

VOCABULARY PROFICIENCY IN ENGLISH OF  
STUDENTS IN THE PRIMARY TEACHERS' CERTIFICATE COURSE

Dissertation

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Note on the system of references used in this work:

All references, as annotated in a chapter, are given in a list at the end of the chapter in this form, eg. (a reference from the list at the end of Chapter 1):

4) Lanham (28) p.289

In this system, 4) refers to annotation in the text, and (28) refers to the item in the bibliography, viz.

(28) Lanham, L.W., "English as a Second Language since 1820",  
English-Speaking South Africa Today, A de Villiers (ed) (Cape Town:  
 O.U.P., 1974)

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ABSTRACT

Title: "Vocabulary proficiency in English of students in the Primary Teachers' Certificate course".

Dissertation submitted in fulfilment of the requirements for the degree of Master Education of Rhodes University by Brian Harlech-Jones, in January, 1981.

This work investigates vocabulary proficiency in English of a group of students in the Primary Teacher's Certificate course. It is shown that this is the major certification course for teachers in Black education in South Africa, and that primary school teachers are the major source of English for Black pupils for a considerable period, if not for the duration, of their school education. The quality of the teachers' English thus has a major influence on that used by the pupils. In addition to the established needs for proficiency in a national and international medium such as English, it is emphasized that, with the increasing use of English as a medium of instruction, a lack of proficiency will adversely affect general scholastic achievement.

The investigation proceeds by two means: (1) a series of vocabulary tests and (2) an error analysis (lexis and morphology), based on scripts produced by the same group to whom the tests were administered.

Prior to the presentation of the tests and the results and conclusions, there is a discussion of what constitutes vocabulary. This is introduced by a discussion of the dichotomy 'structure/lexis', primarily by reference to the writings on structuralism by Charles Fries. This discussion shows that the progress in vocabulary study is intimately related to the as-yet undeveloped state of investigations into the semantics of the language. There is a reference to the role of frequency-counts in vocabulary teaching with specific reference to Michael West's General Service List of English Words. In the absence of other prescribed standards of attainment in vocabulary, the General Service List serves as control for the tests, and is itself under examination as a possible major resource for vocabulary teaching.

It is shown that structuralism has produced the instructional method known as 'audio-lingualism', which has gained wide credence, not least in the educational system through which the subjects of this study have passed. The contributions and defects of this method are discussed, with particular reference to its deleterious effect on vocabulary teaching. It is shown that vocabulary teaching becomes increasingly important in the later stages of language learning. There is reference to the current emphasis on 'communicative' language teaching/learning, and it is shown that a major area of application is in the presentation of materials which embody an 'across-the-curriculum' approach.

The Pre-Tests are concerned only with the four major 'parts of speech' and use only items from the General Service List ('G.S.L'). A particular feature is the development of tests based on the 'partial productivity of lexical rules', which proved significantly effective in distinguishing between testees of high and low proficiency.

The Final Tests, compiled from items which discriminated successfully in the Pre-Tests, are presented, and a Post-Final Test form of ultimately successful items is provided.

There is a brief theoretical discussion of Error Analysis, and this is followed by the presentation of the categorization of lexical and morphological errors extracted from a corpus produced by the same group which provided subjects for the tests. There is comment on this categorization, which points to both the usefulness and shortcomings of such data.

Amongst the conclusions and recommendations are the following: that vocabulary teaching has languished, both because of present inadequacies in semantic investigation, and because of the predominance of structuralism; that vocabulary teaching is important throughout, but particularly in the post-initial stages; that word-counts (specifically the G.S.L.) have a valuable place in vocabulary teaching, as controls, prompts and suppliers of resource material; that there is a wide range of proficiency amongst these

subjects, even within the limits of a word-count such as the G.S.L. (the most frequent 2000 'words' in English, with a semantic count, and related items formed by various processes); that this range of proficiency and the shortcomings shown are disturbing in teachers-in-training, who are also in their eleventh and twelfth years of formal instruction in English; that there is further cause for concern when it is remembered that their pupils will need English for success in a number of subjects, and will be instructed in English mainly by teachers drawn from this group; that there is some evidence of a relationship between vocabulary proficiency and the frequency of items in the G.S.L. (reinforcing the suggestion that the G.S.L. is a useful 'teaching tool'); that the categorization of errors shows that mastery of the contents of the G.S.L. would, in theory, eliminate the great majority of errors attested in the categorization, and that mastery of even the most common areas of lexis and lexical formation cannot and should not be taken for granted; and that acquaintance with the contents of a word frequency-count, and with categorizations of errors, will sharpen teachers' perceptions as to the nature of their task and the directions in which vocabulary teaching should proceed.

## CHAPTER 1: Introduction

### 1.1 Preamble

The purpose of this study is to evaluate vocabulary (lexical) proficiency in English amongst a group of Xhosa-speaking students in the Primary Teachers' Certificate course. In doing this, two approaches are used: (1) a series of vocabulary tests administered to a group of about one hundred students, who were, at the time of the first tests (August 1978) in their first year of studies in the two-year P.T.C. course; and then a follow-up with final tests (containing items which discriminated successfully in the first or pre-tests) administered to a more carefully selected group of about fifty testees selected from the same year-group of students, who were in their second year of study (August 1979); and (2) a lexical and morphological error analysis, based on 'composition and letter' scripts produced in June 1978 by the complete year-group of students (i.e. the complete group, from which testees were selected for the tests previously mentioned).

The subjects of this study were all students at Lovedale Training School, at Alice, in the Eastern Cape/Giskei, in the years 1978-1979. Successful candidates graduated at the end of 1979, having completed requirements for the Primary Teachers' Certificate.

Students enrol for the P.T.C. course after having successfully completed ten years of formal education (i.e. post-Standard 8/Form 111). The P.T.C. course thus parallels the two years of 'matriculation' or Senior Certificate study in the high school.

The writer knows of no studies which describe the relative academic merits of students in the P.T.C. and Senior Certificate courses, but, while able students do enrol for the P.T.C. course, the impression is that by far the majority of able students do not deviate into the P.T.C. course after completing Form 111, but continue with conventional high school studies. Thus, while it can be claimed that this study makes valid and useful statements about the vocabulary proficiency of students in the P.T.C. course, it cannot be claimed (without verification) that it does so for students in Forms IV and V.

### 1.2 Statistics for teacher training

An indication of the importance of the P.T.C. course in producing teachers for the Black educational systems of South Africa, the following figures are quoted for enrolments in teacher training in March 1978, the year in which the subject of this study enrolled for the P.T.C. course.

	<u>1st year</u>	<u>2nd year</u>
<u>Pre-Primary Teachers' Course</u>	17	0
<u>Primary Teachers' Course</u>	8184	6082
<u>Junior Secondary Teachers' Course</u>	940	747
<u>Senior Secondary Teachers' Course</u>	98	0
<u>Specialist and Trade Teachers' Courses</u>	<u>95</u>	<u>7</u>
	<u>7334</u>	<u>6836</u>

Presuming that all first-year students who enrolled in March 1978 successfully completed their studies at the end of 1979, the proportion of P.T.C. graduates of the total number would have been 84.31%

The number of university graduates who planned to, or did, become teachers during 1978-80 is not known; but the number is very small. In June 1978, there were 199 students enrolled in Education degree and diploma courses at the three Black universities (i.e. Fort Hare, The North, Zululand). Further, the total number enrolled in the traditionally teaching-orientated fields of study Art, Music, Library Science and Pure Science was 1765. Presuming that these courses are all three years in duration, one could thus calculate that no more than approximately 588 students graduated in these fields of study in 1978 (almost certainly too high, given the drop-out rate over three years) Bearing in mind that the figure for students engaged in studies for Education degrees and diplomas includes total enrolment in 1978 (not only potential graduates at the end of that year) and that an unknown percentage of potential graduates at the end of 1978 in the other fields of study enter teaching, the number of university-trained students entering teaching in 1978-1980 is obviously only a small addition to the total given above for enrolment in non-university studies.

The above figures for enrolment in non-university teacher-training courses do not include students in the independent states of Transkei and Bophuthatswana (they do include all the self-governing 'homelands' or 'national states' ) Nor do they include figures for S.W.A./Namibia.

Thus, of non-university student teachers enrolled in 1978, P.T.C. -students formed about 84% of those likely to graduate as qualified teachers a year later. With university-trained students included, the percentage would be lower, but definitely not substantially so. Any study of a group of students in the P.T.C. course is therefore concerned with the largest group of teachers in training in Black education. Figures are not available to show what percentage of teachers

later upgrade their qualifications, but the number is known to be depressingly small; while age and experience will add improvements in knowledge and skill, a study of students in the P.T.C. course thus attests prospective teachers at the high point of their training for a professional or academic qualification

While it is inevitable that a portion of P.T.C. - trained teachers have to be employed in the high schools, the large majority become primary school teachers. With regard to the teaching of English, this is significant because the teacher is often the pupil's first substantial contact with English, and because it is in the primary school that English is first used as a medium of instruction. Any deficiencies in the teachers' English will thus inhibit their pupils' mastery of English in general, but more seriously, will inhibit the pupils' ability to acquire the linguistic and conceptual frameworks necessary for success in other subjects of the curriculum.

### 1.3. Proficiency in English

There are no major studies of the proficiency in English of P.T.C. students and teachers with this qualification, but Lanham (1970) reports as follows:

"A specially devised test of proficiency in spoken English applied to teachers in training in six institutions in all parts of the country, yielded results such as the following: of 178 trainees, 153 could not name correctly the hands of a clock (although telling time is normally taught in primary schools). Their answers revealed such gross points of mother-tongue interference as the 'horns' or 'wings', or 'sticks' of the clock. In a test devised to ascertain their grasp of the meaning of carry, in contrast with that of hold, 62 failed to use the word correctly.

Such lack of competence was not always the case, and Lanham argues that for over a century the general standard of English amongst Black students and teachers was markedly high:

"The missionaries educated an elite group of men and women with high competence in English, a deep insight into the world of English ideas and a strong language loyalty to English...The tradition and the high levels of competence it implies, have been extensively eroded in the past quarter century by educational policy and the decline of English teaching as a vocation for English-speaking South Africans".<sup>4</sup>

Hartshorne paints the following picture of the contemporary situation:

"...wherever they (the pupils) come from, however, and whatever school they attend.. their contact with English before coming to school has been minimal if not non-existent. For many the first English they hear is that of the Black teacher in the Sub A class, and for most the only English they hear for the next four to seven years is that spoken in the classroom - and in this classroom they compete with at least 50 other children for the attention and help of the teacher." <sup>5</sup>

#### 1.4. The General Service List of English Words.

Observation and report thus attest, and personal experience supports, that the position of English in Black education is far from happy, and that standards of English in teacher training promise nothing by way of improvement. This study thus sets out to describe the competence in vocabulary of a group of P.T.C. students in order that a more scientific and comprehensive statement might be available. In doing so, it was necessary to develop tests which would, hopefully, be valid (now and later) as tests of vocabulary proficiency; in addition, it was necessary to have some standard against which proficiency could be measured. For this purpose, in the absence of officially-prescribed standards, M. West's A General Service List of English Words <sup>6</sup> was chosen. It was felt that the vocabulary of this G.S.L. would serve the students very adequately (with the exception of certain areas of special register) and that mastery of the contents was not an unreasonable aim after more than ten years of formal instruction in English.

The General Service List has a dual role in this study: 1) It is used in the absence of other, officially-prescribed standards of attainment in English vocabulary; 2) It is suggested that, not only in the light of the absence of other prescribed standards of attainment, but also in its own right, the G.S.L. can be integrated into vocabulary teaching and can serve as a measure of proficiency. Thus, as will be seen, in this study the G.S.L. is itself under investigation as a suitable 'teaching tool'.

#### 1.5. Why an investigation of vocabulary proficiency?

Why is proficiency in vocabulary the concern of this study? In the first place it was felt that a study of this size should best concern itself with making a comprehensive statement about one distinct area of language ability, rather than spreading itself thinly across a number of areas. Secondly, and more important,

it was felt that vocabulary teaching is a much neglected area in general, and that it is particularly important in the later stages of formal instruction in a second or foreign language. Chapter 2 of this study attempts to answer the question 'What is Vocabulary?' and reveals that linguists are increasingly conscious that it is time that far more attention should be given to describing the semantic nature and patterns of languages. Vocabulary teaching will only advance significantly when semantic descriptions of the language are improved. Chapter 3 suggests that ESFL teaching in the recent time has suffered from an overdose of structuralism and its related teaching methodology, audio-lingualism, which has had the effect of distracting attention from the importance of vocabulary acquisition for the later stages of language learning. Part of Chapter 7 (Error Analysis) investigates the question of error gravity, and suggests that there is a large discrepancy between the perceptions of language teachers and lay users of the language about the importance of lexical errors; the conclusion is that lexical errors are more serious, and therefore more worthy of attention, than has hitherto been recognized.

The manifesto of this study can be found in the observations made by E.A. Leventson in his article "Second Language Acquisition: Issues and Problems"<sup>7</sup> Leventson's article is quoted in other chapters of this study, but such is the importance of what he has to say, and so relevant is it, that no excuse need be made for quoting here at some length. Leventson says:

"For some years now the study of second language lexical acquisition has been languishing in neglect. Most of the second language acquisition research has been concerned with grammar. There has been some study of phonology. But of the study of lexical acquisition there is hardly anything... 'Neglect' is perhaps an understatement; one might almost say that second language lexical acquisition has been a victim of discrimination."<sup>8</sup>

Leventson supports this by noting that investigations into 'language' or 'interlanguage' really mean 'grammar', and quotes bibliographies of error analysis and contrastive analysis studies to show that, amongst the substantial output in recent times, there is an almost universal neglect of studies of lexical acquisition. This is equally true for the new area of interest known as 'interlanguage' studies. Leventson concludes his introduction by stating:

"The reasons for this neglect, or discrimination, are not hard to find. In part it derives from the emphasis placed, both by language teaching methodologists and language acquisition researchers, on the beginning stage. Granted the common, yet probably mistaken, belief that 'vocabulary acquisition can be delayed until a substantial proportion of the grammatical system has been learned' (Wilkins: 1972), it has seemed natural to concentrate on grammar. Certainly the interesting problems in lexical acquisition begin to arise with intermediate to advanced learners. But the main reason for the neglect of lexical acquisition is the neglect of vocabulary study by linguists in general and psycholinguists in particular. The linguists prefer grammar and phonology since these can be analysed scientifically, as structured systems, unlike vocabulary which until very recently has - with insignificant exceptions like kinship terms - almost defied systematic structural analysis. And the psycholinguists have been reacting against the earlier tendency of learning-theory-oriented linguists to concentrate on vocabulary learning, explainable as associative learning, rather than grammar acquisition which needed rules."<sup>9</sup>

#### 1.6. Summary

In summary, therefore, this study: 1) Stems from a concern about standards of instruction in English in Black schools and in teacher-training institutions, and the proficiency in English of teachers, and specifically teachers-in-training; 2) Is concerned with the quality and status of vocabulary teaching; 3) Seeks to define the vocabulary proficiency in English of a group of students in the Primary Teachers' Certificate course by (a) developing a set of vocabulary tests and (b) making an analysis of lexical and morphological errors; 4) Suggests that a prescribed standard of attainment in the mastery of English vocabulary is useful, and to this end employs and examines M. West's A General Service List of English Words.

#### References

- |                                |                         |
|--------------------------------|-------------------------|
| 1) <u>Educamus</u> (10) p.20   | 6) West (48)            |
| 2) <u>Educamus</u> (11) p.20   | 7) Leventson (30)       |
| 3) <u>Lanham</u> (27) p.253    | 8) <u>Ibid.</u> , p.147 |
| 4) <u>Lanham</u> (28) p.289    | 9) <u>Ibid.</u> , p.148 |
| 5) <u>Hartshorne</u> (18) p.26 |                         |

## CHAPTER 2: Vocabulary

### 2.1 Fries and the Structural Approach

In testing vocabulary, and in presenting an Error Analysis of vocabulary, the crucial question is: What is vocabulary?

A suitable starting point is the seminal work of Charles Fries as presented in The Structure of English.<sup>1</sup> This is pre-eminently a representative of structuralism, concentrating entirely on a description based only on form and structure, deliberately eschewing prescription or traditional notions. It is also deliberately naive, in that it attempts to describe the basic constituents of the language without preconceptions and as far as possible by not employing intuition or pre-knowledge.

In his introduction he defines his task as

"an attempt to apply more fully, in this study of sentence structure, some of the principles underlying the modern scientific study of language".<sup>2</sup>

It will be shown later that one mark of Fries's determined break with the pre-scientific linguistic past is his avoidance of old labels in describing his "classes" and groups; but that his idiosyncratic nomenclature is no longer necessary, so firmly have the basic principles of structuralism been absorbed into more recent grammars. However, Fries's initial complaint is still valid over a quarter of a century later:

"the cultural lag in assimilating the results of this modern scientific study of language has been so great that the views and practices of a prescientific era still dominate our schools!"<sup>3</sup>

In analysing many hours of recorded conversations, amounting to over 250,000 running words, Fries first set himself the task of defining the sentence or, as he developed the term, an utterance. It is his conclusion that

"Practically all of (the) tremendous labour which has concerned itself with defining the sentence as a grammatical unit has approached the problem of analysis by way of the meaning or thought content!"<sup>4</sup>

Noting the unacceptability of this approach, as evidenced by continual argument and dispute, he rejects "meaning content" as a basic approach to defining the English sentence. He notes, for instance, that the same meaning content is expressed by the mother supports him and his mother's support, but that the second may occur as part of a larger utterance (his mother's support enabled him

to devote himself to music'). His conclusion is that it is matters of form, not meaning content, which distinguish expressions which occur as separate utterances, and those which occur as part of larger units.

As starting point, Fries accepts Bloomfield's definition of the sentence as "...an independent linguistic form, not included by virtue of any grammatical construction in any larger linguistic form."

Fries begins his investigation with the term utterance:

"the easiest unit in conversation was the talk of one person until he ceased and another began!"<sup>5</sup>

However, not every such "utterance unit" could be assumed to contain a "single free utterance," or a "minimum free utterance." Using the concepts of Stimulus (situation) and Response, he noted that all of his recorded utterances either began conversations or occurred as responses. Having sorted out all "single free utterance units", Fries then set about distinguishing those that were "single free utterances" and those that were made up of "two or more single free units." Responses were distinguished as 'oral', 'action' or 'continued attention'. Finally, there were those that did not elicit particular responses from hearers: the "non-communicative utterance unit".

Free utterances were those that elicited the above responses.

Fries then turns his attention to the question of whether sentence analysis is to be by meaning or by form. He rejects starting with total meaning and using this meaning as the basis for the analysis -

"an analysis that makes no advance beyond the ascribing of certain technical terms to parts of the meaning already known" - as belonging to "a prescientific era",<sup>6</sup> and goes on to state that the total linguistic meaning of an utterance consists of lexical meanings plus structural meanings:

"grammar of a language consists of the devices that signal structural meanings."<sup>7</sup>

He notes that the method of his analysis starts from a description of formal devices and their significant patterns and arrives at structural meanings as a result of the analysis. Fries's rigorously formal approach is best exemplified by his statements that "An English sentence then is not a group of words but rather a structure made up of form-classes or parts of speech. In

order to know the structural meanings signalled by the formal arrangements... one need not know the lexical meanings of the words but he must know the form-classes to which the words belong."<sup>8</sup>

Following a discussion of structural meanings and markers, Fries defines the constituents of structure as

"relative positions, accompanying function words, contrastive patterns of the shapes or forms of the words themselves, corresponding forms of other words, substitute forms with which the words themselves correlate - that is, those which are substitutable for the particular utterance."<sup>9</sup>

Fries thus distinguishes between "structure words" and "function words".

The former are the large form-classes or parts of speech which have various formal markers as outlined above: "Each part of speech... is marked off from other parts of speech by a set of formal contrasts".<sup>10</sup>

There are four classes of structure words. In order to distance himself from the traditional, notional definitions, Fries calls these Classes 1-4, but modern grammars, while retaining and building upon the insights and structural approaches of authorities such as Fries, have continued to use the terms "noun, verb, adjective, and adverb."

Fries sets up "frames" to test and assign items to each of the four classes. He rigorously avoids using "meaning" in assigning the substitutions in each frame, asserting that

"the use of the technique of substitution in investigation always demands control of certain features of 'meaning'. The investigator must, in some way, either through an informant or by using his own knowledge, control enough of a particular kind of meaning to determine whether the frame is the 'same' or 'different' after any substitution is made. In the substitution process used here a knowledge of the control of the structural meaning of each frame used is essential."<sup>11</sup>

The "frames" will not be given here; they are extensive, and can most conveniently be consulted in Fries's work itself. He gives the names Classes 1-4 to what are called, respectively, nouns, verbs, adjectives and adverbs. Of interest is the list of function words, also presented here without the "frames" which Fries devises:

- Group A: position of the (eg every, few, both, those)  
 Group B: position of may (eg can, has, got)

(Fries notes the position of sequences such as 'may have had to be (moved)')

- Group C: not in 'may not be good', 'was not good'  
 Group D: position of very, when attached to Class 3 words ('adjectives')  
 signifying degree or quantity of quality.  
 Group E: and, or, not, nor, but, rather than; and the co-ordinates: both...and  
either...or, neither...nor, not...but.  
 Group F: position of at followed by Class 1 words ('nouns')  
 Group G: do in question-sentence.  
 Group H: there (is a man at the door)  
 Group I: position of when (eg where, how, why)  
 Group J: position of after: "they all stand before groups of words having  
 the characteristic arrangements of parts of speech that occur in  
 single free utterance units".  
 Group K: well, oh, now, why; introducing response utterances  
 Group L; yes, no  
 Group M: say, look, listen: beginning of 'situation utterance' units as  
 attention-getting signals.  
 Group N: please  
 Group O: lets (do it right now)

## 2.2. Contributions and limitations of structuralism

Of great significance for the teacher and tester are Fries's findings regarding structure and function words: (1) The four classes contain thousands of separate items; but the fifteen groups total 154 in all; (2) The function words are very frequent, making up about one-third of the bulk of Fries's materials; but, counting each item once only, in a thousand-word conversation, only 7% of the words would be function words and 93% would be structure words; (3) The structure words account for all significant positions in "minimum free utterances" (4) "In the four large classes, the lexical meanings of the words are clearly separable from the structural meanings of the arrangements in which these words appear. In the words of our fifteen groups it is usually difficult if not impossible to indicate a lexical meaning apart from the structural meaning which these words signal." (5) The function words cannot be identified by formal contrasts; they must be remembered as items.

The contributions of early structuralists such as Fries are of great significance in sweeping away the cobwebs of notional and prescriptive grammars and in encouraging the writing of truly descriptive, synchronic grammars which have virtually revolutionized the approach to language teaching, especially in the ESFL context. But the strict avoidance of "meaning" must be questioned when one researches the applicability of structuralism to the classroom. Fries, for example, deals in observable data supplied by sophisticated native speakers of English, where it can be assumed without question that all utterances are semantically well-formed and grammatical. Meaning need not be taken into account because, by definition, in the corpus there is no discord, ambiguity or discrepancy in this regard; or, if there is, it is soon clarified.

However, it cannot be assumed that the same is true of the utterances of ESFL learners. Structuralism deals with surface features: the observables of already correctly generated (grammatical) utterances. The aim of ESFL learning and teaching is to arrive at that ideal point; but to do so, it is necessary to facilitate the generation of correct utterances, while successively closing-off the possibilities of generating the ungrammatical and semantically incorrect. Where meaning is already acquired in the first language—where there is broad agreement on reference, sense, denotation and connotation, etc — it may seem to be irrelevant, having the status of the unvarying constant. But in ESFL teaching, meaning is of the essence.

The work of Fries, as summarized above, contributes greatly to planning and strategy in ESFL teaching, through such features as the emphasis on the prime importance of structure words, their open-ended substitutability, their combination with "structural meaning" or "structural markers" in meaningful utterances; and, regarding the function words, through the emphasis on their grammatical role and their correspondence in sets with structure words.

However, the distinction between "lexical meaning" and "structural meaning" is far from being as simple as Fries suggests, and there is no doubt that, as with many pioneers, he has overstated the case. It is, for example, true that the function 'Question' is implicit in all Group 1 words (when, why, what, how etc),

and within the closed set as a whole; but it is naive to ignore the strong suggestion of lexical meaning in, for example, the pair what and who (the former referring to inanimate and animate non-human subjects; the latter to animate human subjects).

Lyons states:

"...linguists have come to doubt whether meaning can be studied objectively and as rigorously as grammar and phonology, for the present at least!"<sup>13</sup>  
This is supported by Leech, who refers to Bloomfield's claim that the study of meaning is the weak point in language study, and will remain so until knowledge is much advanced from the present.<sup>14</sup>

There is a large body of writing on the question of how to define meaning, or "the meaning of meaning". It is unnecessary to summarize the present state of this continuing search; rather, the language teacher can fruitfully apply these two statements of Leech:

"Our remedy...is to be content with exploring what we have... to study relationships within language," and "...the task of language study (is) the explication of the linguistic competence of the native speaker."<sup>15</sup>

The latter statement is particularly relevant in view of the fact that the ideal end of ESFL teaching is full bilingualism. No considerations such as teaching strategies and tactics, student motivation, choice of models, registers etc should obscure this fact. (Which is not meant to suggest that they are not important concerns in ESFL teaching).

In pursuing this end, the language teacher must be armed with more than structuralism and/or good grammars. An error such as \*He built a tent (see the Error Analysis findings later) in place of He erected/put up a tent cannot simply be explained or remedied via syntactic relationships, or by reference to collocational restrictions. Other, more important, considerations are involved, such as whether the correct lexical item is available to the learner, and whether he has a grasp of the full range of lexical expressions involved in the field of meaning - relationships referring to 'erection of habitations'. It may be presumed that the concepts are available; that the mental distinctions are being made; but it cannot be presumed that the lexical items, or the language - specific distinctions, are available.

In this connection, Lyons notes that, in natural languages, the "referential boundaries" of lexical items are often different from language to language, and often "indeterminate" within a particular language.<sup>16</sup> As an example of the latter, he quotes hill and mountain: one can begin filling in this "semantic area" with, for example, rise, ridge and koppie. Regarding different "referential boundaries" in different languages, the well-known investigations into colour and kinship-terms can be cited.<sup>17</sup> Lyons comments,

"It is characteristic of languages that they impose a particular 'lexical categorization' upon the world and draw boundaries 'arbitrarily', as it were, at different places...this is one of the reasons why it is often impossible to establish lexical equivalence between different languages".<sup>18</sup>

Nor can it always be assumed that the 'concept' is known to the ESFL learner. This is particularly the case where the culture of the learner is greatly different to the culture of the majority of speakers of the target language: it is, for example, possible that many people in isolated regions of, say, the Transkei, have never seen a tent and so would not have available the concept of a distinction between building and putting up. Thus, if for whatever reason it was necessary to teach the 'semantic area', the learners would first have to be introduced to the various activities involved. This is a different matter to that where the culture or experience of the learner is such that he is acquainted with the concepts of and differences between building (a house, a model) and putting up (a tent, a flagpole). In this case, the learner needs to be introduced to the lexical items in English with adequate explanation of their meanings and sense-relations (see the following chapter) and a contrastive study of the two languages could be used to determine whether or not there is lexical correspondence, as this could affect the relative difficulty of learning the new items.

Lyons says,

"...entry is made into the semantic structure of another language in the area of cultural overlap...we can gradually develop and modify our knowledge of the rest of the vocabulary from within, by learning the reference of the lexical items and the contexts in which they are used. True bilingualism implies the assimilation of two cultures."<sup>19</sup>

### 2.3. An Example of the Limitations of the Structural Approach

Before proceeding to a discussion of various semantic relationships between words, and their relevance for ESFL teaching, it is illuminating to examine an example of how structural or syntactic considerations can be inadequate in accounting for semantic differences. This discussion is repeated at greater length later, in the Notes on Pre-Test 4 (Compound Verbs), and will be dealt with here more briefly.

The question is whether 'compound verbs' in English can be identified solely and wholly on syntactic grounds. As will be seen in the later, fuller discussion, Palmer<sup>20</sup> constructs 'tests' which are ostensibly successful in distinguishing firstly between verb + preposition and verb + adverb, and secondly between verb + adverb and a phrasal verb (where the latter two are contained within the initial distinction 'verb + adverb'). His first 'test' shows that the adverb, and not the preposition, may occur after the noun phrase

Preposition: He pulled through the illness. (\*He pulled the illness through)

Adverb: He pulled the rope through.

In the case of the above examples, Palmer's second 'test' reinforces the distinction: where there is a pronoun object, the adverb and not the preposition occurs only after the pronoun.

Preposition: He pulled through it (the illness)

Adverb: He pulled it through (the rope)

By a further test, pull through (the rope) will remain a verb + adverb combination and not be defined as a "phrasal verb".

Palmer begins by showing that various verb + particle combinations in English are "idiomatic"; for example, there are collocational restrictions (Pull through an illness, \*Pull into an illness), there is often a single word verb to replace the compound item (pull through = survive) and many have passive forms (although The illness was pulled through by him is very odd, other examples provided by Palmer can passivize, eg look after (=tend, care for) and carry on (=continue))

Having acknowledged this, Palmer then rejects any considerations of idiomaticity: "Yet idiomaticity is essentially a lexical feature, something to be dealt with in the lexicon or dictionary rather than the grammar. If this was all that had to be discussed, there would be no place for these forms in this book. But, as we shall see, there are syntactic features that mark off some of these combinations as close-knit grammatical units."<sup>21</sup>

Later in the same chapter, Palmer does discuss idiomaticity and the compound verb but emphasized the difficulty of defining the term. He notes that, with reference to certain of his definitions, idiomaticity is "wholly a semantic, not a syntactic matter... Yet it has an effect on syntax."<sup>22</sup> However, he admits that the syntactic tests which can be applied are only partial in their effectiveness.

Palmer's discussion of the syntactically-determined distinctions between verb+preposition, verb+adverb, phrasal verb and prepositional verb is valuable, but does emphasize that

"Discussions of idiomaticity are sometimes confused by introducing inappropriate grammatical criteria into an area where considerations of meaning carry particular weight."<sup>23</sup>

(in the words of Cowie and Mackin). A syntactic test which shows pull through in He pulled through the illness to be a combination of verb+preposition, and then claims that idiomaticity (as is undoubted in the case of pull through) is a 'semantic' matter and therefore not to be discussed, is not of much use for ESFL teacher and learner.

#### 2.4. Reference and sense

In an earlier quotation from Lyons<sup>24</sup> we noted an emphasis on

"learning the reference of the lexical items and the sense-relations that hold between them in the contexts in which they are used."

With reference to vocabulary teaching in the ESFL situation, Lyons' use of "context" emphasises that the lexical item does not only have to be "made known" to the learner, but that, particularly in view of the primarily "non-isomorphic" relationship which holds between languages, each lexical item ultimately has to be learnt on its own terms and within its own framework. (This will be expanded on later).

'Reference' and 'sense' are amongst the most important terms in discussions of meaning. The first can be explained briefly, as the relationship which holds between words, and the things, events, actions and qualities they stand for. This is sometimes also called 'denotation'. Although dealt with briefly here, the task of providing accurate definitions is a complicated one, particularly as only a limited number of 'objects', 'qualities', 'states', 'events' etc are capable of ostensive definition. Even in this case, it is probably impossible to 'define' properly without knowing the meanings of other, related words; and as has been noted, referential boundaries in natural languages are often arbitrary, or, at least, language-specific. A consideration of the many devices used in dictionary definitions will show how difficult it is to provide an adequate description of the reference of a word: pictorial representation, scientific description, synonymy, antonymy, contextualization, paraphrase, linguistically 'expanded' phrases, etc.

'Connotation' is mainly a cultural, not linguistic matter, and although important for ESFL teaching, will not be discussed here.

## 2.5 Sense-Relations

Vocabulary can usefully be discussed under the headings of three broad topics: (1) where the meaning in various senses, is paramount; (2) where the form is of main importance and (3) where questions of usage, primarily non-linguistically controlled, are important.

The most important sense-relations under the first heading are: oppositeness, synonymy, hyponymy, paraphrase, collocation and polysemy.

Lyons claims that

"binary opposition is one of the most important principles governing the structure of language, and the most evident manifestation of this principle, as far as the vocabulary is concerned, is antonymy".<sup>25</sup>

A prime distinction is made between "gradable" and "non-gradable" opposites for example big/small and male/female. The distinction, of course, reflects a logical or 'real-world' difference between the pairs. The former operate on a scale and the latter can be called "polar complementaries". An

important aspect of gradable opposites is that their use always implies grading, in that the scale 'shifts' or is relative: thus one can say "A big mouse is not really big", where one scale operates for mice and another for size in general. Also, the negation of one is the assertion of the other: 'not big' in the sentence used as an example, means that the mouse is 'small'. It is a significant feature of English and other languages that the most common 'positives' of words in this set have morphologically unrelated opposites: good/bad, tall/short, not \*ungood, \*untall, although in English morphological negation (eg friendly/unfriendly) is quite common in words of low frequency. Lyons explains this feature as

"a general human tendency to categorize experiences in terms of dichotomous contrasts ..it reflects a more complete lexicalization of polarized contrasts. In fact, it can be argued that complete lexicalization necessarily implies morphological unrelatedness".<sup>26</sup>

Lyons also refers to the fact that grading may be "semi-explicit" in that the standard of comparison, although implied, may not be explicitly mentioned in the construction, as in "Our house is bigger" or "This pole is too high".<sup>27</sup> Finally, such gradable pairs are often focal points on a scale where every member of the set is gradable, as in "excellent/good/mediocre/poor/bad" etc.

The term antonymy is now generally used only to refer to graded opposites, with contrast as the most general term, used with no implication regarding the number of elements in a set. Opposition is used to refer to dichotomies or binary contrasts, and complementaries is used to refer to pairs of ungradable opposites such as 'male/female'. Another useful term is converseness, exemplified by such pairs as 'husband/wife', and 'give/take'.

A further relationship of contrast is that which may be called non-binary where, as with other type of contrasts, there is incompatibility within a set exemplifying similarity. The term 'rank' is used here, to distinguish from the 'scale' of graded opposites; examples are the ranking of such contrasts as the days of the week, positions within an organization, etc.

Regarding synonymy, Lyons makes the point that antonymy and synonymy were originally conceived as opposites, but that in fact all oppositions are drawn along some lines of similarity.<sup>24</sup> It is common to find lists of alleged 'synonyms', such as those in well-known thesauruses and even in many dictionary definitions, but it is by now a commonplace observation that in fact 'perfect' synonymy is rare. One need only consider the many 'synonyms' for 'girl', eg wench, lass, damsel, teeny-bopper, etc, to realize that considerations such as different grammars, different language varieties and styles, emotive connotations, variations in breadth or 'inclusion', all operate to reduce the likelihood of there being 'perfect' synonymy. In fact, if two items were ever perfectly synonymous, one would probably drop out of the language, or in some way have its meaning adjusted. A major consideration is that two items may indeed have the same reference, but have very different senses. Jean, aged 13 years, is a 'girl', not a 'woman', a 'girl' not a 'boy'; a 'teeny-bopper' (or whatever) and not a 'square'; if respectfully regarded in a community where 'wench' is disrespectful, a 'girl' and not a 'wench'; and at school she is a 'girl', not a 'teacher', 'secretary' or 'principal'.

There are doubts whether synonymy has as much 'psychological reality' as other sense-relations, such as oppositeness and hyponymy; the above examples, although only cursory, would tend to support this. In fact, the different terms for 'girl', and the very use of 'girl' in superordinate position, suggests that a relationship of hyponymy is illustrated; 'girl/principal/teacher' etc suggests a relationship of rank within non-binary contrast ('functionaries within a school').

It has been suggested that 'synonymy' is to an extent a linguistic fabrication, possibly supported by mistaken readings of this apparent feature in dictionary definitions, and by the still-prevalent tendency to include such lists in language textbooks. ESFL learners should have their attention drawn to ways in which words are not synonymous, rather than the reverse, as is still often the practice.

Hyponymy can be referred to as a 'kind of' relationship, in that, for example, 'rose' and 'protea' (the hyponyms) are 'kinds of' flowers ('flower' being the superordinate term). 'Flower', of course, is itself a hyponym of whatever superordinate term is used for 'flowers', 'weeds', 'trees', 'bushes' etc; 'rose' is a superordinate term for whatever sub-species (the hyponyms) are distinguished by horticulturists. It is a feature of natural language that, while hyponymous relationships have definite psychological reality (witness, for example, young children using, say 'tea' to refer to cold drinks, cocoa, milk, etc) a superordinate term may not exist: 'flooring' (the superordinate) has 'carpeting', 'tiles', 'wood blocks' etc, but 'door', 'window' and 'lintel' have no superordinate. In addition, a word may be both superordinate and hyponym, as in 'dog: dog/bitch'. Also, depending on the reference and sense, a word may be both a superordinate (eg colour: white/brown/green/blue etc) and one of a pair of opposites (eg 'coloured/white').

True hyponymy is an hierarchical or linear relationship, and although it does not cover all the lexemes of English (particular parts of speech other than nouns), the concept is of great use in teaching vocabulary in ordered grouping, and as one 'psychologically real' grouping within sense-relations.

Lyons says

"The most important factor in the hierarchial organization of the vocabulary by means of a relation of hyponymy is the structure of the culture in which the language operates and in which it serves as the principal medium for communication."<sup>29</sup>

Later he states that one may assume that the reference and sense of most items in such a relationship is learnt (by native speakers) more or less simultaneously; he goes on to show that the same semantic distinctions can be made either paradigmatically or syntactically, quoting the example of the paradigmatic distinction of 'brother' and 'sister' in English, where Turkish has the unmarked 'kardes', which can, however, be syntagmatically modified.<sup>30</sup> These obserations of Lyons will be referred to again in the next chapter.

At this point, it is useful to be reminded that the present discussion is concerned with what were earlier named as the most important sense-relations, nl. oppositeness, synonymy, hyponymy, paraphrase, collocation and polysemy.

The first three having been discussed, the remaining three can be dealt with fairly briefly.

Paraphrase can be defined as a linguistically or syntagmatically expanded definition of a lexical item. It is an important aid to vocabulary expansion in both first - and second - language learning; in first-language learning it is probably especially prevalent in the earlier states, when the learner himself may intuitively construct paraphrases on the basis of already-learnt vocabulary ("Ah ! I see that a colander is a pot with holes in it. Mom uses it to get the water out of vegetables!") or may find his informant (teacher, parent, peer etc) using paraphrase to instruct him.

In natural language learning, it is unlikely that paraphrase is used in isolation. Often a 'synonym' may be indicated, contextualization may be provided, or (breaking the circularity) definition may be supplied. It has already been stated that relations of hyponymy are psychologically 'real' in language learning, and paraphrase often implicitly employs this by defining the new, more specific 'hyponym' (eg 'beaver') in terms of the already learnt superordinate term (eg 'beaver: a furry, swimming animal').

It is obvious that any successful paraphrase depends on the learner's having already mastered the lexical items and structures used in that paraphrase. In natural language learning there is usually intuitive sensitivity to this on the part of the informant (eg "I can't say that a beaver is a furry, swimming mammal because Susan doesn't know that word yet, so I'd better use animal!") or the relationship and urgency is such that confusion is soon clarified. In second-language learning this ideal state is seldom realized, and various solutions have been proposed and, in some cases, implemented.

All depend on the concept of 'coverage' which Mackey defines as

"The coverage or covering capacity of an item is the number of things one can say with it. It can be measured by the number of items which it can displace".<sup>31</sup>

He names four types of displacement: (1) inclusion, for example 'seat' in place of 'chair, bench, stool, place' (eg at a cinema); (2) extension, where words

whose meanings are easily extended metaphorically, for example 'tributary' (of a river) can be covered by 'branch' or 'arm'; (3) combination, for example 'newspaper man' makes 'journalist' unnecessary; (4) definition, where ideally a basic, high-coverage vocabulary should be used,

Consideration of these factors led Ogden in the nineteen-thirties to construct his 'island vocabulary' or Basic English, a self-contained language of 850 words which was claimed to be an irreducible core capable of defining all the other words in the language. It was founded on the principle of coverage and partially as a reaction to over-dependence on frequency counts. Mackay says that for Ogden

"it was not the frequency of a word which makes it useful; it was its usefulness which makes it frequent"<sup>32</sup>.

Amongst the many problems in teaching only towards mastery of Basic English are that fine meanings cannot be covered, very cumbersome paraphrases are often required, and most important, that ordinary English cannot necessarily be understood by one who only has Basic English at his command.

A further and more useful development has been the concept of a 'foundation vocabulary' list exemplified by Michael West's The New Method English Dictionary<sup>33</sup> which is devised with the ESFL learner in mind. It defines over 24000 'items' by using a vocabulary of 1490 words. The author claims

"Anyone who knows these 1490 words will be able to understand every explanation given in this dictionary. Moreover, by getting practice in this vocabulary the learner can convey the meaning where he does not know the English word and so get the English word from the person he is talking to."<sup>34</sup>

Collocation is defined by Leech as

"what is communicated through association with words which tend to occur in the environment of another word."<sup>35</sup>

Although semantic and factual collocation can be mentioned, it is more worthwhile to expand here briefly on linguistic collocation. With respect to the more 'lexical' aspect of collocation, as exemplified by 'pretty' co-occurring with

'picture' and 'handsome' with 'man', one can doubt whether at a 'deep' level the restriction is really lexical at all, but rather reflects a real difference in perception amongst native speakers of the language. Nevertheless, for ESFL learners in the early stages, it is perhaps more convenient to make the 'surface' assumption that both describe the quality of 'being good to look at' and to teach by a good selection of contextualized examples. Most native speakers would choose 'grinned' (not 'smiled') to complete the sentence 'The duchess -- at her guests' but this does not imply that the two items are 'synonyms', or that the choice is made entirely because of lexical restriction. 'Grinning' and 'smiling' are not only referentially different, but have very different implications.

Examples of this sort have led to the suggestion that 'collocation' is in fact a red herring, to conceal the fact that it is often difficult to define or teach fine shades of meaning.

There is a type of linguistic collocation, which can be called 'syntactic', which is being increasingly well documented and which has been proven to result in ESFL learner's errors of the 'overgeneralization' type. A well-known example of this is the collocation of certain verbs with to-infinitive, and of others (a much smaller group) with the bare infinitive, eg \*The teacher let me to go out. Examples of 'syntactic collocation' seem to be far more worthwhile noting and teaching.

Polysemy is conventionally linked with homonymy, the former being roughly defined as 'one word having two or more meanings' and the latter as 'two or more words having the same pronunciation or spelling'. It need hardly be stated that, although cases of homonymy are comparatively rare in English, they need to be taught explicitly where they arise in the material being studied to clear up possible confusion immediately.

Leech notes that "we recognize a case of polysemy if the senses are related."<sup>36</sup> An example is 'hand of a person' and 'hands of a clock', the second use arising by metaphoric extension, which is in fact the most usual process which gives rise to cases of polysemy. There is much debate about what constitutes a 'lexical item' and what boundaries are to be drawn between 'meanings', but, for

present purposes this can be ignored, and a further quotation from Leech taken as sufficient guidance:

"...two lexical meanings are 'psychologically related' if a user of the language is able to postulate a connection between them eg by the rule of metaphoric transfer."<sup>37</sup>

Leech notes that when we ask what 'related' means, there are two answers, one historic and one psychological. For purposes of practical teaching the historical approach must be rejected, although one suspects that many ESFL teachers allow their own private enthusiasm for etymology to overflow into their classroom practice. The diachronic approach has no place in the ordinary classroom. However, 'psychological relatedness', i.e. a connection between meanings as perceived by native speakers, is important for teaching purposes. It is uncertain whether all cases of polysemic meaning should be brought to the attention of learners whenever one of the meanings is encountered or introduced, as not only might this lead off into time-consuming sidetracks which have little relevance for the matter of the moment, but polysemy is largely an unproductive and idiosyncratic feature. Learners should rather be given a sound grounding in the concept, so that they themselves are able to look for metaphorical relationships when new and unfamiliar senses are encountered. The use of a dictionary which groups all cases of polysemy under one headword, and uses a new headword for a homonym, can assist the learner in becoming more aware of the process.

## 2.6. Lexis and Form

A significant feature of the lexicon is that it is 'open-ended' and thus, as Leech says, is

"being continually adapted to new requirements by the addition of new lexical entries".<sup>38</sup>

This "generative" principle is accounted for by lexical rules, which, however, are only partially productive: that is, they apply to only some of the cases to which they theoretically might apply. In this, lexical rules differ from grammatical rules, which theoretically apply to all cases to which they might apply (although partial productivity can be shown in the case of certain low-level grammatical rules).

The entry of a new item into the lexicon, as with the continuing status of those already established, is determined by extra-linguistic considerations, namely the requirements of the users of the language in the light of the nature of and changes in their 'real world'. But a lexical entry, whether new or established, has to conform to existing features of the lexicon, namely (1) morphological (2) syntactic and (3) semantic.

The word 'tollie' (a castrated bull calf) can be used as an illustration of the above. Its entry to the S.A. English lexicon was first conditioned by 'real world' (semantic) considerations, which created or dictated a 'space' for it to exist. The necessity for it to conform to morphological and syntactic features, dictated, amongst others, a new pronunciation (to conform with the existing phonological features of English); the shedding of the Bantu singular and plural prefixes (irrelevant in English morphology); and the 'addition' of plural /z/ to enable it to operate as a countable noun. Once established in the lexicon, it has the potential to be operated on by existing lexical rules, so that 'tolliness', 'tollier' (a person raising tollies, selling them, etc) and the verb 'tollie' (eg "He tollies for the farmer's co-operative" = he raises tollies, sells them, etc) all become possible.

Adaptation to existing phonological <sup>and</sup> syntactic rules is essential for an item to enter the lexicon: they are universally productive. But the current unacceptability of words like 'tolliness', 'tollier' and 'to tollie' illustrates the partial productivity of purely lexical rules. Valerie Adams notes that all lexical rules are, in fact, potentially productive:

"...the most unexpected things - from the point of view of the 'rules' - may happen and we may wonder whether all patterns, even those with very short lists of representative examples, should not be described as potentially productive. 'Dampth' after all breaks no rule except one of linguistic convention and is moreover perfectly understandable!"<sup>40</sup>

Adams is of the opinion that one should not talk about 'unacceptability' of fully-formed lexical items which are not accepted in general use, but rather of 'resistance to use' by the speech community. She states that

"...new words may arouse antipathy for various cultural and linguistic reasons. But one of the more puzzling aspects of word-formation is the way in which apparently unexceptionable words may be stubbornly and silently resisted".<sup>41</sup>

Leech shows that, apart from the entry of new words from outside the lexicon, words may be formed in English by (1) derivation, which includes affixation and conversion (zero affixation) and (2) metaphoric transfer (transfer of meaning).<sup>42</sup> He distinguishes between actual acceptability (which is a graded concept, because the lexicon is continually in a state of flux), potential acceptability (where the item is well-formed but not incorporated into the lexicon) and unacceptability (as with \*"sheepable", where lexical rules do not permit the addition of the affix '-able' to a noun)

Leech emphasizes that lexical rules are surprisingly powerful in their ability to generate new entries, and that they have certain common properties, which he names as (1) diversity; (2) semantic open-endedness; (3) recursiveness; (4) bi-directionality and (5) their tendency to be distorted by the "petrification of lexical entries."<sup>43</sup>

Diversity is obvious enough with regard to the application of a large number of lexical rules to one entry, eg man: manly, manliness, manhood, mannish etc, but it is less obvious that the rules of semantic transfer have similar diversity and can lead to ambiguity eg.

human race - consisting of humans

human consumption - by humans

human experimentation - on humans

The implications of 'semantic open-endedness' are that the language-user often "has freedom to read-into a new lexical entry whatever information he finds necessary to the understanding of it."<sup>44</sup>

This is particularly true of metaphor and metonymy. An example is 'shotgun wedding' which conventionally refers to the bride's father threatening the prospective groom with a shotgun, but could, in theory, refer to a marriage between members of a hunting club, a wedding arranged very quickly (for whatever reason), one at which a murder takes place, etc.

By recursiveness, Leech means

"the ability of a lexical entry which is the output of one lexical rule to be also the input to another lexical rule."<sup>45</sup>

He gives as example 'bag', where the noun meaning 'a limp receptacle' (eg 'she put the groceries in a bag') produces by conversion the verb 'bag' (eg 'he bagged three ducks and a pigeon') which, recursively, produces a noun 'that which is put into a bag' (eg 'his bag was three ducks and a pigeon').

Derivation is conventionally thought of as a uni-directional process, operating always from one part of speech to another. But Leech suggests that it should properly be thought of as bi-directional, and that the

"predominance of derivations from simpler to more complex form (should be regarded) simply as a matter of historical probability".<sup>46</sup>

There are many examples of 'back-formation', such as 'pedlar' giving rise to 'peddle' and 'television' to 'televise' (here, the more complex form giving rise to or deriving the simpler form).

Leech observes that

"semantic transfer by metaphor or metonymy...is among the most important mechanisms by which in the history of a language like English, words extend and change their meanings".<sup>47</sup>

By petrification, he means the phenomenon of a more restricted meaning arising than is theoretically allowed for by the lexical rule. Thus 'bag' (verb) in theory means 'to place anything at all in a bag' but in practice has become limited to a catch or to winnings. An extension of petrification is when the reference and grounds of comparison become limited by convention so that 'a fox' is a person who is cunning, and not a person with a long nose, a thief, etc. Later, the stage of absolute deadness in metaphor can be reached, where no connection is seen between the literal and transferred meaning, possibly because the literal meaning has died out (eg. OE 'thrill', to bore or to pierce).

## 2.7 Non-linguistically Controlled Usage

The chief topic to be discussed under this heading is that of word-frequency. This topic has an additional relevance because the items in the Tests which form one part of the present research material, are all taken from a frequency list (M. West, A General Service List of English Words) and because in commenting on the Error Analysis, reference is made to the same list.

It is commonly observed that English consists of a relatively small number of high-frequency words (the first 1000 to 1500, by various estimates) after which frequencies tail off very sharply and then become very unstable. Within this collection of high-frequency items (the so-called 'plateau') are the function words - refer to the findings of Fries, as reported earlier in this chapter - and a certain number of structure/content words.

The recorded frequency of an item is totally dependent on what is counted, how it is counted, and how it is recorded. The Thorndike and Lorge count, and the later General Service List which arose from it, counted five million running words in various texts. Even then, certain anomalies were noted in the original presentation, such as 'doorknob' having the same frequency as 'ducat', and 'damsel' and 'doth' having the same frequency as 'error' and 'encounter'. - These reflect the literary basis of some of the material counted, and point out that a word-count, to be most useful, needs to be done not only extensively, but with definite material for a definite purpose in mind.

In presenting the results, the basic question is: what is a word? Bright and McGregor list ten "problems" in presenting "words" in a frequency count.<sup>4-8</sup> They note that inflectional variations do not constitute extra lexical learning burdens for students who have mastered the basic rules, and so need not be included as "separate" items; that derivational and conversion forms can be treated in the same way, assuming the learner has mastered the lexical rules; that cases of homonymy should definitely be treated separately; that "dead" derivations, such as in English words from the Latin, constitute a definite learning problem if not presented separately (eg 'permit' and 'permission' as two distinct items); that compounds present a particular problem; that compound verbs (of the verb+ particle type) are definitely new items, set apart from the root or base.

Cases of polysemy present particular problems, particularly because the most 'frequent' words are generally the words with the most 'meanings' (refer to the section on high-frequency verbs in the later Error Analysis). This means that an apparently high-frequency 'word' may in fact consist of many 'meanings', each of low frequency, and each of lower frequency than a word of only one 'meaning'. This can be seen in the case of 'block' and 'barber' in the General Service List, where the former has a frequency of 184, and the latter 78. However, the various meanings of 'block' are shown as: solid mass (34%), obstacle (1%), technical (6%), of houses (21%), block up (28%). Thus there is a wide diversity of meanings, and no one meaning is more frequent than 'barber' (78). It is instructive for the ESFL teacher to examine the presentation of 'put' in the General Service List. The verb has a relatively high-frequency of 1602, with three general meanings accounting for 24% of the total. Then follows, under 'various', a list of 18 meanings which cannot be defined or categorised, and which are perforce presented in context; these have individual shares of the overall frequency varying from 1% to 8%. These are mainly of the compound verb type, and are followed by a further six of the same, where frequency is

not given because they are not recommended for general teaching purposes.

The most widely used word counts in ESFL teaching are Thorndike's The Teacher's Word Book of 30000 Words and M. West's A General Service List of English Words. They represent peaks in a long line of endeavour, beginning with the publication of Thorndike's Teacher's Word Book in 1921, a presentation of the most common 5000 words in  $4\frac{1}{2}$  million words of text. This was followed in 1926 by Hon's 10000 word list based on personal and business letters; in 1931 Thorndike produced The Teacher's Word Book of 20000 Words, and in 1944, with Lorge, The Teacher's Word Book of 30000 Words, which combined the results of his earlier counts, of the Lorge Magazine Count, of Thorndike's Juvenile Count (based on a selection of approved reading for pupils in grades 3-8) and of the Lorge-Thorndike Semantic Count.

Other peaks of endeavour in this field during the 'thirties were the production of Ogden's Basic English, and West's New Method English Dictionary (both referred to earlier). Much work was also done in the production of graded and simplified texts.

A major effort to correlate this work was begun - in a sense, completed, because it did not proceed further - with the Carnegie Interim Report on Vocabulary Selection and Control. A comprehensive account of the aims and methods of this commission can be found in Bright and McGregor;<sup>49</sup> it is sufficient to report that a deliberate effort was made to produce word lists which were of greatest use for ESFL teaching. The basis of the complete work, the General Service List, including Lorge's semantic count and with an appendix of scientific and technical vocabulary, was incorporated in West's General Service List of English words (1953). To date, this represents the culmination of internationally-known work in the field.

Locally, the reader can be referred to Michael Sadler's article "The Search for a Lexical Core: Selecting Vocabulary for School Readers for African Pupils,"<sup>50</sup> an account of an attempt to formulate a 1500 word core by incorporating word lists used in three primary readers, items from the Teacher's Word Book of 30000 Words and C.W. Wright's An English Word - Count (1965) (a South African count), and incorporating knowledge of Basic English.

Before leaving the subject of word-counts, it is useful to further consider West's General Service List because it is used extensively in this research. As noted, it is the culmination of the work of a commission which aimed at producing a list specifically suited for ESFL teaching, and incorporating the useful device of showing various 'meanings' separately, with separate frequencies and advice on what should be omitted in general teaching. Bright and McGregor noted that it has been

"widely used by textbook writers, simplifiers, teachers and examiners,"<sup>51</sup> and point out that the term '2000 head-words' is misleading, because there are in fact over 6000 entries (in consequence of the inclusion of the valuable semantic count). It is their opinion that

"any modern course will aim to include this vocabulary in addition to local and classroom words"<sup>52</sup>

an effective and practical answer to objections that word-counts do not always include words which are much used in common classroom situational teaching. The answer, of course, is that no teacher is restricted to using only a word-count, and that intuition and situation will always have a role.

Bright and McGregor comment:

"...within the words of the G.S.L. it is possible to write books that read like ordinary English and to do so after some practice with very little feeling of being uncomfortably limited. It is possible to rewrite even books about special subjects by adding only a very small number of extra words. This has been proven in practice.

The G.S.L. contains, therefore, all the words a pupil needs for speaking or writing on any common subject; once a pupil has learnt them, there is no need to teach him any new words for active use. He already has a way of saying anything he wants."<sup>53</sup>

The authors then add the telling comment that the above two paragraphs are written entirely within the vocabulary of the General Service List and ask how many readers noticed any difference in style.

Further details regarding the composition and method of presentation of the General Service List will be found in Chapter 4 ('Background to the Tests').

One of the chief disadvantages of frequency counts is that they take no account of situations which might be employed in actual teaching. They are 'impersonal'

in this regard. Mackey notes that a teacher slavishly following the Thorndike list would have to teach 4000 words before coming to chalk, blackboard, shelf and drawer.<sup>54</sup> He also notes

"...it is the concrete noun that varies most from situation to situation and has consequently the narrowest range. And because of this, the frequency of concrete nouns varies a great deal from text to text."<sup>55</sup>

Thus the teacher is reminded that a frequency list is only a supplement, albeit a valuable and even essential one, to the requirements of the classroom.

Mackey also notes that frequency lists disrupt word classes. Thus, for instance, one might find Sunday in the first thousand words, Tuesday not at all. However, if this 'rank' relationship of non-binary contrasts is taught intelligently (cf. 2.5), the teacher will certainly override the apparent dictates of the frequency count.

It has been noted that 'range' is an important modification of frequency counts. The implication is that "A word that is found everywhere is more important than one that can be found in a particular text or situation only, even though its frequency there may be very high".<sup>56</sup> It is noted that the items of widest range are generally the structure words, certain types of adverbs, adjectives, verbs and abstract nouns. Unfortunately no frequency count known to the author makes provision for this feature, so it must be noted as desirable but at the moment impossible to implement on anything more than an intuitive basis.

It is suggested that 'availability' and 'word familiarity' can be used as alternative criteria to, or supplementary to, frequency counts. Jack Richards suggests that these may be particularly applicable in the case of concrete nouns.

"Concrete nouns may have unstable and insignificant ranks in a word frequency list but significant and stable positions in a familiarity list which indicates the degree to which people expect to hear, see, or use words".<sup>57</sup>

An available word is one which, although not necessarily frequent, is nevertheless always ready for use and comes easily to mind. Such lists are usually derived by supplying a topic and requiring that the informants list all words that come to mind, within a given time. This also allows for the compilation of various lists with respect to various criteria applying to the informants, eg age, sex, education, etc. In word-familiarity elicitation, however, the lists of words are supplied and the informants have to estimate, by ranking on a scale, the degree to which they "expect to hear, see or hear words." Although perhaps capable of being employed as a supplement to

frequency counts, the weakness of these techniques is that a situation must first be chosen, and that the number of situations may be limited.

The final topic to be mentioned is 'coverage', which refers to the number of things one can say with an item, and can be measured by the number of other items which it can displace. This can be done by four means: (1) inclusion, where a word already includes the meaning of other words (eg seat: bench, chair stool); (2) extension, where words which are easily extended metaphorically can be used to eliminate others (eg 'tributary' can be covered by 'branch' or 'arm'); (3) combination, where simple words can displace others by combining together or with simple word endings eg 'handbook' can cover 'manual') and (4) definition, where certain words can be displaced by simple definition, such as 'breakfast' being displaced by 'morning meal'.

Coverage has already been mentioned with respect to Basic English and West's defining vocabulary, and will not be discussed further. It is worth stating, however, that statistics are lacking in this area. Frequency and coverage are not necessarily incompatible considerations in teaching; the latter is to an extent provided for in the General Service List, where the many examples of the use of an item under the semantic count imply the coverage and provide explicit material for vocabulary teaching.

#### References

- |                     |                               |
|---------------------|-------------------------------|
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- 35) Leech (29) p.26
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- 50) Sadler (43)
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- 52) Ibid., p.26
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- 54) Mackey (33) p.181
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## CHAPTER 3: Audio-lingualism, Vocabulary teaching and Suggested Methods

### 3.1. Controversy

In Chapter 7 of this work ("Error Analysis") some space is given to a discussion of how ESFL teachers perceive error gravity, and how native speakers perceive it. Carl James reports on an enquiry into the perceptions of teachers in this regard, and shows that, of 10 categories of errors presented to native-speaker and non-native-speaker ESFL teachers, the three categories of lexis errors were rated as being least grave.<sup>1</sup> On the other hand, Margareta Olsson describes an investigation which enquired into the perceptions of native English speakers with regard to the gravity of passive transformation errors in English produced by Swedish pupils. The conclusion is that semantic errors produce far greater problems and that

"teachers should perhaps take a more lenient attitude to syntactic errors, all the more so as the satisfaction of being able to communicate, even with errors, far surpasses that of being able to utter perfect pattern drills".<sup>2</sup>

Robert Politzer reports that of six categories of errors produced by learners of German and judged by German-speaking high school pupils, vocabulary errors were rated as by far the most serious:

"Not unexpectedly, speakers of German seem to know quite intuitively that using the right word is the most important aspect of language use".<sup>3</sup>

The same chapter quotes E. Leventson as attempting to account for this discrepancy in views by stating:

"In part it derives from from the emphasis placed, both by language teaching methodologists and language acquisition researchers, on the beginning stages... it has seemed natural to concentrate on grammar."<sup>4</sup>

### 3.2. Fries, structuralism and language teaching

As was mentioned in Chapter 1 of this work the dominant language-teaching method for well over two decades (and the only one to have grown in ascendancy since the Second World War) has been audio-lingualism. Fries, Ladó and Rivers have been amongst the chief proponents of this method, and some time will be given here to an account of the basic tenets of audio-lingualism, with

particular reference to what it has, or has not, contributed to the state of vocabulary teaching.

Fries's early contribution to methodology, Teaching and Learning English as a Foreign Language (1945)<sup>5</sup> contains one chapter on vocabulary teaching (Chapter IV: "The Words: Mastering Vocabulary Content"). However, the preceding chapter, the title of which can stand as a maxim of fully-fledged audio-lingualism, is "The Structure: Making Automatic the Use of the Devices of Arrangement and Form."

Most of the leading assumptions in this chapter are echoed and developed in later works on audio-lingualism: for example, Fries says:

"The devices of arrangement and form that constitute the grammatical materials of a language are just as necessary to express meaning as are the words of which we are more conscious."<sup>6</sup>

"To understand any language, therefore, it is not enough to know the 'things' to which such words as table, chair...(etc)... refer ; or to know the 'actions' to which such words as go, come...(etc)...refer; or to know the 'qualities' to which such words as black, easy...(etc)... refer. One must also know very thoroughly the meanings carried by the various devices which the language uses to construct utterances with such 'content' words as these. This 'knowledge' need not be consciously formulated in order to use a language; it must however, be so thorough that it functions automatically for a speaker or hearer in reacting to the clues furnished by the forms and arrangements of words".<sup>7</sup>

"The first consideration, therefore, must be given to a selection of basic patterns essential to the production and recognition of English in the immediate situations in which the language is being learned."<sup>8</sup>

"...for recognition, for understanding the language as used by English speakers, frequency of occurrence is a fundamental criterion of selection".<sup>9</sup>

"Even the basic structural matters, carefully selected so as to represent only the necessary minimum for productive mastery and the most frequent pattern for receptive recognition, cannot all be learned at once".

"The sequence of their presentation to a beginner demands careful planning in order to make that learning as effective as possible".<sup>10</sup>

Fries concludes the chapter by emphasizing that grammatical mastery is not taught by setting out the rules with illustrations, but by incorporating the rules in sentences which are practised and repeated until they become thoroughly fixed. Vocabulary is to be limited in the earlier stages, and should be especially relevant to the immediate situation in order to minimize the burden. Thorough mastery of vocabulary requires much more time and special experience. He uses the term "Pattern Practice" and insists that all "patterns" to be learnt should first be encountered and practised orally. He notes that a scientifically designed language course has great advantage compared to natural language learning (as with a child learning his first language) in that practice and repetition are stressed through a systematically planned and graded presentation of structures.

In the following chapter ("The Words: Mastering Vocabulary Content") Fries devotes considerable time to demolishing the idea that a language consists only of its words, and attacks received lay opinion on the matter. It is obvious here and elsewhere that the simplistic notion of a language consisting of its 'words' only, is a chief target for attack by audio-lingualists in their pursuance of a scientific method for language teaching. He begins by demolishing the ideas that a 'word' has the same range of meanings in one language as in another; that a 'word' has only one meaning (here he gives examples of polysemy); and that the oldest meaning of a word is its only or correct meaning. In the latter case, the healthy emphasis on teaching only the synchronic realizations of the language, which is a major theme in audio-lingualism, is expounded:

"The only true and correct meanings of words therefore are the situations in which they are used."

He rejects the notion of 'tying' an English word to a word in the native language, noting that each language has its own limitations on the range, context and situation in which a word is used. Then he proceeds to a reminder that English vocabulary items are of various kinds, each demanding separate descriptions and different treatments, with the note that the observation is made because the distinctions are often overlooked by textbook

writers and teachers. He notes four kinds: (1) function words (auxiliaries, modals, prepositions, conjunctions, interrogatives and articles); (2) substitute words (personal pronouns, indefinites, negatives, expressions of quantity and number, 'do' and 'so') (3) distributions according to the presence or absence of negation; and (4) the large body of 'content' words, where he expounds on his classes I to IV (refer to Chapter 2 of this work).

Fries outlines "the four stages of the learner's progress in the mastery of English"<sup>12</sup> and the place of vocabulary in this scheme. The first stage, embodying the beginning to the mastery of the fundamentals of the structure and the sound system, will include almost all of the first three "types" of words outlined above, with a selection of "content" words decided by the requirements of sufficient number to exemplify the basic patterns, and the dictates of situations arising from the immediate environment.

In the second stage, where vocabulary is still strictly limited, the situations to be taught

"are those of some of the chief areas of living."<sup>13</sup>

The third stage embodies vocabulary mastery for recognition extended over the areas of the second stage, for limited production. The fourth stage necessitates the choice of special areas of experience because

"no one can master the total vocabulary used by speakers of the language."<sup>14</sup>

Finally, in a section which has limited usefulness, Fries expounds on some "sets" of content words, and (more useful) emphasizes the need for contextualization and whole utterances in teaching vocabulary. He also shows the value of a substitution frame. He concludes by showing that contexts are of two kinds: the linguistic (frame) and the situational.

### 3.3 Lado's contribution

Robert Lado (Language Teaching: A Scientific Approach, 1964) and Wilga Rivers (Teaching Foreign-Language Skills, 1968) both expand on the general

principles and methods expressed by Fries, with Lado's work having a more scientifically theoretical base, and Rivers' longer work being more concerned with a detailed exposition of method, where her six central chapters (Teaching Sounds; Listening Comprehension; The Speaking Skill; Fundamentals; The Speaking Skill; Spontaneous Expression; The Reading Skill; The Writing Skill) have much of value for the classroom teacher.

Lado states five "hypothetical laws of language learning," these being:

- 1) Exercise, contiguity and intent;
- 2) Familiarity of response;
- 3) Geometric increase of permanence;
- 4) Recall under similar set;
- 5) Motivation through urge to Communicate:

"The exclusive use of the foreign language as the vehicle of all communication during the learning period increases learning by increased motivation through the urge and need to communicate!"<sup>15</sup>

His terminology shows the strong, although modified, association of audio-lingualism with the psychological theory of Behaviourism. He gives over one chapter to the Principles of Language Teaching, which can briefly be summarized as (1) Speech before writing; (2) Basic sentences for memorization; (3) Patterns as habits via pattern practise; (4) Teach the sound system by active use; (5) Vocabulary control: vocabulary is only to be expanded when basic patterns have been mastered; (6) Teaching the problems (elicited by Contrastive Analysis); (7) Speech is primary; (8) Patterns should be graded; (9) Practice in the language, not translation, aiming at producing co-ordinate bilinguals; (10) Use authentic language; (11) The necessity of practice; (12) Shaping a response through partial experience and props; (13) Linguistically acceptable and psychologically full experience; (14) Immediate reinforcement; (15) Favourable attitude towards the target culture; (16) Meaning content to be taught as it has developed in the target language; (17) Learning is the crucial outcome of teaching.

The latest concern in ESFL methodology is to establish ways and means of teaching for 'communication', and in this regard reference will be made to H.G.Widdowson's Teaching Language as Communication (1978). In connection with this approach and in the light of what will be said here, it is as well to emphasize that, while certain cardinal practices of audio-lingualism are being severely questioned and some of its shortcomings exposed, much of value has been developed over the years. The baby should not be thrown out with the bathwater, in the surge of a new enthusiasm. For example, few of Lado's

seventeen principles could be challenged by exponents of 'communicative' language teaching. Those which would be challenged and/or rejected probably include Principles 3,5 (partially) and 8, where the emphasis can be said to be (in Widdowson's terms) more on usage than on use.

The most striking effect of audio-lingualism on classroom practice has been in the area of 'pattern practice'. At its best, and even the best is being severely questioned, pattern practice is not simple mimicry, but involves a variety of substitutions, transformations and conversions, with continual reference to props and realia. At its worst, it has given weight to the use of simple, extensive mimicry practice by thousands of uninformed and unskilled teachers. This is certainly the case in the average classroom in Black primary schools.

In his chapter on "Pattern Practice", Lado gives many examples, ranging from simple oral substitution, eg

Stimulus: Do you understand?

Stimulus: Hear

Response: Do you hear?

followed by teacher-stimulus and class-response:

S: Understand

R: Do you understand?

S: Hear

R: Do you hear? (ETC)

to "conversational" practice based on a set of pictures:

(Points to the train in the picture)

Do you see the train?

R: Yes, I do. I see the train.

(covers up the ship)

Do you see the ship?

R: No, I don't. I don't see the ship. (ETC)

and "addition" practice, as in:

S: I must go to the bank.

R: I must go to the bank.

S: Before lunch

R: I must go to the bank before lunch.

S: To cash a cheque

R: I must go to the bank before lunch to cash a cheque. (ETC)<sup>16</sup>

It is such drills which have earned an accumulation of rejection in the recent time. They are, as Widdowson says, examples of usage, not use, where

"The language is being manifested but not realized as normal communicative behaviour".<sup>17</sup>

In her list of fifteen characteristics of a good pattern drill, Rivers states that drills should not be purely imitative

("...drills should be designed to require thought on the part of the student, but only at the point of teaching; in other words, extraneous complications should be eliminated")

and should be

"varied in type to alleviate the boredom engendered by one type of activity".<sup>18</sup>

Unfortunately, no number of caveats will change the fact that these drills are largely imitative, are boring, and, in addition, of very little consequence for language learning for a real world.

#### 3.4. Audio-lingualism and vocabulary teaching

It must also be noted that proponents of audio-lingualism continually emphasize that vocabulary will at first be strictly limited, and subservient to the structures being taught. While the principle can perhaps be broadly accepted, the fact is that no thought is given to what precisely is good vocabulary teaching. For example, in the last drill quoted from Lado (above) cash is an example of noun-verb conversion but of a special kind: while you can pay cash for anything, you cannot cash anything (eg cash a chair). At the same time, while a bank is a place where money is deposited, stored, and withdrawn, to bank means only 'to deposit'. These facts, entirely within the domain of lexis, are of equal importance with the 'structural' or 'pattern' aspect of word order, which the above drill exemplifies.

In a sense, audio-lingual manuals make provision for these considerations by stating that vocabulary expansion will take place during later stages; but the problem is that the manuals stop short, at least in meaningful detail, at the early stages. Classroom practitioners have generally stopped short there, too, even when they have before them pupils who are embarked on, or at some

stage in, an extensive course of, say, ten years or more of instruction in English.

Rivers says,

"Once students have acquired a small basic vocabulary, this can be used for giving practice in structural manipulation which is fundamental to any form of communication in speech or writing. Because the same well-known lexical items are used in drills, students are able to concentrate on the structural elements without distraction."<sup>19</sup>

The cartoon-strip savage who, lifting the flagon and belching, said, "Me drink wine. Me like", had, in performing his act of communication, presumably not read his audio-lingual manuals on the primacy of devices of arrangement and form. Nor had Politzer's German-speaking informants, who rated lexical errors the most serious of all.

In fact, a naive 'communicative' model of language learning would probably be structured as follows: Communicative need: Lexical items: Arrangement and form (which may be defective to a degree and yet not obstruct communication). Certainly, beyond the very early stages (especially in the case of young pupils) where most would agree with audio-lingual practice, it would seem reasonable to allow the pattern teaching to flow from the communicative need and the appropriate lexical items.

Those engaged in the search for ways and means of relating ESFL teaching to communicative needs will make the fundamental objection that this is precisely the area which audio-lingual practitioners have completely ignored.

A forceful attack on pattern drills and meaningless 'activity' is found in an article by H.M. Gillespie ("Are We Making Fools of Our Children?")<sup>20</sup> and it is worth quoting this in some detail. The author discusses a widely used series of textbooks and the accompanying teacher's manual, published in South Africa. He notes that the practice of allowing a language learner to listen

"to someone saying a word, phrase or sentence, which he associates in his mind with some object, action or situation, is widely accepted".<sup>21</sup>

And a "stream of English words" is generally provided. The author goes on to comment that

"A second step which a child has to take is to practise saying the words, phrases and sentences he has heard and, at the same time of course, to

understand what he is saying. Unfortunately this is a step which the child in the classroom is seldom given. Merely to repeat with others in chorus what he has heard the teacher say is not practice at all..."<sup>22</sup>

The author notes that the practice in speaking which is provided is of this order:

"...the teacher is required to say .. I am drying my hands with the towel.  
What am I doing children? and the children all reply in chorus  
You are drying your hands with the towel".

He comments,

"This is ridiculous. Why ask what you are doing immediately after you have told the class what you are doing?"

It is the author's opinion that

"...for speech practice to be truly acceptable, each child, without unduly wasting the time of others, would have to be given a turn both to perform an action and ask what he or she was doing and to reply to a question posed by another child".<sup>23</sup>

As it is, the teacher-statement, pupils-chorus-response sequence requires merely a pronoun + be change, and total repetition.

"The children could be looking out of a window and do as well. This is not education. Are we not making fools of our children when we make them go through with this performance?"<sup>24</sup>

The article concludes with comments made to the author by an informant who had observed the course being used in a farm school in Kwa Zulu and who had assisted at neighbouring schools. Amongst the comments are (1) A lot of chanting is being done with great enthusiasm (Pavlovian and echoic responses):

"Pupils are generally unable to transfer the linguistic units to new contexts, thus demonstrating that productive language skills are not being acquired".

(2) The reason for the course's popularity is that

"an illusion of speaking English has been created ... But the appearances or form of 'using' English is concealing a very real lack of communicative ability".<sup>25</sup>

The two points made above contain much of the essence of the complaint against the practices of classical audio-lingualism. With regard to vocabulary teaching in particular, it can be noted that audio-lingualism (1) by its insistence on the primacy of forms and arrangements (the grammatical patterns) seems to ignore what everyone knows intuitively: namely, that 'words' are the building-blocks of language, that communication is impossible without the 'words', and possible to quite an extent with them only, whereas forms and arrangements can communicate nothing on their own; (2) the concentration on rapid, habitualizing drills with the vocabulary serving mainly to facilitate the patterns, has led to carelessness regarding whether or not the meanings of new items are fully understood (too often, the lexical items are only 'props' in the drills); (3) thereby, much of the excellent advice and knowledge offered by such as Fries and Lado, is ignored in pursuance of universal pattern drilling; (4) the strong concentration on early learning (partly because of the American situation of limited time in FL courses, partly because the beginning stages offer the best opportunities for neatly packaged methodological procedures) has drawn attention away from what the audio-lingual manuals themselves suggest, namely expansion of vocabulary in later stages and increasing specialization.

In the comments earlier in this chapter, it was noted that Fries says much that is useful for good vocabulary teaching. In reading what he has to say, one is reminded that much of value has come into language teaching via structuralism and audio-lingualism, such as the insistence on teaching authentic language (synchronic realization), the distinctions made between function and structure words, and the reminder that content and form are inseparably linked in good expression.

Lado, too, offers a very comprehensive chapter on vocabulary teaching, and in reading it, one is reminded by his comments on the ease and difficulty of learning vocabulary, that no Contrastive Analyses based on vocabularies have yet been attempted locally and that they could well be highly successful in this area. The heart of Lado's chapter is "How to teach vocabulary" and

contains a basic and very comprehensive list of 'how-tos' ('What every teacher is liable to forget', could be an alternative title):

(1) Recognizing degrees of difficulty; (2) Hearing and pronouncing the word; (3) Grasping the meaning by using (i) self-defining context (ii) definitions (iii) opposites (iv) synonyms (v) pictures and diagrams (vi) dramatization (vii) realia (viii) series, scales and systems; (3) Component parts of words (4) Practice from meaning to expression; (5) Reading the word, writing it, using it more freely; (5) Expanding Vocabularies by (i) reading (ii) patterns of form (iii) families of words (iv) programmes of frame. ("One frame defines, the others reinforce by eliciting a recall".)

### 3.5. Shift of interest towards vocabulary teaching

With the shift towards 'communicative' ESFL learning/teaching over the last decade, there have been a significant number of articles published which deal with the middle to advanced stages of target language acquisition.

Inevitably, it is stressed that the expansion of vocabulary control is a major feature at this level and for this purpose. A. Kruse notes:

"Once the student is past the initial stages of reading, he spends a large percentage of his time encountering new vocabulary" and  
 "The student cannot begin to read with full comprehension until he has been taught to conquer the unknown word by using contextual aids...there is a dearth of suggestions as to methods of developing it."<sup>26</sup>

His suggested programme is too detailed to summarize here, but it does emphasize the enormous variety of 'clues' which can be utilized in a well-organized programme. It also implies the necessity for linguistic knowledge on the part of the teacher, coupled with the ability to anticipate not only problem areas, but also ways in which preparation and exploitation can take place, and in what manner.

The emphasis in many articles over the last decade, which purport to be concerned with 'communicative' language skills, has been on finding 'situations' and then exploiting these with a greater or lesser amount of graded structures and vocabulary. Those which seem to come closest to real 'communicative' language use emphasize the generation of situations within the class, in which the target language must be used to fulfil tasks or to achieve success. (A far cry from the sterile 'Going to the Post Office' or

'The Supermarket' type of 'Situational' teaching which has afflicted latter-day audio-lingualism.) A useful article in this regard is Elizabeth Joiner's "Communicative Activities for Beginning Language Students" in which she describes activities with adult learners of English who are French-speaking. The writer implies the widening gulf between traditional audio-lingualism and 'communicative' teaching when, in talking of the trend towards the latter approach, she says

"The language teacher sees this as a rather drastic departure from the goals and procedures associated with the audio-lingual method..."<sup>27</sup>

She suggests a number of techniques, involving generating situations within the class, of which two of particular interest are guessing games and what she calls a 'mixer', where each student is given a list of facts that he/she must find out and write down. No two lists are the same, and the class must mix to find the answers and then report their findings.

There is some confusion of definitions when talking of 'communicative' teaching. Joiner, for example, defines "communicative competence" as

"the ability to transmit and receive messages",<sup>28</sup>

which cannot be denied, but offers tempting possibilities for linguists and applied linguists to begin a Great Debate on what constitutes a 'message' and what constitutes 'transmission', etc.

Widdowson avoids definition but, in rejecting the conventional notions of grading and selection (Lado's "scientific approach") suggests

"...we should think of an area (or areas) of use right from the beginning and base our selection, grading and presentation on that. Only in this way...can we ensure that we are teaching language as communication and not as a stock of usage which may never be realized in actual use at all."<sup>29</sup>

His approach is one of 'needs-orientation' or 'teaching for perceived and felt needs' (my words) and his answer is

"...the most likely areas are those of the other subjects on the school curriculum".<sup>30</sup>

This approach is by no means new. The enormous interest and endeavour in the field of English for Special Purposes, which over the last years has produced much theoretical writing, suggestions for methodological procedures and many textbooks for students embarking on the study of particular subjects through the medium of English, is precisely 'curriculum-orientated'.

Locally, there has been some interest in what can be called 'curriculum language teaching'. Gillespie implies this when he talks of the needs of pupils to master the terminology of subjects such as arithmetic.<sup>31</sup> J.V.Rodseth says,

"English-medium content-subject lessons provide opportunities to teach language use. A pupil-centred, practical course in, say Social Studies (involving instruction in the use of published courses and requiring students to be productive in class) could provide a lot of language training...A general policy of language-in-education is required."<sup>32</sup>

Chapter 6 of The Molteno Project Report is devoted to a consideration of the pros and cons of 'English-across-the-curriculum' (Rodseth finds in favour of the approach) and offers a number of suggestions for implementation and for the writing of materials.

### 3.6. Summary up to this point

To summarize the findings up to this point, it can be said that good vocabulary teaching (1) does not assume that vocabulary is simply a prop for drills exemplifying usage via forms and arrangements (structures); (2) does recognize the primacy of vocabulary in a communicative utterance; (3) recognizes that vocabulary teaching is a study in its own right, with much to support it in what has already been published; (4) that the 'word' is part of a fuller expression or utterance, and that while it might have primacy in language use, its linguistic contexts (the forms and arrangements into which it enters) are of great importance in teaching and learning; (5) that 'scientific vocabulary teaching' (via frequency counts and externally-imposed situations) cannot simply replace or assume a dominant position over 'scientific teaching of patterns': the core of the search is for 'needs-

orientation' or truly 'communicative language teaching.'

### 3.7 Widdowson and 'Teaching for Communication'

Widdowson's Teaching Language as Communication is a most significant work in this area and it is well worth summarizing his views, before proceeding to the final, related part of this chapter. (This will consist of examples of some materials which can be used in 'curriculum language teaching', with particular emphasis on vocabulary teaching.) He begins by distinguishing between usage and use:

"Usage ... is one aspect of performance, that aspect which makes evident the extent to which the language user demonstrates his knowledge of linguistic rules. Use is another aspect of performance: that which makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication".<sup>33</sup>

He comments that the common practice in language teaching is to

"select and organize language items with a view to demonstrating how the rules of the system can be manifested through sentences. There has been less concern with demonstrating how such rules can be realized for communicative purposes as such".<sup>34</sup>

In discussing selection and grading as influenced by a communicative approach, Widdowson suggests

"...items would be selected not because they occur frequently as instances of usage but because they have a high potential occurrence as instances of use of relevance to the learner's purpose in learning".<sup>35</sup>

He concludes that a preliminary in planning a language course is to think of particular types of communication, and particular ways of using the language:

"...we should think of an area (or areas) of use right from the beginning and base our selection, grading and presentation on that".<sup>36</sup>

His suggestion is that the most likely areas are those of the other subjects on the school curriculum. Here, Widdowson is thinking of the foreign language situation, where the 'other subjects' are taught through the medium of the mother tongue:

"Subjects like history, geography, general science, art and so on draw upon the reality of the child's own experience and there seems no reason why a foreign language should not relate directly to the 'outside world' through them".<sup>37</sup>

It is obvious that the idea has even greater applicability where the second language is the medium of instruction in most subjects. It is also has applicability to a situation in which the medium of instruction is the mother tongue but where many of the prescribed texts and reference works are in the second/foreign language.

Later, Widdowson advances a powerful argument for a 'curriculum language approach': he points out that too often the second/foreign language is represented as a different kind of phenomenon from the mother tongue, and becomes "language put on display."<sup>38</sup> But he suggests that

"By relating the teaching of another language to school subjects, the language teacher thereby extends the learner's knowledge into a different realization and so bases his teaching on the learner's own experience of language."<sup>39</sup>

In his chapter on Comprehending and Reading, Widdowson notes that the conventional passage which is extracted for reading might be (usually is) a genuine passage but not an authentic instance of use, because authenticity arises

"as a consequence of the reader's own interests and motivations...related to the context of our own social and psychological reality".<sup>40</sup>

He suggests that one way of giving extracts a communicative reality is to "combine them into a rhetorical whole whose topic relates to other areas of the learner's studies".<sup>41</sup>

Widdowson raises the problem that, although the reader may respond to such passages in an authentic manner, the linguistic difficulties may be forbidding. This is often the case, where texts in Science, Social Studies etc are written without much consideration of the linguistic capabilities of the pupils who must use them. (Hence Rodseth's suggestion that

"Publishers could assist in promoting a language-in-education policy by considering problems while compiling content-subject texts".<sup>42</sup>)

That this problem is a real one will be shown in the latter part of this chapter, where an authentic passage from a text which is on the prescribed list for

standard 5 in Black schools, is reproduced, with some suggested materials for aiding in the comprehension of the passage.

Widdowson suggests that the approach to understanding of an authentic text is via "gradual approximation":

"This involves the development of a series of simple accounts of increasing complexity by reference to two sources: a linguistic source in the form of a set of sentences and a non-linguistic source in the form of a diagrammatic representation of information. The sentences provide the usage base and the diagram provides the communicative context!"<sup>43</sup>

He shows that "simple accounts" can be used, by which he means

"the recasting of information abstracted from some source or other to suit a particular kind of reader".<sup>44</sup>

These are distinguished from "simplified accounts" which are unnatural discourses in that the emphasis is on linguistic simplification, not reformulation.

The simple account can lead to another of greater elaboration etc, the target being the understanding of the original authentic text. Widdowson stresses the use of visual aids (maps, diagrams, charts, graphs, step-by-step illustrations, etc) which are very useful for developing vocabulary control, and which are exploited in the simple account by the learner being able to check his decisions made on the basis of the visuals (my word). He shows that before and after each stage, a number of methods can be used to ensure simple understanding, vocabulary mastery and grammatical control.

Later, in the chapter on Composing and Writing, Widdowson suggests that the terms "preparation" and "exploitation" exercises be used. Preparation exercises

"precede the reading passage and prepare the way for it by getting the learner to participate in actual writing"<sup>45</sup>

which can be done by producing sentences performing various completion, conversion and transformation operations. Exploitation exercises

"should capitalize in some way on the contextualization provided in the reading passage, and use the passage as a basis for the development of the writing ability".<sup>46</sup>

Finally, Widdowson appeals for an integration of all language skills in this programme, stressing that although he has not dealt with the oral skills, they are not to be ignored. He says,

"What the learner needs to know how to do is to compose in the act of writing, comprehend in the act of reading, and to learn techniques of reading by writing and techniques of writing by reading".<sup>47</sup>

Thus Widdowson proposes a 'curriculum language programme' as an obvious area for communicative language teaching, and suggests that the usage should flow from the use, and not vice versa, as is now usually the case. He believes that by aiming the pupil at understanding of various texts, the pupil is embarked on a developmental programme of language proficiency:

"Language teachers tend to think of grading in terms of usage control: teachers of other subjects are necessarily involved in the grading of language use, in an increasing elaboration of simple accounts".<sup>48</sup>

He also stresses in a number of places that knowledge of usage gained through authentic use can probably be employed in other areas of use; knowledge of usage, pure and simple, cannot be.

Widdowson points out that the concept of grading is implicit in the term "gradual approximation". It will have been seen in Chapters 1 and 2 of this work, and will be seen later, that the suggestion is made here that the word lists of frequency counts can usefully be employed in vocabulary teaching. Particular mention is made of M. West's A General Service List of English Words. Further, it is suggested that such word lists, while forming the heart of the vocabulary development programme, should be used with caution and should be complemented by such register terms as are essential in particular areas of use.

As will be seen, the suggestion is that the 'frequency lists' are most useful in guiding the materials' presenter as to which vocabulary (and patterns, too, to an extent) to use in the visual presentations and the gradual approximation exercises (including the simple account or accounts). Thus, by regular exposure and practice to, say, the vocabulary of the General Service List, increasing control can be built up; and as Bright and McGregor show (see Chapter 2), a great deal can be said with the vocabulary of the G.S.L.

### 3.8 'Curriculum language' programmes

Widdowson's strongly motivated support for 'curriculum language programmes' to form a chief part of general language courses, must be welcomed and investigated. As Widdowson and many others have shown, it is very difficult, in a 'general' course, to ascertain the needs of the pupils with respect to the language they are using (hence, to teach 'communicatively'). It has been customary to argue that 'situations' can be externally imposed, reflecting the child's immediate environment and experiences. This is certainly an improvement on classical pattern drilling, even if situationally-orientated, but does not take cognizance of the fact that the child does not need, or does not perceive a need, to use the second language where his first suffices very well. It is probably fallacious to argue that Sizwe or Johannes will 'one day' need English for the Post Office, when they go to the big city. The teacher knows it; but the pupils, unless very exceptional, do not. If they do not perceive a need, then the language learning is unmotivated: and motivation is at the heart of 'communicative' or 'needs-orientated' language learning.

Pupils are motivated to succeed in their studies, and will surely perceive the value of 'curriculum language programmes' and respond to them. The pupil who does not respond in this area, is most unlikely to respond to any other type of language teaching, either.

This does not mean that other 'situations' need be ignored. As the following specimen materials will show, in preparation for, and exploitation of, an 'authentic curriculum text', many opportunities are revealed for exemplification by referring to related 'situations' of perhaps a more general nature.

### 3.9 Suggested 'curriculum language' exercises

Reproduced below is an authentic text from a social studies book which is on the prescribed list for Standard 5 for Black education.

#### Jan van Riebeeck's Early Career

Jan van Riebeeck was born at Culemborg in Holland on 21st April 1619. His father was a ship's surgeon and was often away from home on long voyages. His mother died when Jan was 10 years old and he lived with his grandfather, who was mayor of Culemborg. At the age of

14 Jan also decided to become a doctor. He completed his training at the age of 21. He was appointed ship's surgeon in the service of the E.E.I.C. His first voyage to the East was on the Hof van Holland. In the East he realised that he could better his position. He worked hard and was made second in command of the trading station, at Tonkin. But, like many other officials, he took part in unlawful private trading. This was against the regulations and he was dismissed. On his way back to the Netherlands, his ship anchored at the Cape. They picked up the crew of the Haarlem.

In Holland he married Maria de la Quellerie. They settled in Amsterdam. Jan again became ship's surgeon. He sailed to Greenland and America. The fleet touched at the Cape twice, so he knew about conditions there.

When the Company decided to found a refreshment station at the Cape, Proot refused the position of Commander. Jan was eager to go. He offered his services and the D.E.I.C. appointed him Commander.<sup>49</sup>

The reader's first impression must be that this text, while conceptually fairly simple because it is merely an account of a sequence of events in time, presents a considerable number of linguistic difficulties. Many of these are lexical, and preparation exercises should concentrate on these.

The materials which are presented below are suggested as examples of a 'curriculum language' approach. They deal with only a few of the structures and lexical items which arise from the passage above, namely;

- (1) passivization: always worth practising, particularly when, as here, the by + agent is omitted, thus concentrating attention only on the process:
- (2) lexical area of 'getting a job and losing it', where the passage itself contains the items appointed, dismissed and become;
- (3) visual representation of the life of Jan van Riebeeck, leading to the writing of a simple account.

1) PASSIVIZATION: As the results of the Present Error Analysis will show (see Chapter 8 of this work), the use of the correct part of the verb continues

to give trouble far beyond Std 5 level. This is true for both regular and irregular verbs. The remedy seems to lie in (1) explicit teaching and (2) regular practice and exposure. For this reason, these suggested materials begin with the explicit presentation of certain parts of the verb (formed by affixation).

USING THE PASSIVE: A FURTHER EXERCISE

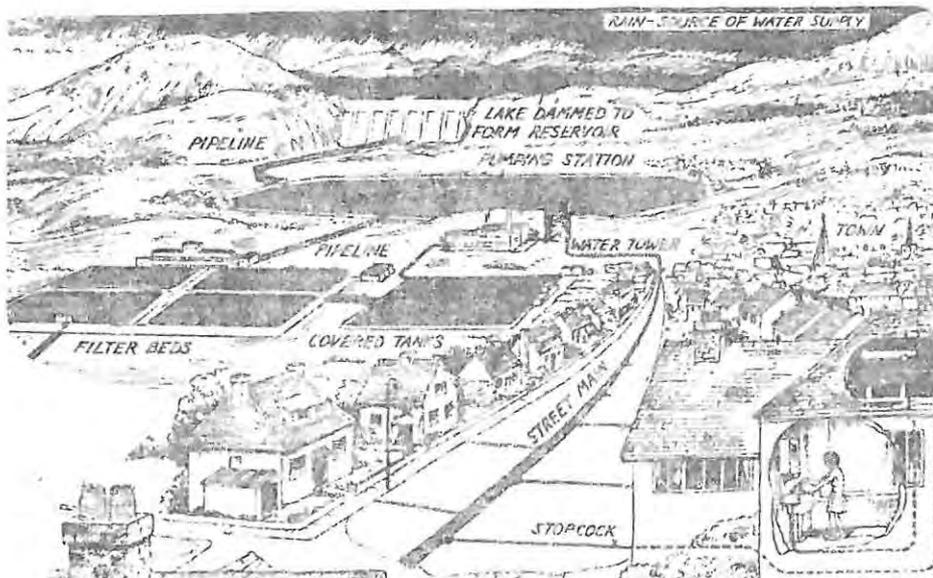
HOW WATER REACHES A HOUSE IN TOWN:

(1) THE PUPILS LEARN THIS TABLE

	Past	(Present Participle) -ING form	(Past Participle) -EN form
dam	dammed	damming	dammed
catch	caught	catching	caught
pump	pumped	pumping	pumped
pipe	piped	pipng	piped
store	stored	storing	stored
filter	filtered	filtering	filtered

(2) EXPLAIN THE MEANING OF THE ABOVE VERBS BY REFERRING TO THE DRAWINGS BELOW TO HELP YOUR EXPLANATION.

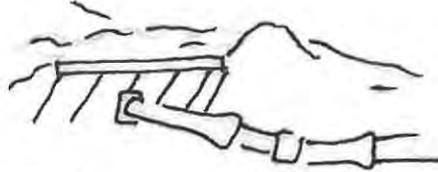
(3) PRACTISE PRONUNCIATION, ESPECIALLY OF THE PAST FORMS.



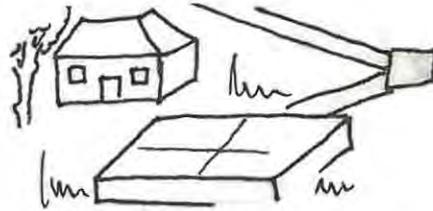
Water reaches a house in town

1. The dam /dæm/  
 Water is dammed up  
 is caught  
 is caught by the dam

2. The pipe /paɪp/  
 Water is piped  
 It is piped to...

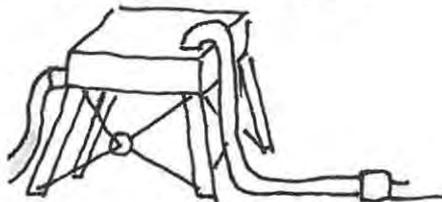
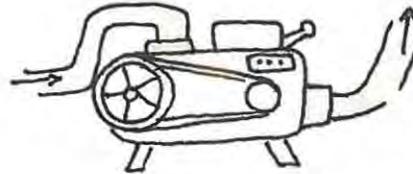


3. The reservoir /resəvɔː/  
 Water is piped to the reservoir  
 It is piped in the pipeline  
 It is piped from the dam  
 It is stored in the reservoir



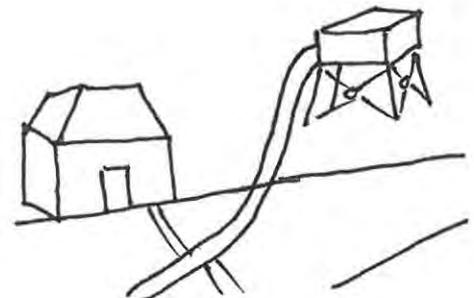
4. The filter /fɪltə/  
 The filter cleans the water  
 The water is filtered (it is cleaned) /kliːnd/  
 It is cleaned by the filter.

5. The pump /pʌmp/  
 The water is pumped out  
 It is pumped to the tank  
 It is pumped by the pump



6. The tank /tæŋk/  
 It is pumped to the tank  
 It is piped from the tank to the town.

7. Pipes /paɪps/  
 Pipeline /paɪpləɪn/  
 The water is piped under the streets  
 It is piped to the houses  
 It is piped in the pipeline  
 It is piped from the tank

Answer these questions

Begin your answers with (It is....OR  
The water is...)

- How is the water caught?
- What happens to the water after that?

3. Where is the water stored?
4. How is it cleaned?
5. How does the water get to the tank?
6. What happens to the water in the tank?
7. In what is it piped?

Exercise: Write a paragraph

First, the water is - (catch) in the -. From there, it is - (pipe) to the - in a -. It is - (store) in the - and also - (clean) there by the -. Then it is - (pump) to the - and from there it is - (pipe) to the - in the -.

NOTE: Implicit in the materials above are: (1) the use of passivization to focus on a process where the agent is not important; (2) in situations where the by + agent feature can be employed, it is suggested by illustrative sentences which first are given in the 'agent-less' form, and then immediately following, with by + agent (see processes 1,4 and 5 above); (3) the process of conversion is illustrated implicitly, for example as in process 1 (the pipe: is piped) and process 4 (the filter: is filtered); (4) the illustrative sentences and the writing passage offer practice in the stylistic device of using It as a substitute ('pro'-) form; (5) the materials above, particularly when accompanied by the composite drawing, are such as are often found in, for example, science texts, but without the linguistic expansion provided here.

## 2) GETTING A JOB, LOSING A JOB

- (a) Tom, a ticket clerk



The station master appoints Tom  
He is appointed  
He is appointed by the station master.



Tom becomes a ticket clerk  
Tom sells tickets

- 3) He steals money



Tom stole money

The station master dismissed Tom.

He is dismissed

He is dismissed by the station master

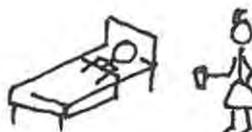
(b) Nomvula, a nurse



The matron appoints Nomvula

She is appointed

She is appointed by the matron



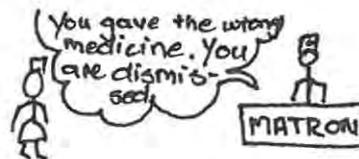
Nomvula becomes a nurse

She is a nurse



The wrong medicine

She gives the wrong medicine



The matron dismisses Nomvula

She is dismissed

She is dismissed by the matron

EXPLAIN THE MEANINGS OF appoint (to a job) AND dismiss (from a job).  
USE TRANSLATION IF NECESSARY.

Answer these questions

1. Who appointed Tom?
2. What work did he do?
3. Why was he dismissed?
4. Who appointed Nomvula?
5. What work did she do?
6. Why was she dismissed?

Complete these statements

1. Tom was appointed by...
2. He was appointed to work as a...
3. He was dismissed by...
4. He was dismissed because...
5. Nomvula was appointed by...
6. She was appointed to work as a...
7. She was dismissed by...
8. She was dismissed because...

Writing exercise

- 1) -wanted a job as a - . He -- by the station master and became a -- .  
But he - money, and was - by the station master
- 2) - wanted a job as a -. She -- by the - and became a -. But she - - -  
and was - by the matron.

NOTE:(1) Here the vocabulary items are 'binary opposites' and should be taught together; they do, in fact, both occur in the target passage. It is worth noting that both appear in the General Service List. (2) It is convenient to continue practice in passivization, particularly as both items are so used in the target passage. (3) The use of illustrations here shows the superiority of this method - as suggested by Widdowson - over the conventional method of simply glossing a 'difficult' word. (4) Particularly when lexical items are generally useful, it is worth spending time on such materials and on such practice as will clearly establish their meaning and use in the learner's mind. Vocabulary teaching is not an inferior or subservient part of the arts and skills of language teaching.

- 3) Jan van Riebeeck's Early Career: a ~~di~~agrammatic account, with questions to ensure full understanding (without understanding of this, the pupil is ill-equipped to tackle the full authentic text) and leading to the writing of a simple account.

	<p>2. MOTHER DIED. JAN 10 YEARS OLD</p>	<p>3. AT CULEMBORG</p> <p>LIVES WITH GRANDFATHER</p>
<p>1. BORN AT CULEMBORG 21st APRIL 1619</p>	<p>4.</p> <p>AGED 14, HE DECIDES TO BECOME A DOCTOR</p>	<p>5.</p> <p>AGED 21, HE BECOMES A DOCTOR.</p>

6.  
a doctor on a ship = surgeon  
A SHIP OF THE D.E.I.C.



HE SAILS TO THE EAST.

8.



trader = person who buys & sells  
HE BECOMES A TRADER

9.



DOES WRONG. DISMISSED

10.



BACK TO HOLLAND.  
STOPS AT THE CAPE.

11.



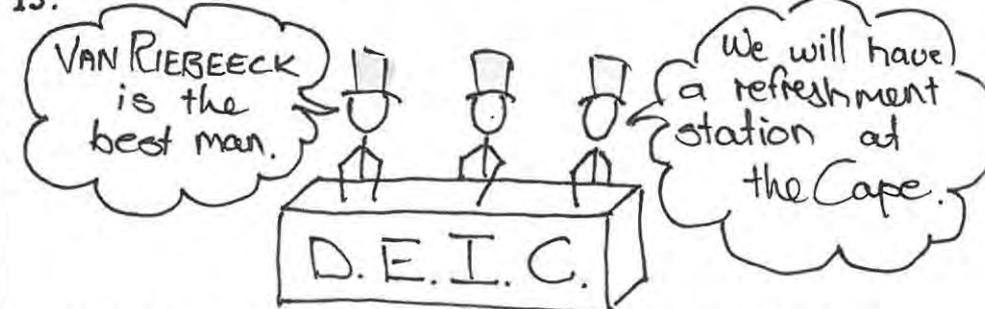
MARRIES MARIA de la QUELLERE

12.



THEY LIVE IN AMSTERDAM

13.



COMMANDER AT THE CAPE. THE D.E.I.C. APPOINT HIM.

ANSWER THESE QUESTIONS

ASSIST THE PUPILS TO ANSWER ORALLY BEFORE WRITING. REFER TO THE DRAWINGS.

1. When was Jan van Riebeeck born?
2. Where? (at - in - )
3. His mother died when he was - - old.
4. He lived with his - at -.
5. At the age of 14, he - to be a doctor.
6. A doctor on a ship is called a -.
7. What company did he work for? (D.E.I.C. means?)
8. He went to the -
9. He then became a -
10. What happened then?

11. He went back to Holland. Where did they stop?
12. He married..... in.....
13. Where did they live? (Where did they make their home?)
14. What did the D.E.I.C. want to begin at the Cape?
15. So Jan became the.....(He was appointed as the-)

Exercise: Dates in the life of Jan van Riebeeck

1. 1619: He was...
2. 1629: His mother...
3. 1633: He decided...
4. 1640: ...
5. 1652: He was appointed...

Writing exercise: DO THIS ORALLY FIRST

Jan van Riebeeck was born at - on - -, 16-. His mother - when he was 10 - - and he lived - his grandfather. At the - - 14 he decided to - a - and he - his training at the - - 21. He was appointed a - on a ship belonging to the - and his first voyage was - - East. Here Jan - a trader, but he was - because he was -. He sailed back to - and the ship - - the Cape.

In Holland, he - Maria - - - and they - - home in -. When the Dutch East Indian Company - to begin a - - at the Cape, Jan was - as -.

NOTE: All the difficult vocabulary has not been accounted for in the preceding 'curriculum-based' language exercises. Some of the items are unimportant (except for an understanding of this particular passage) eg surgeon, spices, anchored, and these could be dealt with in a "prompting glossary" (Widdowson's term) which gives a "value gloss", i.e. a syntactically appropriate definition, in the margin at the appropriate place. It could be argued that surgeon is part of the lexical set of medical positions which is well worth teaching; but here surgeon is literally a ship's doctor, and does not have the more frequent signification as in nurse, matron, doctor, surgeon etc.

Two aspects well worth exploiting in preparation exercises are: (1) the lexical set of travel, which can be done with reference to lexical items in the General Service List and can involve class planning with the use of maps, diagrams and

schedules (note that a trip is made by all modes of transport, but a voyage is only made by sea; and useful word formation can be taught eg fly-flight, journey (noun)-journey (verb));

(2) the lexical set of laws, rules and regulations.

However, the reader must be reminded that the preceding materials are only specimens and are not intended to be comprehensive.

Nor has exploitation and follow-up been dealt with here. Such exercises as cloze procedure, writing a true account of the life of a fellow pupil, teacher, politician, etc, and various syntactical recombinations, would all be valuable.

### 3.10 General comments on the above exercises

The following general comments can be made on the materials presented here as examples of a 'curriculum language' approach: (1) A study of the 'authentic text' (Jan van Riebeeck's Early Career) will show that there are a number of linguistic difficulties for the average Std 5 pupil in Black education. Because there are few complex sentences and sentence-connection devices are kept to a minimum, the difficulties are mainly (but not exclusively) lexical.

(2) There is no doubt that pupils need support in order to derive benefit from their study of texts in English which are prescribed for Social Studies, Science and Mathematics. (This comment is made on the basis of a careful look at six textbooks, two in each of the above areas.)

(3) This support can and must be provided in the English classes. It is the most fundamental area in which 'communicative' or 'needs-orientated' teaching can be done.

(4) Even although the suggested specimen materials presented above are only partial as support for the 'authentic text', they show that the 'preparation' exercises, if properly done, will often be quite lengthy. The objection might be made that, even if the pupils are motivated because of the relevance of the 'curriculum language' approach which is being used, they might lose enthusiasm or direction because of the lengthy 'preparation' stage. However, while this might be true if pupils are only occasionally engaged in working

with 'curriculum language' materials, it should not be true if such an approach is one of the main bases of the course. Pupils will then over a time, perceive the strong direction, and continual value, of what they are doing.

(5) The chief difficulties at this stage are lexical, and these difficulties grow as more abstract concepts and finer distinctions are used in more advanced texts. Therefore good vocabulary teaching becomes more and more important.

It is as well to remember the advice offered in an article by A.Cornu who says

"Vocabulary Teaching encompasses two main aspects. First, a correct and thorough presentation of the meaning of the words to be acquired is needed. Second, the organization of the teaching must be done in such a way as to improve retention".<sup>50</sup>

(6) The author also states that

"...vocabulary teaching should also include associations, collocations and derivations"<sup>51</sup> and "The organization of words within lexical fields...is, we believe, very important for the teaching of vocabulary".<sup>52</sup>

Here, the use of a word list such as the General Service List can be invaluable in providing those items which can be taught for association and collocation and as part of the lexical field.

(7) The suggested materials presented above show that lexical items should not only be correctly and thoroughly presented but should be presented with regard to the forms and arrangements into which they enter. Here a good 'teaching grammar' should always be at hand. With regard to "correct and thorough presentation", Lado's advice on "How to teach vocabulary" (see earlier in this chapter) should constantly be borne in mind.

### 3.11 Summary of the chapter

(1) Audio-lingualism has contributed much of value to language teaching over the last three decades, such as the emphasis on a 'scientific' approach, on the various stages in language acquisition, the vital interaction between content, form and arrangement in good expression, the primacy of speech and the need to present language first and substantially afterward in only its synchronic realizations.

(2) But the emphasis on forms and arrangements, on pattern drilling, and on the early stages of learning has (unwittingly to an extent) produced a generation or more of teachers for whom mimicry, sometimes conducted with much gusto and activity, has become the chief activity. One 'good idea' has corrupted the whole

(3) There is doubt whether forms and arrangements are ever more important than vocabulary acquisition: perhaps it can be conceded in the early stages. But, as the chief proponents of audio-lingualism themselves stress, vocabulary extension becomes increasingly important later.

(4) The study of semantics is still largely undeveloped, but there is increasing publication, in both the theoretical and methodological areas, which is useful for the teacher.

(5) There is increasing interest in 'communicative' teaching, with the realization that the externally imposed 'situations' which have recently been in vogue are useful but not sufficient. 'Communicative' teaching can perhaps more usefully be defined as 'needs-orientation'.

(6) Language-across-the-curriculum is one of the chief areas in which 'communicative' teaching can be done, and it is worthy of much investigation and endeavour.

#### References

- |                            |                          |
|----------------------------|--------------------------|
| 1) James (22)              | 21) Ibid., p.31          |
| 2) Olsson (34) p.159       | 22) Ibid., p.31          |
| 3) Politzer (37) p.258     | 23) Ibid., p.32          |
| 4) Leventson (30) p.148    | 24) Ibid., p.34          |
| 5) Fries (13)              | 25) Ibid., p.37          |
| 6) Ibid., p.28             | 26) Kruse (24) p.207     |
| 7) Ibid., p.29             | 27) Joiner (23) p.9      |
| 8) Ibid., p.32             | 28) Ibid., p.8           |
| 9) Ibid., p.33             | 29) Widdowson (49) p.15  |
| 10) Ibid., p.33            | 30) Ibid., p.16          |
| 11) Ibid., p.43            | 31) Gillespie (16) p.35  |
| 12) Ibid., p.50            | 32) Rodseth (42) pp 9-10 |
| 13) Ibid., p.50            | 33) Widdowson (49)p.3    |
| 14) Ibid., p.51            | 34) Ibid., p.4           |
| 15) Leido (26) pp.45-48    | 35) Ibid., p.13          |
| 16) Ibid., pp 103-113      | 36) Ibid., p.15          |
| 17) Widdowson (49)p.6      | 37) Ibid., p.16          |
| 18) Rivers (41) pp.103-105 | 38) Ibid., p.53          |
| 19) Ibid., p.209           | 39) Ibid., p.54          |
| 20) Gillespie (16)         | 40) Ibid., p.80          |

- 41) Ibid., p.81
- 42) Rodseth (42) p.10
- 43) Widdowson (49) p.88
- 44) Ibid., p.89
- 45) Ibid., p.119
- 46) Ibid., p.119
- 47) Ibid., p.144
- 48) Ibid., p.90
- 49) Hurry et al (20) p.124
- 50) Cornu (7) p.262
- 51) Ibid., pp. 263
- 52) Ibid., p.265

#### CHAPTER 4: Background to the Tests

The General Service List of English Words is referred to and used in a number of contexts in this study and it is suitable to summarize those uses and contexts here.

In Chapter 1, it was explained that a 'control' is necessary in establishing vocabulary proficiency. No formal standards of attainment have been set for the students who are the subjects of this study, and it was decided to employ the G.S.L. in this role. The G.S.L. has the great advantage of being both accessible and, because of the "semantic count" feature and many clear examples, easy to use. It was also hypothetically suggested that control of the vocabulary of the G.S.L. would meet most of the ordinary communicative needs of these students. In addition, it is not unreasonable to expect mastery of the basic 2000 words in English (with derivations, and important semantic alternatives attaching to certain of the lexical items) from students who are in their eleventh and twelfth years of formal studies in English.

With reference to the above, under section 2.7 ('Non-linguistically Controlled Usage') of Chapter 2, there is a telling example of two paragraphs quoted from Bright and McGregor which show the quality of expression that can be achieved with control of the vocabulary of the G.S.L.

Chapter 1 also states that the G.S.L. is itself under examination in this study, being evaluated as a 'teaching tool'. The results of this investigation will be given in the final chapter of this study (Chapter 10: 'Findings and Recommendations') but it will be seen that two methods are used: (1) All vocabulary tested in the Pre-Tests and Final Tests comes from the G.S.L. and at various stages the vocabulary being tested is ranked according to frequency. If there is a correlation between frequency and performance, this could influence recommendations regarding the order of presentation of items in teaching courses.

(2) In the lexical section of the Error Analysis, it is shown whether or not target items are found in the G.S.L. A high proportion of such occurrences would support statements such as that by Bright and McGregor, that once the

vocabulary of the G.S.L. has been learnt, a student is well equipped for speaking and writing on any common subject.

Chapter 3 deals with vocabulary teaching, and the concluding part illustrates how vocabulary teaching can take place within the necessary meaningful context. It is suggested that the G.S.L. can be used as a 'prompt' by the teacher, to supply other frequent items within the 'lexical set' which is being taught, and there is some exemplification of this.

Section 2.7 of Chapter 2 places the G.S.L. within the context of word counts and compilations of lists, which began in the 'twenties. It is necessary to be reminded that one of the most useful aspects of the G.S.L. is its "Semantic Count" feature which shows "the frequency of the occurrence of the various meanings and uses of words." West comments that the chief advantages of the list and its arrangement are that it shows how very heavy is the learning-burden of the major words compared with all the others, and how the learner's task may be lightened by cutting out everything which is not essential; and how much less frequent and less important are the minor items of words than one might expect.

The general usefulness of the G.S.L. and its 'semantic count' feature, as well as the manner in which the G.S.L. was used in the compilation of the tests which follow, can best be illustrated by supplying an example given by West himself with some of the comments that follow:

- |      |     |   |     |
|------|-----|---|-----|
| GAME | 638 | (1) (amusement, children's play)        |     |
|      |     | Fun and games                           |     |
|      |     | It's not serious; it's just a game      | 9%  |
|      |     | (2) (with the idea of competition, e.g. |     |
|      |     | cards, football, etc)                   |     |
|      |     | A game of football                      |     |
|      |     | Indoor games; outdoor games             | 38% |
|      |     | (3) (a particular contest)              |     |
|      |     | We won, six games to three              |     |
|      |     | I played a poor game                    |     |
|      |     | Play a losing game (10.5%)              | 23% |
|      |     | (4) (games = athletic contest)          |     |
|      |     | Olympic Games                           | 8%  |
|      |     | ? = animals, 11% game-/ , game-birds,   |     |
|      |     | etc., 5%                                |     |

=fun, Make game of, 0 5%

This means: In a count of 5 million words the word Game occurred 638 times. In 9% of these occurrences it meant children's play, amusement: in 38% of the occurrences it had the idea of competition as in football, card games, etc.

The sign ?[ ] shows a suggestion on the part of the compiler that the meaning Game = animals, eg. Big game, which accounted for 11% of the occurrences, may be omitted by the teacher; so also game-/ as in game-birds, game-preservation, etc.

The sign [ ] is a definite recommendation by the compiler that Game = fun, as in such phrases as "Make game of", should not be taught.

On the subject of these suggestions and recommendations see the note on "Factors other than Frequency" below.

(Certain minor meanings have been omitted, so the percentages do not add up to 100)

The above quotation shows why the G.S.L. contains far more than the two thousand 'items' shown in thick type as headwords. For example, items (2) and (3) above are virtually distinct items and, with quite large percentage shares of the overall frequency, are worthy of inclusion at some stage (or stages) in a general language course. It is possible to use the G.S.L. for a strictly structured course of vocabulary presentation, analogous to the usage-based structured presentation of grammatical 'patterns' which has been the vogue for the past decades (see comment in Chapter land 3 of this work); but as suggested in Chapter 3, the G.S.L. is also useful as a prompt and a resource for 'use-based' courses.

The basic procedure for using the G.S.L. in compiling the Vocabulary Tests (see Chapters 5 and 6) was as follows: (1) Compile extracted lists for the four major parts of speech (these are supplied in Appendices to this work); (2) Compile lists of derivations which actually occur in the G.S.L., the main types being affixation, conversion and compounding (tests based on the irregular inflection of verbs were also compiled, these being analogous to derivation in their feature of 'partial productivity'); (3) Search through the extracted lists for items which were considered useful in the tests, basically using intuition based on knowledge of the students' situation. In fact, as will be explained in the reports on the relevant test, relevance was often considered in conjunction with various levels of frequency, to test the hypothesis that frequency in the G.S.L. might have a relation to the actual proficiency in vocabulary of the testees; (4) A further hypothesis which was tested was that proficiency in aspects of word formation might be a significant indication of general proficiency in vocabulary; this necessitated, first, the careful compilation of lists of derived items actually occurring in the G.S.L., and then decisions on which derivations to include with which 'base items'. The procedure is explained in the reports on the relevant tests. The frequency of occurrence of affixations and compounds (as also types of irregular verb inflections) played a part in the selection of items, as a further test of the hypothesis that there might be a relation between frequency and proficiency.

It will be noted that these tests only include items representative of the four major parts of speech, and derivations and irregular inflections arising from them. No items from the 'closed' classes of structure words (cf. the report on Fries's work in Chapter 2) were included. The reason was simply economy: space did not permit the inclusion of further tests.

For each item presented in the tests, the relevant frequency of occurrence in the G.S.L. is given. While this has been done as accurately as possible, it is sometimes difficult to be precise. In some cases, the semantic

distinction in the G.S.L. is not fine enough, or, as in cases where there is complete conversion, the frequency may be given for the item as more than one part of speech. In such cases, the frequency given in the tests is only approximate, and is indicated as such.

Reference

- 1) West (48) p.vii

CHAPTER 5: The Pre-Tests

This chapter contains:

- (1) The form of the Pre-Tests, as presented to the testees;
- (2) Analyses of the results of each test, with a prior discussion in each case of the rationale behind each test and various relevant factors which were considered in drawing up each test.

Note: Tests 1,2,5,10, 11 and 13 were all presented in spoken form only, each item being presented twice, with a ten second pause between items. The testees did not see a written form of these tests.

All other tests were presented in written form.

The testees, one hundred in all, were chosen from students at Lovedale Training School (Alice, Eastern Cape/Ciskei) who in 1978 were in their first year of the two-year Primary Teachers' Certificate course. Selection was arbitrary.

Testees for the Final Tests, derived from the Pre-Tests, were chosen from the same group, who by 1979 were in their second year of training (about fifty in all). This time they were more carefully chosen on grounds of (1) sex, to preserve the approximate one-third males to two-thirds females ratio, and (2) a spread of results of the Vocabulary section of the General Tests of Language, Arithmetic and Science (GTLAS), which are administered annually by the HSRC.

THE PRE-TESTSTEST 1

WHICH OF THE FOLLOWING ARE PROPER WORDS IN ENGLISH?

- A) YES- PROPER WORD                      B) NO - NOT A PROPER WORD.  
 C) MAYBE                                      D) DON'T KNOW

SPOKEN - item repeated followed by a ten-second pause

- |                |                          |
|----------------|--------------------------|
| 1. workman     | 11. clockwork            |
| 2. deskman     | 12. rulework             |
| 3. appleman    | 13. bedroom              |
| 4. chairman    | 14. suitwork             |
| 5. sportsman   | 15. woodwork             |
| 6. playman     | 16. diningroom           |
| 7. shopman     | 17. lounge room          |
| 8. brickman    | 18. döörroom (door room) |
| 9. tradesman   | 19. handwork             |
| 10. chopperman | 20. headroom             |

TEST 2

SAY WHETHER THE WORDS BELOW ARE, OR ARE NOT, PROPER WORDS IN ENGLISH.

- P) YES - A PROPER WORD                      Q) NO - NOT A PROPER WORD  
 R) MAYBE A PROPER WORD                      S) DON'T KNOW.

SPOKEN: each item repeated, followed by a ten-second pause.

- |                  |                          |                |
|------------------|--------------------------|----------------|
| 1) consideration | 2) <del>ex</del> ception | 3) receivering |
| 4) containion    | 5) listenation           | 6) objection   |
| 7) associater    | 8) printer               | 9) performer   |
| 10) attender     | 11) statement            | 12) scarcity   |
| 13) preference   | 14) insidity             | 15) amuseness  |
| 16) faintity     | 17) sincerence           | 18) hinderment |
| 19) retirement   | 20) thoughtfulness       | 21) discovery  |
| 22) scientist    | 23) dependant            | 24) refusal    |

25) brushery	26) deliverent	27) enemyship
28) surprisal	29) ownership	30) falsehood
31) warmth	32) secrecy	33) museumist
34) servancy	35) younghood	36) awakage
37) middlth	38) breakage	39) hostess
40) workeress		

TEST 3

The time allowed is 25 mins. When you get to #15, put this paper into your desk and wait.

FROM THE LIST OF CHOICES, CHOOSE THE CORRECT ANSWER IN EACH CASE:

- From Alice you get to Middledrift by going ~~in the~~ — of King William's Town.  
(A) side (B) dimension (C) position (D) direction
- He was born in Durban, so he is a/an — of Natal. (He lives in Alice now).  
(E) patriot (F) citizen (G) native (H) inhabitant
- From the bottom of the hill the — is not very good, but it is very good from the top.  
(A) sight (B) view (C) outlook (D) detail
- This jacket has a — of about R25.00, so R12.00 is a very good price.  
(E) cost (F) value (G) ticket (H) wholesale
- Saturday and Sunday were hot, but on Monday there was a/an — and it got very cold.  
(A) adjustment (B) change (C) alteration (D) influence
- The school sports day is a/an — which happens only one a year.  
(E) object (F) upset (G) organization (H) event
- I was riding with Themba in his car. I was going to the O.K. Bazaars in East London. He was only going as far as Mdantsane. But he did me a/an — and took me all the way to the O.K. Bazaars.  
(A) favour (B) pleasure (C) helping (D) approval
- Port Elizabeth and East London are on the — but Johannesburg is not.  
(E) shore (F) shoreline (G) coast (H) water
- The shopkeeper paid R10.00 for the jacket. He sold it for R14.00. He made a — of R4.00.  
(A) bargain (B) sale (C) excess (D) profit
- It is easier to read by electric light than by candle light. So the student who has electric light has a/an —  
(E) possibility (F) advance (G) advantage (H) chance

11. The team won the match. The crowd ran onto the field. They were very happy. Hundreds of people were running, shouting and cheering. I could not find my friend in all the -.
- (A) confusion (B) society (C) anxiety (D) condition
12. The Bible explains the - of the world. It says that God made the Earth in six days.
- (E) start (F) invention (G) origin (H) outset
13. I had a beautiful new tennis racket. I lost it. Khaya found it. I gave him a/an - of R1.00 for finding my racket.
- (A) payment (B) compensation (C) bribe (D) reward
14. Phumla found a R10.00 note. She knew it belonged to Agatha. Phumla's - would not let her keep it. She gave the R10.00 note back to Agatha.
- (E) application (F) conscience (G) mind (H) confidence
15. I was travelling in a bus. The bus was in an accident. The driver had to wait until the police came. He had to wait until the other vehicle was moved. Because of the -, I was 40 minutes late for school.
- (A) delay (B) fault (C) disturbance (D) misconduct.

DO NOT PROCEED. WAIT FOR FURTHER INSTRUCTIONS

TESTER WILL SPEAK EACH SENTENCE, DEMONSTRATE EACH ITEM

Note: Relevant items underlined only for the present reader. Did not appear on testee's form.

16. The man is talking in a(n) -
- (E) remark (F) breath (G) whisper (H) hoarse
17. This is a(an) -
- (A) flag (B) cloth (C) flash (D) guide
18. This is a(n) - of money.
- (E) lump (F) heap (G) mound (H) pile
19. This is white -
- (A) yarn (B) tread (C) string (D) twine
20. This is the - of the table
- (E) corner (F) side (G) join (H) square
21. This is the - of the knife
- (A) edge (B) blade (C) point (D) sharp
22. The man has a loud -
- (E) clearing (F) sneeze (G) sigh (H) cough

23. This coldrink has an orange -  
 (A) content (B) flavour (C) condition (D) application
24. This is a - of clay.  
 (E) lump (F) pile (G) heap (H) mound
25. I put the belt around my -.  
 (A) thigh (B) hips (C) waist (D) stomach
26. The sun shines here, but under the tree it is cool in the -.  
 (E) growth (F) shelter (G) frame (H) shade
27. If I drop oil onto this, there is a -.  
 (A) print (B) stain (C) show (D) mark
28. A man has a foot, but a cat has a -.  
 (E) paw (F) claw (G) hoof (H) talon
29. This is a -.  
 (A) pin (B) nail (C) screw (D) hook
30. I dry my face with a -.  
 (E) cloth (F) rag (G) handkerchief (H) towel

The time allowed is 20 mins. The space to be filled in is the one in the middle of the 2nd sentence.

#### TEST 4

1. I don't agree with him, but I don't like to say so.  
 Well, if you don't speak -, you will not be heard.  
 (A) up (B) off (C) towards (D) round
2. John has worked in six jobs in two years.  
 I wonder why he can't stick - one job only?  
 (E) for (F) out (G) into (H) to
3. That school has a lot of problems.  
 Well, perhaps the new principal will bring - some changes  
 (A) into (B) to (C) about (D) out
4. How do you like your new job?  
 I'm still settling -, but I like it very much so far.  
 (E) in (F) on (G) at (H) out
5. Why has Sipho bought that old building?  
 He wants to set - a factory to start making biscuits and sweets  
 (A) out (B) off (C) in (D) up

6. Why did the dog bite you?  
He looked friendly, but as soon as I entered the gate he turned - me  
and bit me.  
(E) off (F) at (G) on (H) up
7. I hope I will pass my examinations.  
Just keep - your good work and you won't have any trouble.  
(A) in (B) at (C) up (D) to
8. Are Mary's parents still alive?  
No. They died years ago, so her grandmother had to bring her -.  
(E) out (F) about (G) up (H) off
9. There are a lot of new teachers this year.  
Yes, they have to draw - a completely new timetable because of it.  
(A) on (B) out (C) in (D) up
10. Will you sell me your new car for ten Rand?  
Ha! You must take me - a fool.  
(E) for (F) at (G) in (H) over
11. Have you met your new boss yet?  
No, he only takes - his position tomorrow.  
(A) in (B) to (C) up (D) through
12. My car has broken down.  
You'd better send - Joe. He can fix cars.  
(E) about (F) for (G) in (H) before
13. How can I find your house?  
Easy. It is painted red, so it stands - clearly.  
(A) over (B) out (C) for (D) by
14. Did Thandiwe come to help you?  
No, she let me - badly, so I must ask someone else to help me.  
(E) out (F) off (G) down (H) in
15. Did your soccer team really lose 13-0 yesterday?  
Please don't rub it -. We feel bad enough, already.  
(A) in (B) out (C) off (D) over.
16. What a dirty old house!  
Yes, but they say that they are going to do it - and then it will look  
smart.  
(E) over (F) up (G) in (H) through
17. Mr Maselwa is in a bad mood.  
Yes, but just leave her alone and it will blow -. Soon she will be in a  
good mood.  
(A) in (B) out (C) up (D) over
18. I've got a big problem here.  
Let me help. Perhaps we can clear it - if we work together.  
(E) out (F) off (G) over (H) up
19. Did Mr Bhana punish you?  
No, he was in a good mood, so he let me -.  
(A) off (B) on (C) in (D) out

20. Did Mary say anything about the missing money?

No, I forgot to bring - the matter, but I will ask her tomorrow.

(E) off                      (F) up                      (G) about                      (H) out.

TEST 5

SPOKEN - item repeated, followed by 10-second pause.

ARE THESE PROPER ENGLISH WORDS?

(A) yes                      (B) no                      (C) perhaps                      (D) don't know.

- |               |              |               |
|---------------|--------------|---------------|
| 1. unbutton   | 2. misdirect | 3. misapprove |
| 4. disgovern  | 5. disregard | 6. uncare     |
| 7. misfinish  | 8. mislead   | 9. discover   |
| 10. disreport | 11. unlock   | 12. unappear  |
| 13. replace   | 14. imprison | 15. envieu    |
| 16. recamp    | 17. enclose  | 18. enarm     |
| 19. represent | 20. enhouse  | 21. entrust   |
| 22. memorize  | 23. scarcize | 24. freshize  |
| 25. waiterize | 26. quieten  | 27. threaten  |
| 28. modernize | 29. tasten   | 30. poisonize |

TEST 6

The time allowed is 25 minutes

1. A car must always stop at a red light, - to the rules of the road.  
(A) commanding    (B) according    (C) demanding    (D) following
2. He was drunk when he crashed into the other car. That - for the accident.  
(E) accounts    (F) accords    (G) determines    (H) depends
3. This box - glass, so be careful with it.  
(A) furnishes    (B) handles    (C) closes    (D) contains
4. A teacher must treat all pupils the same, and not - one above the others.  
(E) satisfy    (F) prejudice    (G) point    (H) favour
5. She will be very sad if we do not - her in the party.  
(A) include    (B) place    (C) mention    (D) advise
6. We must stop the party, because the people next door - to the noise.  
(E) argue    (F) object    (G) accuse    (H) complain

7. Don't shout at him. If you - with him, he will understand why you are doing it  
 (A) praise (B) charm (C) reason (D) persuade
8. These students have been chosen for the tennis team. They will - the school in the match on Saturday.  
 (E) represent (F) appear (G) witness (H) compete
9. I don't know the answer, but I - that you look in this book to find it.  
 (A) consider (B) encourage (C) inform (D) suggest
10. We hope that the government will soon - free books for pupils.  
 (E) provide (F) determine (G) practise (H) deliver
11. The road is muddy and bumpy, so - travelling on it, if possible.  
 (A) regret (B) complain (C) resign (D) avoid
12. The post has arrived, so you can - your letters now.  
 (E) discover (F) collect (G) express (H) greet
13. No-one else can do the job, so I - on you to do it.  
 (A) depend (B) require (C) expect (D) intend
14. I like apples but I - oranges because they taste nicer.  
 (E) adopt (F) regard (G) prefer (H) compare
15. If you pull on elastic it will -, but if you pull on string it will break.  
 (A) reach (B) stretch (C) thread (D) widen
16. The walls of a house - the roof.  
 (E) depend (F) combine (G) extend (H) support
17. The boxer is tough, but his opponent was too strong and finally he had to-  
 (A) yield (B) waste (C) call (D) complete
18. I don't think I have time today, but I will tell you if I - to get the job done.  
 (E) check (F) afford (G) manage (H) prevent
19. Ice will - if it is left out in the sun.  
 (A) bake (B) melt (C) crush (D) damp
20. I have not seen him in class for a long time, so I - if he is still attending school.  
 (E) concern (F) oppose (G) dismiss (H) wonder
21. Five marks out of ten in a test is not good, so don't - about it.  
 (A) act (B) boast (C) claim (D) confess
22. The teacher did not punish me, but he did - me against doing it again.  
 (E) direct (F) consider (G) correct (H) caution
23. It's raining, so we have to - the tennis match.  
 (A) postpone (B) disappoint (C) pardon (D) hesitate

24. Only the students with the highest marks can - for a prize  
(E) promise (F) propose (G) qualify (H) question
25. Our class did not do well in the test, so we are going to - the work tomorrow.  
(A) review (B) remind (C) reflect (D) refresh
26. Parents usually - their children when they are naughty.  
(E) remark (F) request (G) interfere (H) scold
27. You are wearing white pants. Be careful that the oil doesn't - them.  
(A) apply (B) hinder (C) stain (D) disturb
28. No, he is not happy. In fact, your words have - him.  
(E) upset (F) scratched (G) pinched (H) prevented
29. She has worked hard, and she - a prize.  
(A) affords (B) deserves (C) succeeds (D) results
30. You must come to class on time. You are beinning to - the teacher.  
(E) damage (F) defend (G) annoy (H) suffer

TEST 7

The time allowed is 20 minutes.

1. If you sit - me here, I can show you how to do it.  
(A) at (B) onto (C) about (D) by
2. He was very sick and died - great pain  
(E) in (F) by (G) for (H) at
3. I have looked - many books, but can't find the answer.  
(A) on (B) after (C) out (D) through
4. She is dead now, but people still speak - her kindness  
(E) in (F) for (G) of (H) up
5. Many women can carry boxes - their heads.  
(A) on (B) in (C) up (D) by
6. Place the stone - the newspaper, so that it does not blow away.  
(E) in (F) by (G) on (H) with
7. The prices are high, so I do not buy - that shop  
(A) of (B) by (C) from (D) in
8. I want to move - Durban because there is better work there.  
(E) to (F) in (G) along (H) by
9. You must use a spade - digging, so don't try cutting grass with it.  
(A) with (B) to (C) on (D) for

10. Poor people have to spend most of their money - food  
(E) at (F) in (G) with (H) on
11. Sipho lives in Cape Town now, so I do not hear - him very often.  
(A) from (B) upon (C) by (D) after
12. He is working - the car now, but you can have it at three o'clock.  
(E) on (F) about (G) over (H) at
13. Rub the polish - the floor to make it shine.  
(A) at (B) into (C) down (D) with
14. If you search - the answer, you will find it.  
(E) for (F) through (G) at (H) on
15. If you throw the ball - the tree, it will be difficult to get it down.  
(A) onto (B) at (C) up (D) into
16. Our victory was greeted - joy.  
(E) at (F) on (G) upon (H) with
17. When I was sick, the doctor treated me - medicines.  
(A) with (B) by (C) upon (D) in
18. You must try - the coat to see if it fits you.  
(E) into (F) out (G) in (H) on
19. We must arrange - a bus to take the tennis team to Grahamstown.  
(A) in (B) for (C) up (D) on
20. The old car was valued - only R30.00.  
(E) for (F) by (G) at (H) in
21. When we have the facts, we can act - them.  
(A) upon (B) onto (C) with (D) for
22. I have applied - another job so that I can get better pay.  
(E) for (F) about (G) in (H) at
23. He is a good runner and enters - all the races at the sports meeting.  
(A) for (B) at (C) of (D) by
24. All motor accidents must be reported - the police.  
(E) with (F) for (G) with (H) to
25. He was excused - attending class.  
(A) for (B) from (C) of (D) over
26. We must listen - the bell so that we do not miss our class.  
(E) for (F) to (G) at (H) with
27. If there is no grass, animals will die - hunger.  
(A) by (B) at (C) for (D) of

TEST 8

The time allowed is 10 minutes.

1. Yesterday Siphon - to school late. (come)  
(A) comed (B) came (C) come (D) cawm
2. Last week Tandi - a R5 note in the road. (find)  
(E) founded (F) fond (G) found (H) finded
3. Yesterday the children - with a ball all day. (play)  
(A) played (B) play (C) plied (D) plie
4. Last night we - a trap for the mouse. (set)  
(E) sate (F) set (G) setted (H) setten
5. Last month, Vusumzi - to East London. (go)  
(A) gonned (B) goed (C) wont (D) went
6. Yesterday I - the answer. (know)  
(E) know (F) knew (G) know (H) knowed
7. Last year the captain - the team to victory in every match. (lead)  
(A) lead (B) led (C) ledded (D) lid
8. At 10.30 a.m. the bus reached the end of the run and - around to come back. (turn)  
(E) turned (F) torn (G) tornd (H) turn
9. Last year I - studying history and mathematics. (begin)  
(A) began (B) beginned (C) begin (D) begun
10. Last week, I - my work when I recovered from my illness. (continue)  
(E) continued (F) continue (G) contanue (H) contanued
11. Last year, bread - 15 cents a loaf, now it is 17 cents. (cost)  
(A) cost (B) cast (C) costed (D) cossed
12. When she was ill, she - the pain very bravely. (bear)  
(E) beared (F) bored (G) barred (H) bore
13. Yesterday Pumla - in that chair, but today she is over here. (sit)  
(A) sit (B) sat (C) sitted (D) sate

TEST 9

The time allowed is 5 minutes.

1. Mary has - her breakfast, and now she wants a cup of coffee. (have)  
(A) have (B) had (C) hid (D) haved
2. The bus has - around and now it is coming back. (turn)  
(E) turned (F) torn (G) turn (H) tornd
3. I have - the new shoes that I want to buy. (see)  
(A) see (B) seed (C) seen (D) seened

4. The students have - to study for the test. (begin)  
 (E) begun (F) began (G) begin (H) begun
5. Vuyo has - that he will come to the party. (say)  
 (A) say (B) sane (C) sayed (D) said
6. He has - to do well in his examinations. (continue)  
 (E) continued (F) continue (G) continues (H) continuen
7. She has - about it for a long time. (know)  
 (A) known (B) knowed (C) knew (D) knewed
8. The carpenter has - a lot of tables this year. (make)  
 (E) maded (F) maked (G) made (H) make
9. The mealies have - tall because of the good rains. (grow)  
 (A) grewed (B) grown (C) grow (D) grew)
10. Themba has - in the same desk for two years. (sit)  
 (E) sitten (F) sitted (G) sit (H) sat.

TEST 10: SPOKEN ONLY

FOR EACH GROUP OF WORDS THAT FOLLOWS, SAY WHETHER IT:

- (A) CONTAINS ONLY PROPER ENGLISH WORDS  
 (B) CONTAINS ONE INCORRECT ENGLISH WORD  
 (C) PERHAPS CONTAINS ONE INCORRECT WORD  
 (D) YOU DON'T KNOW

- |                         |                            |
|-------------------------|----------------------------|
| 1. an existing building | 2. a bleeding cut          |
| 3. a willing worker     | 4. a doubtful student      |
| 5. a personal letter    | 6. an influencing man      |
| 7. a bloody nose        | 8. a satisfied child       |
| 9. an existful garden   | 10. a willy servant        |
| 11. an influential book | 12. a faithful friend      |
| 13. a doubtful question | 14. a national problem     |
| 15. a healthy child     | 16. an advanceful army     |
| 17. a cooked meal       | 18. a blinding light       |
| 19. a tinnal sound      | 20. an intentioning plan   |
| 21. a truthful girl     | 22. an oily engine         |
| 23. a searchful light   | 24. an intentional mistake |
| 25. the tinned fruit    | 26. a blindy corner        |
| 27. an oilful car       | 28. a dreamy look          |
| 29. a truthed writer    | 30. a searching question   |

TEST 11

SPOKEN - each item repeated, followed by ten second pause

ARE THESE PROPER ENGLISH WORDS?

(K) YES (D) NO (M) MAYBE (N) DON'T KNOW

- |                           |                          |
|---------------------------|--------------------------|
| 1. a permanent position   | 2. a differish look      |
| 3. the foolent students   | 4. a goldent frame       |
| 5. a different car        | 6. a foolish answer      |
| 7. a symphatetish friend  | 8. the forbidden words   |
| 9. a violent attack       | 10. a sympathetic look   |
| 11. a photographic studio | 12. the rotten food      |
| 13. a confident player    | 14. a photographent book |
| 15. a confidish friend    | 16. a feverish sleep     |

TEST 12

The time allowed is 25 minutes.

WRITE THE LETTER OF THE CORRECT WORD, CHOSEN FROM THE LIST BELOW EACH SENTENCE .

- The - school was started over there, but we moved it to this bulding in 1968.  
(A) original (B) proper (C) essential (D) right
- Because there were big stones in the road, we had a very - ride in the car.  
(E) destructive (F) heavy (G) rough (H) cushioned
- It is a very - house, with a flat roof and only two rooms and a kitchen.  
(A) lacking (B) rude (C) quick (D) simple
- This road is so - to me that I always know exactly where I am.  
(E) extensive (F) certain (G) actual (H) familiar
- The thief hid the goods in - places so that they would not be all in one place.  
(A) various (B) destructive (C) immense (D) extreme
- The feather is so light that it will blow away if there is even the - wind  
(E) least (F) most ordinary (G) most possible (H) likeliest

7. She is a very - person and does not like to hurt anyone.  
 (A) painful (B) earnest (C) motherly (D) gentle
8. The back of an ox is so - that it is very easy to sit on.  
 (E) fat (F) broad (G) graceful (H) excessive
9. The new shirts were so - that they were all sold out in three days.  
 (A) fresh (B) popular (C) moderate (D) ornamental
10. Swaziland is not part of South Africa; it is a - country.  
 (E) local (F) single (G) foreign (H) national
11. Those are not real flowers; they are - flowers made out of plastic.  
 (A) artificial (B) common (C) formal (D) accidental
12. The prices at that shop are higher, but it is nearby, so it is -  
 to shop there.  
 (E) orderly (F) fortunate (G) convenient (H) generous
13. She is a very - friend and always gives help when I need it.  
 (A) original (B) loyal (C) bold (D) patriotic
14. That teacher is very - and will never punish you if you do not deserve it.  
 (E) reasonable (F) comfortable (G) educated (H) attractive
15. She is so - that she always stops to see what I am doing.  
 (A) exciting (B) personal (C) fanciful (D) curious
16. The hill makes such a - rise that I never feel tired when I climb it.  
 (E) gradual (F) prompt (G) needless (H) shallow
17. I know you have waited for a long time, but if you can be - for a  
 little longer, I will see you.  
 (A) sincere (B) attentive (C) patient (D) steady
18. His health is so - that he is very often sick.  
 (E) mild (F) delicate (G) medical (H) childish
19. She is so - that she has told nobody about the many prizes she has won.  
 (A) peculiar (B) humble (C) ordinary (D) deceitful
20. The farmer's land is so - that it stretches much further than a person  
 can see.  
 (E) detailed (F) noble (G) eventful (H) extensive
21. He is very - and whenever he does a job he makes a mess or knocks  
 something over.  
 (A) heavy (B) pushing (C) awkward (D) shallow
22. Mary is so - that is she is always telling people about how she won  
 first prize.  
 (E) boastful (F) ideal (G) graceful (H) misinformed

23. Children must be very - when they cross a busy road which has a lot of traffic.  
 (A) lucky (B) noble (C) polite (D) cautious
24. Siphho was so - of Tandi's new pen that he took it from her desk, to use it himself.  
 (E) cross (F) envious (G) glad (H) determined
25. Only a - person goes on eating after he is full.  
 (A) generous (B) greedy (C) determined (D) powerful
26. Students must be - so that the assembly can begin on time.  
 (E) immediate (F) proper (G) rapid (H) punctual
27. If you have injured your leg, it is very - to play rugby because that might make the injury worse.  
 (A) risky (B) afraid (C) coarse (D) extreme
28. The young lion is so - that it sleeps on its owner's bed and plays with the children.  
 (E) fierce (F) exciting (G) tame (H) fearful
29. She is very - and always sees that her room is clean and neat.  
 (A) nice (B) tidy (C) detailed (D) fashionable
30. This letter is - so I must post it right now.  
 (E) unpaid (F) necessary (G) private (H) urgent

TEST 13

SPOKEN: each item repeated, followed by ten-second pause

FOR EACH GROUP OF WORDS THAT FOLLOWS, SAY WHETHER IT:

- (A) IS ALL CORRECT ENGLISH (B) CONTAINS ONE INCORRECT WORD  
 (C) PERHAPS CONTAINS ONE INCORRECT WORD (D) YOU DON'T KNOW

- |                                |                               |
|--------------------------------|-------------------------------|
| 1. she worked it out exactly   | 2. he frequently came home    |
| 3. he passed the test easy     | 4. the car fell apart         |
| 5. the man died natural        | 6. the aeroplane flew abovely |
| 7. he arrived first            | 8. he hammered the nail hard  |
| 9. he played the game properly | 10. the girl arrived recently |
| 11. the ball rolled backwardly | 12. she did the work perfect  |
| 13. she jumped quick           | 14. the train travels slowly  |
| 15. the dog jumped highly      | 16. the bus stopped sudden    |

## 5.1 Notes on Pre-Test 1

### 5.1.1 Preamble

It was decided to restrict only to Noun + Noun compounds - this eliminated noun compounds which are definitely formed from Modifier + Noun such as mainland, half-hour, one-way.

The complete list of such compounds is:

common sense	lowland
grand daughter	madman
<b>father</b>	mainland
mother	mid-air
son	day
half hour	land
pay	night
penny	solarsystem
crown	somebody
highroad	something
highway	undergraduate
	underground.

In some cases of Noun + Noun Compounds the process of 'fusion' is complete so that the word is not recognized as a compound, because one or both elements no longer have current meaning. Examples are: breakfast, cupboard. Such items were not considered

Not included in this study are those 'noun compounds' which consist of H + PG (Head + Prepositional Group) such as chest of drawers. It is noteworthy that many NOUN + NOUN compounds can be 'derived' from H + PG (or alternately presented as such). Examples are: horseback - back of the horse, hill side - side of the hill.

### 5.1.2 Compound entries in the List

In the General Service List, West employs three methods of indicating compounds under the relevant headwords:

- (i) The compound is included to illustrate a particular meaning attached to the headword, eg. under CHURCH is found:

---

CHURCH, n. 1879 e

.....

(4) (the parish unit; the congregation; the services)

Is he church, or chapel?

Go to church, at church

Church-workers

19%

churchyard 26e

---

19% against the right-hand margin indicates that meaning (4) accounts for 19% of the total 1879 occurrences of CHURCH in the count, i.e. about 180 occurrences. It is not stated how exactly church-workers is to be regarded.

Certainly, no figure for frequency of occurrence can be attached to it. Nor is it stated whether church-workers is included because it specifically occurred very often as an example of meaning (4), or was included merely as a 'typical' but not necessarily individually frequent example.

Items under such entries are included here in the extracted list with the notice that the list of 'extractions of noun compounds' must not be thought of as absolute, particularly in such cases as 'church-workers' which are included amongst a number of examples of one overall meaning, with no specific percentage or frequency attached.

In his Explanation as forward to the G.S.L., the editor says the following:

"No attempt has been made to be rigidly consistent in the method of displaying the words: each word has been treated as a separate problem, and the sole aim has been clearness. The presence of a word in an example (eg tyre under BURST) or in a compound (eg marshal in field-marshal under FIELD) should not be taken to justify free use of the word if it is not included in the General Service List in its own right".

(2) The compound is included as clock-/' in the following example:

---

CLOCK 174e

Clock, n.	The church clock	
	The silver clock on my table	41%
Phrase:		
	Four o'clock by my watch	54%
Clock-/'	clock--face	3%

.....

Clockwork n. 10e	A clockwork toy	
	It goes by clockwork	

---

Entries similar to clock-/' are often followed by etc., presumably to indicate that the process is relatively productive. If etc had appeared after the example above, one would presumably analogize further examples such as clock-dial and clock--spring. The symbol '-/' can be taken to indicate a less advanced stage towards full compounding than, for example, churchyard and clockwork in (1) and (2) respectively above, which are accorded separate entries.

Such entries are all hyphenated and while the hyphen often indicates a process of 'lesser compounding', it can not always be accepted as universally valid. It seems that the hyphen can sometimes be inserted to make a compound orthographically less awkward.

(3) The compound is assigned a specific frequency and given the status of a separate entry under the headword, as with churchyard and clockwork. These entries are seldom hyphenated. Presumably they are thought of as being 'more firmly compounded'.

### 5.1.3 What is a (Noun + Noun) Compound?

At the beginning it must be said that there seems to be no comprehensive analysis available of the various 'degrees' of compounding from a loose association such as gold mine to complete fusion such as in cupboard where the average speaker presumably does not think of the word as being a compound.

The orthography usually represents compounds in three ways: with space between the words; hyphenated; and juxtaposed. These features are presumably attempts to indicate various degrees of 'fusion' of compounds, but they are subject to idiosyncratic variety and to orthographic convenience, which, for example, may hyphenate simply because the 'word' would otherwise be too long.

Compounds can basically be described in two ways: (1) according to form; (2) according to meaning.

Descriptions according to form pay some attention to orthography, but are primarily concerned with phonological form. Stress patterns, intonation, juncture and phonemic modification are chief considerations. It is noted that many 'true' compounds have major stress on the first element, with secondary stress and falling intonation on the second. There is usually no phonological juncture between the elements.

On the other hand, compounds which are less well-assimilated tend to show significant juncture with major word-stress on both elements and no significant variation in intonation.

It is noted that the definition of compounds by form must take account of the form changing according to situation, for example with emphatic stress, or contrastive stress.

Descriptions according to meaning attempt to define the extent to which a compound has become 'idiomatic', or to which sets a compound belongs.

Basic to both types of descriptions is the formal description according to what part of speech is added to what, and the description of the 'extended form' from which the 'compressed' form of the compound has been derived, for example:

the bell (at) the door = door bell  
 (on)  
 (of)

Valerie Adams notes that a noun may be premodified by: (1) a noun (2) an adjective (3) a nominalization (or participle). She says,

"The resulting element may be a free phrase or it may be a compound in which the premodifying element has lost its independence."<sup>1</sup>

One useful test advocated for Noun + Noun Compounds, is whether a qualifying adjective modifies the whole compound or only the first element.

With regard to the degree of fusion and the process leading to this, she adds:

"any attributive-head noun group is potentially a compound and will come to be felt as one if used often enough."

She comments that "compound status" can be a matter of degree; and notes that accent can be helpful in distinguishing compounds from free phrases, in that the former often have the nucleus on the first element.

L.A.Hill, in "Compounds and the Practical Teacher", notes that one

"should not expect a clear relationship between stress and meaning."<sup>2</sup>

He gives as example 'snow wall and 'snow ball, where the latter has the conventional stress of a compound, while 'snow wall has the stress pattern of free elements. However, the fact of the difference in stress indicates that language users do not regard snow wall and snow ball as being equivalent in meaning (no matter what their form and identical pattern in 'extended form' might suggest). The case of snow ball shows the truth of the quotations from Adams (as above):

"any attributive-head noun group is potentially a compound and will come to be felt as one if used often enough."<sup>3</sup>

While attempting to elucidate rules for compound formation is a necessary task of the writer of grammars, it seems that there are limits to what these rules can achieve in describing the 'psychological real-ness' of compounds, or the degrees of fusion achieved. Stating that girlfriend is formed from The girl is a friend is only minimally helpful. For instance, it gives no account of the connotations which surround girlfriend. Presumably lady friend is similarly derived. But the 'degree of compounding' is not explained by showing both as being formed from such a superficial 'rule'.

Such 'rules' are in any case the product of a closed circle of decisions which ultimately rest on intuition:

"We have written a rule for forming Compound A because we have decided that A is in fact a compound".

Frank Palmer says,

"Although there are certain well-trodden paths of connection, sufficiently clear to be formulated as separate lexical rules, for many compounds X-Y it seems as if the most general rule X which has something to do with Y is the only one broad enough to include all the idiosyncratic readings that are possible."<sup>4</sup>

#### 5.1.4. Summary (What is a Compound?)

- 1) A Noun + Noun compound cannot be judged solely on orthographic form
- 2) Ultimately, intuition is the most valid means of judging of 'compound-ness'
- 3) One useful test of whether the construction is a compound or free phrase, is to enquire whether a qualifying adjective modifies the first element only or the whole construction.
- 4) Most Noun + Noun compounds have major word stress on the first element only, with secondary stress on the second element.
- 5) There is usually no phonological juncture.
- 6) There is sometimes phonemic modification.
- 7) Sometimes, the meaning of a compound is not the simple sum of the literal meanings of its parts (i.e. 'semantic opacity').

5.1.5 The list extracted from the G.S.L. of Noun + Noun compounds with -man, -work, and -room is given at the conclusion of this note.

The Test items were chosen from this list, because the three elements (particularly -man and -room) are relatively productive. However, it is

testament to the idiosyncratic nature of many compounds that few compounds with -man , for example, have the same 'process of transformation'.

For instance:

chairman	—	man who is <u>in the</u> chair
milkman	—	man who <u>delivers</u> milk
salesman	—	man who <u>makes</u> sales (sells)
showman	—	man who <u>presents</u> a show

#### 5.1.6 The Test (Pre-Test 1)

Ten 'acceptable' compounds were chosen, 9 from West's List, ranging in frequency of occurrence from 6 to 240 ('headroom', while acceptable, does not feature in the G.S.L.) A further 10 'unacceptable' compounds were created, all perfectly 'possible' according to the many 'rules' for forming compounds.

G.Leech refers to

"the power of lexical rules to produce new entries...the gap of unused 'capacity' between the theoretically enormous generative power of lexical rules, and the comparatively limited use that is made of them in practice." <sup>5</sup>

#### 5.1.7 Basis of the Test

It is this "gap of unused capacity" which forms the hypothesis of Test 1, namely that a testee with native-speaker-like proficiency will be able to discriminate between those items where the lexical rule is actually applied in language-in-use, and those items where the rule merely allows a 'potential', with no realization in use. The hypothesis is further that the less the proficiency of the testee, the less able he/she will be to discriminate between 'actual' and 'potential' items.

#### 5.1.8 The Items

The full test is printed below. Items were presented orally to testees; the written form was not seen. The tester called out each item number, followed by the item (repeated once) followed by a ten-second pause to allow the testees to select their answer.

Four answer choices were available: (A) Yes (it is a correct word in English), (B) No (it is not) (C) Maybe (D) Don't know.

An explanation of the columns in the table below is as follows:

- 1) The frequency of occurrence in West's G.S.I., of items in the test.
- 2) The item number i e. the order in which the items were presented to the testees.
- 3) Item discrimination index: 97 testees wrote the test, and for analysis 25% at each end of the range were used. (24 'high' scripts and 24 'low' scripts) The Item Discrimination Index was calculated by finding the difference between the number of 'high' correct scores and the number of 'low' correct scores; the difference was then divided by the number of scripts in one group (here, 24). Below .30 was considered unacceptable, and the item therefore not included in the final test form.
- 4) The items which were marked as acceptable words in English.
- 5) Item discrimination index for the 'unacceptable' items
- 6) The items marked as unacceptable.

#### 5.1.9. Pre-Test 1

1 West frequ.	2 Item No	3 Discrim- ination	4 Acceptable	5 Discrim- ination	6 Unacceptable
240	1	.12	workman		
X	2			<u>.54</u>	deskman
X	3			.25	appleman
198	4	.12	chairman		
12	5	.08	sportsman		
X	6			<u>.66</u>	playman
X	7			<u>.41</u>	shopman
X	8			<u>.62</u>	brickman
30	9	<u>.41</u>	tradesman		
X	10			<u>.45</u>	chopperman
10	11	<u>.33</u>	clockwork		
X	12			<u>.45</u>	rulework
58	13	.20	bedroom		
X	14			<u>.50</u>	suitwork
10	15	.20	woodwork		
30	16	.20	diningroom		
X	17			.04	lounge room
X	18			.05	door room

(continuation, these being 'acceptable' items)

?6	19	.12	handwork		
ø	20	<u>.33</u>	headroom		

#### 5.1.10 Analysis of the pre-test:

Of 20 items presented to the testees, 11 were found to have an item discrimination index above .30. Of these, 8 were in the 'unacceptable' ('not correct English') group and 3 were in the 'acceptable' ('correct English') group.

These findings accord well with the hypothesis presented above, that the less proficient an ESFL user, the less he will be able to distinguish between 'actual' and 'potential' items of the lexicon.

Four answer choices were offered to testees, the last two, (C) 'Maybe' and (D) 'Don't Know', serving purely as distractors. In view of the hypothesis presented above, a significant number of testees in the bottom 25% of the range responded to these two distractors, thus indicating the uncertainty in the minds of less proficient users of the language, regarding 'actual' and 'potential' items of the lexicon.

Bearing in mind that the '25% low' group contains 24 testees, the following are the numbers who responded to the 'distractor' items C and D (joint total, for 'unacceptable' items only):

<u>Item</u>	2	:	14
	3	:	9
	6	:	13
	7	:	6
	8	:	14
	10	:	10
	12	:	10
	14	:	9
	17	:	2
	18	:	8

Thus of 240 possible responses in the 'unacceptable' group of items, 95 responses went to the 'distractor' items: about 39,5%.

A significant number of testees in the lowest range were therefore not able to discriminate accurately between 'actual' and potential' items of the lexicon, and showed their confusion by responding to the distractor answers.

#### 5.1.11 Analysis of Some Items

Amongst the 'unacceptable' items, only two did not yield an item discrimination index greater than 30. These were

appleman  
lounge room

For 'appleman', 19 'high' and 13 'low' indicated that it is 'not an acceptable word in English'. It is difficult to know why such a comparatively high number of testees answered the item correctly. Possibly it is because there is no other similar pattern in English with which to analogize, i.e. no acceptable compound 'fruit/vegetable man'. For example, because of 'workman', the less proficient user can analogize \*'playman'; because of 'chairman', he can analogize \*'deskman'. But there is no pattern from which 'appleman' can be analogized.

Item 17, 'lounge room', shows a very low number of correct responses - only 7 'high' and 6 'low' identified it as 'not a correct word in English'. Possibly the pattern of 'bedroom', 'diningroom', 'bathroom' etc is very powerful, forcing even those who are acquainted with 'lounge' to question it and, at least momentarily, replace it with 'lounge room'.

Amongst the 'acceptable' items, it was expected that high-frequency items would yield low item discrimination indices. In fact, 35 out of 48 responded correctly to 'workman' (240 frequency in West's G.S.E.) and 43 out of 48 to 'chairman' (198 frequency). These results would seem to work towards a validation of use of the list for teaching/testing purposes ('teach the most frequent items first', etc) but are partly offset by the results of 'sportsman', 'bedroom' and 'diningroom'. These are low-frequency items in West's G.S.L. but probably feature quite highly in the active vocabulary of the testees.

The case of 'handwork', 45 out of 48 possible correct responses, is difficult to explain.

Of those 'acceptable' items which yielded an item discrimination index of more than .30, both 'tradesman' and 'clockwork' are not only low frequency in West's List, but also probably not common in the testee's situation.

The same holds for 'headroom', which is zero frequency in the G.S.L.

5.1.12 Full list extracted from the G.S.L of Noun + Noun compounds with -man, -room, and -work.

<u>-man</u>	<u>-room</u>	<u>-work</u>
chairman	bathroom	clockwork
fisherman	bedroom	framework
middleman	drawing-room	handiwork
milkman	dining-room	network
nobleman	printroom	woodwork
policeman	salesroom	
postman	school-room	
salesman	showroom	
seaman	sittingroom	
showman	store-room	
sportsman	waitingroom	
statesman		
tradesman		
workman		

5.2 Notes on Pre-Test 2

5.2.1. Preamble

In this test, 40 nouns derived by affixation are presented. Of these, 19 are 'unacceptable' items i.e. they are not 'proper words' in English.

As in Pre-test 1, the items were presented verbally, twice each, with a ten-second interval to allow the selection of the answer. The written form was not seen by the testees.

The answer forms contained four choices for each item: (P) Yes (i.e. a 'proper word' in English) (Q) No (Not a 'proper word') (R) Maybe (S) Don't know.

### 5.2.2. Basis of the Test

In the notes on Pre-Test 1, there appeared a quotation from Leech in which he refers to

"the power of lexical rules to produce new entries...the gap of unused 'capacity' between the theoretically enormous generative power of lexical rules, and the comparatively limited use that is made of them in practice".<sup>6</sup>

As in Pre-Test 1, it is this 'gap of unused capacity' which forms the basis of the hypothesis underlying this test, namely that a testee with native-speaker-like proficiency will be able to distinguish between 'actual' and 'potential' lexical items; the less proficient a testee, the less able he will be to discriminate.

It must be noted that in theory, 'acceptability' is, within the limit of what can potentially be created with reference to the 'rules', a very difficult matter to judge. Valerie Adams says,

"...a word, unlike a sentence, is an addition to an inventory and the more used to it we become, the more disposed we are to accept it. Moreover we may observe that words not usable in everyday language will very easily be found acceptable in specialized spheres".<sup>7</sup>

She shows 'an interrupt', used in computer science, as an example of this specialized use.

'Acceptability' is partially a synchronic matter, for words drop out of the lexicon and re-appear from time to time. Presumably speakers who are acquainted with a specialized register (cf. 'an interrupt') would maintain two 'intuitions', one for that register, and one for 'general' language use.

All 40 items in Pre-Test 2 were tested informally with competent native speakers of English, and there was complete unanimity on all items. (This was done with all tests of this kind.) An informal test with the author's two

sons, aged 9 and 6 years, showed that the younger was significantly more inclined to indicate doubt as to acceptability or unacceptability of items, or to assign items to their incorrect categories. This raised possibilities regarding the wider application of such tests.

Adams points out that

"The incogruence of grammaticality and acceptability...is far greater where words are concerned than where sentences are concerned. It is so great, in fact, that the exercise of setting out the 'rules' for forming words has so far seemed of questionable usefulness."<sup>8</sup>

She notes further that

"Where almost every sentence we use is composed ad hoc to suit the occasion and is thus a 'new sentence', it is relatively rare for us to form a 'new word' and when we do our hearers ...are more or less conscious both of its newness and of its rarity..."<sup>9</sup>

A word considered 'unacceptable' may have impeccable 'references': it may have semantic affinity with 'acceptable' words formed on the same pattern, its stem and affix may show the same phonological affinity and, most important, it may fill a real gap in the vocabulary. As an example of this, Adams cites

"persistent attempts to nominalize the verb despise"<sup>10</sup>

which she has attested from observations of writing by students and from colloquial speech where use of a nominalization such as despisal or despisement is usually followed by a deprecatory gesture or laugh. Yet nominalizations of to despise have been in and out of the language from the 16th to 19th centuries. She concludes,

"But one of the more puzzling aspects of word-formation is the way in which apparently unexceptionable words may be stubbornly and silently resisted".

Thus, with reference to word-formation, acquisition of native-speaker-like proficiency by ESFL learners requires more than an abstract knowledge of the 'rules'.

### 5.2.3 Background to the Test Items

Where word formation involving nouns is concerned, by far the most common process is conversion. An analysis of West's General Service List shows

noun/verb conversion : 435 items  
 noun/adjective conversion : 50 items

It is possible to argue for the derivation by conversion of one item from another, on historical grounds, or because one item (eg noun bottle) is much more frequent in current use than the other (eg verb bottle). However, such arguments do not seem to have much relevance to the average user's (synchronic) intuitions about the language. As Leech notes

"It is arguable that lexical rules should be formulated (for the purpose of representing linguistic competence) in a bi-directional form, the predominance of derivations from the simpler to the more complex form being regarded simply as a matter of historical probability".<sup>11</sup>

---

He notes that this also solves problems in conversion, where there are two morphologically identical items, one of which may otherwise be seen as, or hypothesized as, the 'base'.

In the count of cases of Noun/Adjective conversion in the General Service List, the following were not included: colours, materials, numbers, direction/place and seasons.

Another prolific process in the formation of nouns is compounding, where about 440 cases of Noun + Noun were noted. In the Notes on Pre-Test 1 the difficulties of identifying 'true' compounds were discussed.

I attempted to write tests to assess the learners' perceptions regarding the process of conversion, but this proved futile. Usually there is a complete carry-over of meaning; where there is not, the shade of meaning is often so fine, or the possibilities so limited, that a satisfactory multiple-choice test cannot be written.

Besides conversion and compounding, the third means by which nouns are formed is derivation by affixation (prefixes and suffixes). Infixes eg 'sing-song' are rare in English, and were not considered.

402 nouns derived by affixation were attested in the G.S.L.

The great majority (385) were derived by suffixation, and suffixes formed by far the largest group of affixes involved in this process (25 suffixes, 4 prefixes).

A list is supplied below of all affixes by which nouns are derived, and the numbers of items derived by each are noted (i.e. in the General Service List)

Valerie Adams says

"...the most interesting developments involve suffixed elements rather than prefixed ones. It happens that a great many of our prefixes are of Latin or Greek origin, and are much used in forming scientific words, whereas our suffixes are more often of native origin, or have come into the language via French. They have been in the language longer and are more frequently employed in general vocabulary."<sup>12</sup>

She notes that prefixes show a different general pattern from suffix sense-groups, indicating:

negative, reversative eg a-, de-, dis-, ex-  
number eg bi-, demi-, poly-  
time eg ante-, post-, pre-  
size eg mega-, micro-, mini-  
place eg ante-, ex-, mid-, supra-

These meanings are fairly well defined and are less likely to acquire extra nuances.

For the reasons noted above, Pre-Test 2 contains only nouns formed by suffixation.

5.2.4 A list of noun-forming affixes extracted from the G.S.L.

	Affix	Examples	Source/Base	No of cases in <u>G.S.L.</u>
1	-/ʃn/	expression, objection	from Verb	86
2	-/ə/	helper, teacher	from Verb, Noun, Adjective	74
3	-/ɪŋ/	cooking, lodging	from Verb	46
4	-/nɪs/	fitness, sadness	from Adjective	36
5	-/(ɪ) tɪ/	electricity, safety	from Adjective	32
6	-/mənt/	development, excitement	from Verb	27
7	-/əns/	deference, resistance	from Verb	26
8	-/(ə) rɪ/	bravery, poetry	from Adj., Noun, Verb	11
9	-/(ə) l/	approval, refusal	from Verb	8
10	-/θ/	length, warmth	from Adj., Verb	7
11	-/ɪdʒ/	breakage, marriage	from Verb, Noun	5
12	-/t/	complaint, descent	from Verb, Adj.	5
13	-/ʃɪp/	fellowship, membership	from Noun	5
14	-/ənt/	defendant, servant	from Verb	4
15	-/sɪ/	agency, efficiency	from Adj., Noun	4
16	-/jə/	enclosure, failure	from Verb	3
17	-/hʊd/	childhood, falsehood	from Noun	3
18	-/ɪs/ (-/es/)	hostess, waitress	from Noun	3
19	-/i:/	employee, jealousy	from Adj., Verb, Noun	3
20	-/ɪst/	colonist, scientist	from Noun	2
21	-/rən/	librarian	from Noun	1
22	-/lɪs/	wireless	from Noun	1
23	-/ z(ə)m/	mechanism	from Noun	1
24	-/rɪd/	hatred	from Noun	1
25	/dɪs/-	discomfort, displeasure	from Noun	7
26	/mɪs/-	misconduct, mistrust	from Noun	7
27	/ɪm/-	immorality, impossibility	from Noun	2
28	/ʌn/--	uncertainty	from Noun	1

5.2.5 Pre-Test 2

The table is printed under the following headings:

- 1) Frequency of occurrence as given in the General Service List: for acceptable items only
- 2) Item number: order in which presented to the testees
- 3) Acceptable items
- 4) Item Discrimination Index for the Acceptable items: number of correct responses for the lowest 25% group of testees, subtracted from the number of correct responses for the highest 25% group; the result then divided by the number testees in any one group. Discrimination of less than .30 is regarded as unsatisfactory.
- 5) Unacceptable items
- 6) Item Discrimination Index for the Unacceptable items: see (4) above.

5.2.6 Results of Pre-Test 2

Frequency in <u>List</u>	Item No.	ACCEPTABLE	Item Discrim. Index	UNACCEPTABLE	Item Discrim. Index
442	1	consideration	04		
234	2	exception	.16		
	3			receiving	<u>.29</u>
	4			containion	<u>.58</u>
	5			listenation	<u>.50</u>
120	6	objection	0		
	7			associater	.16
58	8	printer	<u>.33</u>		
20	9	performer	.08		
∅	10	attender	-.04		
664	11	statement	0		
76	12	scarcity	.16		
?234	13	preference	<u>.45</u>		
	14			insidity	<u>.70</u>
	15			amuseness	<u>.75</u>
	16			faintity	<u>.41</u>
	17			sincerence	<u>.63</u>
	18			hinderment	<u>.54</u>
100	19	retirement	<u>.33</u>		
64	20	thoughtfulness	.20		
318	21	discovery	.04		
108	22	scientist	.08		
40	23	dependant	.20		
62	24	refusal	.13		
	25			brushery	<u>.54</u>
	26			deliverent	<u>.50</u>
	27			enemyship	<u>.66</u>
	28			surprisal	<u>.45</u>
52	29	ownership	.25		
50	30	falsehood	.04		
84	31	warmth	.16		
14	32	secrecy	.08		
	33			museumist	<u>.45</u>

	34			servancy	<u>.58</u>
	35			younghood	<u>.58</u>
	36			awakage	<u>.70</u>
	37			middlth	<u>.70</u>
8	38	breakage	<u>.54</u>		
10	39	hostess	.13		
	40			workeress	.70

### 5.2.8 Selection of Items

The noun-forming affixes (see previous list) were divided into three groups, on the bases of the number of items occurring with each affix in the General Service List:

- Group 1: High number of items
- Group 2: Medium number
- Group 3: Low number

The following suffixes were chosen as representative of each group: the suffixes in group 1 were tested in item numbers 1 to 10 in an actual test, those in Group 2 in numbers 11 to 20, and those in Group 3 in numbers 21 to 40.

### 5.2.9 Analysis of Pre-Test 2

In the analysis of results, no significance attaches to the ordering of items as set out above. It was previously hypothesized that the Acceptable items in Group 1 (item numbers 1 to 10), representing suffixes which occur relatively frequently, would produce lower discrimination than those in Group 3 (item numbers 21 to 40), on the grounds that the latter, representing suffixes which occur infrequently, would discriminate better between 'generally most proficient' and 'generally least proficient' testees. As the tables of item discrimination show, this is not the case.

As stated in the notes on Pre-test 1, the testees' answer forms were divided into two significant groups for the purpose of item analysis: top 25% and bottom 25%. In this test, there were 24 subjects in each group.

Of the 21 'Acceptable' items, only 4 items produced a satisfactory discrimination index of over .30. These were items (8) printer, (13) preference, (19) retirement and (38) breakage.

Of the 19 'Unacceptable' items, only one (item (7) associater) did not produce an acceptable discrimination index.

These results fully support the hypothesis underlying this test, nl. that the lower the proficiency of a testee, the less he will be able to discriminate between acceptable and unacceptable items. It was noted that the results of Pre-Test 1 also supported this hypothesis.

An analysis of each item shows that of the 17 'acceptable' items which did not show positive discrimination (i.e. excluding the four items with a discrimination index above .30) only 5 items did not produce an aggregate of 80% or over 'correct' scores by the 'High 25%' group. In other words, for the bulk of the 'Acceptable' items, the low discrimination indexes were caused by both 'High 25%' and 'Low 25%' testees responding correctly to the item i.e. recognizing the item as 'proper English'. For example, with 24 testees in each of the 'High' and 'Low' groups, the correct answers to item (1) consideration were respectively 24 and 23 (i.e. only 1 out of 48 testees, here, did not identify consideration as 'proper English'); for item (31) warmth, the respective correct scores were 23 and 19 (only 5 ex 48 not correct).

Excluding the four 'Acceptable' items which produced discrimination indices above .30, we consider the remaining 5 items where the 'High 25%' group produced less than 80% correct responses. These are (10) attender, (12) scarcity, (2) thoughtfulness, (30) falsehood and (32) secrecy.

Attender does not feature in the G.S.L. It is significant that the remaining items have a low frequency of occurrence in West's General Service List: the respective frequencies are 76, 64, 50, 14. These are 5 of the last 12 items with respect to frequency of occurrence. The pattern is thus not clearly established, but it is notable that the top 3 items with respect to frequency

( (11) statement (frequ. 664); (1) consideration (frequ. 442); and (21) discovery (frequ. 318) ) produced the following correct scores respectively, for the 'High' and 'Low' groups: 24-24; 24-23; 24-23. Thus of 144 potential correct scores for these items for the 'High' and 'Low' groups combined, only 2 incorrect responses were scored (.986 correct response for the three items).

#### 5.2.10 Summary of Results

- 1) The hypothesis that 'generally less proficient' testees will have greater difficulty in distinguishing between 'acceptable' and 'unacceptable' words in English, is supported by the results of Pre-Test 2, in which only 1 out of 19 'Unacceptable' test items did not produce an acceptable item discrimination index, whereas only 4 out of 21 'acceptable' items did produce such a result.
- 2) Of those 'Acceptable' items which did not produce acceptable discrimination indices, a majority showed a high aggregate (above 80%) of correct responses for the 'High' and 'Low' groups of testees, taken together. A majority of testees of both 'greater' and 'less' proficiency, thus responded correctly to a majority of 'Acceptable' items.
- 3) The three items with the highest frequency of occurrence in the List produced .986 correct response for both 'High' and 'Low' groups taken together, whereas 5 out of 12 of the items with lowest frequency in the G.S.L. also produced the lowest number of correct scores. These findings, while by no means conclusive, provide evidence towards support of the use of the General Service List in programmes of teaching and testing.

### 5.3. Notes on Pre-Test 3

#### 5.3.1 Selection of Items

West's General Service List contains 2000 'words'. These are actually 'headwords', presented in thick type in the text. With many of these headwords, two important qualifications attach to their presentation:

- 1) derivations by conversion or affixation appear as a sub-section under the headword, and are assigned their own separate figures reflecting frequency of occurrence in the count. Thus the following presentation is given for headword APPOINT:

---

APPOINT , v. 480 (select for a post)	
appointed him to do the work	
appointed headmaster	
appointed him to be headmaster,	
applied for the job and was appointed	85%
? [Appointed time, place]	11%
[Well appointed: furnished ]	1%

---

appointment, n. 186	(1) (selection for office)	89%
	(2) (fixed time, eg. with doctor)	
	Make an appointment	
	? [Break...]	3%
	[furnishings]	6%

---

2) For different 'meanings' of the 'word', there are separate entries and separate frequencies are indicated, as for example as under 'appointment, n' above.

In a note as forward to the General Service List, Dr Irving Lorge explains the basic for the Semantic Count, according to which the final selection was made. The semantic count is based on the differentiation of meanings in The Oxford English Dictionary. In some cases, very fine distinctions of meaning were rejected and/or incorporated in coarser groupings. Some meanings are indicated ?...in the List, showing that they are of questionable value for teaching purposes (because of very low frequency, restricted usefulness, or because they occurred in only a small number of units amongst the material from which the count was made.); others are shown [...], indicating that, in the opinion of the compiler, they should not be taught at all.

Geoffrey Leech deals with the question of homonymy and polysemy, which he defines respectively as

"two or more words having the same pronunciation and/or spelling" and "one word having two or more senses." He continues "we recognize a case of polysemy if the senses concerned are related. But when we ask what 'related' means, there are two answers, one historical and one psychological, which do not necessarily coincide.

Two meanings are historically related if they can be traced back to the same source, or if the one meaning can be derived from the other; two meanings are psychologically related if present-day users of the language feel intuitively that they are related, and therefore tend to assume that they are 'different uses' of the same word."<sup>13</sup>

Leech shows that, with words such as ear ('organ of hearing') and ear('of corn') there is no historical relatedness - their etymologies are entirely different - but modern-day users have seen a connection and thus the two are interpreted as a case of polysemy.

He concludes,

"two lexical meanings are 'psychologically related' if a user of the language is able to postulate a connection between them by lexical rules eg. by the rule of metaphoric transfer. This definition gains substance from the recognition that lexical rules have psychological reality, to the extent that they are part of the native-speaker's linguistic competence; also, from the recognition that the interpretation of existing lexical entries is as much a function of lexical rules as is the creation of new lexical entries".<sup>14</sup>

In the General Service List no distinction is made between cases of homonymy and polysemy. Rather, the prime definition of a word is taken here to be its orthographic form (i.e. one headword for all meanings) and the next major division is according to syntactic specification (i.e. 'parts of speech'). Within the latter divisions further divisions are made according to 'meanings' with, as noted, no account taken of homonymy and polysemy.

### 5.3.2 Selection of Test Items

Those using the General Service List (teacher, tester etc) thus have to decide on their own policies with regard to selection.

In selecting the items for Pre-Test 3, the following procedure was used:

A list was compiled of all nouns in the General Service List. This separate list consists of all nouns which feature against the left-hand margin, whether as headwords or as sub-entries. For example 'ACT,n' is included, as well as 'actor, n', 'action, n' and 'activity, n'. The latter three are sub-entries under 'ACT'. A total of 1720 nouns was attested thus. This list is included as Appendix 1.

From these, a selection of about 190 (i.e. about 10% of the total) was made, mainly on the grounds of their general usefulness, and especially because of their concrete referents (eg watch, whip, clock, tap, towel, shelf, thorn). That is, some 'words' had two or more identifiably separate meanings which were considered useful in a test, eg play - the play of children  
play - in the theatre

The 204 'lexical items' chosen as above were then divided into three roughly equal groups on the basis of frequency of occurrence in the General Service List, as follows

- Group 1 : frequency above 400
- Group 2 : frequency 150-400
- Group 3 : frequency 0-150

Ten items were then selected from each group to make up the 30 items for the test. For convenience of analysis, the items are arranged in the test form as above i.e. the first ten items are those with the highest frequency in the G.S.L. and so on.

The last 15 items in the test (i.e. numbers 16-30) are all chosen because of their specific, concrete referents and because they seem to have general usefulness, in spite of their low frequency of occurrence in the G.S.L. (eg flag, string, corner, blade (of a knife), screw).

The referents for all of these 15 items were actually demonstrated by the tester; for example the tester would say:

"Number 17 (Holding up a flag, showing it to the testees, waving it gently)  
 This is a...? "

The testees would then consult their written question form, while the tester would proceed:

"Number 18 (Holding up a carefully stacked pile of coins, demonstrating them clearly, moving amongst the testees so that they could see the object clearly). This is a...of money?"

The same procedure was followed for all items 16-30 in the test.

### 5.3.3. The Items

Whereas Pre-Tests 1 and 2 were spoken tests - that is, the testees did not see the written form - Pre-Test 3 is a conventional reading test, with the exception that the tester also speaks and demonstrates items 16-30.

The full test is printed below. 25 minutes were allowed for completion of the test, and all testees completed in that time. (The time allowed for each test was calculated by administering all tests to a similar but smaller group of students, and noting the time taken to complete.) For each item, four answer choices were presented i.e. three distractors. The latter were chosen from the complete list of nouns extracted from the General Service List, and I often drew on my experience with students in this course in making the final selection of distractors.

The Pre-Test is set out in the table that follows in these columns.

Item Number: as in the test form

The Item

Item Discrimination Index: Calculated by subtracting the correct scores for the '25% Low' group from those of the '25% High' group; the result then divided by 23, the number of testees in each of the 'High' and 'Low' groups. An item discrimination index of about .30 or above is considered acceptable.

Frequency: in the General Service List5.3.4 Pre-Test 3: Noun 'Simple Recognition'

Item No.	Item	Item Discrim. Index	Frequency
1	direction	.08	626
2	native	.08	356
3	view	<u>.34</u>	1390
4	value	.16	noun 991 noun + verb 1040
5	change	.16	noun 1021 noun + verb 1811
6	event	<u>.43</u>	510
7	favour	<u>.34</u>	528
8	coast	<u>.30</u>	446
9	profit	.08	noun 414 noun + verb 488
10	advantage	<u>.30</u>	556
11	confusion	<u>.30</u>	186
12	origin	.26	300
13	reward	<u>.56</u>	noun 140 noun + verb 186
14	conscience	<u>.56</u>	180
15	delay	<u>.56</u>	noun 171 noun + verb 260
16	whisper	.08	noun 64 noun + verb 212
17	flag	0	327
18	pile	<u>.39</u>	noun 71 noun + verb 208
19	string	<u>.34</u>	190
20	corner	.04	268

21	blade	<u>.30</u>	134
22	cough	-0.13	noun + verb 40
23	flavour	.26	noun 58
			noun + verb 72
24	lump	.13	33
25	waist	<u>.43</u>	64
26	shade	.21	noun 131
			noun + verb 154
27	stain	<u>.39</u>	noun 28
			noun + verb 88
28	paw	<u>.34</u>	42
29	screw	-0.04	noun 12
			noun + verb 28
0	towel	0	22

### 5.3.5 Analysis of the Pre-Test:

Of the 30 items in this test, 15 produced an acceptable item discrimination index (.30 or above). As explained, the items were arranged in three groups, from those with a comparatively high frequency of occurrence in the General Service List (items 1-10 in the test), to those with low frequency (items 21-30 in the test). The expectation was that many more items in the latter group would show an acceptable item discrimination index than would those in the first group, on the basis that the less common an item, the less likely it would be that it was known by the least proficient (25% low) group of testees.

In fact, this hypothesis was not supported by the results. In the group of high-frequency items (1-10), 5 items produced an acceptable item discrimination index; but only 4 items did so in the low-frequency group (21-30). Six items in the mid-frequency group (items 11-20) produced an acceptable item discrimination analysis. However, it is noteworthy that 4 of the first 5 items in the mid-frequency group (items 11 to 15) produced exceptionally low scores by the Low 25% group. These items did not have concrete referents.

It was noted previously that items 16 to 30 all have concrete referents; they were deliberately chosen for this reason, and because they seemed to have general usefulness. It should also be remembered that, broadly, the aim of this series of Pre-Tests is three-fold, nl.

- 1) To establish a series of Final Tests which will provide valid statements of proficiency in vocabulary amongst the testees of similar situation at this level;
- 2) To evaluate the usefulness and validity of the General Service List as a teaching tool in the educational process leading up to, and at, this level, and
- 3) A cumulative account of vocabulary proficiency.

In establishing the Final Tests, the item discrimination indices are thus crucial in assessing which items will finally be included and in what form. However, aim (2) above (i.e. usefulness of the G.S.L.) is only partially reflected in the findings leading towards the establishment of the Final Tests ( (1) above); it is also assessed by a careful examination of each item in the test, and a separate assessment of each. For example, an item which produces the following results:

Correct responses for 25% High group (23 testees):	3
Correct responses for 25% Low group (23 testees):	1
Result	: 2
Item Discrimination Index:	C.08

cannot satisfactorily be included in the Final Test, but the analysis can nevertheless still be significant in formulating a statement on the vocabulary proficiency of this group of testees, and on the usefulness of the General Service List in vocabulary teaching.

1) Such a low number of Correct scores as in the hypothetical case above would be significant (a) because the vocabulary item being tested, even if it has a low frequency of occurrence in the General Service List, and even if it was not itself a headword in the G.S.L., is nevertheless by virtue of its inclusion a relatively common item in the vocabulary of English. Therefore it is worthy of being controlled by students in their eleventh year of formal instruction in English. (b) If a pattern emerges whereby there is positive correlation between testees' performance and the frequency assigned to an item in the G.S.L., then it is legitimate to deduce that it is a useful tool for the grading of vocabulary to be taught at various levels of instruction; that as students approach the level of instruction of these testees, a deliberate effort should be made to teach for control of lower-frequency items in the General Service List.

2) Conversely, a high number of correct scores in an hypothetical case, such as presented above, shows control of the item by a number of testees. Thus the result can be significant in an assessment of the General Service List as a tool for teaching, and an assessment of the relative proficiency of the testees, even if the item cannot be included in the Final Tests because of its unacceptable item discrimination index.

### 5.3.6 Analysis of test items 1 to 10

These have a frequency of above 400 in the General Service List, and five items are included in the Final Test because of an item discrimination index of .30 or above (see earlier table). Overall, 8 of the 10 items in this section showed evidence of a high percentage of control by the '25% High' group, with correct responses of above about 80% (i.e. 18/23 or higher) for these 8 items. In three cases, an acceptable item discrimination index was not produced because the '25% Low' group also showed good control. These three items are shown below, with the correct responses respectively for the '25% High' group, '25% Low' group and the total correct responses shown in brackets.

value (18,14 = 32 ex 46 correct: 69%)

change (=money) (21,17 = 38 ex 46 correct : 83%)

profit (22,20 = 42 ex 46 correct: 91%)

Two items showed poor control by both groups:

native (5,3 = 8 ex 46 correct: 17%)

view (9,1 = 10 ex 46 correct: 22%)

The latter produced an acceptable item discrimination index (.34).

Native was included experimentally because (a) in South Africa it has for long had the meaning 'An African, a Black person' (of A Dictionary of South African English):

"A member of any of the Bantu (q.v) tribes of S.A. but never sig. a Coloured (q.v) South African. Still in freq. use esp. by elderly White speakers, though superseded in Governmental use by Bantu...and in the Press by African or Black (Now a pejorative term to many speakers both black and white)!"<sup>15</sup> Thus, this group of testees would be expected to have this meaning in mind, largely to the exclusion of the more general meaning given in the General Service List, "of the people, of the country!"<sup>16</sup>

(b) This latter meaning seems to be dying out or rarely used, perhaps especially in South African English, perhaps generally in Standard English. Intuition suggests this, and also that it has not been satisfactorily substituted by a single lexical item; rather, phrases are used such as 'he was born there' or 'he has lived there a long time'. Probably the meaning 'non-white inhabitant' has driven out the more-general meaning.

Of the distractors provided, citizen was chosen by 27 ex 46 testees: 59% ('High' and 'Low' groups together.)

View produced only 10 ex 46 = 22% correct responses.

Of the distractors, the following correct responses were recorded ('High' and 'Low' groups together):

- (a) sight - 15 ex 46 : 33%
- (c) outlook - 21 ex 46 : 46%
- (d) detail - no response

On reflection, outlook is acceptable in this context, although perhaps view is more commonly used. Thus this item as it stands in the Pre-Test is not suitable for inclusion in the Final Tests. It is worth speculation on why outlook (66 frequency in the G.S.L.) should have attracted significantly more responses than view (1390 frequency, or 570 if the meaning 'opinion' is not included). Probably outlook was recognized as a compound, the meaning of which is still transparent (look + out).

### 5.3.7 Analysis of test items 11 to 20

These have a frequency of 150 to 400 in the G.S.L. Six items produced a favourable item discrimination index, four as a result of relatively high correct scores (17 ex 23 or above: about 75% or above) by the '25% High' group.

These two items with acceptable item discrimination indices did not show high correct responses for the 'High' group (recorded as '25% High' group correct; '25% Low' group correct; total ex 46):

pile (14,5 = 19 ex 46: 41%)  
string (12,4 = 16 ex 46: 35%)

Distractors to pile which attracted significant responses were (f) heap (14 ex 46: 30%) and (g) mound (10 ex 46: 22%). As this test item was accompanied

by demonstration of a pile of coins, and these were shown clearly and deliberately stacked neatly in a pile, the responses to this item can be analysed as showing definite confusion in this semantic area.

The distractors to string were (a) yarn (b) thread and (d) twine. The former two did not attract significant response, but twine showed 29 ex 46: 63%. The object shown was definitely a ball of string, not twine cf Longman Dictionary of Contemporary English (1978)

"strong cord or string made by twisting together two or more threads or strings".

Of the items which did not show acceptable item discrimination indices, the following is significant: in item 12, where origin is the correct answer (24 ex 46: 52% correct) the distractors (e) start (28% response) and (f) invention (20% response) attracted significant response; (h) outset proved a poor distractor (4% response). There is thus definite confusion in this semantic area.

Item 16 whisper showed an equal number of relatively high number of responses in each group (16,16 = 32 ex 46: 70%). While all distractors attracted responses, only (h) hoarse (17% response) was significant.

Item 17 flag showed complete control by both groups, and item 20 corner nearly as complete (98% correct response)

### 5.3.8 Analysis of items 21 - 30.

These items have a frequency in the G.S.L. of 0 - 150, and, as with items 16-20, all have concrete referents and were all demonstrated to the testees. Only four items produced acceptable item discrimination indices (blade, waist, stain, paw), all as a result of a high number of correct responses by the '25% High' group.

Of those items which did not produce acceptable item discrimination indices, the following items showed a relatively high number of correct responses by testees in both groups: cough (85% with more correct responses in the 'Low' group); shade (89%); screw (72% with more correct responses

in the 'Low' group and responses to all distractors); towel (100%)

Item 23 flavour (61% correct) showed responses to all distractors with a significant response to (A) content (24% response). Some confusion in this semantic area is indicated.

Item 24 lump showed significant responses to all distractors: (f) pile (12%) (g) heap (11%) and (h) mound (24%). There is definite confusion here

#### 5.4. Notes on Pre-Test 4

##### 5.4.1 Defining a Compound Verb

The Compound Verb in English cannot readily be distinguished by orthographic form, although there are certain phonological markers (i.e. stress and juncture).

Pre-Test 4 is concerned only with simple compound verbs, that is, those consisting of verb plus one particle. F.R. Palmer uses the term 'particle' to include what are conventionally called 'adverbs' and 'prepositions', stating that

"It might be plausible to argue that English does not, in fact, have two word classes adverb and preposition, but a single class 'particle', or perhaps 'prepositional - adverb'.

For there is considerable similarity in their function. Often the adverb can be replaced, with little or no change of meaning, by the preposition plus a noun phrase:

He got across

He got across the river." <sup>17</sup>

Palmer proposes certain syntactic tests to distinguish between verb + adverb and verb + preposition. <sup>18</sup> The chief of these are

1) The adverb, but not the preposition, may occur after the noun phrase:

He ran the flag up

\*He ran the hill up

2) Where there is a pronoun object, the adverb occurs only after the pronoun (and the preposition before):

He ran it up (the flag)

He ran up it (the hill)

Having distinguished between these two combinations he then proposes tests to separate verb + adverb into (a) verb + adverb and (b) phrasal verb.

His proposal is that

"The test to distinguish between phrasal verb and verb plus adverb is that the particles of the phrasal verb may precede the object + noun phrase, when that phrase is a simple definite noun phrase, as we have defined it!"<sup>19</sup> (i.e. article plus noun, only)

He proposes the following pair as ostensibly both verb plus adverb:

- (1) He pulled the rope up.
- (2) He pulled the rope upwards.

but in positioning the particles before the simple definite noun phrase, he shows:

- (1)→(3) He pulled up the rope.
- (2)→(4)\* He pulled upwards the rope.

thus establishing only (3) as a phrasal verb: a further modification of the previously established distinction of verb plus preposition/verb plus adverb.

Palmer later proceeds to a fourth distinction: that between verb plus preposition and prepositional verb, where he sees the particle as

"closely associated with the verb as well as the noun phrase, indicating motion and the same kind of locational characteristics as the adverb of the phrasal verb".<sup>20</sup>

These syntactic specifications are important both for the advance of theoretical knowledge and for ESFL teaching methodology. But they do not seem to account fully for whatever psychological reality the compound verbs have for users and learners of English. Syntactic distinctions are, after all, presumably the outcome of this reality, not the cause of it.

If the notion of 'compound verbs' has reality for users of the language it is not because of syntactic specifications, but because of idiomaticity. In their introduction to the Oxford Dictionary of Current Idiomatic English, Vol.1, the editors say

"We can begin the discussion of idiomaticity with a simple and familiar assumption: an idiom is a combination of two or more words which function as a unit of meaning".<sup>21</sup>

They use step up, as in the following example, to demonstrate the validity of the above statement:

His promotion has stepped up their social status.

- 1) It "is clearly idiomatic since it is synonymous with 'improve', 'enhance!'"<sup>22</sup>
- 2) It has unity as an expression: "it should not be possible to break that unity either by removing the particle component or by replacing the verb component with other verbs of like meaning."<sup>23</sup>

\*His promotion has stepped their social status.

His promotion has stepped up their social status

?pushed

?bumped

- 3) "The semantic unity which is characteristic of idioms tends to make them behave as single grammatical words also".<sup>24</sup> One evidence of this is that many can be converted into nouns, eg.

She makes up her face

→ She uses the make-up

It is shown that for draw out there is no corresponding nominalization:

He draws out the money

\*He completes the draw-out

The writers add the warning that idiomaticity is not a clear-cut case:

"In fact, the more individual cases that we examine, the more does it appear that the boundary between highly idiomatic items and the rest is not sharply drawn but hazy and imprecise. We shall do better to think in terms of a scale of idiomaticity, with the 'true' idioms (step up, take off (=mimic) ) clearly established at the upper end and many items representing varying degrees of semantic and grammatical unity spaced out in between".<sup>25</sup>

The writers observe that

"Discussions of idiomaticity are sometimes confused by introducing inappropriate grammatical criteria into an area where considerations of meaning carry particular weight".<sup>26</sup>

They present turn on as in the following examples:

The machine turns (=rotates) on a central pivot.

The music turns on (=excites) many young people.

and after examining various syntactic functions which are possible, they conclude:

"The evidence of such examples points to the conclusion that whereas the particle/preposition contrast is a valid and important one, it has no bearing on whether expressions are idiomatic or not."

Using turn on, I have expanded on their process and applied Palmer's tests (see earlier in this section) to demonstrate the validity of the conclusion above.

- (A) The machine turns on a pivot. (rotates)
- (B) The dog turns on the visitors. (attacks)
- (C) The music turns on many young people. (excites)
- (D) He turns on the light. (switches on)

Test 1: The adverb, but not the preposition, may occur after the noun phrase.

- (A1) \*The machine turns a pivot on. (Preposition)
- (B2) \*The dog turns the visitors on. (Preposition)
- (C2) The music turns the people on. (Adverb)
- (D2) He turns the lights on. (Adverb)

Test 2: Where there is a pronoun object, the adverb occurs only after the pronoun (and the preposition before):

- (A3) The machine turns on it. (a pivot) (Preposition)
- (B3) The dog turns on them. (the visitors) (Preposition)
- (C3) \*The music turns on them. (the people) (Adverb)
- (D3) \*He turns on them. (the lights) (Adverb)

So by these tests, (A) and (B) are established as verb + preposition, and (C) and (D) as verb + adverb.

Test 3: To distinguish between phrasal verb and verb plus adverb: the particle of the phrasal verb may precede the object noun phrase, when that phrase is a simple definite noun phrase:

- (C4) ? The music turns on the youngsters.  
(I consulted the intuitions of two native speakers: both found (C4) rather odd.)
- (D4) He turns on the lights.

So (C) is possibly a phrasal verb (possibly simply verb + adverb) and (D) is a phrasal verb.

Yet (B) turn on = attack, which is identified as verb + preposition by these tests, is surely more idiomatic than (D) turn on (the lights) which is the only phrase definitely placed as a phrasal verb by these tests.

The conclusions of the editors of the Oxford Dictionary of Current Idiomatic English, which were quoted above, are thus supported.

A compound verb is identified primarily because of idiomaticity, and idiomaticity is not always clear-cut, but rather functions on a scale

#### 5.4.2. Compound Verbs and the General Service List

West's General Service List does not specifically distinguish compound verbs, on any basis.

In rare cases, a compound verb appears as a separate sub-entry under the headwords, as in the case of BLOW, where the following entry occurs.

---

BLOW	853e	
A. blow, v		
	(1) (of wind)	
	The wind is blowing from the north	
	The storm will soon blow over	
	The wind blew the tent over, the roof off	35%
	(ETC)	
B. Blow up, v	(of explosives)	
	Blow up a bridge	
	The gun blew up	5%
C. blow, n	(a stroke)	
	(ETC)	

---

In the above, blow up is specifically singled out as a lexical item.

However, the most common practice is to show compound verbs (along with cases of collocation of the headword verb with prepositions and adverbs) under the heading of "Special Uses". An example is BRING, where the following entries appear under Special Uses:

Bring back (3.5%) Bring on (the plates) (0.7%)  
 Bring out (the details more clearly) (1.1%), Bring out (a new book) (1.1%)  
 Bring up (a question) (0.5%) Bring up (a child) (2.2%)  
 Bring about (=cause) (8.3%) Bring forth (young) (1.4%)

Of all the entries shown above, only bring back does not have a degree of

idiomaticity; consequently all except that one, could be included in a list of compound verbs extracted from the General Service List (excepting that the last two are suggested as not suitable for teaching purposes).

A list of compound verbs was thus extracted from the G.S.L., using intuition as to idiomaticity as a guide in each case. 330 items were so extracted.

A further selection was made of items which were considered suitable for testing purposes. Finally 20 items were selected for inclusion in Pre-Test 4, arranged as follows:

- (a) Test items 1 to 7: frequency of occurrence 120-900 in the G.S.L.
- (b) Test items 8 to 13: frequency 50-75 in the G.S.L.
- (c) Test items 14 to 20: frequency 0-20 in the G.S.L.

#### 5.4.3 Results of Pre-Test 4

<u>Frequ.</u> in the <u>G.S.L</u>	Item No.	The Item	Item Discrim. Index
911?	1	speak up	.23
76?	2	stick to	<u>.38</u>
211	3	bring about	<u>.43</u>
191	4	settle in	<u>.50</u>
174	5	set up	<u>.57</u>
51	6	turn on	<u>.62</u>
121	7	keep up	.09
51	8	bring up	<u>.66</u>
72	9	draw up	.23
70	10	take for	<u>.71</u>
70	11	take up	.19
61	12	send for	<u>.38</u>
54	13	stand out	<u>.38</u>
2	14	let down	<u>.43</u>
1	15	rub in	.09
∅	16	do up	— .01
not stated	17	blow up	<u>.33</u>
6	18	clear up	.19
6	19	let off	<u>.50</u>
13	20	bring up	<u>.33</u>

#### 5.4.4. Analysis of the Results

It was hypothesised that the group of items 14 to 20 would yield the highest number of acceptable items discrimination analyses, because this group contains the items with the lowest frequency of occurrence in the General Service List. However, in this respect there was no significant difference between the results for this group and the other two groups, which contain items with higher frequencies of occurrence.

Nevertheless, as will be seen, significant conclusions can be drawn from an examination of the total number of correct scores for the items in each group, and from the spread of responses to the distractors.

General Analysis: Item number 6 (turn on, frequ. 51) was incorrectly included here, and will be discussed with the items numbered 8 - 13.

Items number 1 and 2 (speak up, stick up) are shown with question marks next to their frequencies. This is because speak up is included in a group 'Speak about, for, of, with, up, out' as 49% of 1860 frequency, and stick to amongst a number of examples of the meaning 'Remain as if fixed' (20% of 380). The specific example given is 'stick to one's work'. This item should probably be included in one of the other groups, with regard to frequency of occurrence in the G.S.L.

Thus items number 2 and 6, for purposes of group analysis, will be included with items number 8-13 (middle group re.frequency of occurrence).

A coarse measure of the testees' response to the items can be made by totalling the correct responses to each item by the whole group of testees here being discussed i.e. Low 25% + High 25% group = 42 testees. An average correct response for each of the two groups can then be calculated by dividing by the number of items in each group.

The results of this analysis are:

- Group 1: (items 1,3 -5 and 7) average 24,8 ex 42 correct : 59%
- Group 2: (items 2,6,8 - 13) average 22,6 ex 42 correct: 53,8%
- Group 3: (items 14 - 20) average 13,3 ex 42 correct: 31,6%

If mastery of the 2000 lexical items in the General Service List is postulated as one desirable outcome of ten years of formal instruction in English (the level of these testees), then acceptance of that proposal must be conditional upon proof that the G.S.L. has validity as a teaching tool. The results above point to this validity, suggesting that the lower the recorded frequency, the less widely mastered will that item be: consequently, the more 'teach-worthy' it is at this level.

Based on the same method of analysis as that above, a narrower selection of items produces a similar ranking of 'teach-worthiness.' Here three groups of items are selected:

- Group 1: The two items with the highest frequency: (1) speak up (911 frequ.) and (3) bring about, (211 frequ.)
- Group 2: The two items in the median position with regards to frequency (over 18 items, not 20 as the items (17) blow over (frequ. not stated) and (16) do up (∅ frequency) are not included in the ranking.)  
The two items in median position are (11) take up (70 frequ) and (12) send for (61 frequ.)
- Group 3: The two items with lowest recorded frequency (14) let down (2 frequ.) and (15) rub in (1 frequ.)

The results for the three groups respectively are:

- (1) Average correct 27,5 ex 42: 65%
- (2) Average correct 23 ex 42: 54,8%
- (3) Average correct 17,5 ex 42: 41,6%

These results are in accord with those recorded earlier, and support the suggestion that the lower the frequency of an item in the General Service List, the more 'teach-worthy' it would appear to be.

That the area of compound verbs (verb + particle) presents problems to learners at the level of these being tested is shown by the fact in the 'High 25%' group, only 7 ex 20 items showed a correct score of over 80% (17 ex 21).

In fact, the average correct score for the '25% High' group (21 testees) was 13,7 ex 21: 65,2% (these results for the whole test):

This being so, given the comparatively high number of items which produced acceptable discrimination indices (13 ex 20) it can be inferred that a number of very low correct scores were returned by the '25% Low' group. In fact, over 20 items the average correct score for the '25% Low' group (21 testees) was 6,1 ex 21: 28.8%.

Further evidence of the lack of proficiency in the area of compound verbs (verb + particle) is provided by an examination of responses to distractor items (There were four choices of answer for each item: one correct, three distractors.) Very few distractors (only 3) attracted zero response, and generally there was quite significant spread of responses to these answer choices. This was particularly true of the last group of items (14-20), those lowest in frequency in the G.S.L.

It has been noted that there is a significant difference between the correct responses of the 'High 25%' group compared with the 'Low 25%' group. Items where both groups fared particularly poorly were as follows (recorded as correct response 'High 25% group, correct response Low 25% group; total ex 42 possible correct responses; percentage):

- 11) take up (9/5 = 14 ex 42: 33,3%)
- 15) rub in (4/2 = 6 ex 42: 14,3%)
- 16) do up (5/6 = 11 ex 42: 26,1%)
- 17) blow over (10/3 = 13 ex 42: 31%)
- 18) clear up (7/3 = 10 ex 42: 23,8%)
- 19) bring up (8/1 = 9 ex 42: 21,4%)

#### 5.4.5 In Summary

- 1 ) The results of an analysis of groups arranged according to frequencies, seems to support the use of West's General Service List as a teaching tool, in that the less frequent an item is in that list, the more 'teach-worthy' it seems to be.
- 2 ) Generally, there is low proficiency in the area of compound verbs (verb + particle).

## 5.5. Notes on Pre-Test 5

### 5.5.1 Preamble

30 Verbs formed by process of affixation were presented to the testees, in spoken form only (the testees did not see a written question form). As in other tests of this kind, the number of the item was given, then the item itself called out twice, followed by a ten second pause for the testee to select an answer. There were four choices of answer:

- (A) Yes - a proper English word
- (B) No - not a proper English word
- (C) Maybe (a proper English word)
- (D) Don't know.

Of the 30 items presented in this test, 15 were acceptable English words, and 15 unacceptable (attested by consulting the intuitions of competent native speakers of English).

### 5.5.2 Basis of the Test

The basis for this test is as explained in the notes on Pre-Tests 1 and 2, where reference is made to

"the power of lexical rules to produce new entries...the gap of unused 'capacity' between the theoretically enormous generative power of lexical rules and the comparatively limited use that is made of them in practice."<sup>27</sup>

The hypothesis underlying this test is thus the same as for Pre-Tests 1 and 2, namely that the more proficient a testee, the more he will be able to distinguish between 'actual' and 'potential' items in the lexicon; and vice versa.

In the notes to Pre-Test 2, a summary is given of factors which influence the recognition of a lexical item as being 'acceptable' or not, and a statement is made of how knowledge of acceptability/unacceptability should reflect an ESFL learner's general proficiency. This background is fully applicable to Pre-Test 5, and will not be repeated here.

### 5.5.3 Selection of Test Items

An analysis of West's General Service List shows that three main processes operate in the formation of verbs: conversion, compounding and affixation.

In the notes on Pre-Test 2 ('Background to the test items') it was explained why conversion, although a prolific process, is not much suited to being tested. (An analysis of the General Service List shows about 430 cases of Verb/Noun conversion, and about 50 cases of Verb/Adjective)

Compound verbs are tested in Pre-Test 3, and the notes contain a discussion of their nature. Of the compound pattern Particle + Verb (eg outline) only 5 examples were attested in the G.S.L.

Affixation as a process in the formation of verbs is much less prolific than in the case of nouns, and only 7 affixes were attested in the G.S.L. (5 prefixes, 2 suffixes) compared with 28 affixes involved in the formation of nouns.

### 5.5.4 The Test and Results

As explained, the basic plan in this test is as for Pre-Tests 1 and 2, nl. to present 'Acceptable' and 'Unacceptable' items in arbitrary order (the 'Unacceptable' items being potential but not actual words) and to enquire into the testee's intuitions concerning these items.

The 30 items in the test are arranged as follows:

Items 1 -12: with UN-, MIS-, DIS-

Items 13 - 21: with RE-, EN - (IM-)

Items 22 - 30: with -IZE, -EN

The full test, frequencies of Acceptable items and item discrimination indices are set out in the following table.

Item No.	Frequ. in <u>G.S.L</u>	Acceptable Items	Item Discr. Index	Unacceptable Items	Item Discr. Index.
1	not stated	unbutton	.20		
2	4	misdirect	.08		
3				misapprove	<u>.48</u>
4				disgovern	<u>.48</u>
5	146	disregard	.20		
6				uncare	<u>.40</u>
7				misfinish	<u>.60</u>
8	36	mislead	.20		
9	706	discover	.12		
10				disreport	<u>.48</u>
11	not stated	unlock	.08		
12				unappear	<u>.52</u>
13	148	replace	.04		
14	43	imprison	.08		
15				enview	<u>.68</u>
16				recamp	<u>.36</u>
17	104	enclose	.12		
18				enarm	<u>.68</u>
19	750	represent	.08		
20				enhouse	<u>.40</u>
21	56	entrust	<u>.36</u>		
22	8	memorize	<u>.36</u>		
23				scarcize	<u>.60</u>
24				freshize	<u>.48</u>
25				waiterize	<u>.56</u>
26	15	quieten	.20		
27	294	threaten	.24		
28	12	modernize	<u>.36</u>		
29				tasten	<u>.36</u>
30				poisonize	<u>.40</u>

### 5.5.5. Analysis of Results

Of the 15 'Unacceptable' items, all produced an acceptable item discrimination index (above .30). Thus, as in the cases of Pre-Test 1 and 2, the underlying hypothesis is supported here, nl. that the less proficient a testee, the less he will be able to discriminate between 'actual' and 'potential' items in the lexicon.

It is also noteworthy that the 'Unacceptable' items have produced relatively high item discrimination indices, testifying further to the great difference in intuitions between the 'High 25%' and 'Low 25%' group. A rough spread of indices for this group of items is as follows:

above .30: 2 items  
 above .40: 7 items  
 above .50: 2 items  
 above .60: 4 items

whereas the three 'Acceptable' items which produced acceptable discrimination indices are all at .36.

Further indication of the confusion existing in the intuitions of the 'Low 25%' group is provided by the figures for responses to the distractor answers (C) Maybe and (D) Don't know. For the whole test, there were 182 ex 750 responses to these two distractor items ( 24% response). However, for the 'Unacceptable' items, the proportion of testees in the 'Low 25%' group responding to these two distractor items rises markedly, showing 135 ex 375 possible responses (36%). Conversely, the proportion of testees in this group responding to (C) and (D) for 'Acceptable' items drops to 12% further testifying to the greater readiness to identify an 'Acceptable' item as either (A) Yes or (B) No.

For the 'Unacceptable' items, 12 out of 15 items produced correct (item (B)No) responses above 75% in the 'High 25%' group, and there were very few responses in the test as a whole to distractor items (C) and (D) (14 ex 750).

Similarly, for the 'Acceptable' items, 12 out of 15 items showed correct (item (A) Yes) responses above 75% in the 'High 25%' group.

Of the 15 'Acceptable' items, 2 have no stated frequency in the G.S.L (numbers 1,11). For 6 items, the frequency of occurrence is above 100 (items numbered 5,9,13,17,19,27). The remaining 7 have frequencies ranging from 56 downwards. It has been noted that 3 of these produced acceptable discrimination indices (all at .36): all as a result of a high number of correct responses by the 'High 25%' group, and, correspondingly, a relatively low number of correct responses by the 'Low 25%' group. Of the remaining four items in this group, 2 produced a high number of correct responses for both High and Low groups together.

Item number 8, mislead: 45 ex 50 correct : 90%

Item number 14, imprison: 42 ex 50 correct : 84%

The remaining 2 items in this low-frequency group produced a low aggregate of correct responses for both groups together:

Item number 2, misdirect: 26 ex 50 correct: 52%

Item number 26, quiten: 11 ex 50 correct: 22%

Thus, in the cases of 5 out of 7 items in the low-frequency 'Acceptable' group, there was either a low correct response by the 'Lo. 25%' group, or a low correct response for both groups of testees taken together. Whereas, in the case of the 6 'Acceptable' items in the higher-frequency group, there was generally a high correct response by both groups of testees.

### Conclusions

- 1) The hypothesis is supported by the results of Pre-Test 5, namely, the lower the proficiency in English of a testee, the less able he will be to distinguish between 'actual' and 'potential' items in the lexion. (This hypothesis is also supported in Pre-Tests 1 and 2).
- 2) As in Pre-Tests 1 and 2, the results here support the use of tests based on this hypothesis in general proficiency testing.
- 3) If mastery of the General Service List is considered desirable for learners at the level of these testees, then support is supplied by an analysis of the results of the 'Acceptable' items, where both groups of testees showed receptive mastery (re. intuitions as to acceptability) of all six items in the higher-frequency range: however, one or both of the groups showed less mastery of five of the seven 'Acceptable' items in the low-frequency range.

## 5.6 Notes on Pre-Test 6

### 5.6.1 Preamble

This is a test of Simple Recognition of Verbs. The reader is referred to the Notes on Pre-Test 3 (Simple Recognition of Nouns), which initially deal with the ways in which nouns are presented in the General Service List, with questions of homonymy, polysmy and 'psychological relatedness' of meanings, and with the extraction of a list of nouns, including those formed by affixes, from the G.S.L. All this is relevant to these notes on Verbs and the list of Verbs extracted from the G.S.L. (see Appendix). Compound verbs are not included in the extracted list, and cases of 'conversion' are entered without comment.

### 5 6.2 Selection of Test Items

A list of about 840 verbs was extracted from the G.S.L. Of these, about 10% were selected for final consideration and finally 30 were selected for the final test on the grounds of general usefulness. These are presented in the final pre-test form as follows:

Items 1 - 10: above 600 frequency of occurrence in the G.S.L.

Item 11 - 20: 100 to 450 frequency

Item 21 - 30: 0 to 100 frequency

As in all tests of this sort all the distractor answers were taken from the extracted list.

5.6.3 Results of Pre-Test 6

Item No.	Frequency	Item	Item discrim. Index
1	1272	according	.28
2	145	accounts	<u>.48</u>
3	1030	contains	.20
4	v and n 800	favour	<u>.36</u>
5	924	include	<u>.48</u>
6	112	object	.28
7	v plus n 1404	reason	<u>.48</u>
8	245	represent	.28
9	620	suggest	<u>.40</u>
10	690	provide	<u>.60</u>
11	316	avoid	.12
12	290	collect	.24
13	25	depend	<u>.60</u>
14	260	prefer	.12
15	342	stretch	.16
16	417	support	.20
17	v plus adj 416	yield	<u>.36</u>
18	186	manage	<u>.44</u>
19	190	melt	.12
20	287	wonder	.12
21	84	boast	.28
22	v plus n 68	caution	.24
23	64	postpone	.12
24	54	qualify	<u>.48</u>
25	26	review	<u>.32</u>
26	20	scold	<u>.52</u>
27	v plus n 88	stain	.16
28	58	upset	<u>.52</u>
29	v plus adj 210	deserve	.24
30	55	annoy	.20

#### 5.6.4 Analysis of Results

It will be noticed that the following items were, according to frequency, incorrectly included in certain groups, and should be considered along with other groups, as follows:

Items 2 (accounts), 6 (object), 8 (represent), 29 (deserve) should all be included in Group B (items 11 - 20),

Item 13 (depend) should be included in Group C (items 21 - 30)

These discrepancies were discovered when Pre-Test 6 was checked after it had been written. The cause is that the more 'common' an 'item', the greater its probable number of 'meanings'; and so a number of 'meanings' were originally considered together in arriving at the frequencies, whereas a more careful separation of 'meanings' was decided on with later reflection.

Given the large differences in frequencies as represented in the three groups of items in the test, it was expected that Group 3 (items 21 - 30 excluding 29, frequencies 0 to 100) would yield the highest number of items with an acceptable item discrimination index (.30 or above), and Group 1 ( items 1 - 10, excluding 2, 6,8, frequencies 100 - 450) the lowest number, on the basis that the more common/frequent an item, the more it would be known.

In fact, Group 1 showed the highest number of items with acceptable item discrimination indices (5 ex 7 = 72%), and Group 2 the least (3 ex 13 = 23%). Group 3, expected to yield the highest number of indices above .30 produced 5 ex 10 = 50%.

A feature of this test is the large proportion of correct answers by the 'High 25%' group, with 25 ex 30 test items (83%) showing above 80% correct responses. The only items which showed significantly poor responses by the 'High 25%' group were:

Item 6 (object) (9 ex 25) (112 frequency)

Item 7 (reason) (13 ex 25) (1404 frequency)

Item 22 (caution) (11 ex 25) (68 frequency)

The conclusion is thus that at least 25% of the testees (the 'High 25%' group) did well on this test; that where there were poor performances, these seemed

to have no correlation with the frequencies given in the G.S.L. (Witness the frequencies quoted for the above 3 items). This runs counter to the tendency in previous tests.

It was the three items singled out above which produced by far the lowest correct scores for the 'Low 25%' group.

An additional problem in setting tests of verbs, and in assessing the results, is that often there is close collocation of verb and preposition, as in Item 1 in this test where according always collocates with to; or Item 2, where accounts for is another such case.

Collocation is a prominent feature of two of the three items given above as having produced low correct responses: these are object to and reason with.

It is known that English prepositions are a notoriously difficult area for ESFL learners to master, and prepositions which collocate with verbs are often additionally difficult because they seem to operate as mere appendages or conventionalities, without a presence of their own. A learner who has difficulty in mastering English prepositions might thus easily insert complain in Item 6 ('We must stop the party, because the people next door ...to the noise, which is in fact what happened, with the distractor item complain showing 35 ex 50 responses (70%) for both High and Low groups combined. (15 ex 25 = 60% for the 'High 25%' group)

Possible reasons are: (1) the particles in object to and complain about both seem to an extent semantically redundant; they are used/learned in formulaic fashion; (2) Complain followed by to is in any case quite a common construction in English, as for example 'The customer complains to the manager'.

The tester thus has reservations about such cases, as to whether the particle is a 'give-away' or a hindrance to the testee.

In Pre-Test 6, six of the verbs to be chosen by the testers are followed by particles.

For the rest, in light of the fact that there are 13 ex 30 items with acceptable discrimination indices, and that, as previously stated, the 'High 25%' group produced a remarkably high number of correct responses for most items, it can be inferred by examining the discrimination indices to what extent the 'Low 25%' group were successful in their answers.

Items where the 'Low 25%' group produced a particularly poor number of correct responses (below 40%) were:

(2) accounts (for), (6) object (to), (7) reason (with), (10) provide,  
(13) depend (on), (22) caution, (28) upset.

### In Conclusion

The performance of the testees on Pre-Test 6 (Simple Recognition of Verbs) is better than on other tests, but the number of items producing acceptable item discrimination indices (13 ex 30) is testament that, given the high correct scores by the 'High 25%' group, there is still considerable diversity of ability in this area.

## 5.7. Notes on Pre-Test 7: Verb plus Preposition (Collocation)

### 5.7.1 Difficulties in testing prepositions

It was mentioned in the notes on Pre-Test 6 that mastery of English prepositions is known to be notoriously difficult for ESFL learners: prepositions are also difficult to test. A search through the G.S.L. shows that by far the most common 'preposition' in English is of with a frequency of occurrence of 100551, but to make use of this knowledge in testing would require a very sophisticated semantic analysis of the 'word' of, as also a sophisticated analysis of the patterns and combinations in which of occurs.

Unlike the compound verb, where verb and particle function as one unit (see notes on Pre-Test 4), or the verb + adverb where each unit seems to have independent existence, the preposition serves as a link between (generally) verb and nominal, but brings its own meaning to the construction. Yet that meaning is often elusive, eg.

- (1) He died in pain/agony.
- (2) He died with dignity/honour/self-respect.
- (3) He died of blood-poisoning/pneumonia.

The ESFL teacher, for instance, could deduce from above the lesson that die is followed by in when we are talking about feelings; but with when talking about a state (how to define this?) and by of when we talk of disease. Yet, this said, there seems no semantic preciseness that dictates that in should be used in sentence (1) and with in sentence (2) and not, for example, vice versa. And how to explain the difference between

- (3) He died of pneumonia.
- (4) He collapsed  $\left. \begin{array}{l} \text{with} \\ \text{from} \end{array} \right\}$  pneumonia.

Is there a perceptible difference between the meaning which (apparently) attaches to in (sentence 1) and the meaning attaching to of (sentence 3)? Or are any 'differences' actually the conditioned reaction of the native speaker; instinctively using in for cases of die + physical/emotional feeling, and of for die + disease, conditioned by internalization of a set of rules which are as yet beyond the capacity of the linguist/grammarians to analyse in full? Are in and of in the above cases simply meaningless structural units, simply additional markers or signals to the difference between die + feeling and die + disease?

Yet are prepositions entirely without meaning? Consider the following:

- (5) \*He died through disease
- (6) \* He died about disease
- (7) \* He died into disease

where the meaning of (5) can be deduced, even though unacceptable, while (6) and (7) are both unacceptable and without discernible meaning

### 5.7.2 Prepositions and the General Service List

The G.S.L. does not distinguish clearly between compound verbs, verb plus preposition and verb plus adverb, although compound verbs are often found under the headings 'Figurative' or 'Phrases'. Generally, what is important is that a word count does see fit to distinguish certain combinations of verb + particle. Whatever the grammatical designations of such combinations included in the G.S.L., they obviously recur frequently enough to be worth noting.

Ideally, in testing prepositions, the following details would be available:

- (1) Results of a 'word-pattern' count in which the frequency of occurrence of particular verbs with particular prepositions was noted;
- (2) An extension of this, whereby collocation of the above patterns with particular nouns was also noted.

Such results are not available to the researcher or tester.

Because it is obviously undesirable to test knowledge of prepositions by using combinations of verb + preposition + noun which are decided on arbitrarily, the most effective compromise seems to be to use the G.S.L. where it sees fit to show particular collocations of verbs and prepositions as being relatively frequent.

### 5.7.3 Making the Test

First, a list of verb plus preposition collocations was extracted from the G.S.L., care being taken to ensure that compound verbs and verbs plus adverbs were not included. A further extraction was then made, of those collocations which seemed particularly important for the target group of testees. For testing purposes, the common pattern of verb + preposition + noun was used, with the noun being chosen (a) because it has high collocation with the verb and preposition and (b) because it is a high-frequency noun.

Where practicable, in all Pre-Tests the test items were presented in clusters according to frequency of occurrence as recorded in the G.S.L. The underlying hypothesis was that the less frequent an item, the less likely testees would be to show control of it. A corollary of this hypothesis is that, given the adequacy of the G.S.L. as a description of the 'core' of vocabulary which should have been mastered by the target group of testees, the less proficient a testee is, the less likely he is to have mastered a low-frequency item. To an extent, the examination of the results of the Pre-Tests are an examination of the usefulness of the G.S.L. in vocabulary teaching.

A difficulty in apportioning verb + preposition collocations to frequency groups is that the G.S.L. does not always indicate a separate frequency or percentage for the collocation alone. For example, under clear, v. the following is found:

---

(2) (free from obstruction, etc)

Clear the road

Clear himself of blame

Clear away rubbish, tea things

Clear out a room 18%

---

Clear, v has a total frequency of 1053.

It is impossible to determine the precise frequency of the verb + preposition collocation clear of (blame) in the above example; one can only say that the whole of meaning (2) under clear, v has a frequency of 18% of 1053.

This was taken into account in selecting items for the test; wherever possible, items with easily determined frequencies of occurrence were selected, other requirements being equal.

5.7.4 Results of Pre-Test 7

Item No.	Frequency	Item	Item Discrim. Index
1	1000+	sit <u>by</u> me	<u>.39</u>
2	1000+	die <u>in</u> pain	<u>.39</u>
3	1000+	look <u>through</u> books	<u>.30</u>
4	900+	speak <u>of</u> kindness	<u>.34</u>
5	900+	carry <u>on</u> heads	.26
6	900+	place <u>on</u> the paper	.04
7	650+	buy <u>at</u> the shop	<u>.43</u>
8	650+	move <u>to</u> Durban	<u>.43</u>
9	650+	use <u>for</u> digging	.17
10	500+	spend <u>on</u> food	.26
11	500+	hear <u>from</u> him	<u>.78</u>
12	500+	work <u>on</u> the car	.00
13	80+	rub <u>into</u> the floor	<u>.39</u>
14	80+	search <u>for</u> answer	.04
15	80+	throw <u>into</u> the tree	.13
16	60+	greet <u>with</u> joy	.04
17	60+	treat <u>with</u> medicine	.26
18	60+	try <u>on</u> the coat	<u>.56</u>
19	40+	arrange <u>for</u> it	.21
20	40+	value <u>at</u> it	<u>.30</u>
21	40+	act <u>on</u> them	<u>.52</u>
22	20+	apply <u>for</u> a job	.13
23	20+	enter <u>for</u> the races	.21
24	20+	report <u>to</u> the police	-0.04
25	10+	excuse <u>from</u> class	<u>.43</u>
26	10+	listen <u>for</u> the bell	-0.04
27	10+	die <u>of</u> hunger	.04

### 5.7.5 Analysis of Results

Of 27 items, 12 produced acceptable item discrimination indices and were thus included in the final test.

It will be noticed that there is a significant difference between the frequencies of occurrence of the first 12 items (500 frequency and above) and the last 15 items (below 100 frequency). There is a fairly significant difference between the numbers of items showing acceptable item discrimination indices in the first group (1 - 12) and in the second group (13 - 27), as follows:

Group 1 (1 - 12): 7 ex 12 = 58,33% acceptable indices

Group 2 (13 - 27): 5 ex 15 = 33,33% acceptable indices

The difference between the two groups in terms of those items producing acceptable item discrimination indices can be analysed as follows:

Group 1 (items 1 - 12): all seven items producing acceptable indices showed high correct scores for the High 25% group: all correct scores for this group were 19 ex 23 or above (i.e. all above 80% Correct). The acceptable indices were thus occasioned by the Low 25% group producing comparatively low correct scores; of the seven items concerned, the correct scores for the Low 25% group were on or below 12 ex 23 (53%) for six items (1,2,3,7,8,11). For the seventh item (no.12) the Low 25% group produced a correct score of 15 ex 25 (65%).

Only item 12 (work on the car) proved an exception, with both the High 25% and Low 25% groups showing poor control (6 ex 23: 26% correct in both cases). The majority of responses for the High 25% group (11 ex 23: 48%) went to distractor item (C): 'work over the car'. In the Low 25% group, the majority of responses went to this same answer (6 ex 23) and to distractor item (D): 'work at the car' (8 ex 23).

To sum up, the situation for items in Group 1 (item 1 - 12) is that, as could be expected because these items show a relatively high frequency of occurrence in the G.S.L., the High 25% group showed very good control of all except one item. However, as evidenced by the fact that 7 out of the 12 items showed item discrimination indices above .30, the Low 25% group did not perform particularly well on the majority of items.

Group 2 (items 13 - 27): this group contains items with a low frequency of

occurrence in the G.S.L. In contrast to the case in Group 1 items (above), where all items showing acceptable indices produced high correct scores by the High 25% group, the case for Group 2 is that only 2 out of the 5 items producing acceptable indices showed high correct scores by the High 25% group, viz.

Item 18 ( try on the coat ): 21 ex 23 correct.  
item 21 ( act upon the facts ) : ditto result

The other three items showing acceptable indices in this group all showed comparatively low correct scores by the High 25% group, viz.

Item 13 ( rub into the floor ) : 13 ex 23 correct  
item 20 ( value at R30,00 ) : 10 ex 23 correct  
item 25 ( excuse from class): 12 ex 23 correct.

In the cases of these five items, the correct scores for the Low 25% group were all remarkably low, the highest correct score being in item 21, showing 9 ex 23: 39%. For the remaining four items, the correct scores for the Low 25% group were 4, 8, 3 and 2 ex 23.

A significant feature of the fifteen items of Group 2 is that seven of them show good control by both groups of testees. These items are set out below with the results recorded as follows: correct score for High 25% group; correct scores for Low 25% group; total correct for both groups; percentage correct for both groups together.

item 14 (search for an answer): 23,22 = 45 (98%)  
item 16 (greet with joy): 23,22 = 45 (98%)  
item 17 (treat with medicine): 22,16 = 38 (83%)  
item 19 (arrange for a bus): 22,17 = 39 (85%)  
item 22 (apply for a job): 23,20 = 43 (94%)  
item 24 (report to the police): 21,22 = 43 (94%)  
item 27 (die of hunger): 22,21 = 43 (94%)

In the cases of the remaining eight items of Group 2, there was relatively poor control by both High 25% and Low 25% groups in these six items.

item 13 (rub into the floor) : 13,4 = 17 (37%)  
item 15 (throw into the tree): 3,0 = 3 (7%)  
item 20 (value at R30,00): 10,3 = 13 (28%)  
~~item 23~~ (enter for the race): 13,8 = 21 (46%)  
item 25 (excuse from class): 12,2 = 14 (30%)  
item 26 (listen for the bell): 45 = 9 (20%)

The remaining two items in Group 2 showed good control by the High 25% group and poor control by the Low 25% group:

item 18 (try on the coat) : 21,8 = 29 (63%)

item 21 (act upon the facts): 21,9 = 30 (65%)

A slight correlation between proficiency and frequency can be shown by consulting averages of the correct scores for both groups of testees, for the six items of highest frequency and the six of lowest frequency. For the first group, the average is 17,8; for the second group it is 14,41. This in the direction of what can be expected.

#### 5.7.6 General Summary of Results

1) The items with high frequency in the G.S.L. (Group 1, nos. 1 - 12) showed very good control by the High 25% group and variable control by the Low 25% group. In general, this is what could be expected based on the hypothesis that the higher the frequency of an item in the G.S.L. the more likely is control to be shown over that item by testees at this level. However, the relatively large number of items (7 out of 12) where relatively poor control was shown by the Low 25% group is something of a surprise; based on the aforementioned hypothesis, one would expect a lesser control over Group 1 items by the Low 25% group (compared with the High 25% group), but nevertheless not so much less as to produce 7 out of 12 items in Group 1 with item discrimination indices above .30.

2) The further implications of the aforementioned hypothesis are that the less frequent an item in the G.S.L., the less the control shown by the testees. In fact, this is only partly supported by the results: 8 out of the 15 items in Group 2 (nos. 13 - 27, frequencies below 100 in G.S.L.) showed poor control by both groups (6 items) or poor control by the Low 25% group (2 items).

In the remaining seven items in Group 2, good control was shown by both groups of testees here under consideration.

3) Thus, in the case of the structures being tested here (prepositions via verb + preposition collocation), the most 'teach-worthy' items are to be found amongst the lower frequencies of occurrence in the General Service List; but the preliminary evidence of Test 7 is that only about half of the low-frequency

verb preposition collocations conform with this statement. In the other cases in this group, there was remarkably good control across the board.

4) This is perhaps not surprising when we remember that the word count from which the G.S.L. is derived was concerned with only the major parts of speech. A verb + preposition collocation is featured only incidentally in that it is a 'product' of the verb which features as a headword in the count. The G.S.L. does not pretend to provide the results of a frequency count of verb + prepositions collocations per se. Consequently, many verb + preposition collocations which have significant frequencies of occurrence might not be featured in the G.S.L., because they are not 'products' of verbs which occur amongst the 2000 most common 'words' here recorded.

Thus the aforementioned hypothesis may be considered to remain 'not proven' by Test 7, because the tester cannot be sure that he is testing across the whole range of occurrences of verb + preposition collocation.

5) The great variability of control shown by testees is a significant feature of Test 7. In an area often considered to be notoriously difficult for ESFL learners, the number of items where good control is shown is significant, as is the number where there is disparity in control between the 'High 25%' and 'Low 25%' groups.

## 5.8 Notes on Pre-Test 8 (Irregular Verbs -ED form)

### 5.8.1 Background to Test

A survey of the G.S.L. shows 92 verbs that show irregularity in either the -ED form or the -EN form, or both. A full list is printed at the conclusion of these notes. The -ED and -EN irregular verb forms are notoriously difficult for ESFL learners to master; it is also noted that full mastery often comes comparatively late to children whose first language is English.

It is a teasing question as to whether consideration of these irregular forms properly belongs under a discussion of vocabulary, or under grammar. Certainly the functions expressed by these forms are grammatical, and they may properly be seen as inflexional and not derivational (in the sense that the noun-forming suffix -or / eg act-actor or the adjectival-forming suffix -al / eg accident-accidental, are derivational affixes).

However, it is a general characteristic of inflectional forms that they are totally consistent, as for example in the 'possessive -S', the '3rd person -S' or the employment of 'has/have' in the various persons and numbers of the Present Perfect tense. In the case of the inflectional forms for degrees of adjectives there is no irregularity, but rather a determination of form according to the number of syllables in the base form.

In their broad conceptions, the -ED and -EN verb forms are fully consistent and fully grammatical: specifically in the sense that lexical rules are only partially productive, but grammatical rules are fully productive in that they apply to all cases to which they might apply. In its abstract conception, -ED is fully consistent, in that all verbs without exception, have a past tense (whereas only some verbs that might do so, actually form nouns by suffixing -/ə/; a lexical characteristic); similarly for the total consistency of the 'abstract' grammaticality of -EN.

However, in the actual realization of the form of 'abstract -ED', the situation is 'lexical' rather than 'grammatical'. A significant minority of verbs do not conform to the dominant realization of -ED in practice, which is summarized by F.R.Palmer in three rules:<sup>28</sup>

- 1) voiceless /t/ when the final element of the simple form is a voiceless consonant that is not an alveolar plosive eg like - liked.
- 2) voiced /d/ when the final element of the simple form is a voiced consonant that is not an alveolar plosive or is a vowel, eg love - loved
- 3) a voiced /d/ preceded by the vowel /ɪ/ when the final element of the simple form is an alveolar plosive /t/ or /d/ eg hate - hated.

A survey of the G.S.L. shows that, of the about 840 verbs listed, 92 have irregular realizations of the -ED or -EN forms, or of both: (i.e. about 11% of the total).

Under the heading "Secondary -ED formation", Palmer lists a number of rules which seek to impose regularity on the formation of irregular verbs.<sup>29</sup> These rules are enunciated in terms of phonetic features, involving chiefly vowel shortening and consonant reduction in the -ED form vis a vis the base form. A second category of his rules involves "back vowel formation." He concedes that a number of cases can only be accounted for in terms of "idiosyncrasy."

In categorising the 92 irregular verbs attested in the G.S.L. I have chosen to ignore Palmer's categories and to list only according to surface features (phonetic, not orthographic). In my analysis of the results of Pre-Test 8, some attention will be paid to the question of whether different categories of irregular verbs present different degrees of difficulty for ESFL learners. However, the restricted number of items presented in the test, and the complicating factor of frequency of occurrence will make any definitive statement on this score impossible.

This could be a subject for research, with a comprehensive test of irregular verbs arranged so as to elicit information regarding learners' difficulties with various categories of irregular verbs.

From the total list of 92 irregular verbs attested in the G.S.L. a selection was made of 40, the root forms of which have frequencies of above 1200. These were then arranged in broad categories according to surface phonetic changes, separate lists being made for -ED and EN forms.

For Pre-Test 8 ten items were selected from the larger categories in the arranged list. A further three 'give-away' items were included: these have regular -ED formations.

The List: 40 Irregular Verbs, frequencies above 1200 (Past tense form only)

1. Vowel change, no alveolar plosive is suffixed:  
ran, bore, became, began, broke, came, felt, gave, grew, knew, lay,  
rose, saw, spoke, took.
2. No change, where alveolar plosive final in base:  
cost, put, set.
3. Alveolar plosive in base, vowel changes:  
fought, found, got, held, led, sat, wrote, stood (note deletion of -/n/)
4. -/d/ in base changes to -/t/:  
built, sent
5. Vowel changes, alveolar plosive suffixed (where one does not exist in base).  
felt, kept, told, said, heard, did.

6. (As in (5) above) but final consonant of base deleted:  
brought, thought
7. Complete change of form:  
went
8. Final consonant replaced by alveolar plosive:  
had, made
9. Final consonant in base changes<sup>s</sup> alveolar plosive suffixed (with change of vowel):  
left.

#### 5.8.2 Selection of Items

Of the ten irregular items in the test (i.e. excluding the three 'give-away' regular items, 3, 8, 10), the following of the above groups are represented:

Category 1: 4 items (1, 6, 9, 12)

Category 2: 2 items (4, 11)

Category 3: 3 items (2, 7, 13)

Category 7: 1 item (5)

Frequencies accorded to the Present Tense forms in the G.S.L are noted in the table of results.

5.8.3 Results of Pre-Test 8

Frequency in <u>G.S.L.</u> (Present Tense form)	Item No.	Item	Item Discrimination Index
7337	1	came	.08
3874	2	found	.13
XX (give-away)	3	played	XX (.04)
1938	4	set	<u>.56</u>
8760	5	went	0
5489	6	knew	.08
1654	7	led	.17
XX (give-away)	8	turned	XX (.13)
2481	9	began	<u>.30</u>
XX (give-away)	10	continued	XX (.04)
1262 (n.+v)	11	cost	<u>.65</u>
980	12	bore	<u>.34</u>
1422	13	sat	<u>.30</u>

5.8.4 Analysis of Results

Items 3 (played), 8 (turned), and 10 (continued), are excluded from this analysis, being 'give-away' items.

Of the remaining ten items, 5 yielded item discrimination indices above .30. It is noteworthy that 9 of the 10 items showed very good control by the High 25% group: all irregular items except item 12 (bore) showing correct scores for the High 25% group of on or above 20 ex 23 (87%).

The exception is item 12 (bore) which was in fact incorrectly included in this test, as it actually has a frequency of occurrence of 980 as a verb in the G.S.L. (This error being caused by bear = animal not being prominently displayed in the list, but rather being shown under a long list of 'special uses'). In fact, it is doubtful whether bear (v) is really as common in modern English as its inclusion in the G.S.L. and its comparatively high frequency would suggest. This would seem to be another indication of the extent to which word-counts must be viewed in light of the material on which they are based.

West himself doubts the general usefulness of bear (v). as shown by his inclusion of the caveat that

"The meanings and uses of this word are many and difficult, but are nearly all easily replaced by other words in meanings nearer to their root-meanings. Bear may usefully be restricted to Bear pain, Bear fruit /children ." <sup>30</sup>

In the case of item 12 (bore) the High 25% group produced 10 ex 23 correct answers, and the Low 25% group 2 correct answers: an item discrimination index of .34.

A general summary of results for Pre-Test 8 is thus that the High 25% group showed very good mastery of 9 ex 10 items, and the Low 25% group showed reasonable to good mastery of these items:

item 1 (came) 21 ex 23 correct (91%)

item 2 (found) 20 ex 23 (87%)

item 5 (went) 23 ex 23 (100%)

item 6 (knew) 21 ex 23 (91%)

item 7 (led) 17 ex 23 (74%)

In the following cases, the Low 25% group showed less than good control:

item 4 (set) 9 (39%)

item 9 (began) 16 (70%)

item 11 (cost) 5 (22%)

item 12 (bore) 2 (9%)

item 13 (sat) 16 (70%)

The scores of 16 ex 23 (70%) are only 'poor' in comparison to the 100% Correct scores of the High 25% groups in these items.

Another general statement which can be made about the results of Pre-Test 8 is that there is a positive correlation between success in this test and the frequency of occurrence of items as reflected in the G.S.L. If the ten 'irregular verb' items are ranked from lowest to highest according to frequency, the following items in that rank order show acceptable discrimination indices: 1, 2, 3, 5, 6.

Generally, then, the less frequent an item is shown to be in the G.S.L. the less mastery of it by the whole group of testees. This adds further weight to the evidence which has been collected of the usefulness of the G.S.L. as a 'tool for teaching' at this level.

No general statement can be made about which type of irregular verb proves most difficult to control.

#### 5.8.5 General Summary

Taking into account the whole group of testees (High 25% and Low 25% groups together), there is good mastery of the irregular verbs. In only 1 out of 10 cases is there less than an 87% correct score by the High 25% group; in only 3 out of 10 cases is there less than a 70% correct score by the Low 25% group.

Of course, the control would probably decrease if the least frequent irregular verbs in the special list were used for testing purposes. The less frequent an item, the less the control over it is likely to be: a justification for using the G.S.L. in diagnosing, testing and teaching

5.8.6 Irregular Verbs: Listed from G.S.L.

1226	bear/bore (born)	52	grind/ground (ground)
338	beat/beat (beaten)	1255	grow/grew (grown)
3232	become/became (become)	618	hang/hung (hung)
3026	begin/began (begun)	43432	have/had (had)
314	bend/bent (bent)	2298	hear/heard (heard)
310	bind/bound (bound)	379	hide/hid (hidden)
116	bite/bit (bitten)	166	hit/hit (hit)
1414	break/broke (broken)	2481	hold/held (held)
2547	bring/brought (brought)	190	hurt/hurt (hurt)
2170	build/built (built)	2415	keep/kept (kept)
242	burst/burst (burst)	5489	know/knew (known)
72	catch/caught (caught)		
604	choose/chose (chosen)	1654	lead/led (led)
7337	come/came (come)	310	lean/leant (leant)
1262	cost/cost (cost)	1625	leave/left (left)
140	creep/crept (crept)	142	lend/lent (lent)
1173	cut/cut (cut)	1595	lie/lay (lain)
891	deal/dealt (dealt)	793	lose/lost (lost)
142	dig/dug (dug)	9600	make/made (made)
12840	do/did (done)	?	meet/met (met)
12840	draw/drew (drawn)	330	mistake/mistook (mistaken)
875	drink/drunk (drunk)	180	overcome/came (overcome)
1096	drive/drove (driven)	1802	put/put (put)
889	eat/ate (eaten)	1398	rise/rose (risen)
1869	fall/fell (fallen)	1870	run/ran (run)
346	feed/fed (fed)	12278	say/said (said)
1615	feel/felt (felt)	7048	see/saw (seen)
1652	fight/fought (fought)	960	sell/sold (sold)
3874	find/found (found)	1530	send/sent (sent)
805	fly/flew (flown)	1938	set/set (set)
162	forbid/forbade (forbidden)	460	shake/shook (shaken)
736	forget/forgot (forgotten)	438	shine/shone (shone)
184	freeze/froze (frozen)	690	shoot/shot (shot)
2183	get/got (got)	228	shut/shut (shut)
2184	give/gave (gave)	700	sing/sang (sung)
8760	go/went (gone)	1422	sit/sat (sat)

726	sleep/slept (slept)
136	slide/slid (slid)
1860	speak/spoke (spoken)
638	spend/spent (spent)
104	split/split (split)
570	spread/spread (spread)
2680	stand/stood (stood)
1184	strike/struck (struck)
222	swear/swore (sworn)
300	sweep/swept (swept)
250	swing/swung (swung)
7008	take/took (taken)
496	tear/tore (torn)
3550	tell/told (told)
3566	think/thought (thought)
836	throw/threw (thrown)
1026	understand/stood (stood)
236	wake/woke (woken)
784	wear/wore (worn)
804	win/won (won)
1548	write/wrote (written)

## 5.9. Notes on Pre-Test 9: Participial -EN form

### 5.9.1 Background to test

The appellation '-EN form' alludes to that 'part' of the verb which stands in the X place in such frames as these:

- 1) He } has X the bread  
It }
- 2) He } was X by the dog.  
It }

A small number of verbs will not fit frame (2) because they do not passivize. In fact, only a minority even of the verbs which have irregular participial (Abstract -EN) forms actually conclude with -/n/ or orthographic -(E)N. A check of the 92 irregular verbs attested in the G.S.L. shows that 32 of those actually have -/n/ realizations i.e. about 35%. Verbs with -/n/ forms are thus about 4% of the total of about 840 verbs attested in the G.S.L.

In the notes to Pre-Test 8 the question was discussed of whether the phenomenon of the -ED suffix was actually a 'grammatical' or 'lexical' matter; it was shown that in its abstract realization, '-ED suffix' is of course grammatical (i.e. all verbs form the Past Tense) but that in its actual realizations it is 'lexical' in its features, in that not all verbs form the Past Tense by adding an alveolar plosive, or by adding it to a phonetically unchanged base.

The same argument holds for the -EN form, except that here there are less cases of irregularity if we take as the rule for forming the participle 'that the same form is used as for the Past Tense'. Then, although the Past Tense itself may be irregularly formed from the base, the great majority of all verbs are regular in 'participial -ED' form in that they do take the same form as the Past Tense. It has already been noted above that only 4% of verbs listed in the G.S.L. have an -/n/ affix in the -EN form; this 4% also comprises all verbs which do not have an alveolar plosive affix in the -E form i.e. do not have -/d/ or -/t/.

Although in one sense the -EN form is thus easier to control for ESFL learners in that if the Past Tense form is mastered, then 96% of -EN forms are mastered, control of the remaining -/n/ forms is actually potentially more difficult.

This is because while the vast majority of Past Tense -ED forms can be seen as variants of the Present Tense base, the -/n/ realization of -EN can be a derivative of either Present Tense base or Past Tense base. For example, broken is a derivative of Past Tense broke, but fallen is a derivative of Present Tense fall, while done is a derivative of Present Tense do with vowel change.

### 5.9.2 Basis of the Test

A categorization was made of the 92 irregular verbs attested in the G.S.L. (see list at end of notes on Pre-Test 8) and a further categorization made of the same 40 highest-frequency verbs from that list which were also used as the basis of Pre-Test 8 (see list at end of this section for the -EN categorization of those verbs).

Pre-Test 8 contains 10 items, of which two (item 2 turned and item 6 continued) are 'give-away items' in that they are regularly formed. The remaining eight irregular verbs were chosen from the following categories:

Category 2: 3 items (seen, known, grown)

Category 4: 4 items (had, said, made, sat)

Category 5: 1 item (begun)

### Full Categorization of 40 Irregular Verbs

1. -/n/ added to Past Tense forms: borne, broken, spoken, lain.
2. -/n/ to Present Tense form: fallen, grown, known, seen, taken.
3. -/n/ is added and vowel changes (from base): done, gone, risen, written.
4. Takes Past Tense form: brought, built, felt, fought, found, got, gave, had, heard, held, kept, led, left, made, ran, said, sent, sat, stood, told, thought.
5. Vowel change before the -/n/ of base: begun
6. Takes Present Tense form: become, come, cost, put, set.

### 5.9.3 Results of Pre-Test 9

Freque. in G.S.L	Item No.	Item	Item Discrim. Index
<u>(Present Tense form)</u>			
43432	1	had	<u>.52</u>
XX (give-away)	2	turned	XX ( <u>.43</u> )
7048	3	seen	.08

2481	4	begun	<u>.82</u>
12278	5	said	<u>.43</u>
XX (give-away)	6	continued	XX ( <u>.78</u> )
5489	7	known	<u>.52</u>
9600	8	made	<u>.30</u>
1255	9	grown	<u>.47</u>
1422	10	sat	<u>.60</u>

#### 5.9.4 Analysis of Results

Of ten items in the test, nine produced acceptable item discrimination indices (this includes the two 'give-away' regular verbs ). These facts show the amount of uncertainty which exists amongst ESFL learners regarding the -EN form. All items were presented in the Present Perfect frame, with lexical verb missing, for which four alternatives were provided in each case. These alternatives were usually 'possible' -ED formations, eg. grewed, maken but some 'impossible' cases were included in the form of (7)(D) knewed and (8)(E) maded. (Impossible because there are no recorded cases of the -EN form being derived by adding an alveolar plosive to the Past Tense base). Neither of these distractors attracted any answers, suggesting that these students recognize the rules by which -EN is actually formed, but have trouble in sorting their way through those rules. The number of high item discrimination indices will show that, in this test, there is considerable difference between the results of the High 25% and Low 25% group. In fact, in 7 out of the 10 cases the High 25% group produced 100% correct answers. The three departures from this also showed high scores: 21, 22, 19 ex 23 (91%, 96%, 83%).

The only item which did not show an acceptable item discrimination index was item 3 (seen). This case cannot be explained in terms of frequencies of occurrence as recorded in the G.S.L. See has a recorded frequency of 7048; on either side of it in the test, if ranged according to frequency, are known (5489) and made(9600), which respectively showed discrimination indices of .52 and .30. Obviously, in the case of seen, other factors are at work to produce such an out-standingly different result. Possibly the frequency recorded in the G.S.L. is much lower than that with which it is used in the testee's milieu: or perhaps it is particularly memorable.

It is difficult to show a definite relationship between frequency and item discrimination indices, but a significant result can be seen if the eight

irregular items are grouped as follows:

Group 1: items 9, 10, 4, 7 : frequencies 1255 to 5489: .60 average of item discrimination indices.

Group 2: items 3, 8, 5, 1 : frequencies 7048 to 43432: .33 average of item discrimination indices.

From the above result, it can be inferred that there is a relationship between frequency of occurrence and the success shown by testees in recognizing the correct form. In other words, the less frequent an item, the less the number of testees who will recognize it. But a more comprehensive test is needed.

The confusion over the -EN form amongst testees at this level is emphasized when we remember that the verbs tested here have high frequency amongst the irregular verbs.

## 5.10 Notes on Pre-Test 10

### 5.10.1 Basis of the Test

A list was extracted from the G.S.L. of all adjectives appearing there which are formed by process of affixation. A summary appears at the conclusion of this section of notes.

The affixes forming degrees of comparison (-ER, -EST and MORE, MOST) are not shown in the list. They are applicable to all 'gradable' adjectives. In this test, the most frequent affixes are employed, being -/əd/, -/ɪŋ/, -/ɪ/ -/əl/ and -/fəl/.

Two affixes require comment. They are the 'participle-based' -ED and -ING forms. In this regard, Valerie Adams notes the

"characterizing significance" of adjectives as opposed to the "reference to time .. activity and changing conditions" of verbs. She refers to Jespersen's distinction of

"two kinds of verbs, 'conclusive verbs' which denote the action of a moment or one that is begun in order to be finished, and 'inconclusive verbs', denoting feelings or states of mind - activities not begun in order to be finished." She continues "Participles of the 'conclusive' kind of verb retain in attributive position the verbal feature of reference to time: playing children (children who are playing now), appointed time

(time which has been appointed). Attributively - used participles of 'inconclusive' verbs are more like adjectives in their characterizing significance: a pleasing prospect, an admired colleague. However, participles may not always premodify nouns. We may speak of a damaging remark... but not of a damaging incident, corresponding to the accident damaged his car."<sup>31</sup>

She continues further

"We may distinguish two -ED suffixes, the past participial ending, and the adjective - forming suffix added to nouns as in talented (=having talent), honeyed".<sup>32</sup>

A later statement of Adams is significant for the distinction made immediately above between 'two -ED suffixes', when she says:

"Examples like scathing, grasping, calculating, charming, demanding, agitated, detached, elated, which behave in all respects like orthodox adjectives, and in which senses markedly distinct from those of the underlying verbs have developed, are most obviously contributions from the class of verbs to that of adjectives."<sup>33</sup>

The above references to Adams' accounts of the -ED suffix in adjective-formation are in order to help clarify the question: How are -ED and -ING derived 'adjectives' to be regarded?

Adams correctly distinguishes between adjective-forming -ED suffixes which are derived from participles, and those which are affixed to nouns. But she seems to claim that -ED suffixes which form adjectives and which are "participial" are not "in all respects like orthodox adjectives." This must be questioned: for example, -ED participially - derived adjectives may be gradable (i.e. may take -ER, -EST etc and very, so, extremely and other markers of gradability); they may be both attributive and predicative. (eg. the married man or the man looks married). Further, following the detailed list of syntactic functions of predicative adjectives given in R.Quirk and S.Greenbaum's A University Grammar of English 'participially - derived' -ED adjectives (also -ING derived) can be (1) subject complement (the man looks married) (2) object complement (he made the dog contented) and (3) complement to a subject which is a non-finite clause (Considering the other person is civilized).<sup>34</sup>

The following summary of Adams' position regarding -ED and -ING in adjective position is useful in answering the question already put: how are -ED and -ING derived 'adjectives' to be regarded?

Adams states (1) that participles of 'inconclusive' verbs in attributive position are more like adjectives in their "characterizing significance" (conversely, that participles of "conclusive" verbs retain "the verbal feature of reference to time"); (2) that the participial -ED can be distinguished from the -ED affixed to nouns to form adjectives; (3) that participially - derived -ED and -ING forms

"in which senses markedly distinct from those of underlying verbs have developed" are "like orthodox adjectives"; and (4) that participles "may not always premodify nouns."

The latter is, of course, a distinctly lexical characteristic, in that idiosyncrasy is common, or in that only one 'sense' of a 'word' might be attached to an affix in forming another part of speech, cf.

(1) He acts as manager when Mr Jones is away.

(2) He acts Mercutio in 'Romeo and Juliet'.

where only (2) has the affix -/ə/ to form actor.

The major consideration is whether or not -ED and -ING formations in adjectival positions can be regarded as adjectives. It is my contention that, because they obviously fit into the adjectival 'slots' not only in the obvious 'attributive to head' position and predicative position after eg a linking verb, but also function, as has been shown, in other positions, they can be regarded as full adjectives. The fact that the participially - derived adjective is not 'formed' by affixation, (i.e. the affix has already been added in transition from lexical verb to participle) makes it equivalent to a case of conversion (zero derivation); it can be hypothesised that language users see it as such. It is unlikely that the semantic or formal considerations stated in the summary of Adams' position (above) have much or any influence on the user's intuitions about the 'adjective-ness' of the participially-derived -ED and -ING forms. However, the 'conclusive/inconclusive' distinction is useful in teaching participle-derived adjectives.

5.10.2 Results of Pre-Test 10

Item No	Frequency In <u>G.S.L</u>	Acceptable	Item Disc. Index	Unacceptable	Item Dis Index
1	118	existing	<u>.43</u>		
2				blooding	<u>.52</u>
3	245	willing	.22		
4	122	doubtful	<u>.39</u>		
5	634	personal	<u>.34</u>		
6				influencing	.08
7	86	bloody	.26		
8	243	satisfied	<u>.39</u>		
9				existful	<u>.43</u>
10				willy	<u>.47</u>
11	68	influential	<u>.39</u>		
12	200	faithful	.13		
13				doubtal	<u>.43</u>
14	1620	national	<u>.47</u>		
15	110	healthy	.08		
16				advanceful	.26
17	6	cooked	.26		
18	8	blinding	<u>.52</u>		
19				tinnal	.13
20				intentioning	<u>.34</u>
21	10	truthful	<u>.30</u>		
22	4	oily	.22		
23				searchful	<u>.34</u>
24	16	intentional	<u>.56</u>		
25	8	tinned	.26		
26				blindy	.26
27				oilful	<u>.34</u>
28	12	dreamy	<u>.52</u>		
29				truthed	<u>.52</u>
30	9	searching	<u>.43</u>		

### 5 10.3 Analysis of Results

In the three other Pre-Tests based on the same 'gap of unused capacity' hypothesis the results were all remarkably similar, in that the unacceptably-formed ('potential word') items showed acceptable item discrimination indices (above .30) in almost every case, and the acceptably-formed ('actual word') items did not. In this test, 66,66% of the 'potential'/unacceptable words showed item discrimination indices above .30, and 55,55% of the 'actual/acceptable' items did so.

A possible factor in producing this result was the frequency of occurrence attaching to the actual/acceptable items, where the frequencies range from 4 to 1620. But ranking these items in order from lowest to highest according to frequency shows no significant patterns. There is an even spread of item discrimination indices above .30 throughout the list thus ranked. Frequency of occurrence does not seem to have played any part in determining the recognition or not of an 'actual/acceptable item', as reflected in the item discrimination indices as such.

A closer examination reveals little significant difference if correct scores are taken into account by totalling correct scores for both High 25% and Low 25% groups. Of 18 actual/acceptable items, the six with lowest frequency of occurrence produce an average correct score per item of 29 ex 46 (=64%) and the six items with highest frequency produce an average correct score per item of 32 ex 46 (=70%).

What is significant in this test, especially when compared with the results of the other, previous tests employing the potential/actual basis, is that the Low 25% group has overall produced a very low average correct score per item (186 ex 414 = 45%). Compared with the generally high scores of the High 25% group, this accounts for the comparatively large number of items discrimination indices above .30 for the actual/acceptable items in the test.

This can be summed up as showing a wide divergence of proficiency amongst testees in recognizing whether or not items are 'actual words' in English.

The arrangement of this test differed from the other, previous tests of this type in that each test item was presented as attributive adjective in a noun-head phrase. The nouns concerned were all high-frequency items, each one (with the exception of student, in any case prominent enough in the testee's experience) appearing as either a head-word in the G.S.L. or as a prominent derivative.

It can be inferred that the significant difference in performance between the High 25% and Low 25% groups can be accounted for by this feature, nl. each item being presented in context of a noun-head phrase eg 'an existing building', a 'personal letter'. Perhaps the effort required to receive (ie. hear and understand) and evaluate a phrase (as compared with 'single words' as in the previous tests) is such as to effectively distinguish testees of high and low proficiency.

That each phrase consisted of an 'acceptable' adjective with a noun-head of comparatively high frequency (all present in the G.S.L.) and that the Low 25% group fared poorly in recognizing these as acceptable items in English, is comment on the low proficiency of many of the testees. The confusion existing amongst the Low 25% group is further evidenced by the comparatively large number of responses throughout the test items (both 'actual' items and 'potential' items) to the distractor answer choices of (C) Maybe (they are proper words) and (D) Don't know. Amongst the High 25% group, very few responses were made to these distractor answers.

Turning to the 12 'unacceptable/potential' test items, we have noted that 8 of these (66,66%) showed item discrimination indices above .30, which is a result more in accord with the results of the other tests employing the same basis. For these 12 items, there is a remarkably low average correct score for the Low 25% group (5,75 ex 23 = 25%) and a low average correct score for the High 25% group (13,75 ex 23 = 60%).

For the Low 25% group, a significantly large number of responses went to the distractor answers (C) Maybe and (D) Don't know: close to half the answers, in most cases. Very few of High 25% group-of testees responded to these distractor answers, thus showing a greater reliance on their intuitions as to the 'acceptability' or 'unacceptability' of an item.

It can be hypothesized that the comparatively low aggregate of correct scores by the High 25% group is not only because of faulty intuition, but also because of the effort in remembering a noun-head phrase while at the same time assessing acceptability or unacceptability. In these results, no particular significance can be attached to the -ED and -ING items, either separately or as a group.

#### Summary

A wide range of proficiency is shown in the ability to assess the acceptability of these items. The Low 25% group generally performed poorly, especially on the 12 'unacceptable/potential' items, but also (to a lesser extent) on the 'acceptable/actual' items. It is suggested that the effort of remembering and assessing a phrase partially accounts for this: in itself an indication of low proficiency in the receptive skill.

5.10.4 Adjectives: Word Formation Processes (from the G.S.L)

Type	from	examples	no.
Conversion	Noun	favourite, public	59
Conversion	Verb	complete, spare	48
Conversion	Adverb	broad, inside	35
-/əd/	Verb	contented, skilled	61
-/ɪn/	Verb	charming, fading	58
-/ɪ/	Noun	cloudy, noisy	41
-/əl/	Noun	commercial, presidential	40
-/fəl/	Adj/Noun	careful, peaceful	36
-/səs/	Noun	cautious, mountainous	20
(-/əs/)	Noun	homeless, thoughtless	18
-/lɪs/	Noun	unkind, unpleasant	16
/ʌn/-	Adj.	justly, orderly	14
-/lɪ/	Noun	favourable, pardonable	12
-/əbl/	Noun	destructive, extensive	11
-/ɪv/	Verb	different, violent	10
-/ənt/	Verb/Noun	golden, wooden	9
-/ən/	Noun	imaginary, literary	6
-/rɪ/	Verb	incorrect, impossible	6
/ɪn/-	Adj.	poetic, sympathetic	6
-/ɪk/	Noun	foolish, selfish	4
-/ɪʃ/	Noun	dishonourable, disrespectful	4
/dɪs/-	Adj/Noun	misguided, misinformed	2
/mɪs/-	Verb	childlike	1
-/laɪk/	Adj/Verb	circular	1
-/ə/	Noun	fortunate	1
-/ɪt/	Noun		

Note: -/ə/ and -/ɪst/ (more, most) are not included in the above list.

5.11 Notes on Pre-Test 115.11.1 Preamble

This test employs the 'actual/potential' word method, as in Pre-Tests 1, 2, 5 and 10. It is a continuation of Pre-Test 10, in that it tests adjective-forming affixes. Here the less frequent affixes -/ənt/, -/ɪ /, -/ən/ and -/ɪk/ are tested.

As in Pre-Test 10, the test item is included in a simple noun-head phrase. This was necessary in Pre-Test 10 because an *-ing* or *-ed* adjective which is unacceptable could be acceptable as a participle. Consequently it was necessary to show the syntactic context.

Showing the test item in a noun-head phrase was not necessary in this present test. Reference has already been made to the possible effects of this feature (see notes on Pre-Test 10) and the feature is possibly a weakness of this present test: or, at least a complicating factor.

Pre-Tests 10 and 11 both concern affixation to form adjectives. Pre-Test 10 uses the affixes *-ING*, *-FUL*, *-AL*, and *-ED* which are the most prolific adjective-forming affixes, and Pre-Test 11 uses affixes which are amongst the least common. This division is made experimentally, with the expectation that the relative productiveness of an affix may be subordinate to considerations such as the actual frequency of an affix-formed word.

Both tests are based on the principle which has been previously enunciated, that because the vocabulary allows gaps (idiosyncrasy/'potential words'/partial productivity), the more proficient a learner, the more he will be able to distinguish between 'actual' and 'unacceptable' words.

5.11.2 Results of Pre-Test 11

Item No.	Frequency in <u>G.S.L</u>	Item Acceptable	Item Discrim. Index	Item Unacceptable	Item Discr. Index
1	372	permanent	.26		
2				differish	<u>.52</u>
3				foolent	<u>.60</u>
4				goldent	<u>.69</u>
5	1226	different	<u>.39</u>		
6	112	foolish	<u>.39</u>		
7				sympathetish	<u>.60</u>
8	36	forbidden	<u>.47</u>		
9	180	violent	<u>.34</u>		
10	88	sympathetic	<u>.39</u>		
11	46	photographic	<u>.34</u>		
12	26	rotten	<u>.47</u>		
13	62	confident	.21		
14				photographent	<u>.69</u>
15				confidish	<u>.52</u>
16	24	feverish	<u>.34</u>		

5.11.3 Analysis of Results

In Pre-Tests 1, 2, and 5, which used the same process of testing knowledge of 'actual' and 'potential' items, a significant pattern emerged: the 'potential' items showed item discrimination indices above .30 almost without exception, while the 'actual' items did not (with few exceptions).

In Pre-Test 10, which has the same basis as this present test, the results were not nearly as conclusive: 66,66% of 'potential' items showed discrimination indices above .30, and 55,55% of 'actual' items.

Pre-Test 11 is more in accord with the pattern of Pre-Tests 1,2 and 5 in that all six 'potential' items show discrimination indices above .30. However, the majority of 'actual' items do so as well (8 ex 10): this is significantly more than the 55,55% of 'actual' items in Pre-Test 10 with indices above .30.

The results of Pre-Tests 1, 2 and 5 showed that decisions about items which are in fact 'potential/unacceptable' provided an absolute distinction between testees of highest and lowest proficiency. The results of Pre-Test 10 were rather mixed in this regard, because not all 'unacceptable/potential' items provided this distinction (66,66% did) while a complicating factor crept in: 55,55% of actual/acceptable items also provided this distinction.

In this test there is once more return to the pattern whereby the 'potential/unacceptable' items provide absolute distinction between testees of highest and lowest proficiency, but 80% of 'actual/acceptable' items have provided the same distinction.

A study of the distribution of answers amongst the four choices (K) Yes - all proper words (L) Not all (M) Maybe (N) Don't Know shows that the High 25% group scored very well in both types of items. Of the total of ten Acceptable items, seven items showed correct scores of 21 ex 23 and above (91%), two items scored 18 ex 23 (78%) and one scored 15 ex 23 (65%). Of the six Unacceptable items, 5 scored 20 ex 23 (87%) and one scored 18 ex 23.

In summary, the High 25% group showed much success in correctly identifying an item as either acceptable or unacceptable.

Some significance can be attached to the fact that the three acceptable items showing the lowest correct scores for the High 25% group are amongst the five items with lowest frequency of occurrence in the G.S.L.

As can be inferred from the preponderance of item discrimination indices above .30, the Low 25% group generally returned low scores (respectively, 17, 14, 13, 11, 13, 14, 10, 12, 14, 7 for the ten Acceptable items). Much lower correct scores (8, 4, 5, 9, 7, 10 ex 23) were returned for the Unacceptable items, showing that even more uncertainty existed here (as was hypothesised when this type of test was devised). In fact, the extent of the uncertainty amongst the low 25% group with regard to the Unacceptable items is further borne out by the significant spread of responses amongst the (M) Maybe and (N) Don't Know answer choices (distractor items).

#### 5.11.4 Summary

The hypothesis that being able to identify a potential/unacceptable item as such will separate testees of high and low proficiency,

already borne out by the results of Pre-Tests 1, 2 and 5, is further borne out in this present test. It is significant that the High 25% group returned high correct scores on these items, while the Low 25% group returned low correct scores and showed their uncertainty with significant responses to the distractor answer items.

An unexpected result of this test was that 8 out of 10 Acceptable items showed item discrimination indices of above .30, most reflecting very high correct scores by the High 25% group and middling to low scores by the Low 25% group.

As with Pre-Test 10, it can be hypothesised that this unexpected result is the product of the extra burden placed upon weaker testees of having to remember and assess a phrase rather than a word.

Pre-Test 11 testifies to the considerable range of proficiency amongst this group of testees.

## 5.12 Notes on Pre-Test 12

### 5.12.1 Preamble

This is a test of 'simple recognition' of adjectives.

A list was extracted from the General Service List of all adjectives occurring there: about 730 in all (see Appendix).

From this extracted list, a selection was made of adjectives which seemed useful to the testees in their situation. The test was finally presented with the items arranged according to frequency of occurrence in the G.S.L. as follows:

Items 1 - 10: above 400 frequency

Items 11 - 20: 100 - 300 frequency

Items 21 - 30: 0 - 50 frequency

The items were so arranged because, as has been discussed previously, it is one hypothesis of <sup>the</sup> tests that the frequency of occurrence of an item in the G.S.L. might be reflected in the degree of control which testees show over that item. In other words, accepting that testees at this level should have control over 2000 headwords and their derivatives in the G.S.L., the effectiveness of the G.S.L. as a 'teaching tool' is being



In all remaining sentences, the omitted item occurs immediately before a noun. In most of these sentences, the omitted item is preceded by an article or very. These structures should not cause any difficulties for these testees.

5.12.2 Results of Pre-Test 12

Item No.	Frequency in <u>G.S.L</u>	Item	Item Discrim Index
1	468	original	.13
2	480	rough	.26
3	736	simple	.26
4	420	familiar	<u>.39</u>
5	1032	various	.17
6	1140	least	<u>.52</u>
7	480	gentle	<u>.43</u>
8	2803	broad	.22
9	566	popular	<u>.30</u>
10	1014	foreign	<u>.56</u>
11	145	artificial	.22
12	146	convenient	<u>.60</u>
13	120	loyal	<u>.56</u>
14	136	reasonable	.08
15	258	curious	.26
16	119	gradual	<u>.43</u>
17	282	patient	<u>.30</u>
18	168	delicate	<u>.34</u>
19	150	humble	-0.04
20	244	extensive	<u>.34</u>
21	47	awkward	<u>.30</u>
22	8	boastful	.04
23	18	cautious	<u>.34</u>
24	22	envious	<u>.43</u>
25	22	greedy	.22
26	4	punctual	.17
27	2	risky	.26
28	35	tame	.22
29	14	tidy	.17
30	36	urgent	<u>.52</u>

### 5.12.3 Analysis of Results

50% of items (15 ex 30) produced item discrimination indices above .30. Generally this was a result of the good control shown by the High 25% group, where, out of 30 items, 23 items showed correct scores of 18 ex 23 and above (78,26%). A further 3 items showed correct scores for the High 25% group of 17 ex 23 (73,91%).

The four items where the High 25% group did not perform particularly well were:

- Item 2 (a very rough ride) : 12 ex 23 (52%)
- Item 6 (even the least wind) : 13 ex 23 (57%)
- Item 9 (shirts were so popular) : 15 ex 23 (65%)
- Item 19 (she is so humble that) : 16 ex 23 (26%)

The Low 25% group performed correspondingly poorly on these items, the respective correct scores ex 23 being: 6, 1, 8 and 7.

Earlier, it was stated that sentences using the correlative subordinators so...that and such...that were unwittingly included, and that, when these notes were written, it was hypothesised that these structures might interfere with the test results (this Pre-Test being a test of adjectives, not syntax). However, the results do not seem to show any significant interference by these structures.

Of the 30 items in the test, 12 showed particularly poor control by the Low 25% group i.e. correct scores of 10 ex 23 or less (43,47% or less). These 12 items are:

- Item 2 (a very rough ride) 6 ex 23 (26,08%)
- Item 4 (so familiar to me that) 10 ex 23 (43,47%)
- Item 6 (even the least wind) 1 ex 23 (4,34%)
- Item 7 (a very gentle person) 7 ex 23 (30,43%)
- Item 9 (shirts were so popular that) 8 ex 23 (34,78%)
- Item 10 (it is a foreign country) 7 ex 23 (30,43%)
- Item 12 (it is convenient to shop there) 4 ex 23 (17,39%)
- Item 13 (a very loyal friend) 5 ex 23 (21,73%)
- Item 16 (such a gradual rise that) 7 ex 23 (30,43%)
- Item 19 (she is so humble that) 7 ex 23 (30,43%)
- Item 24 (he was so envious...that) 7 ex 23 (30,43%)
- Item 30 (this letter is urgent) 10 ex 23 (43,47%)

It will be seen that 5 of the above items have the correlative subordinators so...that and such...that. This is in slightly higher proportion relative to the above 12 items, than the proportionate representation of such structures in the test as a whole, but not such as to be significant. In fact, the Low 25% group scored well on three items using the so...that structure, namely items 8, 15, and 22 (respective correct scores of 18, 17, 22 ex 23). The conclusion is that, while so...that is often replaced productively with in so much that, it does not seem to interfere with receptivity (understanding)

It was noted that the test items are presented in three groups, ten items to a group, according to frequency of occurrence in the G.S.L. This grouping does not have significance in the distribution of items with 'acceptable' discrimination indices (i.e. above .30), being 5 for the high frequency group, 6 for the middle group, and 4 for the low group. A totalling of correct scores for both groups of testees, for the three groups of items, shows a slightly inverse relationship between proficiency and frequency.

In the following items, there was a significant response to the following distractors (combined correct scores for both High 25% and Low 25% groups i.e. 46 testees or 46 maximum correct scores):

- Item 2 (a rough ride): destructive (11), heavy (11)
- Item 6 (even the least wind) : most ordinary (14), most possible (7)
- Item 7 (a gentle person) : motherly (13)
- Item 9 (so popular that): moderate (19)
- Item 12 (convenient to shop there) : fortunate (14)
- Item 13 (a loyal friend): bold (10), patriotic (8)
- Item 16 (a gradual rise): prompt (12), shallow (8)
- Item 19 (so humble that): peculiar (22)
- Item 24 (so envious that) : cross (10), glad (9)
- Item 24 (letter is urgent): necessary (11)

#### 5.12.4 Summary

- 1) Once again, the great disparity in proficiency amongst this group of testees is revealed by the test results.
- 2) A matter for research arising from this test is the nature and role of 'receptive' and 'productive' proficiency.
- 3) The hypothesis that the G.S.L is a teaching tool at this level is either discredited or not proven by these results.

### 5.13 Notes on Pre-Test 13

#### 5.13.1 Preamble

This test, as with Pre Tests 1, 2, 5, 10 and 11, contains both 'acceptable' and 'unacceptable' items: in this case, adverbs. The items differ from those in the other afore-mentioned tests in that, in this test, the critical items which are unacceptable cannot be called 'potential'. In fact, all items are 'actual words' in English: the distinction is that the unacceptable items are that because they do not fit into the adverbial slots in the form they take in the tests.

eg. Item 12: She did the work perfect

where perfect is acceptable in an adjectival slot, but not here as an adverbial. A list of adverbs extracted from the G.S.L. shows about 340, of which about 190 take the -LY affix. This is a test of competence in recognizing adverbs which properly take -LY and those which properly do not, with a converse mixture of 'unacceptable items', i.e. items which should take -LY but are presented without the affix, and items which do not take -LY which are presented with it.

All acceptable items are above 200 frequency of occurrence. The same is true for the bases of the unacceptable items, e.g. perfect in item 12 (see above) has the acceptable base perfectly, which has a frequency of 240 in the G.S.L.

It is commonly stated that one-word adverbials can occupy three positions, these being the end-position the front position and the mid-position; see for example Christophersen and Sandved.<sup>27</sup>

All the critical items (i.e. one-word adverbials) in this test are presented in end-position, that is following the verb. As will be seen in the test form each item is presented in the context of a simple sentence, i.e. subject + verb + (object) + adverb.

As with Pre-Tests 1, 2, 5, 10 and 11, the items were all spoken, each item being given twice with a ten-second pause for the testees to select their answer from the choice available. The testees did not see the written form.

5.13.2 Results of Pre-Test 13

Item No	Frequency in G.S.L	Acceptable	Item Discrim Index	Unacceptable	Item Discr. Index
1	290	exactly	.21		
2	443	home	<u>.54</u>		
3				easy	<u>.50</u>
4	270	apart	.25		
5				natural	.25
6				abovely	<u>.37</u>
7	740	first	.25		
8	237	hard	<u>.42</u>		
9	234	properly	.29		
10	496	recently	.08		
11				backwardly	<u>.45</u>
12				perfect	<u>.66</u>
13				quick	<u>.66</u>
14	436	slowly	.21		
15				sudden	.16
				highly	<u>.42</u>

5.13.3 Analysis of Results

It will be seen that there is a significant preponderance of 'unacceptable' items with item discrimination indices above .30, in that 6 ex 8 (75%) fall into this category, while only 2 ex 8 (25%) of 'acceptable' items have indices above .30. The original hypothesis is thus supported here, nl. that proficiency in distinguishing 'acceptable' from 'unacceptable' items will be crucial in distinguishing testees of high and low ability.

A possible difference here is that the unacceptable items can only be called 'potential' if one accepts that all adverbs have the potential to take -LY. This is difficult to accept, if only because there are a number of examples of adverbs without -LY (where a particular meaning attaches) which co-exist with

the -LY form, but with different meaning (eg deep - deeply: late - lately),

Nevertheless, whether one is considering 'unacceptable/potential' or simply 'unacceptable' items the reason why such items distinguish between levels of proficiency is quite clear: no rules are readily to hand by which the learner can assess acceptability or not in these cases. It is only acquaintance with the language which can build up the necessary intuitions.

A feature of the results of this test is the variable performance of the High 25% group, who generally returned consistently high correct scores for both acceptable and unacceptable items in other tests of this kind. Of the 16 items in the test, 7 showed correct scores for the High 25% group of 16 ex 24 (66,66%) or less. These items were (scores for the Low 25% group in brackets):

- Item 3 (easy): 14 ex 24 (2)
- Item 4 (apart): 11 ex 24 (5)
- Item 5 (natural): 16 ex 24 (10)
- Item 7 (first): 15 ex 24 (9)
- Item 10 (recently) 14 ex 24 (12)
- Item 15 (highly): 16 ex 24 (6)
- Item 16 (sudden): 7 ex 24 (3)

All other scores for the High 25% group are 19 and above ex 24 (79% and above).

It is difficult to account for the variability of scores amongst the High 25% group as reflected in the above analysis. No particular pattern seems obvious (eg one might expect that adverbs which are acceptable without -LY might feature strongly amongst the low-scored items, or adverbs which take -LY but are presented without it). Perhaps the most that can be said is that the variability of scores emphasises the relative redundancy of -LY as an adverb affix (eg witness the trend in American English to discard it). This combined with the idiosyncratic nature of -LY, produces confusion amongst even relatively proficient learners.

The results show particularly low scores amongst the Low 25% group, where 11 out of the 16 scores are 10 or lower ex 24 (41,66% or lower). The remaining five scores range between 12 and 16 ex 24 (50-66,66%). A count of correct scores for the Low 25% group shows an aggregate correct score for the eight acceptable items of 92 ex 192 (28%) and an aggregate of 53 (28%) for the unacceptable items.

Both aggregates are low, but one is justified in concluding that the Low 25% group had significantly more trouble in identifying unacceptable items.

Once again, it is difficult to establish a pattern, but it can be pointed out that of the six lowest correct scores for the Low 25% group (6 or lower ex 24:25% or lower), four were for items that are acceptable with-LY, but were presented without -LY.

### Summary

- 1) The results of Pre-Test 15 support the hypothesis that the more proficient a testee is, the more able he/she will be to distinguish between acceptable and unacceptable items.
- 2) The great range in proficiency amongst testees at this level, is once again revealed.

### References

- |                              |   |
|------------------------------|---|
| 1) Adams (1) pp. 56 -58      | 24) Ibid., p.x                                      |
| 2) Hill (19) pp. 228 - 236   | 25) Ibid., p.x                                      |
| 3) Adams (1) p. 56           | 26) Ibid., p.viii                                   |
| 4) Palmer (36) p.221         | 27) Leech (29) p.225                                |
| 5) Leech (29) p.225          | 28) Palmer (36) p.247                               |
| 6) Ibid., p.225              | 29) Ibid., pp. 247 -252                             |
| 7) Adams (1) p.197           | 30) West (48) p.40                                  |
| 8) Ibid., p.6                | 31) Adams (1) p.21                                  |
| 9) Ibid., p.vi               | 32) Ibid., p.22                                     |
| 10) Ibid., p.200             | 33) Ibid., p.23                                     |
| 11) Leech (29) p.224         | 34) Quirk (39) p.115                                |
| 12) Adams (1) p.61           | 35) Christophersen and Sandved<br>(6) pp. 127 - 130 |
| 13) Leech (29) pp. 228 - 231 | 36) Ibid., p.163 ff.                                |
| 14) Ibid., p.229             |   |
| 15) Branford (3) p.162       |   |
| 16) West (48) p.319          |   |
| 17) Palmer (36) p.215        |   |
| 18) Ibid., pp.216 -217       |   |
| 19) Ibid., p.221             |   |
| 20) Ibid., pp 227 - 229      |   |
| 21) Cowie (8) p.viii         |   |
| 22) Ibid , p. ix             |   |
| 23) Ibid., p. ix             |   |

CHAPTER 6 : The Final Tests

This chapter contains:

- 1) Comments on the final tests, and the form of the Final Tests as presented to the testees:
- 2) Analyses of the results of each of the final tests;
- 3) A Summary of results;
- 4) A Post-Final Test form, containing only those items which produced item discrimination indices of above 0.30 in the Final Tests.

Selection of the Testees: was according to the results of the Vocabulary section of the GTLAS which were administered, on behalf of the HSRC, to the group while in their first year of study (1978). 50 testees were chosen to form a sample representative of the spread of Vocabulary section scores across the whole group. In addition, the male-female ratio (approximately one-third to two-thirds) is reflected in the composition of the final group of testees.

Because of the normally chaotic state of the school, reflected amongst others by chronic absenteeism especially in the second half of the year, a variable number of testees were represented at each test. Where the number is significantly less than 50, this is noted in the analysis of results of the relevant tests.

The Final Tests

Spoken tests: Tests 1, 2, 4, 5, 7 and 8 on this form were all spoken on tape. Students/testees received only the answer forms. The written form was not seen by the testees.

In all spoken tests, the following choices were given:

Which of the following are proper words in English:

(A) Yes - proper word (B) No - not a proper word (C) Maybe (D) Don't Know.

TEST 1

- |                         |                      |                      |              |              |
|-------------------------|----------------------|----------------------|--------------|--------------|
| 1) deskman              | 2) playman           | 3) * <u>chairman</u> | 4) shopman   | 5) brickman  |
| 6) tradesman            | 7)* <u>bedroom</u>   | 8) chopperman        | 9) clockwork | 10) rulework |
| 11)* <u>dining room</u> | 12)* <u>headroom</u> |                      |              |              |

TEST 2

- |                       |                |                       |                        |
|-----------------------|----------------|-----------------------|------------------------|
| 1) * <u>exception</u> | 2) receivering | 3) * <u>performer</u> | 4) containion          |
| 5) listenation        | 6) preference  | 7) insidity           | 8) * <u>statement</u>  |
| 9) amuseness          | 10) faintity   | 11) sincerence        | 12) * <u>scientist</u> |

- |                     |                |               |                        |
|---------------------|----------------|---------------|------------------------|
| 13) hinderment      | 14) retirement | 15) brushery  | 16) * <u>discovery</u> |
| 17) deliverent      | 18) enemyship  | 19) surprisal | 20) * <u>ownership</u> |
| 21) museumist       | 22) servancy   | 23) younghood | 24) awakage            |
| 25) * <u>warmth</u> | 26) middlth    | 27) breakage  | 28) workeress.         |

\*Note: Items underlined above are GIVE - ALWAYS; i.e. they are only inserted to maintain a balance of types of answers. They did not discriminate successfully in the Pre-Tests.

### TEST 3A

In tests 3A and 3B choose the best form to complete each sentence.

- 1) Last night we - a trap for the mouse. (set)  
(A) sate (B) set (C) setted (D) setten
- 2) Last year I - studying history and mathematics. (begin)  
(E) began (F) beganned (G) begin (H) begun
- 3) Last year bread - 15 cents a loaf, now it is 17 cents. (cost)  
(A) cost (B) cast (C) costed (D) cossed
- 4) When she was ill, she - the pain very bravely. (bear)  
(E) beared (F) bored (G) barred (H) bore
- 5) Yesterday Pumla - in that chair, but today she is over here. (sit)  
(A) sit (B) sat (C) sitted (D) sate

### TEST 3B

- 1) Mary has - her breakfast, and now she wants a cup of coffee. (have)  
(A) have (B) had (C) hid (D) haved
- 2) The bus has - around and now it is coming back. (turn)  
(E) turned (F) torn (G) turn (H) tornd
- 3) The students have - to study for the test. (begin)  
(A) begun (B) began (C) begin (D) beganned
- 4) Vuyo has - that he will come to the party. (says)  
(E) say (F) sane (G) sayed (H) said
- 5) He has - to do well in his examinations. (continue)  
(A) continued (B) continue (C) continues (D) continuen.
- 6) She has - about it for a long time. (know)  
(E) known (F) knowed (G) knew (H) knewed
- 7) The carpenter has - a lot of tables this year. (make)  
(A) maded (B) maked (C) made (D) make.
- 8) The mealies have - tall because of the good rains. (grow)  
(E) growed (F) grown (G) grow (H) grew
- 9) Themba has - in the same desk for two years. (sit)  
(A) sitten (B) sitted (C) sit (D) sat

TEST 4

SPOKEN only -- each item repeated, with ten-second pause between items.

- |                        |                      |               |                     |
|------------------------|----------------------|---------------|---------------------|
| 1) * <u>unbutton</u>   | 2) misapprove        | 3) uncare     | 4) misfinish        |
| 5) * <u>disregard</u>  | 6) disreport         | 7) unappear   | 8) enview           |
| 9) recamp              | 10) * <u>replace</u> | 11) enarm     | 12) enhouse         |
| 13) entrust            | 14) memorize         | 15) scarcize  | 16) * <u>unlock</u> |
| 17) freshize           | 18) waiterize        | 19) modernize | 20) tasten          |
| 21) * <u>represent</u> | 22) poisonize        |               |                     |

TEST 5

SPOKEN only

- |  |                                       |
|--|---------------------------------------|
| 1). * <u>she worked it out exactly</u> | 2) he frequently came home            |
| 3) he passed the test easy             | 4) the aeroplane flew abovely         |
| 5) * <u>he arrived first</u>           | 6) he hamered the nail hard           |
| 7) he played the game properly         | 8) * <u>the girl arrived recently</u> |
| 9) the ball rolled backwardly          | 10) she did the work perfect          |
| 11) she jumped quick                   | 12) * <u>the train travels slowly</u> |
| 13) the dog jumped highly.             |                                       |

TEST 6

SPOKEN only -- each item repeated, followed by ten-second pause.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1) an existing building       | 2) a bleeding cut           |
| 3) a doubtful student         | 4) a personal letter        |
| 5) a satisfied child          | 6) an existful garden       |
| 7) a willy servant            | 8) an influential book      |
| 9) * <u>a faithful friend</u> | 10) a doubtal question      |
| 11) a national problem        | 12) * <u>a cooked meal</u>  |
| 13) a blinding light          | 14) an intentioning plan    |
| 15) a truthful girl           | 16) * <u>an oily engine</u> |
| 17) a searchful light         | 18) an intentional mistake  |
| 19) * <u>the tinned fruit</u> | 20) an oilful car           |
| 21) a dreamy look             | 22) a truthed writer        |
| 23) a searching look          |                             |

\*Note: Items underlined above are GIVE-AWAYS

TEST 7

SPOKEN only - each item repeated, followed by a ten-second pause.

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1) a differish look                | 2) the foolent students               |
| 3) a goldent frame                 | 4) a different car                    |
| 5) a foolish answer                | 6) a syp <sup>m</sup> athetish friend |
| 7) the forbidden words             | 8) a violent attack                   |
| 9) a syp <sup>m</sup> athetic look | 10) a photographic studio             |
| 11) the rotten food                | 12) a photographent book              |
| 13) a confidish friend             | 14) a feverish sleep                  |

TEST 8

1. This road is so - to me that I always know exactly where I am  
(A) extensive (B) certain (C) actual (D) familiar
2. The feather is so light that it will blow away if there is even the - wind  
(E) least (F) most ordinary (G) most possible  
(H) likeliest.
3. She is a very - person and does not like to hurt anyone.  
(A) painful (B) earnest (C) motherly (D) gentle
4. The new shirts were so - that they were all sold out in three days.  
(E) fresh (F) popular (G) moderate (H) ornamental
5. Swaziland is not part of South Africa: it is a - country  
(A) local (B) single (C) foreign (D) national
6. The prices at that shop are higher, but it is nearby, so it is - to shop there.  
(E) orderly (F) fortunate (G) convenient (H) generous
7. She is a very - friend and always gives help when I need it.  
(A) original (B) loyal (C) bold (D) patriotic
8. The hill makes such a - rise that I never feel tired when I climb it.  
(E) gradual (F) prompt (G) needless (H) shallow
9. I know you have waited for a long time, but if you can be - for a little longer, I will see you.  
(A) sincere (B) attentive (C) patient (D) steady
10. His health is so - that he is very often sick.  
(E) mild (F) delicate (G) medical (H) childish
11. The farmer's land is so - that it stretches much further than a person can see.  
(A) detailed (B) noble (C) eventful (D) extensive
12. He is very - and whenever he does a job he makes a mess or knocks something over.  
(E) heavy (F) pushing (G) awkward (H) shallow

13. Children must be very - when they cross a busy road which has a lot of traffic.  
(A) lucky (B) noble (C) polite (D) cautious
14. Sipho was so - of Tandi's new pen that he took it from her desk, to use it himself.  
(E) cross (F) envious (G) glad (H) determined
15. This letter is - so I must post it right now.  
(A) unpaid (B) necessary (C) private (D) urgent.

TEST 9

1. From the bottom of the hill the - is not very good, but it is very good from the top.  
(A) sight (B) view (C) outlook (D) detail
2. The school sports day is a/an - which happens only once a year.  
(E) object (F) upset (G) organization (H) event
3. I was riding with Themba in his car. I was going to the C.K.Bazaars in East London. He was only going as far as Mdantsane. But he did me a/an - and took me all the way to the O.K.Bazaars.  
(A) favour (B) pleasure (C) helping (D) approval
4. Port Elizabeth and East London are on the - but Johannesburg is not.  
(E) shore (F) shoreline (G) coast (H) water
5. It is easier to read by electric light than by candle light. So the student who has electric light has a/an -.  
(A) possibility (B) advance (C) advantage (D) chance
6. The team won the match. The crowd ran onto the field. They were very happy. Hundreds of people were running, shouting and cheering. I could not find my friend in all the -.  
(E) confusion (F) society (G) anxiety (H) condition
7. I had a beautiful new tennis racket. I lost it. Khaya found it. I gave him a/an - of R1,00 for finding my racket.  
(A) payment (B) compensation (C) bribe (D) reward
8. Phumla found a R10,00 note. She knew it belonged to Agatha. Phumla's - would not let her keep it. She gave the R10,00 note back to Agatha.  
(E) application (F) conscience (G) mind (H) confidence
9. I was travelling in a bus. The bus was in an accident. The driver had to wait until the police came. He had to wait until the other vehicle was moved. Because of the -, I was 40 minutes late for school.  
(A) delay (B) fault (C) disturbance (D) misconduct

DO NOT PROCEED. WAIT FOR FURTHER INSTRUCTIONS.

10. This is a(n) - of money.  
(E) lump (F) heap (G) mound (H) pile
11. This is white -.  
(A) yarn (B) thread (C) string (D) twine.
12. This is the - of the knife.  
(E) edge (F) blade (G) point (H) sharp
13. I put the belt around my -.  
(A) thigh (B) hips (C) waist (D) stomach
14. If I drop oil onto this, there is a -.  
(E) print (F) stain (G) show (H) mark
15. A man has a foot, but a cat has a -.  
(A) paw (B) claw (C) hoof (D) talon

TEST 10

1. John has worked in six jobs in two years.  
I wonder why he can't stick ...one job only?  
(A) for (B) out (C) into (D) to
2. That school has a lot of problems.  
Well, perhaps the new principal will bring...some changes.  
(E) into (F) to (G) about (H) out
3. How do you like your new job?  
I'm still settling..., but I like it very much so far.  
(A) in (B) on (C) at (D) out
4. Why has Sipho bought that old building?  
He wants to set ...a factory to start making biscuits and sweets.  
(E) out (F) off (G) in (H) up
5. Why did the dog bite you?  
He looked friendly, but as soon as I entered the gate he turned...me  
and bit me.  
(A) off (B) at (C) on (D) up
6. Are Mary's parents still alive?  
No. They died years ago, so her grandmother had to bring her...  
(E) out (F) about (G) up (H) off.
7. Will sell me your new car for ten Rand?  
Hah! You must take me...a fool  
(A) for (B) at (C) in (D) over
8. My car has broken down.  
You'd better send ... Joe. He can fix cars.  
(E) about (F) for (G) in (H) before

9. How can I find your house?  
Easy. It is painted red, so it stands...clearly.  
(A) over (B) out (C) for (D) by
10. Did Thandiwe come to help you?  
No, she let me...badly, so I must ask someone else to help me.  
(E) out (F) off (G) down (H) in
11. Mrs Maselwa is in a bad mood.  
Yes, but just leave her alone and it will blow... Soon she will be in  
a good mood.  
(A) in (B) out (C) up (D) over
12. Did Mr Bhana punish you?  
No, he was in a good mood, so he let me...  
(E) off (F) on (G) in (H) out
13. Did Mary say anything about the missing money?  
No, I forgot to bring...the matter, but I will ask her tomorrow.  
(A) off (B) up (C) about (D) out

TEST 11

1. A car must always stop at a red light,...to the rules of the road.  
(A) commanding (B) according (C) demanding (D) following
2. He was drunk when he crashed into the other car. That ..for the accident.  
(E) accounts (F) accords (G) determines (H) depends
3. A teacher must treat all pupils the same, and not ... one above the other.  
(A) satisfy (B) prejudice (C) point (D) favour
4. She will be very sad if we do not ... her in the party.  
(E) include (F) place (G) mention (H) advise
5. We must stop the party, because the people next door ... to the noise.  
(A) argue (B) object (C) accuse (D) complain
6. Don't shout at him. If you .. with him, he will understand why you are  
doing it.  
(E) praise (F) charm (G) reason (H) persuade
7. These students have been chosen for the tennis team. They will ... the  
school in the match on Saturday.  
(A) represent (B) appear (C) witness (D) compete
8. I don't know the answer, but I ... that you look in this book to find it.  
(E) consider (F) encourage (G) inform (H) suggest
9. We hope that the government will soon ... free books for pupils.  
(A) provide (B) determine (C) practise (D) deliver.
10. No-one else can do the job, so I ... on you to do it.  
(E) depend (F) require (G) expect (H) intend
11. The boxer is tough, but his opponent was too strong and finally he had  
to...  
(A) yield (B) waste (C) call (D) complete.

12. I don't think I have time today, but I will tell you if I ... to get the job done.  
(E) check (F) afford (G) manage (H) prevent
13. Five marks out of ten in a test is not good, so don't ... about it.  
(A) act (B) boast (C) claim (D) confess
14. Only the students with the highest marks can... for a prize.  
(E) promise (F) propose (G) qualify (H) question
15. Our class did not do well in the test, so we are going to... the work tomorrow.  
(A) review (B) remind (C) reflect (D) refresh
16. Parents usually ... their children when they are naughty.  
(E) remark (F) request (G) interfere (H) scold
17. No, he is not happy. In fact, your words have ... him.  
(A) upset (B) scratched (C) pinched (D) prevented.

Test 12: See Appendix 5, page 342.

#### 6.1 Notes on Final Test 1

##### 6.1.1 Preamble

This test was extracted from 'successful' items in Pre-Test 1. It is a 'Spoken' test, based on the principle of the 'partial productivity of lexical rules'. Reference to the Notes on Pre-Test 1 will show that the test was successful as proof of the hypothesis that the effect of the 'partial productivity' rule would be to distinguish clearly between testees of high, and testees of low, proficiency. In Pre-Test 1, 7 out of 10 'Unacceptable' items returned item discrimination indices of above 0.30; only 3 out of 10 'Acceptable' items did so.

##### 6.1.2 Results

Item No	Frequ. in G.S.L	Acceptable	Unacceptable	Discrim. Index
1	X		deskman	.31
2	X		playman	.46
3	X		shopman	.54
4	198	<u>chairman</u>		(.15) <u>Give-Away</u>
5	X		brickman	.31
6	30	tradesman		.46
7	58	<u>bedroom</u>		(.23) <u>Give-Away</u>
8	X		chopperman	.31
9	10	clockwork		.08
10	X		rulework	.85
11	30	<u>dining room</u>		(.23) <u>Give-Away</u>
12	∅	<u>headroom</u>		(.15) <u>Give-Away</u>

### 6.1.3 Analysis of Results

Of 6 'Unacceptable' items, all returned item discrimination indices above .30. Thus the hypothesis underlying this sort of test is supported in this instance, as it was in Pre-Test 1. Three of these items showed high correct scores (on or above 11 ex 13) for the High 25% group and correspondingly low correct scores for the Low 25% group (High 25% Correct; Low 25% Correct):

item 1 (deskman) 22/15 ex 24 (Pre-Test: 19/6 ex 24)

item 3 (shopman) 20/7 ex 24 (Pre-Test: 19/9 ex 24)

item 10 (rulework) 22/2 ex 24 (Pre-Test: 18/7 ex 24)

(The Final Test scores have been adjusted by a factor of 1.85.)

The other three items showed a relatively low correct score for the High 25% group, with low correct score for the High 25% group.

item 2 (playman) 15/4 ex 24 (Pre-Test 1: 21/5 ex 24)

item 5 (brickman) 15/7 ex 24 (Pre-Test 1: 15/0 ex 24)

item 8 (chopperman) 15/7 ex 24 (Pre-Test 1: 17/6 ex 24)

The figures in brackets for the related scores on these items in Pre-Test 1 show some correlation; the first group of three items above, those with the highest correct scores for the High 25% group, also produced high scores in the Pre-Test for the same group. However, there is a marked decrease in the relative number correct in item 2 (playman) compared to the Pre-Test, with item 5 (brickman) and item 8 (chopperman) producing roughly the same result.

Of the Acceptable items, item 6 (tradesman) shows a roughly similar discrimination index when compared with the Pre-Test results (.46 here, compared to .41). The remaining Acceptable item showed an index well below .30, a result of a significant decrease in correct scores (item 9, clockwork).

Interestingly, the four 'Give-Away' items in this test showed very high correlation in terms of the item discrimination indices and correct scores. They are recorded below, with the respective indices for the Pre-Test and Final Test given, in that order, followed by High and Low correct scores for the two tests, in the same order;

item 4 (chairman): .12, .15 (23/20 ex 24; 24/20 ex 24)

item 7 (bedroom): .20, .23 (24/19 ex 24; 24/19 ex 24)

item 11 (dining room): .20, .23 (24/19 ex 24; 24/19 ex 24)

item 12 (headroom): .15, .15 (5/1 ex 24; 4/0 ex 24)

This last item, which shows very low correct scores in both tests, is of course not featured in the G.S.L. (zero frequency).

The conclusion is that there has been a high degree of correlation between the results of Pre-Test 1 and this Final Test, in terms of (1) a varying but positive relationship in terms of actual correct scores and (2) more especially, as shown by the fact that, of 8 test items, only one did not again show an acceptable item discrimination index. In addition, the four 'Give - Away' items showed very high correlation of indices, as well as of absolute scores for both the High and Low groups.

## 6.2 Notes on Final Test 2

### 6.2.1. Preamble

This test was extracted from the 'successful' items in Pre-Test 2. The notes on Pre-Test 2 show that the hypothesis underlying this sort of test, based on the 'partial productivity' principle, was successfully proved. In Pre-Test 2, only one out of 19 'Unacceptable' items did not produce an item discrimination index of .30 or above (allowing the inclusion of receivering at .29) whereas only 4 out of 21 'acceptable' items did produce such a discrimination index. Of these 44 items, one (printer) was mistakenly omitted from the Final Test.

6.2.2. Table of Results

Item No	Frequen. in <u>G.S.L</u>	Acceptable	Unacceptable	Item Discrim. Index
1	234	<u>exception</u>		(0) <u>Give-Away</u>
2			receiving	<u>.31</u>
3	20	<u>performer</u>		(.15) <u>Give-Away</u>
4			containion	<u>.70</u>
5			listenation	<u>.39</u>
6	?234	preference		<u>.39</u>
7			insidity	<u>.77</u>
8	664	<u>statement</u>		(0) <u>Give-Away</u>
9			amusement	-0.07
10			faintity	<u>.62</u>
11			sincerence	<u>.62</u>
12	108	<u>scientist</u>		(0) <u>Give-Away</u>
13			hinderment	<u>.38</u>
14	100	retirement		<u>.15</u>
15			brushery	<u>.62</u>
16	318	<u>discovery</u>		(.15) <u>Cive-Away</u>
17			deliverent	<u>.39</u>
18			enemyship	<u>.70</u>
19			surprisal	<u>.54</u>
20	52	<u>ownership</u>		(.07) <u>Give-Away</u>
21			museumist	<u>.54</u>
22			servancy	<u>.54</u>
23			younghood	0
24			awakage	<u>.92</u>
25	84	<u>warmth</u>		(.15) <u>Give-Away</u>
26			middlth	<u>.62</u>
27	8	breakage		<u>.23</u>
28			workeress	<u>.62</u>

### 6.2.3. Analysis of Results

The following number of 'successful' items were carried over from Pre-Test 2 to form this present test: 3 'Acceptable', 18 'Unacceptable'. In addition, 7 'Give-Away' items were carried over, to provide a balance of types of answers. These were all 'Acceptable' items from Pre-Test 2 which had produced low item discrimination indices.

Overall, the following is the result of Final Test 2: 16 out of 18 'Unacceptable' items produced discrimination indices above .30, while 1 out of 3 'Acceptable' items did so. If the 'Give-Away Acceptable' items are included, then 1 out of 10 'Acceptable' items produced indices of above .30.

Thus, as with Pre-Test 1, Final Test 1 (derived from the former), and Pre-Test 2, the results of this test support the hypothesis that tests based on the principle of the partial productivity of lexical rules, will successfully discriminate between testees of high and low proficiency.

An examination of the results of 'Unacceptable' items provides the following:

These items showed high correct scores for the High 25% (on or above 11 ex 13), and the results are recorded as: correct score for High 25% group, correct score for Low 25% group, and, in brackets, the comparable results from Pre-Test 2. (The Final Test figures have all adjusted by a factor of 1.85 to provide for case comparison.)

item 2 (receiving): 24/17 ex 24 (21/14 ex 24)  
item 4 (containion): 20/4 ex 24 (20/6 ex 24)  
item 5 (listenation) 22/13 ex 24 (23/12 ex 24)  
item 7 (insidity) 22/4 ex 24 (21/4 ex 24)  
item 10 (faintity): 22/7 ex 24 (16/5 ex 24)  
item 11 (sincerence): 20/6 ex 24 (20/5 ex 24)  
item 15 (brushery): 24/5 ex 24 (19/6 ex 24)  
item 18 (enemyship): 22/6 ex 24 (23/7 ex 24)  
item 21 (museumist): 22/9 ex 24 (20/9 ex 24)  
item 24 (awakage): 23/2 ex 24 (23/6 ex 24)  
item 26 (middlth): 22/7 ex 24 (23/6 ex 24)  
item 28 (workeress): 24/5 ex 24 (22/5 ex 24)

We note that the figures above show a great correlation between the results of the two tests, for the scores of both the High 25% and Low 25% groups.

The following 'Unacceptable' items produced correct scores for the High 25% group in the lower range (about 10 or less ex 13):

item 9 (amusement): 0/2 ex 24 (22/4 ex 24)  
item 13 (hinderment): 19/9 ex 24 (20/7 ex 24)  
item 17 (deliverent): 17/7 ex 24 (18/6 ex 24)  
item 19 (surprisal): 13/0 ex 24 (19/8 ex 24)  
item 22 (servancy): 19/6 ex 24 (19/5 ex 24)  
item 23 (younghood): 11/11 ex 24 (16/2 ex 24)

Here there is reasonable correlation between the results of Pre-Test 2 and Final Test 2, in respect of item 13 (hinderment), 17 (deliverent), 22 (servancy) and, less so, item 19 (surprisal). However, the results of item 9 (amusement) and item 23 (younghood), are difficult to explain. In the case of the former, the auditory quality of the tape may have interfered (with regard to the similarity of /n/ and /m/): whatever the reason, it is impossible to explain why there should be such a complete reversal of results with regard to the correct score for the High 25% group, while the score for the Low 25% group remains relatively consistent. In the case of item 23 (younghood) the relative score of the High 25% group dropped slightly, while there has been a significant rise in the correct score for the Low 25% group. Once again, it is impossible to account for this.

For the three 'Acceptable' items in the test, the results are:

item 6 (preference) 20/11 ex 24 (21/10 ex 24)  
item 14 (retirement) 22/20 ex 24 (23/15 ex 24)  
item 27 (breakage) 11/6 ex 24 (19/6 ex 24)

The results for item 6 are consistent, while those for item 14 show a relative improvement in the correct score for the Low 25% group, and for item 27, a relative decrease in the score of the High 25% group.

For the 'Acceptable Give-Away' items, the results are:

item 1 (exception) 24/24 ex 24 (24/20 ex 24)  
item 3 (performer) 22/19 ex 24 (24/22 ex 24)  
item 8 (statement) 24/24 ex 24 (24/24 ex 24)  
item 12 (scientist) 24/24 ex 24 (24/24 ex 24)  
item 16 (discovery) 24/20 ex 24 (24/24 ex 24)  
item 20 (ownership) 19/17 ex 24 (22/16 ex 24)  
item 25 (warmth) 24/20 ex 24 (23/9 ex 24)

There is great correlation between results here, with any movement being in the direction of some improvement in the scores of the Low 25% group.

It is worth noting that the two Acceptable items which did not produce indices above .30, and which were also the items showing relative instability of results, have comparatively low frequencies in the G.S.L (retirement 100, breakage 8). Amongst the 'Acceptable Give-Away' items, two items with low frequency (performer 20 and ownership 52) showed the lowest correct scores for both groups, although in absolute terms, the total scores are high.

#### 6.2.4 Conclusion

- 1) With the exception of a few items, there is great correlation between the results of Pre-Test 2 and Final Test 2;
- 2) the underlying hypothesis regarding the partial productivity of lexical rules and the usefulness in proficiency tests, is once again proved valid.

### 6.3. Notes on Final Test 3A

#### 6.3.1 Preamble

The items in this test were derived from those which were 'successful' in Pre-Test 8, and concern the Irregular -ED form. Of the 13 items in Pre-Test 8, 3 were 'Give-Away'. Of the remaining 10 'valid' items, 5 were included in this test by virtue of item discrimination indices on or above .30. Tests 3A and 3B (ex Pre-Test 9) were written as a unit by the testees, and were affected by absenteeism. Only 32 answer forms are available; thus, the High 25% and Low 25% groups consist of only 8 testees/answer forms each.

6.3.2 Results

Item No	Frequency in <u>G.S.L</u>	Item	Item Discrim. Index.
1	1938	set	0
2	2481	began	<u>.50</u>
3	1263 (v and n)	cost	.12
4	980	bore	.12
5	1422	sat	<u>.50</u>

6.3.3 Analysis of Results

In the notes on Pre-Test 8, it was shown that the items selected there for testing were drawn from the 40 items with highest frequency in the G.S.L., (above 1200) from a total group of 98 items which feature in the G.S.L.

It was also shown that, notwithstanding the relatively high frequency of the selected items, there is a direct relationship between the frequency of the item and performance in the test.

Item 4 ('When she was ill, she bore the pain bravely') (item 12 in the Pre-Test) was incorrectly included in the Pre-Test, having a frequency of 980. Nevertheless, it has been carried through to the Final Tests, as it is a useful item.

A full account of results for the items above is now presented in this order: High 25% and Low 25% correct in the Final Test; in brackets, the corresponding figures for the Pre-Tests; Final Test and Pre-Test item discrimination indices, in that order. (The Final Test items have been adjusted by a factor of 2,88.)

item 1 (sat) 20/20 ex 23 (29/9 ex 23) 0, .56  
item 2 (began) 23/12 ex 23 (23/16 ex 23) .50, .30  
item 3 (cost) 6/6 ex 23 (10/5 ex 23) .12, .65  
item 4 (bore) 3/10 ex 23 (10/2 ex 23) .12, .34  
item 5 (sat) 23/12 ex 23 (23/16 ex 23) .50, .30

In the case of item 3 (cost) and item 4 (bore) there is a significant decrease in proficiency in the Final Test. These items are also those with the lowest frequencies. This retrogression is difficult to explain. Bore is probably less frequent in current use than indicated in the G.S.L. and the Pre-Test results were thus not surprising. But how can the retrogression in results be explained? Cost is surely a common item in both speech and literature.

It is significant that (taking High and Low groups together) the overwhelming response was to the distractors costed (8 out of 16, or 9 out of 16 if the similar crossed is included) and beared (12 out of 16 responses). With this in mind, the following factors can be mentioned as possible explanations: in the lower standards, there is a consciousness of 'correct English' forms as the only model; however, at training school there are many students who have developed greater political and social awareness, and a greater awareness of the role which English plays in their identity (it is increasingly 'their thing', not just a possession of the English-speaking White South Africans who no longer provide the only model); costed and beared, as a result of the processes of generalization of patterns or reduction of redundancies which are common in most ESFL situations, have always been prominent in the repertoire of the students, but are now given freer play as they feel more secure in asserting 'their own English'. This latter point could explain the apparent anomaly of the 'decrease in proficiency' by the High 25% group over one year, during which instruction in English continues in the classroom.

This hypothesis is perhaps not sufficient to explain the consistently high scores on set, sat and began. It could be argued that these have higher frequencies of use and thus, no matter what the students' own practice, are sufficiently in the foreground of awareness to be utilised in a test where 'proper English' is obviously the model; that the awkwardness of following sit and sat by the /ɪd/ form is an additional spur to memory. While proficiency in began cannot be explained in terms of the preceding point, it does have a frequency which is considerably higher than the others; thus, perhaps it is further in the foreground of the students' repertoire of 'proper English'.

6.3.4. Summary

The difficulty which the 'irregular -ED' form presents for many ESFL learners, where there is a great variety of results, and where no discernible trend can be established (in contrast with many other tests), is emphasized both in the Pre-Test and Final Test results.

6.3.5 Notes on Final Test 3B6.3.6 Preamble

This test is concerned with the -EN Participial form (past participle) and contains the 'successful' items from Pre-Test 9. In the notes on that test it was shown that the base forms of these verbs are all placed in the group of 40 with highest frequencies in the G.S.L. Nevertheless, 9 out of 10 items showed item discrimination indices of above .30, including the two 'give-away' regular items (turned, continued) which have forms identical with the Past Tense form. A significant feature of this test was the very high correct scores by the High 25% group, 7 out of 10 items showing 100% correct, and the remaining three showing 90%, 91% and 83%.

The two 'give-away' items (which did not prove to be so!) were included in this Final Test, too.

6.3.7 Results

Item No	Frequency in <u>G.S.L</u>	Item	Item Discrim. Index
1	43432	had	.62
2	2538	turned	.37
3	2481	begun	.75
4	12278	said	.25
5	2136	continued	.50
6	5480	known	.88
7	9600	made	.12
8	1255	grown	.37
9	1422	sat	.75

6.3.8 Analysis of Results

Once again, the items are marked by high correct scores in the High 25% group, with 7 out of the 9 items showing 100% and the remaining two showing 7 out of 8 correct (87,5%).

There is a remarkable consistency of results when compared with Pre-Test 9. The two items which did not show 100% correct for the High 25% group, were amongst the three which did not do so in the Pre-Test (begun, sat). The item said, which showed 22 ex 23 (95,72%) in the Pre-Test, here shows 8 out of 8 (100%).

In the correct scores for the Low 25% group, there is also fair correlation. This group consisted of 23 testees in the Pre-Test, and 8 in the Final Test; a division factor of 2,875. Adjusted for this factor, the results are (actual scores ex 8 given in brackets):

	Pre-Test	Final Test	Actual
item 1 (had)	11	8.6	(3)
item 2 (turned)	13	15	(5)
item 3 (begun)	2	2.9	(1)
item 4 (said)	12	18	(6)
item 5 (continued)	5	12	(4)
item 6 (known)	11	2.9	(1)
item 7 (made)	16	21	(7)
item 8 (grown)	12	15	(5)
item 9 (sat)	5	2.9	(1)

The correlation is reflected if the items are ranked in two lists, one for each test. In comparing the lowest four items in the Pre-Test list, we find three re-appearing in the Final Test; the highest four in both lists are the same. Thus, although there has been some change in actual correct scores among the Low 25% group, the relative difficulty of items remains almost unchanged.

If the items are ranked in ascending order according to frequency of occurrence as in the G.S.L., no great correlation is found between this list and a list of items ranked according to difficulty as reflected in the scores of the Low 25% group. In the bottom 5 items in the first (frequency) list, three items of the second list appear; in the top four of the frequency list, two items of the second list appear. However, some correlation could be claimed on grounds of item discrimination indices for the top and bottom of the frequency list. The four items with lowest frequency produce an average index of .59; the four items with highest frequency show .57. This is what would be predicted on the hypothesis that frequency would be reflected in relative difficulty, although the difference for the two groups is not very large.

In view of the fact that these are all high frequency items amongst their group, perhaps no valid statement can be made on a correlation between frequency and performance.

#### 6.4. Notes on Final Test 4

##### 6.4.1 Preamble

This test, presented in spoken form only, is based on the principle of the 'partial productivity of lexical rules' and on the hypothesis that test items which were unacceptable words in English would discriminate effectively between testees of high and low ability.

The results of Pre-Tests 5 (precursor to this test) showed that the hypothesis was proved correct. Of fifteen 'Acceptable' items, only three showed item discrimination indices above 0.30; whereas all fifteen 'Unacceptable' items did so.

The items in this test are all verbs formed by affixation.

To provide a balance of types of answers, five 'Give-Away' items were included in this test. These were all 'unsuccessful' items in the Pre-Test.

This test was affected by absenteeism, and only thirty-six out of the desired fifty sat for the test.

6.4.2 Results

Item No	Frequency in <u>G.S.L</u>	Acceptable	Unacceptable	Item Discrim. Index
1	not stated	<u>unbutton</u>		(.22) <u>Give-Away</u>
2			misapprove	<u>.33</u>
3			uncare	<u>.22</u>
4			misfinish	<u>.44</u>
5	146	<u>disregard</u>		(.11) <u>Give-Away</u>
6			disreport	<u>.55</u>
7			unappear	<u>.55</u>
8			enview	<u>.33</u>
9			recamp	<u>.33</u>
10	148	<u>replace</u>		(0) <u>Give-Away</u>
11			enarm	<u>.22</u>
12			enhouse	<u>.77</u>
13	56	entrust		<u>.44</u>
14	8	memorize		<u>.11</u>
15			scarcize	<u>.77</u>
16	not stated	<u>unlock</u>		(.33) <u>Give-Away</u>
17			freshize	<u>.44</u>
18			waiterize	<u>.77</u>
19	12	<u>modernize</u>		<u>.22</u>
20			tasten	<u>.66</u>
21	750	<u>represent</u>		(0) <u>Give-Away</u>
22			poisonize	<u>.99</u>

6 4 3. Analysis of Results

It will be seen that, of 14 'Unacceptable items only 2 (item 3 uncare; item 11 enarm) did not show item discrimination indices above .30. Of the three 'Acceptable' items, two showed below .30 and one (item 13 entrust) showed above. In addition, one of the 'Give-Away' items (item 16 unlock) showed above .30, although it did not do so in the Pre-Test. Taking the 'Give-Away' items into account, only 2 out of 8 'Acceptable' items thus showed successful discrimination between testees of high and low proficiency.

The hypothesis underlying this test is thus successfully proved.

Of the fourteen 'successful' 'Unacceptable' items which were included in this test, eight showed high correct scores (on or above 22 ex 25) for the High 25% group in the original test. They are set out below, with the correct scores for the High 25% and Low 25% groups in this Final Test given first, then the comparable scores for the item in the Pre-Test in brackets.

The Final Test scores have been adjusted by a factor of 2,78, for ease of comparison.

item 4 (misfinish): 25/4 (25/10)  
item 6 (disreport): 25/11 (25/12)  
item 7 (unappear): 22/8 (25/12)  
item 8 (enview) : 11/3 (22/5)  
item 11 (enarm) : 14/8 (22/5)  
item 12 (enhouse): 22/3 (22/12)  
item 15 (scarcize): 22/3 (24/9)  
item 18 (waiterize): 25/6 (25/11)

It can be seen that there is reasonable correlation in the scores of the High 25% groups in the two tests, with the exception of items 8 enview and 11 enarm. There is less correlation with regard to the Low 25% scores, with a downward trend in the Final Test being more marked.

The remaining 'Unacceptable' items reflected the following results:

item 2 (misapprove) : 25/17 (19/7)  
item 3 (uncare) : 17/11 (21/11)  
item 9 (recamp) : 8/0 (12/3)  
item 17 (freshize) : 22/11 (19/11)  
item 20 (tasten) : 19/3 (15/6)  
item 22 (poisonize) : 25/0 (16/6)

In this group, there is less correlation, with a more marked upward trend in correct scores for the High 25% group in the Final Test, and variable results for the Low 25% group.

The three 'Acceptable' items reflect as follows:

item 13 (entrust) : 17/6 (18/11)  
item 14 (memorize): 25/3 (25/16)  
item 19 (modernize): 25/20 (22/13)

Here there is close correlation in the results for the High 25% groups on the two tests, with two items showing a significant downtrend for the Low 25% group and one an upward trend.

In the case of the five 'Acceptable Give-Away' items, there is significant correlation in all cases, except for the Low 25% score for item 1 unbutton, where there was a much lower score.

Overall, there is thus good correlation of scores for the High 25% group, with higher scores in some items in the Final Test. The scores for the Low 25% group show varying correlation. Here, as with the results of Final Tests 1 and 2 the hypothesis that tests based on the 'partial productivity of lexical rules' will discriminate effectively, is once again proved correct in this test

## 6.5 Notes on Final Test 5

### 6.5.1 Preamble

As with Final Tests 1, 2 and 5 this test is based on the principle of the 'partial productivity of lexical rules'. Here knowledge of the -LY form of the adverb is tested, with four variables involved: plus -LY (correct use), plus -LY (incorrect); minus -LY (correct), minus -LY (incorrect). The notes on Pre-Test 15 show that one cannot here speak of 'actual' or 'potential' items per se, because all are actual words in English; it is only in the adverbial position that the item is acceptable or not (although backwardly and abovely, both plus -LY (incorrect use) do not feature in any position in an English sentence.)

The results of Pre-Test 13, the basis for this test, supported the hypothesis underlying this type of test.

Only 36 testees sat for this test.

6.5.2 Results

Item No	Frequency in <u>G.S.L</u>	Acceptable	Unacceptable	Item Discrim. Index
1	290	<u>exactly</u>		(.11) <u>Give-Away</u>
2	443	home		.22
3			easy	<u>.77</u>
4			abovely	.22
5	740	<u>first</u>		(.11) <u>Give-Away</u>
6	237	hard		<u>.77</u>
7	234	properly		.11
8	496	<u>recently</u>		(.33) <u>Give-Away</u>
9			backwardly	<u>.33</u>
10			perfect	<u>.66</u>
11			quick	<u>.33</u>
12	436	<u>slowly</u>		(.22) <u>Give-Away</u>
13			highly	<u>.77</u>

6.5.3 Analysis of Results

Of six 'Unacceptable' items, five produced item discrimination indices of above .30. Of three 'Acceptable' items, only one did so. If the four 'Acceptable Give-Away' items are included in the reckoning, the full results is that only two out of seven 'Acceptable' items produced item discrimination indices above .30.

This test and the Pre-Test form from which it is derived, support the hypothesis underlying this type of test.

A comparison of the correct scores for the High 25% and Low 25% groups for this Final Test and Pre-Test 13, in respect of the five 'Unacceptable' items with indices above .30, is given here. The results are noted with the correct scores for the High and Low groups, respectively, adjusted by a factor of 2,67 for ease of comparison, followed by the comparable scores for the Pre-Test in brackets (here all ex 24 maximum).

item 3 (easy) : 19/0 (14/2)  
item 9 (backwardly): 24/16 (21/10)  
item 10 (perfect) : 21/5 (19/3)  
item 11 (quick) : 24/16 (22/6)  
item 13 (highly): 19/0 (16/6)

There is a correlation between the scores for the High 25% group, with all relevant Final Tests higher but related. There is no correlation in the scores of the Low 25% group for the two tests, with three items showing higher scores, and two lower.

The one 'Unacceptable' item which was not 'successful' is recorded below:

item 4 (abovely) : 24/19 (22/13)

Taken together with the results of the items reported above, this shows (1) a definite correlation between the correct scores of the High 25% group in the two tests and (2) a trend (not unqualified) towards higher scores by the Low 25% group.

The two 'Acceptable' items which produced indices above .30 (item 6 hard and item 7 properly) both show very slightly higher correct scores for the High 25% group and significant decreases for the low 25% group. The one 'unsuccessful' item, item 2 home shows a decrease of 4 points for the High group, and an increase by the same amount for the Low group.

The four 'Give-Away' items confirm the trend of higher correct scores for the High 25% group in that each item shows this, with item 5 first and item 8 recently showing increases of 6 and 7 points respectively. Every correct score for the Low 25% group shows an increase as well, with item 8 recently showing a significant increase of 10 points.

#### Conclusion:

- 1) The hypothesis underlying this type of test is once again proven;
- 2) There is an absolute trend towards higher scores for the High 25% group, when the results of the two tests are compared.
- 3) There is a general trend in this direction for the Low 25% group, with four out of thirteen items showing lower scores.

6.6. Test 6 (ex Pre-Test 12)6.6.1 Preamble

In this test, also based on the principle of 'the partial productivity of lexical rules', the most frequent adjective-forming affixes are employed, these being -/ d/, -/iŋ/, -/ɪ/, -/əl/, and -/fəl/.

All items are presented attributively in simple noun-head phrases.

The notes on Pre-Tests 12 (original of this test) show that the results departed from those in other tests of this kind. The ability of 'unacceptable/potential' items to discriminate effectively between testees of high and low proficiency, was not as marked. Only 66,66% of 'unacceptable/potential' items showed item discrimination indices above .30, whereas (a further departure from previous results) 55,55% of 'acceptable/actual' items did so.

It was noted that, while the High 25% group continued to show a high average of correct scores, the Low 25% group produced a comparatively low average for both 'acceptable' and 'unacceptable' items. This was explained in terms of the difficulty of remembering a phrase and not just a single word, while at the same time evaluating. Although the test results did not provide clear support for the hypothesis underlying this type of test, they do provide evidence of the wide range of proficiency amongst the testees.

6.6.2 Results

Item No	Frequency in <u>G.S.L</u>	Acceptable	Unacceptable	Item Discrim Index.
1	118	existing		<u>.38</u>
2			blooding	.07
3	122	doubtful		<u>.38</u>
4	634	personal		<u>.61</u>
5	243	satisfied		<u>.30</u>
6			willy	<u>.76</u>
8	68	influential		<u>.76</u>
9	200	faithful		(0) <u>Give-Away</u>
10			doubtal	<u>.69</u>
11	1620	national		<u>.30</u>
12	6	<u>cooked</u>		(.38) <u>Give-Away</u>
13	8	blinding		<u>.38</u>
14			intentioning	<u>.69</u>
15	10	truthful		<u>.30</u>
16	4	<u>oily</u>		(-0.23) <u>Give-Away</u>
17			searchful	<u>.38</u>
18	16	intentional		<u>.30</u>
19	8	<u>tinned</u>		(.38) <u>Give-Away</u>
20			oilful	0
21	12	dreamy		<u>.30</u>
22			truthed	<u>.76</u>
23	9	searching		<u>.53</u>

6.6.3 Analysis of Results

In Pre-Test 10, the original of this test, the hypothesis underlying this type of test was not successfully supported, although the 'unacceptable' items did show superior ability to discriminate. A feature of the test, however, was that 55,55% of 'acceptable' items also did so.

In this Final Test, 6 out of 8 (75%) of 'unacceptable' items have produced item discrimination indices on or above .30 but all 11 'acceptable' items (100%) have done so. If the 'give-away' items (amongst those which were 'unsuccessful' in the Pre-Test) are included in the analysis, then a total of 13 ex 15 (87%) of 'acceptable' items have produced indices above .30.

This is a very significant reversal of the results of previous tests of this type, including Final Test 5 where the test items are also included in phrases. The notes on Pre-Test 12 stated that the nouns used as head were all high-frequency items in the G.S.L. and all the 'acceptable' items (adjectives) featured in the G.S.L. In the light of this, it is difficult to explain why this test should show such a reversal of results, especially when compared with Final Test 5, where phrases were also used, some of them more complicated in that they involved three or four elements, n.l. subject + verb + (object) + adverb.

However, the results do prove the wide range of ability amongst the testees, especially in view of the fact that in 16 ex 23 (70%) of the items (acceptable and unacceptable) the scores for the High 25% group were on or above 10 ex 13 (77% and above).

The large number of item discrimination indices above .30 are a product of consistently low scores by the Low 25% group. The aggregate correct for this group is 111 out of a possible 299 (37%) as compared with the aggregate for the High 25% group: 228 ex 299 (76%). These figures include the scores for the four 'give-away' items, which did not prove consistent in this capacity, as two showed item discrimination indices of .38 (item 12 cooked and item 19 tinned). In Pre-Test 12, these 'give-away' items all produced very low discrimination indices.

With the scores for the 'give-away' items removed, the results are:

High 25% group :	190 ex 247	(77%)
Low 25% group :	80 ex 247	(32%)

The notes on Pre-Test 10 stated that, for the 'acceptable' items, no significant correlation could be found between success and frequency in the G.S.L. However, with the 'unsuccessful' items now removed, a correlation can be shown. If the 11 'acceptable' items (not including the 'give-away') are ranked from lowest to highest according to frequency in the G.S.L., and aggregate scores for the total group of testees here considered are noted, the

following is the result:

Correct scores, five items of lowest frequency: 56 ex 130 (43%)

Correct scores, five items of highest frequency: 80 ex 130 (62%)

This is fairly significant, in view of the fact that eight of the ten items are in a relatively small range of G.S.L. frequency, from 10 to 243 (the remaining two items where results are not markedly different, when compared with the other three items in their group, have frequencies of 634 and 1620).

## 6.7 Notes on Test 7

### 6.7.1 Preamble

This test is a continuation of Final Test 7 (ex Pre-Test 10) in that, whereas the latter employed high-frequency adjective-forming affixes, the present test (and its original, Pre-Test 11) employs low-frequency affixes, nl. -ant/, -tj/, -an/ and -ik/.

These are tested in the context of noun-head phrases. The notes on Pre-Test 11 state that while this was necessary in Final Test 7/Pre-Test 10 because of the presence of -ED and -ING forms, it was not necessary here. Placing the items in a phrase is, in a sense, a complicating factor, and it is significant that the results of such tests diverge from those of tests which have the same basis ('potential/actual' items) but which present the item in isolation.

Where the item is presented in isolation, the result is clear-cut; the 'potential/unacceptable' items discriminate effectively almost without exception, while the 'actual/acceptable' items do not (with few exceptions, which can often be explained in terms of low frequency in the G.S.L.). Final Tests 1, 2 and 4 are of this type.

Where the items are presented in a phrase, as in Final Tests 5, 6 and 7, the result is not so clear-cut. Generally, the 'unacceptable' items still provide clear discrimination, but there is a marked increase in the 'acceptable' items which do so.

6.7.2 Results

Item No	Frequency in <u>G.S.L</u>	Acceptable	Unacceptable	Item Discrim. Index
1			differish	<u>.31</u>
2			foolent	<u>.60</u>
3			goldent	<u>.85</u>
4	1226	different		0
5	112	foolish		<u>.39</u>
6			sympathetish	<u>.69</u>
7	36	forbidden		.15
8	180	violent		<u>.39</u>
9	88	sympathetic		.23
10	46	photographic		<u>.62</u>
11	26	rotten		<u>.39</u>
12			photographent	<u>.77</u>
13			confidish	<u>.69</u>
14	24	feverish		.15

6.7.3 Analysis of Results

In Pre-Test 11, the original of this test, all six 'potential/unacceptable' items showed item discrimination indices above .30. This result is repeated here, which is successful proof of the hypothesis on which this type of test is based.

In the Pre-Test, a large number of 'actual/acceptable' items also discriminated successfully (eight out of ten) which is a feature of this type of test where the items are presented in phrases and not in isolation. For this test, the results show that four out of eight of these items have produced indices above .30. These items are: item 5 foolish, item 8 violent, item 10 photographic and item 11 rotten.

Some correlation between performance and frequency in the G.S.L. can be claimed because three of the above four items are in the lowest half of 'acceptable' items (a group of four, according to frequency). In addition, different,

which has a very high frequency in comparison with the other items, shows a marked increase in correct scores for the Low 25% group, compared with the result in Pre-Test 11.

There the respective results for the High and Low 25% groups were 23/14 ex 23; now both groups have returned perfect scores. The second-most frequent item, violent, shows a significant rise in correct scores for both groups (adjusted by factor of 1,76 for the Final Test), the Pre-Test and Final Test correct scores for the two groups being 13/8 and 23/14. Two other items (rotten, forbidden) show a marked increase in performance by the Low 25% group - these are low-frequency items - but no other shows significant improvement for both groups.

The position for the 'acceptable' items can be summed up as: With the exception of feverish (15/7 ex 23 in Pre-Test) and violent (13/8), all items show high correct scores for the High 25% group in the Pre-Test (all others on or above 22 ex 23, with the exception of photographic, 18 ex 23). In the Final Test, all high correct scores are repeated, but fully scores are not recorded for photographic and violent. The only item in which there is a poor result is feverish (15/7 in Pre-Test; 12/5 in Final Test). It is perhaps significant that this is the item with lowest frequency (see above).

The smaller number of items with indices above .30 in this test, as compared with the Pre-Test, is explained by the improvement in the correct scores of the Low 25% group, notably in the following items (Pre-Test and Final Tests scores given):

<u>item 4</u> ( <u>different</u> ):	14	23
<u>item 7</u> ( <u>forbidden</u> ):	11	18
<u>item 8</u> ( <u>violent</u> ):	8	14
<u>item 11</u> ( <u>rotten</u> ):	2	12

Other scores for this group are substantially the same.

In the case of the 'potential/unacceptable' items, the situation is that there is no significant change in the correct scores of the High 25% group when the two tests are compared. These scores are in both cases at a high level. The correct scores for the Low 25% group are substantially the same, with the score for one item (1 differish) showing an improvement of 8 points in the Final Test, and one item (13 confidish) showing a drop in 5 points.

In summary (1) the hypothesis underlying 'unacceptable' items is once again proved; (2) as with this type of test in which the item is placed in a phrase, a significant but relatively lesser number of 'acceptable' discriminate successfully; (3) there is no substantial change in the performance of the two groups of testees for the 'unacceptable' items; (4) there is significant improvement in the scores of the Low 25% group on a number of items in the 'acceptable' group; (5) there is some indication of a relationship between frequency and performance; (6) the range of ability amongst the testees is once again shown.

### 6.8 Notes on Final Test 8

#### 6.8.1 Preamble

This is a test of 'simple recognition' of adjectives, and the fifteen items in this test represent the 'successful' items from the original thirty in Pre-Test 12. It was noted that the original items were ranked in three groups according to frequency in the G.S.L. but that no evidence of a correlation between frequency and proficiency could be found, whether from an analysis of the items showing successful discrimination, or by a crude count of correct totals for both groups of testees.

In fact in the latter case, a slightly inverse relationship was found compared with what could be expected.

#### 6.8.2 Results

Item No	Frequency in <u>G.S.L.</u>	Item	Item Discrim. Index
1	420	familiar	<u>.31</u>
2	1140	least	<u>.62</u>
3	480	gentle	<u>.31</u>
4	566	popular	<u>.46</u>
5	1014	foreign	<u>.46</u>
6	146	convenient	<u>.54</u>
7	120	loyal	<u>.77</u>
8	119	gradual	<u>.39</u>
9	282	patient	<u>.31</u>
10	168	delicate	<u>.69</u>
11	244	extensive	<u>.69</u>
12	47	awkward	.08
13	18	cautious	.23
14	22	envious	<u>.31</u>
15	36	urgent	<u>.46</u>

### 6.8.3 Analysis of Results

Of the fifteen items in the test, three did not produce item discrimination indices above .30. These are:

item 10 (delicate): (20/12; 23/21)

item 12 (awkward): (20/13; 21/18)

item 13 (cautious): (22/14; 18/12)

The former two results were because of high correct scores by both the High 25% groups of testees; the latter because of a relatively poor performance by both groups (10,7 ex 13). The information in brackets represents: correct scores for the High and Low groups ex 23 in the Pre-Test; correct scores for the same groups in the Final Test, adjusted by a factor of 1,77 to account for the different number of testees.

It will be seen that the correct scores of the Low 25% group improved significantly in the Final Test for the first two items, but that there was a falling-off in performance by both groups on the third item.

In assessing whether or not there is a relationship between proficiency of the testees and the frequency of an item as recorded in the G.S.L., the 'successful' discrimination of items is not always a reliable guide. One could hypothesise that items with lower frequencies would produce more marked discrimination between testees of high and low proficiency, whereas in fact a low item discrimination index might be a result of both groups faring poorly (as is, to an extent, the case with item 13 cautious, as shown above). This type of result can be more revealing than a 'successful' item discrimination index.

Very little of the expected relationship between proficiency and frequency can be shown in the results of this test. For purposes of this analysis, the items can be divided into two groups:

1) items 1 - 5: above 400 frequency in G.S.L.

2) items 6 - 15: below 300 frequency (many considerably below that)

In group 1, every item has produced an item discrimination index above .30. In group 2, three items have not done so, but two of these are as a result of good performance by both groups (a result counter to what one would hypothesise for low-frequency items).

If a crude average of correct scores for both groups of testees is made, the average for group 1 items is 16/1 ex 23 and for group 2, it is 15/3 ex 23. This result is in the direction of what could be expected, but hardly significant. If the very low-frequency items are separated (items 12 - 15, below 50 frequency of occurrence), the result still remains insignificant (average for this group is 15/6 ex 23). Similar calculation of results for the Low 25% group only, shows nothing of significance.

With regard to the three items discussed at the beginning of the section of notes, it was shown that in two cases there was significant improvement in the scores of the Low 25% group, as compared with the Pre-Test results. Excluding those three items, the results for the remaining 12 items show that correct scores for the Low 25% group have increased in six cases, compared with the Pre-Test. Results are here given in the form of Pre-Test results for High 25% and Low 25% groups respectively, and Final Test results:

<u>item 1 (familiar)</u> :	19/10 ex 23;	21/14
<u>item 2 (least)</u> :	13/1 ex 23;	21/7
<u>item 4 (popular)</u> :	15/8 ex 23;	21/11
<u>item 5 (foreign)</u> :	20/7 ex 23;	23/12
<u>item 8 (gradual)</u> :	17/7 ex 23;	20/11
<u>item 15(urgent)</u> :	22/10 ex 23;	23/12

(The Final Test results have been adjusted by a factor of 1,77)

It will be seen that the High 25% group has similarly improved its score in every case. It is probably significant that the biggest improvements are in the first four items, all high-frequency items in the G.S.L. (frequency above 40)

No clear pattern can be found in the remaining six items in the test, where there is generally a similarity of results, with small movement in individual scores. The only significant change is a drop by 7 points in the Low 25% score for item 11 extensive (12 to 5).

In all Final Tests, care must be exercised when comparison is made with results of the Pre-Tests. The testees for the latter were chosen arbitrarily, and numbered about one hundred; the testees for the Final Tests were selected with reference to the results of the English Vocabulary section of the GTLAS.

#### 6.8.4 Summary

- 1) 12 out of 15 items produced item discrimination indices above .30, testifying to the range of ability amongst this group of students;
- 2) which is further emphasised by the fact that the High 25% group overall produced high correct scores;
- 3) there is a marked trend towards an improvement in scores by both groups, which might reflect an actual improvement, or might be as a result of the more careful selection of testees (it is unlikely that this accounts for all improvement by the Low 25% group);
- 4) there is little evidence here of a relationship between proficiency and frequency, although it is perhaps significant that the greatest improvement in scores for both groups vis a vis the Pre-Test results, occurred in four high-frequency items, which are part of a group of six in which there was significant improvement.

### 6.9 Notes on Final Test 9

#### 6.9.1 Preamble

As explained in the notes on Pre-Test 3 (the original of this Final Test), this is a test of 'simple recognition' of nouns. The items were presented in three equal groups of ten each according to frequency in the G.S.L.

- 1) frequency above 400
- 2) frequency 150 - 400
- 3) frequency 0 - 150

The last fifteen items in the Pre-Test were low-frequency items chosen because of their general usefulness and concrete referents. The objects pertaining were all demonstrated by the tester. No definite conclusions could be drawn regarding a relationship between proficiency and the frequency of an item in the G.S.L. and it was suggested that the results may have been 'skewed' by the inclusion of items with concrete referents in items 16 - 30. It was perhaps significant that four of the first five items in the mid-frequency group (150-400) produced amongst the lowest correct scores for the Low 25% group. These items did not have concrete referents.

There was no definite correlation between frequency and the number of items producing item discrimination indices above .30.

6.9.2 Results

Item No	Frequency in <u>G.S.L</u>	Item	Item Discrim. Index
1	1390	view	.29
2	510	event	<u>.36</u>
3	528	favour	.14
4	446	coast	<u>.50</u>
5	556	advantage	<u>.57</u>
6	187	confusion	.21
7	140	reward	.07
8	180	conscience	<u>.71</u>
9	171	delay	<u>.64</u>
10	71	pile	<u>.43</u>
11	190	string	.14
12	134	blade	.29
13	64	waist	.14
14	28	stain	.29
15	42	paw	<u>.43</u>

6.9.3 Analysis of Results

The overall results of this test can be summed up as: The High 25% group shows good command of these items, with eleven out of the fifteen items showing correct scores on or above 18 ex 23 (78%) (scores adjusted by a factor of 1,64 for ease of comparison with Pre-Test results; actual score in the Final Test is on or above 11 ex 14). For these eleven items, there is close correspondence with the results for the High 25% group in Pre-Test 3.

The results for the remaining four items are now given, with correct scores for High 25% and Low 25% groups in the Pre-Test, followed by the equivalent scores in the Final Test (adjusted by a factor of 1,64):

- item 1 (view) : 9/1 ex 23; 12/5
- item 2 (event): 20/11 ex 23; 16/8
- item 10 (pile): 14/5 ex 23; 15/5
- item 11 (string):12/4 ex 23; 0/3

The last result is the most notably inconsistent of the whole test, with 18 out of a possible 28 testees for both groups together choosing distractor (B)thread.

A further 3 responses went to (A) yarn and 5 to (D) twine. In Pre-Test 3, a great majority of responses (29 ex 46: 63%) went to (D) twine. Based only on the Pre-Test results, one could hypothesise that twine, from English, had been taken into the testees' first language (Xhosa) or into student jargon as synonymous with string or to cover the general semantic area of twine and string (perhaps thread, too). But, with a different distractor item showing prominently, it is difficult to find an explanation.

The result does, however, emphasise the necessity of teaching a vocabulary item within its relative field, wherever possible.

Of the remaining three items referred to above, it can be said that item 10 pile shows consistent results, while the remaining two show somewhat significant movements in opposite directions. In the notes on Pre-Test 3, it was shown that distractor (F) heap attracted 30% of total responses, while (G) mound attracted 22% of responses. The relevant figures for the Final Test are 36% and 14% respectively, showing reasonable consistency of result, and also showing that confusion remains in this area.

Regarding item 1 view, responses to the distractor items in the Pre-Tests were to (A) sight (32%) and (C) outlook (46%). The relevant figures in the Final Test were 21% and 39% respectively. Thus, although the correct answer attracted a higher proportion of responses in the Final Test, there is still a significant response to two distractor items. This item has by far the highest frequency of any item in the test (1390 in the G.S.L.) and the relative lack of success by both groups, with significant responses to distractor items which also occur in the G.S.L., is thus worth noting.

Regarding item 2 event, distractor items (A) object and (B) upset attracted small response in the Pre-Test (4% and 2% respectively) and none in the Final Test. But distractor (C) organization attracted 26% response in the Pre-Test, and 46% in the Final Test. The correct answer attracted 70% response in the Pre-Test and only 53% in the Final Test.

It was stated that the remaining items showed great consistency of results for the High 25% group. Regarding the Low 25% group, 5 of the 11 items show such consistency, with 2 of these items showing markedly low scores for the Low 25%

group, nl.

item 8 (conscience)    3 ex 14 (5 ex 26)  
item 9 (delay)        3 ex 14 (5 ex 26)

It is perhaps significant that these are part of a group of four low-frequency items (below 200) which do not have concrete referents. In item 8, no responses from the Low 25% group went to distractor (A) application, but 57% went to (C) mind and 21% to (D) confidence. The related results for item 9 were (B) fault (0%), (C) disturbance (57%) and (D) misconduct (21%).

The most significant improvement in results for the Low 25% group was for item 7 reward, where the correct score increased from 6 ex 23 in the Pre-Test to 16 ex 23 in the Final Test. Other significant improvements for the Low 25% group were

item 3 (favour) : 15 ex 23, to 20  
item 12 (blade) : 11 ex 23, to 15  
item 13 (waist) : 12 ex 23, to 20  
item 14 (stain) : 12 ex 23, to 16

There was a marked decrease in correct responses for the Low 25% group in item 5 advantage where distractor item (B) advance and (D) chance attracted 36% and 29% respectively.

No correlation can be found between proficiency and frequency in the G.S.L. except perhaps in that two low-frequency items which do not have concrete referents showed very poor control by the Low 25% group. However, as pointed out in the notes on Pre-Test 3, the preponderance of items with concrete referents might have 'skewed' any possible result in the direction of such correlation.

#### 6.9.4 Summary

- 1) The High 25% group continued to show good control over a majority of items (here, eleven out of fifteen);
- 2) nevertheless, the results for two high-frequency items show gaps in this control, and the results for pile and string show considerable confusion within these fields of meaning;
- 3) the Low 25% group showed significant improvement in control over four items, compared with the Pre-Test result, with other results being relatively stable (with the exception of one decline);
- 4) the very low scores by the Low 25% group on two low-frequency items which do not have concrete referents, compared with the relative success shown

in controlling those with concret referents (string and pile excepted) is an indication of where the stress might be placed in vocabulary teaching.

## 6.10 Notes on Final Test 10

### 6.10.1 Preamble

This test contains compound verbs (verb + particle). The notes on Pre-Test 4 (original of this test) show that idiomaticity is considered to be the prime marker of this type of lexical item, not syntactic features as, for example, expounded in F.R.Palmer's The English Verb.

The analysis of the results of Pre-Test 4 show that there is generally low control in this area, particularly amongst the Low 25% group. It is also shown that a case can be made for a correlation between proficiency and frequency (as recorded in the G.S.L.)

### 6.10.2 Results.

Item No	Frequency in <u>G.S.L.</u>	Item	Item Discrim. Index
1	76?	stick to	<u>.54</u>
2	211	bring about	<u>.77</u>
3	191	settle in	.23
4	174	set up	<u>.39</u>
5	51	turn on	<u>.39</u>
6	51	bring up	<u>.46</u>
7	70	take for	<u>.54</u>
8	61	sent for	.23
9	54	stand out	<u>.54</u>
10	2	let down	<u>.30</u>
11	Not stated	blow over	<u>.77</u>
12	6	let off	<u>.30</u>
13	13	bring up	.15

### 6.10.3 Analysis of Results

Of thirteen items in the test, ten produced item discrimination indices on or above .30. This shows the wide range of proficiency amongst this group of testees with regard to compound verbs. The three items that did not discriminate 'successfully' are shown below, with the correct scores for the

High 25% and Low 25% groups in the Pre-Test recorded, followed by the equivalent scores in the Final Test (adjusted by a factor of 1,62 to take account of the different number of testees in the respective groups).

item 3 (settle in) : 15/5 ex 21; 10/5

item 8 (send for) : 20/12 ex 21; 21/16

item 13 (bring up (a matter) ) : 8/1 ex 21; 5/2

As can be seen the first and third items show very poor performance by both groups of testees, with some diminution in performance by the High 25% group compared with the Pre-Test results. The remaining item (8 send for) is an exceptional case in this test, where both groups have fared well. (Only item 14 let down (=disappoint) had produced a similar result: 21/15 ex 21 in the Final Test.)

Regarding the remaining ten items (those which produced item discrimination indices above .30) the analysis shows that:

- 1) In five cases, the correct score for the Low 25% group has increased by between 4 and 6 points over the Pre-Test results (items: 4 set up, 6 bring up (child), 7 take for, 10 let down and 12 let off);
- 2) The remaining five items show stability or insignificant decrease in scores for the Low 25% group.
- 3) The Low 25% group performed particularly poorly in 2 bring about (2 ex 21), 5 turn on (=attack) (0 ex 21) and 11 blow over (0 ex 21). In Pre-Test 4 these items also showed very low scores for the Low 25% group.
- 4) The overall results for the Low 25% group are very poor, with only one item (10 let down, 15 ex 21) showing a correct score above 11 ex 21 =52%.
- 5) In comparison with the Pre-Test results, there is general stability in the correct scores for the High 25% group, with 5 turn on (=attack) showing a significant decrease of 5 points (a low 8 ex 21); 2 bring about and 11 blow over show significant increases of 4 and 6 points (to 18 ex 21 and 16 ex 21, respectively).
- 6) The performance of the High 25% group is not as uniformly good as in other tests, with only six of the ten items with indices above .30, showing correct scores on or above 18 ex 21 (86%). These 6 are: 3 settle in, 2 bring about, 6 bring up (child), 7 take for, 9 stand out, 10 let down. Items 4 set up and 11 blow over show correct scores for the High group of 16 ex 21, and items 5 turn on and 12 let off show low scores of respectively 8 and 13 ex 21.

No significant correlation between performance and frequency can be found here. Taking aggregates into account, the average correct score for the three items with highest frequency, for both groups of testees together, is 11,8: for the four items with lowest frequency, it is 9,63. This result is in the direction of what could be expected, but hardly significant. On the other hand, it must be pointed out that a case for a correlation between proficiency and frequency possible remains 'not proven' in these test results, because all items are taken from a narrow range of frequency (only three items have a frequency of over 100 in the G.S.L.).

#### 6.10.4 Summary:

- 1) As in Pre-Test 4, the original of this test, a wide range of proficiency is shown with respect to compound verbs;
- 2) the Low 25% group performed particularly poorly, with two items show nil correct, and only one item showing more than 11 ex 21 = 52%;
- 3) the High 25% group did not perform as well as usual, with only eight out of thirteen items showing a correct score on or above 18 ex 21;
- 4) the remaining results for the High 25% group show, in order: 16, 16, 13, 8 and 5 ex 21;
- 5) there is no significant correlation between proficiency and frequency in these test results, but the case here possibly remains 'not proven' because of the narrow range of frequency of the items. (Although analysis does show a result which, while not significant, is in the direction of correlation.)

### 6.11 Notes on Final Test 11

#### 6.11.1 Preamble

This test involves 'simple recognition of verbs', as explained in the notes on Pre-Test 6, the original of this test. From the Pre-Test, seventeen of the original thirty items were taken over for this Final Test, but four of those had item discrimination indices of .28. These will be discussed later. The original items were presented in three groups according to frequency in the G.S.L., viz up to 600, 100 - 450 and 0 - 100. The notes on the Pre-Test stated that no obvious correlation could be found between performance and frequency.

6.11.2 Results

Item No	Frequency in <u>G.S.L.</u>	Item	Item Discrim. Index
1	1272	according	0
2	145	accounts	<u>.62</u>
3	800 (v & n)	favour	<u>.31</u>
4	924	include	<u>.31</u>
5	112	object	.15
6	1404 (v & n)	reason	<u>.31</u>
7	245	represent	.08
8	620	suggest	<u>.38</u>
9	690	provide	<u>.62</u>
10	25	depend	<u>.38</u>
11	416	yield	.15
12	186	manage	.15
13	84	boast	.15
14	54	qualify	<u>.69</u>
15	26	review	<u>.54</u>
16	20	scold	<u>.38</u>
17	58	upset	<u>.69</u>

6.11.3 Analysis of Results

Of seventeen items, eleven items produced item discrimination indices above .30. Amongst the six which did not feature in this manner are the four items which, in the Pre-Test, produced indices of only .28. These items are (1) according, (5) object, (7) represent, (13) boast. Of these, object showed very low scores by both High and Low 25% groups in the Pre-Test (9/2 ex 25) and even lower scores in the Final Test (4/0 ex 25) (adjusted by factor 1.92 to account for the different number of testees). The other three items all showed high scores by both groups in the Pre-Test, and these have improved to perfect or near perfect scores on all items by both groups in the Final Test.

The remaining two items which did not show indices above .30 are (11) manage and (12) yield. Compared with the Pre-Test scores (24/13 ex 25) the former showed a decrease in score by the High 25% group (17/14 ex 25) and the latter a

significant increase in the Low 25% score (Pre-Test 19/10: Final Test 21/17).

Of the remaining eleven items, those with item discrimination indices above .30, a comparison with the Pre-Test scores reveals the following:

- 1) Stability of correct scores for the High 25% group, with little significant movement, and that mainly in the direction of slightly higher scores. The scores are all very high (on or above 19 ex 25; 76%) with only one outstanding exception. Item (6) reason, which produced low scores in the Pre-Test (13/1) shows a significant decrease in the Final Test (8/0 ex 25)
- 2) For six of the items, there is stability of scores for the Low 25% group when compared with the Pre-Test. These items are (Final Test score ex 25 for the Low 25% group given in brackets): 2 accounts (8); 6 reason (0) 8 suggest (15) ; 9 provide (3); 10 depend (10); 17 upset (8). The variety of scores will be noted.
- 3) In the case of two items, there is a significant decrease in scores when compared with the Pre-Test, for the Low 25% group. These items are (Pre-Test score ex 25, followed by Final test score ex 25): 14 qualify (8 to 12 ex 25) 15 review (14 to 8 ex 25);
- 4) In the case of three items, there is a significant increase for the Low 25% group. These are: 3 favour (5 to 15); 4 include (12 to 17) and 16 scold (11 to 15)

An analysis of the results of the Final Tests provides positive evidence of a correlation between performance and frequency as shown in the G.S.L. if averages of the item discrimination indices are taken into account. For this analysis, twelve of the seventeen items are placed into three groups, viz.

- 1) 4 items, frequency 800 - 1404 (reason, according, include, favour)
- 2) 3 items, frequency 112 - 186 (manage, account, object)
- 3) 5 items; frequency 20 - 58 (upset, qualify, review, depend, scold)

The averages of item discrimination indices for the three groups are, respectively .23; .31 and .54. This result is fully in accord with the hypothesis that low-frequency items will discriminate more effectively than high-frequency items.

It is also significant that group 1 includes three items in which substantial improvements in scores, to a high level, are recorded, compared with the Pre-Test results; however, reason shows very low scores for both groups (8/0 ex 25).

Group 3 includes two items in which there was a significant decrease in scores for the Low 25% group compared with the Pre-Test result (qualify and review) and one in which there was a slight increase in score (scold, 11 to 15 ex 25). The remaining two, upset and depend, show stability with scores at a low level (8 and 10 ex 25).

These results are generally in accord with expectations, but individual variations carry the warning that frequency of occurrence, while absolutely reliable, must be considered in conjunction with many other factors.

#### 6.11.4 Summary

- 1) The scores for the High 25% group are generally very good, while the Low 25% group scores are variable, with many at a low level, as witness the fact that eleven out of seventeen items showed item discrimination indices above .30. The wide range of ability is once again emphasised.
- 2) Compared with the Pre-Test results, the High 25% group results are generally stable at a high level, while there is fluctuation in the Low 25% group scores.
- 3) There is definite evidence of a correlation between proficiency and frequency as recorded in the G.S.L. This is additionally significant in view of the comments on Final Test 11, where the case was considered 'not proven' on account of the small range of frequencies. In this test, however, there is a sufficiently wide range of frequencies for a definitive statement to be made.

### 6.12 Notes on Final Test 12

#### 6.12.1 Preamble

This test concerns verb + preposition collocation. The notes on Pre-Test 7, original of this test, show that there was generally very good control by the High 25% group with variable control by the Low 25% group, with these scores ranging across the whole spectrum of possibilities, from nil to near-perfect. On the other hand, only seven out of twenty-seven scores for the High 25% group showed less than 19 ex 23 : 82%.

Some correlation could be shown between the frequency of an item and success in the test, by averaging all correct scores for items in the highest and lowest ranges of frequency. Here the respective scores (average for 6 items each) were 17,8 ex 23 and 14,41 ex 23, which, if not conclusive, is in the direction that would be expected. However, an average of item discrimination indices for these groups does not reveal that the low frequency group provided greater discrimination; the evidence is to the contrary.

### 6.12.2 Results

Item No	Frequency	Item	Item Discrim Index
1	1000	sit by	.15
2	1000	die in	<u>.62</u>
3	1000	look through	.15
4	900	speak of	.07
5	650	buy at	.23
6	650	move to	.15
7	500	hear from	<u>.53</u>
8	80	rub into	<u>.62</u>
9	60	try on	<u>.38</u>
10	40	value at	.15
11	40	act on	<u>.62</u>
12	10	excuse from	.23

### 6.12.3 Analysis of Results

It will be seen that five out of the twelve items have 'successfully' discriminated with indices above .30.

In comparison with the results of Pre Test 7, these results show a significant improvement in the scores of the Low 25% group. The items where improvement took place are noted below, with the figures showing: Pre-Test scores for the High and Low 25% groups respectively, and the equivalent scores for the Final Test (adjusted by a factor of 1,77 to account for the different number of testees.)

item 1 (sit by) 21/12 ex 23; 21/18  
item 3 (look through) 19/12 ex 23; 20/16  
item 4 (speak of) 23/15 ex 23; 23/21  
item 5 (buy at) 20/10 ex 23; 20/14  
item 6 (move to) 22/12 ex 23; 23/20  
item 9 (try on) 21/8 ex 23; 23/14

It will be noted that the improvements in the Low 25% group scores are in many cases substantial. For the remaining six items, regarding the Low 25% group scores, the situation is that five show stability vis a vis the Pre-Test results, and the remaining item (2 die in) shows a decrease (10 to 7 ex 23).

The five items showing stability all show very low scores for the Low 25% group. They are given below with scores showing: Pre-Test High and Low 25% group scores; equivalent scores for the Final Test.

item 7 (hear from) 21/3 ex 23; 18/5  
item 8 (rub into) 13/4 ex 23; 20/5  
item 10 (value at) 10/3 ex 23; 7/4  
item 11 (act on) 21/9 ex 23; 7/2  
item 12 (excuse from) 12/2 ex 23; 7/2

Items 7, 10 and 12 (above) are the only ones where there is a noteworthy decrease in the scores of the High 25% group. The latter two items show by far the worst performance by both groups taken as one.

A summary of performance in general is thus that there is very good performance by the High 25% group, with ten out of twelve items showing correct scores on or above 18 ex 23: 78%. The remaining two items, however (see immediately above) show very poor performance by the High 25% group as well as by the Low 25% group.

The Low 25% group scores show great variation, with clusters as follows:

2 - 7 ex 23 : 6 items  
 14 - 16 ex 23: 3 items  
 17 - 22 ex 23: 3 items

A definite correlation can be seen between proficiency and frequency as recorded in the G.S.L. For this purpose, two groups of items can be distinguished:

- 1) items 1 - 4 in the test: frequency above 900
- 2) items 8 - 12 in the test: frequency 10 to 80

An average of the item discrimination indices for the two groups shows:

- group 1 (highest frequency) : .30  
group 2 (lowest frequency) : .40

which difference, although not as great as could be expected, is significant.

An average of the correct scores for both groups shows a similarly significant trend. The averages are given for the correct scores for the Low 25% group, with the averages for both groups, respectively, given in brackets:

- group 1 (highest frequency) : 15,5 ex 23 (18,4 both)  
group 2 (lowest frequency) : 6,4 ex 23 (11,0 both)

It is notable that both items in which there was very poor performance by both groups, fall within group 2 (items with lowest frequency) and that four of the six items with the lowest correct scores by the Low 25% group also fall within this group of items.

#### 6.12.4 Summary:

- 1) Regarding the Low 25% group, a significant improvement in scores is noted in six out of the twelve items, when compared with the Pre-Test result.
- 2) Nevertheless, the Low 25% group scores are spread across a wide range;
- 3) with the exception of two items the High 25% group scores are all at a High level.
- 4) There is a correlation between proficiency and frequency of an item, as notes in the G.S.L.

#### 6.13 Summary of Results of All Final Tests.

##### 6.13.1 Tests based on the 'Partial Productivity' hypothesis:

The basis for these tests was explained at length in the notes on Pre-Test 2, and variously referred to in the notes on the relevant Pre-Tests. It is worth re-stating here, briefly: Where grammatical rules are, in theory, fully productive (that is, they apply to all the cases to which in theory they may

apply), lexical rules are only 'partially productive'. There is thus, in the lexis of English, a 'gap of-unused capacity' in which a word, while fully formed according to the rules, is held to be 'unacceptable' by native speakers. Because the rules cannot be uncritically applied, discrimination between 'acceptable' and 'unacceptable' items (the latter nevertheless correctly formed) requires a certain and relatively large amount of exposure to the language. Thus it can be expected that low proficiency in English will correlate with relative inability to distinguish between 'acceptable' and 'unacceptable' items; by the same token, that 'unacceptable' items will discriminate more effectively in tests.

The hypothesis is in fact borne out by the results of the tests, specifically Final Tests 1, 2, 4, 5 and 8. In these tests certain 'acceptable' items do provide effective discrimination, but they are much in the minority; whereas the vast majority of 'unacceptable' items provide effective discrimination. The exception is Final Test 6, where, although 75% of 'unacceptable' items provided effective discrimination, 100% of 'acceptable' items did so. It was suggested that this result might have been brought about by the fact that the test item was included in a phrase (instead of being spoken in isolation); the effort of remembering a whole phrase, or of assessing more than one lexical item at once, producing this exceptional result. Certainly, there is evidence that the inclusion of an item in a phrase might be the relevant difference, because Final Test 7, where phrases are spoken, shows an unusually high number of 'acceptable' items which provide effective discrimination (although here 100% of 'unacceptable' items do so, which is in accord with the usual results of this sort of test).

The conclusion is thus that tests based on the 'partial productivity' principle seem to provide for effective discrimination between testees of high and low proficiency.

#### 6.13.2 Actual Proficiency of Testees:

At the outset it must be pointed out that the group of testees in the Final Tests were more carefully selected with regard to sex and proficiency (the latter on the basis of the vocabulary components of the GTLAS, issued by the HSRC), whereas testees for the Pre-Tests were a larger group selected at random. Nevertheless, both groups were selected from students in the same

entry-year, the difference being that the Pre-Tests were administered at about mid-way in the students' first year, and the Final Tests a year later.

In analysing the Final Tests, comparison was made, item by item, with scores in the Pre-Tests. It is significant that there is generally very high correspondence of scores for the High 25% group in all tests, with a degree of correspondence for the Low 25% group accompanied by a measure of variability. The conclusion is thus that the group of testees for the Pre-Tests in fact was close to a fair reflection of the total range of proficiency amongst this total group of students, which would not be surprising in view of the fact that the Pre-Test group, about one hundred students, represented almost one-third of the total group.

Overall, the results of the Final Tests show a great range of proficiency amongst these students. This is particularly significant when we remember that (a) the test items are chosen from the General Service List, which purports to be an account of high-frequency lexical items according to an extensive count of contemporary and relevant material; (b) the testees are in their eleventh and twelfth years of formal instruction in English; (c) the testees are studying for the Primary Teacher's Certificate, after the attainment of which they will be eligible to teach English in the primary school, and (d) the tests involve receptive skill, where proficiency is always higher than in production.

Overall, the results show considerable proficiency amongst the top quarter of the testees (the High 25%) group where results are consistently high over a large range of items. In addition, this is the same picture as emerged for the comparable items in the Pre-Tests.

However, the picture for the lowest quarter of the testees (the Low 25% group) is generally different and more variable. There is far less correlation with the relevant Pre-Test results, although in general such correlation is about of the order of 50%. Where there is variation the trend is to improved scores by the Low 25% group, although this trend is by no means applicable to all items. In some tests, as Test 11 (Compound Verbs) there is consistently poor performance by the Low 25% group; in others such as Test 13 (Verb + Preposition Collocation) there is a great variety of scores, with one-quarter of the scores notably higher, and half of the scores in the 'poor' range.

Comment in this regard can be made on the results of Final Tests 8, 9 and 11, because these involve lexical items (respectively adjectives, nouns and simple verbs) which either occur as headwords in the G.S.L. or as significant sub-entries (derivations).

In Final Test 8, which contained 15 items, 12 items discriminated successfully which is an indication of the range of performance. In the case of eight items, there was definite improvement by the Low 25% group over the Pre-Test scores, with two items showing lower performance. The scores for the High 25% group were at a high level, and most showed some improvement over the Pre-Test results. With the exception of three items above 500 frequency in the G.S.L., the range of frequencies is not large and eight out of fifteen items have frequencies of below 200. Thus in this, as with most other tests, the High 25% group shows good proficiency even for low-frequency items.

In the case of Final Test 9 (nouns), seven out of fifteen items show satisfactory discrimination. Once again, there is notably good control by the High 25% group, even over items with a frequency of less than 100 in the G.S.L. However, in four cases there is poor control by this group, and two of those items are 'concrete' nouns with relatively low frequency (pile and string). However, other low frequency 'concrete' nouns produced good performances overall. Concrete nouns are amongst the earliest, and most consistently, taught, and this result suggests a notable gap in vocabulary even at this level. It is also significant that both nouns exist within semantic fields of much gradation. In addition, there was very poor performance overall on two low-frequency 'abstract' nouns (conscience and delay) pointing to an area in which there is possibly a need for well-planned teaching strategy.

In Pre-Test 11 (simple verbs), eleven out of seventeen items showed acceptable discrimination. Once again, there is generally good performance by the High 25% group. It is significant that the High 25% group shows good control even over the six items with lowest frequency (below 100 in the G.S.L.) while the Low 25% group shows definite falling off in performance as the frequency decreases.

In general, the range of proficiency amongst this group of testees is shown by the fact that, of 211 items in all Final Tests, acceptable item discrimination indices were produced in 134 cases, i.e. by 64% of all items.

This result is especially significant when it is remembered that, as has previously been emphasized, the items are chosen from a restricted list of relatively high-frequency vocabulary, with selection made with the ESFL situation in mind.

### 6.13.3 Correlation between Frequency and Performance:

It has been stated that the General Service List as a 'teaching tool' is to some extent under examination here. If one accepts that command of the contents of that list is desirable after ten or eleven years of formal instruction in English - a reasonable and practical requirement, in the opinion of this author - then a high correlation between low frequency and low performance in the tests will show that, even at this level, the G.S.L. can be usefully employed. It would also seem to suggest that, however imprecise the relationship, there is a correlation between the contents of the G.S.L. and the 'expanding core' of useful vocabulary to which the learner has been exposed over the years and to which, in addition, his own 'built-in syllabus' has responded.

Word counts are, of course, notoriously subject to limitations. The type of material consulted is important; the situation of the learner and his needs with respect to, and made of, communication are relevant factors. It is important to emphasize once again that these tests are receptive and that it is never possible to predict the actual vocabulary requirements of learners beyond the basic function and structural words. It is really only the academic credentials of the General Service List and the tester's own intuition that dictate the inclusion of an item like foreign in Final Test 9. Intuition here supports the evidence of the word-count that foreign is relatively frequent and useful. In the same way, the far less frequent urgent (frequency of 36 in the G.S.L. as compared to 1014 for foreign) is also included.

It is intended that the results of these receptive tests will be compared with the results of the error analysis (see next chapter) where active production is required in a familiar situation (writing a composition). It cannot be expected that the error analysis will yield a large number of the items actually tested; rather, the error analysis might show that a large number of the target items actually exist in the General Service List, and possibly that there is

some positive correlation between the number of occurrences of certain errors, and frequency in the G.S.L.

The question remains: do the results of this series of test show any correlation between frequency and performance?

The results of the tests based on the hypothesis of the 'gap of unused capacity' are not greatly significant in this regard, the chief reason being that the majority of items are 'potential words' and thus are not in the lexicon. The 'acceptable' items are small in number and often reflect a small range of frequency.

The tests concerned here are numbers 1, 2, 4, 5, 6, and 7. Of these, Tests 1, 4 and 5 are inconclusive as a result of insufficient information. Test 2 showed some evidence of a correlation between performance and frequency, in that two low-frequency items showed significant variation of results compared with the relevant Pre-Test, and a further two showed the lowest aggregates of correct scores. Test 6 contained eleven 'acceptable' items and a greater range of frequencies, and positive evidence of correlation is found, in that averages of aggregates of scores for both groups of testees (i.e. High 25% and Low 25% groups) for the five items with highest frequency, and the five with lowest frequency, showed respectively 62% and 43% correct. Test 7 contained eight 'acceptable' items, covering a much smaller range of frequency (24 to 180, with one item at 1226) but yields some evidence of correlation. Three of the four items with lowest frequency produced item discrimination indices above .30, while only one of the group with highest frequency did. In addition the item different, which has an exceptionally high frequency of 1226, showed an extraordinary increase in scores for the Low 25% group, compared with the Pre-Test results.

Both of these latter tests contain the test items in phrases, not in isolation, and it is impossible to say whether this is a significant variant. Test 5 also has this feature, but there are insufficient items for a valid statement to be made.

The remaining tests to be considered are Final Test 3A, 3B, 8, 9, 10, 11 and 12. Tests 8, 9 and 10 do not provide positive evidence of correlation. In Test 8 there are fifteen items with a wide range of frequencies. There is slight evidence of correlation in that four of the six items showing improvement by the Low 25% group over the Pre-Test results, are in the highest frequency group. But this evidence is not conclusive. Test 9 shows no conclusive results, although the evidence is probably skewed by the deliberate preponderance of 'concrete' nouns in the low frequency group. The two low frequency 'abstract' nouns show markedly poor performance. The Pre-Test original of Final Test 10 showed correlation, but the range of frequencies in Test 10 is not large enough for a conclusive result.

Test 3A and 3B each contain a small number of items. In the former, where there are only five items, the two items with lowest frequencies showed the lowest scores and also marked decreased compared with the Pre-Test result. Test 3B showed slight correlation on the basis of averages of item discrimination indices.

Tests 11 and 12 provide the most conclusive evidence for a correlation between performance and frequency. Both have a large enough number of items, with in addition a wide range of frequencies, from close to nought to over 1000. Test 11 shows a positive correlation in averages of item discrimination indices (.23 for the high group, .31 for the middle group, .54 for the low group) and in average scores for the Low 25% group (18 ex 25 for the group of high frequencies, 8, 6 for the lowest group; but the middle group is 7,3). It is also significant that the group with high frequencies shows three items with substantial improvements in scores to a high level; the group with lowest frequency shows two items in which there was substantial decrease in scores by the Low 25% group.

In the case of Test 12, the group with highest frequency shows an average of item discrimination indices of .30; the group with lowest frequency shows .40.

There is a more significant result if averages for correct scores by the Low 25% group are considered (the average scores for both groups are given in brackets). The average scores are, respectively, 15,5 (18,4) ex 23 and 6,4 (11,0) ex 23. Both items with the lowest aggregates of correct scores for both groups fall within the group of lowest frequency, as do four of the six items with the lowest scores for the Low 25% group.

Before summarizing the evidence with regard to a case for correlation between frequency and performance, it must be stated that these Final Tests are the result of a process of selection of items which successfully discriminate between testees of high and low proficiency. This has been the main thrust of the work, and a statement on the aforesaid correlation is only of secondary importance (useful as it might be). For this reason, there has not been enough material in some of the tests for a conclusive statement to be made. More important, the items included in these tests have emerged from a series of Pre-Tests, in some of which, in opposition to the related Final Test, no correlation between frequency and performance could be shown.

Thus, it must be stated that a relatively random selection of items yields little evidence of correlation between frequency and performance, but where there is discrimination, there are positive signs of such correlation (varying in type and degree).

In summary, bearing the above in mind, the Final Tests yield some evidence which is inconclusive, but where there is significant evidence, it is on the side of a positive correlation between performance and the frequency of an item in the G.S.L.

#### 6.14 The Post-Final Test Form

This section contains those items which successfully discriminated in the Final Tests.

The nomenclature 'Test 1' etc refers to equivalent in the Final Test form (see the beginning of this chapter). But the numbering of items only has relevance here; the numbering does not refer to the numbering of items in the Final Test form.

6.14.1 The Spoken Tests.

This section contains items from those tests which were presented in spoken form i.e. the testees did not see the written forms. These are the tests containing 'acceptable' and 'unacceptable' items, based on the principle of 'the gap of unused capacity in the lexicon'.

Test 1: 1. deskman 2. playman 3. shopman 4. brickman  
5. chopperman 6. rulework

Test 2: 1. receivering 2. containion 3. listenation 4. insidity  
5. middlth 6. faintity 7. sincerence 8. awakage 9. hinderment  
10. brushery 11. surprisal 12. museumist 13. deliverent  
14. servancy 15. enemyship 15. workeress

Test 4: 1. misapprove 2. misfinish 3. disreport 4. unappear  
5. enview 6. recamp 7. enhouse 8. scarcize 9. waiterize  
10. tasten 11. poisonize 12. freshize.

Test 5: 1. He passed the test easy 2. He hamered the nail hard.  
3. The ball rolled backwardly 4. She did the work perfect  
5. She jumped quick 6. The dog jumped highly

Test 6: 1. an existing building 2. a doubtful student  
3. a personal letter 4. a satisfied child  
5. a willy servant 6. an influential book  
7. a doubtful question 8. a national problem  
9. a blinding light 10. an intentioning plan  
11. a truthful girl 12. a searchful light  
13. an intentional mistake 14. a dreamy look

Test 7: 1. a differish look 2. the foolent students  
3. a goldent frame 4. a foolish answer  
5. a sympathetish friend 6. a violent attack  
7. a photographic studio 8. the rotten food  
9. a photographent book 10. a confidish friend

6.14.2 The Written TestsTest 3A

1. Last year I ... studying history and mathematics (begin)  
(a) began (b) began (c) begin (d) begun
2. Yesterday Pumla ... in that chair, but today she is over here (sit)  
(a) sit (b) sat (c) sittend (d) sate

Test 3B

1. Mary has ... her breakfast, and now she wants a cup of coffee. (have)  
(a) have (b) had (c) hid (d) haved
2. The students have ... to study for the test. (begin)  
(a) begun (b) began (c) begin (d) beguned
3. He has ... to do well in his examinations. (continue)  
(a) continued (b) continue (c) continues (d) continuen.
4. She has... about it for a long time. (know)  
(a) known (b) knowed (c) knew (d) knewed
5. The mealies have ... tall because of the good rains. (grow)  
(a) grewed (b) grown (c) grow (d) grew
6. Themba has ... in the same desk for two years. (sit)  
(a) sitten (b) sitted (c) sit (d) sat

Test 8

1. This road is so ... to me that I always know exactly where I am.  
(a) extensive (b) certain (c) actual (d) familiar
2. The feather is so light that it will blow away if there is even the...wind  
(a) least (b) most ordinary (c) most possible (d) likeliest
3. She is a very ... person and does not like to hurt anyone.  
(a) painful (b) earnest (c) motherly (d) gentle
4. The new shirts were so ... that they were all sold out in three days.  
(a) fresh (b) popular (c) moderate (d) ornamental
5. Swaziland is not part of South Africa; it is a .... country.  
(a) local (b) single (c) foreign (d) national
6. The prices at that shop are higher, but it is nearby, so it is...to shop there.  
(a) orderly (b) fortunate (c) convenient (d) generous

7. She is a very ... friend and always gives help when I need it.  
 (a) original (b) loyal (c) bold (d) patriotic
8. The hill makes such a ... rise that I never feel tired when I climb it.  
 (a) gradual (b) prompt (c) needless (d) shallow
9. I know you have waited for a long time, but if you can be .. for a little longer, I will see you.  
 (a) sincere (b) attentive (c) patient (d) steady
10. His health is so ... that he is very often sick.  
 (a) mild (b) delicate (c) medical (d) childish
11. The farmer's land is so ... that it stretches much further than a person can see.  
 (a) detailed (b) noble (c) eventful (d) extensive.
12. Sipho was so ... of Tandi's new pen that he took it from her desk, to use it himself.  
 (a) cross (b) envious (c) glad (d) determined
13. This letter is ... so I must post it right now.  
 (a) unpaid (b) necessary (c) private (d) urgent.

Test 9

1. The school sports day is a/an ... which happens only once a year.  
 (a) object (b) upset (c) organization (d) event
2. Port Elizabeth and East London are on the ... but Johannesburg is not.  
 (a) shore (b) shoreline (c) coast (d) water
3. It is easier to read by electric light than by candle light. So the student who has electric light has a/an...  
 (a) possibility (b) advance (c) advantage (d) chance
4. Phumla found a R10.00 note. She knew it belonged to Agatha. Phumla's ... would not let her keep it. She gave it back to Agatha.  
 (a) application (b) conscience (c) mind (d) confidence
5. I was travelling in a bus. The bus was in an accident. The driver had to wait until the police came. He had to wait until the other vehicle was moved. Because of the ..., I was 40 minutes late for school.  
 (a) delay (b) fault (c) disturbance (d) misconduct.

DO NOT PROCEED. WAIT FOR FURTHER INSTRUCTIONS.

6. This is a(n) ... of money  
 (a) lump (b) heap (c) mound (d) pile
7. This is the ... of the knife  
 (a) edge (b) blade (c) point (d) sharp
8. A man has a foot, but a cat has a ...  
 (a) paw (b) claw (c) hoof (d) talon.

Test 10

1. John has worked in six jobs in two years.  
I wonder why he can't stick ... one job only?  
(a) for (b) out (c) into (d) to
2. That school has a lot of problems.  
Well, perhaps the new principal will bring ... some changes  
(a) into (b) to (c) about (d) out
3. Why has Siphso bought that old building?  
He wants to set ... a factory to start making biscuits and sweets.  
(a) out (b) off (c) in (d) up
4. Why did the dog bite you?  
He looked friendly, but as soon as I entered the gate he turned ... me  
and bit me.  
(a) off (b) at (c) on (d) up
5. Are Mary's parents still alive?  
No. They died years ago, so her grandmother had to bring her ...  
(a) out (b) about (c) up (d) off.
6. Will you sell me your new car for ten Rand?  
Hah! You must take me ... a fool.  
(a) for (b) at (c) in (d) over
7. How can I find your house?  
Easy. It is painted red, so it stands ... clearly.  
(a) over (b) out (c) for (d) by
8. Did Thandiwe come to help you?  
No, she let me ... badly, so I must ask someone else to help me.  
(a) out (b) off (c) down (d) in
9. Mrs Maselwa is in a bad mood.  
Yes, but just leave her alone and it will blow ... Soon she will be in  
a good mood.  
(a) in (b) out (c) up (d) over
10. Did Mr Bhana punish you?  
No, he was in a good mood, and so he let me ...  
(a) off (b) on (c) in (d) out

Test 11

1. He was drunk when he crashed into the other car. That ...for the  
accident.  
(a) accounts (b) accords (c) determines (d) depends
2. A teacher must treat all pupils the same, and not ...one above the  
other.  
(a) satisfy (b) prejudice (c) point (d) favour
3. She will be very sad if we do not ... her in the party.  
(a) include (b) place (c) mention (d) advise

4. Don't shout at him. If you ... with him, he will understand why you are doing it.  
 (a) praise (b) charm (c) reason (d) persuade
5. I don't know the answer, but I ... that you look in this book to find it.  
 (a) consider (b) encourage (c) inform (d) suggest
6. We hope that the government will soon ... free books for pupils.  
 (a) provide (b) determine (c) practise (d) deliver
7. No-one else can do the job, so I ... on you to do it.  
 (a) depend (b) require (c) expect (d) intend
8. Only the students with the highest marks can ... for a prize.  
 (a) promise (b) propose (c) qualify (d) question
9. Our class did not do well in the test, so we are going to ... the work tomorrow.  
 (a) review (b) remind (c) reflect (d) refresh
10. Parents usually ... their children when they are naughty.  
 (a) remark (b) request (c) interfere (d) scold
11. No, he is not happy. In fact, your words have ... him.  
 (a) upset (b) scratched (c) pinched (d) prevented.

### Test 12

1. He was very sick and died ... great pain.  
 (a) in (b) by (c) for (d) at
2. Sipho lives in Cape Town now, so I do not hear ... him very often.  
 (a) from (b) upon (c) by (d) after
3. Rub the polish ... the floor to make it shine.  
 (a) into (b) out (c) in (d) on
4. You must try ... the coat to see if it fits you.  
 (a) into (b) out (c) in (d) on
5. When we have the facts, we can act ... them.  
 (a) upon (b) onto (c) with (d) for

CHAPTER 7: Error Analysis (with concluding remarks on the Error Categorization)

7.1 Preamble

A description of Error Analysis, its problems, procedures and implications cannot be separated from 1) the enormously enhanced interest in second language teaching, theory and method during the last decades; 2) the growing attention during this same period to linguistics in general, and particularly to the development of truly descriptive, synchronically based grammars; and 3) the impetus to Contrastive Analysis, primarily generated by the publication in 1958 of Robert Lado's seminal work, Linguistics Across Cultures.<sup>1</sup>

The first two factors, while of great significance, can be dealt with briefly. With regard to the first, it must be pointed out that it was not until second language learning was beginning to be recognized as a discrete process, not simply an inferior version of first language learning, that the teaching of second and foreign languages could emerge from the shadow of conventional first language teaching. This emergence was contemporaneous with an enormous expansion in terms of numbers, domains and facilities, in SFL teaching, primarily after the Second World War, and brought about by a complexity of political, historical and cultural factors. With this expansion, with the recognition of the discreteness of ESFL teaching and learning, with the expansion of manpower and facilities, time and attention were given to those aspects of the field in which particular investigation was required. Error Analysis was one of these.

Regarding the second factor, the development of truly descriptive, synchronically - based grammars, it must be noted that Error Analysis proceeds with regard to a model, which is normally that of a native - speaker grammar or proficiency. For first language teaching, the written grammar or the analytic exposition of native-speaker competence, hardly matters, despite protestations to the contrary. Both teacher and learner normally operate within the same framework of competence; it is exposure, reinforcement and extension which are of the essence, not the acquisition of a new and different system (as in second language learning). Thus whatever the hidden reality, the necessity for teaching of a true description of the target language was not perceived while second language teaching remained simply an appendage of first language teaching.

That the situation has changed radically within a short time can be shown by two quotations: In 1949, F.G.French (Common Errors in English) wrote:

"Errors defy classification for one kind merges into another as grey shades off into blue." Errors, he said, are "the most disorderly of all (the teacher's) problems".<sup>2</sup>

Yet, only twenty-two years later, Carl James stated confidently,

"The alternative that linguistics holds out is an apparatus to fixate any given error, by incorporating it in a general framework, and thereafter suggesting a list of possible causes for given types of error, with perhaps some implications for their remediation".<sup>3</sup>

The intervening period was marked by enormous and growing interest in ESFL learning, and by endeavour in specific related fields. But it is not only this which enables James to speak with such confidence; it is the provision of good descriptive grammars.

## 7.2 Contrastive Analysis

Contrastive analysis has probably existed, in its crudest form, ever since there have been bilinguals; this finds expression in statements such as "The Transylvanians say de instead of the in English because they don't have th in their language". But the impetus towards scientific study of such phenomena was provided by the publication of Robert Lado's Linguistics Across Cultures, in which, with the apparatus of modern phonological descriptions at his disposal, the author provided a principled and detailed study.

Charles Fries, in his preface to the work, outlines the basis of Contrastive Analysis; it is founded on "the assumption that we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student... " He calls for "...materials based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner." He then proceeds to a statement of the transfer effect: "Those elements that are similar to his (i.e. the learner's) native language will be simple for him <sup>and</sup> those elements that are difficult will be difficult."<sup>4</sup>

It is significant that Lado discusses the phonological implications of Contrastive Analysis at length and most successfully for it is in this area that the greatest success has been achieved. The reasons are obvious; the sets of sounds in each language are finite and limited, the terrain can be investigated with relative confidence.

However, even in the area of phonology, where CA has achieved greatest success, there are limits to its power of prediction, as, for instance, E.M. Anthony shows in his article "On the Predictability of Pronunciation Problems". Here, discussing the distribution of /l/ in English and Thai, the author shows that while areas of difficulty may be predicted accurately, the actual realizations may not be. He shows that it can be predicted that Thai-speakers will have difficulty with word-final English /l/ because this does not exist in Thai, whether as a single consonant or in combination. But it is only possible to predict a range of possibilities which the Thai-speaker might employ; it is not possible to predict the actual realization of /n/ in place of word-final /l/. Nor is it possible to explain it (although advances in the interim may have made this possible).<sup>5</sup>

Thus, in a sense, Error Analysis is contained within the concept of Contrastive Analysis; at many points, one can only proceed by observing actual performance and trying to account for it (i.e. identification and diagnosis).

### 7.3. Deficiencies of Contrastive Analysis

Contrastive Analysis has not been effective over the whole range of vocabulary and syntax. For example, it is relatively simple to predict that Afrikaans-speaking students learning English will have no trouble with WH- word and auxiliary-head question forms, because these exist in Afrikaans and are 'transformed' by the same process from the statement form; and that they will have trouble with DO-operator questions, because a comparable operation does not exist in Afrikaans. It is also possible to predict that the same learners will have difficulty with the word order of statements in the past, where the SVO order of both English and Afrikaans in Present Tense statements is replaced in Afrikaans by a shift of the verb to word-final, with operator HET in the place of the lexical verb. Yet Afrikaans-speaking learners of English seem to have trouble with DO-operator long after they have mastered SVO in past as well as

present statements. An hypothetical diagnosis comes to mind very quickly: DO-operator has no comparable structure in the first language, while SVO in English past statements simply requires the extension of an already-learned pattern.

Yet the point is that, while CA predictions could be made with some confidence in such relatively simple cases as the above, there are no reliable devices for measuring or predicting degrees of difficulty or the frequency or manner in which actual realizations might occur.

At present, there is caution regarding the predictive power and use of CA, especially in areas other than phonology. Larry Selinker describes five processes which he considers central to second language learning, of which one is language transfer. ("If it can be experimentally demonstrated that fossilizable items, rules and subsystems which occur in interlanguage performance are as a result of the native language, then we are dealing with the process of language transfer")<sup>6</sup> His other "processes" are transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of target language linguistic material. He also mentions other, less important processes: spelling pronunciation, cognate pronunciation, holophrase learning and hypercorrection.

#### 7.4 Other factors beside interference

An account of an error analysis, in which the author specifically set out to investigate the nature and extent of language transfer amongst post-graduate Czech students of English (L. Duskova, "On Sources of Error in Foreign Language Learning") concludes that "...while interference from the mother tongue plays a role, it is not the only interfering factor. There is also interference between the forms of the language being learnt, both in grammar and lexis. In grammar it is the other terms of the particular language subsystem and/or their functions that operate as interfering factors, while in lexis, words and phrases are often confused as a result of formal similarity"<sup>7</sup>. While not rejecting the usefulness of predictive contrast analysis in preparing materials, the author's opinion is that error-based analyses are also important.

This conclusion is supported by Ghadessy who states, "We disagree, however, with the two extreme positions that (a) teaching materials must be based only on the results of contrastive analysis and that (b) the Contrastive Analysis Hypothesis is of no value in the preparation of teaching materials. We believe that while, in the earlier stages of language teaching and learning, the

Contrastive Analysis Hypothesis can be of some use, especially in phonology, the preparation of materials in the latter stages should be based on other criteria, e.g. an error analysis of a student's performance".<sup>8</sup>

Problems also occur in what may be called 'shifts of level' where new complexities enter. English, for example forms the Simple Past by the inflection -ED (ideal realization) but some languages add a word at the same place in the sentence (perhaps initial) and not attached to the verb. Difficulty can be predicted; but the actual realization cannot be. (Will this learner of English simply ignore -ED and use the Simple Present in past contexts; will he intrude his own past marker into English, etc?) It has been stated that meaning is the constant in Contrastive Analysis. Thus the prerequisite is a competent analysis of the semantics of both languages before a comprehensive Contrastive Analysis can be attempted. Reality lags far behind the ideal, and analysis can, at present, only be piecemeal.

#### 7.4 Error Analysis and Contrastive Analysis

Increased interest in Error Analysis is thus not only a result of the recognition that ESFL is a discrete field which exists in its own right; not only a result of increased manpower and effort; not only a product of improved tools of linguistic description. It is also a result of the increasingly revealed restricted domain of Contrastive Analysis, a pragmatic desire to at least deal with the observable.

For this reason, Contrastive Analysis and Error Analysis are often referred to as, respectively, 'strong' and 'weak' forms within the same field.

The appellation 'weak' is misleading if applied to the whole field of Error Analysis. There are areas where Contrastive Analysis is ineffective or inapplicable: in predicting grades of difficulty, where an Error Analysis which is based on a really comprehensive corpus can at least begin to offer valid statements; in predicting 'avoidance strategy', where the learner circumlocutes a difficulty (Error Analysis can show actual performance); and in those cases where difficulties are intra-lingual (i e. arising from the nature of the target language itself). With regard to the latter, the objection might be raised that this is not really within the field of Error Analysis itself; that perhaps there are two 'strong' versions, namely Contrastive Analysis and Intra-lingual Analysis, with Error Analysis as the 'weak' version of each.

Nevertheless, it is true that there are areas where Contrastive Analysis is inapplicable or, at present, does not have full facilities; and that Error Analysis either exists in its own right or has the advantage with observable phenomena.

### 7.5 Error Analysis

What is Error Analysis, and what are the problems and implications? James states: "Linguistics provides a framework of categories within which we can locate a given error. This framework is of course the linguistic description of the target language (TL). We shall want to demarcate a given error by extracting it from the 'corpus' (the foreign-language learner's bit of performance) and relating it to the overall system of the TL."<sup>9</sup>

For the exponent of Error Analysis, it is thus necessary (1) to have available a good "linguistic description of the target language" and (2) to relate error "to the overall system of the TL". At the moment, Standard English is the model used in all analyses known to the author; although with the recognition of various second-language varieties, and the continuing description of these, it is conceivable that other models might be adopted.

For the ESFL teacher, whose own proficiency in English is presumably high, attempting an error analysis can be both sobering and illuminating. The exponent has continually to refer to a good "linguistic description of the target language" in assigning errors to levels, scales and categories. In the process, the exponent's own knowledge is tested and expanded; the complexity of the language system is revealed (perhaps for the first time) and insight is developed into the problems and strategies of the learners.

By level, is meant phonology, lexis, syntax (and graphology): by scale, morpheme, word, group, clause and sentence; by category, the actual arrangement or grouping of errors in an assimilable and meaningful manner in the light of a valid description of the target language. With regard to level and scale, it must be stated that allocation of an error is generally fairly simple, but that even here problems exist and decisions have to be made. For example, the learner who writes these in place of this might seem to have made a graphological error (spelling) but it probably reflects an underlying pronunciation problem, i.e. the common use of /i:/ in place of /ɪ/. Thus a decision has to be taken concerning how to arrange graphological errors in meaningful fashion; in addition, the exponent requires knowledge of the phonology of the two languages.

An error involving a relative pronoun might be considered lexical (eg which in place of who, for animate subjects) but who in place of whom can be considered an error of syntax, involving, as it does, recognition of the relative pronoun<sup>relating</sup> to the object in the subordinate clause. Omission of the '-S Genitive', or use in inappropriate context, might seem to be simply a morphological error; but it might have relation to an 'OF- Genitive' phrase (correctly or incorrectly used) or to an incorrect transformation from another type of phrase.

With regard to category, there are various possibilities for arrangement, depending on the insight of the exponent and the amount of information which is sought. For instance, the category 'Inappropriate Plural' could be sub-divided according to the complexities or types of the noun-head phrase involved, or according to the phonetic relationships. It is for the exponent of the error analysis to decide what categories to use, and in what detail, according to what seems most useful. It is also possible that a later reviewer might make changes to the arrangement in the light of additional insights or descriptions. (As will be seen, the author admits some of his own doubts and inadequacies with respect to the error analysis which is presented later.)

The corpus chosen as the basis of the analysis is, of course, crucial in determining the nature of the errors which are found. It is axiomatic that where wide-ranging competence is the aim of teaching, and therefore of analysis, the corpus should be large and representative. In this, the strength of Error Analysis, namely its ability to deal with observable phenomena, is also its weakness, in that the errors are attested from performance in actual situations. These situations might be limited and, in any case, in most 'general' school language courses, there is little agreement about the situations for which the learner should be prepared. By implication, the more clearly defined the target situations, the more useful the error analysis will be.

It is stated that Error Analysis is not an end in itself, but rather a means towards remediation. Here the crucial question is how to determine the gravity of an error. It is suggested that a grammatical error is by definition more serious than a lexical error, the one being 'global' and the other 'local'. Yet, as Geoffry Broughton says, lexical errors may prove to be the greatest barriers to actual communication:

"When linguistic theory seems to be moving to broader abstractions, seeking linguistic universals, shifting from the internal structure to sentences to inter-sentential relationships in discourse and dialogue, one cannot help suspecting that the day-to-day problems of learners are frequently lexical: the faux amis, the give-away markers of compound bilinguals...registral encoding and decoding, and technical language."<sup>10</sup>

There is considerable interest in the question of error gravity, partly the result of investigations which have shown that great differences of opinion exist on this score. Well-motivated suggestions have been made that the amount of 'native-speaker irritation' at an error can be used as a guide, but to date very few results are available. It has been pointed out that up until now 'teacher irritation' has often been the only guide to error gravity, in that teachers are understandably annoyed when the learner fails to perform well in an area which has just been taught in class.

#### 7.6. Gravity of errors

A remarkable divergence of opinion as to error gravity is revealed by a study of results in three different reports. In the first, Carl James presented 50 error items to 40 ESFL teachers, 20 being native speakers of English, and twenty being non-native speakers. The 50 items represented 10 categories, namely tense, negation, order, concord, transformation, lexis (noun), lexis (verb), lexis (adjective), lexis (preposition) and articles. The teachers were asked to indicate the gravity of each error, on a scale 0-5 (the latter indicating 'very serious'). He concluded that, generally, native-speakers tend to mark more leniently than non-native speakers, and that there is a high degree of consistency by individual assessors. Although there were some differences between the two groups, a frequency weighting presents a clear hierarchy of judgements on error gravity for both groups together; the lexical errors fill the last three positions. That is, James's 40 informants generally considered lexical errors to be least serious of all.<sup>11</sup>

Consideration can now be given to two reports which attempt to assess, not what ESFL teachers think about error gravity, but what native speakers themselves think. Margareta Olsson describes an experiment in which a selection of the most frequent deviant forms attested in an English passive transformation exercise by Swedish students, were tape-recorded

and played to English-speaking informants. One class of error responses was syntactic, involving such phenomena as regular formations for irregular, and the use of the infinitive instead of the past participle (eg 'He was beat by me'). The second class involved semantic deviancy, such in 'The thief catch by the policeman' and 'He is telling to work more by his teacher.' The English-speaking informants were tested by being asked to make various syntactic transformations of the deviant forms which they heard, thus successfully concealing the true purpose of the exercise. Predictably, far greater problems were experienced with forms which were semantically deviant. The author's conclusion is that "...the marking system in Swedish schools... is founded more on an estimate of the pupil's ability to produce correct sentences than on his speaking and writing intelligible sentences" and "...teachers should perhaps take more lenient attitude to syntactic errors, all the more so as the satisfaction of being able to communicate, even with errors, far surpasses that of being able to utter perfect pattern drills..."<sup>12</sup>

Robert Politzer reports an investigation into "a classification of errors from the point of view of their effects".<sup>13</sup> Six categories of error frequently produced by English-speaking (American) learners of German were played to German-speaking high school informants in three different areas (Germany and Switzerland). The 6 categories were: phonology, case endings, wrong verb morphology, gender confusion, word order and vocabulary. The informants were asked to indicate the relative seriousness of the 60 errors, on the grounds that the findings would be used to establish priorities in German FL teaching. The results show that vocabulary errors were rated as by far the most serious; the author's comment is "Not unexpectedly, speakers of German seem to know quite intuitively that using the right words is the most important aspect of language use. Correct pronunciation and the use of correct case endings... are of relatively lower priority."<sup>14</sup>

Perhaps this vast discrepancy between the opinion of James's ESFL teacher-informants, and the opinions of the "ordinary native speaker" informants in the other two studies, as to the relative gravity of vocabulary and other errors, can be explained in the words of E. Leventson

"In part it derives from the emphasis placed, both by language teaching methodologists and language acquisition researchers, on the beginning stages... it has seemed natural to concentrate on grammar. Certainly the interesting problems in lexical acquisition begin to arise with intermediate to advanced learners... The linguists prefer grammar and phonology since these can be analysed scientifically, as structured systems, unlike vocabulary which until very recently has... almost defied systematic structural analysis"<sup>15</sup>

#### 7.7 Error Analysis: Conclusion

There is a crucial distinction between an 'error' and a 'mistake' where the former reveals a basic lack of competence. Particularly in an analysis of lexical errors, which yield a large amount of 'nonce' items, it is impossible to say which one is dealing with, unless the learner can be consulted within a short time. This is seldom possible.

Recent interest in 'Interlanguage' has focussed attention on errors as revealing the state of an individual learner's 'built-in syllabus' at any given moment; cf. Selinker

"...one would be completely justified in hypothesizing, perhaps even compelled to hypothesize, the existence of a separate linguistic system based on the observable output which results from a learner's attempted production of a target language norm. This linguistic system we will call interlanguage."<sup>16</sup>

The implications are that Error Analysis is more effective when dealing with each individual separately, whether studying performance developmentally or at any one time. It is suggested that, rather than yielding some small evidence of system and large evidence of 'nonce' or low-frequency errors as is now the case with conventional error analysis, such an approach would yield evidence of a system and a 'built-in syllabus'. It is likely that a well-conducted analysis of a number of learners within a group, perhaps selected across a range of proficiency, could yield more valuable information than consulting a corpus, large in quantity of material but limited by situation, and reflecting only a small output per student.

#### 7.8 The Present Error Analysis Categorization

In this section, a tally is made of the number of errors recorded in various categories, and comparison is made with the findings of an error analysis made

in 1969, based on the written scripts of Czech postgraduate students.

For a full picture of all errors involving nouns which were elicited from the corpus, it is necessary to refer to the following sections:

- B1 - Spelling
- B2 - Pronunciation spelling
- C1 - Neologism
- C2 - Style
- C3 - Opposite is intended
- C4 - Meaning unknown
- C7 - 'It' confusion
- C8 - Idiomatic
- C10 - S Genitive, OF- Genitive and related forms
- D1 - Omission of plural
- D2 - Inappropriate plural
- D4 - Lack of agreement, subject-verb
- D17 - Affixation (Nouns, D17, 1.1 to D17 1.10)

The latter section alone contains 66 target items, and a total of 94 'error items'.

Sections B1 and B2 (Spelling) only record spelling which produces another existing word in English, or close to it. It is not a record of all spelling errors. Here there are a further 18 noun target items and a total of 28 noun error items.

As will be shown in the commentary on this section, it is difficult to say whether these are purely spelling errors - that is, whether the target item and error item exist as clearly defined entities in the competence of the learner - or whether the target and error items have actually become 'fused'. For instance, is 'mass' in place of 'mess' simply a spelling error (undoubtedly caused by indiscriminating pronunciation) or do the two have the same form and a fusion or relatedness of meaning for the learner?

Sections B1, B2, C2, C3, C4, C7 and D17 add a total of 122 noun error items which definitely or probably involve lexical meaning, producing a total of 356 noun 'lexical meaning' error items for the 300 scripts in the corpus. The remaining sections in which noun error items occur (see list above) contain 'structural' errors.

In counting the number of verb errors with respect to lexical meaning, the following sections are considered: A3 to A10, B1, B2, C1 to C3, C11 and C12.

As in the case of noun lexical meaning, B1 and B2, errors in spelling, may be considered doubtful (see above) but involve only 22 verb items. C2 (style) can also be considered a marginal case, but involves only 4 verbs. The total number of verb 'lexical meaning' error items is 759.

In numbering error items involving the lexical meaning of adjectives and determiners, Sections A11, A12, A15, B1, B2, C1, and C6, and D14 are taken into account. Section D11, which contains adjectives incorrectly used with the -LY form, has not been included in the count. The -LY affix is redundant, and does not affect lexical meaning. Sections C5 and C10 (incorrect form where comparative and superlative forms are intended) are perhaps morphological errors to a large degree; nevertheless, 'more' and 'most' (or -ER, -EST) are units of meaning and not just structural markers (as with -LY). Consequently, these Sections, 28 errors in all, have been included in the count. One item is included from Section C1 (style). A total of 244 adjective 'lexical meaning' errors is attested.

A significant omission from the above are errors in the use of the articles, which have not been collected and categorized here.

Sections A13, A14, B1, B2, C1 to C3 and C9 are considered in the count of adverb 'lexical meaning' error items. As with the adjectives, -LY omission or over-inclusion is not considered. A total of 162 adverb 'lexical meaning' error is attested.

A further category involving errors in lexical meaning is that of conjunctions subordinators and conjuncts (Section A16). Here 165 items are attested.

The full count of errors involving lexical meaning is thus:

Nouns	356	
Verbs	759	
Adjectives and Determiners	244	
Adverbs	162	
Conjunctions, Subordinators, Conjuncts	<u>165</u>	
	<u>1 695</u>	Total

This total (1695) is spread amongst 330 scripts, giving an average per script of 5,14. Each script (composition and letter together) contains about 450 words, on average.

A comparison can be made with the findings of Libuse Duskova<sup>17</sup> where a full error analysis is made of the scripts of certain Czech postgraduate students. There were 50 students involved, and each script contained about 170 words. Duskova shows 243 lexical errors in the 50 scripts, an average of 4,66 per script. However, if adjusted by a factor of 2,65 to account for the different number of words per script compared with the Present Error Analysis, the comparable figure per script for Duskova's analysis becomes significantly higher: 12,34. Duskova does not say how many years of instruction in English the Czech students had at that point.

Being a full error analysis, not limited only to lexis, Duskova includes the following categories: morphology, modal verbs, tenses, articles, word order, syntax, construction and government, prepositions and lexis.

Duskova's figures for morphological errors can be compared with the Present Error Analysis. There are 180 recorded, which adjusted by the factor of 2,65 to account for the different number of words per script, produces an adjusted average of 9,54 morphological errors per script. This can be compared with 2,8 morphological errors per script in the Present Error Analysis (925 aggregate).

It is interesting to note that a comparison of the two analyses shows that, on the adjusted average, Duskova records 2,4 times more lexical errors per script than the Present Error Analysis, and 3,4 times more morphological errors.

These figures must be treated with caution. It is not stated what level of instruction in English the Czech students had reached, or at what age or stage they had begun; it is not stated from what type of writing task the errors had been collected. (The corpus for the Present Analysis was a number of 'compositions' on the usual general topics: 'A Holiday Journey', 'A Story I Once Heard', etc). Nevertheless, the figures will serve to alleviate pessimism or despair when faced with the vast mass of collected errors in the following chapter; it is as well to remember that these students/informants, most of whom have had almost no contact with authentic English-speaking environments, and who are products of an underfinanced and poorly-staffed educational system, have progressed in English to a point where most produce relatively few lexical and morphological errors per script. (Although it must be remembered that tense, construction and government, and prepositional use all produce a relatively large crop of errors, and are not included here, along with modal verbs, articles, and word order and syntax).

On the other hand, the Pre-Tests and Final Tests (cf. Chapters 5 and 6) have shown that there is a wide range of proficiency amongst these informants, so that a substantial number of scripts can be expected to contain a distressingly large number of errors. This is particularly disturbing when it is remembered that these students are in teacher training, and that many will (if present trends continue) not obtain a further qualification.

The differing degrees of proficiency can best be illustrated by three extracts of approximately equal length, all from 'compositions' on the subject of 'A Holiday Visit'. All three extracts are part of the corpus from which the Present Error Analysis was made.

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Extract 1

Last year we took a holiday visit to the Kruger National Park. It was during June holidays. Our principal and staff made arrangements for us. We were a team of scholars.

We made provision for the visit. On the appointed day the buses arrived early in the morning. There were three buses. Our journey was very pleasant. We arrived three early in the following day. We slept the whole day because we were tired of the journey.

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Extract 2

Last week my friend spent his holiday in my home. He was travelled by his car. Before he came to my home he wrote a letter and told me that he was on the way to my home. He ordered me to be wait in the bus stop because he did not know my home.

On Thursday I meet him to the bus stop and I come with him to my home. My parents were very happy to see my friend. It was a very day because it was the first day to visit a person in my home.

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Extract 3

Last good friday I was in East-London by my aunt. She is there at Mdantsane Township near East-London. That place East-London is very interesting that it made me very interested because there are such things that I did not see in my life before.

By the time I was there I was very surprized when I saw big buildings like that. The next day I hired a taxi to town. I saw traffics, trains at the station. I nearly got lost because of its biggest. I visited the cinema at night named Mpolweni and it is a gigantic hall and I estimated that the whole South Africa would enter there.

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Extract 1 is part of a full corpus of about 320 words. In all, it contains 4 identifiable vocabulary errors, one in morphology, 2 in articles, 2 prepositional, 4 tense errors, and 2 syntactical.

Extract 2 is part of a full corpus of about 200 words. In all, it contains 3 vocabulary errors, one morphological, 3 in articles, 3 prepositional, 5 tense errors, and 4 syntactical. Two of the latter are particularly serious for communication, being the confusion of active and passive voice in 'He was travelled by his car' (which is compounded by the incorrect use of a preposition) and the almost undefinable 'It was the first day to visit a person in my home' in place of 'It was the first time I had been visited by a person in my home'. In addition, the expression 'He ordered me to...' is odd but not strictly able to be classified as a lexical error; however, the reader suspects that the milder 'asked' or 'requested' is intended, suggesting lack of lexical competence in that semantic area.

Extract 3 is part of a full corpus of about 320 words (similar to that of Extract 1) and contains at least 14 identifiable vocabulary errors, 2 morphological, 2 in articles, 6 prepositional, 4 in tense, and 5 syntactical. The vocabulary errors are particularly interesting, as a number show that the target item was simply not available, eg.

not big as such = not really big

I visualized things = observed, saw

the crowd of Sekgapane = the supporters

that biten (sic) of Sekgapane = that beating

it ended with war = violence (by the supporters)

it was taxed by me = it was hired by me

it overturned, but we succeeded = we survived

so at all = so all in all

I poked about that I had seen = I spoke (boasted?) about what...

Thus a comparison of the three extracts, particularly in the light of the comments on Extract 3, support the findings of the Vocabulary Tests, namely that there is a wide range of proficiency in vocabulary amongst this group of informants.

#### References

- 1) Lado (26)
- 2) French (12)p.13
- 3) James (21) p.75
- 4) Lado (26) pp 1-3
- 5) Anthony (2) pp.120-122
- 6) Selinker (44) p.37
- 7) Duskova (9) p.31
- 8) Ghadessy (15) p.246
- 9) James (21) p 75
- 10) Broughton (5) p.257
- 11) James (22) pp.116-124
- 12) Olsson (34) p.159
- 13) Politzer (37) p.253
- 14) Ibid., p.258
- 15) Leventson (30) p. 148
- 16) Selinker (44) p.35
- 17) Duskova (9) pp. 11-31

CHAPTER 8: Categorization of the Errors

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- D6 -ED Past in place of past participle
- D7 Past participle in place of past -ED irregular
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- D11 Adjective and adverb; -LY confusion
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- D13 Irregular verbs
- D14 Omission of 'Be'
- D15 Active and Passive: confusion
- D16 Affixation
- D17 Relative pronouns

NOTES: Figures in the margin show frequency of the target item in the G.S.L.  
In all sections to which this applies, the target item is placed first, followed by the error. Figures in brackets show the number of occurrences of the error in the corpus.

A) PARTS OF SPEECH: One item incorrectly substituted for another

A1 Nouns: More than one occurrence

640	car-motor (11)
1360	end - last (2)
200	intention - aim (3)
0	nationality - nation (2)
1372	person (a person who is) - somebody (5)
214	(the) police - policeman (3)
0	registered post - register (4)
80	relative - blood (2)
0	sea horse (a type of wave) - sea dog (2)
180	skin - leather (2)
2080	time (period, age) - life (9)
2080	time (primitive, earlier) - nature (2)
0	traffic police - traffics (2)

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A2 Nouns: nonce

275	accident - danger
100	account-note wanting money
556	advantage - favour
279	advice - details
758	affair - thing
135	aim - object
0	airport/runway -- square
647	amount (money) - parcel
0	area -- grounds
	- outlying
	- country
201	arrival - destination
79	attention - personality

240 or less	balance (of nature) - nature
0	bathing suit - bathing
544	beginning -next (of week)
378	belief - supersitious (sic)
80 or less	birthrate - birth of babies
345	box - cardboard
0	breast -- maternal gland
0	burglar -- smuggler
0	cable car - lift
	- cable
0	cage - camped (sic)
249	(law) case - trial
0	cash - silver money
272	chair - bank
0	cinema - cinema room
0	circumstance(s) - whereabouts(s)
446	coast - shore
1692 various meanings	condition - point
	- way
	- situation
	- position
0	(little) contact - scarcity
174	cousin - nephew
170	crime - rudeness
5073	(these) days - nowadays
0	deadline - time
355	debt - guilty
339	decision - problem
0	deficiency - need
302	delight - craziness
0	departure - leaving
	- travelling (eg day)
516	desire will
95	discipline - culture
359 various meanings	(heart) disease - heart
0	distraction - obstacle
0	distress - damage
85 or less	(non-alcoholic) drink - refreshment

130	efficiency - rate
0	escalator - lift
0	equal treatment - equality
510	event (occasion) - holiday
<hr/>	
	compound of farm
882 is noted	farmyard - zoo
0	fee (s) - (school) fund (s) - school money
240	(playing) field - playground
100	(second) floor - place
190	film - prent
124	food basket - provision
0	function - vacancy
425	garden - plantation
112	harm - funny things
6	herd - race
500	hesitation - hesitating state
85	home - country
0	hooligan - doubt
478	husband - man
0	image - picture
0	incident - story
0	injury - damage - spoil
200	intention - desire
0	interval - midtime
330	iron - iron ore
0	job - place - labour - (a) good work
0	journey - destination - visit
375	length (of dress) - size
1384	letter - post
90	level - surface

3417	what%?	life - soul
1675		(electric) lights - electric
126		(train) line - station
310		line(of trees) - queue
250		loan - credit
0		luggage - parcel - cloths
20		(boxing) match - boxing
150		meal - food
160		(small) measure - proximity
0		method - form
0		microphone - micro
492		middle - half
1458		mind - mentality
(various%)		-view
2008		money (for journey) - provision
2008		money - salaries
0		mound - peak
606		music - records
508		necessity - must
(what%?)		
180		noise - volume
135		(take) notice - care
125		number(s) (of cars) - fleet
0		(common) occurrence - fashion
732		official (law enforcers) - lawyer
?		(ticket) office - ticket room
398		opportunity - chance
0		pants suit - jean suit
4450		part (of) - one of
1390		part - position
180		party (travelling) - trip
95		pass - passport
30		pattern - design - model
202		payment - account
0		pedestrian - passenger
92		permission - allowance

1207	person (in general) - (other) wise
1207	(older) person - parent
2137	photograph - card
1656	place - station
215	(dirty) play - rudness
0	pleading - sympathy
0	plot (of land) - play
309	point (sports score) - score - mark
890	problem - (a) trouble
?38	(without) question - doubtfulness
423	rate - pace
1150	reason - point
(.what%?)	
0	(cash) register -- cash machine
255	rent - house
216	sailor - sailorman
220	sake - life
225	salary - payment - payslip
0	segregation - substitutuion
1589	(other)side - (other) hand
140	(fine) sight - visual aid
154	signal - sign
700?	situation - condition - problem
0	shin - long bone
242	soldier - person from army
0	spark - flash
334	speed - high velocity
54	stockings - lady socks
1101	state-nature
380	store - furniture (department)
0	storey - building
0	style (of dress) - material - fashion - model
0	suburb - small town

737	suffering - pains
737	suffering - consequence
0 (but support v and n is 876)	supporters - pavilion; crowd
30	table - tafel
534	tax - payment
8	taxi - taxi-car
0	driver - taximan
0	teenager - baby
0	telescope - binocular
0	theft - robbing
155	(air)ticket - money to fly
2080	time (period age) - history
5000	(spare) time - opportunity
166	time - turn
1500	(a) time - (after) all
?	(home) town - (home) place
230	train - snake
120	travel(s) - patrol (s)
?	treatment - inspection
50	trick - funny thing
240	trip - way
380	trouble - silliness
180?	unemployment - lack of work
85	van - van car
85	view - sight
0	vine - grape fruit
10	waiting room - ticket room
0	walkover - teaching aids
1320	way - solution - thing(s)
0	wheel - vehicle
?715	whites (white people) - blanke
325	will - desire
422	window - glass
328	wine - grapes
422	(train) window - glass
0	zoo - museum

A3 Error items are high-frequency verbs: BE, DO, GET, HAVE, MAKE, PUT, TAKE  
More than one occurrence

397	arrive -- be (there)(5)
868	buy (groceries) - make (5)
960	cause (artificial breathing) - make (2)
960	cause (damage) - make (4)
626	consider - take (7)
3852	do (shopping, business) - make (3)
610	enter - get inside (2)
10003	get (obtain) - have (2)
500?	go (home) - be (2)
5000?	go (to work, there) - get (3)
3000?	have (braaivleis, party) - make (20) - do (2)
13000?	have (problem) - be in (4)
13000?	have (trouble) - get (4) (difficulty) (a chance)
13000?	have (accident etc) - get (6)
13000?	have (holiday etc) - get (2)
13000?	have (a baby) - get (3)
13000?	have (money, a book) - get (2)
3360	make (visit, tour, journey) - take (20) - have (18)
480	make (preparations) - do(11)
480	make (a road, trouble) - do (3)
480	make (friends) - get (4)
93	prepare (provisions) -- do (6) - make (2)
32	put up/erect (tent) - make (2)
880	receive (a letter) - have (2)
278	stay/remain - be (2)
273	stay/spend (some time) - take (2)
230	support - be with (2)
1000?	use/consult (book) - take (2)
847	write (a letter) - do (2)

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A4 Nonce Error items are high-frequency verbs BE, DO, GET, MAKE, PUT, TAKE.

365	accept (as a friend) -- take
0	bail out ( of jail) - take out
?	be (a disgrace) - make
?	be (there) - have
338?	beat (at a fire) - put
2180	begin/strike up (friendship) - make
1085	build (a house) - make
110	bury - put in ground
10552?	can/could not - have no chance
about 60	catch (a train) - get
910	cause (infection) - have - do
0	commit (crime) - do
625	contain - be (the pot is samp)
3720	do (a job) - make
3720	do (harm) - make
3720	do (shopping) - have (business)
3720	do (a dance) - make
395	drive (off, away) - put
0	enrol - be there
0	fetch/pick up - take
465	find (a job) - have
735	find (it difficult) - get
?	get (out of trouble ) - take
330	give (pleasure) - make
330	give (lessons) - have
110	give up (friends) - have (no friends)
330	give/lend (a hand) - put
8760	go (different ways) - do
924	include - be there
180	jump - do
170	keep (a promise) -do
5489	know - have
1297	learn - have - take
775	live - be ( she is there)

0	maintain (speed) -- take
3455	make (a sound) - have
3455	make ( phone call) - take
3455	make (preparations ) - prepare
1440	make (a road) - put
3355	make use of - take
?	meet - take
350	observe - take care
55	play (cards) - take (games) - do (a match) - get
0	process / can (canned food) - make
480	provide (an example) - have
30	put arm in plaster - cement
910	recover - have
0	return - be on way from
0	score (points) - have
2325	see (a film) - take
230	set (on fire) - put
3192	show - put
0	sustain (damage) - have
about 150	tell (story, joke) - do - make
295	travel - make road travel
295	travel - be (eg at high speed)
295	travel by - be away with
0	(is) valid for - take
0 ( <u>various:</u> 1032)	vary - be (according to)
520	wear (skirt etc) - have
847	write (a letter) - make.

#### A5 Verbs - More than one occurrence

0	accede to - accept (2)
397	arrive (at) - attend (3)
397	arrive - come (5)
168	borrow - lend (6)
100	catch ( a train) - hire (2)
73	come (to an end ) - become (2)
80	cultivate - plough (2)

132?	entertain - enjoy (2)
32	put up/erect (tent) - build (4)
40	get into (a car) - board (2)
758	give - bring (2)
5000?	go - come (8)
5000?	go (back) - leave (back to) (2)
130	hand (over) (to police) - send (2)
640	hope - think (3)
152	invent - discover (2)
115	invite - call (4)
142	lend - borrow (18)
710	live (in) - stay (2)
288	make (money) - find (2)
3360	make (a journey) - meet (2)
354	observe - notice (2)
150	press (the crowd...) - crowd (2)
500	prevent - avoid (2)
400	put on (clothes) - wear (2)
0	reclaim/recover (eg money lent) - borrow (3)
162	remind - remember (3)
912	receive (a letter) - find (6)
77	request - order (3)
0	require - need (2)
10870	say - talk (2)
10670	say (farewell) - greet (2)
140	see (a film) - look at (2) - watch (2)
450	send (by telegram) - post (2)
50	stay (with) - live (2)
294	threaten - promise (5)
320?	travel (the train travels) - walk (2) - go (2)
820	understand - hear (10) ( I understand from your letter )
45	worry - panic (2)

#### A6 Verbs - Nonce

0	abound with - full of
0	accede to - hear about
0	accost - come in front of - stop
0	alarm - hurt

0	announce - issue
1833	answer (questions) - tell
0	approach - come upon
532	arrive - come from
532	arrive - come out
532	(the day)arrives - come over
532	arrive - come at
0	ascend (the lift) - climb
910	ask - command
910	(for) - want
910	(return of ) - call back
172	astonish - mesmerize
993	attempt (to) - take part (to)
130	attend - arrive
?	be (the title is) - say
?	be (in hospital) - sleep
?	be (able to) - afford to
?	be (free) - get
?	be (short of) - have (a shortage)
2420	begin (to) - become
45	board (a bus) - enter in
45	board (a train) - entrain
42	broadcast (radio) - publish
0	broaden (mind) - lead into a broader (mind)
868	buy - ask
1950	call (a film called) - known as
0	celebrate - rejoice
308	change - doubt
300	compare - consider
625	consider - find
0	contact - connect
480	cover (with) - full of
35	crash (into) - overrun
570	decide - intend
90	decrease - go down
668	describe - explain
0	denigrate - undermine
522	destroy - take away
690	develop - bring forward
0	dictate - monopolize
262	disappear - go astray

706	discover - experience - believe - see - know
0	differentiate - select
1400	die - go to death
0	discharge - send off
0	discobey - misuse - let down
0	disperse - dissolve
146	disregard - break
3350	do (by machine) - occupy
200	dress -- wear - suit
330	drive (a car) -- run
170	earn - find
0	eliminate - overpower
0	emphasize (to you) - stress
0	encircle - hold
258	encourage - sympathise
0	endanger - put on a scale
434	enjoy - feel admire
0	enlighten - thought
194	enquire (about) - see
560	enter - get in - come in
0	evict (from) - close
57/818	exist - work
0	expel - confiscate -- send out - chase - disperse - put outside bounds of
390	fail - fall on a failing side
3835	find (in trouble) - catch
3835?	find (waiting) - meet
3835?	find - see
95	fix (in mind) - remind
165	follow (treatment) - obey
190	forgive - apologize
2160?	form - fetch
0	gamble - play gambling games

% of	
2183?	get hold of - get in touch with
2183?	get into (car) - pack
2183?	get out (of hospital) - go free
2183?	get out - come out
2183?	get up - wake up
% of 2183	give greetings - greet
% of 2183	give up - summarize
2183	go - lead
2183	go to - be in a way to - attend
2183	go mad - run
2183	go to sleep - sleep
2183	go (back) - turn
100/1255	grow (crops) - live
7822	have (possession) - keep
7822	have (diet) - eat
7822	have (holiday) - find
0	happen - occur
0	happen (to) - occur (on)
115	hire - tax - buy -board
250	hold (sports match) - play
0	identify - know
0	ignore - overlook - neglect - overcome
288	imagine - sketch
0	indicate - point
0	indulge (in) - be busy with
245	inform - know - introduce - confirm
0	injure - damage
0	instruct - inspect
% of 2478	interest - wonder
70	introduce - produce
150	invent - find
0	(be) involved in - come across
240	keep (is kept by) - stay
250	land (airplane...) - settle
1000?	learn - know

	-follow
	- read
	- manager
455	leave - pass away from
	-- pull
	- miss
	- travel
	- go
455	leave (train) - ride off
455	leave (the hospital) - come outside
	(bus..) - move
2/2009	let down (a car) - disappoint
165	light up -plant
55	load (onto) - take
0	load (be idle) - stay
23/2893	look over - investigate
31	lose - miss
0	lubricate - brush
288/9600	make (a living) - live
9600?	make (provisions) - do
485	marry - have a wedding
appears but no figures	meet - hear
	- visit
	- cheek
0	mechanize - change everything done by hand and make them done by machine.
0	meet at - take to
105	(be) mistaken - cheat myself
0	molest - hinder
95	move (house) - trek
390	name - call
	- write
132	observe - take care of
0	obtain - bring out
240	operate (a till) - change (money)
325	order (taxi) - ask
325	order - connect
	- invite
120	owe - have got amount at
220	pass (a day...) - end
220	pass by (a day...) - go
0	patronise - attend
1540	pay - pop out
	- come on
20	pay attention to - concentrate on

175?	pick (vegetables) - reap
0	plead - promise
270	please - suffice
632?	prepare - pay
10	press (for money) - thrash - raid
76	pretend - regard
512	prevent - block - help - close
1424	produce - control
0	protect - prevent
910	receive - have
340	record (accounts) - see
532	refuse - deny
0	reject - refuse
0	release - relieve
278	remind - tell
148	replace - help
75	request - try - advise
0	require - must be
0	re-read - repeat - revise
0	resolve (difficulty) - encounter
70	respect - care about
145	return - give
0	sack (from job) - expel
190	sail - flow
12278?	say - mention
0	score - play
100	search for - check
0	secure (safety belt) - tie
70480	see (a film) - enter
1900	see (as it is) - realize
490?	see ( I see a person) - meet - recognize
1900?	see ( I see that) - recognize
7048?	see - visualize
60	set (sun) - goes to bed

	-wanting to go to bed
50	settle (sparks from fire) - sit
40	shock - choke
10	shop for - busy with
1020	show - give - see
0	smash (through) - protrude
610	spend (money) - eat
638 (hat %)	spend (a holiday) - visit
2465	stand (on ground) - settle down
55	stay at - sleep
70	steal (money) - rob
120	strike (hit) - fall over - throw
265	suffer - pull hard
435	supply - bring
435	surprise - wonder
460	surround - round
36	sympathise - whine
70	swim - swim
7008?	take (into service) - start
70	take over - occupy
280	take (3 hours) - can go - occupy
420	take (to) - bring - meet (to) - show - go
7008?	take out - bring out
560	take (only 2 people) - allow
910	take (taxi) - leave (by)
670	talk - yarn
700	teach - learn
3550?	tell - promise - think
2090	think - realize
2090	think of - see
195	threaten - prosecute
14	tidy - clean
295	travel - take road travel
295	travel (in direction) - use
295	travel to - arrive

160	trust - believe - hope
2538? 0	turn on (radio) - open vary - switch on or off
370	visit - stay - touch
308	wander - bother
955	want (to) - need
955	want - ask - like
360	watch - look to - watch out for
200	welcome - expect - enjoy
555/3968	work - job (I) went - (I) had to go

---

A7 Bare Infinitive instead of Compound Verb

More than one occurrence

764?	give back - give (3)
55	know about - know (3)
% not stated	learn about - learn (2)
16	put up (tent) - put (2)
%not stated	walk around/about - walk (3)

---

A8 Nonce: Bare Infinitive instead of Compound verb

185	believe in - believe
113	break into - break
not recorded	back - come
142?	dig up-dig (a road)
not recorded	end up (in) - end (in Johannesburg)
15	fill in - fill (forms)
115	find out - find
260	go out - go (for the evening)
875	go on (as time...) - go
180	jump up - jump (with surprise)
what % of 505? 5	hear of - hear knock over - knock
1540	pay back - pay (money)
175	pick up - pick (an article from the floor)

195	pour out - pour (milk)
212	push around - push
not recorded	put down on (deposit) - put
not recorded	put on - put
not recorded	read about - read
not recorded	take back - take (an article returned to a shop)
15	take down - take (a picture)
460	take out (unpack) - take
490	take away - take
955	use up - use
% of 325	write down - write

---

#### A9 Compound Verb instead of Bare Infinitive

100?	break (day...) - break out
140?	catch - catch up (fire)
180	catch - catch away (a ball)
385	end - end up
605	fill - fill in (a glass)
1125	find - find out (money)
210	finish - finish up (work)
% of 8760	go - go away (on a trip)
20	take - take off (money)
965	want - want back (friend)
160	wash (your body) - wash up
100	work - work out (the land)
230	write - write down

---

#### A10 Wrong Particle: Compound Verb

15	beat up - beat to
70	break down - break out
not recorded	hand over to (in care of) - hand to
not recorded	look out for (expect) - look for
30	look into - look after
60	look forward to - look for
235	pass by - pass to - pass over
95	pass on - pass by
15	put out - put off (fire)
not recorded	start off (the train) - start on

490	take away (steal) - take off (2)
280	take back - take off
365	used to - used for

---

All Adjectives: More than one occurrence

892(what%?)	bad-mannered -- funny (2)
0	broke (no money) - stranded (2)
11	damaged - bent (2)
35	generous - merciful (2)
0	relevant - important (2)
226	sad - worried (15)
0	terrifying - terrible (4)
1352	together - some/same (3)

---

A12 Adjectives Nonce

0	about to happen - behind the door
0	acceptable -- lockable
0	affluent --civilized
120	wealthy -- civilized
0	amusing - laughable
115	angry - funny
0	antique - olden
50	appointed - allocated
0	beneficial - good
0	booming (business) - fast
316	bright - light - sharp
0	broke (no money) - broken
0	broken (lines on road) - short
0	burdened - loaded
100	careless - wrong
0	casual (clothes) - house
1257	(a) certain (person) - that
215	cheap (goods) - worthy
590	common - usual
125	complicated - hard
20	concerned - interested

0	conservative - of olden days
125	cruel - funny
30	crushed - in one cake
80	delighted - mismerized (sic)
( <u>desire</u> 1032) 1032	desirable - useful
	desirous - excited
895	different - others
0	diligent - serious
0	disadvantaged - suffering
0	double - decker (bus) - double
0	double-storeyd - upstairs
	- with upstairs
	- upstairs and downstairs
1805	earlier (time) - primitive
180?	educated - qualified in education
	- learned
0	endangered - at stake
4	enjoyable - safe
	- acceptable
	- meaningful
	- attractive
0	enlightened - interested
0	enthusiastic - crazy
125	expensive - high
185	favourable - holy
210?	finished - gone
475	former (days) - olden
60	fresh - freshair (sic)
153	general dealer (shop) - dealing
0	get well (card) - wishing
75	glorious (day) - honeymoon
4346?	good- well
700	great (it was too...) - much
5	ground (floor) - flat
0	harrassed - disappointed
490	heavy (work) - over the shoulders
45	helpful - honest
42	hopeful - in hope
282?	ill-informed - stereotyp=d
0	imminent - ready
0	inhabited - lived (by)
0	injured - damaged
0	injured (seriously...) - serious

0	involved - (it must) be there
880?	killed - stolen
1500	large - too much (elephant is too much)
1000	last - next
145	late - long
445	low(er) - small (er) (price)
0	mature - old
27	grown-up - old
790	modern - of these days
0	mutual - at one sight
0	naughty - stout
0	needle (match) - clash
0	obscure(d) - invisible
305	old (er) - ancient (not recent)
233	over (finished) - go (gone) away
20	pleased - proud - graceful - enjoyable
220	poor (condition) - injured
5	prepared - in a position for - up to date
230	rare - difficult - scarce
0	rural - smallest
180	sad - frightened
salt 428	salty - sour
34	shameful - ashamed
350	shorter - decreased
79	skilled - fantastic
2244?	small - little
0	sophisticated - educated
125	sorry - ashamed
400	successful (worldly) - educated
0	suspended (from) - out of
280	tall - long
15	tight(corner) - black
0	(well) treaded (tyre) - tired
<u>break</u> 1414	unbroken - long
44	uncommon - pathetic
5	uneducated - raw - primitive
55	uneven - unbalanced

<u>know</u> 5489	unknown - irrelevant
<u>usual</u> 400	unusual - seldom
255	useful - good
0	vicious - careless - strong
180	violent - rude
115	well (in health) - physical disposed - good
530	(well) trained - professional
145	wild (animal) - roasted
0	for women - feminine (eg jobs)
94?	worried - serious

---

### A13 Adverbs: Intensifiers

noted, no figure given	A) especially - even (2)
400	really - as such (not big...)
2790	such (a nice man) - like that (eg a nice man like that)
6194	B) very - too (56) - high like anything - so - highly - more - much (...glad) (3)
complete 831	C) completely - finished (...paid)
great 3329	greatly - methodically (...welcomed) - mostly - by all means
2120	much - very well (take very well of the...) - beautifully (enjoy it very...) - nicely (enjoy it very...) - more (enjoy it very...) - some (enjoy it very...) - well (enjoy it very...)
5685	more - better (earn better) (2) - the most - many (there are many than)
1850	so - too (excited)
550	D) rather - a little bit (...quickly)

### KEY

- A - Emphasizer
- B - Amplifiers (Maximizers)
- C - Amplifiers (Boosters)
- D - Downtoners (Compromisers)

as in Quirk and Greenbaum (39), pp. 214 - 216

---

A14 Adverbs

A 14.1 Adverbs: Adjuncts

21587	A) not - never - no
21587	not (even) - no
870	B) also - even (3)
2720	even - still
110	neither - so
<u>bitter</u> 244	C) bitterly - deliberately (sic)
296	clearly - thoroughly
500	easily - soft
250	happily - good condition
16	politely - in a good manner (2)
416	quickly - urgently (2)
75	regularly - everyday
62	safely - correctly - in peace (go...)
12	urgently - angrily
0	viciously - naught (naughtily?)
145	well - (be) in a good condition - lovely (he preached...)
1240	D) away - there (a long distance...)
12	far away - far
1550	here - at/on this side (5) - this end
988	E) ago - later (some months...)
1080	already - immediately
2485	always - every time
195	at first - firstly
605	before - last (month) but one
198	elsewhere - somewhere
258	formerly - prior
302	frequently - by far
500	immediately - (at the) same time (2) - spontaneously - so soon
3395	now - then (2)
1320	often - (as) much (as)
0	previously - yet

164	seldom - scarcely
1080	soon - sooner
18535	still - already - beforehand
5045	then - that time (2) - at the moment - at the same time

---

A 14.2 Adverbs: Disjuncts

0	F)	health-wise - in part of health
235		surely - even (...know)
<u>fortunately</u> 116		unfortunately - with misfortune -in vain

KEY

- A) Negation (adverbs of)
- B) Focussing Adjuncts
- C) Process Adjuncts
- D) Place Adjuncts
- E) Time Adjuncts
- F) Disjuncts: attitudinal

as in Quirk and Greenbaum (39) pp. 242 -246

---

A 14.3 ZERO is target meaning in Adverbials

In certain situations, the following have no apparent meaning; they appear to be formulaic within the interlanguage being studied.

also (2)

by the way

even (2) (When I met him, I found he is even a nice man)

like that ( I saw a big boy like that on the...)

only

otherwise

something like (2)

too (much)

A 15 DETERMINERS: Not including ArticlesA 15.1 Determiners with non-count, and count nouns (singular and/or plural)

3038	any (did not want...) -- some (4)
204	any (body) - everybody (2)
3088?	any (one) - one - someone
843	any (thing) - everything - nothing (2)
3038?	any (time) -- all (the time)
111	anywhere - somewhere
10006	her - his (10)
27789	his - her (7)
6523	my - me (2)
% of 8394	no - not
6386	some - some of the some (thing) - every (thing) some (one) - one our - those - their their - his
3225	your - you (2) - yours (2) - her

---

A 15.2. Determiners with non-count nouns only

4073	much - many (6)
415	little - few

---

A 15.3 Determiners with singular count only

2867	every - each a
2867	every(body) - each and every (8)
604	every (thing) - all things (2) - anything - all

---

A 15.4 Determiners with plural count only

7006	these - this (10)
1936	those - that (7)
3047	many - much (6)

---

A 15.5. Determiners with singular count and non-count nouns

5380	that - this (4)
2114	this - that - these (6) - those (3) ( those news )
4536	those (prior reference) - the

---

A 15.6 Predeterminers

13409	all - the whole
13409	all (races) - everybody
13409	all - every (5)
13409	all sorts of - all (3)
13409	all (the time) - every (time) (4)

---

A 15.7 Cardinals and Ordinals (Post-determiners)

2233	another (the same as) - that
2233	another (place) - somewhere
2233	another (person) - someone
1226	next - other
576	none - not
12991	one - someone
12991	one (day) - some (day)

---

A 15.8 Quantifiers (Predeterminers)

1165	few - low
750	less - lesser - sufficient
831	little - less
3047	many (kinds of) - kinds and kinds of
4073	much - too

---

A 16 Conjunctions, Subordinators and ConjunctsA 16.1 Conjunctions

106064?	and - together with -with
106064?	and - but (2)
106064	and (co-occurrence, not temporal sequence) - then
106064?	and - such as (2)
106064?	and - and so
106064?	and (no consequence/result) - so that - so (6)
18917?	but- and
18917?	but - although
18917?	but - so
	ZERO - and (2) - but - so

---

A 16.2 Conjuncts

176	besides - except
188	next - again (next, I went to...)
1082	therefore - because
2130	thus - and
	ZERO - so (2)

---

A 16.3 Subordinators

2644	although - but though - as - because - and
0	as soon as - sooner as - immediately as
2601	as if (I feel...) - that (3) - as (2)
2162	because - that - for the purpose (2) - cause (2) - just because (6) - ever since - due to the cause of - through the sake of (2) - for the sake that

	- for that (2)
	- so that (2)
	- in this way (2)
514	because of - through
1126	before - by the time (2)
37	except that - besides that
2519	how (to) - the way of
8046?	if - even when
	- when (3)
151	in order that - in order (2)
129	since (because) - even since
1729	so (result ) - because
3211?	so that - so
29048	that - about (tell me...)
	- if (they knew...)
	- because (the reason is ...) (2)
	- of that (a decision...)
	- when
	- why (the reason...)
516	unless - without being
388	whatever - what
8044?	when - because
	-while/whilst (4)
	- as
	- then
	- where
	- by the time (2)
8044?	when - and as a result (the day came...)
	- so that
3516?	where - when (...I saw)
1166	wherever - as soon as
860	whether (...or) - even if
851	while - when
253	why - how
?	with the result that - so that
	ZERO - just because
	- as (because) (2)
	- but (no contrast intended)

---

A 17 Correlative Subordinators

A 17.1 So ..that is the target item; the error items are as follows (X=an adjectival); (G.S.L frequency is 1359)

is X that	is X so that
is X in so much (that) (7)	is X is such a way that (3)
is X to/in such an extent that (5)	is so X like
	is so X so that (2)

A 17.2 As...as is the target item; the error items as follows (X=adjectival or adverbial); (G.S.L. Frequency is 5439)

(is) X as	(is) so X as
(is) X like	(is) very X as
(is) too X than	

A 18.1 Pronoun Confusion

? him - he	3642	she - he (6)
31765 he - it	9346	them - that
35512 it - they		- it
- them	17528	they - it
7253 mine - me		- she
	?	us - (preposition +) we (2)

A 18.2 Reflexive is target

624 myself - me	?	themselves - theirselves (2)
? ourselves - ourself		- them (2)
- us (2)		- their own

A 18.3 Reflexive incorrectly used

? him -- himself (BUT 'another person' intended)

? us -- (he entertained) ourselves

12408 you -- (comfort) yourself (BUT 'another' intended)

ORTHOGRAPHY AND FORM

B 1 Spelling (But only where the mis-spelling produces an existing word: other incorrectly-spelled items are not included in this study)

aboard - abroad	machines - matches
accidentally - incidentally	middle - mid
appoint - point	pace - paste
chance - purchance	pregnancy - protect
clothe - close	price - prize
confiscated - soffisticated	recover - discover
discharge - incharge	scare - scared (4)
either - whether	snatching - slacking
extinguish - distinguish(2)	sum - some
feature - future	survive - succeed
grind - ground	than - that
jot - dot (2)	that - the
owe - own	tinkle - twinkle

---

B 2 Obvious pronunciation spelling

are - I (2)	live - leave
bit - beat	main - many
blinkers - blankers	mess - mass
cause - course	outlying - outline
chat - chart	people - pupil (s) (11)
depart - be apart	rescued - restued
I - a	seek - sick
indelibly - inderabl	serve - save
lark - luck	(I'm) used to - immune to
leave - live	versus - vessels

---

C Other vocabulary errorsC 1 Neologism

dance, type of? - bloosing (bluesting?)	money box? - catch box
deposit - pay deposit on	loaf(laze) around. - to vagabond
embrace - to couch	pack a suitcase - to luggage
funeral benefit group?-society group	pay for a scholarship - to scholarship
give a lift(ride) to - (I) lift (him)	performer on stage(actor? singer?)-stage

---

C2 Style: inappropriate in formal writing

boy - lad	girl - lass
child - kid	(teenage) girl - maid
enjoy - to groove (3)	it is - 'tis
enjoyable - groovy	man - guy
farewell/goodbye-(we said) bye	mother - mommy
father - daddy	singer - vocalist
	words - vocab

---

C3 Opposite is intended

come - (the day) go (-es)	night - day
deceased -- increase	or - nor (2)
depart -- arrive	past -- nowadays (2)
departure - arrival	possible - impossible
never - ever (2)	previous day - nowadays
fortunately - unfortunately	return - arrival
frequent - sporadic	surprised (pleasantly) - shocked

---

C4 Meaning unknown

cousin sister (6)	home house
cousin brother	uncle at home
down station (7)	

---

C5 Comparitive form is target

(X = adjective or adverb)

more X - X (eg he did it frequently than ever)(5)

much X - X (than) (very nice than)

more X than - (eg) (he is) educated than (6)

- most clever than

- worse afraid than

worse - less (behaviour)

NOTE more (above) includes -ER (comparitive - forming affix)

---

C 6 Superlative form is target

(X = an adjectival)

eg. the most X holiday place I ever - (eg) a nice place I ever (5)

-(eg) a very interesting holiday I ever  
(2)

most impressed - (I was) more impressed

the most enjoyable - (it was) the enjoyable one

the highest place - (it was) a higher place ( I ever...)

the biggest - (it was) the second big

worst - worse

NOTE : MOST (above) includes -ESTC7 Comparitive form used in error

(X=an adjectival or adverbial in non-comparitive form)

X - it was later (X + ER) at night (4)

X - we arrived sooner (X + ER) after leaving

most - what interested me more was

C 8 IT confusionit - see to this thatthis - and it is why I say...(2)C9 Idiomatic

by day - day by night

hot water - hot fire (to be in hot water=trouble)

hand in hand - with your own hand

in the flesh - in my eyes

with open arms - with hot/warm hands (6)

C10 Direct/Indirect speech

previous - (the week) before

previously - now

then - now

the next (day) - that (2)

on the next (day) - tomorrow (2)

C11 -S Genitive, OF- Genitive and related forms

C11.1 Pronouns: OF-Genitive where Possessive Pronoun exists

his - friends of him	your (4) - jewellery of yours
my (4) - a fee of mine	- house of yours
- friends of me	- treatment of yours
- conditions of me	- gate of yours
- the sake of me	
our (4) - the investigation of ours	
- the car of ours	
- property of our own	
- father of us	

C11.2 -S genitive: incorrect use

the cars accident	*the machines standard
in the December's holiday	nowadays people
the fowl's shed	olden day's people
your home's damage	in Port Elizabeth's area
home's work (i.e. work in the home, or work of the home)	last year's December holiday

C11.3 Correct form but -S Genitive omitted

my cousin home (2)	other person money
our nation pupils	the police hands
owner shop	my uncle place (2)

C11.4 Genitive should be used (OF- Genitive is possible but gives unintended focus)

car of my brother	transplant hearts of people
illness of my father	book of someone
a dress of another girl	a lawn of somebody
the ground of Jabava	a baby of a tiger (sic ' <u>cub</u> )
money of my neighbour	address of my uncle
the money of other (sic: ' <u>another</u> ') person	

C11.5 OF- Genitive is used where related adjective should premodify noun

boarding fee -- the fee of the boarding school  
 difficult times -- times of difficulties  
 environmental surroundings -- surroundings of the environment  
 modern building -- a building of modern  
 musical group -- group of music  
 starting time -- time of starting

---

C11.6 OF- and FOR -- where noun can premodify

amateur (boxing) fight -- fights of amateur boxing  
 cricket match -- match of a cricket (sic)  
 dance hall -- hall for dance  
 driving licence -- licence of driving  
 1820 Settlers Memorial -- memorial of the 1820 Settlers (2)  
 furniture accounts -- accounts of my furniture  
 grocery list -- list of the grocery (sic)  
 hostel life -- life of a hostel  
 1978 model -- a model of 1978  
 Port Elizabeth museum -- the museum of P.E.  
 sand dunes -- dunes of sand  
 soccer practice -- a practice of soccer  
 soccer match -- a match of soccer  
 Transkei team -- team of Transkei.

---

C11.7 Noun premodifies where OF-, FOR- or similar should be used

affairs of the home -- home affairs  
 afternoon of the same day -- same day afternoon  
 a balance of R10,20 -- a R10,20 balance  
 closing the school -- school closing  
 competition songs -- songs for the competition  
 day of arrival -- arrival day  
 day of the visit -- visiting day  
 day of leaving -- leaving day  
 day of the journey -- journey day  
 dress for the season -- seasonal dress (sic)  
 my family at home -- home family  
 food for the beach -- beach food  
 houses of Parliament -- Parliament houses



by practising on -- from (learn to drive from your car)  
 for not having -- for (punished me for my book)  
 to celebrate -- for (a party for the victory)  
 because it has not been done -- for (punished for the work)  
 to ask you to -- for (a letter for a party)  
 to go to -- for (2) (we are for school)  
 to solve -- for (R10 for your problem)  
 contains -- (be) of (the train is of people)  
 of not paying -- of (accuse me of the account)  
 starring -- of (a film of John Wayne)

---

#### C14 Over-inclusion

##### C14.1 Some

some many things (2)	the city has some trains
a fish drinking some water	we had something like a party (we had a party)
some different kinds of	some few houses (2) (similar)
never see any accident of some kind (see also Determiners: 'any')	
we had a some kind of a braaivleis	we played some cards

---

##### C14.2 Many words for one

apologize -- ask an apology	(to) thank -- give thanks to
(the place) named-with the name of (2)	(2) meet -- come to meet
(a) reunion -- that time of reunion	high -- (the standards were not) of high value
sunset -- when the sun is about to set	span (inspan) -- make a span of oxen
(to) visit -- to pay our visit	(to) drive -- she travelled by car with me because she is a driver

---

##### C14.3 Degrees of comparison

more quicker	more safer	most biggest
--------------	------------	--------------

---

##### C14.4 Tautology (see also C14)

###### C14.4.1 To go to

travel by train to go there (=travel there by train)  
 accompanied by my sister to go to the show  
 wishing to go to have a rest.

every Monday we go to pay the rent.

---

#### C14.4.2. Nouns

circus show  
 beauty contest show  
 that day in my life  
 in our day lives  
 only 10% out of 100%  
 in the past year of our forefathers  
 they are in a bad state of living as human beings  
 an invitation calling me to  
 all the times of your life (= all your life )  
 the building has three floors from the bottom to the top  
 buildings which have twenty floors up  
 the sum of money of R40  
 dolphin fishes  
 music records  
 in our time of living (= in our time )  
 groups of bands of thieves  
 olden day lives (= in the olden days )  
 school fees money  
 on our Sunday times (= on Sundays )  
 my walking steps

---

#### C14.4.3 Verbs

I washed my body (= <u>I washed</u> )	walk on feet
I bathes my body ( <del>I</del> <u>bathed</u> )	walk on foot
clothe myself with clothes	last holiday I spent my holiday
forget in mind	he replied telling me that

---

#### C14.4.4. Verbs: Unnecessary Particle

wear slacks on	return back (3)
the plane landed down	enter inside
	discuss about

---

#### C14.5 Adjectives

C14.4.5 Adjectives

get well in their health (2)

very full to capacity

on the first day of my arrival (~~the~~  
day of arrival )

it was clear to me to see that

C14.4.6 Possessive Pronoun already impliedthey did it by all their meansthey are our important members of our  
familiesI lent you my R5,00they were at their workC14.4.7 TO+Pronoun as Emphatic

it was enjoyable to me (3)

it was a sudden illness to him

I found it difficult to me

it was an unexpected thing to me

C14.4.8 Reflexive Pronoun: Used for Emphasis?I dont trust him about myselfhe feels himself drowsyC14.4.9 Discord of Determiners

enough much time

many several things

C14.5 Noncethe more I ate was the more I wanted  
more especiallyso please you sent it soon  
sometimes always

a little bit far

how the world looks like

Don't worry, it's only God knows

they are more than just being reckless

those I all sent them to the shop

they stole it as it was

I've ever seen before

the time of our days these

they were busy for their duty

another day Sunday

shops offices and standard banks

a little bit annoyed

the way how (2)

not no money

my first holiday I visit

not far more different from

coming from Church we went

like the same as

last week ago (3)

every day after day

in nowadays our day

just in the near future

because it my visit was to take place in and out coming there  
 almost about very impossible

## D MORPHOLOGY

### D1.1. Agreement with Determiners

(in such contexts as to make the plural necessary)

- all the (5) - all the preparation  
 - all the student  
 - all the drum  
 - all the building  
 - all the important place
- a few (2) - a few minute  
 - a few painting
- a lot of - a lot of roadblock
- many (10) - many greeting (and similar)  
 (also so many - very many game)  
 too many-interesting thing
- very many - (too)(so) many thing (4)  
 - many place  
 - many building  
 - many rapist
- one of the (3) - one of the interesting entertainment  
 - one of the student  
 - one of the township
- other (6) - other accident  
 - other nation  
 - other country (2)  
 - other person
- some (6) - some school  
 - some month ago  
 - some present  
 - sometime  
 - some grocery  
 - some article
- sufficient - sufficient job  
 these (2) - these school  
 - these day
- those (2) - those car  
 - those taxi
- various (2) - various kind of machine (2)

### D1.2 Agreement with Cardinals

- three bus six/seven - six or seven subject  
 two (4) - two day ten - at least ten room  
 two sister

-two man (2)

thirty - thirty platform

Dl.3. Target has plural form only

groceries (4) (eg...to buy grocery)

grounds (the ground of the airport has grass)

provisions (37) (=food supply) (eg we went to buy provision OR a provision)

regards (2) (eg. give my regard to)

surroundings (looked about the surrounding)

trousers (3) (eg. he wears a trouser)

things (2) (eg thing is bad here)

Dl.4. Idiom and set phrases

days (4) - in olden day

- in ancient day

forefathers - in the time of our forefather

times (4) - in earlier time

- in ancient time

Dl.5. Determiners

lots (2) (eg they had lot of money)

Dl.6. Nouns in sequence

I saw lion, bear

we have some trains, aeroplane

animals like tiger, elephant

places like museum, zoo

things such as building and factory

rode on motorbikes and train

use knives, axes and sword

saw aeroplanes, jet, etc

saw many things like cinema

they make table and chairs (2)

there were shops and playground

saw trees, churches, high building

the ships of then and the ship of now

the places and thing I saw

they have taxis, train and bus

our lives and our parents' life (2)

kinds (4) - many kinds of living thing

-many kinds of animal

- many kinds of snake

many kinds of skeleton

Dl.7. Nonce (the context is plural)

accident were not common  
 they hurted animal  
 the place where animal lived  
 we saw Black there  
 there are also boat  
 the boy were  
 we saw big building (2)  
 such high building as those  
 did not worry about carpet  
 the Congo cave  
 they will produce child  
 they were wearing bathing costume  
 there were crowd (2)  
 crowd of people entered  
 it had nice decoration  
 they were no desk  
 they walked long distance  
 saw the European swimming  
 we start examination  
 other people's face  
 they were farmer  
 the female...they wore...  
 camps with strong fence  
 men were ploughing field  
 can cause fight and death  
 they had flock of sheep  
 my friend asked me to go with them  
 to make friendship with others  
 transplants the heart of people  
 we saw big house (5)(similar)  
 some people's house were  
 the house were built  
 there were no house

different kind of men (3)(similar)  
 I must pay instalment for it  
 a king of king (=king of kings)  
 their driver's licence  
 save the life of people  
 we went to different location  
 everywhere there is machine  
 the machine has made (=machines have)  
 we use machine to make  
 man were  
 man were wearing  
 for certain occasion  
 are the longer one  
 the big ostrich of Oudtshoorn  
 while other enjoyed  
 our/my parent (9)  
 the policeman are  
 there were no police station  
 entertained by playing record  
 he sees big river  
 the root were  
 there were high school  
 there were not much (=many) school  
 the school were about to open  
 saw different sort of animals  
 filling station are open  
 we saw table with chairs  
 the snake were  
 trees have big stem  
 a group of student  
 the task of men were  
 discussed important thing  
 saw different town  
 their tradition consist of  
 there were no train (2) (similar)  
 we cut wood from tree  
 help in different way

D2 Inappropriate pluralD2.1 Agreement with Determiners

every Sundays (13) (similar: other days of the week)  
 every holidays (2)  
 every Friday evenings (2) (similar)  
 in that first weeks  
 this months (2)  
 last months

---

D2.2 Compounds and possessive

my own benefits	at our homes (2 ) (at home)
cats and dogs life	at nights
no chances of	in my opinions
next doors	out of pockets
travel on feet	separated according to races
make by hands (2)	as a results
going on holidays	

---

D2.4 Mass nouns

the advices	shoutings
cattles (3)	had our suppers
in good conditions	traffics (2)
eat our fills	kinds of transports (3)
glasses (=glass in windows)	road travels
furnitures (3)	woods (=pieces of wood)
making leathers	going to their works
luggages (3)	the youngs of
peoples (9)	in our youths
traffic polices	zincs (=pieces of zinc)
dunes of sands	

---

D2.5 Plural with Adjective

that was commons

D2.7 Nonce

not my aims to (2)

a big buifings

conversations

my decisions

an interesting films

half past fives

I put on my gowns

a pleasant holidays

hospitals ('hospital'intended)

houses ('house' intended)

in man's lives ('life')

at the end of the months

there is a swimming pools

the highest standards (i.e at school)  
( 'standard'intended)

took some strolls

at sometimes I will see him('some time')

all the times of your life ('time')

in a great troubles

on Tuesdays (3) (similar)

uncles ('uncle' intended)

that's not my wishes

D3 Lack of agreement: subject-verbD3.1 Omission of 3rd person -S

the letter arrive at me (sic)

the birth of babies become worse (sic)  
(2)

he count and he give

our life differ from (2)

a child do a trick

everybody get (2)

if a car go there

God hate your friends

one have a place

the station have a...

my father have a car

Cape Town have many townships

everyone who know him

everybody know that

he says that he like me

he like a club

a friend who live in Cape Town

the place where she live

the principal need to

if the nurse say

everyone who see him

when the sun set

he always trust and prays to

she want the

D3.2 Over-inclusion of -S

I will boards with him

the Atlantic Ocean and the Indian Ocean  
comes to meet (sic)

our houses consists

cars which causes accidents

they gives food

I never forgets the fasten (sic)

they knows

we saw films which leads us

the trees that makes furniture (sic)

those things means nothing

the shops sells

they wants to see

things goes well  
you increases the load

the examinations starts

### D3.3. Lexical 'Be'

#### D 3.3.1 Target is 'Are'

our lives is differ from (sic)  
there is not customs  
there is many schools

clothes which is expensive  
there is a lot of misunderstandings  
our lives is in danger

#### D3.3.2 Target is 'Is'

the generation are  
the happiness of men are exterminated  
how bad the news are

the Park which are so big  
the date that are given  
all that happens are for

#### D3.3.3. Target is 'was'

there were no transport

there were no assistant

my uncle were waiting

#### D 3.3.4 Target is 'Were'

there was no cars  
the activities was  
food and education was too expensive  
street lights...there was none  
my brother and my sister was helpful

the shops was  
the things I first saw was  
there was many things  
there was not schools  
there was no ways

### D4 Infinitive in place of Participle

#### D 4.1.1. Adjectival

to be unload  
it is so amaze

#### D4.1.2 Present Perfect

I have lend

we have get happiness

they have not have money yet

D4.1.3. Past Participle

he had find

I had help him

he had never visit the town

he had give me

she had also see it

D4.1.4 Passivization

it can be purify

it will be send

jobs are switch on or off (sic)

it can be decrease

D4.1.5 -ED Participle clause

as compare with

D4.2. In place of Present ParticipleD4.2.1 Nominal

by play records, we....

D 4.4.4. Present Progressive

everybody was suffer

D4.2.3 Tense with Modal Verb

the train would be depart at

D4.4.4. -ING Participal clause

men robbing or become a burglar

when irrigate your land, you should

D 5 -ED Past in place of InfinitiveD5.1 To - Infinitive

to arrived

to left

to bought

to packed (5)

to collected

to spent (4) (including 'to come and spent')

to filled

to took

to found (2)

to come and walked around (to walk)

to grazed

#### D5.2 With Modal Verb

it would attacked us

in which I should returned home

he could not believed

I must went

#### D5.3 Present Tense

please lent me (4)

I spent it (spend)

Passed my regards to (imperative)

you sent it (2)(send)

#### D6 -ED Past in place of Past Participle

I had never saw

it was drawn

#### D7 Past Participle in place of -ED Past (Irregular) form

she done it (2)

he worn it

#### D8 Past Participle in place of Present Participle

##### D8.1 Adjectival

amazed (amazing)

expected (expecting)

broken windows (breaking)

interested (interesting)

excited (exciting)

##### D8.2 Tense

they were asked for me (asking)

the way they were lived (2)

they were attended to shop (sic)

he was waited for me (2)

##### D8.3 -ING Participial Clause

by made that (making)

we found it waited (waiting)

by divided ourselves (dividing)

D 9 Present Participle in place of Past ParticipleD9.1 -ED Participial Phrase

comparing to (~~compared to~~)

---

D9.2 Adjectival

interesting (~~interested~~)

wasting (~~wasted~~)

---

D9.3. Passivization

was throwing by (~~thrown~~)

---

D10 Present Participle in place of Infinitive

they will becoming cross

---

D11 Confusion of -LY form of Adjective and AdverbD11.1 Adverb is used without -LY

bad	marvellous
beautiful (2)	nice (4)
comfortable (2)	obvious
cool	possible
deep	quick (5)
easy (5)	simple
especial (3)	safe (3)
friendly	slow
happy (3)	terrible
kind	urgent (2)
lucky (2)	warm
	wrong

---

D11.2 Adjective is used with -LY

angrily	miserably
comfortably (2)	possibly
commonly	really (2)

dangerously (2)	safely
kindly	strictly
luckily	urgently (3)

---

D11.3 Adjective used for Adverb (non -LY form)

late (=later)

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D11.4 Adverb used for Adjective (non -LY form)

well (=good)	very (2) (=great eg 'very excitement')
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D12 Irregular Verbs: past form

caught	shouted
costed	spend (3) (≠spent)
drived	spoked
feeled	sticked (2)
flyed (≠flew)	striked
lead (≠led)	teached
lyed (≠lay)	threwed
puted (≠put)	wearred (2)
send (3) (≠sent)	waked (3)

---

D13 Error in use of 'Other'

other (3) - go to another place (=go to the other place)  
 - each holding the one's hands  
 - another animals

another (3) - I saw other person (2)  
 - I saw the other there

some...others(20) - others were playing, others were sleeping (similar) (19)  
 others were big and small (1)

one...another - going from another place to another

one...the other - eating our food with other hand doing this

more (2) - I want another clothes

each other - they were doing it to another one

some (24) - others brought presents (but no contrastive reference) (20)  
 - to buy some other books (no contrastive reference) (2)  
 - some others got off, and some got on (1)  
 - to buy others (sic) books (1)

---

D 14 Omission of 'Be'D 14.1 Omission after 'It'

it the time when

On Saturday when it hot, we...

D14.2 Other lexical 'Be'

I shall happy

they also very poor

life is dangerous and X worse behaviour  
(X=there is)

that why he goes

there big ships

hoping you the same

as far as I concerned

D14.4 Other omission of 'Be'

crowds were swimming and others enjoying (=were)

they are going to at ease (=be)

D15 Confusion: Active and PassiveD15.1 Active instead of Passive

we gave permission (were given)

the machines introduced (were introduced)

trees that makes (sic) furniture (from which....is made)

I suppose to be (am supposed)

I have left (have been left)

they did not allow (were not allowed)

if it didn't pay (was not paid)

they keep by the children (are kept)

D15.2 Passive instead of Active

I was always spent (I spent)

they are swimmèd (swim)

we were used to go (used to)

he was passed away (passed)

we were just felt at home (felt)

you have been broken in(sic)the home  
(have broken)

the schools were closed (closed)

I was journeyed (journeyed)

they were invited (invited)

they are started to panic (started)

we were visited (visited)

I was returned home (returned)

D16 AffixationD16.1 NounsD16.1.1 -ING where base form/conversion form is target

control - controlling (traffic controlling officer)  
 end - ending  
 life (way of life) - living  
 repair - repairing  
 return - returning  
 stay - staying  
 tackle - tackling  
 travel - travelling  
 visit - visiting (3)  
 work - working (2)

---

D16.1.2 Base/conversion from where -ING is target

building - build	recording - record
dancing - dance (3)	ploughing - plough (2)
(re)opening - (re)open (2)	waiting - wait

---

D16.1.3 Conversion form is target

cold - coldness	post(i.e.the mail) - poster
decline - declivity	skill - skillness
interest - interested	

---

D16 1.4 Affixed form is target, base/conversion is used

announcer - announce	infection - infect
cyclist - cycle	labourer - labour
difficulty - difficult (4)	prayed - pray
electricity - electric (2)	traveller - travel
farmer - fana	visitor - visit

---

D16.1.5 Noun confused with another part of speech

absence - absent (2)	health - healthy
beating - beaten	luck - lucky
carelessness - careless	noise - noisy
damage - damaged (2)	wind - windy
damages - damaged (6)	sympathy - sympathetic (2)

---

D16.1.6 -ING where another affix is target

departure - departing	robbery - robbing (2)
remainder - remaining	service - serving

---

D16.1.7 Wrong affixed form in this context

adult - adulthood	dust coat - duster coat (2)
bravery - bravado	national spirit - nationalism
burglar - burglary	robber - robbery
drunkard - dranker (sic: 'drinker')	

---

D16.1.8 Base/conversion form where affix is target

grocery - grocer (3)	morality - moral
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---

D16.1.9 Wrong affix

arrival - arrivement	carrier - carrial	Israelite - Israels
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D16.1.10 Nonce

hooting - hootering	instalment - stalment
mealie-meal - meal-meal	loss - lose
a load which is too heavy - overload	desire - willing
assistant - server (3)	impression - impressed

---

D16.2 AjectivesD16.2.1 -ED form is target, base is used

ashamed - ashame	pleased - please
corrected - correct	powdered - powder
canned (eg fruit) - can	so-call - so-called
frightened - frighten	stopped (eg bus) - stop

mixed up - mix up

surprised - surprise

---

D16.2.2 -ING is target, base is used

following - follow      interesting (2) - interest      outfitting- outfit  
shopping (centre) - shop

---

D16.2.3. Base is target, -ED is used

cross (ie. anger) - crossed      tame - tamed      open(4) - opened

---

D16.2.4 Affix (not -ING, -ED) is target, base is used

dependent - depend	important - import
different (24)- differ	inflationary - inflation
disgraceful - disgrace	international - internation
fourteenth - fourteen	noisy - noise
heavenly - heaven	twentieth - twenty

---

D16.2.5 Confusion of parts of speech

awake - awaken	past - passing
busy - business	pleasant - pleasure
different - difference	safe (2) - safety
difficult - difficulty	serious - seriously
first - firstly	tragic - tragedy
individual - individually	
indecent - indecency	
modern - modernize	

---

D16.2.6 -ING is used, other affix is target

advisory - advising	impressing - impressive
attractive - attracting	interested - interesting

---

D16.2.7 -ED is used, other affix is target

acceptable - accepted

interesting - interested

D16.2.8 Confusion of affixes

confident - confidential

understanding - understandable

disrespectful - unrespectful

friendly - friendful

D16.2.9 Nonce

olden (days) - old

uneducated - non-educated

D16.3 Verbs: nonce

board (a bus) (2) -boarder

roof - roofen

D16.4 Adverbs: nonce

up and down (eg walking up and down) - downwards and upwards

dramatically - dramatising

especially- especial

D17 Relative pronouns: incorrect use

that - what (6)

what - the matter that

who - which

- that (2)

-- that

- that thing

- so that

which - who (2)

- which (to know which is

which - who

where--which right and)

- as

whom - to whom

- on which

- for which

D17.3 Relative Pronoun: Over-inclusion of preposition

where (3) - in which

which - on which

D17.2 Relative Pronoun: Omission of preposition

at which - which

in which (2) - which

on which - which

to which - where

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## CHAPTER 9: Comment on the Error Analysis

### 9.1 Preamble

As will have been seen, the G.S.L frequency of the target item is noted for all items in Section A ('Lexis: Parts of Speech'). Where the target does not appear in the G.S.L, zero is shown. The frequencies shown are in many cases only rough indications, because many items, especially those with high frequencies, have a number of sub-divisions of meaning (the 'semantic count' feature of the G.S.L). Consequently, it is often difficult to give a precise frequency for a target item, especially in cases where the target meaning does not seem to accord exactly with one or other of the semantic sub-divisions of the G.S.L. Where real confusion exists, the comment what%? is made.

In some cases, a question mark (?) is shown. This is most often in the cases of target items such as compounds (nouns and verbs), idioms and collocations, which are often recorded in bulk, without a specific frequency being noted for each. Thus the question mark should be interpreted to mean that the item is recorded in the G.S.L but the frequency of an item thus marked is likely to be low.

However, the fact that a target item is found in the G.S.L is in itself significant. Mastery of the contents of the G.S.L, even down to the least frequent items or the least frequent features thereof (compounds, idioms, etc) is not an unreasonable requirement for students in their eleventh year of formal instruction in English (presuming, of course, that it is one of the explicit aims of the course).

A rough count of the occurrence of recorded frequencies in Section A shows that, of 844 target items, 678 are found in the G.S.L. These figures are significant, although not exact, in that multiple occurrences of errors (shown by figures in brackets after the error items) and a number of different errors on one target item, do not feature in the computation. The inclusion of such results would, in any case, improve the ratio of frequency-positive items

Such finer calculations will in no way affect the main point, which is that mastery of the contents of the G.S.L would, in theory, eliminate a very large number of errors.

## 9.2. Items in Part A

It will be noted that by far the majority of items in Part A (Lexis: Parts of Speech) are either nonce occurrences, or items with very low frequency of occurrence in the error analysis. This is not surprising in an error count based on a large number of pieces of 'free' or unstructured writing. As will be seen shortly, it is possible to isolate patterns or 'sets' of errors, but inevitably, in such an analysis, a large number will defy closer categorization. It is far easier to draw conclusions from a section such as Part D (Morphology) where a large number of nonce or low-frequency occurrences may nevertheless be subsumed under the heading of a particular type of morphological error.

The majority of students chose to write compositions on 'A Holiday Visit' and it is not surprising that from Part A, Sections A1 to A10 (Nouns and Verbs, various), one can extract the following target items within the lexical set of 'Travel' (Figures in brackets after the item indicate frequency of occurrence of the error in the count; unless (0) is shown, the item does occur in the G.S.L)

Nouns: (0) airport, arrival, (0) departure, (0) driver (but 'drive' features in the G.S.L), (0) food basket, home, journey, (train) line, baggage/luggage (baggage features in G.S.L), party (group), (0) pedestrian, place, signal, taxi, (0) ticket office, ticket, train, travel, trip, waiting room, wheel.

Verbs: arrive (6) (also: arrive at), board (a bus etc) (2), catch (a train)(3), drive (2), enter (4), get into (car) (3), go(home,etc) (12), go (there) (4), go to (2), go back, have (accident, experience, etc) (6), have (holiday)(3), hire (3), invite (4) land (airplane), leave (8), make (visit, journey, etc) (40) make (preparations) (12), make provision, meet (4), pass (a day etc) (2), prepare (8), return, (0) say farewell ('say' features in the G.S.L), (0) spend a holiday ('spend time' features in the G.S.L), stay (4), (also: stay at), stay with (2), take (3 hours), take (taxi), travel (5), visit (2), welcome.

Coincidentally, in the materials provided as exemplification of a 'language-across-the-curriculum' approach in Chapter 3 ('Vocabulary Teaching') it was suggested that the vocabulary of 'Travel' be developed, with specific

reference to those items found in the G.S.L. The suggestion arose from the passage about the life of Jan van Riebeeck which is provided there, but the vocabulary of 'Travel' could be related to the study of geography, through the use of maps and distance tables; other resource material could include timetables and tourist brochures.

The verb target items above are particularly interesting because (1) a number have a relatively high number of errors attached; (2) the great majority occur in the G.S.L.; (3) a number of the target items (eg make, get) are amongst those high-frequency verbs with multiple meanings which have been especially distinguished in Part A, Sections A3 and A4; (4) collocation or semantic restriction is a feature of some of the items, eg (a) get into a car but board a train, bus, etc and (b) board (get into vehicles with purpose of travel or transportation), but enter with meaning restricted to either the action of that moment or, more frequently, immobile objects or places (cinema, arena, etc); (5) the question of perspective (also in lend/borrow, also attested here) is involved in eg come/go, leave/enter, greet/say farewell (these are all binary opposites, and must be taught as sets).

The teaching of vocabulary can be considerably improved by a search through basic word-count lists (eg. the G.S.L.) for items which refer to the topic under discussion, and particularly for various lexical sets (see chapter 2: 'Vocabulary'). Considerable preparation is necessary, and it is useful to prompt oneself by referring to full details in the word-count lists (eg the 'semantic count' with examples in the G.S.L.). Extracted lists, such as provided in the Appendix to this work, will probably not provide enough information, especially for the inexperienced. For example, it is not immediately obvious that make, get and have are so closely involved in the vocabulary of 'travel'.

It has been shown that a Contrastive Analysis of vocabulary is useful, even necessary, for really effective teaching. The writer is aware of his deficiency in this respect. The reader who is competent in both Xhosa and English will probably recognize a significant number of errors which can be accounted for by L1 interference. For instance, this is almost certainly the case in the use of greet in place of say farewell to (cf. Afrikaans groet,

used for both greeting and leave-taking) and in the lend/borrow errors (see B. Harlech-Jones, "Lend, Borrow and Error Analysis")<sup>4</sup>. Lack of proficiency in the L1 of the students is not necessarily a deficiency in the teacher who compiles or uses an error analysis, but it is a deficiency when attempting to predict errors, and it does prevent teaching which is explicitly aimed at improving the learners' perceptions in this important area.

An examination of Sections A1 and A2 (Nouns) shows a number of different causes of error. Besides L1 interference (which can only be guessed at) there are simple inadequacies of vocabulary, where a general term, or one which has some connection is used such as in (target first) affair - thing and cash - silver money. There are 'collocational' errors, such as skin - leather and injury - damage (here the first shows confusion between the 'covering' of the living organism, and the term for that covering when it has been subjected to a process; the second shows confusion between human and non-human application),. With respect to the latter, the writer recently investigated the contents of the G.S.L. with respect to nouns and verbs of 'Damage and Destroy': within this useful set were harm, injure, damage, decay, decompose, blow up, explode, crack, burst and split. Some refer to a particular type of agent; some can form another part of speech by conversion, some by affixation; some are irregular verbs, others not; some are transitive only, some both transitive and intransitive. In addition, while blow up and explode are close to identical in meaning, the noun formed from blow up is uncommon, and explosion is usually used in its place, eg 'The bridge was blown up last Monday. The explosion (? blowing up) occurred at 12h00'.

It is true that few of the above nouns and verbs occur in the above categorization of errors. However, the existence of injury-damage would suggest to the intelligent teacher that it could well be worthwhile to investigate and develop proficiency across the whole field of meaning.

In Part A, there are a number of errors which reflect interference from Afrikaans. The number is small and includes chair - bank, film - prent, table - tafel, whites (white people) - blanke, move(house) - trek, together - same/some (3) (i.e. 'saam') and naughty - stout.

Errors such as end - last , middle - half and beginning - next suggest that it might be worthwhile doing the same for points on a scale from beginning to end in both space and time, and on various planes.

It is interesting to note that four target items in A2 (nouns; nonce) discriminated successfully in both Pre-Test 3 and Final Test 10 (the latter derived from the former), these items being view, coast, event, and advantage, suggesting that although they are nonce occurrences here, they are items concerning which there is considerable uncertainty amongst the testees/students. Such observations indicate the very random nature of an error analysis such as this and the necessity to regard most of the results as ~~being~~ simply indications of possible trends, or as spurs to further investigation. One is seldom able to extract such a comprehensive set as that of 'Travel' (above).

Sections A3 and A4 are particularly noteworthy. Contrary to the practice in all other sections of Part A, they are distinguished by a grouping of certain error items (although the target items are placed first, as usual). These error items are all high-frequency verbs, and it is significant that the G.S.L. shows a multiplicity of meanings for each of the verbs which are the subjects of these sections (notably, twelve separate meanings for take). In addition, each entry in the G.S.L. is accompanied by many examples, and often a large number of examples which cannot readily be classified (most especially for put, where there are seventeen items under 'Various', these being individual uses which cannot be classified under the three main meanings shown in the entry.)

The reader will be struck by the large number of cases in which both target and error items are amongst the list of high-frequency verbs which are the subject of sections A3 and A4. One likely reason for this is that these verbs are often used as accepted equivalents for less frequent items (eg do a dance - perform a dance or get a letter - receive a letter) both individually and as compound verbs (eg do up = decorate). The continual exposure to such high-frequency items, but exposure which has not yet provided mastery, means that they are available as a group or in their own right.

These sections are an effective warning to the teacher that the 'little' words, those of notably high-frequency, are often the ones which deserve the most attention and reinforcement. They are also a salutary reminder that the more frequent a word is, the more potential hazards it contains. The multiplicity of meanings attaching to each one of these 'words' also reminds the reader that,

while a word-count such as the G.S.L. might contain a certain number of headword entries (2000 in the case of the G.S.L.) the actual number of items and meanings contained therein is likely to be very much higher.

The sections A7 to A10 contain a useful reminder that compound verbs cannot be ignored even at this level of instruction. In fact, because they are comprised of elements (base plus particle) which individually are usually high frequency items, it is easy to reject compound verbs as 'not worth teaching' - or for them to be ignored altogether. The results of Pre-Test 4 and Final Test 11 (the latter derived from the former) show that the general proficiency of this group of students in this particular area is not high; in fact, the analysis of Final Test 11 emphasises that the Low 25% group of testees (those testees who formed the bottom quarter of the test group, with regard to proficiency) produced remarkably poor results. Nor were the results for the High 25% group as good as in other Final Test in this series.

The compound verb errors are of easily predictable types, namely the omission of the particle (the most common error) and confusion of the particles. An unexpected type of error is that recorded in A9, where a compound verb is used instead of the bare infinitive. All of the 'compound verbs' which are used in error (with the exception of catch away) are in general use and some of them are of relatively high frequency, eg go away (184 in the G.S.L.), find out (116) and work out (79). The errors in this section can probably be explained as simply the results of carelessness: the compound verb is relatively familiar and comes to mind at the time.

Sections A11 and A12 (Adjectives) provides a selection of errors in the area of human emotions, traits and achievements, eg sad - worried (15 occurrences) and -frightened; bad-mannered - funny (2); generous - merciful (2); amusing - laughable; angry - funny etc. It will also be noted that throughout sections A1 to A11 there are errors which refer to historical time (eg earlier - primitive) and stages in material and other culture (eg affluent - civilized). This is to be expected because one of the choices of compositions was the topic 'Life Today As Compared With That Of Our Forefathers'.

In Section A13 (Adverbs: Intensifiers) is found an error with one of the highest number of occurrences in this count, nl. very - too (56). This error is considered one of the typical markers of 'African English' but notwithstanding that fact, a consideration of the possible communicative effects of the error should warn against laissez-faireness in teaching. Very and too are both intensifiers, but they are not synonymous. The former is used in categorical statements; the latter implies negation, even if not qualified by the to- phrase eg 'He is too sick (to eat this food)'. A statement such as He is very sick cannot be interpreted as implying negation, even \*He is very sick to eat his food is likely to be confusing in much of the English-speaking world (Sick of eating? Too sick to eat? Sick while eating?). No doubt the asterisked sentence will be understood by speakers of African English in Southern Africa, in which case it fulfils a communicative function. But the audience is comparatively small, and students need to be made aware of this.

Sections A15 and A16 (Determiners, not including articles; and Conjunctions, Subordinators and Conjuncts) should alert the reader to the fact that much practice is still necessary in these areas. It is all too easy to assume that because these are high-frequency function words, encountered again and again, the students have achieved mastery in these areas. Considerable expertise is required in devising materials for effective teaching here, and a well designed and comprehensive course should include much re-entry of these items. In preparing materials which are explicitly aimed at teaching these items, it is useful to consult a manual such as the G.S.L. which not only provides the various meanings attaching to each item, dictionary-fashion, but also supplies many examples of authentic use.

The reading of this section can be cross-referred to Section D1 (under 'Morphology'). D1 shows a surprisingly large number of cases where, with the determiner and the context indicating a noun in the plural, the singular form is used. It is tempting to regard this as a case where the informants have decided that, because other plural 'markers' are present (i.e. determiners and verbs forms) the actual plural marker attached to the noun is simply redundant. In fact, in such cases it is redundant for basic communication. But Sections D1.6. and D1.7 attest a significant number of cases where the singular form of the noun is used without the presence of a determiner; in D1.6 this can be explained by the facts that the nouns are in sequence, and one or

other of the nouns (generally the former) contains the plural marker. But in D1.7, which contains many more cases, the noun in each structure is on its own and only the context (form of verb, or general context) shows that the plural form is intended.

It can be suggested that this can be accounted for by L1 Interference, although redundancy may play a part. Xhosa forms the plural of nouns by a prefix, and English by a suffix; in addition, there is the question of what clusters of final consonants, if any, are acceptable to, or easily learnt by, Xhosa-speaking learners of English. Xhosa nouns generally end in a final CVC sequence in both singular and plural (because plural is marked by a change of prefix) whereas English nouns have consonants in the final position (sometimes a cluster) and add a further consonant (-/s/ and -/z/ except after nouns ending in the singular in -/s/ and -/z/ where the plural is formed by -/ɪz/). One can thus hypothesize that, while 'Plural' is of course a universal concept, Xhosa-speaking learners of English (and probably speakers of other Bantu languages) have marked difficulty in recognizing and producing English noun-plural forms. This is certainly a matter for research, and if it is in fact proven, will require particular adaptations to language teaching methodology. While the plural marker is virtually redundant in an error such as (1) We saw a group of student there (which is attested in D1.7), other errors also attested there such as (2) We saw the big ostrich of Oudtshoorn and (3) We cut wood from tree have more serious implications for easy communication. The context of the passage in which Sentence (2) appeared made it plain that ostriches was intended; however, the same sentence occurring in a relatively de-contextualized environment could lead to definite confusion:

- A: What did you see on your trip?  
 B: We saw the big ostrich of Oudtshoorn.  
 A: Really? Is it very big?  
 B: Sorry? Is what very big?  
 (OR B: No, Oudtshoorn is a small town?  
 A: No, I mean the ostrich.  
 B: What ostrich?) (AND SO ON)

Section 16.1 (Conjunctions) does not reflect a large occurrence of errors but (as with 16.2. and 16.3) emphasizes that even at this level of instruction the common function words cannot be ignored. The conjunction and has particular hazards in that it not only functions as a simple connective, but can also be used to show temporal sequence (eg 'He peeled the apple and ate it') and consequence (eg 'He stood up and they were silent'). In Section 16.3, because as target item shows an unaccountably large number of circumlocution errors. A number of the 'errors' are in fact stylistic, such as just because (2) and for the purpose (2), reflecting an area of instruction which is not much dealt with in language manuals, probably because such distinctions are difficult to exemplify in text or in illustration. Section 16.3 is also notable for 'inter-subordinator' errors i.e. one subordinator used in error for another, which re-emphasizes that instruction in this area should not be ignored.

Although few occurrences are shown in section A17 (Correlative Subordinators) errors for so...that are amongst the accepted markers of 'African English' and this section draws attention to an area which is consistently ignored in language manuals.

### 9.3. Parts B and C

As has been stated this categorization of errors does not attempt a full record of spelling errors. Both Sections B1 and B2 contains a significant number of spelling errors which result from poor pronunciation. It is by now an accepted fact that the teaching of pronunciation (and other aspects of phonology) is notoriously poor in Black schools, and the errors in these sections are only the evidential tip of the problem. There is an unfortunate tendency, partly as a result of the diversity of accents amongst L1 speakers of English, partly as a result of the contemporary interest in describing and determining the domain of well-established L2 varieties, to downplay the very real communication problems which can be caused by inadequate pronunciation. A perusal of the errors in B1 and B2 will emphasize that a pronunciation which makes a full range of phonemic distinctions is not a luxury, but a basic aim of a language course; and that inadequacies can and

will have a deleterious effect on reading and especially on written expression.

Section C4 (Meaning Unknown) includes four terms reflecting family relationships, including 6 occurrences of cousin sister. The vocabulary of kinship terms has been the subject of much linguistic investigation in latter years, and is fraught with difficulties for teaching, not so much because lexical items might have different connotations in different languages, but because family relationship is a cultural matter. The 'error' in C4 seems to reflect an attempt by Xhosa-speaking learners to use English vocabulary to reflect relationships and positions within the family which do not exist in Western culture, and for which the vocabulary of English is thus inadequate. Robert Lado's Linguistics Across Cultures suggests that an understanding of the culture of the student, and the culture of the people whose language he/she is learning, is a basic task for language teachers. Recent studies have attempted to show that students may be better motivated if the culture of the 'target language' is represented in teaching materials by those features which show affinity or similarity, rather than by those which emphasize differences. For example, H. Tuttle et al conclude their study with the recommendation that

"Cultural materials should be used only when they assist in achieving the desired educational objectives of creating more positive attitudes towards the new culture" and "Culture should become a crucial part of a foreign language program on all levels of instruction..."<sup>2</sup>

Language, of course, reflects the culture of those who use it. Without an understanding of cultural differences, the ESFL teacher is very poorly placed to understand the difficulties faced by his/her students in trying to adapt L2 lexis to the concepts and relationships of their culture. Often the difficulties may be primarily lexical, or at least be able to be explained by Contrastive Analysis with a minimum of cultural background, as for example where the culture of the learner has a term which approximates to, say 'father', but includes, say, all male relatives on the father's side.

Section C8 (It Confusion) shows only three occurrences. However, experience has shown that there is considerable difficulty with 'anticipative it' and 'anticipative there'. Possibly the small number of occurrences reflect the 'avoidance phenomenon', whereby the learner avoids a structure which he feels incompetent to handle-(or does not use it because it is simply not in his repertoire ).

This focusses attention on a common defect of error analyses: they reflect only what the students produce (or care to produce); they cannot be used to assess competence.

Section C11 reflects errors in an area which shares this feature in common with word-formation: a rule may be only partly productive or may apply to only some of the cases to which in theory it can (or seems to) apply.

Quirk and Greenbaum (A University Grammar of English) contains a useful account of the use of the '-S and OF- Genitives'<sup>3</sup>; upon study, the writer realized that this was an area which he had innocently ignored during a number of years of ESL teaching. One of the healthy effects of an error analysis, for both researcher and reader, is that it reveals many really problematical areas of language usage which are often simply not noticed; as has now been stated a number of times in this chapter, it serves to remind one that the most common or frequent items or features of usage may nevertheless still present great problems to even fairly advanced learners.

While the use of '-S and OF- Genitive' is rule-based to a large degree, the occurrence of nouns as modifiers (eg the country team) (see Section C10-C12) is largely idiosyncratic. The ESFL teacher who is aware of this can exploit actual texts or other discourse to exemplify this, at the same time providing the learners with examples and exercises. The G.S.L. can provide valuable source material in such exercises, offering as it does a collection of many high-frequency items, with regular examples of genitive use and noun premodification. Thus the teacher or writer of materials can be guided to select examples which will probably be of use to the learners; alternatively, if this is thought to be a good method, examples where the transformations are not applicable to items in common use, can also be supplied.

#### 9.4. Part D

The final section of this error analysis (D.Morphology) has been included because morphology is an area which, although in most respects grammatical in function, is 'lexical' in its implications for the learner. For example, the

learner may know that the verb act (on a stage) can nominalize; the use of the 'nominalization' is grammatically dictated, but the use of the correct form (act as conversion form? act plus affix? act plus which affix?) is closely akin to the process of 'finding the right word'. This is also true, for example, of finding the correct structure for the passive. In a sentence like The Channel has been swum by many people, the past participle (-EN form) (swum) is not the major passive marker; communication would hardly be affected if swam (past, -EN form) was used in error.

This latter comment can apply to most areas of the morphology of English, or at least to those recorded here; the effect on communication of the wrong form is usually minimal. (Although the real danger exists that a sentence may contain a number of incorrect morphological forms, in which case there might be a significantly deleterious effect on the communicative force of the sentence.)

For the learner, the most disturbing result of a lack of control over morphology in one or more areas may not be seen in production (where avoidance tactics may be used, or the receiver may assist in clarifying the message) but in reception (reading and listening) where recourse to clarification may not be readily available, or where the learner may not be aware of his own deficiencies. For example, in such an exchange:

A: The men who interpret despise the man who edits the tape.

B: Does WHAT?

the 3rd-person-S supplies the only clue that the question refers to the activity of the second party, and not the first.

It is true that morphological errors do not, in many cases, have a serious effect on communication. Nevertheless, the reader is referred to those Pre-Tests and related Final Tests which were based on the principle of the 'partial productivity of lexical rules', where these tests proved extraordinarily successful in discriminating between learners of high and low proficiency in English.

Although 'pure' communication may not be affected by many types of morphological errors, there may be a considerable amount of 'listener irritation' at these errors. The inescapable fact is that unsophisticated manipulation of morphological features is often identified with low intelligence, low education or bad habits such as carelessness. Linguists may scoff at these prejudices, but teachers, and especially

the learners, will ignore them at their peril. For illuminating accounts of the relationships between morphological features and social class, the reader may consult P.Trudgill's Sociolinguistics in particular Chapter 2, "Language and Social Class"<sup>4</sup>. In addition, there has of late been much interest in aspects of 'native-speaker irritation'; this is touched on in various papers, although not extensively dealt with, in Errata.<sup>5</sup>

While it is tempting to condone morphological errors, possibly in sympathy with the learner's load or with a local variety of English, it must be remembered that Standard English is the aim of English instruction in Southern Africa, and that linguistic studies have not advanced to the stage where the teacher can safely deemphasize certain aspects of the language. In addition, there is the important aspect of learner motivation and learner satisfaction. Just as native-speakers have an enormous vested interest in mastering aspects of their language which, scientifically speaking, are idiosyncratic or redundant, so L2 learners achieve satisfaction and confidence as they perceive themselves approaching a goal of full bilingualism (refer G.Pullum, "Good Grammar: Is it Really Necessary? ")<sup>6</sup>.

#### References

- 1) Harlech-Jones (17)
- 2) Tuttle et al (45) p.182
- 3) Quirk and Greenbaum (39) pp. 96 - 100
- 4) Trudgill (46)
- 5) see under Olsson (43)
- 6) Pullum (38)

CHAPTER 10: Conclusions and recommendations

10.1 Purpose of the study

In Chapter 1 of this work, it was shown that the subjects of this study, i.e. students in the Primary Teachers' Certificate course, are representative of the certification course which produces about 80% of Black teachers at the initial stage of professional training. Although no statistics are available, it is known that (if present trends continue) the majority of teachers with this certificate will probably not further improve their qualifications. Statements such as those by Lanham<sup>1</sup> and Harshorne<sup>3</sup> attest to the generally low standard of English amongst teacher-trainees and in Black education in general. This is disturbing, not only because these teachers are usually the major source of English for their pupils, but also because proficiency in English is becoming increasingly important for general scholastic success, with the use of English as a medium of instruction (both oral and written).

The latter point is developed in Chapter 3, with considerable reference to H.G.Widdowson's Teaching Language as Communication,<sup>3</sup> and with reference to the views of Rodseth<sup>4</sup> and Gillespie<sup>5</sup> on the need for curriculum-based instruction in English in South Africa. This chapter concludes with some suggested materials for a 'language-across-the-curriculum' approach to English teaching.

At the conclusion of Chapter 1, there is a lengthy quotation from Leventson, which states that there has been general neglect of vocabulary study by

"linguists in general and by psycholinguists in particular."

He shows that major reasons for this neglect are that there has been emphasis on the beginning stages of language learning

"both by language teaching methodologists and language acquisition researchers"

It is his opinion that

"Neglect is perhaps an understatement; one might almost say that second language lexical acquisition has been a victim of discrimination."<sup>6</sup>

The purpose of this study is thus not only to evaluate vocabulary proficiency, but also to comment on the present state of, and practice with regard to, vocabulary teaching.

## 10.2 Vocabulary and vocabulary teaching

Chapter 2 provides a theoretical background to the question of what constitutes vocabulary and presents the 'structure/lexis' dichotomy. Structuralism is significant not only in-itself, but because it has given rise to the 'audio-lingual' method, which has had wide currency in ESFL teaching, and has dominated practice in the teaching of English in the Black educational systems of South Africa. The theoretical discussion of what constitutes vocabulary attempts to summarize something of what is available at present, but does emphasize that further development waits on research into semantics and language acquisition.

Reference is also made to word frequency counts, particularly M. West's A General Service List of English Words.<sup>7</sup> The G.S.L. has prominence in this study because it is used as a control in the absence of other, officially prescribed standards of attainment, and because mastery of the contents (not an unreasonable requirement after eleven or twelve years of formal study in English, if it is one of the aims of the course) would seem to provide a very sound basis for English for general use. In this regard, there is a significant quotation from Bright and McGregor<sup>8</sup> (see page 29 of this work); the comments on the categorization of errors (Chapter 9) show that over 80% of the target items in the Part A (lexis) section of the categorization, appear in the G.S.L. Thus, in theory, mastery of the contents of the G.S.L. would have eliminated the greater portion of errors. Because lexical rules are only 'partially productive' and, at the lower end, tend towards idiosyncrasy, the assumption cannot be advanced as freely for the morphological errors; nevertheless, it will apply there as well.

There is considerable discussion of 'audio-lingualism' via comments on the definitive works of Fries,<sup>9</sup> Lado<sup>10</sup> and Rivers.<sup>11</sup> It is shown that they make provision for explicit and increasing (with the length of the course/ advancement through stages) teaching of vocabulary but that their attention is centred on the beginning stages, for which they provide extensive

exemplification of method. Unfortunately only 'pattern practice' has been embraced by teachers (certainly in Southern Africa) so that it is often applied without thought, without variety, and certainly without consideration of the context in which its exponents place it.

Vocabulary teaching/acquisition becomes increasingly important in the later stages of language learning: something which, along with theoretical knowledge of vocabulary and vocabulary teaching, has been ignored or has languished in neglect.

The present concern is with use - based (not usage-based) courses, and it is suggested that these can best be achieved by a 'language-across-the-curriculum' approach. Some proposed materials are provided to show how vocabulary can be taught in this context.

As Cornu observes

"Vocabulary teaching encompasses two main aspects. First, a correct and thorough presentation of the meanings of the words to be acquired is needed. Second, the organization of the teaching must be done in such a way as to improve retention!"<sup>12</sup>

There is evidence that if second-language learning is to proceed by the most efficient path or 'model', namely that it should parallel the way in which the first-language is acquired, then vocabulary teaching/acquisition requires that

"learning the reference of the lexical items and the sense-relations that hold between them (should be) in the contexts in which they are used" (Lyons).<sup>13</sup>

It is observed in Chapter 2 that, primarily in view of the 'non-isomorphic' relationship which holds between languages, in Lyons' view the 'context' requires that each lexical item ultimately be learnt on its own terms and within its own framework (this work, Chapter 2, page 15).

### 10.3 The General Service List of English Words.

Reference has already been made above to the use in this study of the G.S.L. as a 'control' in ascertaining proficiency in vocabulary. The corollary

is that the G.S.L. can serve as a major resource or 'teaching tool', and to a certain extent it is under investigation here on those grounds. In Chapter 9 (Comment on the Error Analysis) it was shown that over 80% of the lexical errors, i.e. items which the informants required to be available at the time of production, were found in the G.S.L., which itself suggests the validity of using this work as a major resource for vocabulary teaching.

It is not suggested that this is the only work which can be so used, or that its contents should be the sole prescription. Rather, it is suggested as one (possibly the) major resource, which can and should be supplemented by others and by the requirements of the situation.

All items in the tests (Chapters 5 and 6) were drawn from the G.S.L. This includes all distractor items. The use of the G.S.L. as control is justified on the grounds that it is a list especially selected with ESFL teaching in mind, that it has been widely used previously, and that substantial lack of control over its contents by students in their eleventh or twelfth years of formal instruction in English, does constitute an indictment of some severity of their proficiency and the educational system.

It was argued that the further usefulness of the G.S.L. would be shown if the tests revealed a relationship between proficiency and the frequency of items as noted in the G.S.L. The findings in this regard were reported on in the conclusion to Chapter 6 (section 6.13.3), and will be referred to again.

#### 10.4. The Tests

##### 10.4.1 The 'partial productivity' hypothesis

The hypothesis underlying these tests was that because lexical rules are only partially productive, that is in practice not all cases apply which in theory can apply, those tests which provided 'acceptable' and 'unacceptable/potential' items would discriminate effectively between testees of high and low proficiency. The basis for the assumption is that each item virtually has to be known as an item, and that therefore the wider the exposure to English, the more certain the judgement about whether an item is 'acceptable' or not.

In fact, these tests proved very effective, although those tests where the crucial item was contained in a phrase were less effective. The reader is referred to Final Tests 1, 2, 4, 5, 6 and 7 and the related Post-Final Test form (section 6.14). Reference can also be made to Pre-Tests 1, 2, 5, 10, 11 and 13.

It is suggested that further research be done into this economical and effective type of test.

#### 10.4.2 General proficiency

The success of the 'partial productivity' tests in distinguishing between testees of high and low proficiency, is indication of the great range of proficiency in vocabulary which is found amongst this group of students. That there is reason for concern will be proved by a glance at the items included in the Post-Final Test form (6.14), which contains items which have discriminated successfully in both the Pre- and Final Tests. The tests show such items as familiar, gradual, patient, foreign, event, coast, pile, paw, favour, suggest, persuade, etc and their inclusion shows that at least a significant portion of testees in each case did not have control over the item. It must be remembered that it is not only items which are included in the Post-Final Test form which showed poor performance by at least a portion of the testees; an number of items fell out because the overall performance on these was so poor that they did not produce acceptable item discrimination indices.

Proficiency was particularly poor in the case of compound verbs (see Post-Final Test 10) and the -EN (participial) form presented in the frame of the Present Perfect tense (see Post-Final Test 3B).

We are once again reminded that the P.T.C. course produces about 80% of the teachers for the Black educational systems and that the majority of these students, once in service, will not only have to teach English as a subject but will probably, at some time and possibly for a considerable portion of

their careers, be required to teach other subjects through the medium of English.

Thus it must be recorded that there is considerable cause for concern. Unfortunately it is impossible to make comprehensive statements about proficiency, because of the absence of officially prescribed standards (or controls set up on the basis of sound criteria), and because of the variable results of tests and individual items. For a good overview the reader must be referred back to the analyses of the results of the tests, particularly of the Pre-Tests.

#### 10.4.3 Relationship between proficiency and frequency as recorded in the G.S.L.

It was explained that further evidence of the usefulness of the G.S.L. as a resource for vocabulary teaching, could be deduced if there was shown to be a definite correlation between proficiency and frequency: that is, if it could be shown that lesser proficiency was associated with lower-frequency items presented in the tests.

This is dealt with in 6.13.3, where it is shown that Final Tests 11 and 12 provide conclusive evidence in this regard. In these tests, there is a wide enough range of frequency for the results to be conclusive. The remaining tests (excluding the 'partial productivity' tests, where there is insufficient information) do not provide conclusive evidence, partly because the range of frequencies is not large enough to make a definitive statement. However, there is slight evidence of a positive relationship. This must be balanced against the results of Test 8, where there is a wide range of frequency but no conclusive evidence of the type sought.

In general, there is evidence of a positive relationship, but not sufficient to be conclusive.

#### 10.5 The Error Analysis

For those who teach English at this level, the error categorization is worth studying. It has been explained that, because of the unstructured nature of the writing, the categorization contains far more 'nonce' items, than items

which can conveniently be assigned to patterns. Nevertheless, it is useful as an example of the range and types of errors which can be produced, and awareness of this alone should help to direct teaching activity. Acquaintance with the categorization should also make one wary of assuming that there is mastery of even the more common features of vocabulary and morphology.

Because of space, and because of my own deficiency in Xhosa (the L1 of the students), Chapter 9 does not attempt a full analysis. These data are nevertheless available to those who wish to continue with the task. It is worth pointing out that the mere availability of the data is in itself an advantage, because making such a categorization is very time-consuming,

One shortcoming of such categorizations, which attest performance only, is that they cannot attest competence. This is referred to on page 307, where it is shown that four nouns which discriminated successfully in both the Pre-Tests and Final Tests, are shown as nonce occurrences only, in the categorization of the errors. However, a positive aspect is that, the errors having been attested, it is possible to test competence in particular areas which have come to light in this manner.

Perhaps one of the most useful findings is that above 80% of the lexical errors could have been eliminated with effective mastery of the contents of the G.S.L.

#### 10.6 Teacher Training

It need hardly be stated that the proficiency in English of students entering the P.T.C. course is of great range and often low. The syllabus for the subject English contains no sound vocabulary development plan, and is generally usage-based.

Nor does the Methodology course (at present called 'Method of the Official Languages') go very far beyond the superficialities of techniques. It has often been suggested that the Methodology course should train teachers for the teaching of certain approved materials, rather than discussing

techniques in a vacuum. With the apathy so commonly found in the hierarchy of the Black educational systems, this has been ignored. But this seems necessary, with in addition a theoretical input at various stages and as various types of materials are met with; in addition, a vocabulary development programme (incorporating such instruction of syntax as also seems necessary), tailored for the needs and levels of the students, could flow from the materials they are working with, so that they are better equipped than their pupils, both theoretically and practically.

### References

- 1). Lanham (27) p.253
- 2) Hartshorne (18) p.26
- 3) Widdowson (49)
- 4) Rodseth (42)
- 5) Gillespie (16)
- 6) Leventson (30) pp.147 - 148
- 7) West (48)
- 8) Bright and McGregor (4) p.22
- 9) Fries (14)
- 10) Lado (25)
- 11) Rivers (41)
- 12) Cornu (7) p.262
- 13) Lyons (31) p.434

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Appendix 1: Nouns (list extracted from the General Service List of English Words)

ability	attempt	blow	car
absence	attention	board	card
accident	attraction	boast	care
account	audience	boat	carriage
ache	aunt	body	cart
act	autumn	boiler	case
-or	avenue	bone	castle
-ion	average	book	cat
-ivity	axe	border	catch
address	baby	bottle	cause
admiration	back	bottom	caution
admission	bag	boundary	cave
adoption	baggage	bounds	cent
advance	balance	bow (+arrow)	centre
advantage	ball	bow (=polite)	century
adventure	band	bowl	ceremony
advertisement	bank	box	certainty (un-)
advertising	bar	boy	chain
advice	barber	brain	chair
aeroplane/airplane	bargain	branch	chairman
affair	barrel	brass	chalk
afternoon	base	bravery	chance
age	basis	break	change
agent	basin	breakage	character
agency	basket	breakfast	charge
agreement	bath	breath	charm
agriculture	bathe	breathing	cheat
aim	battle	bribe	check
amount	beak	brick	cheer
amusement	beam	bridge	cheese
anger	bean	broadcast	cheque
angle	beard	breadth	chest
animal	beast	brother	chief
answer	beat	brown	child
anxiety	beauty	brush	childhood
apology	bed	building	chimney
dis/appearance	bedroom	bunch	choice
applause	beggar	bundle	Christmas
apple	beginning	burn	church/-yard
application	behaviour	burning	civilization
appointment	being (well-)	burst	circle
approval	belief	burial	claim
arch	bell	bus	class
archway	belt	bush	clay
argument	bend	business	clearness
arm	berry	butter	clerk
army	bicycle	button	cliff
arrangement	bill	cage	clock
arrest	bird	cake	clockwork
arrival	birth	calm/ness	close
arrow	bit	camera	cloth
art	bite	camp	clothes
article	blade	canal	clothing
ash	blame	cap	cloud
association	blessing	cape	club
astonishment	block	capital	coal
attack	blood	captain	coast

coat/over-	cover	descendant	earth
coffee/pot	coward	descent	ease
coin	crack	description	eating
cold/ness	crash	desert	edge
collection	cream	desire	education
collector	creature	desk	effect
college	crime	despair	efficiency
colony	criminal	destruction	effort
colonist	critic	detail	egg
colour	crop	determination	elasticity
comb	cross/ing	development	election
combination	crowd	devil	electricity
comfort	crown	diamond	electrician
command	cruelty	dictionary	empire
committee	cry	difference	employee
commonsense	cultivation	difficulty	employer
companion/ship	cultivator	dinner	employment
company	cup	dip	enclosure
comparison	cupboard	direction	encouragement
competition	cure	director	end/-ing
competitor	curiosity	dirt	enemy
complaint	curl	disappointment	engine/-eer
composer	current	discipline	English
composition	curse	discoverer	enjoyment
concern	curtain	discovery	entrance
condition	curve	discussion	envelope
confess/ion	cushion	disease	envy
confidence	custom/-er	disgust	equal/-ity
confusion	cut	dish	escape
congratulation/s	damp	dismissal	essence
connection	dance/-r/-ing	distance	essential
conqueror	danger	district	evening
conquest	daring	disturbance	event
conscience	dark/-ness	ditch	everybody
consciousness	date	dive	evil
consideration	daughter	division	examination
container	day/light	doctor	examiner
content/dis-	dead	dog	example
control	death/bed	dollar	excellence
convenience	deal	donkey	exception
conversation	debt	door	excess
cook/-ing/-ery	decay	dot	exchange
cool	deceit	double	excitement
copper	decision	doubt	excuse
copy	declaration	dozen	exercise
cork/screw	decrease	drawer	existence
corn	deed	dream	expectation
corner	deep	dress	expense
correction	defeat	drink	experience
cottage	defendant	drive	experiment
cotton	defence	drop	explanation
cough	degree	drowning	explosion
council	delay	drum	explorer
count	delicacy	duck	exploration
country	delight	dullness	expression
courage	delivery	dust	extension
course	demand	duty	extent
cowl	department	ear/-ring	extreme
court/yard	dependant	earning	eye
cousin	dependence	earnest(in ...)	-ball

-brow	-hold	grey	hostess
-lash	-path	grindstone	hotel
-lid	-print	ground	hour
-sight	-step	group	house
-witness	force	growth	hunger
face	foreigner	guard	hunt/-er
factory	forest	guess	hurry/-ing
failure	fork	guide	husband
faint	form	gun	hut
faintness	formality	habit	I
faith	fortune	hair	ice
fall	frame	half/-hour	idea
falsehood	framework	hall	ideal
family	freedom	hammer	idleness
fan	freshness	hand	ill
fancy	friend/-ship	-ful	imagination
farm/-er	front	-shake	imitation
fashion	fright	-writing	importance
fastener	fruit	handkerchief	improvement
fat	fun	handle	inch
fate	funeral	happening	increase
father	fur	harbour	independence
fault	furniture	harm	industry
favour/-ite	future	harvest	influence
fear	gain	haste	information
feast/-ing	gallon	hat	ink
feather	game	hate	in-law
feed	gap	hatred	inn
feeling	garden/-er	hay	inquiry (enquiry)
fellow/-ship	gas	he	insect
female	gate/way	head	inside
fence	gaiety	healing	instant
fever	general	health	instrument
field	generosity	heap	insult
fight	gentleness	hearer	insurance
figure	gentleman	heart	intention
full	girl	heat/-ing	interest
film	gift	heaven	interference
find	glass	height	interruption
finger	glory	help/-er	introduction
finish	goat		invention
fish	god/-dess	hesitation	inventor
fire	godfather	highland	invitation
fisherman	godmother	highway	iron
fitness	gold	hil/-side/-top	island
flag	-dust	hindrance	it
flame	-fish	hire	jaw
flash	-mine	hit	jealousy
flavour	good	hold/-er	jewel
flesh	-ness	hole	joint
flood	-will	holiday/s	joke
floor	government	hollow	journey
flour	governor	holiness	joy
flow	grace	home	judge
flower	grain	honesty	judgement
fly	grammar	honour/dis-	juice
follower	grass	hook	jump
food	grave	hope	justice
fool	grease	horizon	keeper
foolishness	greed	horse/-back/-man	key
foot	green	hospital	kick
-ball	greeting	host	kind/-ness

king/-dom	luck	misconduct	north
kitchen	lump	misfit	nose
knee	lunch	misfortune	note
knife	lung	mistrust	-book
knock	machine/-ry	misunderstanding	-paper
knot	madness	misery	nothing
knowledge	madman	mistake	notice
lack	mail	mixture	noun
ladder	mainland	model	nuisance
lady	maker	moderation	number
lake	male	modesty	nurse
lamp	man	moment	nursery
land/-ing/-lord	manager	money	nut
language	management	monkey	oar
laugh/-ter	manner/s	month	obedience
law/-yer	manufacture	moon	object
lead	map	moonlight	objection
leaf	march	moral	observation
leaning	mark	morality/im-	occasion
learning	market	morning	ocean
leather	marriage	mother	offence
left	mass	motion	offer
leg	master/piece	motor	office/-r
length	mat	mountain	official
lessening	match/-es	mount	oil
letter	material	mouse	omission
level	matter	mouth	opening
liberty	te	move/-ment	operation
library/-ian	meal	mud	opinion
lid	meaning	multiplication	opportunity
lie	means	murder	orange
liar	meanwhile	music	order
life	measure/-ment	musician	organ
light	meat	my	organization
limb	mechanic	myself	origin/-ality
limit	mechanism	mystery	ornament
limitation	medicine	nail	outline
line	meeting	name	outside
lip	member/-ship	nation/-ality	owner/-ship
liquid	memory	nature	package
list	memorial	neatness	pad/-ding
listener	mention	necessity	page
literature	merchant	neck/lace	pain
little	mercy	need	paint
living	message	needle	painter
load	messenger	neighbour/-hood	pair
loaf	metal	nephew	paleness
loan	middle	nest	pan
lock	midst	net	paper
lodging	mile	network	parcel
log	mileage	news/paper	pardon
length	milk	niece	parent
look	mill	night	park
lord	mind	nobody	part/-ile
loss	mine/-r	nonsense	partner
lot	minister	noble	party
love	minute	noise	past
lowland	misadventure	none	passage
loyalty	mischance	noon	passenger

paste	im-	radio	riches
pastry	post	rail	ride/-r
path	pot	railway	right
patience	pound	rain/bow/fall	rise
pattern	poverty	rake	risk
pause	powder	rank	rival/-ry
paw	power	rat	river
pay	practice	rawness	road/side
payment	praise	ray	roar
peace	prayer	razor	robber/-y
pearl	preacher	reach	rock
pen	preference	reader	rod
pencil	prejudice	reality	roll/-er
penny	preparation	realization	roof
people	present (=time)		room
perfection	present (=gift)		rope
performer	presence	reason	roughness
-ance	preservation	receiver	row(...a boat)
permission	president	receipt	row(=argument)
persuasion	press/-ure	recognition	royalty
pet	pretence	recommendation	rubber
photograph/-y	prevention	record	rubbish
picture	price	red	rudeness
piece	pride	reduction	rug
pig	priest	reference	ruin/s
pigeon	print/-er	reflection	rule/-r
pile	prison/-er	refreshment	run/--ning
pin	prize	refusal	rush
pinch	problem	regard	rust
pink	procession	regret	sacrifice
pity	produce	rejoicing	saddle
place	product	relation	safety
plain	profession/--al	relief	sail
plan	profit	religion	sake
plant/-er	programme	remains	salary
plaster	progress	remedy	salesman
plate	promise	rent	salt
play/-er	proof	repair	sample
-ground	property	reply	sand
-thing	proposal	report/-er	satisfaction/dis-
pleasure/dis-	protection	representative	sauce
plenty	pride	reproduction	saucer
plough	proof	republic	saw
plural	public	reputation	scale
pocket	pump	request	scales
poet/-ry	punishment	rescue	scarcity
poem	pupil	reserve	scene/--ry
point/-er	purity	resignation	scent
poison	purple	resistance	school
police/-man	push	respect	science/--tist
polish	puzzle	responsibility	scissors
politeness	quality	rest	scolding
politics	quantity	restaurant	scorn
politician	quarrel	result	scratch
pool	quart	retirement	screen
popularity	quarter	return	screw
population	queen	revenge	sea/level/man
position	question	review	season
possession/-or	quiet	reward	seat
possibility	rabbit	ribbon	second
	race	rice	secret/--cy

secretary	situation	/boat	swing
seed	size	/engine	sword
self	skill	/-er	sympathy
-consciousness	skin	/ship	system
-control	skirt	steel	table
-government	sky	stem	tail
-interest	slave/ry	step	tailor
-respect	sleep/er	stick	tap
sense	slip	stillness	taste
sentence	slope	sting	tax
separation	smell	stock	taxi
servant	smile	stocking	tea
service	smoke	stomach	teacher
set	snow	stone	teaching
shade	soap	stop	tear
shadow	society	store	telegraph
shame	socks	storm	telephone
shape	softness	story	temper
share	soil	stove	temperature
shave	soldier	strange	temple
she	solid	strap	temptation
sheep	solution	straw	tendency
sheet	somebody	stream	tenderness
shelf	something	street	tent
shell	son	strength	term
shelter	sore	stretch	test
shield	sorrow	strike	thanks
shilling	sort	stroke	theatre
shine	sound	string	them
/sun-	soul	strip	they
/moon-	soup	stripe	thickness
ship	south	struggle	thief
/-building	space	study	thing
/-ment	spade	stupidity	thinker
/-wreck	speaker	stuff	thirst
shirt	speech	subject	thorn
shock	speed	substance	thought
shoe	spelling	success	thread
shot	spirit/s	sufferer	threat
shop	split	sugar	throat
shore	spoon	suggestion	throw
short/sight	sport	suit	thumb
shoulder	sportsman	summer	thunder
shout	spot	sun	ticket
show	spread	/beam	tide
shower	spring/time	/light	time
sick/-ness	square	/rise	tin
side	staff	/set	tip
sight	stage	/shine	title
sign	stain	supper	tobacco
signature	staircase	supply	today
signal	stamp	support	toe
silence	stand	surface	tomorrow
silk	standard	surprise	ton
silver	star	surroundings	tongue
simplicity	start	suspicious	tonight
sincerity	state/-ment	sweat	tool
song/singer	station	sweet/-ness	tooth
sir	steam	swelling	top
sister			total
sittingroom			

touch	want	yard
tour	war	year
to el	warmth	yellow
tower	watch/-fulness	yesterday
town/hall	water	you
toy	/bottle	yourself
track	/course	young/-ster
trade/-r	/fall	youth
translation	/pipe	zero
translator	/way	
trap	/works	
travel	wave	
tray	wax	
treasure/-r/-ry	ay	
tree	we	
trial	weakness	
tribe	wealth	
trick	weapon	
trip	wear	
trouble	weather	
truth	weaver	
trunk	weed	
trust	week/day/end	
try	weight	
tube	welcome	
tune	well	
turn/-ing	west	
twist	wet	
type	whatever	
underclothing	wheat	
undergraduate	wheel	
underground	meanwhile	
union	whip	
unit /-y	whisper	
university	whistle	
upset	wicked/-ness	
valley	width	
value	wind	
variety	window	
veil	wine	
verb	wing	
verse	winter	
vessel	wire/-less	
victory	wish	
view	witness	
village	woman	
violence	wonder	
virtue	wood/land/work	
visit/or	wool	
voice	word	
vote/-r	work/s	
vowel	working/s	
voyage	world	
wage/s	warn	
waist	worry	
waistcoat	worship	
wait/-er/-ress	worth	
walk	wound	
walking stick	wrap/-per	
wall	wreck	
	writing/hand-	

Appendix 2: Verbs (list extracted from the G.S.L)

accept	beg	civilize	darken
accords	begin	claim	date
account	behave	class	deafen
accuse	believe	clean	deal
accustom	belong	climb	decay
ache	bend	close	deceive
act	bind	clothe	decide
add	bite	coat	declare
address	blame	coin	decrease
admire	bless	collect	defeat
admit	blind	colour	defend
adopt	block	comb	delay
advance	bleed	combine	delight
advertise	blow	come	deliver
advise	boast	comfort	demand
afford	boil	command	depend
agree	border	compare	descend
aim	borrow	compete	describe
allow	branch	complain	deserve
amount	break	complete	desire
amuse	breath	compose	despair
annoy	bribe	concern	destroy
answer	brighten	confess	determine
apologise	bring	confuse	develop
appear/dis-	broadcast	congratulate	die
applaud	brown	connect	dig
apply	brush	conquer	dine
appoint	build	consider	dip
approve/dis-	burn	contain	direct
argue	burst	continue	dirty
arise	bury	cook	disappoint
arm	butter	cool	discovery
arrange	button/un-	copy	discuss
arrest	buy	cork	disgust
arrive	cage	cork	dismiss
ask	cake	corner	distinguish
astonish	calculate	correct	disturb
attack	call	cost	dive
attempt	calm	cough	divide
attend	camp	cover	do
attract	care	count	dot
average	carry	crack	double
avoid	cart	crash	doubt
awake	catch	creep	drag
back	cause	cross	draw
bake	caution	crowd	dream
balance	centre	crown	dress
bar	chain	crush	drink
bare	chance	cry	drive
bargain	change	cultivate	drop
base	charge	cure	drown
bath/e	charm	curl	drum
be	cheat	curse	dry
bear	check	curve	dull
beat	cheer	cut	dust
become	choose	damage	earn
	circle	damp	
		dare	

ease	flower	imitate	lunch
eat	fly	improve	make
edge	fold	include	manage
educate	follow	increase	manufacture
effect	fool	influence	map
elect	forbid	inform	march
employ	force	ink	mark
empty	forget	inquire(en-)	marry
enclose	form	insult	match
encourage	frame	insure	matter
end	free	intend	mean
enjoy	freeze	interest	meet
enquire	freshen	interfere	melt
enter	fry		memorize
entertain	furnish	interrupt	mend
envy	gain	introduce	mention
equal	garden	invent	milk
escape	gather	invite	mind
examine	get	iron	mine
exchange	give	jewel	miss
excite	go	join	misapply
excuse	govern	joke	miscalculate
exercise	grease	journey	misdirect
exist	great	judge	misgovern
expect	grind	jump	mislead
experience	group	keep	mistrust
experiment	grow	kick	misunderstood
explain	guard	kill	misuse
explode	guess	kiss	mistake
explore	guide	kneel	mix
express	halve	knock	modernize
extend	hammer	knot	move
fade	hand	know	multiply
fail	handle	lack	nail
faint	hang	land	name
fall	happen	last	near
fancy	harm	laugh	need
fasten	harvest	lay	neglect
fatten	hate	lead	nest
favour	have	learn	net
fear	head	learn	note
feast	heal	leave	notice
feather	heap	lend	number
feed	hear	let	nurse
feel	heat	level	obey
fence	help	lie (2)	object
fight	hesitate	lift	observe
fill	hide	light	offend
find	heighten	lighten	offer
finish	hinder	like	oil
fire	hire	limit	omit
fish	hit	listen	open
fit	hold	live	operate
fix	hollow	load	oppose
flash	honour	lock/un-	order
flatten	hook	look	organize
flavour	hope	loosen	ornament
float	house	lose	outline
flood	hunt	love	overcome
flow	hurry	lower	own
	hurt		
	idle		
	imagine		

pack	quiet/-en	rule	smell
paint	race	run	smile
pardon	rain	rush	smoke
part	raise	rust	smooth
pass	rake	sacrifice	snow
paste	rate	sadden	soap
pause	reach	saddle	soften
pay	read	save	solve
perform	realize	sail	sort
permit	reason	salt	sound
persuade	receive	sample	sow
photograph	recognize	satisfy/dis-	spare
pick	recommend	saw	speak
peck	record	say	speed
pile	reduce	scatter	spell
pin	refer	scent	spend
pinch	reflect	scold	spill
pity	refresh	scorn	spin
place	refuse	scrape	spit
plan	regard/dis-	scratch	split
plant	regret	screw	spoil
plaster	rejoice	search	spread
play	relate	seat	spring
please	relieve	see	square
plough	remain	seem	stain
point	remark	seize	stamp
poison	remember	sell	stand
polish	remind	send	start
possess	rent	separate	state
post	repair	serve	station
postpone	repeat	set	stay
pour	replace	settle	steal
practise	reply	sew	steam
praise	report	shade	steer
pray	represent	shake	step
preach	reproduce	shame	stick
prefer	request	shape	sting
prejuduce	rescue	share	stir
prepare	reserve	sharpen	stock
present	resign	shave	stop
preserve	resist	shelter	store
press	respect	shield	straighten
pretend	rest	shine	stream
prevent	result	ship	stretch
print	retire	shock	strike
imprison	return	shoe	struggle
prize	revenge	shoot	study
produce	review	shop	succeed
profit	reward	shorten	suck
progress	rid	shout	suffer
promise	ride	show	suggest
pronounce	ring	shower	suit
propose	ripen	shut	supply
protect	rise	sign	support
prove	risk	signal	suppose
provide	roar	silence	surprise
pull	roast	sing	surround
pump	rob	sink	suspect
punish	rock	sit	swallow
push	roll	skin	swear
put	roof	sleep	sweat
puzzle	root	slide	sweeten
qualify	rot	slip	swell
quarrel	row	slope	swim
question	rub	slow	swing
	ruin		

sympathise	want
take	warm
talk	warn
tame	wash
tap	waste
taste	watch
tax	water
tear	wave
telegraph	weaken
telephone	wear
tell	weave
tempt	weed
tend	weigh
test	wet
thank	whip
thicken	whistle
thin	widen
think	wind
thread	wipe
threaten	wish
throw	witness
thunder	wonder
tidy	work
tie	worry
tighten	worship
tip	wound
tire	wrap
touch	wreck
tour	write
tower	yield
track	
train	
translate	
trap	
travel	
treasure	
treat	
tremble	
trick	
trouble	
trust/en-	
try	
tune	
turn	
twist	
type/write	
underfeed	
underline	
undersell	
understand	
unite	
upset	
urge	
use (used to)	
value	
veil	
visit	
vote	
wait	
wake	
walk	
wander	

Appendix 3: Adjectives (list extracted from the G.S.L)

able	busy	current	educational
absent	calm	curved	educated/un-
accidental	capital	cutting	efficient
active	careful	damaged	elastic
actual	careless	damp	elder
adopted	cautious	dangerous	electric/--al
advanced	ceremonious	daring	employed/un-
afraid	ceremonial	dark	empty
agricultural	certain	dead	endless
alike	charming	deaf/--ening	enjoyable
alive	cheap	dear	enough
all	cheerful	deceitful	entertaining
alone	chief	decided	envious
ambitious	childish	decisive	equal
amusing	childlike	deep	especial
ancient	circular	delicate	essential
angry	civilized	delightful	even
animal	clean	dependent	eventful
annoying	clear	deserted	everlasting
another	clever	deserving	everyday
anxious	close	deserved	evil
arched	cloudy	desired	exact
artificial	coarse	despairing	excellent
ashamed	cold	destructive	excessive
asleep	colouring	detailed	exciting
attentive	combined	determined	existing
attractive	comforting	dying	expensive
average	comfortable/un-	different	experienced
awkward	commercial	difficult	experimental
backward	common/un-	direct	explosive
bad	competing	dirty	extensive
badly	complete	disappointing	extra
bare	complicated	disappointed	extraordinary
beautiful	confident/--ial	diseased	extreme
best	confusing	disgusted/--ing	faded
better	conquered	distant	fading
big	conscious/un-	indoor/s/out-	faint
biting	content/--ed	doubtful	fair/un-
bitter	discontented	down	faithful/un-
black	continuous	dozen	false
blind/--ing	convenient/in-	dreamy	familiar
bloody	conversation/--al	dressed	famous
blue	cooked	drowning	fancy/iful
boastful	cool	dry	farthest
bodily	correct/in-	due	fashionable
bold	courageous	dull	fact
born	cracked	eager	fat/--ty
bounded	criminal	early	faultless
brave	critical	earnest	faulty
breathing	cruel	earthly	favourable
bright	crushing	earthy	favourite
broad	cultivated	east	fearful
brown	curious	eastern	fearless
burning	curled	easy	female
bushy	curly		feverish
			fierce

full	heavy	left	next
fine	helpful	less/--ening	nice
finished	helpless	level	noble
firm	high/--ly	light	noisy
first	hilly	likely	north
fit/--ting	hollow	liquid	/--ern
flaming	holy	literary	/--east
flashing	home	little	/--west
flat	homemade	live/--ing	noted
flying	homeless	local	noticeable
folding	honest	lonely	numerous
fond	honourable/dis-	long	obedient
foolish	hopeful	loose	occasional
forbidden	horizontal	lost	official
forced	hot	loud	oily
foreign	human	low/--er	old
formal	humble	loyal	/--fashioned
former	hungry	lucky/un-	only
forthcoming	icy	mad	open
fortunate	ideal	main	opposite
free	idle	male	orderly
frequent	ill	managed	ordinary
fresh	imaginary	married	organized
front	imaginative	mechanical	original
fruitful	immediate	medical	ornamental
full	immense	melting	outside
funny	important	memorial	outward
future	inclusive	merciful	own
gay	independent	merciless	padded
general	industrial	mere	painful
generous	influential	merry	pale
gentle	inky	middle	unpardonable
glad	inside	middle-aged	parental
glass/--y	intentional	middle-class/--ed	particular
glorious	interesting	mild	past
golden	international	mineral	patient/im-
good	inviting	misguided	patriotic
graceful	inward	misinformed	paid/un-
gradual	iron	miserable	peaceful
grammatical	jealous	mixed	peculiar
grand	joint/--ed	moderate	perfect
grassy	joyful	modern	permanent
grateful	juicy	modest	personal
great	just/un-	momentary	pet
greedy	kind/un-	moral/im-	photographic
green	lacking	motherly	pink
grey	large	mountainous	plain
grown-up	last	muddy	pleasant/un-
guilty	late	musical	plentiful
hairly	latter	mine	poetic
half/--hearted	laughable	mysterious	poisonous
happy	lawful/un-	nameless	polite
hard	lawless	narrow	political
harmful	lazy	national	poor
harmless	leading	native	popular
hateful	leafless	natural	possible/im-
healing	leafy	near	powerful
healthy	learned	neat	practical
heavenly	least	necessary/un-	precious
		needless	
		neighbouring	
		new	

preferable	satisfactory	stinging	valueless
present	/un-	stirring	various
presidential	scarce	stolen	victorious
pretty	scientific	stony	violent
private	scornful	stormy	virtuous
probable	searching	straight	warm
professional	second/--hand	strange	waste
prompt	secret	strict	watchful
proper/im-	self-	striped	water-proof
proud	/-conscious	strong	water-tight
public	/-governing	stupid	watery
punctual	/-ish/un-	successful	weak
pure	separate	suddenly	wealthy
purple	serious	sun-burnt	worn-out
pushing	severe	sunny	weakly
puzzling	shady	sure	welcome
quarterly	shadowy	surprising	well
quick	shallow	suspicious	/-bred
quiet	sharp	sweet	/-built
rapid	shining	sympathetic	/-chosen
rare	sick	systematic	/-meaning
raw	silent	tall	/-meant
ready	silk	tame	western
real	silver	tasteless	wet
reasonable	simple	tender	wicked
red	sincere	terrible	wide/--awake
refreshing	single	thankful	/-spread
regardless	skilled	theatrical	wild
regular/ir-	skilful	thick	willing/un-
relative	sleepy/--less	thin	winning
religious	sliding	thirsty	wintry
remaining	slight	thorough	wise
repeated	slippery	thoughtful	wonderful
respectful/dis-	slow	/-less	wooded
responsible	smooth	tidal	wooden
rich	snowy	tidy	wollen
right	so-called	tight	working
ringed	social	tinned	world-wide
ripe	soft	tired	worrying
rising	solemn	total	worse
risky	solid	tough	worst
roast	some	troubled	wrong
rooted	sore	troublesome	yearly
rotten	sorry	true	yellow
rough	sorrowful	truthful	yielding
round	scur	trusted	young
roundabout	south	ugly	youthful
royalty	spare	upper	
rude	special	uppermost	
running	splendid	upright	
rusty	sporting	upward/s	
sacred	spotted	urgent	
sad	spotless	used	
safe	square	useful	
salaried	standard	/-less	
salt	steady	usual	
same	steep	vain	
sandy	sticky	valuable	
satisfied/dis-	stiff		

Appendix 4: Adverbs (list extracted from the G.S.L.)

about	cruelly	freely
above	curiously	frequently
abroad	daily	freshly
absolutely	dearly	friendly
accidentally	decidedly	gaily
across	deep/-ly	generally
actively	delicately	generously
actually	delightfully	gently
after	directly	gladly
again	direct	gloriously
against	indoors	gradually
ago	outdoors	greedily
ahead	doubtfully	half
alike	doubtless	happily
along	down	hard
aloud	eagerly	heavily
already	early	here
also	east	high
altogether	easily	home
always	efficiently	honestly
anyhow	else	hopeless
apart	elsewhere	hourly
around	enough	however
aside	entirely	humbly
away	equally	idly
back	especially	ill
backwards	essentially	immediately
badly	even	indoors
beautifully	every	inward/s
before	exactly	indeed
behind	excellently	independently
below	excessively	inside
beside/s	experimentally	instantly
best	extensively	instead
better	extra	intentionally
between	extraordinarily	inwards/-ly
beyond	extremely	jointly
boldly	faintly	joyfully
bright	fairly/un-	unjustly
broadly	faithfully	kindly/un-
busily	falsely	largely
by	far	last
cautiously	farther	late/-ly
certainly	fast	lawfully/un-
cheaply	favourable	least
cheerfully	fiercely	less
chiefly	finely	level
clearly	firm	like
commonly	first	likely
confidentially	flat	little
consciously	formally	locally
continuously	formerly	loosely
correctly	forth	loudly
courageously	forward	low

mainly	proudly	thoroughly
meanwhile	publicly	thus
mechanically	purely	tight/-ly
medically	quick/-ly	timely
merely	quietly	today
merrily	rapidly	together
mildly	rarely	too
miserably	really	truly
moderately	recently	underneath
modestly	regularly	up
momentarily	right/-ly	uppermost
monthly	roughly	upright
morally	round	upward/s
mostly	rudely	urgently
narrowly	sadly	usually
naturally	safely	vainly
near	scarcely	violently
nearly	secondly	warmly
neatly	seldom	weekly
necessarily	seriously	well
never	severely	westward
newly	sharply	wholly
anew	simply	wide/-ly
next	since	wildly
nicely	sincerely	willingly/un-
tonight	singly	wonderfully
nowhere	skilfully	worse
north	slightly	worst
/-east	slowly	wrong/-ly
/-west	smoothly	early
/-ward/s	socially	yesterday
now	softly	yet
/-adays	solemnly	
occasionally	solidly	
often	sometimes	
once	sooner	
only	sorrowfully	
openly	specially	
ordinarily	splendidly	
originally	steady/-ily	
otherwise	still	
outwards	strangely	
over	strictly	
partly	strongly	
particularly	stupidly	
peculiarly	successfully	
perfectly	suddenly	
perhaps	surely	
personally	surprisingly	
plainly	suspiciously	
plural	sweetly	
politely	sympathetically	
political	systematically	
possibly	tenderly	
practically	terribly	
preferably	then	
probably	there	
promptly	therefore	
properly/im-	thickly	
	thinly	

Appendix 5 Test 12 (belongs on page 179)

1. If you sit - me here, I can show you how to do it.  
(A) at (B) onto (C) about (D) by
2. He was very sick and died - great pain.  
(E) in (F) by (G) for (H) at
3. I have looked - many books, but can't find the answer.  
(A) on (B) after (C) out (D) through
4. She is dead now, but people still speak - her kindness.  
(E) in (F) for (G) of (H) up
5. The prices are high, so I do not buy - that shop.  
(A) of (B) by (C) from (D) in
6. I want to move - Durban because there is better work there.  
(E) to (F) in (G) along (H) by
7. Sipho lives in Cape Town now, so I do not hear - him very often.  
(A) from (B) upon (C) by (D) after
8. Rub the polish - the floor to make it shine.  
(E) at (F) into (G) down (H) with
9. You must try - the coat to see if it fits you.  
(A) into (B) out (C) in (D) on
10. The old car was valued - only R30,00.  
(E) for (F) by (G) at (H) in
11. When we have the facts, we can act - them.  
(A) upon (B) onto (C) with (D) for
12. He was excused - attending class.  
(E) for (E) from (G) of (H) over