A study on syntactical and morphological mistakes in 4th and 5th year students of the english teaching training program at Universidad Católica Silva Henríquez.

Profesor de Enseñanza Media en inglés

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CHAPTER 1

INTRODUCTION

How should we teach grammar? What are the best approaches and methods to teach it? Every time teachers discuss the importance of teaching grammar to English language learners, there is not only one correct answer with regard to this matter. In fact, the way we teach grammar will depend largely on our objectives, the students' needs, our class environment, our own appreciation of grammar teaching, among many other factors that should be taken into account when English language teaching (ELT) is being debated.

However, it is widely acknowledged how important grammar really is for any language learner and, while it may not be the most fundamental feature of a language, grammar is indeed as significant and important as learning all other aspects of language such as phonology, semantics, or even pragmatics.

But, what is grammar after all? Well, as a matter of fact, the notions of grammar have changed over the past few years, so it is not an easy term to define. Nevertheless, we will quote the definition which best summarizes such a concept in our thesis. Grammar has been defined by Richards, Platt and Weber (1985) as "a description of the structure of a language and the way in which linguistics units, such as words and phrases are combined to produce sentences in the target language".

However, most of the definitions with regard to grammar describe the strong attachment between grammar and communication. This is why we believe that

the more language learners understand grammar, the more clearly, meaningfully, and freely, they will be able to organize and communicate their own ideas as well as comprehend the ideas of others, especially if these learners are just one step away from becoming future teachers of English.

The researchers have noticed that several linguistic doubts arise in the students once they have undergone and fulfilled their five-year English Teaching Training Program at UCSH. Particularly, doubts related to grammar features. This issue is even more noticeable once the teacher-to-be deals with the difficult task of preparing a written thesis completely in English and later, presenting and defending their findings of the research study in front of linguistic experts.

As a matter of fact, the whole process ended up being really challenging since most of the participants of this study, future teachers of English, started studying the English language several years after puberty. According to The Critical Period hypothesis if students do not acquire a second/foreign language before puberty, they will always have problems with some parts of grammar (Lenneberg, 1967); therefore, we might never master the language as well as a native speaker. This hypothesis has long been debated and resisted; however, most linguists still agree with Lenneberg's premise.

Furthermore, there is not enough exposure and contact with the target language throughout the course of our program and we go on using our mother tongue, Spanish, just about half of the time, that is to say, in the English language courses only.

Therefore, we will find several situations where the lack of strong grammatical instruction is evident. For instance, the informant professors, who review and analyze the written thesis work prepared by UCSH students, come across with countless elementary syntactical, morphological, and even orthographical errors. On the other hand, students who are applying for a scholarship to study abroad are not able to pass the international examination since they do not have the required level of English proficiency to meet the English language requirements. Unfortunately, it has been demonstrated that one of the hardest sections for the students to approve is the grammar section indeed, due to its complexity and difficulty when it comes to master the grammatical rules by heart.

Due to the situations aforementioned, we believe that a research study project focusing on the description of the syntactical and morphological errors made by fourth and fifth year students at Universidad Católica Silva Henríquez became more and more necessary. In addition, the creation of a record to classify and identify the most common errors was essential; not only to be aware of those mistakes, but to look for ways to avoid them, to prepare both syntactical and

morphological contents in the grammar-oriented courses with useful and up-to-date data based directly on the main source of errors, UCSH students.

Furthermore, through this research study, the researchers wanted to investigate the relative effectiveness of teaching grammar in the English Teaching Training Program at UCSH in both the language practice subjects and the grammar-oriented ones, having as a measuring indicator the grammar section of the Michigan Test.

In the following pages, you will find a study of the most common syntactical and morphological mistakes made by fourth and fifth year students at UCSH gathered through the application of a grammar exam taken from the Michigan Test.

Chapter 2 provides the current state of the art second language acquisition as to the theoretical foundations underlying our research study. Those theories range from major exponents such as Vigotsky, Krashen to Brown, Yule, Celce-Murcia, among others.

Moreover, Chapter 3 contains an exhaustive revision of literature related research, whether national or international, with additional remarks and observations made by the researchers of the present study. These related grammar research studies have been drawn from different educational institutions throughout our country and other parts of the world. As mentioned

earlier in this work, the researchers provide a critical analysis to every related investigation.

Chapter 4 portrays a detailed description of the methodology carried out to accomplish this research study and illustrates each of the methodological stages followed during the investigation, the characterization of the corpus used, the subject profile, the evaluating tool, the procedures employed, and the criteria of selection chosen for further analyses of the results obtained in the experimental section.

Chapter 5 goes through the quantitative results obtained from the Michigan Test grammar section administered to UCSH students, as well as the contrastive analyses between the grammar contents found in the Michigan test grammar test versus both grammar and language course contents from the English Teaching Training Program at UCSH. Results are then further explained and data interpreted in depth in Chapter 6.

Chapter 7 is devoted to stating and contrasting hypotheses and objectives with the results obtained through our quantitative, as well as qualitative analyses. The researchers also discuss the effectiveness of teaching grammar in the English teaching Training Program at Universidad Católica Silva Henríquez in both the language practice subjects and the grammar-oriented ones in the light of the test results obtained.

In Chapter 8, final conclusions and suggested procedures gathered from our research study, as well as a critical assessment of our own research work and further contributions to our field are provided, followed by a section listing the references consulted.

Finally, we have included a glossary, a sample of the corpus and separate appendices which contain graphs, tables and data collected throughout the course of our investigation.

CHAPTER 2

THEORETICAL FRAMEWORK

THEORIES OF SECOND LANGUAGE ACQUISITION

Do we learn or acquire a second language? Or do we do both? Or neither of them?. The answer to these questions is not an easy one. It is very important, as learners of an L_2, to know and, most of all, to understand the theories underlying the processes of second language acquisition.

According to George Yule[1] we both acquire and learn a language. These terms may seem similar to the layman's eyes, but, if truth be told, they focus on different aspects of language. **Acquisition** refers to "*the gradual development of ability in a language by using it naturally in communicative situations*" (Ibid.) as opposed to the term **learning***, which "applies to a conscious process of accumulating knowledge of the **vocabulary** and **grammar of a language**" (Ibid).* According to these terms, we could say that we would acquire a language simply by living in another country where our target language is spoken, through social interaction, in day-by-day contact, just as children acquire or '*pick up*' (as Yule refers to that process) their first language. On the other hand, we might as well learn a language through a teaching method, just as traditional school methods did or still do. Considering this view, the same author considers that we

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[1] Yule,G. "The study of language" 2nd edition. 2003: 191

could develop high proficiency by acquiring a language rather than learning it. Nevertheless, we may have the perfect social interaction in order to acquire a language, but we may never get the proficiency as a native-speaker does. We may get the native-like writing skill, but the native-like accent is surely by far the hardest part, or even the unreachable feature, when acquiring the target language.

The main barrier of acquiring a language is, as Yule (2003) called it, *The Affective filter*[2]. This concept is defined as follows:

> *"It is often used to describe a kind of barrier to acquisition that results from negative feelings or experiences. Basically, if you're stressed, uncomfortable, self-conscious or unmotivated, you're unlikely to learn anything".*

In other words, willingness and self-consciousness affect directly when acquiring the target language. When it comes to learning English at UCSH, we can state that most of the teachers-to-be feel extremely motivated to learning, so there is no such a thing as a high affective filter in English language program mainstream subjects.

Let us not forget that Stephen Krashen (1981) also claims that "*the best acquisition will occur in environments where anxiety is low and defensiveness absent, or in Krashen's terms, in contexts where the 'affective filter' is low*".

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[2] Yule,G. "The study of language" 2nd edition. 2003: 192

In a nutshell, Krashen, Professor Emeritus at the University of Southern California, proposed a well-known theory about second language acquisition which consisted mainly of five hypotheses[3], namely:

- The Acquisition-Learning hypothesis,

- the Monitor hypothesis,

- the Natural Order hypothesis,

- the Input hypothesis,

- and the Affective Filter hypothesis.

We will refer to his most important hypothesis related to our research study, *the Input hypothesis.* He postulated that learners acquire language by exposure to comprehensible input; in other words, the learner improves and acquires the L_2 by focusing on the meaning of the message rather than the structure of it. "We acquire, in other words, only when we understand language that contains structure that is 'a little beyond' where we are now."[4]. Krashen claims that there must be certain conditions in order to succeed in acquiring a language. Firstly, the input provided by the teacher (our case) should be the current level of the learner I + 1, comprehensible input. Secondly, we must change our traditional assumption. The learner must go for meaning first, and, as a result, we would get the structure. Finally, fluency will come naturally; it will "emerge" in due course. First, the learner will use only "memorized language", and later, "real language" will come.

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[3] Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition
[4] Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition

The following section of our research study focuses on the significance of errors in learners' developing systems, otherwise known as ***error analysis***.

Error Analysis

Another process we considered of utmost importance for a better understanding of our research work was Error Analysis. Following H. Douglas Brown's (1987) words, "language learning, like any other learning process, involves making errors", we would like to remark that, in language teaching and learning, the careful study of learner's errors – or Error Analysis - is a procedure for identifying, describing and systematically explaining the errors made by a learner, using any of the principles and techniques provided by linguistics. The aim of this process is to suggest suitable and effective teaching-learning strategies and remedial measures necessary in the target language. Language teachers are then encouraged to use this analytically systematic tool in their language classes. Having said that, the participants of the study firmly believe that the analysis of errors made by students at UCSH became more and more necessary throughout the years in order to accomplish a number of academic goals. We know that success comes from profiting from mistakes, by using mistakes to obtain feedback from the environment, and with that feedback to make new attempts that successively would lead to desired goals.

As mentioned earlier, language learners are supposed to make errors because they are an essential part of our language learning process. However, the sensible and careful analysis of our errors, and, obviously, the thorough

understanding of the reasons why we make them is extremely important. H. Douglas Brown (Ibid.) also adds that, "by making mistakes, language can be learnt and understood". Another author who also refers to errors as an essential language component in our learning process is Norrish (1983), who postulates that *"we can learn through our errors … making mistakes can indeed be regarded as an essential part of learning[5]."*

The above remarks just make us even more confident in our belief that we should regard errors or mistakes as a logical step in our learning process. The following stage is the one that becomes the most important, which is the procedures to be carried out with regards to remedial work, or feedback so that these mistakes do not happen again.

One of the major exponents of Error Analysis, Corder (1987) provides three different factors to demonstrate why errors are significant in language learning. The first reason goes to the language instructor in that these errors tell him, provided that he makes a thorough taxonomical analysis, about the learner's progress and on what the teacher is supposed to put more emphasis in what remains for the student to learn. The second reason supplies the language teacher evident information of how the learner is using his learning procedures or strategies to discover the mechanics of a language in order to acquire it. Last but not least, the third reason states that errors are necessary to the language learner himself as well because, by observing and analyzing his errors, the learner can also learn. The analysis and understanding of his errors becomes indeed the best feedback for a learner.

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[5] Norrish, J. 1983. *Language Learners and their Errors*.

As implied above, Error analysis is a multidimensional process which involves much more than the simple review of learners' errors. Errors provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention.

As seen in the explanation abovementioned, error analysis can be a very useful device of a foreign – language teaching program. Undertaken at the beginning level, error analysis reveal to the teacher "knotty" areas of the language confronting the students. The frequency counts of errors can be helpful in setting up teaching priorities. Teaching time and effort can be distributed accordingly for optimal results. In brief, Error Analysis examines all possible sources of errors, so it is a very important tool for the language teacher.

The following section of our research study provides some further considerations related to Error Analysis as postulated by different authors. The first one, Brown (1987) makes the following distinction:

Identification of Errors, Description of Errors, Explanation of Errors (Errors caused by negative transfer, Errors caused by the target language).

It is important to state that, due to the complex nature of our work, which deals with errors and mistakes alike in this part of the research, we will refer to errors in a general sense, as an umbrella term throughout the research work, but, when it comes to explicit analysis of errors, there will be a clear distinction,

errors will be referred to competence errors, and **mistakes** to performance errors.

Concerning the first category, *Identification of Errors*, Brown (1987) posits that, in order to analyse learners' errors in an appropriate manner, we must distinguish between errors and mistakes, technically two very different phenomena from a linguistic perspective. For that respect, we should consider his definition as stated in his work referred to below[6].

> *"There are those so-called "errors" or "mistakes" that are more correctly described as lapses. A mistake refers to a performance error; it is a failure to make use of a known system. Everybody makes mistakes in both native and second language situations. Normally native speakers are able to recognise and correct such "lapses" or "mistakes" which are not the result of a deficiency in competence, but the result of imperfection in the process of producing speech"* (Brown 1987).

It is important to infer at this point that, at the early stages of the learning process, we are just dealing with **mistakes** when it comes to analysing the subjects' errors. Later on, when the teacher analyses the intermediate or advanced learner's errors, he should be careful enough to identify which errors are simple mistakes, and which are serious errors.

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[6] Brown, Douglas. 1987. Principles of Language Learning and Teaching.

Without a shadow of a doubt, identifying an error goes beyond explaining what an error is. However, as linguists pay attention to the distinction between an error and a mistake, it is necessary to go over the definition of the two different phenomena. According to the *Dictionary of Language Teaching and Applied Linguistics* (1992) a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called, whereas an error is the use of a linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

To distinguish between an error and mistake, Ellis (1994) suggests two ways. The first one is to check the consistency of learner's performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask the learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

As to the second category, *Description of Errors*, a number of different categories for describing errors have been identified. Firstly, Corder (1973) classifies the errors in terms of the difference between the learners' utterance and the reconstructed version. In this way, errors fall into four categories: *omission* of some required element; *addition* of some unnecessary or incorrect element; *selection* of an incorrect element; and *disordering* of the elements. Nevertheless, Corder himself adds that this classification is not enough to describe errors. That is why he

includes the linguistic level of the errors under the sub-areas of morphology, syntax, and lexicon (Corder, 1973).

Ellis (1994) maintains that "classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time." This categorization can be exemplified as follows:

Omission:

Morphological omission	*A strange thing happen to me yesterday.
Correct form	*A strange thing happened to me yesterday.*
Syntactical omission	* Must say also the names?
Correct form	*Must I say also the names?*

Addition:

In morphology	* The book**s** is here.
Correct form	*The book is here*
In syntax	* The London
Correct form	*London*
In lexicon	***** I stayed there during five years ago.
Correct form	*I stayed there five years ago.*

Selection:

In morphology	* My friend is old**est** than me.
Correct form	*My friend is older than me*
In syntax	* I want that he comes here.
Correct form	*I want him to come here*

Ordering:

In pronunciation	* fignisicant for 'significant'; *prulal for 'plural'
In morphology	* get upping for 'getting up'
In syntax	* He is a dear to me friend.
Correct form	*He is a dear friend to me*
In lexicon	* key car for 'car key'

An error may vary in magnitude. It can include a phoneme, a morpheme, a word, a sentence or even a paragraph. Due to this fact, errors may also be viewed as being either *global* or *local* (cited in Brown, 2000)**.** Global errors hinder communication. They prevent the message from being comprehended as in the example below:

- I like bus but my mother said so not that we must be late for school.

On the other hand, local errors do not prevent the message from being understood because there is usually a minor violation of one segment of a sentence that allows the hearer to guess the intended meaning as follows:

- If I hear from her, I would let you know.

The final group is related to the two dimensions of error, *domain* and *extent***.** Domain is the rank of linguistic unit from phoneme to discourse that must be taken as context in order for the error to be understood, and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied or reordered in order to repair the sentence. This suggestion by Lennon (cited in Brown, 2000) is parallel with Corder's other categorization of *overtly* and *covertly* (1973). Overtly

errors are unquestionably ungrammatical at the sentence level and covertly errors are grammatically well- formed at the sentence level but are not interpretable within the context of communication. For example, "I'm fine, thanks." is a correct sentence but if it is given as an answer to the question of "How old are you?" it is a covertly error.

Another author that also makes a distinction between errors and mistakes within the frame of Applied Linguistics is Pit Corder (1973), his comments about errors and mistakes are too interesting to be ignored, so we have taken the liberty of including his definition as follows:

> *"Errors are deviances that are due to deficient competence (i.e. "knowledge" of the language, which may or may not be conscious).As they are due to deficient competence they tend to be systematic and not self-correctable. Whereas "mistakes" or "lapses" are due to performance deficiencies and arise from lack of attention, slips of memory, anxiety possibly caused by pressure of time, etc. They are not systematic and readily identifiable and self-correctable."*

Brown (1987) was surprised at how meticulous this grammarian author, Corder, could be when it concerned language speech. In addition to the distinction between errors and mistakes aforementioned, Corder also referred to the differences between synonymous utterances in the learner's dialect. The following quotation refers to that respect:

> *"As we know error analysis is a comparative process. So, in order to describe the errors, in a way, we use a special case of contrastive analysis, and we compare synonymous utterances in the learner's*

dialect and the target language, in other words we compare 'erroneous utterance' and 'reconstructed utterance'." (Corder, 1973)

It is fundamental to realize that the mistakes a learner makes in the process of constructing a new system of language need to be analyzed carefully, for they could contain some of the keys to the understanding of the process of language acquisition/learning.

As to the third category, *Explanation of Errors*, Brown (1987) claims that tracing errors to their sources can be a difficult task. However, some of the most recurrent sources for mistakes are Interlanguage or Intralanguage, as noted by Richards (1971) in the following quotation:

"In order to arrive at effective remedial measures, the analyst must understand fully the mechanism that triggers each type of error. The source of an error could be interlanguage or Intralanguage."(Richards 1971)

As there are many descriptions for different kinds of errors, it is inevitable to move further and ask for the sources of errors. It has been indicated in the fist part of the study that errors were assumed as being the only result of interference of the first language habits to the learning of second language. However, with the field of error analysis, it has been understood that the nature of errors implicates the existence of other reasons for errors to occur. Then, the sources of errors can be categorized within two domains: (i) interlingual transfer, and (ii) intralingual transfer.

With regards to Interlanguage, or Errors caused by Negative Transfer, which is one of the most common sources of error because the learner makes analogies between his mother tongue and the target language. Richards thinks that the rules that apply to his native language will also apply to the new language system, but, sooner or later he will find out he is completely wrong.

Let us review an example from the Turkish language which may be equivalent to a type of mistake a Spanish native speaker would also make while attempting to speak English. The following cited reference illustrates a case of Negative Transfer:

> *"If the learner of a foreign language makes some mistakes in the target language by the effect of his mother tongue, that is called as interlanguage errors. For example, any Turkish speaker learning English may say, "Ahmet Fatma ile evlendi." in his mother tongue, and he may transfer his old habit to the target language. (Altunkaya, 1985) The resulting translation would be "Ahmet married with Fatma," which is not acceptable in English"*

As mentioned earlier, this example also applies to a Spanish learner trying to speak English. A clear example of negative transfer would occur when a learner makes a mistake by using a false cognate. The word folder is *carpeta* in standard Spanish. An example of negative transfer would be: "I will keep the documents in this *'carpet'*", meaning *'folder'*.

Besides, Interlingual transfer is a significant source for language learners. The *Dictionary of Language Teaching and Applied Linguistics* (1992) defines interlingual errors as being the result of language transfer, which is caused by the learner's first language.

However, this should not be confused with the behaviouristic approach of language transfer. Error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language.

Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexica-semantic elements of the native language into the target language.

At the morphological level, Spanish students would tend to add the plural suffix at the end of an adjective, as the Spanish language adds an 's' to all adjectives to agree with plural nouns, as in the following example:

- Three beautiful**s** houses.

  In Spanish, it is "Tres casas hermosa**s**."

Another major step in the explanation of mistakes is of utmost importance when the source of mistakes becomes the target language, which is also known as Intralingual Transfer, or errors caused by the target language. Most of the time, we look for explanations elsewhere except in our own language. Learners may make mistakes in the target language since they are not too familiar with the target language; they have difficulties in using it. For example, they may say "mans" instead of saying "men", as the plural form of "man". In that way the learner overgeneralizes the use of plural suffixes. Richards (1971) focuses on intralanguage / developmental errors and distinguishes four types of developmental errors, namely:

- Overgeneralization

- Ignorance of rule restriction

- Incomplete application of rule

- False concepts hypothesised

Overgeneralization, or negative intralingual transfer, can be illustrated in such utterances as 'Does John can sing?' 'He goed' and 'I don't know what time is it'. An example of **Ignorance of Rule Restriction** would be, for instance, when the learner uses the regular comparative form with irregular adjectives, such as:

- The book is good**er** than the movie.

- "The room was filled *by* smoke."

instead of:

"The room was filled *with* smoke."

(Example taken from: http://www.ifets.info/journals/3_4/virvou.html)

The second error may be due to the fact that the student may not know the restriction that "with" is used instead of "by" when the object of the passive voice sentence stands for materials rather than agents.

Incomplete application of rules involves a failure to learn more complex types of structure because the learner finds s/he can achieve effective communication by using relatively simple rules. For example, in conversion mistakes the student may have typed:

"The book was written."

instead of: "The book was written **by John Smith**."

(Example taken from: http://www.ifets.info/journals/3_4/virvou.html)

Another example of **Incomplete Application of Rule** would be, for instance, when the learner, instead of adding – es to the verb to indicate third person singular, applies the suffix – s only. This is shown in the example below:

- He go**s** to the cinema once a month.

An example of **False concepts hypothesised** would be, for instance, when the error shows some evidence of cognitive processing in the example below:

- The baseball player hit**ted** the ball tomorrow.

The above type of errors may derive from faulty comprehension of a distinction in the target language. For example, verb tense mistakes may be attributed to this cause if the student has not understood correctly how to use verb tenses.

Fossilization

The term is used by Selinker (1972) in relation to the processes of 'levelling' ('lack of forward movement) or 'regression' ('backsliding', where a learner's language reverts to an earlier stage). Fossilization may occur in relation to any linguistic level, a 'foreign accent' being the result of one form of fossilization. The phenomenon is well attested in both formal and naturalistic learning environments, and various explanations for it have been put forward, Selinker (1972) relates it to the presence of tension or extreme relaxation.

With regards to this issue, Brown (1987) states '...it is quite common to encounter in a learner's language various erroneous features that persist despite what is

otherwise a reasonable fluent command of the language. This phenomenon is most saliently manifested phonologically in 'foreign students' in the speech of many of those who have learned a second language after puberty.'

Moreover, the same author adds that '...we also frequently observe syntactic and lexical errors persisting in the speech of those who have learned a language quite well. The relatively permanent incorporation of incorrect linguistic forms into a person's second language competence has been referred to as fossilization.'

According to the British Council (2009), fossilization refers to "the process in which incorrect language becomes a habit and cannot easily be corrected".[7] In other words, this 'incorrect language' refers mainly to incorrect linguistic features that may emerge from the influence of our L1, in this particular case, Spanish, and, as they were not corrected in time, in fact, they have *fossilized.*

Zhaohong Han (2004)[8] defines *fossilization* as follows:

> "…*a process which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language. Aspects of pronunciation, vocabulary usage, and grammar may become fixed or fossilized in second or foreign language learning.*"

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[7] British Council & BBC. http://www.teachingenglish.org.uk/think/knowledge-wiki/fossilization
[8] Zhaohong Han, 'Fossilization in adult Second Language acquisition' 2004:19

There are different definitions concerning fossilization, but once we get the language feature, let's say '*X*', it will never change and will thus become a permanent form.

Until this point, we have been referring to *fossilization* as an interlanguage error process; however, Ellis (1985)[9] offers a dual definition that considers *fossilization* as both, positive structure, understood as the correct form of the language, and negative structure, the error itself. He postulates that:

> *Fossilized structures can be realized as errors or as correct target language forms. If, when fossilization occurs, the learner has reached a stage of development in which feature X in his interlanguage has assumed the same form as in the target language, then fossilization of the correct form will occur. If, however, the learner has reached a stage in which feature Y still does not have the same form as the target language, the fossilization will manifest itself*

There are many reasons to describe fossilized structures, but the description that best suits our work is given by Brown (1987) when he states that '... fossilization should not be viewed as some sort of terminal illness, in spite of the forbidden metaphor that suggests an unchangeable situation etched in stone.' Then, he adds that "... a better metaphor might be something like 'cryogenation' – the process of freezing a matter at very low temperatures, we would then have a picture of a situation that could be reversed (given some warmth, of course!)."

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[9] In: Zhaohong Han, 'Fossilization in adult Second Language acquisition' 2004:16

How do language items become fossilized? Fossilization can be regarded as consistent with principles of human learning: conditioning, reinforcement, need, motivation, self-determination, among others.

Vigil and Oller (1976) associate it with the feedback a learner receives from interlocutors. If a learner produces erroneous forms, but interlocutors signal comprehension ('I understand') then the learner has no motive to abandon the erroneous (which might occur if the reaction were 'I don't understand'). Selinker and Lamendella (1978) counter-argue that the linguistic items LI children use do not become fossilized even though they receive 'I understand' reactions from parents. Their explanations are: low motivation (no desire to move forward); age (neurological mechanisms making change difficult with age); limited input.

One last point to mention related to close the subject of fossilization is that Selinker and Lamendella (1979) noted that Vigil and Oller's model relied on the idea of *extrinsic* feedback, and that other factors internal to the learner affect fossilization. Therefore, they concluded that fossilization can also be the result of the presence or absence of internal motivating factors, of seeking interaction with other people, of consciously focusing on forms, and of the learner's shyness in the learning process.

Last but not least, another error distinction worth mentioning is the one that deals with the difference between **global** and **local** deviant utterances, or errors. In the former case, the error requires so much explanation, or so much interruption of the task at hand, that it may not be advisable to treat it right away, or, sometimes you are better off if you ignore it for good. To illustrate a *global* error with an example from Brown (1987), let us quote the following sentence: '*The different city is*

another one in the another two'. This sentence would certainly need a longer treatment because it is incomprehensible as it is. With regards to *local* errors, they refer to those errors that are easily spotted. The sentence '*There is a **widow** in every bedroom*' It is recommended that this type of errors usually need not be corrected since the message is clear and correction might interrupt the flow of productive communication.

As teachers, we may, and rightly, attach great importance to the feedback we give to students, but we must recognize that there are other forces at work in the process of internalizing a second/foreign language.

To sum up, we would like to be a bit more specific about all the concepts that have been defined and illustrated in this section of our research work.

Of course we agree with the fact that one of the greatest contributions of learner language research has been to identify the sources of error. First of all, we have a dichotomy, errors versus mistakes. Then, we have, at early stages in learning a foreign language, interlingual errors, that is, errors that come from the positive or negative transfer, or interference, of our native language. As a liason between our native language and the target one, we have overgeneralization. Further on, once the learners have begun to acquire parts of the new system, more and more intralingual transfer – generalization in the target language – is manifested. Let us not forget the error dichotomy regarding global and local errors, which is also fundamental in terms of error correction.

With all these theoretical foundations kept in mind, we thus started to analyze UCSH students' grammatical errors.

The next section deals with the way the grammar issue has been treated throughout English Language Teaching (ELT) history.

Grammar and its Role throughout the History of English Language Teaching

As mentioned earlier in this investigation, one of the objectives of this research is as follows:

> *To investigate the relative effectiveness of teaching grammar in the English teaching Training Program at Universidad Católica Silva Henríquez in both the language practice subjects and the grammar-oriented ones, having as a measuring indicator the grammar section of the Michigan Test Practice Tests.*

As part of our research work, an attempt has been made to review the theoretical grounds that underpin the focus area of the study: syntactical and morphological errors.

Accordingly, some of the literature that was felt as having a strong connection with the main topic of the study, namely, syntactical and morphological errors, were grammar and its role in communication, arguments in favour of and against grammar teaching, balanced approach to language teaching and different grammar teaching approaches (explicit, implicit and integrated-grammar teaching). All of these topics are discussed in this section, adapted from Abraham Degu (2008).

Grammar and its role in communication

First of all, it is of utmost importance to catch a glimpse at the roles grammar has in language communication through its various definitions. A major exponent in Grammar, Thornbury (1999:1-2), defined grammar as:

> *A study of what forms are possible in a language.... The system of rules that covers the order of words in a sentence (syntax) and information of words (morphology)… Grammar is a kind of sentence-making machine.*

Azar (2007) also described it as, *'Grammar is a weaving that creates the fabric.'* Musumeci (1997:1) similarly defined grammar as follows:

> *Linguists define grammar as a set of components: phonetics, (production and perception of sounds), phonology (how sounds are combined), morphology (the study of forms, or how elements are combined to create words), syntax (how words are strung together in to sentences) and semantic or meaning. Because all languages are characterized by these components, by definition, language does not exist without grammar.*

All the definitions aforementioned have some commonality that magnifies the strong bondage which exists between grammar and communication (meaning). In other words, grammar is the backbone of a language system without which

communication exists with difficulty (Thornbury, 1999;; Richards and Renardya, 2002; Harmer, 2001).

These views are also supported by Cataford (1967), who depicted grammar as a *'skeleton'* of a language upon which the entire language system is built. In his description, he made a very good analogy between language and a human being or other vertebrate animals. He stated that vocabularies or content words are just like the flesh of human beings which cannot stand alone and function by themselves with the absence of the structural words and the rules that tie up the language system.

The above mentioned opinions and facts about grammar call for the need to have grammatical knowledge as a ground for the second / foreign language learning and teaching process. In other words, the knowledge of the grammar of the target language is a fundamental element to develop one's communicative competence, which is the final goal of language learning.

However, in different historical periods of second language pedagogy, there have been different viewpoints and theories about language learning in general and about grammar in particular. As a result, there have been different language teaching methods and approaches that have been acceptable, preferable and dominant during their time of existence.

For instance, prior to 1970s, the structural approach had been the most widely used second language teaching approach. By that time, there was no strong challenge or arguments against the main role of grammar as content for language teaching as well as the basic principle under which the teaching material is organized (Celce- Murcia, 1991).

According to the structuralism point of view, language was considered as a system of structurally related elements for conveying meaning. These elements are phonemes, morpheme, words, structures, and sentence types.

In addition, the goal of language learning is considered as mastering each part of the grammatical item bit by bit because language acquisition was assumed as a process of gradual accumulation of parts (from phoneme to morpheme to word to phrase to sentence) until the entire system of the language was built up. (Richards and Rodgers, 1986, Celce-Murcia, 1991). Linguistic competence was the goal of language learning and due to this, L2 classroom teaching process was highly accuracy-focused or form-focused.

Nevertheless, following the introduction of communicative language teaching (CLT), grammar teaching began to receive very little attention. This is mainly because the structural approach to language teaching failed to enable second language learners to use the target language for their communicative needs. (Lock, 1996). Language is indeed a tool of communication, and therefore, the primary objective of second language learning and teaching process is to develop learners'

communicative competence. To this end, proponents of CLT believed that we use the language in order to learn it. In other words 'we learn to communicate by communicating.' (Thornbury 1999:18).

Further on, Krashen (1982) strongly argued that language acquisition was an unconscious process rather than a conscious one, or something that can be achieved through tutored instruction/learning. Thus, as Thornbury (1999:19) reported, *"Acquisition occurs (according to Krashen) when the learner is exposed to the right input in a stress-free environment... success in a second language is due to acquisition, not learning."*

As to the issue of grammar in second language pedagogy, advocates of CLT believed that communicative competence meant more than the knowledge of grammar. It included sociolinguistic competence, discourse competence and strategic competence. Thus, linguistic/grammatical/ competence was believed to be one of the components of communicative competence, which could be acquired through communication. (Ellis 1994, Basturkmen and Loewen, 2001; Lock 1996; Thornbury, 1999; Richards and Renandya, 2002).

Because of this viewpoint, there has been prolonged debate between scholars in favor of and against the inclusion of grammar teaching in second language pedagogy until now. The next section will deal with the rationales given by the two opposing parties, and the third option suggested by other authors.

Arguments in favor of and against Grammar Teaching

'The history of language teaching is essentially the history of claims and counter claims for and against the teaching of grammar.' (Thornbury, 1999:14)

As mentioned above, the advent of communicative language teaching in second language teaching arena has resulted a difference in attitudes towards the place of grammar in L2 pedagogy.

Arguments against Grammar Teaching

The arguments against grammar teaching come from different views about language.

The first argument comes from the views that language is a set of skills. To elaborate the point, they compare language learning with learning to ride a bike. Someone may have the information or the knowledge about the activities and the basic steps involved in riding a bike, such as: keeping your balance, pedalling, steering by means of the handlebars, and so on. However, this does not guarantee that one knows how to ride or can ride a bike. The same idea works for language learning. One may have a good knowledge of grammar; however, it does not necessarily mean that he/she can be a fluent user of the language. One piece of evidence to support this view is the inability or inefficiency of the structural

approach of language teaching to produce learners who use the target language for their communication needs.

Furthermore, from the skill point of view, we learn a language by using it. In other words, it is by means of experiential learning that one can learn a language rather than by studying it. Proponents of this view, suggest that L2 learners should not be exposed to an explicit grammar learning, rather there should be a situation where students can use the target language to communicate their ideas, opinions and feelings toward each other. (Thornbury, 1999)

The second major argument - according to Thornbury, 1999 - that discredits the weight given for grammar teaching comes from the goal of language learning. As frequently heard, communicative competence is the end goal of second language learning. Here, linguistic competence is considered as one element of communicative competence among other components. As to the learning process, there are two different views. The first view, which is advocated by the adherents of the weak version of CLT, suggests that we learn a language in order to use it and, accordingly, language learners should learn the rules first and then engage themselves in a life like communication in order to apply what they have learned. However, as opposed to this point, the authors who are the leading followers of the strong version of CLT believed that L2 learners can acquire a language by communicating or by using the language. In other words, some call it learning by doing or experiential learning. Due to such belief, explicit grammar teaching is considered 'unhelpful' and a 'waste of time' (Thornbury, 1999)

The other source of the argument against grammar teaching is connected with the theory of first language acquisition. Thornbury (1999) stated: *"The fact that we all learned our first language without being taught grammar rules has not escaped theorists. If it works for the first why shouldn't it work for the second?"* The origin of this view comes from the well-known applied linguist Stephen Krashen. Krashen has made the distinction between learning and acquisition. For him, learning is achieved through tutored/formal/ instruction, like learning grammar rules, which is inadequate to make L2 learners use the target language for communication. However, acquisition is a natural process that can be achieved through the communicative interaction made with the speakers of the language, just the way it happens in the process of first language acquisition. Therefore, acquisition can occur when learners are exposed to a rich variety of comprehensible input in a stress-free environment which can trigger learners' innate capacity. (Thornbury, 1999)

In a similar way, Prabhu (1987) as cited in Richards and Renandya (2002:67) argued, *"classroom learners can acquire an L2 grammar naturalistically by participating in meaning-focused tasks."*

The last argument that favors the exclusion of grammar from second language pedagogy is associated with the theory of universal grammar. The famous linguist, Noam Chomsky believed that language ability is not a learned / habituated behavior. Rather, it is through an innate human capacity that one can acquire a language. Chomsky (as reported by Thornbury, 1999) claimed, *"Human beings are*

'hard-wired' to learn a language. That is, there are universal principles of grammar that we are born with."

According to Chomsky, formal grammar teaching has nothing to do with language acquisition, as there is the natural order of acquisition of grammatical items. The grammar that L2 learners learn in language classrooms cannot replace the 'mental grammar' and so that formal classroom's grammar instruction is a waste of time. (Thornbury 1999).

Despite all these opposite views and arguments against the relevance and the inclusion of grammar in second language pedagogy, there are also a number of strong arguments in favor of the inclusion of grammar and its major role throughout the foreign language learning and teaching process.

Arguments in favor of Grammar Teaching

In the previous section we reviewed some of the arguments against the inclusion of grammar teaching in ELT. At the same time, there are also strong claims that favor the need to incorporate grammar teaching as one part of second language pedagogy. Below are some of these arguments:

The first and foremost argument which tries to put grammar teaching at the forefront of second language teaching and learning process comes from the view that grammar is 'a sentence making machine' (Thornbury 1999). In the word stock, or lexicon, of the English language, content words comprise the highest

percentage of the words' total, and the remaining items are structural or grammatical words (Cook, 2001). However, unless one has the necessary knowledge about how structural words combine with content words to convey meaning; it is very difficult to communicate only by using content words. In support of this argument, Azar (2007) suggested that grammar helps learning to discover the general feature of a language.

Language consists of predictable patterns that make what we say, read, hear and write intelligibly. Without grammar, we would have individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the fabric (Azar, 2007).

Besides, Azar (2007), in connection with the views that exclude grammar teaching from second language teaching and learning process, strongly argues that those who were prominent in the naturalist approach (Krashen) were mistaken in advocating zero grammar. In a similar way, Cunningsworth, 1984; Cecle-Murcia, 1991; Widdowson, 1990; Lock, 1996 noted that the question whether to include grammar in second language teaching pedagogy is not a debatable issue. For them, it is not an optional issue, since it is one of the key elements necessary for effective communication to take place. As Cook (2001:19) depicted, *"Grammar is sometimes called the computational system that relates sound and meaning trivial in itself but impossible to manage without."*

The second view that favors grammar instruction comes from the 'fossilization' argument. Thornbury (1999:24) reported, *"More recently researches suggest that without some attention to form, learners run in the risk of fossilization."* In a similar way Larsen-Freeman (1991) notes that excluding the teaching of syntax is to open the door for linguistic competence fossilization. Azar (2007) in a similar way, states that there is nothing more difficult than trying to explain certain grammatical structures and rules for students who have no grammar notions. Such students' speaking and listening ability may be considered as fluent; however, their written English is full of ungrammatical utterances.

Therefore, there must be a grammar lesson that draws some attention to form. Azar (2007) notes that those learners (both native speaker and non-native speaker) who wish to use a language to the best of their ability, especially to do well in academic discourse, should have fundamental understanding of the target language grammar. Otherwise, it is very unlikely for learners to progress beyond the basic level of communication (Thornbury, 1999).

The third point of argument that favors the inclusion of grammar in language teaching relates to the issue of 'noticing'. There is a view that grammar knowledge can serve as an *'advance organizer'* which facilitates the language acquisition process. As Richard Schmidt (1995) posited, the grammar lesson he had learnt previously helped him become a fluent Portuguese speaker while he was interacting with Brazilians. This is because he was noticing certain grammar

features while communicating naturally. As a result, Schmidt concluded that noticing is a pre-requisite for acquisition. (Thornbury 1999; Ellis 1994).

In general, second language learners primarily should have the awareness about how the lexical and grammatical words combine to convey meaning. For the overall language progress (communicative competence) that is sought as the end goal of language learning and teaching program, grammar teaching should be part of it as it forms the basement of the system.

As a result, as opposed to Krashen's (1982) and Prahbu's (1987) arguments, total negligence of grammar seems against the nature of a language. Both the form and the meaning are two fundamental and compulsory components of communication. We cannot think of language as a tool for communication with the absence of either form or meaning. Grammar knowledge is a necessary condition for communication to occur as it is the means to an end.

Balanced Approach to Language Teaching

As we have seen earlier in this research study, there have been strong opposite views towards the inclusion of grammar teaching in second language classrooms. However, there is a middle ground that is in favor of the need to incorporate both grammar/form and communication/meaning in second language teaching pedagogy. Many scholars suggest that an exclusive emphasis or focus on one aspect of a language, and giving very little emphasis to the other aspect of a

language is dangerous and probably creating an obstacle for successful language learning process. (Girma, 2005; Seedhouse, 1997).

Following this belief, Seedhouse (1997:338) suggested the following idea as an option that can alleviate the disagreement created between the supporters of the two opposite views:

> *The middle way, covering both form and meaning, accuracy and fluency, would seem to be the most sensible way to proceed, and indeed there currently appears to be a general consensus that it is unwise to neglect either area.*

In a similar way, Azar (2007) recommended that both form and meaning are inseparable language elements and fundamental in second language learning process and therefore, practitioner should give a balanced emphasis. Here are the actual words of Azar (2007):

> *'Focus on fluency or accuracy? Do both, in proper balance given the students' need and goals.*
> *Make students work with grammar structures inductively or deductively? Do both.*
> *Use authentic or adapted language? Students need both.*
> *Work with sentence level vs. Connected-discourse material? Both can have good pedagogical purpose and effect.*

Engage in open-ended communicative interaction or controlled

response exercises? Both are beneficial for student.

Explicit instruction or communicative exposure? Both.'

One of the sources of the problem of an extreme focus on one aspect of the language and excluding the other aspect of the language is probably due to the misconnection and confusion created about the combined nature of grammar and communication. Dickins and Woods (1988) noted that:

If we take a historical perspective, grammar and communication

were for a long time considered as two independent features, that

is, as autonomous elements, rather than two complementary and

integrated elements necessary for effective language use.

It seems because of the stated confusion following the advent of CLT that there was an exclusive emphasis given to meaning-focused instruction without having a room for the grammar aspect of the target language. Ellis (1994) stated that meaning-focused instruction is the result of the strong vision/ deep-end version of CLT which advocates that linguistic knowledge is acquired through communication rather than through direct instruction.

Even another author, Thompson (1996), discusses that there was a misconception about grammar teaching since the introduction of CLT. Many second language teachers perceived that CLT means not teaching grammar. The source of this misunderstanding is the influence of the arguments of applied linguists, such as

Prahbu (1987) and Krashen (1982). Both of them argued that explicit grammar teaching is unhelpful and unnecessary. This is because the language knowledge that the learners need to communicate is too complex to teach and thus, it is only possible to make L2 learners acquire a language through unconscious process, by providing a rich variety of comprehensible input, rather than formal instruction (Krashen 1982).

However, Thompson (1996) has underlined that grammar is a necessary part of communication and, therefore, it should be part of communicative language teaching. This implies grammar should be part of the content in second language teaching pedagogy. He suggested, *". . . the exclusion of explicit attention to grammar was never part of CLT. It is certainly understandable that there was reaction against the heavy emphasis on the structure at the expense of natural communication."* Thompson (1996:10). In relation to this, some research findings have shown that students who have learned through an exclusive meaning-focused instruction failed to develop a high level of linguistic competence. (Ellis 1994, Thornbury, 1999).

In addition to this, Cunningsworth (1984:16) stated how grammar is the indispensable part of meaning-focused instruction as: *"No one, however, can produce a functional course without also teaching language form, so we are not really choosing to teach either structure or function: we should teach both."*

Nevertheless, what has been mentioned does not mean that developing learners' grammatical competence is the goal of second language teaching, nor explicit grammar teaching alone is sufficient to guarantee learners' communicative competence. However, it is one means to the end goal of language learning (Thornbury 1999, Atkins, Hailom and Nuru, 1995).

Grammar teaching Techniques

Although there is a general consensus among academic authorities on the importance of incorporating grammar in second language pedagogy, the issue about how it should be taught remains controversial. The source of such controversy is the absence of one best grammar teaching approach used for teaching all grammatical rules. (Petrovltz, 1997). As a result, we have different options used for teaching grammar, such as explicit grammar instruction, implicit grammar instruction and the recently introduced approach - integrated grammar teaching approach.

The following sections will discuss the features of these grammar teaching approaches as well as different views raised in connection with them.

Explicit Grammar Teaching

To begin from its definition, explicit grammar teaching refers to an approach which starts with direct presentation and explanation of grammatical rules, followed by examples. (Lock, 1990; Girma, 2005; Fortune, 1992; Thornbury, 1999). Some call

it deductive approach to grammar teaching or rule-driven learning (Thornbury, 1999). In a similar way, Harmer (1987:4) described explicit grammar teaching as:

> *Overt grammar teaching means that the teacher actively provides the students with grammatical rules and explanations the information is openly presented. So, with overt teaching we are explicit and open about the grammar of the language.*

In the case of explicit grammar teaching, the primary focus is on the form aspect of the language and as a result the meaning aspect of the form is somewhat ignored. Most of the exercises given following explicit grammar teaching are more of accuracy-focused. However, as Seed house (1997), Ellis (1994), et al (2001) and other suggest that an exclusive emphasis on the form aspect of the language alone is not a sufficient condition for the development of communicative competence. There must be also an emphasis that should be given for the meaning - focused or fluency - focused activities that enables learners to interact freely without fear of committing grammatical errors. But, this does mean that explicit grammar teaching is irrelevant and it does nothing to help communication. It contributes a lot. How? The following academic experts have the answer to it.

In the first place, as Ellis (1994), Azar (2007), Thornbury (1999) and Harmer (1987) discussed, explicit grammar teaching has paramount significance in making L2 learners have the necessary and basic grammar knowledge which can form the basement in language acquisition process. This is mainly because, unless one has

the basic linguistic knowledge as to how words are combined to form larger meaningful units of language, fluency-focused or meaning-focused language instruction cannot exist. And this linguistic knowledge basement can be achieved through the evident explanation of rules to learners. In this regard, Fotos (1998) stated, *"Explicit instruction increases learner awareness of the target structure and improves accuracy in its use as well as providing opportunity for meaning focused comprehension and production of the target structure."*

The other importance of explicit grammar instruction is its positive role in monitoring. Krashen (1982) argued that explicit knowledge of grammar helps learners in the form of monitoring certain language performance. Ellis (1994) underlined that monitoring output constitutes one source of input. Despite this, Krashen (1982) also argued that explicit knowledge of grammar can not be converted into implicit knowledge and this condition will adversely affect the students' production skill. But, Ellis (1994) also believed that explicit knowledge can be changed into implicit knowledge through practice. In addition to this, Ellis (1994), Thornbury (1999) and Girma (2005) suggested that explicit knowledge of grammar helps learners notice certain linguistic items in the later language acquisition process. It can function as a kind of *'advance organizer'* which helps them to establish meaning-form relationship which, in turn, is very important to comprehend meaning.

Despite all these considerations, explicit grammar teaching has some shortcomings. Explicit grammar presentation encourages a teacher-fronted

teaching and learning process. As a result, the teacher talking time will be too much, whereas students will have a very limited time as well as exposure to do certain communicative tasks that foster active learning (Thornbury, 1999). Moreover, it is self-evident that second language learning classrooms are the only environment or place for learners to practice the target language in a communicative manner. This will highly affect learners' fluency development, probably the end goal of second language learning.

Implicit Grammar Teaching

Unlike explicit grammar teaching, grammatical rules and forms are not presented and explained for L2 learners openly. Rather, students are exposed to a number of examples which could be in the form of reading texts, dialogues or conversations which embody the new grammatical form or rule. Then, students are asked to explore the new linguistic form presented in the given text by means of searching common features revealed in the text. Therefore, at the beginning of the lesson, students' attentions are drawn to the meaning, or the message conveyed through that particular text, not to the grammatical aspect. For that reason, some authors call it rule-discovery, or learning through experience (experiential learning). (Cunningsworth, 1984, Fortune, 1992, Thornbury, 1999, Ellis, 1994). Accordingly, Harmer (1987:4) describes implicit grammar teaching as:

> *Covert grammar teaching is where grammatical facts are hidden*
> *from the students even though they are learning the language. In*

other words students may be asked to do an information gap

activity or read the text where new grammar is practiced or

introduced, but their attention will not be drawn to the text and not

to the grammar.

Some writers, such as Thornbury (1999), Cunningsworth (1984), and Krashen (1982) state that there is some sort of similarity, or commonplace, between the way a child acquires the first language, and the way an L2 learner learns his/her second language through an inductive or implicit teaching approach. In both cases, the child as well as the L2 learners will be exposed to a 'massive amount' of comprehensible input which facilitates language acquisition.

Here, as opposed to explicit grammar teaching, it is the students who take much of the class time talking, and thus, there is a shift as to the grammar teaching methods from the teacher covering (teacher-fronted) grammar to the learner discovering grammar (Thompson, 1996).

Discovery learning, the key technique in implicit learning, encourages learners to involve more actively in the learning process, and thereby, the rules they discover will be more memorable, meaningful and practical.

Beside this, if students engage in a problem solving activity that can be done in groups or in pairs (collaboratively), students will have more time to practice the target language which will then foster the development of the communicative

ability. On top of this positive outcome, it may have also a positive impact to encourage learner autonomy (Thornbury, 1999; Harmer, 1987; Girma, 2005).

However, despite the above merits of implicit grammar teaching, it also has a few drawbacks, or limitations.

Thornbury (1999:54) stated, *"The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than the means."*

In connection with the time spent in the discovery activity, it may also take too much of the time allocated for production of the rules.

In addition, it demands the classroom teacher to work hard in planning the lesson that can guide the learner to the accurate formulation of the rules, among other tasks (Thornbury, 1999).

In general, from the discussion we have had so far, we cannot take side that inductive grammar teaching is relatively effective and beneficial than deductive and vice versa. We have no conclusive research findings that can clearly show either approach is effective (Thornbury, 1999). Due to this, authors, such as Cunningsworth (1984), Thornbury (1999), Lock (1996) among others, suggest that either approach is acceptable as long as we can apply them according to the given situation as well as according to the kind of linguistic item presented. In regards to this, as cited in Girma (2005), Dought and Williams (1998) suggest the following: *"More often the nature of the form simply has an impact upon the decision as to*

whether to take an explicit or implicit possibility to drawing attention to form." Due to different features that each linguistic form has, it sounds logical to combine explicit and implicit techniques (Azar 2007). The next section discusses on the grammar teaching that covers the form, meaning as well as the use/production.

Integrated-Grammar Teaching

One of the major rationales which support the claim that grammar teaching should integrate form, meaning, and use emerged from the very nature and role of grammar in communication. When we talk about grammatical form and structures, our major concern is not only to discuss the rules, but also the meaning impact it has on what we speak, read, listen and write. In this regards, Dickins and Woods (1988) noted that, to say that someone knows a language, he/she needs to have the ability to produce grammatically acceptable sentences, together with the ability to communicate using the form accurately as the occasion demands. These key points are good indicators of what the teaching of grammar should look like.

Thornbury (1999) underlined that grammar communicates meaning as precisely as the writer or speaker wants to convey. Thus, the teaching of grammar should take the meaning-making potential of grammar into consideration in addition to the rules that underlie the grammaticality and ungrammaticality of forms and structures of the language. To support this view:

Learners need to learn not only what forms are possible, but what particular forms will express particular meaning. Seen from these perspectives, grammar is a tool for marking meaning. The implication for the language teacher is that the learner's attention needs to be focused not only on the forms of the language, but on the meaning these forms convey. (Thornbury, 1999:4).

In addition, Sysoyev (1999) suggested that integrative grammar teaching can serve as a possible solution by combining form based with meaning-based instruction. This is because; L2 learners need grammar for two purposes. They need grammar for communication and so they need to learn it through meaning-focused instruction. On the other hand, students need grammar because they are tested on at school and thus form-based grammar teaching is sought. In the same case, Thornbury (1999) notes that L2 learners come to language classes expecting that some of the periods will be allocated to studying grammar. At the same time, there are also many other L2 learners who come to language classes to practice or to put in to effect the grammar they have learnt for years. This is therefore, a way of answering students' needs, which is recently, considered as one basic element to keep in mind when one designs teaching materials as well as when he/she is doing the teaching job. (Sysoyev, 1999). Thus, according to Azar (2007) grammar based teaching should create awareness of form, meaning and appropriate use of structure.

In a similar way as regard to the need to integrate form, meaning and use in grammar teaching, Larsen-Freeman (1992: 280) pointed out, *" . . . in dealing with the complexity of grammar, there are three dimensions of language that must be dealt with: the forms or structures themselves, their semantics or meanings, and the pragmatic conditions governing their use."*

The first dimension refers to the question how a particular grammatical form or structure is formed. The second dimension implies- what the newly presented grammar item means (It could be lexical or grammatical meaning). And the third dimension refers to the question when and why the given linguistic form is used including social, and discourse context (Larsen-Freeman, 1992).

All these questions are treated in the integrated grammar teaching approach. As a result, L2 learners can have a full understanding of the forms, meanings and also the experience of applying them in their communication.

Girma (2005:4) emphasized, *"It can, therefore, be said that any option to grammar teaching should integrate the form, meaning and use of the target structures. To this end, both implicit and explicit forms of instruction can be used to present and practice structure."*

To sum up, when we come to the situation in many Ethiopian high schools as to how grammar is being taught, the structural approach to grammar teaching is still dominant (Girma, 2005). The study which was conducted by Dereje Tadesse

(2001) clearly showed that students have a mechanical view or static view of grammar learning. Students have more of product oriented perception towards grammar learning. This, we think, is a reflection of what sort of grammar teaching approach is being implemented in L2 classrooms.

The following chapter will provide information as to up-to-date research carried out elsewhere related to the topic of our investigation. We present relevant data concerning what has been addressed by these various research studies, whether national or international, and see if the successes or failings found in those research studies could be linked to our own work.

CHAPTER III:

RELATED GRAMMAR RESEARCH UP TO DATE - IN CHILE 1

One of the research studies that we found of utmost importance to mention herein was the one stored in the library archives at ARCIS University.

The research was entitled *Error correction and positive feedback: A way to motivate student's learning and improve teaching practices* (Nuñez, 2008).

This research study provides a thorough description on Error Analysis. In addition, it touches on the major distinction between Errors versus Mistakes, and it offers a vast classification of errors, such as errors in word order, errors in modals verbs and errors in tenses. As Nuñez (2008) states "… in the second acquisition process we can find a lot of problems to achieve the target language. It is common to make errors in this learning process, though, we have to switch off our internal system of rules to achieve the target language, but how can we define an error? Errors are considered as a natural product in language learning process and reflect the patterns of the students developing an interlanguage system. We also find mistakes, which are defined as an inevitable and natural part of the learning process."

These learning process features come from different sources, which are related to our social and psychological factors. The former, social factors in the acquisition process of a second language have to do with the proper input or feedback, defined as verbal and non-verbal forms of human communication with another person or group. This implies both a perceptual and an emotional component. Besides, feedback is defined as being positive or negative. Either of them can

affect the way how a learner may achieve the target language. The former, *positive feedback* is the way to recognize and appreciate the students' good performance in the classroom. This type of feedback helps students feel more motivated, self-confident and it can also trigger individual self-esteem, besides creating a good atmosphere inside the classroom.

The latter, *negative feedback* can be explicit or implicit. When it is explicit, it means that the feedback addresses the participant's attention to form. Whereas implicit negative feedback, such as recasting takes place in the course of a natural interaction whose focus is meaning *(*Long, 1991*)*.

In the following paragraphs, we will provide an error taxonomy taken from the author aforementioned, Nuñez (2008):

Morphological errors

The most common morphological errors include the following:

Omission of the plural ending in the noun, inappropriate plural ending, lack of agreement between subjects and its verb, omission of the third singular ending (s), infinitive instead of past participle, past participle instead of infinitive, present participle instead of past participle, lack of agreement between adjective and its noun, confusion of adverb and adjective, irregular verbs, omissions of be, active instead of passive voice, wrong use of relative pronouns, and confusion of parts of speech.

Errors in modals verbs

'would' instead of 'should', 'could' instead of 'should' and 'might' instead of 'should'.

Errors in tenses

"Present tense" instead of "past tense", "present tense" instead of "perfect tense", "perfect tense" instead of "present tense", "perfect tense" instead of "past tense", "past tense" instead of "perfect tense", confusion of "simple" and "continuous forms" and "wrong use of the future tense".

Errors in the use of the articles

Omissions of the article with "a singular countable noun", omission of the definite article with a "noun modified by a participle", omission of the definite article with a "name of a country or a mountain", failure in treatment of a noun used generically, omission of the indefinite article, inappropriate use of the definite article with a "plural noun" and the definite article with an "adjective".

Errors in word order

"Adverbial modifier" placed before an "object", "object in position" before "the infinite verb", "subject" after "the finite verb" and "temporal modifier" before "a local one"

Syntactic errors

"There is" instead of "It is", "It is" (they are) instead of "there is" (there are), inversion in "indirect questions", confusion of "some" and "any", errors in negation, omission of the "subject" or "object", repetition of subject, addition of an inappropriate indirect object and preposition treated as a conjunction.

Errors in construction and government

Influence of mother tongue.

Errors in the use of prepositions

"In" instead of "To" and Influence of mother tongue.

Lexical errors

Confusion of words on the ground of "formal similarity", confusion of related words with "similar meaning", confusion of related "phrases", misuses of words in the case of one to several correspondences between mother tongue and English, influence of "Spanish" and "distortions".

Errors in the use of question

Omission of inversion, "Be" omitted before "verb + ing", omission of "Do", wrong form of the" auxiliary" or wrong form "after auxiliary" and inversion retained in embedded sentences.

RELATED GRAMMAR RESEARCH UP TO DATE - IN CHILE 2

The second research study that we thought it was worth mentioning in the present investigation was a written thesis work to apply for a Bachellor in Education in English found in the library archives at Universidad de Santiago de Chile (USACH). The research work was entitled *L1 Transfer in the Learning of L2 Idioms; A Descriptive and Correlative Study* (Geroldi, 2004).

As the title suggests, this a descriptive and correlative study administered to students from two different levels, elementary and intermediate students, of the Bachellor in Education in English at USACH. The main goal of this research study was to determine the strategies used by students in order to understand idiomatic expressions in English and to identify their correlates in the Spanish language.

Going deep into the theoretical framework of Geroldi's research study (2004), the author provided an account of some background information on idiomatic expressions; then, he made a contrast between figurative language and idioms; further on, he explained where idioms came from, and three hypotheses were proposed for how L1 speakers processed idioms.

Furthermore, the author touched on the issue of transfer and how it was used in many areas of language learning. This topic is directly related to our research work since it represents one of the most common sources of error in L2 learners. In his thesis work, Geroldi (2004) quotes Odlin (1989) who postulated a definition of transfer, but first the cited author – Odlin – made some observations about what transfer was not. For instance, he stated that transfer was not simply a consequence of habit formation, and he added that it was not simply interference,

native language influence, or just a falling back on the native language. However, these concepts of transfer did not characterize the phenomenon accurately; for that reason, Odlin (1989) defined transfer with the following terms:

"... transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired".

Then, Geroldi (2004) provided another definition postulated by Ellis (1994), which The participants of this study believed that it was better and clearer:

" ... transfer is the process of using knowledge of the first language in learning a second language".

According to Brown (1994), quoted by Geroldi (2004), transfer can be positive when the learning task is benefited by the previous knowledge, in other words the previous knowledge is applied to the second language correctly.

However, according to Ellis (1994), also quoted by Geroldi (2004), transfer can also be negative when the learners transfer a first language pattern which is different from the target language pattern.

Geroldi (2004) also argued that, for many linguists the negative transfer is also called interference since the previous learned material interferes with subsequent

material (Brown, 1994). This means that the previous task is transferred incorrectly, or it is wrongly associated to the task that will be learned.

Lexical transfer

Geroldi (2004) then reminds us not to lose sight of the fact that the meaning of words plays an essential role. When learning a foreign language, there are words that can be similar in both the mother tongue and a foreign language, which are called cognates. Spanish speaking learners have certain advantages when they are in the process of learning English because it is easier for them to recognize cognates. Let us take, for instance, the word "*intelligent*" whose Spanish form is "*inteligente*". Lexical transfer is more evident in reading comprehension.

Moreover, Geroldi (2004) also stated that, in some languages, there are more similarities than in other languages, In Spanish, people can be exposed to great lexical variety in written texts much earlier than other language speakers, such as Arabic speakers.

Syntactic transfer

Geroldi (2004) then added that in positive transfer, there are many formal aspects of language involved, such as articles, and other types of syntactic structures. Odlin (1989), quoted by Geroldi (2004), argues that "evidence of negative transfer can also be found in these structures, and there is clear evidence of both, positive or negative syntactic transfer". Most of these evidences are present in areas of syntax, such as word order, relative clauses and negation.

An example to illustrate negative syntactic transfer in word order, when we compare Spanish and English, would be as follows:

In Spanish, adjectives are used *after* nouns: "*El auto rojo*"

but, in English, adjectives are used *before* nouns: *The red car".* (Odlin, 1989).

Either a Spanish learner or an English one would tend to use the L1 word order thus giving way to an error whose source would be *negative syntactic transfer*.

Phonetic transfer

Geroldi (2004) also adds that there is evidence of phonetic transfer when we compare the sounds of the two languages uttered by one speaker. According to Odlin (1989), an important aspect to consider in the learning of the target language phonetics is the native language influence.

The same author then remarks that it is crucial to make a phonetic transcription if we want to be more accurate in the acoustic presence of the two language sound systems in a learner's speech. The sounds of these two languages would show differences in physical characteristics, which would involve acoustic distinctive features (e.g. the pitch of a sound), and articulatory properties (e.g. how wide the mouth is in producing a sound) (Odlin, 1989).

Geroldi (2004) concluded by saying that it is important to take transfer into account when we talk about pronunciation contrast and the comparison of the pronunciation accuracy of different languages. According to Odlin (1989), native language influence is an important aspect in the learning of target language phonetics. To us, native language sounds would be the key factor to avoid in learning the target language pronunciation.

RELATED GRAMMAR RESEARCH UP TO DATE – INTERNATIONAL 1

Concerning research as to the grammar discipline in international scenarios, one of the most recent research studies that we found especially important to mention herein was the one we found at the Graduate Program in the Department of Foreign languages and Literature at Addis Ababa University, in Ethiopia.

The research was entitled *The Effectiveness of the Teaching of English Grammar as a Foreign Language through the Integration of Form, Meaning and Use* (Abraham Degu, 2008)

The main objective of this study was to see whether or not teaching grammar through the integration of form, meaning and use was effective and functional.

To achieve this goal, a total number of 60 students were randomly selected from two sections of grade nine. Thirty of them formed the study group and the remaining thirty students were assigned to form the control group. Then, the pre-test was administered to both groups to measure whether there was significant difference between previous language performances of the sample students. Accordingly, the pre-test results showed there was no statistically significant difference between the language performance levels of the two groups. Following the pre-test results, the study group and the control group were taught two grammar items (simple past and present perfect) through the integrated grammar teaching approach and the structural approach, respectively.

Ultimately, a communicative grammar post-test, after eight weeks training, was then administered to both groups.

Descriptive statistics and independent samples of the test were used to compute and analyze the post-test results of the two groups. And the results revealed that the study group outperformed the control group significantly.

Thus, the null hypothesis that there would not be any significant difference between the effectiveness of the methods of grammar teaching used in the study and the control group was rejected. Instead, the alternate hypothesis was drawn for conclusion in that teaching grammar by integrating form, meaning and use was really effective.

On the basis of the findings of the study, the following conclusion was drawn:

It is very difficult to say one learning method is more effective than the other methods as long as there are numerous extraneous variables which are difficult to control. However, it is possible to say one is a relatively more effective teaching method than the other by conducting an experimental study at least by minimizing the expected possible intervening variables that would have a considerable effect on the final result.

As a result, it is concluded that the study group performed significantly better than the control group due to the exposure to integrated grammar teaching approach applied for eight weeks.

The following recommendations were made on the basis of the findings of the study.

In order for the students to use English language in a real communicative context, emphasis should be given to lessons of grammar which integrate meaning and use

with form. This encourages communicative interaction between learners through which they can develop their communicative competence.

The finding of this study throws light on the positive aspects and effectiveness of grammar teaching by integrating form, meaning and use.

Thus, for conclusive and fundamental research finding that can alleviate the methodological problems of English grammar teaching, successive and accurate studies with greater magnitude should be conducted.

RELATED GRAMMAR RESEARCH UP TO DATE – INTERNATIONAL 2

Concerning research as to the grammar discipline in international scenarios, another recent research study that we found especially important to mention herein was a thesis presented to the Department of Literature, Area Studies and European Languages at the University of Oslo, Norway, in partial fulfillment of the requirements for the MA degree.

The research was entitled *A Study of the Teaching and Learning of English Grammar with Special Reference to the Foundation Course in the Norwegian Senior High School* (Tony Burner, 2005)

The author aforementioned begins his thesis with two key questions:

What do we mean by "grammar"?

How do we teach English grammar today, and why?

In this thesis, Burner (2005) deals with diachronic as well as synchronic aspects, and theoretical as well as practical aspects of the teaching and learning of English grammar. In the theoretical part of the thesis, Burner (2005) writes about various types of grammar: theoretical, functional, and pedagogical grammars. Pedagogical grammars are grammars adopted for the purpose of teaching (didactics); Burner (2005) tries to shed light on the relations between grammar and pedagogical grammars (Chapter 2).

Burner (2005) then asks himself the following question:

From when can we speak of a "method" or "approach" in grammar teaching?

The Grammar-Translation Method is his point of departure. He investigates how and why grammar has been taught the way it has up to the present, and refers to Norwegian syllabuses where appropriate. This diachronic study makes us understand the legacy of current grammar teaching (Chapter 3). His claim is that grammar teaching is to some extent neglected today.

He then poses another inquiry:

To what extent does grammar play a role in the teaching of English as a foreign language in the General studies' foundation course?

Burner (2005) attempted to answer this question by analyzing the books that are currently most used in the foundation course (Chapter 4), and by interviewing teachers in the foundation course (Chapter 5), with the aim of finding out how grammar is treated and teachers' attitudes to it.

As for Burner's main findings, the type of exercises and their quantity vary greatly in the textbooks, most significantly between Passage and Imagine versus Targets and Flying Colours. Furthermore, the treatment of grammar in the textbooks is unsystematic. Workbooks and grammar books are rarely used in current teaching, linguistic competence is too little emphasized and interpreted differently by the teachers, and the practice of teaching grammar varies, both quantitatively and qualitatively, to a great extent from class to class. Moreover, the most striking finding was the disparities in attitudes and teaching practices between teachers with "experience" and those without. Finally, this thesis is probably the first, if not the first, to bring forth teachers' views on a university language syllabus, which makes it relevant to our present work.

CHAPTER 4:

The following chapter in our research is the methodological section that deals with the type of study and the description of all the elements that have taken part in the process of our investigation.

<u>METHODOLOGY</u>

This section offers a detailed description of all the steps taken to achieve the goals in this research study. Moreover, at this stage, the researchers decided to include the general and specific objectives, a systematic explanation of the corpus and its characteristics. In addition, this section also provides information related to the proceedings used to define the evaluation tool and the criteria agreed to select it as to validity and reliability. In the end, a description is supplied with regards to the techniques adopted for the corpus to be processed in order to obtain the final results of the study.

The general objectives of this research study afore-mentioned in chapter 1 are depicted as follows:

- To identify the most frequent mistakes whether syntactical or morphological patterns in fourth and fifth year students of the English Teaching Training Program at Universidad Católica Silva Henríquez.

- To investigate the relative effectiveness of teaching grammar in the English Teaching Training Program at Universidad Católica Silva

Henríquez in both the language practice subjects and the grammar-oriented ones, having as a measuring indicator the grammar section of the Michigan Test.

In order to reach the general objective above, it has been necessary to set up specific objectives which will be described below.

1. To classify the types of mistakes made by students in terms of syntactical or morphological.
2. To determine whether the frequency of mistakes is higher in syntactical or morphological patterns.
3. To describe syntactical and morphological patterns which represent higher difficulty to fourth and fifth-year students at UCSH.
4. To define the type of mistakes according to the theories of language acquisition, such as error analysis, interlanguage and fossilization.
5. To compare and contrast the type of mistakes between both levels, fourth and fifth-year students at UCSH.

Because of the features involved in the present investigation, the methodological type which best suits this research study is the **experimental** study. The type selected for our research study includes studying, examining, measuring, observing and analyzing the data collected.

Furthermore, an international examination selected was chosen as an evaluation tool according to common sense criteria, as it is the examination

required to students from UCSH by MINEDUC in order to apply for scholarships to either work or study abroad.

Further on, there is also a section providing a contrastive analysis among the different factors involved in both the language practice subjects and the grammar-oriented ones, having as a measuring indicator the grammar section of the Michigan Test. To be more specific, the morphological contents of the following UCSH academic activities: Implicit Grammar, Grammar and Lexis 1, 2 and 3, and Comparative Grammar, together with Language and Anglo-Saxon culture 1 through 8, were compared to the grammar contents of the same type included in the Michigan Test Grammar Section.

According to Hernandez Sampieri (2003):

> *Experimental studies provide the strongest evidence for evaluating the efficacy of both clinical and service delivery interventions. Individuals, groupings of individuals (e.g. general practices, clinical teams) or sites (e.g. hospitals, wards), who are eligible and willing to participate in the study, are normally assigned randomly, or according to set profile, to the intervention group or to the control group (no intervention). Outcome measures for the two groups are compared to see if the intervention has led to a change.*

Clearly, our research study has neither a control group nor an experimental group. However, our research study *did* carry out an **experimental** procedure through the administration of a test that contained only the grammar section of

the Michigan Test. Furthermore, we could also state that our thesis design is a **confirmatory** study as well if and only if our hypotheses mentioned below were confirmed as to the reasons explained herein. Besides, our thesis also has a **descriptive** rationale since different research studies related to the treatment of grammar by the different methodological approaches throughout ELT history were described, summarized and commented upon. All in all, our thesis research has an *experimental*, *confirmatory* and *descriptive* type of study.

The present research work would also validate or refute the following work hypotheses:

1. Students will show a high degree of mistakes in the production of those grammatical and morphological constructions which do not exist in their mother tongue.

2. Mistakes from the students will correspond mostly to the negative interference given by their mother tongue.

3. Syntactical mistakes show a higher degree of frequency as compared to morphological mistakes.

4. Morphological mistakes show a higher degree of frequency as compared to syntactical mistakes.

5. Alternative-one hypothesis: Students in fourth year will obtain 60% average or less as to correct answers.

6. Alternative-two hypothesis: Students in fifth year will obtain 60 % or more as to correct answers.

7. Alternative-three hypothesis: Neither of both levels will achieve 55% as to correct answers.

8. All morphological and syntactical contents are included in the programs in the academic activities such as grammar lexis 1, 2 and 3; language and Anglo-Saxon culture 1 to 8 at the English Teaching Training Program at UCSH.

Whether or not we would confirm or validate our hypotheses, our research project attempted to decide whether the process approach is more effective in teaching writing skills to Chilean high school students than the product approach. The results of this research study would be of invaluable help to any English teachers planning to teach writing skills in Chilean high schools in the future.

Corpus

In order to initiate our research study we needed to find a significant instrument to test the grammar proficiency of both levels, fourth and fifth-year students at UCSH. Currently, if a student from the English teaching training program at UCSH decides to apply for a scholarship, they must measure their English proficiency level by taking one of the following international examinations recognized by BECAS CHILE and the Minister of Education: TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System) or ETAAPP (Michigan Test). In view of the true facts portrayed above, the researchers decided that a valid and legitimate instrument for this research

study should be the Michigan Test due to the fact that it is the most common examination taken by students at UCSH in order to apply for scholarships from MINEDUC to either work or study abroad.

However, we would like to make clear that even though the Michigan Test is the most frequently used examination at this university, it is not by any means the most noteworthy and significant test, internationally speaking. The ETAAPP is a Michigan Test adapted for academic and professional purposes by the "Instituto Chileno Norteamericano", and it is accepted as evidence of English language proficiency only by BECAS CHILE as an alternative to the TOEFL and IELTS[10]. Nevertheless, the Michigan Test prevails out of the other two international examinations due to economical factors since the TOEFL and IELTS are much more expensive than the Michigan Test.

In order to validate our views with regard to this matter, we decided to interview the head of the English Language Teaching Training Program at UCSH, Mr. Mauricio Veliz, and asked him directly his feelings towards the Michigan Test. He confirmed our beliefs by stating that "I think they (BECAS CHILE) did it for economical reasons because the test is economical, money-wise; it costs only around $14.000 as opposed to about US$250 the TOEFL test, and the IELTS, in turn, costs about $130.000". (See **Appendix A** for the full interview).

Furthermore, additional reasons can be mentioned, such as the fact that the Michigan Test can be administered just about every day of the week, at any

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[10] For further information you can visit the following website
http://www.norteamericano.cl/index.php/news/academico/etapp.html

given time, only by booking the inscription just two days before the exam; the result of the test is submitted and delivered to the applicant within the same day; finally, the Michigan Test lasts approximately two hours while the TOEFL lasts about five hours; therefore, the Michigan Test is the shortest one in time-length out of the three examinations. Due to all the factors just presented, we would like to re-state that, although the Michigan Test is not the most prominent international test out of the three choices, it is and it has always been the most commonly used exam by students at UCSH.

The researchers wanted a grammar corpus that could stand as a reliable example of what students at UCSH would be undergoing if they decided to apply for a scholarship; for that reason, the Michigan Test was selected since it is the exam that applicants at UCSH are more likely to experience once they submit an application for a scholarship.

THE INSTRUMENT: MICHIGAN TEST GRAMMAR SECTION.

Since our project aimed at describing the syntactical and morphological mistakes in the English language of UCSH students, we just focused on the grammar section of the Michigan Test, which consists of 10 multiple-choice questions. However, we decided to use a more complete test as we wanted to have a better insight of the level of grammar proficiency of both, fourth and fifth year students. We finally administered the Michigan Test grammar section composed of forty-nine grammar-related questions. We administered a sample test taken from a Michigan Test Practice Workbook, which contains five different

sample tests. We chose the grammar section of one of those tests according to common sense criteria, since the applicants will randomly face any type of grammar test, regardless the grammar topics contained in them.

The grammar section of the Michigan Test is designed to check how well students can recognize and use English grammatical structures. Each question in the grammar section can be either a part of a conversation or a stand-alone sentence structure. In each question a word is left out and the applicants have four choices of words which might be used in the incomplete question. Applicants are asked to choose the most suitable word which would be used by a speaker of English, and which would best fit into the conversation or the sentence structure.

Procedures

Once we formed our thesis group, we decided, along with our director of the seminar, to develop a research study project focused on describing the syntactical and morphological mistakes made by fourth and fifth year students at UCSH and create a register to classify and identify the most common errors. After we decided on our thesis statement, the director of the seminar explained to us the objectives and hypothesis of the thesis work. At the same time, each participant was assigned an individual task, as well as a specific role in order to start our investigation; to be precise, the roles assigned were as follows: a secretary, who was in charge of taking notes of every reunion and publishing those notes in our web mail so that every participant could check them at any convenient time or day; a web page manager, who was in charge of opening

and maintaining our Gmail[11] account; a different member was in charge of collecting money at every meeting and saving it to pay all the fees and expenses through the course of our research study, keeping in mind the binding of the two drafts from the informing professors; another participant was in charge of reserving the room, well-equipped and with internet access, for our weekly meetings, among other assignments.

Initially in our investigation, we worked separately on the assignments to each member of the thesis group. Some of the linguistic topics to research on were the following: methods and approaches to teaching grammar, theories of second language acquisition, coordination and subordination, error analysis of second language learners, language transfer in language learning among others subjects. Furthermore, literature review tasks were assigned to each of the participants of the study with the purpose of summarizing and making comments in order to include them in our theoretical framework.

Once the tasks above mentioned were completed, we decided to select the grammar section of the Michigan Test as the valid instrument for our research study. At this point, we came to the conclusion that it was time to start working with one another; hence, both group work and pair work modalities were chosen. For the next part of the thesis work, there were two groups of four participants each. The first group was in charge of administering the test to fourth-year students, while the second group was in charge of administering the

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[11] This web page is available at: www.gmail.com

test to fifth-year students. For our next task, one group was in charge of contrasting all the morphological and syntactical contents of the English Teaching Program with the morphological and syntactical content found in the Michigan Test. At the same time, a second group was in charge of grading the tests in order to develop a quantitative as well as a qualitative analysis of the results. Afterward, our hypotheses were contrasted with the outcome obtained throughout our analysis; therefore, we could either confirm or validate our hypotheses according to the results. Finally, we worked together to put in writing a critical assessment of our work and a conclusion stressing the relevance of our research project in addition to our contribution to the English teaching world.

CRITERIA OF ANALYSIS

The criteria stated below were considered for both quantitative and qualitative analyses of our research study:

1. To establish a relationship among:

   a) Michigan Test contents versus grammar course contents.

   b) Michigan Test contents versus language course contents.

   c) Michigan Test contents versus both grammar and language course contents.

2. To state that relationship, whether positive or negative, in academic terms.

3. To be able to measure that relationship by means of a checklist or rubric in order to observe such relationship.

4. Convenience criterion: for what / whom our research study is beneficial.

5. Social Relevance: The social impact of our research study.

6. Practical implications: whether it would help to solve a practical problem.

7. Theoretical Value: whether it would help fill in a gap in knowledge.

8. Methodological Usefulness: How this research study will be of use to English language teachers.

GROUP WORK

The researchers were divided into four groups, each of them having different assignments to be carried out separately and later, to be put together and analyze the results. The researchers were assigned to select a sample of suitable subjects to carry out the experimental section of the study.

PROFILE OF SUBJECTS

The suitable subject profile for our research study is described as follows:

- Students of the English Teaching Training Program at Universidad Católica Silva Henríquez in the fifth year doing their practicum and carrying out a seminar work project – 1000 level students.

- Students taking courses from the fourth year of the English Teaching Training Program at UCSH – 800 level students.

The samples from each level were chosen randomly, usually contacted by the researchers. Nevertheless, due to the strict nature of the experimental section of our study, the researchers were determined to gather at least twenty students

from each level so that, on the one hand, the samples were fully representative of each of the levels in general, and, on the other hand, so that the test results could be considered totally and statistically reliable as well as valid.

The students had to answer the sample test which consisted of forty-nine fill-in-the-blank questions related to different grammar-related subjects such as: Present perfect continuous v/s present perfect simple, Conditional tenses, question tags, short answers, time adverbials, modal auxiliaries in the past, etc.

Once the measuring instrument was selected and administered, the researchers were then teamed up into pairs in order to carry out the contrastive analyses of the test results. Therefore, there were 4 groups. Group 1 was in charge of the analysis involving Michigan Test contents versus grammar course contents, group 2 was in charge of the contrastive analysis between the Michigan Test grammar contents versus language course contents, group 3 worked with the contrastive analysis concerning grammar course contents versus language course contents and group 4 dealt with the analysis of the Michigan Test grammar contents versus both grammar and language course contents.

Then, as aforementioned, the next stage was to analyze, contrast the data between the sample subjects from each level, as well as to classify the mistakes according to literature sources. Further on, the researchers started working on the quantitative analyses. This task led to transferring the data obtained through the results of the Michigan Test administration onto the graphs, and, consequently, conveying data interpretation. Consequently, there were 2 graphs

per group; the first two groups had to design graphs related to the results on the Michigan Test, while the other two groups were assigned graphs associated to the grammar contents found on the academic activities at UCSH as compared to the grammar contents found in the Michigan Test grammar section administered. Finally, the groups had to complete those analyses, and start focusing on the next stage.

Once all quantitative analyses and graphs were completed, the researchers started working on the data interpretation with regards to the qualitative analysis. This data interpretation process was without doubt one of the most difficult stages of the entire research study given that it was critical for our success to take into consideration every angle of this investigation.

All researchers finally submitted their qualitative analyses for a final check – up from the director of our thesis. All analyses were sent back to us with lots of corrections. Finally, all improvements to our analyses as well as the graphs were made and all participants began their preparation for their final oral presentation. There were two rehearsals before the moment of truth, the real final exam setting.

The following chapter was devoted to the quantitative analyses of the linguistic sample used in our study. Data interpretation was provided beneath each of the graphs.

CHAPTER 5

QUANTITATIVE ANALYSIS RESULTS.

This section analyzes the results obtained from the Michigan Test, Grammar section (see Appendix F), which comprises 49 questions in total. The following graphs have been analyzed quantitatively as well as qualitatively.

Graph No.1 in Appendix **B,** shows that out of 49 sample questions, the 800 level, consisting of 24 subjects, succeeded in answering correctly an average of 26 questions, which corresponds to 53 per cent of the whole test.

Graph No.2 in Appendix **B,** shows that out of 49 sample questions, the 1000 level, consisting of 22 subjects, succeeded in answering correctly an average of 33 questions, which corresponds to 67 per cent of the whole test.

Graph No.3 in Appendix **C,** shows that out of 49 questions administered to 24 subjects of the 800 level, 13 questions were categorized as the most frequent errors. Each of these questions represented the highest degree of difficulty. 800 - level subjects failing to answer these questions correctly represented 80 per cent or more of the whole sample. Out of these 13 questions, the most frequent errors, 85 per cent stands for syntactical mistakes (11 questions), and the remaining 15 per cent corresponds to morphological mistakes (2 questions).

Graph No.4 in Appendix **C**, shows that out of 49 questions administered to 22 subjects of the 1000 level, 5 questions were categorized as the most frequent

errors. Each of these questions represented the highest degree of difficulty. 1000 - Level subjects failing to answer correctly represented 80 per cent, or more of the whole sample. Out of these 5 questions, 100 per cent stands for syntactical mistakes (5 questions); consequently, no morphological mistakes were found (0 questions).

Graph No 5 in appendix **C,** displays the 13 questions where most subjects from both 800 and 1000 levels failed, representing an 80% of the total sample. The blocks in green represent the 4th year students and the number of people who failed to answer those questions correctly. The blocks in red represent the 1000 level and the number of people who did not succeed in answering those questions correctly.

24 subjects out of 24 from 800 level, and 21 out of 22 from 1000 level failed to answer question **78** correctly

22 out of 24 subjects from 800 level, and 20 out of 24 from 1000 level failed to answer correctly question **56**.

22 out of 24 subjects from the 800 level and 18 out of 22 from the 1000 level failed to answer question **65** correctly.

Concerning question **80**, 22 out of 24 subjects from the 800 level, and 21 out of 22 subjects from the 1000 level failed to answer it correctly.

21 out of 24 subjects from the 800 level and 17 out of 22 from the 1000 level failed to answer question **62** correctly.

20 out of 24 subjects from the 800 level and 14 out of 22 from the 1000 level failed to answer question **63** correctly.

20 out of 24 subjects from the 800 level and 11 out of 22 from the 1000 level failed to answer question **64** correctly.

12 out of 24 subjects from the 800 level and 20 out of 22 from the 1000 level failed to answer question **66** correctly.

20 out of 24 subjects from the 800 level and 14 out of 22 from the 1000 level failed to answer question **95** correctly.

19 out of 24 subjects from the 800 level and 14 out of 22 from the 1000 level failed to answer question **72** correctly.

19 out of 24 subjects from the 800 level and 7 out of 22 from the 1000 level failed to answer question **83** correctly.

19 out of 24 subjects from the 800 level and 14 out of 22 from the 1000 level failed to answer question **84** correctly.

And finally, 19 out of 24 subjects from the 800 level and 14 out of 22 from the 1000 level failed to answer question **98** correctly.

Graph No 6 Grammar v/s Michigan Test in Appendix **D** shows the following: Even though grammar contains 84 morphological and syntactical contents, that does not necessarily mean that all the contents – 44 - considered as to the grammar section from the Michigan Test have been dealt with. It is of utmost importance to point out that there is not one-to-one correlation between the contents in these two entities.

Graph No 7 Michigan Test contents v/s Language Culture content in Appendix **D** shows the following: the grammar section of the Michigan Test includes forty-four morphological and syntactical contents and not all of them are

covered by the Language programs at UCSH, which contain 69 contents. There are 13 morphological and syntactical contents included in the Michigan Test which have not been reviewed and practised in the language programs throughout the curriculum. The questions which aim at the contents not included in the language program throughout the curriculum are as follows:

53. Since Denise started having lessons, her violin playing has gotten _____

a. better and better

b. much more good

c. most better

d. more and more good

The correct answer is letter A **(Morphological)**

54. Why is Becky so keen on _____ to that particular restaurant?

a. to go

b. to going

c. going

d. go

The correct answer is letter C **(Syntactical)**

56._____wonderful weather we're having - Yes, and the forecasters say it will last.

a. What a

b. How

c. What

d. So

The correct answer is letter C **(Syntactical)**

60. My teacher doesn't think I _____ do both courses in the same year

a. have been able to

b. will be able to

c. were able to

d. able to

The correct answer is letter B **(Syntactical)**

61. The company says that a new model _____ by the end of this year

a. introduced

b. was introducing

c. is introduced

d. will be introduced

The correct answer is letter D **(Syntactical)**

62._____ they know that one day their daughter would be a famous politician

a. Never did

b. Little did

c. Hardly did

d. Did

The correct answer is letter B **(Syntactical)**

68. Does this car belong to you? – No, _____ is the blue one over there

a. My

b. Myself

c. Me

d. Mine

The correct answer is letter D   **(Syntactical)**

75. I liked the book _____ that I read it twice.

a. So much

b. Enough

c. Very much

d. So many

The correct answer is letter A **(Syntactical)**

80. What's the time? – It's eleven o'clock and time you _____

a. Get up   b. Be getting up

c. To get up   d. Got up

The correct answer is letter D **(Syntactical)**

82. What did that woman want? – She wanted to know what time_____

a. leaves the train   b. will leave the train

c. the train leaves   d. does the train leaving

The correct answer is letter C **(Syntactical)**

86. If this restaurant is full, I suggest_____ downtown.

a. going   b .to go

c. we will go   d. us to go

The correct answer is letter A **(Syntactical)**

91. How long does it take by plane from here to Washington? – It's a _____journey.

a. three- hours   b. three-hour

c. three-hour's   d. three-hours

The correct answer is letter B **(morphological)**

95. Are you eating at Diara's tonight? – No, just _____her cooking makes me feel ill.

a. the thought of

b. thinking

c. to think

d. think of

The correct answer is letter A **(morphological)**

Graph No 8 Analysis Grammar v/s Language in Appendix **E** shows the following: There are a few differences between the morphological and syntactical contents reviewed throughout in the subjects of grammar and language, for short, from the English teaching training program at UCSH. In fact there are 84 morphological and syntactical contents in grammar, whereas in language there are only sixty-nine contents related to grammar throughout the curriculum.

Graph No 9 Grammar and Language v/s Michigan Test in Appendix **E** shows the following: Grammar and language altogether amount to eighty-four morphological and syntactical contents. The **morphological** examples are:

51. Excuse me, could you tell me _____?

a. Where it is the post office

b. The post office where is

c. Where the post office is

d. Where is the post

The correct answer is the letter C

59. Pam got a job ____ a cashier in the supermarket on weekends to earn extra money.

a. Doing   b. Like

c. Being   d. As

The correct answer is the letter D

68. Does this car belong to you? – No _____ is the blue one over there.

a. My   b. Myself

c. Me   d. Mine

The correct answer is the letter D

71. Do you have this _____ in a size eight, please?

a. Pair of trousers   b. Trousers

c. Trouser   d. Pairs

The correct answer is the letter A

73. How's your coffee? - It's _____cappuccino I've ever had

a. As good as   b. The better

c. The best   d. The fine

The correct answer is the letter C

85. If I _____ there, I would have helped her with it.

a. have been

b. could be

c. despite

d. had been

The correct answer is the letter D

91. How long does it take by plane from here to Washington? It's a _____journey

a. three-hours

b. three-hour

c. three-hour's

d. threes-hours

The correct answer is the letter B

95. Are you eating at Diara's tonight? No, just _____her cooking makes me feel

a. the thought of

b. thinking

c. to think

d. think of

The correct answer is the letter A

100. I made _____ notes in the lecture that I could lend you

a. a small   b. a few

c. a little   d. less

The correct answer is the letter B

The other forty-one questions belong to syntactical features, which complement the above morphological questions included in the grammar section of the Michigan Test. (100%)

CHAPTER 6

QUALITATIVE ANALYSIS RESULTS

According to the test results, the 800 level exhibited a lower degree of English proficiency compared to the 1000 level, according to data furnished in **Graph No.1** in Appendix **A**. One of the main reasons for this to happen is that, on the one hand, the subjects from the 800 level should have approved the seven courses of 'Language and Culture', and the five courses related to Grammar. In other words, the only course that should have been left for them is 'Language and Culture VIII', which is in the patently obvious process of 800 level students. On the other hand, subjects from the 1000 level have already passed all 'Language and Culture' courses as well as the courses related to grammar, so there should be a slight difference as to the level of English proficiency between the 2 levels. However, this slight gap had yet to be proven through a sound and reliable experiment.

Until this point, there are some language features that have not been entirely learned by the 800 level students. This is the case of:

- The conditional tense *special uses*, v. g., inverted forms, the present and subjunctive forms, *should* followed by the infinitive (putative should), special types of concessive clauses such as, abbreviated clauses, among other advanced uses which are by all means included in the grammar section of the Michigan Test.

- Special verb patterns, such as advanced types of complementation included in both, Michigan Test and University programs.

- Reporting verbs: included in the university program but not integrated into the Michigan Test objectives as such.

- Complex sentences: included in 'Comparative Grammar' to students from 700 level and not highlighted by the Michigan Test.

- Phrasal verbs: included in Language and Culture VIII.

Most of these linguistic contents are included in the grammar section of the Michigan Test; however, they are not practiced and reviewed thoroughly by the 800-level student; for this reason, the 800 level shows a poorer result compared to the 1000 level.

Furthermore, let us not forget that, according to the graph 1, the 800 level obtained a degree of achievement lower than the one required for getting a scholarship. This does not mean that the students are not able to travel and study abroad, there is an undeniable factor that our sample is only focused on the grammar section, this means that if a student achieved a higher score on the other parts of the test he or she could be able to apply, and eventually, get a scholarship.

Apart from the fact that in the 1000 level there are subjects that have been a semester or longer abroad, which is not a minor detail, most subjects are doing their Practicum, and it is in this respect that the *learn-by-doing approach* becomes so important. The knowledge gained from school experience can be remarkable. These 1000 level subjects in their Practicum scenarios are asked to teach this or that, and end up with much more mastery on the subject than if they had simply tried to learn it without being exposed to teaching. So, that is another reason to consider when attempting explaining why the 1000 level showed a higher proficiency score than the 800 level in the Michigan Test grammar section.

As there is an extremely high level of failure in grammar, which is one of the most important subjects in the English teaching training program at UCSH, it would be interesting to know the quality of mistakes made by the 800 level; in other words, the type of mistakes made at this level should come from a wide range of sources, namely, language transfer, fossilization, and error sub-types, such as overgeneralization, ignorance of rule restriction, and the incomplete application of rule, among others.

Let us also keep in mind that the Michigan Test is supposed to be a sort of weighted or scaled instrument, especially designed to permit only those students who are linguistically competent or proficient enough to pass it, and, as such it is obviously supposed to include questions aimed at those students with an advanced level of proficiency, so that they are the ones to obtain a high score.

According to the test results provided by **Graph No.2** in Appendix **A,** the 1000 level exhibited a higher degree of English proficiency compared to the 800 level**.** In addition to the fact that students from fifth year have already succeeded in the language and grammar lessons included in the program, there are many factors that have not been mentioned previously. One of them is related to the fact aforementioned that there are students from the 1000 level that applied and got a scholarship to study a semester, or longer, abroad and have just returned from overseas, so their English proficiency has obviously improved and, above all, being in contact with real native speakers of the English language is a very enriching experience.

Due to the surprising fact that the 1000 level obtained a degree of achievement lower than the one required for getting a scholarship, we have to consider some important facts in order to understand the main reason for this result.

First of all, there are some contents of the Michigan Test that are not entirely reviewed and practiced either in the language and culture courses, or in the grammar ones. Let us take, for example, the case of:

- Countable and Uncountable nouns. The expression 'what a wonderful weather!' would sound entirely grammatical, as it did to both the 800 and the 1000 level subjects; however, it is incorrect. The correct way to say it is: 'What wonderful weather!' because the word 'weather' is uncountable. Perhaps the most suitable solution to this

outrageous mistake is by teaching the high-frequency expressions first, the exceptions to the rule second, and finally, the remaining expressions. Obviously the first two groups will somehow be included in the Michigan Test.

Secondly, just like the scholarship students, the rest of the 1000 level subjects are middle-of-the-road students, and also a very large part of the 1000 level sample, consequently the resulting scores are an average score of all learners from the same level. No matter how highly proficient the scholarship students might be, there will always be students that have climbed up to the 1000 level with some strenuous efforts that will push down the score.

Thirdly, the fifth year students have neither Language nor Grammar lessons at the point the test was administered; therefore, due to the lack of practice the English proficiency gets weakened.

Fourthly, it is a very important issue that the sample test was applied to students in their very last semester of the English teaching training program, considering that the 1000 level is focused mainly on their practicum teaching period as well as the seminar project; consequently, their performance could have been lower than if it had been examined at some other point in time.

Finally, it is of utmost importance to bear in mind that we are only focusing on the grammar section, which a classic challenge. Students from both levels might have got average higher scores if all the sections from the Michigan Test had been considered.

In light of the test results, there was an extremely high level of failure in grammar, which is one of the backbone subjects in the English Teaching Training Program at U.C.S.H. Therefore, it would be interesting to know the quality of mistakes made by the 1000 level; in other words, the type of mistakes made at this level should come from a wide range of sources, namely, language transfer, fossilization, and error subtypes, such as overgeneralization, ignorance of rule restriction and incomplete application of rule, amongst others.

Graph No.3 in Appendix **C** shows that, 13 out of 49 questions of the Michigan Test sample administered to 24 students of the 800 level were categorized as the most frequent errors. Each of these questions represented the highest degree of difficulty. Students failing to answer correctly represented 80 per cent or more of the total sample.

The most common mistakes stand for syntactical mistakes, for instance:

51. Excuse me, could you tell me _____?

a. Where it is the post office

b. the post office where is it

c. where the post office is

d. where is the post office

The correct answer is letter C

58. I thought I saw Peter yesterday – You_____He's still in England

a. mustn't have done

b. can't have done

c. shouldn't have done

d. might have done

The correct answer is letter B

Even though there were only a few morphological questions, these represented a major difficulty for the 800 level students. The patterns shown below depict the most recurrent errors:

53. Since Denise started having lessons, her violin playing has gotten

a. better and better   b. much more than good

c. most better   d. more and more good

The correct answer is letter A

59. Pam got a job _____a cashier in the supermarket on weekends to earn extra money

a. doing   b. like

c. being   d. as

The correct answer is letter D

68. Does this car belong to you? – No,_____is the blue one over here

a. My   b .Myself

c. Me   d. Mine

The correct answer is letter D

71. Do you have this_____ in a size eight, please?

a. Pair of trousers   b. Trousers

c. Trouser   d. Pairs

The correct answer is letter A

73. How's your coffee? - It's _____ cappuccino I've ever had

a. As good as   b. The better

c. The best   d. The fine

The correct answer is letter C

Graph 4 in Appendix **C** confirms that, 5 out of 49 questions of the Michigan Test sample administered to 22 students of the 1000 level were categorized as the most frequent errors.

Each of these questions represented the highest degree of difficulty. Students failing to answer correctly accounted for 80 per cent, or more of the sample. 5 out of these 5 questions, 100 per cent, stand for syntactical mistakes (5 questions); therefore, no morphological mistakes were found (0 questions). These questions are:

56._____wonderful weather we're having ¡ Yes, and the forecaster say it will last

a.What a	b.How
c.What	d.So

The correct answer is letter C

In the following questions, 20 out of 22 subjects from level 1000 failed to answer correctly:

62._____they know that one day their daughter would be a famous politician.

a.Never did	b.Little did
c.Hardly did	d.Did

The correct answer is letter B

In the following question, 17 out of 22 students from level 1000 failed to answer correctly:

78.This is the street _____I live in

a.When   b.It

c.Where   d.Which

The correct answer is letter D

In the following question, 21 out of 22 subjects from level 1000 failed to answer correctly:

80. *What's the time? It's eleven o'clock and time you_____*

a.Get up   b.Be getting up

c.To get up   d.Got up

The correct answer is letter D

In the following question, 21 out of 22 subjects from level 1000 failed to answer correctly:

86. *If this restaurant is full, I suggest_____downtown*

a.Going   b.To go

c.We wil go   d.Us to go

The correct answer is letter A

Question 56 is related to the use of:

- "What a/ what" + Countable and uncountable nouns in exclamation forms,

Question 80 is related to the use of a special construction in English:

- "It's (about / high) time we/you/I/they + verb in past tense.

Quoted from the Cambridge Dictionary of English (2006):

> "*'It is time you got up.'*

The expression "*It is (high/about) time + past verb test*" is used to complain about or criticise something or someone:

> *It is time that the government took action.*
>
> *It is about time that the government took action.*
>
> *It is high time that the government took action.*

The words **about** or **high** make the criticism even stronger. Note that it is also correct to say:

> *It is time for the government to take action."*

These contents above did not appear explicitly in *either* the grammar-oriented programs *or* in the language ones. However, they were included presumably in the additional contents of Grammar-oriented contents labeled as '... and other special forms'.

On the other hand, the topic of question 78, Relative Clauses, is included in the language and culture program IV in the second year of the English Teaching Training Program, and it is also included in the contents of the grammar-oriented courses in the unit called 'Subordination', but are not reviewed in the following years, which could be the main reason for students from level 1000 to be doomed to failure.

The following questions show the most common errors made by subjects from level 800:

22 out of 24 subjects from level 800 failed to answer correctly the following question:

56._____wonderful weather we're having! Yes, and the forecaster says it will last.

a.What a   b.How

c.What   d.So

The correct answer is letter C

22 out of 24 subjects from level 800 failed to answer correctly the following question:

62._____they know that one day their daughter would be famous politician.

a.Never did   b.Little did

c.Hardly did   d.Did

The correct answer is letter B

21 out of 24 subjects from level 800 failed to answer correctly the following question:

63. She made me a coffee that I couldn't drink as it was_____for me

a.To much strong   b.Much too strong

c.Strong too much   d.Too strong too much

The correct answer is letter B

20 out of 24 students from level 800, students fail to answer correctly the following question:

64.I have every intention_____her what I think when I see her

a.Of told   b.Of telling

c.Of the tell   c.To tell

The correct answer is letter B

20 out of 24 subjects from level 800 failed to answer correctly the following question:

65. Did you enjoy your lunch with Helen? Of course, but we _____eating so much food in the middle of the day

a.Aren't used to   b.Don't used to

c.Haven't used to   d.Weren't used to

The correct answer is letter A

22 out of 24 students from level 800 failed to answer correctly the following question:

66. Would you mind_____ me how this CD player works

a. Showing   b.To show

c. To showing   d. Showed

The correct answer is letter A

20 out of 24 students from level 800 failed to answer correctly the following question:

72. Have you ever been to Paris, France? Yes, I_____there ten years ago for a medical conference.

a.have been   b.was

c.was going   d.had been

The correct answer is letter B

19 out of 24 subjects from level 800 failed to answer correctly the following question:

78.This is the street _____ I live in

a.when   b.it

c.where   d.which

The correct answer is letter D

<u>24 out of 24</u> subjects from level 800 failed to answer correctly the following question:

80.What's the time? It's eleven o'clock and time you_____

a.get up   b.be getting up

c.to get Up   d.got up

The correct answer is letter D

22 out of 24 subjects from level 800 failed to answer correctly the following question:

83.Can I smoke in here? They don't allow_____ in here

a.to anyone to smoke   b.anyone smoking

c.smoking anyone   d.anyone to smoke

The correct answer is letter D

19 out of 24 students from level 800 failed to answer correctly the following question:

84._____of feeling tired, he continued driving

a.Even   b.In spite

c.Despite   d.Though

The correct answer is letter B

In the following question, 19 out of 24 students from level 800 failed to answer correctly:

95. Are you eating at Diara's tonight? No, just _____her cooking makes me feel ill.

a.the thought of   b.thinking

c.to think   d.think of

The correct answer is letter A

In the following question, 20 out of 24 subjects from level 800 failed to answer correctly:

98. These new trains are _____cleaner than the old ones

a.too   b.so

c.a lot   d.more

The correct answer is letter C

- Question 56 focuses on the use of "What a/ what" with Countable and uncountable nouns in exclamation forms

- Question 62 is related to "Negative adverbs in initial position"

- Question 80 deals with the use of "It's time we/you/I/they + verb in past tense",

- Question 95 is about the use of English special constructions, such as "Just the thought of ...".

These above questions are among the highest error percentage made by the subjects of the level 800 and, as mentioned above, these contents are not explicitly included in the grammar and language programs at UCSH; however, they were included presumably in the additional contents labelled as '... and other special forms'. Except for Question 62 which is included in the Comparative Grammar program indeed, but, by no means, in the Language course programs.

Graph No 5 in appendix C shows 13 questions for the most common errors made by both the levels 800 and 1000.

Questions 84 and 95 relate to morphological errors, and the 12 remaining, that is, 78-56-65-80-62-63-64-66-72-83-98, deal with syntactical errors.

Following are some examples of questions dealing with either morphological or syntactical topics respectively:

Question 84 illustrates the morphological choice in the use of "In spite of v/s despite":

84. _____ of feeling tired, he continued driving.

    a. Even   b. In spite

    c. Despite   d. Though.

The correct answer is letter B.

Question 72 shows a syntactical-based utterance with the use of "time adverbials":

72. Have you ever been to Paris, France? -Yes, I _____ there ten years ago for a medical conference.

    a. have been   b. was

    c. was going   d. had been.

The correct answer is letter B.

Question 78 which aims at a syntactical issue dealing with the use of "Relative clauses":

78. This is the street _____ I live in.

    a. when   b. it

    c. where   d. which.

The correct answer is letter D.

Graph 6 in Appendix D contrasts Michigan Test contents versus grammar course contents.

It was important for us to identify and describe the syntactical and morphological contents included in the Michigan Test grammar section so as to compare and contrast them with the grammar – oriented courses at UCSH.

The outcome gave us a better insight or perspective about the topic we were coping with. Therefore, we made a one-to-one contrastive analysis with **a checklist** (See Appendix H) so that we could actually know what contents from the Michigan Test had actually been reviewed and practiced in the grammar - oriented courses. The larger section in red shows 84 contents of the grammar – oriented courses at UCSH, which include 44 out of 44 contents of the Michigan Test grammar section used as a measuring instrument in our research study.

Graph 7 in Appendix D contrasts Michigan Test contents versus Language course contents**.**

The researchers wanted to state clearly the syntactical and morphological contents included in the Michigan Test grammar section so as to compare and contrast them with the **Language** courses at UCSH.

The outcome gave us a better insight or perspective about the grammar topics we were reviewing in the present curriculum.

Furthermore, we made a one-to-one contrastive analysis with **a checklist** (See Appendix H) so that we could actually know which contents from the Michigan Test had been reviewed and practiced in the **Language** courses. The larger section in red shows the contents of the **Language** courses at UCSH (69), which include 31 out of 44 contents of the Michigan Test Grammar Section used as a measuring instrument in our research study.

Graph 8 in Appendix E contrasts Grammar course contents versus Language course contents**.**

A significant part of our research study is the one related to the contents included in both Language and Grammar - oriented courses at UCSH. All morphological and syntactical contents included in those academic activities were contrasted with each other. To be more specific, the courses of Implicit Grammar, Grammar and Lexis 1, 2 and 3, along with Comparative Grammar, were compared with Language courses 1 through 8. The results gave us a better insight about the topic we were dealing with in our thesis. The larger section in red shows the contents of the **Grammar** courses at UCSH (84), which include 69 out of 69 contents of the Language courses at UCSH.

Graph 9 in Appendix E contrasts Michigan Test contents versus both Grammar and Language course contents

Once the Grammar and Language contents were reviewed and analyzed with each other, the researchers considered that it was important to compare both course contents with the syntactical and morphological contents included in the Michigan Test grammar section. Additionally, we prepared a contrastive analysis as a **checklist** (see Appendix H) to have a much complete perspective concerning the matter we were dealing with. Obviously, as the Michigan Test grammar section contents is only a part of the whole grammar universe, both grammar – oriented and language course contents are by far more plentiful and more complete than the grammar section of the Michigan Test.

CHAPTER 7

STATE AND CONTRAST HYPOTHESES AND OBJECTIVES

GENERAL OBJECTIVE 1:

- **To identify the most frequent mistakes whether syntactical or morphological patterns in fourth and fifth year students of the English Teaching Training Program at Universidad Católica Silva Henríquez.**

Most of the frequent mistakes were identified as to syntactical or morphological patterns. The syntactical mistakes represented a higher degree of difficulty since the test was more oriented to syntax rather than morphology. Forty questions were syntactical – oriented, and nine questions were morphological – oriented.

GENERAL OBJECTIVE 2:

- **To investigate the relative effectiveness of teaching grammar in the English Teaching Training Program at Universidad Católica Silva Henríquez in both the language practice subjects and the grammar-oriented ones, having as a measuring indicator the grammar section of the Michigan Test.**

Most of the contents reviewed and practiced in the English Teaching Training Program at Universidad Católica Silva Henríquez go from elementary to intermediate level as to the formal aspects of the English language – morphology and syntax. Unfortunately, the highest level of achievement for the students at UCSH is post intermediate in spite of all the remedial work and feedback alternatives offered by the academic staff such as assistantship, foreign and national, Michigan Thesis preparation lessons, as well as the Mentoring Program.

Therefore, this general objective has been achieved as to the investigation is concerned. Whether or not the teaching of grammar at UCSH is effective is a topic that should be discussed with all data at reach because there were some students who actually made the Michigan grade (number of students who were capable of meeting the Michigan Test standards).

SPECIFIC OBJECTIVES:

1. **To classify the types of mistakes made by students in terms of syntactical or morphological.**

They were classified in terms of syntactical and morphological.

2. **To determine whether the frequency of mistakes is higher in syntactical or morphological patterns.**

The frequency of mistakes resulted in a higher percentage in syntactical patterns.

3. To describe syntactical and morphological patterns which represent higher difficulty to fourth and fifth-year students at UCSH.

Most of the troublesome syntactical and morphological patterns were described and quoted from the Michigan Test Grammar section.

4. To define the type of mistakes according to the theories of language acquisition, such as error analysis, interlanguage and fossilization.

The types of mistakes were categorized according to theories of language acquisition.

5. To compare and contrast the types of mistakes between both levels, fourth and fifth-year students at UCSH.

The types of mistakes between both levels, fourth and fifth-year students at UCSH were compared and contrasted and the results shown in graphs.

HYPOTHESES:

After contrasting and confirming significant results, we could conclude that, according to the following hypothesis of our investigation:

1. **Students will show a high degree of mistakes in the production of those syntactical and morphological constructions which do not exist in their mother tongue.**

The test results revealed that UCSH students showed difficulty in producing those syntactical and morphological constructions because there is no such a counterpart in the native tongue. They transferred the grammar rules of their native tongue to the target language.

2. **Mistakes from the students will correspond mostly to the negative interference given by their mother tongue.**

Test results revealed that most mistakes made by UCSH students were caused by the interference of their mother tongue.

3. **Syntactical mistakes show a higher degree of frequency as compared to morphological mistakes.**

Test results showed more syntactical mistakes compared to morphological mistakes.

4. **Morphological mistakes show a higher degree of frequency as compared to syntactical mistakes.**

The test results do not show a higher degree of frequency of morphological mistakes over syntactical mistakes.

5. Alternative-one hypothesis: Students in fourth year will obtain 60% average or less as to correct answers.

The test results showed that the students in fourth year could not achieve that minimum score established by the researchers, which was 60%.

6. Alternative-two hypothesis: Students in fifth year will obtain 60 % or more as to correct answers.

Test results showed that the students in fifth year were able to go above the minimum score established by the researchers, which was 60%.

7. Alternative-three hypothesis: Neither of both levels will achieve 55% as to correct answers.

The results showed that the students in fourth year could not achieve a score of 55%, they only obtained a score of 53%, and the students in fifth year could achieve a score higher than 55% of the correct answers. As a matter of fact they obtained 67%.

8. All morphological and syntactical contents are included in the programs in the academic activities, such as Grammar and Lexis 1, 2 and 3, among other Grammar–oriented courses, as well as in the Language-oriented courses 1 to 8, at the English Teaching Training Program at UCSH.

The data analysis from the programs in the academic activities, such as Grammar Lexis 1, 2 and 3, among other Grammar–oriented courses, as well as

the Language-oriented courses 1 to 8, at the English Teaching Training Program at UCSH showed that <u>not all</u> the morphological and syntactical contents contained in the Michigan Test Grammar section are <u>explicitly</u> included.

CHAPTER 8

CONCLUSION

The final section of this investigation is dedicated to conclude, and summarize some of the findings revealed by the results of the Michigan Test Grammar section. First of all, we have to re-state that our two aims were as follows:

- To investigate the relative effectiveness of teaching grammar in the English Teaching Training Program at Universidad Católica Silva Henríquez in both the language practice subjects and the grammar-oriented ones, having as a measuring indicator the grammar section of the Michigan Test Practice Tests.

- To identify the most frequent mistakes whether syntactical or morphological patterns in fourth and fifth year students of the English Teaching Training Program at Universidad Católica Silva Henríquez.

Considering the **first objective** aforementioned we would like to point out that the main issue here is that both levels, 800 and 1000, failed to achieve the 78% minimum score required by the Michigan Test standards to certify a high level of English language proficiency. The reasons for this result come from a wide range of possible causes, which will be further analyzed; however, the main source of errors is based on transfer, that is, negative interference from the mother tongue.

The **second objective** was confirmed within the 13 most difficult questions, to both levels 800 and 1000, which 92% of them correspond to syntactical mistakes.

All answers to these 13 most critical questions were analyzed in order to identify and classify the type of error according to the theoretical foundations of second language acquisition pointed out in our theoretical framework.

Among the 13 questions, we elaborated a ranking from the highest to the lowest degree of difficulty for both 800 and 1000 level subjects. We will analyse in detail four of them:

In the first place, we could find question 56, syntactical-oriented, described as follows:

Question 56. '_____ wonderful weather we're having!' - 'Yes, and the forecasters say it will last another month.'

a. What a   b. How

c. What   d. So

19 out of 22 subjects from 1000 level and 17 out of 24 from the 800 level chose alternative '**A**' as their correct answer.

The type of error corresponds to *overgeneralization.* Our claim rests upon a strong belief that students might get the influence of Louis Armstrong's famous song '*What a wonderful world',* that is to say, students assumed that the words 'what', 'a' and 'wonderful' are a ready-made phrase and create an unconscious rule that they <u>have</u> to be together all the time; therefore, alternative 'A' is the first choice.

Nevertheless, the correct choice corresponds to alternative '**C**', owing to the fact that the word '*weather*' is an *uncountable* noun.

As a result, the correct sentence is:

'What wonderful weather we're having!'

The second question that presented a real challenge to the 1000 level subjects corresponds to question 80, syntactical-oriented is described as follows:

Question 80. 'What's the time?' - 'It's eleven o'clock and time you _____'.

a. get up   b. be getting up

c. to get up   d. got up

67 per cent and 64 per cent from 800 and 1000 levels, respectively, chose alternative '**A**', which was incorrect. The correct answer corresponds to letter '**D**'.

Along with Richards (1971), quoted in our theoretical framework, we classified this error as 'Ignorance of rule restriction'.

The main reason is based on the fact that there is no information with regards to the **explicit and recycled** teaching of such special English constructions as:

'It's time we/you/they + verb in past tense'

... in either Grammar or Language course programs.

Should there be anything related to it is labeled as ' *and other special forms...*'. Obviously, these special forms are not as important as the ones actually suggested

in the programs, so students were then not prepared enough for this type of exercise; therefore, we think they were bound to fail as to this special English construction.

In the third place, we find question 62, syntactical-oriented, which is described as follows:

Question 62. _____ they know that one day their daughter would be a famous politician

> *a. Never did*   *b. Little did*
> *c. Hardly did*   *d. Did*

Most of the subjects from the 800 level answered incorrectly, while a third of the 1000 level answered incorrectly. The correct anwer answer is letter '**B**'.

It would seem that the reasons for the 800 level subjects to chose letter '**D**' is simply because they thought that the statement aforementioned corresponded to the interrogative form (aux + subject + verb + complement + interrogative mark); however, they completely ignored the absence of the interrogation mark.

On the other hand, level 1000 subjects took the stand for alternative '**A**', thus recognizing the sentence as negative adverbs in initial position, but associating the rule concerning the adverb 'Little' with the adverb 'Never'. Therefore, this error would be classified as 'Overgeneralization', which is the negative counterpart of intralingual transfer. In other words, once learners are at an intermediate or over, the begin to acquire parts of the target language, more and more intralingual transfer – generalization within the target language – is manifested, which is the

case here. Probably the 1000 level subjects had the notion of the special grammar case of negative adverbs in initial position, which always adopt question form, but they wrongly associated the rule to 'never'. We can only say that letter 'A' was an excellent test distractor.

The fourth most common mistake for both levels corresponds to question 78 described as follows:

Question 78. This is the street _ _____ I live in

a. When	*b. it*
c. Where	*d. which*

All of the 800 level subjects, and almost all of the 1000 level subjects selected alternative '**C**' as their correct answer, which is wrong because letter '**D**' is correct.

We agreed that, in both levels, the underlying source of error is interference of L1, that is to say, negative transfer from our mother tongue. It is pertinent to point out that in Spanish we would say '*Ésta es la calle donde vivo*' whereas in English, according to the relative clauses rule, we would say the same in a number of ways.

In English, '*Ésta es la calle donde vivo*' can be expressed in more than one way:

This is the street where I live

This is the street in which I live

This is the street which I live in.   Here '**which**' can be replaced by '**that**', thus:

This is the street that I live in.   Besides, you can also omit '**that**':

This is the street Ø I live in.

Subjects from both levels

We believe that subjects had trouble learning all of the above transformations, and just kept the most relatively similar to their mother tongue, which caused them to fail to answer this question correctly.

However, despite the fact that both levels failed to achieve the minimum score, there is still hope to improve English proficiency.

In the fifth year of the English Teaching Training Program at UCSH, students start working in schools, they have to do some lesson - planning monthly, and, in many cases, annually. From that moment on, the student, all of a sudden, becomes a teacher. S/he will have to look for teaching resources and materials, handouts and worksheets and, besides all that, help the school guide-teacher make students learn at the Practicum school. All this interaction will lead this future Teacher to learn English through social interaction with the educational environment. In other words, S/he will become an active agent of his or her own learning. Vigotsky (1978) named this theory as '**Zone of Proximal Development**'[12] and it is described as follows:

> *"ZPD is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers."*

[12] Department of Educational Technology, San Diego State University (2009)
Available at: http://coe.sdsu.edu/eet/articles/vygotsky_zpd/index.htm

According to the theory aforementioned, we could say that the ZPD of our prospective teacher of English who has just started working will lie in the lesson-planning as well as in the work developed along with peer collaboration (English Department).

There is, then, considerable circumstantial evidence to support the proposal that students from 1000 level have a significant advantage over the 800 level, as shown by the results obtained throughout our research study.

Field contributions

In the 27 years of this University, there has been no study equivalent to our investigation, devoted to explore the relative effectiveness of teaching Grammar in the English Teaching Training Program at UCSH. In addition, the few existing related studies in other Universities are long-term investigations, and they are not quite related to our research. Thus, looking for specific and useful information here and in other Universities was a tough enterprise; as a result, our findings are meant to be a very important contribution not only to our society in general, but also, in a very strict sense to our academic community. These results give us a glance of the present state of affairs of the students' knowledge at UCSH with regards to some key components of the English Language – Syntax and Morphology – so that, by having hard data, we can explain the theoretical foundations underlying those errors, make some generalizations and improvements to, above all, avoid the most frequent errors the average student of English at UCSH makes.

Recommendations

- An important task for the future would be a complete study considering the student from his or her very first year until his or her last year in order to be able to observe the evolution throughout the years. This research would be helpful not only to identify the most difficult English constructions for the students from our academic community, but also, to categorize those errors into slips of the tongue or simply errors which have been fossilized throughout the years at UCSH, keeping in mind all underlying theoretical fundamentals in second / foreign language acquisition.

- It would be useful to include exercises from the Michigan Test in grammar classes.

- We suggest emphasizing the 13 most frequent errors found in the present investigation.

- Last but not least, the strongest recommendation is to find the balance between syntactical and morphological contents with the Language courses and those grammar-oriented ones. In other words, grammar would be the course in charge of explaining the theoretical background, while the language courses should be aimed at the application of language by means of role-plays, hypothetical situations, games, spontaneous dialogues, and other communicative situations of the sort.

GLOSSARY

The criteria used to select the following grammatical terms in the glossary were the degree of interrelationship with the central topic of the present research study. The terms drawn out of this research have been arranged by alphabetical order and sources consulted have been exposed below each concept.

ACTIVE: asserting that the person or thing represented by the grammatical subject performs the action represented by the verb.
Source: http://www.cs.cf.ac.uk/fun/welsh/Glossary.html

ADJECTIVE: An adjective modifies a noun. It describes the quality, state or action that a *noun* refers to.
Source: http://www.usingenglish.com/glossary/adjective.html.

ADVERB: A word serving as a modifier of a verb, an adjective, another adverb, a preposition, a phrase, a clause, or a sentence, and expressing some relation of manner or quality, place, time, degree, number, cause, opposition, affirmation, or denial.
Source: http://www.cs.cf.ac.uk/fun/welsh/Glossary.html

ADVERBIAL CLAUSE: An adverbial clause is a clause that has an <u>adverb</u>-like function in modifying another clause.

Source: http://www.sil.org/linguistics/WhatIsAClause.htm

ADVERBIAL PHRASE: A group of words that says when, how, where, etc, something happens.

Source: Hewing, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

ADVERB OF MANNER: Adverbs of manner provide information on how someone does something; they are placed after the verb or the entire expression (at the end of the sentence).

Source: http://esl.about.com/cs/intermediate/f/f_adverbs.htm

ADVERB OF TIME: Adverbs of time provide information on when something happens.

Source: http://esl.about.com/cs/intermediate/f/f_adverbs.htm

ADVERBS OF FREQUENCY: Adverbs of frequency provide information on how often something happens and they are placed before the main verb (not the auxiliary verb).

Source: http://esl.about.com/cs/intermediate/f/f_adverbs.htm

ADVERB OF DEGREE: Adverbs of degree provide information concerning how much of something is done; they are placed after the verb or the entire expression (at the end of the sentence).

Source: http://esl.about.com/cs/intermediate/f/f_adverbs.htm

ADVERBS OF COMMENT: Adverbs of comment provide a comment, or opinion about a situation; they are placed at the beginning of a sentence.

Source: http://esl.about.com/cs/intermediate/f/f_adverbs.htm

AGENT: The person or thing that performs the action described in a verb. Usually, it is the subject in an active clause, and comes after 'by…' in a passive clause.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

ANTONYM: A word that expresses a meaning opposed to the meaning of another word, in which case the two words are antonyms of each other.

Source: http://www.thefreedictionary.com/antonym

ARTICLE: One of a small set of words or affixes (as a, an, and the) used with nouns to limit or give definiteness to the application

Source: http://www.cs.cf.ac.uk/fun/welsh/Glossary.html

AUXILIARY VERBS: they are used with a main verb to form questions, negatives, tenses, passive forms, etc, modal verbs are also auxiliary verbs.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

CAUSATIVE VERBS: We use the **causative** when we do not carry out an action ourselves, but are responsible for the action being performed.

Source: http://www.usingenglish.com/glossary/causative-verb.html

CLAUSE: A Clause is a part of a sentence that usually contains a <u>subject</u> and a <u>verb</u>. It is usually connected to the other part of the <u>Sentence</u> by a <u>Conjunction</u>. It is not a complete sentence on its own.

Source: http://www.usingenglish.com/glossary/clause.html

COMPARATIVE ADJECTIVES: Comparative adjectives are used to clarify the difference between 2 objects/nouns. Comparative adjectives are used to compare 2 nouns. To state that one noun has more of something than the 2nd noun.

Source**:** http://www.englishtheeasyway.com/Comparative_Adjectives.htm

COMPLEMENT: A complement is a word that follows a verb and completes the meaning of the sentence or verbal phrase

Source: http://englishplus.com/grammar/00000076.htm

COMPLEX SENTENCE: A sentence consisting of two sentences joined together in a way that one sentence explains the other.

Source: http://sk2.saugus.k12.ca.us/~sking/la_def.html

COMPOUND: A compound noun consists of two or more words together used as a noun.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

CONDITIONALS: The conditionals are used to talk about possible or imaginary situations.

Source: http://www.usingenglish.com/glossary/conditionals.html

CONJUNCTION: A word used to connect words, phrases and clauses.

Source: http://www.englishclub.com/grammar/grammar-glossary.htm

COORDINATE CLAUSE: A coordinate clause is a clause belonging to a series of two or more clauses which are not syntactically dependent one on another, and are joined by means of a coordinating conjunction.

Source: http://www.sil.org/GlossaryOflinguisticTerms/WhatIsAClause.htm

COORDINATING CONJUNCTION: A coordinating conjunction can join two main clauses that a writer wants to emphasize equally.

Source: http://www.chompchomp.com/terms/coordinatingconjunction.htm

COUNTABLE: A countable noun can be both singular and plural .An uncountable noun doesn't have a plural form.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

DEMONSTRATIVES: A demonstrative is a pronoun or adjective which points out which item is being referred to. In English there are only four demonstratives: this, that, these, and those.

Source: http://englishplus.com/grammar/00000329.htm

DEPENDENT CLAUSE: A group of words that begins with a relative pronoun or a subordinating conjunction. A dependent clause has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence

Source: http://grammar.about.com/od/terms/a/topgramterms.htm

DI TRANSITIVE VERB : A ditransitive verb is one that takes two complements, a direct object and an indirect object at the same time.

Source: http://englishlanguageguide.com/english/grammar/ditransitive.asp

DIRECT OBJECT: A direct object is a noun or pronoun that receives the action of a verb or shows the result of the action.

Source: http://englishplus.com/grammar/00000017.htm

DITRANSITIVE VERB: *A **ditransitive** <u>Verb</u>* is one that takes both a <u>direct object</u> and an <u>indirect object</u>.

Source: http://www.usingenglish.com/glossary/ditransitive-verb.html

DYNAMIC VERB: A verb that describes an action.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

FUTURE TENSE: a verb tense that indicates action or state of being in the future. The future corresponds to two English tenses**.**

Source:http://people.southwestern.edu/~carlg/Latin_Web/glossary.html

FUTURE PERFECT: -For actions to be completed before a specific future time, but the exact time is unimportant

Source: http://www.usingenglish.com/glossary/future-perfect.html

FUTURE PROGRESSIVE: Is used for actions that will be unfinished at a certain time in the future, or for things that will happen in the normal course of events, rather than being part of your plans and intentions.

Source: http://www.usingenglish.com/glossary/future-continuous.html

INDEPENDENT CLAUSE: A main clause is a clause that is not introduced by a subordinating term. It does not modify anything, and it can stand alone as a complete sentence.

Source: http://englishplus.com/grammar/00000009.htm

INDIRECT OBJECT: The *indirect* object of a verb is not directly affected by the action, but can either receive the direct object or have the action done for them.

Source: http://www.usingenglish.com/glossary/indirect-object.html

INTRANSITIVE VERB: An intransitive verb is one that does not take an object.

Source: http://www.usingenglish.com/glossary/intransitive-verb.html

IRREGULAR VERB: An **irregular verb** is one that does not take the *-ed* ending for the Past Simple and Past Participle forms.

Source: http://www.usingenglish.com/glossary/irregular-verb.html

MODAL VERBS: A group of verbs that give information about such things as possibility, necessity, and obligation.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

MONOTRANSITIVE VERB: is a <u>verb</u> that takes two arguments: a <u>subject</u> and a single <u>direct object</u>.

Source: http://en.wikipedia.org/wiki/Monotransitive_verb

NOUN: A words that refers to a person, place, thing, quality, etc.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

NOUN PHRASE: **noun phrase** is either a single <u>noun</u> or <u>pronoun</u> or a group of words containing a noun or a pronoun that function together as a noun or pronoun, as the <u>subject</u> or <u>object</u> of a verb.

Source**:** http://www.usingenglish.com/glossary/noun-phrase.html

OBJECT: The person or thing affected by the action of the verb or that is involved in the result of the action.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

OBJECT COMPLEMENT: An object complement is an noun, pronoun, or adjective which follows a direct object and renames it or tells what the direct object has become.

Source: http://englishplus.com/grammar/00000020.htm

PASSIVE: In a passive clause or passive sentence, the grammatical subject is the person or thing that experiences the effect of the action given in the verb.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

PAST SIMPLE: is used for past actions that happened either at a specific time

Source: http://www.usingenglish.com/glossary/past-simple.html

PAST PERFECT: For actions that happened before related past events or times.

Source: http://www.usingenglish.com/glossary/past-perfect.html

PAST PROGRESSIVE: It is used for actions and states that were unfinished at a certain time in the past or to stress the duration of something.

Source: http://www.usingenglish.com/glossary/past-continuous.html

PHRASAL VERB: A **phrasal verb** consists of a verb and a preposition or adverb that modifies or changes the meaning

Source: http://www.usingenglish.com/glossary/phrasal-verb.html

PREFIX: A prefix is an affix which is placed before the stem of a word.

Source: http://en.wikipedia.org/wiki/Prefixes

PREPOSITIONS: Show how a noun or pronoun is related to another word in a sentence. When used with a verb it changes the meaning of the verb.

Source: http://sk2.saugus.k12.ca.us/~sking/la_def.html

PREPOSITIONAL PHRASE: is made up of the preposition, its object and any associated <u>adjectives</u> or <u>adverbs</u>. A prepositional phrase can function as a noun, an adjective, or an adverb.

Source:http://www.uottawa.ca/academic/hypergrammar/preposit.html

PRESENT SIMPLE: Actions that are repeated or habitual, States and Statements that are always true.

Source: http://www.usingenglish.com/glossary/present-simple.html

PRESENT PERFECT: For unfinished past actions, For past actions when the time is not specified and When a past action is relevant now.

Source: http://www.usingenglish.com/glossary/present-perfect.html

PRESENT PROGRESSIVE: The Present Progressive is used for actions that have begun but not finished. It can also be used to talk about future arrangements.

Source: http://www.usingenglish.com/glossary/present-continuous.html

PRESENT PROGRESSIVE: Is used for actions that have begun but not finished. It can also be used to talk about future arrangements.

Source: http://www.usingenglish.com/glossary/present-continuous.html

RELATIVE CLAUSE: A relative clause is a clause which describes the referent of a head noun or pronoun. It often restricts the reference of the head noun or pronoun.

Source: http://www.sil.org/GlossaryOflinguisticTerms/WhatIsAClause.htm

RELATIVE PRONOUNS: a pronoun such as who, which, or that which is used at the beginning of a relative clause.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

REPORTED SPEECH*: (also called Indirect Speech) is used to communicate what someone else said, but without using the exact words.

Source*: http://www.usingenglish.com/glossary/reported-speech.html

SUBJECT: The person or thing that does the action of the verb.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

SUBJUNCTIVE: The subjunctive is a set of verb forms used, mainly in rather formal English, to talk about possibilities rather than facts.

Source: Hewings, Martin. (1999). Advanced Grammar in Use. New York. Cambridge University Press.

SUBORDINATING CLAUSE: A subordinate clause is a clause that is embedded as a constituent of a <u>matrix sentence</u> and that functions like a <u>noun</u>, <u>adjective</u>, or <u>adverb</u> in the resultant <u>complex sentence</u>.

Source: http://www.sil.org /GlossaryOflinguisticTerms/WhatIsAClause.htm

SUPERLATIVE: Is the form of an adjective or adverb that shows which thing has that quality above or below the level of the others

Source: http://www.usingenglish.com/glossary/superlative.html

SYNONYM: One of two or more words (commonly words of the same language) which are equivalents of each other; one of two or more words which have very nearly the same signification, and therefore may often be used interchangeably

Source:http://www.hydroponicsearch.com/spelling/simplesearch/query_term-synonym/database-!/strategy-exact

TAG QUESTION: is a grammatical structure in which a declarative statement or an imperative is turned into a question by adding an interrogative fragment

Source: http://www.answers.com/topic/tag-question

TRANSITIVE VERB: a verb that can act upon an object. One might say that a transitive verb is one that is object-oriented.

Source: http://www.cs.cf.ac.uk/fun/welsh/Glossary.html

VERB: a word that expresses an act, occurrence, or mode of being. It is the grammatical center of a predicate.

Source: http://www.cs.cf.ac.uk/fun/welsh/Glossary.html

YES/NO QUESTIONS: Is a question that can be answered with **yes** or **no.** They normally begin with an auxiliary verb or a modal verb.

Source: http://www.usingenglish.com/glossary/yes-no-question.html

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  http://www.cs.cf.ac.uk/fun/welsh/Glossary.html

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APPENDIX DISTRIBUTION.

Appendix A: interview with Mr. Mauricio Veliz.

Appendix B: **Graph 1, 2** showing correct / incorrect answers for both, 800 and 1000 level.

Appendix C: **Graph 3, 4, 5** showing most common mistakes for both, 800 and 1000 level.

Appendix D: **Graph 6** showing Michigan Test contents v/s Grammar content. **Graph 7** showing Michigan Test contents v/s Language Culture content.

Appendix E: **Graph 8** showing Grammar content v/s Language and Culture contents. **Graph 9** showing Michigan Test content v/s Grammar and Language Culture contents.

Appendix F: Grammar sample of Michigan Test applied to our subjects.

Appendix G: **Chart 1** showing detailed description of every question included in the Michigan Test.

Appendix H: **Chart 2** showing a one-to-one contrastive analysis with a checklist between grammar contents, language contents and Michigan Test contents.

Appendix I: **Chart 3** showing detailed table of every question answered by our subjects from the 800 level.

Appendix J: **Chart 4** showing detailed table of every question answered by our subjects from the 1000 level.

Appendix K: **Chart 5, 6** showing those questions with more mistakes for both, 800 and 1000 level.

APPENDIX A:

Short interview with Mr. Mauricio Véliz

(H*ead of English* Language *Teaching* Department, UCSH University)

Interview with Mr. Mauricio Veliz:

Head of English Language Teaching Department,

UCSH University

1- One of the main requirements to apply for a scholarship is to take the Michigan Test. Our question is:

Why did you choose this test instead of another one?

First of all, it is not us who make the decision why we are using the Michigan Test in the first place. So if you took for example the scholarship scheme where our students can go and spend the semester abroad, as I said, it was and still is the Minister of Education; it was originally the Minister of Education that decided on the Michigan Test, that's the first thing. Now, because it was transferred to a more centralized type of organization within BecasChile, they retained that test, but not as ... THE test. they give people the opportunity to take the TOEFL test, IELTS and Michigan Test. I think those are the three tests that applicants can take. And why did the Minister of Education decide on that test? I think they did it for economical reasons because the test is economical, money-wise; it costs only around $14.000 as opposed to about US$250 the TOEFL test, and the IELTS, on the other hand, costs about $130.000. Now, one of the drawbacks of the ETAAPP is that it is not really recognized, internationally speaking, and here in Chile it is accepted as evidence of English language proficiency only by BECAS CHILE and few others institutions.

2- How reliable do you think the Michigan Test is?

The first thing is that I can't really talk about the validity, the internal validity of the test, meaning whether there are enough items, whether the items are clearly explained, whether the instructions are clearly explained, I can't really tell whether the questions point to what they should, for example, if it is vocabulary and perhaps the questions are about grammar, that would be a very invalid test; so I can't really say much about the internal validity, but what I can say is that there are external variables which make the administration of the test a little bit questionable, for example, external variables such as how old the test is, the fact that the test is the same and is never renewed, it is never updated. The fact that the psychical conditions in which the test is administered don't seem to be of optimal conditions, for example, the sound quality, the devices they use, the venue where the test takes place is exposed to a lot of background and outside noise.

What I can say about the internal validity and reliability of the test is partly based upon the mock exams and the exams available on the net and some of the mock exams have been downloaded to assist our students, and what I can say is that the test doesn't promote productive skills; there's a listening comprehension section, there's a reading comprehension section, but I don't know how long the sections are, how exhausting they are because depending on how exhausting they are, you can assert, you can ascertain whether the test

actually gives you a clear picture of somebody's comprehension, somebody's reading comprehension abilities.

There's a lot of vocabulary perhaps one of the heaviest sections in the test is that which…is the one on vocabulary usage, expansion, recognition, identification and again one of the things I can say also about that particular section, the lexical section is that I don't know, I still don't know how you can rate people's performance in a foreign language by including very low frequency lexical items: some of the vocabulary, perhaps much of the vocabulary that is used in that section is of very low frequency words that are very rarely used and I would even dare to say that even a native speaker will find it particularly hard, so perhaps that section is not to my mind a very valid one, that's I think all I can say.

APPENDIX B:

Graph 1, 2 showing correct / incorrect answers for both, 800 and 1000 level.

GRAPH N.1
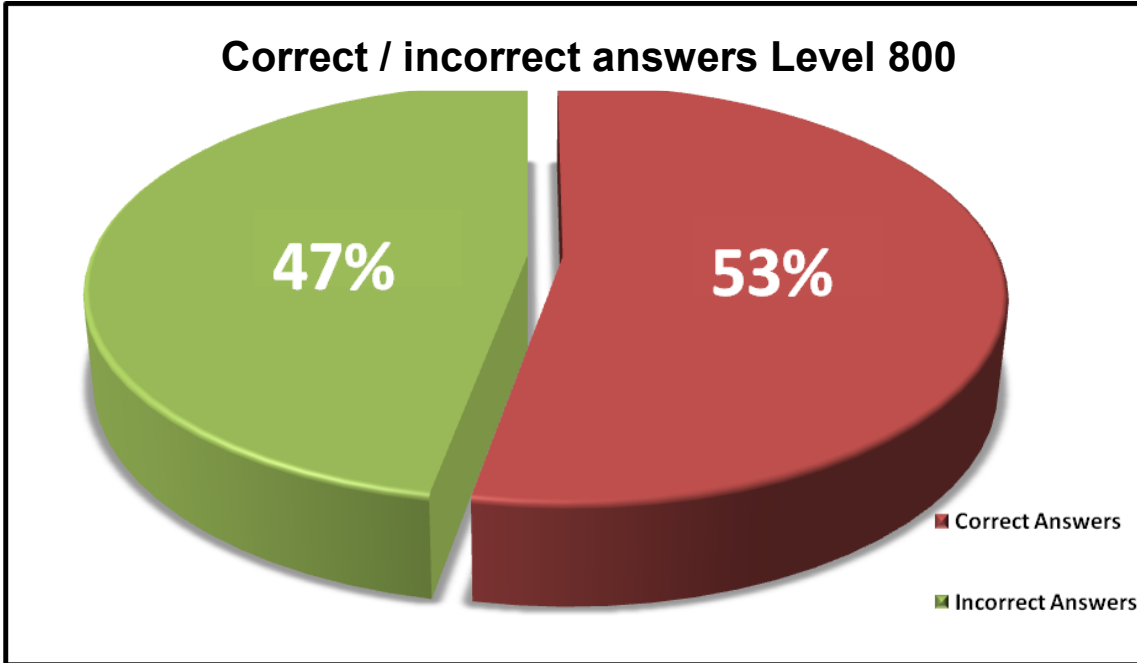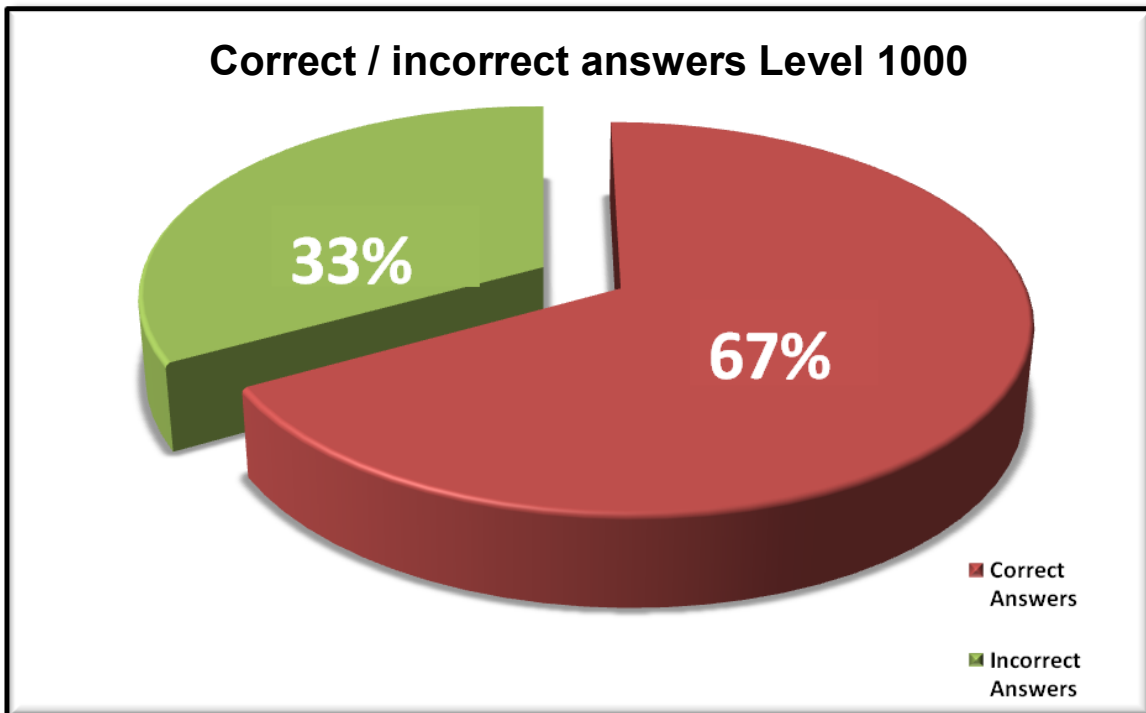
Correct / incorrect answers Level 800

47%

53%

■ Correct Answers

■ Incorrect Answers

GRAPH N.2

Correct / incorrect answers Level 1000

33%

67%

■ Correct Answers

■ Incorrect Answers

APPENDIX C:

Graph 3, 4, 5 showing most common mistakes for both, 800 and 1000

level.

GRAPH No 3

Most common mistakes in level 800

15%

85%

■ Syntactical Mistakes

■ Morphological Mistakes

GRAPH No 4

Most common errors in Level 1.000

100%

■ Syntactical Mistakes
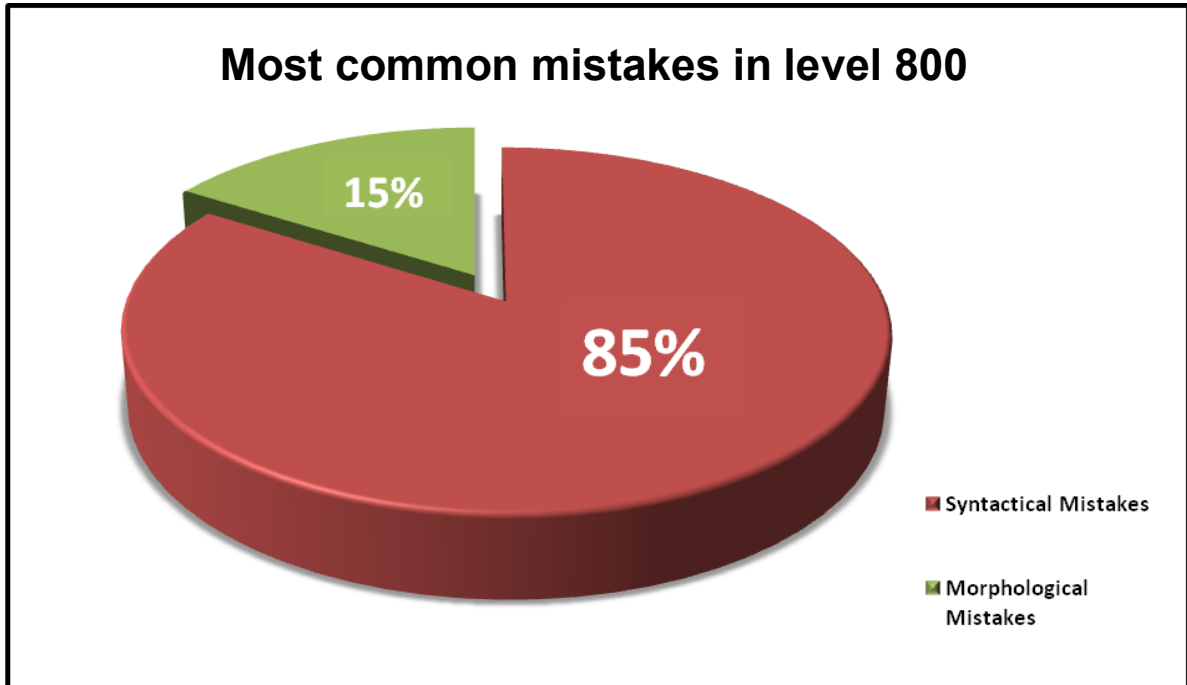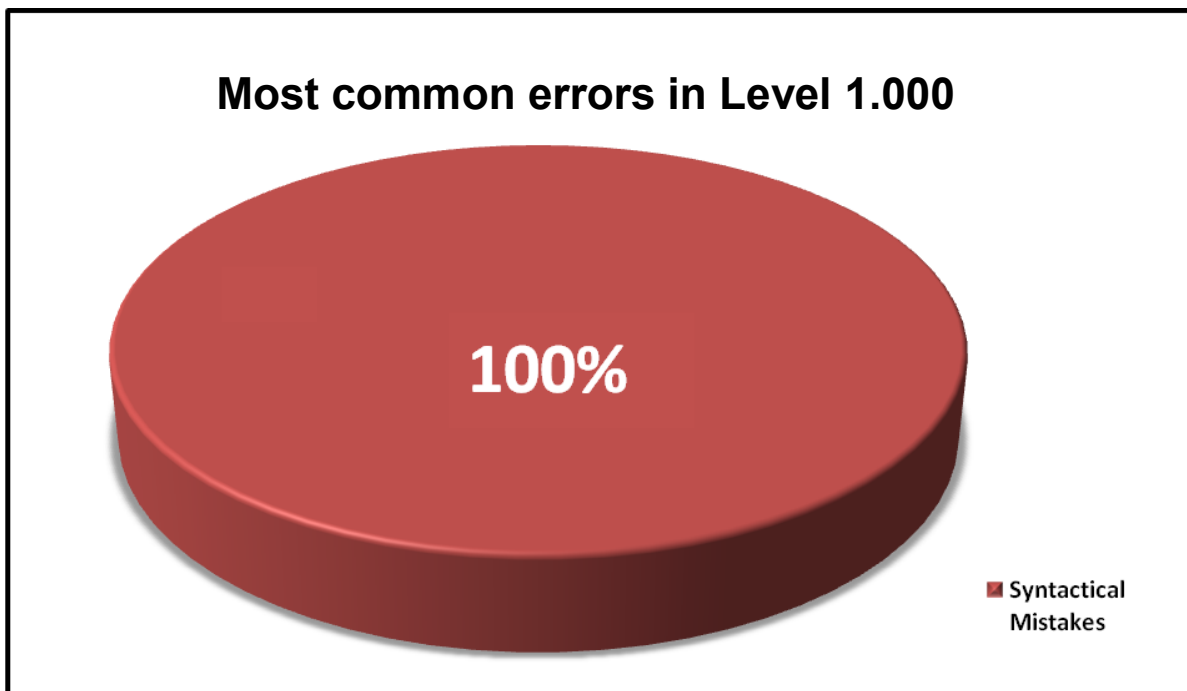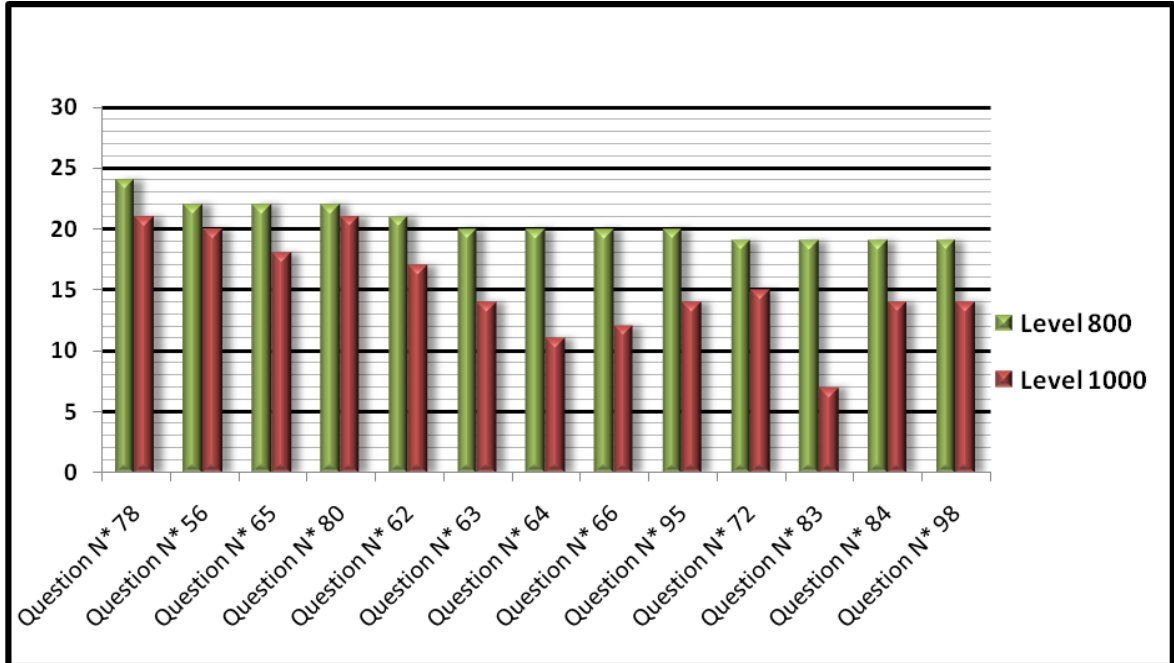
GRAPH N.5

APPENDIX D:

Graph 6 showing Michigan Test contents v/s Grammar contents.

Graph 7 showing Michigan Test contents v/s Language Culture contents.

GRAPH No 6

Michigan Test contents v/s Grammar contents

**Grammar contents
(84)**

**Michigan Test
contents (44)**

GRAPH No 7

Michigan Test contents v/s Language contents

**Language contents
(69)**

**Michigan Test
contents not
included (13)**
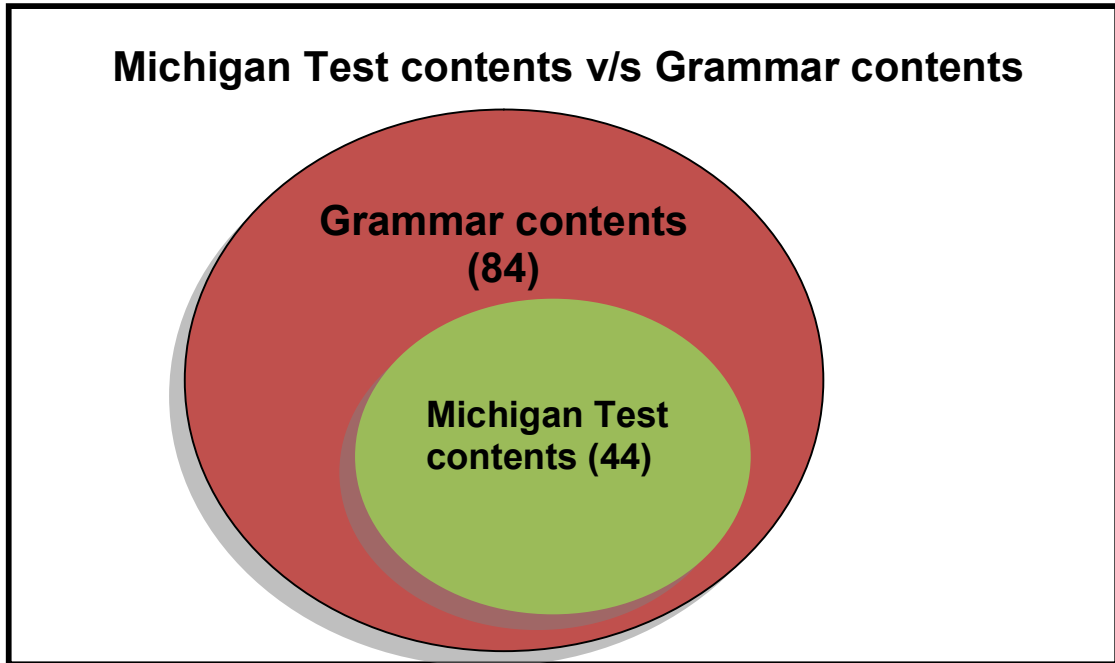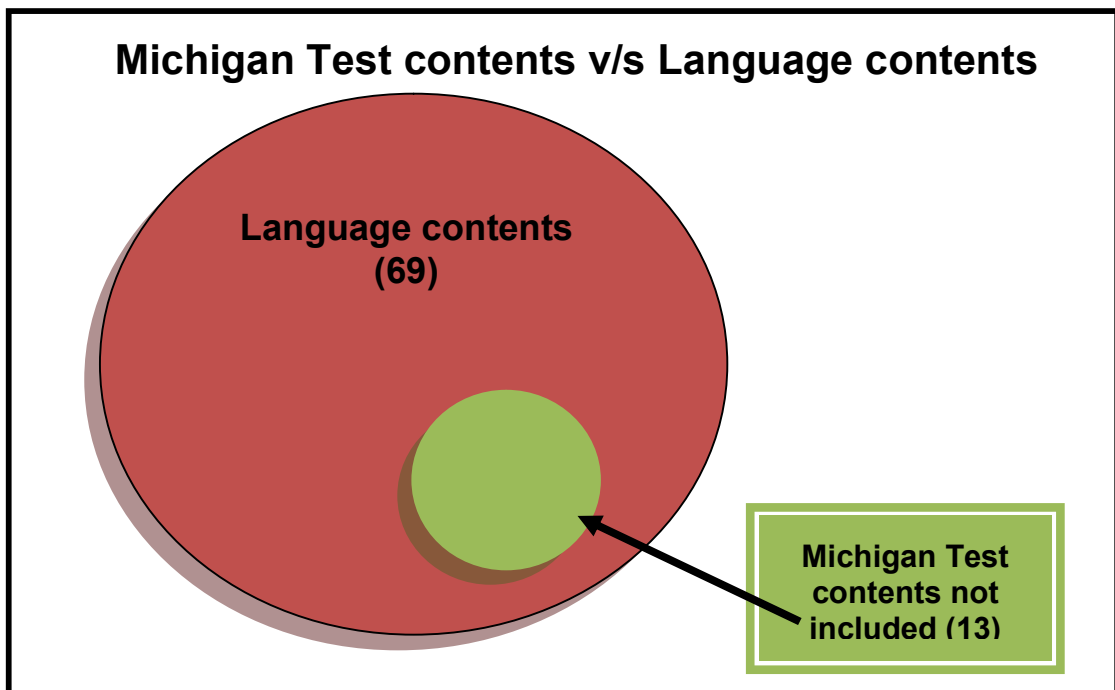
APPENDIX E:

Graph 8 showing Grammar contents v/s Language contents.

Graph 9 showing Michigan Test contents v/s Grammar and Language

contents.

GRAPH No 8

Grammar v/s Language contents

Grammar contents (84)

Language contents
(69)

GRAPH No 9

Michigan Test contents v/s both Grammar and Language contents

Language and
Grammar contents
(84)
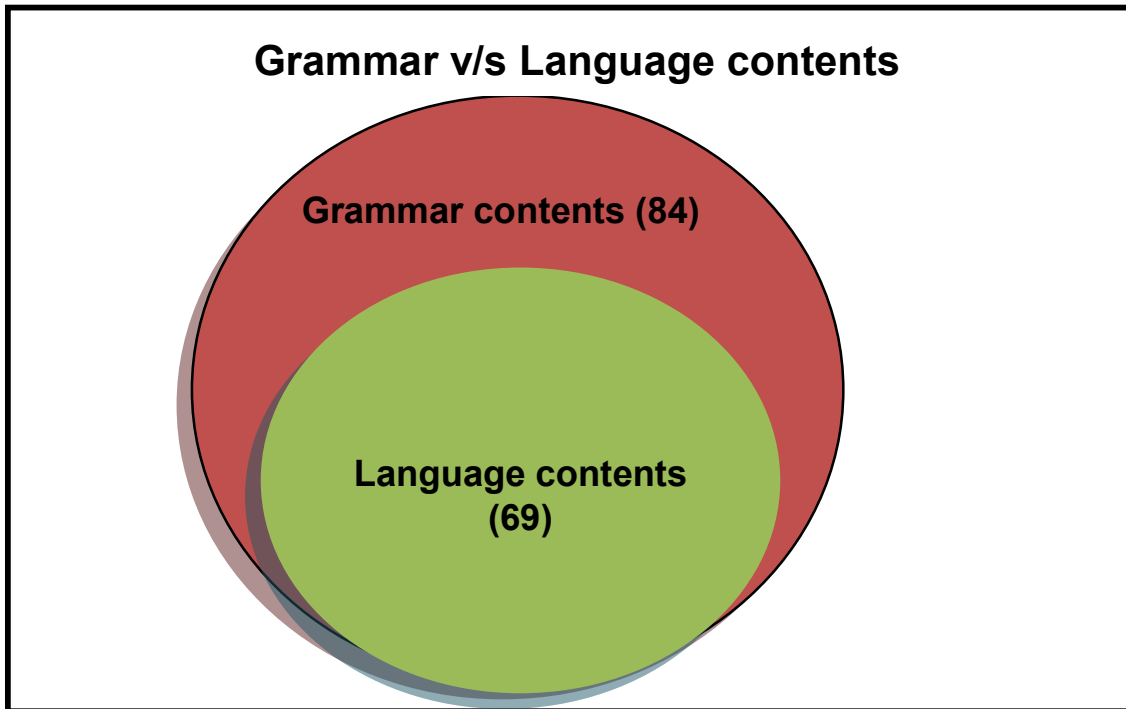
Michigan Test
Contents (44)
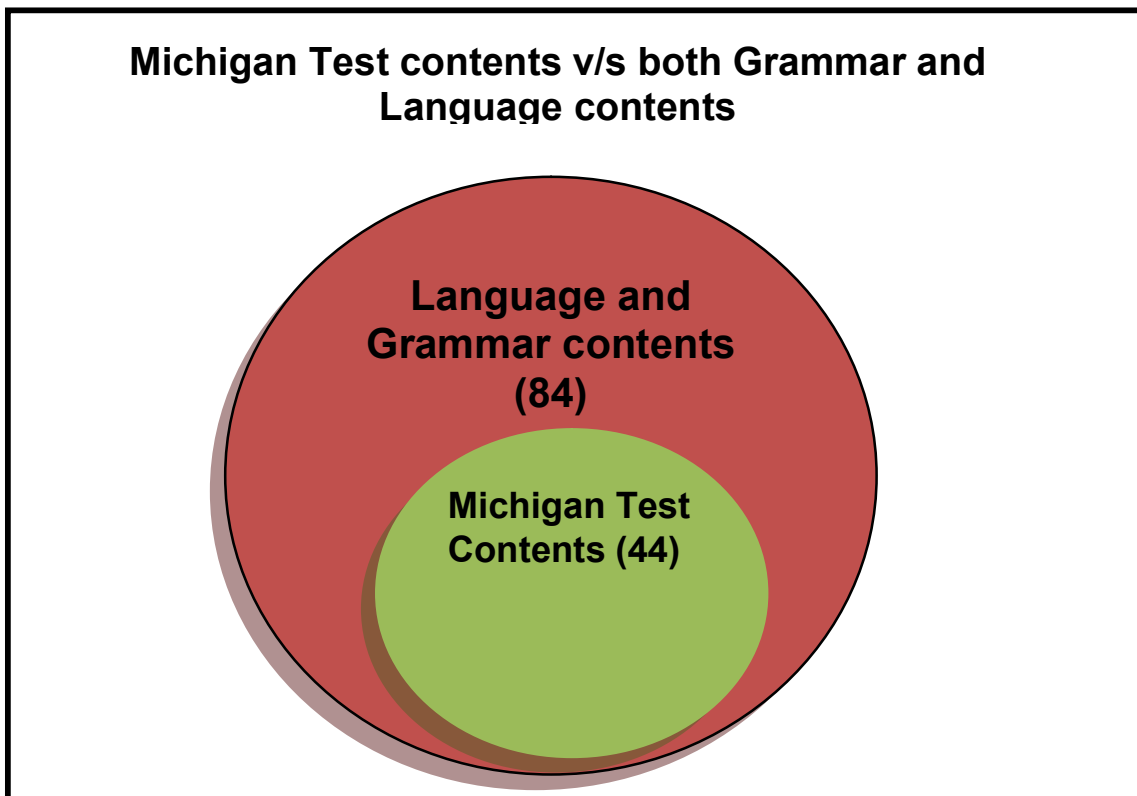
APPENDIX F:

Michigan Test Grammar sample administered to our subjects.

Level: 800   ○
1000   ○

51. Excuse me, could you tell me _____?

    a. where it is the post office
    b. the post office where is it
    c. where the post office is
    d. where is the post office

52. Much to everybody's surprise, the two sisters _____ a fortune in the bank, when they died.

    a. were having
    b. had
    c. had had
    d. to have

53. Since Denise started having lessons, her violin playing has gotten _____.

    a. better and better
    b. much more good
    c. most better
    d. more and more good

54. Why is Becky so keen on _____ to that particular restaurant?

    a. to go
    b. to going
    c. going
    d. go

55. It's their wedding anniversary tomorrow and I haven't got them a present _____.

    a. however
    b. already
    c. by now
    d. yet

56. '_____ wonderful weather we're having!' - 'Yes, and the forecasters say it will last another month.'

    a. What a
    b. How
    c. What
    d. So

57. I never thought Andy would be _____ cook.

    a. enough good
    b. so good
    c. such a good
    d. such good

58. 'I thought I saw Peter yesterday.' - 'You _____. He's still in England.'

    a. mustn't have done
    b. can't have done
    c. shouldn't have done
    d. might have done

59. Pam got a job _____ a cashier in the supermarket on weekends to earn extra money.

    a. doing
    b. like
    c. being
    d. as

60. My teacher doesn't think, I _____ do both courses in the same year.

    a. have been able to
    b. will be able to
    c. were able to
    d. able to

61. The company says that a new model _____ by the end of this year.

    a. introduced
    b. was introducing
    c. is introduced
    d. will be introduced

62. _____ they know that one day their daughter would be a famous politician

    a. Never did
    b. Little did
    c. Hardly did
    d. Did

63. She made me a coffee that I couldn't drink as it was _____ for me.

    a. to much strong
    b. much too strong
    c. strong too much
    d. too strong too much

64. I have every intention _____ her what I think when I see her

    a. of told
    b. of telling
    c. of the tell
    d. to tell

65. 'Did you enjoy your lunch with Helen?' - 'Of course, but we _____ eating so much food in the middle of the day.'

    a. aren't used to
    b. don't used to
    c. haven't been used to
    d. weren't used to

66. Would you mind _____ me how this CD player works.

    a. showing
    b. to show
    c. to showing
    d. showed

67. I really hate _____ when people sneeze over me.

    a. it's
    b. this
    c. it
    d. those

68. 'Does this car belong to you?' - 'No, _____ is the blue one over there.'

    a. My
    b. Myself!
    c. Me
    d. Mine

69. 'Does Miss Volz work in this office?' - 'Yes, she _____.'

    a. does
    b. do
    c. will
    d. has

70. I _____ swim everyday at the pool when I was at school.

    a. was used to
    b. used to
    c. am used to
    d. is used to

71. Do you have this _____ in a size eight, please?

    a. pair of trousers
    b. trousers
    c. trouser
    d. pairs

72. 'Have you ever been to Paris, France?' - ' Yes, I _____ there ten years ago for a medical conference.'

    a. have been
    b. was
    c. was going
    d. had been

73. 'How's your coffee?' - 'It's _____ cappuccino I've ever had.'

    a. as good as
    b. the better
    c. the best
    d. the fine

74. Lucy stopped _____ a newspaper on her way to work.

    a. buy
    b. to buy
    c. be buying
    d. and to bay

75. I liked the book _____ that I read it twice.

   a. so much
   b. enough
   c. very much
   d. so many

76. Matthew is taller than Peter, _____?

   a. be he
   b. shall he
   c. doesn't he
   d. isn't he

77. I bumped into Chris yesterday. I hadn't seen her _____ a year.

   a. since
   b. ago
   c. for
   d. during

78. This is the street _____ I live in.

   a. when
   b. it
   c. where
   d. which

79. If he becomes President, he _____ the cost of medical treatment.

   a. will lower
   b. be lowering
   c. lowering
   d. is lowest

80. 'What's the time?' - 'It's eleven o'clock and time you _____.'

   a. get up
   b. be getting up
   c. to get up
   d. got up

81. 'When are we going out?' - '_____ it stops raining we'll go out.'

   a. As soon as
   b. At the time
   c. However
   d. While

82. 'What did that woman want?' - 'She wanted to know what time _____.'.

   a. leaves the train
   b. will leave the train
   c. the train leaves
   d. does the train leaving

83. 'Can I smoke in here?' - 'They don't allow _____ in here.'

   a. to anyone to smoke
   b. anyone smoking
   c. smoking anyone
   d. anyone to smoke

84. _____ of feeling tired, he continued driving.

   a. Even
   b. In spite
   c. Despite
   d. Though

85. If I _____ there, I would have helped her with it.

   a. have been
   b. could be
   c. was
   d. had been

86. If this restaurant is full, I suggest _____ downtown.

   a. going
   b. to go
   c. we will go
   d. us to go

87. _____ you give me a hand to open this window, please?

    a. Might
    b. Should
    c. May
    d. Would

88. 'What time are you leaving to go to the airport?'   - As soon as _____.'

    a. I'm going to be ready
    b. I'm ready
    c. I have been ready
    d. I'll be ready

89. _____ of us had ever seen such a fantastic fireworks display'

    a. some
    b. one
    c. not any
    d. none

90. 'My calculator has stopped working.' 'Give it to me and I _____ tomorrow'

    a. will get some new batteries
    b. get some new batteries
    c. new batteries get
    d. am getting some batteries

91. 'How long does it take by plane from here to Washington?' - 'It's a _____ journey.'

    a. three-hours
    b. three-hour
    c. three-hour's
    d. threes-hours

92. 'Can we go swimming tomorrow?' - 'No, it's not ____ yet.'

    a. too warm
    b. enough warm
    c. warm enough
    d. too much warm

93. You can't mistake her – she's _____.

    a.   tall, blonde attractive
    b.   an attractive, blonde, tall
    c.   attractive, tall, blonde
    d.   tall, blonde and attractive

94. 'Have you finished your geography assignment yet?' - 'No, but I _____ about twelve pages already.'

    a.   am writing
    b.   written
    c.   have been writing
    d.   have written

95. 'Are you eating at Diara's tonight?' - 'No, Just _____ her cooking makes me feel ill!'

    a.   the thought of
    b.   thinking
    c.   to think
    d.   think of

96. When we got to the hall, the lecture _____.

    a.   just had started
    b.   was just starting
    c.   just was starting
    d.   have started just

97. Never _____ more stupid than when I couldn't answer such a simple question.

    a.   have I felt
    b.   felt I
    c.   have I been feeling
    d.   I have been feeling

98. These new trains are _____ cleaner than the old ones.

    a.   too
    b.   so
    c.   a lot
    d.   more

100. I made _____notes in the lecture that I could lend you.

    a. a small
    b. a few
    c. a little
    d. less

APPENDIX G:

Chart 1 showing a detailed description of every question included in the Michigan Test.

MICHIGAN TEST: GRAMMAR SECTION.

	QUESTIONS	TYPE OF QUESTION:
51	Indirect questions; embedded questions	syntactical
52	Parallel structure	syntactical
53	Comparative forms	morphological
54	Adjective + Preposition + Gerund (keen on, good at)	syntactical
55	Use of "yet" in Present perfect tense	syntactical
56	Countable and non countable nouns in exclamations	syntactical
57	Use of Such / Enough / So	syntactical
58	Modal auxiliaries in the past	syntactical
59	Use of As V/S like	morphological
60	Use of Can = Be able to	syntactical
61	Passive voice in future tense; e.g. will be introduced	syntactical
62	Negative adverbs in Initial position	syntactical
63	Use of "Much too v/s Too much".	syntactical
64	Noun + preposition+ gerund. E.g. Intention of telling	syntactical
65	Use of Be used to + gerund	syntactical
66	Verbs followed by gerund	syntactical
67	Use of "it" as object	syntactical
68	Possessive pronouns	morphological
69	Short answers	syntactical
70	Be used to v/s used to	syntactical
71	Collective nouns; (a pair of ….)	morphological
72	Time adverbials	syntactical
73	Superlative form of adjectives; Irregular type	morphological
74	Verbs followed by gerund or infinitive that change meaning	syntactical

75	Clauses of purpose	syntactical
76	Question tags	syntactical
77	Use of since v/s for, in present perfect tense	syntactical
78	Relative clauses.	syntactical
79	If clauses first type.	syntactical
80	Use of: "it's time we/you/i/they + verb in past tense	syntactical
81	Adverbial clauses of time	syntactical
82	Noun clauses	syntactical
83	Verb + object + infinitive or gerund	syntactical
84	Use of "In spite of… v/s Despite"	morphological
85	If clauses 3rd type	syntactical
86	Use of suggest as a verb	syntactical
87	Use of "would v/s may" in polite requests	syntactical
88	Adverbial clauses of time	syntactical
89	Use of none	syntactical
90	Will v/s going to	syntactical
91	Pre modifiers (adjectival pre modification)	morphological
92	Use of "too v/s enough".	syntactical
93	Order of adjectives	syntactical
94	Present perfect continuous v/s present perfect simple	syntactical
95	Use of English; "Just the thought of…"	morphological
96	Use of **just** in present perfect.	syntactical
97	Negative adverbs in Initial position.	syntactical
98	Use of "too" as an adverb.	syntactical
100	Use of "a few /few/ a little/little."	morphological

APPENDIX H:

Chart 2 showing a one-to-one contrastive analysis with a checklist between grammar contents, language contents and Michigan Test contents.

CONTRASTIVE ANALYSIS BETWEEN GRAMMAR, LANGUAGE AND MICHIGAN TEST CONTENTS.

	GRAMMAR`S PROGRAM	LANGUAGE`S PROGRAM	MICHIGAN TEST
Verb Tense Revision:	✔		
Simple Present:	✔	✔	
Present continuous:	✔	✔	
Simple Past:	✔	✔	
Use of: "it's time we/you/i/they…. + verb in past tense.	✔		✔
Past Continuous:	✔	✔	
The Future: Will and Going to..:	✔	✔	✔
The Future Continuous:	✔	✔	
The Future Perfect:	✔	✔	
Present Perfect:	✔	✔	
Use of just in present perfect.	✔	✔	✔
Use of yet in present perfect tense	✔	✔	✔
Use of since v/s for, in present perfect tense.	✔	✔	✔
Past perfect:	✔	✔	
Present Perfect Continuous:	✔	✔	
Present perfect continuous v/s present perfect simple.	✔	✔	✔

	GRAMMAR`S PROGRAM	LANGUAGE`S PROGRAM	MICHIGAN TEST
Past Perfect Continuous:	✔	✔	
Conditionals tense:	✔	✔	✔
Frequency adverbs	✔	✔	
Comparatives and superlatives	✔	✔	
Comparative forms (better and better)	✔		✔
Superlative form of adjectives; Irregular type.	✔	✔	✔
Preposition of time and place	✔	✔	
Interrogative question, Wh-	✔	✔	
Short answers.	✔	✔	✔
Question tags.	✔	✔	✔
Modal verbs	✔	✔	
Modal auxiliary in the past: should/must/can/could + have+past participle	✔	✔	✔
Use of "would v/s may" in polite requests.	✔	✔	✔
Passive voice	✔	✔	
Passive voice in future tense; e.g. will be introduced	✔		✔
Phrasal verbs	✔	✔	
Quantifiers	✔	✔	
Countable and uncountable noun	✔	✔	
Use of "much too.. v/s too much"	✔	✔	✔

	GRAMMAR`S PROGRAM	LANGUAGE`S PROGRAM	MICHIGAN TEST
Use of "what a…/ what…", countable and uncountable in exclamation	✔		✔
Use of "a few /few/ a little/little."	✔	✔	✔
Reported speech	✔	✔	
Personality adjective	✔	✔	
Patterns verbs	✔	✔	
Verb with –ing or infinitive	✔	✔	
Verbs followed by gerund.	✔	✔	✔
Use of Be used to + gerund.	✔	✔	✔
Verb + object + infinitive or gerund.	✔	✔	✔
Verbs followed by gerund or infinitive that change meaning.	✔	✔	✔
Relative clauses	✔	✔	✔
Noun clauses.	✔		✔
Verb + prepositional and adverbials particles	✔	✔	
Prefixes and suffixes	✔	✔	
Paraphrase	✔	✔	
Composiciones dirigidas		✔	
Academic writing		✔	
Punctuation	✔	✔	
Order on the syntactical elements in sentences	✔	✔	

	GRAMMAR`S PROGRAM	LANGUAGE`S PROGRAM	MICHIGAN TEST
Connectors	✓	✓	
Adverbs	✓	✓	
Time adverbials.	✓	✓	✓
Adverbial clauses of time.	✓	✓	✓
Adverbial clause of purpose and enough	✓		✓
Negative adverbs in Initial position.	✓		✓
Adjectives	✓	✓	
Order of adjectives.	✓	✓	✓
adjectives (about weather)	✓	✓	
Adjectives + preposition + gerund (keen on, good at)	✓		✓
Possessive pronouns.	✓		✓
Pre modifiers (adjectival pre modification) e.g. A two -hour meeting.	✓		✓
Determinants	✓		
Idiomatic verbs, expressions and collocations	✓	✓	
Types of nouns	✓		
Use of just	✓	✓	
English collocations	✓		
Linking words: cause, reason, condition, contrast, addition and sequence	✓		

	GRAMMAR`S PROGRAM	LANGUAGE`S PROGRAM	MICHIGAN TEST
Parallel structure (coordination)	✔	✔	✔
Use of as versus like		✔	✔
Use of can = be able to	✔		✔
Noun + preposition + gerund e.g. intention of telling	✔	✔	✔
Use of "it" as object.	✔	✔	✔
Be used to v/s used to.	✔	✔	✔
Collective nouns; (a pair of ….)	✔	✔	✔
Use of "In spite of… v/s Despite"	✔	✔	✔
Use of suggest as a verb.	✔		✔
Use of none	✔	✔	✔
Use of "too" as an adverb.	✔	✔	✔
Use of "too v/s enough".	✔	✔	✔
Use of English; "Just the thought of…"	✔		✔
Use of wish and should have	✔	✔	
Complex and compound sentences	✔		
Clauses and phrases	✔	✔	

APPENDIX I:

Chart 3   showing detailed table of every question answered

by our subjects from the 800 level.

ANSWERS FROM EVERY SUBJECT: LEVEL 800

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
51	X	✔	✔	X	✔	X	X	X	✔	✔	X	X	✔	✔	X	X	✔	X	✔	✔	X	X	✔	✔
52	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	✔	X	✔	✔	✔	✔	✔	X	✔	✔	✔	X
53	✔	✔	✔	✔	✔	✔	X	✔	✔	X	✔	X	✔	X	✔	✔	X	X	✔	✔	✔	✔	✔	✔
54	✔	✔	✔	✔	X	X	X	X	✔	✔	✔	✔	✔	✔	✔	✔	X	X	✔	✔	✔	✔	✔	✔
55	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
56	✔	✔	✔	X	X	✔	X	X	X	X	X	X	X	✔	X	X	X	X	✔	X	X	X	X	X
57	X	✔	✔	✔	✔	✔	X	✔	✔	✔	X	X	X	X	X	✔	✔	X	X	✔	✔	✔	✔	✔
58	✔	X	X	✔	X	✔	X	X	X	X	X	X	✔	X	X	X	X	✔	✔	✔	✔	✔	✔	✔
59	✔	X	✔	✔	X	X	X	X	✔	X	X	X	✔	✔	✔	✔	X	X	✔	✔	✔	X	X	✔
60	✔	✔	✔	✔	✔	X	X	X	✔	✔	X	X	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	✔
61	✔	✔	✔	✔	X	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
62	✔	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	✔	X	X	X
63	✔	X	X	X	✔	X	X	X	X	X	X	X	X	X	X	X	X	X	✔	X	X	X	X	X
64	X	✔	X	X	X	X	X	X	X	X	✔	X	✔	X	X	X	X	X	X	✔	✔	X	X	X
65	X	X	X	X	X	X	X	X	X	X	✔	X	X	✔	X	X	X	X	X	X	X	X	X	X
66	X	✔	X	X	X	X	X	X	✔	X	X	X	X	X	X	X	X	X	X	✔	X	✔	X	X
67	X	X	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	✔
68	✔	✔	✔	✔	X	✔	X	X	✔	✔	X	✔	✔	X	✔	X	X	✔	✔	✔	✔	X	✔	✔
69	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
70	✔	✔	✔	✔	X	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	X	X	✔	✔	✔	✔	✔	✔
71	X	✔	X	X	✔	X	X	X	X	X	X	X	✔	✔	✔	✔	✔	X	✔	X	X	X	X	X
72	✔	✔	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	✔	✔
73	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
74	X	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
75	X	X	✓	✓	X	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
76	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
77	✓	X	X	✓	✓	X	✓	X	✓	X	X	X	X	✓	X	X	X	X	✓	X	✓	X	✓	✓
78	X	X	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
79	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓
80	X	X	X	X	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	✓	X	X	X	X	X
81	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
82	✓	✓	X	X	✓	✓	X	X	✓	X	✓	X	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓
83	✓	X	X	X	✓	X	X	X	✓	✓	X	X	X	X	X	X	X	X	✓	X	X	X	X	X
84	✓	X	X	X	X	X	X	X	X	✓	X	X	✓	X	X	X	X	X	X	X	✓	X	✓	✓
85	X	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	X	X	X	X	✓	✓	✓	X	X	✓
86	X	X	X	✓	✓	X	X	X	✓	✓	X	X	✓	✓	✓	✓	X	X	X	✓	X	X	✓	X
87	✓	✓	✓	X	X	✓	X	✓	X	✓	✓	X	X	✓	✓	✓	X	✓	X	✓	X	✓	✓	✓
88	✓	✓	X	✓	X	X	X	✓	✓	✓	X	X	✓	X	✓	✓	✓	X	X	X	✓	X	✓	✓
89	✓	X	✓	X	X	X	X	X	X	X	✓	X	X	X	X	X	X	X	✓	✓	X	✓	X	✓
90	✓	✓	✓	✓	X	X	✓	✓	✓	X	✓	X	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
91	X	X	✓	✓	X	X	X	X	X	X	X	X	✓	✓	X	✓	✓	X	X	X	X	X	X	X
92	✓	X	✓	X	X	X	X	X	✓	X	X	✓	X	X	X	X	✓	X	✓	✓	✓	X	✓	✓
93	X	✓	✓	X	✓	X	X	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓
94	✓	X	✓	✓	X	X	X	✓	✓	X	X	X	X	✓	✓	✓	X	X	✓	✓	✓	✓	X	✓
95	X	X	X	X	X	X	X	X	✓	X	X	X	X	X	X	X	X	✓	X	X	✓	X	X	X
96	X	X	X	X	X	X	X	X	✓	X	X	✓	X	✓	X	X	X	X	X	✓	X	✓	X	✓
97	✓	X	X	X	X	X	X	X	✓	X	X	✓	✓	✓	X	X	X	X	X	X	X	X	X	✓
98	X	X	X	X	X	X	X	X	✓	X	X	✓	X	X	X	X	X	X	X	✓	X	X	X	✓
Cien	✓	X	✓	✓	X	X	X	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓

APPENDIX J:

Chart 4 showing a detailed table of every question answered by our subjects from the 1000 level.

ANSWERS FROM EVERY SUBJECT: LEVEL 1000

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
51	X	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	X
52	✔	✔	✔	✔	X	✔	✔	✔	X	✔	✔	✔	X	X	X	✔	X	X	✔	✔	✔	X	X
53	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔
54	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	X	✔	✔	X	✔	✔	✔	✔	✔
55	✔	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	X	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔
56	✔	✔	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	✔	X	X	X	X
57	X	X	✔	X	X	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
58	X	X	✔	✔	✔	✔	✔	✔	✔	X	X	X	✔	✔	✔	X	X	X	✔	X	✔	✔	✔
59	✔	✔	✔	✔	X	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
60	X	X	✔	X	✔	✔	✔	✔	✔	✔	✔	X	✔	X	✔	✔	✔	X	✔	✔	✔	✔	✔
61	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
62	X	X	X	X	X	X	✔	X	X	X	✔	✔	X	X	X	X	X	X	X	X	X	X	X
63	X	X	X	X	X	✔	✔	X	✔	X	✔	X	X	X	X	X	✔	X	✔	✔	✔	✔	X
64	X	X	X	X	✔	✔	✔	X	✔	X	✔	✔	✔	✔	✔	X	✔	X	X	X	✔	✔	X
65	✔	X	✔	X	X	✔	✔	X	X	✔	✔	X	X	✔	✔	X	✔	X	X	✔	✔	X	X
66	X	X	✔	X	✔	✔	✔	✔	X	✔	X	✔	X	✔	✔	X	✔	X	X	X	✔	✔	X
67	✔	✔	✔	X	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	X	X	X	✔	X		X
68	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
69	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
70	X	X	X	✔	✔	✔	✔	✔	✔	X	✔	X	✔	✔	X	✔	✔	X	✔	X	✔	✔	✔
71	✔	✔	✔	X	✔	✔	✔	✔	✔	X	X	X	X	✔	✔	X	✔	X	X	✔	X	X	X
72	X	✔	X	X	X	✔	X	X	X	✔	X	X	X	✔	✔	X	X	X	X	✔	✔	✔	X
73	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
74	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
75	X	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
76	X	✔	✔	✔	X	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	X
77	✔	X	✔	X	X	X	✔	X	✔	X	✔	X	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	X
78	X	X	X	X	X	X	X	X	X	X	X	✔	X	✔	X	X	X	X	X	X	X	X	X
79	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	X	✔	✔	✔	✔	✔	✔
80	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
81	✔	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	X	✔	✔	✔	✔
82	✔	✔	✔	✔	✔	✔	✔	X	✔	X	✔	✔	✔	✔	✔	✔	✔	X	✔	✔	X	✔	X
83	X	X	✔	✔	X	✔	X	✔	X	X	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
84	X	✔	X	✔	✔	✔	X	X	X	X	X	X	✔	✔	X	X	✔	X	X	✔	✔	X	X
85	X	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	X	✔	✔	✔
86	X	X	✔	X	X	X	✔	X	✔	X	X	X	X	✔	X	✔	X	X	X	X	X	X	X
87	✔	X	✔	✔	✔	X	✔	✔	X	✔	X	✔	✔	X	✔	✔	✔	X	✔	X	✔	✔	X
88	X	X	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	X	X
89	X	X	✔	X	✔	✔	✔	X	✔	✔	✔	✔	X	✔	X	✔	✔	✔	X	X	✔	✔	✔
90	X	X	X	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	✔
91	✔	✔	X	X	X	✔	✔	X	X	✔	X	✔	X	X	✔	✔	✔	X	X	X	X	✔	X
92	✔	✔	X	X	X	✔	✔	X	✔	✔	✔	✔	X	✔	X	✔	✔	X	✔	✔	✔	✔	X
93	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	✔	X	✔	X	X	✔	✔	✔	✔	X	✔	✔
94	X	X	✔	X	✔	✔	X	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	X	✔	✔	✔	✔	✔
95	X	X	✔	X	X	X	✔	X	✔	X	✔	X	X	✔	✔	X	X	X	X	✔	X	X	✔
96	X	X	X	✔	X	✔	✔	X	✔	X	✔	✔	X	✔	X	X	✔	✔	✔	✔	✔	X	✔
97	X	✔	X	X	X	X	X	X	✔	X	✔	✔	X	✔	✔	✔	✔	X	X	✔	✔	✔	X
98	X	X	✔	X	X	✔	✔	✔	✔	X	✔	X	X	✔	X	✔	X	X	X	X	✔	X	X
Cien	✔	✔	✔	X	✔	✔	X	✔	✔	✔	✔	✔	✔	X	✔	✔	✔	✔	✔	✔	✔	✔	✔

APPENDIX K:

Chart 5, 6 showing the most troublesome questions for both, 800 and 1000 levels.

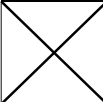| TOTAL:	
Syntactical Questions	40 questions
Morphological Questions	9 questions

<div align="center">

LEVEL 800

TOTAL: 24 Students

QUESTIONS WITH THE MOST ERRORS (Over 80% - 19 or more errors)

</div>

⊠	QUESTIONS	TYPE OF QUESTION:	NUMBER OF ERRORS:
56	Countable and non countable nouns in exclamations	syntactical	22
62	Negative adverbs in Initial position	syntactical	21
63	Use of "Much too v/s Too much".	syntactical	20
64	Noun + preposition+ gerund. E.g. Intention of telling	syntactical	20
65	Use of Be used to + gerund	syntactical	22
66	Verbs followed by gerund	syntactical	20
72	Time adverbials	syntactical	19
78	Relative clauses.	syntactical	24
80	Use of: "it's time we/you/i/they + verb in past tense	syntactical	22
83	Verb + object + infinitive or gerund	syntactical	19
84	Use of "In spite of… v/s Despite"	morphological	19
95	Use of English; "Just the thought of…"	morphological	20
98	Use of "too" as an adverb.	syntactical	19

LEVEL 1000

TOTAL: 23 Students

QUESTIONS WITH MORE MISTAKES (Over 80% - 17 errors or more)

	QUESTIONS	TYPE OF QUESTION:	NUMBER OF ERRORS:
56	Countable and non countable nouns in exclamations	syntactical	20
62	Negative adverbs in Initial position	syntactical	17
78	Relative clauses.	syntactical	21
80	Use of: "it's time we/you/i/they + verb in past tense	syntactical	21
86	Use of suggest as a verb	syntactical	17