

A comparative and pedagogical assessment of the Egyptian and Saudi EFL freshmen's English performance

Dr. Sahar Abdul Hameed Shishan

Sheraton Higher Institute

Department of Languages & Translation

Abstract

The present study measured the impact of FL grammar instruction on developing the performance of both Egyptian and Saudi EFL freshmen in English grammar. A course of English grammar was separately taught to each group of participants covering all investigated grammar items. Data were separately collected from both groups through the instruments of pre and post tests. For this purpose, an English grammar test was constructed. Its Cronbach Alpha was .92 suggesting high reliability. One way analysis of variance (ANOVA) was conducted to determine differences in grammar performance within and between the two groups of participants in the pre and post tests. Findings showed variance in the performance of FL grammar among Egyptian and Saudi EFL freshmen. The study drew implications for the process of teaching FL grammar in the Egyptian and Saudi contexts.

Keywords: FL grammar instruction, performance in FL grammar, Egyptian and Saudi EFL freshmen

تقويم تربوي مقارنة بين أداء الفرق الأولى المصريين و السعوديين في اللغة الإنجليزية كلغة أجنبية

المخلص

تقيس الدراسة الحالية تأثير تدريس القواعد النحوية للغة الأجنبية على تطوير أداء الطلاب المصريين و السعوديين بالعام الجامعي الأول و الدراسيين للغة الإنجليزية كلغة أجنبية، و قد تم تدريس قواعد النحو لكلا المجموعتين كل على حدى حيث تم تغطية كل القواعد النحوية التي أختبرتها هذه الدراسة ، و تم تجميع البيانات البحثية من كلا المجموعتين كل على حدى باستخدام الأختبارات القبليّة و البعدية حيث كان معامل الثبات و الصدق لتلك الأختبارات ٠,٩٢ ، و تم استخدام تحليل التباين لتحديد الفروق بين و داخل المجموعتين في كلا الأختباريين القبلي و البعدى، و قد أظهرت النتائج تنوع أداء المجموعتين للدارسين المصريين و السعوديين في القواعد النحوية للغة الإنجليزية ، و قدمت الدراسة توصيات لعملية تدريس القواعد النحوية للغة الإنجليزية في كلا السياقين المصري و السعودى .

Background of the study

Knowledge of FL grammar is indispensable for FL learners and is an inseparable component of FL pedagogy (Larsen-Freeman, 2014 and 2015). Not only is grammar instruction vital for the FL communication-based pedagogy, but also for the improvement of FL learners' linguistic competence which covers the main four linguistic skills of listening,

speaking, reading and writing. Grammar instruction intends to improve the accuracy and learning ability of FL learners through the practice of pertinent exercises (Louma, 2009; Ho and Binh, 2014; and Brown and Lee, 2015). The communicative approach to FL teaching is centered on the teaching of meaning while giving little room for the teaching of grammar rules. Thus, FL learners become unprepared to be fluent learners and commit errors in FL grammar. This is due to the fact that they lack knowledge of how to use FL grammar rules properly (Praise and Meenakshi, 2015). Thus, grammar has a major role in FL pedagogy through the teaching of FL linguistic forms and grammar rules. Grammar is an essential part that helps FL learners to communicate successfully and properly. Knowledge of FL Grammar is the main essence behind the realization of FL learners' communicative competence. They can be competent in oral or written communication based on their proper usage of FL grammar rules (Nahid, Ghalae, and Sani, 2015). Therefore, the role of grammar instruction should be sustained in the FL pedagogy because it helps FL learners to monitor their learning of FL grammar rules. Thus, FL learners can correct their grammar mistakes and improve their performance in FL grammar due to the impact of grammar instruction. Therefore, it was felt necessary to investigate the impact of grammar instruction on the improvement of Egyptian and Saudi EFL freshmen's performance in FL grammar.

Problem

The present study discusses the distinguished performance in FL grammar among the Egyptian and Saudi EFL freshmen who are majoring in English at two higher learning institutions in Egypt and Saudi Arabia respectively. The discussion comes in line with an English grammar course taught to them separately over two semesters. The English grammar test covers various rules including different English tenses, the plural markings, tag questions, the passive voice, and relative clauses. The study is based on the grammar rules taught to the participants in order to evaluate how these rules are observed in their performance in the English grammar test. The study describes the participants' performance in FL grammar. It also determines how the participants are successful in performing the English grammar test and how FL grammar instruction can be modified in order to have further improvement of the Egyptian and Saudi EFL freshmen's performance in FL grammar.

Research questions

The study attempts to answer the following questions:

1. How do the Egyptian and Saudi EFL freshmen vary in their performance in the English grammar tests?
2. What are the trouble spots in FL grammar performance of the Egyptian and Saudi EFL freshmen?
3. To what extent does FL grammar instruction lead to the improvement of FL grammar performance among the Egyptian and Saudi EFL freshmen?

Research aims

The present study aims to provide an analysis of the FL grammar performance among the Egyptian and Saudi EFL freshmen. It analyzes the aspects of the participants' FL grammar performance in order to determine their trouble spots in using FL grammar. It also measures the effectiveness of FL grammar instruction in improving the FL grammar performance among the Egyptian and Saudi EFL freshmen.

Significance of the study

The study has a special significance in serving the policy of FL teaching at higher learning institutions in Egypt and Saudi Arabia. It supports the objectives of teaching English to the Egyptian and Saudi English-majoring students. As such, it helps to fulfill the vision and mission of teaching English at the tertiary levels in Egypt and Saudi Arabia. Generally, it is of a special significance to the process of teaching FL grammar to the Egyptian and Saudi EFL learners since it determines the aspects of FL grammar performance among the Egyptian and Saudi EFL learners. Specifically, it introduces implications for teaching FL grammar in the Egyptian and Saudi contexts.

Delimitations

The findings of the present study are mainly delimited to the Egyptian students enrolled at the Department of Languages and Translation, Sheraton Higher Institute and the Saudi EFL students at the Languages and Translation College, Thebes University, Al-Mdinah Al-Monourah. The findings are also useful in guiding the teaching of FL grammar at other Egyptian and Saudi higher learning institutions.

Literature review

Marghany (2014) examined how writing errors vary in terms of gender among the Egyptian EFL learners' writing errors. Data were collected through writing a 100-word paragraph. Descriptive statistics of frequency and percentage were employed to analyze the participants' writing errors. Marghany reported that Egyptian EFL female participants were more competent compared to their male counterparts in writing and they committed less grammatical errors. Marghany explained that there

are two sources of the Egyptian EFL learners' writing errors, namely interlingual and intralingual errors. Marghany classified the indefinite article 'a' omission, redundant use of definite article 'the', and comma omission after a prepositional phrase as interlingual errors. In addition, the intralingual errors comprise overgeneralization of using the verb 'go' regardless of the sentence tense form present or past, lack of using plural forms of nouns as in 'five murder' instead of 'five murders', and overgeneralization of the English capitalization rules.

Khanlarzadeh and Nemati (2016) discussed the effect of using written corrective feedback on the development of Iranian EFL learners' grammatical errors. Thirty three Iranian elementary school students participated in the study. They were divided into a control group (16 participants) and an experimental group (17 participants). The elementary students were chosen to participate in this study because they were motivated to learn and they study specific grammar rules. Data were collected through the instruments of pre-test and post-test. The experimental group participants were provided by written corrective feedback over a period of three months. The findings indicated improvement of the experimental group participants' grammatical accuracy over that of their control group counterparts even though the differences between the two groups were statistically insignificant. The study helped to keep claims against the use of grammar correction open for further discussion. It suggested that written correction feedback was helpful whenever it is focused and applied to a specific number of grammar rules. It refuted the general claims that EFL teachers should not correct the grammatical errors of their learners.

Hajabi (2018) investigated the grammatical errors in writing among the preparatory year Saudi EFL male students at Majmaah University. The study aimed to determine the problematic and challenging grammar rules for the participants and how EFL instructors can treat the grammatical errors in writing. Data were collected through two instruments, namely pre-test and post-test and EFL instructors' questionnaire. In the first instruments forty Saudi EFL male students were divided into a control group and an experimental group with 20 participants each. In the second instrument, 50 EFL instructors were asked to respond to a questionnaire about their perception of their students' grammatical errors. Hajabi concluded that Saudi EFL students had difficulty in writing English paragraph. This is attributed to the passive transfer of their mother tongue, their weak knowledge in the target language and the weak teaching methods applied to those students.

Even though Hajabi attributed the participants' writing errors to the Arabic language negative transfer, Hajabi (2018:1834) recommended "Mother tongue must be considered while teaching second language grammar". Ironically, Hajabi advocated the use of grammar-translation method in teaching English to Saudi EFL students in spite of the fact that their writing errors were attributed to the Arabic language negative transfer. On the contrary to the present study, Hajabi did not also elaborate on the selected syllabus used to teach proper writing to Saudi EFL students. On the contrary to the present study and that of Marghany, Hajabi did not determine the grammatical errors of the investigated participants.

Al-Shihri (2019) examined the effect of active learning strategies on the Saudi EFL male learners' achievement in English grammar. Data were collected from forty five first-year secondary school students in Najran. The participants were grouped into a control group (22 participants) and an experimental group (23 participants). The experimental group participants were taught English grammar by using the active learning strategies while those in the control group were taught by using grammar-translation method. Data were collected by using a pre-test and a post-test where a designed grammar achievement test comprising 20 items was administered to the participants. Data analysis revealed statistically significant difference in the grammar mean scores in favour of the experimental group participants. Al-Shihri concluded that the active learning strategies were effective on the experimental group participants' grammar achievement.

Mansouri and Jami (2019) discussed the students' and teachers' beliefs on the distinction between the isolated and integrated types of form-focused grammar instruction. Data were collected through two questionnaires to measure the harmony and discord between the students and teachers' beliefs on these two types of form-focused grammar instruction. The EFL teachers showed preference of the use of integrated form-focused grammar instruction while the EFL learners preferred the isolated type. The different beliefs of EFL learners and teachers were attributed to different background factors that formed their views. The study showed discrepancies in the perceptions of EFL learners and teachers concerning their attitudes towards formal grammar instruction. The study recommended that both isolated and integrated types of form-focused grammar instruction are complementary and could be synthesized in different learning contexts to develop grammar awareness in the communicative-based language instruction.

Methodology

Participants

Participants are 60 EFL freshmen including 30 Egyptian and 30 Saudi EFL learners who are majoring in English at two different higher learning institutions in Egypt and Saudi Arabia. All participants are given letter and numerical codes in the sense that each participant has a certain specified code to be used for the purpose of statistical analysis. Group A comprised 30 Egyptian participants while group B comprised their Saudi counterparts. Whereas the Egyptian participants were coded E1 through E 30, the Saudi freshmen were given codes ranging from S1 to S 30 (Table 1).

Table 1: Distribution of Participants and Codes

Groups	Nationality	Number	Codes
A	Egyptian	30	E1-E30
B	Saudi	30	S1-S30

The pilot study

The pilot study was carried out to pre-test the instrument of data collection, namely the English grammar test. It was separately conducted on a ten Egyptian and ten Saudi EFL freshmen. The Egyptian participants were enrolled in the Department of Languages and Translation at the Sheraton Higher Institute during the academic year 2017-2018. The Saudi participants were enrolled in the Languages and Translation College, Thebes University, Al-Madinah Al- Monourah during the academic year 2018-2019. The objectives of the pilot study were to: (a) assess the practicability and appropriateness of the English grammar test items in order to give indication whether the items need further refinement; (b) obtain participants' views and suggestions on the grammar test items; (c) determine the level of difficulty inclusive of easiness of the items; and (d) assess the reliability of the English grammar test). The reliability coefficient of the English language test was computed using the statistical programme SPSS. It was .92 suggesting high reliability (Thompson, 2002, and Cohen, Manion and Morrison, 2007).

Data collection instrument

The researcher decided to construct a particular test in order to fulfill the objectives of the present study (Sharma and Poonam, 2017 and Al- Shihri, 2019). The constructed English grammar test (Appendix A) comprised selected items from various grammar books namely Thornbury's (2005) *Uncovering Grammar*, Parrott's (2010) *Grammar for*

English Language Teachers, Murphy's (2015) *Essential Grammar in Use*, and Murphy, Smalzer, and Chapple's (2017) *Basic Grammar in Use*.

The test is divided into two parts covering knowledge of grammar, lexis and syntax. It includes (1) discrete-point exercises (both multiple choice and fill-in-the blank exercises) and (2) grammaticality judgment exercises.

Discrete point exercises:

Discrete-point exercises are considered as the most well-known tests that help determine the grammatical competence of L2 learners. In these exercises, L2 learners are required to demonstrate their knowledge on one point of grammar at a time; and the total performance on these individual points indicate the overall grammatical ability of L2 learners. Discrete-point exercises possess certain desirable characteristics such as they are easy to construct, easy to administer and to score (Carr, 2011). According to Alderson (2000) a discrete-point exercise has other advantages, namely (1) it forces learners to think over and over again of the various rules included in the exercise, (2) the great number of choices would prevent learners from succeeding through guessing, except by fluke, and (3) even the fluke probability is reduced due to the fact that learners might think that they know at least some of the items, so they do not depend on pure guesswork for the complete exercise.

The present study applies two types of discrete-point exercises, i.e. multiple choice and fill-in-the blank exercises. Both types are designed to contain twenty five sentences each. As for the former (i.e. multiple choice exercises), there are twenty five sentences and each sentence has three probable choices represented as A, B, or C. Participants are required to circle the letter which they think represents the correct answer. Multiple choice exercises also include five sentences covering tenses such as the simple past and present tenses, the past, and present perfect tenses, and the past progressive. In the second type of the discrete-point exercises (i.e. fill-in-the blank), participants are required to complete twenty five sentences with the suitable word or words. The second type of discrete-point exercises is divided into five sections.

Grammaticality judgment exercises:

Douglas (2000) and Fulcher (2010) suggested that language proficiency tests should not be devised to ask the common questions: what does the learner know? Or what are the rules he is using? According to Loewen and Sato (2017) in order to describe L2 learners' knowledge of grammar, there should be a description of the system which differs from both systems of first and second languages. In the present study, grammaticality judgment exercises contain 25 groups of English sentences. Each group contains three sentences (A, B, C). Participants are

required to define the grammatically correct sentence in each group. For example:

- A. It rains cats and dogs, isn't it?
- B. It rains cats and dogs, is it?
- C. It rains cats and dogs doesn't it?

The grammaticality judgment exercise covers grammatical items such as:

- "generalized is it"
- Plural marking items
- The present perfect continuous
- Relative clauses (both personal and non-personal)
- The passive voice.

The teaching of English grammar in the two higher learning institutions in Egypt and Saudi Arabia subjects to the courses descriptions approved by the Ministry of Higher Learning in both countries. The teaching of English grammar follows as well the recommended standards of teaching at Cambridge University.

Scoring and data analysis procedures:

The English grammar test score is calculated individually for each participant. The test was marked out of 80 marks where each of the test eighty items bears one mark. For the purpose of comparing the performance of both Egyptian and Saudi groups in the English grammar test, ANOVA is conducted. That is, to indicate whether there is significant difference in the English grammar performance according to the two groups of participants (Egyptian and Saudi EFL freshmen).

Data analysis and results

Being a quantitative study, the results of the pre and post grammar tests and the participants' scores were computed by using descriptive and inferential statistics. Table 2 indicated that the Egyptian EFL freshmen outperformed their Saudi EFL counterparts in the pre and post grammar tests. The finding asserted the privilege of using grammar instruction in teaching and testing grammar performance. This finding is compatible with those reported by Khanlarzadeh and Nemati (2016), Hajabi (2018) and Al-Shihri (2019). Table 2 also indicated that both Egyptian and Saudi EFL freshmen had higher mean scores in the post-test compared to the pre-test. This improvement affirmed the influential role of grammar instruction in enhancing the performance of EFL learners in English grammar. It also indicated the effectiveness of the designed syllabus in developing the participants' performance in English grammar. The

designed syllabus, taught to the two groups of participants after the pre-test, contained selected teaching materials based on the four grammar books introduced earlier and written by Thornbury (2005), Parrott (2010), Murphy (2015), and Murphy et al. (2017). In addition, this result confirmed the validity of the selected grammar test items in measuring EFL learners' performance in English grammar. Thus, researchers are encouraged to design proficiency tests that suit the purposes of their studies instead of simply adopted international tests.

Table 2: Mean scores and standard deviations of all participants in the pre and post tests

Participants	Pre-Test		Post-Test	
	M	SD	M	SD
Egyptian Freshmen	11.9	2.97	14.9	4.07
Saudi Freshmen	9.8	2.71	12.02	3.10

In addition, the analysis of variance (ANOVA) was conducted between the participants' scores in both pre and post grammar tests in order to verify that difference in their scores is statistically significant at the level of 0.5 (Table 3).

Table 3: ANOVA of score differences among participants in pre and post grammar tests

	Sum of squares	df	Mean of squares	F	Sig.
Within groups	211.751	30	115.821	42.401	.000
Between groups	28.456	30	2.577		
Total	240.207	60			

ANOVA indicated that the difference in the mean scores between the Egyptian and Saudi EFL freshmen was statistically significant at the level of 0.05 in the favour of the Egyptian EFL freshmen. As for the trouble spots in FL grammar performance, both groups of participants managed to correct common grammar errors committed in the pre-test. These errors included the past perfect tense, the gerund, and the past continuous tense (Multiple choice exercises), different forms of 'verb to do' (fill-in-the blank exercises), the passive voice, plural markings, and relative clauses (grammatically judgment exercises). In addition, the Egyptian EFL freshmen's performance in English grammar was

distinguished from that of their Saudi counterparts in certain rules, namely the present perfect continuous, preposition, will and would for probability, the present and past simple tenses, and the tag questions. This finding confirmed the common grammatical writing errors reported by Marghany (2014).

Teaching Implications

The identification of the Egyptian and Saudi EFL learners' FL grammar errors helps devise certain learning materials that handle and give remedy for such errors. It is the role of the English curricula planners to provide various materials that help Egyptian and Saudi EFL learners avoid making and repeating such errors. Certainly, those materials should vary according to the learning stage of the targeted Egyptian and Saudi EFL learners from the primary through secondary school stages. They should also observe the sequence of acquiring English rules among EFL learners as described by Cook (2008) which contradicts Krashen's (1982) claim that it is not necessary to make the L2 grammatical acquisition in a sequential order because that can lead to harmful results. This sequence includes 'plural -s', 'progressive -ing', 'copula forms of be', auxiliary forms of be', 'definite and indefinite articles', 'irregular past tense', 'third person-s' and 'possessive 's'. In addition, Egyptian and Saudi EFL learners should be trained not to think in Arabic when attempting to comprehend the FL grammar rules. FL teachers are also encouraged to provide written corrective feedback to correct the grammatical errors of their Egyptian and Saudi EFL learners, particularly which that feedback address a certain number of grammar rules.

Suggestions for further research

Various studies can be carried out to investigate the following topics:

- Social factors contributing to the grammar errors of the Egyptian and Saudi EFL learners. They include, among others, motivation and attitudes towards learning English.
- Elements of the context of learning which include the EFL teachers' training and teaching methods to be applied in the classrooms.
- Potential errors of the Egyptian and Saudi EFL learners when speaking English.
- Specific studies can investigate the grammar errors of the Egyptian and Saudi EFL learners who are studying English for specific purposes such as business, tourism, hotel...etc.

Conclusion

1. How do the Egyptian and Saudi EFL freshmen vary in their performance in the English grammar tests?

Although both groups of participants improved their performance in the grammar post-test compared to the pre-test, the Egyptian EFL freshmen showed superiority over their Saudi counterparts in the two tests final scores. The differences between the two groups' performance in FL grammar were statistically significant confirming the higher performance of the Egyptian EFL freshmen compared to the Saudi participants at the level of 0.05.

2. What are the trouble spots in FL grammar performance of the Egyptian and Saudi EFL freshmen?

The trouble spots of the two groups' performance in the pre-test comprised certain grammar rules. These grammatical errors covered various rules and varied among the different types of exercises. In the multiple choice exercises, these errors include tenses like the past perfect tense, and the past continuous tense and the use of gerund. In the fill-in-the blank exercises, both groups of participants did not show ability in answering questions covering the use of different forms of 'verb to do'. In the grammaticality judgment exercises, the grammatical errors of both groups include the passive voice, plural markings, and relative clauses. However, both Egyptian and Saudi EFL freshmen managed to correct such errors in the post-test. On the contrary to the Egyptian EFL freshmen, the Saudi EFL freshmen's errors centered in the post-test on the present perfect continuous, preposition, will and would for probability, the present and past simple tenses, and the tag questions.

3. To what extent does FL grammar instruction lead to the improvement of FL grammar performance among the Egyptian and Saudi EFL freshmen?

The designed grammar syllabus was found effective in improving both groups' performance in the grammar post-test compared to the pre-test. The Egyptian and Saudi EFL freshmen's mean scores in the post-test were higher than those in the pre-test. This finding affirms the fact that grammar instructions are indispensable for the improvement of both groups' performance in FL grammar. It also indicates that the design of FL grammar syllabi should be based on authentic grammar textbooks taught in reputable higher learning institutions like Cambridge University. The finding also draws attention to the importance of training EFL learners to comprehend English grammar rules using a variety of exercises like discrete-point exercises (including both multiple choice and fill-in-the space exercises) and the grammatically judgment exercises. The various grammar exercises give EFL learners opportunities to apply

the taught grammar rules in different ways and forms. The varied grammar exercises enhance the EFL learners' comprehension of the grammar rules and hence improve their performance in FL grammar.

References

- Alderson, J. C., (2000). *Assessing Reading*, Cambridge: Cambridge University Press.
- Al-Shihri, K. A. (2019). The Effect of Using Active Learning Strategies on Secondary EFL Learners' Grammar Achievement. *American Journal of Educational Research*, Vol. 7, No. 4, 309-312
- Brown, H. D. and Lee, H. (2015). *TEACHING by PRINCIPLES; An Interactive Approach to Language Pedagogy*. United States: Pearson.
- Carr, N., (2011). *Designing and Analyzing Language Tests: A Hands-on Introduction to Language Testing Theory and Practice*, Oxford: Oxford University Press.
- Cohen, L., L. Manion and K. Morrison (2007). *Research Methods in Education*. New York: Routledge.
- Cook, Vivian (2008). *Second Language Learning and Teaching*. London: Routledge, www.routledge.com
- Douglas, D., (2000). *Assessing Languages for Specific Purposes*. Cambridge: Cambridge University Press.
- Fulcher, G., (2010) *Practical Language Testing*, London: Hodder Education.
- Hajabi, B. S. (2018). Grammatical Errors in Paragraph Writing. *International Journal of Trend in Scientific Research and Development*, 2, 5, 1830-1834.
- Ho, P. V. and Binh, N. T. (2014). The Effects of Communicative Grammar Teaching on Students' Achievement of Grammatical Knowledge and Oral Production. *English Language Teaching*, 7(6). 74-86.
- Khanlarzadeh, M. and Nemati, M. (2016). The Effect of Written Corrective Feedback on Grammatical Accuracy of EFL Students: An Improvement over Previous Unfocused Designs. *Iranian Journal of Language Teaching Research*, 4, 2, 55-68.
- Krashen, S. D. (1982). *Principle and Practice in Second Language Acquisition*. California: Pergamon Press Inc.
- Larsen-Freeman, D. (2014). Teaching Grammar. In M. Celce-Murcia, D. M. Brinton & M. A. Snow (eds.), *Teaching English as a Second or Foreign Language* (4th edn). Boston, MA: Heinle/Cengage Learning, 256–270.
- Larsen-Freeman, D. (2015). Research into Practice: Grammar learning and Teaching, *Language Teaching*, 48,2, 263-280.

- Loewen, S., and M. Sato (2017). *The Routledge Handbook of Instructed Second Language Acquisition*. London: Routledge.
- Louma, S. (2009). *Assessing Speaking*. New York: Cambridge University Press.

- Mansouri, B., and Jami, P. Y. (2019). Teachers and Learners' Views on Isolated vs. Integrated Form Focused Grammar Instruction: A Comparison of Two Contexts. *The Electronic Journal for English as a Second Language*, 23, 3, 1-18.

- Marghany, M.M. (2014). Investigating the Impact of Gender on Egyptian EFL Freshmen's Writing Errors, *Bulletin of The Faculty of Arts, Assiut University*, Vol. 47, 9-43.

- Murphy, R. (2015). *Essential Grammar in Use*. Fourth edition. Cambridge: Cambridge University Press.
- Murphy, R., R. Smalzer, and J. Chapple (2017). *Basic Grammar in Use*. Fourth edition. Cambridge: Cambridge University Press.
- Nahid, Y., Ghalae, A. F., and Sani, S. Y. (2015). The Effect of Teaching Grammar through Consciousness Raising Tasks on High School English Learners' Grammatical Proficiency. *Mediterranean Journal of Social Sciences*, 6(3), 401-413.

- Parrott, M. (2010). *Grammar for English Language Teachers*. Cambridge: Cambridge University Press.
- Sharma. H. L., and Poonam. (2017). Construction and Standardization of an Achievement Test in English Grammar. *International Journal of Advanced Educational Research*, 2, 5, 230-235.
- Thompson, B. (2002) What Future Quantitative Social Science Research Could Look Like: Confidence Intervals for Effect Sizes. *Educational Researcher*, April, 25–32.
- Thornbury, S. (2005). *Uncovering Grammar*. Oxford: Macmillan Education.

Appendix A

The English Grammar Test

Nationality: Egyptian ()/ Saudi ()

Code:

1. Discrete-point exercises

A. Multiple Choice:

Choose the correct answer in the following sentences a, be or c:

1. By the time the police turned up, the thieves with the money
a. have got away b. had got away c. got away
2. While Tom's hair, the barber talked about fishing.
a. cutting b. cut c. cuts
3. That is, the second time, I You to be quiet.
a. tell b. told c. have told
4. He watched TV, In a chair.
a. sitting b. sits c. sit
5. I Of thirst, but someone found me and gave me water.
a. die b. was dying c. had died
6. At that moment, superman on the scene.
a. appears b. has appeared c. appeared
7. to the lake on a hot day is pleasant.
a. going b. go c. went
8. Because of intelligent, Mary learnt geometry quickly.
a. been b. being c. be
9. a language requires time and effort.
a. learn b. learnt c. learning
10. Everyday he to school on foot.
a. go b. goes c. went
11. Among human beings everywhere there are always some who are superior
.... others.
a. to b. at c. of
12. This mode of behavior is not compatible what we expect of such a man.
a. with b. to c. of

2. Fill-in-the blank exercises

1. Complete the following sentences using suitable forms of "verb to be"

1. He a teacher two years ago.
2. Now he an engineer?
3. Yesterday, he ... absent.
4. Both Frank and Jane teachers.
5. Neither Mike nor Barbara ... in London last year.

2. Complete the following sentences using the suitable forms of "verb to do"

1. How they go to the party last night?
2. She not know anything about that crime.
3. Miss. Smith not post the letters yesterday.
4. What Peter do when he was on holiday?
5. Mr. Henry Not play golf.

3. Fill each of the blank with suitable preposition

1. There will be no fear us about further education over there.
2. If there is not much freedom ... speech, life may be intolerable.
3. Because of the increased popularity ... English, more students are entering English-medium schools.
4. After a fierce fight the dragon proved to be no more match the monkey.
5. Our outlook life should be broaden.

4. Fill each of the following sentences with a suitable relative clause or a suitable preposition plus a relative clause

1. I met the teacher brother is our ambassador in Thailand.
2. He stays in a house, a murdering crime has occurred.
3. Inflation is continuing to rise, means that the economy is still a long way from recovery.
4. Mary Queen, invented the mini-skirt fashion, is still producing new designs.
5. These cassette players, the output is 25 Watts, lead the field in-car entertainment.

5. Complete the following sentences using *will* or *would*

1. When he wants to work, he Sit at his desk for hours on end.
2. He is very talkative and just not keep his mouth shut when we have company.

3. The tent I used to take on camping trips was flimsy and it let the rain in if there was a heavy downpour.
4. When I lived in Spain, I go for a walk in the morning before work.
5. My wife does not like meat very much and she certainly not eat unless it is completely cooked.

3. Grammaticality judgment exercises

These types of exercises contain 25 groups of sentences. Each group includes three sentences with two of them grammatically incorrect. Put a tick before the sentence which you believe it is the correct one within each group.

1.
 - A. It rains cats and dogs, isn't it? ()
 - B. It rains cats and dogs, is it? ()
 - C. It rains cats and dogs, does it? ()

2.
 - A. She has got two brothers and one sister, hasn't she? ()
 - B. She has got two brothers and one sister, has she? ()
 - C. She has got two brothers and one sister, is she? ()

3.
 - A. It would rain all the night and it is still rain ()
 - B. It rain all the night and it is still raining ()
 - C. It has been raining all the night and it is still raining. ()

4.
 - A. The ministry of education will adopt two different types of curricula next year. ()
 - B. The ministry of education will adopt two different types of curriculum next year. ()
 - C. The ministry of education will adopt two different type of curriculum next year. ()

5.
 - A. Ladies and gentlemen, you are our guests tonight. ()
 - B. Ladies and gentlemen, you are our guest tonight. ()
 - C. Ladies and gentlemen, you are tonight, our guest. ()

- 6.
- A. They increased their offer from 5% to 10%,
who surprised everyone ()
- B. They increased their offer from 5% to 10%,
whose surprised everyone ()
- C. They increased their offer from 5% to 10%,
which surprised everyone ()
- 7.
- a. I have be given a car ()
- B. I have been given a car ()
- C. I have given been a car ()
- 8.
- A. The next four page were stuck tight together and could not peel apart
()
- B. The next four page were stuck tight together and could not peeled apart
()
- C. The next four pages were stuck tight together and could not be peeled apart
()
- 9.
- A. They have become so insensitive that they are even alienated from their
friends ()
- B. They has become so insensitive that they are even alienated from their
friends ()
- C. They has become so insensitive that they even alienated from their friends
()
- 10.
- A. Life is full of enigma, many of which will never be explained ()
- B. Life is full of enigmas, many of which will never be explained ()
- C. Life is full of enigmas, which of many will never be explained ()
- 11.
- A. The terrorist prevented from boarding the plane ()
- B. The terrorist were prevented from boarding the plane ()
- C. The terrorist was prevented from boarding the plane ()
- 12.
- A. To born earlier than 1945 would be unfortunate, because you would have
had to undergo world war ()

B. To be born earlier than 1945 would be unfortunate, because you would have had to undergo world war ()

C. To was born earlier than 1945 would be unfortunate, because you would have had to undergo world war ()

13.

A. The letter was address to the manager, but it was handed over to the receptionist by the messenger ()

B. The letter were address to the manager, but it was handed over to the receptionist by the messenger ()

C. The letter was addressed to the manager, but it was handed over to the receptionist by the messenger ()

14.

A. Where the job is concerned, the pay is only one consideration and payment is another ()

B. Where the job concerned, the pay is only one consideration and payment is another ()

C. Where the job concerned, the pay is only one consideration and payment is other ()

15.

A. The architect said to have been responsible for the disaster ()

B. The architect is said to have been responsible for the disaster ()

C. The architect say to have been responsible for the disaster ()

16.

A. She has been ringing the bill for five minutes ()

B. She ring the bill for five minutes ()

C. She ringing the bill for five minutes ()

17.

A. He does his homework since 5 o'clock and still doing it () B. He did his homework since 5 o'clock and still doing it ()

C. B. He has been doing his homework since 5 o'clock and still doing it ()

18.

A. There are many books on the shelf ()

B. There are many book on the shelf ()

C. There is many books on the shelf ()

19.
A. These children are very clever that they can play many game ()
B. These children are very clever that they can play many games ()
C. These children is very clever that they can play many games ()
20.
A. I prefer two spoon of sugar ()
B. I prefers two spoons of sugar ()
C. I prefer two spoons of sugar ()
21.
A. You are a student, are you? ()
B. You are a student, you are ? ()
C. You are a student, aren't you? ()
22.
A. They don't know him, don't they? ()
B. They don't know him, they don't? ()
C. They don't know him, do they? ()
23.
A. They played football yesterday, do you? ()
B. They played football yesterday, don't you? ()
C. B. They played football yesterday, didn't they? ()
24.
A. The students, all of who are from Saudi Arabia,
Will leave this week ()
B. The students, who of all are from Saudi Arabia,
Will leave this week. ()
C. The students, all of whose are from Saudi Arabia,
Will leave this week ()
25.
A. The boy was selected to play in the team, who pleased him enormously
()
B. The boy was selected to play in the team, which pleased him enormously
()
C. The boy was selected to play in the team, whose pleased him enormously
()