The American University in Cairo
School of Humanities and Social Sciences

The Development of Fluency, Syntactic Complexity, and Grammatical Accuracy in Oral Presentations: A case of Egyptian EFL Learners

A Thesis Submitted to

The Department of Teaching English as a Foreign Language
English Language Institute

In Partial Fulfillment of the Requirements for
the degree of Master of Arts

by

Mayada Mohamed Tawfik Zaki

May, 2010
The American University in Cairo

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Program Director Date Dean Date
To
My Mum
Dad
& Nadia
My Guarding Angels
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Thank God

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Abstract

Processing theories (Clahsen, 1984; Pienemann, 1997) have argued that the production of subordinate clauses is the last stage in the development of the second language learner. However, these theories did not refer to details about the development of accuracy and frequency of the production of subordinate clauses in second language learners’ speech. They also did not investigate the relation between proficiency level and the production of complex syntax. Thus, more knowledge was required about the development of frequency and accuracy of complex syntax in EFL learners, and the relation between this development and proficiency level. Moreover, both second language and first language research (i.e. Salaberry & Lopez-Ortega, 1998) found that the production of subordinate clauses was greatly influenced by the nature of the task or the discourse genre. Most of first language research also found that the frequency of complex syntax increased in expository discourse more than other genres (i.e. Nippold et al., 2007). However, second language research did not focus on the development of complex syntax in oral expository discourse. This highlighted the need to investigate the development of complex syntax through expository discourse. Hence, the purpose of this study was to investigate the development of complex syntax across three proficiency levels of EFL learners through oral expository discourse.

An exploratory quantitative design was used. A number of syntactic structures were targeted to measure fluency, grammatical accuracy, and syntactic complexity. The speech of adult Egyptian EFL learners was observed and audio-recorded in general English classes at the School of Continuing Education at the American University in Cairo. Each participant delivered an expository oral presentation on their plans to achieve success in their lives. Each presentation was transcribed and coded for investigating eleven syntactic variables including error-free utterances, and three types of subordinate clauses (nominal, adverbial, relative). Subordinate clauses were also coded for errors to investigate the development of syntactic and grammatical accuracy. Finally, all data was quantitatively analyzed using ANOVA.
Results showed statistically significant differences for all variables except for MLU, erroneous relative clauses, adverbial clauses and erroneous adverbial clauses. The most sensitive indicators of oral proficiency development included word/minute and Error-Free utterances/minute. Other variables showed development across all levels except between intermediate and advanced. These variables were percentage of error-free utterances, clausal density and nominal clauses. Finally, variables that showed development only across non-consecutive levels were relative clauses and erroneous nominal clauses. Pedagogical implications included the use of the findings in the assessment of oral proficiency and in guiding course designers.
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List of Syntactic Codes

C: T-unit
EF: Error-free utterance
NOM: Nominal clause
ADV: Adverbial clause
REL: Relative clause
NOME: Erroneous nominal clause
ADVE: Erroneous adverbial clause
RELE: Erroneous relative clause
Chapter 1

Introduction

The purpose of this study was to examine the development of fluency, grammatical accuracy and complex syntax in the oral production of Egyptian learners of English as a foreign language (EFL). Second language research has revealed a great impact of many factors on the development of second language grammar and syntax, including the effect of output, the mode and context of production, and the role of subordination in English syntax.

Therefore, this thesis includes a detailed review of second language research and theories on grammatical development in oral production (Clahsen, 1984; Pienemann, 1997), the effect of output on grammar acquisition (Swain, 1995), the effect of the nature of the task on grammatical accuracy (Bardovi-Harlig, 1997; Lantolf & Ahmed, 1989; Lantolf & Kanji, 1982; Salaberry & Lopez-Ortega, 1998; Stoll et al., 1976; Tarone, 1985) and the nature of English syntax (Thompson, 1978).

1.1 Grammatical Development in SLA

Grammatical development of second language learners has long been the concern of second language research, which has focused on various ways of measuring this development. Some researchers (Krashen, 1985; VanPatten, 1986) argued that second language development lies in the development of the learner's knowledge, comprehension and processing of input, and hence should be observed in grammatical judgment tests. Others (Clahsen, 1984; Pienemann, 1997) claimed that evidence of grammatical development should appear in the learner's output and be measured in language production. Different methods have been used to explore features of grammatical development in the production of the second language
learner, as many grammatical features may simultaneously appear at the same proficiency level. Thus, two methods emerged in second language research aiming at determining a sequence of grammatical stages of development. While some researchers determined stages of development by the most quantitatively and most accurate dominant grammatical feature in the learners' production (Larsen-Freeman 1978; Monroe, 1975), others considered the first production of a grammatical structure as a new stage of development (Clahsen, 1984; Pienemann, 1997).

In the area of grammatical development in oral production several researchers used processing theories to examine the sequence of grammatical features in the development of second language oral production (Clahsen, 1984; Pienemann, 1997). They argued that the learner does not acquire a grammatical feature unless it is cognitively processed and produced in oral output. Clahsen (1984) and Pienemann (1997) found a sequence of features to determine stages of grammatical development in Swedish and German as a second language that then were supported by research on other languages (Hakansson, Salameh & Nettelblatt, 2003; Kawaguchi, 2005; Özdemir, 2004; Taylor, 2004). An important point to mention is that both found that the last and most difficult grammatical stage to be processed by the SL learner is embedded clauses. However, they did not provide any more information about types of embedded clauses or how they are acquired.

1.2 Output Effect on Grammatical Development

The effect of output on acquiring grammatical structures was illustrated by Swain (1995). She argued that the development of interlanguage syntax and morphology requires active production of L2 rather than passively listening to it. Swain's Output Hypothesis (1985) proposed that output enhances the learner's ability
to notice grammatical structures, and realize the problems in their interlanguage and work on them. Oral output allows the learner to "notice a gap between what they want to say and what they can say" (Swain, 1995, p. 125). Therefore, output should be used to guide second language instruction and selection of input. Swain argued that input alone is not sufficient for achieving a native-like performance, and pushing learners to produce comprehensible output is essential for second language development. Swain (1995) identified three functions for output:

1. Creating a context for using linguistic features; hence, the learner tries all linguistic possibilities in their IL to communicate a message.
2. Allowing the learners to test hypotheses about the linguistic features in their IL and find the best way to use a linguistic feature.
3. Allowing for syntactic processing rather than only semantic processing provided in comprehending input.

1.3 Task Effect on Grammatical Accuracy

The focus on the influence of output on grammatical acquisition led researchers to investigate the effect of the task on the learner's output. Much second language research has compared the ESL/EFL learner's grammatical accuracy across different tasks in order to explore the effect of the task on the learner's language performance and proficiency. Findings (Bardovi-Harlig, 1997; Lantolf & Ahmed, 1989; Lantolf & Kanji, 1982; Salaberry & Lopez-Ortega, 1998; Stoll et al., 1976; Tarone, 1985) showed that tasks demanding formal language and extended discourse enhanced grammatical accuracy. However, none of these studies investigated expository oral presentations. They examined only narrative tasks, conversations and interviews.
1.4 Development and Measurements of Complex Syntax

Research on the development of second language syntax has been greatly influenced by first language acquisition research. Second language researchers have investigated the validity of using the T-unit, an utterance that includes one main clause that may have one or more subordinate clauses attached to it, as a measurement of second language syntax since it was shown to be a valid unit for the measurement of first language syntactic development (Hunt 1965). Not only did second language researchers use Hunt's T-unit but they also developed a more accurate form of the T-unit to measure the second language learners' grammatical accuracy. Larsen-Freeman (1978) was the first to use the error-free T-unit as an index for measuring grammatical accuracy in second language learners, and considered both the T-unit and error-free-T-unit as valid instruments for measuring the development of second language syntax. Only few studies (i.e. Larsen-Freeman 1978; Monroe, 1975) focused on the development of second language syntactic complexity and even fewer (i.e. Ioup, 1983; Ioup & Kruse, 1977) investigated the development of some types of clauses. So far, no second language research has focused on the occurrence of various types of subordinate clauses. Most studies referred to the term subordination in general as a result of using mean length of T-unit. In very few cases, the relative clause was investigated as one of several grammatical features including morphological ones (e.g., Scott and Tucker, 1974). Research on second language development has not examined the development of nominal, adverbial and density of clauses across proficiency levels. Moreover, none of the second language research has investigated syntactic development and subordination in expository discourse, although this has been investigated for first language acquisition (Nippold et al., 2005; Nippold et al., 2007; Verhoeven at al., 2002).
1.4.1 Definition of T-unit

The T-unit, introduced first by Hunt (1965, p. 141) was called a “minimal terminal unit”. He defined it as a main clause plus all subordinate clauses attached to or embedded in it. The T-unit is considered by Hunt as the smallest unit that can be grammatically punctuated as a sentence. Thus, a T-unit describes any simple or complex sentence. However, a compound sentence includes more than one T-unit. Hunt used the T-unit in five measures of development. He counted words per T-unit for sentence length; number of T-units per sentence to indicate coordination; number of clauses per T-unit as a subordination index, number of words per clause to indicate clause length.

1.4.2 Adverbial Clauses

Adverbials in general are used to modify a sentence or a main clause. Adverbial clauses (AC) usually occur in sentence-final position (e.g. Mary danced while John played the piano). AC in sentence final position functions as a modifier that completes the meaning of a previous utterance (Celce-Murcia & Larsen-Freeman, 1999). AC occurs in initial position to function as a background for the following information in a conversation (e.g. after we held a recount, Helen won the election).

1.4.3 Relative Clauses

The relative clause is defined as ‘a complex postnominal adjectival modifier used in both written and spoken English’ (Celce-Murcia & Larsen-Freeman, 1999, p.571). There are two types of relative clauses: restrictive and nonrestrictive. Few restrictions exist in English relativization. Most kinds of noun phrases can be
modified by a relative clause. Relative clauses are divided into many types according to their role in the main and embedded clause.

SS: The subject of the main clause identical to the embedded clause e.g. "The girl who speaks Basque is my cousin."

OS: Subject of the relative clause is identical to the object of the main clause "I know the girl who speaks Basque."

SO: The subject of the main clause is identical to the object of the relative clause, e.g. "the man who you met is my teacher."

OO: Both the object of the main and subordinate clauses is identical "I read the book that you mentioned."

(Adapted from Celce-Murcia & Larsen-Freeman, 1999)

1.5 Statement and Rationale of the Problem

Dividing languages into two categories according to function of word order, Thompson (1978) categorized English as a language where "word order functions grammatically" rather than pragmatically (p. 23-24) and called it a grammatical word order (GWO) language. Longacre (1996) further supported this argument by placing English under category 'a', in Payne's three categories of languages, that described languages "in which order is primarily used for syntactic functions such as signaling grammatical relations," (Payne, 1990, p. 25). One important feature of syntax in English is subordination. Bluhdorn (2008) claimed that the function of subordination in discourse is to syntactically explain a hierarchical relation of connected clauses. In spite of its vital role in the acquisition of English, complex syntax was considered the most difficultly acquired structure in ESL and the most difficult to use in oral speech (Clahsen, 1984; Pienemann, 1997). Thus, there is a need to investigate the
development of different types of subordinate clauses across proficiency levels of learners. The findings of such an investigation could reveal features of syntactic development used by the students at every proficiency level. Determining such features of development is essential for guiding language instruction and assessment.

Enhancing fluency and accuracy in EFL learners is more difficult than in ESL learners and requires applying different tasks in the classroom, since in the EFL context the classroom is almost the only opportunity for the learner to produce language. Therefore, tasks that require extended discourse and more formal language are needed. This kind of pushed output helps the learner to test hypotheses about grammatical structures and realize their inability to connect ideas and use subordination. The oral presentation is a task that enhances the production of formal extended discourse; however, it is rarely used in the EFL classroom. The term oral presentation is usually linked to the term academic and used only for academic purposes with undergraduate students although it could be very beneficial if used in general EFL classrooms with adults and school children. The oral expository presentation is a form of expository discourse that can be very effective in enhancing fluency, grammatical accuracy and the production of complex syntax in EFL learners as it did in native speakers of English (Nippold et al., 2005; Nippold et al., 2007; Verhoeven et al., 2002). EFL research needs to investigate the effect of oral presentations on the production of complex syntax and different types of subordination. It is also necessary to determine its effectiveness in every proficiency level of learners.
1.6 Purpose of the Study

The purpose of the present study was to examine the development of fluency, grammatical accuracy, complex syntax and syntactic accuracy of EFL adult learners in oral presentations using objective syntactic measures. This investigation hence revealed features of complex syntax that indicate development of oral proficiency of EFL learners and that can be used as objective measures to assess EFL oral proficiency level. The number of words and error-free utterances produced per minute, mean length of T-unit, percentage of error-free T-units, density of subordinate clauses and the percentage and accuracy of each type of subordinate clause was computed in the oral presentations of three consecutive proficiency levels of adult EFL learners in order to observe the development of fluency, grammatical accuracy and the production of complex syntax. Three types of subordinate clauses, nominal, adverbial, and relative clauses, were selected for measurement in this study due to their relevance to expository discourse as previous studies have indicated (Nippold et al., 2005; Nippold et al. 2007).

In addition, this study explored the effect of oral presentations on the grammatical performance and syntactic complexity of adult EFL learners. The oral presentation task has not been accurately investigated in second language grammar research although it stimulated extended expository discourse in studies on first language acquisition (Nippold et al., 2005; Nippold et al. 2007). These studies also showed that expository discourse enhances a higher production of subordination across different age groups of native speakers. Therefore, oral presentations should play a greater role in the EFL context where the learners do not have various opportunities to produce extended oral speech outside the classroom.
1.7 Research Question

This study aimed to answer the following research question:

What are the differences in oral proficiency in oral expository presentations across different proficiency levels of EFL learners?

Sub-questions:

1. What are the differences in fluency (word per minute & error-free utterances per minute) across different proficiency levels of EFL learners?
2. What are the differences in grammatical accuracy (proportion of error-free utterances) across different proficiency levels of EFL learners?
3. What are the differences in syntactic complexity (mean length of utterance; nominal clauses; adverbial clauses; relative clauses; clausal density) across different proficiency levels of EFL learners?
4. What are the differences in syntactic accuracy (clausal accuracy) (proportion of erroneous nominal clause; erroneous adverbial clause; erroneous relative clause) across different proficiency levels of EFL learners?

1.8 Definition of Constructs

1.8.1 Fluency

Theoretical

Fluency is the smooth flow of words and accurate grammatical structures without long pauses (Johnson & Johnson, 1999, p. 3).
Operational

Fluency is determined by the number of words and error-free-utterances produced per minute.

1.8.2 Syntactic Complexity

Theoretical

Syntactic complexity is the ability of human beings to combine already acquired structures in order to form longer and multi-embedded utterances (Nippold et al., 2007, p. 179).

Operational

Syntactic complexity is determined by the increasing production of the mean length of T-Unit, density of clauses and percentage of nominal clauses, adverbial clauses, and relative clauses in each oral presentation (Gutierrez-Clellen at al., 1994; Nippold et al., 2005; Nippold et al., 2007; Nippold et al., 2008).

1.8.3 Expository Discourse

Theoretical definition

Expository discourse is a monologic use of language that conveys information to one or more listeners with full authority and all the responsibility for the clearest communication (Nippold et al., 2007).
Operational

Expository discourse is produced through an oral presentation that informs the audience about the elements, steps or general characteristics of a topic and has a structure of ideas that flow from general to specific.

1.8.4 Oral Presentation:

Theoretical

An academic task that stimulates the use of extended discourse and formal language. It requires the use of large linguistic units to express ideas which are linked in a hierarchical form through subordination and clause-linking devices (Verhoeven, 2002). Moreover, oral presentations require a great amount of information and hence enhance the production of an extensive amount of words by the learners (Stoll et al., 1976).

Operational

An oral presentation is a 3 to 10 minute expository speech or an oral report that is organized in the form of an introduction, body and conclusion and requires spontaneous use of formal language.

1.8.5 Grammatical Accuracy

Theoretical

Grammatical accuracy is the ability to produce utterances that comply with the grammatical and morphological rules of the target language.
Operational

Grammatical accuracy is the percentage of error-free T-units to the total number of T-units in each oral presentation (Halleck, 1995; Larsen-Freeman, 1978; Lee, 2004).

1.8.6 Syntactic Accuracy (Clausal Accuracy):

Theoretical

Syntactic accuracy is the ability to correctly place and use a subordinate clause that is free of grammatical and morphological errors.

Operational

Syntactic accuracy is determined by the decreasing proportion of erroneous nominal, adverbial and relative clauses to total number of clauses of the same type.

1.9 Definition of Variables

1.9.1 Independent Variables

1.9.1.1 Language Proficiency Level is the degree of the learner's ability to use a language in reading, writing, listening and speaking measured by the scores in the English Proficiency Test (EPT) administered by School of Continuing Education to admit EFL learners in the appropriate level in the general English classes.
1.9.2 Dependent Variables

1.9.2.1 A T-unit is an utterance that includes one main clause and may have one or more subordinate clauses attached to it (Hunt, 1970).

1.9.2.2 A Word/minute is the number of completed words produced per minute.

1.9.2.3 An Error-free-T-unit is a T-unit that is free of morphological or syntactic errors. It is used to measure grammatical accuracy since it measures only clauses that are free of morphological and syntactic errors.

1.9.2.4 Clausal Density is the total number of main and subordinate clauses per T-unit (Nippold, 1993).

1.9.2.5 A Nominal Clause is a subordinate clause that functions as a noun in an utterance. It occupies the place of a subject, direct object, indirect object and object of a preposition.

1.9.2.6 An Erroneous Nominal Clause is a nominal clause that contains any grammatical, syntactic or morphological errors.

1.9.2.7 An Adverbial Clause is a subordinate clause that functions as an adverb. It modifies a verb, an adjective or another clause. It indicates a reason, condition, manner, position, purpose. It begins by a subordinator.

1.9.2.8 An Erroneous Adverbial Clause is an adverbial clause that contains grammatical, syntactic and/or morphological errors.

1.9.2.9 A Relative Clause is a subordinate clause that functions as an adjective modifying a noun and may start with a relative pronoun.
1.9.2.10 An Erroneous Relative Clause is a relative clause that contains grammatical, syntactic and/or morphological errors.

1.10 Delimitations

The scope of this investigation was limited to grammatical accuracy measured by percentage of error free T-units to total number of T-units in each oral presentation and subordinate clauses rather than any other syntactic variables. Moreover, investigating the syntactic variables through oral expository discourse does not imply generalization to the L2 learners' performance in other types of discourse like narrative or conversational or to the writing mode. It is also worth noting that all the participants in this study are Egyptian adult learners in an EFL context. Consequently, the findings should not be generalized to other categories of EFL learners until other research is conducted on different participants.

1.11 The Importance of and Need for the Study

Oral language is the base for other aspects of language, and syntax or how sentences and ideas are structurally combined is crucial for oral language development (Simms & Crump, 1983). It is vital to gather normative data on the developmental features of SL learners' syntactic ability in order to guide second language instruction and assessment. Adult learners' oral proficiency is usually more difficult to achieve than other language skills especially in an EFL context. Depending on role plays and short conversations in the EFL classroom is not enough to enhance learners' fluency. The classroom is the only place where the learner can practice using the language in the EFL context; thus, more demanding oral activities should be practiced. Oral Expository discourse stimulated the use of complex syntax
among native speakers of English (Nippold, et al., 2005; Nippold et al., 2008; Scott & Windsor, 2000; Verhoeven et al., 2002). Furthermore, it was found that oral expository discourse allowed the speakers to use more subordination than narrative and conversational discourse (Nippold et al., 2005; Nippold et al. 2007). However, syntactic development in L2 has not received sufficient attention. Expository discourse is also one of the areas that have not yet been adequately investigated in second language research. Furthermore, the inability to use subordination may prevent the learner from elaborating an event or defining a concept. Subordination functions as cohesive ties in discourse (Gutierrez-Clellen et al., 1994). Thus, inability to use subordination hinders the fluent use of language.

Determining the features of syntactic development is important for designing tasks to be used in the classroom. In addition, syntactic proficiency is necessary to the learners' literacy and reading comprehension understanding because it helps in understanding meanings of sentences (Oakhill & Garnham, 1988; Yuill & Oakhill, 1991). Knowledge of learners' syntactic ability will help in predicting their performance in different language tasks. Quantitative objective measures of development might help curriculum designers in finding methods to hasten and enhance second language learners' development and assessment specialists in finding objective criteria to measure oral proficiency level.
Chapter 2

Literature Review

2.1 Introduction

Research on second language acquisition has widely focused on the acquisition of grammar. Research has revealed significant results with regards to the ease and difficulty of acquiring grammatical structures, stages and reasons behind grammatical development, and how all this information is related. Some endeavors determined sequential stages for the development of some grammatical features, such as negation, relativization and word order (i.e. Doughty, 2003). The realization of sequential stages of development is vital for determining the role of instruction and assessment in the development of second language.

The investigation of grammatical development has followed two main approaches. The first depended on the relation between sentence structure and the function of the grammatical form in discourse, and the second on the investigation of sentence structure as a separate unit. Generative grammar, for example, is an approach that focused on sentence structure only without considering context or how it was used. It is based on Chomsky's view of grammatical competence (non-conscious knowledge of rules) as separate from grammatical performance (White, 2007). Thus, Generative grammar aimed only grammatical knowledge and investigated only the development of second language learners’ knowledge of an "abstract linguistic system" (White, 2007, p. 37). Contrary to this limited scope, functional grammar (Bardovi-Harlig, 2007; Bluhdorn, 2008) argued that form cannot be separated from its function in discourse. Bluhdorn (2008) proposed that the use of syntax differs according to the type of discourse. Thus, discourse units can be structured and ordered differently according to the discourse relations in the text. The
present study then followed the second approach and hence investigated the development of second language syntax in expository discourse, in particular.

The purpose of second language development research is to identify the stages of acquisition of the different syntactic structures and structural changes. One of the challenges for SL development research is the dynamic nature of the interlanguage (IL) system. It is difficult to identify clear borders between stages due to the overlap of syntactic structures across adjacent stages and the variation within the performance of the same learner. To avoid this problem, various methods were used to explore stages of acquisition. The first method proposed by Wode (1981) was to catalogue devices of a structure chronologically, then consider the first accurate occurrence of a new structure as a new stage of acquisition. The second methodology was to calculate frequency of a structure in the learner's production (Halleck, 1995; Larsen-Freeman, 1978; Monroe, 1975). This thesis followed the second method using a cross-sectional design; the frequency of structures was compared across the performance of proficiency levels of learners instead of observing several sessions for the same learner.

To sum up, the purpose of this study was to investigate the development of complex syntax across different proficiency levels of EFL learners in oral presentations (expository discourse).

For the purpose of this thesis, the studies were grouped according to their relevance to the variables included in the research question. Thus, this literature review was divided into six main sections beginning with theories on second language grammatical development and ending with features of English syntax. Processing theories on the development of second language morphosyntax were discussed in detail showing the difficulty of processing embedded clauses in oral speech and the
stage they occupied among the stages of grammatical development. These theories were not concerned with the effect of oral speech on grammatical development; they only focused on grammatical development within the context of oral production. Thus, the second section highlighted the positive effect of output on the acquisition and the development of second language grammar. The review then moved to discussing different forms of output and task effect, especially oral discourse tasks, on grammatical accuracy. Investigations on syntax in particular were then reviewed with reference to L1 studies that investigate expository discourse and development of structures, which occurred due to the lack of similar research on second language acquisition. Research on the development of syntax in first language followed the same design and examined the same variables of this thesis; therefore, reviewing the results and methodology of these studies was essential for this study. The most specific part then covered research that has examined second language syntax. Finally, it was important to describe the nature of English language syntax.

The design of the review as such shows the gap in research with respect to the use of the oral presentation task to investigate L2 grammatical performance; the analysis of different types and stages of subordinate clauses in the output of second language learners; the development of all features of complex syntax across proficiency levels of learners; the analysis of grammatical accuracy and complex syntax in Egyptian learners in an EFL context.

2.2. The Development of Second Language Grammar in Oral Production according to Processing Models

Investigations of grammatical development have taken several forms and have aroused various arguments concerning measurements, methods and the definition of
Second language acquisition first related language competence to knowledge and comprehension of the language and hence measured the development of the learner's knowledge through judgment tests (Krashen, 1985; Vanpatten, 1986). Researchers, such as Naiman (1974); Swain, Dumas & Naiman (1974); Clahsen (1984); and Pienemann, (1997) then distinguished between the development of L2 knowledge and L2 production. In addition to focusing on the role of grammatical competence or knowledge of grammatical rules, research on L2 grammatical development has related grammatical development to cognitive processing of syntactic structures, where language processing was defined as the ability to use a linguistic structure to encode a meaning. The Multidimensional Model (Clahsen, 1984) and Processability Theory (Pienemann, 1997) are two processing models that identified stages of L2 grammatical development in oral production. The most significant part of those two models was the identification of the production of embedded clauses as the most complex grammatical structure and the highest stage of development. Both models considered grammatical development in oral production; however, neither considered accuracy of form as a prerequisite for the learner's development. Accordingly, the first occurrence of a grammatical form in the learners' oral speech indicated their development and movement to a higher stage even if it lacked grammatical accuracy.

Clahsen (1984), who claimed that the higher processing a linguistic structure demands, the later it is required, analyzed structures in second language learners' oral speech according to the rules of transformational grammar. He related the learner's processing of structures to their ability to produce a meaning using different structures. The more complex the used structure was, the higher processing the learner showed. Clahsen proposed three processing constraints that control complexity of
structures. The first constraint is the Canonical Order Strategy in which the learner is only able to produce a simple sentence or the surface structure that conforms to the underlying meaning of the sentence. The second is Initialization/Finalization Strategy, where the learner can only move a part from a sentence initial to sentence final position. And the last strategy is the Subordinate Clause Strategy, according to which the learner is finally able to manage grammatical movements in embedded clauses. These stages, according to Clahsen, thus determine the development of the second language learner.

A more detailed explanation of the sequence of processing grammar in SL learners was Pienemann's Processability Theory (PT) (1997), whereby six stages for the acquisition of word order rules were proposed for German as a second language. The learner begins with producing a word and gradually acquires more complex structures until he can finally produce embedded clauses, the most complex structure. These stages were better illustrated by Pienemann (1997) as follows:

1. Word (Words)
2. Category procedure (Lexical morphemes)
3. Phrasal procedure (Phrasal informational exchange)
4. Grammatical function (Inter-phrasal information exchange)
5. Sentence procedure (Inter-phrasal information exchange)
6. Sub-clause procedure (Main and subordinate clauses)

Accordingly, the second language learner at the beginning is not capable of controlling any of the structures of the second language except accessing words that are produced as a single constituent. In the second stage category procedures, the learner is able to categorize words and relate them to morphological features (e.g.
possessive and number). When learners then move to the third stage, they can manage the agreement and movement of structures within a phrase such as plural agreement and do-fronting (e.g. many children). The following stage then occurs when the learner is able to manage a structure across phrases as subject-verb agreement between a noun phrase and a verb phrase. Finally, the learner develops the ability to manage word order in subordinate clauses such as embedding a relative clause in a question (e.g. He asked where I lived). Thus, subordination is considered the most challenging grammatical stage and syntactic feature for second language learners.

However, Pienemann's stages are still too broad to provide information on the development of other relevant features, such as different types of subordinate clauses. The sub-clause procedure stage, for example, only showed that the learner is able to produce embedded clauses but did not show which types of embedded clauses are acquired first. Pienemann referred to this gap and argued that each of these stages included developmental sub-stages or internal structural hypotheses; however, he did not describe any of these developmental sub-stages in detail. Although investigating the stages mentioned in the two processing models was not the main concern of this review, mentioning them highlighted the difficulty of using embedded clauses in oral production. The models indicated that grammatical structures are developed gradually in the second language learner, and that one form leads to the other. Multidimensional Model and Processability Theory led to many hypotheses about the production of subordinate clauses in different grammatical proficiency levels of learners. The place of embedded clauses at the top of the difficulty hierarchy urged the need to use higher proficiency levels of learners in an investigation of the development of complex syntax, since lower proficiency levels were not able to provide enough data for analysis.
2.2.1 The Correlation Between Stages of Processability Theory and Development of Complex Syntax

Although Pienemann's highest stage of development is related to the production of embedded clauses, this fails to represent the ability to use all features of complex syntax. Norrby and Hakansson (2007) distinguished between the last stage sub-clause procedure of (PT) and complex syntax, comparing morphosyntactic development represented in PT stages with syntactic complexity in second language learners of Swedish. Although stage 5 in PT is the stage where the learner can use embedded clauses, it only shows the learner's ability to realize the difference between a main and an embedded clause, even if an embedded clause is produced only once, without any reference to the quality and quantity of using different types of subordination. Syntactic complexity, on the other hand, was measured in this study by sentence length, subordination, nominal quotient, and types of NPs. The researchers aimed at finding whether low grammatical development, represented by using only low stages of PT, was accompanied by low syntactic complexity and whether the learner's style of learning had any effect on the development of both features. Norrby and Hakansson examined the development of four intermediate level second language learners of Swedish over six months through two written and one oral task: an essay, a translation, and a communicative game. The tasks were designed to elicit grammatical features typical of PT stages three to six. Results showed that the grammatical level is negatively related to syntactic complexity due to the effect of students' personalities and style. The essay results did not reveal increasing use of subordination in the second essay after six months duration. The negative correlation between grammatical level and syntactic complexity indicates that some learners showed high level of complexity and low level of grammatical development, a matter which led to a lot of
formal errors in the learner's IL. However, these results were greatly affected by the learner's style. Whereas, the careful and thorough learner showed the same level of grammatical and syntactic competence, the risk taker produced more complex syntax than his grammatical level and hence had a lot of formal errors. The recycler, who preferred the use of well-known structures, in spite of his high grammatical level, did not use complex syntax and preferred using coordination. Thus, the relation between complex syntax and grammatical competence should be investigated quantitatively across a large number of students and different proficiency levels. A quantitative investigation would reveal more credible results and patterns as these findings were "based on a limited dataset" (Norrby & Hakansson, 2007, p. 66) using only three participants. Moreover, the use of other criteria to determine grammatical competence, such as proficiency level could reveal significant results on the relation between grammatical competence and complex syntax.

2.3 The Role of Oral Output in the Acquisition of Form

In an investigation testing the development of form through oral output, it was important to discover the relation between oral output and form in second language acquisition. It was also important to highlight the role of output in promoting second language acquisition. Several studies supported the role of output in second language acquisition (e.g., Izumi and Bigelow, 2000; Kowal and Swain, 1997). Swain (1995) argued that the development of interlanguage syntax and morphology required active production of L2 rather than passive listening tasks. Swain's Output Hypothesis (1985) proposed that oral output and extended discourse lead the second language learners to use all the linguistic features in their IL to communicate a message. Consequently, they have a better chance to notice what they "can and cannot do"
(Swain, 2000, p. 99). She further explained that in the process of comprehending input, the learner only focuses on semantic features of the message; while in the process of producing comprehensible output the learner focuses on grammar and syntactic features. Thus, output plays a significant role in second language development since it involves directing the learners to notice the "holes" in their IL. Lapkin and Swain (1995), and Kowal and Swain (1997) found that learners who were involved in interaction and who were pushed to produce language referred back to the dictionary, the grammar book, asked their peers or their teacher, or planned to find the form they needed in constructing future input. This process then allowed new linguistic data to be integrated into their IL. Without trying to produce language, the learners would have never paid attention to the linguistic information needed for their IL development.

Swain (1985) also claimed that producing language helps learners to test hypotheses about the language, allowing them to modify structures in the process and also allowing the teacher to see this process of modification or hypothesis testing. This was shown in Kowal and Swain (1997), when a French student showed hesitance in using "de" and "des" during an oral production task.

Rachel: Cher [chez] nou…des nouveaux menaces.

Sophie: Good one!

Rachel: Yeah, nouveaux, des nouveaux, de nouveaux. Is it des nouveaux or de nouveaux?

[Kowal and Swain, 1997, p. 299]

The learner was testing a hypothesis about the use of a structure relevant to a new word. She was first hesitant; she used possible forms; finally, she asked directly about
the correct form. The learner, being pushed to produce language, was stimulated to find the accurate linguistic form.

2.3.1 Academic Oral Presentations and the Development of Grammatical Accuracy through Noticing

Swain referred to oral output only in interaction. However, a consideration of academic contexts and the need for a variety of tasks in the ESL/EFL classroom shed the light on other forms of oral output that are important to EFL learners. The academic oral presentation is a relatively new task that has not yet attained the required amount of investigation. One of the rare studies investigating the role of oral presentations in the second language classroom is Mennim (2007), who identified a positive effect of oral presentations on the development of EFL learners' grammatical accuracy. Oral presentations in this study enhanced noticing of form and testing hypotheses about structure. He traced the students' development in the use of the non-countable word "garbage" throughout their output in four presentations along a period of nine months, i.e. an academic year. After recording the oral presentations of undergraduate EFL students in a Japanese university, the students were required to transcribe five minutes of each presentation then correct the errors in the transcript with a red pen. The results showed that the two observed students produced the target-like form of the word 'garbage' at the end of the course. Their progress was quantitatively gradual throughout the 9 months. In months 3 and 4 they showed an equal number of correct and incorrect production of the word with only 50% grammatical accuracy and in month 9 all occurrences of the word were target-like with 100% grammatical accuracy. Producing both correct and incorrect forms of the word showed that oral output helped the learners test hypotheses about form (Swain,
1985). In conclusion, oral output promoted testing hypotheses, noticing of form and hence grammatical accuracy.

2.4 The Effect of the Task on Grammatical Accuracy

The influence of the context of measurement is inevitable in an investigation of the production of a linguistic feature. Thus, the effect of the task should be highly considered, since the task used in the classroom plays an important role in directing the second language learners' linguistic performance, especially in the EFL context. Extensive research has revealed a great impact of the mode, speed, and discursive nature of the task on the grammatical accuracy of second language learners (Sajjadi & Tahirian, 1992; Salaberry and Lopez-Ortega, 1998; Stoll, Hoecker, Krueger, & Chapanis, 1976; Lantolf & Kanji, 1982; Tarone, 1985). However, some studies (Salaberry and Lopez-Ortega, 1998) also found that the degree of influence differed according to the learners' proficiency level. While intermediate students revealed a great difference in their linguistic performance across different tasks, advanced students showed more cross-task consistency. The impact of the nature of the task was determined by a variety of factors that differed from one study to the other, such as the communicative pressure imposed by the task (Salaberry & Lopez-Ortega, 1998; Stoll et al., 1976); its discursive nature (Bardovi-Harlig, 1997; Lantolf & Kanji, 1982; Tarone, 1985); planning (Salaberry & Lopez-Ortega, 1998); mode of communication—either written or oral (Stoll et al., 1976); degree of formality (Lantolf & Ahmed, 1989). Results were in favor of oral, discursive and formal tasks. Oral tasks of more discursive and formal nature were the best to stimulate grammatical accuracy and fluency (Bardovi-Harlig, 1997; Lantolf & Ahmed, 1989; Lantolf & Kanji, 1982; Salaberry & Lopez-Ortega, 1998; Stoll et al., 1976; Tarone, 1985). A more detailed
review of those studies was necessary for determining the characteristics of the most stimulating task for investigating the development of complex syntax in EFL learners.

2.4.1 Task Effect on Grammatical Accuracy across Proficiency Levels

In a study investigating the effect of task on grammatical accuracy, Salaberry and Lopez-Ortega (1998) examined the accuracy of the writing production of learners of Spanish as a second language across two grammar tasks (a multiple choice, fill in the blanks cloze test) and a narration task. Grammatical accuracy was measured by counting the erroneous and the appropriate occurrence of articles, subject pronouns, and past tense aspects in all the tests for the intermediate and advanced level learners. Results showed a great effect of task on the grammatical accuracy of articles and past tense aspects in the intermediate level. The grammatical accuracy of the past tense aspect and articles increased in the MCQ test more than the narrative task and in the narration more than the fill in the blank cloze test. Contrary to the results of the intermediate level, no variation occurred across tasks for the advanced level students.

The researchers argued that grammatical accuracy varied due to four factors: (a) attention to form, (b) the cohesiveness of the discourse elicited by the task, (c) communicative pressure (communicative requirements to accomplish the task), and (d) communicative control (the amount of freedom provided by the task for the learner to control his performance). It was found that attention to form was best imposed by the MCQ test, communicative pressure and communicative control by the narrative task. Finally, the researchers argued that both the increase of attention to form and communicative control (the speaker's control of discourse) enhanced the grammatical accuracy of L2 output and are considered two important factors in designing L2 tasks.
2.4.2 Grammatical Accuracy in Oral Discursive Tasks Compared to Written and Grammar Tests

Research comparing grammatical performance across oral and written tasks (Sajjadi & Tahirian, 1992; Stoll et al., 1976; Tarone, 1985) found that oral modes of communication promote high grammatical accuracy and attention to form.

In their endeavors to examine task effect on L2 linguistic accuracy, Sajjadi & Tahirian (1992) investigated the effect of three elicitation tasks on the linguistic performance of native speakers of Farsi in an EFL context. They counted the number of the correct usage of six morphemes within the context of three tasks: an oral picture description task, a translation task and a grammar test. The requirements of each task were different, the grammar test only focused on form, the translation task on content and form and the oral description on form and function in discourse. Similar to Salaberry & Lopez-Ortega (1998), Sajjadi & Tahirian (1992) found a great difference in linguistic accuracy across the three tasks. Subjects showed the highest accuracy in the translation task, then the oral description and finally the grammar test.

In a similar study comparing grammatical accuracy in oral tasks and a written grammatical judgment test, Tarone (1985) found that oral discourse tasks better stimulated the use of accurate structures and cohesiveness in second language learners. Tarone analyzed the performance of advanced ESL Arabic and Japanese speakers in three tasks: a grammatical judgment test, an oral interview and an oral narrative. The learners’ production was analyzed for the accurate use of four grammatical features: definite and indefinite articles, third person singular in present tense, noun plural, and third person direct object pronoun. The researcher reported that the accuracy of articles and third person direct object pronouns in the oral tasks was higher than in the grammar test. Tarone concluded then that oral discursive tasks
demanded cohesiveness and hence allowed the ESL learner to reveal higher
grammatical and structural accuracy. To sum up, production in discursive tasks and
attention to form are important factors for the grammatical accuracy of second
language output.

Stoll et al. (1976) investigated the effect of mode of communication, its
behavioral criteria and linguistic productivity, on language formation. Twenty pairs of
high school males worked on a problem solving task in one of four modes of
communication: (a) communication-rich, face-to-face communication with the ability
to use any of the other modes, (b) voice only, (c) handwriting, (d) teletypewriting.
Transcripts for the students' language production were coded for six classes of words:
(a) Nouns and Substitutes, (b) Pronouns, (c) Verbs and verb derivatives, (d)
Adjectives, (e) Adverbs, (f) Function words. Then the percentage of each word class
was calculated per student's production and computed statistically for differences
across modes. It was found that the differences between oral and written modes were
statistically significant with the greatest number of words in the oral modes. In
summary, the oral face to face mode of communication is considered the best mode of
communication to generate a great percentage of all word classes.

2.4.3 Linguistic Accuracy across Oral Discourse Tasks

Lantolf and Ahmed (1989) compared the linguistic performance of an ESL
learner in three oral tasks that differed in degree of formality. A native speaker of
Arabic in an advanced ESL course was tested in an oral narrative task, an oral
interview and an informal dialogue. Grammatical accuracy was determined by the
accurate use of articles, noun phrases NP, and plural ‘-s’ according to the Bilingual
Syntax Measure test (BSM). Similar to Tarone (1985), the learners used the
grammatical variables more accurately in the narrative task. In conclusion, the accuracy of form increased with the increase of the discursive nature and formality of the task, as the highest accuracy was produced in the narrative task and the lowest in the informal dialogue.

2.4.4 Oral Presentations

The findings of all the studies reviewed above indicated that oral tasks that stimulated the use of extended discourse and formal language were the best to promote linguistic accuracy in ESL/EFL learners. Thus, there was a need to focus on different forms of oral extended discourse in second language research and in the EFL classroom. New forms of communication may show new features of second language development.

The oral presentation has been rarely used in second language research. Academic oral presentations were mostly investigated in English for Academic Purposes research (Ferris & Tag, 1996; Mennim, 2007) rather than ESL research that focused on linguistic features of second language acquisition and development. The oral presentation is a task that stimulates the production of expository discourse in which the speaker uses large linguistic units including subordination to express ideas in a hierarchical form, unlike short conversations and narration that require a linear chain form or the use of coordination to link ideas. Oral presentations stimulate, then, the use of more subordination and clause-linking devices (Verhoeven, 2002). Moreover, oral presentations require a greater amount of information and hence enhance the production of more words by the learners (Stoll et al., 1976). To conclude, oral presentations may well enhance syntactic and semantic development in second language learners. Mennim (2007) reported that academic oral presentations
helped the students notice their linguistic errors and develop grammatical accuracy. In a survey examining the difficulties faced by ESL university students in oral tasks, Ferris & Tagg (1996) found that ESL university students felt anxious about academic speaking tasks such as oral presentations and group discussions. In addition, professors and instructors suggested that authentic speaking activities, such as oral presentations and group discussions, should be used in the ESL classroom.

2.5 Measurement of Syntactic Complexity in First Language Research

Cognitive research has investigated the development of syntax, also called syntactic maturity, across different age groups of native speakers since 1965 (Hunt, 1965). The purpose of many syntactic development studies has been to determine linguistic features of cognitive development or features of linguistic maturity. Cognitive researchers also aimed at finding an objective standard of measurement that could measure syntax for all age groups (Gutierrez-Clellen, Vera, Hofstetter, & Richard, 1994; Hunt, 1970; O'Donnell, Griffin, & Norris, 1967; Nippold, Hesketh, Duthie, & Mansfield, 2005), across different cognitive abilities (Nippold, Mansfield, Billow & Tomblin, 2008; Scott & Windsor, 2000; Simms & Crump, 1983), and across different types and modes of discourse (Nippold et al., 2005; Nippold, Mansfield, & Billow, 2007; Verhoeven et al., 2002). Hunt (1965) was the first to define the T-unit and use it as a standard of measurement of syntactic maturity. The T-unit is defined as "a main clause plus all subordinate clauses and non-clausal structures attached to or embedded in it" (Hunt, 1970, p.4). Since then the mean T-unit length and number of subordinate clauses have been considered important measures of syntactic maturity. A longer T-unit with more subordinate clauses shows the ability to express a large number of ideas using fewer words (Gaies, 1980) and
enhances the syntactic organization and thematic unity of the text (Verhoeven et al., 2002). Thus, the mean T-unit length (MTUL) indicates syntactic maturity and high linguistic skills.

2.5.1 Measuring Syntactic Complexity in Different Discourse Genres

In addition to using it to measure syntactic maturity, researchers used the T-unit to investigate the complexity of different types of discourse (Nippold, et al., 2005; Nippold et al., 2008; Scott & Windsor, 2000; Verhoeven et al., 2002). All research results showed that the type of discourse influenced the type and amount of subordination.

Different genres have different organization and macro-level features which affect the linguistic features of the text. In other words, the order of ideas affects the relation among clauses and linguistic cohesion (Verhoeven et al., 2002). Research findings revealed higher complexity of expository discourse over conversational and narrative discourse (Nippold, Hesketh, Duthie, & Mansfield, 2005; Nippold et al., 2008; Scott & Windsor, 2000; Verhoeven et al., 2002). While narrative discourse showed higher use of coordination over subordination by all participants, expository discourse included greater amount of subordinate clauses (Simms & Crump, 1983; Verhoeven et al., 2002). When compared to narrative and conversational discourse, expository discourse stimulated the production of a longer T-unit, greater use of relative clauses, and greater number and more types of adverbial clauses (Gutierrez-Clellen at al., 1994; Nippold et al., 2005; Nippold et al., 2007; Nippold et al., 2008; Scott & Windsor, 2000; Verhoeven et al., 2002).
2.5.2 Measuring Syntactic Maturity across Age Levels

Unlike most qualitative longitudinal research on L2 grammatical development, most syntactic development research had a cross-sectional design. Extensive research (Gutierrez-Clellen et al., 1994; Hunt, 1970; O'Donnell, Griffin, & Norris, 1967; Nippold et al., 2005; Nippold et al., 2007) has quantitatively compared the language production of different age groups for the number of T-units, mean length of T-units, density of clauses per T-unit, and types of subordinate clauses.

Hunt (1970) examined the syntactic structure in expository written texts of different age groups of school children and adults, including the syntactic complexity of different academic and mental abilities within each age group. The data were first analyzed for number of words, clauses, T-units and sentences in each written text. Then these numbers were used to compute mean words per clause, mean clauses per T-unit (subordination index), mean words per T-unit (T-unit length), mean T-units per sentence (coordination index), and mean words per sentence (sentence length). The scores of these variables were compared across age groups and across ability groups within each level to find the correlation between age and syntactic competence and between achievement test scores and syntactic measures.

Hunt found that the production of coordination decreased with the increase of both age and mental ability. Younger children used coordination due to their inability to link clauses through subordination. T-unit length, on the other hand, highly increased with older age groups and with higher mental ability. The subordinate clause index (mean clauses per T-unit) showed an increase only in younger groups and stopped development in higher age levels. Finally, clause length was one of the most important features of syntactic maturity; it greatly increased with age and mental ability.
O'Donnell et al. (1967) focused their study on syntactic development in the speech and writing of kindergarten and schoolchildren in four stages. Like Hunt (1970), the results revealed an increase in mean T-unit length with age in both written and oral speech. Number of subordinate clauses per T-unit increased for every stage in written samples, and in a zigzag path for oral speech. In other words, it did not increase across consecutive stages. Number of words per clause increased for each successive grade in both writing and oral speech.

Gutierrez-Clellen et al. (1994) investigated the syntactic development of Spanish speaking children in narrative discourse, examining the development across three age levels of 77 native Spanish children. In addition to the variables used by Hunt (1965; 1970), mean length of T-unit and index of subordination or density of clauses per T-unit, Gutierrez-Clellen et al. also analyzed types of subordinate clauses. Each narrative text was divided into T-units, which were then coded for nominal clauses, relative clauses, adverbial clauses, infinitive clauses, adverbial phrases and prepositional phrases. All clauses coordinated with and, but and so were coded as an independent clause or a T-unit. Results of the groups were compared for number of T-units, words per T-unit, index of subordination, relative clauses, nominal clauses, infinitive clauses, adverbial clauses, adverbial phrases and prepositional phrases in each age group. It was reported that the number of words per T-unit, index of subordination, frequency of relative clauses, and prepositional phrases increased with age and hence are considered features of syntactic development. No significant differences were found across age groups concerning the number of T-units, nominal clauses, infinitive clauses, adverbial clauses and adverbial phrases. Nonetheless, the results showed that older children used nominal clauses more often than younger children.
In a similar study Verhoeven et al. (2002) measured the same syntactic features for children and adults across five languages, namely English, French, Spanish, Hebrew, and Dutch. Similar to previously reviewed studies (Gutierrez-Clellen, 1994; Hunt, 1970; O'Dennell et al., 1967), the findings revealed that mean length of utterance, mean number of clauses per T-unit, subordinating and relative clauses are features of syntactic development across age groups. Coordinating conjunctions were used more by children and led to having linear chaining of clauses.

To conclude, the significant results of the syntactic measures used, and their sensitivity to syntactic maturity across different age groups and different mental and academic abilities, raise a query on the role of these measurements in second language research. There was a need to investigate the use and development of complex syntax in second language learners and examine the syntactic features that accompany every proficiency level. Such findings would help identify the second language learners' abilities in every level, and the best type of discourse to enhance their fluency and accuracy, in addition to guiding teachers towards the best task and methods of assessment.

2.6 T-unit and Error-free-T-unit for Measuring L2 Syntactic Development

The great amount of findings on the development of complex syntax in first language acquisition research raised questions on the development of second language syntax. Innatists (i.e. Krashen, 1982) argued that the path to second language development is similar to the path of first language acquisition and Gaies (1980) claimed that syntactic complexity in second language has the same path as first language. Therefore, using T-unit as an index of syntactic development in second language development research as well was necessary to compare first and second
language acquisition and support innatists and Gaies (1980) claims. The increase of the mean length of T-unit with higher linguistic proficiency in both L1 and L2 research (Gutierrez-Clellen, 1994; Hunt, 1970; Larsen-Freeman, 1978; Monroe, 1975) showed that in both cases syntactic development was the ability to produce more ideas into a single grammatical unit and use more subordination. Syntactic complexity has been the focus of first language acquisition research; however, very few studies of the development of syntactic complexity have been carried out in second language research (Norrby & Hakansson, 2007). These few studies (Gaies, 1980; Larsen-Freeman, 1978; Monroe, 1975) showed that first and second language development are similar not only in providing longer T-units at higher proficiency levels, but in the order of the stages of development from coordination to subordination. Syntactic development in adult second language learners takes a shorter time than for first language speakers due to the effect of simultaneous cognitive and language development in first language acquisition (Gaies, 1980).

Gaies (1980) and Larsen-Freeman (1978) questioned the validity of Hunt's (1965; 1970) T-unit as a measurement of syntactic development in second language learners due to the fact that Hunt did not determine how accurate clauses in the T-unit should be. Arguments emerged concerning the use of the T-unit in measuring syntactic development and the characteristics of the T-unit needed in second language research. Therefore, a few studies (e.g. Larsen-Freeman, 1978; Monroe, 1975) were conducted to find an objective measurement of syntactic complexity in second language research. Larsen-Freeman (1978) argued for the use of an error-free T-unit that measures both grammatical and syntactic accuracy. The measurement Larsen-Freeman examined was one of numerical value that increased linearly with the progress of the second language learners across all second languages without being
affected by the first language background. An error free T-unit was described by Scott and Tucker (1974) as free of morphological and syntactic errors. Moreover, Vann (1978) found that the mean length of error free T-unit and the proportion of total error-free T-unit to the total number of T-units correlated with the TOEFL scores and are valid for measuring syntactic development of second language. In contrast to this view of accuracy as a measurement of development, Clahsen (1984) and Pienemann (1997) argued for the first emergence of a grammatical structure as an indication of development and a processing of a new acquired structure. Lee (2004) used a more accurate definition of syntactic variables and defined the function of each term. He distinguished between the T-unit and the error free T-unit according to the function of each, the use of the T-unit for fluency and the error-free-T-unit for accuracy. To compare the use of complex syntax in Japanese native speakers and learners of Japanese as a second language, Lee measured three linguistic features namely accuracy, fluency and grammatical complexity. Fluency was measured by counting number of characters per text, accuracy by dividing number of error-free T-units by total number of T-units, and grammatical complexity by the number of clauses per T-unit and total number of complex nominals, defined by the researcher as relative clauses and complementation. All variables showed statistically significant increase in the group of native speakers of Japanese, indicating their validity as units of measurement of L2 syntactic development. Thus, Hunt's (1965) T-unit, although a measurement of L1 syntactic development, has been a valid measurement of second language development (Gaies, 1980; Halleck, 1995; Larsen-Freeman, 1978; Lee, 2004).
2.6.1 Studies on Syntactic Complexity across Second Language Proficiency levels

In a replication of Hunt's (1970) experiment on L1 syntactic development, Monroe (1975) compared the use of complex syntax in four developmental stages of learners of French as a second language. The ratio of each of the following six syntactic variables were calculated in each piece of writing: mean words per clause to indicate mean length of clause, mean clauses per T-unit, mean words per T-unit, mean T-units per sentence, mean words per sentence, and mean reductions of a clause to less than a clause. Findings showed all variables to be statistically significant for all groups. In other words all variables indicated development among groups; however, adjacent groups did not reveal distinct differences, the development was only clear across non adjacent groups. The most developmental factor across adjacent groups was mean words per clause or clause length. It was also found that low level learners used coordination more than higher levels, intermediate levels tended to use more subordination, produce more mean clauses per T-unit, and advanced levels transformed original sentences to parts of a clause. They transformed the sentence to prepositional phrases, participles, appositives and compounds.

In spite of Monroe's (1975) support for the validity of Hunt's T-unit in measuring syntactic development of ESL learners, Larsen-Freeman compared the mean length of T-unit, the percentage and mean length of error-free T-unit across five proficiency levels of ESL learners in order to find an objective measurement for the development of second language proficiency. The percentage of error-free-T-unit showed statistically significant results for all groups, while the mean length of T-unit and mean length of error-free-T-unit showed statistically significant results for non adjacent groups only. In conclusion, Freeman's findings supported the validity of both
the error-free T-unit and Hunt's (1970) T-unit as indices of the development of ESL proficiency.

2.6.2 The Relation between T-unit, error-free-T-unit, Oral Proficiency Level and Task

All the studies reviewed in the previous section on the development of second language syntax used written tasks. However, the main concern of this literature review was syntactic development in oral discourse across different proficiency levels. Halleck (1995) investigated the effect of general proficiency level on syntactic maturity as well as the effect of the discourse task on oral proficiency level and syntactic maturity. Halleck used objective measures of syntactic maturity (mean T-unit length and relevant variables based on T-unit measurements) to examine the relation between the American Council for the Teaching of Foreign Languages speaking proficiency guidelines test (ACTFL) and oral proficiency level. The ACTFL speaking proficiency test examines EFL speakers through an interview that elicits three oral tasks: description-narration, role-play and asking questions. The test results are divided into three oral proficiency levels: intermediate, advanced and superior. Hallack interviewed thirty subjects and analyzed the transcribed interviews according to the two variables. Results showed that mean length of T-unit increased in the superior level more than the advanced and the intermediate levels. However, the results were not different between the advanced and the intermediate levels. Mean length of T-unit also differed across oral tasks. The description/ narration task showed longer Mean length of T-unit than the role play and the asking questions tasks. The same results were yielded concerning mean error-free T-unit length (MEFTUL) for the effect of the oral task and proficiency level. The percent of error-free T-units (%
EFTU) also increased with higher proficiency levels, but no differences were found among oral tasks. These findings indicated that syntactic maturity and grammatical accuracy are valid measures of oral proficiency. Moreover, the type of discourse may enhance linguistic development.

To sum up, research has found that learners of advanced levels or high proficiency are more likely to produce longer error free T-units and higher proportion of T-units in their texts than learners at lower levels. The ability to subordinate and use embeddings develops with higher proficiency levels. Thus, subordination is considered an index of second language development. In spite of the importance of these results for second language syntax, investigations were needed on learners' ability to produce the different types of subordinate clauses, and the ways in which they use subordination. Moreover, a distinction between narrative and expository tasks was required to give accurate results concerning the measured variables. Finally, other proficiency tests should be used for determining proficiency levels.

2.6.3 Syntactic Development of Arab EFL Learners

Few studies have examined language production in Arab ESL/EFL learners. Of these, Scott and Tucker (1974) investigated SL morphosyntactic development and errors in SL learners. This study is one of the rare studies that analyzed errors and grammatical development in Arab EFL learners. The researchers explored errors, strategies, and development of grammatical accuracy of Lebanese and Egyptian undergraduate students in low-intermediate level at the beginning and end of a 12 week intensive English program. The course required the students to attend 25 hours per week divided into five hours for each of the following skills: grammar, reading, writing, advanced vocabulary, and listening comprehension. Grammatical
development was measured through pre- and post-tests that focused on errors in oral and written production. The learners' type and frequency of errors were compared across the pre- and post- tests for the same mode, oral or written, and across modes, oral and written. Data were then collected via various methods, the most two important of which were pre- and post- course grammar tests, and written and oral description and narrative production tasks. Oral and written transcripts were quantitatively analyzed for number of words, T-units, clauses, and grammatical errors. Syntactic and function word errors were also qualitatively written and grouped in classes. Then calculations were based on percentages of each type of error in the total number of words per transcript for most errors, and the proportion of errors to the total usage of the structure for nine error types. For each grammatical structure under investigation, cases of omissions, substitutions, redundancies and correct use were counted. Syntactically correct sentences or error free T-units were counted in the pre- and post- production tests to measure the development of grammatical accuracy. Errors in time 1 samples and time 2 samples were compared to examine grammatical features acquired in the interlanguage. Written and oral production was also compared to find types of errors existing in each mode.

Twenty two error types were found in the production of the students. They included Auxiliary and copula, third person singular verb unmarked, wrong tense, verb incorrectly formed, Subject-verb agreement, prepositions, articles, relative clauses, sentential complements, repetition of subject or object, wrong number of the noun, pronouns, surrogate subjects, word order, quantifiers, genitive constructions, adverbs, adjective. The most important grammatical features of these for this review were relative clauses, sentential complements, word order, adverbs and adjectives.
The findings did not reveal any increase in the amount or accuracy of relative clauses produced across the oral pre- and post- tests. Adverb relative clauses appeared only in the post-test. The percentage of erroneous sentential complements (V-ing and To- phrase complements), and errors in T-units highly decreased in the second oral production, even more than it showed for the writing pre and post tests. Therefore, the learners' ability to produce error-free-T-units and syntactically accurate sentences highly developed in the oral mode. To sum up, erroneous sentential complements and verb errors decreased in the second oral production while relative clause errors remained constant across the first and second oral tests. T-unit mean length also highly increased in the post tests; however the use of subordinate clauses was still lower than Hunt’s (1965) American fourth grade level students. The use of coordination, on the other hand, was similar to the seventh grade level of an American native speaker. A point not mentioned by Scott and Tucker was that this could have been due to the nature of the narrative oral task. It was found in other studies (i.e Verhoeven et al., 2002) that narrative discourse stimulated the use of coordination more often than subordination. Finally, Scott and Tucker found that the rate of acquisition of embedded clauses was very low compared to other grammatical variables and to native speakers.

2.7 English Language Syntax

It was crucial for this study to review the nature of English syntax and the structure of the English sentence in order to shed the light on the role of subordination in structuring English discourse. English is a Germanic language of SVO order. Thompson (1978) described it as a language of grammatical word order that may even resort to providing a word with empty meaning in order to fill the place of the subject
in the sentence, such as the use of dummies in the following two sentences "it is windy in Chicago" and "there is a funny smell down by the lake". Thompson (1978) also added that the underlying structure of any transformed sentence is mainly of SVO order.

English is a right branching language and has a co-ranking structure as information is provided via adding clauses after the head (Van Valin, 1993 in Verhoeven, 2002). Finite clauses are connected through either coordinating or subordinating conjunctions according to the relation between the clauses. Coordination describes the connection between clauses that are syntactically similar and autonomous; while subordination describes the modification of a main clause with another grammatically dependent clause. Subordinate clauses are introduced by a subordinating conjunction or used to modify nouns, such as relative clauses.

While coordination is used to explain a non-hierarchical relation between connected clauses of equal importance, subordination is syntactically used to highlight a hierarchical relation of connected clauses. Since a clause is a discourse unit in discourse analysis research, subordination reflects a hierarchical relation between discourse units. Thus, the use of syntax differs according to the type of text or discourse since discourse units can be structured and ordered differently according to discourse relations in a text.

In a study of the quantitative and qualitative restrictions on the use of embedded clauses in English, Karlsson (2007a, b) examined the use of embedded clauses in different positions of the English sentence. He analyzed data from the British National Corpus (BNC), Brown Corpus of American English, and Lancaster-Oslo/Bergen Corpus of British English (LOB). The findings showed that English does not allow the use of more than two embedded clauses in the initial position (I^2).
The initial clause is placed before the superordinate clause or before the main clause like for example, "if as often happened ($I^2$) she asked him ($I^1$) about it, she thought he would understand" (Karlsson, 2007a, p.109). Qualitatively the use of two initial embedded clauses $I^2$ is restricted to an if-clause as the first initial clause and a sentential subject. Karlsson found that this does not apply to spoken language. In spoken language no more than one embedded clause can be used in initial position.

In another study, Karlsson (2007b) investigated the constraints on center-embedded clauses (CEs), defined as clauses that are surrounded by parts of the superordinate clause to their left and right. Karlsson found that the maximum number of embedded clauses to occur in the center position of a sentence is three in written and two in spoken language, and that they rarely occur. He also found that relative clauses and post-modifying that-clauses may occur repetitively, such as for example the two center embedded that clauses in the following sentence "Alot of the housing [that the people ($C^1$) that worked in New Haven ($C^2$) lived in was back that way.]. Finally, Karlsson (2007a) also reported that finally embedded clauses do not have a restriction on the amount of usage. In other words any number of embedded clauses can occur at the end of the sentence.

In conclusion, syntax is a major factor in the acquisition of English language due to its dependence on word order and linking ideas through subordination and coordination. Subordination plays an important role in linking units of discourse and showing hierarchical relation among ideas and is considered the most difficult structure to be acquired by second language learners (Clahsen, 1984; Pienemann, 1997). First language acquisition research has found significant results on the development of various types of subordinate clauses in different discourse; while second language research has not used except the T-unit as a measure of syntactic
development. Moreover, second language research has not examined the use of syntax in formal expository discourse tasks like oral presentations although first language research has shown that expository discourse stimulates the production of complex syntax in all age groups. Consequently, the present study aims at examining the development of complex syntax in oral presentations across three proficiency levels of EFL learners.
Chapter 3

Research Methodology

The present study used both quantitative and qualitative methods of analysis. Oral presentations of EFL learners were transcribed and coded for the syntactic variables mentioned in the research question. Then all the codes were counted and analyzed statistically for investigating the differences across groups. A causal comparative design (Perry, 2005) was used to investigate the effect of the independent variable "L2 proficiency level" on the dependent variables determining Fluency, grammatical accuracy, complex syntax, and syntactic accuracy.

3.1 Dependent Variables

This study focused on eleven syntactic variables for observing the development of four constructs that determine language proficiency level: fluency, grammatical accuracy, syntactic complexity and syntactic accuracy. The development of each construct was observed through measuring specific variables as follows: Fluency through measuring total number of words per minute and total error-free-utterances per minute; grammatical accuracy by measuring percentage of total error-free utterances per total T-units of an oral presentation; syntactic complexity through measuring percentages of nominal, adverbial and relative clauses per total T-units of an oral presentation; syntactic accuracy (clausal accuracy) through measuring the percentages of nominal, relative and adverbial clauses with errors per total number of the clause per speech.
3.2 Participants

The study examined 39 Egyptian EFL learners enrolled in three different English proficiency levels: elementary, intermediate and advanced. Their age ranged from 17 to 33 years old, with mean age 23 years old. They were randomly selected from the above mentioned levels in the English studies division classes of the School of Continuing Education at AUC. Participants were admitted to the appropriate level according to their scores in the English Proficiency Test (EPT) or their achievement in the tests held by the institution for each level. There are 12 levels in General English classes: Two for the novice stage, four in the elementary stage, four in the intermediate stage and two in advanced. The participants were selected from level 3 in the elementary stage, level 2 in the intermediate stage, and level 2 in the advanced stage. The levels as called by the institution were level 203 Upper Elementary I, 302 Lower Intermediate II, 402 Advanced Level II. Any learners who were below the average in each level, older than 33 or not Egyptian were not included in the data.

3.3 Instrument and Data Collection Procedures

The researcher audio-recorded the participants' oral presentations in their English classes at the end of a six-week, twelve-session course, during which the participants had one oral quiz and practiced speaking in front of the group. Moreover, participants practiced different oral activities included in their course books. The participants were assigned to deliver ten-minute oral presentation on their definition of success and their goals in life. The English instructor discussed the topic, keys to success and achieving goals, with the students one session ahead of the oral presentations session. By the end of the preparation session the instructor used 15 minutes to explain to the students the topic and that they would take the floor to speak
for at least 10 minutes on their definition of success and their goals in life. The instructor suggested an outline for the structure of the essay in order to enhance the expository nature of the topic and help students order their ideas from general to specific. The outline was written on the board as follows:

1. What is your own definition of success?
2. Steps to or key of success that should be followed by any person.
3. Your own goals in life
4. Your plans to achieve these goals within the coming 20 years.

The students were informed that they were not allowed to read sentences during their presentations and that only key words could be written in their note cards in order not to affect their actual syntactic and grammatical abilities. All the students delivered their oral presentations one by one in the second session after having their note cards checked by the instructor. The presentations and checking the note cards took about 2 hours for each 14 students, less than a full session in SCE Heliopolis as the session was 3 hours. These note cards were checked by the teacher for full statements in order to avoid any extraneous effect on the students' actual syntactic ability. Finally, each presentation was audio-recorded using a cassette tape-recorder. All learners were required to do the task as part of their course activities, and their presentations were recorded even if they were not going to be used in the analysis. Two oral presentations for non Arab students from Kenya and three for learners above 37 years old were not transcribed for analysis in order to avoid the extraneous effect of L1 and the occurrence of a wide age gap across the participants.
3.4 Data Transcription and Analysis

Each presentation was first transcribed, broken into T-units and coded on a word document by the researcher, then double-checked by another well trained coder for the accuracy of coding. The coders followed the coding system provided by Systematic Analysis of Language Transcripts (SALT) (Miller & Chapman, 2003) software guide. After coding, all transcripts were entered into SALT for checking the coding and counting the number of variables in each participant’s transcript.

All the data for each participant was entered into an Excel sheet for calculating percentages of the syntactic variables in his/her transcribed presentation. Percentages were used for statistical analysis in order to control for the variance in total number of utterances and duration of the transcribed presentations. Clausal density of each presentation was computed by dividing the total number of clauses (T-units+ nominal+ adverbial+ relative) by the total number of T-units. Error-Free utterances for grammatical accuracy, types of subordinate clauses (nominal, adverbial, relative) were calculated for the percentage of their proportion to total number of utterances (T-units). Subordinate clauses with errors (nominal with error, adverbial with error, relative with error) were calculated for their proportion to total number of the utterances containing the same type of clause, for example nominal clauses with errors were divided by total nominal clauses and multiplied by 100 for percentages.

All the data was then entered into OpenStat program (Miller, 2007) for statistical analysis. A repeated measures analysis of variance – one way ANOVA- was used to measure the variation of each of the dependent variables among the three proficiency levels. Raw scores was used for clausal density; while raw percentages of proportions to total T-units were used for the error free utterances, nominal, adverbial, relative clauses, and percentages of proportions to total number of each type of
subordinate clause were calculated for erroneous nominal clauses, relative clauses and 
adverbial clauses. In case of statistically significant results, the Tukey Cramer test was 
used in order to spot where the differences lie among the different levels, and 
determine whether the development occurs between proficiency levels 1 and 2, 2 and 
3, and/ or 1 and 3.

3.5 Results of the Pilot Study

The previously mentioned methodology was applied in a pilot study 
conducted in Spring 2008. The main different points between the two studies were 
the participants and the measurements of error free T-units for the development of 
grammatical accuracy and erroneous subordinate clauses for syntactic accuracy. 
The participants in the pilot study were selected from conversation classes at SCE, 
while this study examined learners who were enrolled in General English classes. 
This change was due to the fact that the criteria of placing students in the various 
levels in the General English classes were more accurate than that of the 
conversation classes. An English proficiency test was used to place students in the 
various levels in the General English classes; while in the conversation classes the 
learners' level was determined by an English instructor through an oral interview 
and the criteria depended on the instructor's experience.

The findings of the pilot study indicated that the development of 
proficiency level was positively related to the use of complex syntax. It also 
illustrated the sensitivity of expository discourse to syntactic development in L2 
output. Clear difference occurred in the use of subordinate clauses among the three 
oral proficiency levels. Clausal density, nominal and adverbial clauses increased 
with higher proficiency levels. The advanced level surpassed the lower
intermediate level in the use of the previously mentioned variables. However, this development did not appear between adjacent levels, lower-intermediate and intermediate levels, and intermediate and advanced levels. With regards to the other two variables the mean length of utterance and relative clauses, no development occurred across the different levels. Finally, it is worth noting that the results concerning the mean length of utterance approached statistical significance, p= 0.06 which showed the probability of having different results in a larger sample.
Chapter 4

Results

4.1 Introduction to findings

4.1.1 Topic and time of the oral presentation

The topic Success in life led to the production of expository discourse from most of the learners in the three proficiency levels. The duration of the oral presentations ranged from 1:53 to 12:07 minutes with a mean of 4:18 (min:sec). Three learners spoke for less than 2 minutes and only one female student in the advanced level was able to speak for 12 minutes. The elementary level spoke for a total of 59:35 (min:sec); the intermediate level spoke for a total of 62:40 (min:sec); the advanced level spoke for a total of 55:16 (min:sec). In some cases, the researcher intervened with a question to stimulate the students' flow of ideas and help them speak as much as possible. The researcher was keen not to ask more than one question in order not to change the expository discourse into a conversation and the duration of the researcher’s talk was not calculated.

4.1.2 Agreement among coders

The transcripts were coded by three coders, including the researcher. All the codes were rechecked by the researcher and discussed by the coders, and they easily reached 100% agreement. Reaching 100% agreement was quite easy after referring back to grammar books and identifying clear criteria for the coding of each variable. At the beginning, the percentages of agreement between coder1 and coder 2 were as follows:

- Nominal clause [NOM] 91.84%,
- Nominal clause with error [NOME] 99.85%
Relative clause [REL] 98.62%
Relative clause with error [RELE] 98.8%
Adverbial clause [ADV] 96.2%
Adverbial clause with error [ADVE] 99.6%
Error-Free utterance [EF] 94.3%.

These differences were due to the tendency of the coders to take into consideration the learner's intention to use a variable even if it was not accurately used; to consider utterances without subjects and assume that the rest of the utterance exists, such as considering 'to see' in "To see what is the problem in your personality" as a nominal for an assumed subject and verb; not consider some types of grammatical mistakes like the wrong use of articles, pronoun and/or subject-verb agreement in a syntactically correct utterance in the case of error-free utterances, for example, "but success has many difference and forms" or "this is what I think about the success" by advanced students. But knowing that this might overestimate the learners' actual ability and performance, the coders agreed on 100% of the coding.

4.1.3 Presenting the results

The results of each dependent variable are reported for both descriptive and inferential statistics in order to scrutinize the development of each across the three proficiency levels of learners. Three tables are shown for each variable. The first one presents the frequency of the variable in each speech, the second presents the mean and the standard deviation of the variable in each proficiency level, and the third presents the post hoc Tukey-Kramer pair-wise test with alpha=0.05 for measuring differences between pairs of groups. The results are first introduced by displaying the data of the variables used for measuring fluency, words per minute and error-free
utterances per minute; then the total number of utterances (T-units) for each participant, only due to its importance for calculating percentage scores of other variables; variables of grammatical accuracy, percentage of error-free-utterances; syntactic complexity variables, mean length of utterance (MLU); types of subordinate clauses; clausal density. This order helps view the results of fluency, grammatical accuracy, syntactic complexity, and syntactic accuracy (clausal accuracy).

4.2 Fluency

4.2.1 Word per minute

Number of words per minute is calculated for each student to measure verbal facility and rate of production, and hence the development of fluency across groups (see Table 1). The means of groups show significant increase across proficiency levels (see Table 2).

Table 1. Measures of word/minute for each subject in the three proficiency levels ($n = 14$ per group).

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>50.9</td>
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<td>2</td>
<td>42.11</td>
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<td>14</td>
<td>50.31</td>
<td>55.89</td>
<td>156.56</td>
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</tbody>
</table>
Table 2. Means and standard deviations of word/minute (n = 14 per group).

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
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<td>SD</td>
<td>11.9</td>
<td>23.78</td>
<td>36.88</td>
</tr>
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</table>

Table 3. Results of the Tukey-Kramer test for word/minute (n = 14 per group).

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<thead>
<tr>
<th>Groups</th>
<th>Differences between means</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Advanced</td>
<td>-63.378</td>
<td>0.0000</td>
</tr>
<tr>
<td>Elementary-Intermediate</td>
<td>-32.856</td>
<td>0.0056</td>
</tr>
<tr>
<td>Intermediate-Advanced</td>
<td>-30.521</td>
<td>0.0105</td>
</tr>
</tbody>
</table>

Note. Tukey-Kramer test with $p = .05$

Verbal facility is one of the elements of fluency. Measuring the number of words produced by the speaker per minute reveals important information about verbal facility and rate of producing language. The findings show that word/minute is an important indicator of the development of oral proficiency. A one-way analysis of variance (ANOVA) found statistically significant results for group, $F(2, 39) = 20.41$, $p = 0.000$. This indicates that proficiency level is positively correlated to the words used per minute. The post hoc Tukey-Kramer test with alpha = 0.05 shows statistically significant differences between each pair of the groups, see Table 3.

Word/minute for intermediate is higher than for elementary, $p = 0.006$; for advanced higher than intermediate, $p = 0.010$; for advanced higher than elementary, $p = 0.000$, as illustrated in Table 3. Finally, Number of words used per minute is considered a
highly sensitive measurement of oral proficiency level and an indicator of its development.

4.2.2 Error-free utterances per minute

High fluency does not only depend on speed as measured by number of words per minute but also on the rate of accuracy or the ability to produce grammatically correct utterances without long pauses. Therefore, the number of error-free utterances is counted per minute for each participant (see Table 4) to measure development of oral fluency.

Table 4. Total number of Error-free utterances per minute for each participant.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.11</td>
<td>3.98</td>
<td>3.28</td>
</tr>
<tr>
<td>2</td>
<td>1.65</td>
<td>2.73</td>
<td>3.40</td>
</tr>
<tr>
<td>3</td>
<td>0.66</td>
<td>4.32</td>
<td>5.85</td>
</tr>
<tr>
<td>4</td>
<td>1.19</td>
<td>6.30</td>
<td>3.95</td>
</tr>
<tr>
<td>5</td>
<td>0.46</td>
<td>3.34</td>
<td>3.32</td>
</tr>
<tr>
<td>6</td>
<td>1.56</td>
<td>3.29</td>
<td>11.30</td>
</tr>
<tr>
<td>7</td>
<td>1.52</td>
<td>5.21</td>
<td>13.33</td>
</tr>
<tr>
<td>8</td>
<td>4.46</td>
<td>3.36</td>
<td>7.95</td>
</tr>
<tr>
<td>9</td>
<td>0.86</td>
<td>1.49</td>
<td>4.90</td>
</tr>
<tr>
<td>10</td>
<td>2.46</td>
<td>4.10</td>
<td>3.68</td>
</tr>
<tr>
<td>11</td>
<td>0.83</td>
<td>2.81</td>
<td>5.47</td>
</tr>
<tr>
<td>12</td>
<td>2.92</td>
<td>2.60</td>
<td>5.18</td>
</tr>
<tr>
<td>13</td>
<td>1.96</td>
<td>2.49</td>
<td>7.21</td>
</tr>
<tr>
<td>14</td>
<td>1.92</td>
<td>1.18</td>
<td>8.66</td>
</tr>
</tbody>
</table>

Table 5. Means and standard deviations of error-free utterances per minute.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.83</td>
<td>3.37</td>
<td>6.25</td>
</tr>
<tr>
<td>SD</td>
<td>1.11</td>
<td>1.36</td>
<td>3.12</td>
</tr>
</tbody>
</table>
Table 6. Results of the Tukey-Kramer test for error-free utterances/minute (n= 14 per group).

<table>
<thead>
<tr>
<th>Groups</th>
<th>Differences between means</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Advanced</td>
<td>-4.422</td>
<td>0.000</td>
</tr>
<tr>
<td>Elementary-Intermediate</td>
<td>-1.546</td>
<td>0.131</td>
</tr>
<tr>
<td>Intermediate-Advanced</td>
<td>-2.876</td>
<td>0.002</td>
</tr>
</tbody>
</table>

Note. Tukey-Kramer test with p = .05

Error-Free utterances per minute show a significant increase across proficiency levels. Therefore, the number of error-free utterances per minute is considered a credible unit of measurement of fluency. A one-way analysis of variance (ANOVA) found statistically significant differences across groups, $F(2, 39) = 19.09$, $p = 0.000$. The post hoc Tukey-Kramer test ($p = .05$) shows statistically significant differences between advanced and elementary, and advanced and intermediate; however, the difference between intermediate and elementary does not reveal any significant results, $p = 0.13$ (see Table 6). Although the rate of producing words increases significantly from elementary to intermediate, as illustrated in Table 3, their rate of producing grammatically accurate utterances does not develop significantly at this stage.

4.3 Total Number of Utterances (T-units)

Total number of utterances (T-units) was not one of the variables that were investigated in this study since the total time of speech for groups was not equal. However, the total number of utterances in each oral presentation (see Table 7) is
crucial for calculating the percentages of error free utterances, and subordinate clauses. Calculating percentages of a variable helps control for the variation in the production of T-units.

**Table 7.** Total number of utterances for each participant in the three groups.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>35</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>41</td>
<td>48</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
<td>99</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>31</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>35</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>7</td>
<td>37</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>14</td>
<td>26</td>
<td>153</td>
</tr>
<tr>
<td>9</td>
<td>29</td>
<td>23</td>
<td>47</td>
</tr>
<tr>
<td>10</td>
<td>36</td>
<td>27</td>
<td>35</td>
</tr>
<tr>
<td>11</td>
<td>8</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>12</td>
<td>15</td>
<td>83</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>18</td>
<td>30</td>
<td>59</td>
</tr>
<tr>
<td>14</td>
<td>23</td>
<td>21</td>
<td>52</td>
</tr>
</tbody>
</table>

The elementary level produced a total of 358 utterances (T-units) in 59:35 (min:sec); the intermediate level produced a total of 519 utterances (T-units) in 62:40 (min:sec); the advanced level spoke for a total of 630 utterances (T-units) in 55:16 (min:sec), as illustrated in Table 8.

**Table 8.** Means and standard deviations of total number of utterances per speech.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total raw score</td>
<td>358</td>
<td>519</td>
<td>630</td>
</tr>
<tr>
<td>Mean</td>
<td>25.57</td>
<td>37.07</td>
<td>45</td>
</tr>
</tbody>
</table>
4.4 Grammatical Accuracy

4.4.1 Percentages of Error Free utterances

The learner's ability to produce grammatically accurate utterances is measured by calculating the proportion of error-free-utterances to the total number of utterances (T-units), see Table 9. Thus, the mean, standard deviation and differences among groups are all based on percentage scores, see Table 10.

Table 9. Measures of Error-Free utterances for each subject in the three proficiency levels \(n=14\ per\ group\).

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>43.75</td>
<td>54.29</td>
<td>43.48</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>26.47</td>
<td>42.86</td>
</tr>
<tr>
<td>3</td>
<td>4.88</td>
<td>27.08</td>
<td>60.00</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>33.33</td>
<td>57.14</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>48.39</td>
<td>41.18</td>
</tr>
<tr>
<td>6</td>
<td>17.14</td>
<td>50.00</td>
<td>41.67</td>
</tr>
<tr>
<td>7</td>
<td>18.92</td>
<td>61.11</td>
<td>68.00</td>
</tr>
<tr>
<td>8</td>
<td>50</td>
<td>46.15</td>
<td>57.52</td>
</tr>
<tr>
<td>9</td>
<td>10.34</td>
<td>26.09</td>
<td>36.17</td>
</tr>
<tr>
<td>10</td>
<td>41.67</td>
<td>48.15</td>
<td>45.71</td>
</tr>
<tr>
<td>11</td>
<td>25</td>
<td>38.89</td>
<td>40.00</td>
</tr>
<tr>
<td>12</td>
<td>46.67</td>
<td>25.30</td>
<td>32.50</td>
</tr>
<tr>
<td>13</td>
<td>16.67</td>
<td>33.33</td>
<td>52.54</td>
</tr>
<tr>
<td>14</td>
<td>26.09</td>
<td>23.81</td>
<td>55.77</td>
</tr>
</tbody>
</table>

*Note.* Percentage scores are used for calculations

Table 10. Means and standard deviations of error-free utterances percentages.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>27.66</td>
<td>42.35</td>
<td>52.12</td>
</tr>
<tr>
<td>SD</td>
<td>13.84</td>
<td>12.61</td>
<td>12.46</td>
</tr>
</tbody>
</table>
Table 11. Results of the Tukey-Kramer test for EFU (*n* = 14 per group).

<table>
<thead>
<tr>
<th>Groups</th>
<th>Differences between means</th>
<th>P. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Advanced</td>
<td>-24.467</td>
<td>0.0001</td>
</tr>
<tr>
<td>Elementary-Intermediate</td>
<td>-14.689</td>
<td>0.013</td>
</tr>
<tr>
<td>Intermediate-Advanced</td>
<td>-9.778</td>
<td>0.1274</td>
</tr>
</tbody>
</table>

*Note.* Tukey-Kramer test with *p* = .05

A one-way analysis of variance (ANOVA) yielded statistically significant results for error-free utterances, *F*(2, 39) = 10.86, *p* = 0.00. Thus, development occurs in the production of grammatically accurate utterances among groups. The post hoc Tukey-Kramer test for differences between means with *alpha*= 0.05 (see Table 11) shows that the differences lie between advanced and elementary, and intermediate and elementary; while no difference occurs between the advanced and the intermediate levels. Therefore, grammatical accuracy is considered an important measurement of oral proficiency. The findings also reveal that grammatical accuracy develops with a faster rate at lower levels. In contrast, no development occurs from intermediate to advanced levels.

4.5 Clausal Accuracy and Complex Syntax

4.5.1 Mean Length of Utterance

Mean length of utterance is measured in the speech of each participant (see Table 12). Then the mean of each group is calculated to observe differences across levels (see Table 13).
Table 12. Measures of MLU for each subject in the three proficiency levels \((n=14 \text{ per group})\).

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>11.19</td>
<td>13.45</td>
</tr>
<tr>
<td>2</td>
<td>9.65</td>
<td>14.8</td>
<td>11.88</td>
</tr>
<tr>
<td>3</td>
<td>8.78</td>
<td>9.28</td>
<td>10.79</td>
</tr>
<tr>
<td>4</td>
<td>10.41</td>
<td>10.27</td>
<td>12.3</td>
</tr>
<tr>
<td>5</td>
<td>12.73</td>
<td>13.66</td>
<td>16.35</td>
</tr>
<tr>
<td>6</td>
<td>7.88</td>
<td>11.42</td>
<td>11.47</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>11.22</td>
<td>7.39</td>
</tr>
<tr>
<td>8</td>
<td>8.85</td>
<td>18.29</td>
<td>10.63</td>
</tr>
<tr>
<td>9</td>
<td>9.36</td>
<td>18</td>
<td>9.43</td>
</tr>
<tr>
<td>10</td>
<td>9.36</td>
<td>8.89</td>
<td>18.18</td>
</tr>
<tr>
<td>11</td>
<td>12.38</td>
<td>8.12</td>
<td>9.46</td>
</tr>
<tr>
<td>12</td>
<td>11.87</td>
<td>9.54</td>
<td>7.18</td>
</tr>
<tr>
<td>13</td>
<td>8.39</td>
<td>11.87</td>
<td>10.69</td>
</tr>
<tr>
<td>14</td>
<td>7.33</td>
<td>10.75</td>
<td>10.65</td>
</tr>
</tbody>
</table>

Table 13. Means and standard deviations of MLU.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>9.64</td>
<td>11.95</td>
<td>11.42</td>
</tr>
<tr>
<td>SD</td>
<td>1.69</td>
<td>3.17</td>
<td>3.03</td>
</tr>
</tbody>
</table>

Table 14. Results of the Tukey-Kramer test for MLU \((n=14 \text{ per group})\).

<table>
<thead>
<tr>
<th>Groups</th>
<th>Differences between means</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Advanced</td>
<td>-1.776</td>
<td>0.2060</td>
</tr>
<tr>
<td>Elementary-Intermediate</td>
<td>-2.308</td>
<td>0.0751</td>
</tr>
<tr>
<td>Intermediate-Advanced</td>
<td>-0.532</td>
<td>0.8624</td>
</tr>
</tbody>
</table>

Note. Tukey-Kramer test with \(p = .05\).

A one-way analysis of variance (ANOVA) does not reveal any statistically significant results for Mean length of utterance, \(F(2, 39)=2.78, p = 0.07\). The
differences between means as stated in the post hoc Tukey-Kramer test (alpha=0.05), Table 14, shows that there are no significant differences between any pairs of groups and hence the MLU cannot be considered a measurement of oral proficiency in EFL learners.

4.5.2 Subordinate Clauses

4.5.2.1 Nominal Clauses

Results are based on the proportion of nominal clauses to total number of utterances for each participant (Table 15). Percentage scores are then used to compute the mean of each level (Table 16) which shows significant increase across intermediate and elementary and elementary and advanced (Table 17).

Table 15. Measures of nominal clauses for each subject (n = 14 per group).

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw NOM%</td>
<td>Raw NOM%</td>
<td>Raw NOM%</td>
<td>Raw NOM%</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>22</td>
<td>62.86</td>
</tr>
<tr>
<td>7</td>
<td>35</td>
<td>22</td>
<td>64.71</td>
</tr>
<tr>
<td>12</td>
<td>29.27</td>
<td>30</td>
<td>62.50</td>
</tr>
<tr>
<td>14</td>
<td>38.89</td>
<td>49</td>
<td>49.49</td>
</tr>
<tr>
<td>5</td>
<td>16.67</td>
<td>34</td>
<td>109.68</td>
</tr>
<tr>
<td>4</td>
<td>11.43</td>
<td>24</td>
<td>92.31</td>
</tr>
<tr>
<td>15</td>
<td>40.54</td>
<td>11</td>
<td>61.11</td>
</tr>
<tr>
<td>5</td>
<td>35.71</td>
<td>20</td>
<td>76.92</td>
</tr>
<tr>
<td>10</td>
<td>34.48</td>
<td>17</td>
<td>73.91</td>
</tr>
<tr>
<td>15</td>
<td>41.67</td>
<td>11</td>
<td>40.74</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>4</td>
<td>22.22</td>
</tr>
<tr>
<td>5</td>
<td>33.33</td>
<td>30</td>
<td>36.14</td>
</tr>
<tr>
<td>1</td>
<td>5.56</td>
<td>18</td>
<td>60.00</td>
</tr>
<tr>
<td>8</td>
<td>34.78</td>
<td>7</td>
<td>33.33</td>
</tr>
</tbody>
</table>

Note. Results are based on percentage scores of nominal clauses to total number of T-units.
Table 16. Means and standard deviations of nominal clauses.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>30.88</td>
<td>60.42</td>
<td>62.91</td>
</tr>
<tr>
<td>SD</td>
<td>12.32</td>
<td>23.56</td>
<td>20.64</td>
</tr>
</tbody>
</table>

Table 17. Results of the Tukey-Kramer test for nominal clauses (n = 14 per group).

<table>
<thead>
<tr>
<th>Groups</th>
<th>Differences between means</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Advanced</td>
<td>-32.029</td>
<td>0.0003</td>
</tr>
<tr>
<td>Elementary-Intermediate</td>
<td>-29.542</td>
<td>0.0008</td>
</tr>
<tr>
<td>Intermediate-Advanced</td>
<td>-2.487</td>
<td>0.9389</td>
</tr>
</tbody>
</table>

Note. Tukey-Kramer test with $p = .05$

A one way ANOVA shows statistically significant differences for group, $F(2, 39) = 11.7, p = 0.000$. Therefore, the production of nominal clauses can be considered a measurement and an indication of the development of oral proficiency. The post hoc Tukey-Kramer test ($alpha = 0.05$) shows statistically significant differences between advanced and elementary levels, $p = 0.0003$, and intermediate and elementary, $p = 0.0008$ (see Table 17). However, no difference occurs between advanced and intermediate levels, $p = 0.9389$. Hence, the production of nominal clauses does not increase from intermediate to advanced levels.

4.5.2.2 Erroneous Nominal Clauses

Erroneous nominal clauses are calculated by finding the percentage of the proportion of total number of nominal clauses with errors to the total number of
nominal clauses, as illustrated in Table 18. Finding the percentages of nominal clauses with errors for each participant illustrates their ability to accurately use nominal clauses. Measuring the percentages of erroneous nominal clauses clarifies the difference between the acquisition of the syntactic variable and the ability to use it accurately.

**Table 18.** Measures of nominal clauses with errors for each subject in the three proficiency levels (*n* = 14 per group).

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw score</td>
<td>NOME %</td>
<td>Raw score</td>
<td>NOME %</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>42.86</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>57.14</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>6.67</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Note.* Percentage scores of nominal clauses with errors with respect to total number of nominal clauses.

**Table 19.** Means and standard deviations of erroneous nominal clauses.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>31.19</td>
<td>16.19</td>
<td>10.80</td>
</tr>
<tr>
<td>SD</td>
<td>28.52</td>
<td>13.13</td>
<td>5.07</td>
</tr>
</tbody>
</table>
Table 20. Results of the Tukey-Kramer test for erroneous nominal clauses 
\( (n= 14 \text{ per group}) \).

<table>
<thead>
<tr>
<th>Groups</th>
<th>Differences between means</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Advanced</td>
<td>20.387</td>
<td>0.0150</td>
</tr>
<tr>
<td>Elementary-Intermediate</td>
<td>15.004</td>
<td>0.0907</td>
</tr>
<tr>
<td>Intermediate-Advanced</td>
<td>5.383</td>
<td>0.7201</td>
</tr>
</tbody>
</table>

Note. Tukey-Kramer test with \( p = .05 \)

A one way ANOVA reveals statistically significant Differences across groups, 
\( F(2, 39) = 4.63, p = 0.02 \). The Tukey-Kramer test (alpha = 0.05) reveals statistically 
significant differences between advanced and elementary, and non-statistically 
significant differences for the other pairs, see Table 20. Table 19 shows that the mean 
of nominal clauses with errors is much higher in elementary, \( M. = 31.19 \), than in 
advanced, \( M = 10.80 \). This statistically significant difference between advanced and 
elementary levels is due to the production of more errors by elementary learners. 
Hence, the less production of nominal clauses with errors is an important indicator 
and measurement of oral proficiency development. It is also worth noting that the 
ability to produce a greater percentage of nominal clauses in general indicates 
development of oral proficiency level, as illustrated in the previous section, 4.5.2.1. 
To sum up, the amount of production and accuracy of nominal clauses are considered 
significant measurements of oral proficiency level.
4.5.2.3 Relative Clauses

All calculations are based on the percentage scores of relative clauses in each speech.

Table 21. Measures of Relative clauses for each subject in the three proficiency levels (n= 14 per group).

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw score</td>
<td>Raw score</td>
<td>Raw score</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>4</td>
<td>12.90</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>2</td>
<td>7.69</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>1</td>
<td>5.56</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>10</td>
<td>43.48</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>7</td>
<td>8.43</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>1</td>
<td>3.33</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>2</td>
<td>9.52</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>6</td>
<td>11.54</td>
</tr>
</tbody>
</table>

Note. Percentage scores of relative clauses with respect to T-units.

Table 22. Means and standard deviations of Relative clauses.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.78</td>
<td>7.82</td>
<td>12.25</td>
</tr>
<tr>
<td>SD</td>
<td>4.11</td>
<td>11.08</td>
<td>9.25</td>
</tr>
</tbody>
</table>

Table 23. Results of the Tukey-Kramer test for relative clauses (n= 14 per group).

<table>
<thead>
<tr>
<th>Groups</th>
<th>Differences between means</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Advanced</td>
<td>-9.471</td>
<td>0.0168</td>
</tr>
<tr>
<td>Elementary-Intermediate</td>
<td>-5.040</td>
<td>0.2842</td>
</tr>
<tr>
<td>Intermediate-Advanced</td>
<td>-4.431</td>
<td>0.3751</td>
</tr>
</tbody>
</table>

Note. Tukey-Kramer test with $p = .05$
A one way ANOVA shows statistically significant differences for group, $F(2, 39) = 4.19$, $p = 0.02$. This difference is further analyzed by the Tukey-Kramer test (alpha = 0.05) to show that the difference across groups is statistically significant for only the elementary and advanced levels, $P = 0.016$, see Table 23. Although it is clear from Table 22 that the means of groups increase across adjacent levels, the Tukey-Kramer test does not reveal statistically significant results for consecutive levels, elementary and intermediate; intermediate and advanced.

4.5.2.4 Erroneous Relative Clauses

Erroneous relative clauses were calculated to measure each student's ability to produce accurate relative clauses. All statistics are based on percentage scores of the proportion of erroneous relative clauses to total number of relative clauses, Table 24.

Table 24. Measures of erroneous relative clauses for each subject in the three proficiency levels (n= 14 per group).

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw score</td>
<td>RELE%</td>
<td>Raw score</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Note. Percentage of error relative clauses to total number of relative clauses.
Table 25. Means and standard deviations of erroneous relative clauses in each group.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>18.57</td>
<td>30.8</td>
<td>15.17</td>
</tr>
<tr>
<td>SD</td>
<td>38</td>
<td>37.08</td>
<td>28.17</td>
</tr>
</tbody>
</table>

Table 26. Results of the Tukey-Kramer test for erroneous relative clauses \((n = 14 \text{ per group})\).

<table>
<thead>
<tr>
<th>Groups</th>
<th>Differences between means</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Advanced</td>
<td>3.398</td>
<td>0.9638</td>
</tr>
<tr>
<td>Elementary-Intermediate</td>
<td>-12.228</td>
<td>0.6234</td>
</tr>
<tr>
<td>Intermediate-Advanced</td>
<td>15.626</td>
<td>0.4653</td>
</tr>
</tbody>
</table>

*Note.* Tukey-Kramer test with \(p = .05\)

A one way ANOVA shows that there are not any statistically significant differences across groups, \(F (2, 39) = 0.79, p = 0.46\). The Tukey-Kramer test with \(alpha = 0.05\) also shows non-statistically significant results across all groups, see Table 26. However, Table 25 shows the intermediate level to have the highest mean = 30.80, which is much higher than the mean of the advanced level = 15.17 with difference between means = 15.626. Therefore, the intermediate group is the most to produce inaccurate relative clauses and the lower levels rarely use it. Finally, the accuracy of relative clauses cannot be considered a reliable indicator of the development of oral proficiency.
4.5.2.5 Adverbial Clauses

The development of adverbial clauses is measured by calculating the percentage of adverbial clauses to total number of T-units in each speech as shown in Table 27.

Table 27. Measures of Adverbial clauses for each subject in the three proficiency levels (n= 14 per group).

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw score</td>
<td>Raw score</td>
<td>Raw score</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>

Note. Percentage scores of adverbial clauses over total number of utterances.

Table 28. Means and standard deviations of adverbial clauses.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>22.74</td>
<td>30.83</td>
<td>27.80</td>
</tr>
<tr>
<td>SD</td>
<td>13.37</td>
<td>13.60</td>
<td>15.40</td>
</tr>
</tbody>
</table>
Table 29. Results of the Tukey-Kramer test for adverbial clauses 
\(n= 14 \text{ per group} \).

<table>
<thead>
<tr>
<th>Groups</th>
<th>Differences between means</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Advanced</td>
<td>-5.058</td>
<td>0.6152</td>
</tr>
<tr>
<td>Elementary-Intermediate</td>
<td>-8.090</td>
<td>0.2963</td>
</tr>
<tr>
<td>Intermediate-Advanced</td>
<td>3.032</td>
<td>0.8385</td>
</tr>
</tbody>
</table>

*Note: Tukey-Kramer test with \( p = .05 \)*

A one way ANOVA shows non-statistically significant results, \( F(2, 39) = 1.17, p = 0.32 \). Tukey-Kramer test \( (p = 0.05) \) also shows non-statistically significant results for differences across groups, as shown in Table 29. These findings indicate that the production of adverbial clauses cannot be used as a measurement or indicator of development of oral proficiency. However, it is important to observe the means in Table 28 as they show high means for all groups. This indicates that elementary and intermediate levels can produce a considerable percentage of adverbial clauses, and hence it is an easily acquired syntactic feature at earlier stages.

4.5.2.6 Erroneous Adverbial Clauses

The percentage of erroneous adverbial clauses is calculated to show the learners' ability to produce accurate adverbial clauses at each proficiency level. They are measured by calculating the percentage scores of adverbial clauses with errors over the total number of adverbial clauses in each oral presentation, as illustrated in Table 30.
Table 30. Measures of erroneous adverbial clauses for each subject (n = 14 per group).

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Raw score</th>
<th>ADVE%</th>
<th>Raw score</th>
<th>ADVE%</th>
<th>Raw score</th>
<th>ADVE%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>20</td>
<td>4</td>
<td>23.53</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>22.22</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>30</td>
<td>4</td>
<td>17.39</td>
<td>1</td>
<td>11.11</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>41.67</td>
<td>1</td>
<td>7.69</td>
<td>1</td>
<td>16.67</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>16.67</td>
<td>1</td>
<td>9.09</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>25</td>
<td>4</td>
<td>66.67</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7.69</td>
<td>1</td>
<td>3.45</td>
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<td>9</td>
<td>1</td>
<td>25</td>
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<td>22.22</td>
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<td>13.33</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>22.22</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>33.33</td>
<td>2</td>
<td>22.22</td>
<td>0</td>
<td>0</td>
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<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>33.33</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note. Percentage scores of error adverbial clauses over total number of adverbial clauses in each speech.

Table 31. Means and standard deviations of erroneous adverbial clauses.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>17.06</td>
<td>16.57</td>
<td>6.02</td>
</tr>
<tr>
<td>SD</td>
<td>14.46</td>
<td>18.08</td>
<td>6.31</td>
</tr>
</tbody>
</table>
Table 32. Results of the Tukey-Kramer test for erroneous adverbial clauses 
\((n = 14 \text{ per group})\).

<table>
<thead>
<tr>
<th>Groups</th>
<th>Differences between means</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Advanced</td>
<td>11.041</td>
<td>0.1012</td>
</tr>
<tr>
<td>Elementary-Intermediate</td>
<td>0.489</td>
<td>0.9953</td>
</tr>
<tr>
<td>Intermediate-Advanced</td>
<td>10.552</td>
<td>0.1218</td>
</tr>
</tbody>
</table>

*Note.* Tukey-Kramer test with \(p = .05\)

A one-way analysis of variance (ANOVA) shows non-statistically significant differences for erroneous adverbial clauses, \(F(2, 39) = 2.84, p = 0.07\). The Tukey-Kramer test (\(alpha= 0.05\)) does not reveal any statistically significant results for differences between pairs of groups, as illustrated in Table 32. In spite of these non-statistically significant results, a clear difference appears between the means of the elementary and advanced levels where the mean of the elementary level, 17.06, is much higher than that of the advanced level, 6.02. However according to the Tukey-Kramer test, the accuracy in the production of adverbial clauses does not increase with higher levels and cannot be used as an indicator or a measurement of the development of oral proficiency.

4.5.3 Clausal Density

Clausal density is used to measure the development in the use of subordination across levels. It is calculated by dividing the total sum of all main and subordinate clauses (T-units + nominal clauses + relative clauses + adverbial clauses) by the total number of T-units (see Table 33).
Table 33. Measures of clausal density for each subject (n= 14 per group).

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.56</td>
<td>2.09</td>
<td>2.04</td>
</tr>
<tr>
<td>2</td>
<td>1.65</td>
<td>2.18</td>
<td>2.09</td>
</tr>
<tr>
<td>3</td>
<td>1.63</td>
<td>1.71</td>
<td>2.30</td>
</tr>
<tr>
<td>4</td>
<td>1.67</td>
<td>1.80</td>
<td>2.24</td>
</tr>
<tr>
<td>5</td>
<td>1.67</td>
<td>2.65</td>
<td>2.24</td>
</tr>
<tr>
<td>6</td>
<td>1.29</td>
<td>2.42</td>
<td>2.31</td>
</tr>
<tr>
<td>7</td>
<td>1.65</td>
<td>2.00</td>
<td>1.80</td>
</tr>
<tr>
<td>8</td>
<td>1.50</td>
<td>2.27</td>
<td>1.77</td>
</tr>
<tr>
<td>9</td>
<td>1.48</td>
<td>2.57</td>
<td>1.91</td>
</tr>
<tr>
<td>10</td>
<td>1.58</td>
<td>1.56</td>
<td>2.57</td>
</tr>
<tr>
<td>11</td>
<td>1.63</td>
<td>1.33</td>
<td>1.89</td>
</tr>
<tr>
<td>12</td>
<td>1.93</td>
<td>1.66</td>
<td>1.35</td>
</tr>
<tr>
<td>13</td>
<td>1.22</td>
<td>1.93</td>
<td>1.86</td>
</tr>
<tr>
<td>14</td>
<td>1.43</td>
<td>1.71</td>
<td>2.04</td>
</tr>
</tbody>
</table>

Note. Each score is calculated by dividing total number of main and subordinate clauses by total number of T-units.

Table 34. Means and standard deviations of clausal density.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.56</td>
<td>1.99</td>
<td>2.03</td>
</tr>
<tr>
<td>SD</td>
<td>0.18</td>
<td>0.39</td>
<td>0.30</td>
</tr>
</tbody>
</table>

Table 35. Results of the Tukey-Kramer test for clausal density (n= 14 per group).

<table>
<thead>
<tr>
<th>Groups</th>
<th>Differences between means</th>
<th>P. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Advanced</td>
<td>-0.466</td>
<td>0.0007</td>
</tr>
<tr>
<td>Elementary-Intermediate</td>
<td>-0.428</td>
<td>0.0017</td>
</tr>
<tr>
<td>Intermediate-Advanced</td>
<td>-0.038</td>
<td>0.9419</td>
</tr>
</tbody>
</table>

Note. Tukey-Kramer test with p = .05

The ANOVA reveals statistically significant differences for group, $F(2, 39) = 10.17, p = 0.00$, which indicates that clausal density is a considerable measure of oral
proficiency level. The results of Tukey-Kramer test (alpha= 0.05) further confirms this by showing statistically significant differences between advanced and elementary; intermediate and elementary, see Table 35. However, non-statistically significant results are shown for the difference between advanced and intermediate groups. In conclusion, the use of subordinate clauses is considered a sensitive measurement of oral proficiency level and development.

4.6 Summary of Results

The purpose of the present investigation was to find syntactic variables that act as measurement units of the level and indicators of the development of oral proficiency. Eleven variables have been examined across three proficiency levels of EFL learners in order to measure verbal fluency, grammatical accuracy, subordination, and syntactic accuracy.

All variables show statistically significant results except for four variables namely, adverbial clauses, erroneous adverbial clauses, erroneous relative clauses and MLU. Fluency is considered the most sensitive construct of oral proficiency level since highly significant results are revealed across all groups with regards to the measures of the first variable, word per minute (see Table 3), and across all groups except between elementary and intermediate with respect to the second variable, error-free utterances/minute (see Table 6).

Grammatical accuracy and subordination measured by the frequency of error-free-utterances and density of clauses, respectively, also reveal statistically significant results for the differences between means across all groups except for the difference between intermediate and advanced (see Tables 11& 35). On one hand, a clear development occurs between elementary and advanced levels with respect to all
statistically significant variables according to the results shown by the Tukey-Kramer test \((\alpha = 0.05)\). On the other hand, none of the variables show statistically significant results in the difference between intermediate and advanced except word/minute and error-free-utterances/minute variables for verbal rate and facility.

Finally, it is important to order the investigated variables according to their accuracy as a unit of measurement and their sensitivity to the development of oral proficiency.

The following order better illustrates the degree of accuracy and sensitivity of variables from the highest to the lowest:

1. Develop across all consecutive levels: Word/minute.
2. Develop across all levels except between elementary and intermediate:
   Error-Free utterances/minute.
3. Develop across all levels except between intermediate and advanced:
   Error-Free utterances, Clausal density, and Nominal clauses.
4. Develop from elementary to advanced only without showing any development across consecutive levels: Relative clause, Nominal clause with error.
5. Does not show any significant development: Mean length of utterance (MLU), Relative clause with error, Adverbial clause, and Adverbial clause with error.
Chapter 5

Discussion

5.1 Introduction

The aim of the present study was to identify indicators of development in second language learners’ oral proficiency by means of measuring development in a number of syntactic variables. This thesis also helps evaluate the effect of the oral presentation task on fluency, grammatical accuracy, and the production and accuracy of complex syntax. These objectives are hence reached by observing the production of T-units and subordinate clauses in the oral presentations of three proficiency levels of EFL adult learners and by measuring the differences across groups. This chapter attempts an interpretation of findings and offers a comparison of these findings with the literature. The findings are discussed in relation to four major constructs: fluency, grammatical accuracy, syntactic complexity, and syntactic accuracy (clausal accuracy). Results of each variable are interpreted with respect to its reliability as a unit of measurement of oral proficiency in EFL learners, and as an indicator of the development of oral proficiency.

5.2 Interpretation of Findings and Previous Research

5.2.1 Oral fluency

Oral Fluency is the ability to produce words and grammatical structures easily and accurately without long pauses (Johnson & Johnson, 1999, p.3). Finding objective units to measure fluency in EFL learners is crucial due to being a major factor of oral proficiency. Two variables are considered for measuring the two traits of fluency:
number of words per minute to measure verbal rate and facility, and amount of error-
free utterances per minute to measure rate of accuracy.

5.2.1.1 Verbal facility: Words per minute

The learners' ability to speak with higher speed and produce an adequate
number of words per minute highly increases from one proficiency level to the other.
Word per minute is, therefore, considered the most reliable indicator of the
development of oral proficiency due to its significant increase across consecutive
proficiency levels. This is observed in the following random samples from learners'
transcripts. A female student in the advanced group, for example, produces 561 words
in 3 minutes and 35 seconds; a female in the intermediate level produces 480 words in
almost the same time 3 minutes and 57 seconds; while the highest number of words in
the elementary level is 369 words in 8 minutes and 40 seconds. The development of
number of words per minute across successive levels shows that the oral presentation
task reflects the highest fluency in all proficiency levels. Similarly Stoll et al. (1976)
concluded that oral presentations require great amount of information and hence the
production of great amount of words by the learner. Moreover, it was also reported in
previous research (Bardovi-Harlig, 1997; Lantolf & Ahmed, 1989; Lantolf & Kanji,
1982; Salaberry & Lopez-Ortega, 1998; Stoll et al., 1976; Tarone, 1985) that oral
discursive tasks enhance fluency.

5.2.1.2 Accuracy rate: Error-Free utterances per minute

The rate of producing grammatically accurate utterances is also an important
indicator of the development of fluency across oral proficiency levels. The learners'
ability to produce a high percentage of grammatically accurate utterances in a short
time increases from elementary to advanced and from intermediate to advanced; however, a slight development occurs between the stages elementary and intermediate. Notwithstanding, the significant increase in grammatical accuracy (the percentage of error-free utterances in their oral presentations), the ability of elementary students to produce more error-free utterances per minute does not significantly develop in the intermediate stage. This could be due to the fact that the learners in elementary and intermediate levels are still in the stage of making hypotheses about the accuracy of their utterances (Swain, 1985) and consequently having low rate of grammatically error-free production. Kowal et al., (1997) reported that making a hypothesis about a new structure led to the student's hesitance which even impeded the task to ask about the new structure. On the other hand, the rate of producing grammatically accurate utterances (error-free utterances) develops with a faster rate from intermediate to advanced. As the learners in the intermediate level complete the acquisition of a number of grammatical structures, the development afterwards occurs in the rate of producing accurate utterances. Finally, word per minute and error-free utterances per minute are considered two reliable variables to measure fluency and hence the development and level of oral proficiency. These findings also highlight the effectiveness of the oral presentation as a task in enhancing fluency due to its stimulation of the highest performance of each level.

5.2.2 Grammatical accuracy

5.2.2.1 Percentage of Error-Free utterances

Grammatical accuracy is measured by calculating the percentage of error-free utterances to total number of utterances in each oral presentation. Percentage of error-free utterances shows the learners' ability to produce grammatically accurate
sentences in each level. All types of grammatical errors are considered in the process of coding error-free utterances, i.e. articles, subject-verb agreement, pronouns. However, for the purpose of the present study, semantic errors or wrong use of words are not considered if they do not affect the grammatical accuracy of the utterance. The following two utterances by two advanced level male students are not considered grammatically accurate due to the wrong use of the article 'the' and the repetition of the subject by using the pronoun 'they' in the first and second utterances, respectively.

1. We can give *(the)* success a small definition.

2. Athletes and musicians *(they)* have different goals.

These measures were used in previous research that aimed at measuring grammatical accuracy and syntactic development in second language learners (Gaies, 1980; Halleck, 1995; Larsen-Freeman, 1978; Monroe, 1975; Scott & Tucker, 1974; Van, 1978). Consistent with all previous studies, the present study finds that the proportion of error free utterances to total number of utterances is a valid measurement and indication of the development of second language proficiency level. However, most of these investigations were conducted on writing samples with the exception of Halleck (1995) that measured error free utterances in the oral discourse tasks used for the ACTFL speaking proficiency test. Consistent with Halleck, the measures of error free utterances in this study have not shown any statistically significant differences between advanced and intermediate level learners. It is worth noting that Halleck’s lowest level is intermediate and highest is superior; thus, Halleck's study starts with one level higher than the current study.
The non-significant difference between advanced and intermediate is puzzling. One possibility could be the learners' fast acquisition of grammar at earlier stages. Most of the grammatical features are introduced to the learners by the intermediate level, and hence the development in the oral performance of students in higher levels does not greatly depend on grammatical accuracy as much as other more syntactically complex features. The learners are able to produce an adequate percentage of grammatically accurate utterances in their oral presentations by reaching the intermediate level. A student in the intermediate level, for example, was able to produce 61.11% grammatically accurate utterances of the total number of utterances in his oral presentation. A point worth noting, all variables investigated in this study except for word per minute and error-free utterances per minute did not show statistically significant differences between the advanced and the intermediate levels; therefore, it could be inferred that the learners in both groups have very close oral proficiency levels. This is clear in the performance of a female student in the advanced level who produces 62.75% grammatically accurate utterances, which is very close to the percentage produced by the intermediate student mentioned above. Thus, a higher level of advanced learners could have shown statistically significant differences. To sum up, percentage of error-free utterances in an oral presentation is a reliable measurement and a significant indicator of the development of oral proficiency of EFL learners, especially at lower levels.

5.2.3 Syntactic complexity

Except for MLU, the syntactic variables investigated in this study are the same as those investigated in many studies that aimed at observing syntactic development across age groups of native speakers of English. Second language research has
measured syntactic development of second language learners through calculations of Error-Free utterances and mean length of T-unit. However, they have not investigated the development of the different types of subordinate clauses in oral discourse across proficiency levels. Moreover, clausal density was not measured in these studies since mean length of utterance was considered an index of subordination. Therefore, the results of the present study for MLU is compared to second language research (Gaies, 1980; Halleck, 1995; Larsen-Freeman, 1978; Monroe, 1975; Van, 1978) and for nominal, adverbial, and relative clauses, and clausal density are compared to and contrasted with results of syntactic development in first language research (Berman et al., 2002; Nippold et al., 2005; Nippold et al., 2007; Verhoeven et al., 2002). Most of the results for the syntactic variables in this study are consistent with those investigated in different age groups in first language research. Most of these variables reveal statistically significant development across age levels of native speakers (Hunt, 1956; Nippold et al., 2005; Nippold, Mansfield, & Billow, 2007; Verhoeven et al., 2002).

5.2.3.1 Mean length of utterance

Mean length of utterance (MLU) does not reveal any statistically significant results. Therefore, the MLU cannot be used to measure the development of oral proficiency across different levels of EFL learners. This is possibly because a longer utterance could occur due to the use of wrong vocabulary item or making hypotheses about new grammatical structures and not due to an advanced ability to use subordination, which is considered a reliable indication of syntactic development as a result of the increase of clausal density across proficiency levels. Examples of long utterances by elementary students are illustrated in the following transcripts:
3. And I still have dreams I want to get it like have a children, make good house.

4. And I at last I can make analyzing the site and how many programs using for making that site.

5. When you equal any errors, must be not don't be angry but must be extract your wrong or learn from your wrong.

These findings contradict Halleck (1995), who found statistically significant results across proficiency levels, taking into consideration that Halleck (1995) did not have elementary level and that the statistically significant results was due to the differences between superior and intermediate levels. However, the current study shows the same results as Halleck for the difference between advanced and intermediate, as the differences between those two levels did not show any statistically significant results in both studies. Similar to Halleck (1995), mean length of T-unit also revealed statistically significant results in Larsen-Freeman (1978), and Monroe (1975) with respect to second language writing. However, in both studies MLU did not show significant differences between adjacent levels. In compliance with the current findings, Gaies (1980) argued for the non validity of MLU to measure second language syntactic development and Van (1978) did not find any correlation between MLU and TOEFL scores. In other words, high proficiency levels according to TOEFL scores did not produce longer MLU. Thus, MLU is not considered a reliable indicator of second language development, especially across adjacent high proficiency levels. Gaies (1980) argued that a T-unit could be longer due to the use of coordination or interference of wrong words rather than the use of subordinate clauses or higher complexity.
5.2.3.2 **Clausal density**

Although MLU does not increase with higher proficiency levels, the density of clauses does, making this variable a more reliable indicator of the development of oral proficiency. Clausal density is calculated by adding up main clauses, nominal, adverbial and relative clauses and then dividing the total by the total number of utterances (T-units). Results show that the production of subordinate clauses significantly increases from elementary to intermediate, and from elementary to advanced. The higher the proficiency level, the greater the ability to use more subordinate clauses is. This is illustrated in the following samples by students from elementary and intermediate levels, respectively,

6. Our personality, our attitude, our tactics, our confidence, all this play an important role towards *achieving our goal/s (1)* [ADV].

7. *For me, being a good mother (1) [NOM] is being successful (2) [NOM] because nowadays it is very difficult (3) [ADV] to be a good mother (4) [NOM].*

Although the first utterance has almost the same length as the second, it includes only one subordinate clause; while the second utterance by the intermediate student includes four subordinate clauses.

Different findings are revealed with regards to the difference between intermediate and advanced levels. Again, like most other variables no clear development appears between those two higher levels, and their means are quite close, 1.99 and 2.03, for intermediate and advanced respectively (see Figure 1). These
findings indicate the possibility that the learners' ability to produce subordination is almost mastered by the intermediate level. Another possible interpretation of these results is that both intermediate and advanced level learners have close proficiency levels and different results might have been revealed had the study investigated a higher advanced level. In conclusion, clausal density is an important indicator of the development of oral proficiency and can be used as a unit of measurement of oral proficiency level. The increase in the use of subordination across levels highlights the effectiveness of oral presentations in stimulating the maximum use of subordination in EFL learners.

5.2.3.3 Nominal clauses

The most sensitive type of subordinate clauses to oral proficiency levels is the nominal clause. The production of nominal clauses highly increases with higher proficiency. Nominal clauses are considered very sensitive to syntactic development across most proficiency levels; however, they did not show the same degree of sensitivity across different age groups of native speakers of English. Moreover, nominal clauses and clausal density in L1 studies show statistically significant results in conversation discourse genre (Nippold et al., 2005) and certain expository tasks (Nippold et al., 2007) only and not in all expository discourse tasks. Similar to the current findings, in L1 (Berman et al., 2007; Nippold et al., 2005; Nippold et al., 2007; Verhoeven et al., 2002) nominal clauses were used increasingly by children in expository discourse which is also the case for the elementary level in this study as all groups reveal high means for their production of nominal clauses.

A development occurs from elementary to intermediate and advanced. The mean in intermediate and advanced is almost double that of elementary, 33.88 for
elementary, 60.42 for intermediate and 62.91 for advanced. In spite of this great increase across the two lower levels, no clear development appears across the two upper levels, intermediate and advanced, as their means indicate very close performance. In general, nominal clauses are the most used among all types of subordinate clauses, as illustrated in Figure 2 below. The learners tend to use a high rate of nominal clauses in their oral presentations. One of the intermediate students produces 109.68% nominal clauses of his total utterances, and one in advanced produces 82.61% nominal clauses. This means that they use more than a nominal clause per utterance. In the following sample, a learner in the advanced level produces three nominal clauses in one utterance.

8. You have to know what you like [NOM] and what career you want [NOM] to take [NOM].

Figure 1. Means of subordinate clauses for all levels.
5.2.3.4 Adverbial clauses

The adverbial clause has not shown any statistically significant differences across proficiency levels due to their relatively high frequency in the elementary and intermediate groups. This is consistent with findings for L1 age groups in previous research (Berman & Verhoeven, 2002; Gutierrez-Clellen et al., 1994; Nippold, Billow & Mansfield, 2005; Nippold, Hesketh et al., 2005; Nippold et al., 2007). In these studies, children used adverbial clauses as frequently as adults in expository discourse. Similarly, one of the main reasons for the statistically non-significant differences in this study could be the high mean of the elementary group, which shows that they produce a high proportion of adverbial clauses in their utterances. The mean for the production of adverbial clauses is 22.74; while that of total utterances is 25.57. In other words, the elementary learners can produce a greater percentage of adverbial clauses than the advanced level. Therefore, it should be concluded that the adverbial clause is one of the easily acquired syntactic features that can be adequately produced by elementary level students.

The students' potential to use adverbial clauses was also clear in their transcripts as they were capable of producing two adverbial clauses in one utterance, as illustrated in the following extracts,

9. If you look at three condition [ADV] to achieve your success in your career [ADV]. you must be you say is very easy but with pleasure of life and interest to your life.

10. In my life, I try to improve my self by take courses for me for computer and English [ADV] because I need to be in good career [ADV].
Elementary students frequently used *if* conditional, adverbial clauses of reason and result although their course did not include *if* conditionals nor adverbs of reason. Their grammar lessons focused on tenses, quantifiers, and comparatives and superlatives. Therefore, no direct instruction could have led to their use of adverbial clauses at this stage. Finally, adverbial clauses cannot be considered an indication of higher oral proficiency, nor can be used as a unit of measurement to determine proficiency level. These findings highlight the efficiency of oral presentations in stimulating the use of complex syntax in lower levels.

### 5.2.3.5 Relative clauses

Similar to first language research (Berman & Verhoeven, 2002; Nippold, Billow & Mansfield, 2005; Nippold, Hesketh et al., 2005; Nippold et al., 2007; Verhoeven et al., 2002), relative clauses in this study show statistically significant results; however, in first language research it is considered the most sensitive indicator of syntactic development whereas in the present study statistically significant results appear only for the difference between elementary and advanced and not across adjacent groups. Thus, relative clauses are not considered the most sensitive indicator of second language syntactic development. This conclusion is also supported by Scott et al. (1974) findings where EFL students did not reveal any progress in the production of relative clauses after a one year intensive English program.

The relative clause can be used as a nominal, adverbial or an adjectival clause; however, in this study if a relative clause is found to be a nominal or adverbial clause, it is not calculated. Only relative clauses functioning as adjectival clauses
are coded, as illustrated by the following extracts from speeches by an intermediate student (11) and an advanced student (12) respectively.

11. Laziest cannot achieve or find within themselves the prime point/s in our personality/s which make you different from any one else [REL].

12. Me and my colleagues have their wants, something that is not available [REL].

Elementary students rarely produce the relative clause as the mean is only 2.78% of the total utterances per student. Generally speaking, relative clauses are the least used subordinate clause type in all proficiency levels (see Figure 1). Comparing the means of the three types of subordinate clauses shows that the relative clause is the least used by all proficiency levels since the lowest means for nominal and adverbial clauses are 30.88 and 22.74, respectively, for the elementary group; while the highest mean for the relative clause is 12.25 for the advanced group. This low percentage of production could be due to the effect of the task of oral presentations or the topic of 'achieving success and planning for the future'. In conclusion, the relative clause is considered a reliable indicator of the development of oral proficiency across non consecutive levels. Thus, the acquisition of relative clauses is a long process that is mastered by reaching the advanced levels.

5.2.4 Syntactic (clausal) Accuracy and Swain's oral output hypothesis

The development of syntactic accuracy (clausal accuracy) and the decrease of the number of erroneous subordinate clauses in the advanced level support Swain's
oral output hypothesis theory (1985). The statistically significant increase of error free utterances and decrease of erroneous nominal clauses across elementary and advanced levels show that learners make hypotheses about acquired grammatical and syntactic structures at lower proficiency levels.

Figure 2. Means of Erroneous subordinate clauses

![Means of Erroneous Subordinate Clauses](image)

**5.2.4.1 Nominal clauses with errors**

The increase in the use of nominal clauses in higher proficiency levels is accompanied by an increase in the accuracy of using them as well. Accuracy of nominal clauses is measured by calculating the proportion of nominal clauses that include errors to the total number of nominal clauses used in each oral presentation. Scott et al., (1974) investigated subordinate clauses with errors; however, they calculated the students' errors in a pre-and post- grammar tests to observe development and not through observing types of clauses in their production. In this study nominal clauses are calculated with errors to assess the ability to produce nominal clauses, and without errors to find their ability to produce accurate syntax or nominal clauses.
The mean of each group shows that the proportion of nominal clauses with errors decreases from elementary to intermediate, from intermediate to advanced, and from elementary to advanced. However, the difference is only statistically significant between advanced and elementary. The development across levels occurs in both the percentage and accuracy of the production of nominal clauses. The fact that statistically significant results do not appear except between elementary and advanced reveals that the learners take a longer time to master syntactic accuracy with regards to the use of nominal clauses. A nominal clause with error is illustrated in the following extract from a speech by a learner in the elementary level.

13. I look just for my future and what can I do [NOME] to I see it beautiful or success.

5.2.4.2 Adverbial clauses with errors

With the extensive use of adverbial clauses in all proficiency levels, it was important to investigate the learners' ability to use it accurately in each level. Adverbial clauses containing errors are much fewer in advanced than in elementary and intermediate. This is very clearly illustrated in the difference between the means of groups, as the mean reaches 17.06 for the elementary level and only 6.02 in the advanced. However, intermediate and elementary levels produce almost the same proportion of erroneous adverbial clauses. To conclude, although learners at lower levels have a tendency to produce a great percentage of adverbial clauses in their utterances, they are not capable of using them accurately before they reach an advanced proficiency level.
These results illustrate that the production of accurate subordinate clauses, adverbial clauses in particular, is a long process that requires a longer duration to be processed and mastered by EFL adult learners. It cannot be easily developed across consecutive proficiency levels. A student in the intermediate level may still produce an utterance such as the following (14):

14. And then to have a computer, to study a computer science to can fight [ADV] [ADVE] or communication skill/s to can fight [ADV] [ADVE].

She cannot produce a correct form of the infinitive clause and because of her tendency to use two adverbial clauses in one utterance, she produces more errors. On the other hand, the advanced level production of adverbial clauses with errors is fewer and different. The following extract (15) is an example of an utterance with two adverbial clauses, one of which with an error in the form of the verb 'enhance'.

15. And then you try to achieve it by working hard [ADV] and enhance your performance in life [ADV] [ADVE].

In summary, the proportion of adverbial clauses with errors cannot be considered a reliable unit of measurement or an indicator of the development of oral proficiency across non consecutive levels.

5.2.4.3 Relative clauses with errors

The difficulty of acquiring relative clauses is better illustrated by the percentage of relative clauses with errors. Similar to Scott & Tucker (1974),
erroneous relative clauses in this study do not reveal a significant decrease in advanced levels. All differences across groups are non-statistically significant. However, the table of means, Table 25, shows new results with regards to all previous variables. It shows that the intermediate group produces the highest mean of errors, even more than the elementary group. The rare production of relative clauses in general highlights the late acquisition of relative clauses, consequently making the intermediate level a stage of making hypotheses about the newly acquired syntactic feature and experimenting with it, which accounts for the higher rate of use. The students make hypotheses about the use of the pronoun in the relative clause, as seen in extract (16), and the placement or the function of the relative clause as illustrated in extract (17) by another student in the intermediate level.

16. But we learn from someone we met (it) in the metro [REL], someone we met (it) in the class [REL] [RELE] say something.

17. And I advise every girl that she do/n't forget [REL] [RELE] that finally she is a girl.

Finally, relative clauses with errors cannot be considered a reliable measure of oral proficiency level.

5.2.4 Summary

Syntactic variables are used to measure the development of four constructs, fluency, grammatical accuracy, complex syntax, and syntactic accuracy. Oral fluency shows clear development across proficiency levels through the increase of the rate of words and error-free utterances per minute. Grammatically accurate utterances
develop in the intermediate level and the intermediate level learners become capable of producing adequate percentage of accurate structures while the development from intermediate to advanced becomes more related to the speed of producing these grammatically accurate structures.

Many of the variables used to measure syntactic complexity show clear development across proficiency levels. Syntactic complexity is observed through calculating clausal density, mean length of utterance, and the production of nominal, adverbial and relative clauses. All variables increased across levels indicating development of oral proficiency, except for mean length of utterance and adverbial clauses. Finally, the increase of clausal density from elementary to intermediate, and from elementary to advanced makes it a reliable measurement of oral proficiency development. It also sheds the light on the effectiveness of the task of oral presentations in stimulating the highest use of subordination in different proficiency levels.

The last construct to be discussed is syntactic accuracy. The ability to produce a certain type of a subordinate clause does not necessarily show the ability to use it accurately. Nominal clauses with errors significantly decreased from elementary to advanced levels. However, they did not decrease across consecutive levels, making it clear that the ability to accurately produce those types of subordinate clauses is a long process. Moreover, erroneous adverbial clauses and erroneous relative clauses did not decrease across the three proficiency levels. The highest percentage of erroneous relative clauses was produced by the intermediate group, probably, because of the rare usage of relative clauses in general by elementary learners. Finally, syntactic accuracy (clausal accuracy) does not significantly develop across proficiency levels except for the accuracy of nominal clauses which differs only across non-adjacent
levels. Therefore, the ability of producing accurate clauses indicates a slow and long process of development.
6.1 Theoretical Implications

The findings of the present study narrow the gap in second language research with regards to the development of types of subordinate clauses, and syntactic accuracy since syntactic development in second language research has only been investigated by measuring total number of T-units, mean T-unit length (MLU), percentage of error-free T-unit, and mean of error-free T-unit. In previous research, the use of the relative clause, and special types of nominal clauses were measured through tests, neither through oral presentations nor by syntactic measurements.

Moreover, the current study has used error-free utterances to measure fluency and syntactic accuracy (clausal accuracy). In previous studies mentioned in the literature review, error-free utterances are used to measure grammatical accuracy and syntactic development; thus, measures depended on proportion of total error-free utterances to total number of utterances, and mean length of error-free utterances. However, none of these studies used error-free utterances to measure fluency and hence it was never measured per minute. Accordingly, it was decided to measure rate of accuracy by calculating number of Error-Free utterances per minute.

Investigating the development of clausal accuracy is unique to this study. Although the term grammatical accuracy is extensively used in second language research, investigating the accuracy of certain types of subordinate clauses in particular has not been faced by the researcher in previous literature. Second language research has argued for the validity of the error-free utterance and the non validity of the T-unit as measurements of second language development (Gaies, 1980; Halleck, 1995; Larsen-Freeman, 1978; Monroe, 1975). Thus, measuring erroneous subordinate
clauses, separately for each type of subordinate clause (nominal, adverbial, and relative) was conducted in this study in an attempt to settle this argument of accuracy versus quantity when measuring the development of subordinate clauses used in this study.

The use of oral presentations to investigate syntactic complexity is another contribution of this research as most of the tasks used for measuring grammatical accuracy in the literature included interviews, narratives or considered narrative and explanation as one oral task (Halleck, 1995; Scott and Tucker, 1974).

6.2 Pedagogical Implications

6.2.1 Assessment of oral proficiency

The findings of this study can be considerably beneficial for assessment and curriculum design professionals. The sensitivity of many of the syntactic variables to the differences in the learners' performance across consecutive levels makes them reliable units of measurement of oral proficiency that can be used as criteria for placing learners in different proficiency levels. Institutions could possibly use the results of this study to set a minimum and maximum score to determine the learners' oral proficiency level and place them in classes accordingly. The samples investigated for this study included two minute presentations and yet revealed the learners' ability to produce all the variables. Therefore, some of these syntactic variables can be included in rubrics for oral presentations to assess oral language proficiency.

6.2.2 Curriculum Design

The development shown in some variables rather than the others may help in determining the order of grammatical and syntactic features to be introduced in the
courses designed for each proficiency level. The results have revealed that elementary students tend to use adverbial clauses as often as advanced level learners although in the SCE classes many adverbial clauses, i.e. *if conditionals* are introduced to the students at the intermediate level. The relative clause is shown to be one of the slowest features to develop and the rarest to be used by learners of all levels; thus, it needs to be more stressed in the curriculum.

### 6.2.3 Oral presentation as a Classroom Activity

The results also show the effectiveness of the oral presentation task in stimulating learners of all levels to produce grammatically accurate structures and subordinate clauses. The development of most of the variables across the three proficiency levels shows that oral presentations helped the learners to reach their highest peak in the production of subordination and accurate grammar for their level. Therefore, it might be used more in general English classes even if some of the class time is consumed in instructions on how to perform and how to organize ideas for an oral presentation.

### 6.3 Limitations of the Study

The findings of the current study cannot be generalized to other ESL or EFL learners, but further research might yield such generalizations. The close level of the advanced and intermediate students in this study also restricted the results to these samples as higher proficiency students can lead to different results. The findings of this study are also restricted to the category of participants used with their educational and social background in general English classes. Since no information was clear
about the effect of memorization on the production of structures at each proficiency level, memorization could have had an impact on the results.

6.4 Suggestions for Further Research

The findings of this study shed light on the validity and reliability of the used variables to measure oral proficiency level. Assessment studies can be conducted to further investigate the validity of these syntactic variables in measuring level of fluency and syntactic complexity. The development of these variables can be compared to TOEFL, ACTFL, and IELTS results. Moreover, the variables need to be examined in more and higher proficiency levels than that used in the present study.

The current results can be further investigated through other tasks and types of discourse, including other types of oral discourse, such as conversation and narrative. In addition, a variety of other oral tasks might also be investigated, such as debates, interviews and persuasive presentations. The production of students of the same level can be compared across two different types of discourse or two different tasks in order to find task effect on their oral proficiency. Further research can also investigate these variables in both oral and written modes of the same discourse genre to see if mode affects syntactic performance within the same level. Moreover, ESL and EFL learners do not usually show the same rate of second language acquisition and hence their syntactic development should be compared especially for oral discourse as ESL learners are usually provided with better and more opportunities of conversation with native speakers.
References


Appendix A: Transcripts recorded from Elementary level learners delivering expository oral presentations (C = T-unit, EF = error-free utterance, NOM = nominal clause, ADV = adverbial clause, REL = relative clause, NOME = erroneous nominal clause, ADVE = erroneous adverbial clause, RELE = erroneous relative clause).

Speaker 1: Age 28, Time 2:25

C My name is Mohamed_Fathy, age 28 [EF].
C I will speak about success [EF].
C Success is a vital factor in everybody/Z life [EF].
C Personality and attitude are play/3s an important role in our life.
C Personality and attitude plays an important role in our life to achieving success [ADV] [ADVE].
C Our personality, our attitude, our tactics, our confidence, all this play an important role towards achieveing our goal/s [ADV].
C Success is important to>
C I must to define success.
C My goal/s are be close to God [NOM] [NOME], be successful in my work [NOM] [NOME], have save a lot of money [NOM] [NOME].
C And I think something of these goal/s are go/ing to be good [NOM] [NOME].
C But the remaining I think which I>
E
C By studying
E when do you feel successful?
C When I get all I want [ADV] [REL] [EF].
E
C Be close to God [EF].
C That/'s all [EF].
C That/'s important [EF].
; 2:25

Speaker 2: Age 28, Time 4:25

C My name is Atef_Abdullah, 28 year/s old [EF].
C I want to say something about success [EF] [NOM].
C Success is very important in our life [EF].
C is>
C It give us a good feeling and make also>
C It can make be happy.
C And success is>
C If we want to be successful [ADV], we must be a choice my goal/s.
C First (the) we try to get it [NOM].
C (For me I want to) for me I try to improve [NOM] [NOME] my living standard and make my family happy [NOM] [NOME].
C So I am look/ing forward to getting high position in my job [NOM] [EF].
C And I try to improve my skill/s [NOM] [NOME] by studying English and computer/s and some course/s, some special course/s [ADV].
C I am work/ing in marketing field.
C And I think it very important role in our life and in any business.
C And I think (the successful man) the successful marketing man is the one [NOM] who can make a lot of achievement/s to his company [REL] [EF].
C And if we want to successfuls [ADV] [ADVE], we should be do our best.
C And at last to be self made man [ADV], you must be a successful man [EF] [ADV].
C Somebody like/3s successful.
C But nobody like/3s failing.
C It/'s finish.

Speaker 3: Age 24, Time 6:6

C Must people like to be successful in life.
C But the question what is the success?
C And how we can to achieve it?
C The success mean/3s different thing/s to different people.
C For example, somebody the success in get a lot of money.
C Another one see the success in when he live successful love story [ADV] [ADVE].
C Another one when he got a job.
C Anyway, there are many way/s to achieve my dream/s [ADV] or get my success [AVD].
C Number one.
C do/n't look back.
C Sorry, number one goal setting.
C I must know what I want to achieve [NOM] [NOM] (it).
C I must know what I want [NOM], what I need to achieve [NOM] [NOM] (it).
C There are many ways to achieve my success or my dream/s [AVD].
C And then I want to see [NOM] my future.
C That what I need, I need to see [NOM] it in my future.
C Number two.
C Do/n't look back.
C There is a phrase say "do/n't cry on spilt milk".
C I like it this say so much.
C I heard interview for Hussein Fahmy.
C The woman ask/ed him what do you do to still successful man[AVD] [ADVE] [NOM] [NOME].
C He answer/ed I have two way/s [NOM] that I walking on [REL] [RELE].
C Number one, I never listen to people speaking [ADV], just listen to my mind.
C Number two, do/n't look back.
C And do/n't look on my past.
C The past anyway go.
C I look just for my future and what can I do [NOM] [NOME] to I see it beautiful or success (ok[FP]).
C For example, I had some dream/s and I maked plan to get it [ADV].
C And thank for God, got my dream/s and got my goal/s, some goal/s not all [EF].
C Some goal/s I plan/ed to it and reach it.
C For example, my job.
C I like to be in high job [NOM] [NOME].
C but do/n't wait, do/n't still forget the job what I need.
C I can working in any job until I get my job [AVD] that I need [REL].
C Thank for God, I working a lot of job/s until got my job [ADV] that I want [REL], that I dream it [REL] [RELE].
C Number two.
C I dream/ed to have a car [NOM] [EF].
C Thank for God, I got my dreamed.
C And I still have dream/s I want to get it [REL] [RELE] like have a children, make good house.
C And I am planning my dreams.
; 6:6

Speaker 4: Age 25, Time 8:40

C My name is Khaled_About_Deif_Hassan, 25 year [EF].
C I want to talk about my goal/s of the work [NOM].
C And I want to talk about success [NOM] [EF].
C Success (is feeling) is a good feeling when we can finish [ADV], when we can make our wishe/s and my goal/s step by step [AVD].
C I graduat/ed from faculty of commerce, graduation year 2006 [EF].
C After that I work/ed in sales department at software company for 3 month/s under training.
C I had a good experience of communication skill/s [EF].
C And my work is depend on how to communication with my client/s by email or by phone or by fax [NOM] [NOME].
C After that I work/ed graphic designer.
C My senior saw me once time when I worked some design/s [ADV].
C He told me you must to learn graphic [NOM] [NOME].
C After that I learn/ed graphic design the culture center.
C I learn/ed there Photoshop and Installator and Coral Draw [EF].
C These program/s>
C We can create any website using these program/s [AVD] [EF].
C The way/s to achieves the goal/s.
C Number 1, speed finishing the work.
C And we can make schedule time to finish the work [ADV] [EF].
C There are inverse relationship between speed and quality to finish the work [AVD] [ADVE].
C The quality is increase, the speed is unincreased or disincreased.
C We can finish the work if we work team [ADV] [ADVE] and>
C But my goal/s, I want to work at a multinational company/s [NOM] [NOME].
C And I want to travel out the world [NOM].
C And I want to learn a lot of information about the graphic [NOM] [NOME].
C And I want to have a lot of money [NOM] [EF].
C And I want to have live beautiful life or a good life [NOM] [NOME].
C And I want to have experience for creation any website [NOM].
C And now I able to create any website [NOM] [NOME].
C And (I) at least I can make analyzing the site and how many programs using for making that site.
E Using what?
C Program/s using make for creation the site.
C In the past when I saw a website [ADV], a good website or beautiful website, I ask you many question/s how to make the site [NOM] [NOME].
C But now I can able to create any site [NOM] [NOME].
C That/'s my goal/s.
C I can to make a lot of design/s.
C I hope to have a lot of experience [NOM] for increase the salary for me [ADV] [ADVE] and to work [ADV] high company/s or multinational company/s.
C That/'s enough [EF].

; 8:40

Speaker 5: Age 25, Time 6:52

C Mohamed_Ramadan.
C I am 25 year/s old [EF].
C I want to talk about the success in our life.
C The success is achievement to your goal/s or your dream/s.
C There are many of way/s to achieve your goal/s in life [NOM] [NOME].
C But before that (you know) must be know your goal/s which you need achieve it [REL] [RELE] because there are successful [ADV] [ADVE] your sport or you familiar <>.
E Family.
C <For in your career>.
C And there are many of goal/s another.
C But I will talk in three only [EF].
C Firstly, success in familiar.
C If you want to achieve [NOM] success in your familiar [ADV], you must be do/n't dictator and must be acceptant some opinion from your family and the opinion which took it [REL] [RELE] must be building on pers..
E persuade
C And second goal which you would achieve it [REL] [RELE] like success in your sport.
C If you want achieve [NOM] [NOME] that [ADV] [ADVE], you must trainer much and eat good and sleep good and must be you have confidence and must be not convert to conceit.
C And third goal is achieve success in your career.
C This thing is very difficult to achieve success in [NOM] it.
C but prove easy achieve it.
C But this need some hard work.
C And must be to>
C Must be get on pleasure of your manager>
C And important of thing
C When you equal any error/s [ADV] [ADVE], must be not do/n't be angry but must be extract your wrong or learn from your wrong.
C If you look at three condition [ADV] to achieve your success in your career [ADV], you must be you say is very easy but with pleasure of life and interest to your life.
C You found it very difficult.
C Finally, we can extract if you achieve success in any goal/s [ADV], must be approach from God and must be work hard and must be put goal near goal and far goal in front of you.
C And now I need give [NOM] [NOME] life example on myself.
C When I was in second year/s in my college [ADV] [ADVE], I was careless and I was far from my God so I was failed [ADV] [ADVE].
C But I thinking many to arrive somewheres [ADV] to prepare myself [ADV].
C I found if I approach from God and work hard [ADV] so I>
C After that I began success in my study.
C That/'s enough [EF].

-6:52

**Speaker 6:** Age 25, Time 5:14

C My name is RedaMahrous [EF].
C I have 25 year/s old [EF].
C I work in Cadbury Egypt [EF].
C My point of view, the success from the knowledge (Ok [FP]).
C Knowledge is divided two ways.
C Number one.
C To know general knowledge about our live/s, a new news, a new happened doing in our life.
C Number two.
C This is a strongest area for me.
C The strongest thing for me my work specialist, special my career.
C I work in HR management [EF].
C HR is divided to a lot of parts, (Ok[FP]) Like training and recruitment and pay role, HR planning and development.
C I need to know everything [NOM] or most of thing/s, most of those (ok [FP]) to improve myself [ADV] and improve my career [ADV] and help [ADV]
C I need to say [NOM] something [EF].
C I love this work because I be the reason from Allah [ADV] [ADVE] to help the people [NOM] (ok [FP]).
C The main reason to >
C How I do that?
C By the following.
C Every new X.
C How I achieve my career?
C How I achieve my hope/s in the HR?
C To know all the new (ok [FP]) [EF].
C (To follow) following all the new.
C And to attend symposia.
C And take the training.
C I am here study English (to take the HR) to take the HR diploma [AVD] (ok [FP]).
C I take it before but by Arabic.
C That/'s all for my achievement for the HR (ok [FP]).
C My goal/s (baaa).
C Two year/s ago, I worked in the new company.
C There was (have) not any system (ok[FP]).
C I create the system for the HR recruiter (ok[FP]) and training structure chart and HR planning and HR plan for this company.
C And I create the program to collect the pay role for the one thousand and four hundred people [ADV].
C And this program is work/ing good until now (ok[FP]).
C And I think there is not have'n't, not have a lot of error _not _error [NOM] [NOME].
-5:14

**Speaker 7:** Age 33, Time 5:25

C My name is Mohamed AhmedRiad [EF].
C I am >
C my age 33 year/s old.
C The first one I want to speak [NOM] about success.
C And I need to say [NOM] success is the mean of life [NOM].
C I guess that success is how to make yourself [NOM] and how to be leader [NOM] [NOM], manager and manage your life [EF].
C And success in your life should be the aim in our life.
C And how to >
C We need success [EF].
C We did'n't slave for anything except God.
C When I want to discuss the way/s to success [ADV]>
C It/'s money or famous position or happy life [EF].
C I think it all, all of them.
C Now I remember example the Egyptian football team in 2006 and 2008.
C They did'n't the best team in Africa but the hard work and the hard training.
C They do the best [EF].
C And in the last month, they play with Italia and with Brazil.
C And (they) anyone believe what they do [NOM] because they did/n't know [ADV] or didn't >
C Because difference between us and Italy or and Brazil.
C But they win Italy.
C And they do very good match with Brazil.
C This example for success because we are not the best.
C But the work hard and honest they do this.
C In my life I try to improve myself [NOM] by take course/s [ADV] [ADVE] for me for computer and English because I need to be [NOM] in good career [ADV].
C When I work at smart village eight year/s ago [ADV] [ADVE], it/'s no building in this desert that/'s you want/ed it.
C It/'s desert.
C No anything.
C Now after 8 year/s, I see fifty three building and all the company go to went to it like Vodafone, Mobinil, Itasalat, exceed.
C I feel happy [EF].
C It/'s very happy.
C In my private life, I have one children.
C And I want him to be better than me [NOM] [EF].
C I try to learn [NOM] him how to be success from child [NOM].
C And I try to plan to all thing in my life because I want to be [NOM] successful man [ADV].
C It is>
C At the end, I want to say successful do/n't came from [NOM] [NOME] >
C You want to work hard and hard [NOM] to be successful [ADV] and to be the person [ADV] who deserve life [REL] [RELE].
Speaker 8: Age 23, Time 1:57

C My name is NohaRizk [EF].
C I have 23 year/s old [EF].
C Successful is very important thing in our life and in all over the world.
C Successful (ah)
C If you want to be [NOM] successful in your life [ADV], you need to do a plan [NOM] and develop your life [NOM] [EF].
C Number one to be active and not passive in home, in work [EF].
C Number two set your goals and make it to achieve it in the future [ADV].
C Number three make a plan [EF].
C About me, I'm working in HR department.
C And my position is junior HR [EF].
C And my goal/s in the future to be HR managing director.
C And it need some hard worker and read books, reading many books human resource plan.
C And finally, I want to be successful [NOM] in cooking [NOM] because>
C That/s all [EF].
-1:57

Speaker 9: Age 32, Time 3:47

C Hosam Fawzy, 32 years (ago) old.
C Now we will talk about success [EF].
C (Ok? [FP])
C When we talk about anything [ADV], firstly we must set completely definition of it.
C Then what/s the mean of success.
C Some people say the success is to having [NOM] [NOME] a lot of money [NOM] and be rich [NOM].
C And another say success is to go to [NOM] the heaven [NOM] [NOME] and have a good relationship with his God [NOM].
C And a lot and a lot of this.
C In my opinion, we must divide our life to five sections [EF].
C Number one, religious life, number two career life, number three health life, number four> (ok [FP]).
C We must to have a good relationship with my God, with Allah and have a good position in my career.
C And (ah) number four is personality life.
C And number five social life.
C (Ok [FP])?
C And I have to identify my personal defect and try to fixed it [NOM] [NOME].
C (This) that/s about definition of success.
C (ok [FP])?
C There is a lot of ways to make a success [ADV] [ADVE] or to achieve my goal/s [ADV].
C This way/s different with kind of this aim.
C I'll call it.
C But in generally, we have some tip/s.
C We must to do it.(ok [FP])?
C Number one.
C we have to completely identify my goal and what I need exactly [NOM] and writing in paper one two three four and ask myself some question/s, why you need this [NOM].
C Number two when you need it.
C Number three (why do) why will you do after getting it [ADV].
C That is all [EF].
C Finally, I hope to be [NOM] the best in all of this five of life.
C Thank you.

-3:47

Speaker 10: Age 24, Time 6:9

C My name is MohamedBakrseifEldin [EF].
C I am 24 year/s old [EF].
C Personally I find happiness in purpose [EF].
C So I consider that>
C I will talk about myself [EF].
C I need to have [NOM] my own business so I work hardly [ADV].
C And I need to make [NOM] a big family, my wife and two or three children [EF].
C I am working in sales in comfort continental of Egypt indoor [EF].
C I need to be [NOM] senior in it [EF].
C And after that, I need to have [NOM] my own business in any field, not the sales or not (ah) in architecture, in any thing/s, in any field.
C So I think have eight key/s to success [NOM] [NOME].
C First is possession.
C Passion fires any created man, is sometimes make me angry and sometimes make me love and need to cheer [NOM].
C Second key is ability to accept risk [NOM] [EF].
C It/’s good if I failure or success [NOM] [NOME].
C It/’s made me learn from my mistake [NOM] and made me stronger than before.
C Third key is high self esteem when I think I am well (for) of myself [NOM] [ADV].
C There is not selfish but this come from my honest, from my understanding, my talent.
C And I am working toward getting better [ADV] [EF].
C Fourth, (being nice with I am working with) being nice is good or is important because that I/’m nice or I/’m be/ing nice with people and work (with him) with them>
C That make them to help me, to provide me, to >
C Six key, how I know.
C I need to know [NOM] and be known by people [NOM].
C They will help me [EF].
C They will advice me [EF].
C They will hire me [EF].
C They will buy work from me.
C Seven, master in a craft.
C When I have a craft that made me professional [REL] [ADV], this that made me, may be that made me living [ADV], that made me I can live this work or this field.
C Eight or seven, talent.
C Talent is natural ability to do something extraordinary [NOM] [EF].
C I think success not need a take talent but a little bit of talent [NOM] [NOME].
C With seven key/s, I say it that/’s not to lead [NOM] my success in my life.
C Finally, I need my big goal [EF].
C And I'm have my own business.
C And I'm going to achieve it [EF].

Speaker 11: Age 31, Time 2:40

C My name is Ahmed_Samir, 31 year/s old [EF].
C I'm definition the success.
C Success is very important thing in the life to everybody.
C And everybody hope to success for everything.
C And when you make this, you are very happy [EF] [ADV].
C And I tell myself ok I hope to success [NOM] [NOME] for life and my work and take [NOM] high position in my company and (planning) success for planning in my life [NOM] [NOME] and my family.
C I want to take high position [NOM].
C Can you study and take more experience for job and take more course/s and can you take more master/s and learn more program in accounting.

Speaker 12: Age 18, Time 2:40

C I am Aya_Sultan [EF].
C I am 18 year/s old [EF].
C These my ambition/s.
C Number one, I must study hard to finish my university [ADV] because I want [ADV] to be an important engineer [NOM] [EF].
C So I take this course now and I will take a computer course next this course because it is very important now [AVD] to have a job [NOM] [EF].
C I will do all my best in my work to be professional [ADV] [EF].
C Number two, it is about my special life [EF].
C I want to founded [NOM] [NOME] a good man to make small family [ADV].
C I want my children to be the best person in the world [NOM].
C And when I succeed in my work and succeed in my special life [ADV], and I ask/ed my God to help/s me [NOM] to achieve my goal/s [ADV], then I will succeed in all fields in my life.
E What will you do to have a good family [ADV] [EF] and be an important person [ADV]?
C First I will study hard and must study hard to finish my university [EF] [ADV].
C And I take this course.
C And I will take a computer course to have a good job in important work [ADV].
E What if you have a conflict between family and work?
C I will I do/n't work.
E How are you going to make your family successful?
C Look after my husband and my children.
**Speaker 13:** Age 20, Time 1:53

C My name is Mohamed_Samy [EF].
C I have 20 (year/s ago) year/s old.
C When I am success in my life [ADV] [ADV], really I will be success in my work.
C So I should organize between my life and my work.
C My plan to be successful person.
C I should study hard [EF].
C I should get more course/s like English and German language and sales and administration and computer [EF].
C I should study hard in these course/s to make for me great future [ADV].
C I want to be [NOM] manager in multinational car/s company in Germany or England.
C This my dream in my work.
C In my life, I should choose wife, good wife and make together good family.
C When I achieve these goal/s [AVD], I will successful person and should please my parent/s and my God.
E So your success is to travel abroad?
E What if you can't?
E what will you do?
C Make course/s.
C And learn more language.
C And study hard in these course/s.
E What will you do in Egypt?
E How are you go/ing to be successful?
C Work in good company.
1:53

**Speaker 14:** Age 19, Time 3:12

C My name is Radwa_Mohamed [EF].
C I am 19 year/s old [EF].
C The meaning of success that everyone achieve his goal/s.
C There are several type/s of success.
C Number one.
C The success of economy.
C Number two.
C Political success.
C Number three
C Social success.
C The success for myself, I am in the faculty of trade.
C I want to become the banker [NOM], banker in the foreign bank.
C With more effort I want to become [NOM] the director of the bank.
C I want to be [NOM] very successful businesswoman [EF].
C To achieve this [ADV], I want to greatest my background on English.
C I want to greatest my background on computer and my language such as English, French, Germany.
C In economy success>
C In social success, I want to be [NOM] good wife and good mother.
C I hope to have six children [NOM] [EF].
C I want to do [NOM]>
C I am not sure that I will achieve all these goal/s [NOM] [EF].
C But I am sure that I will do my best [NOM] to achieve it [ADV] [EF].
C And that is successful to myself.
-3:12
Appendix B: Transcripts recorded from Intermediate level learners delivering expository oral presentations (C = T-unit, EF = error-free utterance, NOM = nominal clause, ADV = adverbial clause, REL = relative clause, NOME = erroneous nominal clause, ADVE = erroneous adverbial clause, RELE = erroneous relative clause).

Speaker 1: Age: 27, Time: 5:28

C My name is Dina Maher [EF].
C I am 27 year/s old [EF].
C First of all, success is a wide word to talk about [ADJ] or to define [ADJ] [EF].
C But I think it will be very easy [NOM] to talk about success [NOM], about personality/s and ability/s of each person.
C For example, if we have two person/s [ADV] (have), one of them have ability/s more than the other [ADJ] and they are in the same field [ADJ] but both achieve the same thing [ADJ] or achieve the same result/s, so I think the first one who has more ability/s [REL] [ADJ] >
C He did/n't succeed.
C But the other (he) use all his ability/s to achieve success [ADV].
C Also the first one can use all his ability to be a successful person [ADV] or to be >
C he has all the ability/s to be better than that [ADV] [EF].
C I think Magdy Yacoub is one of the good example/s of success [NOM] because he began here in Egypt [ADV] [EF].
C He succeed.
C And he was very brilliant in his field or his career.
C But he found here many obstacle/s to complete his research/s [NOM].
C And many doctors did/n't want him to be something [NOM] [EF].
C But he was sure of hisself.
C And he want to complete his way [NOM] so he travel/ed to London [ADV] [EF].
C And he make all his research.
C He travel/ed also to France to make the first operation of cardiac surgery [ADV] for a baby has three day/s only [REL] [RELE].
C And all the channel/s of France cut her show/s to announce this operation [ADV].
C He did/n't stop at this point only [EF].
C He became the second important doctor in the world [EF].
C And for all he did/n't>
C Although all this, he did/n't forget Egypt [EF].
C He insist/ed to come every year to Egypt [NOM] to make surgery in ElKasr Eleiny for poor people [ADV] [EF].
C And his satisfaction is to learn more [NOM] and to make people happy [NOM] [EF].
C For me, being a good mother [NOM] is being successful [NOM] because nowadays it is very difficult to be a good mother [NOM] [ADV] [EF].
C And in my opinion, for my personality, I do/n't have anything I want to realize [NOM] [REL] except to be a good mother [NOM] [EF].
C For being a good mother [ADV], I think I must complete learning everything [NOM] [EF].
C If I am a doctor [ADV], I must complete learning in this field [NOM] [EF].
C I must take also good language/s or speak many language/s [EF].
C I should learn about how to educate my kid/s [NOM] and how to accelerate their skill/s [NOM].
C And for me, the great success is to see them [NOM] best than I expect [ADV].
C And I think Shakespeare has resume or said the success in two words in one of his writings [NOM].
C He said success is to be or not to be [NOM] [NOM] [EF].
C That's all [EF].

Speaker 2: Age: 20, Time 4:40

C My name is Henar_Samy [EF].
C I am 20 years old [EF].
C While I was thinking about the definition and the meaning of success [ADV], I found a lot of definition or meaning about success.
C One of them that success mean/s a lot of all the thing in the world and the right choice we have to achieve it [ADJ] [NOM].
C And it/these also about>
C And success make a lot of sustainable or something probable.
C And also I define success as a job [EF].
C And I am really happy to do that job [ADV] [EF].
C And I enjoy it.
C And I am good at it.
C I also can be something earnful from hardwork.
C And I considered it as a success because I really success in my life [ADV] [ADVE].
C And for the key/s, something important to achieve my success is be optimist [NOM] [NOME] and have many plan/s not only one but many X because I know [ADV] that all these plan/s will not achieve [NOM] what I need [NOM].
S So if I fail one of them [ADV], I have to search why I fail it [NOM] [NOME] and do the best thing in the another one.
C And when I fail [ADV], I have to search and prevent this failing when I *am using the another one.
C And I'm try to mix all my thing/s or share it with my family, with my friend and even with myself.
C And there is a something that success is different between all the people [NOM] because when I can might define myself as successful, when I get a high degree and a family and a job [ADV] [ADVE].
C I might be a successful when I get a high degree, a family and a job [ADV].
C Another one can find himself as a successful when he get a huge villa or a money [ADV] [ADVE].
C But the something important to know that I am really successful [NOM] [NOME] to look inside myself and decide/ed what I really want [NOM].
C and after that I'll find really what I->
C not to look at the people who look at me [REL] and not take all the respect/s of people just inside myself.
C And discover what I really want [NOM] [EF].
C And I have to achieve my own goal/s [NOM] [EF].
C I have to put many plan/s [NOM] [EF].
C And everyone of this plan/s put a time limit, time line to achieve this [ADV] and try [ADV] to follow up all my plans [NOM] to achieve [ADV] what I want [NOM].
C That is all [EF].
C My own goal/s to be something important in the society or anyway in my job and with family>. C So my own goal/s to apply for a good job.
C So I'll put this thing as a target.
C So I'll try to do my best [NOM] to achieve this target [ADV] [EF].
C So I'll try to take many course/s in English [NOM] and practice it as well and many course/s in computer/s [NOM].
C And I'm try right now to take many training/s in everywhere [NOM] to know many thing/s about job [ADV] [ADVE] to, at the end, take [ADV] what I really need [NOM] and to know [ADV] what I'm really will do in the future [NOM] [NOME].
C And I want to be working in a bank [NOM] [NOME], an international bank because I think it's something great [NOM] to be in this bank [NOM] [ADV].

-Speaker 3: Age 20, Time 4:40

C My name is Radwa_Mohamed [EF].
C I am 20 year/s old [EF].
C The meaning of success in my opinion.
C I think that success is mean [NOM] [NOME] that everyone could achieve his goal/s [NOM] whatever these goal/s and whatever different between them and different person to another person.
C Such as, one person want to be a doctor [NOM].
C Another one want to be a pilot [NOM].
C Another one want to be a good mother a good father [NOM].
C To achieve this [ADV], there are a lot of key/s [EF].
C I think it's very limited in five thing/s [NOM]: One determination, two hard work, three long suffering, four self confidence, five ambition.
C (This thing) I think it’s very useful [NOM] to make everyone [NOM] could achieve his goal/s [NOM] [NOME].
C And to speak to my goal.
C I have a lot of dream/s and goal/s.
C But I will say it in two section.
C In economically way/s I want to be [NOM] a banker in a foreign bank.
C And with my hard work I want to be a director of this bank [NOM].
C And I want to be very successful businesswoman [NOM].
C I try to take a lot of course/s in English and French and computer and training in a bank [NOM].
C I'll do my best.
C And social way, I want to have a good and huge family [NOM].
C I want to have seven kid/s [NOM].
E 7 kids?!
C Yes or more, I will not say no [EF].
C I know sometime it will be crazy [NOM] [EF].
C But I hope to be good mother for them and a friend [NOM] because it is very very difficult in these day/s [ADV].
C And I always ask myself if I could achieve these goal/s or not [NOM] [EF].
C but I have another dream/s but I prefer to keep it to myself [NOM].
C And I do/n't know if I could achieve it or not [NOM] [EF].
C I always ask myself this question [EF].
C And I did/n't found the answer.
C But my rule in my life do your best and leave the rest to God [EF].
C So I am sure that I will do my best [NOM] to achieve this [ADV].
C And the best and important thing in my opinion to be successful to myself more than be successful to people.
E What does successful to yourself mean?
C That mean like I have a lot of dream/s [NOM] [NOME].
C It/'s could be to myself not people like my mother.
C She always dream that I have to be [NOM] a doctor [NOM].
C And I did/n't want/ed this.
C Really I didn't want.
C I want to be> C I like numbers [EF].
C I like work with them.
C And she thought that very bad to take choose commerce college.
C And I think it's my hope [NOM].
C and I want to be [NOM] this [EF].
C So to be successful to achieve my dream/s [ADV], not dream/s for people.
C That's the important thing for me.
C That's all I want to achieve [NOM] [NOM] [EF].
C I hope to achieve it [NOM].
C I know I could [NOM] [EF].
C But I hope.
-4:40

**Speaker 4:** Age 23, Time 7:30

C My name is AsmaaHadad, 23 year/s old [EF].
C Well, we are go/ing to talk [NOM] about a very important matter which is success [REL] [EF].
C Success has a different meaning from one to another.
C and it lead the main target for everyone around the world.
C Everyone like to be a successful one with a different meaning for each one [NOM].
C Some of us think that success is in having and earning money [NOM] [NOM], to have your own business [NOM], to be a mother or a father with a family [NOM], you have kid/s or to have a position [NOM], to be a chairman [NOM] or working in a charity/s [NOM].
C It has different meaning for each of us.
C Because of >
C Success is a very important.
C There is a different trend/s nowadays/s about to teach you how to success [NOM] [NOME], how to plan your life [NOM], how to achieve your target/s [NOM], like agency/s.
C The most famous one is dr. Ibrahim _El-Feky [EF].
C He is a very important one in this career [EF].
C He has a different course/s.
C like how to get the seven key/s, key/s of success.
C If we could not achieve our target or plan our life [ADV], we can join these course/s [EF].
C It will be very important for us [EF].
C And would be useful [EF].
C To achieve your goal [ADV] or to define your goal [ADV], you have to be think about many thing/s.
C your dream must be achievable.
C You must not choose a very difficult thing you cannot achieve it [REL] [RELE] that will make you disappointment [REL] [RELE] when you couldn't reach your goal [ADV].
C You must think about a time frame [EF].
C You would like to have a hope [NOM] or to achieve something [NOM].
C It must be with a time.
C Not to think I have to be [NOM] a millionaire during 20 year/s [NOM].
C No, it must be in a during few year/s.
C You can achieve something [EF].
C You can end in the course لا مث .
C You have a (main) main topic or your main goal or aim to be [NOM] a chairman.
C To be a chairman for something [NOM], you have to prepare [NOM] yourself to be X [ADV].
C at first to have different language/s.
C and then to have a computer, to study a computer science to can fight [ADV] [ADVE] or communication skill/s to can fight [ADV] [ADVE].
C This position must be in degree.
C Not one step you will get your own goal.
C ok?
C And you have to be ambitious [NOM].
C Try to invest yourself [NOM] [NOME].
C All of us have different ability/s.
C Some of us can invest it and reach success early than the other.
C Laziest cannot achieve or find within themselves the prime point/s in our personality/s which make you different from any one else [REL].
C Ok?
C This is my point of view.
C We can find our goal/s.
C About me myself, I would like to have [NOM] a print in life.
C I do/n't want to die [NOM] no one remember me like most of people around the world die or no one remember me or something.
C But there is a very little people when they die after 10 year/s or 100 year/s> C like Shakespeare dead about 200 year/s.
C And we still remember him, talking about him.
C When you watch a movie for Shakespeare [ADV], you have learn something else, find something about yourself or around the world.
C Like Dr. Magdy Yacoub, he will be in our mind/s for a long time for the end of the our life.
C I would like to be one of them [NOM] [EF].
C I would like to be [NOM] useful for people by teaching [ADV] [EF].
C I was an instructor in Ain _Shams_ University for a few month/s [EF].
C But I couldn't keep on because I did/n't like the way of teaching [ADV] [NOM] [EF].
C So I would like to find [NOM] another place to teach marketing [ADV] [NOM] [EF],
C Marketing extremely different from my career or my studying a X.
C but I think I will be successful in it [NOM] [EF].
C I would like to>
C I think I have a good communication/s. [NOM] [NOME]
C I have got many course/s about communication skill/s, about successful supervised
C I started really to achieve my plan/s or my goal/s [NOM] [EF].
C I am quite happy when I see myself day and a day [ADV] can see my goal.
C It's become more and more appearance for me.
C I am quite happy [EF].
C I do my best to achieve my target [ADV].
C I will work hard [EF].
C And I will advise everyone of us when you have your plan [ADV], you must
C You would like to be [NOM] an engineer, to be a doctor [NOM], your own>
C You have to be [NOM] your own, yourself not anyone, not like your mother want.
C When you try to do something for the other one as a type of sacrifision for your
C and he couldn't [EF].
C He would like to be a doctor [NOM] [EF].
C It's not type of>
C You will never be successful in something you do/n't like [REL] [EF].
C You have to be yourself [NOM] and find your dream and try to confirm [NOM] it
C And search in yourself.
C Try to find [NOM] in yourself different ability/s, Some thing/s you do/n't know
C I am sure [EF].
C I am quite sure you will find many thing/s about ourself [NOM], different from
C After to confirm your need [ADV] [ADVE], you must have a persistence.
C When you find some obstacle/s to achieve your target [NOM], you must keep
C You will never find it better.
C Or we can say it easy come, easy go.
C When you work hard [ADV], you will keep your success and you will (be) stay in a
C It will be not easy to broken yourself with the time.
C You must be persistent.
C And you must be patient [EF].
C We are liv/ing in very bad circumstance/s [EF].
C *that will never help us to achieve anything [ADV] or to keep working [ADV]
while you are happy [ADV].
C There is a different obstacle/s in our circumstance/s.
C So you have to work hard [NOM] and be patient [NOM].
C Be happy and proud of yourself when you do something [ADV] [EF].
C You have to be [NOM] proud of yourself [EF].
C That/s all [EF].

Speaker 5:  Age 19, Time 5:9

C My name is NourhanMostafaKamallIbrahim [EF].
C I am 19 year/s old [EF].
C I am go/ing to talk about success [EF].
C (Success) it's a word that increasing self satisfaction [REL] [RELE].
C But people reach success by different way/s [EF].
C Everyone has his own point of view of defining success [NOM].
C But for me success mean/s spending each and every day in my life [NOM] feeling
happy [ADV] [EF].
C I just want to feel [NOM] happy in my life by any way [EF].
C But other people think that success mean/s being famous [NOM] or having a big
family [NOM] or earning a lot of money [NOM] [EF].
C It does/n't matter what they want [NOM] or what they plan to do [NOM] [NOM]
[EF].
C I think most important that feeling happy in their life [NOM] [NOME], that feeling
successful of each day [NOME] [NOM] they spend [NOM].
C Every objective has its way to do it [NOM] [NOME] or to achieve it [NOM]
[NOME].
C But there is some common thing/s that every one have  to do[ REL] [RELE]
[NOM] to achieve his plan [ADV] such as having good relationship with God
[NOM], knowing [NOM] how to deal with people by the right way [NOM] and get a
good education [NOM] [NOME].
C And about my greatest goal, is to live my life in peace and love [NOM] [EF].
C And I am go/ing to do that by trying [ADV] and make my best [ADV] [ADVE] to
help people [ADV] and just know what I am really do/ing [ADV] [NOM] and do
[ADV]what I believe in [NOM] and don't do anything [ADV] I just do not believe in
[REL] what I am going to do [NOM].
C And finally I think really success mean/s peace of mind at least for me [NOM]
[EF].
E
C My goal in my career is to be an important diplomatic [NOM] trying to solve
problem/s in the world or at least to my country [REL] [RELE].
C And my plan or my step/s to achieve this goal [NOM] is to>
C And my plan to do this [NOM] is to study hard [NOM] [EF].
C and try to>
C one year ago I was/n't dream that dream.
C But after joining faculty of economic and political science [ADV], so that is my
goal because I can't be in a political science department [ADV] and I dream to be a
doctor [NOM].
C I can't be [EF].
C But before a year, I was dreaming to be a doctor, a criminalist doctor [NOM] [EF].
C But I did/n't join medical college.
C That/s it [EF].
C So I am trying to do my best [NOM] in my studying to be a good diplomatic [ADV]
because I am just studying political science [ADV].
C That's it [EF].
C But it was/n't my dream to be a diplomatic [NOM].
C But either doctor or diplomatic, I think being happy person [NOM], feel satisfaction
about your day [NOM] [NOME] is more important than being whatever anything
[ADV].
C That's it.

Speaker 6: Age 24, Time 4:25

C My name is MohamedHisham [EF].
C I am 24 year/s old [EF].
C I will talk about success [EF].
C Success is to achieve [NOM] what you want [NOM] and to achieve your goal/s
[NOM] [EF].
C And it is very hard to achieve your goal/s [NOM] because it need some effort
[ADV] [ADVE].
C And to achieve your goal/s [ADV], there is some key/s you must do it [REL]
[RELE] as to get [ADV] what you want [NOM].
C These goal/s is like patient that you must like your work and like the talent [REL]
[RELE].
C You must have a talent [ADV] [EF].
C And you must be loved from person as they can help you in your work and your
dream/s also [ADV].
C And also you must *have the ability to accept risk in your work [NOM] [NOME].
C And my goal is to continue [NOM] studying [NOM] in computer science [EF].
E Can you give us examples of these points?
C Patient, high self-esteem, persistence, be nice to work with [NOM], master craft
and talent.
C These are the key/s of success [NOM] [EF].
C Patient is to like your work [NOM] and to be good in your work [NOM].
C And ability to accept risk [NOM] (is to) all the risk in your work as you can learn
from it [ADV].
C Persistence is to keep [NOM] working hard in your work [NOM] as to achieve your
goals [ADV] [EF].
C And the talent is to be talent in your work [NOM].
C And my objective is to continue [NOM] studying [NOM] in my computer science
and to have the BA [NOM] [EF].
C And after this, I like to continue [NOM] learning in HR [NOM] as to get more
knowledge and experience [ADV].
E C I like both of them because the HR will help me beside computer in work [ADV]
[EF].
E C I would like to work as programmer in computer science computer [NOM].
C and beside it I can work in the HR [EF].
C My dream job is to work in Microsoft [NOM] because it is famous company [ADV].
C And I hope one day I can work in it [NOM] [EF].
C I will take more courses [EF].
C And I work hard to achieve this company [ADV].

Speaker 7: Age 27, Time 2:11

C My name is Abd-El-aziz _Elmenshawy [EF].
C I am go/ing to talk about success [EF].
C Success have no specific meaning or defin/ed it difference in meaning.
C It depend/s on the person [EF].
C Someone see success in making money [NOM] [EF] or on get well education [NOM] [NOME].
C But in my opinion, I think success *is (it) relat/ed to how you satisfy/ed yourself [NOM] [NOME] [NOM].
C And you are go/ing all the time to get the point of satisfaction [EF].
C And the key to get the point and achieve it.
C You have to believe in yourself and to be honest with yourself [EF].
C Also to know what you need [NOM] and what you want in your life [NOM] [EF].
C Then you will be able to make your list or your agenda of goal/s [NOM] [EF].
C And then to do it in time [EF].
C Planning after that you will be able to see the goal/s [NOM] you want [REL].
C And then you able to going to achieve it [NOM] by hardworking, self-confidence, communication skill/s, have language skill/s or computer skill/s [ADV] [ADVE].
C you will have what you have to do [NOM] to achieve your goal/s [ADV] [EF].
C That/'s it [EF].

E
C My goal/s is to have my own business in 7 year/s [NOM].
C I am work/ed on right now by have good position in my company [ADV] [ADVE], by doing study English [ADV] [ADVE] and study marketing diploma [AVD] [ADVE] to achieve this [ADV].

Speaker 8: Age 18, Time 3:57

C My name is NourhanMostafa, 18 year/s old [EF].
C First of all, no doubt that success is the main goal of each person of us [NOM].
C For me I think that success is a mean of life [EF].
C For me I can't imagine the life without success.
C I think it will be a silly life and full of frustrating [NOM] [NOME].
C I don't mean by success, success in career or work only but actually in my personal life [EF].
C Success in home with my family.
C Success in forming a good social relationship/s with my friend/s and with my colleague in faculty of X even with my neighbor/s and my home.
C There are a lot of key/s and way/s to achieve success [NOM] [EF].
For me I think that the first and most important one is to define your goal and your target and be ambitious and look forward to achieve your goals with insistence and very strong will. Without strong will, you will not be able to achieve your success. Second, you have to be self-confidence and believe in what you are working on to achieve your goal. The third key or the third way to achieve my target is to be patient and hard working because success will not come easily and all by praying to God and waiting. You have to work and work hard to prove yourself in your career and in your life. The first, and this from the most important key/s to achieve success, is to working to a very well planned system and you have to be organised. You have to arrange and organize your step/s and your goal/s in order to be efficient. For me one of my own objective and goal/s is to be a famous diplomat or an ambassador to present my country in other country/s and to make a good relationship/s with other country/s.

I like this because I am very interesting in political current affair/s and in political issue in general. My plan to achieve my goal is to work to a very well planned system and you have to be organised. You have to arrange and organize your step/s and your goal/s in order to be efficient. I am going to talk some of course/s and attend some political conference/s in order to be efficient and gain experience and share in the political life. Then I am going to do the master/s. And I am looking forward to take the PhD degree. At the end, I want to say that success is a very wonderful feeling. Everyone of us should have his own target and his own dream/s and looking forward to achieve it because success make the person more comfortable and proud of what did he achieve. So for everyone of us, try to be a successful man or woman because (if you did it) you will live a life full of happiness and you will be proud of yourself.

Speaker 9: Age 26, Time 4:2

My name is Fatma Sherief. I am 26 year/s old. I am going to talk about success in life. Success in life meaning to me how to be happy without hurting any one around you or without touching his feeling by something bad. Key/s to success. When I search on the internet about the opinion of people, I found that their opinion that they have to be honest, they have to be self started,
they have to hard worker [REL] [RELE] and that they have to choose something [REL] they like [REL] and enjoy to be succeed [NOM] [NOME] [REL].
C And I will add something important that they have to love themselves [REL] to can succeed [ADV] [ADVE] because if he prepared people more than hisself or himself [ADV], he will be sad and not happy and he will not enjoy the life.
C And about my goal/s in life.
C I think that my goal that I can make my parent/s happy and proud with me [NOM] [NOME] [REL].
C And I graduat/ed from faculty although I did/n't like it the law [ADV] [ADVE].
C But I graduat/ed to make them proud [ADV] [EF].
C And I worked for 10 year/s [EF].
C After this time I learn/ed that>
C after this time, after this 10 year/s, my hope that>
C after this period of work, I feel that I am tired of work [NOM] and I want to feel [NOM] a peace life with a good man and good children [NOM].
C This my hope now because I see [ADV], not like other people, but I see that work is very hard thing to the woman [NOM] [NOME].
C I know that they will enjoy it [NOM] and they like it [NOM] and they want to be something famous [NOM] [NOM] and they will enjoy the life X work [NOM].
C But finally it will be hard to the woman whatever (what is) the kind of this work.
C I think that the hope of every woman that she want to have a separate house for her [NOM], not a house that she live in with her family [REL] [RELE].
C And to achieve these goal/s [ADV], I am going to take course/s in a lot of thing/s to (can) help my children [ADV] how to be good children and perfect children [NOM] [NOME] and to be wise with them [ADV].
C And I advise every girl that she do/n't forget [REL] [RELE] that finally she is a girl [NOM] and she have to think a little at her life [NOM], her personal life and the work is not everything because I work/ed a lot of year/s [NOM] and after that what happened to me.
C Feel tired from work.
C That/s all [EF].

-4:2

**Speaker 10:** Age 21, Time 3:17

C My name is Sherief_Eloraby, 21 year/s old [EF].
C I think success the dream for everyone.
C But it does/n't come to you [EF].
C You go for it [EF].
C In my personal point of view, I think success is to get [NOM] what you want on time [NOM] [EF].
C Some people think failure is the end of world [NOM] [NOME].
C But failure can be good motive to achieve success [NOM] [EF].
C So go on and learn from mistake/s in order to achieve success [AVD].
C The different between successful person and other/s is not lack of strength, not lack of knowledge but it/s lack on will.
C Key/s of success: first one, optimism.
C you must think positive [EF].
C Second one faith, you must trust in God and your skill/s.
C Third one planning, you must know every important thing everyday.
C Fourth one determination, determination, you have to get the courage to get the right decision on the right time [ADV].
C And vision, you must dream big and keep success in your mind [EF].
C Goals, you must set goals and work hard to achieve your goals [ADV].
C Perseverance, you must keep trying [NOM] till you achieve your goals [ADV] [EF].
C And do/n't give up [EF].
C Knowledge, accept your mistake/s and learn for it and make it once.
C That/s all [EF].
C Thanks.
E Tell us about your own objective and your plans to achieve it.
C My own objective is to be a chairman within ten year/s [NOM] [EF].
C I start learning English [NOM].
C and I intend to learn more language [NOM].
C I hope I can take the CMA certificate of management of account [NOM].
C And I hope I can work for Thomas Cook [NOM] [EF].
C That/s all [NOM] [EF].

-3:17

Speaker 11: Age 21, Time 2:49

C My name is Amira_Mourad [EF].
C I am 21 year/s old [EF].
C I have a presentation about success [EF].
C Success, it/s a different meaning for different people.
C They may equate it with money, some with wealth [EF].
C Sorry some with wealth, some with (ah)>
C some may equate it with fame, some with wealth and still some with accomplishment [EF].
C For me, I think success is with fulfilling one's dream [NOM] [NOME].
C You have a goal there (and you have).
C Then focus all your attention on it.
C And there are several key/s to be success.
C First your goal, it must be not easier for you.
C But it must practical and practicable.
C If you set your goal too high [ADV], you will never attain it [EF].
C For me I want to be a professor [NOM] (of my) in my college [EF].
C So I try to study well [NOM] [NOME].
C And I try to read more and more about philosophy [NOM] because I like this objective [ADV].
C Just it.

-2:49

Speaker 12: Age 28, Time 8:7

C My name Wael [EF].
C I am 28 year/s old [EF].
Before I speak about the meaning of success, I want to speak how the meaning come to me.

The story start a few year/s ago.

A student in the final year of secondary school, the first point I meet the meaning of success.

My mum say the final year of secondary school you are to be or not to be.

She say that to be a successful person, you must be a doctor.

I try to be a doctor.

And to achieve this, meaning you must study hard.

I study about 20 hour per day.

And I didn't achieve that.

Then I feel loser every time I look in my mum eye/s.

And the second decision I be in the faculty of Engineering.

I like the aviation mechanics.

And it's not found into my faculty.

And my father want me to be an architect.

And then I try to transformation to the Cairo university as it's refused.

And I join the telecommunication department which was the highest department in my faculty.

And then I feel loser again.

Then I read something about the success.

The X say the "success is not a decision, it's a journey".

And when I try to find a meaning to success in my home, I didn't reach to accurate answer because I realize that there is more to success, more than we perceive.

And then about my goal.

I think about success every time, everyday, every minute after everything happen to me in my life.

What is my goal?

How I can be successful.

My social goal to be successful in everything and every role I play in my life as a son, as a brother, as a friend, everything.

Every role may be any one play in his life.

I want to success to play this role.

And about my career success, I want to do the most famous network security company.

About the keys of success, the first one you must love what you do until you do what you love.

Because we in Egypt, we didn't do anything we love.

So you must love what you do.

Be different, be different in everything you do.

Everyone can do his job.

But you must do your best. When you apply to a job in the company, you must make a different in your position.

Do your best. If you want do the thing good, you must do your best never sleep.

Be happy to do more.
C Success generate more success.
C Thought analysis, thought analysis is a strength and weakness.
C When you apply to job and we join the company [ADV] [ADVE], think about the point of weakness and point of strength in your own and in your company, think about the next thing, the next big thing.
C If you junior, think about senior.
C If you senior, think about supervisor.
C If you supervisor, think about manager.
C Start small [EF].
C And think big [EF].
C Start by the simple thing/s [EF].
C And progress to the complex one [EF].
C Strive to become the leader of market [ADV].
C Everyone make/s a job [EF].
C There is a routine job [EF].
C And there is a new stuff [EF].
C If you work [ADV], you must think about the new thing/s [EF].
C Do/n't be busy by the routine [EF].
C Focus on outcome [EF].
C The people judge you by the your performance.
C Ask for a feedback.
C Every time do anything.
C I play something with my brother.
C Every time we out, meet our friends and back to home, we speak about it.
C How I was speak/ing, I did with people and say a point of weakness and point of strength.
C And in your field, you must back to the special and the knowledge about your field.
C X you must distinguish between a leader and a follower [EF].
C Every job has a manager with a title is manager but is not a manager, a real manager.
C There someone carry/ed him or lead him.
C But no one can say that [EF].
C You must find the leader, the real leader [EF].
C Learn from failure: when you try to make [NOM] a new thing/s [ADV], you must fail.
C When you failed [ADV] [ADVE], you must admit your problem and try to find [NOM] the solution.
C Learn continually [EF].
C we learn from courses, certificate, studies [EF].
C But we learn from someone we met it in the metro [REL], someone we met it in the class [REL] [RELE] say something [NOM] [NOME].
C Sometime we hear something make (an) a good idea about us [NOM] [NOME].
C I hear Nourhan say don't think intelligent in the other/s [NOM] [NOME] [NOM].
C As I say good idea.
C Sometimes I make presentation in my company.
C and someone interrupt me and ask for something I already said about two time/s [REL].
C I did/n't think that he asked for it again [NOM] and start thinking, thinking, thinking.
C But he is not with me and not focus on what about I say [NOM] [NOME].
C That's all [NOM].

-8:7

**Speaker 13:** Age 28, Time 4:2

C My name is Micheal, 28 year/s ago.
C The successful is not a goal to achieve [NOM],
C It's a life and behavior to live with it [ADV] [ADVE].
C The main point of successful is to know [NOM] what are you need [NOM] [NOME] to be satisfy/ed [ADV].
C The first point to be (it) satisfy with yourself and the second with the other people.
C The first you need to know [NOM] your skill/s and your ability/s in everyone.
C Everyone have a lot of ability/s and varies from one to another.
C And you have to know your ability/s and use it [EF].
C I think if everyone know his ability/s [NOM] [ADV] and improve his skill/s [NOM] [ADV], he can live with the word successful.
C I think also the successful a big word.
C And I think it's vary/s from one to another [NOM] [NOME].
C And everyone can express the successful vary/s from another.
C For me I think the successful, it's to be happy [NOM] and satisfy for yourself.
C From other one, may be the money it's be the successful, another for the work, another to his wife, another to his like people/s.
C That's it [EF].
E How can one achieve this satisfaction?
C Satisfaction (it) is to be good with yourself [NOM], to be honest for yourself [NOM], for your ability/s and to be [NOM] how to improve your skill/s [NOM] to know your ability/s [ADV] and help yourself [ADV] to know/s your ability/s [NOM] and use it in everything [NOM].
C I have no goal/s to achieve [ADV].
C But the big goal in my life to be happy [NOM] [NOME], to be satisfy/ed [NOM] [NOME].
C That's enough [EF].
E What are your goals?
C Yes, I have goal/s in my career [EF].
C It's ok [EF].
C I am work/ing as an engineer [EF].
C I have a lot of goal/s in my career [EF].
C Like, I want to work [NOM] in a big company in Egypt or in another country [EF].
C I improve my skill/s like English, like computer skill/s, like personality skill/s, the relation between people, the public relation.
C It's very important to improve my skill/s [NOM] [EF].
E.
C The first one, I have to have a lot of course/s like English, like computers.
C I have to improve my relation/s between my friend/s, to know their job/s and the company/s which they work [REL] [RELE] and do my best to give everywhere my friend/s my CVs [ADV] [ADVE] and my skill/s and ability/s to speak with them [ADV].
C That's it [EF].
C Thank you.

4:23

**Speaker 14**: Age 20, Time 4:23

C My name is Hazem_Fathy_Mahmoud, twenty years old, third year of Engineering faculty [FE].
C And today I am talk/ing about success issue.
C Firstly, I’ll define the word of success.
C Success can be define/ed as achievement of a certain target [EF].
C And success can be done by doing some points [ADV] such as firstly choose the target you will deal with [REL](Ok [FP]).
C Other points to know that between target achievement and starting there is a gap [NOM].
C And you have to analyze this gap (Ok[FP]) [EF].
C Third point to have pure mind to be able to work on your target [ADV] (Ok[FP]) [EF].
C Finally, I hope to be [NOM] one of biggest businessmen in the world.
E
C Firstly, it’s important to contact with people in the market [NOM], to have more skill/s about marketing or project management [NOM], improving skill/s, communication skill/s and know everything about [NOM].
C I mean to know [NOM] what is down right now in the world [NOM] [EF].
E Are you going to make your own business once you graduate [ADV] [EF]?
C Yes, just start a small business such as make a small workshop to do a small product [ADV] can you sell it in the market.
C Just a small project who collect money [REL] [RELE].
C After that you growing and improving this project to dealing with wide area [AVD] [ADVE].
C After that if you were success in this field [ADV] [ADVE], you will may working for exporting.
E Don't you think you will need experience?
C Yes, everyone in this field or in this target should have more experience to achieve this target [AVD].
E
C Firstly, graduate from faculty and improving skill/s.
C taking course/s about computer and human resource/s.
C taking information about project management.
C This helpful point/s.
C Thank you

-4:23
Appendix C: Transcripts recorded from Advanced level learners delivering expository oral presentations (C = T-unit, EF = error-free utterance, NOM = nominal clause, ADV = adverbial clause, REL = relative clause, NOME = erroneous nominal clause, ADVE = erroneous adverbial clause, RELE = erroneous relative clause).

Speaker 1: Age: 21, Time: 3:35

C My name is Mahmoud Abdel Rahman, 21 years old [EF].
C At the beginning, we can give the success a small definition.
C It’s the achievement of your goal/s and dream/s that you set (it) for yourself [REL].
C And this definition or the meaning of success differ/s from each person.
C Some person/s have the meaning of success that he must gain money [NOM] [NOME] or make a fortune [NOM].
C And other people (are) should have a good position in their job career.
C And other person/s, the meaning is to make a family, a good family [NOM] [EF].
C And for about the element of success, the meaning is to make a family, a good family [NOM].
C And for about the elements of success, it can be in six step/s.
C The first one is to take the responsibility of your life [NOM] [EF].
C And the second step, to identify [NOM] or to know your goal/s and how to achieve them [NOM] [EF].
C And third step, know how to achieve them [NOM] [EF].
C And third step, know how to motivate yourself [NOM] or to know some person/s, your parent/s or your brother/s how to motivate you [NOM] [NOME] or your both job.
C And the fourth step is to think how the successful person [NOM], the way of thinking and to know [NOM] how the way of this job or this career [NOME], the way of thinking.
C And the fifth step, to get rid of any fear/s [NOM] and to break the ice [NOM] [EF].
C After that all, I think that you are successful [NOM] or you can celebrate your success.
C And finally for my own goal/s as an accountant in the future ISA, I want to be a financial manager in the future at the end of my job career [NOM].
C And that/s it [EF].
E
C By working hard [ADV] [EF].
C by taking responsibility for my job [ADV].
C And to do all my best to achieve this position [ADV] [EF].
C I think that will be easy [NOM] to get promoted by all these thing/s [NOM].
C As a beginner, you should organize your job, organize your way of thinking and your goal/s to know [ADV] how to achieve this position in your field [NOM] [EF].
-3: 35
Speaker 2: Age 19, Time 5:30

C My name is Taher [EF].
C And I am 19 [EF].
C Success is the one ability to make his dream come true [NOM].
C But success has many difference and form/s.
C It depends on what you need in your life [NOM] [EF].
C Athletes and musicians (they) have different goal/s.
C It depend/s on what you want in your life [NOM] [EF].
C But we need to start narrowing down [NOM] [NOM] on what is the meaning of success [NOM] [NOME] and what is the different between accomplishment and success and true success [NOM] [NOME].
C Accomplishment mean/s>
C (It was) it is based on what was really expected [NOM], what was really done [NOM] [EF].
C But success is when you put a lot of accomplishment [NOM] and add up to an optimum [NOM].
C So you have an success.
C But this is not enough [EF].
C We need to have a more powerful meaning of success [NOM] [EF].
C It is a true success.
C True success is what you believe in [NOM] and what people die for [NOM] [EF].
C So that why athlete/s and musician have a long career because their hobbies deeply connected [ADV] [ADVE].
C They love what they are doing [NOM] [EF].
C But people have something wrong when they want to measure [NOM] their success [ADV].
C After they achieve a goal [ADV], they measure it with a set of reason that they did/n't choose in the first place [REL] [EF].
C So first of all, you need to determine your set of goal/s [NOM] [EF].
C And try to be concentrate [NOM] [NOME] and more organized [NOM].
C And take straight forward action/s to the complete picture.
C So my advice, be really clear about what you want [NOM] [EF].
C And through small determination, you can achieve your goal [EF].
C It is not something difficult [EF].
E How about your goal/s?
C My goals is to achieve a high place, a high level in the society [NOM] because I believe in my personality and my ability/s [ADV] and I know what I am [NOM] [ADV] [EF].
C But it seem/s that you live in a society [NOM] that do/n't appreciate or not need some personality/s [REL].
C Me and my colleague/s have their want/s, something that is not available [REL].
C We need>
C Me and my friend/s, we need somebody to extract our personality, our characteristics [ADV] and may help to put it in the right track [NOM].
C So we could achieve>
C Could put Egypt in a very good place in the whole world because it/3s now like a competition between country/s [ADV].
C And I wish I could invest my potential here in Egypt, not in other country/s [NOM] because I feel my country need me than other/s [NOM] [ADV].
C But sometimes you do/n't have a choice [NOM].

-5:30

Speaker 3: Age 17, Time 3:42

C My name is Ragy Samir [EF].
C I am 17 year/s old [EF].
C About the element of succeed, I think that the most important thing and the first step about your success in your life (it) is to know [NOM][NOM] [NOME] what you like [NOM] and what you need to do [NOM] [NOM].

C For example, do/n't do something you do/n't like [REL] (because of) to go in some career [ADV] or take your way in some career [ADV] you see [REL] or you think [REL] that this is better [NOM] for another thing you like [REL], like Engineering or doctor .
C And you do/n't like that [EF].
C But you gain more money.
C So (you have) first thing, you have to do.
C you have to know what you like [NOM] and what career you want to take [NOM] [NOM] [EF].
C So you have to be responsible for your life .
C Do/n't hear anyone but yourself [EF].
C You have to plan and to see what is the best thing [NOM] you have to do [REL] or what is the best thing [NOM] you can get in this career [REL].
C I think in every step in your life.
C You have to evaluate yourself [EF].
C See where are you [NOM] [NOME], where you want to go [NOM] [NOM] [EF], and where you want to get [NOM] in every step [NOM] [EF].
C Change thing/s that make you late for your goal/s [REL] [EF].
C Change thing/s in your personal.
C This is what I think about the success [NOM] .
E
C To see what is the problem in your personality [NOM].
C To see what make you think [NOM] [NOM] [NOME], what is your disadvantage/s [NOM], what make you in the past [NOM] to lose thing/s or to make you late for your goal/s.
C And try to avoid them [NOM] [EF].
C About my goals, I am now waiting for the entrance about the university.
C I hope to take it [NOM].
C They accept me for the faculty of engineering [EF].
C I want to go for the mechanical part [NOM] [EF], X in the university with not high grade/s but good grade/s and continue in the same field [NOM] and work in the same field [NOM].
C And I dream to emigrate from this country because I see more advantage/s in the life abroad [NOM] [ADV] [EF].
C And I think I love engineering [NOM] [EF].
C I do/n't know till now [EF]
C But I like physics [EF].
C I like mathematics [EF].
C And that's it [EF].

-3:42

Speaker 4: Age 20, Time 3:4

C My name is Abd El-Rahman [EF].
C I am 20 year/s old [EF].
C First of all, success in life has a definition [EF].
C Is to achieve your own goals [NOM] that you dream from your beginning year [REL] [RELE].
C And you must achieve your goal/s in your life [EF].
C Everyone have different dream/s to achieve [ADJ] [ADJ] [EF].
C You can make your achievement stage by stage, step by step [EF].
C Every stage of success, when you have finished [ADV], you must evaluate and know the point/s of weakness/s and strength/s that you make in this stage [REL].
E
C Success in life have different stage/s.
C You must determine what you dream about [NOM] [NOME].
C And then you try to achieve it [NOM] by working hard [ADV] [EF] and enhance your performance in life [ADV] [ADVE].
C You must study hard in your school and your faculty [EF].
C And you must enhance your performance to achieve your performance in the field [ADV] that you dream to work in [NOM] [REL].
C And you must start with identifying your goal/s [NOM] [EF].
C You can sometimes pursue a good example that have achieved these goal/s [REL] and to have an experience from him [AVD] [EF].
C And to know how he achieve/3s his goal/s [NOM] and what did he do to achieve these goal/s [NOM] [NOME] [ADV].
C You can pursue him to achieve these goal/s [ADV] [EF].
C You must face anything that obstruct you [REL] to achieve your goal/s [NOM].
C You should bear any difficult that face you [REL] to achieve your goal [ADV].
C And my own goals in life is to>
C After graduation from my university [ADV], I dream to work in a good company [NOM] and to be a successful accountant in a good company [NOM] and to be very happy in my life [NOM] [EF].

-3:4

Speaker 5: Age 21, Time 2:41

C My name is Wael Mohamed [EF].
C I am 21 year/s old [EF].
C Faculty of engineering, Ain-Shams university.
C Today I will talk about element/s of success to help me [ADV] and to help you [ADV] to achieve your goal/s in your life [NOM].
C Many people think that success is a natural born talent [NOM].
C But really, they are wrong [EF].
When we read the autobiography of famous and great person/s in our life, like Taha Hussein or Einstein [ADV], we found that success for them mean/s [NOM] to insist on [NOM] achieve your goal/s [NOM] [NOME]. Also for professional athlete/s in Beijing, we can found that they focus/ed how to achieve their optimum performance [NOM] [NOM]. To achieve your goal/s [ADV], you have to get a paper and write your skill/s, your talent and what you want to do [NOM] [NOM] [EF]. You have to update yourself and your skill/s to obtain your goal/s [ADV] [EF]. You have to category your goal/s in two category/s, long run goal/s and short run goal/s. You have to write the main goal of your life in a special paper and put it everywhere, in your car, in your home, on your office [EF]. You have to know that you are responsible for your peer/s [NOM] before you are responsible for your success [ADV] [ADVE]. You have to determine you career and your imagination about what will you be after one year and after five year/s and even after 12 year/s [NOM]. For me, I would like to finish my study the next year and with good grade [NOM] and be a junior engineer in one of the famous company/s in petrol or in electricity [NOM] [EF]. And for my long run goal/s, I would like to have a party in Egypt [NOM] which is responsible for development our country [REL] [RELE].

Thank you.

-2:41

Speaker 6: Age 18, Time 2:30

My name is Sherouk_Hassan [EF]. I am 18 year/s old [EF]. I am at faculty of Law, Ain-Shams University [EF]. I am at my third year at the faculty of law [EF]. I think that the success is a feeling [NOM]. You only feel it when you reach something [ADV] you want/ed [REL] to reach it[NOM] and you do effort to reach it [ADV] and you feel happiness after you reach it [ADV].

So success is a feeling [EF]. And also to be a successful person [ADV], you have to have faith in yourself and also you have to believe in what you want [NOM] and what you dreams [NOM] [NOME] [EF].

And also sometimes my family always say to me that you have to be a successful person and so on [NOM]. But I think that they want me [NOM] to be a successful person [NOM] cause the future and so on the future [ADV] [ADVE]. But me myself (about me) till now I do/n't have a goal. I do/n't have a goal to reach_ to reach it [REL]. And I always dream to be a successful person [NOM] but I d/on't know, till now I do/n't know what I want to be [NOM]. Sometimes (when) I feel success (is) when I do something wrong [ADV], may be when I fail in my exams [ADV] and I do effort/s [ADV] and I study hard [ADV], and then I succeed in this exam.
C This only when I hear the success [ADV] [ADVE].
C I want to know [NOM] what I want [NOM] to do [NOM] (is) to reach it.
C But until now I don't know what is the success mean [NOM] [NOME].
C But as they all say that you have to dream [NOM] [NOM] and you have to achieve [NOM] your goal/s [NOM] and you have to know [NOM] [NOM] what you want [NOM].
C But in my point of view, the most important thing is you have to believe [NOM] in yourself and also you have to do effort/s [NOM] to do [ADV] what you want [NOM].
C Actually I started at first year of faculty of Law.
C When I entered the university [ADV], my dad told me you have to take [NOM] an English course to improve your English and so on [ADV].
C I know that I have to improve my English and so on [NOM].
C (But) and also I know that I have to be a successful person [NOM] [EF].
C But may be I>
E
C yes, I'm taking this English course to improve my English [ADV].
C Why?
C you mean why?
C To improve my English [ADV] [EF].
E
C I want to be an happy person [NOM].
C I want to know [NOM] what I'm do/ing [NOM] [EF].
C I want to know what I want [NOM] [NOM] [EF].
C But actually I love your presentation so much [EF].
C and I will do it [EF].
E
C No, in Egypt this career which is to be a lawyer [REL] [NOM] or to be anything [NOM]>  
C At first, I did/n't study to enter this faculty [ADV] [EF].
C I did/n't want to go to this faculty of law [NOM] [EF].
C I just enter/ed because my grade/s but not my hand.
C No, I do/n't want to be a lawyer [NOM] [EF].
C But may be I'm tak/ing these course>
C And also I want to take course/s [NOM] call/ed legal translation [REL] [EF].
C I want to a translator.
C May be but I am not sure yet [EF].
C But I have a goal, a hobby which is I like to sing [NOM] [REL] [RELE], I like to act [NOM].
C May be one day I become a singer or actor [EF].
C Who knows [EF]?
E translator!
C That/3s why my dad want me to do [NOM] [NOME] [NOM].
C But I'll try to have a goal [NOM] and be a successful person [NOM] [EF].
C Thank you.
; 2:30

Speaker 7: 23 years, Time 1:50

C Hello everybody.
C I am 23 years old [EF].
C I am in faculty of engineering [EF].
C And I hope to be graduated the next term ISA [NOM].
C Seven year/s is more than enough.
C So it/3s one of my goal/s [EF].
C I will talk now about success and main goal/s I hope to reach in my life [REL] [NOM] [EF].
C First , what is success [EF]?  
C Success in my opinion is to feel satisfied from inside [NOM] and to feel happiness [NOM] and get happiness forever [NOM] and don't be X [NOM] [NOME].
C what I want from life [EF].
C What I want from life nowadays [EF].
C I just want to satisfy God [NOM] and get the happiness [NOM] [NOME] because God is the only one [ADV] who can guide us to this happiness [REL] [NOM] [EF].
C Bad memory that has changed everything [REL] and role/s from my life.
C From about two year/s, I was a normal person [EF].
C I was an athlete [EF].
C I was perfect in chess [EF].
C I want/ed to get chess master [NOM] [EF].
C I want/ed to live a normal life [NOM] and get a good job [NOM] [EF].
C But suddenly my fiancée was dead [EF].
C So everything in my life was Xized [EF].
C So I thought X by that period.
C But I try/ed to achieve it [NOM] [NOME].
C The main goal I need nowadays [NOM] [REL] is to visit her grave [NOM] [EF].
C Thanks.
C It's too short [EF].

-1:50

**Speaker 8:** Age 18, Time 12:07

C My name is Hadeer_Gameel, 18 years old [EF].
C I am going to join the second year in mass com faculty, MIU [EF].
C First before talking about success [ADV], mentioning a synonym or a specific definition for it [ADV], I would like to say that [NOM] it/3s this word success so much connected to the word happiness [NOM] [NOME].
C All of us, all the human being/s wish to be successful [NOM].
C Why?  
C Because they want to be [NOM] happy in their lives [ADV] and they want to accomplish their target/s [NOM] and live their life [NOM] the way they love to live it [NOM] [ADV] [EF].
C So they can be happiness.
C And the word happiness is so much connected to the word satisfaction [EF]. C You can't be happy until you be satisfied with everything [ADV], with everything in your life, with every single detail, with every target you have already achieved [NOM].
C But satisfaction, this word (may be to) may be deceive its audience because there are two types of satisfaction, the healthy one and the good one and the bad one [ADV].
C Some people try to be [NOM]>
They don't try to be [NOM].
But they are lazy [EF].
And they don't work hard [EF].
So they say (that they can) ok it's easy [NOM] but I'm going to join the engineering university, I am not going to get the best grade/s [NOM], but I'm going to get the good ones [NOM].
May be they don't believe in themselves in the best way.
But they can do>
They can get the best [EF].
And they can have the best [EF].
Why don't they think in the right way [EF]?
I will do my best [EF].
And I will get it [EF].
And if, unfortunately, I won't reach the perfect goal [ADV], ok I did my best.
And this is what I must be [NOM] or I should be satisfied with [NOM] [EF].
So success in my personal opinion is the best of your best [EF].
You'll get it but after a lot of work, after the best that you could ever do [REL] [EF].
I've searched for the element/s of success [EF] in>
Sorry, I would like to mention another thing [NOM], that some people never be satisfied with anything [NOM] [REL].
Sometimes they really work harder [EF].
And they achieve a lot of success [EF].
And they accomplish a lot of target/s [EF].
But they never became successful or became happy because I want more _and _I want more [ADV] [ADVE].
So they forget to enjoy [NOM] what they already became [NOM].
So that/3s also bad thing.
You should be the one who work hard [REL] [NOM] to get the perfect [ADV].
But if you didn't [ADV], (ok [FP]) be happy [EF].
This is fine where you are standing out [NOM] [EF].
Dr. Philip Humbert, it's a doctor or professor.
And he is very prestigious one[EF].
And he know very well known successful people in the entire world from many nationality/s.
And he had the chance to have interview/s with them [NOM] [ADV].
They are from different field/s.
All of them are multimillionaires[EF].
Some of them are writer/s or athlete/s or businessmen [EF].
He ask/ed each one of them what's the best [NOM].
-3:45
He was surprised by seeing [NOM] or by figuring out [NOM] that all of them have certain point/s or certain element/s [NOM] [EF].
So he want/ed to share these seven thing/s [NOM] [EF].
There are seven element/s of success [EF].
And he name/ed them seven sister/s of success [EF].
These seven thing/s that all the successful persons, all the successful people agreed on [REL]>
First he was astonished at how much all of them has self-awareness [NOM].
They know themselves very well, know their value/s, know their goal/s [EF].
C And they have made peace with everything which happen/ed in the past [REL] [NOM], their mistake/s and their regret/s [EF].
C Their regret/s, they do mistake/s [EF].
C All of us do mistake/s [EF].
C (Ok [FP]) they admit it then forget [EF].
C Not forget about it.
C But or they made peace with it [EF].
C They are get it out.
C And they only think about the future [EF].
C And they are so confident, optimistic and ambitious about it [EF].
C So they have self-awareness [EF].
C The second thing was specific goal/s.
C Was surprised because all of them>
C And about what I have said, the different field/s that some of them was musicians [REL] [NOM] [NOME], some of them was athlete/s [REL], some of them was writer/s [REL].
C All of them had their goal/s written [ADV], detailed goal/s written.
C Like imagine a football player.
C He write it.
C I want to be a player in this team [NOM] [EF].
C And I>
C you know it is very difficult [NOM] to write every single detail [NOM].
C And he write everything even in their personal life.
C They have (a) goal/s, personally, in their field, work field.
C And they write it all, the short and the long till ten or twenty years coming.
C So it's really benefit to can write your goal/s [NOM] [NOME] because when you write it [ADV], you know step by step what exactly you should do [NOM].
C And that mean/3s that you are so accurate [NOM], not just dreaming in there [NOM] [EF].
C The third thing was that they are so practical [NOM] [EF].
C They never waste time [EF].
C They always read skill/s and technology to reach their goal/s [ADV] [EF].
C They do/n't waste time in defining old technique/s [NOM] or defining old tradition/s [EF].
C They always seek the solution for the problem [EF].
C They do/n't argue that much [EF].
C The fourth was the personal discipline/s.
C Those people, they do/n't lie to themselves and to the other/s [EF].
C They do/n't exaggerate or minimize or generalize [EF].
C They are so accurate, so clear in their communication/s [EF].
C And they are so disciplined to everything.
C And they have very powerful network/s [EF].
C They are totally grateful to each one they have met in their entire life [REL] [NOM] and he taught them, even let them know a single detail or a single information [ADJ] [EF].
C And they are grateful to him [EF].
C And they believe that success is a result of lots of people over many year/s [NOM] [EF].
C So there are also extraordinary curiosity [EF].
C They do/n't care that much about certificate/s [EF].
C He noticed that most of them (are not complete) do not have complete certificate(s) [NOM] or do not have complete college [NOM].
C They are not expert(s) in the usual sense.
C But they have extraordinary curiosity [EF].
C They know about everything [EF].
C They want to know [NOM] about cooking [NOM], even X businessmen, everything in life.
C Everything.
C Even if it's not directly connected to their life and their careers [ADV] [EF].
C So they have, like he named, like that a doctorates in the real life which is so interesting [REL] [ADV].
C And he likes so much to obvious the culture around them and the society around them [NOM] [NOME].
C Each one has idealism in his life [EF].
    4:30
C They do not>
C They do want to be successful of course for their personal target(s) [NOM] [EF].
C But also they have a certain idealism, a certain motive that motivate them all the time [REL] to achieve their goals [ADV].
C Some said that it's the religion, beliefs [NOM] [EF].
C And some other(s) say that it's psychologically term(s) [NOM] [NOME] or it's politics [NOM].
C Like some people have an idealism to change the politics [NOM] and make it better [NOM].
C All of them has, instead of the personal dreaming(s> C I want to be better [NOM] [EF].
C I want to be more rich [NOM] and so [EF].
C All of them (they) want to contribute [NOM] in making [NOM] the world a better place to live in [ADJ].
C They count out different reason(s [EF].
C These were the seven sister(s) that he named them [REL].
C And he mention that (ok [FP]) we always say [NOM] that (ok [FP]) he is already from a wealthy family [NOM], he is already has his cousin and so and so family [NOM] [NOME], he was rich and that make it easier [REL].
C But rich, luck, talent, it's really don't have that much with it.
C They succeed(ed with obvious thing.
C They just have two thing(s, written plan and determined plan and resistance and will (to achieve) to achieve a plan completely [ADV] [EF].
C As they did so [ADV], all of us can do that.
C All of us can put our plan and say yes we are going to do it [NOM] and should achieve [NOM] what we want [NOM] and can do it [NOM] [EF].
C According to my personal dreams>
C I am in mass communication faculty [EF].
C I really did what Ragi said [NOM] [EF].
C I didn't listen to anybody, no one till now by the way.
C I am facing many problem(s because it is a very hard field [ADV] to work in [ADJ] and to be a girl and veiled girl [EF].
C It's really so difficult from the realistic term(s here in Egypt to work in this field an interviewer [NOM].
C But I did what I wanted [NOM] [EF].
C And I will never regret it [EF].
C And I work hard to be that [ADV].
C And like I have said.
C Even if I didn't reach to be [NOM] an anchor [ADV], to be an interviewer in TV [NOM], I'll be by camera or I'll be working in the public relations either public relation manager or so because I like [ADV] working with people [NOM], I like dealing with people [NOM] [EF].
C And that's why I like this field [NOM] [EF].
C So that's about me [EF].
C And I put already a plan.
C That's why I'm here [NOM] [EF].
C And I put a plan to enhance my skill/s in (language) languages, more than language [ADV] [EF].
C I'm planning to take [NOM] after English French and may be Italian or Spanish [EF].
C Also I plan to>
C My GPA is really good [EF].
C It's 3.7 till now [EF].
C And I'm trying to raise it more [NOM] [EF].
C And I will take course/s in many thing/s then [EF].
C And I'm really working hard to enhance my knowledge [ADV] by reading [ADV] [EF].
C It's my first hobby [EF].
C So I think I'm on the right track [NOM] [EF].
C And whatever I can get in the end, I am satisfied because I will do my best [ADV] and I'll never stand one day in-front of the mirror.
C And you know what [EF]?
C You could have been better if you did so and so [ADV] [EF].
C I'll never do that to myself [EF].
C It is very painful [EF].
C You know, each one (of them) each one, sorry, of us can be that perfect from his point of view, that successful from his point of view just if he persists to be [NOM] [ADV] [EF].
C Thank you [EF].

Speaker 9: 24 years, Time 3:47.

C Now, today I'll talk about success [EF].
C Success from my point of view is mean/ing to achieve [NOM] [NOME] what you want [NOM] to do [NOM].
C Success for me have two part/s, have inner success and outer success [EF].
C Inner success is to make an emotional balance and control of the life around you [NOM] [EF].
C (Ok[FP])?
C Outer success is organizing the life around [NOM] and the thing I really want [NOM] [REL] [EF].
C What is important [EF]?
C Most of people think that inner success is more important than outer success [NOM].
C But I think the opposite because affect.
C Outer success affect your inner [EF].
C If you succeed in test or exam or whatever [ADV], you will feel happy [EF].
C So if you fail [ADV], you'll feel sad [EF].
C So outer success will affect your inner success [EF].
C Two, build.
C Your outer life build your energy, build what you make [NOM] [EF].
C Your outer life (it) determine what you feel inside [NOM].
C Give experience.
C Of course outer success is more important than inner success because if you want to
learn [NOM] how to drive[NOM] [ADV], you can read a book on how to drive
[NOM] but you can't feel success of how to drive [NOM] until you experience the
driving in the next X [NOM] [NOME] [ADV].
C So it give more experience than anything.
C An action is the foundational treat of success because action is longer bias than
word/s [ADV] [ADVE] (ok [FP]).
C Goal/s I want [REL].
C First to make good relation with Allah [EF].
C to do everything I can [REL] and try everything I can [REL].
C Make happy family.
C First to be a happy>
C To make happy family.
C To make a good choice.
C If I have an good experience and inner success and outer success [ADV], I will
have a good choice.
C So if I have a good choice [ADV], I will make a happy family [EF].
C I will raise my children in a certain way/s.
C Third goal, to be an international company advisor [EF].
C To reach this goal very hard.
C First locally, locally I graduated from faculty of commerce, English department,
business section [EF].
C International, I prepared CMA which is certified Management Accountant [REL]
and trying to make CPA [NOM], certified Public Accountant.
C This is internationally [EF].
C So I gathered between two things.
C Locally, I know the accounting inside Egypt and outside Egypt by studying these
certificate/s [ADV] (Ok [FP]).
C Improving my foreign language by taking English course [ADV] and preparing
[ADV] to take another language [NOM] but when I work in shaa Allah [ADV].
C For real life experience, I had a training in accounting company and training in
banks.
C And I now starting to make my priority/s in work [NOM] because I just graduat/ed
[ADV] so I like [ADV] to know [NOM] what exactly I want [NOM] or work [NOM].
C Commit to a plan.
C If you commit to a plan [ADV], you will succeed [EF].
C If you not commit to a plan [ADV] [ADVE], you will fail.
C So my first step is to commit [NOM] to the plan [EF].
C I work to it now.
C Also I want to say [NOM] that failure and failure and failure lead to success [NOM].
C Thank you.
; 3:47

Speaker 10: 23 years, 4:35

C Hello everybody!
C My name is Omneya Salah [EF].
C I am 23 year/s old [EF].
C I am work/ing at the central bank of Egypt [EF].
C Today I'm go/ing to talk about the definition of success [EF].
C Of course from my point of view, success mean/s (is) to be good in everything
[NOM] [NOME] in order to be a better person [ADV].
C Of course definition of the success is different from one person to another because
it depend/s on the personality and the need/s, goal/s, the habit/s and the priority of
everyone [ADV].
C But at the end of the day each one of us want/s to seek perfection [NOM] in
everything he does [REL] [EF].
C But all of us want/s to be perfect in everything [NOM] we do [REL].
C I actually have a set of goal/s which I want to independent in my life [REL]
[RELE].
C I want to be better person on the social level, in my relationship with family and
friend/s and my coworker/s, and of course with people in general [NOM].
C And of course I want to be a better person [NOM] and a better employee in my
current job [EF].
C I believe that the ultimate goal for me is [NOM] do/ing the right thing [NOM] no
matter how long it is go/ing to take [ADV] [EF].
C I'll have to do it in the right way to get>
C And I'm seek/ing perfection in everything [EF].
C To achieve these goal/s [ADV], I have to set my goal/s clearly defined and try to do
them [NOM] at the most perfect way and (the most perfect) the best perfect way in
the least time.
C In order to do that [ADV], I have to set my priority/s straight and to state of the end
to achieve my goal/s [ADV].
C For example, if I want to be [NOM] better person on the social level [ADV], I'm try/ing to state goal/s [NOM] which match/3s the rule/s or the concept of Islam
[REL], my own religion, because I think it is the most or the best rule [ADV] that
have ever been put by God [REL] to help human being/s [ADV] to be better [NOM]
and to achieve their goal/s [NOM].
C How I go/ing to be better at my job?
C I have to be more active person.
C I have to have to gain more skill/s and to enhance my skill/s [EF].
C I have to enhance my communication skill/s so I can be able to work in the team
work [NOM] and to interact with other people [NOM] [ADV].
C And of course I have to keep the positive attitude of mine and to not to take
negativity to work [EF].
C Of course I have to work hard as hard as I can [ADV] and to try to improve my self
all the time [NOM] and my job and try to learn [NOM] more about getting [NOM]
field I am work/ing in [REL].
C I am going to do this by reading a lot of our course and article/s [ADV] and taking lot of course/s in the field [ADV] I am working in [REL] because it is very rich field [ADV] [ADVE] [EF].
C It's need a lot of information to learn [ADV] to be better in this job [NOM].
C I have also tried to practice [NOM] more on each assignment I have taken [REL] [EF].
C This one of the quote/s that I have read through the internet [REL].
C It say "the secret of success in life is more for a man to be ready for his opportunity when it comes [NOM]."
C I think this is very true [NOM] [EF].
C And this is most inspiring quote that I have ever read [REL] because people should seek their strength [ADV] every time they get [ADV] and try to make [NOM] the best out of it because once an opportunity passing by [ADV], we can't have it then.
C I have seen this picture [EF].
C Also it is so simple because which have seven secrets of success which says [REL] "XXX".
C So in order to achieve your goal [ADV], you have to seek all you need [NOM], to do all your best to achieve your goal [ADV] and to make it [ADV] happen [EF].
C Thank you very much [EF].
- 4:35

Speaker 11: 25 years, Time 3:29

C Hi everybody.
C My name is Amira [EF].
C I'm going to talk about success and what this word mean/s to me [NOM] [EF].
C Success.
C When you are successful [ADV]>
C that means to me>
C when you reach your aim [ADV], you are successful [EF].
C When you carry over from your all obstacle/s [ADV] [ADVE], you are successful.
C When you help someone to move forward [NOM] or to help someone to achieve his aim [NOM] [ADV], you are successful [EF].
C When you have friend/s to love you [ADJ] and care about you [ADV], you are successful [EF].
C When someone congratulate you because you are successful [ADV] [ADV] so he will congratulate you.
C You are successful when you feel [ADV] that you became closer to your God [NOM] [EF].
C So that all together makes to me success.
C I'm often ask myself this question.
C Am I successful [EF]?
C In the beginning I know this X.
C I hate everything [EF].
C And I told them I'm not successful in anything [NOM].
C Actually my aim is to speak fluency [NOM] [NOME] more than foreign language just like English or French or Spanish.
C This is my aim nowadays [EF].
C To speak more than foreign language.
C That's why I'm here [NOM] [EF].
C to learn how to speak fluency in English [NOM].
C My obstacle at first was money because if you want to learn language [NOM] [ADV], you have to take course/s and you have to buy book/s.
C But I was just kid.
C So I felt shame to ask my father to extra money for course/s [NOM] [NOME].
C So I decide/ed to depend on myself [NOM] [EF].
C So it was the first obstacle for me, the money [EF].
C But I start/ed fighting [NOM] to get a job [ADV] because I think [ADV] that the only channel to achieve your aim [NOM] which is mainly built on money [REL]->
C So you have to search for a job to get money [ADV] [EF].
C And you can get money through job.
C So I started to fighting to get a job [NOM] [NOME] [ADV].
C And after I getting a job [ADV] [ADVE]>
C I think I'm in the middle way to my aim [NOM] because I'm here among you [ADV] learning [ADV] how to speak English at AUC [NOM].
C ISA after Ramadan, I'll start French language [EF].
C And after French language, I'll start Spanish language [EF].
C And I promise you, I'll speak fluency in these three language because this is my aim nowadays.
C I think it's too late [NOM] because I am 25 year/s old [ADV] [EF].
C So I have to start from the beginning when I was 20 or 21 [ADV].
C But I said before the main obstacle was money [NOM] [EF].
C So (I'm now) I'm working now.
C And I have my own salary [EF].
C And I have>
C I feel that I depend on myself [NOM] to take course/s [ADV] and go forward for this aim [ADV].
C The end.
; 3:29

Speaker 12: Age 20, Time 2:51

C I am Mona Mahmoud [EF].
C I am 20 year/s old [EF].
C I am graduated from faculty of Law, Ain-Shams University.
C I will talk to you about success [EF].
C What the definition of success for me.
C Success is a very difficult word [EF].
C May be it mean love and money or family or education.
C In my life, I think it all of them.
C All of them together it mean success.
C In my opinion success consist/s of 10 key/s [EF].
C 10 key/s is number one motive/s.
C To get more power to live [ADV].
C If you do/n't have motive/s [ADV], you can't move to issue anything.
C Number two energy.
C It's the engine of life [EF].
C Energy is power [EF].
C Give power to move [ADV].
C Skill/s.
C That is your way toward success [REL] [EF].
C Skill/s.
C Getting more the language, getting more of course in computer skill/s is to move
yourself [NOM] to get better [ADV].
C Number 4 dream.
C Imagine thing/s [EF].
C and tell why not, I can do that [NOM], I will try and will try [NOM], at the end I
will succeed [NOM].
C Number 5 X, 6 X, 7 ability, 8 be patient, 9 commitment, number 10 be honest with
yourself.
C Ten key/s are the way to build your own pyramid/s of (in) success [NOM].
C This basis at this top is to be honest with yourself [NOM].
C My objective is to be like this woman [NOM] [NOME] who makes different [REL]
[RELE].
C Number one, this Nawal ElSaady.
C The first woman judge.
C Number two, the village woman judge, her name is X.
C How to reach that objective [EF]? 
C I am already graduated from faculty of Law.
C That/s in the first step.
C Number two, I have to take two diploma in the faculty of law.
C Number three, take more training as a lawyer [EF].
C At the end I will tell you how to make my life different [NOM].
C It was that man [EF].
C He was Dr. Ibrahim_ El-Feky [EF].
C I will tell you the end. "quotation".

Speaker 13: Age 22, Time 4:30

C First of all, my name is Mohamed_ Youssef [EF].
C I am twenty two year/s old [EF].
C We are talking right now about success [EF].
C Success.
C It is kind of a different topic to discuss [ADJ].
C But for myself, for my opinion, my point of view, there is no (an) exact meaning of
the word success itself because it differ/3s form one person to another [ADV].
C Because if we ask, for example, a singer what is success mean/3s to you [NOM]
[NOME] [ADV], he will say success for me is [NOM] to be named singer number
one in the world or singer number one in the region [NOM].
C If we ask/ed a football player [ADV], my success is to achieve this tournament
[NOM] or win this tournament of anything [NOM].
C If we ask a little child what is success for you [NOM] [ADV], he will say to pass
the exam/s [NOM] [EF].
C So for me, there is no exact meaning for the word success itself [EF].
C But we can say >
C And that is not an explanation for the word success [EF].
C We can say that it is try/ing to achieve your goal/s [NOM] [NOM].
C That is, may be, the explanation of the word success [EF].
C And this also differ/s from one person to another because our goal/s are not the same goal/s for all the person/s or the people [ADV].
C I am sorry [EF].
C Because one may be (one) want to be a famous doctor [NOM], want to be a famous actor [NOM] [ADV].
C Other one>. 
C For me myself, I want to achieve my goal/s [NOM] which is (to be) to achieve a good career in my work [NOM] [REL].
C And after that, in the second place, (then) I want to be successful in my life, in my personal life[NOM] [EF].
C That (is) become number two.
C But for me, success means to be, kind of, good in your work [NOM] trying to build your own career [NOM] [ADV].
C That is success for me [EF].
C How to achieve this success [EF] or what you named [NOM] making element/s for success [NOM] [NAME].
C I do not believe there is element/s for success [NOM] [NAME].
C How come are you convincing me that you are trying to make a plan for being a successful person [ADV] [NOM] [NOME].
C That is not logical because someone may be successful by luck[ADV].
C If he is interested in money and he won a lottery, then he is a millionaire [ADV] [EF].
C So where is success in that [EF]?
C He just uses his luck [EF].
C There is no plan [EF].
C There is no anything.
C So I believe success>
C If you want to make element/s for success, to name element/s of success, there is no element/s for success [NOM] [NOME].
C You can easily depend on yourself [EF].
C Try to focus in your life [NOM].
C Try to think that there is no easy work to do [NOM] [NOME] [ADJ] [EF].
C You should work hard and work hard [EF].
C Because if you do that [ADV], you believe you can reach anything you want [NOM] [REL].
C That is all for me [EF].
C That is not element/s of success itself.
C That is what anyone should do [NOM] [EF].
C That is not element/s_element/s of success.
C We can number it.
C Make number one, you have to do bla bla bla
C Number three you have to>
C That is I am mak/ing like a schedule for me [NOM] to do anything [ADV].
C But that is not logical [EF].
C You do not have to do anything [EF].
C You only have to focus in your life [EF].
C That is all [EF].
C Be aware of anything you are doing [REL] [NOM] [EF].
C That is all [EF].
C You do not have to take a pencil and start writing [NOM] I should not have done kaza [NOM], I should take course in something [NOM] [EF].
C If you do not have to do all of that [ADV]>
C If you are making this schedule and once there is issue/s and you did not complete it [ADV], then you are a failure.
C Then you can consider yourself a failure [EF].
C That is not true [EF].
C That is all [EF].

Speaker 14: Age 19, Time 3:35

C My name is Omneya [EF].
C I am 19 years old [EF].
C I am second year student in the faculty of commerce, English section, Cairo university.
C I truly believe that people do not respect but the successful person [NOM] [EF].
C You know
C Seeing (like [FP]) this garbage collector in the street>
C No body respect it.
C why?
C Because he is not successful [ADV] [EF].
C So I guess, personally speaking, success is the goal [NOM] that you try to reach [REL] [EF].
C And once you reach it [ADV], you are successful [EF].
C So first of all, you need to have [NOM] a goal you are trying to reach [NOM] [REL].
C Second, in order to reach that goal [ADV], you need to have [NOM] a plan where you go/ing set your priority/s [REL] [RELE] like a time table and all of that.
C And in order for that plan to work properly [ADV], you need, I guess, continuous work [EF].
C And in order for you to (like [FP]) work continuously, you need motivation [ADV] [EF].
C If you did not have the motivation in you, may be you can get it from outside [ADV] [EF].
C Or external motivation from your family as Mohamed said [ADV].
C I guess it will help you (like[FP]) continue until you reach this goal you have [REL] [NOM] [NOM] [ADV] [EF].
C Of course, the minute you do it [ADV], of course, you will feel (like[FP])>
C Of course, no body can say that it is (like[FP]) an easy task or so [NOM] [EF].
C Of course, you will face hell until you succeed [ADV] [EF].
C But it actually worth it.
C It is totally worth it.
C So I guess Heba said that (if) you can be satisfied with the thing/s you do [REL] [NOM] [NOM] even if you did not, like, succeed [ADV].
C But I do not believe in that [EF].
C I believe that you need to be [NOM] a little perfectionist [NOM] in order to achieve your goal/s [ADV] [EF].
C You should always tell no, it is not good enough [NOM], it is not good enough.
C The minute you say it is good enough [NOM] [REL] [ADV], you will start (like[FP]) loosing, (like[FP]) extra points [NOM] and you will start falling down [NOM] [EF].
C So you need all the time to have (like[FP]) high standard/s [NOM] [EF].
C And always try to reach those standard/s in order to succeed [NOM] [ADV] [EF].
C Personally speaking as a student, on the short run, I guess my success will be to (like[FP]) graduate in_shaa_Allah with a very excellent mark or so [NOM] [EF].
C But on the long run, of course, it is a different thing [EF].
C You know.
C It is not only about job and career [EF].
C It is also about family, making a well raised family [NOM], to be good with your friends [ADV], to be satisfied with yourself at the end [ADV].
C Not in the process you know.
C You need to be satisfied [NOM] with yourself at the end [EF].
C Is this five minutes?
C I guess that you need to (like[FP]) see [NOM] examples of successful people [NOM] (and) like Saweeras, for example [EF].
C He is very successful [EF].
C No one can deny it [EF].
C But the thing about success that, as we all said that [ADV], it is just a point of view [EF].
C People may say that no I do not think that a success (that) to be (like[FP]) rich [NOM] [NOM] [NOME].
C Other people may say no I wanna be rich [NOM] [NOM] [EF].
C Other people may say no I wanna be just happy [NOM] [NOM], that is my success [NOM], not rich, not (like[FP]) have *ing a family, just being happy [ADJ].
C May be like Mohamed here.
C Anyway.
C So it is just (like[FP])>
C You need to have your role model [NOM] [EF].
C You are gonna look up to them [EF].
C And in_shaa_Allah you reach success.
C Come on, that is five minute/s [EF].
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