

UNIVERSITY OF DIALA

**THE EFFECT OF THE APPROACH TO TEACHING SENTENCE
PATTERNS ON THE ACHIEVEMENT OF THE UNIVERSITY STUDENTS**

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THE DEGREE OF MASTER OF ARTS**

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**METHODS OF TEACHING ENGLISH AS
A FOREIGN LANGUAGE**

BY

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

((یَرْفَعِ اللّٰهُ الَّذِیْنَ اٰمَنُوا مِنْكُمْ وَالَّذِیْنَ اٰتَوْا

الْعِلْمَ دَرَجٰتٍ))

صدق الله العظيم

(المجادلة : الآية ١١)

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TO MY DEAR FATHER

TO You

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List of Abbreviations

EFL	English as Foreign Language
ESPs	English Sentence patterns
Q. G	Quirk's group
S. G	Stageberg's group
Vgrp	Verb group

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أثر طريقة تدريس أنماط الجملة في تحصيل طلبة الجامعة

رسالة

تقدمت بها الطالبة

اشواق عبد المهدي حسين التميمي

إلى

مجلس كلية التربية / جامعة ديالى

و هي جزء من متطلبات درجة ماجستير آداب

في طرائق تدريس اللغة الإنكليزية لغة أجنبية

بإشراف

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هـ ١٤٢٥

خلاصة الرسالة الموسومة :

أثر طريقة تدريس أنماط الجملة في تحصيل طلبة الجامعة

الخلاصة

أن الغرض الأساس من تدريس مادة النحو الإنكليزي مساعدة الطلبة على استخدام اللغة الإنكليزية بصورة صحيحة و مناسبة ، عليه فإنه من الأهمية القصوى أن يخصص جزء من الحصة التدريسية لتدريس النحو و إتاحة الفرصة للطلبة للتدرب على الأنماط النحوية لتحسين كفاءة أدائهم في اللغة ، وكما يؤكد رذرفورد في هذا الخصوص فإن المتعلم (يستطيع من خلال النحو أن يجعل كلماته مؤثرة و يصبح سيد بيئته النحوية) .

لقد عرف علم قواعد اللغة من قبل هيوينر بأنه التركيب النحوي للغة ، بينما عرفه بالمر بأنه مجموعة معقدة من العلاقات ، وإنه الوسيلة التي تحدد عدد غير محدود من الجمل المركبة تركيبياً "سليماً" ويحدد لكل مجموعة أوصافاً تركيبية واحدة أو أكثر ، بمعنى آخر أن علم قواعد اللغة يبين الجمل الصحيحة من غيرها و يزود وصفاً لهذه الجمل.

يولد نحو لغة ما جملاً لتلك اللغة إذ يحدد لكل جملة مجموعة من الرموز التي تحدد بعض الخواص مثل الدلالية ، النحوية ، الصرفية . . . الخ ، إذ أن لكل تصنيف نحوي سماته ، تعقيده و صعوباته ، و إن أخطاء المتعلم تختلف من تصنيف الى آخر .

تشكل أنماط الجملة الإنكليزية مهمة صعبة إذ يشكو أساتذة الجامعة من صعوبة إدراك الطلبة العراقيين لهذه الأنماط .

تهدف الدراسة الحالية الى :

١ - تقييم فعالية طريقة التدريس المستخدمة لعرض أنماط الجملة في تحصيل طلبة الجامعة ، بمعنى آخر : أي من الطريقتين المستخدمتين لعرض أنماط الجملة تعطي نتائج أفضل من الأخرى ؟

٢ - تحديد الصعوبات في أنماط الجملة التي تواجه طلبة الجامعة .

و تفترض الدراسة إنه ((لا توجد فروق ذات دلالة إحصائية بين متوسط درجات الطلبة الذين يدرسون على طريقة Quirk & Greenbaum (1973) ، ومتوسط درجات الطلبة الذين يدرسون على طريقة Stageberg (1971))) .

أجريت دراسة تجريبية على مدى أربعة أسابيع بإتباع تصميم المجموعات المتكافئة ذات الاختبار البعدي فقط لتحقيق أهداف الدراسة و إثبات صحة الفرضية .

تم اختيار مجموعتين من نوع (مجموعة تجريبية - مجموعة تجريبية) لتمثيل عينة الدراسة من جامعة ديالى / كلية التربية و جامعة بغداد / كلية الآداب و كوفئت المجموعتان بعوامل هي : مستوى التحصيل الدراسي للأب ، و مستوى التحصيل الدراسي للام ، و مستوى التحصيل الدراسي للطلبة في مادة النحو الإنكليزي في المرحلة الثانية . و تألفت عينة الدراسة من أربعين طالباً ، عشرين طالباً في كل مجموعة .

اقتصر البرنامج التدريسي على تدريس أنماط الجملة المعروضة بطريقة Quirk & Greenbaum (1973) لمجموعة طلبة كلية التربية / جامعة ديالى و بطريقة Stageberg (1971) لمجموعة طلبة كلية الآداب / جامعة بغداد .

بعد ذلك قامت الباحثة بإعداد اختبارين تحصيليين للمجموعتين أعلاه ، قُدر صدق و ثبات كل من الاختبارين ثم طُبق على عينة الدراسة بعد انتهاء مدة التدريس .

استخدمت الإجراءات الإحصائية اللازمة لتأميم^١ صدافية أداة البحث فقد كانت : الاختبار التائي ، مربع كاي ، معادلة كيودر - رينشاردن^(١٠٠٠) ، و معامل الارتباط سبيرمان للرتب .

لقد دلت نتائج الدراسة على وجود فرق ذي دلالة إحصائية بمستوى دلالة (٠,٠٥) لصالح المجموعة التجريبية التي دُرست باستخدام طريقة Stagtageberg (1971) لعرض أنماط

الجملة من المجموعة التجريبية التي دُرست بإستخدام طريقة Quirk&Greenbaum (1973) .

و لقد استنتجت الباحثة من ذلك بأن الطريقة المستخدمة لعرض أنماط الجملة Stageberg تُعد أفضل من طريقة Quirk & Greenbaum لان هذه الطريقة أوسع و أسهل في شرح أنماط الجملة من الطريقة الأخرى ، لذا فإن الفرضية أعلاه قد رُفضت . و في ضوء النتائج المعروضة ، عددا من التوصيات و المقترحات قُدمت من قبل الباحثة .

Chapter One

Introduction :

1.1 : The problem and Its Significance :

The primary purpose of instruction in English grammar is to help students use English correctly and appropriately . It is of vital importance to devote some classroom time to teaching grammar and having students practise grammatical patterns so as to help them gain competence and confidence in the language . In this regard , Rutherford (1987 : 1) affirms “ that through grammar the learner can make words effective and become master of his own grammatical environment ” .

Huebener (1969 : 98) defines grammar as “ the syntactical structure of a language ” , while Palmer (1974 : 9) views that it is a complex set of relations . It is a device that specifies the infinite set of well – formed sentences and assigns to each of them one or more structural descriptions . That is to say it tells us just what are all the possible sentences of a language and provides a description of them . This is no small task , but one that is well worthy of human study .

The grammar of a language generates the sentences of that language : it assigns to each sentence a set of representations which provide the formal characterization of some of the properties (semantic , syntactic , morphological , etc.) of the sentence . (*Haegeman & Gueron , 1999 : 582*) .

Each grammatical category has its own features , linguistic complexities , and difficulties . So the quality and quantity of learners’ mistakes differ from one grammatical category to another . English sentence patterns (henceforth , ESPs)

constitute a very difficult learning area – university teachers have always complained that Iraqi university students do not normally recognize these patterns .

According to a widely – accepted modern analysis of a sentence , there are five possible elements of structure , namely Subject , Verb , Object , Complement and Adverbial (abbreviated to S , V , O , C , and A respectively) . In systemic grammar , however , the analysis is slightly different . Predicator replaces Verb, Object is included within Complement, Adjunct replaces Adverbial . (Chalker, 1994 : 130) .

A sentence is the largest unit of language structure in traditional grammar , usually having a subject and predicate , and (when written) beginning with a capital letter and ending with a full stop . (Ibid)

There are numerous approaches adopted by a number of specialists in deciding the number and type of sentence patterns , such as 4 adopted by Roberts (1956) , 24 in Eckersley & Eckersley (1960) , 9 in Stageberg (1971) , 7 in Quirk & Greenbaum (1973) , 8 in Alego (1974) , 5 in Nichols (1980) , 5 in Littell, et al, (1981) , 7 in Crystal (1988) , 10 in Kharma & Hajjaj 1989) , and 5 in Strunk & White (2003) .

The present study is concerned itself with the two sets of sentence patterns as proposed by Quirk & Greenbaum chapter 7 , and Stageberg's chapter 15 , since these chapters are taught to the third year students at University of Diala (College of Education) and University of Baghdad (College of Arts) respectively .

To the best knowledge of the researcher , no study has been so far carried out to investigate the effectiveness of the approaches to sentence patterns .

1.2 : Aims of the Study :

The study aims at :

1. Assessing the effectiveness of two sets to sentence patterns , i.e, whether any of the two approaches, namely, Quirk and Greenbaum's (1973) or Stageberg's (1971) yields better results than the other .
2. Identifying difficulties in sentence patterns faced by university learners of English .

1.3 : Hypothesis :

It is hypothesized that there is no statistically significant difference between students who are taught sentence patterns according to Quirk and Greenbaum's set of patterns and those who are taught according to Stageberg's set .

1.4 : Limits of the Study :

- 1 . The study is limited to the third year students in the University of Diala (College of Education) and University of Baghdad (College of Arts) for the academic year 2002 – 2003 .
- 2 . The content of the test is limited to sentence patterns included in :
 1. Quirk and Greenbaum (1973) “ A University Grammar of English ” Chapter 7 .
 2. Stageberg (1971) “ An Introductory English Grammar ” Chapter 14 .

1.5 : Procedures :

In carrying out this study , the following procedures are to be followed :

1. Reviewing previous studies related in one way or another to the problem of this study .
2. Choosing a number of University students from the two colleges (at random) to represent the sample .
3. Preparing an elicitation tool composed of sentence patterns selected according to the aims and hypothesis posed in this study .
4. Interpreting the results in the light of the hypothesis by using the proper statistical means that suit the study .

1.6 : Value of the study :

The study will be of value to all those involved in the teaching – learning processes especially teachers of English , who teach English grammar for the third year students at the University level as it is going to highlight the difficulties that college students face in learning this important aspect of language (sentence patterns) . EFL teachers are expected to benefit from the study since it identifies loopholes in the teaching methods they adopt and helps them develop their teaching practices .

Policy makers are also hoped to benefit from this research since it will identify the better approach to sentence pattern , if any , which will hopefully leads to its adoption in the relevent department .

1.7 : Definition of Basic Terms :

Effect :

The treatment effect or the effect of an experimental factor on a given level or value of a control variable , the effect of an experimental factor under controlled condition , that is , with other factors held constant . (*Good , 1959 : 195*)

The operational definition of “ Effect ” is the change of competence whether positively or negatively .

Approach :

It is a commitment to particular , specified points of view , to an ideology about language teaching . (*Stevens , 1977 : 23*)

According to Richards and Rogers (1982 : 115) the term “ approach ” is defined as the “ assumptions , beliefs , and theories about the nature of language teaching which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom ” .

The working definition of “ approach ” here is that it is an ideology about language teaching which provides theoretical reference points for what language teachers do with the learners inside the classroom .

Sentence Patterns :

A sentence pattern is a special arrangement of words that form a sentence . It can be found in the positive , negative , or interrogative .

(*Hamash , et al . , 2000 : 65*)

Achievement :

The amount of learning that takes place during a definable course of instruction .
(*Dwyer , 1982 : 12*)

It is defined by Good (1973 : 7) as “ the accomplishment or proficiency of performance in a given skill or body of knowledge ” .

“ Achievement in learning a language refers to how much of a language someone has learned with reference to a particular course of programme of instruction ” .
(*Richard , et al . , 1985 : 2*)

University Student :

Is a student who is undergraduate , i.e , a university or college student who has not yet taken his / her first degree .
(_____ , 1999 : 806)

Chapter Two

Theoretical Background

2.1: Introductory Remarks :

Sentences are not a random juxtaposition of words one after another ; instead , words are carefully arranged in to patterns . Any sentence spoken or written is probably based on one of them . Within each sentence patterns specific positions are included . Each position in each pattern is occupied by a particular part of speech as illustrated in the following sentence :

1. The girl bought a dress .

The noun , girl , in isolation , would mean simply “ young female human being ” . But by dint of occupying the first position in this pattern , it acquires the additional meaning of the performer of the action in this case , “ bought ” .

Similarly , the verb , which occupies the second slot in each pattern , has the grammatical meaning of predication or asseration . It predicates or asserts the occurrence of an action or the existence of a condition as in :

2. Dick broke a branch.

It is the grammatical motor of the sentence and when attention is focused on the grammatical meaning , the verb is called predicator . Generally , the grammatical meaning is a meaning that is added to the sentence by virtue of a particular position in a particular pattern . Grammatical meanings are also carried by morphological forms , for example , the italicized morphemes that follow have grammatical meaning : *boys* , *dreamed* , *sweetness* , ... etc.

The grammatical meaning is a convenient one even though a sharp line between grammatical and lexical or dictionary meaning can not always be drawn .

(*Stageberg* , 1971 : 197 – 198)

Sentences are made up of words that are arranged in order . However , not just any order will do . To make sense , words must be put together in an order according to certain patterns .

e , g : 1 . Rain falls heavily .

2 . *Fells heavily rain .

So the first sentence makes sense because the words are in the right order for one of the patterns of an English sentence . The second one does not have sense because the words are not in the right order .

Sometimes there is more than one correct order for the words in a sentence . Each order makes sense and expresses an idea . However , when the order is changed , the idea expressed may change too :

e . g : 3 . Kathy held the baby .

4 . The baby held Kathy .

The words are the same in each sentence but the word order is not . Thus the difference in the word order makes a difference in meaning .

(*Littell et al. , 1981 : 546*)

A student generally learns to use a language that he wants to acquire, not by the abstractions of grammar but mainly by practice in the patterns which are the living substance of the language . The most important of these are Verb patterns , i.e, the combinations that the verb can make with complements , objects , gerunds , clausesetc.

(*Eckersley and Eckersley , 1960 : 385*)

In studying sentence patterns , we usually do not need to distinguish pronouns from nouns . Sometimes , however , it is useful to distinguish linking verbs (henceforth Lv.) from non – linking verbs .

(*Roberts , 1956 : 56*)

2.2 : Sentence Elements :

A sentence may alternatively be seen as comprising five units called elements of a sentence :

- Subject (S)
- Verb (V)
- Object (O)
 - direct object (Od)
 - indirect object (Oi)
- Complement (C)
 - Subject Complement (Cs)
 - Object Complement (Co)
- Adverbial (A)
 - Subjected – related (As)
 - Object – related (Ao)

Examples :

1 . John carefully searched the room .

(S) (A) (V) (O)

2 . His brother grew happier gradually .

(S) (V) (C) (A)

3 . It rained steadily all day .

(S) (V) (A) (A)etc.

Indeed , S , O , and A can themselves readily have the internal constituents of sentences .

e . g : She saw that [it (S) rained (V) all day (A)]

(S) (V) (O)

(*Quirk and Greenbaum , 1973 : 12*)

2.3 : Definitions of the Sentence Elements :

2.3.1 : Subject :

It is the first element in the sentence and it identifies the theme or topic of the clause . (*Crystal , 1988 : 20*)

The subject is the most important in that (except for the verb) it is the element that is most often present . It is also the element for which we can find the

greatest number of characteristic features . The form of the subject is normally a word, a noun phrase or a nominal clause . The subject normally occurs before the verb in declarative clauses , and after the operator in yes – no interrogative clauses .

e.g. 1 . Everybody has left for the day .

(S) (V)

2 . Has everybody left for the day ?

(Op) (S)

In *wh* - interrogative clauses , subject – operator inversion also occur expect where the wh – element is itself the subject :

e.g. 3 . What have (Op) you (S) seen today ?

4 . What (S) has (Op) kept you so long ?

A subject is obligatory in finite clauses except in imperative clauses, where it is normally absent but implied . The subject determines the number and where relevant , the person and gender of the reflexive pronoun as direct object , indirect object , subject complement , or prepositional complement . The same concord relation generally applies when the emphatic genitive my own , etc. is used :

e.g. 5 . I (S) shaved (V) myself (O) with my own razor .

6 . He (S) shaved (V) himself (O) with his own razor .

The subject is repeated in a tag question by a pronoun form :

7 . The milk is sour , isn't it ?

The implied subject of a subjectless non finite or verb less clause is normally identical with the subject of the super-ordinate clause :

e.g. 8 . Susan telephoned before coming over. [...before Susan come over].

A subject typically refers to information that is regarded by the speaker and in a clause that is not passive , the subject is a gintive .

(*Quirk et al. , 1987 : 724 – 726*)

Quirk and Greenbaum (1973 : 11) state that the subject has the following general characteristics not a defining features :

1 . It is patently absurd in relation to a sentence .

e.g. 9 . It rained steadily all day .

2 . It determines concord , i.e , with those part of the verb that permit a distinction between singular and plural , the form selected depends on whether the subject is singular as in :

e.g. 10 . The girl is now a student at a large university .

or plural as in :

e.g. 11 . They make him the chairman every year .

3 . It is the part of the sentence that changes its position as we go from statement to question.

e.g. 12 . He had given the girl an apple .

e.g. 13 . Had he given the girl an apple ?

2.3.2 : Verb :

It is the second element in the sentence and it expresses a wide range of meanings such as actions , sensations , or states of being . It is the most obligatory of all clause element . It is a predicatable , dependable element of the clause structure .

e.g. 1 . That old farmer drinks beer by the bucketful .

(*Crystal , 1988 : 30*)

Strunk and White (2000 : 95) state that a verb is a word or group of words that expresses the action or the state of being of the subject . Hornby (1976 : 1) indicates that there is no useful or adequate definition of the term verb . It is useful , however , to distinguish between finite and non – finite forms of verbs . The non – finites are the infinitives (present and perfect , with or with out to) , the present , past participles , and the gerund (or verbal noun) . The finites are those forms other than the non – finites . Thus the non – finites of be are : (to) be, (to) have been, being and been and the finites are : am , is , are , was , were ,is seeing , was seen , have seen , have been seen .

The non-finites of see are : (to) see , (to) have seen , seeing and seen , and the finites are see , sees and saw , when an infinitive is used with to (as in I want to go (it is called the to- infinitive . When used with out to as in (I must go) it is

called the bare infinitive . The present participle and the gerund are identical in form .

e.g. 2 . The boys like swimming , there is gerund .

Verbs in English can be recognized by the fact that they have up to five distinct forms : they have an uninflected base form , and may take as many as four different inflections (they tense – s , past tense – d , participle – n , and gerund – ing inflections) , as illustrated in the table of Verb forms :

Base	participle	past	present	Gerund
hew	hewn	hewed	hews	hewing
sew	sewn	sewed	sews	sewing
strew	strewn	strewed	strews	strewing...etc

Like most morphological criteria , however this one is complicated by the irregularity of English inflectional morphology : For example , many verbs have irregular past or participle forms , and in some cases either or both of these forms may not in fact be distinct from the base form , so that a single form may serve two or three functions , as illustrated in the table of irregular verbs :

Base	participle	past	present	Gerund
go	gone	went	goes	going
meet	met	met	meets	meeting
cut	cut	cut	cut	Cutting...etc.

This morphological property of having five (potentially distinct) forms differentiates verb , form so-called Modals (or Modal Auxiliaries) , which have no participle (- n) or gerund (- ing) forms (and may also lack other forms) :

can – could - * cans - * kannen - * canning .

shall – should - * shalls - * shallen - * shalling .

must - * musted – musts - * musten - * musting, etc. (*Radford, 1989:58-59*)

Verb phrases can consist of just the main verb .

e.g. 3 . She writes several letters every day .

Verb phrases can also contain one or more auxiliary verbs before the main verb . Auxiliary verbs such as be , have , might are ‘ helping verbs ’ and help the main verb to make up verb phrases :

e.g. 4 . She is writing along letter home .

5 . She has been writing letters all morning .

6 . These letters might never have been written , if you hadn’t reminded her .

There are two types of auxiliaries : primary verbs and modal auxiliary verbs . . There are three primary auxiliary verbs : do , have , and be . These verbs act also as main verbs . The modal auxiliary verbs help to express a variety of meaning , for example , intention , future time and ability as in :

e.g. 7 . I was teaching classics and then thought I will cease to teach classics .

I will go abroad and teach English .

e.g. 8 . If we can catch that train across there we’ll save three minutes .

(*Leech and Svartvik , 1994 : 396 – 397*)

There are two kinds of verb phrases : finite and non – finite .

Finite verb phrases may consist of just one word :

e.g. 9 . He worked very hard indeed .

In finite verb phrases consisting of more than one verb , the finite verb is the first one (was and had in these examples) :

e.g. 10 . He was working for a computer company at the time .

11 . The enemy’s a ttack had been planned for fifteen years .

The finite verb is the element of the verb phrase which has present or past tense . With most finite main verbs , there is no concord contrast except between the 3rd person singular present and all other presents :

e.g. 12 . She reads .

13 . They read .

Modal auxiliaries count as finite verbs , although they have no concord with the subject :

e.g. 14 . I / you / he / they can do it . (Ibid : 398) .

A non – finite clause is a clause with non – finite (tenseless) . So non – finite clauses can only be subordinate . Not only do non finite clauses lack tense in the Vgrp , they may also overtly lack one or more major constituents . Non – finite clauses frequently may lack an overt subject.

When a non – finite clause lacks an overt constituent , this indicates either :

- (i) The reference of that constituent is general in a higher (super ordinate) clause .
- (ii) Its reference is identical to a constituent in a higher (super ordinate) clause .

e.g. 1 . [Chatting with the construction workers] is a good way of [wasting time] .

2 . Hedda enjoys [chatting with the construction workers] .

3 . Hedda doesn't tolerate [Anna chatting with the construction workers] .

So there is a clear difference between the non – finite clauses in [1] and those in [2] and [3] . Although not overt , the subject of the non – finite clause in [2] is just as specific as that as in [3] (with the overt subject) . This is because it is understood as identical with the subject of the main clause , Hedda . What Hedda enjoys is Hedda chatting with construction workers (Anna , it seems , it another matter) .

The subjects of non – finite clauses in [1] , by contrast , are not specific . [1] mentions chatting with construction workers (and wasting time) in general , regardless of who dose it . (*Roberts,1998 : 250-251*) .

2.3.3 : Object :

It is a noun or pronoun that normally comes after the verb in an active clause .
The direct object refers to a person or thing affected by the action of the verb .

e.g. 1 . Take the dog for walk .

The indirect object , on the other hand , usually refers to a person who receives the object .

e.g. 2 . Ann gave me a watch .

(Oi) (Od) (*Swan , 2000 : xxv*)

Strunk and White (2000 : 93) define object as a noun or pronoun that completes a prepositional phrase or the meaning of a transitive verb .

Direct object is a noun or pronoun that receives the action of a transitive verb.

e.g. 3 . Pearson publishes books .

An indirect object is a noun or pronoun that indicates to whom or for whom , to what or for what the action of a transitive verb is performed .

e.g. 4 . I asked her a question . , Ed gave the door a kick .

Brown and Miller (1980 : 340) indicate that the grammatical object , like the subject , is realized by an Np . In active declarative sentences with unmarked word order , the object is characterized by certain grammatical features :

- (1) It directly follows the verb .
- (2) It is not in construction with a preposition .
- (3) It can become the subject of the corresponding passive sentence .
- (4) It is an obligatory constituent with transitive verbs .

2.3.4 : Complement :

It is apart of a sentence that gives more information about the subject (after be, seem , and some intensive verbs) , or in about the object in complex transitive verbs .

e.g. 1 . Your're the right person to help .

2 . She looks very kindetc.

(*Swan,2000:xxi , see also Shephard ,1990:3*)

It refers also to structure or words needed after a noun , adjective , verb .

e.g. The intention to invest , full of water , try phoning , ..etc (Ibid)

Complement is a word or phrase (especially a noun or adjective) that completes the predicate . Subject complements complete linking verbs and rename or describe the subject :

e.g. 3 . Martha is my neighbour .

4 . She seems shy .

Object complements complete transitive verbs by describing or renaming the direct object :

e.g. 5 . They found the play exciting .

6 . Robert considers Mary a wonderful wife .

(*Strunk and White , 2000 : 90*)

Crystal (1988 : 40 – 41) states that the complement expresses a meaning which adds to that of another clause element – either the subject (subject complement) or the object (object complement) .

A subject complement (Cs) :

It usually follows the subject and the verb and the verb is most often a form of be (is , was , ...etc.) and a certain kind of verbs that are able to link complement meaning with the subject meaning , i.e, these verb are called copular or (linking) verbs .

e.g. He is a doctor .

The bull became angry . (i.e , it was angry)

That tune sounds marvellous . (i.e, it is marvellous) .

Eckersley and Eckersley (1960 : 11) indicate that subjective complements may be :

(1) a noun :

e.g. Mr. Smith is a dentist .

(2) a pronoun :

e.g. It was you .

(3) an adjective :

e.g. This milk tastes sour .

- (4) an adverb :
e.g. The baby is awake .
- (5) a gerund :
e.g. The soldier , though wounded , continued fighting .
- (6) a verb (infinitive) :
e.g. He seemed to fall .
He fought to help me .
- (7) a phrase :
e.g. The book is in two parts .
- (8) a clause :
e.g. That is what I wanted to know .
- (9) a participle :
e.g. It is annoying to be interrupted .

An object complement (Co) :

On the other hand , it usually follows the direct object and its meaning relates to that element . The basic identity between them is in parenthesis:

e.g. They elected him president . (i.e, He was president)

She made me angry . (i.e, I was angry)

Objective complements occur with verbs that take an object which still need some other word or words to complete the predicate and may be also one of the following :

1. a noun :
e.g. They made him king .
They named the baby George .
2. an adjective :
e.g. The jury found the prisoner guilty .
3. verb (infinitive) :
e.g. His words prove him to be a fool .
4. an adverb :
e.g. The boy set the bird free .

5. a phrase :

e.g. His threats filled her with terror .

6. a clause :

e.g. You have made me what I am . (*Ibid* : 12)

Strunk and White (2000:90) point out that object complements complete transitive verbs by describing or renaming the direct object .

e.g. They found the play exciting .

2.3.5 : Adverbial :

Radford (1981 : 37) states that adverbials tell us something extra about an action , happening , or state as described by the rest of the sentence , for example :

i. The time when it happened (time adverbial) .

e.g. 1 . We got together after dinner late in the evening .

ii. The place where it happened (place adverbial) .

e.g. 2 . Will you be staying in a hotel ?

iii. The manner in which it happened (manner adverbial) .

e.g. 3 . Before reaching a decision we have study this plan very carefully .

Swan (2000 : xxi) refers to adverbials as a group of words that does the same job as an adverb .

The position adverbials can occupy depends very much on their form and they have a number of different forms such adverb phrases , i.e, consists of a degree adverb and adverb as in very slowly , prepositional phrase , i.e, consists of a preposition followed by a prepositional complement as in :

e.g. 4. I found several people waiting outside the doctor's door .

Or it can be a noun phrases as in :

e.g. 5 . What are you doing this afternoon ?

Most adverbials are mobile , so that they can occur in different places in the sentence such as in front – position before the subject as in fortunately I had plenty of food with me , in the mid – position immediately before the main verb as in she never protests and she always agrees with me , and in the end – position after verb if there is no object or complement as in I went to some second – year seminars .

So the place of an adverbial depends partly on its structure (whether it is an adverb , a prepositional phrase , a clause , etc.) , partly on its meaning (whether it denotes time , place , manner , degree , etc.) .

(*Leech and Svartvik , 1994 : 225 – 226*)

2.4 : Models of sentence patterns :

Praninskas (1972 : 2) indicates that the basic unit of any language is the sentence . To speak and write correctly we must know how to put words together in the proper order to make statements and question and if you follow the patterns carefully , your sentence will be correct .

2.4.1 : Robert's (1956 : 134)

The symbols that are used to give a formula are :

- D → For determiners .
- For the nouns .
- For the verbs .
- 2L → For the linking verbs .
- 3 → For the adjectives .
- 4 → For the adverbs .

So the patterns are :

Pattern One 1 ↔ 2

e.g. Canaries sing .

Pattern Two 1 ↔ 23

e.g. Canaries are beautiful .

Pattern Three 1 ↔ 2L1

e.g. Canaries are birds .

Pattern Four 1 ↔ 2 1

e.g. Canaries eat worms .

It has been found out from the above mentioned patterns the difference is verb clusters . The noun is the same in all , but the verb clusters are different . In pattern one it is just a verb ; in two it is a linking verb patterning with an adjective ; in

three it is a link verb patterning with a complement ; in four it is a non – linking verb patterning with an object .

2.4.2 : Eckersley & Eckersley's (1960 : 385 – 401)

Pattern 1 : Subject + Verb

e.g. Time flies .

Pattern 2 : Subject + Verb + Complement

e.g. He is rich .

Pattern 3 : Subject + Verb + Adverb Complement

e.g. They are here .

Pattern 4 : Subject & Verb + Direct Object

e.g. He did the work .

Pattern 5 : Subject & Verb + Preposition + Prepositional Object

e.g. I will wait for you .

Pattern 6 : Subject & Verb + Direct Object + Adverb Complement

e.g. I put the shoes in your cupboard .

Pattern 7 : Subject & Verb + Direct Object + Adjective

e.g. I will get the dinner ready .

Pattern 8 : Subject & Verb + Direct Object + to be + Adjective

(or Complement)

e.g. They told him to be careful .

Pattern 9 : Subject & Verb + Direct Object + Object Complement

e.g. He called his cat Sally .

Pattern 10 : Subject & Verb + Direct Object + Preposition + Prepositional Object .

e.g. I gave it to him .

Pattern 11 : Subject & Verb + Indirect Object + Direct Object .

e.g. I gave him a lesson .

Pattern 12 : Subject & Verb + (for)¹ + Complement .

e.g. He walked for ten miles .

Pattern 13 : Subject & Verb + Infinitive (bare) .

e.g. He can sing .

Pattern 14 : Subject & Verb + Direct Object + Bare Infinitive .

e.g. I made him come .

Pattern 15 : Subject & verb + to – Infinitive

e.g. I want to go away .

Pattern 16 : Subject & Verb + Interrogative word + to Infinitive .

e.g. I will remember how to do this in future .

Pattern 17 : Subject & Verb + Direct Object + to – Infinitive .

e.g. I'll ask him to help us .

Pattern 18 : Subject & Verb + Direct Object + Interrogative word +
to – infinitive .

e.g. I had to tell him how to make a telephone call .

Pattern 19 : Subject & Verb + Gerund .

e.g. He loves skating .

Pattern 20 : Subject & Verb + Direct Object + Present Participle .

e.g. He kept me waiting .

Pattern 21 : Subject & Verb + Direct Object + Past Participle .

e.g. We saw big trees torn up by their roots .

Pattern 22 : Subject & Verb + (that) + Noun Clause

e.g. He said (that) they would come and see us .

Pattern 23 : (A) Subject & Verb + Direct Object + (that) + Noun Clause

e.g. I told him (that) he must work harder .

(B) Subject & Verb + Direct Object + Interrogative word + Noun Clause .

e.g. He told James why he must work harder .

Pattern 24 : (A) Subject & Verb + So .

¹ For is used only in sentences expressing duration .

e.g. I think so .

(B) Subject & Verb + not .

e.g. I hope not .

He is afraid not , etc.

2.4.3 : Stageberg's (1971 : 170 – 191)

Stageberg identifies nine basic sentence patterns and a multitude of subpatterns in English .

A . Pattern 1 : N be Adj .

e.g. Food is good .

B . Pattern 2 : N be Uw (= uninflected word)

e.g. The girl is here .

C . Pattern 3 : N¹ be N¹ .

e.g. My brother is a doctor .

D . Pattern 4 : N In V (= intransitive verb) .

e.g. Girls giggle .

E . Pattern 5 : N¹ Tr V (= transitive verb) N² .

e.g. The girl bought a dress .

F . Pattern 6 : N¹ Tr V N² N³ .

e.g. The mother bought the girl a dress .

G . Pattern 7 : N¹ Tr V N² {
 a. N²
 b. Adj
 c. Pronoun .
 d. Adv. (of place) , uninflected)
 e. Verb , present participle .
 f. Verb , past participle .
 }

Pattern No. 7 contains a choice of six different forms in the final position these are illustrates as follows :

- a. The players chose Harry captain .
- b. He considered her beautiful .

- c. I thought the caller you .
- d. We supposed him upstairs .
- e. I imagined him eating .
- f. I believed him seated .

H . Pattern 8 : NLv Adj .

e.g. The acrobat seems young .

I . Pattern 9 : NLv N¹ .

e.g. My brother remained an outstanding student .

2.4.4 : Quirk & Greenbaum's (1973 : 166 – 167)

Quirk and Greenbaum (1973) and Greenbaum and Quirk (1990) suggest seven similar sentence patterns albeit with different orders .

1 . SVA \Longrightarrow S V intens . A place .

e.g. She is in the house .

2 . SVC \Longrightarrow S V intens . Cs .

e.g. Mary is { kind .
a nurse .

3 . SVO \Longrightarrow S V monotrans . Od .

e.g. Somebody caught the ball .

4 . SVOA \Longrightarrow S V complextrans . Od A place .

e.g. I put the plate on the table .

5 . SVOC \Longrightarrow S V complextrans . Od Co .

e.g. We have proved him { wrong .
a fool .

6 . SVOO \Longrightarrow S V ditrans . Oi Od .

e.g. She give me expensive presents .

7 . SV \Longrightarrow S V intrans .

e.g. The child laughed .

2.4.5 : Alego's (1974 : 24)

Alego (1974 : 24) introduces eight basic sentence types each with some optional adverbial .

1 . SV-stat. A place .

e.g. She is in London (now) .

2 . SV-stat. Cs .

e.g. She is a student (in London) (now) .

3 . SV-stat. Od .

e.g. John heard the explosion (from his office) (as he locked the door) .

4 . SV-dyn. Cs .

e.g. Universities (gradually) became famous (in Europe) (during Middle Ages) .

5 . SV-dyn. Od .

e.g. They ate the meat (hungrily) (in their hut) (that night) .

6 . SV-dyn. Oi Od .

e.g. He (politely) offered her an apple (outside the hall) (before the concert) .

7 . SV-dyn. Od Co .

e.g. They elected him a chairman (without arguement) (in the Washington) (this morning) .

8 . SV-dyn .

e.g. The train arrived (quietly) (at the station) (before we noticed it) .

It is evident here that Alego adopts a semantic classification of the verb and not a strictly syntactic one .

2.4.6 : Nichols' (1980 : 54 – 55) :

Nichols states the most commonly basic sentence patterns . These sentence patterns seem a little strange partly because they are so simple . Only the basic elements are present . One should notice that sentence patterns have not been changed . The basic sentence elements are only a little more complex : noun

phrases replace single nouns , verb phrases replace single verbs , adverbs modify verbs , intensifiers modify adjectivesetc.

So the most commonly used basic sentence patterns are :

1 . NV

e.g. Bread spoils .

2 . NVN

e.g. Children like bread .

3 . Nx Lv Nx

e.g. Bread is food .

4 . NLv Adj

e.g. Bread is nutritious .

5 . N₁ VN₂ N₃

e.g. Bread provides mankind nutrition .

2.4.7 : Littell et al. , 's (1981 : 547 – 551)

1 . The N V pattern :

e.g. The crowd applauded .

2 . The N V N pattern :

e.g. Elizabeth heard a crash .

3 . The N V N N pattern :

e.g. The waiter brought us the menu .

4 . The N Lv N pattern :

e.g. The cold lemonade was a treat .

5 . The N Lv Adj pattern :

e.g. My voice is clear .

2.4.8 : Crystal's (1988 : 22)

1 . S + V

e.g. Hilary yawned . Hilary yawned .

2 . S + V + O

e.g. Hilary opened the door . Hilary opened the door .

3 . S + V + C

e.g. Hilarly is ready .

4 . S + V + A

e.g. Hilarly lives in London .

5 . S + V + O + O

e.g. Hilarly give me a pen .

6 . S + V + O + C

e.g. Hilarly got a shoe wet .

7 . S + V + O + A

e.g. Hilarly put the box on the table .

2.4.9 : Kharma & Hajjaj's (1989 : 98)

1 . S be Adv

e.g. John is there / in the graden .

2 . S be C

e.g. John is kind . (Adj)

e.g. John is a doctor . (n)

3 . S Lv C

e.g. John looks Sad .

4 . S InV

e.g. The boy laughs .

5 . S _{Tr}V O₁

e.g. The boy reads a lesson .

6 . S _{Tr}V O₁ Adv

e.g. The boy puts the book in the desk .

7 . S _{Tr}V O₁ C

e.g. They made him a leader .

8 . S _{Tr}V O₂ O₁

e.g. She gave me a present .

9 . There be S Adv

e.g. There is a man at the door .

10 . It be Adj that

e.g. It is important that you come in time .

Where :

S	means	Subject
InV	means	intransitive verb
TrV	means	transitive verb
Lv	means	linking verb
Adj	means	adjective
Adv	means	adverb or adverbial
C	means	Complement
O	means	Object
O ₁	means	direct Object
O ₂	means	indirect Object

2.4.10 : Strunk & White's (2003 : Article)

Strunk and White(2003 : 1) present five basic sentence patterns consisting of necessary elements which are S (subject) , V (verb) , O (object) and C (complement) .

These patterns are :

1 . S + V

e.g. Bells rang .

2 . S + V + C

e.g. Love is blind .

3 . S + V + O

e.g. The cat scratched Sally .

4 . S + V + O + C

e.g. The teacher considered him a good student .

5 . S + V + O + O

e.g. John gave his mother flowers .

The models that are going to be referred to in this piece of research are Quirk and Greenbaum's (1973) and Stager's (1971) only because they are the models that are taught to our subjects at College of Education / University of Diyala and College of Arts / University of Baghdad respectively .

2.5 : The Semantic Roles of the Clause Elements :

2.5.1 : Subject Roles :

Quirk et al. , (1987 : 750) denote that the subject of a clause may have various roles :

1. agentive : It means that the animate being instigating or causing the happening denoted by the verb.

e.g. John opened the door with the key . (Quirk & Greenbaum , 1973 : 171)

2. instrumental : ,i.e, the entity (generally inanimate) which an agent uses to perform an action or instigate a process .

(Quirk et al. , 1987 : 743)

e.g. The key opened the door .

3. affected : The term ' affected ' has been extended generally to subjects of copular verbs and with intransitive verbs .

(Ibid)

e.g. The pencil was on the table .

e.g. The door opened .

- 4 .locative : It may have the locative role of designating the place of the state or action .

e.g. The path is swarming with ants .

- 5 . temporal : It may have the temporal role of designating its time . *(Ibid:747)*

e.g. Last winter was mild .

- 6 . eventive : It may have the eventive role (with abstract noun heads designated arrangements and activities) differ from others in permitting intensive complementation with a time adverbial .

e.g. The concert is on Thursday .

(Quirk & Greenbaum , 1973:173)

7 . empty : It may lack semantic content altogether, and consist only of the meaning less ‘ prop ’ word it , used especially . (*Ibid*)

e.g. It is raining .

2.5.2 : Object Roles and Subject Priorities :

The direct and indirect objects of a clause may have various roles :

1 . effect Od : It refers to something which exists only by virtue of the activity indicated by the verb .

e.g. She sang a song . (*Alego : 1974 : 99*)

2 . affected Od : The most typical role of the direct object is that affected participant (animate or inanimate) which does not cause the happening denoted by verb , but is directly involved in some other way :

e.g. James sold his digital watch yesterday .

(*Quirk et al 1987 : 741*)

3 . recipient Oi : The most typical role of indirect object is that of the recipient participant i.e, of the animate being that is passively implicated by the happening or state .

e.g. I’ve found you a place . (*Ibid*)

4 . Locative object : (Locative Od)

The direct object may have locative role with such verbs as walk , swim , pass , jump , leave , surround , cross , climb .

e.g. We walked the street . [We walked through the street] .

She swam the river . [She swam across the river] . (*Ibid : 749*)

5 . Resulting object : It is an object whose referent exists only by virtue of the activity indicated by the verb .

e.g. Baird invented television .

I’m writing a letter . (*Ibid : 749 – 750*)

6 . eventive object : A frequent type of object generally takes the form of adverbial noun preceded by common verb of general meaning , such as do , give have make , take .

This eventive object is semantically an extension of the verb and bears the major part of meaning .

e.g. They are arguing . [verb only]

They are having an argument . [verb + eventive object]

(*Ibid*)

7 . affective Oi : It refers to person or thing directly involved in the event other than as a causer .

e.g. He gave the door a kick .

(*Alego : 1974 : 99*)

Table (1) presents The Semantic Roles of the Clause Elements :

Types	S	Oi	Od	Cs	Co	A	Example
1.SVC	aff.			attrib			She's happy .
	agent			attrib			He turned traitor .
	loc			attrib			The Sahara is hot .
	temp			=			Last night was warm .
	event			=			The show was interesting .
	it			=			It's windy .
2.SVA	aff.					loc.	He was at school .
	agent					=	She got into the car .
	pos.					=	He is lying on the floor .
	event					temp	The meeting is at night .
3. SV	agent						He was working .
	pos						She is standing .
	affect						The curtains disappeared .
	ext						The wind is blowing .
	it						It's raining .
4. SVO	agent		aff				He threw the ball .
	ext		=				Lightning struck the house .
	pos		=				He is holding a knife .
	instr		=				The stone broke the windows.

	recip		=				She has a car .
	agent		recip				We paid the bus driver .
	instr		=				The will benefits us all .
	agent		loc.				They climbed the mountain .
	loc		aff.				The bus seats thirty .
	agent		cog				They frught a clean fight .
	agent		result				I wrote a letter .
	agent		event				They had an argument .
	agent		instr				He nodded his head .
5.SVOC	agent		aff		attrib		He declared her the winner .
	ext		aff		attrib		The sun turned it yellow .
	instr		aff		attrib		The revolver mad him afraid .
	recip.		aff		attrib		I found it strange .
6.SVOA	agent		aff			loc	He placed it on the shelf .
	ext		aff			loc	The storm drove the ship ashore
	instr		aff			loc	A car knocked it down .
	recip		aff			loc	I prefer them on toast .
7.SVOO	agent	recip	aff				I bought her a gift .
	=	aff	event				She gave the door a kick .
	=	recip	result				She knitted me a sweater .

aff (ected) ext (ernal causer) pos (itioner)
 agen (tive) instr (ument) recip (ient)
 attrib (ute) (prop) it result (ant)
 cog (nate) loca (tive) temp (oral)
 even (tive)

(Quirk etal, 1987 : 754)

2.6 : The Teaching of the Patterns in Iraqi Universities :

Sine the introduction of the Control Examinations by the Ministry of Higher Education and Scientific Research in Iraq in 1997-1998 , Syllabuses and text – books have been unified in all similar colleges at all universities in Iraq . Consequently , students of the colleges of Education all around the country read the same text – books in all subjects . The same is true for the students of the Colleges of Arts and Languages .

As far as sentence patterns are concerned , the textbooks used are Quirk and Greenbaum's (1973) A University Grammar of English for the pedagogical material and Close's (1974) Workbook for exercises ^{*1}.

As for the students of the colleges of Arts the text – book is Stageberg's (1971) An Introductory English Grammar which also provides exercises ^{*2} .

The subject is taught during the third year of study in both colleges . Needless to say , and as the material adopted indicates , grammar is not taught communicatively , i.e, to be used , which is an essential requirement for successful language learning . (*Hutchinson , 1989 : 1*)

* 1 The writers adopt an eclectic approach to grammar which makes use of the different methods of teaching grammar .

* 2 The approach adopted is a strictly structural one .

Chapter Three

The Previous Studies

3.1: Introductory Note :

The reviewing of the previous studies is of considerable importance in deciding the dimensions of the present study , and in formulating the objectives , in constructing the test , in selecting the sample , and in determining the statistical means . These studies have many points of similarities and differences with the present study .

3.1.1: Banchero (1971)

An analysis of English active – passive sentences . This study examines a group of intransitive English sentence which easily may be illustrated by : *The book read well, Mark frightens easily* . Their major syntactic characteristics are set forth and various tests are presented to distinguish them from other , superficially similar sentence types . A number of transformational derivations are proposed , the most plausible of which posit that the deep structure of activo-passives is transitive and that the activo-passive connected with the frequency obligatory adverb and with semantic and contextual relations between activo-passives and transitives, it is suggested that a transformational derivation of activo-passives is appropriate .

Reasons are presented which indicate that the verbs of activo-passives are not the same lexical items in the standard sense as those of corresponding transitives . There is , however , a consistent relationship between them .

A means of relating activo-passive and transitive verbs in the lexicon is proposed . It is suggested that this may allow for a viable alternative to transformational derivations : if the generalizations that held between transitives and activo-passives can be captured in the lexicon , there is no need to attempt to derive the latter from the former by transformational rule .

3.1.2 : Wilkinson (1971) :

This study aims at studying sentence types and complement types in English .

Since the inception of transformational / generative grammar, a syntactic relationship between (non – embedded) sentences and complements has been implicitly captured in the phrase – structure rules , through the use of recursive rules involving S on the right – hand side of the arrow .

In addition , various studies of more specific semantic and syntactic relationships between certain types of sentences and complements have appeared .

These studies have primarily concerned non declarative sentences and complements related to them , for example , questions and what have been called “ embedded questions ” .

Little has been said about the sort of complements which should be more closely related to declarative sentences themselves . This question is the subject of this dissertation .

The two types of complements in this work share certain of the properties of declarative sentences . The two sorts of complements , the entailed complement can actually be called an embedded declarative , where as the factive complement is in certain sense one step removed from the declarative sentence .

Semantic observations about declarative sentences and different kinds of complements serve as the basis for most closely related to declarative sentences . A formal grammatical mechanism viable , however , it must first be shown that an alternative analysis , will not work .

The usefulness of deep structure head noun analyses for various types of complements is examined and it is shown that none of these analyses is adequate . Subsequently the complements to declarative as an account for semantic and syntactic factivity is argued for .

With factive complements treated in much the same way as entailment complements , the treatment of declarative complements and declarative sentences is complete .

3.1.3 : AL – Bakri (1994) :

The aim of this study is to investigate empirically the effect of using an eclectic method in teaching oral practice exercises on the achievement of intermediate school pupils .

A critical survey of the various techniques suggested for teaching English as a foreign language (TEFL) have indicated that an eclectic approach which includes situations and communicate activities in addition to explanation and drilling would be more motivating and more effective than one based exclusively on the Audio – lingual approach , which is presently used in Iraq . It is hypothesized that :

1. The achievement of the Experimental Group , which is taught oral practice exerises with the communicative activities , is superior to that of control Group , which is taught according to the Audiolingual Method suggested in Teachers' Guide accompanying the New English Course for Iraq (NECI) on the written test used .
2. The achievement of the Experimental Group is superior to that of the control Group on the oral test used .

Two groups of thirty pupils each were chosen from the second year intermediate in AL-Zahra Secondary School . One of them was assigned to be the experimental group (taught with communicative activities) , the other was the control group (taught without communicative activities) .

Both groups were matched in the level of parents' education and in the level of subjects achievement in English in the first intermediate grade .

The two groups were taught by the researcher herself . The same subject matter , which was selected from the New English Course for Iraq (NECI) Book 4 , was presented . Written and oral tests were constructed .

The two tests were exposed to a jury for the purpose of ascertaing their validity . The test – retest method was used to calculate the written test reliability . The scores reliability was used with the oral test .

The ' t ' test formula for independent samples was conducted . The ' t ' test scores indicated that there were significant differences between the two groups .

The study has concluded that oral practice exercises should be seen in the long term as a means of acquiring a thorough mastery of the language as a whole not as ends in themselves . Thus , although at an early stage we may ask our pupils to learn a certain structure through exercises that concentrate on virtually meaningless manipulations of language , we should quickly progress to activities that use it meaningfully .

Besides , the study has concluded that it is possible for a certain teacher to supplement the present textbooks (NECI) with materials and audio-visual aids that can serve to make learning more interesting .

3.1.4 : AL – Algawi (2000) :

This study aims at finding out the effect of using contrast in teaching English syntax and pronunciation on pupils' achievement .

The study is based on the following hypotheses :

- a. Presenting syntax and pronunciation material in contrast is more effective than presenting it as separate words and separate items on the achievement of Iraqi learners of English .
- b. Using the minimal pair (s) technique is more effective in teaching English pronunciation and syntax on the recognition and production levels than presenting it as separate items .

In order to fulfil the aims of this study and to verify the hypotheses set above , an experiment is designed , and an “ experimental – group control – group ” design has been used . Two groups of (30) pupils each have been chosen from the second intermediate stage in Utba – Ibn Gazwan secondary school for girls in Baghdad . They have been divided randomly in two groups : a control group (taught the ordinary material) , and an experimental group (taught the material based on the distinctive feature theory) . Both groups have been matched in term of : the mother tongue ; level of parents' education ; level of parents' occupation ; level of achievement in English in the first year intermediate and in the pre-test scores .

The objectives of the course have been derived from the objectives of the syllabus of Book 4 (NECI) devoted to the second year intermediate in Iraq in order to adopt the material biased to words the distinctive feature theory in terms of minimal pairs , which has been taught to the experimental group . A test has been constructed , whose objective have been derived from the objectives of the course . The test validity has been ascertained . The test – retest method has been used to calculate the test reliability .

After instructing the pupils for three months , the test has been administered to them and results have been calculated . The ‘ t ’ test for independent samples have been used . It signifies a statically significant difference between the mean scores of the experimental and the control groups in the pre-test and post-test .

The ‘ t ’ test formula for independent sample has been used to find out the significant difference between the experimental and the control groups in the post-test scores .

The calculated ‘ t ’ value is higher than the ‘ t ’ critical value which indicates there is a significant difference between the two groups at 0.001 level .

Through the analysis of data of syntax , on the recognition level , the ‘ t ’ test shows that there is a statistically significant difference at 0.01 level between the two groups .

On the production level , the ‘ t ’ test reveals that there is a significant difference at 0.001 level between the two groups .

The conclusions which have drawn : the theoretical conclusions confirm the viewpoint that distinctive features are necessary for comprehension and intelligibility and important for teaching since it enables the teacher to show the similarities and difference in the smallest units of language . Material in contrast is important to improve the present learning situation in our school , and the distinctive feature theory is a good base for remedial work for most of the difficulites faced by the Iraqi learners of English .

Distinctive feature theory can be a good basis for the cognitive approach as well as the structural approach .

The partial conclusions indicates that there is significant difference between the experimental and the control group on the behalf of the experimental group .

This reveals the effectiveness of presenting material in contrast and the minimal pairs technique in teaching English pronunciation and syntax on the recognition and the production levels .

3.1.5 : AL – Samarrai (2002)

The purpose of this study is to investigate the effect of using the integrative approach in teaching English as a foreign language on the linguistic achievement of Iraqi intermediate school learners .

Teaching English as a foreign language in Iraq has been carried on by using the audiolingual approach since 1970 , yet the learners' linguistic achievement is still below the required level . Hoping that changing the approach may yield better results , the researcher adopts the integrative approach .

It is hypothesized that integration in English teaching will yield better results in linguistic achievement than the prevailing situation as appears in textbooks .

A nine –week experiment has been carried out by adopting the “ post-test only , equivalent groups ” design . Two intact second intermediate year sections were randomly selected to represent the study sample as experimental and control groups . Both groups were equalized in variables of age , level of achievement in English in both the first intermediate year and in their previous knowledge of the teaching material . The study sample of fifty two subjects ; twenty six subjects in each group . The researcher has constructed a written post-test , used a ready – constructed oral posttest , estimated the validity and reliability of both tests , and administrated these tests to both groups at the end of instruction .

T–test and Pearson coefficient correlation formulas were used throughout the procedures and results analysis .

The findings of the study show that the subjects of the experimental group were not better than those of the control group in their linguistic achievement as measured by both the written and the oral posttest .

It is concluded that using the integrative approach in teaching English as a foreign language does not yield better results in the linguistic achievement of Iraqi second intermediate school learner than using conventional audiolingual approach at least in the circumstances involved in the application of this approach for this particular study . Thus , the hypothesis of this study is rejected .

The researcher attributes these findings to several factors that may be overcome when carrying out further studies .

Among the suggestions introduced by the researcher is that using the integrative approach requires an integrated course which aims at developing the four skills of language integratively .

3.2 : Discussion of the studies Reviewed :

The majority of studies reviewed in this chapter deal with the study of a sentence . These studies differ , in one way or another , in procedures , or approaches that are adopted to achieve the intended objectives .

Some of the previous studies tackle a sentence as the main topic of investigation (Banhero 1971 , Wilkinson 1971) whereas (AL – Bakri 1994 , AL – algawi 2000 , and AL – Samarria 2002) deal with the topic as apart of more general area of investigation .

However, as far as the method of investigation is concerned , non of these studies have used two approaches in teaching sentence patterns on the achievement of University students level . Banhero (1971) and Wilkinson (1971) have only concerned in studying sentence active- passive sentence and sentence types and complement types in English respectively , while the present work concerns itself in investigating sentence patterns presented through the use of the two, i.e, Quirk & Greenbaum's and Stageberg's approaches on the achievement of the university learner . AL – Bakri (1994) , AL – Algawi (2000) and Al – Samarria (2002) are similar to present work with reference to the technique used in teaching English as a foreign language (TEFL) . They also used certain technique in teaching English in syntax field like the present work but their emphasis focused on studying

the proposed effect of the achievement at the pupils on the intermediate level such as an eclectic , integrative and contrast approaches .

As far as the samples in the studies reviewed , the samples range from (30 to 52) of both sex while the present work , the sample consists of 40 students , 20 in each group .

Some studies adopted the experimental group – control group in achieving the aims like AL – Bakri (1994) , AL – Algawi (2000) and AL – Samarria (2002) .

The studies reviewed are similar to the present one in using the t – test formula for the test scores , but they differ from the present one in computing the reliability of the test . AL – Algawi (2000) and AL–Samarria (2002) use the test – retest method , AL–Bakri (1994) uses Pearson formula for estimating test reliability. Kuder–Richardson ⁽²⁰⁾ formula is used in the present work to estimate the reliability of the test .

The results of the studies reviewed (AL – Bakri 1994 , AL – Algawi 2000) put heavy emphasis on the suggested technique used in teaching English which are better than other like the audiolingual approach and traditional approach , while AL–Samarria (2002) concludes that there is no significant difference between the experimental and control group in using an integrative approach .

Generally the present work asserts that sentence pattern which is considered too difficult for the learners to be mastered . Therefore , more effect and special attention should be given by every one concerned in teaching English as a foreign language .

Chapter Four

Procedures

4.1: Population :

The population of the study is the third year students of English Departments at College of Education / University of Diala and College of Arts / University of Baghdad have been chosen for the academic year 2002 – 2003 .

The choice is intentional (in the selection of stage , college and universities) and random (in selecting a representative number from third year students) .

The total number of the students in both departments is (133) . See table (2)

4.2: The Sample :

The choice of the sample from the two major universities from faculties above is due to the fact that English sentence patterns are introduced differently in the two departments . The third year is chosen because the grammatical aspect under investigation is taught during this year . The sample is chosen in accordance with certain criteria . These are : the level of parents' education , and the subjects' level of achievement in English syntax in the previous year .

Table (2) a description of the population of the study .

<i>University</i>	<i>College</i>	<i>Stage</i>	<i>population</i>	<i>Sample</i>
Diala	Education	3 rd	104	20
Baghdad	Arts	3 rd	29	20
Total			133	40

Forty students are chosen randomly from both universities . Twenty students from the college of Education in Diala University and twenty students from college of Arts in Baghdad University . The number of the females is (35) from both universities where as the total number of the males in both universities is (5) only, thus the sex variable is neglected in this study .

Since the present study aims at finding out the effect of the approach to teaching sentence patterns as represented by Quirk & Greenbaum (1973) on one hand and Stageberg (1971) on the other on the achievement of the University students , the experimental design was used .

In this study the researcher uses both experimental groups, i.e, one group is taught according to Quirk and Greenbaum's approach and the other according to Stageberg's approach .

The experimental design is used and is referred to the outline , plan or strategy conceived in an attempt to obtain an answer to a research question . It is crucial that the design be an appropriate one because it determines whether or not valid , objective and accurate answers to research questions will be obtained . (*Christensen : 1980 : 158*)

In order to increase the sensitivity of the experiment and the theory of increasing the probability of detecting the effect that actually occurs , the researcher equates the subjects on the following variables :

1. The level of fathers' education .
2. The level of mothers' education .
3. The subjects' level of achievement in English Grammar in the previous year .

The level of parents' education experimented with other alternatives is as follows :

Mark 1: was given for the person who is literate .

Mark 2: was given for the person who has primary school certificate .

Mark 3: was given for the person who has intermediate school certificate

Mark 4: was given for the person who has secondary school certificate .

Mark 5: was given for the person who has diploma , B.A., M.A. or Ph.D degree

4.2.1 : The level of fathers' Education :

By using chi-square for the two independent samples , it has been found that there is no significant difference between the two groups as far as fathers' level of education is concerned . The calculated chi-square under 4 degree of freedom at 0.05 level of significance is (0.646) which is far over than the critical chi-square which is under 4 degree of freedom at 0.05 level is (9.49) . See table (3) and Appendix (C)

Table (3) Chi-square results for Fathers' Education .

Group	Number of subjects	Literate person	Primary school certificate	intermediate school certificate	secondary school certificate	Diploma or more	chi-square	
							Computed	Tabular
Diala University college of Education (Experimental)	20	4	2	1	4	9	0.648	9.49
Baghdad University college of Arts (Experimental)	20	3	2	2	5	8		

4.2.2 : The level of Mothers' Education :

Both groups were equal in the level of mothers' education . The chi-square results indicate no significant difference among the students in this variable since the calculated χ^2 – is (0.967) while the critical χ^2 – is (9.49) under 4 degree of freedom at 0.05 of significance . See table (4) and Appendix (D)

Table (4) Chi-square results for Mothers' Education .

Group	Number of subjects	Literate person	Primary school certificate	intermediate school certificate	secondary school certificate	Diploma or more	chi-square	
							Computed	Tabular
Diala University college of Education (Experimental)	20	7	3	3	2	5	0.967	9.49
Baghdad University college of Arts (Experimental)	20	5	4	2	3	6		

4.2.3 : The subjects' level of achievement in English Grammar in the previous year :

The mean scores of the two experimental groups , i.e, college of Education / University of Diala and college of Arts / University of Baghdad in the previous year are (68) and (68.1) respectively . The t-calculated value is (0.022) while the critical t-value is (2.021) . This indicates that there is no significant difference between the two groups at any level of significance . See table (5) and Appendix (E)

Table (5) t-test results of the samples .

<i>Group</i>	<i>Number of subject</i>	<i>Mean</i>	<i>Variance</i>	<i>Standard deviation</i>	<i>t-test value</i>	
					<i>Computed</i>	<i>Tabular</i>
Diala University college of Education (Experimental)	20	68	207.55	14.40	0.022	2.021
Baghdad University college of Arts (Experimental)	20	68.1	189.3	13.75		

4.3 : Construction of the Test :

The first step to be made is the selection of the contents . The content should be as suitable as possible to meet the objectives of the study . So the test can be

then employed to determine whether or not the experimental treatment produced any measurable effects .

The content of the test of the present study is limited to sentence patterns that are presented in “ A university Grammar of English ” by Quirk and Greenbaum (1973) and “An introductory English Grammar” by Stageberg (1971) . To achieve the aims and to verify the hypothesis, the researcher has set up two types of test for measuring the university students’ performance in identifying sentence patterns .

Both tests that are administered to the students of the two universities consist of three parts . In part One, the students are asked to identify the sentence patterns , i.e, giving the structure of those sentences.

In part Two , the students are asked to construct sentences according to the giving specific patterns that are mentioned in Quirk & Greenbaum’s Book and Stageberg’s book . In part Three , the students are asked to identify the semantic role of the clause elements for Quirk – test , where as part three of Stageberg – test the students are asked to classify certain underlined words according to its function in sentences .

The total number of the items for both tests are (86) items . The items of the tests are taken from the work book by R. A Close (1974) for Quirk – test and Stageberg’s book for Stageberg – test .

4.4 : The Instructional Materials :

The instructional materials for the Q. group is the material in chapter (7) of Quirk and Greenbaum (1973) under the heading “ clause types ” .

The authors list 7 patterns^{*1}. These patterns are taught one at a time with examples of different realizations of the element of each pattern on the chalk board . Then , the students are asked to identify the pattern and later to provide instances of variations of the pattern . Patterns then are compared where advisable . After presentation of the last pattern , exercises from Close’s work book (1974) are given in order to ensure learning and understanding on the part of the students . Recycling is also carried out all through to avoid backsliding .

As for the S. group , the instructional material is the material in chapter (14) of Stagberg (1971) under the heading of “ Basic Sentence patterns ” . The author lists 9 patterns*² . In teaching those patterns , the researcher follows the same steps as above . The relevant exercises in the book are done in the classroom with discussion of the patterns to ensure understanding .

Recycling is provided in the final exercise in the chapter . It has been decided to include instructional material under the test in order to provide the foundation for the justification for the manner in which the test is designed .

The experiment started on 15 th of February , 2003 . The researcher herself taught the two groups in order to control the teacher variable in the experiment . The lectures were arranged for both groups on Saturday for College of Education / University of Diala and on Monday for College of Arts / University of Baghdad each week . The experiment countinued for one month for both groups .

*¹ 7 patterns are :

1. SVA
2. SVC
3. SVO
4. SVOA
5. SVOC
6. SVOO
7. SV

*² 2.9 patterns are :

1. N be adj
2. N be uw (= unirflected word)
3. N¹ be N¹
4. N_{In} V
5. N¹_{Tr} VN²
6. N¹_{Tr} VN² N³
7. N¹_{Tr} V N²
8. NLv Adj
9. N¹ Lv N¹

- | | | |
|---|---|---|
| } | <ol style="list-style-type: none"> a. N² b. Adj c. pronoun d. Adv. (of place) unirflected e. verb, present participle . f. verb, past participle . | } |
|---|---|---|

4.5. Test Validity :

The most important quality to consider when selecting or constructing an evaluation instrument is validity . This refers to the extent to which evaluation results serve the particular uses for which they are intended .

(*Gronlund , 1965 : 77*)

Validity is the degree to which a test measures what it claims to measure . (*Lado , 1964 : 169*) . That is , a test is valid if it really measures well what we want it to measure . Validity , however , is not a property of the test itself : a test will not be valid for all purposes and for all groups . It is essential for test users to define precisely what information they wish to obtain from a test before they can decide whether or not it is valid . (*Leemann , 1981 : 116*)

Validity is ensured “ if a test measures what it is intended to measure and nothing else . If a test does this , it is said to be valid ”

(*Heaton , 1983 ; x , Ebel , 1972 : 73 , Al-Hamash and Youis , 1980 : 200*)

The most important kinds of validity in relation to the construction of an achievement test are : content validity and face validity .

(*Mehrens and Lehmann , 1973 : 135 ; Harris , 1969 : 21*)

4.5.1 : Content Validity :

Content validity should demonstrate that the test measures a representative sample of the behaviour or content domain which one wishes to measure . Thus content validity in contrast with other types of validation , is usually based on human judgment . One can also consult experts and use the homogeneity of these judgments as a criterion . (*Els et al. , 1984 : 318*)

Content validity is concerned with the relationship between test or examination content and detailed curriculum aims . (*Davies, 1968:32*)

Valette (1967 : 30) states that “ for the language teacher , the degree of test validity is not derived from a statistical analysis of test performance , but from a meticulous analysis of the content of each item and of the test as whole ” .

The test designed for this experiment for both approaches included items on all the aspects that were covered during the experiment .

Table (6)

Behavioural and Content Specification

1. Quirk & Greenbaum's Test

Content area	weight	No. of test items	Behaviour	Note
<i>Part One</i>			Recognition	A. to be able to identify sentence pattern of the given sentences
1. pattern No. 1		3 (6,11,19)		
2. pattern No. 2		3 (2,16,18)		
3. pattern No. 3		2 (1,17)		
4. pattern No. 4		3 (7,8,14)		
5. pattern No. 5		3 (3,9,10)		
6. pattern No. 6		3 (4,12,20)		
7. pattern No. 7		3 (5,13,15)		
<i>Part Two</i>			Production	B. to be able to form sentences according to the patterns given
1. SVA		b		
2. SVC		a		
3. SVO		d		
4. SVOA		f		
5. SVOC		e		
6. SVOO		g		
7.SV		c		
<i>Part Three</i>			Recognition	C. to be able to identify the semantic role of the clause element .
<i>1. Subject's roles</i>				
a. S agentive		2 (2,5)		
b. S agent/inst		2 (3,8)		
c. S affected		2 (4,19)		
d. S recipient		1 (6,)		
e. S locative		1 (16)		
f. S temporal		1 (15)		
g. S eventive		1 (9)		
<i>2. Object's roles</i>				
h. O affected		1 (18)		
i. O recipient		1 (13)		
l. O locative		2 (11,17)		
m. O effected		3 (10,12,20)		
<i>3. Complement's roles</i>				

j. C current		1 (1)		
k.C resulting		2 (7,14)		

2 . Stageberg's Test

Content area	weight	No. of test items	Behaviour	Note
Part One			Recognition	A. to be able to identify sentence pattern of the given sentences
1. pattern No. 1		2(1,3)		
2. pattern No. 2		2(2,11)		
3. pattern No. 3		2(4,17)		
4. pattern No. 4		3(8,12,20)		
5. pattern No. 5		1(7)		
6. pattern No. 6		3(13,14,16)		
7. pattern No. 7		3(6,15,19)		
8. pattern No. 8		2(9,10)		
9. pattern No. 9		2(5,18)		
Part Two			Production	B. to be able to form sentences according to the patterns given
1. N be Adj				
2. N be Uw				
3. N ¹ be N ¹				
4. N _{In} V				
5. N ¹ _{Tr} V N ²				
6. N ¹ _{Tr} V N ² N ³				
7. N ¹ _{Tr} V N ² N ²				
8. N Lv Adj				
9. N ¹ Lv N ¹				
Part Three			Recognition	C. to be able to identify the function for each underlined word in the sentence given .
1. Sv		1 (6)		
2. Pd		1 (1)		
3. Sc		2 (5,8)		
4. Md		2 (2,9)		
5. Do		3(7,10)		
6. Io		1 (4)		
7. Oc		1 (3)		

4.5.2 : Face Validity :

It is worth mentioning that it is not enough to ensure that the test really what it is supposed to test , but it is also necessary to ensure face validity . In the words of Harris , face validity is “ the way the test looks – to the examinees , test administrators , educators , and the like ” . (*Harris , 1969 : 7*)

Face validity is ensured by exposing the test to a jury of experts indifferent positions .

Face validity could be described as the layman’s impression of what a test measures . A test must have a certain degree of face validity for the users . (*Els etal , 1984 : 320*)

Face validity refers to whether the test looks like it is measuring what it is supposed to measure . (*Celce – Mureia , 1979 : 339*)

To check face and content validity , the test has been submitted to a jury of experts * . The researcher discussed the items one by one with the jury . She took their valuable notes into consideration and made all the necessary modification accordingly .

4 . 6 : The Pilot Study :

After constructing the test , a pilot study was required to find out exactly whether the test is well constructed or not .

* The jury members consist of :

1. Dr. Abdual Hameed Nasir Saad , University of Baghdad .
2. Dr. Abdul Jabbar A. Darwash , University of Al-Mustansiriya .
3. Dr. Adnan Mahmood Al- Mahdawi , University of Diala .
4. Dr. Fatin Khairi , University of Baghdad .
5. Dr. Ihsan A. Al- Dulaimy , University of Baghdad .
6. Mr. Irfan Saeed , University of Al-Mustansiriya .
7. Dr. Kadhim Al- Jawadi , University of Baghdad .
8. Dr. Khalil Isma’eel R. , University of Diala .
9. Layla Sha’aban , University of Al-Mustansiriya .
10. Assist. Prof. Lemia Al- Ani , University of Baghdad .
11. Dr. Sabah S. AL Rawi , University of Baghdad .

Result of the pilot – study can be a good indicator for making any necessary modifications in the final version of the test , to estimate the time allotted for answering all the items of the test as a whole , to determine the effectiveness of the test items in terms of their difficulty level and discrimination power in the light of the subjects’ responses.

To achieve these aims 20 students were chosen randomly to constitute the subjects for the pilot – study , 10 students for each group .

The findings of the pilot – study indicated that the time required to complete the three parts for each test is 90 minutes .

4.7 : Item Analysis :

After scoring the test papers , the researcher has ranked the test papers from the highest to the lowest score .

She separated two subgroups of these test papers an upper group consisting of 50 percent of the total group who received the highest scores on the test , and a lower group consisting of equal number of papers from those who received the lowest scores .

After the application of the test , item analysis was made to check the difficulty level (hence forth DL) of each item . To find out the DL for each item , the statistical formula used was :

$$DL = \frac{\text{High incorrect} + \text{low incorrect}}{\text{Total number of sample}} = \frac{Hi + Li}{N}$$

(*AL – Dulaimy and AL- Mahdawi , 2000 : 54*)

After the application of item difficulty formula , it was found out that it ranged between (0.20 – 0.60) and mean scores of (0.40) for College of

Education and it ranged between (0.20 – 0.70) and mean scores of (0.37) for College of Arts .

After the application of the formula of the item discrimination power , it was found out that the discrimination power ranges between (0.40-0.80) and mean scores (0.56) for College of Education and between (0.40 – 0.70) and mean scores of (0.52) for College of Arts . See tables (7) and (8) .

According to Ebell’s index of discrimination, “ Good classroom test item have indices of discrimination of (0.30) or more ” .

The statistical formula of discrimination power of item used was :

$$Dp = \frac{R_u - R_L}{1/2 T}$$

where Dp = discrimination power .

R_u = the number of pupils in the upper group who got the item right .

R_L = the number of pupils in the lower group who got the item right .

T = the total number of pupils included in the item analysis .

(*Gronlund , 1965 : 267 – 8*)

The discrimination power ranges from (+ 1.00) when every one in the upper group answers the item correctly and every one in the lower group answers the item correctly , to (zero) when there is no difference between the two groups to (-1.00) when every one in the upper group answers the item in correctly and every one in the lower group answers the item correctly .

(*Bergman , 1981 : 113*) .

The discrimination power of an achievement test item refers to the degree to which it discriminates between pupils with high and low achievement .

(*Gronlund , 1965 : 268*)

Bergman (1981 : 112) states that “ in addition to specifying the level of difficulty , it is often helpful to know how effectively an item separates students who know well from those who do not ” .

Table (7)
The Items Difficulty and Items Discrimination power of Quirk and Greenbaum’s Test

	Item	Item Difficulty	Item Discrimination power
Task One	1	0.40	0.40
	2	0.45	0.50
	3	0.55	0.50
	4	0.50	0.60
	5	0.30	0.60
	6	0.25	0.50
	7	0.55	0.70
	8	0.25	0.50
	9	0.20	0.50
	10	0.35	0.50
	11	0.25	0.50
	12	0.30	0.50
	13	0.40	0.60
	14	0.20	0.60
	15	0.40	0.80
	16	0.50	0.60
	17	0.50	0.50
	18	0.55	0.50
	19	0.30	0.50
	20	0.30	0.60
Task Two	21	0.35	0.50
	22	0.25	0.50
	23	0.30	0.50

	24	0.20	0.40
	25	0.40	0.40
	26	0.50	0.60
	27	0.55	0.70

	Item	Item Difficulty	Item Discrimination power
Task Three	28	0.40	0.80
	29	0.55	0.70
	30	0.55	0.50
	31	0.55	0.50
	32	0.45	0.50
	33	0.60	0.50
	34	0.30	0.50
	35	0.40	0.80
	36	0.55	0.70
	37	0.30	0.50
	38	0.50	0.60
	39	0.60	0.60
	40	0.40	0.80
	41	0.40	0.40
	42	0.30	0.60
	43	0.40	0.60
	44	0.50	0.60
	45	0.55	0.70
	46	0.50	0.50
	47	0.20	0.40

Table (8)
The Items Difficulty and Items Discrimination power of Stageberg’s Test

	Item	Item Difficulty	Item Discrimination power
Task One	1	0.40	0.40
	2	0.45	0.50
	3	0.45	0.50
	4	0.50	0.50
	5	0.45	0.70
	6	0.55	0.70
	7	0.35	0.50
	8	0.20	0.60
	9	0.30	0.40
	10	0.35	0.70
	11	0.30	0.40
	12	0.45	0.50
	13	0.30	0.40
	14	0.30	0.40
	15	0.50	0.40
	16	0.30	0.40
	17	0.45	0.70
	18	0.35	0.50
	19	0.50	0.40
	20	0.35	0.50
Task Two	21	0.55	0.50
	22	0.55	0.50
	23	0.50	0.60
	24	0.20	0.60

	25	0.25	0.50
	26	0.35	0.50
	27	0.35	0.50
	28	0.25	0.50
	29	0.35	0.50

	Item	Item Difficulty	Item Discrimination power
Task Three	30	0.25	0.50
	31	0.65	0.50
	32	0.45	0.70
	33	0.60	0.60
	34	0.30	0.60
	35	0.30	0.60
	36	0.25	0.50
	37	0.75	0.50
	38	0.30	0.60
	39	0.55	0.50

4.8 : Test Reliability :

One of the characteristics of a good test is reliability . *Madsen (1983 : 179)* , says that “ A reliable test is one that produces essentially the same results consistently on different occasions when the conditions of the test remain the same ” .

Test reliability expressed by test publishers in statistical terms , refers to the consistency of the examination scores . Presumably if the same test was given twice to the same group of students , the performances of each student would show little variation .

(*Valette , 1967 : 30*)

To determine the reliability of the test for the two groups , the researcher has applied the Kuder – Richardson formula (20) to find out the extent of test reliability .

$$K - R_{20} : r_{xx} = \frac{n}{n-1} \left[\frac{\sum P Q}{S_x^2} \right]$$

Where :

r = reliability coefficient .

N = the number of the items .

P = the percent of the correct answers of an item for the whole sample .

Q = the percent of the wrong answers of an item for the whole sample .

S_x^2 = variance of the sample .

(*Melhim , 2000 : 265*)

Computation of the subjects' scores by using the formula has given reliability coefficients . For the Quirk & Greebaum test , the reliability coefficients of the subjects' scores is 0.90 whereas for the Stageberg's test the reliability coefficients of the subjects' scores is 0.84 . The coefficients are considered statistically acceptable since they are above the level of 0.50 (*Nunnally , 1972 : 226*) and reaches more than 0.68 (*Hedges , 1966 : 22 – 23*) .

4.9 : Test Administration :

After the test has gained the validity and reliability qualifications , the researcher applied the test to both experimental groups of 40 third year students for both colleges . It was given to the students under the same conditions . What they required to do in each technique was given to them in English . The test is first submitted to the students of University of Diala / College of Education , the researcher's homeland then to those at University of Baghdad / College of Arts . All the students have smoothly answered all items within time allotted . The researcher has prepared a correction and the results are calculated and discussed . Chapter Five deals with the task of result analysis and discussion .

4.10 : Scoring Scheme of the Test :

For the purpose of objectivity and reliability , an accurate scoring scheme should be developed for the whole test .

(*Hamash et al. ,1982 : 23*)

Each item is marked as either correct or incorrect . An item correctly rendered scores one point , an incorrect rendering item scores Zero .

4.11 : Statistical Tools :

The following statistical tools were used in the present study :

1. Chi-Square was used to see if there is any significant difference on the achievement of the students in relation to their parents' education and the students' achievement in previous year variables
2. T-test for independent samples was used to find the significant difference between the two experimental groups for their achievement on the designed test .
3. Kuder – Richards formula (20) to find out the extent of test reliability .

Chapter Five

Result Analysis

5.1: Introductory Note :

In this chapter the data of the study are discussed with reference to aims and hypothesis set for this investigation . The data are analysed from students' responses to each task of the test to find out how competent Iraqi college students are , i.e, “ College of Education and College of Arts ” in identifying the different patterns of English sentence .

Comparison between these two experimental groups are made by using the t - test formula for independent samples , the results are discussed below .

5.2 : Overall Performance of the Two Experimental Groups :

As regards the first hypothesis of this study which reads as follows : “ there is no significant difference between students who are taught according to Quirk and Greenbaum's set of patterns and those who are taught according to Stageberg's approach ” , the t – test formula for independent samples has been used to determine whether there is any significant difference between Q. g and S. g .

A comparison of the mean scores of the two experimental groups on the test reveals that the mean scores of Q. g is (25.1) , and the mean scores of S. g is (29.8) .

The t – value is (2.937) , while the t – tabulated value with 48 df at 0.05 level of significance is (2.021) . See table (9) and Appendix (F) .

Table (9) shows the mean , variance , standard deviation and t – value .

Group	Number of subjects	Max. mark	Mean	Variance	Standard deviation	t - value		df
						Comp.	tabu	
College of Education (Experimental)	20	47 ⁰	25.1	89.2	9.44			
						2.937	2.021	38
College of Arts (Experimental)	20	39 ⁰	29.8	42.6	6.52			

The calculated t- value as shown above indicates that there is significant difference at the level and with the degrees of freedom above between the two experimental groups . The S. g is better than the Q. g . So the hypothesis that is mentioned above is rejected .

5.3 : Performance of the Q. group on the Whole Test :

5.3.1 : Task One :

The first task of the test concerns itself with the identification of the structure of the sentence pattern according to Quirk and Greenbaum (1973) .

Table (10) shows in percentages the level of difficulty faced by subjects of the experiment in recognizing each of the patterns in the test .

*Table (10)
Rank Order of Q. Group's items according to its Difficulty – Task One.*

Items	Percentages of Rank Order of the Items	Pattern
9	75 %	5
6	70 %	1
8	60 %	4
7	55 %	4
14	55 %	4
20	55 %	6
3	50 %	5
4	50 %	6
2	45 %	2
11	45 %	1
12	45 %	6
17	45 %	3
1	40 %	3
15	40 %	7
10	35 %	5
19	35 %	1
5	30 %	7
16	20 %	2
18	20 %	2
13	5 %	7

Table (10) reveals that items of higher difficulty range between (75% and 55%) . Those below these percentages are considered less difficult . Items with the level of difficulty of 20% and below maybe considered as acquired if we adopt

a cutting point of 80 % which means that adopting any mark higher than 80% will necessarily mean 100 % acquisition . (For more information on this point C . F Al – Jazrawi , (1998 : 98) who adopts a criterion of 75 % , Doughty (1991) who adopts a criterion of 70 % and Hamilton (1994) who adopts an 80% criterion .)

The results indicate that pattern No. 5 , namely , SV_{Complex trans.} O_d C_o , is the most difficult with the percentage of 75 % of the subjects . This pattern is represented by item No. 9 which reads as follows : They Congratulated her on her success .

The same pattern proved to be less difficult (50 %) in the case of item No.3 as in That made Stanley angry , and even less difficult (35 %) in the case of item No. 10 as in : But he proved himself a great soldier .

Thus if taken together the average level of difficulty becomes about 53 % which justifies considering this pattern which involves complex transitive verb to be a difficult pattern . The main reason for this difficulty may be due to the fact that item No.9 involves the use of a prepositional phrase as an O₂ which makes it difficult for the subjects to identify it as such .

Next in difficulty is pattern No.1 , namely , SV_{intens.} A_{place.} , represented by item No.6 with the percentage of (70 %) . The item reads as follows : He is without a job , and item No.11 with the percentage of (45 %) in the sentence : We are in a bit of a mess , and item No.19 with the percentage of (35 %) , namely , I have always lived in the country .

The average of difficulty of this pattern is (50 %) . The difficulty of this pattern lies in the fact that the verb be is followed by a prepositional phrase to be

a problem for English language learners irrespective of their linguistic background or the teaching / learning environment . (*C . F Al- Jumaily* * , 1982) .

Pattern No.4 is the most consistent of the patterns as far as the level of difficulty is concerned . Pattern No.4 , namely , $SV_{Complex\ trans.}\ O_d\ A_{place}$, is represented by three items No.8 (60 %) as in They extended the road by two miles , No.7 as in He threw a stone over the wall for fun , and No.14 as in He threw himself from his horse , with the percentage of (55 %) each .

Thus the accumulated average of difficulty is exactly the same as that of pattern No.5 , taking into consideration the consistency of the results . It can be judged safely that this pattern is of the greatest difficulty to our subjects .

The last pattern of the more difficult group is pattern No.6 , namely , $SV_{ditrans.}\ O_I\ O_d$. Items No.20 with (55 %) , No.4 (50 %) and No.12 (45 %) of percentages , which read as follows respectively : An unclce of mine left me a thousand pounds , She gives me expensive presents , keep me a seat , will you ?

The overall range of difficulty for this pattern is (50 %) which justifies considering it a difficult pattern for our students .

The most striking pattern of less difficult once is pattern No.2 namely $SV_{intens}\ C_s$, as represented by item No.2 (45 %) as in He was really a lawyer , item No.16 and No.18 with (20 %) each in the items which read as follows : (16) Mary is kind , and George became a crook . The average level of difficulty of this pattern becomes 28 % . This pattern may be considered as some what easy .

* Al- Jumaily (1982 : 226) states that “ Our subjects’ progress is by no means unique and there is a strong indication that not only native speakers but also second and foreign language learners have access to universals of language acquisition . ”

The same is true with pattern No.3 , i.e , $SV_{\text{mono trans. } O_d}$, represented by item No.17 with (45 %) as in Somebody caught the ball , and item No.1 with (40 %) as in George's father greeted the head master .

The easiest pattern in this task is pattern No.7 , which is , $SV_{\text{intrans.}}$, with the accumulated average of difficulty of 25 % as represented by items No.15 (40 %) , No.5 (30 %) and No.13 (which is the easiest 5 %) .

According to the results mentioned above and with reference to the cutting point of acquisition adopted above , it can be concluded that none of the patterns in this task has been acquired .

5.3.2 : Task Two :

The second task of the test requires the subjects to form a sentence according to the given pattern .

*Table (11)
The Rank Order of Difficulty of the patterns – Task Two .*

Items	Percentages of Rank Order of the Items	Pattern
5	40 %	5
4	35 %	3
2	30 %	1
6	30 %	4
3	25 %	7
1	20 %	2
7	15 %	6

Table (11) indicates that the most difficult one is pattern No.5 , namely , $SV_{\text{Complex trans. } O_d Co}$, with 40 % of the subjects failing to form it correctly , while the least difficult one is pattern No.6 namely , $SV_{\text{ditrans. } O_I O_d}$, with 15 % of the subjects unable to form a sentence according to it .

A comparison of rank order in the recognition task and this order using Spearman's Coefficient of Rank Correlation shows that the rank order correlation coefficient is (0.43) .

$$P = 1 - \frac{\sum d^2}{N(N^2 - 1)}$$

where :

P = Spearman rank correlation coefficient formula .

$\sum d^2$ = The Sum of the squares among the differences .

N = The size of the sample . (Ferguson , 1991 : 458)

Table (12)
Spearman's correlation coefficient of the patterns

Patterns	Rank order of patterns for task one	Rank order of patterns for task two	Spearman's coefficient c.
Pattern No. 1	2	3	0.43
Pattern No. 2	5	6	
Pattern No. 3	6	2	
Pattern No. 4	3	4	
Pattern No. 5	1	1	
Pattern No. 6	4	7	
Pattern No. 7	7	5	

5.3.3 : Task Three :

The third task of the test concerns itself with the identification of the semantic role of the underlined elements in the sentence .

Table (13)
The Rank Order of Difficulty according to Semantic Role–Task Three.

Items	Percentages of Rank Order of the Items	Semantic Role of the Underlined Element
14	70 %	C resulting
20	65 %	O effected
13	60 %	O recipient
10	60 %	O effected
11	60 %	O locative
12	60 %	O effected
4	55 %	S affected
8	55 %	S agent / instrumental
18	55 %	O affected
9	55 %	S eventive
1	50 %	C current
2	50 %	S agentive
17	50 %	O locative
19	50 %	S affected
3	50 %	S agent / instrumental
7	45 %	C resulting
5	40 %	S agentive
16	40 %	S locative
15	30 %	S temporal
6	30 %	S recipient

Calculating the results above according to role provides as with the rank order in Table (14) below .

Table (14)
The Rank Order of Difficulty according to Semantic Role .

Rank	Percentages	Role (s)
1	62 %	O effected
2	60 %	O recipient
3	57.5 %	C resulting
4	55 %	O locative
	55 %	S eventive
5	52.5 %	S affected
	52.5 %	S agent / instrumental
6	50 %	C current
7	45 %	S agentive
8	40 %	S locative
9	30 %	S temporal
	30 %	S recipient

As the scores in Table (14) above show the O roles are far more difficult to our subjects from the S roles . This is evident from the fact that the four top most difficult ranks are occupied by O_s and C_s and the bottom two least difficult ranks are occupied by S roles . This is also clear from the fact that all O and C roles are 50 % and more in difficulty . The most difficult O roles are effected , and recipient respectively , while the least difficult S roles are temporal and recipient .

From the item perspective , as Table (13) above illustrates the most difficult item is No.14 , namely , They left the house empty , which is an instance of C resulting . The results indicate that this high level of difficulty is not mainly due to the difficulty of identifying the role but rather to the item itself . This is so since the same role involved far proved to be one of the less difficult ones with a score of 45 % as exemplified by item No.7 , It is turning quite cold .

The O effected role is according to the results , definitely the most difficult role since in the three items exemplifying it , it has scored 65 % and 60 % respectively in the items : No.20 , Take a deep breath , No.12 Who is making all that noise ? and No.10 She sang a song .

The fact that all three items have proved to be highly difficult for our subjects is clear evidence that the difficulty lies in the role itself and not in the structure of the item .

Items that have also proved to be highly difficult are items No.13 and No.11 illustrating the roles O recipient and O locative respectively . The level of difficulty of these items is 60 % . The items are : No.13 I'll give you the answer , and No.11 We are just passing the Eiffel Tower .

Next in difficulty are items No.4 , No.8 , No.18 and No.9 each of which scoring 55 % and exemplifying the roles S affected , S agent / instrumental , O affected and S eventive in the order above . The items are as follows :

- (4) The door opened .
- (19) The flowers died .
- (8) The key opened the door .
- (9) The concert is on Thursday .
- (18) He gave the door a kick .

It is evident from example No.8 above and item No.3 , namely , The cold killed the trees , which scored 50 % and which also represents the S agent / instrumental role that this role is the most difficult S role and that this difficulty is due to the nature of the role itself .

The rest of the items that are considered difficult and which also scored 50 % are items No.1 , 2 and 17 which represent the roles C current , S agentive and O locative respectively . The items are :

- (1) It feels cold .
- (2) The cold affects me badly .
- (17) The horse jumped the fence .

The fact that S agentive has proved difficult in item No.2 above may be due to the fact that the agent role is played by an abstract noun rather than an animate one which is more typical of this role .

This may be supported by the evidence that this same role has proved less difficult (with a score of 40 % when exemplified by a noun that is (+ human) in the item No.5 which is , John opened the door with the key .

Item No. 16 , namely , This path is swarming with ants , which represents S locative with the score of 40 % , is one of the less difficult roles of the subject . The items that exemplify the least difficult roles of the subject , namely temporal and recipient , are items No.15 and No.6 which both scored 30 % each . The items are :

(15) Last winter was mild .

(6) His son has a radio .

5.4 : Performance of the S. group on the whole Test :

5.4.1 : Task One :

The first task of the test concerns itself with the identification of the structure of the sentence pattern according to Stageberg (1971) .

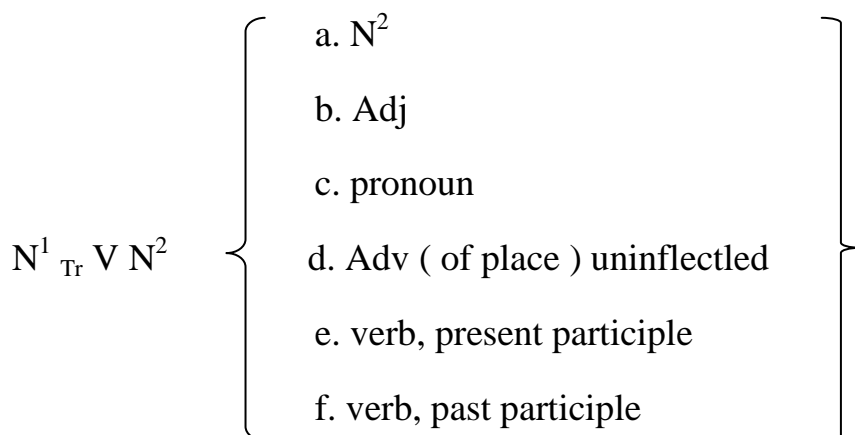
Table (15) shows in percentages the level of difficulty faced by the subjects of the experiment in recognizing each pattern in the test .

Table (15)
Rank Order of S. Group's items according to its Difficulty -Task One.

Items	Percentages of Rank Order of the Items	Pattern
10	80 %	8
6	50 %	7
8	50 %	4
15	50 %	7
19	50 %	7
5	45 %	9
12	45 %	4
17	45 %	3
9	40 %	8
7	30 %	5
13	30 %	6
14	30 %	6
16	25 %	6
18	25 %	9
4	20 %	3
1	10 %	1
2	5 %	2
3	5 %	1
11	5 %	2
20	5 %	4

The results illustrated above in table (15) indicate that pattern No.8 , namely , N Lv Adj , is the most difficult with the level of (80 %) in item N.10 which reads as follows : The students in the back row look sleepy , and (40 %) in item No.9 as in Your violin tone sounds rather squeaky . One possible reason for the difficulty of this pattern is in the confusion between the linking verb here and the intransitive verb of pattern No.4 . This pattern is the most difficult with the overall of difficulty of (60 %) , since this pattern is included within pattern No.2 in Quirk & Greenbaum .

Second in difficulty is pattern No.7 , namely ,



which is the most restable of the pattern in this task . The three item representing this pattern , namely , items No.6 , and No.15 and No.19 all show a level of difficulty of (50 %) in the items which read as follows : (6) The players chose Harry captain , (15) We supposed him upstairs , and (19) She believed George honest .

Pattern No.4 , namely , $N_{In} V$ (= intransitive verb) , seems to pose difficulty to the subjects in a fluctuating manner ranging between (50 %) in item No.8 in the sentence The ship had vanished , (45 %) in item No.12 in the sentence Who is

leading now ? , as well as (5 %) in item No.20 in the sentence The musician plays every day .

The difficulty here seems to lie not in the pattern itself but in the item representing it since the subjects failed to recognize the verb vanished as a verb . Thus the accumulated difficulty of 33 % . The same pattern is considered the easiest one in Q. group .

Pattern No.9 , namely $N^1 Lv N^1$, is the second in difficulty to the preceding one with an overall of difficulty (35 %) showed by item No.5 (45 %) in the sentence After two years of faithful service the corporal became a sergeant , and item No.18 (25 %) in the sentence The chief seemed a good fellow .

The difficulty here of course lies again in confusing linking verb with ordinary transitive verb .

Next in difficulty is pattern No.3 , namely , $N^1 be N^1$, representing by item No.17 and item No.4 with the level of difficulty of (45 %) and (20 %) respectively, making the level of difficulty about 32 % . This pattern is one of the most difficult one for the Q. group . The sentences are :

4 . policemen are guardians of the law .

17 . Harry is my favorite uncle .

Next in difficulty is pattern No.5 , which is , $N^1 Tr V_{(transitive\ verb)} N^2$, with the level of difficulty of 30 % as represented by item No.7 in the sentence Mrs. Hooper injured her ankle .

This pattern is followed by pattern No.6 , namely , $N^1 Tr N^2 N^3$, with an overall level of difficulty of (28 %) as represented by items No.13 , No.14 (30 % each) and No.16 (25 %) in the sentences : (13) He played me a game of chess , (14) Her mother sent her a new laundry box , and (16) He asked her a question .

The least difficult patterns are pattern No.1 , namely , N be Adj , and pattern No.2 , namely , N be Uw (= uninflected word) , in a descending order with item No.1 (10 %) in the sentence , That food is poisonous , and item No.2 (5 %) in the sentence Our meeting is now .

5.4.2 : Task Two :

The second task of the test requires the subjects to form a sentence according to the given pattern .

Table (16) shows in percentages the level of difficulty faced by the subjects in forming a sentence according to the given pattern .

Table (16)
The Rank Order of S. Group's items according to its Difficulty -Task Two.

Items	Percentages of Rank Order of the Items	Pattern
7	35 %	7
9	20 %	9
5	20 %	5
8	20 %	8
3	15 %	3
4	15 %	4
1	5 %	1
2	5 %	2
6	5 %	6

Table (16) indicates that the most difficult pattern is the pattern No.7 , namely ,

N¹ Tr VN² {

- a. N²
- b. Adj
- c. pronoun
- d. Adv (of place) uninflected
- e. verb, present participle
- f. verb, past participle

with 35 % of the subjects failing to form it correctly .

While the least difficult one is pattern No.6 , namely , N¹ Tr V N² N³ , with 5 % of the subjects unable to form a sentence according to it .

A comparison of rank order in the recognition task and this order using Spearman's Coefficient of rank correlation shows that the rank order correlation coefficient is (0.69) .

Table (17)
Spearman's Correlation Coefficient of patterns .

Patterns	Rank Order of patterns for Task One	Rank Order of patterns for Task Two	Spearman's Coefficient C.
Pattern No.1	8	7	0.69
Pattern No.2	9	8	
Pattern No.3	5	5	
Pattern No.4	3	6	
Pattern No.5	6	3	
Pattern No.6	7	9	
Pattern No.7	2	1	
Pattern No.8	1	4	
Pattern No.9	4	2	

5.4.3 : Task Three :

The third task of the test concerns itself with the classification each underlined word according to its function in the sentence by using symbols such as Sv , Pd , Sc , ...etc.

Table (18)

The Rank Order of S. Group's items according to its Difficulty -Task Three .

Items	Percentages of Rank Order of the Items	Function of the underlined word
8	75 %	Sc
3	60 %	Oc
5	55 %	Sc
10	50 %	Do
1	40 %	Pd
4	40 %	Io
9	40 %	Md
2	25 %	Md
7	25 %	Do
6	20 %	Sd

Calculating the results above according to the function provides as with the rank order in Table (19) below .

Table (19)

The Rank Order of Difficulty according to function .

Rank	Percentages	Function (s)
1	65 %	Sc
2	60 %	Oc
3	40 5 %	IO
4	40 %	Pd
5	37.5 %	Do
6	32.5 %	Md
7	20 %	Sv

As the scores in Table (19) above show the Sc and Oc functions are more difficult to our subjects from the rest . This is evident from the fact that the two top most difficult ranks are occupied by Sc and Oc and the bottom two least difficult ranks are occupied by Md and Sv .

From the item perspective as Table (18) above illustrates the most difficult item is No.8 which scoring 75 % , namely , Harry remained his friend through thick and thin , which is an instance of Sc function . The results indicate that this high level of difficulty is not mainly due to the difficulty of identifying Sc function but rather to the item itself .

This is so since the same function involved far proved to be one of the less difficult one with a score of 55 % as exemplified by item No.5 , Margaret is my choice .

Items that have also proved to be highly difficult are items No.3 (60 %) , No.4 (40 %) , No.10 (50 %) , No. (25 %) and No. 1 (40 %) illustrating Oc , Io , Do and Pd function respectively . The items are :

3 . The judges voted Florence the beauty queen .

4 . He assigned us a tough problem .

10 . Winifred grew flowers in her small garden .

7 . He assigned a tough problem .

1 . A violent storm arose .

Items No. 2 (25 %) and No. 9 (40 %) illustrating Md function proved to be less difficult for our subjects in the sentences : your apple pie is delicious and Winifred grew old gracefully , making the level of difficulty about 32.5 % .

Item No. 6 , namely , The cheerleaders led the parade , represents Sv function with a score of 20 % , is one of the less difficult function .

Chapter Six

Conclusions , Recommendations and Suggestions :

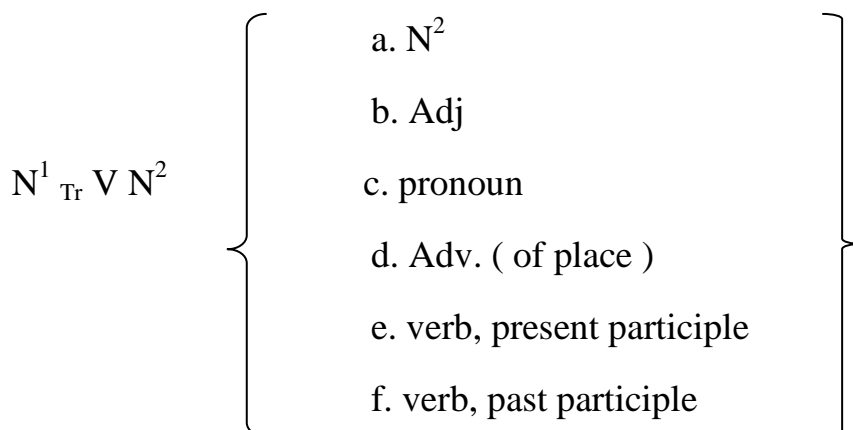
6.1: Conclusions :

The Following are the findings of this study :

1. The subjects of the experimental group who were taught by using Stageberg's (1971) set of patterns in this study are better at their linguistic achievement than those of the experimental group who were taught by using Quirk & Greenbaum's (1973) set .
2. The difficulty of the two approaches in this study may be attributed to the techniques used in explaining sentence patterns . It is worth mentioning that sentence patterns are presented in a brief way in Quirk & Greenbaum's (1973) approach , i.e, seven patterns , whereas Stageberg's(1971) approach consists of nine patterns with more explanation for each pattern , for instance , pattern No.1 , namely , N be Adj and pattern No.3 N¹ be N¹ are presented as discrete patterns in Stageberg , whereas Quirk & Greenbaum consider these two patterns as one pattern , namely , pattern No.2 , SV_{intens} Cs .

Concerning the sentence patterns that are introduced by the two approaches , through making a comparison in relation to the most difficult one , it has been concluded that pattern No.5, SV_{complex trans.} Od C, in Quirk & Greenbaum, and pattern No.8 , N Lv Adj, in Stageberg, are the most difficult patterns faced by the university learner of English in the first task (recognition level) . It has also been concluded that pattern No.7 , SV_{intrans.}. In Quirk & Greenbaum and pattern No.1 namely , N be Adj as well as pattern No.2 , N be Uw , in Stageberg are considered the easiest patterns in the same task .

In the second task (production level) pattern No.5 , SVOdCo , Quirk & Greenbaum and pattern No.7 ,in Stageberg ,which are



considered the most difficult patterns at this level . In the third task , the O roles are far more difficult to the subjects than the S roles in Quirk & Greenbaum . The third task in Stageberg , the Sc and Oc function occupy the first rank of difficulty and are considered more difficult to the subjects than the rest .Thus it is safe to conclude that the pattern which involves a complex transitive verb is the most difficult pattern in both approaches.

6.2: Recommendations :

On the basis of the findings of the study , the following recommendations are put forward :

1. A great deal of attention should be paid to teaching sentence patterns which are problematic for Iraqi learners of English .
2. Intensive lessons should be given to the Iraqi learners of English in order to improve their linguistic achievement in the area of English grammar .
3. Teachers of English grammar can present sentence patterns in a simplified way by comparing the construction of the sentence in Arabic and English , i.e, making contrastive study in order to enable the learner of English to concentrate on the differences between these two cases .

4. Students should be given clear instructions and demonstration of how to practise sentence patterns communicatively .
5. Annual conferences or seminars should be held to discuss such points as the following :
 - a. Objectives of teaching grammar and in particular sentence pattern as it is the cornerstone of syntax to EFL learners at all stages .
 - b. Classroom techniques and procedures in teaching sentence patterns and other grammar features and aspects should be so designed as to encourage language use that facilitates learning.

6.3 : Suggestions For Further Research :

In the light of the results of the present study , the following topics are suggested for further research :

1. An experiment that involves the use of Eckersley and Eckersley's (1960) patterns with the control group (s) using the pattern (s) under investigation may be of importance since Eckersley and Eckersley's approach involves the most elaborate set of patterns .

Conversely , a set of five patterns may be experimented upon to find out whether increasing the number of patterns or collapsing some into one and thus reducing their number to a minimum would be more efficient .

2. A similar study can be carried out to investigate the linguistic achievement of the students with reference to another variable such as sex .
3. A study using computer in teaching sentence patterns to investigate the linguistic achievement of the students can be carried out .

4. A contrastive study can be conducted to investigate the mastery of the sentence patterns by comparing the construction of the sentence patterns in both Arabic and English .

Appendix (C)

Frequencies of categories of Father's level of Education

Group	Number of subject	literate	primary	intermediate	secondary	Diploma or B.A ,
Diala University college of Education (Experimental)	20	(A) 4 (3.5)	(B) 2 (2)	(C) 1 (1.5)	(D) 4 (4.5)	(E) 9 (8.5)
Baghdad University college of Arts (Experimental)	20	(F) 3 (3.5)	(G) 2 (2)	(H) 2 (1.5)	(I) 5 (4.5)	(J) 8 (8.5)
Total	40	7	4	3	9	17

*Appendix (D)**Frequencies of categories of Mothers' level of Education*

Group	Number of subject	literate	primary	intermediate	secondary	Diploma or B.A ,
Diala University college of Education (Experimental)	20	(A) 7 (6)	(B) 3 (3.5)	(C) 3 (2.5)	(D) 2 (2.5)	(E) 5 (5.5)
Baghdad University college of Arts (Experimental)	20	(F) 5 (6)	(G) 4 (3.5)	(H) 2 (2.5)	(I) 3 (2.5)	(J) 6 (5.5)
Total	40	12	7	5	5	11

Appendix (E)

Subjects' Scores in the final Exam of the second year

Experimental Group (Diala University)		Experimental Group (Baghdad University)	
<i>No.</i>	<i>Scores</i>	<i>No.</i>	<i>Scores</i>
1	85	1	85
2	81	2	75
3	76	3	81
4	50	4	62
5	62	5	50
6	51	6	55
7	71	7	70
8	72	8	74
9	74	9	72
10	52	10	52
11	72	11	72
12	82	12	84
13	76	13	73
14	73	14	76
15	50	15	50
16	50	16	56
17	50	17	50
18	56	18	50
19	79	19	73
20	98	20	95

$$\sum X = 1360$$

$$\bar{X} = 68$$

$$V = 207.55$$

$$S. = 14.40$$

$$\sum X = 1362$$

$$\bar{X} = 68.1$$

$$V = 189.33$$

$$S. = 13.75$$

Appendix (F)
Subjects' Scores on the Test

Diala University college of Education (Experimental)		Baghdad University college of Arts (Experimental)	
<i>No.</i>	<i>Scores</i>	<i>No.</i>	<i>Scores</i>
1	34	1	23
2	17	2	30
3	12	3	39
4	13	4	38
5	18	5	36
6	29	6	38
7	25	7	29
8	9	8	33
9	24	9	30
10	41	10	38
11	25	11	25
12	38	12	26
13	18	13	18
14	32	14	26
15	39	15	39
16	36	16	23
17	13	17	32
18	26	18	18
19	26	19	28
20	27	20	28

$$\begin{aligned}\sum X &= 502 \\ \bar{X} &= 25.1 \\ V &= 89.2 \\ \text{Sd.} &= 9.44\end{aligned}$$

$$\begin{aligned}\sum X &= 597 \\ \bar{X} &= 29.8 \\ V &= 42.6 \\ \text{Sd.} &= 6.52\end{aligned}$$

Appendix (G)

t – test formula :

$$t = \frac{X_1^- - X_2^-}{\sqrt{\frac{S_1^2 (n_1 - 1) + S_2^2 (n_2 - 1)}{n_1 + n_2 - 2} \begin{pmatrix} 1 & 1 \\ n_1 & n_2 \end{pmatrix}}}$$

where :

X_1^- = the mean of the experimental group (college of Education / University of Diala) .

X_2^- = the mean of the experimental group (college of Arts / University of Baghdad) .

n_1 = the number of subjects (college of Education) .

n_2 = the number of subjects (college of Education) .

S_1^2 = the variance of subjects (college of Education) .

S_2^2 = the variance of subjects (college of Arts) .

(Glass & Stanely , 1970 : 295)

Appendix (H)

Chi – Square formula :

$$X^2 = \sum \frac{\text{Observed frequency} - \text{Expected frequency})^2}{\text{Expected frequency}}$$

(*Popham & Sirotnic , 1973 : 284*)

Appendix (I)

Variance formula :

$$S^2 = \frac{\sum (X - \bar{X})^2}{n}$$

where :

S^2 = Variance

\bar{X} = The mean of the sample .

$X - \bar{X}$ = The deviation of each score from the mean .

$\sum (X - \bar{X})^2$ = The sum of the squares of deviations .

n = The number of the scores .

(Ferguson , 1991 : 87)

Appendix (A)

A Checklist

University of Diala

College of Education

Department of Educational & psychological Sciences,

Higher Studies .

Dear

The researcher intends to carry out an experimental study entitled “ The Effect of the Approach to Teaching Sentence Patterns on Achievement of the University Students ” in the aspect of English syntax .

Two experimental groups have been chosen from college of Education / University of Diala and college of Arts / University of Baghdad to represent the sample of the study . The selection of the sample requires equalization of certain variables such as level of fathers’ Education , level of mothers’ Education and level of subjects Achievement in English Grammar of the previous year .

A checklist has been prepared by the researcher . It requires to answer to the following questions :

Name :

Level of father’s Education :

Level of mother’s Education :

Subject’s Achievement in English Grammar of the previous of the previous year :

With respect and gratitude

Yours

Ashwaq Abdul Mahedi

M . A . Candidate

Appendix (B)

The Test Given to the Jury

University of Diala

College of Education

Department of Educational and psychological Sciences,

Higher Studies .

Dear Sir,

The researcher intends to carry out an experimental study entitled “ The Effect of the Approach to Teaching Sentence Patterns on Achievement of the University Students ” .

The present study aims at :

1. Assessing the effectiveness of the approach to sentence patterns , i-e, whether any of the two approaches , namely , Quirk & Greenbaum’s (1973) and Stageberg’s (1970) yields better results than the other .
2. Identifying difficulties in sentence patterns faced by University learners of English.

Hypothesis of the study :

It is hypothesized that there is no statistically significant difference between students who are taught sentence patterns according to Quirk & Greenbaum’s approach and those who are taught according to Stageberg’s approach .

The Subjects of the research are third year students at University of Diala , College of Education and University of Baghdad , College of Arts for the academic year 2002 – 2003 .

The content of the test is limited to sentence patterns that are presented in “ A university Grammar of English ” by R. Quirk & S. Greenbaum (1973) and “ An introductory English Grammar ” by N. Stageberg (1971) .

To achieve the aims and to verify the hypothesis, the researcher has set up two types of test for measuring the university students’ performance on identifying sentence patterns .

You are kindly requested to go through the test and give your opinion and comments on the above, the test that follows is :

- a. Suitable and valid .
- b. Somehow suitable and valid .
- c. Not suitable and not valid for the following reasons :
 - 1.
 - 2.
 - 3.
 - 4.
- d. I suggest :
 - 1.
 - 2.
 - 3.
 - 4.
- e. Any additional comments .

With respect and gratitude

Yours

Ashwaq Abdul Mahedi

M . A . Candidate

The test

1. Quirk & Greenbaum's test (1973) :

Task 1:

Identify the sentence pattern of each of the following sentences :

Example : He's getting angry .

SVC

1. George's father greeted the head master .
2. He was really a lawyer .
3. That made Stanley angry .
4. She gives me expensive present .
5. His annoyance did not last .
6. He is without a job .
7. He threw a stone over the wall for fun .
8. They extended the road by two miles .
9. They congratulated her on her success .
10. But he proved himself a great soldier .
11. We are in a bit of a mess .
12. Keep me a seat, will you ?
13. He hurried .
14. He threw himself from his horse .
15. The child laughed .
16. Mary is kind .
17. Some body caught the ball .
18. George became a crook .
19. I have always lived in the country .
20. An uncle of mine left me a thousand pounds .

Task 2:

Form a one sentence on each of the following sentence patterns :

- a. SV intens Cs
- b. SV intens A place
- c. SV intrans .
- d. SV montrans Od
- e. SV complex trans Od Co
- f. SV complex trans Od A place
- g. SV ditrans Oi Od

Task 3:

Indicate whether the element underlined is :

- | | |
|---------------------------|----------------|
| a. S agentive | h. O affected |
| b. S agent / instrumental | i. O recipient |
| c. S affected | j. C current |
| d. S recipient | k. C resulting |
| e. S locative | l. O locative |
| f. S temporal | m. O effected |

h. S eventive

1. It feels cold today .
2. The cold affects me badly .
3. The cold killed the trees .
4. The door opened .
5. John opened the door with the key .
6. His son has a radio .
7. It is turning quite cold .
8. The key opened the door .
9. The concert is on Thursday .
10. Who is making all that noise ?
11. We are just passing the Eiffel Tower .
12. She sang a song .
13. I'll give you the answer .
14. They left the house empty .
15. Last winter was mild .
16. This path is swarming with ants .
17. The horse jumped the fence .
18. He gave the door a kick .
19. The flowers died .
20. Take a deep breath .

2. Stageberg's Test (1971) :

Task 1:

Identify the sentence pattern of each of the following sentences :

Example : The girl bought a dress .

$N^1 \text{ TrV } N^2$

1. That food is poisonous .
2. Our meeting is now .
3. The picnickers were happy .
4. Policemen are guardians of the law .
5. After two years of faithful service the corporal became a sergeant .
6. The players chose Harry captain .
7. Mrs. Hooper injured her ankle .
8. The ship had vanished .
9. Your violin tone sounds rather squeaky .
10. The students in the back row look sleepy .
11. The dean is in .
12. Who is leading now ?
13. He played me a game of chess .
14. Her mother sent her a new laundry box .
15. We supposed him up stairs .
16. He asked her a question .
17. Harry is my favorite uncle .
18. The chief seemed a good fellow .
19. She believed George honest .
20. The musician plays every day .

Task 2:

Form a one sentence on each of the following sentence patterns :

1. N be Adj
2. N be Uw (= uninflected word)
3. N¹ be N¹
4. N In V (= intransitive verb)
5. N¹ Tr V (= transitive verb) N²
6. N¹ TrV N² N³
7. N¹ TrV N² N²
8. N LV Adj
9. N¹ LV N¹

Task 3:

Classify each underlined word according to its function in the sentence using these symbols :

SV subject of verb

Pd predicator

Sc subjective complement

Md modifier

DO direct object of verb

IO indirect object

OC object complement

1. A violent storm arose .
2. Your apple pie is delicious .
3. The judges voted Florence the beauty queen .
4. He assigned us a tough problem .
5. Margaret is my choice .
6. The cheerleaders led the parade .
7. He assigned a tough problem .
8. Harry remained his friend through thick and thin .
9. Winifred grew old gracefully .
10. Winifred grew flowers in her small garden .

ABSTRACT

The primary purpose of instruction in English grammar is to help students use English correctly and appropriately . It is of vital importance to devote some classroom time to teaching grammar and having students practise grammatical patterns so as to help them gain competence and confidence in the language . In this regard , Rutherford (1987 : 1) affirms “ that through grammar the learner can make words effective and become master of his own grammatical environment ” .

Huebener (1969 : 98) defines grammar as “ the syntactical structure of a language ” , while Palmer (1974 : 9) views that it is a complex set of relations . It is a device that specifies the infinite set of well – formed sentences and assigns to each of them one or more structural descriptions . That is to say it tells us just what are all the possible sentences of a language and provides a description of them . This is no small task , but one that is well worthy of human study .

The grammar of a language generates the sentences of that language : it assigns to each sentence a set of representations which provide the formal characterization of some of the properties (semantic , syntactic , morphological , etc.) of the sentence .. (*Haegeman & Gueron , 1999 : 582*)

Each grammatical category has its own features , linguistic complexities , and difficulties . So the quality and quantity of learners’ mistakes differ from one grammatical category to another . English sentence patterns (henceforth , ESPs) constitute a very difficult learning area – university teachers have always complained that Iraqi University students do not normally recognize and use these patterns .

The present study deals with studying empirically the effect of the approach to teaching sentence patterns on the achievement of the university students .

The study aims at :

1. Assessing the effectiveness of the approach to teaching two sets of sentence patterns, i-e, whether any of the two approaches, namely, Quirk & Greenbaum’s (1973) or Stageberg’s (1971) yields better results than the other .

2. Identifying difficulties in sentence patterns faced by the university learners of English .

It is hypothesized that there is no statistically significant difference between the students who are taught sentence patterns according to Quirk & Greenbaum's (1973) and those who are taught according to Stageberg's (1971) approach .

A four – week experiment has been carried out by adopting the “ post test – only, equivalent groups ” design in order to fulfil the first aim of the study and to verify the hypothesis .

Forty third - year students from College of Education / University of Diala and College of Arts / University of Baghdad are randomly selected to represent the study sample as “ experimental - group – experimental group ”; twenty students in each group . Both groups have been matched in term of : level of fathers' education, level of mothers' education and level of subjects' achievement in English Grammar of the previous year .

The teaching material was limited to chapter (7) in “ A University Grammar of English ” of Quirk & Greenbaum's (1973) and to chapter (14) in “ An Introductory English Grammar ” of Stageberg's (1971) .

The researcher has constructed a written post test ; After estimating the validity and reliability of the two tests , they were administered to the two groups at the end of instruction .

T – test, Chi – Square, Kuder – Richardson ⁽²⁰⁾ formula , Spearman coefficient correlatrons were used through out the procedures and results analysis .

The ‘ t ’ test for independent samples has been used to find out the significant difference between the two experimental groups . The calculated ‘ t ’ value is higher than the ‘ t ’ critical value which indicates that there is a significant difference between the two groups at 0.05 level of significance . The analysis of data shows that the calculated ‘ t ’ value at (0.05) level and (38) degree of freedom is (2.937) as compared with the ‘ t ’ critical value which is (2.021) indicates that the experimental group who were taught according to Stageberg's (1971) is highly better

than the experimental group who were taught according to Quirk & Greenbaum's (1973) .

The statistical analysis of the data has yielded the following major results : the two approaches may be attributed to the techniques used in explaining sentence patterns . Sentence patterns are presented in Quirk & Greenbaum's (1973) in a brief way, i-e, seven patterns, while Stageberg's approach (1971) outline nine patterns with more explanation for each pattern .

In the light of these results, relevant conclusions are drawn and a number of recommendations and suggestions are put forward .

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