

العقبات التي يواجهها طلاب المدارس الثانوية في استخدام صيغة ing (اسم المفعول) وصيغة المضارع التام وصيغة المفعول المطلق

By : Miftah Ali Abdullah
Baroud

مفتاح علي عبد الله بارود

Al-Zawia University
College of Education –Nasir

جامعة الزاوية
كلية التربية – ناصر

Email: mefahali242@gmail.com

المخلص:

يتناول هذا البحث الصعوبات التي تواجه الطلاب عند استعمالهم لـ (المصدر + ing) كاسم الفعل (be + V +ing) وكذلك (الصفة المنتهية بـ ing) الغرض من هذه الدراسة هو التعرف على هذه الصعوبات والطرق المقترحة لعلاجها ، وقد استعمل الباحث وسيلتين في هذه الدراسة وهما اختيار للطلاب واستبانة للمدرسين ، ومجموع الطلاب الذين اشتركوا (40) طالباً من المرحلة الثانوية بمنطقة الزاوية (مدرسة المطرد الثانوية) وكذلك (10) مدرسين يدرسون اللغة الإنجليزية في هذه المنطقة. واستعمل الباحث طريقة (Spear Brown) لتحليل النتائج ومن أهم النتائج التي توصل إليها الباحث هي أن الطلاب يواجهون صعوبات في التمييز بين (المصدر+ing) والفعل (be + V +ing) ؛ لأن المصدر + ing عندما يكون خبر يأتي بعد الفعل "be" وكذلك الفعل في صيغة الاستمرار يأتي بعد الفعل "be" ايضاً.

1- His hobby is reading (gerund as complement) (خبر)

2- She is writing a letter (present participle) (be + V+ ing)
(فعل)

كما أنهم يواجهون صعوبات في التمييز بين المصدر + ing عندما يكون خبراً (ما يعود على المبتدأ) وكذلك الصفة المنتهية بـ ing لأن كلاهما يأتي بعد الفعل "be"

1- His favourite hobby is reading (gerund as a complement)
(خبر)

2- The film was boring (participle adjectives) (ing صفة منتهية بـ)

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

العامل الرئيسي وراء هذه الأخطاء هو أن الطلاب لا يعرفون وظيفة المصدر (المصدر + ing) والفعل (Be + V+ing) وكذلك الصفة المنتهية بـ "ing".
وأما بالنسبة للمدرسين لا يهتمون كثيراً بشرح (المصدر + ing) والفعل (Be + V+ing) وكذلك الصفة المنتهية بـ "ing" ، ويركزون على الأعمال التحريرية ويهملون الأعمال الشفوية في هذا المجال .
وللتغلب على هذه الصعوبات والمشاكل وضع الباحث بعض التوصيات ومنها حث المعلمين على عدم التركيز على الأعمال التحريرية وإهمال الأعمال الشفوية لتعزيز الفهم عند الطلاب في هذا المجال وكذلك حث الباحث على التركيز (المصدر + ing) والفعل (Be + V+ing) وكذلك الصفة المنتهية بـ "ing".

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

Abstract :

This study investigates the difficulties faced by students in using ing form (gerund), present participle and participle adjectives. The goal of this study is to find out to what extent the students face the difficulties in using ing form (gerund) present participle and participle adjective.

The researcher used two data collection instruments : students' test and teachers' questionnaire, these were conducted to explore the obstacles in using ing-form (gerund), present participle and participle adjective, the sample of the study composed of 40 students and 10 teachers in Al-Motred secondary school in Zawia. The researcher used the Spear Brown method with an expert in analyzing the results .

The findings of the study proved

- Students face difficulties in using ing – form (gerund), present participle and participle adjective.
- Students confused ing-form (gerund), as a complement with present participle because gerund as a complement and present participle come after be.

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

e.g.:

- a- His favorite hobby is swimming (gerund) as a complement.
- b- She is writing a letter (present participle)
- Students also confused ing-form (gerund) as a complement with participle adjectives since ing-form (gerund) as a complement and participle adjectives come after "be":

e.g:

- a- Her hobby is reading (gerund) as a complement.
- b- The film was boring (participle adjective)
- The main factor is that students did not mastery the function of ing – form (gerund), present participle and participle adjective.
- English language teachers do not give enough explanation to the ing-form (gerund), present participle and participle adjective because they do not have enough time to do that.
- It is recommended that teachers should focus both oral and written practice to reinforce students' knowledge of ing – form (gerund), present participle and participle adjective
- It is also recommended that teachers should emphasize on different treatments of ing- form (gerund), present participle and participle adjective by different schools of grammar.

1. Introduction:

English is taught as a foreign language in Libya. In Libyan formal education teaching of English starts in the first year of basic education, at the age of six.

Clarifies that grammar is considered as an important aspect of learning the English language, and without learning the grammar the language cannot be practice properly.(1)

Basic grammatical English rules are considered the basis to teach English learner and the guarantor for practicing good language communication skills, Grammar learning also the basic enables for good thoughts and ideas expression (2)

Emphasized that learning, the grammar of the English language helps understand the sentence and understand its composition.(3)

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

Indicated the students face problems in writing the expression due to their weak ability in the grammar of mother tongue in the foreign language subject – verb agreement means how to choose the correct singular or plural verb after the subject.(4)

Stated that ing-form (gerund) and present participle have the same form ending ing form.(5) and stated that the present participle is formed by adding – ing to the base verb form.(6)

1.1 Statement of the problem:

As a teacher of English language for thirty years, the researcher has discovered that secondary school students in Zawai make errors when they use ing- form (gerund), present participle and participle adjectives, therefore, he will investigate these problems and the causes behind them.

1.2 Objectives of the study:

- To discover how students in third year secondary in Zawia use ing-form (gerund), present participle and participle adjectives.
- To find out the factors behind the errors made by secondary school students.
- To investigate how teachers explain the ing- form (gerund), present participle and participle adjectives.

1.3 Questions of the study:

- What are the errors made by secondary school students in using ing-form (gerund), present participle and participle adjectives?
- What are the factors behind these errors?
- To what extent do teachers of English give attention to the importance of ing- form (gerund), present participle and participle adjectives?

1.4 Significance of the study :

This research is importance in the field of teaching and learning because it deals the ing-form (gerund), present participle and participle adjectives.

It will find out the difficulties in using ing- form (gerund), present participle and participle adjectives by foreign language learners. Hence, they will

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

know how to use the ing- form (gerund), present participle and participle adjectives and their forms.

2. Literature review:

2.1 Difficulties in using ing-form (gerund), present participle and participle adjectives

2.1.1 'participles' and gerunds': an unclear difference

The distinction between participles and "gerunds" is not always clear cut it can sometimes be difficult to decide which term to use. For this reason some grammarians prefer to avoid the terms participle and 'gerund' .

2.1.2 Subject pronouns are not possible.

His shouting gets on my nerves. (BUT NOT He-shouting...)

Note that possessives and pronouns are not used before -ing forms if it is already clear who is being talked about.

Thank you for waiting. (NOT Thank you for your waiting) .

When an -ing form is used with an article, it cannot usually have a direct object. Instead, we can use an of-structure.

the smoking of cigarettes (NOT the smoking cigarettes)

No is often used with an -ing form to say that something is not allowed, or is impossible. This often happens in notices and after there is.

NO SMOKING

NO PARKING

NO WAITING

Sorry - there's no smoking in the waiting room.

She's made up her mind; there's no arguing with her.

In an inform style it is more common to use object (like me, John) instead of possessives (my, John's) with -ing forms, especially when these come after a verb or preposition.

; Do you mind me smoking? She was angry at Lina trying to lie to her.

2.2 The meaning of ing-form (gerund), present participle adjectives.

An -ing form (gerund) can be used, just like a noun, as the subject complement of a verb.

My favourite activity is reading. (complement)

Infinitives (e.g. To smoke is bad for you) are possible in these but are formal and uncommon.

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

ing forms can also be used as objects after certain verbs.

I hate packing. (object)

The -ing form subject, complement or object is used like noun but it is still a verb and can have its own object.

Smoking cigarettes is bad for you.

My favourite activity is reading thrillers.

I hate packing suitcases.

We can often use determiners (for example the, my, this) with ing forms the opening of Parliament

Does my smoking annoy you? I hate all this useless arguing

Possessive 's forms are also possible.

John's going to sleep during the wedding was rather embarrassing She was angry at Lina's trying to lie to her.

2.2.1 participles and 'gerund':

We can use ing- forms (e.g. smoking, walking) not only as verbs, but also like adjectives or nouns. Compare:

You're smoking too much these days. (verb: part of present progressive)

There was a smoking cigarette end in the ashtray. (adjective describing cigarette end)

Smoking is bad for you. (noun: subject of sentence)

When -ing forms are used as verbs or adjectives, they are often called present participles. (This is not a very suitable name, because these forms can refer to the past, present or future.) When they are used more like nouns, they are often called 'gerunds'.

In Practical English Usage the expression '-ing form' is used except when there is a good reason to use one of the other terms. Noun-like uses of -ing forms gerunds are discussed in the following entries. For their use to make progressive verb forms, and the entries on the present progressive, past progressive etc.

('participles'), together with similar uses of 'past participles' (e.g. invited, broken).

After some verbs (e.g. see, hear, watch, feel) possessives are not normally used with -ing forms.

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

I saw him getting out of the car. (NOT I saw his getting...)

We can use it as a preparatory subject or object for an -ing form It's nice being with you.

I thought it pointless starting before eight o'clock.

This is common with any/no good, any/no use and (not) worth.

It's no good talking to him he never listens.

Is it any use expecting them to be on time?

It's no use his/him apologizing - I shall never forgive him.

I didn't think it worth-complaining about the meal.

2.2.2 perfect, passive and negative ing- forms

Note the structure of perfect, passive and negative -ing forms.

Having slept for twelve hours, I felt marvellous. (perfect)

She loves being looked at. (passive)

Not knowing what to do, I went home. (negative)

She's angry about not having been invited. (negative perfect passive)

2.2.3 -ing form or infinitive?

-ing forms are often used in similar ways to infinitives. For instance, they can follow certain verbs, adjectives or nouns

He agreed to wait.

He suggested waiting. (NOT He suggested to listen.)

She's ready to listen.

She's good at listening. (NOT She's good to listen.)

- the need to talk

the idea Of talking (NOT the idea to talk)

Unfortunately there is no easy way to decide which verbs, adjectives and nouns are followed by -ing forms, and which are followed by infinitives. It is best to check in a good dictionary.

Expressions with -ing forms can also be used as subjects in sentences, or as complements after be. Infinitives are also possible in these cases, but they are much less common in informal English. Compare:

Smoking cigarettes can kill you. (More natural than To smoke cigarettes can kill you.)

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

My favourite activity is reading thrillers. (More natural than My favourite activity is to read thrillers.)

Some nouns and adjectives can be followed by -ing forms ('gerunds'). A preposition is normally used to connect the noun/adjective to the -ing form. Nouns/adjectives that are followed by -ing forms cannot usually be followed by infinitives.

I hate the idea of getting old. (NOT .. the idea to get old ...)

The thought of failing never entered his head. (NOT The thought to fail ...)

I'm tired of listening to this. (NOT I'm tired to listen...)

She's very good at solving problems. (NOT ... good to solve...)

Unfortunately there is no easy way to decide which nouns and adjectives can be followed by -ing forms. It is best to check in a good dictionary.

2.2.4 purpose: a machine for cutting

For + -ing form can be used after a noun, or after an indefinite pronoun such as something or anything, to explain the purpose of an object or material — what it is for.

A strimmer is a machine for cutting grass and weeds.

Have you got any stuff for cleaning silver?

I need something for killing flies.

This structure is mostly used to talk in general about types of object and material. When we talk about somebody's purpose in using a particular object, we are more likely to use an infinitive I must find something to kill that fly. (7)

2.2.5 Expressions + ing

When these expressions are followed by a verb, the verb ends in -ing:

It's no use / It's no good ...

- It's no use worrying about it. There's nothing you can do.
- It's no good trying to persuade me. You won't succeed.

There's no point in ...

- There's no point in buying a car if you don't want to drive it.
- There was no point in waiting, so we went.

It's (not) worth .

- My house is only a short walk from here. It's not worth taking a taxi.

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

- It was so late when we got home, it wasn't worth going to bed.

You can say: 'a book is worth reading / a film is worth seeing' etc.:

- Do you think this book is worth reading?
- You should go and see the film. It's really worth seeing.

(Have) difficulty ...

- I had difficulty finding a place to live. (not 'to find')
- Did you have any difficulty getting a visa?
- People often have great difficulty reading my writing.

Remember that we say 'difficulty' (not 'difficulties'):

- I'm sure you'll have no difficulty passing the examination.

You can also say '(have) difficulty in -ing':

- He's shy. He has difficulty in talking to people he doesn't know well.

A waste of money/time ...

- It's a waste of time reading that book. It's rubbish.
- It's a waste of money buying things you don't need.

Spend/ waste (time)

- I spent hours trying to repair the clock.
- I waste a lot of time day-dreaming.

Go -ing

We use go -ing for a number of activities (especially sports):

go shopping go swimming go skiing go fishing
go climbing go sailing go riding go sightseeing

- How often do you go swimming?
- I'm going skiing next year.
- I have to go shopping this morning.
- I've never been sailing. (8)

2.2.6 Meaning of the Gerund Phrase

This type of nominal expression is headed by a gerund, i.e. a noun derived from the verb through the addition of the nominal suffix 'ing'. Therefore, the gerundive form, formally, is similar to the present participle, but actually there are some differences between the two forms. The gerund is a nominal form and the whole phrase headed by the gerund has a nominal function, it appears in all the syntactic positions occupied by noun phrases. The present

participle phrase has an adjectival function, as explained above, and is always included in a complex noun phrase. The gerundive phrase realizes argument the argument structure of the predicate, and thus constitutes an essential part of the sentence. In other words, one can omit the adjectival present participle phrase, but cannot omit the gerundive phrase.

2.2.6.1 The form of the gerund:

The gerundive suffix is basically attached to the simple form of the verb, but it is sometimes added to the linking verb 'be', the perfective auxiliary 'have' and passive auxiliary 'be'.

e.g. read--- reading . Reading history books is very interesting.

be -- being . Being the boss made her feel uneasy.

have -- having. His having passed his exam pleased his mother.

be (passive) -- being. His being hit by a speeding car angered his friends.

2.2.6.2 Functions of the Gerundive Phrase

The gerundive phrase, being a nominal expression, can almost occupy all the syntactic positions occupied by the ordinary noun phrase. Therefore the gerundive phrase realizes all the grammatical functions realized by the noun phrase.

2.2.6.3 Gerundive phrases as subjects

a) Growing cucumbers is easy.

b) His writing a letter to Susan annoyed his mother.

Gerundive phrase subjects are selected by the same type of verbs that select noun clauses. They are used as subjects of the linking verb 'be' as in (a), verbs expressing emotion as in (b) and verbs expressing cause-effect relationship as in the following example.

Seeing her every day made him realize how wonderful she is.

2.2.6.4 Gerundive Phrases as Objects

a) They didn't appreciate my helping them.

b) She enjoys playing tennis.

It is part of the lexical semantics of the verb that it takes a gerund phrase as an object. Therefore, not all verbs can take phrase objects. Therefore, not all

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

verbs can take gerundive phrase objects. The following are some of the verbs 'that select gerundive phrase objects.

acknowledge	dislike	justify	renounce
admit	drop	keep	report
Advocate	encourage	mention	resent
anticipate	endure	miss	resist
cannot help	enjoy	necessitate	risk
consider	entail	postpone	sanction
contemplate	evade	practice	stop
defer	facilitate	put off	suggest
delay	fancy	quit	tolerate
Deny	give up	recall	understand
detest	imagine	recommend	urge
disclaim	involve	relinquish	withhold

(Shawish, and Grenat, 2008: 226-227)

2.2.7 Ing – and – ed form adjectives :

The – ing and –ed forms of verbs may also function as adjectives (cooking instructions on food paelect) just add boiling water.

They only want to travel to English speaking countries.

It's not smoked smoked salmon, air's smoked trout

Even supermarkets now sell home- made James. (9)

2.2.8 Participle adjectives

We use adjectives derived from present participles (surprising) to describe the source or cause of an action or feeling. We use adjectives derived from past participles (surprised) to describe the one (s) affected by the action or feeling .

1. the news was surprising. The teacher drew a very confusing diagram on the board.
2. My parents were surprised . the confused students said that they couldn't understand it.

We can treat people and other living things as the source of a feeling (He's boring) or the ones affected by it (I'm bored). We treat non-living things as the source only (it's boing).

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

3. Darwin was a fascinating person. I was disappointed. Why is the dog getting so excited?
4. Mars is a fascination plante. The news was disappointing. (Not the news was disappointed.) (10)

3. Methodology :

This research used descriptive method to investigate and handle these problems. The researcher chose a questionnaire for teachers. The questions were derived from researcher, experience in teaching English language. The researcher conducted a test for the students that is based on multiple – choice questions in order to investigate the main problems faced by secondary school students in using ing-form (gerund), present participle and participle adjectives.

3.1 sample of the study :

The participants of the study were the third year in "Al-Motred secondary school" in Zawia zone.

The second group of participants were teachers of English language who teach in this area.

The sample investigated in this study composed of 40 students and 10 teachers.

3.2 Instruments :

The researcher used two main instruments of data collection. The first tool was a test as given to the students to investigate the obstacles encountered by the students in using ing-form (gerund), present participle and participle adjectives,. The second instrument was a questionnaire conducted with teachers of English.

4. Data analysis and discussion results:

4.1 Written test :

1- she goes shopping

Table (4.1) : Results of item 1

Option	Percent	Frequency
gerund	42%	17
present participle	25%	10

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

present simple	7.5%	3
present perfect	25%	10
total	100%	40

In this result, seventeen students (47.5%) chose the word "gerund". Ten students (25%) choose "present participle". Three students (7.5%) chose present simple. Ten students (25%) chose the word "present perfect".

According to the answers, the students face difficulties in using ing-form (gerund) and present participle.

2- He is writing a letter.

Table (4.2) : Results of item 2

Option	Percent	Frequency
gerund	50%	20
present participle	22.5%	9
present simple	17.5	7
Verb be	10%	4
total	100%	40

In this table, nine participants (22.5%) chose the right answer "present participle". Seventeen participants (47.5%) chose the word "gerund". Seven participants (17.5%) chose "present simple". Four students (10%) chose "verb b*e" .

It is clear, that learners confused gerund with present participle because they have the same form. And they also come after verb "be".

3- My favourit hobby is swimming.

Table (4.3) : Results of item 3

Option	Percent	Frequency
Gerund	67.5%	27
Present participle	17.5%	7
Present simple	5%	2
Present perfect	10%	4
Total	100%	40

As can be seen, twenty seven participants (67.5%) did not give the right answer by choosing (gerund). Seven participants (17.5%) have chosen

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

"present participle". Four participants (10%) chose "present perfect" and two students (5%) chose past simple.

The participants confused the gerund with present participle because they have the same form and gerund as a complement and present participle come after "be".

4- Smoking is very bad habit

Table (4.4) : Results of item 4

Option	Percent	Frequency
Gerund	37.5%	15
Present participle	40%	16
Present simple	10%	4
Present perfect	12.5%	5
Total	100%	40

In this result, fifteen testees (37.5%) chose "gerund". Sixteen testees (40%) chose "present participle". Five testees (12.5%) chose "present perfect" and four testees (10%) chose "past simple".

According to the answers, the students confused gerund with present participle because they do not know the function of gerund and present participle.

5- His favourit activity is reading

Table (4.5) : Results of item 1

Option	Percent	Frequency
Gerund	47.5%	19
Participle adjectives	12.5%	17
Present simple	5%	2
Verb be	5%	2
Total	100%	40

According to the answers, nineteen students (47.5%) chose the word "gerund". Seventeen students (42.5%) chose "present participle". Two students (5%) chose "verb be" and two students chose "present simple"

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

According to the answers, students face difficulties in using gerund.

6- The film was boring.

Table (4.6) : Results of item 6

Option	Percent	Frequency
Gerund	52.5%	21
Participle adjectives	30%	12
Present simple	10%	4
Present perfect	7.5%	3
Total	100%	40

In this table, twenty one participants (52.5%) could not answer correctly by choosing the "gerund". Twelve participants (30%) could answer correctly by choosing "present participle". Four students (10%) chose "past simple", and three students chose "present perfect".

It is obvious that the participants confused gerund as a complement with participle adjectives because they have the same form and they also come after verb "be".

7- They are interesting stories.

Table (4.7) : Results of item 7

Option	Percent	Frequency
Gerund	55%	22
Present participle	32.5	13
Present simple	5%	2
Present perfect	7.5%	3
Total	100%	40

In this result, twenty two students (55%) did not give the right answer by choosing "gerund". Thirteen students (32.5%) chose "present participle". Three students (7.5%) chose "present perfect" and two learners (5%) chose past simple.

According to the answer, the students confused gerund with participle adjectives since the students do not know the function of adjectives and they also do not have any idea about participle adjectives which end with ing.

8- She was good at writing novels

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

Table (4.8) : Results of item 8

Option	Percent	Frequency
Gerund	20%	8
Participle adjectives	60%	24
Present simple	12.5	5
Verb be	7.5	3
Total	100%	40

In this table, twenty four participants (60%) could not answer correctly by choosing "participle adjectives. Eight students (20%) could answer correctly by choosing "gerund". Five students (12.5%) chose "present simple" and three students (7.5%) chose "verb be". It is clear , that the students confused gerund with participle adjectives. They also do not recognize that the writing is gerund because it comes after preposition.

4.2 Teachers questionnaire ;

The researcher conducted questionnaire for teachers who teach secondary school students. Ten teachers participated in this study. Most of the questions were answered clearly since each teacher knew the goals of this study which related to the difficulties encountered by the students in using ing-form (gerund) present participle and participle adjectives in English language .

The teachers questionnaire showed that the majority of the teachers assured that the students face difficulties in using ing-form (gerund), present participle and participle adjectives. Five of them said that they focus on written practice. They others said that they do not explain the grammatical rules in details.

5- Conclusion

This study investigated the fobstacles encountered by secondary school (students in Zawi zone Almotred secondary school).

The study used the described method that consisted of two main instruments to obtaining the results.

The findings of the study:

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

- The students face difficulties in using ing- form (gerund), present participle and participle adjectives.
- Students confused ing- form (gerund) with present participle when the ing- form (gerund) used as complement since they have the same form and they also come after "b". e.g.
 - His favourite hobby is swimming (gerund)
 - She is writing a letter (present participle)
- Students also confused ing –form (gerund) as complement with participle adjectives since ing-form (gerund) as complement and participle adjectives come after "be". e.g.
 - Her bobby is reading (gerund)
 - The story is boring.
- The main factor is that the students do not mastery the functions of ing- form (gerund), present participle and participle adjectives.
- English teachers do not give enough explanation to the use of ing- form (gerund) present participle and participle adjectives.

Recommendations:

- Teachers should focus both oral and written practice to reinforce students/ knowledge of the ing- form (gerund), present participle and participle adjectives.
- Teachers should emphasize on different treatments of ing- form (gerund), present participle and participle adjectives..
- The authority of Education in Libya should give attention training which makes the teachers of English more qualified.

Obstacles Encountered by secondary school students in Using ing-form (gerund) , Present participle and Participle Adjectives

References:

- 1- Azar, B. (2001). Grammar Based Teaching: A practitioner's Perspective. TESL. EJ. 11(2). 1-12.
- 2- Iqbal, MJ. Akar, M. and Ahmad, M. (2017) Problems in Teaching Grammar th English learners at secundar level. Asia Innovative Journal of social Sciences and Humanities. I (1), 55. 69.
- 3- Larsen Freman, D. (2001) Teaching Grammar. In M. celce- Murcia (ed) Teaching English as a second or Foreign Language (Zrdedn.g pp 66-251).
- 4- Schoultz, R. (2001). Culture differences in students and teacher Perceptions concerning the role of Grammar instruction and corrective feedback. USA Colombia. The modern language Journal , 85 (i1)
- 5- Thomson , A. J. and Martinet, A.V. Martinet (1986) A practical English Grammar. Oxford: Oxford University Press .
- 6- Dfykes, Barbara. (2007) Grammar for everyone: Practical Tools for Learning and Teaching Grammar. Victoria. ACER Press.
- 7- Swan, M. (2005) {ractoca; English Usage. Oxford. Oxford University press.
- 8- Murphy, R. English Grammar in Use Cambridge: Cambridge University Press.
- 9- Carter, R. McCarthy , M (2006). Cambridge Grammar of English Cambridge : Cambridge University Press.
- 10-Yule, "G (2006) : Oxford Practice Grammar, Oxford: Oxford University Press.