

**Mistakes
&
Teaching Foreign Language Pedagogy**

الاخطاء
وتدريس اللغة الاجنبية

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Surface Correction of Errors
Versus
Students' Awareness to Their Errors
Known as Deep Correction

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Learning and/or teaching Language is not only an error-focused activity. The process mainly is success-focused activities in communication, tasks, comprehending reading or listening to texts,



and functioning in the society of the target language. But it does not hurt to know how to deal with learners' errors when they occur in classroom as signs of developmental progress or as a mere failure in learning its complex structures, syntax, or morphemes (Van Lier, 1996). Errors, then, are inevitable and we, as professional teachers, need to adopt a strategy to deal with them in our classes and turn them

into opportunities for further teaching.

Errors are deviations from the systematic convention(s) and /or acceptable versions of the language spoken by the native speakers (James, 1998). However simple or complex these deviations are, they are prone to fossilization if they are entirely neglected by teachers inside their classes (Hammerly, 1991). But that does not mean that correction would be the only job of the teachers inside the classrooms. When I say errors, I intend to include, in my error awareness mode, the developmental errors of the stages with the global ones, since they are both prone to fossilization if they are neglected or not presented in the critical time of their natural learning order. The bottom line of the study is how teachers can select material to make their students aware of their mistakes whether in phonology, morphology, syntax, or discourse, engaging them on tasks and activities that require more accuracy that come through detection, noticing, discovery, and self study as an optimal goal.

Adults learn whatever they want to learn, since they own all cognitive and mental ability to learn the whole system of the language, though they differ in how (from smaller parts to larger or

from larger to smaller) and how much of time as weeks or months or university semesters they need to get to the same level of proficiency. Despite differences in how and how long they need to master the L2, they should be given enough time to work on their own and various opportunities to learn through different channels integrative: reading, listening (interchangeably as recognition)linked in conversations (as production). This will certainly give them the chance to use all their senses and marshal their cognitive ability to internalize the system of the language, though the speed of learning differs from an individual to another for other personal and/or exterior reasons.

The approach to students' mistakes for correction may make a lot of difference in the quality of learning as a whole, if it is well directed towards construction and not obstruction. If the technique, for example, is only to jump and provide students with the correct forms of the language, an easy way for native speakers to do any time they want to since they are clear deviations from what they know. This surface way of correcting other's mistakes will block the cognitive thinking of their learners and will strip them of their motivation to discover more about the language system for communication or knowledge or else. They also lose their string of thoughts to talk about that particular subject at hand. In fact, there is a grief of interruption, disturbance and entire frustration because they lose their precious motivation to participate in the class conversations and lose the optimal moments of learning through practice and speech. By receiving immediate oral corrections, adults lose their chance to know how they can reconstruct the correct forms and expressions according to norms that they are not aware of since they have not been dealt with as tasks or activities to focus on, notice, and then process as intake.

Being orally corrected by teachers, students still repeat the same mistakes again and again since they receive the correct forms as an input at the wrong time and they can not change it into an intake for learning and/or acquisition (with no differentiation between the two in my approach) for they are not ready to do so at that time, focusing on messages as an output. Students, therefore, show no readiness at the time of correction to listen to and learn those forms since the repetitions of whatever language forms are look mechanical and superficial in nature. In fact, they are 'mindless' (Hammerly, 1991). When students as beginners talk inside the class, they mostly hear themselves and not others as they are mentally worried about ideas and thoughts in their messages. At the time of speech in class, students, as beginners, are after their ideas and do not have the skill then to make

their messages contain precise forms of their second language. In fact, they do not want others to interrupt them while they spent time and offer to organize their thoughts.

If we want to be effective, we may search for a means or a set of procedures other than ready-made corrections given by teachers to their students while speaking. One good thing that I suggest for teachers to do is to listen and think how to make that speaker aware of the mistakes that s/he made in the class on the coming hours, days or weeks. This process needs patience not to interfere first and have the skill to approach and raise students' awareness to notice those deviations through various ways such as finding passages that deal clearly with that linguistic problem or problems, sketches or pictures to make students use and practice those forms of language set for that purpose, handouts that map up for them the word order, the syntax, the sequence of lexical words for those particular meanings. Teachers can also highlight the success of other students on that particular form or structure or phrase, or collect students' mistakes to work on them collaboratively during closure sessions of 5-10 minutes set for that purpose (see appendix A), or use some other techniques that other teachers have come up with to raise the learners' awareness and let them notice the problems of their own to correct themselves independently later in the course. Otherwise immediate corrections do not do good for learning since speakers do not know how their language is not accepted by its native or non-native speakers who have learned it or why it makes no sense to others around them, though it sounds to them (learners) correct, clear and meaningful.

If I know, for example, that a few students are still making mistakes on messages that require certain linguistic forms or structures of the "passive voice" in the future time, I will, as a teacher, go to the internet and find out a passage that has the focus on this structure and bring it to class and let students deal with it as a listening or a reading or a speaking activity or assign it as homework first to be worked on later as reading or listening or speaking material for comprehension. We may, as a class, work on that passage as a special activity in which learners in pairs will pinpoint the forms to be discussed with meanings. Students may focus on those messages related to the passive voice structures or certain Arabic measures. Teacher can also design questions that require them to notice and focus on the form of the passive voice in future, making meaningful class discussions based on the content of that passage.

Read the following passage and then circle the verb
with future passive voice.

Work on pairs and then report to the class.

أعلنت واشنطن أنها سترسل حوالي خمسمائة آخرين من الجنود المظليين الى البانيا للمساعدة في عمليات الحلف الاطلسي . ونفى مسؤولون أمريكيون التكهانات بان هؤلاء الجنود سيستخدمون في هجوم بري وقالوا ان مهمتهم ستكون حماية القاعدة التي تجري أقامتها في ألبانيا لطائرات الهليكوبتر من طراز أباتشي الهجومية التي تستعمل في الهجوم على الدبابات وغيرها من العربات العسكرية داخل إقليم كوسوفو .

Washington announced that it will send 500 more of the paratroopers to Albania to assist in NATO's operations.

The American Officials deny any prediction that these soldiers will be used in a ground attack. They also

said that their mission will be protecting the base that it is under construction, in Albania, for these helicopters of the "Apaches" type which will be used to attack tanks and other military vehicles inside Kosovo.

I recommend exposing students consistently to L2 authentic texts of the material to train them learn inductively as well by linking the meaning to the sequence of words put in certain order, the implicit way of acquiring languages through 'noticing' the word order, syntax, or lexical collocations as a global way inside or outside the classroom. But that only is not enough for a large number of students who are visually oriented in learning their first languages. Visual and analytic students need such activities in which they discover and learn the small parts of the target language to step up and learn through short(sometimes long) texts in listening or reading otherwise they are deprived from using their senses to get it as a whole. Teachers should enrich their classes with such cognitive activities and tasks so that these students are not left bereaved from learning, since they get little from long texts in listening and have no access to 'get it'.

As school comprise people of different strategies and background of learning their first languages, it might be useful to think of having short grammar-practices of the system to be given at a time when learners ask for explanations or clarifications, Grammar Arabic cases where students 'stuck on getting it' and they are curious to know why such cases do not agree with what they already knew or have already taken of the second language. Initiations and solicitation of this type are signs of cognitive inquiry to learn. I think this time is optimal even if it is inconvenient for the teacher to do so on the spot. S/he should find material or a way or ways later in the coming days to let learners focus on that part of language and learn it.

If a student comes to me and asks what does (qad) قد mean in the news that he or she heard last night. It seems that the learner was not able to get the meaning of the word through the form that

is used in the news, he or she needs help and assistance to get it. Once the need is specified, I'd better go back to the news and see if I can find a passage in which I can base my teaching on the next day or week and let him or her discover on his or her own the (qad)'s meaning linked to the form in the text through a class activity in addition to whatever explanation I can give him/her at that time.

Read the following passage.

قالت وسائل الاعلام الصربية ان القصف الجوي الذي نفذته الطائرات قد اسفر عن ضحايا من المدنيين وذكرت ان شخصا واحداً على الاقل قد قُتِلَ وجرح آخرون خلال غارة جوية استغرقت عشرين دقيقة على مدينة نيش شرقي يوغوسلافيا . وازافت وسائل الاعلام الصربية ان مصنعا قد اصيب باضرار جسيمة وان اشخاصاً آخرين قد قتلوا أثناء الغارة .

Serbian Mass media reported that the attack which was carried out by NATO planes had inflicted civilian victims. It also said that at least one man was killed and others were injured at the air strike that lasted 20 minutes on Niche East of Yugoslavia. Mass Media added that one factory was heavily damaged and other people were killed during the attack.

Work in pairs to answer the following questions:

1. Who are the victims of the attack? (civilians)
2. How many people are killed in the 20 minute attack ?
(At least one)
3. What happened to the factory? (Badly damaged)
4. Locate qad+ passive voice in the past tense . Translate that form based on the text as a whole.

If teachers choose texts with grammar, forms, structures and phrases that learners show weaknesses in comprehending writing, and speaking, that will help their students notice first and then apply in their conversations those forms as simple language chunks in their simple class talks(of course with difficulties and mistakes) until they are able to analyze and automate mentally those language chunks holistically altogether as an over all system subconsciously in their minds, cognitive opportunities to rehearse what is newly learned for communicative practices. Sketches, photos, and pictures can stimulate students to talk and make comments of words, chunks , sentences which are newly learned in the class, and of course, hesitantly for the first time(s) of their attempts, a controlled or semi controlled practice for greater turns of communication which we expect from all learners regardless of the social distance of that language from the native one (see appendix B for such class activities).

If enough chance is given for learners to locate, notice, and use the vocabulary, chunks of language, forms, and structures, in their conversations and some students still show that they do not get the concept, rules in relation to meanings might help them as extra reinforcing cues to recall the language and forms to the meaning in hand, monitoring their speech and recast their sentences to

make a clear message(Sasaki, 1994). This might hurt a bit their fluency, but this is a case, all over the world, with many educated people who choose their words carefully (but slow) to make themselves effective and understandable in their oral speeches in their life and at the expense of speed.

While working on cognitive activities, teachers in cooperation with students can find other ways and create short telegraphic links, associations, cues, and ‘rules of thumbs’ to help both remember those forms of language when needed to express ideas for other oral tests (Faerch, 1986). I can tell my students a simple rule that explains (qad) before the passive voice in the past tense as verb to be in the past (**was, were**) or as a past perfect (**had**) followed by **past participle**. There are people who learn chunks, forms, and formulas of language faster through such clear cut rules, even though the rule may not be entirely accurate or the role communicative.

People were killed	أشخاص قد قُتِلوا
people had been killed	اشخاص كانوا قد قُتِلوا

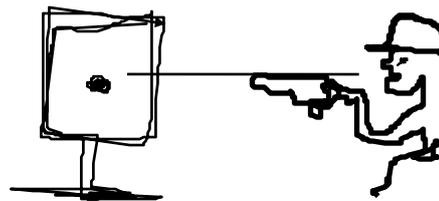
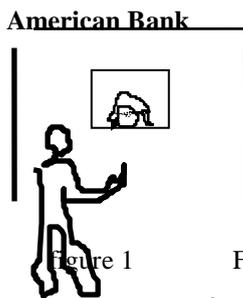
To apply this interrelated mode of teaching with error awareness for correction, teachers can give the L2 learners enough time and unlimited opportunities to get cognitively involved in learning the correct word order, syntax, lexicon, and phonology of the language(Van Lier, 1996), if those opportunities often solicit from students clarifications for the tasks they have been doing in the class. This will also help teachers to extract from students the level and the language that they really know as feedback and then get an idea of students’ progress in that particular language. It will also give students enough time to practice the language with confidence under the protection and the guidance of the classroom teacher.

As a result of this approach to errors, students can find other way or ways of their own inside the classroom such as how to raise questions, negotiate meanings, and check whatever they have not cleared in their mind to each other or to their teacher or to any other non-native speaker around(Van Lier, 1988), creating a rapport between the teacher and his/her students if they are not interrupted all the time for corrections. This type of openness of style will facilitate the process of learning and will gradually improve the quality since the style of error-correction is not direct and intimidating (Hammerly, 1991) but is rather soliciting an initiation from the learners every now and

then to notice what s/he produces is similar to the input and the language of the texts being studied for this purpose.

Meanwhile, teachers should do their best to increase students' meta-linguistic knowledge through other sources, starting from the very early days of the course. These sources might be films on the culture of the language, or jokes about the language, or images behind the language phrases, or linguistic material of grammar pamphlets to read at home on their own, or short drills on lexis to work on together in class, or activities within the curriculum to perform as homework, or discussions and disagreements held with peers on various issues, or the students' class notebooks, or, charts and photos to comment on, or teachers' notifications and negotiations with students inside the classroom on any issue related to the target language.

images for teaching unfamiliar vocabulary



for sure I won't miss it

Sorry, my bill was due last week. Can I pay it now?

What is the Arabic verb that you can express both actions with?

If I give my students a handout that shows the word order and the special behavior of (kana), (laysa), and(lam yakun) as frozen words before the possessive simulators (a'inada, lada, fi) with no grammar rules on, it may, on their own self-study, map up the way for them to learn how to use the pattern correctly depending on discovery. I do not think that this type of 'handout' may harm the implicit learning of somebody, but it may help someone else who is analytic and visual in his learning to get the concept. As teachers, do not ban your students from such activities, though not communicative or interactive in the sense of talking to others but it might be very interactive and meaningful for other students who can talk mentally to themselves and use, for example, a frozen term of (kana) or (laysa) after (a'inda) as a rule of thumb for learning that pattern. Here is the map.

Notes	Pronoun attached as a subject	Verb to have equivalent	Negative auxiliaries	Negative auxiliary
	ي نا	عند	ليس	Present
	ك ، لك ، كم كن	عند	لم يكن	Past
	ه ، ها ، هم ، هن			
				Notes

Subject (personal pronouns) has frozen words

a'in da hu He has
 laysa a'inda hu He does not have
 kana a'inda hu He had
 Lam yakun a'inda hu He did not have

ainda ha she has
 laysa aina ha she does not have
 kana a'nda ha She had
 lam yakun aindaha she did not have

ainda hum They have
 laysa aina hum They do not have
 kana a'inda hum They had
 lam yakun aina hum They did not have

Adults are mature and brave enough to use whatever language they soon learn, if they know, for sure, that their language is acceptable and comprehensible by their listeners in the class including their teachers. Therefore, they should take the advantage of a deep error-correction mode by noticing on their own (with or without the help of their teachers or a pamphlet) with confidence that what they use of language is correct and similar to what they listen to, or read as a second language. At the end of their classes, teachers, and for the same reason, can, every now and then, hold closure sessions like a 5-minute time to notify students, through cues, of their deviations of the system and expose them to

sentences of their own to make them notice their weaknesses, if signs of willingness (readiness) are clear from them to do so. Teachers, at the end of their classes, can write on the blackboard certain sentences taken from students' writings or speaking tapes, and ask them to repair and improve their weak or ambiguous sentences by rephrasing or recasting them again. Students can also have their own mistakes projected to them on OHP, and they are asked to repair their own mistakes as if they are working on puzzles. Students fill the gaps of each other and turn their mistakes into a very cognitive activity of problem solving by peers collaboratively (see appendix A).

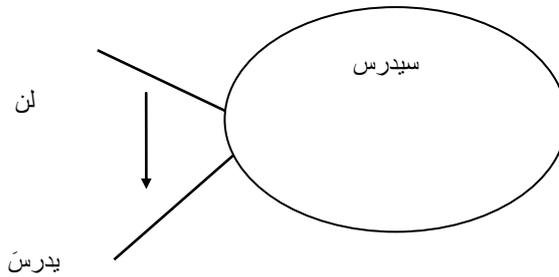
Teachers may, throughout the course, make learners aware of the high frequency language issues which are unacceptable in the new system by bringing interactive activities to raise students' awareness and try to draw their attention to and make them realize as a step to work on this area of language and learn independently. These activities, whether pictures on transparencies or sketches or short stories in which they can find familiar and simple oral tests to get involved in and talk, won't stop students from using their unconscious 'foreknowledge' and 'intuitions' of what they have already got about the target language as a little start to communicate in the target language (Rutherford, 1987). Making them aware of this fact of distance between the target language and their own through cognitive, informational and interactive activities in the classroom will encourage them to use their abilities to further render what they have learned to serve their initial desire to communicate through their target language (Rutherford, 1987), though sometimes slow and hesitant in their talks as it is the case with all new learners. In simple interactive words or phrases in the target language inside the class, Students, for example, may easily discover that (la) in the second language equals (not) in English. Then they tend to negate other sentences by putting (la) before any sentence as an analogy and a rule, not recognizing the difference between negating verbs from negating nouns or adjectives (known in Arabic as nominal sentences). They easily learn negation of verbs because it requires putting (la) before the verb in the present tense, the easy and the high frequency usage with verbs in Arabic.

Negative النفى

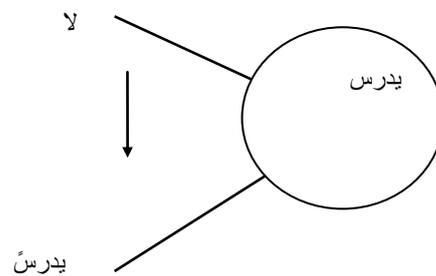
فعل الجملة verb of the sentence

1. future tense

lan yadrusa (accusative /a/) sa yadrusu
 (won't study) (will study)
 accusative /a



2. present simple tense
 la yadrusu (nominative /u/) yadrusu
 (doesn't, don't) study he-studies

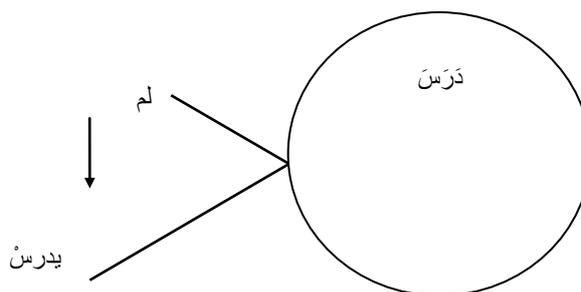


3. Past simple tense

lam yadrus (sukoonized with coda consonant) da ra sa

lam + present verb form past ←

didn't study studied ←



A graph for Arabic verb Negation

They, then, generalize the rule of negating verbs and make mistakes. If teachers, as simple activities, manipulate certain simple daily words in conversations as a class teaching material, the result may assist learners to know, through usage and practice, these language system which are

completely different from what they already know in their L1, differences which might be focused on to draw their attention to as early as possible since they are marked and they require more time to be mastered. Students might work on their own using their own styles and strategies such as rehearsals, self-correction or any other way they chose to get to those parts and learn them, regardless to how that learning occurs explicitly or implicitly.

T. Where is laya ? م. اين ليلي ؟

S1. she is absent. ط. غائبة

T. Is she sick? م. هل هي مريضة

S. She is not. She was here this morning.

ط. ليست مريضة. لقد كانت هنا هذا الصباح.

S2. She has an appointment with the dentist.

ط. 2. عندها موعد مع طبيب الاسنان.

T. O.K. م. طيب. الحمد لله

Here, it is worth noting that some students but not all, at the early stages of L2 learning, have readiness to accept whatever their teachers tell them, if they are aware that the distance between their L1 and their L2 is large and the differences are many (Hammerly, 1991). Teachers can make use of those students to train others to listen to each other and work on activities in pairs, giving them enough time and chance to express themselves in the target language and do not interrupt them for correction. Not to mention that adult learners, at the start, are slow enough to speak the language. It is recommended to invest that success. The opportunities for participation in the class should be given to students even though the language is not the way it should be.

At the end of their classes, teachers can also include in their sessions questions to ask students about information they got throughout the class including new words, idioms, phrases that they use and praise the participants for the success they have made and the good language they have used during their classes. This type of activity gives them evidence that they are successful speakers in their L2 and it motivates them to engage more in speaking activities. And this 5-minute summary session at the end of the class may give chance to students to ask about how to use certain words in

sentences as samples to copy later because Arabic dictionaries do not have sentences or texts to guide learners to learn ambiguous phrases that they need further clarifications on, from their teachers, to a certain extent.

If one of the students was able to express a clear message with a correct form of a language, it will be a great opportunity to draw the attention of other students to that message and highlight the form. I may ask that particular student to repeat the message, and let somebody else write it on the board. This emphasis that I put on the structure and the form of language related to the meaning of the intended message will let other students notice the gap between what they produce and this statement which was said by a classmate in their class. Others may imitate and use other messages with other forms or phrases of language to receive the same compliment and attention for his or her ability in using L2.

If, for example, students often make mistakes by using (past tense) after the past negative particle (lam), then I hear one of the students say it right, I will put emphasis on what he said and let others pay attention to what he has successfully achieved in his message.

وفي المساء ذهبْتُ الى القاعة ، ولكنني لم استطع ان ادرس بسبب الضوضاء في صالة التلفزيون .



Analysis:

wa laakini lam ?astasTia' ?an ?adrusa

but I **did** not **can** (able) to study. (Literal)

In the evening, I went to my barracks, but I could not study due to the noise in the T.V. hall.

لَمْ تستطع ماذا ؟ You couldn't do what ?

لكنني لم استطع ان ادرس . But I could not study .

la kinnee lam a'staTia' ?an ?adrus a.

But+I not I+can to I+study

This sentence may help some students notice that what they produce is different from this statement, a cognitive discovery that helps students learn on their own in addition to other things

given by the teacher or pamphlets or listening or reading. Learning is in continuum from implicit and explicit or vice versa, whether you notice it on your own or directly or indirectly or know it through other means including rules, for me a teacher, is well done and acceptable.

In my approach to learning, I think that explicit explanation and giving clues, cues, telegraphic rules, rules of thumb or any other technique can be given to students to enrich their knowledge as a reinforcement but it might be crucial and primary for some of them if they are analytic and visual and have no clues or mental access to language through listening to texts to learn implicitly throughout such long period of time. Those particular students need such material in reading or graphs or rules or explanations to be given to them otherwise they won't get it.

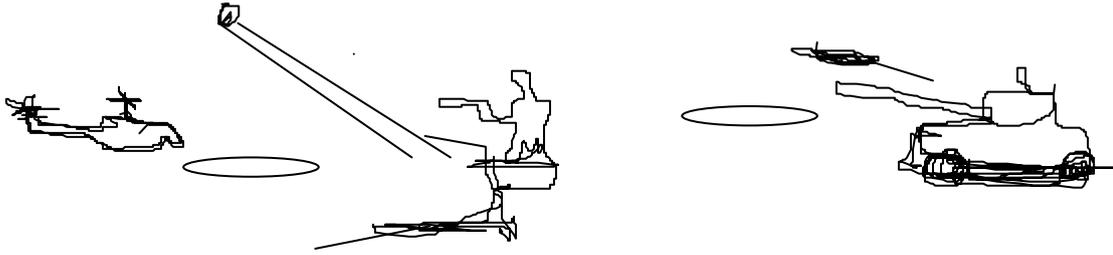
Implicit and explicit learning are in continuum, though weak interface has been found between the two (Ellis, 1995). Teachers can utilize their explicit explanations inside the class to students as implicit learning later in the course by tasks that extract information from the texts, films, videos and story sketches. I can explain the structure through a sentence and then expose students to find out that type of structure within a reading text. Learning is not one time occurrence of words, sentences, patterns, syntax or discourse as some educators believe. Learning is a constant mental 'engagement' with the language in a variety of activities, tasks, situations, and contexts. If, for example, students are exposed to texts in which measure five is used to express passivity notion and students find difficulty in using that Arabic verb measure correctly to convey their message, I need to use other things to let them then have an access to it through meanings. After giving my students an explanation of the measure in relation to the meaning of the non-agent subject, I can expose them later to a task that may require from them words of measure five verb. Here is an example.

—

Here students can work in pairs.

This type of activities is interactive and help student speak and communicate to each other their simple oral speech which requires informative knowledge, words and grammar as well. Try to imagine the phases of this attack. Then speak to your friend in Arabic about it.





Explain that the helicopters are vulnerable to the anti-air missile fires. At the same time, the anti-air missile base will be vulnerable to the guided-missile attacks at low altitudes.

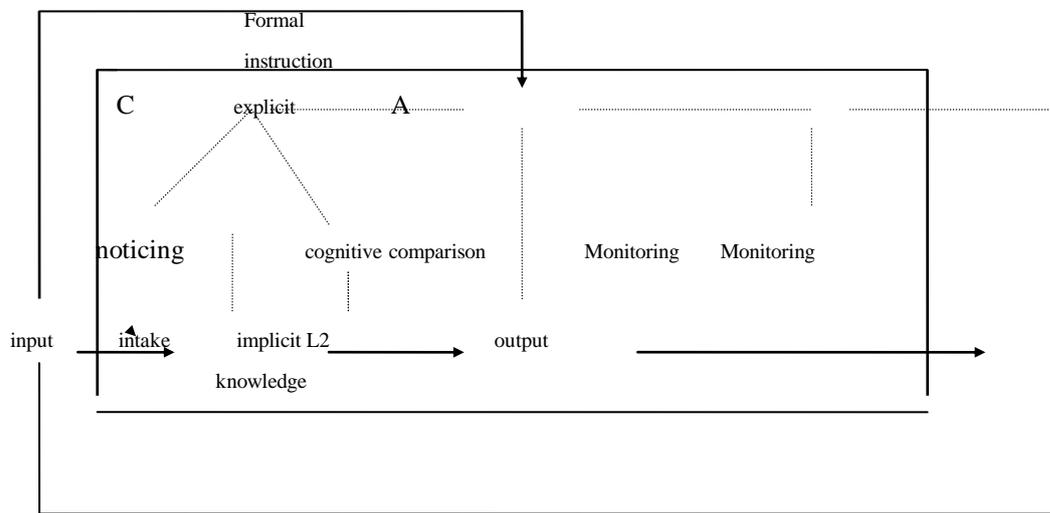
If all these chances of noticing are not made available for students to get cognitively involved in learning the language and depend only on listening to learn the whole system of the new language, some or many students might limit themselves to simple ideas and avoid being 'engaged' in learning complex forms, morphemes and syntax of that language, though being speaking it on simple issues and switching to use their first language for the complex ones.

By being consciously aware of what they know, students gain confidence to manipulate, without hesitation, whatever they have learned in their conversations with their peers and increase the output 'perceived' as intake for further acquisition (Schacher, 1986). This will encourage students to participate in the activities that other students lead in the class hours, though certain complex language forms are avoided or certain lexical expressions are simplified to the level of the stage (Schacher, 1986) during the developmental stages of learning the target language.

The main point, here, is that speakers are not stopped by their teachers for their mistakes all the time. This type of continuation of speech and participation by itself is a joint success of students and teachers, a motivation that makes both get more involved in the class issues (Van Lier, 1996). This motivating success is very intrinsic and it gives students the confidence to gain autonomy to self-correct their mistakes in future if they are gradually guided to that direction through tasks given by their text books, authentic material, sketches, maps, stories, current events, students personal stories using words and phrases that they are familiar with or related to the oral tests. This will make them feel happy about themselves and confident to use the target language, in general, to talk with about other oral tests; otherwise, they will lack the confidence that they can deal with politics, economy, and administration issues in a language other than their first language.

The most contradictory part of this approach is using rules and instructions to make students learn because new approaches do not recommend teaching through rules. But I think that rules that are short and meaningful can be useful for some students as guidance to orient their conscious learning as they are telegraphic cues, or associations, or images, or interesting comments on certain areas of language. They are in fact not mere rules but signals and signs for mnemonics(Hammerly, 1991). Teachers need to train students on finding things similar to those of ‘James Brown for hard /H/, and ‘James Bond for soft /h/, or animacy with (a’inda) and frozen(laysa) and (kana) before the possessive simulators or any other names for certain rules in the system of language.

A Model of L2 Acquisition Incorporating a Weak Interface Position



key :

- = primary process
- = secondary process

This figure is taken from Rod Ellis
 TESOL Quarterly Vol.29, No.1, Spring 1995

These short signals are mere reminders to help students recall certain parts and areas of language, though some educators think that they are explicit rules for grammar which I do not mind using them as an interface between implicit and explicit learning or acquisition since I think of them as they both work in continuum(Ellis, 1995)

This type of approach will not neglect some students who adopt analytic strategies of learning and they are sitting in my class to learn a second language, learners who have been almost neglected by the most global curriculum designers since the communicative approach emerged into the field of teaching. We, as educators, should put all students into our consideration whether they are right or wrong in their ways, and their strategies of learning should not be neglected. We should try to serve students’ individual needs and not our ideologies of teaching methods.

This type of technique of teaching may also motivate a number of learners who are, for certain reasons, more accurate than their peers. They will definitely work as sub-teachers in the class and they will be supportive correcting and helping others who urgently need that help in certain times of group work. The same students who offered help may need their classmates' help in other areas of language since students' interests are myriad and diverse. This style may also lead other students to self-correct themselves rather than having others do it for them, a strategy that native speakers use when they make similar mistakes while talking to each other.

By not neglecting mistakes of students and finding indirect ways to deal with them, accuracy then is not completely neglected to work on in the classroom situations with fluency which is taken care as a permanent purpose throughout the approach. When needed, tasks should be designed for such accuracy purposes in certain areas of the target language. Teachers in agreement with the students can create an atmosphere in which they can orient the course towards using linguistic clues, signal cues, images behind phrases, and associations to link meanings to formulas, structures, words, systems and other social components of the target language, a mutual understanding and optimal environment which may ease the difficulty that most adults face in retaining words, phrases, and forms of the newly learned language.

Teachers' notifications about certain general issues of the target language may save time and efforts of language corrections inside the class. If students, for example, know that (?inda + Possessives) is an equivalent to the English verb 'to have', they are going to use that form with all nouns the way English does without any restrictions.

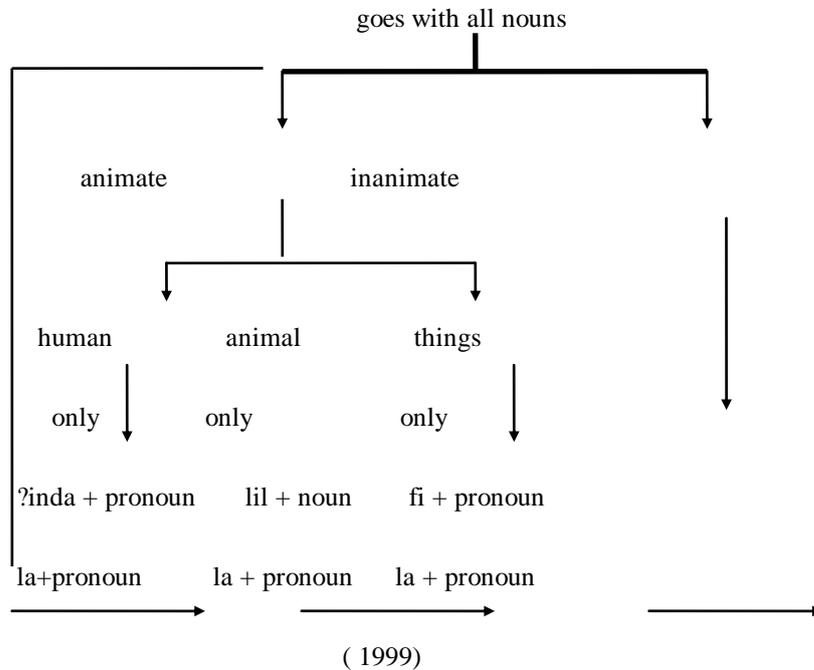
If they come to use '?inda + possessive' with non-human possessor, then, they violate the discourse of the Arabic language. But if they know the fact that '?inda' goes with human beings rather than animals or inanimate things, they, then, tend to be sensitive, and they would avoid misusing it for animals or things.

By simply hinting to such acute and subtle areas of the target language through diagrams and let learners work on independently and outside the class to master, their teachers save efforts and time for the whole process of learning, a technique that creates optimal circumstances to use the

language correctly, not wasting time on correcting the misuse of ‘?inda’ for months and months for each individual when talking.

Arabic possessive equivalents

la / (lil)



General ideas, graphs, sketches and any other analytic means on the language are instructional and helpful to some students who work on their own pace and time. These graphs , rules and sketches are useful for first learning phase because they turn to make students focus on areas that they seem somehow difficult and turn them to something concrete to have an access to, and they might help students learn implicitly later in the course. The point of animacy and inanimacy that we previously mentioned, for example, may disambiguate the restrictions put on (a’nda) in the every day usage of the Arabic language, though it will take some students longer than others to grasp the concept of using it that way and not the wrong way. But again there will be, for sure, some students who will remind others, who fail to accurately use the language, those simple clues in their class conversations . Some students might explain those areas of language to their colleagues in ways simpler than the FL teachers do in formal class teaching.

The Arabic equivalent of English verb ‘to have’:

عندي بيت

1. ?indi bayt (un).
have-I house-indefinite+Nomi
I have a house.

في السيارة مقعدان .
 2. fi ?al sayarati maqa'adaan.
 In the car+Geni seats+ dual
 The car has 2 seats.

لي بيت () جميل ()
 3.a. lee bayt (un) jameel (un)
 for-me house-Nomi beautiful+ Nomi
 I have a beautiful house.

للسيارة مقعدان واسيعان
 4. b. Lil sayarati maqa'adaan waasia'aan
 for the car seat+ dual (aan) large+ dual (aan)
 The car has two large seats.

Literal meaning :

- (1) animate: (?ind+i) عندي I have
 (2) inanimate thing: (f+i)+ hi فيه in it = (it has)
 (3) animate(a), inanimate or animals(b): لـ
 (lil) for it = (he, or it has)

The identical English translation sentence is a deviation from this inanimacy system.

The car has two seats.

* Al sayaratu *?indaha maqa'adaan. (wrong)

This type of teaching through graphs and handouts may raise students' awareness and help in a way to reduce the number of errors in class and improve the quality of the output in general, though some students might still have difficulty understanding the concept of inanimacy versus animacy, since it does not exist in their first language system (Farch, 1986).

These telegraphing cues may take different shapes inside the classroom as mnemonic devices. It happens in one of my Arabic classes that, as I mentioned before, one of my students named the hard consonant /H/, voiceless pharyngeal fricative sound as James Brown, and the soft /h/,

voiceless laryngeal fricative sound as James Bond. These two names became the telegraphic cues to indicate spelling and or meaning of confusing words .

Arabic phonemes

/h/ versus /H/

هَدَّدَ (1)

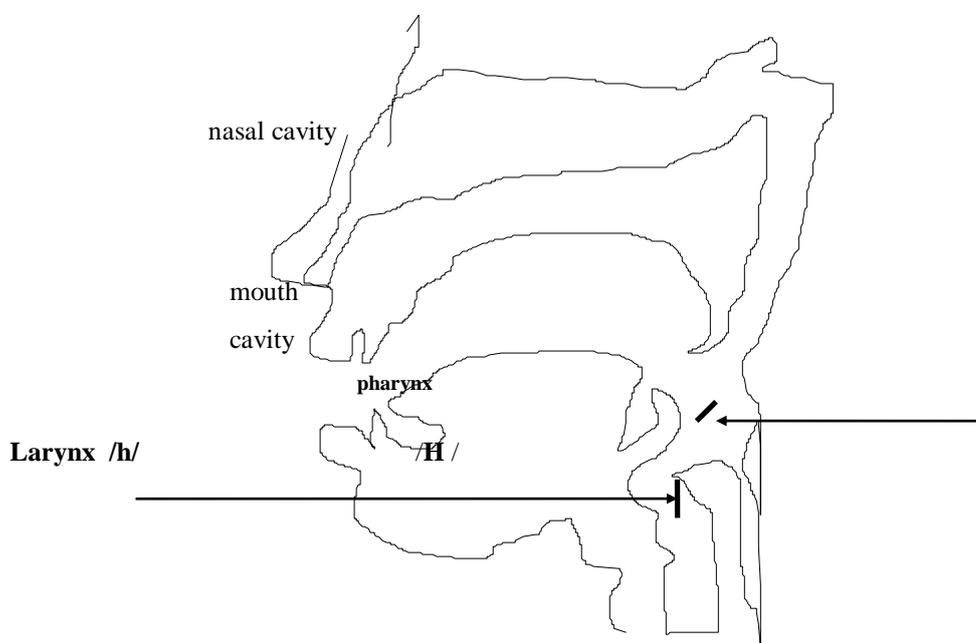
حَدَّدَ (2)

(1) **had** da da = He threatened /h/ voiceless, laryngeal, fricative

(2) **H**ad da da = He defined /H/ voiceless, pharyngeal, fricative

the distinctive feature is : laryngeal / pharyngeal

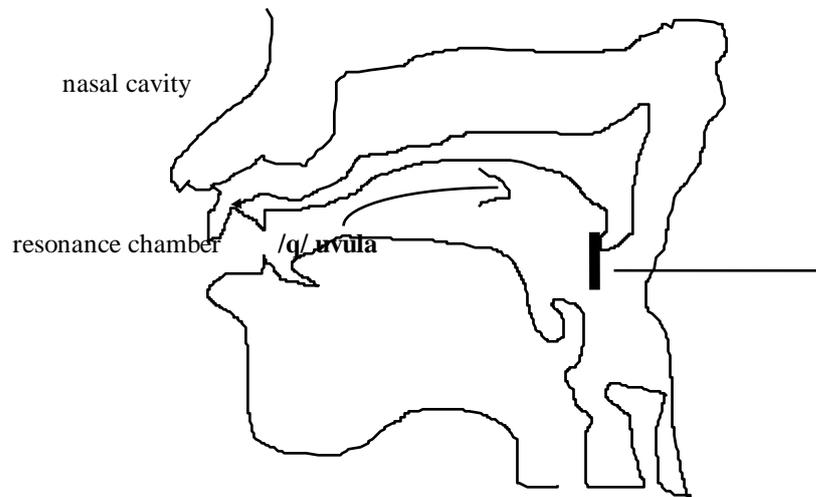
Laryngeal versus pharyngeal



If teachers, for example, do not make their English background students aware that /h/ is not /H/ in the Arabic system and that it changes the meaning of words, it is difficult or impossible for them to discover the laryngeal ‘feature’ as a difference between the two consonants through their underlying rules of their L1, having the sense that these two sounds are allophones rather than two distinct phonemes (John, 1980).

Again teachers can use different ways to make learners get this concept of having two sounds similar but the distinctive feature is the location only. If the basic curriculum of the course is not

designed to teach distinct features of the sounds, it is difficult for students to detect those features on their own since those features are absent in their L1.



/q/ consonant:

1. Voiceless unaspirated.

with large resonance chamber between the location of the sound and the somehow open mouth. The back of the tongue is pressed down to restrain the the current of air inside the chamber towards the end of the uvula and do not let it go out of the mouth.

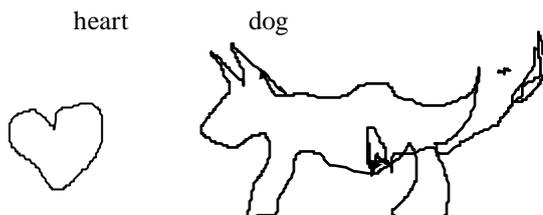
2. Uvular stop

/k/ velar



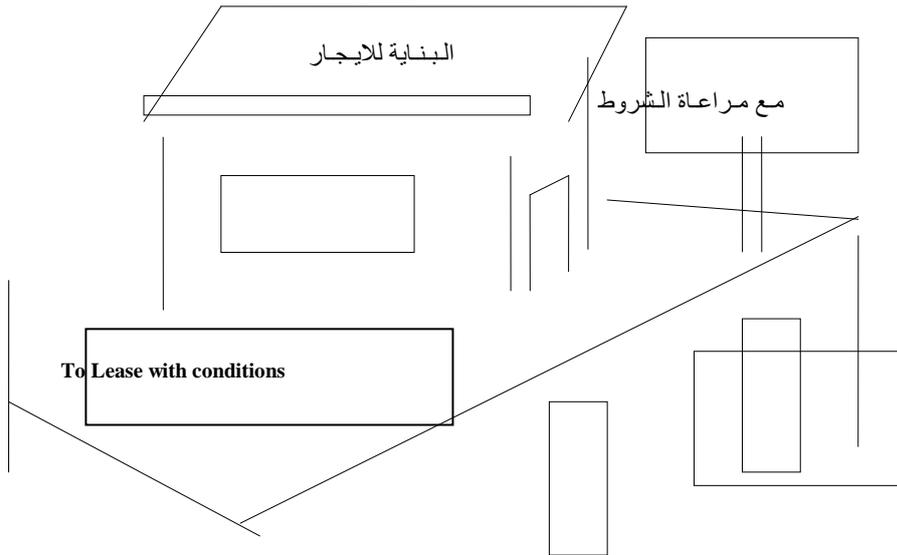
1. Voiceless .
2. Aspirated more narrow mouth cavity than /q/
3. stop as if outside the mouth.

Sounds which are strange to the learners teacher might represent them in games related to meaning so that students might get the concept of them and be aware of them as different phonemes and not allophones. For example, expose your students to two pictures.



Then ask your students to distinguish between their (heart) and their (dog) in Arabic. They should be precise and not mix the two phonemes: ق ، ك

Students think of these sounds, for example, as allophones and not phonemes. There must be other visual and tangible means to be used to help students link the sounds to meanings in contexts rather than mere physical explanations of the places of the articulation. A sketch that distinguishes the situation of ‘threatening’ from that of ‘defining’ as meanings based on sound’s difference may draw students’ attention to distinguish between /H/ and /h/, depending mainly on lexical words and meanings based on sounds that change the meanings of the whole passage. Here is an example.



1. What is this building for ?
 2. Show which statement is “defining” (taHdeed) تحديد and which is “threatening” (tahdeed) تهديد .
- You may disagree with each other in your interpretations. You can also break the statement into more than one part.

1. تتسع البناية لستة اشخاص .

2. إذا ظهر خلاف ذلك ، سيحال المستاجر للمحاكمة ويغرم بمبلغ 10000 دولار مع الاخلاء.

3. وإذا رفض ، سيحجز الشخص وامواله من قبل الشرطة دون إشعار مسبق .

1. This building accommodates only six people.
2. The tenant will be sent to court as perjury and will be fined ten thousand dollars with evacuation.
3. Any refusal the tenant will be put in jail and his properties will be confiscated without prior notice.

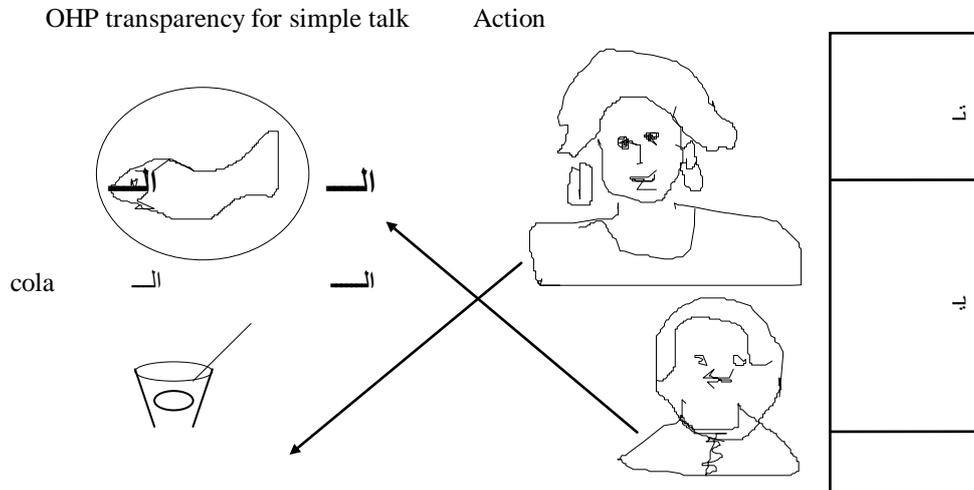
Hammerly (1991) also stated that activities should put various strategies of learning into consideration and recommended the material be broken down into simple and clear pieces when presented inside the classroom so that a number of students will understand those pieces fully and successfully and apply them into their speech while talking with their peers, a strategy that fits the analytic ones who need this to get hold of the language for speaking. If the present form verb in Arabic is broken down into very simple pieces as prefix to be the subject and gender, the suffix to be the number and the grammar case, then students will link the simple pieces with the distinct meanings and enhance their learning of the verbs and the system of forming a simple sentence. They might first murmur them to themselves and then practice them with others in their simple conversations. Training students through (OHP) transparencies to use simple talks to describe photos

and pictures might be useful for some students who need help to push them to talk and here is a sample.

Eats = taʔkulu (Female) tashrabu

yaʔkulu (male) yashrabu

nouns : samak, Cola



This type of training plus other ways + communication inside the class help each other to participate in the class activities; otherwise, it is scary for a learner to jump and speak without private trainings or rehearsals.

When analytic students have more than one cue to support their interpretation, they internalize the language easier and faster. In this case, the learners have the form cues and the meaning cues to help them enhance the learning process. They carefully, then, put these simple pieces together to form conversations with their peers

at the very beginning days of their learning. This type of teaching and awareness help certain students who are highly analytic and they really appreciate it once their needs and interests are not neglected by their instructors. They should be well treated in this respect because they are the ones who will, in future, be those who analyze language linguistically and continue to learn it to its highest level and because, sometimes, analytic students make the majority of the class.

If a student, for example, learned cognitively the morpheme ʔa ___ u in ‘ʔalaʔabu’ (I play),’ he can apply it to say ‘ʔashrabu’(I drink) to refer to first person singular in a new taken lexical verb. This simple but carefully designed success is a motivating force for learning the second language at the very early days. Adults want to train their minds on such minute and linguistic issues for fun and check their cognitive ability too, if things which are presented to them are logical and are presented in an interesting way.

?a _____ u

?a = prefix = I

u = nominative case

?al a'ab (u) : I play

?ash rab (u) : I drink

If students are given the linguistic morphemes that go with the Arabic present tense form of verbs to show, time, number, gender, and person at the very early stage, students will, then, use those morphemes to create their full sentences by adding one or two other lexical or functional learned words to express their ideas through the language that they have recently learned. If they learn 'yathhabu يذهب' means 'he goes', they can use the morpheme 'ya__u' to construct then 'yala'abu يلعب' to mean 'he plays'. Then they can add some new lexical words such as 'fi l bayti في البيت' to mean in 'the house' or 'fi al madrasati في المدرسة' to mean in 'the school' and add other information to them so that they may construct as many meaningful and grammatical sentences as they use the vocabulary that they have learned.

Arabic discontinuous morphemes of the present tense verb

Ya _____ u يَ _____

th hab ذهب

l a'ab لعب

linguistic elements within the verb in the present form are:

1. Time: (present)
2. person: (3rd person)
3. Gender :masculine
4. Number : singular
5. case (nominative) indication: short vowel /u/ at the end.

يذهبُ الى البيتِ .

Yathhabu (?ila al bayti).

He-goes+Nom (to the house +Geni).

He goes home

يلعبُ (السلة) في فريق المدرسة .

Yala'abu (alsal la -ta) (fi fareeqi el madrasati.)
he-plays+ NOMi basket-ACCu (in team-Geni the school+Geni)
He plays (basketball) for the school team.

It is worth mentioning, here, that the most problematic pattern is the one that has two interpretations(Carl, 1998), if the subject is not known or clarified as (you-masculine) or (she), feminine third person singular.

تذهبُ الى البيتِ . (هي)
تذهبُ الى البيتِ . (أنتَ)

Ta-th hab-u ?il + 1 bayt (i).

she-goes to the house+GENi (hiya)= she
you-go to the house+GENi (?anta) = you

ta_____u

This morpheme refers to:

time(present), 3rd person-she, singular, feminine, nominative/u/.

time(present), 2nd person-you, singular, masculine, nominative/u/.

Therefore, 'Ya__u' is unmarked if compared with 'ta__u' which is not clear when it stands by itself and out of the context or situation. This discontinuous morpheme 'ta__u' is also marked because it takes students long to use it right and not to confuse it with the 2nd person feminine singular 'ta____eena', a phenomenon of generalizing 'ta__eena' to replace the third person singular feminine. For interactive activities inside the class, the 'ta__eena' discontinuous morpheme is presented earlier than the reporting speech about a third person singular. Therefore, students tend to over generalize using it wrongly with other verbs as a feminine third person singular (Khoshaba, 1995). Interactive activities through general conversations, or pictures, sketches, photos, stories, reading passages or OHP, video clips, or any other tasks may help students communicate with whatever little they knew or they have learned will encourage them to participate rather than be intimidated. In the early stages the

length of the activity, the familiarity of the oral tests and the words play an important part in lowering the affective filter of the students. Simple activities with different tasks which comprise interactive turns of words, phrases, and routines make speaking target language for learners simpler to speak with what s/he knows of words without hesitation, a real practice of language with all its levels phonology, syntax, morphology and discourse that s/he has already acquired through the course.

1. Tashrabu a'Seeraka. **تَشْرَبُ عَصِيرَكَ**

M.Singular-you + drink +NOMi (juice + M.+uncount+ ACCUs) + ka (your -M.)

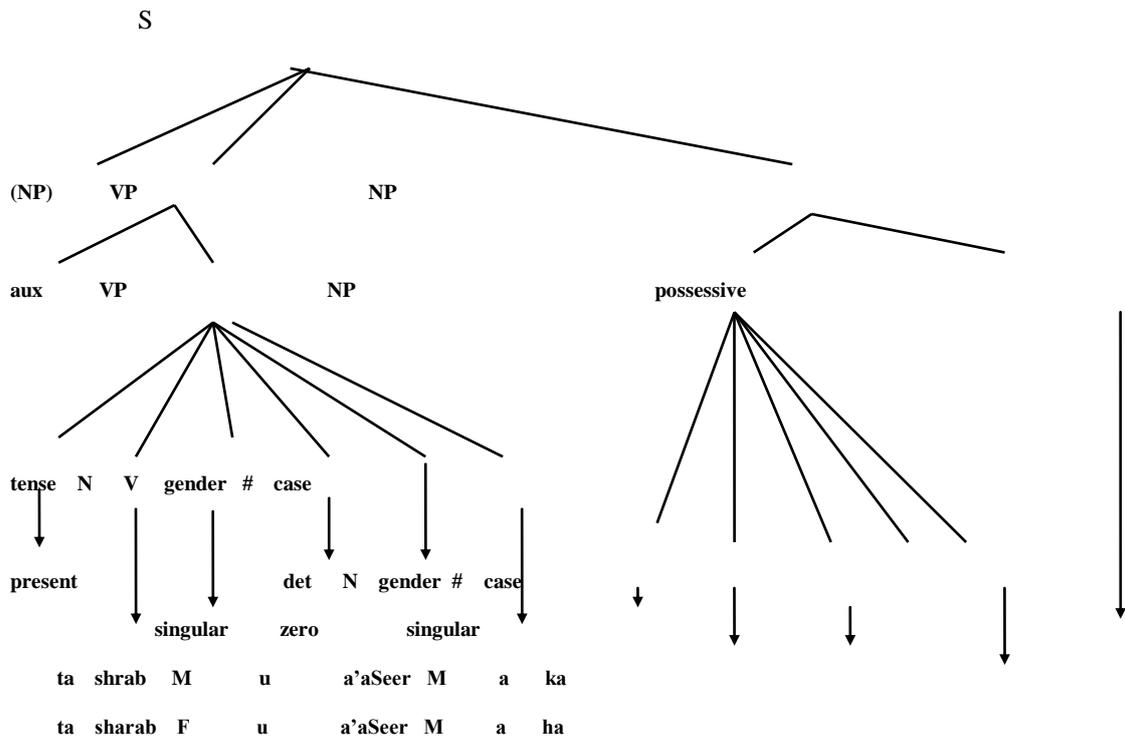
You drink your juice.

2. Tashabu a'aSeera ha . **تَشْرَبُ عَصِيرَهَا**

she-drink + NOMi (juice + M. + ACCUs) + ha (her)

She drinks her juice

Arabic sentence level construction



By exposing students to authentic texts and giving them chance to discover forms, syntax, lexicon, and discourse on their own way may help most students but not all of them. Therefore, there are cases where we need to satisfy the analytic ones and to meet their needs starting from small parts so that they can build the larger parts of it such as sentences and then paragraphs. By using all

different activities of awareness, noticing, focusing, and graphs, maps, and finally rules may all work together in continuum and get them learn language on their pace and on their own strategies.

The bottom line of my approach is that students should not be interrupted in mid-utterances and discouraged for purposes of repairing their simple mistakes unless no meaning comes out of their utterances and you, then, ask them to rephrase or clarify any lexical or syntactical ambiguity of what they use of words and/or simple sentences (James, 1998). Some linguists call such mistakes global and they should be corrected on the spot since no meaning comes out of their language. Otherwise, offer some activities to make students aware of their weaknesses, a case that will push them to work privately on their own to solve later their problems in the course.

Teachers should not give their students quick answers to their questions or correct their mistakes on the spot or ask them to repeat after them the right words and forms immediately because that repetition does no good for learning since it is a mechanical and 'mindless' repetition which is void of cognition (Hammerly, 1991). It may strip them of their rights to go and ask and work on learning the form or syntax that they misuse on their own. On the contrary, they will depend on the teacher and all the time they will watch the mouth of their teachers for acceptance rather than having courage to use the language for communication.

Teachers should also tell their students that they should, sometimes and if necessary, consult their dictionaries or teachers or other native speakers about the precision of what they think that they are not sure about or they are totally ignorant of, and encourage them to check the forms' appropriateness before or after using them in their speech. They should do the same with expressions that they have not been taught yet in classes before they use them in their utterances (Hammerly, 1991), though this statement might not encourage them to participate that much in class discussions a bit higher from what they know. Nevertheless, this strategy will save them efforts and time because their mistakes will be less and their disappointment cases will be less too, a state of condition that lowers their affective filter by eschewing frustration and anxiety of teachers' attempts to correct them.

For all what I have said, it is beneficial for teachers to locate their students' mistakes at all three levels, phonology, syntax, morphology and discourse and find ways to make them focus their attention on those areas and deal with them differently

and according to their needs, interests, and strategies or by any other means that the teacher finds necessary and practical inside the class.

Phonology:

Based on my 28 years of class experience and now study, students use consonants that they know in their first language to approximate those phonemes that they do not know or do not have in their L1 (Khoshaba, 1998). They use the phoneme /k/ to express /k/ and /q/ phonemes, an approximation that confuses the meaning of at least two words and cause lexical ambiguity. To avoid such confusion, students should be well trained on how to produce the two distinct sounds through computer programs or CDs , or DVDs dedicated for such purposes or using minimal pairs or phrases or sentences or texts prepared to link the sounds with their meanings in contexts rather than in isolation. Giving chance for learners to speak is a big help to understand and fathom the sound system of the language, though students start their talks by using approximate phonemes to what is missing in their L1.

Arabic Approximate sounds of confusing phonemes:

بكيْتُ

بقيْتُ

ba kay tu cried -I /k/ voiceless, velar, plosive,
ba qay tu stayed-I /q/ voiceless, uvular, plosive

substitutions:

using unmarked for unmarked

- 1.yak~~t~~alif (is different) yakhtalif approximative /k/ for /x/
- 2.mareed (sick) mareedh approximative /d/ for /dh/
- 3.yasil (arrives) yasil approximative /s/ for /S/
- 4.yakbal (accepts) yaqbal approximative /k/ for /q/
- 5.gaali (expensive) Gaali approximative /g/ for / G /

غالي 5. يقبل 4. يصيل 3. مريض 2. يختلف 1.

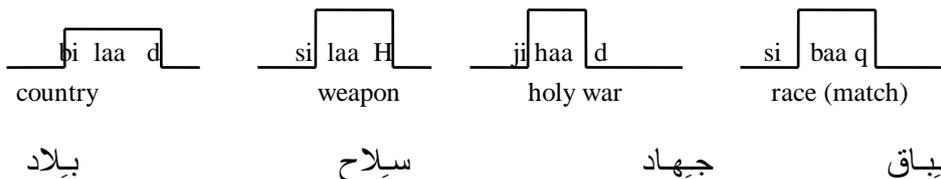
1. /x/ 2. /dh/ 3. /S/ 4. /q/ 5./G/ marked consonants

Students use the unmarked phonemes as approximate to the marked ones until they are able to produce the real phonemes. Teachers can use minimal pairs to make them notice the differences through meaning of the words which have those sounds as distinct, shape of the letters, and the manner and the place of articulation. Description of the phoneme may help students notice the distinct features of the sounds. It is also helpful to make learners aware of the fact that the vowels and other consonants adjacent to the marked ones are a bit different due to the ‘emphatic,’ and or ‘pharyngealized’ in consonants such as /r/, /D/, /T/, /dh/, and /S/ ر ، ط ، ظ ، ص

Arabic learners with English background tend to lengthen the short /i/ into a long /i:/ when it is an open syllable similar to the quality of the English vowel rule CV and the rule of the left hand primary word stress of the English first syllable in almost all English words (Dickerson, 1980).

Arabic bi syllable words

CV-short + CV-long C



Students also make a mistake by writing this long /i:/ vowel as the letter (يـ) in their spelling of the learned words, when they are

asked to transcribe words of this pattern in their transcription translation tests(TTT)that they take every three weeks as an assessment to their comprehension ability through writing in both languages Arabic and English. This is a clear indication that students lengthen this short vowel/i/ into /i:/ by applying their English system syllabification to produce the nucleus of the first syllable of a bi-syllabic word. People in the speedy conversation use schwa /ə/ instead of short /i/ since it is unstressed.

The same can be held true for the short consonant/u/ as a nucleus for an open syllable.

Students tend to lengthen this short consonant/u/ to a point that they write it a letter -waaw- (و), as an indication that they deviate the length of the Arabic vowel. They apply their English rule to

pronounce the first syllable with long /u:/, applying the long English u-rule quality in the first syllable. Here are some examples in which students mix the L1 rules to produce the L2.

CV-short-u CV-long-uu C



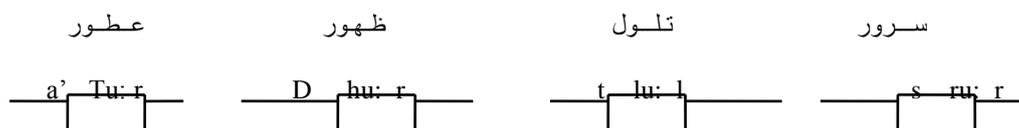
Lengthening /u/ in the first syllable of a bi-syllable word creates an undesired accent because the second syllable of the word has a long vowel/u:/ in a closed syllable. The short vowel /u/ in the first syllable is clear when the word is pronounced in isolation.

The wrong spelling is a result of a wrong pronunciation of the first vowel.

عطور ظهور تلول * (wrong spelling) سورور

But in a normal speed, native speakers tend to centralize this/u/ to a point that it is pronounced as schwa / ə /, especially when it is

followed by a voiceless or 'emphatic' or pharyngealized consonant (Davis, 1993).



Pronounce the following phrases:

1. فقايطتها بسرور .

1. fa qaa bal tu ha bi s ruur.

I happily met her.

2. نستعمل العطور الفرنسية .

2. Nas taa' mil ul a' T Tuur al fa ran si ya.

We use the French perfumes.

3. سعدنا التلول .

3. Sa a'ad na al t l luu la

We went up the hills.

It is also interesting to mention that English speakers of Arabic tend to show main stress on the left side of the syllables when it is trisyllabic or quadrisyllable or more (Tarone, 1982). Thus, they transgress the syllabification system of the Arabic language in which there are no weak syllables at the end of the word, since those inflexions at the end of the words are grammatical ones and are important to the inter-sentential meaning of the text. For this reason Arabic is a syllable-timed language and not the primary stress-timed syllable (Major, 1995).

By applying the English system of stress and the left hand key-syllables as a strategy to determine the quality of the vowel and the stress of the syllable, students tend to lengthen the Arabic vowel /u:/ in the first syllable and shorten the long vowel/a:/ into /a/in the second syllable, since such open syllables in English have long vowels instead of short ones. By doing so, they apply the strategy of English syllabification as a phonotactic to pronounce the Arabic word, demonstrating a kind of an English accent into the Arabic pronunciation system of phonology.

Bisyllable Arabic word

Students do not have any problem in pronouncing the long vowel /u:/ in the syllable of the word /ju:Sil/ since it matches the English system. They have also no problem in pronouncing the second short vowel /I/ since it agrees with the first language system.

يُوَصِّل

Yuu Sil (he gives a ride to)

tri-syllable word with germination (consonant split)

Students have problem in pronouncing the short /u/ in the first syllable and they tend to lengthen it to make it the nucleus of the syllable. They apply the English syllabification system and they give it a u-V quality length as a deviation from the Arabic system. They do not have a problem with the short vowel in a closed syllable.

yu w aS Sil : connect (يُوَصِّل)

2nd syllable : CVC-short vowel

trisyllable Arabic word

yu w aaS il : he pursues (يواصل)

2nd syllable : CV-long vowel

Students tend to say (yu:Sal) or (yu waS Sil)for (yu waa Sil), a pronunciation that fails to carry to the listener the desired meaning of measure(3) word rhythm CV-long as a second syllable. Because of the stress misplacement and English syllabification system used to determine the quality of the vowels (short) or (long)(Anani, 1989), students usually convey a different message from what is intended. It is worth mentioning that this (C+V long) syllable as a second one in a word represents prosody related to syntax known as Arabic measure (3) verbs.

Compare the meanings:

يواصل أخاه الى البيت

Yuu Sil ?akhaahu ?ila al bayti.

He-takes brother-his to the house.

يواصل دراسته في المدرسة .

Yu waa Sil diraasatahu fil madrasa.

He-pursues study-his in the school.

The duality scale syllables of Arabic words has CV-short + CV-/aa/ long + CVC-/i/ short in a closed syllable. This construction of the syllables indicates that two people or parties are involved. One is the Agent-doer (initiator), the other will be -the receiver of whatever “action” the verb bears. This notion is found in Arabic measure (3) syllables which versus the English syllabification system.

يُبارز = he challenges

/juba:riz/ + /zu/

Cv Cv cvc

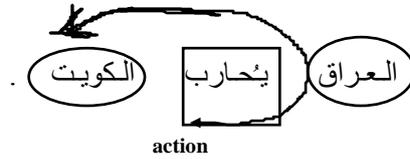
/u/ /a:/ /i/ vowels in this order

/ju / / ba:/ / riz/

يقاتل يُحارب يُبارز يُساند يُبارك

yubaarik yusaanid yubaariz yuHaarib yuqaatil

bless support challenge fight fight



Iraq attacks (fights) Kuwait.

Analysis:

1. You have two nouns.
2. The (subject) is the attacker who initiates the attack from one side. Here is Iraq
3. The (object) is the receiver. Here is Kuwait.

The effect of the English syllabification system on measure (3) rhythmic scale of syllables is only on the first syllable. Students tend to lengthen the first short vowel into /u:/ and assign it a stress, producing an accent which is comprehensible and acceptable since it does not affect the meaning to that extent.

Yuu Haar rib يُوحارب * wrong- English syllabification system

yu Haa rib يُحارب

Arabic Reciprocal notion versus the English syllabification system

If two people or parties are both-Agents 'interacting' in the reciprocal action of the verb of the sentence, the notion is expressed by using the rhythmic scale of measure (6) by adding a bound morpheme infix /ta/ as a second syllable to the verb of measure (3) with certain vocalic changes explained below.

Yu Haa rib + aan يُحارب + ان (measure (3) rhythmic scale

ya 'ta 'Haa rab + aan يتحارب + ان (measure (6) rhythmic scale

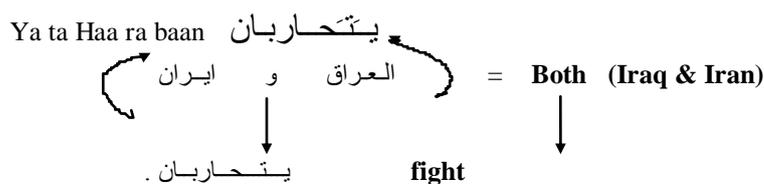
The vocalic changes:

(the vowel /u/ is changed into /a/) in the first syllable.

(The vowel /i/ is changed into /a/) in the fourth syllable.

Inflexional (aan)is a marker for a dual number.

The meausre (6) rhythmic scale carries the meaning of ‘each other’ or ‘both’ or ‘the two, in its second syllable/ta/. This implied mutual interaction whether with each other or against each other is interpreted as a reciprocity notion of the scale.



Iraq and Iran (the two) fight (each other) .

الدولتان تتحاربان .

?al dawlataan ta ta Haa ra baan
 the country + dual (aan) fight + dual (aan)

The two countries fight (each other).

(‘Each other’ is implied in the 2nd syllable /ta/)

Analysis of reciprocity in measure (6)

CV -short/a/ CV-short/a/ CV-long /a:/ CVC -short/a/ + (aan)

ya ta Haa rab baan
 ta

The first syllable:

ya =refers to gender (masculine)

ta = refers to gender(feminine)

The second syllable

/ta/ = reciprocity (each other) , (both) ,(the two)

Students usually fail to pronounce the long /aa/ in the third syllable because they apply the English syllabification style in which the key syllable is the penultimate one before the weak ending. They assign prominence on the penultimate syllable and shorten the one which is antepenultimate,

they tend to pronounce the third syllable as a closed one as /Har/ and not an open /Haa/ and thus ambiguate the lexical meaning of measure (6).

Ya ta Har ra baan *(wrong)

يَتَحَرَّبَانِ *(wrong

يَتَحَارِبَانِ

Ya ta Haa ra baan

Students should be trained first (by being given examples for pronunciation with explanation) and then be notified to pronounce all the syllables of the word completely and carefully with even prominent syllable which is problematic to the English speakers because the Arabic syllabification system is different and all segments should be clearly pronounced without contractions (Khoshaba, 1998).

Both-masculine nouns (cooperate together) = يَتَّعَاوَنَانِ

/ja ta a'aa wa naan/

Both-feminine nouns (cooperate together) = تَتَّعَاوَنَانِ

/ta ta a'aa wa naan/

Students' failure in producing long /aa/ on the third syllable also confuses the structure of the syllables with the meaning of the passive notion in measure(5) verbs as shown in the following pair of verbs.

The third syllable makes the difference between the two rhythmic measures. The third syllable in measure (5) rhythmic scale is closed CVC-short and the quality of the vowel shows it is short/a/ whereas the third syllable in measure (6) is an open syllable CV-long and the quality of the vowel shows to be long/a:/ as in the following examples.

ta ta a'aa radh تَتَّعَارَضُ: measure (VI) contradict

ta ta a'r radh تَتَّعَرَّضُ: measure (v) is exposed (to)

تَتَّعَارَضُ + اِن

تَتَّعَرَّضُ + اِن لـ

tataa'aradhaan = ca, ca, caa, ca, caac,

tataa'radhaan = ca, ca, cac, ca, caan

The third syllable mispronunciation in both measures confuses the intended meaning of the message, a subtlety that makes students avoid expressing such complex ideas and oral tests through such measures (5) and (6). Students' mistakes, here, are considered a lexical grammar fault rather than a pronunciation deviance, conveying an unclear message that needs teacher's intervention for clarification as lexical ambiguity and not pronunciation failure.

Al fikrataan (ta ta a'aa radh) + aan.

The - two ideas (contradict) + the two
(implies- each other)

Al fikrataan (ta ta a'r ra dh) + aan lil naqid.

The -ideas+two are exposed + the two to criticism

Teachers can make a telegraphic rule by linking the 3rd open syllable /a'aa/ CV-long /a:/ to measure (6), and the 3rd closed syllable CVC / a'ar / to measure (5) for retention and self-correction.

Grammar:

It is very difficult to put all grammar deviations in one study, but I will do my best to accommodate what I can for the purpose of this error analysis paper. Here are some high frequency grammar cases taken from the Arabic classes in which Arabic is taught as a foreign language.

Omission

the exact word reason

1-huwa khuth * /huwa ja:xu / (he takes) **LI VB of imperative**

2-hiya kul * /hiya ta:kul / (she eats) **LI VB of imperative**

3-shaa had tu haa tha ra jul *

/ ha: l rad u l / (this man)

Arabic nouns take the prefix (al) after demonstrative pronouns:(this the man)

4- a'a lay hi ?an yush rif+ ha *

/ju rif a'a lei h / missing preposition

The pronoun goes with the missing particle of the verb /a'a lei h /

These errors in examples (1) and (2) are due to the ignorance with the system of the new language. In these two examples, the learner has the concept of using imperative form of verb to construct the present tense. His/her teacher needs to notify the student about the difference in the system. Arabic imperatives do not represent the simplest form of the verb. The simplest form of the verb is the past tense conjugated for the first person singular masculine.

present tense

imperative

ya?khuthu يأخذُ

Khuth. خذ

Ya____u = He takes

Khuth = Take.(singular masculine,you)

ta?khuthu تأخذُ

khuthi. خذي

ta____u = She takes.

kuth-i = Take (you, singular feminine)

In example '(3) ha tha * rajul,' the learner is applying the English system of the demonstrative pronoun in his/her sentence; therefore, s/he drops the definite article after a demonstrative pronoun (hatha).

Compare:

هذه البنت

هذه بنت

haa thi hi l bint

haa thi hi bint

this the girl

this girl

This girl

This is (she is) a girl.

'This' is a demonstrative

'this' is a dummy subject of the sentence

In example(4), the learner treats this verb the same as if in English. He translates the word (yushrif) as (sponsor) and uses the same structure in Arabic. By doing so, s/he deletes the particle (a'la) that goes with the verb to complete the meaning. As a solution, teacher, of course, needs to notify his/her student about this behavior of the verb. It is the responsibility of the teacher to inform the student that he needs to learn this verb (yushrif) with its particle (a'a la). Guide him/her to give other sentences while speaking.

Additions

the exact word

reason

* a' a lay ni /a'alaj ja / (on me) **overgeneralization**

* a'in dini /a'indi:/ (I have) **overgeneralisation**

*?a ma mani /?ama:mi:/ (in front of me) **overgeneralization**

It is helpful if the teacher reminds the students that there is (ni) at the end of the transitive verbs, but(ee) at the end of the prepositions or particles. This rule is another cue for further corrections.

Mixing negations

Arabic language has no copula for the present tense to connect subject with another noun or adjective. To change this form into negative, the speakers use (laysa) as in the following.

?ana ta'baan
I tired.
I am tired.

Negative:

lastu taa' baan-an لستُ تعباناً
not-I tired + NUUn
I am not tired.

When the same form is in the past tense, it has the verb(kaana) conjugated as verb 'to be' in the past 'was' or 'were'. Since the verb exists and it is past, the particle 'lam' is used to negate the verb. It is useful to tell students that the verb (kaana) after 'lam' is changed into a present form just like we do in English.

كانت مريضة . (هي)
kaanat mareedha. (hiya)
existed-F. ill-F.
She was ill.

لم تكن مريضة . (هي)
Lam takun mareedha (tan).

Did not F.-exist ill- F. (NUUn)

Students learn the equivalent words for their first language and then they apply their first language system of negation to express themselves in the new language. One of the students takes a risk and creates a negative sentence. She deviates from the Arabic by using a literal translation, putting word for word to express negative form in the past:

*أللم كانت ليس خفضاً . (wrong)

*?al ?a lam kanat laysa khafthan
the pain was not light .
The pain was not light.

The student should be reminded every now and then that the past form of verb (kaana) needs (lam) to be negated. Then s/he should change the past form of the verb into a present form after using 'lam' as two simultaneous steps to be done together.

لم يكن الألم خفيفاً .

Lam Yakun ?al ?alam khafeefan.

Did not M.-exist the pain low

The pain was not light.

Mixing Tenses:

Arabic language does not have the progressive aspect or the present perfect aspect in the present tense. The present tense verb is tense less unless an adverb or adverbial defines its time. Here are

three examples.

Huwa yadrus (?al ?aan) (الآن) هو يدرس

He M.-studies now

He is studying now

Huwa ('sa' will) yadrusu (Gadan) (هو (س) يدرس (غداً)

he M.-studies tomorrow

Huwa yadrusu (kul yawm) (كل يوم) هو يدرس

he M.-studies every day

He studies every day.

Arabic language has no present perfect tense. Arabic language, therefore, uses past simple tense to approximate the meaning of the present perfect tense, using (laqad) followed by the form of the verb in the past. The past time adverbs such as (?ams), (?almathi), and (?almunSarim) are also used with this English present perfect equivalent, a confusion that makes students lose their confidence to learn what contradicts their previous knowledge.

لقد شربتُ الماءَ عندما عطشْتُ .

Laqa/qad sharibtu ?almaa?a ?inda ma a'aTishtu.

already drank-I water. When thirsty became -I

I drank water when I was thirsty.

لقد شربتُ الماءَ أمسَ عندما عطشْتُ .

Laqa/qad sharibtu ?almaa?a ?ams ?inda ma a'aTishtu
 already(have) drunk-I water. Yesterday When thirsty became -I
 I drank water (yesterday) when I was thirsty.

This type of time-sequence makes this present perfect aspect a missing one, and it is hard to convince students to use simple past instead.

Switching tenses

If the T-Unit is in the past, the subordinate clause after the conjunction (qabla ?an قبل أن) must be followed by the present tense form, since the time of the second verb is determined by the time of the first verb.

شاهدتهُ قبلَ ان يسافر الى أوروبا .

Shahadtuhu qabla ?an yusafira ?ila ?uuruppa.

Saw- I - him before to he-travels-ACCU to Europe.

I saw him before he went to Europe.

The verb that comes after the conjunction (qabla) + (?an) is in present tense and in the accusative case. But the English system keeps the time in past. Students tend to use the English system and use their verb as past, a sequence that is incorrect.

* Shaa hadtu-hu qabla ?an saafara ?ila ?uuruppa.

Saw-I-him before to travelled to Europe.

I saw him before he went to Europe.

The other error that usually takes place is that the English conjunction consists of one word (before) whereas the Arabic conjunction consists of two words (qabla ?an). Students tend to miss (?an) and their sentence turns to be grammatically incorrect

because (qabla) alone is a preposition, and it needs to be followed by a phrase (noun or verbal noun)and not a verb.

شاهدتُه قبل سفرِه الى أوروبا .

Shaa had tu-hu qabla safarihi ?ila ?u rup pa.

Saw-I-him before travel-his to Europe.

I saw him before his trip to Europe.

Misusing the future particle

Arabic language does not allow future particle (سوف) or (سـ) to be used after certain words which require infinitive 'without to':

قد تراك she may see you (M.)
مازلت أراها I still see her
أن يراه to see him
لن أراك I won't see you (M.)

<u>Arabic words</u>	<u>bare infinitive</u>	<u>English</u>	<u>bare infinitive</u>
qad قد	?araaka تراك	may	she see you
maaziltu مازلت	?araaha أراها	I-still	see her
?an أن	yaraahu يراه	to	he-M. see- him
lan لن	?araaka أراك	won't	I see you

This type of mistakes are simple and developmental. After a long exposure to language, students notice the rule and solve their problems. Once they get the structure as similar to English, they tend not to make such mistakes.

vocabulary:

There are more than one word to mean 'receive' and each has its proper places to use in the sentence.

Here is one wrong choice of this verb '?istalama' which means 'to receive'.

. (wrong) * عندما نزلَ الى المطار ، (إستلمناه) وذهبنا الى البيت .

إستقبلناه ?is taq bal naa hu = we welcomed him

* ?indama nazala ?ila al maTaar, ?istalamnaahu wa thahabna ?ila al bayt. (wrong)

When came down-he to the port, received-we him and went-we to the house.

The speaker uses the verb 'received' to mean the verb 'welcomed' since the dictionary does not show this difference as collocation or use. The right choice is '?is taq bal naa hu' and not '?is ta lam naa hu'. The meanings should be almost presented in sentences and negotiated with the students so that they know exactly why they fall into making this particular mistake.

Some of these mistakes come as a result of the translation of certain words which students try to generalize and use out of their context. The word (yu lab bi ?al Ta lab) might be interpreted as 'fulfil the request' which is considered an acceptable one. One of the students tries to expand using (yu lab bi) with the (dream) as to 'fulfill the dream' and he thus transgresses the collocation of the L2 system.

يطلبى المدير طلباتهم .

Yu lab bi ?al mudeer Talabaatahum.

He-fulfills the principal demands-their

The principal responded their requests.

. (wrong) * ولكن ان شاء الله سيلبي حلمي في يوم ما .

Wa laakin ?insha?allah sayulabba Hilmee fi yaumin maa.

But if God wishes will be realized dream-my in day-ACCu any.

One day my dream will be realized.

Most of the global mistakes of the students are of this types of deviation, therefore, students should consult their teachers or any other native speakers before they take such a risk to generalize using the word to cover phrases and collocations of the L1 and not the L2. Mistakes of this type will be discussed under collocations or lexical idioms in this study.

Neutrality, passivity, and reflexivity notions in Arabic language

It is interesting here to show cues for students through mentioning the number of the measure to indicate the structure and meanings. Students usually make mistakes because they apply the verb that they have learned to express, for example, the ergative verb in the same way that s/he does in English. Of course, it needs that students to be aware of the difference of L2 usage from that of their L1 the time they come to misuse these verbs.

فَجَرَتِ الْقُنْبُلَةَ . * (wrong)

fajarat al qunbula.

Exploded-F. the bomb.

The bomb exploded.

The measure 7 verb neutrality notion of the bound morpheme (?in)

The teacher should explain such transitive verbs by putting the bound morpheme/?in/ at the beginning of verbs. The cue for further correction is to remind the students that they need to use the neutral verb of measure(7)instead of other measures such as (1) or (2).

إِنْفَجَرَتِ الْقُنْبُلَةَ .

?infajarat al qunbula.

by itself-exploded-f. the bomb.

The passivity notion in certain group of verbs

The same can be said with the verbs (yuqem) or (yuqaam) in which students get confused which one is correct for active and not for passive. If students are given the cue that (aa) goes for passive. Then they can easily pick up the right choice.

(wrong) *أختي (ستقيم) حفلة في بيتها .

ستقيم = will throw

8. * ?ukhti sa tuqaam Hafla fi baytiha.

Sister-my will be-f. set up (a) party in house-her.

My sister will throw a party in her house.

In such a case, the teacher can remind the students that (aa) goes with the passive but not active. This short notice may help them correct themselves rather than repeat the correct form after the teacher. They may, on their own, correct (tuqaam) into (tuqem).

Measure 8 reflexivity notion of the verbs

For reflexivity, teachers can ask students to use measure 8 and not measure I. So s/he will choose (?intaqalat) and not (naqalat) to mean that 'the family moved itself to another town'. Any animal or human being can walk and move, the verb (?intaqala) should then be used to express the reflexivity notion of measure(8)

(wrong) * (نقالت) الاسرة الى مدينة أخرى .

انتقلت = the family moved (itself)

Naqalat al usra ?ila madeenatin ?ukhra.
Moved- f. the family to city-indefinite other.

My family moved to another city.

Students should be reminded of the cue that when the action reflects on the doer, use (?i-C-ta) as a bound morpheme for measure(8).

?intaqalat al usra (tu) ?ila l madeena (tin) ?ukhra(tin)
itself-moved-F the family+ NOMi to city+NUUn other+NUUn.

My family moved to another city.

Prepositions

Prepositions are very problematic and they are learned at the very late stage, nevertheless teachers can guide students to learn verbs with their particles and not in isolation. This strategy of learning verbs with their particles solves the three most common problems of errors, omission of the preposition, substitution of the preposition, and deletion of the particles which mismatch the L1 rules if translated (Zughoul, 1991).

Some L1 verbs may work without prepositions. Students, therefore, transfer the rule into their new equivalent verbs, dropping the preposition to make a meaningful sentence. By doing this they deviate the rule of the L2, and the desired meaning is changed or become incomprehensible. Making such mistakes, students should receive notes from the teachers about such differences so that they may exert cognitive efforts to learn the verb with the right particles or prepositions. In the following examples, students unknowingly miss their prepositions in their speech or writing, since their L1 equivalent verbs do not carry prepositions to convey their meanings.

Omission:

he-enjoys (something)	= yatamataa' bi	يتمتع بـ
he-obtains (something)	= yaHSul a'ala	يحصل على
he-finishes (doing something)	= yantahi min	يُنْتَهِي مِنْ
he-defends (the rights)	= yudaafia' a'an	يُدَافِعُ عَنْ

(wrong) * تمتعتُ السفرَ الى تاهو .

tamataa'tu * al safra ?ila Taho.

Enjoyed- I the trip to Taho

* asterisk refers to a missing particle (bi)after the Arabic verb.

This type of omission is a transference from the L1 verb structure and usage. They also unknowingly tend to confuse a preposition when it differs from their equivalents in the first language, and it takes learners longer to avoid misusing it in the target language (Scott & Tucker, 1974). Being aware of such differences, teachers can sensitize students towards learning verbs with their prepositions and let

students consciously correct themselves through drills until they automate the correct forms of those expressions in their speech and writing.

I Lie (to) you = ?ak-thibu a'alayka (on) أكذب عليك
 he-cuts (with) a knife = yaqTaa' b l sikeena (by) يقطع بالسكينه
 she-looks (at) = tan-thuru ?ila (to) تنظر الى

In addition to all techniques used, teachers can give a telegraphic rule concerning /bi/ and /maa'a/ if we exclude the particles of the verbs which are fixed and unchangeable. If we, for example, exclude the verbs that end up with the particle (بـ), this preposition /bi/ usually is before inanimate things and animals, whereas preposition مع is before the 'human being' as an animate noun.

Arabic Verbs end up with /bi/ particle but English do not

I contact (somebody) = أتصل بـ ?at ta Silu bi
 I met (with) (somebody) = إلتقيت بـ ?il ta qay tu bi

?itaSaltu bi zawjati ?ams.

Contacted- I wife-my yesterday.

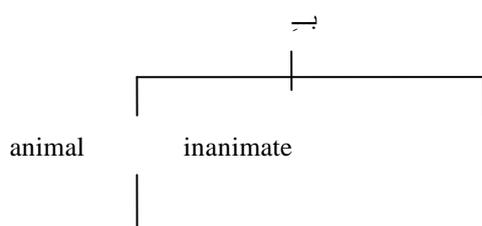
I contacted my wife yesterday.

Students should be taught to use the verbs with the particles, a strategy that helps them learn how to use these verbs in sentences without missing the particles and then missing to convey the right message. If students learned the verbs with their particles, what is left can be put in a general rule of using (bi) before things and animals and (maa'a) almost before human beings and organizations.

/bi/ is followed by inanimate nouns (things)

using (with) مع instead of (by) بـ is a high frequency mistake.

Preposition /bi/ rule



a horse a knife

Note:

1. (The particle (bi) بِـ after certain verbs) is idiomatic and might be followed by human, animal, or thing.

2. (The preposition (bi) بِـ must be followed by an animal or thing only.

he-gives a ride = يوصل بِـ ?au Sal tu hu bil sayara.

he-cuts with = يقطع بِـ yaqTaa' bi

he-travels by = يُسافر بِـ yusaafir bi

he- opens with = يفتح بِـ yaftaH bi

/with/ is followed by (human being) animate noun

I- go with مع أذهب ?athhab maa'a

I- cooperate مع أتعاون ?ataa'aawan maa'a

I- went with the team مع ذهبْتُ thahabtu maa'a al fareeq

Teachers can focus on the prepositions that mismatch those in the students' first language, reminding them every now and then about the differences when there is a chance to do so.

Arabic /in/ for English /on/ or /at/

on / at = an error

in = في is correct in arabic

on (my) test = في الامتحان fil ?imtiHaan (Arabic avoids -my)

on T.V. = في التلفزيون fil tilifizyuun

at home = في البيت fil bayt(i)

Idioms and verbs of particles

Prepositions in Arabic play an important part in changing the meaning of the verbs that they follow to a point where we consider them together as idioms, though you can split the verbs from their particles by inserting a word or words in between to be a subject of the verb. Here are a few examples.

YabHathu a'an Hal = He searches for solution يبحث عن

yabHathu fi ?al maaudhuua' = He discusses the issue يبحث في

yaqdhi (?al waqt) = He spends time يقضي (الوقت) yaqdhi a'ala ?al umiya =

he-eradicates the illiteracy يفتحي على

yaqdhi bihi ?ila ?alsijin = (his deeds)will take him to jail

(أعماله) تقضي به الى السجن

Lexical deviations and collocations

One of the global errors in L2 is misusing the words to give the intent oral testing or meaning. This type of errors comes out from using the first time learned word to express other ideas through, an attempt that violates the L2 idiomatic lexicon or syntax collocation.

Different lexicon for adjectives with animate noun

It is important to say that languages differ according to the ways that the native speakers of that language think or behave. The Arabs watch T.V. after they 'burn' it whereas American 'turn it on' to watch. This type of expressions go under the heading of idioms.

of the language and the deviations are many due to the ignorance of learner on the lexicon and the way that the new language treats the words to express that idea. Here are other examples in this regard.

English expression

Arabic expression

Turn on the lights, please أشعل الأضوية من فضلك
?isha'il ?al ?adhwiya, min faDlak
burn the lights, please.

Turn on the T.V. أشعل التلفزيون رجاء
?asha'il ?artilifzyun, rijaa?an
burn the T.V., please.

Turn off the machine أطفئ الماكينة
?aTfi? al makina
Extinguish the engine.

Memorize احفظ عن ظهر القلب
?iHfiD a'an Dahri al qalb
Keep on the back of your heart

Arabic language is full of images like those and students try to associate between the images and the meaning or the concept behind the images as clues to retain them in their long memory span.

There are other cases in which the verb goes with a certain noun to convey a particular meaning. If that noun is changed, the meaning goes astray and you break the normal convention of this combination known as collocation. When learners tend to use their first language

expressions, they violate the linguistic tradition of the L2 collocation. In English, for example, you can 'raise' a question and you can 'raise' a child. In Arabic, you can 'jettison' a question and 'rear' a child and so forth.

English collocation

Arabic collocations

raise a question

يطرح سؤال
yaTraH su?aal
jettison a question

raise a child

يُربي الطفل
yurabbi al Tifl
rear the child

spend time

يقضي الوقت
yaqdhi al waqt
time elapses

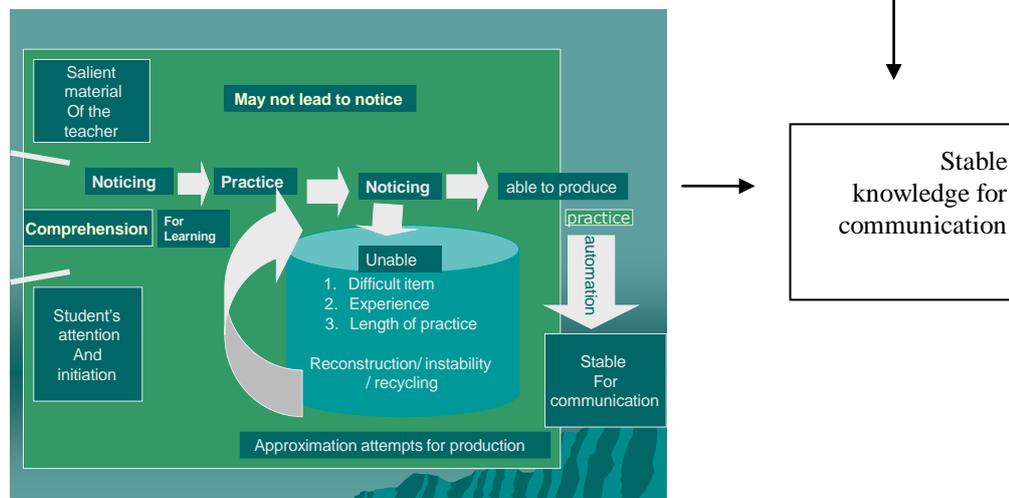
spend money

يصرف المال
yaSraf al maal
exchanges money

The problem is that when students learn a particular verb in collocation with a particular noun in Arabic, relying on the meaning of English, they tend to use that verb with other nouns and in parallel to English. Their attempt usually is a failure due to the L2 collocation restrictions in which a special verb goes with a special noun to convey that particular meaning. Therefore, it is recommended that students be notified about such misuse beforehand if the teacher predicts its occurrence.

“Exposing students to such advanced levels of meaning with focusing on form(s) as short text in context helps students gain a type of schema to be able later in their language course to analyze the new unseen forms correctly and with precision.” Matti Khoshaba P. 2002

Focusing → noticing → practicing enough → being able to produce → automation



This kind of met linguistic awareness may save time and effort for the process of learning if it is wisely used by both the students and the teacher in the class. If a student, for example, says, 'ارتفعت الحرارة' at al Harara 'irtafaa'at al Harara, then, he may turn later to say, 'ارتفعت' at ?aalaami 'irtafaa'at ?aalaami - 'الأمي' and he commits a mistake. 'ارتفاا'at ?alHarrara' means the 'temperature' goes up' but for 'pains' he must say, 'إزدادت- izdaadat- (increased)'. Such a mistake is really global and the conscientious teacher needs to get involved to solve it soon. Otherwise, that particular student might think that what he did was fine. He would keep using the wrong form until it is fossilized.

It is also crucial to show the specificity of the L2 as something different from the L1 of the learners in the way that certain parts of words are used with animate or inanimate nouns. In Arabic, there are certain adjectives that only go with inanimate nouns but not animate and here are some frequent mistakes taken from the class.

(wrong) * هو أجود من أبيه

huwa ?ajwad min ?abeehi
he better from father-his
He is better than his father.

(wrong) * هو متوفر في الصف

huwa mutawafir fi ?al Saf
he available in the class
He is available (in the class).

(wrong) * أنا مريحة الان

?ana mureeHa ?al?aan

I comfortable now
I am relaxed.

أنا كنت غضبانية قبل الامتحان * (wrong)

?ana Gadhbaana qabla ?al?imtiHaan
I angry before the test
The Arabic right word is قلقة (worried)
I was nervous before the test.

هو رجل مرتفع جداً * (wrong)

huwa rajul murtafia' jid dan
he man high very
He is very tall.

Adjectives for human being

Adjectives for things

(animate)

(inanimate)

أفضل
موجود
مريح
طويل

أجود better
متوفر available
مريح comfortable
مرتفع high

The conscientious teacher may raise the awareness of the students in this issue, and he can ask students to collect such different adjectives so that they might not misuse them in his/her speech or writing.

Conclusion

Students must be aware of the problematic areas of the target language and that is the teachers' responsibility to help them in by exposing them to contextual material through which they can focus on those areas and deal with them in tasks and activities rather than error corrections. Through content of the authentic material, for example, teachers can engage their students in interactive tasks and discussions to practice language with each other and have interesting negotiations of meanings, usage, forms, patterns and structures. Students might need some extra activities to let them focus on certain difficult areas of the target language and engage them in lexical tasks to discover those forms and patterns in relation to their meanings and use them in their daily conversations as an output. Therefore, teachers need to avoid giving students the ready-made corrections because students show no interest in listening to those correct forms, and sometimes they

refuse to repeat after their teachers because they are, during their class talks, after conveying messages and not forms. Teachers should look for other activities later to raise learners' awareness and let them work in pairs or groups and use those forms to comment on sketches, to answer questions, to describe pictures, or to discuss orally the news of current events(see appendix B). Graphs, handouts, and pamphlets are valuable for personal reading outside the classroom. Selection of passages with tasks to serve the purpose might be useful to raise students' awareness on that area of language.

Teachers should be patient enough not to correct students but guide them towards noticing their mistakes through other means so that they are cognitively involved in the process of learning and try to let them self correct their language by avoiding immediate interfering. Teachers can also highlight students' success and put focus on their sentences through which complex forms can be taught. Every now and then, teachers can collect their students' mistakes on slides of OHP transparencies and hold sessions with their students to let them locate and then work in pairs or groups to repair whatever those slides contain of class mistakes and not orally of each individual (see appendix A).

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Appendix A

Here are weak or ungrammatical or unacceptable sentences.

Locate the deviations and repair the items. These are mistakes done by students while learning.
Some are developmental and some are real mistakes .

1. ما زلت **سالعب** كرة القدم .
2. كان الجو بارداً فلذلك اشعلنا **الحريق** وجلسنا حوله .
3. أروي لكم القصة التي **أقامت** في أيرلندا .
4. ولكن بعد سنة وجد انه لم **اراد** ان **درس** في هذا المجال .
5. درس معي وكان **ليس** جيد في الرياضيات .
6. بعد ذلك ترك **من** الجامعة لدرس القانون .
7. حياتي **تغير** بعد ذلك .
8. **نقلت** اسرتي الى ولاية فرجينيا .
9. **اشهد** التلفزيون كل يوم .
10. لم **عندي** كتاب .

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