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# Tense and Aspect Constructions Among Arabic L1 Learners of English

Phillip A. Klopfenstein  
*Saint Cloud State University*

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**Tense and Aspect Constructions Among Arabic L1 Learners of English**

by

Phillip Klopfenstein

A Thesis

Submitted to the Graduate Faculty of

Saint Cloud State University

in Partial Fulfillment of the Requirements

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Thesis Committee  
Ettien Koffi, Chairperson  
Lisa Loftis  
John Madden

### **Abstract**

With English as an increasingly common second language for native Arabic speakers, there is a growing need for scholarly attention to the language transfer patterns among this group of English language learners. This thesis aims to assess commonly recurring errors in one area of language, tense and aspect construction, in order to contribute to the existing literature on tense and aspect production among Arabic learners of English and to analyze whether language transfer can serve as a plausible explanation for these patterns. Drawing on a sample of 93 student essays produced by native Arabic speakers (included in the appendix) and bolstered by an analysis of tense-aspect construction in the Arabic language, this research builds on previous studies of commonly occurring errors as well as presents new observations on errors patterns. Significantly, this research found copula deletion to occur before noun phrases, prepositional phrases, and adjective phrases alike. Also, this study documents challenges students faced in correctly forming progressive aspect verbs, as well as speculating about potential causes and remedies for this phenomenon. Furthermore, a preliminary investigation into unnatural tense shifts within and between clauses among this group of students was included. Where possible, descriptions and analyses of these errors have been followed with pedagogical suggestions.

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## INTRODUCTION

For each first language (L1) background, there are unique sets of language transfer phenomena and patterns into English. Some languages whose speakers have historically had close interactions with the Anglophone world have had these various phenomena well-documented and described, while much work still remains for other languages. Arabic falls into the latter category, though English is an increasingly common language for native Arabic-speakers to learn. This trend represents a growing need for scholarly attention to the language transfer patterns among Arabic L1 learners of English.

This thesis aims to contribute to the ongoing academic discussion by focusing on issues of grammatical tense and aspect construction among Arabic L1 learners of English. An error analysis will be conducted to determine what types of difficulties Arabic L1 learners typically encounter with English tense-aspect constructions. An attempt will be made to examine the potential for language transfer in these errors by grounding this study in a strong theoretical basis of Arabic linguistics. Thus, our literature review and analysis will include an examination of the tense-aspect construction in Arabic.

For data collection, a study of common English tense-aspect construction errors among Arabic L1 students will be conducted and the results will be analyzed to determine frequently occurring errors. This research will involve the analysis of essays written by Arabic L1 students enrolled in an intensive ESL program at a university in the American Midwest. Based on these findings, pedagogical implications for teaching Arabic speaking students of English will then be discussed.

## **Research Questions**

The two main questions of this research are:

- 1-What are the characteristic errors that occur among Arabic L1 learners of English in their production of English tense-aspect structures?
- 2-Which features of tense-aspect construction may potentially be a result of language transfer, or the influence of their first language on their second language?

It is important to note here that this thesis is approaching these questions from a linguistic perspective, with a secondary interest in pedagogical implications. As such, it will include a heavy focus on the linguistic characteristics of Arabic tense and aspect in order to propose well-grounded observations about potential language transfer. Thus, the thesis will limit its focus to linguistic issues and avoid delving into other related topics such as the internal processes of language acquisition, the order of acquisition among second language learners, and other interesting topics.

## CHAPTER 1: LITERATURE REVIEW OF ARABIC TENSE

### Arabic Tenses in Traditional Arabic Grammar

Unlike English and other Indo-European languages, Arabic does not have a well-defined grammatical tense system. Some, such as Haywood & Nahmad (1962), have consequently characterized Arabic and other Semitic languages as being “deficient” when it comes to tense (pg. 440). However, it may be more precisely stated that Arabic is deficient only when it comes to the morphological expression of tense, not deficient in its ability to express and communicate tense information in an absolute sense. As Koffi (2015) explains, “All human languages are conscious of time, but not all languages express tense grammatically. Classical Hebrew and many African languages do not have morphological tense,” (pg. 170). Arabic shares this feature with its Semitic sister language Hebrew, and a discussion of the different mechanisms for expressing tense and aspectual information in Arabic will be provided later.

Haywood & Nahmad’s rather brusque treatment of the Arabic language’s ability to communicate temporal information may be explained in light of another consideration, which is that the issues of tense, aspect and their constructions have received relatively limited attention in classical Arabic grammar. Despite its extensive and sophisticated grammatical tradition which has been in place for more than a millennium (Ryding 2005: xvii), a detailed categorization of tense and tense construction remains notably absent from the major works of Arabic grammar. Aydin (1997:4) explains that the apparent lack of detailed treatment of tense by Arab grammarians can be better understood by recognizing the primary goals of classical Arabic grammar, which he identifies as:

- 1) Pure speech
- 2) Pure reading/recitation

### 3) Correct written composition

Therefore, he writes, classical Arab grammarians devoted much of their attention to morphological derivation [الإشتقاق *al-Ishtiqaq*], case endings [الإعراب *al-'Iraab*], and linguistic eloquence [البلاغة *al-Balaaghah*], all factors which supported technical competence. Conversely, because tense did not directly connect to any of the three stated goals of Arabic grammar, it was not given the same level of formal attention as these other subjects. Traditional grammar subsequently formalized around these three areas of focus, largely to the exclusion of others. Classical Arabic and Modern Standard Arabic (MSA) remain largely similar in nature, and consequently the formal grammar of the two does not differ significantly, with the majority of differences being born of simplifications from Classical to Modern Standard.

Here, some discussion of Arabic grammar is needed. In both Classical and Modern Standard Arabic, all words are categorized into one of three main parts of speech: 1) the nominal [الإسم *al-Isim*], 2) the verb [الفعال *al-F'il*], and 3) the particle [الحرف *al-Harf*]. These categories are then sub-divided in great detail. Arabic grammar divides the verb into three sub-categories: 1) *al-Maadhi* [الماضي], 2) *al-Madhaari'* [المضارع], and 3) *al-Amr* [الأمر], discussions and definitions of which will follow below. According to the traditional definitions of Arabic grammarians, the verb [*al-fi'l*] was defined as any word which indicates the occurrence of an action in a particular time. This phrase of 'in a particular time' may be seen as an effort to distinguish the *fi'l* from other parts of speech such the *masdar* (infinitive verb form) or the *ism al-faa'il* (active participle), which refer to an action devoid of any temporal consideration. Both the infinitive verb form and the active participle are classified as nominals in Arabic grammar due to their morphological characteristics.

The subcategories of the Arabic verb were traditionally conceptualized in the following ways. The first category of *Al-Fi'l al-Maadhi* was defined as any verb which indicated the occurrence of an action in the past. The second category of *Al-Fi'l al-Madhaari'* was any verb which indicated the occurrence of an action in the present or the future. In many works of Arabic grammar, a brief distinction is made here between present tense [*al-Haal/al-Haadhir* / الحال الحاضر] and future tense [*al-Mustaqbil* المستقبل], both of which are communicated by the *Fi'l al-Madhaari'*. This is in contrast to the past tense [*al-Maadhi* الماضي], whose morphological form and tense category share the same name. The third category of *al-Fi'l al-Amr* is defined as any verb whose occurrence was sought to occur in the future, corresponding to the imperative. These definitions were usually provided in such minimal form, quickly giving way to longer and more detailed discussions of the morphological features of these categories, their mood declensions, their interaction with other parts of speech and so on.

With these basic definitions and categorizations in mind, perhaps another feature of Arabic grammar can be illuminated in light of the three primary goals of Classical Arabic grammar that Aydin (1997) identified. Arabic grammar has traditionally placed much more focus on formal characteristics than functional considerations. This helps to explain why Arabic grammar recognizes only three parts of speech – each of which having its own set of distinctive morphological and/or syntactic characteristics. Aydin makes a useful point at the convergence of Arabic's grammatical categorization and tense by writing:

As for tense in relation to the verb, then this is a subject deserving attention. That is because the verb regulates the various tenses. And because of this, the association of the verb to tense is much broader than what the scholars of the Arabic language limited to three forms. But perhaps their intention was not to limit understanding to the immediately apparent tenses; rather they only intended to provide a minimal definition of the verb which would distinguish it from the nominal and the particle, so in this vein they restricted themselves to merely categorizing the verb into Past [*الماضي al-Maadhi*], Present [*الحال al-Haal*], and

Future [المستقبل *al-Mustaqbal*], viewing that as sufficient. [Aydin 1997:3  
Translation mine]

And perhaps nowhere is Arabic grammar's focus on form over function more evident than in the very titles of its verb classifications. The term *al-Madhaari'* [المضارع] used to refer to verbs in the imperfect aspect literally means "similar to" or "corresponding". This term is employed to draw attention to the similar patterns of inflection between imperfect verbs and nouns. Contrast this with the title *al-Maadhi* [الماضي] – literally meaning "that which has elapsed/passed" - used to designate perfect verbs, which do not agree with the inflection of their corresponding nouns. Clearly the designation of *al-Madhaari'* was selected to highlight the formal feature of inflection agreement, rather than to provide information about the verb's functional role. This is further demonstrated by the incongruity of the *al-Madhaari'* form with any one single tense/aspect classification, thus requiring the separate terminology of *al-Haal* and *al-Mustaqbil* to describe its function. All of this bolsters the assessment that Arabic grammar places more systemic focus on formal – rather than functional - categorization.

Taken together, all of these factors help one understand why an otherwise rich and well-developed grammatical system lacks a canonized and detailed description of the tense system. While modern times - particularly during the *Nahdhah* cultural renaissance period of Arab Nationalism which flourished in the 1920s – have seen some calls for a reevaluation, reorganization, and simplification of Arabic's prescriptive grammar, the system of Arabic grammar remains quite averse to any major changes (Stetkevych 1970:80-82). With that being said, although major changes in Arabic's prescriptive grammar do not appear forthcoming, scholarly dialogue comparing Arabic and European grammar is ongoing by those both inside and outside of the classical Arabic grammatical tradition, as will be discussed below.

## Arabic Tenses in Contemporary Linguistics

While the Arabic grammatical tradition saw the above definitions of the verb and its subcategories in a rather uniform and simple manner, contemporary linguistics from outside of the tradition have been neither uniform nor simplistic in their attempts to define these terms. First, there is the issue of how to translate or label these categories. Although there is little to no contention about labeling the *Fi'l al-Amr* as the “imperative verb”, such consensus is notably absent regarding the terms *al-Maadhi* and *al-Madhaari'*. While there are a handful of different classifications in English-language literature, the majority of classifications revolve around the axis of the same fundamental question: do these two terms more appropriately refer to tense, or to aspect? Labov (1998:367) draws attention to this difficulty by writing:

Of all linguistic categories, the concept of aspect is the hardest to understand, and linguists disagree more about aspect than anything else. The meaning of tense is easier to comprehend for it situates an event at a point in time. Aspect communicates the shape of the event in time: Did it happen all at once (punctual), at many separate times (iterative or habitual), or was it spread out in time (durative)? Was it just beginning (inceptive) or was it finished and done with (perfective)? These are not clear and distinct ideas, but rather (as the term “aspect” implies) they represent ways of looking at things. Aspect is seldom found in a pure form; it is often combined with questions of causation (is the event relevant to the present?) and reality (was it really so?). Finally, it is often combined with tense, so that we speak of a “tense-aspect system.” Given all these complications, it isn't surprising that there is so little agreement on the meaning of general English aspects. There are almost as many theories to explain the contrast of (4) “They hit people” and (5) “they have hit people” as there are linguists to argue them.

Almost all Arabic grammars produced in the English language include a discussion of the distinction of tense and aspect and which one more accurately characterizes the Arabic verb. But contemporary grammarians have differed on this point, as represented in chart 1.1 below. Several authors (Chejne 1969, Wright 1967, Ziadeh & Winder 1957, Gaudefroy-Demombynes & Blachère 1952) make a clear declaration that, although there may be confusion in some quarters,

*al-Maadhi* and *al-Madhaari* refer to aspect and are thus most accurately designated as ‘perfect’ and ‘imperfect’ in English, respectively. Gaudefroy-Demombynes & Blachère explain, “At its root, the verb in Arabic, as in all Semitic languages, does not express a particular tense (i.e. that which places an action in relationship to some other moment in time to which the speaker is referring), but it only expresses *the degree of realization of that action*, without tense” (1952:246, emphasis original, translation mine).

Meanwhile, many other grammars (Abboud & McCarus 1983, Alhawary 2011, Haywood & Nahmad 1962, Mansoor & Samarrai 1960, Ryding 2005) have taken a more centrist position. Some appear to have adopted this language due to a laxity in terminology. Thus, we find authors such as Abboud & McCarus using the terms ‘perfect tense’ and ‘imperfect tense’, or Haywood & Nahmad writing that Arabic has two main verb tenses, which they identify as ‘perfect’ and ‘imperfect’, which refer to ‘completed’ and ‘incompleted’ [sic] actions, respectively. However, others have provided explicit justification for this type of terminology. Ryding (2005:440) for instance wrote, “It is theorized that Classical Arabic was more aspect-specific than tense-specific, but in dealing with the modern written language, some linguists and teachers find it more pragmatic to describe Arabic verbs in terms of tense.” Ryding herself adopts this approach, while noting that many use the terms past/present and perfect/imperfect interchangeably when writing about Arabic.

In my survey of Arabic grammars, I have only encountered one instance of a principled opposition to classifying Arabic verbs as ‘aspectual’. This comes from Cowell (1964:319), who classifies *al-Maadhi* as “perfect or past” and *al-Madhaari* as “imperfect or non-past”, but declares that considering these to be more properly called ‘aspects’ than ‘tenses’ is a combination of “faulty analysis” and dependence on the conventions of classical Arabic.



However, this declaration occurs only in a footnote and he does not elaborate or bring significant further support for his unique classification, sufficing to merely criticize the aspectual camp. Thus the reader is left without a firm basis for adopting his understanding in this instance.

That being said, the aspectual-tense fault-line is not the only way that modern linguistic have attempted to frame Arabic verbs. Beeston (1970:66-67) offers two unique axes of Arabic verb classification, one formal and one functional. On the formal side, he distinguishes between the ‘suffix set’ and the ‘prefix set’ – corresponding to *al-Maadhi* and *al-Madhaari*, respectively – due to the morphological distinction that *al-Maadhi* verbs takes a suffix marker and *al-Madhaari* verbs take a prefix marker. After making this distinction Beeston also points out that aspect is more important than time in understanding Arabic verbs. However, unlike the majority of writers in the aspectual camp, he argues that there is not a clear one-to-one relationship between the morphological forms of these two main verb tenses and their aspectual function. Instead, he brings forward his second axis of classification, focused on function, which distinguishes between a static verb and a dynamic verb. “[V]ery few Arabic verbs embody a wholly unambiguous time signal,” according to Beeston:

More important than time is a factor which can be called ‘aspectual’: this depends on whether the predicate is envisaged dynamically as depicting a change from one situation to another, or stoically as depicting a single, ideally ‘frozen’, situation. What has been, in the previous section, called an event-stating predicate is dynamic, and has a necessary siting in time. All other types of predicate are static, and to these the time factor may or may not be relevant (p. 66); if it is considered relevant, it must be marked by other means the morphology of the predicate verb, since static verb predicates are intrinsically non-time marked, just as much as are non-verbal predicates (1970:67).

While he acknowledges some degree of relationship between these formal and function axes, he cautions that “the great majority of Arabic verbs are aspectually ambivalent, capable of being envisaged as either static or dynamic,” such that the same verb to express rulership could be

interpreted to mean “to govern” if understood to be static, or “to decree” if understood to be dynamic. Beeston thus concludes that, in most cases, only context will indicate how to correctly understand the aspectual value of the verb.

Like Beeston, Gaudefroy-Demombynes & Blachère (1952) similarly emphasize that although Arabic verbs are best classified according to aspect, their morphological forms do not correlate precisely to their temporal or aspectual usage. Rather than relying on morphological features to understand the tense or aspect of a verb, they explain that syntax offers the keys to properly interpreting tense and aspect in an Arabic sentence. However, both Gaudefroy-Demombynes & Blachère and Beeston concede that *al-Maadhi* can generally be safely assumed to indicate an action that occurred in the past, while the time-setting of verbs in *al-Madhaari*’ morphological form is much more dependent on the semantics for Beeston, and syntactic features for Gaudefroy-Demombynes & Blachère.

In any case, the predominant view put forward in the English literature is that Arabic verbs are best understood to indicate aspect, and not tense. A quote from Ziadeh & Winder (1957) below captures the most commonly articulated understanding of the Arabic verb in relation to tense and aspect as follows:

Finally, we may note that Arabic verbs have only two ‘tenses,’ perfect and imperfect. In reality these are not tenses, for the distinction between them is not basically that of time. Rather, they indicate whether action is complete or not. The perfect denotes completed action, and the imperfect denotes incompleting [sic] action – irrespective of time. It is usually the case that the Arabic perfect is equivalent to the English past and that the Arabic imperfect is equivalent to the English present or future, but exact equivalents must be determined by the context. (1957:21)

For the remainder of this work, the terms ‘perfect aspect’ and ‘imperfect aspect’ will be used interchangeably with *al-Maadhi* and *al-Madhaari*’, respectively. Although Beeston’s morphological focus may ultimately be more precise, his ‘prefix-set’ and ‘suffix-set’

designations appear to be an idiosyncratic labeling system in view of the wider literature. And although the labels ‘perfect tense’ and ‘imperfect tense’ may be the most widely used nomenclature in the English literature, this level of imprecision in the labeling process seems unbecoming for professional linguistics. Although Ryding justifies this terminological mix of using tense and aspectual terminology interchangeably within the same work as a pragmatic approach for educators, it is the opinion of this author that scholarly works should elevate the reader’s awareness of the fundamental grammatical distinctions between tense and aspect rather than simply gloss over them. With that in mind, this thesis will treat the terms ‘perfect aspect’ and ‘imperfect aspect’ as analogous to *al-Maadhi* and *al-Madhaari* throughout the remainder of this thesis.

	Tense					Aspect	
	Past	Perfect	Present	Imperfect	Future	Imperfect	Perfect
About & McCarus (1983)		X		X			
Alhawary (2011)	X		X				
Chejne (1969)						X	X
Cowell (1964)	X		X				
Haywood & Nahmad (1962)		X		X			
Ryding (2005)	X		X				
Wright (1967)						X	X
Zoadeh & Winder (1957)						X	X

## The Means of Communicating Time in Arabic

Definitions are merely one part of understanding the Arabic verbal system however. Although Arabic may be lacking in a well-defined morphological tense system, it would be a mistake to assume that Arabic is impoverished in its ability to express tense and aspect. Thus, this survey now turns to the means through which Arabic communicates tense. Thompson-Panos & Thomas-Ruzić (1983) provide an introduction to this issue by writing:

Since the forms of the Arabic verb have little actual time reference (in the English sense), certain invariable particles and conjugated auxiliary verbs can be employed to lend various modal and temporal meanings which might not be clear from the context. These particles, which in form resemble English modals or other auxiliary verbs, are used with fully conjugated perfect or imperfect verbs. (1983:615)

These types of combinations of main verbs with auxiliaries or particles have been termed “compound verbs” by Ryding (2005). In my review of the English literature, most works did not mention this concept of compound tenses. Wightwick & Gaafar’s (2008) small booklet dedicated solely to the topic of Arabic verbs offers a prime example. Despite authoring an entire book devoted to explaining the Arabic verb to English-speakers, only one chapter, accounting for 6 of its 160 pages, deals with tense at all. The authors began this short chapter by writing, “Arabic is relatively straightforward when it comes to tenses. Some languages have many tenses and are very specific about the time of an action and whether or not the action has been complete. Arabic grammar is vague about time and there are only two basic tenses: 1) The past (or perfect) الماضي and 2) The present (or imperfect) المضارع ” (2008:13). The authors devoted the remainder of their chapter on tense to the morphological form, and do not touch the subject of tense or aspect again. While this is an extreme example, it is not uncharacteristic. This tendency appears to spring from an uncritical adoption of either classical Arabic’s morpho-syntactic classification

scheme, imprecise understandings of previous translations of this scheme into English, or a combination of both.

From the Arabic grammar, Aydin (1997) offered an important contribution regarding compound verbs and their role in tense-aspect expression. In his effort to systematically discuss the various tenses which are expressed in Arabic, he introduced a useful terminological distinction between the purely morphologically signed structures of the past, present, and future tenses<sup>1</sup> traditionally recognized in classical Arabic grammar, and the tenses which can only be constructed with the help of auxiliary verbs and/or particles which do not receive explicit attention in classical Arabic grammar. He referred to the former as *al-Azmanah al-Baseetah* (lit. “simple tenses”) and the latter as *al-Azmanah al-Murakkabah* (lit. “complex tenses”). To the best of my knowledge, both of these terms appear to have been coined by Aydin in his effort to better detail the tense-aspect constructions of Arabic from within the framework of classical Arabic grammar.

Aydin’s work (1997) represents an effort to codify these complex tense structures, recognizing that students of Arabic as a second language and translators encounter significant difficulties due to the lack of traditional resources detailing Arabic tense-aspect combinations. While the earlier attempted reevaluations of Arabic grammar of the *Nahdhah* (Arab cultural renaissance) period primarily drew on notions from European grammars, Aydin situates his and other similar efforts within the *Sahwah* (Islamic Awakening) period beginning in the 1970s. As such, Aydin draws primarily on the concepts and sources of classical Arabic grammar in an effort to assist non-native speakers of Arabic and translators. Moving in a systematic way, he identifies 12 tense-aspect combinations that occur in Arabic, displayed in chart 1.2 below. It

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<sup>1</sup> Bear in mind that Arabic grammar refers these structures under the term *al-zaman*, which is best translated as ‘tense’. I have not encountered any analogous Arabic term for ‘aspect’ in my review of the literature.

should be noted that although the article itself was written in Arabic, Aydin – whose name would suggest Turkish heritage - provided his own English titles for the tenses he describes. These titles appear to be the result of rather stiff translation, and do not correspond to English tense-aspect combinations. As such, I have included both Aydin’s terms and the English equivalents.

Aydin’s master categories	Sub-categories	Individual Tenses (Aydin’s Arabic and English terms)	English equivalents
Simple tenses [الأزمنة البسيطة]	N/A	Past Unconditional [الماضي المطلق]	Simple Past
		Present Unconditional [الحال المطلق]	Simple Present
		Future Unconditional [المستقبل المطلق]	Simple Future
Complex tenses [الأزمنة المركبة]	Past Conditional [الماضي المقيد]	Present Perfect tense [الماضي القريب]	Immediate Past
		Simple Past Tense [الماضي الجازم]	Past Perfect
		Past Continuous	Past

		Tense [الماضي الروائي]	Progressive
		Past Perfect tense [حكاية الماضي الروائي]	Present Perfect
	Present Conditional tense [الحال المقيد]	Present Conditional tense [الحال المقيد]	Present Progressive
	Future Conditional Tenses [المستقبل المقيد]	Future Bound tense [المستقبل المعلق]	Simple Future <sup>2</sup>
		Future Perfect tense [المستقبل الروائي]	Future Perfect Progressive
		Future negative tense [المستقبل السلبي الجازم]	Future negation
		Past Future Perfect Tense [حكاية المستقبل الروائي]	Future hypothetical negation

Also in Arabic, Fayyad (1997) too undertook the task of beginning a systematization of tense-aspect constructions in Arabic and produced a list of 14 tense-aspect combinations.

Gadalla (2006) later adopted Fayyad's categories and summarized them in English for his own

<sup>2</sup> The meaning is the equivalent of the English simple future, however Aydin is referring to the specific form taken to communicate this temporal action in the context of the outcome of a conditional statement.

research on English-to-Arabic literary translations, adding a further two tense-aspect categories of his own to make a total of 16. Fayyad's approach to compound tense construction draws primarily on the use of particles, auxiliary verbs or quasi-auxiliary verbs in combination with main verbs. This results in some rather semantic differences, such as making a differentiation between "near past" and "distant past" tenses or "near future" and "distant future" tenses.

While some other English authors (Alhawawy 2011; Ryding 2005; Wright 1964; Ziadeh & Winder 1957) have included mentions of various complex Arabic tenses and their constructions in their grammars, I have only found one Arabic grammar in the English language which attempted to provide a systematic discussion of the possible tense-aspect combinations that occur in Arabic. Abboud & McCarus' (1983) primer on Modern Standard Arabic provides an organized presentation of some of the different aspectual functions that the *madhaari'* verb can communicate. It bears mentioning here that aspect is not merely limited to the categories of perfect and imperfect in Arabic, nor to the categories of simple, perfect, and progressive in English. Rather, these categories only represent the aspects which are marked morphologically on the verbs of the respective languages. Other aspectual categories such as habitual and stative, for example, are frequently used in both languages and signaled through other means. Abboud and McCarus' organized presentation of some of these other aspectual constructions in Arabic (chart 1.3, below) represents a very useful contribution to tense-aspect formation in the English literature (1983:504).



Table 1.3: Abboud and McCarus' Arabic Tense-Aspect Combinations		
	Present Time	Past Time
a. Habitual action	يدرس 'he studies'	كان يدرس 'he studied' or 'he used to study'
b. Progressive action	يدرس 'he is studying'	كان يدرس 'he was studying'
c. Future	سيدرس 'he is going to study'	كان سيدرس 'he was going to study'
d. State	يعرف 'he knows'	كان يعرف 'he knew'
e. Completed event	درس 'he studied; he has studied'	درس 'he studied, he had studied'

In rows a-d, it is the simple addition of the conjugated helping verb كان to the conjugated imperfect main verb that shifts the time setting from present to past. Abboud and McCarus refer to these type of compound formations as the “past imperfect” constructions. They further explain that “[p]ast habitual, past progressive, past future, and past state cannot be expressed by the Arabic perfect tense [i.e. *Maadhi* verbs]; the perfect tense can only denote a completed action... or a series of [completed] events” (ibid). Thus row e uses only *maadhi* verbs in both the present and past columns, making a distinction between its usage to communicate the English present perfect in the ‘present time’ column and the English past perfect in the ‘past time’ column, both of whose temporal meanings are sometimes rendered as a simple past construction in English discourse.

Chart 1.3 from Abboud and McCarus and their surrounding explanation of its contents represents the most detailed and conscious engagement with aspect that I have encountered in the Arabic grammar literature. Unlike most of the English literature, the authors moved beyond the simple binary of perfect/imperfect and morphological indicators, and unlike the cited studies of Arabic tenses, this work effectively incorporated the concept of aspect into its discussion. The chart helps to identify four clear parallels with English tense-aspect constructions in its “progressive action” and “completed event” rows. These correspond to the English progressive and perfect aspects, respectively. In the “progressive action” row, the Arabic “present time progressive action” matches with the English present progressive and the “past time progressive action” matches with the past progressive. In the “completed event” row, the Arabic “present time completed event” corresponds to the present perfect and the “past time completed event” corresponds to the past perfect.

But even after exploring the attempts to detail Arabic’s tenses by Aydin and Fayyad and the brief but clear incorporation of aspect by Abboud & McCarus, there are still other methods of communicating tense-aspect information that have not been incorporated into their classification schemes. All three of these efforts’ to describe Arabic tense-aspect combinations are primarily limited to combining the main verb with particles and/or auxiliary verb. However, at least two further methods are commonly used in Arabic to communicate information about sequence, tense, and aspect in addition to the above morpho-syntactic features. The first is adverbial markers, which are frequently used to communicate tense information in many languages which do not have complex morphological tense systems (Koffi 2015:170). The second relates to the interplay of main verbs in independent and subordinate clauses. Thompson-Panos & Thomas-Ružić (1983:616) explain that in Arabic, “[t]he meaning and time reference of the verb in a

subordinate clause are derived from the time of the verb in the main clause. Therefore, an imperfect verb in the subordinate clause following a perfect verb in the main clause refers to past time (Abboud et al. 1975)". Thus, tense-aspect information in Arabic must be evaluated not only on the individual verb or verb phrase, but also in light of surrounding clauses.

All of this is to highlight the complexity of tense and aspect within the Arabic language. Far from being "deficient", Arabic employs a number of strategies to convey information about tense and aspect. Particles, helping verbs, adverbials, and interactions between verbs across clausal boundaries are all methods which have been mentioned in the literature. However, detailed study of Arabic tense and aspect constructions has long been neglected, both within classical Arabic grammar for reasons mentioned above and from those approaching the language from outside. But recent research in translation studies relying on the aid of classical grammar has already begun to provide new insights. Hopefully, these and forthcoming studies will spur a reconsideration of Arabic tense and aspect among grammarians working in the English language, and dispel the long-standing notion of Arabic being unsophisticated in its ability to communicate temporal information.

## **CHAPTER 2: COMMON ERRORS OF ARABIC-LANGUAGE LEARNERS OF ENGLISH**

After understanding something about the nature of Arabic verbs and the means through which tense and aspect can be communicated in Arabic, it is of course fitting to describe the challenges that native Arabic learners of English encounter in their production of English tense-aspect structures. Although studies dealing exclusively with Arabic L1 students and verbs appear to be limited to unpublished theses, a number of studies have included verbs in their error analyses. What follows will be a summary of these findings, which may provide some indication of expected findings of the research presently proposed.

### **Errors Related to the Copula**

In their study of Arab students' errors in written and spoken English, Scott & Tucker (1974) identified issues related to verbs as the single most problematic area, followed by prepositions, articles and relative clauses (cited in Thompson-Panos & Thomas-Ružić 1983:614). Within verb-related errors, they highlighted the incorrect usage of auxiliaries and copula verbs as "the most frequent verb error", and attribute this to "mother tongue" (MT) interference, erroneously stating that "Arabic has no auxiliary or copula" (ibid). While it is true that no copula is used for equational sentences in Arabic, auxiliary verbs and copula verbs are not at all an alien concept to the Arabic language. Scott and Tucker's sweeping generalization highlights the importance of undergirding the study of language transfer of Arab students learning English with a strong theoretical understanding of Arabic linguistics, as this study is attempting to do.

Scott and Tucker are not alone in pointing to the use of auxiliary verbs as a difficulty for Arabic-speaking students of English. Thompson-Panos & Thomas-Ružić (1983:614) also write that "one of the most frequent verb errors among Arab students is the omission of the copula." In

a meta-analysis of the literature on syntactic errors of Arabic-language learners of English, Noor (1996:7) lists no fewer than 13 separate articles identifying the deletion of the copular as the most frequent error in English verb formation. He lists four common cases identified in the literature where Arab learners of English frequently delete the auxiliary:

- 1) In simple sentences
- 2) In compound or complex sentences
- 3) In forming both yes/no questions and wh- questions
- 4) In passive constructions

Noor (1996:6) claims that all of these factors can “mainly be attributed to the influence of the MT [Mother Tongue].” However, Noor does take issue with the common misconception that Arabic lacks a copula, writing:

All the studies mentioned above refer this type of deviation to MT interference since Arabic, as they claim, does not have copula. One can concede here that contrary to what these error analysts maintain, the verb *be* is available in the deep structure of the Arabic nominal sentences...but not in the surface structure.  
[1996:7]

Marshad & Suleiman (1991) bolster Noor’s assessment that although a copular element may be absent from Arabic nominal sentences in the present tense, they are present in the deep structure. Marshad & Suleiman posit that this surface absence is a result of a copula deletion rule. In any case, the copular verb is undeniably present in nominal sentences referring to events in the past or future, and in verbal sentences occurring in any tense.

Thompson-Panos & Thomas-Ružić (1983:615) add a unique insight during their discussion of Arabic-speaking students of English and errors related to the copula. While affirming that the lack of a copula in Arabic equational sentences is a very likely source of the frequently occurring errors, they also point out that “Arabic tends to use verbs to describe states

more frequently than English. Bateson (1967) cites the examples of Arabic preferring *he grieves* or *he rages* to *he is unhappy* or *he is angry*". Interestingly however, Scott & Tucker (1974) note that incidences of copular deletion occurred most frequently before prepositional phrases, and then before noun phrases, while their study did not record any instances of copular deletion at all before adjective phrases (cited in Thompson-Panos & Thomas-Ružić 1983:614). The lack of copular deletion before adjective phrases may be due to mother tongue influence of favoring verbs rather than adjectives to express states, though Scott & Tucker's research does not provide the data needed to verify or disprove this possibility. In short, the different methods of expressing states between the two languages may also be an important contributing factor to the difficulties which Arabic-speaking students face in successfully employing the English copular verb.

### **Misuse of Tense**

Another problem area relevant to our discussion of tense-aspect construction errors is that of the misuse of tense. Thompson-Panos & Thomas-Ružić (1983:616) summarize by writing, "Although the task of correctly forming the various verb tenses is in itself manageable, control over the distribution rules for the usage of the English tenses seems to be a late acquisition in the learning of the verb system (Scott & Tucker 1974)."

A related and overlapping problem is the proper use and sequence of tense across clauses. Noor (1996:5) highlights this issue in the context of language transfer by writing:

One can admit here that the systems of time sense in the two languages concerned, i.e. English and Arabic, are very different (Al-Bouq, 1988). For example, Arabic has fewer restrictions on agreement between tenses across clauses than English. This means that it is normally acceptable in Arabic to switch from one tense to another, while in English a switching of this sort is considered a deviation.

As previously mentioned, the time reference of the verb in the main clause may be imparted to verb in the subordinate clause. Thompson-Panos & Thomas-Ružić (1983:616) explain that an imperfect verb in the subordinate clause takes the same time reference as the verb in the main clause, providing the example of a sentence translated directly from Arabic:

The minister arrived (perfect) while he carries (imperfect) an important letter from the president. (Abboud et al. 1975:435)

which they identify as being more properly formed in natural English as, “The minister arrived carrying an important letter from the president.” The authors also indicate that a perfect verb in the subordinate clause following a perfect verb in the main clause would both indicate completed events and that the sequence of events would be clarified by an intervening particle. They provide an example of this in the following sentence translated directly from Arabic:

The reporter returned (perfect) to his country while he (particle) talked (perfect) with the president. (Abboud et al. 1975:437)

which they would choose to translate, “The reporter returned to his country after having talked with the president.” However, their discussion ends there, leaving many questions remaining in light of the tense-aspect constructions identified by Aydin or Fayyad. But where Thompson-Panos & Thomas-Ružić stopped short, their original source clarified the issue more effectively and in greater detail. Abboud & McCarus (1983)<sup>3</sup> original translations and their explanations clarify some issues. For Thompson-Panos & Thomas-Ružić first example above, Abboud & McCarus original stated:

وصل الوزير وهو يحمل رسالة هامة من الرئيس

[Gloss: Arrived the minister and he is carrying a letter important from the president.]

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<sup>3</sup> This is the subsequent edition of the same work that Thompson-Panos & Thomas-Ružić cited. I was not able to find the 1975 edition, however it appears that the differences in translation between the Thompson-Panos & Thomas-Ružić translation and the Abboud & McCarus translation is because Thompson-Panos & Thomas-Ružić made their own literal translations rather than take Abboud & McCarus’s originals.

Translation The minister arrived while carrying an important letter from the president.

What Thompson-Panos & Thomas-Ružić referred to as a subordinate clause, Abboud & McCarus employ a translation of an Arabic grammatical term and refer to as a “circumstantial clause”. They explain the above sentence and the concept of circumstantial clauses as follows:

The clause *وهو يحمل رسالة هامة من الرئيس* ‘while he carries an important letter from the president’ modifies *الوزير* [the minister] and describes the condition or attendant circumstance surrounding the *وزير* [minister] at the time of the event in question, his arrival. It is therefore called a circumstantial clause, or, more commonly, a hāl clause (from *أحوال – حال* ‘condition, circumstance’). ... Note that verbs in these hāl clauses are in the imperfect tense, and that the imperfect tense is translated in the same tense as the main verb. (1983:557)

With the main verb being in what Abboud & McCarus refer to as the perfect tense. They go on to give further examples and variations of Arabic circumstantial clauses, including the second example that Thompson-Panos & Thomas-Ružić adapted, which Abboud & McCarus had rendered as:

رجع المراسل الي بلده وقد تحدث طويلا مع الرئيس وبعض الوزراء

[Gloss: Returned the reporter to country his and he had talked lengthily with the president and some of ministers his]

Translation: The reporter returned to his country having talked at length with the president and some of his ministers.

Commenting on this, Abboud & McCarus wrote:

The perfect tense verb also occurs in the hāl clause, preceded by *وقد* [coordinating conjunction + particle *qad*]. This construction indicates a completed action whose results are still in effect; the verb is often best translated as “having (done something)”, “who had (done something)”, “now that...”, etc. (1983:559]

Abboud & McCarus also indicate that in Arabic verbal sentences, such circumstantial clauses can also be achieved through replacing the imperfect verb with an active participle. This means that there is no tense-carrying verb in the circumstantial clause, and the active participle is a nominal acting as an adjective.



Abboud & McCarus' discussion of the interaction of tense and circumstantial clauses in their academic work book ultimately provided more clarity than Thompson-Panos & Thomas-Ružić's academic condensation of the topic. Thompson-Panos & Thomas-Ružić limited their coverage of this topic to Abboud & McCarus' circumstantial clauses but then made the broad claim that the interactions of tense that had applied there also applied to all types of subordinate clauses in Arabic. Abboud & McCarus on the other hand limited their initial claim to the circumstantial clauses, and only in a later lesson did they provide further delineation and accompanying examples of verbs in main clauses imparting tense information to subsequent verbs in subordinate clauses more generally. They wrote:

An imperfect indicative verb after past tense كان [past tense helping verb "he was..."] refers to past time. It also refers to past time after any perfect tense verb in the main clause; this imperfect may follow immediately after another verb... It may also be in a subordinate clause... The equational sentence, if it is in a subordinate clause, likewise assumes the same time as the main verb... [1983:505-506]

and they also provided multiple examples of each one of these situations, which have been omitted here. What is important for our purposes is to establish, as Abboud and McCarus do, that Arabic verbs in the main clause impact the temporal meaning of verbs in subordinate clauses, and to highlight, as Thompson-Panos & Thomas-Ružić do, that the different rules of subordinate clauses for English and Arabic present a recognized area of MT interference.

### **Errors Related to Form**

Finally, the literature also highlighted several other errors among Arabic-speaking students of English in relation to verbs. These included a host of issues such as morphological errors, inflectional errors, subject-verb agreement, etc. These errors can be classified as errors relating to form, and constitute an important category of consideration. Thompson-Panos & Thomas-Ružić (1983) close their discussion of frequently occurring verb-related errors by noting

that the rules for the formation of English verbs are fairly straightforward for Arab learners of English when compared to the rules for English verb distribution and usage.

### **CHAPTER 3: METHODOLOGY AND OUTLINE OF THIS STUDY**

This section of the thesis will briefly describe original research that has been carried out, with further details about each step following in their own sections.

This study is an analysis of errors in the formation of grammatical tense and aspect among Arabic L1 speakers of English. The population surveyed in this study consisted of 93 Arabic L1 students applying to study English in an intensive English program at Saint Cloud State University in St. Cloud, Minnesota. As part of their placement procedures, the students each composed an impromptu essay on a broad topic. These essays formed the language sample which was analyzed. This study has limited itself to examining the instances of verbs carrying tense and aspect information found in these essays.

The errors were classified according to type along the lines of a pre-existing error taxonomy, a catalog of the occurrences of verbs was generated. This catalog was then examined and used to determine the frequency of each tense-aspect construction, error, and the frequency of errors according to the various tense-aspect combinations. These findings are detailed below.

Paired along with descriptions of the errors occurring in each tense-aspect structure was a discussion of possible areas of mother tongue influence. These notes were drawn in part from some of the literature on Arabic tense constructions surveyed above. This section identifies patterns of error that could potentially be a result of language transfer, but stops short of conclusively diagnosing the errors as mother tongue interference, as such declarations are difficult to firmly validate. Where possible, this section of the thesis also compares its findings with some of the findings of previous error analysis studies surveyed in the literature. As we hope that this thesis' literature review of Arabic grammars in English has indicated, some

conventional wisdom commonly repeated in the English literature regarding Arabic linguistics and claims of mother tongue interference may be in need of reevaluation.

Finally, it is my hope that this research will offer two contributions to the broader literature. First, that the analysis of common verb related errors for Arabic L1 learners of English can add data to an under-studied area. Secondly, this thesis will attempt to offer some pedagogical implications for teachers of Arabic L1 students in light of the patterns of error identified in the course of this study.

### **Error Analysis**

This research places itself within the field of Error Analysis. Error Analysis (EA) is a branch of Applied Linguistics which came into being in the 1960s, following the earlier Contrastive Analysis approach. Contrastive Analysis (CA) was a prominent method of analyzing the language errors of English language learners during the 1950s and 1960s. By comparing the different structures of a speaker's L1 and L2, CA proponents claimed to be able to reliably predict the types of linguistic mistakes that such a learner would make in their production of the L2. Early proponents of CA held that many mistakes in L2 acquisition could be attributed to structure differences between the learner's L1 and L2. As Ellis (1994:47) explained, "[t]he underlying assumption of CA was that errors occurred primarily as a result of *interference* when the learner transferred native language 'habits' into the L2. Interference was believed to take place whenever the 'habits' of the native language differed from those of the target language" [emphasis his]. However, later critics pointed out that Contrastive Analysis failed to predict some errors while anticipating other errors that did not materialize. Critics also rightly noted that not all speakers of the same L1 produced the same mistakes, thus casting doubt of CA's predictive ability. Again, Ellis articulately pointed out that "[t]he problem with the CAH

[Contrastive Analysis Hypothesis] was its failure to acknowledge sources of difficulty other than the learner's L1. While it has been shown to be clearly incorrect to claim that L1/L2 differences *will* lead to difficulty, it has also become clear that they might *do*" [1994:308 emphasis his]. In response to these criticisms, Wardhaugh (1970) divided Contrastive Analysis into two main approaches: a strong version and a weak version. The strong version claimed to be able to predict and anticipate errors according to the speaker's L1, while the weak version merely claimed to use differences between the L1 and L2 to help explain errors that were observed. But by the time of Wardhaugh's writing, Contrastive Analysis was rapidly waning and giving way to Error Analysis.

Although the analysis of language learner errors was not something new to the field of linguistics, Error Analysis (EA) emerged as a methodology for investigating aspects of learner language in the late 1960s. Error Analysis can be distinguished from Contrastive Analysis in a number of ways. Khansir (2012:1029) began his comparison of the two by noting that "[c]ontrastive analysis starts with a comparison of systems of two languages and predicts only the areas of difficulty or error for the second language learner, whereas error analysis starts with errors in second language learning and studies them in the broader framework of their sources and significance." As such, Error Analysis places the focus of its attention on actual errors that have been produced, rather than speculating about potential errors that one might expect to be produced. Corder (1974), a seminal figure in the development of EA, laid out the following steps for Error Analysis research: 1) collection of language learner samples, 2) identification of errors, 3) description of those errors, 4) provide explanation of those errors, and 5) evaluate those errors, though Ellis (1994:48) notes that most subsequent EA studies do not involve the final step which

has generally been ceded to other forms of research. This research will also follow that well-treaded path of Corder first four steps.

### **The Collection of Errors**

In order to conduct this research, I have completed and submitted an IRB form to obtain access to 93 impromptu essays completed by students seeking to enroll in Saint Cloud State University. All of these students were native Arabic speakers from the Kingdom of Saudi Arabia. As such, the students constituted a fairly homogenous language group, as it is safe to assume that most all of the students studied the same Arabic language curriculum in the country's primary schooling. As is typical of formal Arabic language instruction in most Arab nations, Modern Standard Arabic is the standard form of written language as well as the oral form which children are expected to acquire in addition to their own local dialects. It is this ubiquitous explicit instruction in Modern Standard Arabic common to all the students in this survey and their familiarity with written composition according to its rules that has informed this study's reliance on the norms of Modern Standard Arabic in identifying potential areas of mother tongue interference. All of these students also fell into a similar range of L2 proficiency. Each student was able to compose a meaningful response to a general writing prompt in their L2, however at the time of their impromptu essay none of them had achieved a TOEFL score of 500 or above.

These essays, which were completed with pencil and paper, have since been transcribed into digital formats to facilitate the analysis process. The digital copies were then manually examined for two main features. First, for each essay, each occurrence correctly-formed English tense-aspect constructions was noted and tallied according their tense-aspect classification. Second, each instance of erroneous construction was noted and tagged according to an error

taxonomy adapted from Politzer and Ramirez (1973). This error taxonomy and our reasons for selecting it are discussed in more detail below.

Before describing and attempting to explain the errors that have been observed in the sample, some notes about the parameters of this study are in order. This research has limited itself to the analysis of tense-carrying verbal constructions. These include the twelve tense-aspect combinations of the English language, as illustrated by Koffi (2015:175) in chart 3.1 below:

No.	Tense-Aspect Combination	Examples
1.	Simple Present	Kim <i>studies</i> hard
2.	Simple Past	Kim <i>studied</i> hard
3.	Simple Future	Kim <i>will study</i> hard
4.	Present Progressive	Kim <i>is studying</i> hard
5.	Past Progressive	Kim <i>was studying</i> hard
6.	Future Progressive	Kim <i>will be studying</i> hard
7.	Present Perfect	Kim <i>has studied</i> hard
8.	Past Perfect	Kim <i>had studied</i> hard
9.	Future Perfect	Kim <i>will have studied</i> hard
10.	Present Perfect Progressive	Kim <i>has been studying</i> hard
11.	Past Perfect Progressive	Kim <i>had been studying</i> hard
12.	Future Perfect Progressive	Kim <i>will have been studying</i> hard

These labels can be deciphered by knowing that the first word in the label generally refers to tense while the second (and third, potentially) words refer to aspect. This is the case except with regards to the simple present, simple past and simple future, where “simple” is the label for the aspect although it comes first.

Due to our reliance on this categorization of tense-aspect constructions for this study, verbal constructions that do not explicitly carry tense-aspect information, such as infinitives, imperatives, present and past participles and gerunds, were not included in our analysis.

Auxiliary modal verbs were also excluded. Although modal verbs may combine with tense and aspect to create a variety of meanings, Koffi (2015:186) points out that “it is the communicative

situation, not the morphological characteristics of the modal verb, that determines the overall meaning of the combination.” As such, balancing a well-formed examination of modal tense-aspect combinations along with this study’s focus on surface errors would be rather difficult to maintain. Of course, an exception has been made for the future tense constructions which utilize the modal “will”, which have been considered in this study. Tense-aspects constructions whose normative form was altered to form questions (e.g. “Kim studies hard” → “Does Kim study hard?”) were omitted because the syntactical and morphological transformations that they required were reflective of interrogative forms rather than the typical tense-aspect constructions that this study sought to examine. Negative constructions were included in the study, as were the few passive constructions that occurred.

### **Error Identification**

Since the earliest days of Error Analysis, the identification of errors has been a significant task raising a number of theoretical questions. Even the fundamental task of identifying what constitutes an error has been debated. Corder (1967) drew a distinction between errors and mistakes, with the former referring to instances that accurately reflect the subject’s linguistic competence and abilities while the latter does not. This delineation is similar to Chomsky’s (1965) distinction between competence and performance. Corder held that Error Analysis should be limited to the study of errors, to the exclusion of mistakes. However, as Ellis (1994:54) aptly points out, “Corder’s (1967) distinction between errors and mistakes is not easy to put into practice, even if the learner is available to provide an ‘authoritative interpretation’.” With Ellis’ summary of the situation in mind, this current study will not attempt to distinguish between errors and mistakes. Ellis (1994:51) opens his discussion of error identification by writing, “[a]n error can be defined as a deviation from the norms of the target language.” In our case, the norms



of the target language will be standard written North American English (NEA). All deviations from standard North American English (NAE) will be treated as errors. Any attempt to differentiate between mistakes and errors within the context of the current study would be impractical. This difficulty arises in part because each sample essay was composed by a unique student, which does not provide a sufficient amount of data to make assumptions about the frequencies and causes of their errors in-and-of-itself, nor does this provide an opportunity to compare students' performances at different times.

But even if the boundaries that encompass the category of "error" can be generally agreed upon, an agreed-upon standard of the specific categorization and delineation of individual errors has remained elusive in the field of applied linguistics. There does not appear to be any one standard taxonomy of English language errors that has been generated from the scholarly literature. For this study, we have adopted, and then adapted, a taxonomy from an earlier work, that of Politzer and Ramirez's 1973 "An Error Analysis of the Spoken Language of Mexican-American Pupils in a Bilingual School and a Monolingual School". Despite the differences between our study and their which make themselves apparent merely from the title, there were a number of reasons that led to our selection of Politzer and Ramirez's taxonomy (see chart 3.2, below).

We found Politzer and Ramirez's (1973) error classification repeatedly and positively cited in the literature that we surveyed. Dulay, Burt, & Krashen (1982:150) presented their taxonomy as one of two examples in the book on second language research, describing it by saying, "[t]he Politzer and Ramirez taxonomy for morphology and syntax summarized in Table 7-1 is a fairly traditional descriptive taxonomy." While Politzer and Ramirez's taxonomy included categories for morphology, syntax, and vocabulary (with the suggestion that they also

initially considered phonology), their vocabulary taxonomy was notably limited to the errors that they collected from their Spanish L1 speakers, compared to the more broadly applicable syntax and morphological taxonomies. Although Politzer and Ramirez generated their error taxonomies for syntax and morphological errors based on the recorded samples elicited from their subjects, their organizational scheme was clearly derived from preexisting linguistic category taxonomies often used to organize textbooks (Dulay, Burt, & Krashen 1982; Ellis 1994). Dulay, Burt, & Krashen's reformatting of Politzer and Ramirez's categories into chart form (3.2, below) help to illustrate these similarities:

A. Morphology			
	1. Indefinite Article Incorrect		
		<i>a</i> used for <i>an</i> before vowels	a ant
		<i>An</i> used for <i>a</i>	an little ant
	2. Possessive case incorrect		
		Omission of 's	The man feet
	3. Third person singular verb incorrect		
		Failure to attach -s	The bird help man
		wrong attachment of -s	The apple fall downs
	4. Simple past tense incorrect		

	a. regular past tense		
		Omission of <i>-ed</i>	The bird he save him
		Adding <i>-ed</i> to past already formed	He calleded
	b. Irregular past tense		
		Regularization by adding <i>-ed</i>	He putted the cookie there
		Substitution of simple non-past	He fall in the water
		Substitution of past participle	I been near to him
	5. Past participle incorrect		
		Omission of <i>-ed</i>	He was call
	6. Comparative adjective/adverb incorrect		
		Use of <i>more + -er</i>	He got up more higher
B. Syntax			
	1. Noun Phrase		
	a. Determiners		
		Omission of the article	He no go in hole
		Substitution of definite article for possessive pronoun	He fall down on the head
		Use of possessive with the article	He put it in the his room
		Use of wrong possessive	The little boy hurt its

			leg
	b. Nominalization		
		Simple verb used instead of <i>-ing</i>	By to cook it
		Preposition <i>by</i> omitted	The dove helped him putting leaf on the water
	c. Number		
		Substitution of singulars for plurals	He got some leaf
		Substitution of plurals for singulars	He stab him in the feet
	d. Use of pronouns		
		Omission of the subject pronoun	(He) pinch the man
		Omission of the “dummy” pronoun <i>it</i>	Is nice to help people
		Omission of object pronouns	I don’t know (it) in English
		Subject pronoun used as redundant element	My brother he go to Mexico
		Alternating use of pronouns by number as well as gender	So he can eat it (referring to apples)
		Use of <i>me</i> as subject	Me forget it
	e. Use of prepositions		
		Omission of preposition	He came (to) the

			water
		Misuse of prepositions	He fell down from (for on, into?) the water
	2. Verb Phrase		
	a. Omission of verb		
		Omission of main verb	He (fell?) in the water
		Omission of <i>to be</i>	He in the water
	b. Use of progressive tense		
		Omission of <i>be</i>	He going
		Replacement of <i>-ing</i> by the simple verb form	The bird was shake his head
		Substitution of the progressive for the simple past	Then the man shooting (shot?) with a gun
	c. Agreement of subject and verb		
		Disagreement of subject and verb person	You be friends
		Disagreement of subject and verb number	The apples was coming down
		Disagreement of subject and tense	I didn't know what it is

	3. Verb-and-Verb construction		
		Embedding of a noun-and-verb construction in another noun-and-verb construction	I go to play (I go and I play)
		Omission of <i>to</i> in identical subject construction	I go play
		Omission of <i>to</i> in verb-and-verb construction	I see a bird got the leaf
		Attachment of the past marker to the dependent verb	He was going to fell
	4. Word Order		
		Repetition of the object	The bird (object) he was gonna shoot it
		Adjectival modifiers placed after noun	He put it inside his house a little round
	5. Some Transformations		
	a. Negative transformation		
		Formation of <i>no</i> or <i>not</i> without the auxiliary <i>do</i>	He not play anymore
		Multiple negation	They won't have no

			fun
	b. Question transformation		
		Omission of auxiliary	How the story helps?
	c. <i>There</i> transformation		
		Use of <i>is</i> instead of <i>are</i>	There is these hole
		Omission of <i>there</i>	Is one bird
		Use of <i>it was</i> instead of <i>there was</i>	It was round things
	d. Subordinate clause transformations		
		Use of <i>for</i> for so that	For the ant could get out
		Use of indicative for conditional	So he don't kill the bird

So, Politzer and Ramirez's classification held the joint distinction of being well-regarded in the literature, as well as being regarded as a normative classification scheme.

Another important factor in our decision to adopt Politzer and Ramirez's error taxonomy was its strict focus on "surface errors". Dulay, Burt, & Krashen (1982:144-145) define and describe the merits of such as approach by writing:

An adequate explanation of language learners' verbal performance seems much too complex to be squeezed into taxonomic formats which were originally

designed to classify rocks, flowers and other concrete observable phenomena. Taxonomies might more appropriately be used to organize errors according to *directly observable* characteristics. ... In this chapter, we will limit our discussion to the descriptive aspects of error taxonomies on the assumption that ***the accurate description of errors is a separate activity from the task of inferring the sources of those errors.*** We have focuses on error taxonomies that classify errors according to some observable surface feature of the error itself, without reference to its underlying cause or source. We have called these *descriptive taxonomies*. Error analysis, from this perspective, is an analytical tool...

This study takes a similar line of thinking, and thus Politzer and Ramirez's focus on surface errors rather than presumptive categories that attempt to assign causal factors to errors made a good fit for our purposes. Politzer and Ramirez describe this aspect of their study in similar words:

The errors were categorized as an aid in presenting data rather than to create a basis for extensive speculation concerning the sources of the errors. For this reason they were categorized along fairly traditional lines into errors of morphology, syntax, and vocabulary. (Owing to the insufficient fidelity of the recordings, no attempt was made to include phonology in this analysis.) The three main categories were further subdivided according to different parts of speech or parts of the sentence. Except in the case of vocabulary errors, therefore, the categorization used was not based on any assumptions about the causes of the errors but was purely descriptive. [1973:41]

Ellis (1994:54) also highlights the importance of such an approach, writing that creating a useful description of errors “requires, therefore, attention to the surface of the learners’ utterances (i.e. it does not attempt, at this stage, to identify the sources of the errors).” Ellis goes on to cite two representative examples of this approach, one of which being Politzer and Ramirez (1973), of which he said, “[s]uch taxonomies allow both for a detailed description of errors and also for a quantification of a corpus of errors” (ibid). As mentioned previously, by employing Politzer and Ramirez’s taxonomy, we hope to have achieved a detailed description of the errors we encountered, and as we shall presently describe, we also have used their taxonomy to enable us to produce quantifiable comparisons of errors committed.



Ellis (1994:57) closes his discussion of the task of appropriate descriptions of errors in the process of Error Analysis by highlighting a final challenge:

Another problem [with the descriptions of errors] concerns the failure to quantify the different types of errors that have been identified and described. Many of the EA studies that have been conducted have been very informal – perhaps as a result of the kinds of problems discussed above. In some studies error frequencies were not given at all (for example, Jain 1974, Richards 1971b), while in others only absolute frequencies are given (for example, Duskova 1969). But as Schachter and Celce-Murcia (1977) point out, to say anything worthwhile about error frequency we need to know the number of times it would be possible for learner to have committed different errors. In other words, relative rather than absolute frequencies are needed.”

With this in mind, this study has endeavored to count not only the incidents of errors related to tense-carrying verbal constructions, but also to catalogue the correct productions of these verbs as well. Tracking both sound and erroneous constructions of the various tense-aspect constructions allows for a comparison of the two and enables us to arrive at relative frequencies of erroneous production.

So, Politzer and Ramirez’s error taxonomy was appealing for its traditional and well-regarded classification scheme and its potential to help produce a more useful quantification and evaluation of errors. However, there were some aspects of the taxonomy that did require adjustment for the purposes of this study, which will be detailed in this section of the thesis. Some categories were irrelevant to our needs, most obviously the section on vocabulary errors which Dulay, Burt, & Krashen did not include in their reformatted version of Politzer and Ramirez’s categories. As mentioned earlier, the vocabulary section of Politzer and Ramirez was notably language-specific and did not have the same potential for broad application as their syntax and morphology sections. But even within the syntax and morphological categories, some changes were made. These changes mostly consisted of omitting certain categories from our analysis, and in some cases additional categories were added.

Categories that were not relevant to the scope of this study, i.e. items which do not carry tense-aspect information, were omitted from our consideration. So, the syntax categories of “noun phrase” (1), “word order” (4), and “some transformations” (5) and all of their subcategories were omitted from our study, leaving only “verb phrase” (2) and some aspects of “verb-and-verb construction” (3). In the morphology categories, “third person singular verb incorrect” (3) and “simple past tense incorrect” (4) were considered in our study, while all other categories were omitted.

Certain other categories were added to this taxonomy due to the presence of errors within our sample that could not adequately be categorized in Politzer and Ramirez’s original divisions. One category was added to the morphology section, which as an additional section of “irregular form mistakes” under the sub-category of “third person singular verb incorrect”. Errors in this category accounted for roughly 2% of all errors observed in our study. In syntax errors relating to the verb phrase, two new types of errors were added. The sub-category of “extraneous verb addition” was included to account for errors such as the “are” in the phrase “some of my friends in U.S they are have a job”. This type of error accounted for more than 11% of all errors in our sample. Another added error type was “incorrectly conjugated helping verbs” under the sub-category of “use of progressive tense”. This error was specific to helping verbs in progressive tense-aspect constructions, such as “they was studying in America from a long time ago”. The sub-category was only applied to two errors in the entire study, reflecting the relatively small use of progressive tense-aspect constructions collected in the sample.

With the “verb-and-verb construction” category, two new categories were added. The first was an incorrect ordering of the subject and its verb, with the subject and verb flipped in

word order. The second addition was the case of missing subjects, where a tense-carrying verb would occur without any accompanying noun.

### **Description and Explanations of Errors**

For organizational clarity, the description of errors and the attempts at explanations of errors have been combined into a single section. However, description of what has occurred on a surface level and explanation of the potential causes are very distinct issues and as such have been presented sequentially as much as possible. The descriptions presented rely on Politzer and Ramirez's surface level error taxonomy, while the following explanation draw on the Arabic grammar literature reviewed earlier in this thesis.

According to Corder (1967), description of errors and explanations of errors are separate steps in the Error Analysis process. Throughout the analysis of the sample material, this study has adopted the approach that classifying and describing the errors must be carried out in a systematic way according to directly observable surface features rather than attempting to classify the errors according to potential causes or assign certain errors to the category of interlanguage errors, others to the category of developmental errors, and so on as some other studies have done. Politzer and Ramirez's "surface feature" taxonomy is built on this methodological commitment to accurate description of errors devoid of causal speculation. However, after categorizing the errors according to a surface error taxonomy, attempts were then made to make sense of the errors and determine where mother tongue influence could be a reasonable explanation for the types of errors that were observed. So while the description and explanation stages of the research were carried out separately, they have both been presented together for the sake of organizational clarity.

In practice, some Error Analysis studies have limited their scope to Corder's (1967) first three steps of collection, identification, and description of errors to the exclusion of error explanation. However evaluation of the errors is an important part of this current study. Chan (2010:207) justifies her focus on error evaluation of her Chinese L1 English-language learners by writing:

Because errors are indicative of a learner's interlanguage and the errors made along a learner's interlanguage continuum are often due to a complex interplay between both first language (L1)- and L2-related factors (Li & Chan, 1999), there is a need to investigate the written output of Cantonese ESL learners in order to uncover the extent of negative transfer and the interaction between transfer and other non-L1-related factors.

This study takes a similar attitude with regard to the Arabic ESL learners whose writing makes up the material of this study, though perhaps less ambitious in nature. Negative transfer is notoriously difficult to prove. Ellis (1994:62-63) writes:

Schachter and Celce-Murcia (1977) argue that a large number of learners' errors are ambiguous with regard to source and that 'one must be extremely cautious when claiming to have identified the cause of any given error type'. Such caution has not always been exercised, however.

Therefore, this research has attempted to limit itself to identifying similarities between erroneous constructions of English tense-aspect formations and normative Arabic tense-aspect constructions. Consistent similarities could be the result of negative transfer, though similarities alone do not automatically confirm that such errors are the result of mother tongue influence. As such, this thesis does not make absolute claims that negative transfer, but does highlight areas where negative transfer poses a reasonable explanation for the observed phenomenon.

This section of the thesis will attempt to describe the errors that have occurred and examine the extent to which negative transfer can be a plausible explanation for the mistakes found in our sample. For the purposes of this study, transfer can be defined as "the influence

resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired” [Oldin 1989:27, as quoted by Ellis 1994:301]. Each English tense-aspect construction will be dealt with in turn. A description of the students’ performance in producing that tense-aspect construction will come first, and an analysis of possible negative transfer will follow.

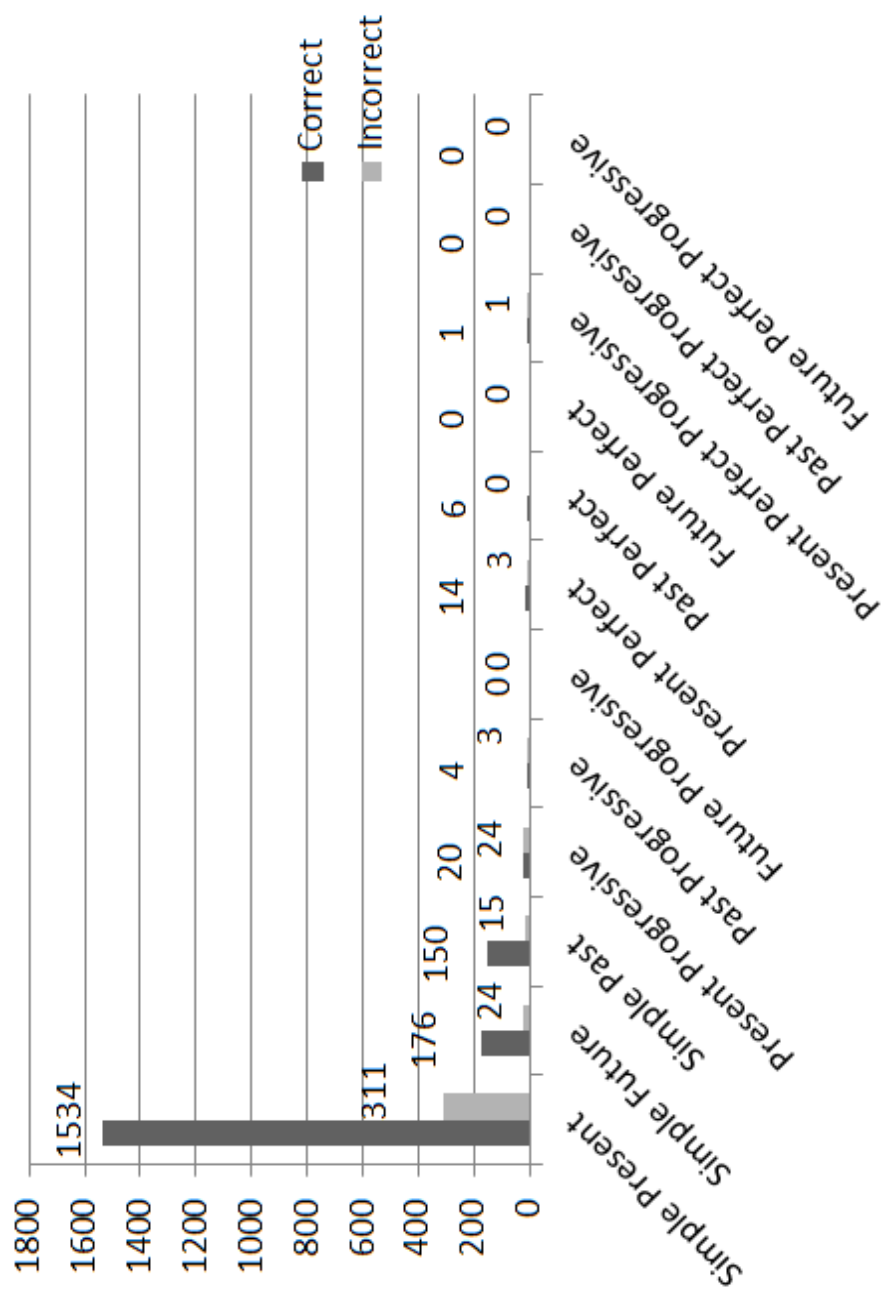
## CHAPTER 4: RESULTS

In the sample of 92 student essays, there were a total of 2286 tense-carrying verbs noted. Overall, verbs in the simple present tense accounted for 1834 of this total, making up 81% of all verbs that carried tense-aspect information within the study sample. Out of these, 1534 of these examples being formed correctly, equivalent to 83% of the entire simple present tense instances. Correctly-formed simple present verbs also accounted for 67% of all tense-aspect carrying verbs in the entire sample. This left the remaining 311 incorrectly-formed simple present verb instances to make up 14% of all tense-aspect carrying verbs. The remaining 452 tense-carrying verbs that were not in the simple present tense accounted for slightly less than 20% of tense-carrying verbs in the sample. Correctly- and incorrectly-formed simple present verbs rank as the first and second most frequently-occurring verbs categories in our sample, respectively. The next most frequent category was correctly-formed simple past verbs at 176 instances or 8% of the total, followed closely by correctly-formed simple future at 150 instances or 7%. Incorrectly-formed simple past, incorrectly-formed present progressive, and correctly-formed present progressive verbs each accounted for 1% of the total verbs, with each of the other verbs categories making up less than 1 percentage. Several categories of verbs did not occur at all, neither in correct or incorrect forms. These included: future progressive, future perfect, past perfect progressive, and future perfect progressive.

Table 4.1: Tense-aspect combinations which were not attempted in the sample
Future progressive (“Kim will be studying hard”)
Future perfect (“Kim will have studied hard”)
Past perfect progressive (“Kim had been studying hard”)
Future perfect progressive (“Kim will have been studying hard”)

Future progressive (“Kim will be studying hard”)
Future perfect (“Kim will have studied hard”)
Past perfect progressive (“Kim had been studying hard”)
Future perfect progressive (“Kim will have been studying hard”)

Figure 4.1: Tense-Aspect Combinations in the Sample



Viewing the results through the lens of aspect specifically, simple tense-aspect verbs (simple present, simple past, and simple future) comprised 2211 instances, accounting for about 97% of all verbs carrying tense-aspect information in our sample (see figure 4.2). Progressive tense-aspect verbs occurred 51 times (2%), perfect tense-aspect verbs 23 times (1%), and perfect progressive tense-aspect combinations only 2 times in the entire sample. Again, verbs that do not explicitly carry tense-aspect information, such as infinitives, imperatives, present and past participles and gerunds, were excluded from this study.

Figure 4.2: Aspect Frequency in the Sample

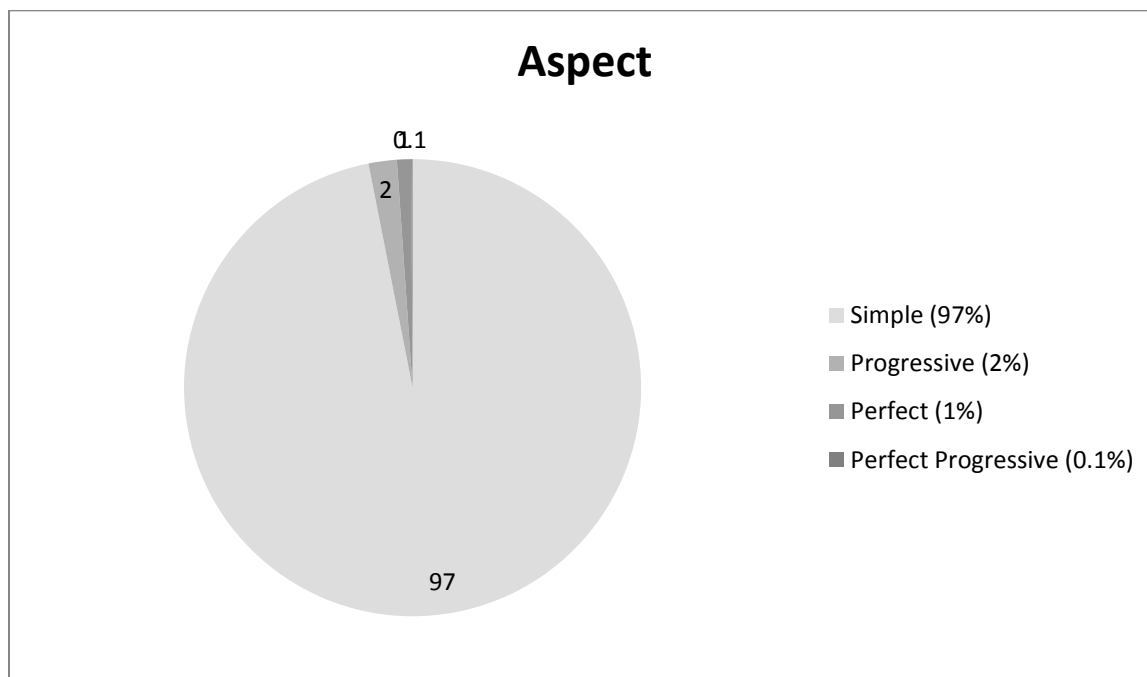




Table 4.2: Tense-aspect combinations that were only attempted in very small quantities			
Tense-aspect combination	Number correct	Number incorrect	Percent correct
Past Progressive (“Kim was studying hard”)	4	3	57%
Past Perfect (“Kim had studied hard”)	6	0	100%
Present Perfect Progressive (“Kim has been studying hard”)	1	1	50%

Table 4.3: Frequently occurring tense-aspect combinations			
Tense-aspect combination	Number correct	Number incorrect	Percentage correct
Simple present (“Kim studies hard”)	1534	312	83%
Simple past (“Kim studied hard”)	176	24	88%
Simple future (“Kim will study hard”)	150	15	91%
Present progressive (“Kim is studying hard”)	20	24	45%
Present perfect (“Kim has studied hard”)	14	3	82%

These charts provide an overview of what tense-aspect combinations occurred most frequently and where errors manifested themselves, however a more interesting question is how did these errors manifest themselves? Based on the error taxonomy adapted from Politzer and Ramirez (1973), this question can be answered. The remaining section of the descriptions of errors will be divided according to tense, with a discussion of the errors occurring in present tense-aspect combinations, then a discussion of the errors occurring in past tense-aspect combinations, followed by a discussion of the errors occurring in future tense-aspect combinations.

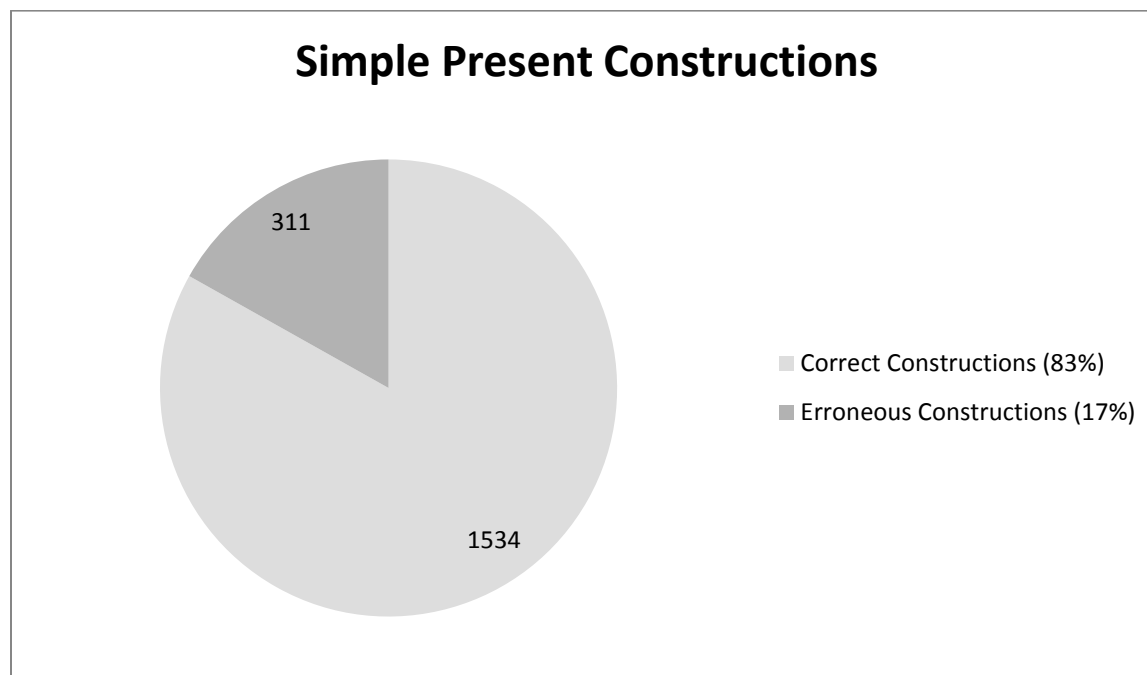
## **Present Tense Errors**

### **Simple Present**

This section of the thesis will describe the errors that occurred with simple present and present progressive tense aspect constructions, or those that typically refer to actions or states occurring in the present. As mentioned above, at 1846 instances, verbs in the simple present made up 81% of all tense-carrying verbs in our sample (see figure 4.4). This includes both correctly-formed simple present verbs and incorrectly-formed simple present verbs. Out of these, 1534 of these instances were correctly formed, making them account for 83% of simple present tense instances and 67% of all tense-carrying verbs in our sample of 93 student essays. In short, simple present verbs were by far the most common tense-aspect construction found in our sample. There were 311 instances of errors in the simple present, accounting for 81% of all errors with tense-carrying verbs noted in the sample and mirroring the percentage of simple present verbs in the study overall.

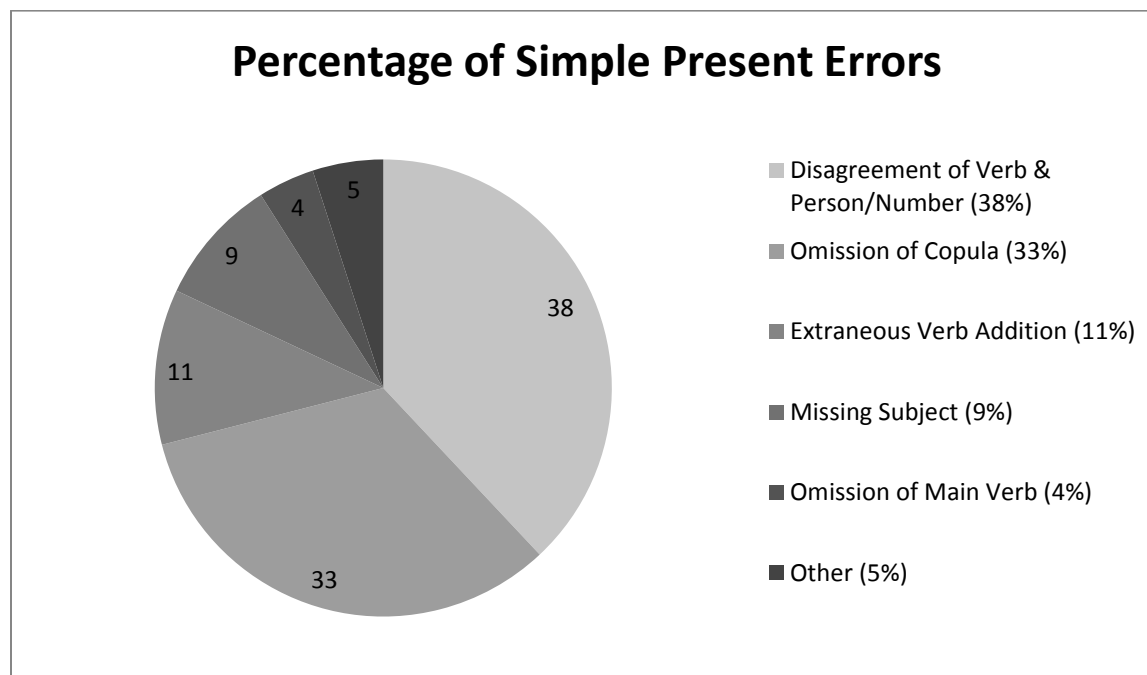
The 311 errors in simple present verb constructions came from 5 main areas: disagreement of the subject and verb (119 instances), omission of the copula (104 instances), additions of extraneous verbs (35 instances), missing subjects to correspond to the verb (27 instances), and omission of main verbs (13 instances). Other errors primarily came from errors with the morphology of third person singular verb, either failing to attach the *-s* morpheme (4 instances), mistakenly attaching the *-s* morpheme (5 instances), or errors with irregular third person singular verbs (3 instances). One error was the result of mixing the order of the subject and verb – the only incidence of this type of error in the entire sample. See figure 4.4 for a graphic representation.

Figure 4.3: Simple Present Constructions



In the case of disagreement between the verb and the subject in respects to person and/or number, this may be reasonably expected for this level of language learner. The Arabic language also requires agreement between the subject and verb in terms of the person, number, and gender in most cases, so subject-verb agreement is not a new concept to these students.

Figure 4.4: Percentage of Simple Present Errors



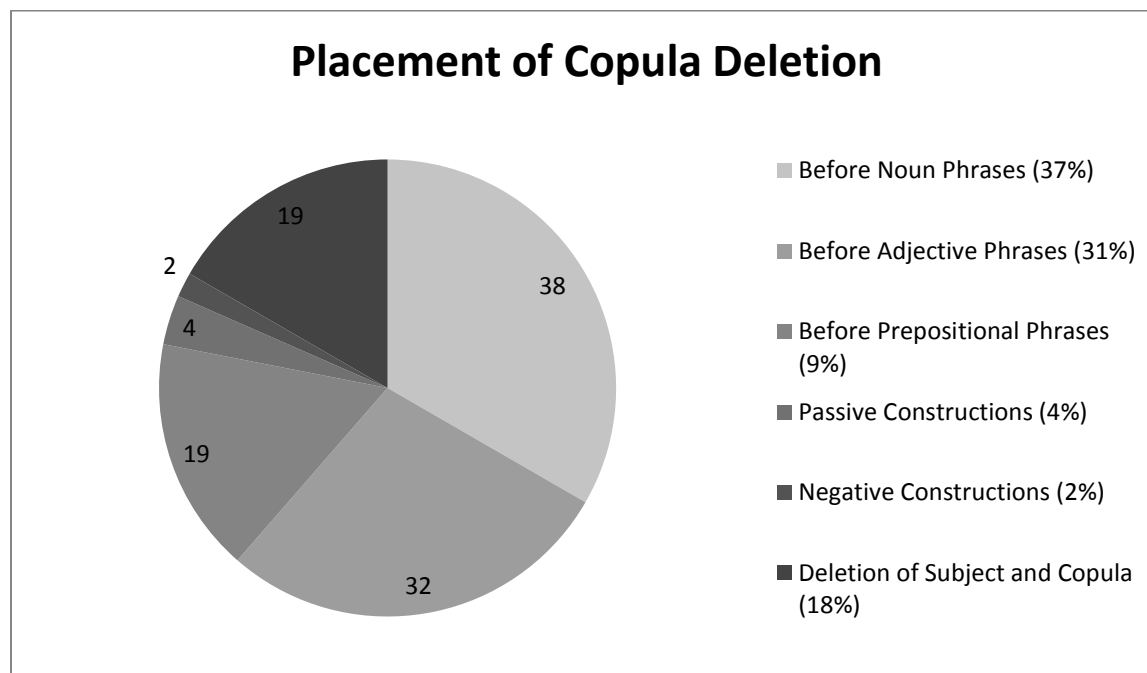
The omission of the copula among Arabic L1 learners of English has long been documented. As mentioned previously, Noor’s (1996) meta-analysis of Arabic L1 learner errors found copula deletion to be widely reported as the most frequently occurring error type. This is not surprising given that Arabic nominal sentences do not involve a copula – nor do they necessarily require any verb at all – in the present tense. Arabic nominal sentences [*al-Jumlah al-Ismiyyah* الجملة الإسمية] are defined as sentences which open with a nominal [*al-Ism* الإسم] and must include a subject and a predicate, in contrast to verbal sentences [*al-Jumlah al-Fi’liyyah* الجملة الفعلية] which begin with a verb [*al-Fi’l* الفعل] and typically includes a verb, its doer, and a direct object in the case of transitive verbs. While the nominal sentence can and often does contain a verb, unlike in the English language a verb is not required to produce a well-formed sentence. This is especially the case in what may be termed “equational sentences” which communicate

states of being rather than actions, such as “Kim is a good student.” In Arabic, such a sentence would be rendered as:

كيم طالبة طيبة  
*Lit.* Kim student good  
 Kim is a good student

In our sample, there were 104 incidents of copula deletion in simple present tense-aspect constructions (see figure 4.5, below). Most of these deletions (38) occurred before a noun phrase, with deletions before an adjective phrase coming in at a close second (32), and with only nine deletions before prepositional phrases. There were nineteen incidents in which both the subject and the copula were deleted. The remaining incidents were comprised of copula deletion in negative formulations and passive constructions.

Figure 4.5: Placement of Copula Deletion



These results conflict with the earlier findings of Scott and Tucker (1974) who claimed that copula deletion occurred most frequently before prepositional phrases, then before noun phrases, and that they found no incidences in their study of copula deletion before adjective phrases. The absence of any copula deletions before adjective phrases should have come as a surprise to those familiar with Arabic, as a nominal sentence in Arabic is often comprised of a nominal followed by another nominal which functions as an adjective:

كيم ذكية  
*Lit.* Kim smart  
 Kim is smart.

The lack of a copula prior to a prepositional phrase is also a feature of Arabic nominal sentences:

كيم في جامعة  
*Lit.* Kim in university  
 Kim is at the university

So the absence of a copula prior to noun phrases, adjective phrases, and prepositional phrases are all features of Arabic nominal sentences in the present tense, and this may explain the frequency of copula deletion among Arabic L1 learners of English. The deletion of both the subject and copula is another issues however, and one which frequently occurred in compound sentences.

“Extraneous verb addition” was one of the categories that this study found necessary to add to its usage of Politzer and Ramirez’s (1973) error classification. Most incidents of extraneous verb addition in simple present tense-aspect constructions involved the addition of a copula verb where it was not needed. In the majority of cases, this might be the addition a “to be” verb along with a main verb, such as one student who wrote:

I think that your customs is very important because *it's makes* you who you are  
 Some incidents may have been attempts to form more complex tense-aspect constructions, however the surface error taxonomy employed in this study classified them as simple present

verbs due to the presence of two simple present verbs, a grouping which does not correspond to any other tense-aspect construction.

### **Present Progressive**

Present progressive verb constructions accounted for slightly less than two percent of all tense-carrying verb constructions, comprising 44 instances of both correct and erroneous constructions. There were a total of 24 errors noted in the present progressive tense-aspect constructions, with two main error types accounting for the majority of them. Omission of the to-be verb accounted for 12 of these errors. For example:

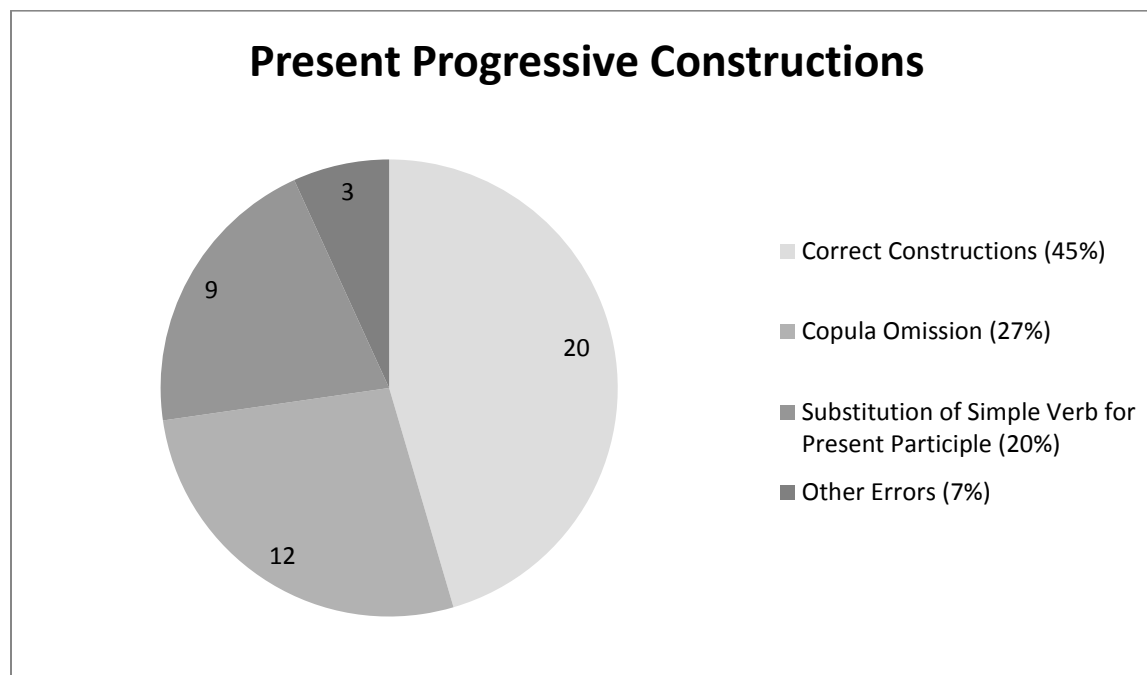
see what *the people doing*, what *they are eat* and what *they are get*

The second most common error in present progressive constructions was the replacement of the “-ing” of the present participle with the simple verb form, such as:

I want to look just like them cause *I am follow* their customs

This type of error accounted for 9 out of the 24 malformed constructions. This left three other errors categories (extraneous verb addition, incorrectly conjugated helping verb, and the substitution of a simple non-past verb in place of an irregular present participle), each of which occurred only once and thus cannot be said to represent a frequently occurring error based on the available data in this sample (see figure 4.6).

Figure 4.6: Present Progressive Constructions



Copula omission in the present progressive is not surprising in light of Abboud & McCarus' (1983:504) description of how present progressive and past progressive are formed in Arabic. They identified the simple *Madhaari'* (imperfect aspect) verb as effectively communicating the present progressive, in addition to the simple present and habitual present, with each distinct temporal meaning being distinguished by non-morphological features in the surrounding context.

كيم تدرس

*Lit.* Kim studies

Simple Present: Kim studies

Habitual present: Kim studies

Present Progressive: Kim is studying



While a mere one conjugated verb could suffice in Arabic, English requires a two-step transformation to move from the simple present form of the verb with which the Arabic L1 students in this sample were so comfortable to the less familiar present progressive form. The first step being the addition of the conjugated simple present “to be” verb before the main verb and the second being the addition of the –ing suffix to the main verb. Each one of these steps presented an opportunity for error, with 27% of all the present progressive constructions in this sample failing in the first step and 20% failing the second step.

### **Past Tense Errors**

This section of the thesis will describe and analyze the errors present in tense-aspect combinations that describe actions whose inception is most clearly situated before the present. These include the simple past, past progressive, present perfect, past perfect, present perfect progressive, and past perfect progressive. Each of these tense-aspect constructions will be described and analyzed in turn.

#### **Simple Past**

After the simple present, simple past constructions were the most frequently occurring tense-aspect constructions in our sample, accounting for slightly less than 9% of all tense-carrying verbs in the sample. This was comprised of 176 incidents of correct production and 24 errors of various sorts. The 24 errors came fell into the following categories:

Type of Error	Number of Occurrences	Percentage of all Errors
Substitution of simple non-past verb (irregular verbs)	6	22%
Regularization by addition of –ed (irregular verbs)	5	19%
Disagreement of subject and verb	4	15%
Omission of Copula (passive constructions)	3	11%
Extraneous verb addition	3	11%
Omission of –ed	3	11%
Miscellaneous	3	11%

The “miscellaneous” category was made up of three different types of errors which each only occurred once. These were the omission of a subject, the addition of an –ed ending to an already formed simple past verb, and one error with an irregular verb.

There is no one predominating type of error for the simple past in this sample, however errors related to irregular verbs were the most common and accounted for 41% of all errors in the simple past. Overall, erroneous simple past formations were a very small percentage (12%) of all simple past formations, and even smaller percentage (7%) when errors related to irregular verbs are removed from consideration. It appears that largest two challenges the students in this sample faced regarding the simple past was correctly forming the past form of irregular verbs and achieving subject-verb agreement.

### Past Progressive

The past progressive tense-aspect combination made up a very small part of our sample. With only seven occurrences in the entire sample of 2286 tense-carrying verb, the past progressive amounted to a mere 0.3% of the tense-carrying verbs that students produced. Four of these instances were correct, while three were erroneous. Two of these errors were instances of replacing the active participle with a simple verb form. The remaining error was an incorrectly conjugated helping verb. Three examples does not allow much room to establish a pattern, however these types of errors mirror the types of errors that occurred in the formation of the present progressive, in that the construction requires two transformations to move from the simple past to the past progressive. First, a conjugated simple past “to be” verb must be added before the verb. Second, the main verb will have its past tense –ed suffix replaced by an –ing suffix. So the students had two opportunities for errors to occur in this construction. But while the errors in the present progressive saw a higher rate of copula deletion than substitution of a simple present verb for the present participle, the past progressive saw a higher rate of substitution and no instances of deleting the helping verb. As Abboud & McCarus (1983:504) pointed out, the Arabic past progressive construction does involve a helping verb. Like in the English past progressive, this helping verb is also conjugated in Arabic, but unlike in English the Arabic main verb is also conjugated in agreement with the subject:

كيم كانت تدرس  
*Lit.* Kim was studies  
 Kim was studying

One student approximated the Arabic construction in his or her erroneous production of the English past progressive as such:

*I was tried* to wear my country custom in the airport

However this example uses a simple past form of the verb, while in Arabic an irregular aspect verb would be used. The other past progressive error in our sample involving the main verb dealt with an irregular verb, resulting in this construction:

*I was think of it*

This example does mirror the Arabic form, but is thrown into question by the presence of an irregular English verb, whose correct formation in the various tenses has already appeared as a source of difficulty in this sample overall, and thus leaves questions as to the extent to which mother tongue influence played a role in both instances. More instances of past progressive constructions would have to be generated and examined to go beyond these initial remarks.

### **Present Perfect**

The present perfect was only found 17 times in the sample, accounting for less than one percent of all tense-carrying verbs found in our sample. With 14 out of 17 instances being correctly formed, only three instances of errors were noted. One of these is the omission of the copula. The other two both involve errors with irregular verb forms, in one instance replacing the main verb with a simple non-past form, and in the other replacing the main verb with a past participle. As with the past progressive, there is not much material to analyze in this instance, however the deletion of the copula could potentially be interpreted as an instance of mother tongue influence according to Abboud & McCarus' (1983:505) formation of the Arabic present perfect:

درس  
*Lit.* He studied  
He has studied

The Arabic present perfect can be formed merely with the presence of a perfect aspect verb. However, as Aydin (1997) and Fayyad (1997) point out, it can also be formed with through the

combination of an invariable particle with a conjugated perfect aspect verb. Again, further examples of the present perfect tense-aspect construction would have to be generated and analyzed to produce any conclusive findings as to whether this error occurs frequently and whether it can be accurately attributed to mother tongue interference or not.

### **Present Perfect Progressive**

Only two instances of present perfect progressive constructions were produced in the entire sample. One of these was correctly formed, while the other replaced the present participle with a simple verb form.

### **Past Perfect Progressive**

There were no instances of past perfect progressive constructions found in our sample.

### **Future Tense Errors**

#### **Simple Future**

This section of the thesis will describe and analyze errors found in verb constructions describing actions yet to happen. These include the simple future, future progressive, future perfect, and future perfect progressive. However, out of these four tense-aspect combinations, only the simple future was produced by the subjects of this study. All the same, the simple future still managed to rank as the third most frequently occurring tense-aspect combination. Occuring 164 times, the simple future accounts for 7% of all tense-carrying verb constructions in the sample. Out of 164 productions, only 14 of these were erroneous. This relatively high rate of successful production (91%) for the simple present is not shocking as it is a fairly straightforward tense-aspect construction to form:

**Simple Future** = will + unconjugated simple verb

The 14 errors that did occur in the production of the simple present were made up of five different error types. Six instances of erroneous construction were due to the addition of an extraneous verb. Three more instances were due to difficulties with irregular verb forms. In two cases, the main verb was omitted, and in another two, the subject was omitted. The final error to make up the 14 was due to the addition of an –s morpheme to the main verb. However, a total of seven of these 14 errors were produced by one single participant. This student produced a range of errors: three additions of an extraneous verb, two omissions of the main verb, one omission of the subject, and one irregular form mistake. When this one essay is excluded, the remaining seven instances of errors were found in seven different essays and were made up of three additions of extraneous verbs, two irregular form mistakes, one wrong attachment of an –s morpheme to the main verb, and one omission of the subject. The three remaining instances of extraneous verb additions were remarkably similar in that they involved the addition of a correctly conjugated “to be” verb in the simple future construction:

They will be look like natives

The people in all the countries will be respect my culture

that place it is never will sleep

However the source of this type of error is unclear, and although it is the most frequently occurring error within our sample, the relatively small quantity of errors in the simple future do not allow for much in the way of conclusive findings.

### **“Disagreement of Subject and Verb Tense”**

In their description of observed errors, Politzer and Ramirez (1973) included a category of “Agreement of subject and verb”, and identified the areas of potential disagreement as “disagreement of subject and verb person, number, or tense”. While disagreement of subject and

verb tense appears to be an idiosyncratic label, Politzer and Ramirez do provide one example to elucidate what they could be indicating with this phrase:

I didn't know what it is

In fact, this has nothing to do with agreement between subjects and verbs, as this sentence is made up of two well-formed clauses that each exhibit subject verb agreement. Furthermore, disagreement between a noun and verb can only occur in features that both a noun and a verb can communicate, such as person, number, or gender – but not tense. While it is doubtful if nouns in any human language communicate tense in and of themselves, English nouns certainly do not. Rather, the issue here comes from inappropriate or unnatural switching between tenses across clauses. Despite Politzer and Ramirez's strange labeling of this phenomenon, odd shifts in tense across clauses constituted a recurring pattern in our sample. As mentioned previously in the literature review of common errors among Arabic L1 learners of English, the technical construction of the various verb tenses appears to develop much more quickly than precision in their appropriate usages (Thompson-Panos & Thomas-Ružić 1983).

While inappropriate shifts in tense across clausal boundaries were a recurring feature on the essays sampled in this study, quantifying and examining these shifts presented a series of problems that placed it outside of the boundaries of this study. In addition to Politzer and Ramirez's poor choice of a name for this error category, they also did not expound on it at all except in providing the single example of this type of error which we have reproduced above. However, shifts in tense across clauses within a single sentence – not to mention between sentences – can occur in many varieties and combinations which require some level of delineation for meaningful examination. Meaningful examination of tense shifts might call for a separate taxonomy of their own in order to accurately classify the different tense shifts that could

occur. However, this study sought to limit itself to one taxonomy for the sake of consistency and coherence.

A second difficulty comes from the fact that the students who form this sample all fall into a level of English proficiency below that required for college-level academic performance. As such, these students may not have well-developed control over tense construction, and so the intended meanings behind and correct production of larger issues of tense combination is naturally thrown into question. Future studies of more advanced students could shed light on some of the question raised here.

A third challenge also presented itself in trying to reconcile examining tense shifts across clausal boundaries with the Politzer and Ramirez taxonomy's focus on surface level errors. In many of the sentences which involved tense shifting across clausal boundaries, each individual construction of verb-tense formations was well-formed. Furthermore, many of the tense switches produced could match with native-English speaker intuitions of naturalness devoid of context. However, when seen in the light of the surrounding sentences, these same switches of tense sounded odd or were difficult to judge. This raised methodological questions about how to accurately determine whether a particular production qualified as an error or not. Could a surface error approach be applied to tense shifts across clause boundaries? Sentence boundaries?

That said, while there were many instances where the validity of tense shifts in the sample were debatable, this researcher noted more than 25 instances where tense shifts across clause barriers within a single sentence were entirely unnatural. Take for instance:

when I came here I dont see that

or another similarly structured example:

many people in U.S died when they are drunk



In both of these examples, the surface formation of the individual verbs is sound, however the temporal relationship between the clauses is unnatural. Each sentence starts with a simple past verb in the initial clause and a simple present verb in the second clause. This matches with the examples of verbs in the subordinate clause being influenced by the tense of the verb in the main clause in Arabic sentences described by Thompson-Panos & Thomas-Ružić (1983) and Abboud & McCarus (1983). In Arabic, the second verb would have been interpreted to be referring to past events, producing the meaning, “when I came here I didn’t see that” and “many people in the U.S. died when they were drunk”, both of which are well-formed and natural-sounding.

These examples only constitute a small portion of the tense shifts which were unambiguously malformed, but the difficulty of accurately and systematically identifying all instances of questionable tense shifts in the sample has prompted us to not venture further into this unclear subject matter without a well-vetted taxonomy. Suffice it to say that tense shifts in Arabic L1 English require more study, and we hope that some of the material gathered in the course of this research can assist in those future efforts.

## CHAPTER 5: CONCLUSION

### Summary and Pedagogical Implications

It is ultimately hoped that a better understanding of the types of errors frequently produced by native Arabic speakers in English tense and aspect production can assist instructors of native Arabic speakers to more effectively address these issues. Karazoun (2016:173) highlights this long-standing partial goal of Error Analysis by writing:

...some scholars highly believe that findings of error analysis (EA) is beneficial to language teaching if the teachers are aware enough of the suitable strategies of correcting them at an appropriate time to guarantee better results resulting in the learners' performance.

It is the modest aim of this section of the thesis to summarize some of the main findings of this research and provide some guidance to instructors of Arabic L1 learners of English where able.

As shown in graphs above, the single most prevalent type of error recorded in this sample of 93 writing prompts was failure of subject-verb agreement, accounting for nearly one third of all surface errors (32%). These errors may be reflective of the early stages of English language acquisition of many of the students in the sample. Also, the timed nature of the impromptu writing activity may have had an impact on the performance of some students. Subject-verb agreement is a concept shared in both English and Arabic, although English irregular verb forms do appear to be a source of difficulty for many students.

The second most frequent error was the omission of the copula verb, which occurred most often in the simple present tense with 86% of all copula deletion taking place there. Copula deletion was much less frequent in compound constructions, such as the present progressive and past progressive. This may be reflective of Arabic influence, where a copula verb is not needed for equational sentences (e.g. "Kim is a student") in the simple present, whereas a helping verb is part of present progressive and past progressive constructions. Students in the sample deleted the

copula in the simple present before noun phrases (“Kim is a student”), adjective phrases (“Kim is smart”), and prepositional phrases (“Kim is at the university”). The Arabic language does not require a copula verb in any of these positions in the simple present tense. Instructors of Arabic L1 students may benefit from providing clear examples of explicit instruction of the different positions in which the copula verb is used in English sentences in the simple present.

Morphologically irregular English verbs were a particular source of difficulty in the simple past, contributing to 11 of the 27 simple past errors (41%). The Arabic language has a remarkably formulaic system of morphology, both derivational and inflectional, and as such verbs can be predictably conjugated according to standard patterns. Even in cases where the standard conjugation pattern cannot apply for phonological reasons, there are patterns for irregular verb forms as well. Teachers may find that introducing irregular verbs in groups of phonologically similar patterns of inflectional derivation could help their Arabic students whose language also contains one main pattern of verb conjugation and a series of less frequently occurring patterns. Celce-Murcia, Brinton & Goodwin (2010:407) write:

Except for a few of the most frequent examples, such as *be* and *go*, English irregular verbs tend to have phonologically definable inflectional patterns that are historically motivated (e.g., the /I-æ-ʌ/ alternation of verbs like *sing/sang/sung* and *begin/began/begun*). These recognizable patterns make it easier to learn irregular verbs than if the forms were totally arbitrary. ... The teacher who is aware of these patterns can use the sounds as an effective aid to presenting English irregular verbs.

To detail this type of approach to teaching irregular verbs is far outside the scope of this thesis [for more details, see Celce-Murcia, Brinton & Goodwin (2010)]. Rather, it is sufficient to say that the series of phonological patterns for English irregular verbs may significantly aid Arabic L1 students to acquire these forms, as their own mother tongue also trades in phonologically

similar patterns of irregular verb conjugation and is traditionally taught according to such patterns.

Difficulty with the production of progressive tense-aspect combinations was another meaningful finding in this research. Unlike the fairly straightforward construction of progressive tense-aspect combinations in Arabic, English constructions require a two-step process of the addition of a conjugated “to be” verb and the addition of the –ing suffix to the main verb, thus providing two opportunities for erroneous formation. However, from a pedagogical perspective, the English progressive aspect can be present to students as a single discontinuous morpheme: <Be-ING>, meaning that the present aspect can be formed by correctly applying the formula of a correctly conjugated “to be” verb along with the –ing suffix being appended to the main verb. When presented as a single discontinuous morpheme, students may demonstrate a higher rate of successful production of progressive tense-aspect constructions.

Finally, although this thesis does not present conclusive findings on tense shifts across clause boundaries, this phenomenon has been highlighted in previous literature and did certainly occur in the language sample under consideration in this study. Teachers may do well to include explicit instruction about verb tenses in main and subordinate clauses. At the very least, the instructor can draw students’ attention to the tense-aspect choices found in examples of complex sentences in their text books or other lesson materials.

### **Limitations of this Study**

The aforementioned difficulties with analyzing shifts of tense across clause and sentence boundaries in a systematic represent one of the limitations of this study. Politzer and Ramirez’s taxonomy provided a useful structure to examine the surface errors of individual tense-aspect constructions, however it was not well equipped to tackle the issue of interrelations between

tense-aspect constructions and the shifts among them. Because of the lack of a systematic and principled method of identifying and classifying erroneous tense shifts, this research project has not attempted to tackle that subject here, as has been discussed above. But this highlights a larger issue with a surface structure approach, which is that it allows for a systematic analysis of morphological and syntactic errors, but did not enable consideration of lexical or semantic issues.

Another common criticism of Error Analysis is that it fails to account for what is known as “avoidance phenomenon” (Schachter, 1974). In other words, Error Analysis can only analyze and address the material that students have produced, not the language features which students may purposefully avoid producing. Our sample consisted of impromptu essays which the students were free to respond to without any stated guidelines relating to tense, aspect, or any other grammatical features. Perhaps because of this, simple tenses (simple present, simple past, and simple future) accounted for 97% of all tense-carrying verbs in the sample. Four out of the twelve English tense-aspect constructions were not even attempted in the study. And as has been mentioned in more than one place already, the relatively small numbers of errors that occurred in certain tense-aspect combinations, such as the present progressive and past progressive, made it difficult to definitely establish meaningful patterns of errors that may be occurring.

Another limitation of this study involves the population of students in the sample. As mentioned above, all of these students had scored below 500 on the TEOFEL exam, thus all requiring further English language instruction before they could be admitted to the university. As such, these students may have lacked familiarity with progressive, perfect, and especially perfect progressive aspect verbs, as the data seems to suggest. This resulted in relatively few or no instances of certain tense-aspect constructions. Also, the errors present may be specific to earlier

levels of language acquisition. However, this limit does not decrease from the value of the data collected, but rather must be kept in consideration when analyzing the data in order to not consider these errors to apply to all Arabic speakers.

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## APPENDIX

This appendix collects the 93 impromptu student essays that formed the sample used in this thesis. All essays were composed by students enrolling in Saint Cloud State University's Intensive English Center, and all of the students in this sample were citizens of the Kingdom of Saudi Arabia. Personal identifying information has been removed. These essays were transcribed not only for use in this thesis, but also a part of a larger linguistic corpus research being done by Dr. Michael Schwartz of Saint Cloud State University. The numbering system of that larger research has been retained here in this thesis.

300

Some of people like to follow another countries customs because they do not like their customs or they do not comfortable with it. On the other hand, I like to follow my customs even if I go to another country I will follow it and I can follow another country customs, but I can not leave my country customs to follow another country customs. In my country Saudi Arabia there a lot of customs we have to follow it. For example, the women have to put scarf on her face and wear long dress when she want to do outside. Also, The men should not go out with strang women "I mean not from the family". So, In my country most of the customs depends up on the men and the women. When I arrived in America I saw a lot of people from my country change their customs. Because they was studying in America from a long time ago. So, they use to it now and forget what they used to it. In the end, I think the benefits from the other countries customs are to learn the good things that will help you in your life, but I do not think you can leave your customs because you like other countries customs. Also, the differntes between my

country Saudi Arabia and America are very big so if I want to follow America's customs I can not live in Saudi Arabia. In my opinion, I do not think is a good idea to change your customs.

301

Anywhere people travel to other country they learn new things in their life. some of the people didn't change thier customs, while they are staying in the other country. for example they brough all their food from thier countries, and they stay in differant countries with their cultures at their countries. On the other hand most of the people change their customs to new customs like people who live around. In my opinion people should change thier habits to enjoy their time in new country, be comfortable, and learn new things about new culture. When I came to the US in spring 2011 I was bored, bcause I didn't have a lot of friend. I didn't talked to people specilly girls, because in my country I can talk with any female, and didn't be open mind and talk with people. I stayed for three months, and it was boring. I started to try talk to people, and I got greated friends. We still talk to each other until now, and sometime we hangout. We go out every weekend, and have fun. My life changed 100% after I knew new friends. I was worry while I go out alone, but after I knew them I got more comfortaple. We became look like family, we care, and help each other. I became happy person and I like stay with them in US. I learn new things and I love them, because they change my life in US. Firest taking to female and be good friend. We can help each other at out hard time. Second try to talk to new people maybe you will be good friends in the future. Anyone can has his culture in other country, also he can change it. In my opinion you should change your culture in the new country, because you still happy in the other country.

302

Each country has its own culture and customs. There are many differences between the countries. In this essay I will talk about the differences between the culture of the muslims country and the culture of the USA. It is hard for some people who move to another country to be like the native people in that country. Each of the muslim countries has its own food, uniform, and customs. The muslim people have to pray five times a day and fasting the ninth month on the Arabic calender. In the old Arabic culture, If they have guests, they have to feed them three days and find a place for them to sleep, but now this happet has been changed. The American culture has its own food, uniform, and customs too. The American people can drink alcohol when they be 21 years old, but the muslims cannot, because it is a bad thing in their religion and the called it (Haram). Also, the American can hang out with boys, but the muslims can not even, in some culture the woman must to cover them faces . That's why I prefer to keep customs of original country. In my opinion, the people who move to another country the have to keep their own customs and culture, recognize the culture of that country, and have living experince after that, they can be like the native people of that country.

303

All countres have the own customs, but which of them can the other accept to try to follow A lot of people move to live in the other country, but some of them back home for some reason and may be the customs one of them . There are some customs can the people prefer them and think to try and There are some cannot the people prefer. For example: clothes, food, and celebration. First of all, when the people move to another country and they find and like new customs, there are many reasons. For example, they might like to change and try new thing,

could not cook their own food, or they respect new customs. Secondly, there are some people when they move to another country, they like to keep their own customs. Of course, the people like to wear their own customs, but that does not mean they do not like the other customs. Because it likes the happy. Also, the people like their own food. Thirdly, when the people follow custom of a new country or keep custom of original country, that it up to their personality. And their personality's choice does not mean they does not respect their other's customs. Finally, all people have the own customs and they have to respect the other's customs. From my opinion, I like the people who keep their original customs. Because the publish the costumes and culture. So, all people can know and think to try the other's customs.

304

Nobody can change his customs or his tradition. The customs are a nationality for any person. Anyway, I believe every body must keep and save his customs to show the good things in his customs, the lifestyle he came from and he must be optimistim person. First, the people will know about the place you came from you. If you show the good things they will respect the area that you came from, but If you show the bad that you have them they will not even respect you as a person. second, your lifestyle may be helpful to another people to explore your customs or even they benefit from your lifestyle. At the same time you can benefit from their lifestyle without changing yours. Finally, you must be optimistic with the new custom you will get. Because It will be your daily life

305

Do you think to follow the customs of the new country you will go better or not?

Actually, there is some people choose to follow the customs of the new country they will go, but some of them do not. In my opinion, I agree with the people who choose to follow of the new country. In fact, there is some people agree with follow the customs, but some people disagree with that. Actually, there are a lot of people prefer to follow the customs of the new country they will live on, although, of some people prefer to choose their customs. In fact, People who choose to follow the customs of the new country have some reasons for that. The first reason is to respect the People in the new country and respect their customs. For example: If you wear your traditional clothes they will think their clothes are bad. In the other hand, there is some People choose to still with their customs, even though they go to another country. In fact, they Prefer to choose their traditional customs, because they want to keep their traditional everywhere. Also, they prefer that because they do that when they were children. For example: they Prefer to wear their clothes because they do that when they were children. In my opinion, I prefer to Follow the customs of the new country. In fact, there are a lot of reasons keep me think to follow the customs of the new country. The main reason is to respect the culture and the traditional of the country. Also, you will respect the People who live in the country. Finally, there is some people Prefer to Follow the customs of the new country, although of some people do not. Also both of them have reasons for that. In my opinion, I Prefer to follow the customs of the new country, because I will respect the people and there traditional if I do that.

306

Travel is the best things to try different kind of customs. do you think everybody want to follow different customs? No there are many people don't like to try different kind of customs, because some reasons. First, they want to teach other people there own customs. Second, they think it's traditional things. On the other hand, there are many people, such as me prefer to follow the other customs because, I want to know other cultures, and meet other people. In this essay I will write why the people don't decide to follow other customs and why the other people and I prefer to follow other customs. First, there are many people decide to not follow other customs because the want to teach other people there own culture. For example, some of my friends here in the USA are Always invite other people from different countries to try there own food. Also, they give the people some information about there own country. Secound, there are some people don't want to follow other customs, because it's traditional. For example, I went to my friend house and I saw some people cooked "Kabsa" and asked them, why you don't like to try other food. They said it's traditional things I scare to try different food. Also, I asked one of them, why you don't like to wear a jeanz? he said I can't because if my father saw me he will kill me. on the other hand, some people decide to follow other customs, because they want to see other cultures. For example, there are many of my friends like to eat different kind of food, such as, Chinese, Italian, and Spanish. Also, some of them want to learn other thing because they tired of them own customs. For example, there are some people said we can't eat or wear the same things. They want to try different things. Finally, I prefer to follow other customs because some reasons. For example, whe I came to U.S to study I liked the people how to wear. Also, I liked the American food, such as Hamperger, French Fries, and Turkey. In the end, every one has his

idea if he wants to try different customs or not. In my experience, I would like to tell the people, you have to try different customs.

307

In these days a lot of people leave their country for many reasons, some of them decide to follow the customs of the new country and some of them do not. I think that your customs are very important because they make you who you are and it makes every culture different, therefore, I prefer to keep the customs of the original country. Every one should keep their customs. Your customs make you who you are and make you different. Also the people will respect you for who you are. The customs make every culture different and it is important to know about other cultures. Finally, everyone has the right to choose, I prefer to keep your customs.

308

There are big differences between customs in my country Saudi Arabia and here in USA. For example here in USA it's more free than my country such as the women here can wear anything they want the women can drive and do anything they want. In my country most of people have a closed mind such as the women can not drive at the same time she can not wear anything she wants when she goes out of her home. Also she should cover her hair and no body can see it from her family. Also here in USA have wonderful rules for everything like in the education we don't have a limit age for the study and you can study two different majors. Also in my country we have a good rule except in education because in education we have a limit age for each level. I like the rules here more than my country because, I feel it's more comfortable and we do not have a limit age for the success you can be successful for any age. I



like the customs of new country more than customs for my country. I feel the customs for here is the good one for me. but, I used to all the customs for my country when I was a little child so, this is maybe be difficult when you want to change to follow the customs for new country you should have many time to use the new things for a new country. Some time I can't follow all the customs thing for my country because so difficult doing all of them in country gave more freedom than my country some people can follow the customs for two countries as they like. For example in my country not allow the friendship between the girl and boy but, the students when came here they are making a lot of friendship. I mean if you transfer to a difference country and a difference culture you should follow the rules for the new country. Finally, There are a difference customs in the USA and KSA and there are a lot of people like own customs and never changed. I like the culture for here, but the one thing that make me confused little bit some time I can follow the customs for here because I am a Muslim and have customs for the Muslims also have customs for my country.

309

A lot of people move from their country to another country to study. Those people will stay in the country they have moved to it for long time, people who moved to another country should adapt with the new customs in the country which they have moved in, for three reasons, communicate with people, to not be rude with people you live with, and to see the difference between the original customs and the new customs. First of all, you will live with new people in their country for several years, you must live with them with the same culture they have. According to that to communicate with them with good way. Second, you will make friends and sometime they may have a holiday you must celebrate it with them. If you say not they may

consider that as a rude habit. Finally, You came to new country which is you don't know anything about the culture. The People in the country you have moved in, they don't know about your culture, and they don't have to know. You moved to their country. according to that you must adapt to live with their culture. In summarize, People should try to live with the new customs, and respect other People culture. In my opinion People should live with the customs in the Place or country wher they live. I Prefer to follow the new customs to avoid disrepect the other People.

### 310

When People move to another country, some of them decide to follow the custome of new country. Other prefer to keek their own customs. Customs are clothes, food, and drink. That is your choice if you want to follow your own customs or the customs of the new country. First, Some People when they move to another country they follow the customs of the new country. They follow the new food, drink, clothes, and values. That is good because they want to be member in the new country and they want to be adubet with the new life. Another reason, some People do not want to have different style, they want to be like the native People. Second, other people prefer to keep their own customs. They keep their culture, behaive and everthings. The reason of that is becayse they belief that they have to keep their customs. Other reason, some people could not leave their customs because they do not feel comfortable with the new customs. In my opinion, I prefer both of them. I prefer to keep my own customs. Also I prefer to follow some of the customs of the new country. I prefer to keep to keep what is great from my customs and vulaes. In addition I prefer to take what is good in the new customs. However, I only prefer to keep my own customs in the food, becuae when I came to the U.S., I tried to follow the new

food I got ill which is stomchoche and I still have it. Every months at least I go to see my doctor. Finally, it is your choice if you want to keep your own customs or follow the new customs. No one can intorefer in your choice. That is freedom. Anyone can do what he/she belifes.

311

I prefer to keep my own in every country or wherever in the world. In my opinion it's great to show people your traditional and culture. For example, in some of the countries people do not have idea about another country's customs you should to interduce that or show them. On the other word, It's nice to keep your own costome for many reasons. First, to show people that you are really proud your self. Next, to keep your traditionl and culture. Forthermore, I do not like people who do what other people do I always want to ask them why do you not keep your own costum, and why do you like to be like other people. Finally,you should do whatever you like in every where in the world you should not do what other people like. Even thoght I visited a lot of contries in the world, I still keep my own custom. For these reasons, I beilive to keep your own customs wherever in the world, and come back to your country as you are that's mean nothing change your mind.

312

Some people moved them country to another to get job, study or to have fun. Some of them decide to follow the customs of the new country. Other prefere to keep their own customs. When people change them customs to the new country they live in it's better for them, because they will be look like native. On other hand, if they keep their own customs in the new country, the native will see a lot of strangers things. For example, in the Middle East, the man cheek hand

with his friend for long time and kiss him, if they do that in the U.S.A. they will be gay from native. Some of customs should people keep with it, like generous. For instance, in Middle East, when the group go to the restaurant with each other, one person will buy for them. It is good custom to keep with it in any country with your friends. In my opinion, when people moved to another country, they should know the culture in first, and think about them customs what it mean in the new country, and think what native will think about you when you do your customs, like when you kiss your friend. If you think it is good. In concluding, every country has a different culture. When you want to move to another country, you should know the culture.

313

I International student from Saudi Arabia I would to talk about customs when I move to another country If I should change my customs, or keep my original customs. Some people like to change them customs when they moved to an other cuntry and they like also them culture to look same people whom are original from the cuntry, but some people love to use them original customs to look same where he or/she comes from, so sometimes it depend on you and It's your choice. Now I would tak about my opinion and what I prefer. For me It doesn't matter to keep my customs or nut, but I prefer to change my customs because I came to America to start new life and It's hard to bring a lot of clothing because there is no enough space. I better to get new customs because I will live here for a long time not because of people tak to me weird, but I like American's customs. To other hand I have no idea about women If It's hard to change them customs or It's eassied than man, anyways I support to prefer my customs because here is chipper than beack home. The types here are better than there also It's not easy to get back home and get your original customs them come back because It's far way from here and I will spend

money to buy a ticket. I have been here since 2011 and I am really comfortable with my new customs and I think it's not a big deal to change it or keep it. This is what I know about customs. Like what I wrote, some people like to change and some of them don't like to change customs and I think it depends on your opinion what you like to do. It's really nice to change my customs to a new one, maybe I will look better in this country, but also I don't care if I change my customs or not. Finally, like what I wrote, I prefer to follow the customs of the new country.

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In the beginning, I came to America to complete my learning. I'm so happy here. I like everything here. Like, food, shops and places. There are a lot of stores. There are nice places. There are many kinds of food. When I came here, the people helped me in many things. The people are good. I'm from Saudi Arabia. We have good culture. I hope to know a new culture, like American culture, to learn a lot of things and I know different languages "English language". I don't like to just keep the customs of my original country. I like to travel and to know new people from different countries. When I know more people from different countries, I will take more information about many things like regions, languages, food and music. In my preference, people that move to another country, it's the best because when they move to another country they will learn many things and they will see new places. I have more reasons for the people who move to another country, like to learn another language or they want to try different kinds of food, or they want to listen to different music, or to enjoy with their family or their friends, they want to meet with new friends or they want to shop in nice stores and they want to buy some gifts for their family, or they want to watch cinema with their friends, or they want to rest and relax. I don't like just

keep in my country. My country is good but I want open in the world and I see different things there aren't in my country, America is good choice to people.

315

When People move to another they are confused about the culture. So, right now I want to compare between my country Saudi Arabia and U.S. There are many differences between my country and U.S. In my country we can't drink alcoholic but in U.S. they can drink. The reason is because we are Muslims. And I agree with that because many people in U.S died when they are drunk. In addition, there are many crimes. In U.S the white people do not like the black but in my country we love every person he has a good heart. In fact, my religion teaches me about how to care about that. Because we are the same. When I saw the movie about U.S I thought the parents care about their son's, but when I came here I don't see that. In example: when their son's grow up to 18 years old their parents don't give him a money. That's so bad because some of my friends in U.S they have a job to buy their school. In my country we don't have like that, it's so hard when you work and study. In the end there are good things and bad things in each country. But we can change the past and make the future better.

316

When people move to another country, some of them decide to follow their customs so they follow the new customs in new country. Depends on their culture, and religion. So, for muslim people cannot follow the customs of a non muslim country and for non muslim isn't possible. People who like to follow their customs in a foreign country they will face many problems specially for muslim people. They will be strange little bit and for some people they may

not like to receive them. When you follow the new country's customs you will be able to be one of them as ideas, thinking and how to say your suggestion in front of them. It's difficult to change your custom to other one, but you have to so you can live very easily with new people. I prefer to stay with my origin customs with a little change that I need in America. The reason is of my religion, I have never think about any change in my religion. My religion makes the customs very amazing. People are more close to each other and useful. In some customs is difficult to change their traditional to follow other one even in foreign country.

317

I am from Saudi Arabia, I move to St Cloud state in American to study. There are many different in customs like: the people wear Thoub and Abayah, people say Al-Salam Alikum and they sometimes eat rice in the lunch. The People in Saudi Arabia wear Thoub and Getrah for the men, but they also can wear GreenZe and T-shirt. The women wear Abayah for all the time if they outside the home. The customs in St Cloud the people don't wear Thoub and Abayah. The people in Saudi Arabia can say AL Salam Alikum for any. In St Cloud state the people can say good morning every morning but not everyone they see. The people in Saudi Arabia eat rice mostly every lunch. They have different kinds of food like: kabsa, mandey and biryani. They have some thing the same with St Cloud like noodles, macaroni and pasta. There are some different and same customs from each country. I prefer the customs from my country, but not all customs. Because this country I live in it when I am young and I love it very much.

318

Every countries in the world have diffrent customs. There are many people like to keep customs of original country. I prefer to follow customs of new country. Why I prefer that?. Because there are three ressons for that, to know diffrant customs, to be one of the country People and respect. First, there are a lot of diffrant customs in the world. I prefer to follow customs of new country. Secand when you follow a new customs you know how to eat like them, you know how to speak like them, you know how to do anything like them. After that, when you follow their customs, they feel you are one of them. Next, when you follow customs of new country better than you keep your customs. When you are doing like them they don't scear from you. After that, if you follow their they feel you are one of them. Finally, when you follow customs of new country they feel you are one of them. If you that feel you respect them. If you don't some people say "why, They don't wear like us" They feel you are stranger. In my opinion, when you follow customs of new country better than you keep your customs. When you do that you show people respect and you are one of them. For all of these ressons I prefer to follow customs of new country.

319

Many of people when they move to another country decide to follow the customs of the new country. Others prefer to keep their own custom. I prefer who follow the custom of the new country. Firstly, when you move to another county and keep your own traditional, the people when see you they will be like siprise, because may your custom is something new for them, and when you go to any place you will see all eyes on you. Then you may feel bad and ask your self why all of them look to me. Secondly, when you move to another country it is respect for them



when you wear them custom. Some people when see you don't wear them custom, they say why he does not wear our custom, and may they think you don't like them custom. Thirdly, when you move to another country and keep your own custom, maybe the ricesim people come to you, and some problem with you. In my opinion, I prefer who follow the custom of the country which he move to it. Because, when he do that he will respect them traditional, he will be away from the recesim people, and you will not be like alone and when you got to some place don't find all eyes look at you.

## 320

There are many customs in the world. Each country has a different customs from another country. I keep customs of my original country, also, I prefer it the customs, because I weared the customs when I was young. In my country has alot of different customs, but almost people have a same a dress. Although, the people in my country have different acsent, tradition, and dress. First of all, there are many acsent in my country. Such as the people of eastren have a different slang or acsent from the people of westren. However, these people can understand together. Also, in my country was a lot of tribe and each tribe has different slang. Secondly, the traditional in my country it's diffecult, because I could not understood it. For example, in my family has a praivet tradition, and other families have a different traditional. So, that is why understood the traditional in my original country. Finally, there are several of customs dress in my country, such as, the north, east, and middle in my country they have a same dress, they wear Egal, Thoub, Shemag. but the south and west of my country have a little different from this dress, like they do not wear Egal and Shemag they wear Omamah on the head, and they have design for the Thoub. In concluding, everyone like his or her customs, and I prefer my customs

and I like to try any new customs and traditional in the world, because I respect all the customs and tradition in the world., because the people in all the countries will be respect my culture, traditional, customs.

321

Every country has a spicoil kind of customs. Usaully It's depend to the cultar. If you moved from your country to a new country, Will you keep your own customs, or you will wear the new country's customs. Here some comparetiv between there two things. Wear your own customs on the new country. People on the new country have their own customs, and It is not weard to thim. But, When you walk while you wear your own customs from your country, you will be strange. People will look at you surbraisly, and may they laugh, or will talk about you. Also, Almost every country has risism people. They will bother you when they see that you are not from their country, and maybe they will do something bad to you. For example, I have been on Minneapolis serval times. The first time, I was wearing my own customs. When some risism people saw me, they follow me. Then they catch me on ally. They hit me , and they stealed my willt. So wearing your own customs on a new country will probably bring the trable to you. Wear customs' the new country. I have been wear a new customs since I got in the trable on Minneapolis. There are many partical things of wearing the new country's customs. First, People will look at you normaly. Second, that will get you away from risism people. Because they will think that you are from thir country. In my opinion, follow customs of new country is a good way to live with its people, and that will get you away from the problem, and it will make deal easy with the people. In the end wear what do you want, and don't worry about any thing.

322

In this world there are a lot of people move to different countries for different reasons. For each country in the world has different customs, and culture and holy days. In my opinion I prefer to follow the new country customs because I don't to look different, I want to look just like them cause I am follow their customs. In different country has their own customs and they love it. If I move to under country I will be happy to wear their customs and I will look like them. But when I don't follow their customs and I follow mine they seem weird this my opinion. In my country we have Thoub the specific customs and I haven't wear it yet in the US. The customs is came from the culture in long time ago. My first time when I came to U.S because I had no idea about their culture and it was really hard for me until I learned and I got use to it. I respect all the different culture and the world and I like to learn more about them. U.S has really simple and nice culture and I like to follow it. For each country has holy days they celebrated every year. For each country has different customs holy days and its depend about the country. Sometimes you have to wear weird customs because the holy day came like this such as Holyweir. I love to celebrated all the holy days with my country and U.S. Everyone can move to other country to work there or study. Some people don't care about the customs and these stuff but I do. For each one in this world has his or her own opinion to follow.

323

I like to wear my customs in any country I go to them, because I do this every time in my country, and I'm born in this customs and I like this customs, I don't change my customs because my father and grandfather walk in this customs. I do some time customs like the country I go to them, but not every thing, There are some thing I can't do because I can't do in my country. But I

like to do any thing new and I like to cead my customs. and I like to bay some dras in a new country I vesat or anything abot customs In this country. and I like to see anything abot the calsher for this country, and see what the people doing , what they are eat and what they are get the dreas, whey they are doing in the weekand, what the activete they are doing. And I talk them abot my calsher and customs. Finally I lik to cead my customs every waer I go. becos this my live In this word.

324

All, country in the world have differnt customs. In my country we have differnt customs, like in my country, we have just two holy day the name is Eid al Adha Eid alhij. We don't have another holyday In my country the women can't drive and we have school spichl for women and school for man and we can't drink Alcohol in my country when polise see anyone drink he get him to jek that different the US. very hard to me to choose follow customs of new country or keep customs of original my country, decause I like some of new country US.A. and some of them I dislike, for example I like people here in the U.SA thay always smile. So friendly and help another people. I see here in the USA most people when he know you came in another country thay happy to know about another customs. and most people when I good person , don't lier thay like you don't care you came in any country dont care adout another bad in your country people here help us so much, and I like some holy day here in the U.S. I dislike some think like drink alcohol club night, and some aother holyday I forget what name for another holyday I dislike. any way I think that Very hard to me to choose, but I will do what I like customs of my country, and what I like of new country. that what I do. I can't choose just one think. I keep som customs of my original country and for sure I add some customs of new country. I like to know

about another country, and I think that helps your life to be better. That's what I think, and anyone in the world has a different answer that according to my experiences that's what I see.

325

It is a good thing when people try to travel and look to new customs. Everyone believes that his/her custom is the best, why? because he/she was born with that. I have been in America and I saw their custom or their traditional, I prefer my custom there are three reasons behind it, The girls have different life in America, nothing for free in America and America has difference food and clothes. I saw in America many girls have kids without consent, What I mean is man goes to girl and lies to her that he loves her until the man is in relationship with girl. When the man gets bored from girl he leaves her and the girl is pregnant from him. Many girls have this issue in America. In my country the girls have coiffure is called (Abayh) So the men can't look at her or touch her, if the man loves girl he has to get married with her then he can do what he wants. In America, if person needs anything he has to pay or give something. For example if person wants to borrow something like car or computer from his friend the person who wants borrow he/she has to pay money to give him/her something. My custom, usually, when person needs something from his friend, his friend gives him/her what he wants and he/she doesn't want anything from her/him just pray for him/her. America has difference food and clothes which is just like a T-shirt, I don't feel comfortable with these clothes. My custom, we wear something like dress it is called (Thab). In America, they have a lot of food like Burgers and beef, in my country we have dishes that call Kasbah. It is about chicken with rice. Finally, every custom has good things and bad things. In America has a lot of customs are really good but I prefer my custom because I was born with it.

In our world, each country has its own features in food, clothes, and holidays. Some time, it is similar or different. Although, Saudi Arabia has several things with the U.S.A., there are many differences between them. In America, there are many holidays as Christmas and Halloween. People always celebrate these holidays differently. For example, in Halloween, both children and adults are celebrating and buy costumes. Also, children go outside home to neighbors to collect the candy. Regarding to the food most Americans like to eat hamburgers, Hot dog, and fresh fruits and the basic meal is dinner because people usually eat their lunch at work. Regarding to clothes in America the clothes change and depend to the seasons. For example, in summer, people always wear T-shirts, short and light clothes, but in the winter, people wear boots and warm clothes. In my country which is Saudi Arabia we have just two holidays Eid Al-Fitr and Eid al-Adha. Eid Al-Fitr comes after Ramadan that is fasting month, so we start celebration in the last day of Ramadan. Eid Al-Adha is after pilgrims finish Hajj in Makkah, so they sacrifice the sheep and celebrate. Regarding to food most meals consist of rice and meat, and the important meal is lunch because most workers and school finish their work at 2 p.m so people usually have their lunch at 3p.m. More over, in my country, we always wear light clothes as t-shirts, blouses, and pants. Neither men nor women have the same clothes. Men always wear Thobe and Gutra, but women wear Abaya which consists of scarf and long black dresses. After I came to America, I chose to follow my original customs in my country for several factors. First one, is I feel comfortable when I do it because I was raised with these things. For wearing Abaya, it is a religious request, so I have to do it, and I started to wear Abaya when I was 15 years.

327

I am from Saudi Arabia. I came to USA Because study English. When I come here I see different custom like food or clothes And culture. In my country, we wearing Thobe This is like dress. It's color white or black. And we eat rice. Women in Saudi she can't Go outside without Abaya and hijab. In USA different rule women she can drive And wearing anything. Almost American people Eat fastfood. I think American people is friendly And helpful. American culture has a lot of celebrated day like Thanksgiving or New years Or Christmas. I like the holiday all American people visit Your family and shopping. First time I see holiday I enjoy and fun in this day. Finally I would say we have different rules And customs. but I like this customs

328

When someone move to another country you should use the rules of this country, because every country has different rules. For Example, when the people move to my country they used to my country's rules, because now anybody needs his self family. For Example The woman when They move to my country They most used the customs for the woman, because All the woman wear black cover and black dress even if you are international. In the holiday in my country Eid Aladha just the men wear thobe and red cover even if the man international. The other prefer for the woman before five years age everybody move to my country you should use the rules. but from 2007 to 2012 everybody can keep their own customs. for Example the woman now she can go outside without cover even if she international or she is from Saudi Arabia. Now all the world is open mind. because can control his self. I think some of them decide to follow the custom of the new country. But the other keep their own customs, because it is important for the people.

329

Respect your own customs and culture doesn't matter if you like it or not. First every people should respect their own customs and culture. I believe most of people in the world start to forget their own customs when they move to another country to study to work or even sometimes to visit friends of family. Also some people do not need to move to other country. They change when they watch some of movies or news. I think all people must respect their customs and believe this. Because if they respect it no one will respect them in the world. Also when you move to another country you need to respect the customs and culture over there. I think if you try to compare between the the customs and culture to improve it. Finally you need to respect your customs and culture even if you do not like it.

330

When I will go to the U.S or any country next to my country I should buy something and take with me something like new clothes, money, passport. When I go or visit to the U.S I should buy new clothes because I live there maybe 2 or 3 years. But when I visit any country for next to my country I shouldn't buy new clothes because I just visit one or two days. When people visit any country they should have money. But when people want to live another country they should have more money because it is not cheap in your country. When people from Arabic want to visit any country of next to their country they shouldn't have passport. They should have card of their country and they can visit any country from Arabic. But when people from Arabic come to the U.S they should have passport, money and ID because different their countries. So shouldn't travel with their card of their country. So people from Arabic or any country should have more money and care about their self and have passport like this.



331

The compare for two country is herd. The new country have many of customs diffeant like how they talk or how they ware, but in my country we have a good thing and bad things, So I will talk first about my country then I will talk about the new country. The peopel in my country have defrent customs. like how the spoke and how they thing about the people. My I live west K.S.A. The people are nice and they now about other people. What we bulive is more thinking For anyone maybe we not like kind of people we wair defrent and we have defrent acsint this what I was think of it, but when I move to new country I see everything is not who I think. The new country. When I came to U.S.A. I was happy to see new people and new custome. The people her so much defrend my country like How they think and how they talk, and what the belive. I think the customs her is not ok to me not all customs. like what people wair sometime. Maybe somethings have to shains like my country. Nothing is the same. What I prefer is the customs in my country. Bucous I think is patter same how. No bucous It's my country, but the customs is much patter then her like we can't out with man with marrey and we can't out without scairf and we can't kiss any man, but her is more not pholet at all. It's so much patter when the people stay like them silf without anything to be defrent. Keep their own customs. Not bacoues you move a new place you have to follow the custome you have to by your silf all time and any were. Maybe I not best weaiter, but what I belive shoed happend the end is see what really you are not what the people what they what to see you. IT's good to shains, but not all time not any were. Take the good and lief the bad thing on both country. I write the defrent an a new country and my country and what I think.

332

Saudi Arabia is my country. I born there in May fifteen. Any berson in the world loves the place when he born where ever it is good or bad. When i move to United State for study actually i like it but i like my country more and i miss for it and i feel lost without my family. I think when some one move to new country it is advanture and big step. But for me it is impassible to move to a new country because i can't leave my family, my friends, my home and my memories. My whole life is there. In my country many thing to love for example citire, company, houses. The people in my country loves each other and they help each other if any one need help. When i go there i feel comfortable and pease. Finally, i think no one leaves his country if he don't need for jop or for study like me or for avicaiton or for peace. If you have chance to make this decigion what you choose?

333

Some people move to another country for bisness or something like that for long time. Some people they follow customs and some people they don't follow customs. I will talk about the people who's follow customs and people who's unfollow customs. Fist of all, some countrys are tie same customs like culture and cloths. It's easy to follow customs. Some country are ecsactly same. Secon, some people are unfollow customs becaus it's diffcult than athore customs like the countrys in the Midlle est they have own customs its hard to chang it. Finly, In my oppinion it's hard to chang own customs. if someone told me what is the customs you will choase I will told him I will choose my customs because that is my customs. Some people they can chang there customs easily because the custom are same for some people are so hard to chang there custums spichaly in Midlle est.

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So in my country we have following the customs that all people should follow for long time, so these customs come from people that love their country but it's important for them to learn about their customs. In your original country well you grow up with a customs that your family teach you for it so the one thing is, in your original country they can't change their customs even they move to for living in a different country so they still have it a customs. So people have different customs that make them look different because they decide to their culture. But one thing is when you move to another country you have to learn their customs because they will think you from their country too. Sometimes customs has problems that makes people get angry from people come from different countries, because they don't have their customs, so that it is a little bit difficult for people want to live in another country. In some customs are so important for all people from the world. But customs has many things to learn about people from different countries. So that is why many customs people keep their own customs.

335

Some day you do other country. This is day ask self when people move to other country and what is decide custom good. Now he rating which one is good. Some day one do other country because study English and speak English very well. This is do some from K.S.A.. He go to U.S.A.. This do not come only study English but study other things. This do imagine big dream. He is do want good work and nice life. There isn't any houses because go to other country. This is do not make any friends. This is do not married. He is do like other country and like people other country. There are many people same from coming other country. People are come U.S.A. because popular country and the best country. American people friendly

and he is doy and other people very freindly. He is doy come only one customs not two customs because freindly doy. This doy like old other country. He is twenty-one years old. He is like U.S.A. because the bust country very thing. Now this very inpoten doy stady English and study mairing very well. This is store talking what or which prefer custome. I talking the bust custome freindly poeple and fun. This country many people is come U.S.A. exepel chices, Maxite, Spenita and midesta. Finaly I talking now which and why the bust customs. Thanks for good topic.

336

Eachday, everyone like what have in his or her country because it is tridional. Also, many love anew things For example, anew house, cars, clotheing. In my country we love our custom for example, Shemah, thope. All man and children we dreas the shemah and thope. Also, on holdyes like Eid we selpret we dreas a new thope and shemak. Also any selpret we dreas these that out tridional. Then, Some People are reach they like to cheeng to a new custom for example, A new cars or clothein or trivel to anther country to find a new thing like places or anew life or to have new beessnass to open a company to make frinds to work together. After that, Our customs we love it we have many things to show to all People to let them know our clthcher for example, we have a museme for the kind Abdulziz how the one open the K.S.A he died for along time in the museme we have his piche and books that people wriote a bout kind Abdulziz for example, the factories that he did. Finnaly, That what I Prefer a bout my original custom because I love it and that how we do back home and I am proud of my country all people in my country they will see what I see.

337

I prefer to follow their customs to live like them. If I want to move to another country, the first thing I will do is to search about their culture and how they live, and what they eat. Every country has their own food, for example the people in the United States the famous food is, Hamburger and pizza, Hotdog and the other fast food. And you must know about their culture and how they live with and how they talk, because if you don't know how they talk you may not communicate with them. If you want to move to another country you must buy clothes and rent an apartment. Because if you moved to the country and you don't know about the rent you may be shocked about the price so you must receive a cheap apartment. You must find a job in the new country, to spend money and live and pay the rent. If you don't have a job this is a big problem because you move and you don't have salary and that is bad. Find a perfect job and live that what you need. I hope you like it.

338

I am the one choosing to follow customs of new country. And choosing that makes me feel good and comfortable. Also there are reasons to choosing me that, I like style, I like to follow the rules, and I don't want to be weird between the people. When I was in my country I am always like to be different with that I am wearing. Even though, with traditional customs, I am always try to do something no one did it before like choosing color or design. And this makes me feel special sometime. My first time I left my country, I went to Russia and I thought my style like their style, but I was wrong. I was tried to wear my country custom in the airport but they didn't allow me, by they said to me you have to take off your clothes to check you and to change it too. After that I know in all countries have own rules, and I respect that. In my first

semester I came to United State. I weard toop that is the tradicanl custom of my country in Saudi clup.

339

I gel differnt feeling on the customs. like the friends don't buy for together overybody core for selfe. Also in my country all please like soupermarcat or any moll must close at time for brae. Amrica people don't accebet for boys or girls live with thim long life. They have to care for thim silfe when came big, But me I can life with my family long life, And give me many and all thinge I want it. In Amrica the 12 clock becreful when you go outside, But in my country we don't care. Because we have to safe. Also in Amrica most the nerarces don't together mepey he get sick or some broplim and thim don't know.

340

First, We have differnt customs btowen Amireca and Saudi Arabia. Many things, like eveyday love, daly rotin, family customs, drive a car and clothes and alot but these are any one know it. In U.S.A the women can drive a car but in K.SA my country ether. In U.S.A many people on the weekend go out and do down twon but in K.S.A many poeple viset cousin, firndes brother and family. In U.S.A the drinke Alkhol is liegle but in KSA unliegle , and alot of things like that.

341

I.M bdulhadi AlZuabi. I live in Suadi Arabie. It is nice country. The country have big Mall. I like This. Always I will go to the Mall. Shopping and see people. I boaut new glasses I

like the weather K.S.A. I don't like The Sun. I like the Rain. I, M favorite city Dammam. The Dammam big city . It is have every Thing . The Dammam have big neighborhood. I don't like noisy cars in neighborhood. I have nice house The people always go to park. My neighborhood have big big park. The children Play football in Park Always I will go to house car This is short. I play This Sport.

342

I think when people move to another country, they have to wear the customs of the new country, but not all the time because you have to show them your customs of your country too. When some people move to another country, they wear the customs of their country, maybe because they do not like the customs of the new country. Anyways when people move to another country they do not have to choose or something like that, because when some people wear the customs of the new country maybe they're not feeling good with different customs so, it's up to them because there is freedom.

343

I live to the food in Saudi Arabia. I like Saudi food. I went go to restaurant in Saudi for everyday. I will go in home set Saudi food. I am cooking Saudi food everyday. I was in my errands in Saudi food. I like in the babsh. We have 3 brother live in American food. I live drank American coffee. I don't like in American food. I went to to Malaysia. Malaysia is good food. I wasn't eat in Chinese food. We are go to the restaurant in my errands eat Italian food. you are go to home mother here good in cook. I live cook in mother. I want eat in home mother. I go to home brother eat or drank coffee in home. I will eat in Korean food.

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My name is Ghassan. I am from Sudia Arida. I want to USA afr 10 manth. I was USA becuse stuady for University. I was sam difelt. Bat is hlep to my frind and bro. USA He is free dom bat KSA not anly free doom . USA He is not moslim bat KSA He is moslim, Amrican people is drink to Al Khool. Bat Sudia people not drink Alkhool. My country is not eat for prok. Bat maby onliy people for USa eat Pork. ST. Cloud is very expansif. Bat my country very easy , I like my country becuse is good . I live my country wasto my baby sad dis country. Bat like to country ST. Cloud. Becuse stady for dis country. I live my country becues my family sed my country. Bat, I like dis country becues me student for dis country.

345

Customs in my country. It is beautifule and good bcause you loke any people you should see hi. it is have any problem has people halp you. It is marriage No problem get a waif disam time. U.S.e. I going to U.S.e is big cantry and beautifule. it is customs vary good for examble you should galp any people and you shoud see hi your louk any people . The people in U.S.e comfortabl , but people U.S.e con't marriage moor an one. Prefer I things both country good bcause both have siam customs for examble see hi for like any people and halp any people, but an marriage to math dffrent. I things in my country good bcause I bron there and I can marriage moor an one. End I rasbakt both contry bcause both contry good customs.

346

I like U.S.A bekaus it is my firust. I see the U.S.A it is vare butafol and vare niaus. And. I live in the U.S.A tiere (3) meant. And viuet no. I don't have barablom what my live in 2 myke



bekaus. I kno the sastime for U.S.A. Mu country. I lovie my country bekaus my country hav my firand and my fimel and my country is butafol and vare big and. I no aivere the people and avere pepole you no my. I like my country. My favaret country is U.S.A bekaus is vare butofol and nius.

347

I am Go to Amrca aftear three moaths. I like food in Amrica. I like eat cheeas bearget in mac Doanals and I like eat Pizza in Papa Joans and I like eat raic in Shopatlei. in America It is Good stayl the people and Good cultshar. I like weather in Amrca, in Amrca more riecar I am like the riecar. I like shoaing in Mall of Amrca in Amrca I don't like Food sap waih and I don't like faiv Gaies. in Amrca I dont like musec. I don't like match in Amrca. I don't like in weather is shammer. I live st. cloud It is beutfull Plaec.

348

I am like and support your answer with specific. I am go when people and move to and ther county He ther some of them decide to follow th new customs. I am leik foat and K.A.S and fail We use this space for notes and to brainstorm. I go nao lak and bou Frand which do you prefer and use and paicy which do and K.A.S and Fmlu. Which do others prefer to keep their own customs.

349

I like any food my customs in any country. I like in caed customs in any country. I go to them, besuse I do this every time in my country, and I'm boarn in this customs and I like this

customs, I don't like cleaning my customs, because my grandfather walk and study in my customs. New country I like the America music, I like America food. I like America people, I like the America language. I like America mall. I like the water in America. I like houses in America. I like study in America.

350

I live in my K.S.A. I go to the Saudi Arabia. My address Taif. I love the Islam and Quran. I love the family. I pray everyday. My student in U.S.A. I study English. I live in Saint Cloud. Saint Cloud not good. My address 815 st s. I love not the weather. My not a car. I am not happy. The is a building small. I like my sister and brother. I go university everyday. I go by the bus at 9:30 a.m I sleep at 12:30 p.m.

351

I like shopping USA. People like malls and nice people. I don't like pizza in USA. Put some people eating pizza. I see pig building in USA – It's a beautiful building and I like it. and, I like snowing in USA. Put, winter very cold. I like in USA cinema and like parks. Visit in USA site <<st bud??.. There Big malls and beautiful clothes. I like some restaurants in USA. They are clean restaurants. and kinds and beautiful people in USA.

352

In customs in my country every body take seem. Just different for the women and man. the men is take cloth white and women take cloth is black. Because this my culture isn't changing in my country. Just can change in travel another country.

353

Which do you prefer? Why? I prefer customs of new country because when I want to buy new costume I go to new country for two things nobody have like my customs, and I can sale it. There are many people would like to get new customs because they want become spachid people. For example they gamp to new country to buy new customs. About myself when I went to buy on get new customs I go to onther country because I would like become fims person on spechal parsom. like when I buy new customs I feel I do good thing because many people may be ask me about that. I always go to new country to buy customs like U.S. and China, but sometime I buy in my country because they have manke for customs, and nobody have like my customs. There are many people go to new countries to buy customs because they prefer new customs from other country because they want to make bssnise like sale it. about myself I like buy that becuse I think I can save it when I want to sale like while I was in my country I buy new customs from U.S., then I save in my country because I get all of money. I sale that customs to other company because they dont have like my cutoms. I think a lot of people would like to buy new customs from other countries, but this not good For them because they can buy from hes country, but good for them . When they want be spechal people.

354

I live in Saudi Arabai in Jeddah city. I like people K.S.A buecouse a good man . My country it's butefole. Jeddah big city. Makkah city it's small city. I like my country. My customs cafee Arabi in the morning. My costoms like the shmaq and shoes shrge. I like my costoms in my country. I love king Abd Alah buecouse a good man . Saudi Arabai very good country .

355

I moved with my husband to complete our study in America. We choose Minnisota stat. But i don't like the weather because Minnisota state is very cold. But Minnisota stat is beuatiful and quiet. I like the food in Ameirca because a good . I like is reastreant the Tiexs house. I love the shopping in America because a nice clouthes . in Ameirca is good pleas leatn. I loved her the people life is agood and kind.

400

Vacation is very important for people. The reasons why people want to have vacation is also important. First of all, the features of countries or cities can give an idea for selection of place. So, I generally prefer places where I did not visit before. Until today, I have not been to in Asian countries such as Japenese or Chinese. These countries are developed countries and have a lot of interesting places to visit. In addition, they have different traditions, customs, habits or lifestyles. People living there have different sociodemographic characteristics and ideas. There fore, to visit Japenese or Chinese can contribute a lot of acquirements or experiences to people. Learning new things is very important for me. Because new information or different cultural features can improve myself. There is a statement in my country tells "People who visit different places know many things." In fact, I can learn new information about these countries via mass communication devices such as television, the Internet, magazines or media. However, if I visit these countries, I can observe their cultural features, lifestyles or habits. The another advantages is to meet new people living there. I can meet new friends and establish new relationships. In general, most countries have different historical places or institutions such as museums, antique places. This is another opportunity to learn new things. I can a lot of articles or books about

historical events. If I visit a museum or institution, I will see the real things about those places. Although many people prefer to visit seaside places for holiday, historical places are more interesting for me. For example, I visited American Swedish Institution three weeks ago. If I did not visit there, I couldn't have learned lifestyles of Swedish people. I met a American born Swedish men, and he taught about Swedish culture. So, to see new places is more useful. As a result, people would like to go on vacation for different purposes. I think expectation is important.

401

Have you ever visited Ohio? Ohio is a great place that people might visit. On vacation, I will go to Ohio, because my sister and her husband live there. I decided to spend my vacation there, because my sister is pregnant and she will get her baby on vacation. In addition, she needs some help from someone. However, Ohio is as cold as Minnesota. There is a snow, but not much a Minnesota. More over, Niagara Falls and Chigaro are near to Ohio. So, I will spend my vacation in Ohio and visit some places which are near to Ohio. In the first week of the vacation, my mother and I will organize our bags and clothes. My mother is living with me now, because she takes care of my son. So, we will both visit my sister. In addition, we will go to Minneapolis in the first week. We need to buy some clothes and gift for my sister's baby. In the second week, we will be ready to go to Ohio. In the first days there, we will stay at home to assist my sister. Then, we will do some activities, such as we will go to mall and some beautiful places. My sister's husband likes to visit new places. Moreover, he will go with us to these places. Also, Niagara Falls is a great place to visit. So, My mother and I will go there at first time. After two weeks, my sister will get her baby. So, we will go to hospital to help her and see her baby. She is

my twin, so I think her baby will be similar to us, because my son is similar to her. In addition, we will stay with her two weeks after she delivery. In conclusion, my mother and I will visit my sister who lives in Ohio. Moreover, we will go to Niagra Falls and some great places.

Nevertheless, my sister will get her baby and because of that we will stay at her home to take care of her and her baby. I think my vacation will be the greatest vacation, because this will be the first time in America with my sister.

402

Have you ever traveled around U.S in the vacations? You might heard a lot about other states. I have been in the U.S. since December 2012. I have been to some other states. There are several states known by their cities. There are some cities I would like to go on my all vacations, such as, Denver, Colorado, and Las Vegas, Nevada. First of all, Denver it is the first city that I had lived in before I came to St. Cloud, Minnesota. I really had enjoyed my time when I was there. However, Denver is located in the Middle of Colorado state. I would like to go there as much as I can to see my nighboors who become my friends. Soucend, Las Vehas is my favorite city that I have visited. My third day in the U.S is unforgotlable. When I arrived to the U.S., I didn't know anything about it at all. My friends ofer me to go with them to Las Vegas. I was asking them many times about it, but I didn't get any responds except you will never know if you don't go with us. In conclude, Denver and Las Vegas are the best cities for me.

403

Every person has a dream to go to some where. I would like to go to many countries espically: Spain, France, Italy, and Lebanon. Each of them has spical thing about it. I wish some

day I go there. Spain is a beautiful country. It has a lot of nature. No one can say it's not beautiful at all. I would like to go there because two cities which they are: Barcelona and Madrid. In Barcelona wonderful places. I saw it in pictures. It's a place that you want to live there. But in Madrid it's different. I love Madrid because Real Madrid – soccer team -. Since I was 8, I cheer this team. I want to go there to watch a match for them. Who doesn't love France? France is the romance country, and where the fashion start . Paris the capital city is the amazing and romantic place around the world. That's why I want to go there. Also, the world know there are many artist, and I love art. Italy also romance country but not like France. There are two cities that I would like to go on vacation: Venice and Rome. Venice is the best city for honey month. It's a quiet place and amazing people. I love see the water so that place is the best for me. In Rome, it's like Madrid. There is the soccer team Rome. So I want to go there to watch a match there. Lebanon, I'm fallin in love with Lebanon. When I was younger I went there with my family. I love how the place was quiet in the mountin, how was the weather, and everything. Lebanon is a place that you never feel bored there. In the end as you read, I would like to go to differences places for differences reasons. The most reasons are natural and soccer. I would like to go to any place that have beautiful nature and good soccer team.

404

No one likes to spend the vacation on his/her city. Sometimes, I wonder to see another country or city, but there is no time to go there except the vacation. Since I was 9 years old, I like to travel to a lot of places. So, do not let your vacation Finish without visiting anywhere. I prefer to go to some place has beach or tours, because I think it is nice to see that view. The beach's view makes me feel relax and thinking about the past. Because there is no wall to reject you to

see the last part of the ocean or sea. In fact, it's healthy to the eyes and it could increase the eyes strong. On the other hand, when I got an issue, there is no place I go except the sea, because I can let everything inside me go out. For example, to talk and cry as much as you want in front of the sea, then you automatically feel comfortable. About business cities, I really like to go there. In fact, each business city has a lot of tours. For example, I love to visit New York City, because it has a lot of towns and famous streets. On the other way, the people there are friendly and it's easy to communicate with them. The reason why I like to spend my vacation between the tours, because when I stand next to tours I feel like everything bigger and longer than me. That's really enjoyable. As a result, the most lovely things are to have a long vacation and spend it wherever you want. Such as spend it in Miami beach or in New York City. These two cities which are I like most than anywhere else. After I worked too much then I got vacation for a week or more than a week. First, I'll think about relax and enjoy. The cities which are I mentioned have everything I need to spend my vacation. So this is your own vacation and spend it however you want.

405

My favorite place is Paris. I visited Paris with my family last summer but I would like to go there on vacation again. Paris is a beautiful and amazing city. Paris has many beautiful parks and places. Also it has an Eiffel Tower. The Eiffel Tower is amazing. Many people go to Paris for visit it and take pictures with it. Paris has many biggest malls and many more small malls too. In each store, I can see different things and new beautiful types of dresses or makeup. When I go mall, I don't know what I chose. Because I always see many nice things. Paris has wonderful weather. In the winter, it is cold. Some days it is raining or snow. But in the summer, it is sunny and very warm. It is so beautiful. There are a lot of people in Paris. Also Paris has people from



different countries. They live or study or work in Paris. But some people come to Paris just for visit it. Most people are friendly, helpful and useful. I like to talk and sit with them. Paris has different houses from my country, but these houses are so nice. I like to live in these houses. I really like Paris. Because it has many beautiful things, I cannot teach them. I think, if you visit Paris you will understand what meaning for my words . I wish visit Paris again with my family.

406

Have you ever been to Brazil? Brazil is beautiful country. It has a nice beach, that many people want and love to spend their free time there. It has a beautiful jungle they call it "Amazon". I would like to go to Brazil because of the people, beach, and jungle. First of all, Brazilian people are friendly and they are very nice people. For example, when I was in Level two I had two classmates from Brazil. They are very good friend, they are my best friend. They were the first friends I made when I came to America. In addition, Brazilian people love parties. For example, they have a huge carnival. Secondly, there is a long beach in Brazil and it is amazing. I would love to spend my time there. There are many activities in this beach. For example, going by boat, sky diving, swimming, flying by parachute, and also tanning. The families get so happy when they spend their time there, to let their children play. Thirdly, There is the most beautiful jungle in the world. Amazon has many kind of trees like mango and banana. However, you listen to music from the birds because they have a nice voice. Also there is many dangerous animals. For example, snakes, lion, tiger, and many others. Also on the mountain between the trees you can see monkeys playing. In summary, Brazil is a beautiful country to visit. It has a nice people and they are friendly. It also has a beautiful beach and an amazing should visit this country when you get the chance.

407

Having break from the college or school is wonderful thing to do. With long vacation I can plan for my next steps for fun. One of the best facts in long vacation is actually I can go wherever you want. However, having big dreams sometimes can hurt me. I wished to go to a lot of places, for example's French, Italy, Roman, and London. But in the end I, just went to America. So for this short vacation I plan to go to Denver to see my friends there, and have fun then maybe I'll go to AL. Because it is beautiful place to visited. I decided my plan start after IEC granted party and knowing my grades are In the beginning I wanted to go alone to have my own experience to be more challenging to me. Because my sister's always said that I'm not brave enough to have this kind of experience, in the end nothing is impossible. In this vacation unfortunately I can't travel to any place, like I planned. My uncle will come the end of the month to visit US. Unlike my sister who will travel soon. I felt so much disappointed for not going anywhere this long break, like a baby who doesn't drink his milk, and feeling sad too. In some point we have to alter, or change our routine for not feeling boring in this vacation. I know we don't have much option in this city, because it is small town, and quite place. Even though you can invite your friends to hang out or go to shopping, or having party. In contrast to me I love travels, and my friends don't. All I need just to have good time and make myself busy as much as I can to enjoy this vacation. try to have fun weather you travelling or not. Nothing will make me not to have wonderful time or enjoyable time with people I love. I hope this vacation not end very soon to have a rest and thinking deeper.

408

Aeveryone have a vacation for take a relax and fun time. In this vacation I will go to Florida with my little family here. Florida in the United States . It's in the South US. The weather is very nice doesn't has a snow like here. The sopping there is very good my frind told me that. Florida is a good state for relazing and enjoying. There is a beautiful beach there and a lot of malls. There is one of the big interesting place for play "Disney Land" and a big water park. We have plan to go many places there. Also I need some people went that place befor to Ask them some qustion about a wenderful place I want visit it. I like to travel to new states, visit new countries and know some culture for it. When I go any country I go to important place for the country has it. I'm feeling very good when my brother said for me "we sould going to Florida in the cristase holiday" I want to go there because many people tell me it is a beautiful and wenderful state yI can take fun and relaz at the same time. And because I like any place has sea because I like to see the sea, drink coffee, listen to saon of birds and play by sant with children. I have many plan I will do it in this vacation. Many people stay at thier houses on vacation. but me I will do many things such as going to Florida. do some velonteer in my life. take care of cousin's children, study a lot of English and make a new frinds with American people. At the end I wish to you take a good and enjoy vacation and going to new place, buy new things. Do any things enjoy when you can do it. enjoying on your vacation.

409

Everyone would like to go to have fun on vacation. It make me and people happy, with out think or carr about work. For me I like to go to New York City with my friends, because we make a good plan over there. Than we will go to Miami. One of my friends he would like to go

first in New York City, because he wants to visit his sister there, than we go to Miami. I should go to New York First of all, because I want to finish my problem with goverment that is very important for my. I would like to enjoy on my vacation with no problem. then I can have fun with my friends when I finish with goverment I know that will be interesting for my, because it is going to be the first time be on New York City a beautiful city. In New York City has the beautiful place is time scowhere that place it is never will sleep , because a lot of people visits this place very single time. It is always bays, and it has a lot of activity and a huge buildings and a beautiful cars over there. And I will be in New York city until the new year, then I will go to Miami. In Miami I will see a lot of beachs there a beautiful beachs . We will live close from the south beach. It is near by the down town of Miami. Miami has a beutiful place call ocean drive. That place has a lot of restaurants and clubs, but I think that will be more expensive for us, because it is in fornt of the beach. I will be comfortable there. I bielive that vacation in important for me to have fun and enjoy and know a new cities in United States. Also I like to meet a new people with different state. This is good communication to do that and learn the culture of United States and know every think about it that is useful and helpful.

410

The semester is almost over and we will have break. On that break, I will like to go to Paris to see my sister and her newborn babe. Paris is a very famous and jofulane town. A lot of people like to go spend they vacation there. Paris is not very cold like in minnesota where the weithe is lo much extremely cold. Paris is my favorite town because of the beauty of the town, the night club and people are really friendly but at the same time it is a business town and not rely town. My two sister was studying there until they graduaded three years ago, now they both

have a job and one of the is married and recently had a babe. I will do evything to do see her even for two days and come back. Paris have a wonderful wether kos. It is not like saint cloud, where is ecinawety and the all town is cold by the snow for nine mauths. How come people can live and surivie in this kind of weither, it is unbelievable. Instead then Paris where it snow but not that much it only snow three mauths and rain alot. Paris is a town rall fashin town people there like to dress up nice and spendid over the weekend all the clubs are full of people and none waiting to got in and nomentime. They even close the doors because of a lot of people and it not like saint cloud where they is not a club only bars and they close at 2AM in Paris the party can go until morning at like 6-7 AM. I will recommend to people at any age that want to have a good vacation to go to Prais that the best town ever to have fun.

411

I want to go to Miami beach this vacation. The beach is in Miam state 'of course' in the east of the U.S. I want to go there because I really need a place to relax after this long semester. And I went there before and I really liked it and I want to go there again. The beach have a very beautiful view, fresh air, clean beach, and the sand is clean and soft. All of that make me relax that is why I like it. It is the perfect place to relax, feel comfort, and tanning!! Some people just want to tan themselves. But the place is to have fun and then relax. It will be more fun if I went with my friends. So we can play volleyball and have fun together. At the end I want to say that it is the most beautiful, relazing and funny place that I have ever visited in my life. And I want to go there again and again.

412

My vacation will start next week. There are a lot of things I would do them in my vacation. For example, I would set in my room alone with my TV and just watch movies. But The important thing I would do it, I would travel to place I love it to take along rest. If I can choose place to travel, I would travel to Turkey. I would travel to Turkey because I love it to much. Also there are a lot of reason for that. I did not go to Turkey before, but I know a little about it because I watch a lot of programs about it and TV series. First reason, Their language is very similar to my language which is Arabic. Second reason, I would to visit the famous places there. For example, beaches, museums, and the Capital which is Istanbul. last reason, I would try their food. When I watch Turkish TV series, I saw them made the tea in different way not like how we do it in Saudi Arabia. They mixing hot water from one bottle and strong tea from another bottle. It looks like something very interesting. In addition I would to know a lot about Turkey. The important thing for students is a vacation. All students love and need vacation after a long semester to rest. Some of student travel to their country in their vacation to see their family, but for me in my next vacation I would travel to Turkey because my vacation is not to long. Also my country is too far from here, and I need a lot of money for ticket. That is why I would travel to place I love it and to know more about it like Turkey. I hope visit Turkey in my vacation.

413

United States is one of the best place that you spend the whole vacation at. I have been in U.S for 11 months ago. I have been in different states in U.S except Florida and California. I decided to go to these states because I had never been there. Florida and California are famous

places that the tourist likes, and when I was young It was my dream to go there. Firstly, I had never been to Florida and California because It's too far from the place that I lived. The tickets are too expensive. Secondly, most of tourist around the world are like to visit the two states because Florida has the best place to play which is Dizzeny Land. The two famous cities in Florida one Orlando and Miami beach. On the other hand, There are a lot of famous places in California such as Los Angelas, Las Vegas, and San deigo. Last thing, I would like to show you why was my dream to go them. California has the popular street that a lot of camponies make their movies there. I recommanded to the people who never been there should go because California and Florida are the two famous states and each one have features. The best places that a lot of tourists likes to go through. My future plan is to visit these places.

414

Some people like spend some time near a beach and relaxing. I am one of those people. I like spending some time near a beach and swimming in a warm water. So I'm planning to visit San Diego. There are a lot of attraction and activities. I have a lot of choices there. Lego Land Californie resort is one of attraction sides in San Diego. I can play and watch beautiful legos. There is also traditional carnivals to enjoy it. Before, I have been in San diego I have choosen a wonderful hotel. Gran Hayaat has a huge and butiful rooms. I can see the beach from my room. San Diego is more than a beach and I hope it will be one from my bueatiful vications.

415

Do you have a family? Do you looking up for the best place for them? Then Orlando It's what you want, Orlando had a lot of actevite, a numer of great hotels, and a beatuful restants.

Disney is the best place for families, everchild want to go to Disney and some adults, it's has a lot of sings and shows, it's magic place, Universal has a lot of games, it's so funny and you will never feel boring. it's has a few show, but, it's still funny and great place. Sea world it's wonderful place for the game inside water, you can swim and play. Also you will stay in comfortable hotel if you want your vacation to be comfortable, if you a big fan of rock music, then you will know Hard Rock Hotel, it's a great hotel, it's has a beautiful location, a great activities, amazing rooms. The location is inside Universal. It's has a swimming pool playing music as well as rock, the motif of the rooms is about rock music. Hard Rock coffee it's not just coffee, it's Also a beautiful restaurant, if you in Orlando you have to visit This amazing restaurant, Orlando is the best place for family, you must take your family there, it's has everything.

416

I will go to New York with my friends, and we will have a lot of fun things like visit our friends, shopping, watching movies and go to art. I will enjoy in New York because it warmer than St. Cloud and no snow. This is most important thing. First, when we arrive to New York we will find a good motel or apartment to live on it. Then we going to find a good restaurant because the travel take a long time. Second, we have some friends in New York. We will visit the friends and we will do a lot of fun things like talk with each other for example every one tell what most important thing happened to him or funny things. Play video games and cook Arabic food. Then, we will go out to get fun. For example, shopping about me I will buy many things such as winter clothes, technology. Also, I will buy a new car because my friend told me there is cheaper than here. After that, we will find good art I want to know what is different and new. I heard there are many different things. I will really enjoy there because it will see New York. I



never go there I only see New York in TV so I do not know what I will see there. However the most important thing there is warmer than here and no snow. I will not see that on my vacation. This is why I will go to New York and I will enjoy.

417

Going to Saudi Arabia on vacation especially on winter, it is a perfect idea. I like to go to Saudi Arabia because of: I miss my family, I miss the traditional foods, and it is a warm place. Going to Saudi Arabia on vacation is a good idea, for I miss my family. My means to me everything such as, my father and mother always encouraged me, They give me what I need to reach my academic target. Whatever, I prefer to visit them. Going to Saudi Arabia is an amazing idea to try the traditional food. It is so hard for everyone who has lived, and grew up in a certain place in the past. And then moves to another which people eat different food can be hard. My experience about traveling is hard because I have left the food that I used to eat. That is why I should go back to Saudi Arabia. Going to Saudi Arabia on vacation is perfect because it is a warm place. Before I came to St. Clouds I used to live in Saudi Arabia. Saudi Arabia is a warm place at winter, so that I decided to go. I grew up in Saudi, I moved to St. Cloud because of studying that was hard to me. Whatever, I had to come into this weather. Currently, I decided to escape from the cold weather to a warm place because I need to get back physical abilities. Therefore, I decided to go. Finally, going to Saudi Arabia is a good idea. I think going back to Saudi, and meeting the family is a good idea. Missing the food in Saudi Arabia is my second reason to go there. Finally, it is a warm place especially in winter. Because of all that, I decided to go back.

418

I like go to Orlando City on vacation. I want go there because it's beautiful city. In Orlando there are alot of places such as Desieny World. Desniey World all children and adults like go to there. There are a lot of shows such as Frozen and Sanrela. Also in Desniey World three parks , but I know name two parks. The first park is The Magican Kingdom, and the second park is Animal Park. Also, in Orlando City beautiful place called Universal Stodios. Universal stodios there are three parks, and park is restaurant and two parks plays. In Orland City a lot of Hotel like Four Seasons . Four Seasons is beautiful hotel because it's comfortable and you find good service, swimming bowl and gym. And I want go sopping in Orland there are many perfect malls. I want buy new clothes and I want buy many gifts for my husband, my mom, my dad and all my family. I like to go in Orland.

419

The summer vacation is comming soon. And I Prefer to spend it in another place. Actuly there are many spaces I would like to go but I don't have enough money to all these spaces. So I should choose one of these and I know that it will be hard for me to choose but I think I'm going to New Yourk City. Becayse there are many reasons let me to going there. So, let me know you why I choose this city? Actually, there is no specifec reason to going there. But just I heard alot about this city for many time and I like to go. I heard that New Yourk City had a lot of huge and nice bulidengs. In addition it has nice places to go like "time squire". Also it has nice wather over there. And it has the famuse turst about liberty. In the End I want to say that. I wish and I really really want to going there one day with my husband and my family. And I'm sure that we will get a lot of fun.

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This vacation maybe, I will talk with my mother and uncle to see where we like to go. If they tell us where did you like to go, I brefer California. That city, his beautiful weather and they have abeach. I like to go to beach because there are many many people there and the weather every time hart , s it is be ok if we go there. Also in californa, many thing or we can say there are some place or all the place they have it is be so so beautiful, you can say there you can feel buave in the would. They don't dare one or two or three places to go, No there have more then one place to go. They have a beautiful people or we can say there are friendly. And I brefer to visit another place not all the vacation spend it there, No we have to change it. like to visit around californa. I don't know the city around californa, but I think it is be samlir californa. but if they want ot go to another city, I don't have any premler with that even is not californa. I don't have any premler with this idea. in addition I like Meainy. That city actally I don't know a boat it anything, bat I hear for some people Mayame it a good city to visitis that what am think to go these three eare or citys. If my brother and uncle don't any premenble and we have enough many, we will go and

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Vacation is better time to enjoy. You can enjoy with family or friends. You can enjoy in playing or to see and learn new culture. We have many placies to visit. We can enjoy in side Unite State or Outside. If I get a vacation, I would like to go to Egypt. I like it becuase has big and old history. Also, I like people there. They are friendly. Despite, it is poor country, they would to improv it. I enjoy in Arabic country, becuase I can to handle and I will not face problem with language. There is a city I would like to visit when I was a child. It was my

dreams city. This city is London. I would like to visit it as soon as possible with my mother. She loves London too, so this is give reason to visit it. I have never been in my father's hometown but I would. If I have a time I would like to see his first house and where he grow up. He told me every thing about that, so I'm excited to visit it. I think you should stay at home in vacation. It is time to see the world. Enjoy with everyone you like. Enjoy as much as you can. This life is once, so don't lose your time sleeping.

422

Everyone would go to good vacation. I didn't trive to other countries that much, but two years ago, I went to Bahrain. I saw many different things there. I was so wenderful country. When I went there everythig is new for me, because of the cultures. Bahrain and Saudi Arabia are different country and big different culture. Bahrain is small country, but they have domagrate. Bahrain is free country. Many people in Bahrain they have right to vote. Also they have a king, and he good king . People overthere can do a lot of things, for expmel women can drive car anytime not like Saudi Arabia. Aslo they have clubes. In Saudi Arabia, is a lot of thigs , but you can do whatever you want. Saudi Arabia is big country, and you don't have right to vote to any thig. It's not free country like Bahrain. Also we don't have thears (cinma), and women can't drive car or anything else. In Saudi Arabia don't have demogruty. I triveled to more than four countries, Bahrain, Syrea, Iraq and Kuwet. All of these countries are the same like, cultures and freedom, and I saw different thigs in their country. I have many countries I want to go like, the U.A.E., Brazil, Chille, and Eurup, but one country I want go and I want to see the biggest taule on the world. I wold like to go to the U.A.E. It's free country, and they have freedom. The U.A.E. most People form other country come to visit the U.A.E. to see the intrsting things, and

I want to be one of them to see these things. The U.A.E. is a big country. They have freedom. It's a democracy country. It has the biggest area on this world, and they have many things to help the people who live there. It's an interesting country, especially on vacation. They have a lot of activities to do. Like go to the biggest mall on this world.

423

Many places, I visited when I was a child and I enjoyed to see these places with my family. However there are some places special to me and I would like to go on vacation to visit again.

Name for the special place that I would like to visit on vacation and why?

Describe the place, more information about it, and my feeling.

The special place to me is Egypt. I would like to visit it on vacation again, because the first time I visited Egypt when I was a bride. My husband and I enjoyed our time there. I remember I was pregnant six months ago that the sound reason made Egypt special to me as a place. Egypt is in the north east of Africa. There are ninety million people living in Egypt. People everywhere in the street or coffee store. They are enjoying, laughing, wearing simple dresses and friendly, because of that the life in Egypt is very simple and wonderful. You are going to hear the sound of the car any time. Even at night. In other hand, there were many kinds of delicious and famous food for instance, koshary, it is made of macaroni, hot sauce, onions and rice. In fact, I felt extremely happy when I visited Egypt. There are many things to talk about it. All what I want to go to see Egypt on vacation again I hope to have a chance to see it.

424

I will go back to Saudi Arabia, because: I miss my family. I don't tell anyone, it's surprise for my family. I miss my mother because: I don't see her before 1 year ago and I miss my father because: I like eat breakfast and drink tea with him. I miss my 3 brothers and my 6 sisters and I miss my nephews and nieces. I am very happy because: I will go back Saudi Arabia. When I come to America I don't speak good in English. I was very sad about that, and I call my mother I say I don't like America because: I don't speak English I want go back, but now I am happy because I am speaking good in English and study hard every day in English. In blackfriday I went to Mall of America and I bought many gifts for my family. I think this good vacation for me because I will see my family.

425

First, I think about a few cities but right now I want to see which one is awesome, "GO to France" my brother says, I was saying "I think about it", "GO to Morocco" my best friend says, "Choose any place of you like" my mother says. I would like to go to Italia, because it has a lot of beautiful places and when I was young my dream is to go to that country and work in it, when I go there I will feel very happy and meet some new people, this is my vacation with a little bit about my dream. If I have more time, I will write about my vacation thank you for let us write.

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My vacation it will be on Spain. There is a lot of things to do and see there in Spain, Like Santiago stadium and Barcelona and Sevilla. In Spain people there are very nice they are

very friendly and respectful. My dream is to go someday to Spain there are a lot of activities there like: toro wrestling, guitar best players, Ibiza beach, Real Madrid and Barcelona soccer team. The weather there is very nice and the natural and the buildings all of that is so wonderful that's why I choose Spain. Life there is really fantastic it doesn't matter if you are muslim or christian or any thing you'll be respected there that's why Spain is one of the greatest countries ever Spain is kingdom nor republic country.

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Hi my name is Basam I'm writing an essay about where I would like to go on vacation. This is an amazing topic I like it. So I would like to be going to three cities in America with my brothers on vacation we will enjoy with trip because we are didn't go to other city we are don't know where we will go for vacation we are don't decide but, The first city we are going to New York City in New Year. Because the best place in this vacation most people in America are there going to New York City in New Year we will be happy in New York and we will have a good time also. I will decide to go to second city and then the (3) city we will go. After that we will go back to school in 5. 2015.

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When I spend my vacation in my country I will be happy because I will be in my hometown and with my family and best friends. So, I like to spend my time with each one in my life. First, my best place is my hometown, my hometown like all towns, small, quiet. My hometown has a lot of gardens and there are many farmers. My city is near from the sea, almost all people there are fishers. My family has two sisters and three brothers and I have my father and mother. I

love stay with them all the my vacation because when I stay with my mother, she tell me old story and help but when she wants any things, my father is my life, because he was helping he how I can do thing I can't do it, give advice and learn me how can I fix something hard without one, each one of my brothers have different plan to do it every day, my middle brother like to clean his car every day to be cleanly. So I am like my brother about my car, and I like go with him when he wants clean his car to help him My sisters are always staying in their room, They always learn how to do maikup or study that what my sisters do, but when they saty alone I often go to them our do something don't like it to do it for thime, that's my family. When I have face time I always spend it with my best friends in their houses, hang out, go to my garden or go to desert. I like them a lot because they make me happy when I spend my time with them. Every one has different plans to do it.

429

I want go to Las Vegas. Because Las Vegas the city's never sleeps . There have alot of thing to do. I visit this city before. With my family. I staid there 5 days. I want visiting againe because I have holladay. And my uncl there he invited me to join with him. I like Lav Vegas because a lot of people go there to have fun. And there all the hotels has casino. I can find prtty girls there. some of the people this dream for them to go to Las Vegas . I want doing all my dreams. Las vegas has difierent things now than 5 years ago. I wanna see what they changs there. In the end I hope to travel all the world.



430

I am always thinking where I should be to spend my vacation, but, I always choose a place far away from my house that place I can spend all the vacation on it, my friend and I always going to the beach to giving and chilling, However we had a lot of fun there. And other friends came to join us, In our vacation we don't care about things we have a lot of fun to do, like fishing or play football, or going to swim on the beach, when the night comes we have to go onto our house not house kind of like it, I have one of my friend just he knows cooking for us, for my the best time I have it on the morning I am always the first one wake up, because I like to see the sunrise I do like these views a lot of, that's where I like to spend my vacation and that will be fun with my friend.

431

I hope to go to Texas because I went to see my brother and my sister. There is the same weather in my country. There are a lot of interesting restaurants under a beach. There are many activities, for example Disney line. Texas is a big state. My sister can teach me to cook. We can go shopping together. My brother can help me in English language. for example reading, writing, vocabulary, and grammar because he finished English language center.

432

I would like to go to California, Restaurant, Beach, Sky diving, shopping, learn new culture. Know new things, night club, Dance, Drunk, cinema, party and having fun. you know California is a state and it has a good weather, huge and the best beach in the world, the beach is the important thing for the human, it makes you feel rest and easy to tanning. Restaurants, They

have a lot of arabs Food like arabic rice with chicken. Santa monica has the best down town in California. Amirecan coulture is luxury i like their coulture also amirecan food like burgers, pasta, I have been to California and i realy had fun there i advice you to vist it soon.

433

In my vacation I hop to spend all my time with my parents. it is good to see them again. but, the aproblem the vacation will be just one mounth. It is not to long. But i think it will be ok for myself. On this time, I want to go to my country. Because the wather there very nice . It is not to hot and not to coold. We have good wather in the wanter. And we don't have snow like St. Cloud. It is good plase to spend my time there on this mount, but I have some of the problems. Like the ticket for the airport to expansive , it will be on next week \$1500 it is big bomber to spend some of you mony on it. And, i hope to some of my fimally came with me to St. Cloud. I think my mother will be the first prson i will see it in my home. it is took long time for the last time when I saw her. For the end i hope tuitake good time in this vaction.

434

I ohayo many people dance and listen the music I like this. My favorite thing in ohayo dance I like the dance. I chickago the people don't dance put I like the weather in chickago. I thing if everybody know what is ohayo and chickago. My first place love in ohayo and second chickago. I Krismes I will go in ohayo and chickago. Now I can't go chickago or ohayo because I don't have money put in crespise will have money.

435

I want to go Saudi Aradii becuais I mes my family and my frinds the are mane frinds on Saudi Aradi. I mes my father and my mother I have two brothers and two sisters. I mared I want go Saudi Aradi to see my waid and my sun. On Saudi Aradi the are mane scool. The cabte St. is Ruadi. on Ruadi the are mane crod and mane beldng. The weather on Saudi Aradi alweis hot and wende . I would to viset to my city and see my family and my friands.

436

I like the vacation Because I am going to NY I like the food and I going play black juk. I going to a car NY. I like lake big and I like road because cleaning very day. Vacation like because not very day sutdy.

437

I like the Halowin, because this a good day in Uneted state. Also everybade cheang the fais. I dont like this for my but I like watching just. Also every many poepol there are like the Halowin. I like the happy Eid in my country, because his my family go to gather in the beach or resturent. Also playing any think. I like the swimming in happy Eid, in the anther word I love swimming. I mice see my family in the happy Eid.