Level of EFL Students Awareness of Using Correct Word Order in Written English Discourse
(A Case Study of Students at University of Kassala - Sudan)

By

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Faculty of Education - Hantoub

University of Gezira

July, 2013
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Examination Committee

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Date: July/2013
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Date: /July/ 2013
Dedication

I dedicate this study to:
My mother Mahassin and my father Sulieman.
It is also dedicate to my dear sisters, brothers, colleagues and friends.
Acknowledgments

I would like to express my sincere gratitude to the supervisors Dr. Lubab Eltayb, the main supervisor and Dr. Awatif Al amin the co – supervisor for their help, encouragement, advice and invaluable comments. I owe them the largest debt for their guidance and supportive manner. I also offer my thanks to the teachers at the Department of English, University of Gezira, Faculty of Education – Hantoub. My thanks also go to the teachers at English language Department, University of kassala, Faculty of Education.

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Level of EFL Students Awareness of Using Correct Word Order in Written English Discourse
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Abstract

Knowledge of English language word order plays an important role in determining the meaning of sentence. It is one out of many ways to clarify the sentence meaning and reduce ambiguity and vagueness. This study aimed at investigating the level of EFL students awareness of using correct word order in written English discourse. The study also aimed at finding out teachers' views at University of Kassala on the problems that affect the performance of students in English word order. The descriptive analytical method was adopted in conducting the study. Two tools were used for collecting data: a questionnaire for ten (10) EFL teachers at University of Kassala and a diagnostic test for (50) EFL students at the same University. The data were analyzed statistically by (SPSS) programme. The most important findings are: (72%) of the students at university have no adequate knowledge of English word order, (70%) of the EFL teachers claim that mother tongue interference affects the performance of students, (70%) of them agree that students are not given enough practice on word order. The study recommends that teachers should give the students intensive exercises on word order to improve their performance. Syllabus designers are also recommended to provide the syllabus with intensive practice in English word order.
مستوى إدراك دارسي اللغة الإنجليزية لإستخدام الترتيب الصحيح في كتابة الجملة الإنجليزية

دراسة حالة طلاب جامعة كسلا - السودان
سعيد سليمان سراج سعيد

مستخلص الدراسة

معرفة ترتيب كلمات اللغة الإنجليزية تلعب دوراً مهماً في تحديد معنى الجملة، وتعتبر إحدى الطرق التي تحدد معنى الجملة وتزيل غموضها. هدفت هذه الدراسة إلى التحقق من مستوى إدراك دارسي اللغة الإنجليزية لإستخدام الترتيب الصحيح في كتابة الجملة الإنجليزية وتحديد آراء أساتذة اللغة الإنجليزية في جامعة كسلا في المشكلات التي تؤثر على أداء الطلاب في ترتيب الكلمات الإنجليزية. استخدمت الدراسة المنهج الوصفي التحليلي. كما استخدمت أدوات لجمع البيانات هما: الاستبيان لعدد (10) من أساتذة اللغة الإنجليزية بجامعة كسلا واختبار تشخيصي لعدد (50) طالباً للغة الإنجليزية بنفس الجامعة، تم تحليل البيانات إحصائياً باستخدام برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS). من أهم النتائج التي توصلت إليها الدراسة: أن (72%) من طلاب الجامعة ليست لديهم معرفة تامة باستخدام ترتيب الكلمات الإنجليزية وأن (70%) من أساتذة اللغة الإنجليزية عبروا عن رأيهم بأن تداخل لغة الأم يؤثر على أداء الطلاب، وأن (70%) منهم يوافقون على أن الطلاب عادة لا يخضعون إلى تمرين مكثف في ترتيب الكلمات. توصي الدراسة الأساتذة بإعطاء الطلاب تمرين مكثف في ترتيب الكلمات لتحسين أدائهم، كما توصي الدراسة مصممي المناهج بدعم المنهج بتدريبات مكثفة في ترتيب الكلمات الإنجليزية.
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CHAPTER ONE
INTRODUCTION

1.0 Background

One of the most obvious features in which languages differ is the order of the main elements in a sentence. In English for example, the subject comes before the verb and the direct object follows the verb. In Arabic, in most cases the sentence begins with a verb followed by a subject.

According to Valin (2004:1), the knowledge of word order is related to the knowledge of syntax and grammar. When people encounter the term syntax they usually think of the grammar. The most common reason for teaching grammar as a system for analyzing and labeling sentences has been to achieve some practical aims such as writing. Hence there is strong relationship between writing and grammar. Writing is a communicative skill which means the learning and organization of words.

The majority of foreign language learners find difficulty in writing correctly and appropriately on all occasions. Biber (1988:89) points out that "written language is relatively more complex than spoken language". What makes writing complex is that it requires selection of words, knowing the rules of putting words in order, so as to give meaningful sentences or paragraphs.

1.1 Statement of the Problem

The researcher has noticed that EFL students at university level are not aware of the structure pattern of English sentence and word order. They are concerned with the meaning of what they want to write without considering the structure and order of words in a sentence. This is reflected in the poor performance of learners written work in which a
variety of errors are made. This study is an attempt to investigate the performance of students in English word order and to find out to what extent are EFL students aware of the importance of using English word order correctly.

1.2 Objectives of the Study

The objectives of the study are to:
1- Investigate the student's performance in English word order.
2- Show to what extent are EFL students at university aware of the importance of using correct English word order in their written work.
3- Find out if mother tongue interference affects the performance of the students in English word order.

1.3 Questions of the Study

1- To what extent are EFL students aware of using correct English word order in their written work?
2- What are the causes of student's mistakes in English word order?
3- To what extent does the native language affect the performance of the learners in English word order?

1.4 Hypotheses of the Study

1- Most of EFL students do not have adequate knowledge of using correct English word order in their written work.
2- Students are unaware of the importance of English word order in their written work.
3- Learner's native language negatively affects their performance in using correct English word order.

1.5 Significance of the Study

The study is expected to be of benefit to both EFL students and EFL teachers. It is also hoped that the findings of the study will be of value to other researchers, syllabus designers, translators and applied linguists.
1.6 Methodology of the study

The researcher will employ the descriptive and analytical approach. The sample of the study consists of two groups, the first group consists of (50) EFL students who will be chosen randomly from University of Kassala, while the second group is composed of ten (10) EFL teachers selected from the same University. Two tools will be used for data collection, a diagnostic test for EFL students and a questionnaire for EFL teachers. Statistical procedures and calculation will be used to analyze the data of the study.

1.7 Limits of the study

The topic of the study is limited to the level of EFL students awareness of the importance of correct English word order in written discourse. The sample of the study will consist of (50) fifty EFL students and ten (10) EFL teachers in the Department of English, University of Kassala in the year (2012 - 2013).
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter is devoted to the theoretical framework of the study in addition to the previous relevant studies. The researcher will attempt to focus on different aspects and elements of syntax, word order and written discourse.

2.1 English Syntax

2.1.1 Definition of Syntax

Matthew and Dryer (1982: 1) state that the term syntax is taken from the ancient Greek “syntaxes” a verbal noun which literally means arrangement or setting out together. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflection are arranged to show connections of meaning within the sentence. Syntax deals with how sentences are arranged, organized and constructed. Julien (2002:5) states that syntax is concerned with the surface order and direct consequence of morphemes. The study of syntax indicates how the syntax would be able to produce the different orders. According to Valin (2004:2) syntax is a central component of human language. Language has often been characterized as a systematic correlation between certain components and elements of language whereas Lyons (1992:100) confirms that the study of syntax shows the distribution and arrangement of morphemes in a sentence, clause or phrase. Traditionally, it is related to the study of two levels of structure, namely phonological and syntactic structure. Though the Bloomfieldian concept of syntax is Grammar and it was divided into morphology and syntax. Syntax deals with the distribution of word-forms throughout the
well-formed sentence while morphology deals with the internal structure of word-forms. On the other hand, Post Bloomfieldians think of morphology as a kind of syntactic elements and components. It applied the same principles to the grammatical analysis of word-form as it did to the syntactic analysis of phrase, clause or sentence. John (1975:46) adds that syntax describes those principles which order words meaningfully into sentences. It is the task of syntax to describe, and explain the sequence of the words in a sentence. As stated by Yule (2006:86), syntax shows how to produce an accurate description of sequence or ordering, arrangement of elements in the linear structure of the sentence.

2.1.2 Syntactic Structure

Alexiadou et al (2007:11) show that syntactic structure is endocentric: syntactic units are organized around ahead. Each head projects a larger syntactic unit (phrase) and each phrase must have one head. This assumption captures the traditional intuition that the head of a verb phrase is a verb and the head of a noun phrase is a noun and the head of adjective phrase is an adjective. Yule (2006:87) states that ‘syntactic structure is the grammar which will generate all the well-formed syntactic structure, but not generate any ill-formed structure’. The grammar will have a finite number of rules, but will be capable of generating an infinite number of well-formed structures. In this way, the productivity of well-formed sentence would be captured by grammar. The grammar reveals the basis of how superficially different sentences are closely related and how some superficially similar sentences are different.

2.1.3 Aspects of Syntactic Structure

Valin (2004:4) points out that in the syntactic structure of sentences, two distinct interrelated aspects must be distinguished: function of elements as subject and direct object in a sentence and the organization of the units which constitute sentences. The words are organized into units
which are then organized into larger units. These units are called *constituents* and the hierarchical organization of the units in a sentence is called *its constituent structure*. Considering the following sentence will illustrate the point:

*The teacher read a book in the library.*

It is clear that, the article (*the*) or (*a*) goes with or forms a unit with the noun following it. There is no direct relationship between “*read*” and “*a*” or between “*in*” and “*the*”, */a/* is related to book, which it modifies, */the/* is related to library which it modifies, */a/* is related to (*/read*/) through a book being the direct object of read and */the/* is related to (*/in*) through the library being the object of the preposition (*/in*). Hence a sentence does not consist simply of a string of words and that each word is equally related to the other words in the string.

### 2.1.4 Constituent Structure

Valin (2004:5) points out that the constituent structure of a sentence is concerned with the units into which words in a sentence are grouped and organized. In English, a sentence can be structured in a set of sequences of words whereas John (1975:59) states that linguists use the term constituent structure to refer to the fact that sentences have hierarchical structures of groups within groups.

### 2.1.5 Syntactic Dependencies

Valin (2004:87) shows that if two or more elements occur in a syntactic arrangement, some kinds of dependency exists between or among them. Typically, there is one dominant element which is the primary determinant of the properties of the arrangement; it is referred to as the head and the other elements are its dependents. For example, in a prepositional phrase, the preposition is the head and its object is the dependent, in a clause, the verb is the head and the arguments are its dependent. Modifiers are dependents and the elements modified are the
heads. According to Valin (2004:88) dependencies can be classified into two general types: bilateral and unilateral. In a bilateral dependence, the occurrence of each element is dependent upon the occurrence of the other; that is the head cannot occur without the dependent, and the dependent cannot occur without the head. In English, in the simple sentence, the verb normally cannot occur without a subject and the subject cannot occur without the verb. Hence the dependence between them is bilateral. In unilateral dependence on the other hand, the head can occur without any dependents. Accordingly, while the dependents require the head for their occurrence, the head is not subject to the corresponding restriction and can occur alone. Example, The very tall woman likes basket ball a lot. (Very) is an adverb that modifies (tall) and (very tall) modifies (woman); (a lot) modifies (likes), the/ cannot occur by itself but /tall/ can occur without (very) as in: The tall woman likes basket ball a lot. The verb/likes/ can also appear without any modifiers as in: Woman likes basket ball. Hence, in the adjective phrase (very tall), /very/is the dependent and /tall/ is the head, and they are in an unilateral dependence. In the NP (the very tall woman) the head is (woman) and (the), (very), (tall) are dependents, they are in unilateral dependence with the head.

2.2 Word Order

Russel (1986:1) shows that in linguistics, word order refers to the study of the order of the syntactic constituent of language, and how different languages can employ different orders. The primary word orders that are of interest are the constituent order of a clause- the relative order of subject, object and verb; the order of modifiers (adjective - adverb). Some languages have relatively restrictive word order, often relying on the order constituents to convey important grammatical information. Others, often those that convey grammatical information through inflection, allow more flexibility which can be used to encode pragmatic
information such as topicalization or focus. Most languages, however, have some preferred word order which is used most frequently. For most nominative, accusative languages which have a major word class of nouns and clause that include subject and object, constituent word order is commonly defined in terms of the finite verb and its arguments (adjective - object). There are six possible basic word orders for transitive sentence which will be stated on the following:

a- Subject – Verb – Object. (S - V - O).
b- Subject – Object – Verb. (S - O - V).
c- Verb – Subject – Object (V - S - O).
d- Verb – Object – Subject (V - O - S).
e- Object – Subject – Verb (O - S - V).
f- Object – Verb – Subject (O - V - S).

Russel (1986:3) also adds that the majority of the world’s languages are either SVO or VSO, with a much smaller but still significant portion using VSO word order. The remaining three arguments are exceptionally rare, with VOS being slightly more common than OSV and OVS being significantly more rare than the two preceding orders.

Collins English Dictionary (2003:223) refers to word order as “the arrangement of words in phrase, clause or sentence”. Word order plays an important role in determining meanings expressed. According to Farlex (2012:38), word order is a logical or comprehensible arrangement of separate elements in phrase, clause or sentence.

The American Heritage Dictionary of the English Language (2009:445) defines word order as ‘the syntactic arrangement of words in a sentence, clause or phrase’.
2.2.1 Constituent Word Order

As stated by Russel (1986:5) the following table contains all possible word orders for the subject, verb and object in the order of the most common to the rarest. The examples use 'I' as the subject, 'love' as the verb and 'you' as object.

Table (2-1) possible word orders

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<tr>
<td>1- SOV</td>
<td>I you Love</td>
<td>45%</td>
<td>Hindi- Japan</td>
</tr>
<tr>
<td>2- SVO</td>
<td>I love you</td>
<td>42%</td>
<td>English- Russian</td>
</tr>
<tr>
<td>3- VSO</td>
<td>love I you</td>
<td>9%</td>
<td>Hebrew- Arabic</td>
</tr>
<tr>
<td>4- VOS</td>
<td>love you I</td>
<td>3%</td>
<td>Malagasy- Fijian</td>
</tr>
<tr>
<td>5- OVS</td>
<td>you love I</td>
<td>1%</td>
<td>Apalai- Tamil</td>
</tr>
<tr>
<td>6- OSV</td>
<td>You I love</td>
<td>0%</td>
<td>Jamamadi- warao</td>
</tr>
</tbody>
</table>

SVO is the order used by English language while VSO is the order used by classical Arabic. So such sentence 'see I him' grammatically is correct in classical Arabic order.

2.2.2 Functions of Constituent Word Order

Russel (1986:5) points out that a fixed or prototypical word order is one out of many ways to facilitate the processing of sentence semantics and reducing ambiguity and vagueness. A fixed order of arguments and other sentence constituent make the speech/ writing less open to ambiguity. The mentioned functions of word order can be seen to affect the frequencies of the various word order patterns. The majority of languages have an order in which (S) precedes (O) and (V), applying the same fixed word order to other languages which has different order may lead to ambiguity or difficulties and even errors. Some languages do not have a fixed word order. In these languages
there is often a significant amount of morphological marking to disambiguate the roles of the arguments. Most languages with a high degree of morphological marking have rather flexible word orders such as Latin, Portuguese and Hungarian. The knowledge of word order can be applied to identify the thematic relations of NPs in a clause of an unfamiliar language. If the verb can be identified in a clause and that the language is strict accusative (SOV) then it is clear that (Grob smock Blug) means that 'Grob' is the smoker and 'Blug' the entity smoked.

2.2.3 English Clause, Phrase Word Orders and Branching

Valin (2004:144) states that the basic structure of the English noun phrase can be expressed in the following rules which are for simple noun phrases without sentential elements such as relative clauses.

1- Noun phrase (Determiner + Noun) as in: the man.
2- Noun phrase (Adjective + Noun) as in: beautiful girl.
3- Noun phrase (Preposition + Noun) as in: at home.

Rijkhoff (2004:16) explains that the order of constituents in a phrase can vary as much as the order of constituents in a clause. Normally, the noun phrase and optional phrase are investigated: within the noun phrase one investigates whether the following modifiers occur before or after the head noun:

Adjective (Red house versus House red).
Determiner (This house versus House this).
Numeral (Two houses versus Houses two).
Possessor (My house versus House my).
Relative clause (The house built by me versus The by me built house).

Within the ad positional clause one investigates whether the use of preposition post or after or both as in (in London, London in).
With sentence level word order and phrase-level constituent order, for example, SOV languages generally put modifiers before the heads and use post positions. VSO languages tend to place modifiers after their heads and use prepositions. In English adjectives almost always go before the nouns for example, *a big car* while adverb can go either way, but initially they are more common as in: *greatly improved*. English has a very small number of adjectives that go after their heads such as *extraordinary* which kept its position when it was borrowed from French. A distinction between clause and phrase is made, a clause is a component of complex sentence with subject and predicate while a phrase is a group of words always forming a part of a sentence.

### 2.2.4 The Order of English Subject

Pharr (2005:648) states that the subject of a sentence is a noun or pronoun or group of words that complete an action, acted upon, describe or explain the action whereas Russel (1986:35) asserts that the word subject grammatically means the doer of the action. It is one of the two main constituents of a clause. In English there is agreement on the verb or auxiliary verb that carries the main tense of the sentence, example: *He eats.* *They eat.* In English the order of subject is to be placed before the verb that describes the action; this is according to the rule and the original order of English (SVO) in a normal sentence (active sentence). In a passive sentence, since the concentration is on the object, the order of the English subject may change or be left. In the English sentence the subject precedes the verb. As it has been mentioned before, the order of the English subject sometimes changes according to the type of sentence (active and passive sentence) as in: *John washed the car.* the subject acts, *The car was washed by John.* the subject is acted upon.
2.2.5 The Order of English Object

The object of the sentence denotes somebody, something involved in the subject performance of the verb. It is what or whom the verb is acting upon as in: *John played card*, in this sentence (*John*) is the subject, (*played*) is the verb and the word (*cards*) is the object whom or what the action of the verb is acting upon. According to Eckersly et al. (1973:56), the object of a sentence is either noun or pronoun that shows something, someone to whom, which the action of the verb happened. In the active sentence, the object simply follows the action (*verb*), while in a passive sentence the object precedes the verb. The following examples will illustrate the point:

*People drink a lot of water in summer.* (active sentence)
*A lot of water is drunk in summer.* (passive sentence)

In the first sentence the object followed the subject and the verb, as the sentence changed into passive, the object (*a lot of water*) precedes the verb. An object can be direct or indirect: a. The direct object receives the action of a predicate as in: *In 1939 Germany attacked Poland.* b. The indirect object is a noun or pronoun or group of words for which an action is completed, for example, *The attacks of September 11-2001. sent the united states a horrifying message.* The object complement comes after a direct object and describes or explains it as in the sentence: *I call him a genus.*

Pharr (2005:649) points out that a subject complement is a word or group of words that provides information about the subject and follows a linking verb. As it has been previously mentioned, the order and place of subject and object is changed according to verb voice (active or passive), as in the sentences: *Marry played volley ball.* (active sentence) and *Volley ball was played.* (passive sentence).
2.2.6 The Order of English Adjectives

Yule (2006:75) shows that an adjective is a word that qualifies or adds some new meanings and information about a noun. It is used typically with nouns to provide more information about the things referred to, for example, happy man, black bird. An adjective appears before the noun or noun phrase. When indefinite pronouns such as something, someone, somebody, nobody are modified by an adjective, the adjective comes after the noun as in: something bad, Someone is angry. Words which modify a nouns or pronouns in English are usually referred to adjectives such as, beautiful girl, large room, lucky boy. From these examples, it is noticed that in English language adjectives almost always go before the noun or pronoun. Adjectives go with nouns (standing before the noun) and tell something about nouns. There are adjectives of quantity, quality, besides demonstrative and interrogative ones. Some adjectives like my, your, our which show possession are called possessive adjectives.

Whorf (1945:203) confirms that patterns in adjective ordering have long been noted, and have been characterized in impressionistic semantic terms: “inherent” properties are expressed closer to the noun. Cinque (1994:142) suggests that this order can be captured in terms of layered functional structure of nominal structure, corresponds to attachment sites of different categories of adjectives.

2.2.6.1 Kinds of English Adjectives

Adjectives can be categorized into six types as follows:

1- Adjectives of Quantity

They show the quantity, how many and how much as in: How many times do you go to school every week? How much does it cost?
2-Adjectives of Quality

They show the quality of something or someone such as lazy girl, a German student.

3- Possessive adjectives

Possessive adjectives show possession like, my, her, their, our, yours, his.

4- Distributive adjectives

They show that the person or things denoted by the noun are taken singly or separately such as each, every, either, neither.

5- Interrogative adjectives

These are used in questions as in: which man did you see? what time is it?

6- Demonstrative adjectives

These adjectives involve that, these, those, this for example, this is my car, those are beautiful flowers, that is her bicycle.

2.2.6.2 Comparison of English Adjectives

Eckersley et al (1973:26) state that "a great many adjectives form their comparative degree by adding (er) and their superlative by adding (est) to the positive". There are three degrees of comparison: positive, comparative and superlative. The comparative is formed by adding (er) between two to the positive adjective, clear – clearer, or by using (more) with the positive, more beautiful, whereas the superlative (between more than two) is formed by adding (est.) to the adjective, small – smallest or by using (most), the most beautiful.

2.2.7 The Order of English Adverb

Pharr (2005:645) states that adverbs are words used to modify verbs, adjectives or other adverbs, by limiting their meaning, describing them or evaluating them. The adverb is generally placed before adjectives or other adverbs as in: He was very clever. With
transitive verbs, it generally comes after the object, *He banged the door nosily*, but if the object is an infinitive, it may come before it as in: *He kindly asked me to stay at their house*. Adverbs like *never, often, always, seldom, sometimes, usually, always* precede the principal verbs as in the sentence: *I always do that*. With verb to be, they follow the verb, *He is never at home*, while adverbs of a definite time like *yesterday, today, tomorrow* are placed at the end of sentence such as *I went to his house yesterday*. In case one wishes to emphasize the time, it may be at the beginning, For example, *yesterday, I visited my uncle*.

However, Sometimes finding the correct position of an adverb can be complicated because adverbs do not always appear next to the word they modify. The following guidelines will help to find the position of adverb in a sentence:

a- When an adverb modifies an adjective or another adverb, it precedes the word it modifies as in: *very good, very rich, extremely hungry, really too much*. An exception may occur when an adverb modifies a present or past participle. In the following sentences the adverb can either precede or follow the past participle:

*The ballet was beautifully performed. The ballet was performed beautifully.*

b- When an adverb modifies a verb, the adverb might appear in several different positions without affecting the meaning of the sentence, as in the examples: *Veronica realized slowly that her computer was infected.*

*Veronica slowly realized that her computer was infected.*

*Slowly, Veronica realized that her computer was infected.*

Often, however changing the position of adverb modifiers alters the meaning of the sentence or make it unclear. It is noted that in the
following examples, alternatives in which the placement of frequently changes the sentence meaning.

1- People who frequently use discount coupon save money.
2- People who use discount coupon save money frequently.

Yule (2006:75) states that adverbs are words used typically with verb to provide more information about actions, states and events. Some adverbs are also used with adjective to modify information about things such as, Really large. objects move slowly. Huddleston (1996:37) confirms that adverbs are used to modify verbs, adjectives and other adverbs. In language which distinguishes between adjective and adverb, the primary difference is that adjective modifies a noun or stand in predicative relation to a noun phrase, while adverb modifies a verb; the modifiers of verbs can, to large degree, also modify adjectives and adverbs.

2.2.7.1 Forms of English Adverbs

1- Single word adverb such as Quickly, nicely, when.
2- Adverbial phrase like very nicely, too quickly.
3- Adverbial expression such as Last week, next month.
4- Adverbial clause as in the sentence: we will know why she refuses.

2.2.7.2 Kinds of English Adverbs

Adverbs are used to express time, place, reason, manner, condition, contrast and result.

1. Adverbs of Time

They show the time of the action, for example, He will come tomorrow. We go there when summer begins.

2. Adverbs of Place

In this type words like there, here, where etc are used to show where the action happens as in the sentences: I live here. I like to know where she lives.
3. Adverbs of Reason
They tell why something happens as in: They bribed him, therefore he kept quiet about the crime. I don’t know why he is late.

4. Adverbs of Manner
They show how the doer of action does the action and in what way as in:
He sings as if he were a bird.

5. Adverbs of Condition (if, whether, unless) such as you can stay, if you like.

6. Adverbs of Contrast (although, in spite of) as in:
He won the prize although he came late.

7. Adverbs of Result (so + adjective + that) as in: She was so angry that she could not speak.

2.2.8. The Order of English Verb
Yule (2006:75) states that verbs show an action or state of being, they are used to refer to various kinds of actions, states, involving people or thing. Verbs are used to express action or state of being. There is always a verb in the predicate of sentence. If the subject of sentence is singular, the verb is singular, if the verb is plural, the subject is also plural. Linguists, including Eckersley (1973:41) state that verbs that take an object are called transitive verbs; verbs that do not take an object are called intransitive verbs. Transitive verbs show an action taken by a subject upon an object, and always need direct object which receives the action and makes the sentence a complete thought as in the example: Melissa hit the ball. While intransitive verbs do not act upon object, Jason laughed. Ann slept well. Huddleston (1996:37) points out that at the general level, a verb is applied to a grammatically distinct word class in a language having the following properties:
a- It denotes actions, processes or events and functions as a head of the predicate preceded by a subject. b- It carries inflection of tense.

English verbs are divided into three categories:

1-Lexical Verbs
They always have meaning and act only as main verbs in the sentence, preceded by the subject of the sentence as in: The bus leaves at 7 o’clock.

2-Primary Verbs
sometimes have no meaning and can act either as main or auxiliary verbs. They include:

a- Verbs to be (is, are, am, was, were, be, being, been).

b- Verbs to do (do, does, doing, did, done).

c- Verbs to have (have, has, had, having).

Examples:

1- He is teaching English. (auxiliary verb).

2- She is a teacher. (main verb).

3- He has gone. (auxiliary verb).

4- He has a car. (main verb).

3-Modal Verbs
They include (will, shall, can, could, may, might, would, could, ought to, should), they have different meanings, act only as auxiliary verbs and are followed by a base form of another verb as in: He will come tomorrow. He should have told you. In general English, modals indicate the future while in spoken English they have no clear meaning, for example, when inviting someone it is simply said: would you have a cup of tea? In scientific English modals indicate possibility Will – 100%, can – 60%, may – 30%, could/might – 15%, cannot – 0% for example, This bottle can break when dropped (60%).
2.2.8.1 English Verb patterns

The *Oxford Advanced Learners' Dictionary of Current English* (1980) states that in order to write correctly the most important thing is considering verb pattern. This shows how the learner uses the verb to form correct sentences. The following examples will show some verb patterns.

1- **Verb to be + Subject Complement**

*This is a book.*  *It is a nice meal.*

This pattern is for the verb (be), the subject complement may be a noun, pronoun or an adjective phrase.

2- **Subject + Intransitive Verb**

*The sun rises.*  *We all breathe.*

This pattern is for the verbs which may be used without a complement such verbs are called *intransitive verbs*, adjunct is possible but not essential.

3- **Intransitive verb + Adjunct + Preposition**

*Go away.*  *Please come in.*

In this pattern intransitive verbs are used with an adverbial adjunct followed by a preposition.

4- **Subject + Verb + Predicative adjective**

*It seems reasonable to try again.*  *It seems a pity to waste that food.*

This pattern shows that, if the adjective after (*seem*), it is used predicatively.

5- **Subject + Transitive verb + Direct Object**

*We all had a good time.*  *Everyone likes her.*

The verbs in this pattern have a noun or pronoun direct object such verbs are called *transitive verbs*. 
6- **Subject + Verb + Gerund**

*She enjoys playing tennis.*

The object of the sentence in this pattern is a gerund not replaceable by an infinitive.

7- **Subject + Verb + Gerund Object**

*She loves going to the cinema.*

The object of pattern is a gerund, this may be replaced by a to-infinitive as in: *She loves to go to the cinema.*

8. **Subject + Verb + To - infinitive**

*He pretended not to see me. I forgot to post your letter.*

In this pattern the object of the verb is a to-infinitive.

9- **Subject + Verb + Indirect Object**

*He does not owe me anything. He lent me his car.*

The verbs in the above pattern are followed by indirect object.

10- **Subject + Verb + Direct Object**

*John writes a letter to his friend.*

In this pattern the transitive verb is followed by a noun as a direct object.

2.2.9 **English Sentence Structure**

A sentence is a group of words that has a complete meaning and thought which may express:

a- **Statement** as in: *The student is reading the book.* *(Declarative)*

b- **Question** as in: *Did you go there alone?* *(interrogative)*

c- **Command** as in: *Open your book.* *(imperative)*

d- **Exclamation** as in: *How hard it is to live in a hot country!* *(exclamatory)*

The main parts of a sentence are the subject and the predicate, the grammatical subject of a sentence is generally a noun or pronoun whereas
the predicate of a sentence is what is said about the subject. A sentence is classified into three categories according to the structure.

1- Simple Sentence

A simple sentence is one containing one subject and one predicate. It expresses one thought or idea and consists of, at least, a subject and verb, example, *Birds fly*. In this sentence, *Birds* are the subject of the sentence, *fly* is the verb of the sentence. *The birds sing sweetly. sing sweetly* is the predicate of the sentence while, *the birds* is the subject of the sentence.

2- Double or Multiple Sentence (Compound)

When two parts of a sentence are of equal rank, one is not dependent on the other, they are said to be co-ordinate. It consists of two or more simple sentences of equal value connected by a conjunction. The words that are used to join them sometimes are called *coordinating conjunctions* such as: *and, as well as, but also, both, neither nor, either or, not only, but also*, example, *He speaks both English and Arabic. You should learn not only to read, but also how to speak.*

3- Complex Sentence

A complex sentence consists of a main clause and one or more subordinate clauses. It consists of two parts, the second part depends on the first part and cannot stand alone to give a complete idea and thought, so it contains one independent and one or more dependent (subordinate clauses). The dependent clause is usually introduced by one of the following words: *When, If, Although, in spite of, despite.*

Examples:

1- *If you visit him, he will tell you about the match.*

[if you visit him] is the dependent clause.

[he will tell you about the match] is the independent clause.

2- *He jumped up, when the phone rang.*
[He jumped up] is independent clause.
[when the phone rang] is dependent clause.

The difference between the main clause and subordinate clause in a complex sentence, is that, the main clause can stand alone by itself and give full meaning, while a subordinate clause cannot stand alone by itself.

2.2.10 Sentence Combining

Zandvoot (1975:40) points out that students of English in the early stage often face problems of how to combine elements of sentence and how to combine sentences. In many grammar books there is no separate section for the main way or techniques of sentence combining, especially in EFL curriculum; they ignore this technique. Most modern grammar books have at least one general section such as sentence structure. The sentence combination operation begins with a simple form, a single or kernel sentence. Ohare (1971:8) suggests that in order to increase the length of sentence one has to add a word or phrase. Example, Mona has come. Mona has come back. (one word). Mona has come back home. (phrase).

Hillocks (1986:43) states that “sentence combining practice provides a writer with systematic knowledge and syntactic possibilities”. Sentence combining is more effective than free writing in enhancing quality of student’s writing. Hillocks and smith (1991:25) show that a systematic practice in sentence combining can increase students’ knowledge of syntactic structure as well as improve the quality of their writing. Hillocks (1986:43) confirms that when students engage in sentence combining activities, they learn how to vary sentence structure in order to change meaning and style. The use of sentence combining is an effective method for improving student’s writing. The value of sentence combining is the most evident as students recognize the effect of sentences variety (beginnings, length, complexities) in their own writing.
2.2.11 Problems arising from Differences in Word Order

Russel (1986:185) proves that differences in word order complicate translation and language education in addition to changing the individual words, the order must be also changed. This can be simplified by first translating the individual words, then reordering the sentence. Therefore, it is required to know the structure and word order of the two languages when translating a language into another language to avoid ambiguity and poor translation.

2.3 Discourse

2.3.1 Definition of Discourse

Crystal (1995:279) defines discourse as, 'the term used in linguistics to refer to a continuous straight of language rather than sentence'. According to him each piece of language, words larger than sentence is considered as discourse. Written discourse sometimes is called text linguistics while spoken discourse is called conversational analysis whereas Richards (1989:79) defines discourse as 'a larger unit of language such as paragraphs, interviews and conversation'. The study of both written and spoken discourse sometimes is called Discourse analysis. Fasold (2008:176) refers to discourse as “the use of language above and beyond the sentence”: how people use language in texts and contexts.

2.3.2 Types of Discourse

Linguistically, discourse might be divided into two classes, either spoken or written discourse. However linguists including Crystal (1995:291) distinguish three types of discourse according to the aspects of language that the text emphasizes. If the text conveys some information and knowledge ,it is called an informative discourse. When the stress is on the symptom aspect, it is narrative discourse. The third type of
discourse is known as **argumentative discourse** which is characterized by the accent on the signal aspects.

### 2.3.3 Written and Spoken Discourse

Brown and Yule (1983:4) state that from the point of view of production it is clear that spoken and written language are different. In spoken language the speaker is available, full range of voice quality effects, facial expression, postural and gestural systems these paralinguistic are denied to the writer. The writer uses pauses, punctuation marks and capital letters. With written language, some of the problems associated with spoken transcripts are absent: it does not always contend with people all speaking at once. The writer has usually time to think about what to say and how to say it, and the sentences are well formed in a way that the utterances of natural and spontaneous talk are not. Crystal (1995:291) points to the fact that written and spoken discourse differ in terms of writing includes some medium which keeps record of conveying message, while speech involves only utterances which go through air. Moreover, speech might be spontaneously which results in mistakes, repetition, less coherence, less structure. In spoken language the speaker faces the listener so he can take the advantage of paralinguistic signals such as grimaces, laugh, anger and the other features of speech, rhythm, intonation and stress. In contrast, writing develops in space that needs meaning to carry the information. The author of the text does not often know who is going to read the text. The writer is considered structured, words and syntax. In addition to that, division of sentence, organization of sentences and paragraphs. According to Jacob (1995:22), spoken language happens in the presence of the listener while written text happens in the absence of the reader. In spoken discourse different kinds of processes and different configurations of language work rapidly to produce coherence. Fasold (2008:176) states that learning
to speak seems to occur without much effort, but learning to write is often a formal and explicit process, that includes instruction in graphic conventions, punctuation and correct grammar.

2.3.4 Characteristics of Written Discourse

According to Brown and Yule (1983:6) written text may be presented in different editions with different type-face on different sizes of paper, but still present the same text. It is important to consider what it is that is the same. Words should be the same words presented in the same order. It is also necessary to replicate punctuation and lineation which indicate the change of speaker.

Brown and Yule (1983: 14) state that from a descriptive work of a number of scholars, studying spoken language and written are extracted to show some features which characterize written language:

Firstly, syntax of written language is much structured, sentences are well formed as in: *The old man of Indian civil service who retired was helpful.*

Secondly, in written language an extensive set of metalingual markers exists to mark relationship between clauses, rhetorical organizers like, *firstly, more important* as in: *Student’s experience of French is broadened using state of the art of language learning technology. In addition to advanced work on French. More important students learn how to handle different registers of French.*

Thirdly, in written language pre-modified noun phrases like *that one* are common, sentences are structured in subject-predicate form as in the sentence: *people drink a lot of water in summer.*

Finally, in written language the use of passive constructions are frequent. Moreover, written language is rich of lexis, well organized structures, complete sentences containing subordinations,
frequent modifiers and modifications through adjectives and adverbs and more than one predicate per referential expression.

2.3.5 Discourse and Grammar

Tmasello (2003:47) mentions that differences that separate grammar from discourse are not hard to find. Grammar describes sentences; discourse goes beyond sentence, grammar limits options by rules whereas discourse is what speakers do with the freedom that is left. Grammar is general; discourse varies at the will of its speakers and the topics. It is important to be recognized that, there is no discourse without grammar, no raw speaking expresses pure speaker intention or discourse function without the imposition of grammatical category and structure. Discourse and grammar are inextricably linked, so it is that within discourse tangible grammar is analyzed.

2.3.6 The Role of Teaching Grammar in Developing Learners Written Work

Barton(1999:5) states that students can be taught about grammar to develop their grammatical understanding and writing skill through exercises and drills. Effective grammar instruction begins with what the learners already have learned about grammar, it helps them use this knowledge as they write. Bradock etal(1963:37) note that the merits of formal grammar as an instructional aid is one of the most significant in the teaching of writing. Harris(1962:27) adds that the most beneficial way of helping students to improve their command of grammar in writing is to use student's writing as the basis of discussing the grammatical concepts.
2.3.7 Coherence and Cohesion as important Devices in Written Discourse

2.3.7.1 Coherence

Brown and Yule (1983:223) mention that coherence is the relationship which links the meaning of utterances produced by the speaker or of the sentence in a text. Coherence produces one particular interpretation in which the elements of the message are seen to be connected with or without linguistic overt connections between those elements. Sometimes, coherence links information which may be based on the speakers shared knowledge as in:

A: *Could you give me a lift home?*  B: *Sorry. I’m visiting my sister.*

It is obvious that, there is no grammatical or lexical link between (A’s) question and (B’s) answer, but the exchange has coherence because (A) and (B) both know that (B’s) sister lives in the opposite direction to (A’s) home.

2.3.7.2 Cohesion

Richards (1989:83) states that cohesion is grammatical or lexical relationships between the different elements of a text. This may be the relationship between different sentences or parts of a sentence as in:

1- A: *Is Marry coming to party?*  B: *yes, she is.* There is a link between (Marry) and (she) and also (is coming) and (is).

2- *If you are going to London, I can give you the address of a good hotel there.* There is a link between (London) and (there).

Cutting (2002:189) explains how the following simple passages are closely linked in terms of grammatical cohesion:

1- *It was a summer's night and they were talking in the big room with the windows open to the garden. A man had promised to bring water to them but he had not.* It is clear that the pronoun" he" links back to the "man", "them" to the pronoun "they".
2- The old man of the Indian civil service who retired was helpful. He retired in February 1995. The pronoun "who" and "He" are related back to the noun (the old man). The above examples are grammatically linked (cohesion).

Bojars and Burridge (2001:254) state that it is seen that the most used device to show lexical coherence is repetition as in:

*It took me a long time to pick myself up after my husband left me and our two young children. I am 28 and I still love my husband although he has said he does not love me anymore.* In the above examples the pronouns me and my are repeated to show lexical coherence.

Brown and Yule (1983:223) mention that in spoken language sometimes coherence links information which may be based on the speakers shared knowledge whereas in written language cohesion links information grammatically or lexically as in: *Has John got a car? yes he has.* There is a link between the noun (John) and the pronoun (he) which links back to (John).

2.3.7.3 Coherence, Cohesion and Word Order

Bojars and Burridge (2001:258) assume that deviation from the basic ordering affects comprehension and new information which gives a piece of discourse its coherence, then the point and linking of the passage become lost.

2.3.8 The Significance of Punctuation Marks in Written Discourse

Rubinson et al (1990:108) state that the knowledge of punctuation is very essential for both spoken and written language comprehension. Punctuation marks are parts of the meaning of a written language since people could not be able to communicate ideas accurately without using them. Punctuation marks can contribute to the clarity of expression and speech. They will be discussed in the following:
1. Full Stop or Period (.)

It is used at the end of a sentence, unless the sentence is a question or an exclamation such as, *we are learning now.*

It is also used after an abbreviation like P.M, a.m.

2. Question Mark (?)

It is used at the end of a direct question as in: *who is that man?* but not after indirect question as in: *she told me where she lives.*

It is also used to express doubt. *He is a doctor?*

3. An Exclamation Mark (!)

It is used at the end of a sentence, which express high degree of anger, surprise, amazement, enthusiasm, shook, horror, or other strong emotions, as in the following sentences:

*How well you look! What a beautiful view! Go out and never come book! (anger)*. However exclamation can be used after interjection or a word describing aloud sound like *Bye! ow! crash! stop!*

4. The Colon (:)

It is used to indicate a substantial pause. Formally, it is used after a main clause when the following statement illustrates or explains the content of that clause. It may be replaced by semi colon or full stop. It is also used to introduce something such as a long quotation or a list, for example, *The signs in mathematics include: subtraction, division, addition and multiplication. Ali said: "I’m sorry".*

5. The Semicolon (;)

It is used to separate two contrasting parts of a sentence as in:

*John wanted to go; I did not,* or to separate items in a list where commas have already been used such as, *The school uniform consist of navy skirt or trousers; grey, white or pale blue shirt; navy jumper or cardigan.* It is often used to link clauses which are grammatically completed but very closely related in meaning as in: *The match, unfortunately, had to be
cancelled; this was the best decision in those circumstances. The sun was setting; the shadows were long.

6. The Dash (--) 

It is used instead of a colon or a semicolon to make the writing vivid or dramatic as in: You have been lying to me for years and years - how can I trust you again ?. The dash can be used to separate a phrase from the rest of a sentence, used to separate extra information, and after thought or a comment, in a vivid dramatic way from the rest of a sentence, example, School days are the happiest days of our lives - or so we are told. In more formal usage, parenthesis or commas replace dashes as in: School days, or so we are told, are the happiest days of our lives. However, an example like the following it seems that only a dash is appropriate: How many owners has it had ? only one - an old lady.

7. The Hyphen (-)

It is used to join two words which together form one idea such as: The dining-room, a ten-ton truck. Sometimes to link a prefix to a word, non-violent, anti-British. It is also used in compound numbers like: Thirty-four, seventy-nine. A hyphen is also used at the end of a line if a word has to be divided and write part of it on the next line.

8. The Brackets or Parenthesis ( )

They are used to keep extra information separate from the rest of a sentence. Example, The two of the runners (John and smith) finished the race in under an hour. It is also used to enclose cross-references, The shapes of bacteria (see the picture in page3). Numbers or letters used in sentences may have also brackets after them or brackets around them as in: What would you do if you get a lot of money? (a) Save it. (b) Travel around the world. (c) buy a new house.
9. The Apostrophe (',)

The apostrophe shows that either a letter is missing in short forms such as, I’m, he’s, don’t hasn’t or that a person or thing belongs to somebody Peter’s scarf, Jane’s mother, My friend’s car. It is used with (s) to form the plural of a letter, a figure or an abbreviation when these are used as proper words. In modern usage it is often omitted after a figure or a capital letter, 1960’s, 1960s, MP’s, MP’s, 5B’s, 5Bs.

Apostrophe is used in some expression like I am going to the butcher’s. It is important to differentiate between it’s and its, as in: It’s nice today (it indicates is). The donkey broke its leg (indicates possession).

10. The Use of Comma (',)

Comma is used to indicate a slight pause in a sentence, example, I ran all the way to the station, but I still missed the train. It is also used before a quotation or direct speech, example, Fiona said, I’ll help you. Commas are also used between the items in a list such as, It was a cold, rainy day. I bought banana, apple, an orange and grape fruit. In relative clauses, commas are used around a phrase which adds some new, but not essential information as in: The boy, who had lots of sweets, was already eating. It is also used to separate an introductory or transitional words or phrases such as therefore, however, In fact, by the way. In fact, I do not know her name. Driving on muddy roads can be dangerous, and one should, therefore, be careful. It is used before and after a non-defining relative clause, which gives more information about the noun it follows for example: The man, who lives next door, is friendly. But in defining clause it is not needed to use commas as in: Have you found the key that you lost? It is sometimes used to separate a main clause linked by conjunction, especially when the first clause is long as in: we had been looking forward to meeting Sarah’s husband, but discovered that he was not as pleasant as we had hoped. As I was
feeling tired, I went to bed early.

It is used before and after clauses or phrases in apposition as in:

Sadat, the president of Egypt signed the camp David Agreement.

The magician, my enemy, sent the lion against me.

11. Quotation Marks or Inverted Commas

Quotation marks are used to show the words that somebody said such as, Martin said ‘come and see what’s happened’. They are used in direct speech or to repeat the exact words that another person has said or written as in: John said “I cannot do it again”.

2.4 Previous Studies

This section surveys the previous studies that are related to the same field of word order. The researcher has surveyed some studies concerning the English word order.

A- The first study is an MA conducted by Yaseen (2012) entitled “The difficulties that face Nubian students in learning English Grammar“. The study aimed at investigating the problem facing learners at secondary schools on learning English as foreign/second language and to detect the influence of learners' native language on learning English grammar and performance, due to the fact that, the order of learners' native language differs from that of English. The study investigates learning English word order (noun-verb-adjective and gender). The findings are:

1- Learners face problems in learning and using English word order, these problems are due to the differences between English and Arabic in terms of word order and structure.

2- Mother tongue interference has a great influence on learning English grammar and structure and it is the main cause of the difficulties in learning English grammar. The researcher recommends the followings:
1- Teachers should be aware of the differences between English and Nubian language in order to overcome the difficulties of mother tongue interference.

2- They should take care of the usage of words (adjective – verb- noun) and their position in the two languages.

3- To train teachers and provide them with special techniques to help them in teaching English word order.

4- To give students intensive practice to minimize their errors and raise their ability in using grammar. He summarized, most of the errors and mistakes are caused by interference of mother tongue due to the differences between Nubian language word order (S-O-v) and English word order (S-V-O). The main problematic area in which they commit errors concerning (pronouns-verbs subject-object and adjective).

B- The second study is a PhD conducted by Abd Alwahid (2010) entitled "Investigating sentence combining in English written by the Sudanese EFL learners". The study aimed at investigating the awareness of the concept, principles and techniques of English sentence combining. It is also aimed at investigating errors that students commit when combining English sentences and to see if the mother tongue interference is responsible for the poor performance of students in combining English sentence. The findings of the study are as follows:

1- Lack of sentence combining awareness and techniques.

2- The area of sentence combining is neglected by teachers.

3- Poor performance of students in sentence combining is related to a large extent to poor instruction in English at the pre - university level.

4- Mother tongue interference and differences between Arabic and English have big responsibility on the poor performance of University students in the combining of the English sentence.
5- Grammar is taught for the sake of grammar rather than its application in writing.

The researcher recommends the following:
1- In order to make students aware of English sentence combining techniques, more exercises and drills should be given to them.
2- To reduce the influence of mother tongue, students should be more exposed to English rather than their native language in the class and instruction of English grammar.
3- Grammar should be linked to writing rather than be taught for the sake of grammar itself.
4- English language departments and high education officials need to revise University syllabuses of English and try to accommodate grammar course mixing up between English writing grammar and sentence combining at all levels, taking into consideration students' training exercises.

The present study differs from the first study in that it investigates the extent of students' awareness of the use of English word order in written work. It also investigates learner's performance in using English word order and to find out whether mother tongue interference affects the performance of students in using English word order whereas the first study investigates the difficulties that face students and the influence of learners' native language on learning English grammar and performance. The second study investigates the problem of sentence combining and errors that students commit when combining English sentences. It deals with sentence combining rules and techniques and whether the poor performance is related to pre-university instruction.
CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter explains the method which is followed to carry out this study. It describes the sample, the tools for collecting data and the techniques used for data analysis.

3.1 The Sample of the Study

The sample of the study was composed of two groups: the first sample consisted of (50) fifty EFL students selected randomly from University of Kassala while the second sample was composed of ten (10) EFL teachers selected from the Department of English at the same University. They were chosen purposively to give their views through their responses to the questionnaire and two open-ended questions.

3.2 Tools of Data Collection

The researcher used two tools for collecting the data, a diagnostic test for EFL students and a questionnaire for EFL teachers.

3.2.1 The Test

The test was designed purposively to measure EFL student’s written performance in using proper English word order and to see to what degree are EFL students aware of the importance of English word order.

3.2.2 The Content of the Test

The test consisted of six questions, each question consisted of three sentences in which students were asked to arrange the words in their proper order. The first question was concerned with verb order, question
two was related to the order of adjective, question three included the order of subject, question four consisted of the order of object, question five contained the order of adverb, while question six was concerned with the arrangement of components of passive sentences. It is intended to measure the awareness and ability of EFL students in using proper English word order.

3.2.3 The Validity of the Test

Heaton (2010:159) states that a valid test is the test that measures accurately what is intended to measure. It is the extent to which a test measures what it intends to measure. If the test measures what it exactly wants to measure, it is regarded as valid test. The validity was achieved by presenting the test to three lecturers at Faculty of Education – Hantoub, Department of English, University of Gezira. Their modifications and comments were taken into consideration.

3.2.4 Reliability of the Test

Reliability mainly shows the consistency which makes validity possible and it helps to achieve the validity. It refers to the stability and consistency of the scores of a test. According to Brown (1987:220) a reliable test is a test that is consistent and dependable whereas Asika (1991:73) defines reliability as 'the consistency between dependent measurement of the same phenomenon'. Reliability is then the stability, dependability of scores of a test. A test is considered reliable if the same or similar results are obtained repeatedly.

The researcher calculated the reliability coefficient for the measurement in the test by using the split-half method. This method stands on dividing the answers into two halves (even and odd numbers) so as to get two separate scores, then correlation coefficient
between the two scores is calculated. The reliability was calculated according to Spearman formula as follows:

Co-efficient of reliability for the whole test =

\[
\frac{2 \times \text{coefficient of reliability for } \frac{1}{2} \text{ test}}{1 + \text{ coefficient of reliability for } \frac{1}{2} \text{ test}}
\]

\[
= \frac{2 \times , 8}{1 + , 8} = \frac{1, 6}{1, 8} = 0.89
\]

The reliability obtained was (0.89) which indicates that the test is reliable.

### 3.3 The Questionnaire

The questionnaire was designed purposively for EFL teachers at the Department of English, Faculty of Education, University of Kassala. The questionnaire consisted of ten statements and two open-ended questions.

#### 3.3.1 The Content of the Questionnaire

The questionnaire consisted of ten statements and two open-ended questions. The teachers were asked to give their responses on the scales agree, agree to a large extent, agree to some extent, and disagree. The aim behind constructing the questionnaire is to elicit teacher's responses and views. Two open-ended questions were formed, the first question aimed at eliciting the different techniques for teaching that improve students' performance in English word order, while the second question was about the appropriate exercises that teachers used to improve EFL students' performance and raise their ability in English word order.
3.3.2 The Validity of the Questionnaire

To achieve the validity of the questionnaire, it was presented to three lecturers at Faculty of Education-Hantoub, University of Gezira, Department of English. Their comments and modifications were taken into consideration.

3.4 Data analysis

The data obtained from the test and the questionnaire have been analyzed statistically by (SPSS) Programme using computing percentage. Tables were used to summarize and display the data.
CHAPTER FOUR
ANALYSIS AND DISCUSSION OF THE DATA

4.0 Introduction

This chapter is concerned with the presentation, analysis and discussion of the data which were collected from the diagnostic test for EFL students and the questionnaire for EFL teachers. The data of the study were analyzed statistically by (SPSS) Programme.

4.1 The Results of the Test

The test was designed purposively to investigate 'EFL Students written performance in using proper English word order'. The results of the test will be summarized and presented as follows:

Table (4.1.1) The performance of students in the order of English Verb

<table>
<thead>
<tr>
<th>Number of question</th>
<th>The sample</th>
<th>Correct answers</th>
<th>Incorrect answers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question one</td>
<td>50</td>
<td>52%</td>
<td>48%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The above results show that more than half of the students (52%) are able to arrange the verbs in proper and correct order while (48%) of them fail to arrange the sentences correctly. Accordingly, more than half of the students do not find difficulty in arranging the sentences correctly.

Table (4.1.2) The Use of English Adjective order

<table>
<thead>
<tr>
<th>Number of question</th>
<th>The sample</th>
<th>Correct answers</th>
<th>Incorrect answers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question two</td>
<td>50</td>
<td>45.3%</td>
<td>54.7%</td>
<td>100%</td>
</tr>
</tbody>
</table>

It is observed from the above table, that (54.7%) of the students fail to arrange the adjectives properly whereas (45.3%) of them succeed in organizing the sentences correctly. These results indicate that more than half of the sample lack the knowledge of English adjective order.
Table (4.1.3) Using the English Subject in word order

<table>
<thead>
<tr>
<th>Number of question</th>
<th>The sample</th>
<th>Correct answers</th>
<th>Incorrect answers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question three</td>
<td>50</td>
<td>46%</td>
<td>54%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results on table (4.1.3) indicate that the number of incorrect answers are (54%) which is greater than the correct ones (46%). These results show that more than half of the students have failed to use the subject in its correct position.

Table (4.1.4) The performance of students in the order of English Object

<table>
<thead>
<tr>
<th>Number of question</th>
<th>The sample</th>
<th>Correct answers</th>
<th>Incorrect answers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question four</td>
<td>50</td>
<td>44%</td>
<td>56%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The above table (4.1.4) shows the performance of the students in the order of English object. It shows that less than half of the students (44%) are able to put the sentences in the well-formed structure while more than half of them (56%) are unable to give well-formed structure. These results indicate that (56%) of the students are not aware of using the correct English subject order.

Table (4.1.5) EFL student's performance in the order of English Adverb

<table>
<thead>
<tr>
<th>Number of question</th>
<th>The sample</th>
<th>Correct answers</th>
<th>Incorrect answers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question five</td>
<td>50</td>
<td>74.7%</td>
<td>25.3%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table (4.1.5) shows that the majority of the students (74.7%) succeed in arranging the sentences correctly whereas (25.3%) of them arrange the sentences incorrectly. The result shows that a great number of the students (74.7%) do not find difficulty in arranging the sentences properly.
Table (4.1.6) The performance of the students in the order of English Passive sentence

<table>
<thead>
<tr>
<th>Number of question</th>
<th>The sample</th>
<th>Correct answers</th>
<th>Incorrect answers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question six</td>
<td>50</td>
<td>28%</td>
<td>72%</td>
<td>100%</td>
</tr>
</tbody>
</table>

It is seen in the above table, that a small number of the students (28%) succeed in writing a well-formed structure while a great number (72%) of the students fail to give a well-formed structure. These results reflect that the order of passive sentences is a problem facing EFL learners.

4.2 The results of the Questionnaire

The results of the questionnaire were analyzed by calculating the responses of the teachers. The results will be summarized and presented as follows:

Table (4.2.1) Student's lack of knowledge of the rules of English Word Order causes many problems

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>7</td>
<td>70%</td>
<td>70%</td>
<td>70.0</td>
</tr>
<tr>
<td>to a large extent</td>
<td>2</td>
<td>20%</td>
<td>20%</td>
<td>90.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>1</td>
<td>10%</td>
<td>10%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

From the above table, it is shown that most of the respondents (70%) 'agree' with the statement while (20%) choose 'to a large extent', (10%) 'to some extent' and no one 'disagree'. Accordingly, the lack of knowledge of the rules of English word order causes many problems; this leads to errors and poor performance when forming and arranging English sentences.
Table (4.2.2) Mother tongue interference affects the process of learning English Word Order

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>7</td>
<td>70%</td>
<td>70%</td>
<td>70.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>3</td>
<td>30%</td>
<td>30%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

It is noticed from the above table (4.2.2) that (70%) of the respondents 'agree' that mother tongue interference affects the learning of English word order, (30%) of them choose 'to a large extent' and none of them 'disagree'.

Table (4.2.3) EFL Student's unawareness of the differences between the two languages (Arabic and English) lead them Use English Word Order incorrectly and inappropriately

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>2</td>
<td>20%</td>
<td>20%</td>
<td>20.0</td>
</tr>
<tr>
<td>to a large extent</td>
<td>3</td>
<td>30%</td>
<td>30%</td>
<td>50.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>4</td>
<td>40%</td>
<td>40%</td>
<td>90.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
<td>10%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table (4.2.3) shows that (20%) of the participants 'agree' with the statement, however, (30%) of the respondents respond to 'to a large extent', (40%) 'to some extent' and (10%) 'disagree'.

LIV
Table (4.2.4) The Differences between the two structural systems affect the performance of students in Using English Word Order

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>5</td>
<td>50%</td>
<td>50%</td>
<td>50.0</td>
</tr>
<tr>
<td>to a large extent</td>
<td>4</td>
<td>400%</td>
<td>40%</td>
<td>90.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>1</td>
<td>10%</td>
<td>10%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

It is observed from the above results that (50%) of the respondents 'agree' that the differences between the two structural systems (Arabic and English) affect the performance of the students in using English word order and (40%) respond to 'to a large extent', whereas (10%) of them 'to some extent' and none of them 'disagree' with the statement. It is stated that, the differences between Arabic structural system and English lead to the learning difficulties which result in errors and poor performance. This coincides with the notion of applied linguists that similarities between two systems (two languages) facilitate the process of learning while differences cause problems and learning difficulties which result in errors due to mother tongue interference.

Table (4.2.5) Adequate knowledge of Word Order in both languages improves the performance of learners in Word Order

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>6</td>
<td>60%</td>
<td>60%</td>
<td>60.0</td>
</tr>
<tr>
<td>to a large extent</td>
<td>4</td>
<td>40%</td>
<td>40%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

As it is seen from the table (4.2.5 )that the majority of respondents (60%) 'agree' that adequate knowledge of word order in both languages improves the performance of students while (40%) respond to the scale 'to a large extent' whereas none of the respondents respond to 'to some extent'.
The majority of respondents (60%) assert that adequate knowledge of word order of both languages (Arabic and English) improves the performance of students and minimize the errors committed by the students in writing.

Table (4.2.6) EFL Students are not usually exposed to intensive practice in Word Order

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>7</td>
<td>70%</td>
<td>70%</td>
<td>70.0</td>
</tr>
<tr>
<td>to a large extent</td>
<td>2</td>
<td>20%</td>
<td>20%</td>
<td>90.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>10%</td>
<td>10%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

These results indicate that most of the respondents (70%) 'agree' that EFL students are not usually exposed to intensive practice in word order. Moreover, (20%) respond to 'to a large extent' and (10%) 'disagree' with the statement whereas none of the respondents respond to the scale 'to some extent'.

Table (4.2.7) Intensive practice, drills and exercises minimize the errors and improve the performance of learners in Using English Word Order

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>6</td>
<td>60%</td>
<td>60%</td>
<td>60.0</td>
</tr>
<tr>
<td>to a large extent</td>
<td>4</td>
<td>40%</td>
<td>40%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Looking at the above table, it is shown that (60%) of the respondents 'agree' with the statement while (40%) choose 'to a large extent' and none of the respondents respond to 'to some extent' and 'disagree'. Since (60%) agree with the statement, it is stated that more drills and practice in terms
of word order minimize the errors and improve the performance of the students in using English word order.

**Table (4.2.8) Regular exercises and drills in Word Order raise the ability of learners in Using English Word Order**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>4</td>
<td>40%</td>
<td>40%</td>
<td>40.0</td>
</tr>
<tr>
<td>To a large extent</td>
<td>6</td>
<td>60%</td>
<td>60%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The above results show that the majority of the respondents (60%) respond to the scale 'to a large extent' that regular exercises and drills in terms of word order minimize the errors and poor performance of EFL students while (40%) agree and none of the respondents respond to the option 'to some extent' and 'disagree'.

**Table (4.2.9) Teacher's knowledge of sentence structure in both Arabic and English helps to overcome the difficulties of learning English Word Order**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>9</td>
<td>90%</td>
<td>90%</td>
<td>90.0</td>
</tr>
<tr>
<td>To a large extent</td>
<td>1</td>
<td>10%</td>
<td>10%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

A glance at the above table shows that (90%) of the respondents 'agree' that teacher's knowledge of Arabic and English structures helps to overcome the difficulties of learning English word order and (10%) of them respond to the option 'to a large extent' whereas none of them responds to 'to some extent' and 'disagree'.
Table (4.2.10) The incorrect use of English Word Order leads to ambiguity and affects the sentence meaning

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>4</td>
<td>40.0</td>
<td>40%</td>
<td>40.0</td>
</tr>
<tr>
<td>to a large extent</td>
<td>3</td>
<td>30.0</td>
<td>30%</td>
<td>70.0</td>
</tr>
<tr>
<td>to some extent</td>
<td>1</td>
<td>10.0</td>
<td>10%</td>
<td>80.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>20.0</td>
<td>20%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The above results reveal that (40%) of the teachers 'agree' with statement, (30%) 'to a large extent' and (10%) 'to some extent' while (20%) 'disagree' with the statement. Accordingly, a considerable number of the respondents (40%) agree that the incorrect use of English word order affects the sentence meaning. However, a few of the respondents as it is shown on the above table disagree with this view.

Concerning the open-ended questions, the first question was formed to elicit the suggestions, views and techniques for teaching English word order in a way that improve the performance of students in word order. The majority of the teachers (90%) report that teachers should emphasize syntax, the syntactic structure of sentence elements, whereas (10%) suggest that teachers can adopt a technique which is supportive, that is teachers should encourage students to engage in the sort of activities which raise their lexico-grammatical awareness. Doing this, students can establish a ground knowledge of how constituents of sentences are arranged in proper order.

The purpose of the second question is to find out the appropriate exercises and drills that teachers can use to improve EFL students performance in word order. Most of the teachers i.e (60%) suggest that, to give exercises in the arrangement of elements in sentences and how the constituents of the sentence are arranged, while (20%) suggest that, to give exercises in sentence combining and (20%) of them suggest that,
teachers should focus on paragraph writing. Teachers should guide students on how to find good materials of writing that foster and enhance the ability and skills of students in the area of word order.

4.3 Discussion of the Test and the Questionnaire Results in Relation to the three Hypotheses

The first hypothesis: Most of EFL students do not have adequate knowledge of using correct English word order.

The results in question six table (4.1.6) show that the majority of the students (72%) answer incorrectly whereas in question four table (4.1.4) student's incorrect answers are (56%). This proves that most of the students do not have adequate knowledge of using correct English word order. Therefore, the first hypothesis is supported.

The second hypothesis: Students are unaware of the importance of English word order in their written work.

With reference to question two table (4.1.2) more than half of the students (54.7%) fail in arranging the sentences and putting the words into their proper order, besides the incorrect responses of the students (56%) in question four table (4.1.4). These results confirm the second hypothesis that students are unaware of the importance of English word order in their written work.

The third hypothesis: Learners' native language negatively affects their performance in using English word order correctly.

Considering the results obtained in question three table (4.1.3) the incorrect responses of the students are (54.%) more than half of the students fail in arranging the sentences and putting the words into their proper order. This is due to the nature of the difference of the subject position in English and Arabic. Moreover, the responses of the teachers to the second statement of the questionnaire table (4.2.2) that (70%) of them agree that mother tongue interference affects the process of learning English word order. These results validate and verify the third hypothesis that learners' native language negatively affects their performance in using English word order correctly.
CHAPTER FIVE
SUMMARY, FINDINGS AND RECOMMENDATIONS

5.0 Introduction

This chapter includes the summary, findings of the study and recommendations

5.1 Summary

The study aimed at investigating 'Level of EFL Students Awareness of Using correct English Word Order in Written English Discourse'. A questionnaire for EFL teachers and a diagnostic test for EFL students have been used as tools for collecting the data of the study. Fifty EFL students from University of Kassala responded to the test, while ten EFL teachers from the same University responded to the questionnaire. The descriptive analytical method was adopted. The data have been analyzed statistically by (SPSS) Programme to obtain the results.

5.2 Findings of the Study

The findings of the study are summarized as follows:

1- (72%) of EFL students at university do not have adequate knowledge of using English word order appropriately and correctly.

2- (70%) of the respondents agree that mother tongue interference affects the learning of English word order.

3- (56%) of the EFL students are not aware of using English word order appropriately and correctly.

4- (70%) of the EFL students are not usually exposed to intensive practice in word order.

5- (60%) of the teachers agree that intensive practice, drills and exercises minimize the errors and improve the performance of EFL students in English word order.
6- (60%) of the teachers agree that adequate knowledge of word order in both languages (Arabic and English) improves the performance of the students in word order.

7- (90%) of the participants agree that teacher's knowledge of sentence structure in both English and Arabic helps to overcome the difficulties of learning English word order.

5.3 Recommendations

Based on the above findings the researcher recommends the following:

1- Teachers at University should provide students with regular, intensive practice and exercises in word order to improve their performance in this part of English language.

2- Teachers should be well trained and aware of the two structural systems (Arabic and English syntactic systems) and the differences between the two systems.

3- Syllabus designers at University are recommended to provide good materials that establish a ground knowledge of how sentence constituents are arranged in proper order.

4- The course of grammar should be taught and linked with writing rather than been taught for the sake of grammar itself, that is to say, teaching grammar in context.

5.4 Suggestions for Further Studies

The researcher would like to suggest the following for further studies in the area of English word order and syntax.

1- Analysis of syntactic errors of EFL students written work with reference to English word order.

2- A comparative study between English and Arabic word order.
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New York.

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U.S.A.


Cambridge.


Appendix (1)
University of Gezira
Faculty of Education - Hantoub
Department of English Language
M.A Programme

**A questionnaire for English language teachers**

The researcher would be very grateful if you could answer the questions below. Your answers will help in providing the data required for the study entitled: "The Extent of EFL Students Awareness of the Use of English Word order at university Level".

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Agree</th>
<th>Agree to large extent</th>
<th>Agree to some extent</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student's lack of knowledge of the rules of English word order causes many problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mother tongue interference affects the process of learning English word order.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>EFL student's unawareness of the differences between the two languages (Arabic and English) lead them to use English word order inappropriately and incorrectly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The differences between the two structural systems affect the performance of students on using English word order.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Adequate knowledge of word order in both languages improves student's performance in word order.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>EFL students usually are not exposed to intensive practice on using word order.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Intensive practice, drills and exercises minimize the errors and improve the performance of learners in using English word order.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Regular exercises and drills in word order raise learner's ability on using English word order.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teacher's knowledge of sentence structure in both Arabic and English helps to overcome the difficulties of learning English word order.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The incorrect use of English word order leads to ambiguity and affects the sentence meaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Open-ended questions

Based on your experience, please answer the following questions:

1. What are the suitable techniques that teachers can use to improve student's performance in English word order?

2. What are the appropriate exercises and drills that teachers can use to improve EFL student's performance and raise their ability in English word order?
Appendix(2)

University of Gezira

Faculty of Education - Hantoub

English language department

MA programme

A diagnostic test for students

The test consists of six sections, each section contains three sentences in which students are asked to rearrange the sentences so as to be well structured and meaningful sentences.

QUESTION ONE (verbs)

Reorganize the following words so as to be well structured and meaningful sentences:

a- likes - the - says - a lot - ball - she - basket - woman - that.

b- is - English - he - teaching.

c- the - leave - at - bus - may - seven - o'clock.

SECTION TWO (adjective)

a- is - someone - angry.
b- food - all - that - waste - to - a pity - seems - it.

...........................................................................................................
........c- Julia - girl - a beautiful - is.

...........................................................................................................
........

QUESTION THREE (subject)

a- they - the - village - evacuated - of - because - disease - epidemic.

...........................................................................................................
........b- you - have - told - should - he.

...........................................................................................................
........c- the - won - she - match.

...........................................................................................................
........

QUESTION FOUR (indirect and direct object)

a- to - sell - Edward - advised - my - shoes - me.

...........................................................................................................
........b- his - a letter - wrote - to - John - friend.

...........................................................................................................

...........................................................................................................
........

QUESTION FIVE (adverb)

a- died - people - many - unfortunately.
b- beautifully- was - play - the - performed.

\[ \text{QUESTION SIX (passive)} \]

a- summer - a lot - of - water - drunk - in - is.

b- bag - been - stolen - has - my.

c- are - eggs - at - sold - this - shop.