People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohammed Seddik Ben Yahia, Jijel

Faculty of Letters and Languages

Department of English

Syntactic Categorization as a Predictor of Grammatical Accuracy in Writing
A Case Study of Second Year Students at the Department of English, Mohammed Seddik Ben Yahia University, Jijel

Dissertation Submitted in Partial Fulfilment of the Requirements of the Degree of Master

in Didactics of Foreign Languages

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2021/2022

Declaration

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DEDICATION

"In the name of Allah, the Most Gracious, the Most Merciful."

I would like to dedicate this work to my beloved parents

For always loving and supporting me

For constantly pushing me forward

For always believing in me and encouraging me

The reason of what I become today

To my dearest brothers

For being my source of motivation and inspiration

For being there for me without hesitation

To my lovely grandma

Who has always taken care of me

And never stopped praying for me

To my caring and loving soulmate

Who has always had trust in me and supported me daily

To my true-hearted best friends

For always being cheerful and positive

Lina

DEDICATION

"In the name of Allah, the Most Gracious, the Most Merciful."

Praise to be to Allah, the cherisher and sustainer of the world

One of the greatest titles in the world is parent, and one of the biggest blessings in the world is to have parents

To my beloved mother and father, my backbone

You have taught me so much, and you have always been there for me

I am beyond thankful for having you two by my side

To my beloved grandmother 'Zohra'

To my precious, fantabulous sisters

To my ride or die nieces

To my best friends

And to a number of people without whom this thesis might not have been written and to whom I am greatly indebted

I dedicate my work

Fatma

Abstract

The present study aims at predicting students' grammatical accuracy in writing on the basis of their syntactic categorization competence. It has been hypothesized that if students are able identify syntactic categories correctly, then they are more likely to write error-free essays. To test this hypothesis a multi-layer analysis has been conducted on 50 second year licence students' tests and exam essays in the department of English at Mohammed Seddik Ben Yahia University. The multiple-choice test asked students to identify the syntactic structures of different sentences parts. The same syntactic categories were analysed in written language samples to trace out the most common pattern or the series of syntactic errors committed by students. The results obtained from both research instruments showed that students' accurate grammatical production is detected based on their successful syntactic categorization. Most students failed at categorizing and producing prepositions, and encountered some problematic areas in trying to identify possessive determiners, cardinal numbers, noun phrases, dependent clauses, sentence types, and compound-complex sentences in particular. Thus, students who faced difficulties in the categorization process were also trapped in the of production process. So, it is highly remarkable that students' grammatical accuracy is based on their correct identification of each item in a given sentence separately.

Key words: Grammatical accuracy in writing, syntactic categorization competence, accurate grammatical production.

List of Abbreviations

EFL: English as Foreign Language

L2:   Second Language

TL: Target Language

N: Number

P: Page

%:   Percentage

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Introduction

Grammar has played a major role in language teaching. Traditionally, the acquisition of grammar was regarded equal to the acquisition of language. In writing, the description of sentence structure and word combination is important because producing accurate sentences involves knowledge, recruitment and coordination of several grammatical structures which govern the whole process of successful sentences construction.

Grammatical competence is not sufficient to enable learners to use language appropriately. As Larsen-Freeman warned, "if they (students) knew all the rules that had ever been written about English but were not able to apply them, we would not be doing our job as teachers" (as cited in Celce-Murcia, 2001, p. 255). However, language teachers should constantly expose learners to the different components of language to empower them with a segmented functional knowledge of language structures. This knowledge may be a boost for accurate language production.

The starting point for mastering the complex skill of writing is acquisition of the basic mechanics of sentence construction. Learners need to know about parts of speech and understand syntactic structures and functions in order to know what elements to combine and how to combine them.

1. State of the Art

Many studies were carried out in light of language aspects, syntactic structure, sentence production and grammatical accuracy by testing students' knowledge of syntactic categories, mainly parts of speech, and evaluating their own understanding of those components as well as larger constituents of sentences, namely clauses and phrases. These aspects of sentence production could be studied both as characteristics of students' production and as characteristics

of sentences (e.g., Bashir Adam, 2021; Francis, Romo & Gelman, 2002; Hajjaj and Kharma's, 1997; Tahaineh, 2010; Muhammed Suleman, Abdul-Majeed & Khalil ur Rehman, 2018)

The difficulties encountered by Sudanese University students in recognizing and using sentences in English were highlighted by Bashir Adam (2021), who targeted 80 graduating students of English. A multiple-choice test was distributed in which students were requested to identify types of sentences, and to arrange words to make complete sentences. The results showed that 68.8% of the respondents were unable to identify types of sentences. Most students did not develop efficient skills in the recognition of sentence structure. On the other hand, 58.8% of them failed to make the correct arrangement of words.

Syntactic structures, grammatical accuracy, and content in second language writing were also examined by Francis, Romo and Gelman (2002). They obtained written samples from 20 high school English students. Their study was based on examining linguistic characteristics of sentence production, specifically correct grammar, use of embedded clauses, use of prepositional phrases, and the total number of sentences produced, in addition to the relationships between these linguistic characteristics and the content expressed. The findings revealed that the mean percentage of sentences containing grammatical errors was 70.1%. Further classification of the grammatical errors revealed that the four most prevalent error types were subject-verb agreement, determiner errors, auxiliary verb errors, and preposition errors. On average, a student made subject-verb agreement errors in 38.4% of their sentences. Competence in producing correct verb morphology was associated with competence in producing more complex syntactic structure and more complex content. However, content accuracy and grammatical accuracy were not associated, suggesting that they fall upon different reasons and resources. That is, the accuracy of an idea was not related to the accuracy of grammar used to express it. Conversely,

the accuracy of ideas was significantly associated with their complexity and grammatical accuracy was associated with syntactic complexity. The pattern of results gathered highlights the importance of analyzing students' language in terms of both skill learning and performance.

Another investigation was conducted to test the English proficiency of Jazan university students' common syntactic errors, and basic syntactic structures (Muhammed Suleman, Abdul-Majeed, & Khalil ur Rehman, 2018). The results revealed errors in both function words and content words: subject-verb agreement errors are caused by mother tongue interference (My friend _go_ shopping. / My friend _goes_ shopping.), error in copula (My family big. / My family _is_ big.), tense (Faris is _play_ football. / Faris _is playing_ football.), infinitive (He likes _eat_ noodles. / He likes _to_ eat noodles.), errors in articles (Mohsen is _a_ best doctor is Jazan hospital. / Mohsen is _the_ best doctor is Jazan hospital.), whin addition ilst most learners found difficulties in terms of which preposition to use (e.g., He is a student _in_ English. / He is a student _of_ English.), conjunction (I like watch T.V and like swimming and I recite Qur'an. / I like watching T.V, swimming, and reciting the Qur'an.).

Similarly, studies by Hajjaj and Kharma's (1997) and Tahaineh (2010) confirmed that Arab students' errors in writing mainly fall in the category of syntax. More specifically, Hashim (1996) analyzed a number of research gathered by means of syntactic errors of Saudi Arab postgraduate EFL learners. He concluded that their errors can be detected in six syntactic categories: prepositions, verbs, articles, clauses, phrases, and sentence structure, while noun, adverb, adjective were less-challenging.

Based on the review above, the present research attempts to investigate students' competence in identifying different sentence components and relate it to their ability to produce accurate

grammar in their sentences. In other words, this research is aimed to detect students' accurate production of grammar in writing by testing their knowledge of sentence structure.

2. Statement of the Problem

One of the foremost problems encountered by students in learning the grammar of a language is that of internalizing its own rules as well as being able to identify different sentences' parts. Having acquired a set of language items and their actual semantic functions and meanings, students are left with the task of assigning each of these items to their respective categories for the purpose of understanding and utilizing the governing rules of syntax (Gordon, 1978, p. 6). Thus, there is probably some sense of logic in claiming that the process of acquiring and identifying the syntactic category of a given sentence is based on acquiring the function of the category itself.

Although most of the traditional word class distinctions are fully made up, their cross-linguistic applicability is often challenging and problematic. Differences in language systems and linguistic classification systems are likely to make students struggle in areas of grammar in terms of both identification and production. Problematic areas in identifying different sentences' parts would affect students' grammatical performance, especially in writing.

3. Research Questions

The research aims to answer the following questions:

a. Are students able to analyse linguistic expressions into their constituent parts?

b. Which types of syntactic errors are more frequent in EFL writing compositions?

c. Is there a relationship between the students' grammatical accuracy and their ability to identify syntactic categories?

4. Research Hypotheses

This study aims to test if English as a Foreign Language (EFL) students' grammatical accuracy can be detected on the basis of their ability to describe and identify different word classes. Hence, the following hypotheses are formulated:

- If students are able to identify parts of speech correctly, then they are likely to produce them accurately in their essays.

- If students can identify types phrases, clauses and sentences correctly, they will use them accurately in their written essays.

5. Significance and Aims of the Study

When it comes to the submission of any piece of writing, the use of accurate grammar is a crucial aspect, in terms of correct use of linguistics items. However, it is unrealistic to expect total accuracy especially from non-native students, but still students' aim should always be based on producing words that are correct and are arranged in formally correct sets. Thus, the aim of this research is to examine EFL students' syntactic competence at the level of words, phrases, clauses, and sentences. This entails an analysis of the difficulties they encounter when trying to identify sentence components as an indicator of their developmental stage in grammar and syntax. As an attempt to help learners to better understand sentence parts thoroughly as well as to raise their awareness of the importance of syntactic knowledge and accurate production of grammar in writing.

6. Means of Research

This study was carried out at the Department of English at the University of Mohamed Seddik BenYahia, Jijel. The chosen population was second-year EFL students. In order to obtain the necessary data to answer the research questions and to reach the purpose of the study, quantitative data and qualitative data collection and analysis methods are used. To be precise,

two research instruments are adopted to conduct this study: a test for fifty students and written composition (Essay) copies of the same students.

The test consisted of a series of four activities asking fifty students to identify and categorize each word class, phrases, clauses and sentences. The same students' written compositions (essays) were collected to be analysed in terms of their syntactic and grammatical accuracy.

7. Structure of the Research

The current study consists of two chapters: the first chapter is theoretical, and the second chapter is devoted for the field work. In turn, chapter one consists of two sections. The first section provides definitions, specifications, and explanations concerning syntactic structure at the level of words, phrases, clauses and sentences. It also presents the different rules that govern correct categorization in syntax and create accuracy in grammar. Then, the second section describes grammatical accuracy. The aim is to get a better understanding of the aspects governing grammatical accuracy in writing and how a student's grammatical knowledge can be a tangible impulse for their error-free syntactic production in essays. The second chapter deals with the practical testing of students' ability to categorize each item in a given sentence separately in an attempt to find out the relationship between correct categorization, and error-free grammatical production in writing.

Section 01: Syntactic Categorization in English: Grammatical Categories and

Sentence Structure

Introduction

1.1.1. Sentence Structure in Grammar

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Chapter 01: Theoretical Part

Section 01: Syntactic Categorization in English: Grammatical Categories and

Sentence Structure

Introduction

It is argued that mastering grammar is a complex process that requires making a series of decisions about when and why to use one form rather than the other (Celce-Murcia, 2002). From a holistic standpoint, grammatical constructions in English possess a range of grammatical properties representing their syntactic forms, grammatical functions, and semantic meanings.

In studying the grammar of English, it is fundamental to learn sentence structure. This section is committed to aspects related to sentence structure. It provides various definitions of structure, sentence constituents, in addition to the rules governing word class categorization according to different perspectives. The main role of each component in a given sentence will also be discussed through a

scrupulous analysis of each item separately, mainly parts of speech, phrases, clauses and types of sentences in order to explain the main rules behind accurate production and syntactic structure.

1.1.1.   Sentence Structure in Grammar

According to Noel Burton-Roberts (1948), the concept of 'structure' is fundamental to the study of syntax. A sentence consists of major parts (phrases and clauses); the major parts themselves consist of parts (noun, verb, adjective, adverb, determiner, article, preposition), which may in turn consist of further parts (i.e., common nouns, proper nouns...). Hence, sentence structure is the analysis of the function each unit in the sentence has. It allows to answer why some categories of the sentence are well-formed and accurate, while others are not.

The description of sentence structure is carried out in the field of grammar. Hartwell (1985) defined grammar as "the internalized system that native speakers of a language share" (p. 111). A more detailed definition was proposed by Harmer (2001) as "the description of the ways in which words can change their forms and can be combined into sentences in that language" (p. 12). These ways are called 'the grammar rules' that are basic elements in every language, and are also inseparable from writing (Hartwell, 1985). Another definition was given by Ahangari and Barghi (2012) affirming that:

> Grammar describes the ways in which words are combined to form meaningful and acceptable sentences, and it consists of semantics, word meanings and their relationships, syntax - how we group and order words to form phrases, clauses, and sentences – and morphology - how words are changed according to their use in phrases, clauses, and sentences. (p. 6)

In other words, grammar deals with word structure and how words are used to form sentences and meaningful utterances. Likewise, it studies other aspects of language which constitute its main components, namely morphology and syntax. The study of English sentence

structure must be a full syntactic description, from analyzing each word class to specifying the function of each constituent.

1.1.2. Parts of Speech

Words in the English language are grouped into different categories that are called 'syntactic categories', 'parts of speech', 'grammatical categories', 'lexical categories and functional categories'; they can be classified into two broad classes of content words and function words (Bloomfield, 1933). Content words, which are also called open classes, are made of nouns, verbs, adjectives and adverbs. Content or lexical words tend to have specific, concrete meaning, and are flexible to acquire more members constantly. By contrast, function words, or the closed class words, consist of pronouns, prepositions, determiners, conjunctions and interjections. Function words have abstract, general meaning, and are made up of finite sets of words which are never expanded.

1.1.2.1. Content Words

There are four major parts of speech: nouns, verbs, adjectives and adverbs. Each one has a potential inflectional morphology following their positions in phrases and clauses.

1.1.2.1.1. Nouns

Traditionally, a noun is defined as a word which names "a person, place, thing, or idea" (Weaver, 1996, p. 252). A noun refers to an entity, a quality, a state, an action, or a concept. In a sentence a noun can be replaced with a pronoun. Conventionally, nouns are classified into subcategories where each subcategory serves a particular function in communication. Hence, the distinction between these subcategories is on the basis of their meaning.

A noun can be singular, referring to only one person, place or thing (e.g., house, cat, table), or plural, denoting more than one thing, person, or more than a place (e.g., countries, classes). Moreover, collective nouns are often used in a singular form to refer to a group of people. For instance, the word 'family' in 'My *family* wants to come over for dinner tonight.' refers to as a collective noun.

Nouns name individual things as well as classes of things; nouns that name classes of things are common nouns; nouns that name individual things are proper nouns: 'biscuit' is a common noun; 'Oreo' is a proper noun. Any common noun can be turned into a proper noun, because it is usually the generalized version of a proper noun, however the first letter of a proper noun should always be capitalized.

Another classification of nouns into count and non-count nouns proves problematic for non-native speakers of English, especially when the mother tongue and the target language do not have the same distinction or when translation equivalents may belong to different subcategories. Thus, *'information'* is an uncountable noun in English, but its translation equivalents in French and Italian are countable.

The identification of other types of nouns such as concrete nouns which are touchable, abstract nouns which represent intangible emotions, ideas, concepts is exclusively based on their notionally based definitions.

Compound nouns are nouns which consists of two words or multiple words used separately or connected by hyphens; such as 'mother-in-law', 'father-in-law', ''*green space', 'bus stop',* which are referred to as open-spaced nouns. Sometimes compound nouns are hyphenated: '*mother-in-law', 'father-in-law'*. While, *'football', 'bedroom'*... are often called closed or solid compound nouns.

Nouns can often be lumped according to their syntactic, functional, and morphological criteria. Syntactically, nouns can always be combined with demonstrative determiners (e.g., *that* lady), and often with definiteness markers (*The* lady). They can also come after an adjective (The *young* lady). Functionally, nouns are often recognized on the basis of their function; nouns can function as the subject or the object of the verb (e.g., <u>*architects*</u> *design* <u>*schemes*</u>). Morphologically, some adjectives and adverbs need an additional function-indicating coding to be marked as nouns (e.g., *react-<u>ion</u> / ill-<u>ness</u>).* Nouns can also be identified by the company they can keep. Pronouns for instance are used in place of a noun that has already been mentioned often to avoid repetition (e.g., <u>*Madison*</u> *cleaned the house with* <u>*her*</u> *sister*), where *'her'* is a possessive pronoun indicating ownership and is used to substitute the proper noun '*Madison*'. On the other hand, personal pronouns are used to refer to specific people or things. They can be divided into subjective pronouns and objective pronouns according to their role in a sentence. Subjective pronouns act as the subjects of verbs *(<u>She</u> <u>waved</u> at me)* while objective pronouns act as the objects of verbs and prepositions *(she waved <u>at</u> <u>me</u>).* Reflexive personal pronouns refer back to the subject of the clause (*I jumped and hurt <u>myself</u>*). Lastly, relative pronouns are used to connect a clause or phrase to a noun or a pronoun (e.g., <u>*she is the same architect* <u>*who*</u> *designed the building*</u>)

1.1.2.1.2. Verbs

A verb is the main doing word in a sentence that demonstrates an action, event, or a state. Sentence construction process basically refers to the speaker's own expressing of an ongoing, repeated, stable 'habitual', completed action, which consequently reflects the speaker's tense use. In this regard, Cowan (2008) stated, "verb forms - main verbs and combinations of auxiliary verbs and main verbs - indicate both the time of the action expressed by the verb and

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the speaker's view of the action in time." (p. 350). Verbs can be classified by the act they denote into action verbs or main verbs, helping verbs, which are used to support main verb, linking verbs, used to link the sentence subject to another word in the sentence, and transitive and intransitive verbs; transitive verbs ask the 'WH' questions starting with the question words 'who' and 'what', and are used with a double object, while intransitive verbs do not need an object.

Past, present, and future tenses are three dimensions which convey the flow of time a verb expresses in a given sentence. In the past tense, the regular form of the past requires an 'ed' at the end of the verb, or a change of the form in the case of irregular verbs. The present simple tense expresses general statements of facts, habitual actions and states; it is represented by the third person singular 's' whilst future action can be expressed by 'will' or 'be going to', in addition to the main verb, especially to express probable actions or planned actions (Cowan, 2008, pp. 356-365).

The **-**ing form of the verbs expressing different tenses represents the continuous aspect, meaning that the action is not yet completed. In the present progressive case, the action is expressed along with the time of speaking (e.g., she *is cooking* dinner with them). The present tense demonstrates other meanings and connotations mainly: repetitive actions 'habitual actions', using time adverbs (noon, tomorrow, afternoon, etc.) and frequency adverbs (e.g., she *is always cooking* dinner with them), or the performance of two actions at the same time by two people (e.g., she *is cooking* dinner with her while my mother *is cleaning*). The past progressive or past continuous aspect is formed with a past form of 'to be' (was or were), in addition to the main verb <u>signaled </u>by an -ing; it expresses an ongoing action in the past (e.g., she *was cooking* dinner with them). The future time is expressed with the modal auxiliary verb 'will', or

the 'semi-model 'going to' (e.g., she *will cook* dinner with them or she *is going* to cook dinner with them)

In English, two aspects are expressed through auxiliary verbs and the form of the main verbs: continuous (progressive) aspect and the perfect aspect, which represents an action that was done and completed. Table 1.1.1 shows the different forms the tense-aspect takes at different times of speaking.

Table 1.1.1:

Tense and Aspect in English Language Teaching

Aspect / Tense	Simple (regular)	Perfect	Continuous/ Progressive	Perfect continuous (progressive)
Past	-ed	Had (past participle)	Was/were (v+-ing)	Had been (v + -ing)
Present	-s (Third person singular)	Have/has (past participle)	am/is/are (v+-ing)	have/has been (v + -ing)
Future	Will/be going to	Will+have(past participle)	will+to be (v+-ing)	Will + have (v + -ing)

1.1.2.1.3. Adjectives

An adjective is defined as a word that modifies a noun or pronoun. In examples, such as '*old* shoes', '*offensive* remarks', and '*minor* concerns', the definition applies, but learners may struggle to recognize the second word as an adjective instead of the first. Adjectives can occur in a string, usually of no more than three, and in a preferred order. Most adjectives are gradable and have comparative and superlative forms, (-er/-est and/or more/most, as well as less/least for negative gradability). Native speakers treat even absolute adjectives (e.g., absolute, unique) as gradable (Cowan, 2008, pp. 240-245).

1.1.2.1.4.   Adverbs

The most functional and vivid definition of an adverb is that it is a word that can be used to modify either a verb, an adjective, or another adverb, e.g., eat *quickly'*, 'sleep *early'*. Adverbs are usually classified semantically in terms of time, place, manner, frequency, and degree. Adverbs of time refer to specific times to explain when something did happen (e.g., today, yesterday, now, then). For adverbs of place, they show where something did happen as in: 'here' and 'there'. Moreover, adverbs of manner state hints about how something happened, such as: 'well', 'slowly', 'quietly'. Also, adverbs of frequency are used to describe the frequency of an event, how often something happens (e.g., often, regularly). Lastly, adverbs of degree often describe the intensity of an action or quality (e.g., very, really, less, thoroughly, absolutely) (Cowan, 2008, pp. 250-251).

1.1.2.2.   Function Words

Function word classes are generally closed and small, and function words tend to have abstract, general meaning (or no meaning at all, but only a grammatical function in specific constructions). They tend to be quite short (rarely longer than a syllable), and their text frequency is high (Haspelmath, 2001, p. 16539).

1.1.2.2.1. Prepositions

A preposition is a word placed before a noun or a pronoun to show in what relation the thing denoted by it stands in regard to something else. Many prepositions in English are monosyllabic (on, for, to) while half of them have two syllables (without, under, behind, without) or more (underneath) (Wren & Martin, 2006, p.106). Prepositions can be categorized on the basis of their functions into prepositions of time, place, manner, measure, and possession. Prepositions of time are used to indicate specific times, days and dates, non-specific times, and to measure times (at,

on, and in; for and since). As for prepositions of place, they show specific addresses, names of streets, avenues, cities, countries, etc. (at, on, and in). Furthermore, prepositions of manner usually provide an insight into what was used to make a specific thing happen (by, with). Next, preposition of measure indicates some quantity (of and by). Prepositions of possession specify ownership (with, to, and of) (Cowan, 2008, pp. 147-155).

1.1.2.2.2. Determiners

Determiners are words that come before the head noun in a noun phrase. There are several types of determiners: articles, cardinal numbers, ordinal numbers, multipliers, fractions, demonstrative determiners, possessive determiners, nouns as possessive determiners, quantifiers and partitives. Determiners fall into one of the following three categories that describe their relative order of appearance before the head noun: pre-determiners, central-determiners, and post-determiners. Determiners stipulate crucial properties such as definiteness, indefiniteness, and quantity in head nouns. Demonstrative determiner**s** (this/that, these/those) are considered central determiners, they can be used to introduce new information, or to specify an old, familiar information (e.g., *can you make those chocolate chip cookies again*?). Cardinal numbers indicate quantity in numerical terms and occur with singular and plural count nouns (e.g., *we have lived there for 15 years*). Similarly, fractions also specify quantity (e.g., *you left half your peas on the plate*). Ordinal numbers designate a place in an ordered sequence and immediately precede countable nouns (e.g., *she is twice the size of her sister*). (Cowan, 2008, pp. 192-193).

Articles are members of the larger class of prenominal modifiers known as 'determiners' (Cowan, 2008, p. 212). There are basically two types of articles, definite vs indefinite articles. The definite article (the) implies that the noun is identifiable (e.g., *The lady*) while the indefinite

articles (a, an) occur when the object is not specifically identifiable. The *"a"* form of the indefinite article appears before a consonant, and the *an* form appears only before vowels.

1.1.3. Grammatical Functions of Sentence Constituents

Sentences are made up of not only parts of speech but also phrases and clauses. The grammatical structure of a given sentence is represented by its individual constituents as well as the constituents' grammatical functions, where each item is analysed separately based on its function and role namely (subject, verb, direct/indirect object, complement, noun phrase, verb phrase, adjective phrase, adverb phrase, prepositional phrase, independent and dependent clauses).

1.1.3.1. Subject

In grammar, we use the word 'subject' to talk about the pronoun, noun or noun phrase that does the action of the verb. The simplest English sentences have only a subject and a verb (e.g., *John* arrived). The subject can often be a pronoun (e.g., *I* love chocolate), it can also be a group of words (e.g., *a white cat* was sitting on the grass). Another type of subject is 'complex subject' which can be quite long in English; it can sometimes include a noun and all the words that are used to add extra information to modify the noun (e.g., *the man who lived upstairs* gave us some sweets.) Subjects can even include two or more nouns that each have groups of words giving us extra information (e.g., *Lucy's grey cat and Alice's white cat* went for a walk) (DeCapua, 2008, p. 38).

1.1.3.2. Direct Object

A direct object is a noun or pronoun that receives the action of a verb or shows the result of this action. A direct object is the "what" or the "whom" of the sentence; it is the receiver of the

action in a sentence (e.g., My sister unplugged *the hairdryer*.) However, not every sentence needs to contain a direct object, like sentences with linking verbs.

1.1.3.3.   Indirect Object

An indirect object is a noun, pronoun, or noun phrase that signals what or who receives the direct object. Indirect objects are the recipient of the direct object, and they are only present when there is also a direct object in a sentence (e.g., the moon cast an eerie glow over *the landscape*)

1.1.3.4.   Predicate

In English grammar, a predicate is one of the two main parts of a sentence or clause, modifying the subject and including the verb, objects, or phrases governed by the verb (e.g., Birds *sing*, dogs *bark*, and bees *buzz*). The subject of the sentence is generally what the sentence is about. The predicate is what is said about the subject. The two parts can be thought of as the topic and the comment (Nordquist, 2019, p. 162)

1.1.3.5.   Phrase

A phrase is a group of words which form a grammatical unit. A phrase does not contain a finite verb and does not have a subject-predicate structure. It is a sequence of words that can function as a constituent in the structure of sentences. A phrase forms not only syntactic units (constituents in the structural form of sentences), but also semantic units (meaning); they form identifiable parts of the meaning of sentences in terms of replacing a word or understating its actual sense and significance (Burton Roberts, 1948). Phrases are usually classified according to their central word or head into either noun phrase, verb phrase, adjectival phrase, adverb phrase, prepositional phrase.

1.1.3.5.1. The Noun Phrase

A noun phrase (NP) is composed of a noun or pronoun, optionally followed by one or more modifiers. In single modifier NPs, the modifier precedes the noun if it is considered to be the most important part of the NP. In contrast, the noun precedes the modifier if neither the noun nor the modifier is pragmatically marked, or if the noun is more marked than the modifier (Bakker, 2009, p. 41). In multiple modifier NPs, saliency is also a factor that influences the order of modifiers irrespective of their form (demonstratives, adjectival, participial, genitival or relative clauses). In this type of NP, the most salient element comes first so that the noun and its various modifiers are ordered from the most salient to the least salient, as illustrated by the following examples: 'Those houses are very expensive', 'I like old houses', 'The engine of the car', 'Lynda's kitchen.'

1.1.3.5.2. The Verb Phrase

A verb phrase (VP) is a phrase headed by a verb. The traditional description of the VP in linguistics in simple terms is that the VP may be constructed from a single verb or it may contain the auxiliary. (e.g., My mother is making us some dinner.). Verb phrase is a phrase which has a verb headword as a main verb (Morley, 2003) (. It first deals with the auxiliary then with the verb and their complements" (Nordquist, 2019, p 3.)

1.1.3.5.3. The Adjective Phrase

A word group that has an adjective as its head is called an adjective phrase (AdjP). The adjective in this phrase may be accompanied by other words such as determiners, and modifiers etc. (e.g., 'He was wearing a dark brown suit', 'The fish tasted awfully funny'.)

1.1.3.5.3. The Adverbial Phrase

An adverbial phrase (AdvP) contains an obligatory adverb optionally preceded by an intensifier (an item which specifies the degree to which an adverb will apply). Such as general adverbs differ from degree adverbs in specifying a wider range of concepts than just degree. But this, in itself, is not the reason for distinguishing between general adverbs and degree adverbs in terms of syntactic category. The reason for the categorical distinction is that general adverbs, form adverb phrases (e.g., 'He answered the questions quite frankly', 'Jeff was speaking so roughly.')

1.1.3.5.4. The Prepositional Phrase

Prepositional phrases consist of a preposition followed by a noun, noun phrase, pronoun, gerund, or clause known as prepositional complement. The preposition can be thought of as a link relating the noun phrase to preceding structures (e.g., 'Tanya, unlike many others, will remain there.', 'All rooms below deck are for sleeping.') (Douglas Biber, 2003)

1.1.3.6. Clauses

According to Merriam Webster, a clause is "a group of words containing a subject and a predicate and functioning as a member of a complex and compound sentence". That is to say, a clause must have a subject and a verb. There are two types of clauses: the main clause (independent clause) and the subordinate clause (dependent clause). The distinction between independent clauses and subordinate (or dependent) clauses is fundamental to an understanding of English clause structure.

1.1.3.6.3. The Independent Clause

The main clause, or independent clause, is a group of words which grammatically not only contain subject and a predicate, but it can also stand alone on its own as a sentence, because it

expresses a complete thought (e.g., Emma went hiking.). A sentence may also contain two independent clauses, for example, 'Filip went grocery shopping and Emma went hiking.'

1.1.3.6.4. The Subordinate Clause

Subordinate clauses, or dependent clauses, are incomplete sentences; they cannot stand alone. In written English, they must always be connected to an independent clause in order to make a complete sentence which is called "complex sentence". The following sentence, 'Despite the fact that the weather is cold, for instance, is considered an incomplete sentence (dependent clause). However, 'Despite the fact that the weather is cold, she went the grocery store.', is a complete sentence because the dependent clause is followed by an independent clause which makes the overall meaning of the complex sentence complete.

1.1.3.7. Sentences

Sentence formation is one of the key ingredients to good writing. A sentence is a string of words combined together to form a grammatical structure, and consists of a subject and verb (s). A sentence reflects a complete thought in a statement ending in a full stop (.), a question ending in a question mark (?), an exclamation ending in an exclamation mark (!), or giving a command which is imperative. Sentence units are generally easy to identify to native speakers because of their semantic and intonational properties, which in many writing systems are reinforced by interpunctuation. Any English sentence must appear with at least one main clause. There are four types of English sentences: simple, compound, complex and compound-complex.

1.1.3.7.3. The Simple Sentence

A simple sentence consists of a subject and verb (s) and one independent clause; it can be either a long or a short sentence. However, it always expresses an idea. For example: 'she designed a building'. In this sentence. The Subject is '*she*' and the verb is '*designed*'. A simple sentence

can also contain a compound subject, which means an action that is done by two people or things.

(e.g., <u>Ally</u> and <u>Emma</u> waited in the parking line); in this sentence, subjects are '*Ally*', '*Emma*' and the verb is: '*waited*'. It can also appear with a compound predicate, meaning that the subject or objects of the sentence are doing two or more different things and actions. (e.g., She designed a building and completed it) in this sentence, the subject is '*she*' and the verbs are '*designed*' and '*completed*'.

1.1.3.7.4. The Compound Sentence

Also called 'Double-sentence', the compound sentence is given this name because it often comprises two independent clauses (or more than two rarely), each of the clauses can stand alone, since each one of them contains a subject and a verb and it expresses a complete thought. The clauses are joined by coordinators abbreviated in FANBOYS (i.e., For, And, Nor, But, Or, Yet, and So). (e.g., Byron is a lecturer <u>and</u> Tom is a baker); in this sentence, the subjects are '*She*', '*my friend*' and the verbs are: '*is*', '*is*'. So, this compound sentence consists of two simple clauses connected by the coordinating conjunction 'and'. Each clause in a given sentence can stand alone; however, the frequent use of these clauses will lead to a stilted writing. There are also other ways for combining two sentences into one, using a 'semicolon' or 'semicolons' with conjunctive adverbs.

1.1.3.7.5. The Complex Sentence

A complex sentence consists of an independent clause in addition to one or multiple dependent clause(s) (i.e., subordinate clause(s)), and they are joined by subordinate conjunctions such as: after, although, because, …etc. Dependent clauses cannot stand alone as a sentence, but they can be joined with an independent clause to form a complex sentence. The dependent clause can go

first as it can also go last, and switch the place conversely with the independent clause. However, without an independent clause, a dependent clause is just a sentence fragment.

1.1.3.7.6. The Compound-Complex Sentence

Also known as 'multiple sentence', the compound-complex sentence comprises one or more independent clauses and one or more dependent clauses. For example, the sentence 'Ally went grocery shopping, and she took her little siblings too because she wanted to.' consists of two compound sentences (Ally went grocery shopping, she took her little siblings too) followed by a complex sentence (because she wanted to). The punctuation follows the rules for both compound sentences and complex sentences depending on the position of the dependent clause, which can be at the beginning, middle, or end of a compound-complex sentence.

Conclusion

The syntactic categories governing language production have formed the study of grammar; simple rules govern the hierarchical combinations of syntactic categories and the role of each item in a given sentence. Words are divided into content words which are the open class categories (noun, verb, adjective, adverb) and function words which are therefore the closed class categories (preposition, determiners, articles). Sentence structure analysis is a universally applicable method in the field of English learning; thus, sentences do not only have small categories (parts of speech), but also larger constituents, mainly phrases and clauses. These constituents, in turn, form a set of sub-constituents (the noun phrase, the verb phrase, the adjective phrase, the adverb phrase). Clauses can be either independent or dependent. They are part of a set of different sentences (the simple, the compound, the complex, the compound-complex sentences).

Section 02: Grammatical Accuracy in Writing

Introduction

1.2.1. Accuracy in Language Use

1.2.1.1. Accuracy

1.2.1.2. Grammatical Accuracy

1.2.1.3. Grammaticality and Acceptability

1.2.2. Assessing Grammatical Accuracy

1.2.2.1. Error analysis in writing

1.2.2.2. Causes and Sources of Errors

1.2.2.3. Measures of Grammatical Accuracy

1.2.3. Role of Grammatical Accuracy in Writing

1.2.4. Grammar Instruction

1.2.5. Corrective Feedback and Grammatical Accuracy

1.2.5.1. Coded feedback

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Conclusion

Section 02: Grammatical Accuracy in Writing

Introduction

Writing is a challenging assignment for students; even English department students get nervous and confused in trying to formally combine words and sentences into a grammatically correct and well-structured essay. The current section is devoted to investigating grammatical accuracy in language use in terms of understanding the problematic areas students encounter when producing language through measuring the standards of error-free production, and to highlight on grammar instruction which is therefore the key to reach grammaticality and acceptability concerning grammar rules usage. On the other hand, the relationship between error analysis and accurate production will also be stated as to close the gap between corrective feedback and grammatical accuracy.

1.2.1. Accuracy in Language Use

The accuracy of the language performance of learners is based on the specific forms and structures used in the construction of sentences. For instances, utterances such as 'I went shopping' or 'I ate an apple', could be coded as accurate or inaccurate.

1.2.1.1. Accuracy

In Longman dictionary, accuracy is the ability to do something in an exact way without making mistakes and the ability of being correct or true. It is the production of error-free structure. Brown (2001) indicates that accuracy means being "clear, articulate, grammatically and phonologically correct" (p. 268).

Accuracy (or correctness) in essence refers to the extent to which a second EFL learner's performance (and the L2 system that underlies this performance) deviates from a norm (Pallotti 2009).

1.2.1.2. Grammatical Accuracy

Almost no language test is void of grammar items, and the reason is that many examinees fail to retain writing accuracy despite succeeding in reaching high vocabulary production, this indicates the role of a well-presented syntactic structure considering grammatical and syntactic features.

According to Richards and Schmidt (2002), "Accuracy is the ability to produce grammatically-correct sentences" (p. 204). Grammar knowledge is the most elaborate component of linguistic competence, it shows a student's level of proficiency.

Similarly, Decarrico and Larsen-Freeman asserted that "learners will be able to complete exercises satisfactory when their attention is focused on the grammar" (as cited in Schmidt, 2002, p. 16)

1.2.1.3. Grammaticality and Acceptability

Grammaticality denotes correctness in language, whereas acceptability refers to "appropriateness" in matters related to grammatical usage. Appropriate grammatical constructions which challenge our structure production are not always appropriate. Any phrase, a clause, or a sentence which follows the rules of grammar of the language is considered "acceptable". Fromkin, Rodman and Hyams(1998) describe grammaticality in sentence and phrase as "the conformity to the syntactic rules". (p. 107). Accordingly, for Skadhauge (2003), a sentence which is not grammatically correct is deemed unacceptable with reference to its ill-formedness. For example, Chomsky's classic sentence: "Colorless green ideas sleep furiously" is syntactically correct, and grammatically well-formed; however, the sentence is semantically nonsensical.

Grammar knowledge has to be put into use for comprehending or producing language; it is considered as a complementary practice to language teaching and learning especially writing.

1.2.2. Assessing Grammatical Accuracy

Assessing accuracy longitudinally may be complicated as learners attempt to use new lexical items and grammatical forms. The process of classifying the identified errors can also be challenging. For instance, an ungrammatical sentence can be 'corrected' in many ways because the intentions of the writer or the speaker remain unknown (Ellis & Barkhuizen, 2005, p. 59). Despite such complications error analysis and data collection concerning the causes and sources of errors are often under-research.

1.2.2.1. Error Analysis in Writing

Learners' errors are of valuable importance because making them is a way of learning how to avoid them (Weireesh, 1991). Several studies were done to determine the most common reasons of grammatical errors made by students. Norwish (1983) for instance classified errors into three types: carelessness, first language interference, and translation. Vahdatinejad (2008) maintained that error analysis helps identify learners' needs in terms of what should be taught and revised.

According to Brown (as cited in Hsu, 2013), mistakes are uncontrolled, non-systematic errors; they occur arbitrary, unexpectedly such as: slips of the tongue, whereas errors are systematic, they vary in predictable ways (the developmental stages of language learning process) such as: mis-ordering, omission, etc. Mistakes are adjustable through learners' utilization of a known system, concentration, and 'self-correction', while errors reveal students' linguistic weaknesses as well as their lacks in terms of producing sentences with correct grammar (Zawareh, 2012, p.280), meaning that learners' successful linguistic performance is triggered by their syntactic ability.

1.2.2.2. Causes and Sources of Errors

Errors can be classified usually classified into interlingual errors and intralingual errors. Interlingual errors are those which are "related to the native language" (Hongji, Jia & Fengjie, 2016, p. 28). In other words, errors are unacceptable forms produced by foreign language learners and as a result from the mother tongue interference. Similarly, and according to Hourani (2008) interlingual errors occur when the learners' native language habits interfere, to some degree, from acquiring the patterns and rules of second language (Hourani, 2008, p. 11). However, intralingual errors according to Richard (as cited in Hourani, 2008) are due to the partial exposure to the target language. That is to say, during the learning process where students have not fully acquired the knowledge, they often fall into making errors at the extent of the difficulty they encounter of the language itself because they are still acquiring.

According to Hourani (2008), there are five sources of errors: language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of target language linguistic material.

In the past few years, there has been an endless number of growing research on the basis of error analysis. Hsu (2013) for instance asserted that grammatical errors are an indication for inaccurate form, semantics meanings, and use; these errors are linguistically classified as morphological, lexical, syntax (syntactic), and orthographic errors. (p. 514).

1.2.2.3. Measures of Grammatical Accuracy

Measuring grammatical accuracy helps draw conclusions in terms of using certain structures rather than the others. Many studies concerning L2 learner writing have used various measures of linguistic accuracy which can include morphological, lexical, but mainly syntactic accuracy.

Accuracy is better measured as a function of errors produced, it can be measured specifically (e.g., accuracy of subject-verb), or generally (e.g., overall number of errors). Grammatical accuracy measures include two types of measures. These measures need to be considered individually (i.e., one measure may show change for one population but not another). The first type is concerned with the analysis of clauses, sentences, or T-units in terms of each other (e.g., clauses per sentences, dependent clauses per T-unit, etc.). The second type is used to detect the presence of specific structures in relation to clauses, T-units or sentences (e.g., clauses per T-unit, etc.) (Wolf-Quintero, 1998, pp. 69-99).

T-unit is defined as an independent clause and its dependent clauses (Hunt, 1965). Ishikawa's (1995) study for instance investigated how two types of writing practice affected writing proficiency of EFL students. She used measures related to accuracy involved in error-free clauses and error-free T-units and argued that correctness was determined based on "with respect to vocabulary, grammar, style, discourse..." (p. 59). She mentioned that students who used more than one tense, the most common one was considered correct. However, it was reported that these measures are only way to get the quantity of errors and not the quality; nevertheless, grammatical accuracy level can often be measured and evaluated.

1.2.3. Role of Grammatical Accuracy in Writing

Writing is a productive, complex language skill used by people to convey their messages. It is also used to express ideas, feelings, thoughts, and so on. Juni defined writing as "…a system of written symbols or words of language by using different rules such as the word form and function, spelling and punctuation" (Juni, 2014, p 01).

Furthermore, Nunan (2003) claims that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables missing simultaneously at the

sentence level, which include control of content, sentence structure, vocabulary, spelling; the writer must be able to structure and integrate information in cohesive and coherent paragraph. Stated differently, a writer needs the correct word combination and organized structures that make the utterances constructed convey the writers' ideas or messages. (Nasution, 2008). One should dominate the grammar rules in order to write well, hence, grammatical accuracy, in writing, is required to ensure the writer's intended message and to avoid communicative misunderstanding (Lush, 2002; Larsen-Freeman, 2003).

The three dimensions of language production, which are complexity, accuracy, and fluency are regarded as the way to capture the multi-dimensionality (mixed results) of English language written performance. Complexity is commonly characterized as the ability to use a wide and varied range of sophisticated structures and vocabulary in the L2, and fluency as the ability to produce L2 with native-like rapidity, pausing, hesitation, or reformulation (Ellis 2003, 2008; Ellis & Barkhuizen 2005). Students may not be able to accurately estimate their overall fluency level or notice progress.

1.2.3. The Role of Grammar in Writing

Grammar is the foundation of the language, without the knowledge of grammar, students cannot understand how the two forms (written and spoken) of the language can be produced and performed. For this reason, when a student masters grammatical rules, their ability to write effective, well-structured, and accurate precise sentences, paragraphs or essays is enhanced.

Bradshaw (2010) believed that the most in-depth thinkers, regardless of their national identity, perceive that the mastery of the four skills: listening, speaking, reading, and writing depends on the knowledge of the grammar of the language itself; thus, an effective construction of any piece of writing counts on having a solid scanning of the syntactic structure of the

language being taught (both formal and functional) at the word, sentence, paragraph, and essay level. Likewise, researchers believe that variables such as the availability of materials at home, and the students' frequent use of them would definitely help them establish a total coherent system of grammar rules of the foreign language being taught, along with the possibility to gain an ample supply of linguistic proficiency.

Grammar is viewed as the entire system and structure of a language; it encompasses the three dimensions of morphosyntax which are form, meaning, and use (pragmatics). Grammar consists of syntax, morphology, and semantics (Hsu, 2013, p. 513). According to Hsu, after mastering these three dimensions, L2 learners will be able to use L2 accurately, meaningfully, and appropriately.

1.2.4. Grammar Instruction

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. Roberts (1948) stated that: "The function of the grammar of a language is to specify which word sequences are, and which are not, in the infinite set of its sentences." (p. 295). Grammar usually takes into account the meanings and functions sentences have in the overall system of the language, it may or may not include the description of the sounds of a language.

There are still two debatable approaches namely conventional (deductive) or modernist (inductive) approach. Richards et all (1985) claimed that, in inductive grammar learning students are left to self-discover the rules behind the use of different linguistic features by themselves through experiencing. While, in deductive method students are exposed to the rules of grammar with particular examples for a successful learning. The two approaches produce different results, whether they are positive or negative. The presentation of grammar rules can be written or

spoken. Many inductive prominent proponents (e.g., Widodo, 2006) argued that this approach encourages a learner to develop his-her own mental set of strategies when dealing with tasks. That is to say, this approach highlights on the rules of grammar in an implicit way, in which learners can articulate the rules given by the teacher using their own comprehensive skills on the basis of their own drawn conclusion.

A number of researchers have reasonably argued that for academically oriented and advanced L2 learners, grammar instruction (a good knowledge of grammar rules) is very essential, especially if they are to achieve their educational and professional goals (Celce-Murcia, 1991; Schmidt, 1994).

From Krashen's perspective knowledge of grammar only helps learners to monitor their production. Other linguists (White, 1987; Elis, 1990) have long opposed the stand taken by Krashen and his proponents. They have suggested that raising students' conscious awareness of how to use grammatical resources accurately and appropriately is important for the development of advanced literacy skills.

Similarly, Celce-Murcia highlighted the importance of achieving a reasonable degree of grammatical accuracy in academic writing; she suggested that high frequency of grammatical errors in non-native speakers academic writing (an average of 7.2 error per 100 word) most probably lead to their university faculties' refusal of their work. On the other hand, the teaching of L2 writing has mainly remained consistent to the process itself rather than the product (Johns, 1990; Reid, 1993). Furthermore, the acquisition of grammar, vocabulary, and lexis is seen to be streamlined naturally.

Grammar instruction in any language teaching/learning program mainly aims at uplifting accuracy in learners. That is to say, if learners pay attention to the features of some grammatical

structures, this will help them understand the rule. In fact, grammar instruction aims to raise learners' awareness of the production of target forms.

1.2.5. Corrective Feedback and Grammatical Accuracy

When the case is on grammar, the lack of knowledge increases the risk of errors since writing requires an accurate knowledge of grammar system. The emphasis on accuracy is justified to the production of structurally correct utterances and to prevent inaccuracy that may result of structurally erroneous sentences. Teacher's role in cases of errors is to give feedback on the students' work

It is crucial for teachers to weigh advantages and disadvantages of correction methods on the basis of the level of the problematic areas. The following lines are devoted to explore the two correction methods: coded feedback and direct correlation.

The most important dichotomy among error correction methods is dedicated to direct and indirect feedback. Direct feedback, as the name implies, requires the teacher's role to provide the correct forms to students, whereas indirect feedback involves both teachers and students in the error correction process, in which teachers point out the errors and students are in charge to correct them (Ferris, 2002).

1.2.5.1. Coded Feedback

Coded feedback 'does not only indicate where errors are located, but also types of mistakes by using a correcting code' (Bartram and Walton, 1991, p. 84). In pedagogical situations, students' common errors as a whole class group are pinpointed for the purpose of designing codes that fit the majorities requirements. In teaching experiences error codes serve to highlight on students' common errors in vocabulary, grammar, and spelling. Coded feedback is an effective method, it makes correction much easier and neater as it helps students improve their

writing accuracy and to assume responsibility in correcting their errors. However, and according to (Ellis, 2009) there are some errors that are untreatable to self-correction such as sentence structure and word choice.

1.2.5.2. Direct Correction

Students perceive direct correction as less-challenging, because they receive the right answers of the marked errors, besides constant assistance from teachers and classmates. Nevertheless, the negative effect of its spoon-feeding is that learners overlook their role in the correction process and may become passive (Hedge, 2000).

Conclusion

The practical value of syntactic knowledge has been the central concern of this chapter, and this section in particular. Students' production of accurate grammar in writing mainly falls at the level of syntactic knowledge and error avoidance. Assessing grammatical accuracy on the basis of error analysis helps EFL students consider the boundaries that may come while putting language in use, because errors causes and sources are taken into account. Students' successful syntactic construction is triggered by their linguistic, but mainly grammatical competence.

Chapter Two: Field of Work

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2.5. Students' Essay

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Chapter Two: Field Work

Introduction

This chapter presents the practical part, i.e., field work, aiming at testing syntactic-pragmatic (use) dimension of grammar; mainly, students' ability to categorize each item in a given sentence separately, which attempt to find out the relationship between correct categorization, and error-free grammatical production in writing. Thus, the coming lines describe the research methodology followed in the collection of data starting with a description of the research tools used in the dissertation as well as the population and the sample. Then, it presents the description and administration of each research tool alone, followed by an analysis, discussion and interpretation of the results. In addition to answering the main research questions. This chapter, also, provides an overall view of the overall results, states the limitations of the study and pedagogical recommendation.

2.1. Data Collection Procedures

The present study is concerned with learners' ability to identify the syntactic categories as well as their accurate production of grammar in writing. It was conducted in the second semester of the academic year 2021/2022 at the Department of English at the University of Mohammed Seddik Ben Yahia, Jijel. The two research instruments used to collect the data were a test of syntactic categorization which was scrupulously designed and constructed by the researchers of the present study for 50 second year EFL students as well as written compositions (essays) which were collected by the same sample to analyse grammatical accuracy in writing.

2.2. Population and Sampling

The current study has been conducted with 50 out of 275 second year university students of English at the Department of English at Mohammed Seddik Ben Yahia University, Jijel. The

selection of the population was based on students' availability and on the background knowledge they have concerning syntactic structure, mainly grammar and essay writing. As regards the sample, students were selected based on instant or immediate convenience sampling to answer the syntactic categorization test and analyse their essay copies

2.3. Methodology of the Study

The framework of the present study involves the analysis of students' identification of the syntactic features, mainly sentence components, which provide an overall view and understanding of how grammatical accuracy is detected on the basis of correct categorization. These components, which are shown in the tables, are parts of speech (noun, verb, adjective, adverb, determiner, article, preposition), types of phrases (noun phrase, verb phrase, adjective phrase, adverb phrase, prepositional phrase), types of clauses (independent clause and dependent clause), and types of sentences (simple, compound, complex, compound-complex). Errors made by the chosen population (50 students) in their essays were classified as: verb tense, subject verb agreement, determiner errors, missing pronouns, noun errors, missing possessive, misuse of adjectives, adverbs, and prepositions, which were all analysed with respect to their omission, substitution, and addition.

The classification of students' answers on the basis of accurate and inaccurate answers was an attempt to estimate the reoccurrence of the errors in relation to both the submitted activities and test compositions (essays). To ensure reliability in inter-rater observation, working definitions were provided, and each observer counted on her own. The framework for analysis, which is based on operational definitions, was first piloted. In practice, the observations made for the first 10 essays were compared in order to agree on ways of counting. Later, the average observations between the two observers were also counted.

The working definitions adopted in the study are as follows:

- **Verb tense**: Accuracy and consistency in verb tense are sometimes roughly breached due to the incorrect events-timing specification and identification, whether by the unnecessary shift from present to past (vice-versa). (e.g., We don't know what **will happened**/ we don't know what **will happen**.)

- **Subject-Verb agreement**: Subject and verb need to agree in number, which is known as singular and plural. A common error most students commit is mismatching the two. (e.g., Political and social issues **is** another reason/ Political and social issues **are** another reason.)

- **Determiner Error**: Errors in numbers' level, considering both ordinal and cardinal numbers, are spotted in poor spelling. Determiner errors can also be marked in the improper use of plural form instead of singular. (e.g., In **those** last days/ In t**hese** last days.)

- **Noun Error**: Certain nouns seem to be plural due to their structure; however, in fact they are singular and take singular verbs. On the contrary, some nouns are used only as plural nouns and carry plural verbs with them. (e.g., The **pay** is very low/ The **payment (salary)** is very low.)

- **Pronouns:** Pronouns are used to substitute nouns or sometimes as a subject of the verb. In writing, students tend to use pronouns without a clear indication of what the pronoun is replacing or referring to (i.e., the use of singular pronouns where the plural forms are required). Consequently, some of the students omit the pronoun as a whole to avoid such errors. (e.g., ...Because there are some <u>kinds</u> of people want to

have...which should be written as: … There are some kinds of people **who** want to have…). In this example, the student omitted the relative pronoun.

- **Omission of Verbs:** The verb's role in a sentence is considered crucial. Many students fail to find a suitable helping (auxiliary) verb or drop the verb to avoid making other errors, however, this only results in fragments. (e.g., Achievements also considered as an important reason. / Achievement **are** also considered as an important reason.)

- **Misuse of Adjectives:** Very often where students find themselves confused on whether to use adjectives or adverbs, for example: *good* and *well*. (e.g., To another **develop** country/ To another **developed** country.) as well as (e.g., It is getting **more funny/** It is getting **funnier**.)

- **Omission/Misplacement of Possessive Apostrophe:** Missing apostrophes happens when students neglect to show possession; and misplaced apostrophes are used when writers want to make something plural. (e.g., It's everybody work/ It's everybody**'s** work.)

- **Misuse of Adverbs:** students confuse the adverb's position in mid-sentence, which is either before or after verbs, or confuse adverbs with adjectives and prepositions. (e.g., In these **finally** years/ In these **last** days.)

- **Misuse of Prepositions:** Students either omit prepositions or add prepositions in certain situations. Incorrect use of prepositions while constructing sentences is related to the choice of the wrong preposition (e.g., There are some major reasons **of** immigration/ Working with their parents **in** a young age); in the first example, the

student used the wrong preposition '**of**', which should be substituted with '**for**', and in the second example, the student used '**in**' instead of '**at**'.

2.4. The Syntactic Categorization Test

2.4.1. Description of the Test

A task analysis procedure was designed for each of the four activities suggested in the test. The first one consists of two parts: part (A) and part (B), which deal with parts of speech identification (noun, verb, adjective, adverb, article, preposition and determiner) in addition to (subject, verb, direct and indirect object). The second activity is devoted for different types of phrases identification (noun phrase, verb phrase, adjective phrase, adverb phrase and prepositional phrase), while the third activity challenges students' knowledge of sentence constituents, types, and partial parts (independent clauses and dependent clause, simple sentence, compound sentence, complex sentence and compound-complex sentence).

2.4.2. Analysis of the Test Results

Table 2.01.

Students' Test Results in Categorizing Parts of Speech

	Total Number	Accurate		Inaccurate	
		N	**%**	**N**	**%**
Nouns	300	164	54.66	136	45.33
Verbs	100	77	77	23	23
Adjectives	150	75	50	75	50
Adverbs	100	88	88	12	12
Determiners	200	74	37	126	63
Articles	100	66	66	34	34
Prepositions	50	14	28	36	72

	Total	Accurate Answers		Inaccurate Answer	
		N	%	N	%
Total	**1000**	**559**	**57.23**	**441**	**42.76**

About half the students, representing 55.9% of them, succeeded in naming or categorizing parts of speech. Students reached high levels of accuracy in identifying adverbs and verbs and a relatively less high level of correctness in recognizing and naming articles; however, most of them struggled with the categories of preposition and determiner while nouns and adjectives were problematic to almost half of the sample.

Table 2.02.

Students' Results in Determining Types of "Phrases"

	Total	Accurate Answers		Inaccurate Answer	
		N	%	N	%
The noun phrase	50	23	46	27	54
The Verb phrase	50	44	88	6	12
The adjective phrase	50	21	42	29	58
The Adverbial phrase	50	36	72	14	28
The prepositional Phrase	150	38.33	25.55	111.67	74.44
Total	**350**	**162.33**	**46.38**	**187.67**	**53.62**

As shown in table 2.03, the prepositional phrases were correctly answered by 46.38% of the students, the highest percentage of any phrase. Following that, 88% of the students correctly answered the verb phrase. Furthermore, 72% of them correctly answered the adverb phrase. However, only 46% of students had answered the noun phrase (NP) rightly, similarly the adjective phrase (AdjP) was answered rightly by only (42%) of the students representing the lowest percentage.

Table 2.03.

Students' Results in Identifying Types of "Clauses"

	Total	Accuracy Answer		Inaccurate Answer	
		N	%	N	%
Dependent clauses	200	22.5	11.25	177.5	88.75
Independent clauses	300	29.5	9.83	270.5	90.16
Total	**500**	**52**	**10.4**	**448**	**90.6**

The results shown in the table above revealed that the students' inaccuracy level is higher, where 90.17% of the students had not succeeded in recognizing independent clauses while 88.75% of the same students had as well failed to identify most of the dependent clauses.

Table 2.04.

Students' Results in Determining Types "Sentences"

	Total	Accurate Answer		Inaccurate Answer	
		N	%	N	%
Simple	50	28.8	57.6	21.2	42.4
Compound	100	33	33	67	67
Complex	50	21	42	29	58
Compound-Complex	50	41	82	9	18
Total	**250**	**123.8**	**49.52**	**126.2**	**50.48**

According to the results in table 2.04 above, the dominant type of sentences identified correctly by students was the compound-complex one with the highest percentage (82%), whereas the second recognized types of sentences is the compound sentences with (66%) and simple sentences with (57.6%). Most students had trouble in identifying the complex sentence with a number of (42%).

51

2.4.3. Interpretation and Discussion of Test Results

In the tables above, results from 50 students' answers of the test are taken to mean that the students were struggling to identify different sentences' parts, namely, clauses with 90.6%, and phrases with 46.38%. However, being less inaccurate than 40% at identifying the syntactic features show that students' acquisition of the function of the categories and their ability to categorize the types of each feature are rather more problematic than identifying the different sentences' parts.

2.5. Students' Essay

2.5.1. Students' Essay Description

Errors of the students' essays were identified and classified into different error categories. The researchers interpreted the structures and emphases are put more on the accurate and inaccurate use of syntactic structures, as this is the main theme for this research, regardless of their writing skills. The complete number of errors is expressed by natural numbers which was used to calculate percentage of errors. Eventually, errors were counted each time they occurred by analysing each category separately and dividing the absolute number of errors by the total words the participants had written.

2.5.2. Analysis of Essay Results

Table 2.05.

Error Results of students' Essays

Error Classification	Number of Words	Number of Errors	Percentage %
Verb Tense	1378	162	11.75
Subject/Verb Agreement	431	59	13.68
Determiner Error	785	51	6.49

Determiner/ Noun Agreement	276	24	8.69
Omission of Pronoun (relative pronoun)	31	18	58
Omission of Verb	1378	13	0.09
Noun Error	1512	39	2.57
Misuse of Adjective	458	31	6.76
Omission/Substitution possessive	20	12	60
Misuse of Adverb	431	27	6.26
Misuse of Verb	1378	18	1.30
Misuse of preposition	715	31	4.33
Preposition Error/Omission	715	74	10.34
Total	**5606**	**559**	**9.97**

This section presents the analysis and interpretation of the collected data. Data collected totalled 5606 words. As reported in table 2.05, the results indicate that the errors committed by 50 students mainly fall in the categories of possessives, pronouns, verb tense and subject-verb agreement, especially prepositions.

The errors were classified into thirteen error categories. The verb tense, is the most reoccurring error, where 11.75% of the students have written the wrong tense of the verb. Moreover, 13.68% of them have failed to match the subject with its verb in terms of subject-verb agreement (plural and singular forms). Most remarkably, the highest percentage of errors which is 60% of the students was made on the basis of possessive 's' omission. Likewise, the number of errors committed by students at the level of pronouns, mainly relative pronouns scored 58%.

However, only a low percentage of syntactic errors was detected in the rest of the categories, namely adverb, adjective, verb, and error at the level of determiners.

Table 2.06.

Students' Essays Analysis Results of "Parts of speech"

	Total	Accurate		Inaccurate	
	number	N	%	N	%
Noun	1512	1431	94.64	81	5.35
Verb	1378	1144	83.01	234	16.98
Adjective	458	427	93.23	31	6.76
Adverb	431	404	93.73	27	6.26
Determiner	785	734	94.50	51	6.49
Article	1028	707	68.77	321	31.22
Preposition	715	610	85.31	105	14.68
Total	**6307**	**5457**	**86.52**	**850**	**13.47**

As it can be noticed from table 2.06, students' accurate answers scored high percentage in the use of nouns with 94.64%, adjectives with 93%, determiners with 94%, and articles with 93%. The use of personal pronouns was most remarkable as students were familiar with its basic form. As for verbs, students encountered difficulties in matching verbs to their nouns. hence, the highest percentage was detected in the inaccurate production of verbs with 16%.

Table 2.07.

Students' Essays Analysis Results of "Phrases"

	Total	Accurate Answer		Inaccurate Answer	
		N	%	N	%

	Total	Accurate Answer		Inaccurate Answer	
		N	%	N	%
The noun phrase	686	497	72.44	189	27.55
The Verb phrase	563	302	53.64	261	46.35
The adjective phrase	202	174	86.13	28	13.86
The Adverbial phrase	186	111	59.67	75	40.32
The prepositional phrase	402	189	47.01	213	52.29
Total	**2039**	**1273**	**62.43**	**766**	**37.56**

The results in table 2.07 reveal that 62.43 of the students succeeded in producing accurate phrases, mainly the noun phrase and the adjective phrase However, 37.56% of them failed for the most part to produce the verb phrase and the prepositional phrase with correct structure. The numbers shows that the propositional phrases proved more problems for students, where more than half of them with a number of 52.29% were unable to construct correct prepositional phrases.

Table 2.08.

Students' Essays Analysis Results of "Clauses"

	Total	Accurate Answer		Inaccurate Answer	
		N	%	N	%
Dependent clause	709	467	65.86	242	34.13
Independent clause	622	512	82.31	110	17.68
Total	**1331**	**979**	**73.55**	**352**	**26.44**

As shown in table 2.08, students' accurate production of both independent and dependent clauses was 73.55% successful. They were able to construct 979 correct independent clauses with a percentage of 82.31%, and 467 correct dependent clauses with a percentage of 65.86%.

Table 2.09.

Students' Essays Analysis Results of "Sentences"

		Accurate Answer		Inaccurate Answer	
	Total	**N**	**%**	**N**	**%**
Simple	652	417	63.95	235	36.04
Compound	398	308	77.38	90	22.61
Complex	267	212	79.40	55	20.59
Compound-Complex	209	138	66.02	71	33.97
Total	**1526**	**1075**	**70.44**	**451**	**29.55**

Students' essays revealed a high level of accuracy in the production of sentences, where the total score reached a number of 70.44%. However, simple sentences and compound-complex sentences' construction was challenging in terms of producing incomplete independent clauses and coordinators omission.

2.5.3. Interpretation and Discussion of Essay Results

After analysing the students' essay copies in terms of their grammatical accuracy in writing, and students' production of correct sentences and different sentence parts, the results revealed a high percentage of accurate production of verbs; however, some students struggled to match the subject with its verb, and others forgot to include verbs in their sentences (verb omission), which systematically proves that verb omission which scored the highest with a percentage of 16% is considered a problematic area for students. Next, students struggled in constructing phrases, where the results showed that more than half of the students with a number of (53.62%) formed incorrect phrases, the prepositional phrase in particular. And (34.13%) of the students produced inaccurate dependent clauses. However, students' accurate production of the other syntactic

features, which are parts of speech was less problematic, (86.52%) of the students succeeded in constructing different word classes, mainly nouns (94.64%), determiners (94.50%), as well as clauses with a number of (73%), especially the independent clause (82.31%), on the same level sentences were less-problematic (70%), mostly complex sentence (79.40%), and compound sentence (77.38%).

2.6. Comparison of the Results of Students Test and Students Essays

2.6.1. Parts-of-Speech Accuracy
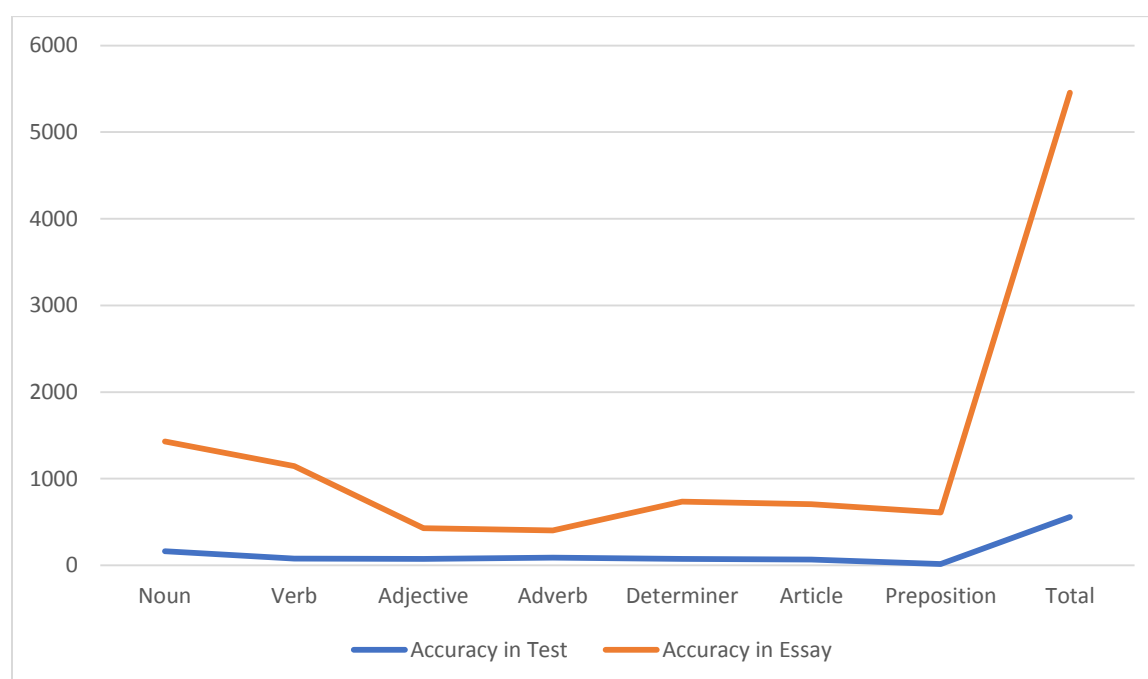
Figure 2.1 Comparison of Students Parts of speech Accuracy on the Test and the Essay

From figure 2.1, it is noticeable that the blue line which represents students' accurate categorization of noun, verb, adjective, adverb, determiner, article, preposition in tests matched the red linear which portrays the accurate production of these categories in students' essays, except for a remarkable slight deviation in students' production of mainly verbs and determiners.

The correlation coefficient is counted, indicating that correlation between students' categories identification in test, and categories production in essays is positive (R^2= 0.9824). Hence, there is

a strong positive correlation, since the farther the value is from zero, the stronger the relationship is, and vice-versa.

2.6.2. Phrase Accuracy
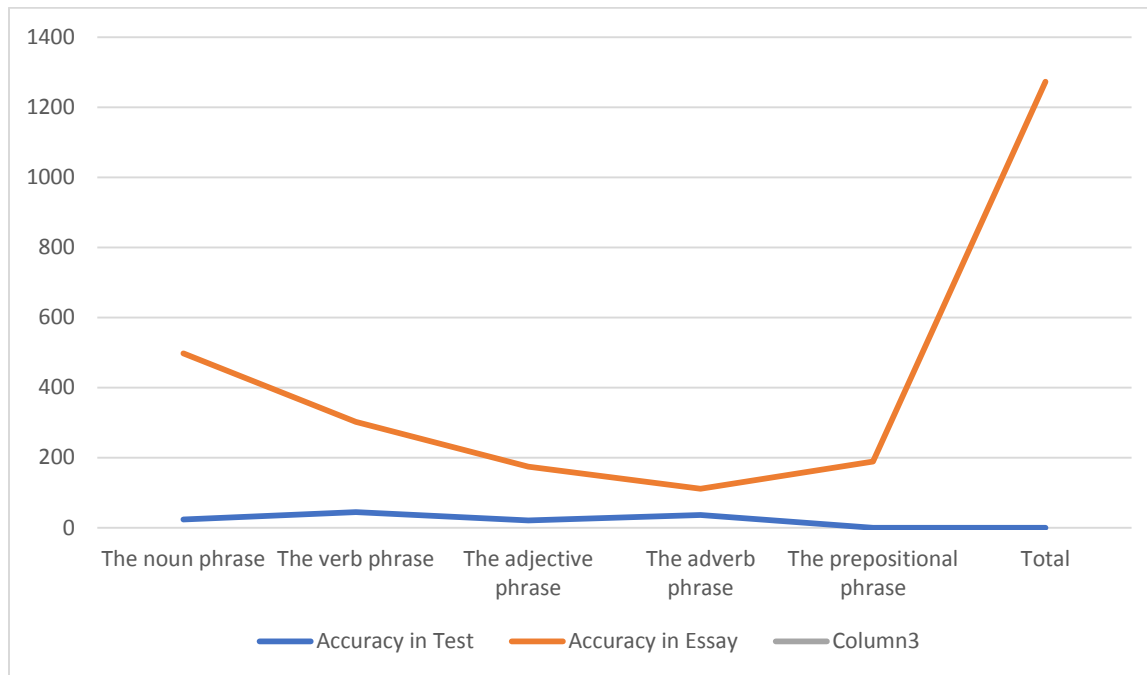
Figure 2.2. Comparison of Students Phrase Accuracy on the Test and the Essay

Concerning the analysis results of students' test and essays, the relationship between the two variables tends to move in response to one another. However, as it is shown in the two curves above, students' sentence constituent knowledge is lop-sided in comparison to their production of mainly the noun phrase and the adjective phrase. The correlation between the two variables is considered rather positive and strong for the most part with a value of (R^2= 0.9226)

2.6.3. Clause Accuracy

Table 2.10.

Students Clause Accuracy on the Test and the Essay

	Test				Essay			
	Accurate		Inaccurate		Accurate		Inaccurate	
	N	%	N	%	N	%	N	%
Dependent clauses	22.5	45	177.5	88.75	467	65	242	34
Independent clauses	29.5	59	270.5	90.17	512	82	110	17
Total	**52**	**10.4**	**448**	**90.6**	**979**	**73**	**352**	**26**

The table above shows that most students failed in identifying both clauses (i.e., the dependent clauses with 45% and independent clauses with 59%), as opposed to their successful production where they reached a number of 73% accuracy.

2.6.4. Sentence Accuracy
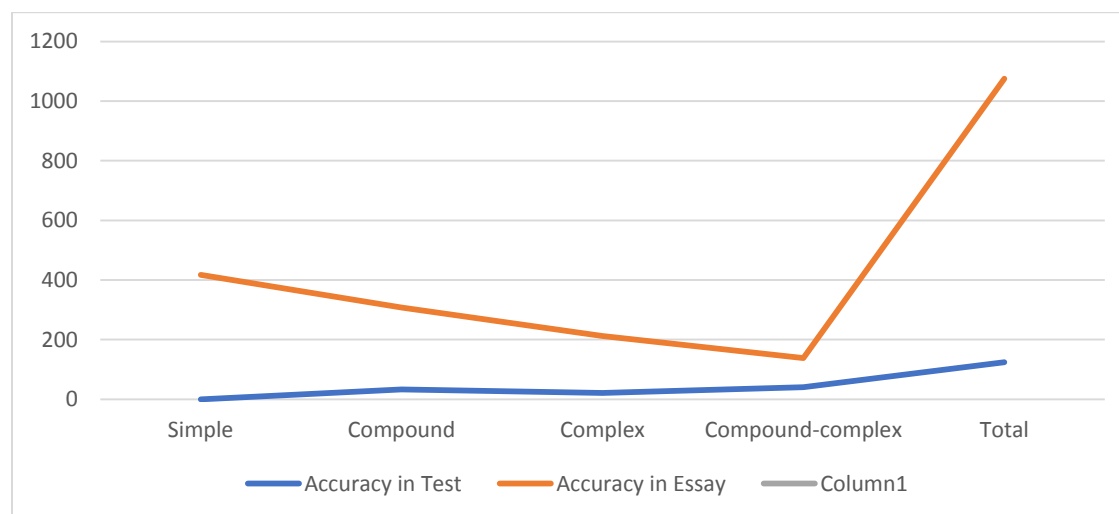
Figure 2.3. Comparison of Students Sentence Accuracy on the Test and the Essay

Figure 2.3 shows a remarkable match between students' identification of different sentences' types as well as their construction, whether it is accurate or inaccurate. Mostly the production and the identification of the compound-complex. Consequently, a strong positive correlation is detected with the value of (R^2= 0.9305).

a. Interpretation of Overall Results

The two instruments used to assess the accuracy of the participants (students) were similar in some ways. The syntactic categorization section was essentially a discrete-point multiple-choice test of syntactic knowledge covering a variety of items; however, the essay was an integrated instrument to detect students' error-free production of linguistics items, primarily parts of speech, sentences and their larger constituents, phrases, and clauses. First, the researchers needed to create a common base for the comparison of the test results, both the test and the essays were thoroughly examined, and a record of both correct and incorrect students' categorization and production was prepared. Correct answers from students in all activities were counted, and the total number of accuracies for each category was also revealed. During this part of the analysis, the observed grammatical errors in students' written compositions were classified into 13 categories, as shown in table 2.10, with an example or more for each inaccuracy. As shown in table 2.13 and in the appendix B, errors at the level of clauses and sentence types were also detected (i.e., incomplete sentences).

To sum up, the overall findings of this research revealed that most students were able to analyse linguistic expressions into their constituents in a troubled way, they encountered difficulties in identifying the following categories: verbs, adjective, prepositions, the adjective phrase and the prepositional phrase, and larger constituents such as: the independent clauses and the compound sentences. However, the problematic areas were not an obstacle for their accurate production. Therefore, students' grammatical accuracy on the basis of their successful syntactic categorization was mainly detected at the level of sentences' well-formedness, categorization, and error-avoidance. It is rather mandatory to point out that most frequent errors in students'

written compositions are verb tense, subject-verb agreement, errors at the level of prepositions and the misuse of adjectives.

General Conclusion

1. Limitations

2. Suggestions for Further Research

General Conclusion

Introduction

Sentence structure is the way that words are put together to construct a meaningful combination that is a sentence. The concept of sentence structure analysis is required in distinguishing the accurate structures of language expressions from the inaccurate ones. This analysis conventionally represents the role of each component in a sentence separately and how to fit the production of correct expressions within the ultimate goal of writing grammatically accurate sentences in particular. The present research was conducted to analyse students' syntactic knowledge by testing their ability to identify sentence's categories and larger constituents, mainly parts of speech (Noun, verb, adjective, adverb, preposition, determiner, article), grammatical functions (Subject, verb, direct and indirect object), types of phrases (Noun phrase, verb phrase, adverb phrase, adjective phrase, prepositional phrase), clauses (Independent and dependent clauses) and types of sentences (Simple, compound, complex, compound-complex).

The main aim of the previous chapters was to introduce different terms and concepts related to categorization, in addition to detailed explanations and demonstrations of the items governing error-free production of sentences in essays; the process took a deviation from analysing errors on the basis of sources and causes, to measuring accuracy at the level of structure. Consequently, the research revealed interesting results obtained from the analysis and comparison of scores of the student test of sentence syntactic categorization, and the relationship of the former to the analysed results of student essay. The data was collected through four steps; the first step is the analysis of students' test which was answered by fifty (50) students. The second step lies in the analysis of students' essays which was taken from the same population (50 students). In the third

step, a comparison was done between the results of students' categorization, in tests and their production in essays. Finally, a relationship was drawn between students' test results and students' essays scores, namely accuracy and inaccuracy in sentence constituent identification, and syntactic production, on the basis of correct answers, and the use of accurate grammar. The findings from students' test revealed the correct identification of syntactic structures mainly parts of speech and phrases, which have been contributed to increase the accuracy level in students' written essays. Also, the majority of students encountered difficulties at the level of clauses and sentences in tests, thus they were unable to produce accurate compound-complex sentences in particular.

Limitations of the Study

1. The surveyed study provided too little information for other researchers to use the measure or replicate the studies. This does not mean that the study was poorly done or that the results are unreliable. However, providing more information helps other researchers anticipate when using similar methods.

2. Students' limited knowledge of concepts related to the theme of the research had resulted in consuming much more time than the required time constraints.

3. Students' passive responses and their unwillingness to cooperate in the data collection process (i.e., practical part)

4. We had to go through the students' essays every time we checked their sentences' constituent's production, and due to time constraints, it was not possible to do the calculations of some valuable information such as the grammatical functions (Subject, direct, and indirect objects).

Suggestions for Further Research

Despite the possible limitations stated above, this research may hopefully provide highlights on further research. Since the present research was restricted with the difficulty of multi-layered calculations, future researchers are recommended to explore students' grammatical functions (i.e., subject, direct and indirect objects as well as sentences components error-free production where students are required to write essays following a given pattern, and linguistic (grammatical) features. And to conduct a detailed analysis of teachers' feedback on students essay writing improvement.

An investigation for the purpose of marking grammatical and syntactic errors in the writing of Second Year students would also be a go through research study.

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Appendices

Students' Test

**Name**: …………………………………...

Activity One:

a) Classify each underlined **word** in the sentences below into its appropriate **part of speech** using information in the **table** below.

1. The   interview went smoothly.

2. She had dressed so quickly, and managed to attend her academic appointment.

3. They ran across a red traffic light.

4. Those two bikes they are riding look similar to ours.

Noun	Verb	Determiners	Adjective	Adverb	Article	Preposition
First Person Singular	Present/ Past/ Future **Simple**	Demonstrative	superlative	Manner	Definite	— of time
First Person Plural	Present/ Past/ Future **Perfect**	Possessive		Frequency		— of place
Second Person Singular	Present/ Past/ Future **Continuous**			Time		— of manner
Second Person Plural	Present/ Past/ Future **Simple**	Cardinal Number	comparative	Degree	Indefinite	—of measure
Third Person Singular	Present/ Past/ Future **Perfect**	Ordinal Number		Place		—of possession
Third Person Plural	**Continuous**					

b) Underline: **Subject**, **verb**, **object**, and **indirect object** in the sentences below.

1. She bought a gift-card for her friend.

2. The British council offered him a scholarship.

Activity Two: Identify each **phrase** in square brackets by writing: **Noun phrase** (NP), **verb phrase** (VP), **adjectival phrase** (Adj P), **adverbial phrase** (Adv P), or **prepositional phrase** (PP) under it.

1)   [The very young girl]   [next to me]   [ordered a meal].
        ……………………   ……………   …………………………………

2)   Jennie streamlined the course [inside the classroom].
                                      ………………………………

3)   She is [genuinely creative].
        …………………………………

4)   His former colleague spoke [very loudly].
          …………………………………

5)   My younger sibling is [in the library].
          …………………………………

Activity Three: Draw a line under each **clause** and identify it as an **independent clause** or a **subordinate** (dependent) **clause**.

1) Marry went grocery shopping, and Filip went hiking.

2) Ellie and Emma waited in the parking line for more than two hours.

3) She sold her favorite ring because she needed the money.

4) The speaker who was chosen to make a motivational speech by a planning committee

   will travel to Austin-Texas.

5) After the teacher chose groups, Emily and Harry were selected as partners for a project,

   yet only Emily did most of the work.

Activity Four: Identify from the **sentences** above: **Simple**, **compound**, **complex**, or **compound-complex**.

1)

2)

3)

4)

5)

Appendix B

1) Analysis of activities of each student's answer

Activities / Students	Activity One /28 (part1) /20	(part2) /8	Activity Two /7	Activity Three /10	Activity Four /5	Total Score / 50	%
S1	20	6	6	8	4	44	88
S2	4	7	3	5	4	23	46
S3	7	8	4	3	4	26	52
S4	20	8	7	9	3	47	94
S5	13	8	6	6	4	37	74
S6	16	8	6	7	4	41	82
S7	13	8	3	7	3	34	68
S8	17	8	4	8	4	41	82
S9	17	7	3	7	3	37	74
S10	6	8	7	7	4	32	64
S11	12	6	3	6	5	32	64
S12	12	6	7	1	4	30	60
S13	8	8	6	8	3	33	66
S14	10	8	6	8	3	35	70
S15	15	8	6	5	2	36	72
S16	9	8	5	4	4	30	60
S17	6	4	4	3	5	22	44
S18	12	6	5	6	3	32	64
S19	18	8	4	9	3	42	84
S20	15	8	6	8	3	40	80
S21	15	8	5	6	4	38	76
S22	13	8	4	7	3	35	70
S23	15	8	4	8	4	39	78
S24	15	8	6	9	3	41	82
S25	12	6	4	5	4	31	62
S26	6	6	4	2	2	20	40
S27	15	6	3	8	4	36	72
S28	6	6	5	4	1	22	44
S29	18	5	5	3	5	36	72
S30	15	6	5	6	3	35	70
S31	20	6	6	8	4	44	88
S32	4	7	3	5	4	23	46
S33	7	8	4	3	4	26	52
S34	20	8	7	9	3	47	94
S35	13	8	6	6	4	37	74
S36	16	8	6	7	5	42	84
S37	10	6	5	3	2	26	52
S38	9	6	4	3	0	22	44
S39	5	8	4	7	2	26	52
S40	15	8	6	8	4	41	82
S41	6	0	5	2	1	14	28
S42	14	8	6	7	4	39	78
S43	14	8	2	8	5	37	74
S44	19	6	6	4	5	40	80
S45	14	2	4	9	3	32	64

S46	16	8	6	7	1	38	76
S47	7	8	4	5	3	27	54
S48	10	3	5	3	1	22	44
S49	8	8	2	0	2	20	40
S50	8	7	6	4	1	26	52
Total	**615**	**344**	**243**	**291**	**163**	**1656**	**66.24**

1) *Students' sentences' Types Production Accuracy (Essay)*

Types / Students	Simple	Compound	Complex	Compound-Complex	Total
S1	22	7	6	5	40
S2	12	5	9	3	29
S3	15	2	7	1	25
S4	8	4	10	0	22
S5	10	5	16	2	33
S6	12	1	2	0	15
S7	11	7	10	5	34
S8	14	7	10	2	33
S9	12	9	4	0	28
S10	11	6	15	2	34
S11	12	7	14	1	34
S12	20	5	13	2	40
S13	18	6	9	0	33
S14	24	9	16	3	52
S15	16	10	17	5	48
S16	23	8	14	2	47
S17	17	11	2	7	37
S18	12	7	16	1	36
S19	20	5	21	3	49
S20	17	6	6	8	37
S21	16	4	12	8	40
S22	18	6	14	2	40
S23	7	7	17	3	34
S24	29	11	20	7	67
S25	27	10	9	6	52
S26	19	3	2	6	30
S27	20	4	6	4	34
S28	12	2	6	0	20
S29	26	2	1	4	33

S30	16	2	3	12	33
S31	12	9	1	4	26
S32	7	12	10	3	32
S33	17	10	12	0	39
S34	12	8	16	6	42
S35	19	9	3	3	34
S36	23	9	0	6	38
S37	11	6	15	1	33
S38	21	7	4	4	36
S39	12	10	8	2	32
S40	31	15	6	4	56
S41	8	5	4	4	21
S42	17	9	6	4	36
S43	12	14	10	3	39
S44	10	8	4	2	24
S45	22	10	4	7	43
S46	9	2	1	4	16
S47	10	4	8	4	26
S48	15	10	0	6	31
S49	9	3	3	7	22
S50	22	3	2	2	29
Total	795	341	424	180	1744

1) *Comparison of Students' Test and Essays Analysis Results*

Table 2.11.

1) *Students Test and Essays Results "Parts of Speech"*

	Test				Essay			
	Accurate		Inaccurate		Accurate		Inaccurate	
	N	%	N	%	N	%	N	%
Nouns	164	54.66	136	46	1431	94.64	81	5.36
Verbs	77	77	23	23	1144	83	234	16
Adjectives	75	50	75	50	427	93	31	6
Adverbs	88	88	12	12	404	93	27	6
Determiners	74	37	126	68	734	94	51	6
Articles	66	66	34	40	707	93	321	6

Prepositions	14	28	36	38	610	91	105	8
Total	**559**	**55.9**	**441**	**54.5**	**5457**	**86.52**	**850**	**13.48**

Table 2.12.

2) Students' test and Essays Results "Phrases"

	Test				Essay			
	Accurate		Inaccurate		Accurate		Inaccurate	
	N	%	N	%	N	%	N	%
The noun phrase	23	46	27	54	497	72	189	27
The Verb phrase	44	88	6	12	302	53	261	46
The adjective phrase	21	42	29	58	174	86	28	13
The Adverbial phrase	36	72	14	28	111	59	75	31
The prepositional phrase	38.33	76	111.67	23.34	189	47	213	52
Total	**162.33**	**46.38**	**187.67**	**53.62**	**1273**	**62**	**766**	**37**

Table 2.14.

3) Students' Test and Essays Results "Sentences"

	Test				Essay			
	Accurate Answer		Inaccurate Answer		Accurate		Inaccurate	
	N	%	N	%	N	%	N	%
Simple	28.8	57.6	21.2	42.4	417	63	235	36

Compound	33	66	67	67	308	77	90	22
Complex	21	42	29	58	212	79	55	20
Compound-Complex	41	82	9	18	138	66	71	33
Total	**123.8**	**49.52**	**126.2**	**50.48**	**1075**	**70**	**451**	**29**

الملخص

وتهدف هذه الدراسة إلى التنبؤ بدقة الطلاب كتابيا على أساس اختصاصهم في التصنيف النحوي ومن المفترض أنه إذا تمكن الطلاب من تحديد فئات النحوية على نحو صحيح، فمن المرجح أن يكتبوا مقالات خالية من الأخطاء. ولاختبار هذا الافتراض أجري تحليل متعدد الطبقات على الطلاب مقالات امتحاناتبالاضافة الى جمع مقالات امتحاناتهم لتحليلها، حيث تم اختيار 50 طالب سنة ثانية في قسم اللغة الانجليزية في جامعة محمد صديق بن يحي. وطلب من الطلاب تحديد الفئات النحوية للجمل في كل تمرين مقدم. تم تحليل نفس الفئات النحوية في عينات اللغة المكتوبة لتتبع النمط الأكثر شيوعًا أو سلسلة من الأخطاء النحوية التي يرتكبها الطلاب. و قدأظهرت النتائج التي تم الحصول عليها من كلا البحثيين (التحليلين) أن التركيب الدقيق للجمل و الفئات النحويةللطلاب يتم اكتشافه على أساس التصنيف النحوي للجمل عند تشكيل الافكار من خلال تركيب الجمل. وقد تبين ان معظم الطلاب فشلوافي تصنيف هده الفئات وإنتاجها، وواجهوا بعض المشاكل في محاولة تحديد الفروق بين الاعداد و الارقام ، حروف الجر ، الجمل الفرعية، انواع الجمل و الجمل المركبة. وهكذا، فإن الطلاب الذين يواجهون صعوبات في عملية التصنيف محاصرين أيضا في عملية الإنتاج. ولذلك، من الملاحظ للغاية أن دقة الطالب تستند إلى التحديد الصحيح لكل بند في جملة منفصلة..

Résumé

La présente étude vise à prédire la précision grammaticale des étudiants à l'écrit sur la base de leur compétence en catégorisation syntactique. Il a été émis l'hypothèse que si les étudiants sont capables d'identifier correctement les catégories syntactiques, ils sont plus susceptibles d'écrire des essais sans erreur. Pour tester cette hypothèse, une analyse descriptive exploratoire multicouche a été menée sur 50 tests en plus de 50 essais d'étudiants de deuxième année d'Anglais à l'Université Mohammed Seddik Ben Yahia. Le test à choix multiples demandait aux étudiants d'identifier les structures syntaxiques des différents constituants de la phrase. Les mêmes catégories syntactiques ont été analysées dans des échantillons de langue écrite pour retracer le schéma le plus courant ou une série d'erreurs syntactiques commises par les étutdiants. Les résultats obtenus à partir des deux instruments de recherche ont montré que la production grammaticale précise des étudiants est détectée en fonction de leur catégorisation syntactique réussite. Un certain nombre d'étudiants ont rencontré des problèmes en essayant d'identifier le déterminant possessif, le nombre cardinal, la préposition, la phrase nominale, les clauses dépendantes et les types de phrases, et les phrases composées-complexes en particulier. Il est très remarquable que la précision grammaticale des étudiants soit basée sur leur identification correcte de chaque élément dans une phrase donnée séparément.