Iraqi EFL Learners' Use of Parallel Structures

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Abstract

Parallelism is defined as a linguistic pattern which involves purposeful repetition on the lexical, syntactic, and semantic levels. The theoretical part of this study shows that parallelism is, on one hand, a linguistic rule the departure of which may lead to ungrammatical, illogical or ambiguous English sentences, and it is , on the other hand, a stylistic foregrounding feature that enables the writers in general and the foreign language learners in particular to highlight , emphasize ,and intensify their messages.

The practical part of this study investigates the Iraqi EFL learners' ability to employ parallelism in producing English sentences which are syntactically correct and semantically acceptable. It also investigates the learners' ability to emphasize and intensify their messages through the use of parallel structures. The study comes up with the conclusion that the subjects' errors can be attributed to the teaching context, as well as to the negative interference of the mother tongue. It is also concluded that teaching parallelism through analyzing its forms and functions in the English sentence can positively affect the learners' performance.

1. Introduction

The concept of parallelism refers to the reoccurrence of grammatical, lexical or semantic elements across a number of sentences, clauses or phrases to communicate thoughts and feelings effectively. Parallel elements regularly appear in compound clauses, phrases or words, in comparison, in a list or a series, and in constructions joined by linking verb:

1. *I slept for six hours but I still feel tired. (parallel clauses, syntactic parallelism)*
2. *He neither wants to stay at his home nor go to that party. (Parallel phrases)*
3. *Selma is as old as Layla. (Compared parallel nouns)*
4. *Parallelism achieves preciseness, correctness, and rhythm.(list of parallel nouns)*
5. *To impose restriction on one's opinion is to forfeit one's freedom. (parallel infinitive clauses joined by a linking verb).*

Parallelism as a norm of a well organized English sentence is essential to the improvement of the expressiveness of the EFL learners because mastering this norm by the learners will enable them to produce an effective English sentence with acceptable syntax and high semantic value. The problem arises when the Iraqi EFL learners' deficiency in using parallelism causes them either to develop sentences that seem foreign to English as they violate the norm of English writing either syntactically or semantically, or to avoid

parallelism opting for easier, though less effective, ways of expressions. The result in the two cases is the hampering of self expression on the learners' part and disorientation on the recipients' part. Addressing this problem, the study aims at:

1. showing that parallelism is necessity in the language system not only an option
2. highlighting the communicative value of parallelism in the English language,
3. assessing the Iraqi EFL learners' use of parallel structures on the sentence level,
4. identifying the points of difficulty in Iraqi EFL learners' use of parallelism, and
5. showing the role of teaching factor, which adopts text analysis in term of language norm and cultural pattern as a tool of teaching, in improving the learners' use of parallelism.

To achieve these aims it is hypothesized that:

1. Iraqi EFL Learners are expected to find difficulty in the use of parallel structures in a cohesive English sentence,
2. Iraqi EFL learners are expected to find difficulty in using parallelism to emphasize and to intensify their messages.
3. the teaching factor, which adopts text analysis in term of language norm and cultural pattern as a tool of teaching, is expected to affect the learners' performance positively.

The theoretical part of the study is intended to present a general discussion of the concept of parallelism. In this part, parallelism has been analyzed theoretically through defining it, introducing some of its linguistic markers, showing through theoretical analysis of a number of examples how parallelism inhibits the grammatical faults and the semantic unacceptance, shedding light on the communicative value of parallelism as a foregrounding feature, and analyzing its functions of emphasis, and intensification in a number of examples.

The practical part, which is intended to validate the hypotheses of the study, is a test of two questions presented to 50 third year students of the academic year 2011-2012 from Department of English – College of Basic Education– University of Babylon. The first question, which is intended to validate the first and the third hypotheses, aims at identifying the areas of difficulty in the learners' use of parallel structures and to calculate the level of difference in performance between the 25 students who have received a number of lectures about the topic of parallelism (group A) – these lectures adopt the analysis of the linguistic patterns as a tool of teaching – and the other 25 students (group B) who have not received such kinds of lectures.In the second question, which is intended to validate the second hypothesis, the subjects are asked to emphasize and to intensify their writing in response to two topics. Then and depending on the two modes of enquiry, i.e. the theoretical and the

practical ones, the researcher comes up with a number of conclusions which validate the hypotheses of the study(see 6).

2. The Concept of Parallelism In English

Parallelism refers to the purposeful reoccurrence of grammatical, lexical, or semantic elements across a number of phrases, clauses, or sentences to communicate thoughts and feelings effectively (Harris,2012:2). Parallelism regularly appears with:

a. Elements that are coordinated by coordinators as in:

6. He plays *squash* and *rugby*.(parallel nouns) (Thomson and Martinet, 1961:288)

7. *I went to the store, for I was out of milk.*(Brunq,2012:1) (parallel clauses)

8. Jack is responsible for *loading the trunk*, *cleaning the seat cushions*, and *checking the engine*. (parallel phrases) (Hollrah and Elkouz,2006:1)

or by correlatives as in:

9. Both *wheat* and *corn* are grown in Kansas. (parallel words) (Azar, 1982:292)

10. David *neither loves Joan*, *nor wants to mary her*.(Quirk et al, 1985:938)(parallel phrases)

11. Either *you must tell the truth*,or *you must go to jail* (Pollock,1982:54)*parallel clauses*)

b. Elements being compared (Carillo,2011:4)as in the following examples:

12. She enjoys *jogging* better than *running*.(parallel words)(ibid)

13. *Driving to London* can actually take less time than *flying there*. (parallel phrases). (Benner,:2004:6)

14. *How you live your life* is just as important as *how much money you make*. (parallel clauses)(ibid)

c. Elements in lists or in a series of three or more elements in a row:

15. She wanted three things: *money*, *power* ,and *security*. (series of words)(ibid:8)

16. There were no opportunities *to do my taxes*, *to request an extension*, or *to explain my situation*. (series of infinitive phrases)(ibid)

17. The company doesn't care about *who you are*, *how you got here*, or *why you have come*. (series of clauses)(ibid)

d. Elements joined by a linking verb or a verb of being. Joining elements with linking verbs or verbs of being suggests a complement of the first item by the second one.

18. Silence *is* golden. (parallel words)

19. To know her *is* to love her.(parallel phrases)(ibid)

20. To make that impossible demand *is* to declare open hostilities. (parallel clauses)(Carillo,2011:4)

It is salient through the examples presented above that parallelism may work on the lexical, semantic, and grammatical levels. Linguists thus classify parallelism into the following kinds:

1. **Syntactic parallelism**: repetition of the same word order in phrasal structures, and clausal structures(Kopaore, 2004:75).The following instances are intended to display all these levels:

21. *Either I will attend the party or I will stay home* (Similar clauses structure)

Each alternative (choice) is presented in the construction of(S + will +Infinitive+ object), which means that the two alternative are similarly(equally)available.

22. *The rooms in my house are smaller than the rooms in your house. (similar phrases structure)*

The compared elements are presented in parallel phrases which clarify that the comparison domain is limited to "*The rooms in my house*" and   "*the rooms in your house*".

2. **Lexical parallelism** : refers to word category repetition (noun, verb, adverb, article…,etc) (ibid: 75)

23. *Not only men but also women are chosen. (parallel nouns)* (Thomson and Martinent,1961:288)

24. *Our neighbors moved and sold their house.(parallel verbs)(Beare,2012:3)*

25. *They work carefully and effectively.(Parallel adverbs)(ibid)*

26. *This book is old but valuable. (parallel adjectives)(ibid)*

3. **Semantic parallelism**: semantic parallelism works on the thematic level (on information level), that is when some complete units of thoughts are included in parallel constructions(Fountain,2011:7). Semantic parallelism is subdivided into:

a‐Synonymous parallelism: where the thought is repeated in the second line in different but synonymous words. (ibid)

27. *You can fool all people some of the time, and some of the people   all the time but you cannot fool all the people all the time.*

(Abraham Lincoln in Hollrah and Elkouz,2006:2)

The second clause "*you cannot fool all the people all the time*" paraphrases the theme of the first clause "*You can fool all people some of the time, and some of the people all the time*".

b. Antithetical parallelism: The balanced constructions present the opposition or contrast of thought: (ibid)

28. *Success makes men proud; Failure makes them wise.(Harris,2012:2)*

In this example, not only does the antithetical relation between "success" and "failure" is highlighted through parallelism but also the equivalence   between them stands out through denoting that there could be a sense of loss in success ,and there could be a sense of gain

in failure.   The presentation of similar or opposite ideas in parallel structures have specific communicative functions in English (see 4) .

3. Parallelism as a Linguistic Necessity

3.1. Introduction

Halliday and Hasan (1980:5) define cohesion as the logical connection through the grammatical or lexical elements in the text. Accordingly, being a cohesive device, parallelism seems to be essential in creating correct grammatical structures that pave the way to logical semantic relations. This fact entails that parallelism, in most of it occurrences, is a necessity, not an option.

3.2. Parallelism as a Grammatical Cohesive Device

Kafes (2012:3) defines cohesion as "the set of possibilities in the language that allow for the text to hang together".   Kafes in this quotation refers to the correct rules of grammar that allow a construction of correct grammatical sentence. The discussion of the following examples is intended to show that for a sentence to be grammatical, it is necessary to have parallel elements within its structure :

29. *Victor told Victoria that he* <u>*wants*</u>   <u>*not only*</u> <u>*to take*</u> *her out for a dinner* <u>*but also*</u> <u>*go walking on the moon lit beach*</u>*(Hollrah and Elkouz,2006:5)*

In (29) the correlative conjunction "not only….but also" conjoins two parallel verb phrases which are functionally related to the verb "want":

WANT ⟶ to take her
⟶ go walking
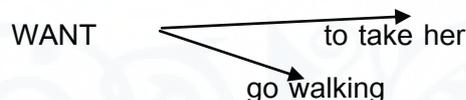
It is a grammatical restriction that "want" is followed by (to infinitive construction), not by a bare infinitive. Thus , the parallel constructions of the to infinitive forms represent a grammatical necessity:

29a.*Victor told Victoria that he* <u>*wants*</u>   <u>*not only*</u> <u>*to take*</u> *her out for a dinner* <u>*but also*</u> <u>*to go*</u> *walking on the moon lit beach* .

Unparallel elements in the following instance causes ungrammatical sentence:

30. *Fred supports the idea because , first,* <u>*its simplicity*</u>*; second,* <u>*it is unique*</u> *.(ibid)*

The first underlined reason is stated in a phrase, the second one is presented in a clause. Being related to "because " at the background:

BECAUSE ⟶ *its simplicity*
⟶ *it is unique*
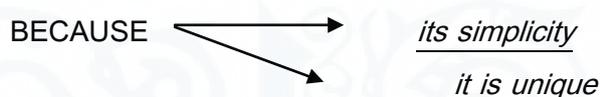
The first reason is stated in the wrong grammatical construction, simply because "because" demands a complete clause to follow it. Thus, for the sentence to be grammatical, the two reasons should be stated in parallel clauses :

30. a. *Fred supports the idea because , first,* <u>*it is simple*</u>*, second,* <u>*it is unique*</u> *.*

The correlatives "neither....nor" in (31) conjoin the noun phrase "a long one", and the predicative adjective "expensive":

    31. The trip to the city is <u>neither</u>   <u>along one</u>   <u>nor</u>   <u>expensive</u>.(ibid:9)

When each of the conjoined elements occurs in a separate sentence, their occurrence will be grammatical:

    a– *The trip is not <u>a long one</u>*.

    b– *The trip is not <u>expensive</u>*.

In (a) the adjective "long" is used attributively as a part of a noun phrase whose head is singular "one". In (b) the adjective "*expensive*" is used as a predicative adjective which functions as a subject complement. It is totally grammatical in this position.

The two underlined constituents in (a) and(b) are grammatical when they occur in isolated sentences. But when they are combined in a sentence like (31), they violate the grammatical tradition stated in Quirk et al (1985: 940) that correlative coordinators should introduce constituents of equivalent functions and status "*if (A) , (B),..... are conjoint constructions X, then any structural function which may be taken individually by (A) or (B) or...... may also be taken by X*".

Accordingly, it is ungrammatical to conjoin an a noun phrase "a **long** one" and a predicative adjective "**expensive**", this is the source of ungrammaticality. Thus having phrases of equal structural functions is essential to have a grammatical sentence:

    31 a. The trip to the city is <u>neither</u>   <u>long</u>   <u>nor</u>   <u>expensive</u> .

Through out these examples it becomes salient that grammatical parallelism is essential in creating a grammatical coherent sentence. Parallelism is thus a grammatical cohesive device.

3.3. Parallelism as a Semantic Cohesive Device.

Parallelism contributes not only to the construction of the English sentence, but also to the meaning of that sentence simply because the way the words are arranged in a sentence can highly affect the interpretation of the whole sentence. The following examples are intended to clarify this notion:

    32. <u>Either</u>   *you can join the army*   *or*   <u>the navy</u> . (Farrokhpey,1999,285)

The position of "Either" at the beginning of the clause seems to extend the co-ordination to the whole clause "*you can join the army*", accordingly the above sentence is interpreted as:

    32a. <u>Either</u>   *you can join the army*   *or*   *the navy can join the army ,*

which is illogical. Parallel elements of equal constructions are needed to have a logical meaning:

    32b. You can join <u>either</u>   *the army*   *or*   <u>the navy</u> .

Quirk et al (1985:971) mention that the following instance reflects "semantic violation" due to lack of lexical parallelism:

33. She made up her mind and then her face.

The sentence is correct in terms of grammar. Yet, it is awkward in terms of its meaning. "Made up " one's mind has the connotation of (to decide), while "made up one's face" means (to put collection on one's face)(Hornby, 2004: 776). Thus the lexical parallelism represented by the repetition of the verbal element "made up" is necessary to have a logical meaning:

33. a. She made up her mind and then made up her face.

In the examples above the necessity of parallelism lies in the fact that the latter can add more logic to the sentence thereby removing any sense of ambiguity in meaning.

However, the lack of parallelism in the following example leads to lack of clarity as the one sentence can have more than one interpretation :

34. Most Americans know more about the duties of Matado than the Picador. (Graham, 1982: 214)

This sentence has two meanings:

34. a. Most Americans know more about the duties of Matado than about the duties of Picador.   or

34. b. Most Americans know more about the duties of Matado than the Picador knows about these duties (i.e. the duties of Matado).

Parallelism in (34a), and (34b) helps restrict the meaning of each sentence to only one meaning. Parallelism is thus helps produce a sentence with a higher level of clarity that each sentence has only one interpretation.

4. Communicative Functions of Parallelism

4.1. Introduction

As a pattern of purposeful repetition, parallelism is a quantitative foregrounding deviation (Leech and Short, 1981: 48) where the writer violates the rule of variety and "uses one construction more than usual" (Leech,1981:49) to emphasize or to intensify his message in a way that echoes his thoughts and feelings. Thus parallelism contributes not only to the syntax and semantics of the English sentence but also to the impact of that sentence on the recipient as parallelism can communicate a sense of emphasis and intensification on the conveyed message.

4.2. Emphatic Function:

Emphatic function of parallelism means to "reinforce or draw extra attention to a concept" in away that awaking in the recipient certain emotive feeling of prominence, enthusiasm, contrast, etc (Persson,1974:50).

Okunowo (2012: 716) views that parallelism has an emphatic function when a particular idea or meaning is made overt and most recognizable through restating that meaning in a series of similar structures. The following piece of Kennedy's speech would be a good instance to clarify this notion:

35. *Let every nation know ,whether it wishes us well or ill, that <u>we shall pay any price</u>, <u>bear any burden</u>, <u>mean any harder ship</u>, <u>support any friend</u>, <u>oppose any foe</u> to assure the survival and the success of liberty* (Franklin ,2010: 1).

The theme of Kennedy's speech is a pledge to his citizens that "his government will lead the country in accomplishing"(ibid). This theme is repeatedly restated through using different words in a series of phrases which have the same syntactic form of (Verb + any + Noun). Listing a number of ideas, which contribute to the same theme, in a series of parallel structures puts forceful concentration on these ideas making them stand out to the recipients' mind, and creates accumulative impact that echoes the writer's message of enthusiasm.

Emphasis in the following speech by kennedy, is manifested through both of the syntactic parallelism and antithetical parallelism:

36. *Ask not, what your country can do for you.*

     Ask, what you can do for your country. (Hollrah and Elkouz,2006:2)

The theme of this speech is (the good country is the out come of the good citizen; not the opposite). This theme is emphasized through both the structural parallelism and the semantic –antithetical–parallelism. The two neighboring sentences have the same syntactic structure of (Verb+ Indirect question). This equivalence on the syntactic level draws the recipients' attention to the connection between the two sentences, urging them to compare between the messages conveyed by the two neighboring sentences; thereby foregrounding the contrast between the meanings of the two sentences, and highlighting (emphasizing) the main theme of the whole text in the recipient's mind.

4.3. Intensification Function

Intensification function of parallelism implies an increase in quantity or number and this function is achieved by repeating the particular lexical item more than twice(*Quirk et al ,1985*:981):

37. *The only remedy is <u>work</u>, <u>work</u>, <u>work</u>. (ibid:1414)*

The need for work can be stated through expressions like the following:

     a. *The only remedy is more work.*

     b. *The only remedy is to work more.*

Though the theme expressed is the same in all of the three sentences above, the lexical parallelism represented by the repetition of the noun "work" highlights pieces of

meaning that can not be supplied through words. The first occurrence of "work" completes and confirms the theme of the sentence(the need for work), the second occurrence suggests continuity (i.e. the need for continuous work), the third occurrence of "work", which is an increase use of the same word in the same sentence, suggests the increase and the intense need for continuous work. Thus the increasing number of times of occurrence of the lexical word "work" symbolizes the intense need for continuous work . It is obvious that the repetition   of "work" is intended to have both the meaning and the image of that meaning present in the recipient's perception.

Aitchison(1994:20) agrees with Quirk et al (1985) viewing that the concept of intensification implies not only an increase in quantity but also an increase in quality:

38. *She is getting better and better (*Quirk et al , 1985:467).

The gradual increase in quality is indicated by the use of coordinated comparatives. (ibid)

In the following example, lexical and syntactic parallelism work together to echo the meaning of emphasis and intensity in the writer's message:

39. *Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.* www.goagle.com\url .

By repeating the imperative sentence structure, and the order "go back" followed by a name of country the writer seeks to highlight(emphasize) the continuity of this order to involve the increase number of countries. Thus the structure intensifies the power of the message, and echoes the writer's thoughts. A sentence without parallelism could have carried his message, but with far less effect:

39a. *Return to your homes in Mississippi, Alabama, South Carolina, Georgia , Louisiana, or the northern cities, and know that the situation will be changed.*

Thus in sum, emphatic function of structural parallelism intends to make the particular message prominent to evoke the recipient's attention and feelings towards that message in a way that echoes the writer's thoughts and feelings, whereas the intensification function, which is a function of lexical parallelism, implies the meaning of augmentation in quantity or in quality.

5. Practical Part: Data Analysis

5.1.Analysis of the Subjects' Responses in Question One .

The first question is intended to investigate the learners' ability to use parallelism in sentences which are grammatically correct and semantically acceptable. This question consists of ten items presented to the two groups (A, and B)that have already been referred to in the introduction of this study (see 1).

To guarantee that the subjects will not use a ready made , memorized, examples of parallelism, nor will they avoid it altogether. This question is prepared in such a way that they must, obligatory, use parallelism as they are asked to correct the faulty use of parallelism in the given sentences. The analysis of the subjects' responses, in the two groups, for each item in the first question gives the results shown in the following table:

Item	No. of Correct Choices in A	%	No. of Correct Choices in B	%	No. of Incorrect Choices in A	%	No. of Incorrect Choices in B	%	X Valu
1	9	36%	5	20%	16	64%	20	80%	0.64
2	14	56%	7	28%	11	44%	18	72%	1.96
3	15	60%	8	32%	10	40%	17	68%	1.96
4	19	76%	12	48%	6	24%	13	52%	1.96
5	12	48%	8	32%	13	52%	17	68%	0.64
6	14	56%	9	36%	11	44%	16	64%	1
7	11	44%	4	16%	14	56%	21	84%	1.96
8	19	76%	10	40%	6	24%	15	60%	3.24
9	21	84%	15	60%	4	16%	10	40%	1.44
10	18	72%	11	44%	7	28%	14	56%	1.96
Tota	152	60.8	89	35.6	98	39.2	161	64.4	15.9

* Each row, form 1 to 10, shows the numbers and the percentages of the correct responses and the incorrect ones out of the total number of the responses (25) to each item.

*'Total' shows the overall numbers and the overall percentages of the correct responses and the incorrect ones out of the overall numbers of the responses (250) to all the items of the question, i.e. the question as a whole.

Out of all the 250 responses to this question, only (98, 39.2%) of A's responses are incorrect. The number and the percentage of incorrectness rise to (161, 64.4%) ,out of the 250 responses, in B's performance which means that the Iraqi EFL learners do face difficulty in using parallel structures; this in turn validates the hypothesis which reads: (Iraqi EFL Learners are expected to find difficulty in the use of parallel structures in a cohesive English sentence).

Noticing the values of X (the level of difference between the two groups) in all the items hints at a considerable level of difference between the achievements of the two groups. What enhances this outcome is the overall result which indicates a better performance for the subjects in group A as comparing to the performance of the subjects in group B. Out of

all the 250 responses to question one, only (152, 60.8%) of A's responses are correct, while the number and the percentage of correctness in B's responses are (89, 35.6%) out of the overall responses (i.e.250) to the same question. This result validates the hypothesis that(the teaching factor ,which adopts text analysis as a method of teaching, affects the learners performance positively).

5.1.1. Sources of the Subjects' Errors in Question One

Analyzing the subjects' wrong responses reflects that all of their errors in this question are due to intralingual transfer. Intralingual transfer errors are the sort of errors which are manifested in the students' writing due to faulty or partial learning of the target language. In this study, the sources of the subjects' intralingual errors can be classified into:

1. **Overlooking co-occurrence restriction** i.e. "a learner occasionally overlooks or fails to observe the restrictions of existing structures"(Husada,2007:101). Table(2) shows the samples of the errors resulting from overlooking co-occurrence restriction:

Source of error	Some Samples of the Subjects' Responses in A	Some Samples of the Subjects' Responses in B	Sample of the Ideal Answers
Overlooking Co-occurrence Restriction	1- I'm _not_ selling **only** the tickets **but** also _answer_ the customers' questions. - I'm **not** selling the tickets **only but** _answer_ the customers' questions.	1. I'm **not only** _selling_ the tickets **but** _answer_ the customers' questions. also. -I 'm **not** _selling_ the ticket **but** _answer_ the costumer questions too.	- I 'm **not only** _selling_ tickets **but also** _answering_ the customers' questions.
	6- He _believes of_ and an _advocate of_ werewolves' rights.	He _believes_ and also an _advocate of_ werewolves' rights.	- He _believes in_ and is an _advocate of_ werewolves' rights.
	7a- He _has_ always will _eat_ dinner in front of TV.	He _has_ and _will_ always eat dinner.	- He _has_ always eaten and _will_ always eat dinner in front of TV.
	9-The _girls in Ontario_ are prettier than _California_.	The _girls in Ontario_ are prettier than _California_.	-The _girls in Ontario_ are prettier _than those in California_.

Table(2): Sample of the Errors Resulting from Overlooking Co- occurrence Restriction

As the table shows, this sort of errors appears in the subjects' responses to: - item (1) where the subjects ignore the grammatical rule that the coordinated elements should have the same functional position and the same form. Thus both "answer" and "sell" are related to "am" at the background which means that the two verbs should co-occur in the- ing form .

−item(6) where they violate the grammatical rule mentioned above and coordinate a verb "believe" to an adjective "advocate of",

− item (7) where they combine the two auxiliaries "has" and "will", and

−item(9) where they compare an animate thing "girls" to an inanimate thing "California". The number and the percentage of this kind of errors constitute (30, 30.6%) of the over all number of A's errors (i.e. 98), and (50, 31.1%) of the overall number of B's errors(i.e. 161) in this question.

2. **Incomplete application of the rules**: when the learners avoid the use of more complex kinds of grammatical structures because the learners believe that they can communicate effectively by using relatively simple structures or forms(ibid). Below is a sample of these errors:

Source of Error	Some Samples of the Subjects' Responses in A	Some Samples of the Subjects' Responses in B	Sample of the Ideal Answers
Incomplete Application of the Rules	2−In our tradition , it is rare to find a girl going out on a date alone.	− In our tradition , it is rare to find a girl going out in a date alone. − In our tradition , it is rare to find a girl going out to date alone.	2.In our tradition , it is rare to find a girl going out and dating alone.
	4.Our students are classified according to their level of performance into the high level student, the mid−level student, and the low−level student.	− Our students are classified to high level student, the mid−level student, and the low−level student.	4.Our students are classified according to their levels of performance into three groups. They are the high level students, the mid−level students, and the low−level students.
	5−Rod may work at his home office.	− Rod either works at his home office	5. −Rod works either at his home office , or at an office at sanctuary Towers each day.
	7− He eats dinner in front of TV now and in future.	− He has always eaten dinner.	7.He has always eaten, and will always eat dinner in front of TV.

Table(3) :Samples of the Errors Resulting from Incomplete Application of the Rule

The table shows that the subjects avoid parallelism in some of their responses to: − item(2) where the subjects in A avoid parallelism by substituting the second parallel element by a prepositional phrase. Some subjects in B replaces the second parallel element by a

prepositional phrase , and some of them replaces it by a 'to infinitive construction'. Avoidance of parallelism also appears in the subjects' responses to items (4,5, and 7) where some of the subjects from the two groups (A and B) omit one of the parallel elements to avoid parallelism . The number and the percentage of this kind of errors constitute(33, 33.7%) of the over all number of A's errors(i.e.98), and (48, 29.8%) of the over all number of B's errors(i.e.161) in this question.

3.False concepts hypothesized Errors: they may be derived from faulty comprehension of a distinction in the target language (ibid: 99). Table(4) shows some samples of these errors in the subjects' responses:

Source of error	Some Sample of Subjects' Errors in A	Some Sample of Subjects' Errors in B	Sample of the Ideal Answers
False Concepts Hypothesized Errors	*3– The current was so strong , it could <u>carry a canoe</u> and <u>crush</u> to pieces at the bottom of the ocean.*	*–The current was so strong , it <u>carried a canoe</u> and <u>crushed</u> to pieces at the bottom of the ocean*	*3.The current was so strong , it could <u>carry a canoe</u> and <u>crush it</u> to pieces at the bottom of the ocean.*
	*5–Rod works either **at** <u>his home office</u> , or **in** <u>an office at sanctuary Towers</u> each day.*	*––Rod either works **at** <u>his home office</u> ,or <u>office at sanctuary Towers</u> each day*	*5. –Rod works either **at** <u>his home office</u> , or <u>at an office</u> **at** <u>sanctuary Towers</u> each day.*
	6– He believes <u>of</u> and he is an <u>advocate of</u> werewolves' rights	*–He believes and he is an <u>advocate of</u> werewolves' rights .*	*6– He believes <u>in</u> and he is an advocate of werewolves' rights.*
	8. Your physical appearance changes if you <u>compare it with</u> a <u>mental growth</u>.	*–Your physical appearance changes if you <u>conjunct with</u> a <u>mental growth</u>.*	*In conjunction with <u>your mental growth</u>, your physical appearance changes too.*
	*10–The customer wanted to exchange the article **and** to obtain a refund, **or** she wanted to speak to the manager.*	*10–The customer wanted to exchange the article **and** to obtain a refund, **or** she wanted to speak to the manager*	*10–The customer wanted **to** exchange the article , **to** obtain a refund, or **to** speak to the manager.*

Table(4):Samples of Errors Resulting from False Concepts Hypothesized Errors

It is clear through out the table above that the false hypothesized errors occur in the subjects' responses to item(3) where they fail to distinguish that parallelism occurs between two verb phrases of(verb+ object) and that "crush" is a transitive verb that demands an object, item (5) where they hypothesize that "in" rather than "at" suits the intended meaning of the given sentence, item(6) where they fail to realize that "believe" alone without a

preposition has a meaning differs from the meaning of "believe in", and the meaning of "believe of"; thus they fail to choose the element that best fits the sentence meaning, item (8) where they wrongly hypothesized that the sentence is grammatically, not semantically, unacceptable, and item (10) where they are unaware of the fact that the change in the form of an element in a series signal a new direction of discourse in that the clause after "or" expresses a threat or a warning information.

The number and the percentage of this kind of errors constitute(35, 35.7%) of the over all number of A's errors(i.e.98), and(63, 39.1%) of the over all number of B's errors(i.e.161) in this question.

The similarity in terms of the errors made by the two groups can be attributed to the teaching environment. It is well known that the sub topics ,which are essential to the topic of parallelism, such as comparative constructions, correlatives, coordinators, and listing have been taught to the students during the various stages of their studying. Yet, the ways followed in teaching these topics is limited to the mere presentation of these topics without focusing on the analysis of the communicative and functional values of these linguistic structures.

Consequently, the traditional teaching method ,i.e. lecturing method, has rooted some inaccurate strategies within the students' competence to deal with the different patterns in the language system. This means that there is an urgent need to new methods for teaching these topics; methods that depend on the analytic approach which enables the students to renew their strategies of dealing with the patterns of language not arbitrarily but through the grasp of the effective rules of using these patterns.

5.2. Analysis of the Subjects' Responses to Question Two.

In an attempt to present a qualitative analysis of the subjects' ability to emphasize and intensify their message through using parallelism in an effective English sentences, the subjects in the two groups are asked to write a sentence where each student emphasizes the uniqueness of his\her mother, and to write another sentence where the student intensifies the importance of reading. Examining the subjects' produced sentences in the two groups yields the following results:

1. Only a small number of the subjects in group A were able to produce a native like sentences when some students use listing parallelism as a means to put the characteristics of the mother into focus thereby emphasizing the message as in these responses:

   –*The source of love, patience, beauty and safety is my mother.*

   – *Being helpful, being patient, and being passionate make my mother unique.*

– She is unique because she is the person who listens to me when I talk, and talks to me when I need to listen, the person who supports me when I am right and does not let me alone when I'm wrong, the person who leaves everything to give me every thing.

Some of the subjects in A are also able to employ lexical parallelism to intensify their messages as in the following responses:

- Read and read and read because reading enable you understand everything in life.

- Reading for learning, reading for enjoyment, reading for knowledge all are essential in one's life.

- Read and read to know more and more.

The availability of accurate responses in some of the A's performance indicates that the teaching factor that employs text analysis as a method of teaching does make difference in the learners' performance.

2. Some of the subjects' responses in A, and all of the subjects' responses in B hints at a transfer of cultural thought patterns when they want to emphasize and intensify their messages. The subjects think in Arabic while they are trying to write in English. Feghali (1997:345) shows that the Arabic communicative style is characterized by features that may conflict with other language styles. These features are: **indirectness**, **repetition**, and **affective style of emotional appeal**. These Arabic culture styles of communication can be touched in the subjects' sentences which are characterized by:

a. **Circularity and paraphrasing** : In Arabic culture, to emphasize a particular meaning in the audience mind "Arab people came to the same point two or three times from different angles" (Sa'addein: 1989:36), following this strategy does not fit the English culture style. In English culture, merely making an assertion and paraphrasing it in a number of different ways is usually not convincing. Circularity appears in some of A ' s responses:

- For me my mother is very unique because she is my close friend , she is always near to me and I can not go far from her.

- My mother is very important person in my family. She is very special to all of us. She is the soul in our house.

And also in B's responses:

- My mother is very very helpful. Whenever I face problem she helps me in solving this problem.

- The mother takes care of me and my brothers and we love her because she takes care of all of us all the time

Circularity in writing gives the native reader the impression that nothing is happening and that the writer merely goes round and round   (Allen:1970,94).

3. The use of exaggeration and lexical repetition of emphatic words to intensify the message: Arabic language employs exaggeration as a strategy to over assert messages to be believed and understood (Suchan, 2010: 11). As a result of the influence of their native patterns, the subjects show tendency to use lexical repetition of the emphatic words (really, too much), and to use the superlative forms of adjectives to intensify the meaning of their messages:

    A1. Reading is the <u>best thing</u> that can help us understand the word <u>more and more.</u>

    A2. Reading is <u>so so</u> beneficial for us in our school and all life.

    B1. I like reading because it is <u>really really</u> <u>the most important habit</u> in life.

    B2. I read <u>too too much</u> because <u>more reading</u> gives <u>knowledge.</u>

Clearly, the producers of these sentences try to win the recipients' appeal through indicating the superposition of reading. They think that in that way they intensify the quality of reading. This style of communication may fit Arab interlocutors because the implication of such use of exaggeration, which is unconsciously acquired as part of their culture and their environment, is mutually understood by the natives of Arabic, but not by the natives English of. As a result, adopting Arab thought patterns in communication inhibits the effect of the messages on the English audience.

This indicates the need for expanding focus on multiculturalism while teaching grammatical structure as the way these structures are organized may indicate meanings and concepts that differ from one culture to another "It is these two aspects(content- form) together constitute the surface manifestations of cultural difference". (Purves 1988:10)

6. Conclusions

1. The study in its theoretical and practical parts leads to the conclusion that parallelism has a central role in communication as a purposeful device of repetition whose absence may result in incorrect or awkward meaning, or may change the particular meaning to a completely different one.

2. The results of the test analysis shows that the percentage of the total number of incorrect responses in A and in B are (98, 39.2%) and (161, 64.4%) subsequently. The existence of such a level of incorrectness indicates that the students face difficulty in using parallelism on sentence level. This verifies the hypothesis that(Iraqi EFL learners are expected to find difficulty in the use of parallel structures on the sentence level.)

3. The subjects' errors can be classified into:

    I. The overlooking co-occurrence restriction errors which take up (30, 30.6%) of the overall number of A's errors(i.e. 98), and (50, 31.1%) of the overall number of B's errors(i.e.161).

II. The incomplete application of the rules (avoidance) errors which constitute (33, 33.7%) of the overall number of A's errors(i.e.98), and (48, 29.8%) of the over all number of B's errors(i.e.161).

III. The false concepts hypothesized errors which occupy (35, 35.7%) of the over all number of A's errors(i.e.98), and(63, 39.1%) of the over all number of B's errors(i.e.161).

All these errors fall within what is known as developmental errors which occur as a result of the shortcomings of the traditional teaching methods, which are restricted to the general presentation of the linguistic patterns without analyzing these patterns in a way that enables the learners to improve the form and the content of their messages.

4. The Iraqi EFL learners are unaware that parallelism is considered to be a standard English pattern for expressing emphasis and intensification. Thus they restore to the Arabic thought patterns of circularity and exaggeration when they intend to emphasize or to intensify their messages regardless of the difference between the Arabic and the English cultures in interpreting these patterns. This validates the second hypothesis which says (Iraqi EFL learners are expected to find difficulty in using parallelism to emphasize and to intensify their messages

5. In the first question, the percentage of the total number of correct responses in the performance of group A (152, 60.8%) is better than that of group B (89, 35.6%). In the second question, the ideal responses were available only in the performance of some of the subjects in group A. This conclusion validates the third hypothesis that the teaching factor which focuses on the analysis of the linguistic patterns in both the linguistic context and in the communicative context and on their connotations in the target culture does affect the learners' performance in group A positively.

6. The similarity between the two groups in terms of the committed mistakes indicates that the traditional teaching methods have rooted some inaccurate strategies within the students' competence to deal with the different patterns in the target language system.

7. As the linguistic patterns may have different implications in the different cultures, more consideration should be given to culture when designing language teaching programs.

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Appendix (1) : A Sample of the Test

Q\\ Rewrite each of the following sentences to remove any ambiguity due to faulty parallelism:

1. I 'm not only selling tickets but also answer the customers' questions.
2. In our tradition , it is rare to find a girl going out and date alone.
3. The current was so strong , it could carry a canoe and crushed to pieces at the bottom of the ocean.
4. Our students are classified according to their level of performance into three groups: high level student, mid–level student, and low–level student.
5. Rod either works at his home office , or an office at sanctuary Towers each day.
6. He believes and is an advocate of werewolves' rights.
7. He always has and always will eat dinner in front of TV.
8. In conjunction with a mental growth, your physical appearance changes too.
9. The girls in Ontario are prettier than California.
10. The customer wanted to exchange the article , to obtain a refund, or she wanted to speak to the manager.

The answers:

1. I 'm not only selling tickets but also answering the customers' questions.
2. In our tradition , it is rare to find a girl going out and dating alone.
3. The current was so strong , it could carry a canoe and crushed it to pieces at the bottom of the ocean.
4. Our students are classified according to their level of performance into three groups. They are: high level students, mid–level students, and low–level students.
5. Rod works either at his home office , or at an office at sanctuary Towers each day.
6. He believes in and is an advocate of werewolves' rights.
7. He has always eaten and will always eat dinner in front of TV.
8. In conjunction with your mental growth, your physical appearance changes too.
9. The girls in Ontario are prettier than those in California.
10. The customer wanted to exchange the article , to obtain a refund, or to speak to the manager.

The level of difference between the performance of group A and that of B in the first question is computed by this formulae: $X = (O_i - E_i)^2 | E_i$,   where

Oi: observed number of cases categorized in I category

Ei: expected number of cases in I under H_0

The level of difference is significant if X is larger than 0.5.

Siegel (1956:43)

Q2. Write a sentence where you use parallel structures to .

1.Emphasize the unique characteristics of your mother.

2. Intensify the importance of reading in one's life.