

LANGUAGE PROBLEMS OF ARAB STUDENTS
LEARNING ENGLISH AS A SECOND
LANGUAGE IN SELECTED
UNIVERSITIES
IN AMERICA

By

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CHAPTER I

INTRODUCTION

The teaching of English as a second language is not new in America. Americans had experienced the importance of teaching and learning English as a second language as early as the last quarter of the 19th century. The reason was that many Americans were non-native speakers of English. They migrated from various parts of the world and brought with them their native languages and their lack of knowledge in the English language.

After World War II, the United States established itself as a super power. It had achieved remarkable success in technology, economics, and education. Consequently, many students from all over the world began arriving in America to continue their higher education. The number of international students in American universities has shown fast increase. For example, in 1921, only six thousand four hundred eighty-eight foreign students attended American colleges and universities. In 1980, the number of international students reached two hundred eighty-six thousand three hundred forty, and it is expected to reach one million by the year 2000.

Arab students represent a large portion of international

students in America. They usually arrive in this country lacking proper preparation in the English language. Thus, most of them have to take a full course of English before entering colleges and universities. Because Arabic and English languages differ greatly in several aspects, students whose native language is Arabic encounter some serious difficulties in their endeavors to learn the English language.

This research aims at studying some of these problems faced by Arab students in America, specifically problems associated with the use of the English articles, prepositions, and irregular verbs.

The author hopes that the outcome of this study will help Arab students who are learning English as a second language, help teachers of English as a second language, and contribute to the advancement of knowledge.

Statement of the Problem

This study is basically concerned with the lack of information pertaining to the continuation of grammatical difficulties relative to the use of the English indefinite and definite articles, prepositions, and irregular verbs among two groups of Arab students pursuing their higher education in the United States.

Students of group one (SG_1) are attending the English Language Institutes in Stillwater, Oklahoma City, and Tulsa. Two of these institutes are privately owned: the Intensive

English Centers (EIS) is located on the campus of Oklahoma City University in Oklahoma City, and the English Language Institute (ELI) is located on the campus of Oklahoma State University in Stillwater, Oklahoma. Both of these programs are staffed and administered under the direction of the owners. On the other hand, the third institute, the English Institute for International Students (EIIS), is located on the campus of the University of Tulsa, in Tulsa, Oklahoma. It is owned, staffed, and administered by the university.

These institutes were founded to offer courses in the English language to international students so that the students acquire competency in the English language before they enroll in undergraduate or graduate programs in the mentioned universities or elsewhere in Oklahoma or the United States.

EIS offers nine levels of classes. ELI and EIIS offer six levels of classes. International students are given a placement test before their enrollment in any of the three programs. The test result determines the class level in which they are to enroll. The length of time spent in either institute varies and basically depends on the student's performance. Some students spend one semester, but usually the majority of students attend these institutes for one year. Competency of students is measured by their scores on the Test of English as a Foreign Language. Nowadays, state universities in Oklahoma require that no international student is allowed to enroll in an

undergraduate or graduate program unless he/she passes the TOEFL examination. Undergraduate students are required to score five hundred or above, and graduate students five hundred fifty or above to be admitted to these universities.

The main objective of these programs is to prepare international students for passing the TOEFL test. The passing of such a test is considered as an evidence of students' competency in the English language.

Students in SG_1 are linguistically incompetent. In order to prove their competency in the English language and to continue their education in American universities, they ought to pass the TOEFL.

Students of Group two (SG_2) are enrolled in undergraduate programs at O.S.U., U.T., and O.C.U. They met the language requirements; they were considered competent in the language and were admitted to the three universities as full-time students in various undergraduate programs.

According to the author's knowledge, no study has been done to demonstrate that SG_1^* and SG_2^* have or have not actually acquired competency, particularly in regard to some grammatical difficulties associated with Arab students. Because of the obstructions related to the diversity of languages spoken by international students in America, and because of their cultural differences, the author decided to limit this study to Arab students in selected Oklahoma

* In the future students in SG_1 will be referred to simply as SG_1 , and students in SG_2 will be referred to as SG_2 .

ELIs and universities. He feels that his language and cultural backgrounds and his personal experience in the English language and American culture could be helpful factors for the fulfillment of this study which may enhance Arab students' endeavors in learning the English language.

Purpose of the Study

The purpose of the study was to make a comparative analysis of grammatical errors committed by SG₁ and SG₂. A test (see Appendix D) was designed and given to the two groups. The test consisted of three sections dealing with the indefinite and definite articles, selected prepositions, and irregular verbs. The test results should demonstrate if there was or was not a significant difference between SG₁ and SG₂ regarding students' ability to deal with the aforementioned language components.

Importance of the Study

As far as the author can determine, there has been no study conducted on the difference in language competency between Arab students attending English language institutes and other Arab students enrolled in undergraduate programs in some higher educational institutions in Oklahoma. Since English is the author's main concern and since he did his studies in English and taught freshman English at O.S.U. for three years, he feels that his study will be helpful and meaningful to himself and Arab students learning, or

who will learn English as a second language.

This study is important because it aims at gaining a better understanding of some of the language difficulties Arab students, and probably most international students encounter. Second, the findings of the research may provide some insight into the problems of Arab students and international students who are learning English. Third, the study may help teachers of English as a second language by providing them with information needed for solving problems associated with the teaching of English as a second language.

Assumptions of the Study

The major assumptions in the study may be summarized as follows:

1. The grammatical errors made by SG₁ and SG₂ were representative of grammatical obstructions the students were having while studying English in ELIs and continued to have after their enrollment in the aforementioned universities.
2. SG₁ and SG₂ were motivated to take the test and used their best knowledge of the English language in answering the test.
3. SG₁ and SG₂ are linguistically competent in Arabic.
4. SG₁ and SG₂ had the same educational backgrounds. They studied English as a foreign language for eight years before their arrival in the United States.

Hypotheses of the Study

1. When the test results are analyzed in terms of the use of the indefinite article "a," there will be no significant difference in the error rate of SG₁ and SG₂.

2. When the test results are analyzed in terms of the use of the indefinite article "an," there will be no significant difference in the error rate of SG₁ and SG₂.

3. When the test results are analyzed in terms of the use of the definite article "the," there will be no significant difference in the error rate of SG₁ and SG₂.

4. When the test results are analyzed in terms of the appropriate use of a dash as a substitute for an unneeded indefinite or definite article, there will be no significant difference in the error rate of SG₁ and SG₂.

5. When the test results are analyzed in terms of the use of the English articles, there will be no significant difference in the error rate of SG₁ and SG₂.

6. When the test results are analyzed in terms of the use of selected prepositions, there will be no significant difference in the error rate of SG₁ and SG₂.

7. When the test results are analyzed in terms of the use of the past tense form of irregular verbs, there will be no significant difference in the error rate of SG₁ and SG₂.

8. When the test results are analyzed in terms of the use of the past participle form of irregular verbs, there

will be no significant difference in the error rate of SG₁ and SG₂.

9. When the test results are analyzed in terms of the use of the past tense and past participle tense forms of irregular verbs, there will be no significant difference in the error rate of SG₁ and SG₂.

10. When the test results are analyzed in terms of the use of the English articles, prepositions, and past and past participle forms of irregular verbs, there will be no significant difference in the error rate of SG₁ and SG₂.

Specific Research Questions

Question one: Do Arab students who are enrolled in ELIs in Stillwater, Oklahoma City, and Tulsa encounter serious problems concerning the use of the English articles, prepositions, and irregular verbs?

Question two: Do Arab students who are enrolled in undergraduate programs at O.S.U., U.T., and O.C.U. encounter serious problems concerning the use of the English articles, prepositions, and irregular verbs?

Question three: Do Arab students enrolled in ELIs and undergraduate programs encounter the same problems regarding the articles, prepositions, and irregular verbs, and is there a significant difference between SG₁ and SG₂?

Limitations of the Study

This study encountered the following limitations:

1. The test was given to students whose native language is Arabic.

2. Data collection was limited to the students who took the test.

3. Students were taken from only three higher educational institutions and three language institutes in Oklahoma.

4. The test was given to students enrolled in ELIs in the fall semester of 1982 and to students enrolled in O.S.U., U.T., and O.C.U. in the fall or spring semester of 1982-83.

5. The errors tabulated from the test were limited to (a) indefinite and definite articles, (b) twenty prepositions, and (c) seventy-five irregular verbs.

6. The study does not deal with culture as an important variable in language learning. Because English idioms are closely related to the culture or cultures in which English is spoken as a native language, and because Arab students are unfamiliar with American culture, it is recognized, however, that their task in learning the language becomes more difficult.

CHAPTER II

REVIEW OF LITERATURE

Lado (1964) defines language as "the chief means by which the human personality expresses itself and fulfills its basic needs for social interaction with other persons" (p. 7). Native languages, therefore, are the pillars of human developments. Without languages "social interaction" would be impossible, and change and advancement of humankind, if they occurred, would be slow and insignificant. This researcher believes that is why Chomsky (1965) considers language as the distinguishing component of humanity. He states that,

The essential difference between man and animal is exhibited most clearly by human language, in particular, by man's ability to form new statements which express new thoughts and which are appropriate to new situations (p. 3).

By examining Lado's and Chomsky's statements, we can clearly realize the importance of language acquisition and language learning. There is no doubt that we as a human community have achieved so much at the national and international levels because we speak, understand each other, cooperate, and try to eliminate language barriers. If we succeed in enhancing "interaction" through learning the languages of others, the world, sooner or later, will surely be different from what it has been. Therefore,

studies which aim at exploring obstructions which learners of other languages usually encounter help teachers of other languages understand their students' needs, eliminate many communication difficulties, narrow the cultural gaps between people, and improve the chances for a better world.

Studies Pertaining to Language and Foreign Language Learning

English is one of three thousand languages spoken in the world today. The importance of each of these languages as Bambas (1980) points out depends on the number of people who speak that language, and on their economic, political, military, and cultural prestige in the world. Because English speakers have greatly influenced world affairs, their language has become a universal language, and evidently it is widely used as a second or as a foreign language in most parts of the world.

In the United States, the learning, teaching, and employment of English as a second language is not new. Darian (1972) states that the teaching of English as a second or foreign language began in America during the last quarter of the nineteenth century. The reason was that many immigrants who arrived in this country at the time could not speak English.

After World War I, the United States emerged as not only the land of opportunity, but also as a promising land of the future. The country was making remarkable improve-

ments in industry, education, and economics. Consequently, the tides of migration continued, and many students from different countries chose American colleges and universities to continue their education. Darian (1977) noted:

By 1921 there were 6,488 foreign students in American Colleges with the figures rising to 10,033 by 1929. The majority of these students came from non-English-speaking countries, and many needed work in English before undertaking a regular course of study. Gradually the problem came to be recognized at the university level. In 1923 a questionnaire was sent to four hundred colleges by the Commission on the Survey of Foreign Students in the United States. Returns from 110 college administrators revealed only two institutions without 'provisions for special classes.' Harvard offered English classes for foreign students beginning in 1927; George Washington University and Cornell offered classes starting in 1931 (p. 77).

Until 1940, most college offerings in English as a second language were limited to occasional courses that never really evolved into integrated programs. The English Language Institute of the University of Michigan which was established in 1940 marked a new era in the teaching of English as a second language.

However, the number of international students continued to rise. In 1946, foreign student enrollment in American colleges and universities was sixteen thousand one hundred seventy-six, and it reached eighty-two thousand in 1964. In 1980, about two hundred eighty-seven thousand international students were on American campuses, and the number is expected to reach one million by the end of this century.

Today, a large number of American colleges and universities offer programs in English as a second language to prepare international students in the English language.

In America, until the end of the nineteenth century, the dominant method of foreign language acquisition was the "grammar-translation method." Lado (1964) described this method and its shortcomings:

Language learning has become grammar recitation and dictionary thumbing. The students defined the parts of speech, memorized conjugations, declensions, and grammar rules; and translated selections, using a bilingual dictionary and glossary.

With greater interest in modern languages for communication the inadequacy of grammar translation methods became evident. Students who devoted years to the study of a foreign language were in most cases unable to use it. They developed a distaste for the language and an inferiority complex about language learning in general (p. 4).

Another approach which is more important than the grammar-translation methods is the direct method. This approach was initiated in Europe at the beginning of the twentieth century. Meras (1952) noted that the founder of this approach was Wilhelm Vietor. Max Walter, who came to the United States in 1911, was an advocate of the new ideas initiated by Vietor, and he brought with him a fresh concept of foreign language teaching. Meras reported that Herman Rapper summarized the principles that Walter brought to the United States:

1. Language consists not of letters but of sounds, therefore phonetics belongs in the school. Through the sounds of the foreign

language the road must lead to the speaking of that foreign language. Not through the eye but through the ear the foreign language must come.

2. The living language consists not of isolated words, but of sentences full of meaning. As material for instruction, connected discourses and not incoherent sentences should be used.

3. One can never learn a living language through grammar and translation. It should be learned as a child learns its mother tongue. Translation is an art that does not concern the school.

4. Grammar should be taught inductively-- in fact, the pupils should make their own grammar and must be made to think in the language they are studying (p. 43).

Herndon (1976) reported that during the early part of the twentieth century Frank Boas and Edward Sapir who were linked with anthropological research brought new methods concerning the study of American Indian languages:

Boas proposed that the over-all system of a given language might be analyzed as three sub-systems: First, the individual sounds used by the speakers of a language; second, the categories of meaning units made up of sound combinations; and third, the system of combining units of meaning to communicate complex ideas and experiences (p. 21).

Herndon reported additionally that another American linguist, Leonard Bloomfield,

. . . defined the scientific study of language as one that admitted only data that could be objectively verified. . . . his book Language, published in 1933, is still considered the single most influential work in the field of descriptive linguistics ever printed in the country (p. 21).

Still another linguist, Charles Fries (1945), joined

Bloomfield and other advocates of descriptive linguistics during and after World War II. Fries declared that,

In learning a language, then, the chief problem is not at first that of learning vocabulary items. It is first, the mastery of the sound system--to understand the stream of speech, to hear the distinctive sound features and to approximate their production. It is, second, the mastery of the features of arrangement that constitute the structure of the language (p. 3).

Herndon (1974) reported that still another approach to the problem of analyzing English grammar was initiated by Zellig Harris. He was a structuralist, but

. . . he hoped that linguistic research could go a step beyond classification and description to arrive at some far reaching theories about the distributional regularities and logic of languages. One of his followers, Noam Chomsky, was particularly challenged by this proposal (p. 22).

Herndon also reported that in 1957 Chomsky published Syntactic Structures in which he introduced the generative or transformational theory. Herndon stated that:

The preferred theory involved various formulas or rules for describing simple declarative English sentences and demonstrating relationships holding between the parts of the sentences. A second set of formulas or rules were required for transforming these into other types of sentences and structures. The theory was later reorganized to include a semantic component--that is, one allowing for consideration of meaning in syntactic and phonological components.

A major objective of the theory is to set up a system of rules that will demonstrate the relationship within a grammatical sentence. The rules 'generate' abstract sentence patterns, so it is sometimes called generative grammar. The heart of the theory is in the transformational rules that account for and describe the relationships among different types of patterns, so it is sometimes called transformational grammar (p. 23).

Diller (1971) indicated that the direct methods and the structural and transformational theories led to the creation of two distinguished approaches to language learning. Jespersen, Palmer and other European linguists, and Bloomfield and his followers of American descriptive linguists initiated the "empiricist" or behaviorist approach to language learning. On the other hand, Gouin, Berlitz, DeSauzi, and other traditional grammarians initiated the "rationalist" approach to language learning similar to that of Chomsky's transformational grammar. It is important to mention that since the 1950s a large number of linguists joined Chomsky and other generative grammarians in rejecting the "empiricist" approach to language learning, but "rationalist"-based direct methods, similar to those of Berlitz, are undergoing a spirited revival in this new linguistic climate.

Diller added that the empiricist approach to language learning became the most dominant in the 1940s and 1950s. It created a reform of language teaching in America. The structuralists as successful reformers reduced their principles to a set of slogans to be followed:

1. Language is speech.
2. A language is a set of habits.
3. Teach the language not about the language.
4. A language is what its native speakers say, not what someone thinks they ought to say.
5. Languages are different (p. 9).

Dillar additionally reported that the rationalists concentrated on the following propositions:

1. A language is characterized by rule-governed creativity.
2. The rules of grammar are psychologically real.
3. Man is uniquely built to learn languages.
4. A living language is a language in which we can think (p. 21).

In spite of that, Chomsky and other advocates of the rationalist approach have gradually gained supporters, although many American linguists are still committed to the empiricist approach. Dillar stated that it is extremely difficult to decide which approach is the best, because each presents some positive ideas:

In choosing between the theories, the issue at stake, according to the rationalist, is an issue of fact: Language is obviously a mental phenomenon and must be treated as such in our study of it. For the empiricist the issue at stake is 'science': If language is going to be studied scientifically, then we must exclude all evidence about language except the observable overt linguistic behavior of other people (p. 35).

Valdman (1966) pointed out that examination of the practices of foreign language teachers and the writing of several theorists indicate that there are two major theories of foreign language learning: the audiolingual habit theory, and the cognitive code--learning theory. The audiolingual theory can be traced to the "scientific" linguistics of Bloomfield and his followers and to the assumption of behavioristic psychology. This theory stresses the following principal ideas:

1. Since speech is primary and writing is secondary, the habits to be learned must be learned first of all as auditory-discrimination responses and speech responses.
2. Habits must be automatized as much as

possible so that they can be called forth without conscious attention.

3. The automatization of habits occurs chiefly by practice, that is by repetition. [This theory] has given rise to a great many practices in language teaching: the language laboratory, the structural drill, and the mimicry-memorization technique (p. 101).

Valdman additionally reported that the cognitive code-learning theory, on the other hand, may be thought of as a modified grammar-translation theory. According to the cognitive code-theory:

Learning a language is a process of acquiring conscious control of the phonological, grammatical, and lexical patterns of a second language, largely through study and analysis of these patterns as a body of knowledge. The theory attaches more importance to the learner's understanding of the structure of the foreign language than to his facility in using that structure, since it is believed that provided the student has a proper degree of cognitive control over the structures of the language, facility will develop automatically with use of the language in meaningful situations (p. 102).

Today, most colleges and universities offering courses of English as a second language have the needed textbooks, technology, and faculty. However, the teaching of foreign languages is a complicated task and according to Lado (1970), Allen and Valkette (1972), and Murcia and McIntosh (1979), one of the most important factors is the ability and qualifications of teachers. For example, teacher's language proficiency, attitude toward students, knowledge of the target language, knowledge of the learners' cultures, familiarity with equipment used in the laboratory, knowledge of teaching techniques, and appropriate education

undoubtedly influence the learning process of students.

Studies Pertaining to Language Problems
of Arab Students Learning English
as a Second Language

In most Arab countries, the teaching of English as a foreign language in public schools begins in the fifth elementary class. Students have to take such courses through the twelfth grade, a period of eight years. The purpose behind this training in the English language is to create educated citizens capable of communicating with others and of functioning in our modern world. Nasr Abu Egal (1967) clarified the purpose of teaching English in Jordan:

The general aim is to produce a cultured, informed, useful and perceptive citizen, through his ability to understand, speak, and write English with a measure of ease, finesses, and discrimination. The specific objectives as listed in the curriculum are: first, to understand simple English spoken at normal speed; secondly, to communicate sensibly with an English-speaking person in a specific area related to his work; thirdly, to read simple English with ease, fluency, and understanding; fourth, to write a paragraph in English, using basic structure of the language (p. 74).

Not long ago, teachers of English in most Arab countries relied on the grammar-translation methods in teaching English as a foreign language in public schools. But, teaching methodology has been influenced by structural linguists since the middle of the 1960s. Consequently, the emphasis shifted from "concentration on vocabulary-building"

to the speaking of the language. Kharma (1981) illustrated how the teaching of English in public schools in the State of Kuwait had undergone essential change to cope with the new methods of instruction in the Western World.

1. Before 1964 . . . there was concentration on vocabulary-building from the earliest stages.

2. From 1964 we were influenced by structural linguists and started to overhaul the whole programme, replacing the old books with a new course which employed a modified version of the audio-lingual approach. Thus, emphasis shifted to the spoken form of the language and to mastery of its basic structures, especially in the early stages.

3. Reading aloud began before silent reading. The latter was introduced very gradually from the second year until it became a permanent feature in the programme in the secondary schools.

4. At all stages, what was to be read in the basic language textbook had first to be introduced and practiced orally.

5. Extra reading material, in the form of supplementary readers, was also encouraged and often required of every student.

6. Developing the reading skill generally followed the structural trend, depending on the cue systems that are inherent within the language itself. This training took two forms: training for intensive reading, which was carried out through the main language books; and training for quick extensive reading by means of supplementary readers and special reading comprehension books (p. 399).

In spite of the fact that most Arab countries have been trying to improve foreign language learning by employing new instructional methods and by benefitting from the works of linguists, some main problems regarding

language learning, particularly the English language, have not disappeared. The author believes that one major problem is that it is extremely difficult for a foreign language learner to acquire competency in a target language in a non-English speaking country. The reason is that the learner, although practicing the language in the classroom, lacks practicing the target language out of school. In addition, the major differences in the structures of Arabic and English languages constitute another problem.

Some studies have been conducted by Arab and Western scholars clearly indicating that even college students in the Arab world still encounter language learning problems. For example, Kharma (1981) conducted a study entitled "An Analysis of the Errors Committed by Arab University Students in the Use of English Definite and Indefinite Articles." He stated that most of the participants in the study were non-Kuwaiti. They were from several Arab countries. Accordingly, it is assumed that the findings could be applicable to most parts of the Arab world. In concluding his study, the author stated that,

It has been proven without any doubt at all that the use of the English definite-indefinite articles is a serious source of difficulty to Arabic speaking students. After 12 years of English language teaching and learning, the last three to four years spent in intensive study of English language and literature, our students score only as high as 71.2% on a test which does not in fact incorporate some of the most difficult uses of these articles (p. 141).

Willcott (1972) completed a dissertation entitled "An

Analysis of Written English of Native Speakers of Arabic as Found in American History Final Examinations at the University of Texas at Austin." His subjects were nationals of seven Arab countries. They were all undergraduate students. The study results demonstrated that one of the most significant problems Arab students have to deal with is associated with the use of definite and indefinite articles.

Lentzner (1977) stated that it is particularly difficult for foreign students to learn how to use English prepositions. She observed that native language interference, language teachers, inappropriate assumptions in language, and textbooks enhance the continuation of such difficulty:

Very often the approach of the language teacher and the language textbook is to assume that languages are largely alike in their semantic structures. They, therefore, place emphasis on learning surface structures and not on handling problems of interferences in transfer concepts. Consequently, the student has to work out his own system of prepositional usage and does so largely through trial and error and tedious memorization of individual phrases. This is not to imply that universal semantic structures do not exist, but merely to state that in the realm of prepositional relationships languages 'may easily have different extensions of meaning,' and . . . therefore specific semantic categories are not coterminous across languages (p. 2).

The author attributed the problems Arab students encounter in the use of prepositions to the difference in functions between Arabic and English prepositions. She stated,

In Arabic there are some widely used prepositions each of which fills a number of semantic and syntactic functions. It is these prepositions in particular which are problematic to students of the language and which seem to reflect some very basic semantic orientations in Arabic that differ from English and are important for the discussion of relational systems in general (p. 21).

Scott and Tucker (1973) conducted a study at the American University of Beirut. The subjects were twenty-two Arab-speaking students enrolled in an intensive English course. The authors concentrated on finding what were the most frequent errors made by these students and if there was a native language interference. The findings demonstrated that verbs, prepositions, and articles were the areas where the students often deviated from the Standard English Language. In addition, there was an evidence of native language interference which caused the commission of a large number of errors made concerning the usage of the English articles.

In 1974, the Defense Language Institute sponsored a study entitled Contrastive Study of English and Arabic. The study illustrated that indefinite and definite articles, prepositions, and irregular verbs are among the main problems Arab students face. In Arabic there are no irregular verbs. Therefore, Arab students usually do not know how to handle them, or get confused when they deal with tense inflections, specifically those inflections of irregular verbs.

Nevertheless, researchers who have studied language

problems of international students indicate that students from different nations seem to have similar problems associated with the use of prepositions, articles, and tense inflections. For example McEldowney (1977) stated that she found similarities among foreign and native learners of English concerning the use of articles.

The writer has noted a great similarity in article errors in the English of Europeans, Asians, South Americans and Arabs with vastly different language backgrounds, and has observed that the same types of error persist in the English of school children, college students, university students, English teachers, scientists, and other graduates (p. 100).

The author did not determine a specific cause of such errors. She pointed out that a number of factors combined may facilitate the occurrence of such errors:

This area of universal errors probably exists because in article usage, as in any other area of language, we are dealing with a system of interrelated units. Something from outside, say L, interference, may affect any item within the system, or else, something within the system may go wrong. Whatever the cause, any affected item is likely to cause repercussions throughout the system and there are likely to be a finite set of possibilities (p. 101).

In addition to the changes relative to new approaches in the teaching of English as a second language, contrastive analysis of languages emerged as an important component for enhancing second language teaching and learning. It is believed that teachers' knowledge of learners' native languages aids teachers in discovering the similarities and differences between the language taught and students'

native language. Fries (1945) pointed out such importance:

The evidence we have seems to lead to the conclusion that any adult who has learned one language (his native speech) can learn another within a reasonable time if he has sound guidance, proper materials, and if he cooperates thoroughly. The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner (p. 9).

Lado (1964) strongly believed that teachers who teach other languages must be able to compare between languages in order to be efficient in teaching foreign languages:

The teacher of foreign languages may wonder why he has to go through the painful business of comparing languages. Is it not his responsibility simply to teach one foreign language? Is it not enough that he should know that foreign language?

Not if our assumption is correct. We assume that the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are difficult will be difficult. The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them. He gains an insight into the linguistic problems involved that cannot easily be achieved otherwise.

In practice a teacher may be called upon to apply this knowledge under various circumstances. He may be asked to evaluate materials before they are adopted for use. He may be asked to prepare new materials. He may have to supplement the text book assigned to his class. And he will at all times need to diagnose accurately the difficulties his pupils have in learning each pattern (p. 2).

According to the author's personal experience as a

second language learner, it seems that contrastive analysis of languages is extremely and fundamentally important in language acquisition. By considering the foreign student population in American universities, it is realized that a large number of these students speak languages that pose some major differences from the English language. If teachers do not realize these differences, they can under no circumstances help students overcome problems initiated by the existence of such differences.

Summary

The teaching of English as a second language has increasingly attracted scholars' attention in America. The continuously-rising number of international students attending American colleges and universities is one of the reasons for such concentration on the improvement of the teaching of English as a second language.

Arab students constitute a large number of international students in American universities. These students, according to various works done by American and Arab scholars in the field, seem to have problems in learning English. There are many variables causing these obstructions such as Arab students' educational background--they learn English as a foreign language and usually do not have opportunities to practice the acquired language except in classrooms--and the differences between Arabic and English languages. Arabic is a highly inflected language;

but, English, on the other hand, is an analytic language.

From the literature, it is understood that there are different approaches for the teaching of English as a second language. But, the empiricist approach to learning English as a second language has become the most dominant approach in most American universities.

Generally, much work has been done in the area of teaching foreign languages. Contrastive analysis of languages seems to have gained more interest among researchers in language teaching. Thus, there are numerous studies dealing with the similarities and differences between English and other languages.

Researches dealing with Arabic language and language problems of Arab students who study English as a second language are available, but in a small number. The author found a few works relative to Arabic, but most of these works are directed to students who learn Arabic as a foreign language.

I believe that much more is needed in the area of teaching English as a second language to Arab students. This requires more contrastive studies of Arabic and English and studies relative to Arab students in America.

CHAPTER III

METHODOLOGY

Introduction

The main purpose of this chapter is to delineate the procedures used in this study. The chapter is organized as follows: (a) descriptions of the instrument, (b) selection and description of the population, (c) research design, and (d) data collection procedures.

Description of the Instrument

A test was designed as an instrument for this study. It consisted of three sections. The first section was prepared by Kharma (1981), and it was given to Arab students learning English at the University of Kuwait in 1981. It examined the use of the indefinite article (a, an) and the definite article (the). The author of this study, after consulting his committee, decided to use Professor Kharma's test because it was adequate for the purpose of this study.

Sections two and three of the test were designed by the author. Section two deals with the past and past participle forms of seventy-five irregular verbs. Students were given the simple form of each verb and were asked to

write the past and past participle forms of the mentioned verbs. The given verbs are: shine, cast, set, mow, thrive, forsake, sew, spring, bear, bite, spin, string, bleed, seek, rend, grind, mislay, abide, hold, stink, freeze, hide, mistake, dive, be, stride, smite, blow, partake, ring, sling, sting, creep, beseech, bind, lay, weave, shrive, swear, know, ride, shake, swing, flee, shrink, grow, strive, forbid, slay, cling, kneel, behold, shoe, slide, bet, rid, lead, shed, overcome, beat, thrust, strew, saw, hew, sweep, leap, split, strike, hit, speed, hurt, slit, overdraw, wind, and slink.

Section three of the test aims at examining the students' ability in using prepositions of time, place, and other relations. Seventy statements were prepared and students were asked to choose the appropriate preposition to correct each statement. The given prepositions are: in, on, beside, for, beneath, below, behind, above, by, into, between, with, at, over, during, before, after, beyond, down, and to.

Before giving the test to students of the two groups, the author asked six Arab graduate students, who were linguistically competent in Arabic and English, along with a faculty member in the department of English to examine the test. They all recommended that the test was appropriate for the purpose of examining students' ability in the previously mentioned language components.

Selection and Description
of the Population

The population of this research consisted of Arab students pursuing their education in the State of Oklahoma. One hundred students whose native language is Arabic participated in the study. They studied English as a foreign language in their countries. They took courses in English for eight years beginning with their fifth grade and ending with their graduation from high school. They are nationals of the following Arab countries: Jordan, Saudi Arabia, Lebanon, Iraq, Libya, Kuwait, Morocco, Oman, the United Arab Emirates, and Syria.

The students were divided into two groups: students of group one (SG_1) and students of group two (SG_2). Each group consisted of fifty students.

SG_1 students were enrolled in the English Language Institutes in Stillwater, Oklahoma City, and Tulsa. They took courses of English as a second language in the fall of 1982. SG_1 students were considered as linguistically incompetent. Therefore, they studied in the aforementioned institutes to acquire competency in the English language. After meeting the admission standards set by universities, they will be considered competent and will be admitted to undergraduate or graduate programs in American universities.

SG_2 students took courses of English as a second language and met the language requirements based on the passing

of TOEFL set by the universities in which they are enrolled. They were considered competent in the English language, and in the fall of 1982, they pursued their undergraduate degree programs in various colleges at O.S.U., U.T., and O.U.

Research Design

Literature shows that Arab students learning English as a second language encounter various obstructions. For example, Lentzner (1977), Willcott (1977), Kharma (1981), Saed (1976), and the Defense Language Institute (1974) conducted studies supporting this assertion.

The rationale for selecting the English articles, twenty prepositions, and seventy-five irregular verbs for this study is threefold: first, previous studies have indicated that these problems are troublesome to students; second, there is a need for further study which may help in pointing out the continuation of these grammatical difficulties, and eventually facilitate efforts aimed at finding a solution; and third, due to the fact that it is extremely difficult to cover most of the obstructions encountered by Arab students, the author decided to limit this study to three major problems: (a) the use of English articles, (b) the use of twenty prepositions, and (c) the inflections of seventy-five irregular verbs.

Data Collection Procedures

The data were collected as follows:

1. The test was given to fifty Arab students attending ELIs in the fall semester of 1982 and to fifty students enrolled in undergraduate programs at O.S.U., U.T., and O.U.

2. Instruction was given to SG₁ and SG₂ in English and Arabic so that the students would clearly understand what they were asked to do.

3. Grammatical errors made by SG₁ and SG₂ were tabulated by the grammatical problems studied: articles, irregular verbs, and prepositions.

4. By using the t-test, an analysis was made to illustrate the frequency of error for each grammatical group. In order to test the major differences, the .05 level of significance was used.

5. A comparative analysis of errors among SG₁ and SG₂ was made.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The main purpose of this chapter is to illustrate the findings of the study. It contains a detailed analysis of the performance of SG₁ and SG₂. The findings of this study are based on results of a test given to SG₁ and SG₂. The main objective of the test was to demonstrate the participants' ability in the usage of the English articles, the English prepositions, and the past and past participle forms of irregular verbs.

The frequencies of errors made by SG₁ and SG₂ and a t-test analysis of errors at .05 significance were tabulated for each component in this study: Analysis of the articles, "a," "an," "the," "dash"; analysis of the preposition; analysis of the past and past participle forms of irregular verbs; and a summary of the frequency of errors for the English articles, the English prepositions, and the past and past participle forms of irregular verbs.

Analysis of the Use of Articles

Hypothesis I

With reference to the null hypothesis that, when the

test results are analyzed in terms of the use of the indefinite article "a," there will be no significant difference in the error rate of SG_1 and SG_2 , a comparison of the frequency of errors made by the two groups is presented in Table I.

By examining the data, it is illustrated that no student of SG_1 and SG_2 made zero errors. Twenty-six students of SG_1 and nineteen students of SG_2 made five errors or more. Considering that only ten appropriate uses of the indefinite article "a" were required of each student in the two groups, the frequency of errors was very high. In accordance with this poor performance, it was assumed that a remarkably large number of SG_1 and SG_2 students were unable to determine when and why they should have used the aforementioned article.

Through the T-Test it was found that there was no significant difference between the two groups. Hence, the null hypothesis was not rejected (See Table II).

Null Hypothesis II

With reference to the null hypothesis that, when the test results are analyzed in terms of the use of the indefinite article "an," there will be no significant difference in the error rate of SG_1 and SG_2 , a comparison of the frequency of errors made by the two groups was presented in Table III.

It is noted that eight students of SG_1 and nine

TABLE I

FREQUENCY OF ERRORS FOR SG₁ AND SG₂ IN
THE USE OF THE INDEFINITE ARTICLE A

GROUP		A							
FREQUENCY PERCENT ROW PCT COL PCT	1	2	3	4	5	6	7	TOTAL	
									1
2	2 2.00 40.00	6 6.00 60.00	12 12.00 60.00	11 11.00 55.00	8 8.00 36.36	3 3.00 50.00	2 2.00 40.00	50 50.00	
TOTAL	5 5.00	10 10.00	20 20.00	20 20.00	22 22.00	6 6.00	5 5.00	100 100.00	

FREQUENCY PERCENT ROW PCT COL PCT	8	9	10	11	14	15	TOTAL
2	3 3.00 75.00	1 1.00 50.00	1 1.00 50.00	0 0.00 0.00	0 0.00 0.00	1 1.00 100.00	50 50.00
TOTAL	4 4.00	2 2.00	2 2.00	2 2.00	1 1.00	1 1.00	100 100.00

TABLE II

T-TEST ANALYSIS FOR INAPPROPRIATE
 USE OF THE INDEFINITE ARTICLE A
 BY SG₁ AND SG₂

Variable	Group	N	Mean	Standard Deviation	Standard Error	T Value	D · F	Prob > /T/
A	SG ₁	50	4.860	2.641	0.373	0.736	97.8	0.4633
	SG ₂	50	4.480	2.571	0.355		98.0	0.4633

TABLE III

FREQUENCY OF ERRORS FOR SG₁ AND SG₂ IN
THE USE OF THE INDEFINITE ARTICLE AN

GROUP	AN									
	0	1	2	3	4	5	6	7	8	TOTAL
1	8	4	10	6	8	5	5	2	2	
	8.00	4.00	10.00	6.00	8.00	5.00	5.00	2.00	2.00	50.00
	16.00	8.00	20.00	12.00	16.00	10.00	10.00	4.00	4.00	
	47.06	26.67	62.50	54.55	53.33	45.45	55.56	50.00	100.00	
2	9	11	6	5	7	6	4	2	0	
	9.00	11.00	6.00	5.00	7.00	6.00	4.00	2.00	0.00	50.00
	18.00	22.00	12.00	10.00	14.00	12.00	8.00	4.00	0.00	
	52.94	73.33	37.50	45.45	46.67	54.55	44.44	50.00	0.00	
TOTAL	17	15	16	11	15	11	9	4	2	100
	17.00	15.00	16.00	11.00	15.00	11.00	9.00	4.00	2.00	100.00

students of SG₂ made zero errors. Twenty-two students of SG₁ and nineteen students of SG₂ made four errors or more. The result was disturbing because the test required zero usage of the indefinite article "an."

As can be seen from the data in Table IV, there was no statistical significant difference between the two groups; therefore, the null hypothesis was not rejected.

Null Hypothesis III

With reference to the null hypothesis that, when the test results are analyzed in terms of the use of the definite article "the," there will be no significant difference in the error rate of SG₁ and SG₂, a comparison of the frequency of errors made by the two groups is presented in Table V.

Only one student of SG₁ and two students of SG₂ made zero errors. Forty-four students of SG₁ and forth students of SG₂ made six errors or more. The error rate among the two groups was very high because only eleven correct uses of the mentioned article were expected of each student.

Through the T-Test, it was found that there was a statistically significant difference between the two groups. Hence, the null hypothesis was rejected. (See Table VI.)

Null Hypothesis IV

With reference to the null hypothesis that, when the test results are analyzed in terms of the inappropriate use

TABLE IV
 T-TEST ANALYSIS FOR INAPPROPRIATE
 USE OF THE INDEFINITE ARTICLE
 AN BY SG₁ AND SG₂

Variable	Group	N	Mean	Standard Deviation	Standard Error	T Value	D.F.	Prob > /T/
An	SG ₁	50	3.180	2.264	0.320	1.134	97.7	0.2595
	SG ₂	50	2.680	2.142	0.306		98.0	0.2595

TABLE V

FREQUENCY OF ERRORS FOR SG₁ AND SG₂ IN THE USE OF THE DEFINITE ARTICLE THE

GROUP	THE											TOTAL
	0	1	2	3	4	5	6	7	8	9		
1	1	1	1	2	1	0	3	4	5	0	50	
	1.00	1.00	1.00	2.00	1.00	0.00	3.00	4.00	5.00	0.00	50.00	
	33.33	50.00	25.00	40.00	50.00	0.00	60.00	33.33	83.33	0.00	100.00	
2	2	1	3	3	1	3	2	8	1	9	50	
	2.00	1.00	3.00	3.00	1.00	3.00	2.00	8.00	1.00	9.00	50.00	
	66.67	50.00	75.00	60.00	50.00	100.00	40.00	66.67	16.67	100.00	100.00	
TOTAL	3	2	4	5	2	3	5	12	6	9	100	
	3.00	2.00	4.00	5.00	2.00	3.00	5.00	12.00	6.00	9.00	100.00	

GROUP	THE											TOTAL
	10	11	12	13	14	15	16	17	18	19		
1	6	5	5	4	6	2	2	1	0	1	50	
	6.00	5.00	5.00	4.00	6.00	2.00	2.00	1.00	0.00	1.00	50.00	
	12.00	10.00	10.00	8.00	12.00	4.00	4.00	2.00	0.00	2.00	100.00	
2	4	3	2	0	2	1	2	2	1	0	50	
	4.00	3.00	2.00	0.00	2.00	1.00	2.00	2.00	1.00	0.00	50.00	
	40.00	37.50	28.57	0.00	25.00	33.33	50.00	66.67	100.00	0.00	100.00	
TOTAL	10	8	7	4	8	3	4	3	1	1	100	
	10.00	8.00	7.00	4.00	8.00	3.00	4.00	3.00	1.00	1.00	100.00	

TABLE VI
T-TEST ANALYSIS FOR INAPPROPRIATE
USE OF THE DEFINITE ARTICLE
THE BY SG₁ AND SG₂

Variable	Group	N	Mean	Standard Deviation	Standard Error	Value	D.F.	Prob > /T/
The	SG ₁	50	10.160	4.263	0.602	2.089	97.6	0.0393
	SG ₂	50	8.320	4.537	0.641		98.0	0.0392

of the dash as a substitute for an unneeded indefinite or definite article, there will be no significant difference in the error rate of SG_1 and SG_2 , a comparison of the frequency of errors made by the two groups is presented in Table VII

As illustrated in Table VII, eighteen students of SG_1 and twenty-three of SG_2 made zero errors. Only one student of SG_1 made fourteen errors and none of SG_2 made more than five errors. Considering the number of correct uses of the dash, which was seventeen uses, it appeared that the two groups showed relative competency in using the dash as a substitute for an unneeded article.

Through the T-Test, it was found that there was a statistically significant difference between the two groups. Hence, the null hypothesis was rejected. (See Table VIII.)

Null Hypothesis V

With reference to the null hypothesis that, when the test results are analyzed in terms of the use of the English articles, there will be no significant difference in the error rate of SG_1 and SG_2 , a comparison of errors made by the two groups is presented in Table IX.

The minimum error rate made by SG_1 and SG_2 was three. But twenty-nine students of SG_1 made twenty errors or more, and twenty students of SG_2 made twenty errors or more. The overall percentage of errors concerning the articles was 50.2 percent among SG_1 and 41.5 percent among SG_2 . It

TABLE VII
 FREQUENCY OF ERRORS FOR SG₁ AND SG₂
 IN THE USE OF THE DASH

GROUP	DASH	FREQUENCY								TOTAL
		0	1	2	3	4	5	11	14	
PERCENT										
ROW PCT										
CUL PCT										
1		18	14	7	7	0	1	2	1	50
		18.00	14.00	7.00	7.00	0.00	1.00	2.00	1.00	50.00
		36.00	28.00	14.00	14.00	0.00	2.00	4.00	2.00	43.90
		43.90	56.00	36.84	87.50	3.00	33.33	100.00	100.00	
2		23	11	12	1	1	2	0	0	50
		23.00	11.00	12.00	1.00	1.00	2.00	0.00	0.00	50.00
		46.00	22.00	24.00	2.00	2.00	4.00	0.00	0.00	56.10
		56.10	44.00	63.16	12.50	100.00	66.67	0.00	3.00	
TOTAL		41	25	19	8	1	3	2	1	100
		41.00	25.00	19.00	8.00	1.00	3.00	2.00	1.00	100.00

TABLE VIII
 T-TEST ANALYSIS FOR INAPPROPRIATE
 USE OF THE DASH

Variable	Group	N	Mean	Standard Deviation	Standard Error	Value	D.F.	Prob > /T/
Dash	SG ₁	50	1.800	2.878	0.407	1.706	67.6	0.0925
	SG ₂	50	1.040	1.277	0.180		98.0	0.0911

TABLE IX

FREQUENCY OF ERRORS FOR SG₁ AND SG₂ IN THE
USE OF THE ENGLISH ARTICLES

GROUP		TOTALS										TOTAL
FREQUENCY ROW COL	PERCENT PCT PCT	3	4	5	6	7	8	9	10	11	12	TOTAL
		1	1 1.00 50.00	0 0.00 0.00	1 1.00 100.00	0 0.00 0.00	0 0.00 0.00	1 1.00 50.00	0 0.00 0.00	1 1.00 50.00	0 0.00 0.00	
2	1 1.00 50.00	1 1.00 100.00	0 0.00 0.00	3 3.00 100.00	2 2.00 100.00	1 1.00 50.00	3 3.00 100.00	1 1.00 50.00	1 1.00 100.00	3 3.00 100.00	3 3.00 100.00	50
TOTAL	2 2.00	1 1.00	1 1.00	3 3.00	2 2.00	2 2.00	3 3.00	2 2.00	1 1.00	3 3.00	100	
FREQUENCY ROW COL	PERCENT PCT PCT	13	14	15	16	17	18	19	20	21	22	TOTAL
		1 1.00 50.00	3 3.00 42.86	2 2.00 50.00	2 2.00 66.67	3 3.00 60.00	3 3.00 75.00	3 3.00 50.00	3 3.00 60.00	5 5.00 62.50	2 2.00 33.33	50
2	1 1.00 50.00	4 4.00 57.14	2 2.00 50.00	1 1.00 33.33	2 2.00 40.00	1 1.00 25.00	3 3.00 50.00	2 2.00 40.00	3 3.00 37.50	4 4.00 66.67	50	
TOTAL	2 2.00	7 7.00	4 4.00	3 3.00	5 5.00	4 4.00	6 6.00	5 5.00	8 8.00	6 6.00	100	

TABLE IX (Continued)

FREQUENCY PERCENT ROW PCT COL PCT	23	24	25	26	27	28	29	34	TOTAL
	1	6 6.00 12.00 75.00	3 3.00 6.00 50.00	4 4.00 8.00 100.00	1 1.00 2.00 50.00	0 0.00 0.00 0.00	1 1.00 2.00 25.00	2 2.00 4.00 66.67	2 2.00 4.00 100.00
2	2 2.00 4.00 25.00	3 3.00 6.00 50.00	0 0.00 3.00 0.00	1 1.00 2.00 50.00	1 1.00 2.00 100.00	3 3.00 6.00 75.00	1 1.00 2.00 33.33	0 0.00 0.00 0.00	50 50.00
TOTAL	8 8.00	6 6.00	4 4.00	2 2.00	1 1.00	4 4.00	3 3.00	2 2.00	100 100.00

strongly indicated that neither group could be considered competent in the use of the English articles.

Through the T-Test, it was found that there was a significant difference between the two groups. Hence, the null hypothesis was rejected. (See Table X.)

In order to clarify the difficulties Arab students encounter in learning how to use the English articles, a brief illustration of the differences between the Arabic and the English articles is needed.

Arabic language like Latin and Old English is a synthetic, or highly inflectional language. This simply means that, in Arabic, the syntactical relationship of nouns is emphasized by case endings and that nouns are inflected by the usage of prefixes, infixes, and suffixes to indicate persons, things, numbers, and gender. In contrast with Arabic, modern English lost most of the inflectional characteristics of Old English and became an analytic language.

The English articles "a" or "an" and "the" are part of the general class of adjectives called definitive. "A" or "an" are less definite than "the"; therefore they are called the indefinite articles. For example:

Give me a pen. (any pen)

Give me an orange. (any orange)

"The," on the other hand, is called the definite article because it clearly defines what follows it. For example:

Give me the pen. (one particular pen)

TABLE X

T-TEST ANALYSIS FOR INAPPROPRIATE
USE OF THE ENGLISH ARTICLES

Variable	Group	N	Mean	Standard Deviation	Standard Error	Value	D.F.	Prob > /T/
The English Articles	SG ₁	50	20.080	6.239	0.882	2.594	96.3	0.0110
	SG ₂	50	16.600	7.142	1.010		98.0	0.0109

I bought the car. (one specific car)

"A" and "an" are indeed two forms of the same word.

"An" is used before a word beginning with a vowel sound (a, e, i, o, u), or with words beginning with the mute sound (h). For example:

an apple, an old man, an act, an hour

"A" is used before a word beginning with a consonant sound or a vowel sounded as a consonant. For example:

a bag, a chair, a unit, a university

There are specific uses of the indefinite article in the English language. It is used:

- a. before a singular countable noun to indicate there is more than one and to represent no specific person or thing, such as:

A cat is an animal.
I saw a bus.

- b. before a singular countable noun exemplifying a class, such as:

A horse has four legs.
A grape tree is not tall.
An apple tree is beautiful.

- c. with a noun complement, such as:

She is a beautiful woman.
Ali is a great leader.

- d. with names of professions, such as:

Rani is a doctor.
Iman is a teacher.
James is an engineer.

- e. in certain numerical expressions, such as:

half a dozen, a couple, a million, a hundred, etc.

- f. with few and little, such as:

A few people visited Jordan.
 He makes a little money.
 We had a little time to waste.

- g. in exclamations with singular countable nouns,
 such as:

What a cold winter!
 What a nice man!
 What a beautiful woman!

On the other hand, the definite article "the" is used:

- a. for singular and plural regardless of genders.
 such as:

the lion	the lions
the man	the men
the woman	the women

- b. before nouns of which there is one, such as:

the sun
 the moon
 the light

- c. with a noun mentioned twice, such as:

Ali's car hit a tree; you can see the mark
 on the tree.

- d. before a noun became definite after a phrase or
 clause was added, such as:

The friend that we saw last night
 The man they worked with

- e. before an adjective represents a class of objects,
 such as:

the old, the youth, the dead soldiers,
 the wild animals

- f. with abstract nouns when they are used in a
 specific sense, such as:

the death of the president

In contrast with English, there is no indefinite article
 in Arabic. Instead Arabic has what is known as "Tanwin," or
 "nunation." Accordingly, the ends of indefinite nouns and

adjectives contain vowel signs. This means that such nouns and adjectives must be pronounced with a final un, an, or in, such as:

ketabun	(one book)
ketaban	(two books)
ketabin	(one book)

The Arabic definite article is "Al" (the). "Al" is prefixed and attached to its noun. When it is prefixed to a noun, the noun becomes defined or determined and loses its nunation, such as:

al-ketabu	(the book)
al-madrasutu	(the school)
al-Hayatu	(the life)

Hence, there are some uses in Arabic not comparable to the uses of the English articles:

- a. There is no indefinite article in Arabic, as noted in the following:

<u>Arabic</u>	<u>English</u>
this boy	This is a boy.
this orange	This is an orange.

- b. Because there is no capitalization in Arabic, nouns, and names of things and places take the definite article, such as:

The Monday	Monday
The Jordan	Jordan
The Easter	Easter

- c. The Arabic definite article "al" is used with plural nouns, such as:

I like the orange. He likes oranges.

- d. "Al" is used with abstract nouns, such as:

The time is important. Time is important.

- e. "Al" is used with plural generic nouns, such as

The horses are useful animals.

Horses are useful animals.

f. "Al" is repeated in compound noun phrases, such as:

Put the cheese and the bread in the box.
Put the cheese and bread in the box.

The test results clearly demonstrated that students of the two groups did not know how to use the English articles.

First, for example, each student of SG₁ and SG₂ was supposed to use the indefinite article "a" ten times. the number of correct uses needed in answering the test. In answering the given questions, students of SG₁ made two hundred thirty-four errors and students of SG₂ made two hundred twenty-four errors.

Second, no usage of the indefinite article "an" was required in answering any of the given questions on the test. In spite of this, the error rate in the usage of "an" was one hundred fifty-nine among SG₁ and one hundred thirty-four among SG₂.

Third, in reference to the test which was given to SG₁ and SG₂, one thousand one hundred correct uses of the definite article were required. Each student was obligated to use "the" eleven times to answer the questions correctly. But, as expected, the error rate was extremely high: SG₁ made five hundred eight, and SG₂ made four hundred sixteen errors.

Fourth, in using the dash as a substitute for an unneeded indefinite or definite article, SG₁ and SG₂ encountered relatively the same difficulties they encountered in dealing with the articles. Each student of the two groups

was supposed to use a dash as a substitute for an unneeded article seventeen times. The error rate was ninety for SG₁ and fifty-two for SG₂.

Most students of the two groups committed numerous errors in using the articles such as "through a determination," "amount of a good luck," "for an example," "an olives," "a paper notes," "the life," "in time the gold and the silver," "now . . . actual value of."

It is strongly believed that SG₁ and SG₂ encountered the same problems in dealing with the English articles; and the test results supported this assumption. The error rate among the two groups was one thousand eight hundred thirty-four out of four thousand uses. The percentage for SG₁ and SG₂ was 45.8 percent. Although the statistical analysis indicated that there was a significant difference between SG₁ and SG₂ in the use of "the," and "dash," the number of errors made by each group in the usage of "the," and "dash" did not support the statistical finding. Neither group could be evaluated as being competent, not only in the use of "the," and dash," but in the use of both the indefinite and the definite articles.

Analysis of the Prepositions

Null Hypothesis VI

With reference to the null hypothesis that, when the test results are analyzed in terms of the use of selected

prepositions, there will be no significant difference in the error rate of SG₁ and SG₂, a comparison of the frequency of errors made by the two groups is presented in Table XI.

Fourteen students of SG₂ made fewer than twenty errors while no student of SG₁ made fewer than twenty errors. Fifty students of SG₁ and thirty-eight students of SG₂ made twenty errors or more. Although SG₂ seemed to be more competent in handling the given preposition, the error rate of both groups was very high.

Through the T-Test, it was found that there was a significant difference between the two groups. Hence, the null hypothesis was rejected. (See Table XII.)

For the purpose of clarifying the obstructions Arab students encounter in learning how to use the English prepositions, a brief explanation of the differences between the Arabic and the English prepositions is necessary. In the English language, a preposition is a particle--word or word equivalent. It is used as a linking agent between one element of a sentence and its object. Hence, prepositions may link a noun and pronoun (the book is with him); a verb and pronoun (ask about them); an adjective and noun (the boys were smart at football); an adverb and noun (his mother asked him to sit under the tree); prepositional phrases which have adverbial function (come at ten o'clock); adjectival function (the meeting at four o'clock); or nominal function (wait for Ali). Also, English prepositions suggest position, direction, time and source.

TABLE XI

FREQUENCY OF ERRORS FOR SG₁ AND SG₂ IN THE USE OF PREPOSITIONS

GROUP		TOTALP												TOTAL	
FREQUENCY PERCENT ROW PCT COL PCT		10	12	15	16	17	18	19	20	22	23	24	25		
1	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 1.00 2.00 50.00	0 0.00 0.00 0.00	1 1.00 2.00 33.33	1 1.00 2.00 50.00	0 0.00 0.00 0.00	50 50.00
2	1 1.00 2.00 100.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	3 3.00 6.00 100.00	1 1.00 2.00 100.00	4 4.00 8.00 100.00	3 3.00 6.00 100.00	1 1.00 2.00 50.00	2 2.00 4.00 100.00	2 2.00 4.00 66.67	1 1.00 2.00 50.00	2 2.00 4.00 100.00	2 2.00 4.00 100.00	50 50.00	
TOTAL	1 1.00	1 1.00	1 1.00	3 3.00	1 1.00	4 4.00	3 3.00	2 2.00	2 2.00	3 3.00	2 2.00	2 2.00	2 2.00	100 100.00	
FREQUENCY PERCENT ROW PCT COL PCT		38	39	40	41	42	44	45	46	48	49	52	54	TOTAL	
1	3 3.00 6.00 75.00	3 3.00 6.00 75.00	2 2.00 4.00 100.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	3 3.00 6.00 66.67	2 2.00 4.00 100.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	1 1.00 2.00 50.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	50 50.00	
2	1 1.00 2.00 25.00	1 1.00 2.00 25.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 2.00 4.00 40.00	1 1.00 2.00 33.33	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 1.00 2.00 50.00	0 0.00 0.00 0.00	50 50.00	
TOTAL	4 4.00	4 4.00	2 2.00	1 1.00	1 1.00	5 5.00	3 3.00	1 1.00	1 1.00	1 1.00	1 1.00	2 2.00	1 1.00	100 100.00	
FREQUENCY PERCENT ROW PCT COL PCT		26	27	28	29	30	31	32	33	34	35	36	37	TOTAL	
1	0 0.00 0.00 0.00	3 3.00 6.00 60.00	0 0.00 0.00 0.00	2 2.00 4.00 66.67	4 4.00 8.00 100.00	0 0.00 0.00 0.00	2 2.00 4.00 40.00	2 2.00 4.00 66.67	3 3.00 6.00 75.00	4 4.00 8.00 57.14	4 4.00 8.00 80.00	4 4.00 8.00 80.00	3 3.00 6.00 60.00	50 50.00	
2	1 1.00 2.00 100.00	2 2.00 4.00 40.00	4 4.00 8.00 100.00	1 1.00 2.00 33.33	0 0.00 0.00 0.00	3 3.00 6.00 100.00	3 3.00 6.00 60.00	1 1.00 2.00 33.33	1 1.00 2.00 25.00	3 3.00 6.00 42.86	1 1.00 2.00 20.00	2 2.00 4.00 40.00	2 2.00 4.00 40.00	50 50.00	
TOTAL	1 1.00	5 5.00	4 4.00	3 3.00	4 4.00	3 3.00	5 5.00	3 3.00	4 4.00	7 7.00	5 5.00	5 5.00	5 5.00	100 100.00	

TABLE XII

T-TEST ANALYSIS FOR INAPPROPRIATE
USE OF PREPOSITIONS

Variable	Group	N	Mean	Standard Deviation	Standard Error	Value	D.F.	Prob > /T/
Prepositions	SG ₁	50	36.360	7.278	1.029	5.3684	92.5	0.0001
	SG ₂	50	27.380	9.323	1.318		98.0	0.0001

In the Arabic language, there are some widely used prepositions performing a number of semantic or syntactic functions. These functions are similar to those of English prepositions in terms of relating one element of a sentence to its object and in suggesting position, direction, and time.

Arabic prepositions are characterized as inseparable and separate. An inseparable preposition consists of a letter attached to the beginning of the following word, but a separate preposition stands alone. The Arabic equivalent for the word prepositions is "huruf al-jarr." The most important Arabic prepositions and their meanings may be summarized as follows:

Bi	"in," "at," "on," "with"
Baina	"between," "among," "amidst"
Bada	"then," "thereupon," "afterwards," "later"
Tahta	"under," "below," "beneath," "underneath"
Hatta	"until," "so that," "till," "up to," "as far as," "in order that"
Duna	"below," "beneath," "under"
Siwa	"equality," "sameness"
Ala	"on," "upon," "on top of," "over," "for"
An	"from," "away from," "off"
Fi	"in," "at," "on," "near," "by," "within," "during," "among"
Fauka	"above," "over," "on," "on top of," "beyond"
Qabla	"before," "prior to"
Ka	"as," "like," "as good as"

Li	"for," "to," "on behalf of," "in favor of"
Min	"of," "some," "some of," "belonging to," "pertaining to"
Mundu	"since," "for," "ago"
Nuhwa	"in the direction of," "toward," "to," "According to," "about," "around"
Ila	"to," "toward," "up to," "as far as," "till," "until"
Maa	"with," "simultaneously with," "together with," "accompanied by," "in the company of"
Inda	"at," "near," "by," "with," "on," "upon"

These Arabic prepositions are presented here to illustrate that each preposition has several equivalents in English. This simply means that an Arabic preposition which has only one meaning is supposed to cover various usages or several prepositions in English: "Tahta," for example, is equivalent to "under," "below," and "beneath." Therefore, an Arab student may always use "under" as a substitute for "below" and/or "beneath." Consider the following:

English

Their apartment is below ours.
There is a boy under the tree.
The earth gave beneath his shoes.

Arabic

Their apartment is under ours.
There is a boy under the tree.
The earth gave under his shoes.

Moreover, an Arabic equivalent of one English preposition may have entirely different meaning in Arabic, and cannot be used to indicate the intended English meaning. As a result, an Arab learner of English usually uses another

Arabic preposition he is familiar with to convey the intended meaning, such as:

English
Before God I swear.

Arabic
With God I swear.

The Arabic equivalent for "before" is Qabla, meaning prior to, such as: "Ali arrived before Mohammed." Because Arabic speakers cannot use "before" as exemplified, he has to find another preposition. The preposition he often chooses is "Bi" meaning "in," "at," "on," "with." His choice, therefore, will be the one accepted and widely used in Arabic "with," such as: "With God I swear."

The author, after considering (1) the aforementioned obstructions and (2) that English prepositions pose problems not only to foreign learners, but also occasionally to native speakers because of the diversity of English idioms and the overlapping of prepositional usages in English, designed a section of the test to examine Arab learners' competency in the usage of prepositions. The total number of questions given to each group was three thousand five hundred. Students of SG₁ made one thousand eight hundred eighteen errors, and students of SG₂ made one thousand three hundred sixty-nine. The T-Test indicated that there was a significant difference in the performance of the two groups in the usage of prepositions, thus, the null hypothesis which indicated that there would be no significant difference between the two groups was

rejected. However, considering the rate of errors, one thousand eight hundred eighteen or 51.94 percent for SG₁ and one thousand three hundred sixty-nine or 39.1 percent for SG₂, it was evident that neither group performed reasonably well and that SG₁ and SG₂ were incompetent in dealing with prepositions.

A large number of errors made by the two groups can be exemplified by the following sentences (the wrong answer is mentioned in parenthesis):

Children at (of) the age of sixteen are not allowed to see this film.

They danced to (on) the music of Al-Sunbati.

He inquired after (on) your health.

Before (with, in) God I swear.

I stand by (of) my statement.

His conduct is above (over) suspicion.

The water was converted into (by) steam.

He is at (with) present uncertain.

He succeeded beyond (from) his wildest expectations.

By examining Arabic prepositions and the frequency of specific errors, it is believed that there are some reasons causing the lack of competency demonstrated by the test result. The first reason is that each Arabic preposition is equivalent to several English prepositions in meaning. For example, "Ala" means "on," "upon," "over," or "for." This diversity in meaning was probably an influencing variable among students who made errors such as

"he knocked over the door," and "the books are piled one on the other."

Second, Arabic equivalents of some English prepositions have entirely different meanings and usages in the Arabic language. For example, "Bi" means "in," "at," "on," "with"; and "Tahta" means "under," "below," "beneath." This heterogeneity in meaning may cause students to make errors such as "with God I swear," and "the ground gave under the foot."

Third, some English prepositions overlap in meaning. For example, "we may strive (for or after) wisdom"; "the bank pays interest (at or of) two percent"; and "Mary had a ring (on or by) her finger." This overlapping in meaning and usages may confuse native speakers of English and create obstructions to learners of English as a second language.

Analysis of the Past and Past

Participle Forms of

Irregular Verbs

Null Hypothesis VII

With reference to the null hypothesis that, when the test results are analyzed in terms of the use of the past form of irregular verbs, there will be no significant difference in the error rate of SG_1 and SG_2 , a comparison of the frequency of errors made by the two groups is presented in Table XIII.

TABLE XIII

FREQUENCY OF ERRORS FOR SG₁ AND SG₂ IN THE USE OF
THE PAST TENSE FORM OF IRREGULAR VERBS

GROUP	PAST										TOTAL
	25	26	29	32	34	35	38	39	40	41	
1	1.00	1.00	0.00	0.00	1.00	1.00	1.00	1.00	4.00	5.00	50.00
	2.00	2.00	0.00	0.00	2.00	2.00	2.00	2.00	8.00	10.00	
	100.00	100.00	0.00	0.00	50.00	100.00	50.00	50.00	80.00	71.43	
2	0.00	0.00	1.00	2.00	1.00	0.00	1.00	1.00	1.00	2.00	50.00
	0.00	0.00	2.00	4.00	2.00	0.00	2.00	2.00	2.00	4.00	
	0.00	0.00	100.00	100.00	50.00	0.00	50.00	50.00	20.00	28.57	
TOTAL	1.00	1.00	1.00	2.00	2.00	1.00	2.00	2.00	5.00	7.00	100.00

GROUP	PAST										TOTAL
	42	43	44	45	46	47	48	49	50	51	
1	2.00	0.00	0.00	2.00	0.00	1.00	1.00	1.00	2.00	2.00	50.00
	4.00	0.00	0.00	4.00	0.00	2.00	2.00	2.00	4.00	4.00	
	40.00	0.00	0.00	66.67	0.00	50.00	33.33	33.33	66.67	66.67	
2	3.00	5.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	50.00
	6.00	10.00	2.00	2.00	2.00	2.00	4.00	4.00	2.00	2.00	
	60.00	100.00	100.00	33.33	100.00	50.00	66.67	66.67	33.33	33.33	
TOTAL	5.00	5.00	1.00	3.00	1.00	2.00	3.00	3.00	3.00	3.00	100.00

TABLE XIII (Continued)

GROUP		PAST										TOTAL
FREQUENCY PERCENT ROW PCT COL PCT		52	53	54	55	56	57	58	59	60	61	TOTAL
		1	1.00 2.00 20.00	2.00 4.00 50.00	1.00 2.00 100.00	1.00 2.00 50.00	2.00 4.00 100.00	2.00 4.00 40.00	0.00 0.00 0.00	2.00 4.00 40.00	2.00 4.00 66.67	
2	4.00 8.00 80.00	2.00 4.00 50.00	0.00 0.00 0.00	1.00 2.00 50.00	0.00 0.00 0.00	3.00 6.00 60.00	2.00 4.00 100.00	3.00 6.00 60.00	1.00 2.00 33.33	0.00 0.00 0.00	50.00	
TOTAL	5.00	4.00	1.00	2.00	2.00	5.00	2.00	5.00	3.00	2.00	100.00	

FREQUENCY PERCENT ROW PCT COL PCT		62	63	64	65	66	6E	69	71	74	75	TOTAL
		1	0.00 0.00 0.00	0.00 0.00 0.00	0.00 0.00 0.00	1.00 2.00 33.33	3.00 6.00 100.00	1.00 2.00 100.00	2.00 4.00 100.00	0.00 0.00 0.00	1.00 2.00 50.00	1.00 2.00 100.00
2	1.00 2.00 100.00	1.00 2.00 100.00	1.00 2.00 100.00	2.00 4.00 66.67	0.00 0.00 0.00	0.00 0.00 0.00	0.00 0.00 0.00	1.00 2.00 100.00	1.00 2.00 50.00	0.00 0.00 0.00	50.00	
TOTAL	1.00	1.00	1.00	3.00	3.00	1.00	2.00	1.00	2.00	1.00	100.00	

The minimum error rate was twenty-five for SG₁ and twenty-nine for SG₂. Twenty-eight students of SG₁ and twenty-five students of SG₂ made fifty errors or more. Hence, it is evident that the two groups performed very poorly and seemed remarkably incompetent in dealing with the past form of irregular verbs.

Through the T-Test, it was found that there was no significant difference between the two groups. Hence, the null hypothesis was not rejected. (See Table XIV.)

Null Hypothesis VIII

With reference to the null hypothesis that, when the test results are analyzed in terms of the use of the past participle tense form of irregular verbs, there will be no significant difference in the error rate of SG₁ and SG₂, a comparison of the frequency of errors made by the two groups is presented in Table XV.

The minimum number of errors among SG₁ was twenty, and it was twenty-eight among SG₂. Twenty-four students of SG₁ made fifty errors or more and twenty-six students of SG₂ made 50 errors or more. It is evident that both groups were incompetent in the use of the past participle forms of irregular verbs.

Through the T-Test, it was found that there was no significant difference between the groups. Hence, the null hypothesis was not rejected. (See Table XVI.)

TABLE XIV

T-TEST ANALYSIS FOR INAPPROPRIATE USE OF
THE PAST FORM OF IRREGULAR VERBS

Variable	Group	N	Mean	Standard Deviation	Standard Error	T Value	D.F.	Prob > /T/
Past form of irregular verbs	SG ₁	50	51.060	11.928	1.686	0.4684	95.6	0.6398
	SG ₂	50	50.060	10.160	1.436		98.0	0.6398

TABLE XV

FREQUENCY OF ERRORS FOR SG₁ AND SG₂ IN THE USE OF THE PAST PARTICIPLE FORM OF IRREGULAR VERBS

GROUP	PASTPART											TOTAL
	20	26	28	29	31	32	34	35	37	38	39	
1	1	1	0	0	0	1	2	3	1	4	0	50.00
	1.00	1.00	0.00	0.00	0.00	1.00	2.00	3.00	1.00	4.00	0.00	
2	2	2	3	1	2	0	1	2	1	0	2	50.00
	2.00	2.00	3.00	1.00	2.00	0.00	1.00	2.00	1.00	0.00	2.00	
TOTAL	1.00	1.00	3.00	1.00	2.00	1.00	3.00	5.00	2.00	4.00	2.00	100.00
FREQUENCY PERCENT ROW PCT COL PCT												
1	0	2	0	2	3	2	2	1	0	0	0	50.00
	0.00	2.00	0.00	2.00	3.00	2.00	2.00	1.00	0.00	0.00	0.00	
2	1	1	1	1	1	2	1	1	3	1	2	50.00
	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	3.00	1.00	2.00	
TOTAL	1.00	3.00	1.00	3.00	4.00	4.00	3.00	2.00	3.00	1.00	2.00	100.00

TABLE XV (Continued)

FREQUENCY PERCENT ROW PCT COL PCT	52	53	54	55	56	57	58	59	60	61	62	TOTAL
1	1 1.00 33.33	4 4.00 66.67	0 0.00 0.00	2 2.00 66.67	0 0.00 0.00	2 2.00 50.00	1 1.00 50.00	1 1.00 50.00	3 3.00 75.00	0 0.00 0.00	0 0.00 0.00	50.00
2	2 2.00 66.67	2 2.00 33.33	1 1.00 100.00	1 1.00 33.33	2 2.00 100.00	2 2.00 50.00	1 1.00 50.00	1 1.00 50.00	1 1.00 25.00	1 1.00 100.00	2 2.00 100.00	50.00
TOTAL (USED)	3 3.00	6 6.00	1 1.00	3 3.00	2 2.00	4 4.00	2 2.00	2 2.00	4 4.00	1 1.00	2 2.00	100.00

FREQUENCY PERCENT ROW PCT COL PCT	63	64	65	66	68	71	72	73	75	TOTAL
1	0 0.00 0.00	1 1.00 50.00	2 2.00 66.67	1 1.00 33.33	2 2.00 100.00	1 1.00 100.00	0 0.00 0.00	2 2.00 66.67	2 2.00 100.00	50.00
2	1 1.00 100.00	1 1.00 50.00	1 1.00 33.33	2 2.00 66.67	0 0.00 0.00	0 0.00 0.00	1 1.00 100.00	1 1.00 33.33	0 0.00 0.00	50.00
TOTAL	1 1.00	2 2.00	3 3.00	3 3.00	2 2.00	1 1.00	1 1.00	3 3.00	2 2.00	100.00

TABLE XVI

T-TEST ANALYSIS FOR INAPPROPRIATE USE OF THE
PAST PARTICIPLE FORM OF IRREGULAR VERBS

Variable	Group	N	Mean	Standard Deviation	Standard Error	T Value	D.F.	Prob > /T/
Past participle form of irregular verbs	SG ₁	50	50.540	13.561	1.917	0.4529	96.6	0.6516
	SG ₂	50	49.380	12.003	1.697		98.0	0.6516

Null Hypothesis IX

With reference to the null hypothesis that, when the test results are analyzed in terms of the use of the past tense form and past participle tense form of irregular verbs, there will be no significant difference in the error rate of SG₁ and SG₂, a comparison of the frequency of errors made by SG₁ and SG₂ is presented in Table XVII.

It is illustrated that neither SG₁ nor SG₂ is competent in the use of the past tense form and past participle tense form of irregular verbs. The minimum number of errors among SG₁ was forty-five, and it was fifty-seven among SG₂. Forty-five students of SG₁ made seventy-five errors or more, and fifty students of SG₂ made seventy-five errors or more. Without a doubt, this result clearly illustrated that SG₁ and SG₂ had essential weakness or lack of knowledge relative to the inflection of the irregular verbs.

Through the T-Test, it was found that there was no significant difference between the two groups. Hence, the null hypothesis was not rejected. (See Table XVIII.)

For a better understanding of the obstructions Arab students encounter in learning how to use the past and past participle forms of irregular verbs, a brief explanation of the difference between such forms in Arabic and English languages is needed. English verbs have six tenses: the simple past, present, future, past perfect, present

TABLE XVII

FREQUENCY OF ERRORS FOR SG₁ AND SG₂ IN THE USE OF THE PAST FORM AND THE PAST PARTICIPLE FORM OF IRREGULAR VERBS

GROUP	TOTALV												
FREQUENCY PERCENT ROW PCT COL PCT	45	52	57	60	65	69	71	72	74	75	76	78	TOTAL
1	1 1.00 2.00 100.00	1 1.00 2.00 100.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	0 0.00 0.00 0.00	1 1.00 2.00 100.00	2 2.00 4.00 100.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	50 50.00
2	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 1.00 2.00 100.00	2 2.00 4.00 100.00	1 1.00 2.00 100.00	0 0.00 3.00 100.00	2 2.00 4.00 100.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 1.00 2.00 100.00	50 50.00
TOTAL	1 1.00	1 1.00	1 1.00	2 2.00	1 1.00	1 1.00	3 3.00	1 1.00	2 2.00	2 2.00	1 1.00	2 2.00	100 100.00
FREQUENCY PERCENT ROW PCT COL PCT	79	80	81	84	85	86	87	88	89	90	93	94	TOTAL
1	2 2.00 4.00 100.00	3 3.00 6.00 100.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	1 1.00 2.00 100.00	0 0.00 0.00 0.00	2 2.00 4.00 100.00	0 0.00 0.00 0.00	50 50.00
2	0 0.00 0.00 0.00	2 2.00 4.00 100.00	2 2.00 4.00 100.00	1 1.00 2.00 100.00	0 0.00 0.00 0.00	1 1.00 2.00 100.00	2 2.00 4.00 100.00	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 1.00 2.00 100.00	0 0.00 0.00 0.00	2 2.00 4.00 100.00	50 50.00
TOTAL	2 2.00	5 5.00	2 2.00	1 1.00	1 1.00	2 2.00	3 3.00	1 1.00	1 1.00	1 1.00	2 2.00	2 2.00	100 100.00

TABLE XVIII

T-TEST ANALYSIS FOR INAPPROPRIATE USE OF THE PAST AND
PAST PARTICIPLE FORMS OF IRREGULAR VERBS

Variable	Group	N	Mean	Standard Deviation	Standard Error	T Value	D.F.	Prob > /T/
Past tense form and past participle tense form of irregular verbs	SG ₁	50	101.600	24.882	3.518	0.4836	96.3	0.6298
	SG ₂	50	99.340	21.743	3.075		98.0	0.6297

perfect and future perfect. The simple past, present, and future tenses refer to the time that an action is completed. Perfect tenses refer to the actual completion of actions in the past, present, or future.

English verbs have four principal parts: the infinitive, present participle, past, and past participle. In the case of the verb "drink," for example, the parts are drink, drinking, drank, drunk.

English verbs are characterized as regular and irregular. Regular verbs are those that have past and past participle forms ending in -d or -ed, as with "talk, talking, talked, talked." Irregular verbs are those that have forms other than the regular forms as with "bring, bringing, brought, brought"; "drive, driving, drove, driven"; "cut, cutting, cut, cut."

In contrast with the English language, as previously mentioned, Arabic is a highly inflected language. Hence, Arabic verbs have numerous inflectional markings. But, unlike English, Arabic is deficient in tenses. There are two tenses, the perfect tense and the imperfect tense. These tenses do not have accurately specified time-significances as in modern English. The perfect tense indicates that the action has been completed, such as:

akala alwalader

ate / the boy

has eaten / the boy

The boy ate.

The boy has eaten.

The imperfect tense indicates the incompleteness of the action, such as:

Yaikulu / al-waldu

eats / the boy

eating / the boy

The boy eats.

The boy is eating.

The perfect is inflected by means of suffixes and the imperfect is inflected by means of suffixes and prefixes, such as:

Akala (he ate)

Yaikulu (he eats)

Moreover, there are no irregular verbs in Arabic. All Arabic verbs are regulars and are inflected according to the rules governing the inflection of such verbs. The data which were presented in the previous pages were based on 75 questions dealing with the past and past tense forms of irregular verbs. In answering, the three thousand seven hundred fifty questions dealt with the past form given to each group. SG₁ made two thousand five hundred fifty-three errors, or 68.08 percent; and SG₂ made two thousand five hundred one errors, or 66.69 percent. In answering the same number of questions dealing with the past participle form, SG₁ made two thousand five hundred twenty-seven errors, or 67.39 percent; and SG₂ made two thousand four hundred sixty-nine errors, or 65.85 percent. This high

frequency of errors is disturbing and strongly ascertains the incompetency of both groups in the usage of irregular verbs.

It is believed that such poor performance and incompetency in the use of irregular verbs resulted from the fact that there are no such verbs in Arabic; therefore, learning irregular verbs posed serious problems to such students. Second, there is no set of rules governing the learning process of such verbs as in the case of regular verbs where a -d or an -ed is attached to the end of the verb as a means for changing the form.

Third, the diversity involved makes learning of such verbs extremely difficult, as, for example:

put, put, put

eat, ate, eaten

bring, brought, brought

become, became, become

Hence, there is no way for learning such verbs, except by memorizing their forms individually.

Null Hypothesis X

With reference to the null hypothesis that, when the test result is analyzed in terms of the use of the English articles, prepositions, and past and past participle forms of irregular verbs, there will be no significant difference in the error rate of SG_1 and SG_2 , a comparison of the frequency of errors made by the two groups is presented in Table XIX.

TABLE XIX

FREQUENCY OF ERRORS FOR SG₁ AND SG₂ IN THE USE OF THE ENGLISH ARTICLES, THE PREPOSITIONS, AND THE PAST AND PAST PARTICIPLE FORMS OF IRREGULAR VERBS

Group	Errors in Articles Usage					Errors in Prepositions	Errors in Irregular Verbs		Total
	A	An	The	Dash	Total		Past Form	Past Participle Form	
SG ₁	203	159	508	90	1004 51.2%	1818 51.94%	2553 68.08%	2527 67.35%	5080
SG ₂	224	134	416	52	830 41.5%	1369 39.1%	2501 66.69%	2469 65.84%	4967

By examining the frequency of errors, it was found that the error rate among the two groups was very high. Hence, neither group was considered competent. No significant difference existed between the two groups. Hence, the null hypothesis was not rejected.

It is clearly illustrated in this table that SG₁ and SG₂ encountered essential difficulties and performed poorly in the use of the examined variables. Out of the two thousand questions given to each group about the English articles, SG₁ made one thousand four errors, or 50.2 percent; and SG₂ made eight hundred thirty errors, or 41.5 percent. In dealing with three thousand five hundred questions regarding the prepositions given to each group, SG₁ made one thousand eight hundred eighteen errors, or 51.9 percent; and SG₂ made one thousand three hundred sixty-nine errors, or 39.1 percent. The total number of errors regarding the past tense form of irregular verbs was two thousand five hundred fifty-three, or 68.8 percent, out of three thousand seven hundred fifty questions for SG₁; and it was two thousand five hundred one, or 66.69 percent, for SG₂. In answering three thousand seven hundred fifty questions about the past participle form of irregular verbs, SG₁ made two thousand five hundred twenty-seven errors, or 67.39 percent; and SG₂ made two thousand four hundred sixty-nine errors, or 65.83 percent. It is a disturbing fact, but the total number of errors was obviously very high. Out of the eighteen thousand five

hundred questions given to the two groups, the rate of errors was nine thousand seven hundred forty-seven, or 52.6 percent.

Summary

The findings indicated that there were some differences in the performance of the two groups: SG₂ made fewer errors than SG₁ in the usage of the definite article "the," in the usage of a dash as a substitute for an unneeded article, and in the usage of prepositions. The overall error rate, however, clearly indicated that SG₁ and SG₂ were incompetent in the usage of the English articles, prepositions, and past and past participle forms of irregular verbs.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine if (1) Arab students who are learning English in three English Language Institutes in Oklahoma and (2) other Arab students who are considered competent in the English language and currently enrolled in various undergraduate programs in three universities in Oklahoma encounter, or continue to encounter problems associated with the usage of the English articles, the English prepositions, and the past and past participle forms of irregular verbs. In addition, the study was to determine if there was a statistically significant difference between the two groups regarding competency in the aforementioned language components. Accordingly, two groups of Arab students in Oklahoma participated in the study. Each group consisted of 50 students. The first group (SG_1) was enrolled in the English Language programs (ELS) in Oklahoma City, the English Language Institute (ELI) in Stillwater, and the English Institute for International Students (EIIS) in Tulsa. This group was considered incompetent in the

English language. The second group (SG₂) was enrolled in various undergraduate programs in three Oklahoma universities: Oklahoma State University, the University of Oklahoma, and the University of Tulsa. This group was considered competent in the English language.

The review of the literature indicated that many scholars believe that Arab learners of English as a second language usually face obstructions when they learn the uses of the English articles, prepositions, and the past and past participle forms of irregular verbs. Hence it was proposed that an investigation concerning the continuation of such difficulties among Arab students studying English in Oklahoma would shed a new light on this issue and would facilitate the initiation of a solution to the problem, if it is found to be continuous.

Members of the two groups included in the research met the following qualifications: They spoke Arabic as a first language; they studied English for at least eight years; and they enrolled in institutes or institutions offering education beyond that of high schools. One group was categorized as incompetent and, therefore, needed more preparation in the language. Its competency, following study in an ELI, would be measured by its performance on the Tofel. The second group was considered competent because it passed the TOFEL, and was enrolled in the mentioned universities.

The instrument used in this research was a test given

to the two groups. The data used in the study were provided by the answers of the test. T-Test analyses were used for finding if there were significant differences in the performance of the two groups.

The research aimed at answering the following questions:

Question one: Do Arab students who are enrolled in ELIs in Stillwater, Oklahoma City, and Tulsa encounter serious problems concerning the use of English articles, prepositions, and irregular verbs?

Question two: Do Arab students who are enrolled in undergraduate programs at O.S.U., U.T., and O.C.U. encounter serious problems concerning the use of English articles, prepositions, and irregular verbs?

Question three: Do arab students enrolled in ELIs and undergraduate programs encounter the same problems regarding articles, prepositions, and irregular verbs; and, is there a significant difference between SG_1 and SG_2 ?

Ten hypotheses were tested in this research:

1. When the test results are analyzed in terms of the use of the indefinite article "a," there will be no significant difference in the error rate of SG_1 and SG_2 . This null hypothesis was not rejected.

2. When the test results are analyzed in terms of the use of the indefinite article "an," there will be no significant difference in the error rate of SG_1 and SG_2 . This

null hypothesis was not rejected.

3. When the test results are analyzed in terms of the use of the definite article "the," there will be no significant difference in the error rate of SG_1 and SG_2 . This null hypothesis was rejected.

4. When the test results are analyzed in terms of the appropriate use of a dash as a substitute for an unneeded indefinite or definite article, there will be no significant difference in the error rate of SG_1 and SG_2 . This null hypothesis was rejected.

5. When the test results are analyzed in terms of the use of the English articles, there will be no significant difference in the error rate of SG_1 and SG_2 . This null hypothesis was rejected.

6. When the test results are analyzed in terms of the use of selected prepositions, there will be no significant difference in the error rate of SG_1 and SG_2 . This null hypothesis was rejected.

7. When the test results are analyzed in terms of the use of the past tense form of irregular verbs, there will be no significant difference in the error rate of SG_1 and SG_2 . This null hypothesis was not rejected.

8. When the test results are analyzed in terms of the use of the past participle form of irregular verbs, there will be no significant difference in the error rate of SG_1 and SG_2 . This null hypothesis was not rejected.

9. When the test results are analyzed in terms of the

use of the past tense form and past participle tense form of irregular verbs, there will be no significant difference in the error rate of SG₁ and SG₂. This null hypothesis was not rejected.

10. When the test results are analyzed in terms of the use of the English articles, prepositions, and past and past participle forms of irregular verbs, there will be no significant difference in the error rate of SG₁ and SG₂. This null hypothesis was not rejected.

The Findings of the Study

The statistical analysis of the data indicated the following:

1. There was no statistically significant difference in the error rate of SG₁ and SG₂ in the use of the indefinite article "a."

2. There was no statistically significant difference in the error rate of SG₁ and SG₂ in the use of the indefinite article "an."

3. There was a statistically significant difference in the error rate of SG₁ and SG₂ in the use of the definite article "the." SG₂ made relatively fewer errors than SG₁.

4. There was a statistically significant difference in the error rate of SG₁ and SG₂ in the use of the dash as a substitute for an unneeded article. SG₂ made fewer errors than SG₁.

5. There was a statistically significant difference in

the error rate of SG₁ and SG₂ in the use of the English articles. SG₂ made fewer errors than SG₁.

6. There was a statistically significant difference in the error rate of SG₁ and SG₂ in the use of prepositions. SG₂ made fewer errors than SG₁.

7. There was no statistically significant difference in the error rate of SG₁ and SG₂ in the use of the past form of irregular verbs.

8. There was no statistically significant difference in the error rate of SG₁ and SG₂ in the use of the past participle form of irregular verbs.

9. There was no statistically significant difference in the error rate of SG₁ and SG₂ in the use of irregular verbs.

10. Through the frequency of errors, it was found that the error rate among the two groups was very high. Therefore, neither SG₁ nor SG₂ was considered competent.

Conclusions of the Study

The findings of this study provided facts according to which the following conclusions were made:

1. The study supported other previously conducted researches which concluded that Arab students who learn English as a second language encounter various problems connected with the usage of the English articles, prepositions, and irregular verbs.

2. The study found students of the two groups

incompetent in the use of the English articles, prepositions, and irregular verbs.

3. It was found there were relatively few differences between the two groups in spite of the fact that students of group two were considered competent in the language by the universities in which they are enrolled.

4. The study found that the investigated problems were continuous regardless of the length of time students spent in learning English.

5. It was found that, in spite of the fact that the students of the two groups were studying in American language institutes and universities, the language education they received did not help the students eliminate the investigated language problems.

6. It was found that students of SG₁ who scored 500 or above on the TOEFL and as a result were considered competent in the English language continued to have problems relative to the usage of the English articles, prepositions, and irregular verbs. The findings of the study suggest that the TOEFL results do not altogether reflect adequacy of Arab students to handle the English language. It should be noted, however, that the purpose of this study was not to evaluate the TOEFL. Perhaps further studies relative to the TOEFL need to be made.

Recommendations

According to the findings of this study, the author

recommends the following:

1. More research is needed in the United States concerning the performance of Arab students.

2. More research should be conducted regarding the obstructions Arab students face in learning various language components; the English articles, and/or the prepositions, and/or the past and past participle forms of irregular verbs.

3. There seemed to be native language interference in the answers provided by students who participated in this study. Therefore, the author believes there is need for research investigating the similarities and differences between Arabic and English languages.

4. Teachers of English as a second language need to know more about other languages so that their task in teaching foreign students in general will be easier and more beneficial to such students.

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APPENDIXES

APPENDIX A

ARTICLES

TYPICAL ERRORS IN THE USE OF THE
INDEFINITE ARTICLE A(N)

- A. With plural nouns
 - 1. The money which we use nowadays is mostly a paper notes.
 - 2. an oxen or an olives
- B. With abstract nouns
 - 1. Certain amount of a good luck
 - 2. It was in China an idea of using coins
- C. With little when it does not indicate quantity.
 - 1. Has borne a little relation to what
- D. 1. an poorly educated bookbinder

TYPICAL ERRORS IN THE USE OF
THE DEFINITE ARTICLE "THE"

- A. With abstract noun
 - 1. The life in very modest circumstances
 - 2. Reached the top of their profession through the determination.
- B. With mass noun
 - 1. Before the money was thought of
 - 2. Men exchanged the goods
- C. With plural nouns
 - 1. Before money was thought of the men exchanged goods
 - 2. In time the gold and the silver were used
- D. With words expressing quantity
 - 1. The most of his life

APPENDIX B

PREPOSITIONS

TYPICAL ERRORS IN THE USE
OF THE PREPOSITIONS

- A. "at" instead of
"into" Have the children gone at class yet?
"with" Adam's influence ceased at his death.
- B. "of" instead of
"at" the children of the age of 16
"beside" This discussion is of the point
"by" I stand of my statement
- C. "on" instead of
"by" the books were piled up one on the other
"to" they danced on the music of El-Sunbati.
"after" on their quarrel they decided to separate.
"with" The audience was entertained on music last night.
- D. "with" instead of
"before" Before God I swear it.
"at" The matter is with present uncertain.
- E. "in" instead of
"over" He kept a diary in the years.
"on" May had a ring in her finger.
- F. "from" instead of
"beyond" He succeeded from his wildest expectations.
- G. "over" instead of

"on" He knocked over the door.

"above" His conduct is over suspicion.

APPENDIX C

VERBS

TYPICAL ERRORS OF THE PAST AND PAST
PARTICIPLE FORMS OF IRREGULAR VERBS

<u>Simple Form of the Verb</u>	<u>Past Tense</u>	<u>Past Participle</u>
set	sat	sat
forsake	forsake	forsake
bleed	bleeded	bleeded
sling	slang	slang
lead	lead	lead
hew	haw	hew
strike	striked	striked
speed	speed	speed
saw	saw	saw
behold	behold	behold
seek	seek	seek
spin	span	span
mislaid	mislaid	mislaid

APPENDIX D

TESTING INSTRUMENTS

On your answer paper write the missing (a, an, or the) next to the number of the space in the passage. If no word is needed, put a dash (--).

Example:

When he was (1).....boy, he wanted to become (2)..... doctor, but he didn't have (3).....necessary intelligence.

Answers: 1. a 2. a 3. the

- I. Michael Faraday was one of those remarkable men who begin (1).....life in (2).....very modest circumstances and yet reach (3).....top of their profession through (4).....determination and (5).....certain amount of (6).....good luck. Although he began his career as (7).....poorly educated bookbinder, he became internationally known as (8).....scientist before he reached (9).....age of thirty. He devoted (10).....most of his life to (11).....experiments with (12)..... electricity. He was (13).....man who invented (14)..... first dynamo as well as (15).....type of transformer.
- II. Before (16).....money was thought of (17).....men exchanged (18).....goods. This was not (19)..... best system as (20).....person might not easily find (21).....somebody who wanted what he had and could offer something acceptable in exchange. It is thought that (22).....first money consisted of cowrie shells, which are found in many parts of (23).....world. It was in China that (24).....idea of using (25).....

coins first arose. IN Ancient Greece (26).....coin was worth for (27).....example, (28).....certain number of (29).....oxen or (30).....olives and could not be used to buy anything else. In time, (31).....gold and (32).....silver were used since these are among (33).....most rare metals, but (34).....money which we use nowadays is mostly (35).....paper notes. For (36).....long time now (37).....actual value of (38).....coin has borne (39).....little relation to what one can get for it, and (40).....paper note is practically worthless in itself.

Answer each question by choosing the correct preposition.

Example: Have you made any plans . . . the future?

- A. on
- B. for
- C. at
- D. by

Answer: . . . B . . .

1. He kept a diary . . . the years.
 - A. for
 - B. between
 - C. over
 - D. in
2. The water was converted . . . steam.
 - A. for
 - B. by
 - C. into
 - D. none of the above
3. Amal followed the same routine day . . . day.
 - A. for
 - B. after
 - C. over
 - D. none of the above
4. I can see you . . . the week.
 - A. about
 - B. at
 - C. over
 - D. during
5. He was brought in, and stood . . . the manager waiting to hear what his decision would be.
 - A. from
 - B. upon
 - C. before
 - D. off
6. The matter is . . . present uncertain.
 - A. on
 - B. by
 - C. at
 - D. with

7. The books were piled up one . . . the other.
- A. on
 - B. by
 - C. at
 - D. none of the above
8. They work . . . the day.
- A. with
 - B. to
 - C. by
 - D. at
9. The dead man left a fortune . . . him.
- A. before
 - B. past
 - C. behind
 - D. beyond
10. He came to the United States . . . setting up a business office there.
- A. toward
 - B. over
 - C. for
 - D. none of the above
11. Rani sat . . . his wife during the meeting.
- A. about
 - B. beside
 - C. away
 - D. none of the above
12. Our apartment is . . . theirs.
- A. at
 - B. with
 - C. below
 - D. on
13. The story has come . . . the ages.
- A. across
 - B. in
 - C. down
 - D. outside

14. I am in debt . . . the bank.
- A. for
 - B. in
 - C. to
 - D. by
15. The town is . . . the banks of the river.
- A. beside
 - B. below
 - C. under
 - D. none of the above
16. The population has doubled . . . the last ten years.
- A. between
 - B. with
 - C. in
 - D. none of the above
17. The children crept . . . the wire and got into the field.
- A. about
 - B. beneath
 - C. below
 - D. none of the above
18. He succeeded . . . his wildest expectations.
- A. beyond
 - B. behind
 - C. from
 - D. on
19. Come . . . two and three o'clock.
- A. within
 - B. during
 - C. through
 - D. between
20. Adam's influence ceased . . . his death.
- A. during
 - B. in
 - C. at
 - D. with

21. The plane flew . . . the lake.
- A. on
 - B. at
 - C. over
 - D. none of the above
22. Have the children gone . . . class yet?
- A. into
 - B. upon
 - C. at
 - D. over
23. We must strive . . . wisdom.
- A. to
 - B. upon
 - C. after
 - D. beside
24. The bank pays interest . . . two percent.
- A. for
 - B. at
 - C. by
 - D. on
25. It rained all day but stopped raining . . . the night.
- A. during
 - B. as
 - C. on
 - D. with
26. The great man is often . . . his age in his thinking.
- A. above
 - B. at
 - C. before
 - D. none of the above
27. The mountains towered . . . the plains.
- A. above
 - B. off
 - C. up to
 - D. in

28. The Nile river flows . . . the town.
- A. by
 - B. on
 - C. at
 - D. upon
29. The old house is located . . . these trees.
- A. behind
 - B. of
 - C. away
 - D. forward
30. The store failed . . . half a million dollars.
- A. at
 - B. by
 - C. in
 - D. to
31. Mary had a ring . . . her finger.
- A. in
 - B. on
 - C. to
 - D. by
32. There is a path . . . the river.
- A. above
 - B. under
 - C. beside
 - D. over
33. Children . . . the age of 16 are not allowed to see this film.
- A. of
 - B. before
 - C. below
 - D. less
34. Everyone from the richest . . . to the poorest had to pay the tax.
- A. until
 - B. over
 - C. together
 - D. none of the above

35. They danced . . . the music of El-Sunbati.
- A. with
 - B. on
 - C. to
 - D. by
36. Am I . . . time, or have I come too late?
- A. in
 - B. at
 - C. off
 - D. none of the above
37. The tanker was loaded . . . gasoline.
- A. in
 - B. on
 - C. with
 - D. none of the above
38. The matter is just . . . us.
- A. between
 - B. by
 - C. with
 - D. prior to
39. She thanked her uncle . . . his letter.
- A. of
 - B. for
 - C. by
 - D. none of the above
40. The painting was beautiful . . . description.
- A. of
 - B. off
 - C. beyond
 - D. as
41. The firm's assets were . . . a million dollars.
- A. upon
 - B. on
 - C. over
 - D. none of the above

42. She went . . . the house.
- A. at
 - B. on
 - C. into
 - D. none of the above
43. He inquired . . . your health.
- A. at
 - B. on
 - C. after
 - D. to
44. He knocked . . . the door
- A. on
 - B. over
 - C. at
 - D. through
45. I was ill for a week and . . . that week I ate nothing.
- A. between
 - B. until
 - C. during
 - D. as
46. . . . God I swear it.
- A. with
 - B. at
 - C. in
 - D. before
47. The show lasted . . . three hours.
- A. above
 - B. between
 - C. by
 - D. none of the above
48. Please be here . . . two o'clock.
- A. around
 - B. on
 - C. during
 - D. none of the above

49. This rich man has capital . . . him.
- A. behind
 - B. after
 - C. near
 - D. beyond
50. Roni stayed with me . . . two hours.
- A. in
 - B. for
 - C. by
 - D. during
51. Because of his poor health, Zayd lived . . . fruits and vegetables.
- A. with
 - B. by
 - C. on
 - D. none of the above
52. This discussion is . . . the point.
- A. of
 - B. beside
 - C. upon
 - D. with
53. My brother lived on the floor . . . us.
- A. down
 - B. below
 - C. as
 - D. off
54. She ran . . . the passage.
- A. at
 - B. before
 - C. down
 - D. none of the above
55. He went . . . Canada last week.
- A. forward
 - B. over
 - C. for
 - D. to

56. We arrived . . . China last week.
- A. in
 - B. for
 - C. to
 - D. none of the above
57. The audience was entertained . . . music last night.
- A. at
 - B. on
 - C. with
 - D. for
58. The train runs . . . New York and Chicago.
- A. until
 - B. between
 - C. at
 - D. upon
59. The ground gave . . . the foot.
- A. beneath
 - B. to
 - C. of
 - D. between
60. The educated have many advantages . . . the ignorants.
- A. to
 - B. with
 - C. off
 - D. over
61. . . . their quarrel they decided to separate.
- A. at
 - B. by
 - C. after
 - D. on
62. The nation is . . . war.
- A. at
 - B. on
 - C. of
 - D. none of the above

63. I will see you . . . Wednesday.
- A. at
 - B. in
 - C. on
 - D. none of the above
64. His conduct is . . . suspicion.
- A. over
 - B. above
 - C. at
 - D. by
65. I stand . . . my statement.
- A. through
 - B. of
 - C. by
 - D. near
66. He is well developed . . . his age.
- A. through
 - B. by
 - C. for
 - D. as
67. I have no treasure . . . this.
- A. beside
 - B. over
 - C. upon
 - D. none of the above
68. Opportunity for advancement is open . . . all students.
- A. for
 - B. toward
 - C. forward
 - D. by
69. France went to war . . . Germany.
- A. with
 - B. on
 - C. at
 - D. none of the above

70. It is now fifteen minutes . . . twelve.

- A. to
- B. for
- C. over
- D. under

Write the past tense and the past participle of the following verbs:

<u>simple form of the verb</u>	<u>past tense</u>	<u>past participle</u>
Example: sing	sang	sung
1. shine	1. _____	1. _____
2. cast	2. _____	2. _____
3. set	3. _____	3. _____
4. mow	4. _____	4. _____
5. thrive	5. _____	5. _____
6. forsake	6. _____	6. _____
7. sew	7. _____	7. _____
8. spring	8. _____	8. _____
9. bear	9. _____	9. _____
10. bite	10. _____	10. _____
11. spin	11. _____	11. _____
12. string	12. _____	12. _____
13. bleed	13. _____	13. _____
14. seek	14. _____	14. _____
15. rend	15. _____	15. _____
16. grind	16. _____	16. _____
17. mislay	17. _____	17. _____
18. abide	18. _____	18. _____
19. hold	19. _____	19. _____
20. stink	20. _____	20. _____
21. freeze	21. _____	21. _____
22. hide	22. _____	22. _____

<u>simple form of the verb</u>	<u>past tense</u>	<u>past participle</u>
23. mistake	23. _____	23. _____
24. dive	24. _____	24. _____
25. be	25. _____	25. _____
26. stride	26. _____	26. _____
27. smite	27. _____	27. _____
28. blow	28. _____	28. _____
29. partake	29. _____	29. _____
30. ring	30. _____	30. _____
31. sling	31. _____	31. _____
32. sting	32. _____	32. _____
33. creep	33. _____	33. _____
34. beseech	34. _____	34. _____
35. bind	35. _____	35. _____
36. lay	36. _____	36. _____
37. weave	37. _____	37. _____
38. shrive	38. _____	38. _____
39. swear	39. _____	39. _____
40. know	40. _____	40. _____
41. ride	41. _____	41. _____
42. shake	42. _____	42. _____
43. swing	43. _____	43. _____
44. flee	44. _____	44. _____
45. shrink	45. _____	45. _____
46. grow	46. _____	46. _____
47. strive	47. _____	47. _____

<u>simple form of the verb</u>	<u>past tense</u>	<u>past participle</u>
48. forbid	48. _____	48. _____
49. slay	49. _____	49. _____
50. cling	50. _____	50. _____
51. kneel	51. _____	51. _____
52. behold	52. _____	52. _____
53. shoe	53. _____	53. _____
54. slide	54. _____	54. _____
55. bet	55. _____	55. _____
56. rid	56. _____	56. _____
57. lead	57. _____	57. _____
58. shed	58. _____	58. _____
59. overcome	59. _____	59. _____
60. beat	60. _____	60. _____
61. thrust	61. _____	61. _____
62. strew	62. _____	62. _____
63. saw	63. _____	63. _____
64. hew	64. _____	64. _____
65. sweet	65. _____	65. _____
66. leap	66. _____	66. _____
67. split	67. _____	67. _____
68. strike	68. _____	68. _____
69. hit	69. _____	69. _____
70. speed	70. _____	70. _____
71. hurt	71. _____	71. _____
72. slit	72. _____	72. _____

<u>simple form of the verb</u>	<u>past tense</u>	<u>past participle</u>
73. overdraw	73. _____	78. _____
74. wind	74. _____	74. _____
75. slink	75. _____	75. _____

2
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