Chapter Three

Research Methodology

The present study titled “Word Order and Concord in the Written Composition of Yemeni EFL Learners” is an empirical cross-sectional study based on data collected from 120 undergraduate students from Hodeidah University. Chapter one was dedicated to discussing the significance of such studies as well as to defining the problem in the context of EFL in Yemen. The second chapter was dedicated to giving an overview of the literature pertaining to input processing in SLA in general and EFL/ESP and significance of error analysis in particular. This chapter is dedicated to discussing in details the methodology that the researcher employed to achieve the aims and objectives of his study. And as it is believed that the methods and procedures that researchers employ determine to a great deal the reliability and validity of the results of their researches, the researcher here in his study was very careful in choosing the methods and procedures that he believed will achieve the purpose.

But before discussing the research design and procedures adopted in this study, we will first define the word ‘research’.

Redman and Mary (1923) define research as “a systematized effort to gain new knowledge.” (Redman and Mary 1923:10 in Kothari, 1994:1)

Kerlinger (1973) defines research as “the systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena.” (Kerlinger, 1973, in Cohen and Manion, 1980: 4).

The Chambers 21st Century Dictionary lays down the meaning of research as “detailed and careful investigation into some subject or area of study with the aim of discovering and applying new facts or information”. Chambers 21st Century Dictionary, 1996:1186).
Claire et al (1962: 50) as cited in Kothari (1990:39) define research design as the following:

"A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure"

Kothari (1990: 3) points out that the purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered yet. According to him most research objectives fall into a number of following broad groupings:

1. To gain familiarity with a phenomenon or to achieve new insights into it (studies with this object in view are termed as exploratory or formulative research studies);
2. To portray accurately the characteristics of a particular individual, situation or a group (studies with this object in view are known as descriptive research studies);
3. To determine the frequency with which something occurs or with which it is associated with something else (studies with this object in view are known as diagnostic research studies);
4. To test a hypothesis of a causal relationship between variables (such studies are known as hypothesis-testing research studies). (Kothari (1990: 3)

The research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data. According to Kothari (1990:39) the design decisions happen to be in respect of the following:

1. What is the study about?
2. Why is the study being made?
3. Where will the study be carried out?
4. What type of data is required?
5. Where can the required data be found?
6. What periods of time will the study include?
7. What will be the sample design?
8. What techniques of data collection will be used?
9. How will the data be analysed?
10. In what style will the report be prepared?

Chadwick et al (as cited in Blaikie, 2000: 41) have classified research designs on the basis of five criteria:

- Method of data collection:
- Primary objectives (e.g. description, hypothesis testing, evaluation, social impact assessment);
- Time orientation (cross-sectional, longitudinal, retrospective);
- Whether the data are to be collected to answer a specific research question (primary or secondary);
- The degree to which the methods impinge on the respondents (obtrusive and unobtrusive).

Blaikie goes further to say that a research design needs to answer these three basic questions:

1. What will be studied?
2. Why will it be studied?
3. How will it be studied? (Blaikie, 2000:42)

So, towards that aim, that is, what the above scholars and writers have suggested about research definition and design, the researcher here in this study tries to build this research design in a way that will have his study achieve its aims and objectives and yields desirable results. To sum up, the research design for this study is thus dependant on the following:

- Aims and objectives of the study, i.e. WHY
- Nature of the data required, i.e. WHAT
• How best can the data be gathered, i.e. HOW
• Time factor – whether it is a longitudinal study or a cross sectional study, i.e. TIME FACTOR.
• Size and volume of the data expected, i.e. HOW MUCH leading to the selection of appropriate statistical methods.
• Analytical tools and expertise available.

3.1 Aims, Objectives and Scope of the Study

The present study on ‘The Errors of Word Order and Concord in the Written Composition of Yemeni EFL Learners’ is an empirical study based on the data collected from 120 undergraduate students, majoring in English, all native speakers of Arabic, at the Faculty of Education, Hodeidah University. The subjects are 60 female students and 60 male students whose age range is from 19 to 26 years. This study, in general, aims at investigating the problems of writing faced by the Yemeni students at the Faculty of Education, Hodeidah University, Yemen. To be more specific it aims at investigating the following:

• To assess the competence of the learners of English as a foreign language at different levels of the undergraduate programme at the Faculty of Education, Hodeidah University by means of Language Ability Test.
• To conduct a needs analysis (through questionnaires) to find out whether the English programme meets the linguistic as well as the social needs of the learners.
• To review and assess the teaching materials and methods prescribed for teaching English at different levels of the programme, i.e. levels 1-2-3 4.(henceforth L1 L2 L3 L4)
• To compare the types of errors and error frequencies among different learners at different levels of language learning, from 1st year to 4th year.

In addition to the above general objectives, there are specific goals and objectives that this study aims to investigate which can be enumerated in the following:
To analyze the nature and number of the errors made by the learners in general.

To identify the number and nature of errors attributed to L1 transfer especially in word order and concord.

To identify the nature and number of errors attributed to the structure of the target language especially in word order and concord.

To study and compare the errors of word order and concord learners make in the four levels, L1, L2, L3 & L4, in order to draw inferences about the process of learning and to assess the progression learners make.

To study the errors of word order and concord against the parameter of gender, (male and female).

To study the hierarchy of errors in different gender groups.

To study the errors of word order and concord against the parameter of level (L1, L2, L3 and L4) in order to assess the progress of the learners.

To identify the nature and number of errors attributed to the teaching materials and methods.

To analyze and reflect on the nature of the process of learning.

To suggest effective pedagogical measures that may help in overcoming and or eliminating these errors attributed to the pedagogical practices.

To suggest remedial procedures that may help learners work on their native language (MT/L1) transfer errors.

Keeping in mind the above objectives, we can formulate the research questions as the following:

1. What are the nature and types of errors of word order and concord at different levels (1 to 4) of the undergraduate programme.

2. What is the hierarchy of errors within word order and concord types in different groups?

3. How many of these errors are attributed to negative L1 transfer?

4. How many of these errors are attributed to target language (TL) structure and analogies therein?
5. How many of these errors are attributed to the teaching methods and materials?
6. Are there any other causes of errors of word order and concord?
7. What do these errors indicate about the process learning?
8. What do these errors indicate about the process of teaching?

Scope of the Present Study

We wish to say that this study does not claim to deal with all the aspects of problems of Yemeni Arab learners in learning English. This study limits itself to the analysis of the learners' language samples that are found in the selected written compositions and the concord and word order results of the tests conducted on undergraduate EFL Yemeni Arab learners while learning English at the English Department, Faculty of Education, Hodeidah University. The analysis focuses mainly on errors of word order and concord. As discussed in chapter two, the analysis of the students' writing does not concern itself with the rhetorical organization, writing style and discourse, although these are equally important areas of investigation.

3.2 Data Elicitation Process

The following section is divided into three parts 3.2.1 deals with the subject selection, 3.2.2 deals with the test instruments used for data elicitation and 3.3.3 deals with data elicitation procedures.

The study was conducted on students of the B.A. programme of the English Department at the Faculty of Education, Hodeida University. The total number of the B.A. programme students was about 500 of whom 200 students took the tests. From these 200 subjects only 120 students were considered for the analysis of whom 50% males and 50% females. The study was a cross sectional one as it was difficult to conduct a longitudinal one due to various factors among which time, fund. Though the numbers and types of errors that were produced by the learners were sorted out, tabulated and classified into three broad linguistic categories, i.e. morphosyntactic, lexicosemantic and errors of spelling, and that further the morphosyntactic category underwent subcategorization, but only errors of word order and concord were subjected to a thorough and detailed investigation, analysis and explanation due to the aforementioned reasons.
The following flow chart shows the main components of study:

Components of the study

- Qualitative Study (needs analysis)
  - Teachers' Questionnaire
  - Learners' Questionnaire

- Quantitative Study
  - LAT1
  - LAT2
  - FCT

Subjects
- 60 males + 60 females
- Level: 1st to 4th year

These two questionnaires for the purpose of obtaining data from teachers and learners of Department of English, Faculty of Education, Hodeidah University on the following six themes:

- The attitudes towards writing in English.
- The usefulness and appropriateness of the English programme (teaching materials & methods).
- Strategies employed when composing in English.
- The availability of basic infrastructure.
- Dictionary use.
- Attitudes towards errors and error correction.

The learners would be asked to write a composition of about 400-500 words on any one of four given topics.

The numbers of errors on LAT1, LAT2 & FCT would be analyzed against the parameters of levels and genders.

Flow chart 1
3.2.1 Subjects selection

The subjects of the study, as stated above, were 120 students of the undergraduate programme at the English Department, Faculty of Education, Hodeidah University. The subjects were distributed equally, i.e. the same number from each level of the four undergraduate levels as well as the same number of gender (females and males). The following table shows the distribution of the subjects of the study (learners):

<table>
<thead>
<tr>
<th></th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male students</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Female students</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>120</td>
</tr>
</tbody>
</table>

Criteria for Selecting the Main Subjects of the Study

- The subjects' L1 was Arabic.
- They were in the age group of 19 to 27.
- They all have started learning English between the age of 12 and 13 years (from class VII).
- They were homogeneous in terms of their linguistic and socioeconomic backgrounds.
- Select sample: 120 samples (out of 200 random samples) were chosen for the analysis (60 female and 60 male students. Those who wrote very little, those who failed to attempt the composition test, the language ability tests (LAT 1 & LAT2) and the questionnaire or those whose pieces of writings were illegible will be dropped from the study.
- Apart from the 120 students, there were also 16 teachers of the English Department who participated in the survey.
3.2.2 Tools and Instruments for Data Elicitation

The following part will discuss in detail the tools and instruments that were used for collecting data for the present study. But before it proceeds with that it will give a theoretical background of the importance of such tools and instruments:

Gass and Mackey (2007:4) point out that the data elicitation methods are dependent on the research questions being asked, and that the research findings are highly dependent on the data elicitation methods. To quote them:

"The research findings are highly dependent on the data collection measures used. As such, although many research domains have common measures associated with them, and while the choice of a measure may be related to the theoretical framework within which the research is conducted, there should be no single prescribed elicitation method for a given domain, nor is there necessarily a "right" or "wrong" elicitation method for a given context. At the same time, saying that numerous elicitation measures can be used in the various areas of second language research does not imply that one method is as good as another; rather, the choice of one method over another is highly dependent on the research question being asked."

Collection of primary data

The primary data are collected during the course of doing experiments in an experimental research but in case we do research of the descriptive type and perform survey, whether sample surveys, or census surveys, then we can obtain primary data either through observation or through direct communication with respondents in one form or another or through personal interviews. This, in other words, means that there are several methods of collecting primary data, particularly in surveys and descriptive researches. Important ones are: (i) observation method, (ii) interview method, (iii) through questionnaires,

(iv) through schedules, (v) through quizzes, tests and examinations, etc.

(Kothari, 1990: 117-118)
The primary data for this study were collected by means of two main methods (instruments) upon which this study heavily depends, which are as the following:

1) **Tests:** This includes three tests which are a) Free Composition Test; b) Language Ability Test (LAT 1); and c) Language Ability Test (LAT 2)

2) **Questionnaires:** this consists of two questionnaires which are: a) Questionnaire for Students; and b) Questionnaire for Teachers.

These instruments received a carefully planned and well-scrutinized analysis. In addition, their preparation went through a careful evaluation so as to achieve their objectives and to make this study and its findings as valid as possible.

Before we proceed to discuss the above methods used for collecting data for the present study, I would like first to give a short overview of the importance of these methods especially in empirical researches in the area of language pedagogy.

**Collection of Data through Tests**

When learning takes place it does happen in perfection. There are several areas of patterns, analogies and rules. These are difficult to detect during teaching sessions. Tests are precisely meant for that purpose. Testing has long been an integral part of language instruction. Tests are used for many purposes among which: a) to place students in appropriate instructional levels b) to assess learners' progress (for themselves or their teachers) c) to ascertain and certify language proficiency levels.

Morrrow et al (1998:180) point out that tests are used by researchers or teachers to measure the degree to which the objectives of the course or programme are being achieved and to evaluate where problems may exist. They are looked upon as useful tools for collecting of data. They are used intensively by researchers as they are considered easy and inexpensive tools.

Morrow et al. (ibid) point out that there are five requirements for constructing effective written tests which every researcher has to be aware of: 1) he/she must be knowledgeable in the proper techniques for constructing written tests; 2) must have a thorough knowledge of the subject area to be tested. Without this knowledge, it is
difficult to construct meaningful test questions. 3) must be skilled at written expression. Test questions devised by people lacking good writing skills are often ambiguous. This ambiguity reduces the validity and reliability of a written test because there is no way of distinguishing whether an incorrect answer is due to a lack of respondent knowledge or to an error in interpretation of the question; 4) must have an awareness of the level and range of understanding in the group to be tested so that he/she can construct questions of appropriate difficulty.

Test Questions: Morrow et al (1998) point out that test questions can be classified into three general types or categories which are: a) semi-objective questions; b) objective questions and c) subjective questions (essays, composition writing etc.).

a) The semi-objective questions include short-answer questions, completion questions and mathematical problems. These types of questions as they claim are useful for measuring relatively factual material such as vocabulary words, dates, names, identification of concepts and mathematical principles. The advantages of these questions include relatively simple construction, almost total reduction of the possibility of guessing on the part of the examinee, and simple and rapid scoring. (Morrow et al, 1998:189)

b) The objective questions are those questions that require the selection of one out of two or more given responses (choices). They are also those questions that are scored with minimal subjective judgment and are thus categorized as objective questions. This includes: multiple-choice questions, true/ false questions, yes/no questions, matching questions.

Multiple-choice questions:

Multiple-choice questions are used widely for several reasons:

- Questions can be scored and analyzed efficiently, quickly and reliably.
- There is less ambiguity than with other types of questions.
- Questions with more than two responses (choices) are not as susceptible to chance errors caused by blind guessing.
Questions can be used to measure the higher-order cognitive processes, such as application and analysis.

c) The third type is the **subjective or essay questions**. Morrow et al claim that due to the fact that a few objectives are not as efficiently measured by objective questions such as organization, grammatical construction of sentences, and other writing characteristics so these things are probably best measured by essay questions. (Morrow et al: 196-197)

While the objective questions are easy to score but difficult to construct, the subjective questions are the opposite, they are easy to construct and time consuming to score.

**Collection of data through questionnaires:**

This method of collecting data is quite popular, particularly in the case of big enquiries. It is being adopted by private individuals, research workers, private and public organizations. In this method a questionnaire is sent (by mail or by post) or given to the persons concerned with a request to answer the questions.

**Main aspects of a questionnaire:** quite often questionnaire is considered as the heart of survey operation. Hence it should be very carefully constructed. If it not properly set up, then the survey is bound to fail.

Kothari (1990: 125-126) points out that researchers have to take into consideration the three main aspects of a questionnaire which are:

1) General form: So far as the general form of questionnaire is concerned, it can either be structured or unstructured questionnaire. Structured questionnaires are those questionnaires in which there are definite, concrete and pre-determined questions. The questions are presented with exactly the same wording and in the same order to all respondents.

The form of the questions may be closed (i.e., of the type 'yes', 'no', 'agree' 'disagree', etc.) or open (i.e., inviting free response).
Structured questionnaires may also have fixed alternative questions in which responses of the informants are limited to the stated alternatives.

Structured questionnaires are simple to administer and relatively inexpensive to analyse. The provision of alternatives replies helps to understand the meaning of the questions clearly.

(2) Question sequence: in order to make the questionnaire affective and to ensure quality to the replies received, a researcher should pay attention to the question-sequence in preparing the questionnaire. A proper sequence of questions reduces considerably the chances of individual questions being misunderstood. The question-sequence must be clear and smoothly-moving, meaning thereby that relation of one question to another should by readily with question that are easiest to answer being put in the beginning.

(3) Question formulation and wording: Each question must be very clear for any sort of misunderstanding can do irreparable harm to a survey. All questions should meet the following standards: a) should be easily understood; b) should be simple; c) should be concrete and should conform as much as possible to the respondent's way of thinking. In general, a researcher must pay proper attention to the wording of questions since reliable and meaningful returns depend on it a large extent. Since words are likely to affect responses, they should be properly chosen. Simple words, which are familiar to all respondents should be employed.

Kothari (1990: 128) claim that for a questionnaire to be a good and successful one, it should fulfil the following essentials: 1) should be comparatively short and simple (i.e. the size of the questionnaire should be kept to the minimum.2) Questions should proceed in logical sequence moving from easy to more difficult questions.3) personal and intimate question should be left to the end. 4) Technical terms and vague or ambiguous questions or expressions capable of different interpretations should be avoided in a questionnaire. 5) Questions may be dichotomous ('yes' or 'no' answers), multiple choice (alternative answers listed) or open-ended. The latter type of questions are often difficult to analyse and hence should be avoided in a questionnaire to the extent possible.
Tests: As previously mentioned, there are three tests used in this study as follows:

3.2.2.1 Free Composition Test:
To elicit written data from the learners they were asked to write a free composition test on any of the four given topics, "The Importance of English in Yemen", "Your Future Plans", "Why do you want to become a teacher?", and "What would you do if you won ten million dollars?" These four particular topics were chosen with the purpose of encouraging learners to write more freely and to help them reduce the psychological tension. This test was a subjective one as mentioned earlier. The learners were given one-hour time to do the task. They were instructed not to copy from each others, or from any other materials. (See appendix 1)

3.2.2.2 Language Ability Test (LAT1) (specific test, mainly on WO& Concord)
This particular test was designed to test the learners' knowledge of word order and concord (agreement). It aimed at testing their abilities to identify errors of word order and concord. The learners were given a two-paper test that consisted of 24 items, (20 sentences contained errors (10 of word order and 10 of concord errors) and 4 were correct ones (that contained no errors, but as distraction). The learners were asked to find out whether there were any errors and if any they had to correct them. The learners were allotted 30 minute-time to complete the test. This test was mainly objective one (for the test format see appendix 2)

3.2.2.3 Language Ability Test (LAT2) (general test)
The purpose of this general test was to examine the learners' linguistic competence in the target language. It aimed at testing certain grammatical structures proved to be problematic for Arab learners of English. The test consisted of 20 items, (of 3 parts). The first part consisted of 10 items that test learners' vocabulary and some other grammatical structures. The second part consisted of 5 items that test the articles usages and the third part consisted of 5 items that test prepositions usages. The questions were objective as well as semi-objective ones. (For more detail see appendix 3)
The second component, i.e. questionnaires, these included two questionnaires: one questionnaire for the teachers and one questionnaire for the learners.

3.2.2.4 The teachers' questionnaire: The teachers were given a five point scale questionnaire to fill up. This questionnaire was mainly designed to elicit from the teachers of English at the Department of English at the Faculty of Education, Hodeidah University, the following:

- Information about the students' aptitude, motivation, learning abilities, etc.
- Information about the teaching materials and the learning environment.
- Information about EFL teaching methodology and the process of learning.
- Information about their impression about their learners' errors and error correction.

3.2.2.5 learners' questionnaire

As far as learners' questionnaire is concerned, the learners were given a five point scale questionnaire to fill out. The questionnaire was a structured one, in the sense that the questions were presented with exactly the same wording and same order to all 4 levels respondents. The forms of the questions were close ones, that is, every respondent had to choose only one response which he/she thought most appropriate from the five responses (options) provided which were 'Strongly Agree', 'Agree', 'Uncertain', 'Disagree' and 'Strongly Disagree'. The questionnaire was provided with Arabic translation in order to help those weak students to understand what every item meant and also for the purpose of reducing of the guessing from the part of first and second year students.

The questionnaire consisted of seven sections. Section one was devoted to collecting some personal information about the learners such as age, sex, level, the years spent...
on learning English, etc. (i.e. learners' profile). The second set was related to students' attitudes towards writing in English.; the third set was related to the usefulness and appropriateness of the English programme, currently in use at the Faculty of Education, Hodeidah University, and whether it paid adequate attention to their linguistic and social needs; the fourth set was related to strategies that the learners employed when composing in English; the fifth set was related to the availability of basic facilities; the sixth set was related to dictionary use and the seventh and last set was related to the students' attitudes towards errors and error correction.

3.3 Analytical & Statistical Procedures

Kohn (1986) points out that the data, after collection, has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. According to him this is essential for a scientific study and for ensuring that we have all the relevant data for making contemplated comparisons and analysis. Technically speaking, processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data-groups. Thus, in the process of analysis, relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significance to determine with what validity data can be said to indicate any conclusions.

The data of the present study, depending on the study objectives, type and data elicitation methods and tools, were analyzed by means of objective as well as subjective approaches. Error analysis for instance which was primarily objective but the correlations between different types of errors and different variables were interpreted through subjective analysis. Secondly, the needs and strategies through questionnaires and through the hierarchies of errors involved objective and subjective approaches.

The following flow chart shows the analytical procedures that would be used.
Flow chart 2:

Analysis of Data of study

Subjects
60 males + 60 females
Level: 4th year

Qualitative Analysis
(needs analysis)

Learners’ Questionnaire

Quantitative Analysis

LAT1
LAT2
FCT

Word Order Concord
General Articles Prepositions

The numbers of errors on LAT1, LAT2 & FCT would be analyzed against the parameters of levels and genders.

Morphosyntactic Errors
Lexicosemantic Errors
Spelling Errors

WO & Concord Others

The types of word order errors that would be attested in the data would undergo detailed analysis. The gender differences would also be highlighted.

Concord

The types of errors of concord/agreement that would be attested in the data would undergo detailed analysis. The gender differences would also be highlighted.

Consolidation

These two questionnaires would be interpreted qualitatively for detailed analysis of:

- The attitudes towards writing in English.
- The usefulness and appropriateness of the English programme (teaching materials & methods).
- Strategies employed when composing in English.
- The availability of basic infrastructure.
- Dictionary use.
- Attitudes towards errors and error correction.
3.3.1 Free Composition Test

After gathering the data from the subjects of the present study, the students of the four levels of the undergraduate programme, English majors at the Faculty of Education, Hodeidah University, the data were sorted out, as previously stated. The analysis of the data passed through three major stages: error identification, error classification and error explanation. The errors made by these subjects of this study were classified into three main linguistic categories: morphosyntactic, lexico-semantic and spellings. So after the errors were identified, they were tabulated, presented in tables, and were also presented in figures, so that it would be easy to count the errors across different groups. Comparisons between the female learners group and male learners group in each level were also provided. Additionally, the total number of words, the total number of sentences, the average length of the compositions, the number of errors and the number of error-free sentences were given so as to give a clear image about the characteristics of the data corpus. It has to be pointed out here that the data were presented both in numbers as well as in percentages. The following format was used for presenting the data:

<table>
<thead>
<tr>
<th></th>
<th>Female Students</th>
<th>Male Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st year</td>
<td>2nd year</td>
<td>3rd year</td>
</tr>
<tr>
<td>Total Number of Words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Per Student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average of sentences per composition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean of Words Per Sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Error-Free Sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%age of Error free sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Errors (to sentences)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Errors (to words)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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As aforementioned, the analysis of the data in this study involved: identification of errors, classification of errors and explanation of errors.

1. The identification and Tabulation of errors (Parameters):
Within the context of linguistics, the term 'error' refers to a non-native speaker's deviant form, which native speakers intuitively recognize as part of the linguistic system. Or, a learner's ungrammatical or ill-formed sentences when judged by generally accepted rules of the target language. It is overtly erroneous. If the sentence appears superficially well-formed, but an examination of its context shows that it is ungrammatical, then that sentence is covertly erroneous (Corder, 1971, as quoted in Cha, 2000: 84-85)

For the identification of the errors, different methods were used. With the help of some qualified teachers, three markers of different colours were used to highlight the errors (the morphosyntactic, the lexicosemantic and the errors of spelling). Nearly all the 120 composition tests were typed in the computer as to identify the errors more easily. The errors identified were classified into the three broad linguist categories: Morphosyntactic, Lexicosemantic and Spelling. The format below was used for the purpose:

<table>
<thead>
<tr>
<th></th>
<th>Morphosyntactic Errors</th>
<th>Lexicosemantic Errors</th>
<th>Spelling Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Students</td>
<td>Male Students</td>
<td>Female Students</td>
<td>Male Students</td>
<td>Female Students</td>
</tr>
<tr>
<td>1st year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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2. The Morphosyntactic errors were classified further as those of Word Order & Concord and Others (see chapter four pp. 171 & 172). Comparisons between the female learners group and male learners group in each level were also provided. The numbers and percentages of the errors of word order and concord in each level were provided as to highlight the severity of the problem under investigation and also in order to provide insights into the process of learning and the progression of the learners throughout the four-year English programme.

3. Correlation: correlation between the number of errors of two variables of gender and levels (1 to 4) were done using SPSS programme.

4. The Explanation of Errors:

In the beginning, it was thought that the number of word order and concord errors would be small, so the following table was proposed for the purpose:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error Identified</td>
<td>Type of Error</td>
<td>Explanation of Error</td>
<td>Interlingual Error (MT)</td>
<td>Intralingual Error (TL)</td>
<td>Others (teaching methods, teaching materials)</td>
</tr>
</tbody>
</table>

But, when the number of these errors turned out to be huge, different tables were used. The different types of word order and concord errors were put together in different categories. Then these types were counted and tabulated for each one of the
subject groups in order to get a clear picture of the hierarchies of error types in each group. The tables below were used for that purpose:

<table>
<thead>
<tr>
<th></th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misplaced Adjectives /Adjectivals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misplaced Adverbs/Adverbials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorrect Inversions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject-Object Permutations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed-ups of Object-subject-Verb</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misplaced possessives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject-Verb Agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronoun Agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjective- Noun Agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition to the above tables, two more tables were used to show the gender differences among the four different levels, L1- L4. One more table was also used to show the sources/ causes of these errors. The format of the table used was as below:
Causes of errors

<table>
<thead>
<tr>
<th>Level</th>
<th>Word Order</th>
<th>Interlingual errors</th>
<th>Intralingual Errors</th>
<th>Others (errors due to teaching method/materials etc.)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>Count</td>
<td>%age</td>
<td>Count</td>
<td>%age</td>
<td>Count</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year</td>
<td>Count</td>
<td>%age</td>
<td>Count</td>
<td>%age</td>
<td>Count</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; year</td>
<td>Count</td>
<td>%age</td>
<td>Count</td>
<td>%age</td>
<td>Count</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; year</td>
<td>Count</td>
<td>%age</td>
<td>Count</td>
<td>%age</td>
<td>Count</td>
</tr>
<tr>
<td>total</td>
<td>Count</td>
<td>%age</td>
<td>Count</td>
<td>%age</td>
<td>Count</td>
</tr>
</tbody>
</table>

Besides the tables, column charts were also used for the sake of making the comparisons between the two different genders and among the four different levels easier.

3.3.2 Language Ability Test (LAT 1)

This particular test was designed to test the learners' abilities to identify errors of word order and concord. The learners were given 24 sentences (where 20 sentences
contain errors of word order and concord and the rest are correct sentences. The learners were asked to read through these sentences and put (✓) mark after the sentence that they thought that it was correct and ( ✗ ) mark after the sentence that they thought that it was incorrect. The learners were also had been asked to correct the errors. The learners were allotted 30- minute- time to complete the test.

Tables and charts were used to show the performances of the four groups in order to be able to make comparisons across levels. The average score of the various parts of the test for every group and also the total scores of each one of the four groups were given in percentages. The Statistical Package for the Social Sciences (SPSS) and Excel Programmes were used for processing of data. The ANOVA was also used for comparing different groups' means. The format below was used to present the data:

<table>
<thead>
<tr>
<th>Errors of word order</th>
<th>Total</th>
<th>Errors of concord</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>%age</td>
<td>Count</td>
<td>%age</td>
</tr>
</tbody>
</table>

| 1st year | | | | | |
|----------| | | | | |
| Males | | | | | |
| Females | | | | | |

| 2nd year | | | | | |
|----------| | | | | |
| Males | | | | | |
| Females | | | | | |

| 3rd year | | | | | |
|----------| | | | | |
| Males | | | | | |
| Females | | | | | |

| 4th year | | | | | |
|----------| | | | | |
| Males | | | | | |
| Females | | | | | |

| total | | | | | |
|-------| | | | | |
| Males | | | | | |
| Females | | | | | |
Further another table will be provided to show the number of those who identified the erroneous sentences but did not correct them (who were counted among those whose answers were incorrect) and those who marked the correct sentences are wrong in each group.

3.3.3 Language Ability Test (LAT2)

This test, as mentioned earlier, was for the purpose of testing the learners' linguistic competence in the target language. It tested certain grammatical structures proved to be problematic for Arab learners of English. Tables and charts were used to show the performances of the four learner groups in order to be able to make comparisons among levels. The Statistical Package for the Social Sciences (SPSS) and Excel Programmes will be used for the processing of data. The ANOVA was also used to compare the different groups’ means.

3.3.4 Questionnaires (learners’ & teachers' questionnaires)

3.3.4.1 Learners' Questionnaire

The learners' questionnaire included responses on a 5-point scale indicating their attitudes and aptitudes towards the usefulness and appropriateness of the English programme, learning strategies they employed when composing in English and other related learning needs. The learners responses were first tallied, and then these data were entered into the Statistical Package for the Social Sciences for windows (SPSS) for processing. The results of the learners' questionnaire helped us find out whether their needs were met or not. The findings obtained from this analysis also helped us in finding out the role of the programme, teaching materials and methods in the errors these learners committed.

3.3.4.2 Teachers' Questionnaire

Like the learners' questionnaire, the teachers' questionnaire also included responses on a 5-point scale. The data obtained from this questionnaire were tallied and presented in tables and figures objectively then they were presented subjectively. The SPSS and Excel Programmes were used for the processing of data obtained from this questionnaire. The teachers’ questionnaire, like the learners’, helped us also find out
whether the programme, materials and methods used for teaching English were satisfactory and whether they helped learners to learn or not. The teachers' responses to this questionnaire were also compared with the learners' responses in order to find out whether the learners were exaggerating about the programme, methods, materials, etc. at the Department of English at Faculty of Education. University of Hodeidah.

Consolidating the results

The results of the qualitative and quantitative analyses will be brought together as to find the extent, the strength or weakness, of the relationships between them. First the results that we would obtain from LAT1 (WO& Concord would be compared with the results of WO & Concord of FCT. These results would be correlated and then ANOVA analysis would be used to find out the extent of the similarities or dissimilarities between them. Then this would be followed by comparing the results of these tests with the results of the two questionnaires to find out whether the programme has anything to do with the occurrences of the learners' errors and with their performances as a whole.