"Who your mother do the cake." (W18.18)

c. Use of be instead of do

Example: "Do you eat your breakfast at seven o'clock in the morning?"

"is you eat your breakfast at

seven o'clock"

(W7.1)

¹Examples presented here are exactly as they have appeared in the data.

²W means Written Arabic test. 1 is the student's number, and 24 is the number of the test item. Note: For Iraqi test we shall use I.

d. Use of have-en instead of do

Example: "How many pencils did Ahmad
take from you?"

"who money pencils had Ahmad
taken?" (13.25)

e. Use of modal instead of do

Example: "Does he do his work well?"

"can do his make good?" (W46.34)

f. Wrong tense of do

Example: "They didn't do their homework."

"they do not make .." (123.19)

g. S-agreement on do (i.e. third
person singular present tense)

Example: "How does your mother make
cakes?" (147.18)

"who do your mother"

h. Tense on MV instead of do

Example: "Our teacher didn't come
yesterday."

"don't came we teacher yes-
terday?" (W53.4)

1. (have-en) (=past participle) wrongly used.

Example: "They didn't do their homework."

"they didn't done (13.19)

j. (be-ing) (=present participle) wrongly used.

Example: "Does he do his work well?"

"do he doing his warke very much". (W57.24)

k. Word order

Example: "Did the servant make the coffee?"

"the servant made" (178.32)

l. Peculiarities

Example: "My father did his work."

[^] Picnes myfather the work." (W12.38)

m. Omission of MV

Example: "How does your mother make cakes?"

"How did your mother the keak" (W63.18)

n. Form of do

Example: "Did Layla visit her uncle last month?"

"Did Layla do to her ankle on
past week" (W87.17)

o. S-agreement on MV (Note: Some students may use s-agreement on MV when not necessary: Others may not use it when necessary. This code (o) stands for both possibilities)

Examples: "Does this teacher teach
Arabic?"
"did this teacher teaches" (189.9)
"who drives this white car?"
"who drive this white car?" (W99.34)

p. Omission of not in tag questions
and negatives

Example: "He reads English well,
doesn't he?"
"He read the English language
well Do he" (W98.11)

q. Use of not in tag questions
when not necessary

Example: "The boy didn't find the
pencil, did he?"
"He did not found the pencil
didn't he" (W87.26)

r. Wrong question word

Example: "Who drives this white car?"

"whose ride this white car?" (W88.34)

s. Misreading the Arabic words on
the test.

Example: "They didn't do their homework."

/lam ya^cmalu waajibahum 'albeytii/

"they is making very fast" (W98.19)

(Note: Presumably the Arabic negative
particle /lam/ was read /lima/
which is a question word)

t. Translation

Example: "Our teacher didn't come
yesterday."

"No come mine teacher yesterday." (W76.4)

u. Use of make instead of do

Example: "Selma did her work."

"Selma make the busnis" (W47.30)

v. Use of do instead of make

Example: "My students made many
mistakes."

"studind do many mistake" (157.7)

w. Use of wrong MV

Example: "Selma did her work"

"Selma feinsh her work" (175.30)

w. Unnecessary use of do or any
other verb

Example: "Who drives this white car?"

"who does drive" (134.34)

"who is drive" (W64.34)

Blank - refers to the items left unanswered

Correct - refers to the correct responses

(N.B. This codification was found adequate to cover all the predicted errors. It takes care of semantic as well as of syntactic relationships.)

Example of Correction:

Let us take the following example:

A student, No. 54, on his W item 3 wrote the following:

"When zeki bought the new bicycle"

for "When did Zeki buy the new bicycle?" (English item)

First we refrained from focusing on spelling errors although we underlined them for the purpose of future reference.

Secondly we put the following codes in front of the student's response:

b h,

where b stands for omission of do and h for tense on MV instead of do.

2. Code frequencies appearing in the students' responses for each item were counted. The results of counting codes for each item were arranged in this way: (Note: The codes below represent the results obtained from the students' responses on W to item 11 Tag Question.)

<u>Results</u>	<u>This means:</u>
c. 45	45 students used <u>be</u> instead of <u>do</u>
f. 13	13 students put the wrong tense on <u>do</u>
g. 8	8 students had no s-agreement on <u>do</u>
l. 5	5 students made peculiar mistakes
p. 25	25 students confused positive/negative tag questions
Blank : 25	25 students omitted the item
Correct: 3	3 students got it right.

3. The result of counting codes in all Tag Questions, for example, gave the total number

of errors in this area. The total number of errors and total percentages in each test (i.e. W and I) are shown in Tables 1 and 2.

4. The percentage of the total number of errors in each area is shown in Tables 3 and 4.

5. The total number of Blank and Correct answers with percentages is shown in Table 5 and 6.

6. To make sure of counting codes correctly and obtaining exact percentages, two other people helped to check the results.

(N.B. In order to make good use of the Tables, we refer you to the number of test items in Chapter IV, and the code system in Section B of this chapter. For those who are interested in examining the actual test papers, they have been put in a separate folder accompanying this thesis.)

Important Remarks:

1. The codes Blank and Correct do not constitute a major part of our analysis. The analysis will only be concerned with the significant errors.

2. Only significant errors i.e. more than 5 percent will be analyzed.

Table 1 : Total Errors and Total Percentage in the Use of Do in a) Each Area,
and b) All Areas.
(Written Arabic Test)

Type of Item	Type of Error																										Total
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x			
Yes/no Question	51	64	184	12	6	174	20	54	19	57	67	43	17	9	10											747	
WH - Question	287	28	3	5	53	9	84	4	26	120	32	9	1	7				117								785	
Tag Question	117				21	9				5	22	2	39	35												250	
WH Question (Subj.)							6		9	1	8		58		17							12		27		138	
Negative statement	64	54	7		117	51	36	2	57	10	27	19	6		4			6	32							3 495	
Code	324	30		3	9	1	3		1	39	11									1		2				424	
Inversion	11	4	16		9					25	3															170	
Do	1	3		1	64		48	2	29	9	10								5	19	106		45			6 348	
Make			12				44	2	7	6	12											69	48			200	
Total	51	854	444	22	15	407	90	275	29	186	282	168	45	18	75	43	38	134	11	51	107	69	107	36		3,557 GT	
Total Percentage %100	1	24	12	1	1	11	3	8	1	5	8	5	1	1	2	1	1	3	1	1	1	3	2	3	1		

Note : Total Percentages given are relative to the Grand Total/3.557 errors.
of

Table 2: Total Errors and Total Percentages in the Use of Do in a) Each Area, and b) All Areas.
(Iraqi Test)

Type of Item	Type of Error																										Total
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x			
Yes/no Question	468	52	1	8	89	18	63	70	6	1	25	2	286	32	1121												
WH - Question	317	28	2	2	33	6	93	6	17	157	28	8	3	7	1	101	1	22									
Tag Question	111	1	1	1	15	3				3	64	3	15	31	56	303											
WH Question(Subj.)							2	10	9		74	20	8	36	159												
Negative statement	46	41	1	144	54	47	2	52	18	4	6	2	2	12	1	11	5	1	449								
Code	395	26	4	4					37	5						471											
Inversion	146	15	3						19	9		2				194											
Do				41	55	7	40	6	2	2	1		187	18	10	369											
Make	3	1	1	1	56	1	5	1	2					86	14	47	216										
Total	- 1372	276	6	7	248	63	342	34	187	311	129	17	8	109	27	36	122	-	354	187	86	99	94	4114	GT		
Total Percentage %100-	33	6	1	1	6	1	8	1	4	7	3	1	1	3	1	1	3	-	9	4	2	2	2	2			

Note : Total Percentages given are relative to the Grand Total of 4114.

Table 3 : Percentages of Error in Each Area
(Written Arabic Test)

Type of Item	Type of Error																									
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x		
Yes/no Question	6	8	25	2	1	18	3	7	3	8	9	6	2	1	1											
WH - Question	36	3	1	1	6	1	11	1	3	15	4	1	1	1	1			15								
Tag Question		47			8	3				2	9			1		16	14									
WH Question (Subj.)							4		6	1	6			42				12						9	10	
Negative statement	13	11	1		24	10	7	1	11	2	5	3	1	1		2			1	7				1		
Code	76	7		1	2	0.5	9	2													0.5			0.5		
Inversion	67	9			5		15	2								2										
Do	0.5	1		0.5	18		14	1	8	3	3								1	5	31		13	1		
Make		6					22	1	3.5	3	6											34.5		24		

Note : Percentages given are relative to the total number of errors in each area.

Table 4: Percentage of Error in Each Area
(Iraqi Test)

Type of Item	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x
Yes/no Question	42	4	0.5	1	8	1	5	6	1	0.5	2	1	0.5	2	1	0.5	1	25	3					
WH - Question	38	3	0.5	0.5	4	1	11	1	2	18	3.5	1	0.5	1	0.5	1	0.5	12	0.5					3
Tag Question	36	0.5	0.5	5	1		1	21	1				1	5	10			19						
WH Question (Subj.)					1	6	6						46					13					5	23
Negative statement	10	9	0.5	32	12	12	4	1	1	0.5	0.5	3	0.5	2									1	0.5
Code	84	5	1	1			8	1																
Inversion	76	8	1	1			10	4																
Do				16.5	15	2	11	1	1	1	0.5										50	5	2	
Make		1	1		26	1	2	1	1												40	6	21	

Note: Percentages given are relative to the total number of errors in each area.

Table 5 : Total Errors, and Total Percentages of Blank and Correct in a) Each Area, and b) All Areas.

(Written Arabic Test)

Type of Item	Blank		Correct		Number of Items
	Total	%100	Total	%100	
Yes/No Question	60	10.0	51	7.0	600
WH - Question	43	8.6	34	6.8	500
Tag Question	85	28.3	40	13.3	300
WH Question (Subj.)	10	1.0	3	2.0	100
Negative statement	27	8.0	68	15.8	500
Code	90	8.4	9	2.2	500
Inversion	41	9.0	8	1.0	200
Do	22	1.0	10	2.2	500
Make	11	6.0	3	0.8	400
Grand Total and Percentages	389	10.7	226	6.2	3,600

Note : Percentages given are relative to the total number of items in each area.

Table 6 : Total Errors and Total Percentages of Blank and Correct in a. Each Area, and b. All Areas.

(Iraqi Test)

<u>Type of Item</u>	<u>Blank</u>		<u>Correct</u>		<u>Number of Items</u>
	<u>Total</u>	<u>%100</u>	<u>Total</u>	<u>%100</u>	
Yes/No Question	41	7.0	4	0.7	600
WH - Question	33	6.6	36	7.2	500
Tag Question	50	16.7	36	12.0	300
WH Question (Subj.)	1	1.0	2	2.0	100
Negative statement	40	8.0	79	15.8	500
Code	42	8.4	8	2.2	500
Inversion	18	9.0	2	1.0	200
Do	5	1.0	11	2.2	500
Make	24	6.0	3	0.8	400
Grand Total and Percentages	254	7.0	181	5.0	3,600

Note : Percentages given are relative to the total number of items in each area.

3. The causes of errors given are only hypotheses based on the data available in the tests.

4. It must be borne in mind that this is only a test and not an experiment. The causes of errors given, therefore, are not scientifically valid unless verified by more controlled experiments.

5. Most of the results of the tests correspond with our hypothesis regarding the predicted errors which we have referred to in Chapter IV.

6. The errors to be analyzed fall in the following areas:

- a. The yes/no question
- b. The Wh-question (Object)
- c. The tag question
- d. The Wh-question (Subject)
- e. The negative statement
- f. The Code
- g. The inversion
- h. The use of do
- i. The use of make.

7. Below are the Tables of percentages¹ and

¹Note: Some of the percentage figures are rounded.

ranks of the total number of errors in each area
in both W and I:

Table 'A'

Significant Errors in Yes/No Question

<u>W</u> (Written Arabic)			<u>I</u> (Iraqi)	
<u>Percentage</u>	<u>Code</u>	<u>Rank</u>	<u>Percentage</u>	<u>Code</u>
25	c	1	42	b
18	f	2	25	t
9	k	3	8	h
8	b j	4	6	k
7	h	5	5	j

Table 'B'

Significant Errors in Wh.- Question

<u>W</u>			<u>I</u>	
<u>Percentage</u>	<u>code</u>	<u>rank</u>	<u>percentage</u>	<u>code</u>
36	b	1	38	b
15	k r	2	18	k
11	h	3	12	r
6	f	4	11	h

Table 'C'

Significant Errors in Tag Question

<u>W</u>			<u>I</u>	
<u>Percentage</u>	<u>code</u>	<u>rank</u>	<u>percentage</u>	<u>code</u>
47	c	1	36	c
16	p	2	21	l
14	q	3	19	t
9	l	4	10	q
8	f	5	5	f p

Table 'D'

Significant Errors in WH.- Question (Subjedt)

<u>W</u>			<u>I</u>	
<u>Percentage</u>	<u>code</u>	<u>rank</u>	<u>percentage</u>	<u>code</u>
42	o	1	46	o
20	x	2	23	x
12	r	3	13	r
9	w	4	6	j l
6	j l	5	5	w

Table 'E'

Significant Errors in Negative Statement

<u>W</u>			<u>I</u>	
<u>Percentage</u>	<u>code</u>	<u>rank</u>	<u>percentage</u>	<u>code</u>
24	f	1	32	f
13	b	2	12	g j
11	c j	3	10	b h
10	g	4	9	c
7	h t	5		

Table 'F'

Significant Errors in Code

<u>W</u>			<u>I</u>	
<u>Percentage</u>	<u>code</u>	<u>rank</u>	<u>percentage</u>	<u>code</u>
76	b	1	84	b
9	k	2	8	k
7	c	3	5	c

Table 'G'

Significant Errors in Inversion

<u>W</u>			<u>I</u>	
<u>Percentage</u>	<u>code</u>	<u>rank</u>	<u>percentage</u>	<u>code</u>
67	b	1	76	b
15	k	2	10	k
9	c	3	8	c

Table 'H'

Significant Errors in Use of Full Verb Do

<u>W</u>			<u>I</u>	
<u>Percentage</u>	<u>code</u>	<u>rank</u>	<u>percentage</u>	<u>code</u>
31	4	1	50	u
18	f	2	15	h
14	h	3	11.5	f
13	w	4	11	j
8	j	5	5	w

Table 'I'

Significant Errors in Use of Make

<u>W</u>			<u>I</u>	
<u>Percentage</u>	<u>code</u>	<u>rank</u>	<u>percentage</u>	<u>code</u>
34.5	v	1	40	v
24	w	2	26	h
22	h	3	21	x
6	c 1	4	6	w

C. Error Analysis:

1. Omission of Do:

Do is omitted in:

- a. The yes/no question
- b. The wh-question
- c. The negative statement
- d. The Code
- e. The inversion
- f. The tag question

Question: Why is Do omitted?

a. The Yes/No Question:

Table 'A' shows a high percentage of omitting do especially in the I test. The reasons for this, we think, are:

(i) In W, yes/no questions begin with question words such as /hal/. In providing a substitute for /hal/, these students made two main types of errors. The first type was the use of words such as if to substitute for the Arabic /hal/. Examples:

English: "Do you eat your breakfast at seven o'clock in the morning?"

W : "If you eaten your breakfast at seven o'clock." (1, 1)

The second type was the use of be as a substitute for /hal/. Examples:

English: "Do you eat breakfast at seven o'clock
in the morning?"

W : "are you eat breakfast in sven oklock
morning." (61.1)

The reason for the use of be as a substitute for /hal/, is we assume, due to translation. The first question pattern that these students learned at the elementary stage was this:

Is this a book?

We suggest that the student, at this early stage, equates hal with is as a question morpheme, though he notices that, whereas hal is invariable, is has variant forms am, are, was, were. He then extends the use of this question morpheme to sentences containing verbs other than be. e.g.

You eat breakfast every morning.

Are you eat breakfast every morning?

(ii) In I, yes/no questions do not begin with question words. They are recognized by hearers by their intonation contours (2 33).

The second type was the use of be as a substitute for /hal/. Examples:

English: "Do you eat breakfast at seven o'clock
in the morning?"

W : "are you eat breakfast in sven oklock
morning." (61.1)

The reason for the use of be as a substitute for /hal/, is we assume, due to translation. The first question pattern that these students learned at the elementary stage was this:

Is this a book?

We suggest that the student, at this early stage, equates hal with is as a question morpheme, though he notices that, whereas hal is invariable, is has variant forms am, are, was, were. He then extends the use of this question morpheme to sentences containing verbs other than be. e.g.

You eat breakfast every morning.

Are you eat breakfast every morning?

(ii) In I, yes/no questions do not begin with question words. They are recognized by hearers by their intonation contours (2 33).

Perhaps that is why omission of do is greater here. When do is omitted, no substitute is used in its stead. Examples:

English: "Do you eat your breakfast at seven o'clock in the morning?"

I : "-- you eat your breakfast ..." (82.1)

Compare with its Iraqi equivalent:

"'anta taakul rayu^qak 'alsaa^ca sab^ca ilsubuh^h".

Thus in both W. & I. most of the errors are due to translation.

b. The WH-Question (Object):

Since the structure of the WH-question is alike in both W & I the rank of errors is exactly the same. But omission of do ranks first. This is clear evidence of Arabic interference. Examples:

English: "When did Zeki buy the new bicycle?"

W : "When buy Zeki new bicucle." (61.3)

: /mata i^starra zakii 'aldura^qjata aljadiidata/

I : "When bouth Zeki the new bicycle." (77.3)

/swakit i^stara zakii ilbaaysikil iljidiid/

Table 'B' also shows a high percentage in the wrong use of question words, especially where

and when, how many and how much, and, how and who. The most probable cause for confusing the first two might be due to the transfer of Arabic sounds to English. To illustrate, /wen/ (= where) is the Iraqi question word which is similar to the English question word when in sound. Thus it is assumed as the student bears in mind the actual meaning of /wen/, he, under the influence of the Arabic sound, unconsciously writes when. Examples:

English: "Where does your brother live?"

W : "When leve ni nather?" (72.33)

I : "When live your brother" (10.33)

Another interference is the result of English itself. Where and were are alike in sound. A number of these students confused the former for the latter. Examples:

English: "Where does your brother live?"

W : "Were did your brother live." (29.33)

I : "Were did your brother live." (82.33)

As for how many and how much this is an error in the recognition of Countable and Uncountable Nouns which is a difficulty for all foreigners learning English. Examples:

English: "How many pencils did Ahmad take from you?"

W : "How much pencils did ... (12.34)

The most probable reason for confusing how and who is that the two words contain the same letters with w in final and initial position respectively. Besides, these students have had little oral practice to help them differentiate easily between the two.

Examples:

English: "Who drives the white car?"

W : "how driave the white car." (41.34)

c. The Negative Statement:

In Arabic (W and I), negative statements are formed by the use of negative particles such as /lam/لَمْ, /laa/, and /maa/ before the verbs. Therefore, when constructing English negative statements these students put only not before the English full verb. To make sure that the Arabic interference is significant, two different negative statements were given. One was structurally identical to that in English; the other was not.

Examples:

English: "He didn't play."

/hawa lam yal'ab/

W : "he not play." (37.28)

"he no play." (16.28)

English: "our teacher didn't come yesterday."

/lam ya'tii mu^calimunna 'albaarihata/

W : "not come our teacher yesterday." (14.4)

d. The Code:

In Arabic (W and I) codes, there are no verbs. (Note: See Chapter III). Therefore, omission of do was predicted, and the results of the two tests prove this omission. Examples:

English: "They saw the film and so did we."

W : "They see the filme so that we." (54.21)

I : "They see the filams also wee" (31.21)

e. The Inversion:

Again the Arabic (W and I) inversions have no verbs. (Note: See Chapter III). We get the same result, that is, omission of do. Examples:

English: "She doesn't like apples. Neither do I."

W : "She don't like apple nor I am too" (43.27)

I : "She didn't like the apple and I also"(22.27)

f. The Tag Question:

In constructing English tag questions, each of W and I imposes the kind of interference which goes well with its linguistic characteristics. In

W, tag questions begin with a question word /hamza/ in the construction /a'laysa Kādaalika/. According to our hypothesis of the use of be as a substitute for /hal/ or /hamza/, we find the following:

English: "Selma wrote the letter last week, didn't she?"

W : "Selma write the letter in the last week
is this?" (23.2)

I : "Selma wrote a letter in after this week
ago that is" (53.2)

The use of this and that instead of he or she reflects the fact a literal translation for these two words especially that stand for the Arabic word /dāalika/.

The responses in the Iraqi test show literal translation too. The words 'right', 'true', and 'just' appeared in these students' responses as equivalent to the Iraqi word /tamam/ which means "true". And because /mu/ is a negative question word, they seem to use be as a substitute for it.

Examples:

English: "The boy didn't find the pencil, did he?"

I : "The boy didn't find the pen isn't true?"
(30.26)

I : "The boy not found the pen, not just" (9.26)

Another point to note is that in English not is used in tag questions when the proposition of the main sentence is in the affirmative, but it is not used when the proposition of the main sentence is in the negative. In Arabic (W and I), the tag question constructions are the same in both cases.

2. Unnecessary Use of Do:

The Question item with who (subject) reveals two things:

a. Some of these students did not use do. But this omission of do can be explained in one of two ways. They either omitted it with full awareness of the English obligatory rule, or because of Arabic interference. Examples:

English: "Who drives the white car?"

W : "Who dirve the white car?" (27.34)

b. Other students used do. We admit it is hard to give a reasonable explanation of this phenomenon. The only thing that can be said is that these students have not grasped the correct uses of the auxiliary do, perhaps, because of inadequate teaching, especially when we realise

that be too has been used. Examples:

English: "Who drives the white car?"

W : "Who is drive the white care?" (63.34)

I : "hwo is drive the white car." (71.6)

3. S-Agreement:

The third person singular 'S' has no equivalent in Arabic. These students omitted it in many cases. Examples:

English: "Who drives the white car?"

W : "Who drive the white car." (27.34)

4. Other Errors:

Table 'J'

Significant Errors in All Areas

<u>W</u>			<u>I</u>	
<u>Percentage</u>	<u>Code</u>	<u>Rank</u>	<u>Percentage</u>	<u>Code</u>
24	b	1	33	b
12	c	2	9	t
11	f	3	8	h
8	h k	4	7	k
5	j l	5	6	c f

Table (J) shows that the other significant errors are:

- a. The use of be instead of do. (c)
- b. The wrong use of tense on do. (f)
- c. The wrong word order. (k)
- d. The wrong tense on MV. (h)
- e. The wrong use of ing. (j)
- f. Literal translation (t)

Instead of taking each of the significant errors mentioned above and analyzing it separately, we can say that on the whole these errors are the consequence of the omission of do. For instance, if do is omitted from a yes/no question, wrong word order (k) occurs and the tense (h) is carried by MV. When be is used instead of do, most likely -ing (j) is suffixed to verbs.

5. Make Instead of Do:

The results show that the confusion of do with make constitutes 21.0 percent and 37.4 percent of the total number of errors in W and I respectively. The data show that work is confused with do also. Examples:

English: "Selma did her work."

W : "Selma mead her work." (38.30)

W : "Selma works the bussin." (54.30)

6. Do Instead of Make:

The opposite is noticed here. The confusion of make with do constitutes 17.3 percent and 21.5 percent of the total number of errors in W & I respectively. But the data also show that make is confused with other English words i.e. wrong and mistake, because the same idea is expressed by a single verb in Arabic and by a dummy verb + Noun in English. Examples:

English: "My students made many mistakes"

W : "My people wronged much." (32.7)

W : "My people mistaken very much." (62.7)

English: "Did the servant make the coffee?"

I : "is the slave do the cavey? (81.32)

CHAPTER VI

CONCLUSIONS AND RELEVANCE FOR TEACHING

I. Conclusions:

The main conclusion we can draw from the previous chapter is that the native language interferes significantly in Iraqi students' misuse of the verb do even after four years of learning English. This misuse is due to the different grammatical systems of the Arabic language and the English language. The main errors made by these students can be divided into three categories:

a. The Omission of Do:

A great number of the students' responses show that the omission of do is the most significant error. The reason for this omission is due to the fact that in Arabic there is no equivalent to the verb do. For example, especially in Written Arabic, yes/no questions start with question words, while in English such questions start with do-forms when no auxiliaries are present. In order to find equivalents for the Arabic question words, these

students use certain English words such as 'if' to stand for /hal/.

As a result of omitting do, other errors occur, i.e., the wrong word order and the wrong tense on the main verb.

b. The Use of Be Instead of Do:

Other responses show that the use of be instead of do is another significant error. The reason for this mistake has been already explained in the previous chapter.

c. The Wrong Form of Do:

Those students who use the verb do commit two kinds of errors:

- (i) Either they use the wrong tense, or
- (ii) They use the wrong form of do when the subject is third person singular.

The proof that these students translate literally from Arabic into English is that the number of errors in similar constructions are much less than those in dissimilar ones. This fact is clearly noticed in the two types of negative statements referred to in the previous chapter. Literal translation is also seen in the constructions which

are not commonly used in Arabic such as tag questions.

As regards the full verb do, these students confuse it with make and work. The reason for this confusion is due to the interference of both English and Arabic which has already been explained in chapter three.

II. Relevance For Teaching:

It is a fact that the auxiliary do is an important function word. A tremendous number of English constructions contain do structures. A teacher of English, therefore, has to pay great attention to the verb do. Students must be given ample opportunity to use it in its different functions. This necessitates a great amount of practice. Consequently, well planned drills must be prepared. Focus must be laid on a single problem at a time. A careful analysis must be made of the structural differences between the native language and the foreign language. Students must be tested after learning a new do structure. The results of a test will show what type of problems the students may confront. Besides, the test will distinguish two

major levels i.e. the low level and the high one - students who are of the low level must be given enough time to practice the particular do - structure which they seem unable to master. In order to obtain this aim a teacher must know the kind of exercise most suitable for reinforcing a certain do structure.

Below we present two samples of the kind of exercises teachers could construct:

A. For example, let us suppose the teacher has presented a grammatical explanation of the use of the auxiliary do to form yes/no questions. The following, then, might be a drill exercise for the students:

1. Change the following statements into questions without changing the subject of the verb:

Example: I speak English. Do I speak English?

1. They have a book.
2. You live in Baghdad.
3. They speak English.
4. You learn quickly.

Notice that this exercise gives the student repetitive drill on only one feature of the use of

do - placing do before each of the four sentences in order to form questions in each case. The student is not being tested in this type of exercise. Purposely, the teacher has used the forms You, and They, since the form do is used with these forms. The next exercise would give the student practice with the forms He, She, and It as follows:

2. Change the following statements to questions with changing the subject of the verb:

Example: He speaks English. Does he speak English?

1. He has a book.
2. She speaks English.
3. He lives in Baghdad.
4. It rains in Iraq.

This second exercise gives the student practice in using the form does to make questions with the subjects He, She, and It.

After the student has had repetitive exercises like the above, it then becomes possible to follow these exercises with a mixed drill which involves 'Knowing' what form to put with another. For Example:

3. Change the following statements into their question form:

Example: They speak English. Do they speak English?

1. We walk to school every day.
2. He knows your brother.
3. You have my book.
4. She speaks English very well.

In the exercise the student must use either do or does in forming the four questions, but by this time he has become accustomed to using do with they, we, I and you, and does with he, she, and it. If the student experiences any difficulty in manipulating the two forms with the appropriate pronouns and with the appropriate simple form of the verbs have, live, walk, etc., the teacher will not 'test' the student further on this type of mixed drill but will return immediately to the type of drill used in a and b.

For example, let us suppose the teacher has presented a grammatical explanation of the use of the auxiliary do to form wh-questions. The following, then, might be a drill exercise for the students:

- | | |
|--|---|
| 1. What did <u>he</u> want?
you
they | Substitution is made in only one position at a time, the rest of the pattern being held constant. |
| 2. What did <u>the man</u> want?
the teacher
the girl | The past tense form is used first because it eliminates the need to make two changes in the pattern at once (<u>do</u> - <u>does</u>) |
| 3. What did the boy <u>want</u> ?
do
say | |
| 4. <u>Where</u> did the boy go?
When
Why | The use of question words |
| 5. What did the boy want <u>to do</u> ?
to ask
to say | The pattern is now expanded to include another position. |
| 6. What does <u>the boy</u> want
to do?
the girl
he | The pattern is now put into present tense, but the <u>do</u> - <u>does</u> difference is kept separate at first. |

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