

Fronting Constructions Used by Iraqi EFL University Learners'

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1. Introduction

This paper is mainly concerned with fronting as one of the English highlighting devices. Fronting means a term we apply to achievement of marked theme by moving into initial position an item which is frequently an entire sentence element. The reason for such process may be to echo thematically what has been contextually given. The effect of fronting is usually that the fronted element receives special emphasis, often because it contrasts with something mentioned earlier.

In certain cases fronting is companied by inversion. Fronting may occur with negative or restrictive elements, such as object(s) complement(s) and adverbial(s).

The paper aims at evincing the possibility of Iraqi EFL university learners' in implementation such constructions and detect the range to which they can apply to the various elements of the sentence.

It is hypothesized that Iraqi EFL university learners' face more difficulties in fronting complements and the adverbials more than objects. In addition, these students face difficulties in subject verb inversion especially the clause patterns SVC and SVA. To validate the hypotheses of the study a diagnostic test has been designed and applied to a sample of Iraqi EFL university students at their fourth stage Department of English, College of Basic Education University of Babylon during the academic year 2008-2009. The results of the test have validated the hypotheses mention above.

2-The Concept of Fronting

English fronting sentences have been discussed by a number of scholars including Quirk et al (1985:1377) who define it as a term we apply to achievement of marked theme by moving into initial position an item which is frequently an entire sentence element.

The reason for fronting may be to echo thematically what has been contextually given

1. Faith you need

Quirk et al (1985:1377)

Hasselgård (1999:55) defines it as moving a clause element that is usually placed after the verb to the first position in the clause (i.e. before the subject and the verb). The effect of fronting is usually that the fronted element receives special emphasis, often because it contrasts with something mentioned earlier.

2. That programme I always watch. (fronting of direct object).

In a few cases fronting causes inversion (fronting of negative or restrictive element, fronting of obligatory adverbial or adverbial particle, fronting of so + adjective/adverb, fronting of -ing or past participle clause).

Also Popova (2006:4) illustrates this process as moving some elements which are usually found after the verb (i.e. in post-verbal position) forward to the beginning of a sentence to give them greater prominence
Some things you forget.

3. Other things you never do. (fronted object)

2.1 Fronted objects and compliments

Quirk et al (1985:727-8) and Steedman (2000: 445–483)

express some environments which are related to the indirect object

A- The term indirect object do not apply to the corresponding prepositional phrase as in

4. For me in pour a drink for me.

Though we use the term prepositional object for the complements in such phrases . Some apply the term direct object to an indirect object if it is the only object as in

5. You in I'll show you or his children in He's teaching his children

Others again apply the term object exclusively to the first(or only) object.

B- speakers vary in their acceptance of wh- questions in which the wh- interrogative pronoun replaces an indirect object . The corresponding prepositional phrase is fully acceptable :

6. ? who did the detective show his badge ?

7. Who did the detective show his badge to?

8. To whom did the detective show his badge ?<informal>

C- Similar variation applies to relative clauses as in :

9. ? The person I sent the book has not acknowledged receiving it.

10. The person to whom I sent the book has not acknowledged receiving it .<informal>

D- It also applies to retained indirect objects in passive clauses as in :

11. ? No reply has been given me.

12. ~ No reply has been given to me .

E- Retained indirect objects are generally restricted to pronouns .

All these constructions have been exemplified by indirect objects with corresponding prepositional phrases introduced by to .

The corresponding are less acceptable with other correspondences

(e.g.: for – phrases) or no correspondences. (ibid)

In instances where the passive is in applicable because the object is a coordinate clause a coordinate clause with a pro – form and making the second clause passive .

13. I asked whether he was there and his parents asked too.

14. ~ That was asked by his parents.

The identify of the direct object can be tested in an independent declarative clause through a wh- question with WHO or WHAT FRONTING of the wh- item and subject – operator inversion are required

15. The buzzer signals the end of the game.

16. ~ What (Od) does (op) the buzzer (s) signals ?

Quirk (1985: 730)

17. Very good lesson we had yesterday.

18. Strange people they are.

19. The question we have already discussed at some length.

20. What I am going to do next I just don't know.

(ibid)

2.1.1 Detached Fronted Subjects and Objects

This comes in informal speech, we put the subject or object at the front of a sentence, and then repeat it with a pronoun as in these two sentences:

21. The couple we met in Berlin, we don't want to send them a card, do we?

22. One of my brothers, his wife's a singer, he says. Pove (2006:6)

2.2 Fronted Adjectives, Adverbs and Verbs

These are possible in a structure with as or though

23. Fast as/ though she drove, she couldn't catch them.

24. Try as she might, she simply couldn't open the jam jar. .

Pove (2006:6)

2.2.1 The Relative Position of Adverbials

Quirk et al (1985: 651 -2) state that there is another factor conditioning the placement of adverbials which is similar to the subject attachment rule and hence affects especially those adverbials that have a close of elliptically expressed relation to a particular element of clause structure .

The following sentences illustrate the statement above .

25.? In search of a new house , the evening papers turned out to be of little use to Patricia and her husband .

26. To Patricia and her husband , in search of a new house , the evening paper turned out to be of little use

The misplacement of adverbials is particularly serious where the result happens to be a perfectly acceptable and comprehensible sentence , but not with the meaning that was intended . (ibid)

27. Entirely in the spirit of the protective support , could I suggest you pass on an appropriate comment to the personal concerned ?

Enquiry showed that the writer had not intend a suggestion that might protect and support either her or the addressee : she was suggesting that the addressee extend his ' protective support ' to the' personal concerned'.

As in the previous sentence , misplacement often occurs where the originator is actually taking some care to achieve a certain balance in a fairly complicated sentence. The following sentence from a newspaper is another illustration of this :

28. Along with Aristotle , Show , and William Golding , Bob Dixon finds it impossible to approve writers like Leon Garfield , in my view one of the best children's authors.

Although the syntax suggests quite otherwise ,what the reviewer apparently intended was :

29. Bob Dixon friends it impossible to approve writers like Leon Garfield a long with Aristotle , Show and William Golding . Yet in my view , Garfield is one of the best children's authors.

It is easy to understand why the writer would have found this version less satisfying than his own , which seeks to achieve a fine irony by Fronting the list of great writers who are apparently the writer's hope to append his own opinion neatly , economically , and even climatically often the first (and by this device, the only) mention of Garfield.

Quirk et al (1985:652)

2.3 Clauses of Proportion

Quirk et al (1985: 1111) state that proportional clauses involve a kind of comparison . They express a proportionality or equivalence of tendency or degree between two

situations introduced by as , with or without correlative thethe followed by comparative forms :

30. As he grew disheartened , (so) his work deteriorated.

31. As the lane got narrower, (so) the over hanging branches need it more difficult for us to keep sight of our quarry.

32. The more she thought about it , the less she liked it

33. The harder he worked , the happier he felt. Quirk et al (1985: 1111)

The fronting of the comparative elements results in the kind of syntactic ordering found in relative and interrogative clauses.

34. The later you arrive [ASV], the better the food is.[CsSV]

35. The more you tell him [Od SVOi] , the less notice he takes [Od SV].

(ibid)

2.4 Syntactic Criteria for Prepositional Verbs

Quirk et al (1985:1163- 6) and Steedman (2000- 33) state that in this process (fronting) we concerned with prepositional verbs like *call on* , or phrasal – prepositional verbs such as *put up with* .

How are we to choose between the two analyses of the criteria of question forms that of SVO (with a prepositional object) and that of SVA(or in the case of the prepositional verb SVAA) ?

First there are good reasons for arguing that even an idiomatic case like

36. He called on the dean .

The sentence above contains a phrasal boundary between the verb and the participle :

The whole prepositional phrase may be fronted as in question

37. On whom did he call? Quirk et al (1985 : 1166)

2.5 The Criteria of Questions Forms

An additional criterion for the prepositional verbs is our unwillingness to have the prepositional cut off from the lexical verb by fronting the whole prepositional phrase in (e.g.) wh- question and relative clauses

38. A: ?*After whom did she look?

39. A: Who(m) did she look after ? } B- she looked after Jim.

40. A- With Whom did she agree ?

A- who (m) did she agree with ?

B. she agreed with Jim

(ibid)

2.6 The Reason of Fronting

As we mentioned earlier that fronting is the term we apply to achievement of marked theme by moving into initial position an item which is frequently an entire sentence element .

The reason for fronting may be to echo thematically what has been contextually given.

41. You should take up swimming for relaxation .

42. Relaxation you call it

Alternatively , the item fronted may be the one contextually most demanded :

43. Wilson his name is

44. An utter fool she made me feel.

45. Really good MEALS they serve at the hotel

Quirk et al (1985:1377- 8)

Steedman (1991 :58-) and Steedman (1993: 89) illustrate the fact which is as if the thematic element is the first thing she strikes the speakers, and the rest is

added as an after ought. The possible insertion of the comma in written English suggests that the thematic part is almost an amplificatory tag in status:

46. Wilson his name is .

Also Quirk et al (1985 : 1378) express that the foregoing have a distinctly informal flavour , but fronting is no way confined to colloquial speech. It is very common both in speech and conversational written material , often serving the function of so arranging clause order that end – focus falls on the most important part of the message as well as providing direct linkage with what has preceded .

47. That much the jury had thoroughly appreciated .

48. Most of these problems a computer could take in its stride.

49. This latter topic we have examined in chapter 3 and need not reconsider.

50. To this list may be added ten further items of importance.

These sentences suggest that the marked theme in such cases most often expresses given information .

It is common to find -ing participles fronted in similar information – processing circumstances .

51. Sitting at her desk in deep concentration was my sister Flora . She looked as though she had spent a sleepless night . (ibid)

Comack & Smith (2004 : 218 - 220) remark that there is a more striking type of fronting which is found in the heightened language of rather mannered rhetoric, including the strenuous colorfulness of journalist writing. It is frequently employed to point a parallelism between two parts of a clause or between two related but contrasting parts of neighboring clauses. The front parts may be prosodically marked as marked theme or marked focus , the latter typically with divided focus and they may be grammatically any of a wide range of units

A – Direct object or prepositional complement

52. His face not many	$\left\{ \begin{array}{l} \text{admired} \\ \text{Were enamored of} \\ \text{praise} \end{array} \right\}$	while his
character still fewer could		

B- Subject complement or object complement :

53. Traitor he has become and traitor we shall call him .

C- Predication adjunct:

54. Defiantly they have spoken but submissively they will accept my terms.

He might agree under pressure : willingly he never would in London I was born in London and I shall die

Comack & Smith (2004 218 - 220)

D- Predication

55.They have promised to finish the work , and finish it they will.

With predication and predication adjuncts in front position , we often find subjective – verb inversion of the subject is other than a personal pronoun:

56. Into the stifling smoke we plunged.[ASV]

57. Into the stifling smoke plunged the desperate mother.

In sentences like the following , common in Journalism , the fronting of the predication seems largely determined in fact by the device to give end – focus to

the subject , at the same time using (as in normal) the early part of the sentence 'set the scene'

58. Addressing the demonstrative was quite elderly woman.

59. Shot by nationalist guerrillas were two entirely innocent tourist.

Even the cleft sentence , itself a grammatical focus device is subject to fronting.

60. They hoped that Herbert Frost would be elected and Frost indeed it was that topped.

Comack & Smith (2004 220)

3 - Inversion

Quirk et al (1985 : 1379) , Rooth (1992 : 319- 22) and other linguists assert that fronting may co-occur with another stylistic device: inversion, i.e. a change in the sequence of subject and verb. Through the skilful use of fronting combined with inversion, a speaker/ writer can exploit the potential of the two most prominent positions in the clause: the opening and the end.

The fronting of an element is often associated with inversion. We distinguish two type, consisting respectively in the reversal of subject and verb and the reversal of subject and operator.

Since the verb Be as a copula can be simultaneously regarded as verb and operator, we have a choice of regarding its placement before the subject as an instance either of subject – verb or subject – operator inversion. As in the following sentences which show that the decision is made according to whether BE in the given construction, is commutable with another main verb or with another operator.

Also we have Subject-auxiliary inversion – especially after negative or restrictive opening elements. (ibid)

3.1 Subject – Verb Inversion

Quirk et al (1985 : 1379 – 81) show that the clause patterns SVC and SVA have their obligatory third element in large measure because the V is commonly of itself so lacking in communicative dynamism.

62. SVC: Her oval face was especially remarkable.

63. SVC: The sound of the bell grew faint.

64. SVA: His beloved body lies in a distant grave.

In consequence, where information processing makes it desirable to front the third element concerned, the result would tend to be bathetic or misleading if normal order a nuclear focus be placed, inappropriately on the verb.

65. ? Especially remarkable her oval face was. [CSV]

66. CSV: ? Faint the sound of the bell grew.

67. ASV: (?) In a distance grave his beloved body lies. (ibid)

If these were not to be dismissed as merely bad style we would tend to read [65 as equivalent to certainly was; [66] as growing louder, though nonetheless faint; [67] as being in prone posture (rather than, say, foetally curved). (ibid)

With the same fact Popova (2006: 6- 10) expresses in consequence , that such fronting naturally carries with it in the inversion that puts S in final position and indeed it is to achieve and focus on the S that the fronting is generally undertaken.

68. CVS: Especially remarkable was her oval face

69. CVS: Faint grew sound of the bell .

70. ASV: In a distance grew lies of his beloved body.

The particular sentences have a rather mannered tone {poetic in the case of (69) and (70) } but the phenomenon is common enough in ordinary informal speech:

71. Here's the milkman.

72. Here comes my brother.

73. And there at last was the book I'd been looking for.

74. (The jets caused a great gust of wind and) off flew their hats.

75. Down came the rain.

76. Up went the flag. (ibid)

Quirk et al (1985 :1379 – 81) give illustration to these instances with here tab, indeed, it is not simply a matter of stylistic choice, there is a sharp difference of meaning from the alternatives with SVA order. Although we must distinguish there from existential there, there is in fact a close similarity in contrast to ASV, the SVA order invites us not merely to put the nuclear focus upon the A but to see these adjuncts as referring to specific places. The following sentences can illustrate this comparison :

77. here's the milkman – he's come at last .

78. The milkman is here – at the door : Shall I get two pints?

79. there's the book I want – I've been looking for it all week.

80. the book is there – by the typewriter.

Subject – verb inversion (as distinct from subject – operator inversion) with fronted object is chiefly limited to the reporting clause where the object represents direct speech (including speech that is ' 'thought ') and usually where the subject is not a personal pronoun.

81 ' Please go away ' said one child. And don't 'come back' pleaded another .

82. Whatever shall I do now ? wondered Fred , remembering – too late – the appointment he had missed.

This is something of a literary , and in ordering speech , VS would usually be replaced by SV. With the verb say it is possible to have OSV where the O is the substitute so , though this is felt by some to be archaic :

83. So say the rest of us. (ibid)

Again Quirk et al (1985: 1382) and Popova (2006: 8) believe that the most important clauses are CVS , ASV, where the C and A make comparative reference to something that has preceded :

84. His answer was a disgrace ;equally regrettable was his departure immediately afterwards .

85. Her face was stony and even stonier was the tone of her voice.

86. After ago, two crashes occurred at the corner and more recently has come the news of a third.

Subject-verb inversion

Subject-verb inversion is normally limited as follows:

- A. The clause opens with an adverbial, especially one of place or direction. This adverbial often links the clause explicitly to the preceding text. The opening element may also be a subject complement linked to the preceding text.
- B. The verb phrase consists of a single verb, in the past or present tense.

- C. The verb is an intransitive verb of position (e.g. stand, lie) or of motion (e.g. come, go, fall). It may also be a copular verb (be).
 - D. The verb has less weight than the subject which, through subject-verb inversion, is usually given end-focus.
 - E. In informal speech, subject-verb inversion generally occurs only after "here" and "there".
87. Here is Peter. (informal speech)
88. There come the bus.
89. There, at the summit stood the castle in all its splendor.
(formal ,literary and academic style only)
90. Away went the car like a whirlwind.
91. Slowly out of its hanger rolled a gigantic aircraft.
92. Onto the stage bounded the members to loud applause.
- Instead of an opening adverbial, there may be a complement:
93. Even more serious is the treat to the environment.
94. Equally inexplicable is the popularity with teenager.

Quirk et al (1985: 1382)

3.2 Subject – Operator Inversion

Quirk et al (1985: 1382 -3) point out that subject-operator inversion is required after opening elements that are negative or restrictive coordinators or adverbials, such as: neither, nor, never, nowhere, on no condition, under no circumstances, at no time, not until much later, not only, hardly, no sooner, rarely, scarcely, seldom, little, least of all, less, only, in vain.

- 95. Scarcely had they arrived when the phone rang.
- 96. Never in all my life have felt so humiliated.
- 97. Only then did he understand what she had meant.
- 98. Not for million pounds would I go to prison for you.
- 99. At no time must this door be left unlocked.

Subject-operator inversion after most initial negative/ restrictive elements has a rhetorical effect and is virtually restricted to writing. However, after initial "nor" or "neither" this inversion is found in conversation as well as writing. (ibid)

Zubizarreta (1998 :108- 110) thinks that subject-operator inversion can also be found after opening elements consisting of the degree adverb so followed by an adjective or adverb; similarly after clause-initial such:

- 100. So absurd did his story sound that at first nobody believed him.
- 101. So great was our surprise that we were utterly speechless.
- 102. So greatly had he suffered that death came as a relief.
- 103. Such self-confidence did he feel that he ignored all our warnings.

This type of inversion can also be found in subordinate clauses of hypothetical condition, especially in rather formal usage:

- 104. Were we to withdraw our support, the enemy would defeat them within two weeks. (If we were ...)

Zubizarreta (1998 :108- 110)

Quirk et al (1985: 1381 - 4) express another fact in addition to the inversion in questions , there are four common circumstances in which the subject:

Fist we have elliptical clauses with initial so or the corresponding negatives neither or nor

105. John saw the accident and so did Mary .

[..... and Mary did (so) too.]

106. John didn't see the accident and $\left. \begin{array}{l} \text{neither} \\ \text{nor} \\ [\text{.....and Mary didn't , either}] \end{array} \right\}$ did Mary .

107. She was angry and so was I.

108. She wasn't angry and neither was I .

109. She must come and so must you .

110. He would love to go and so would you.

111. He might fail and so might she.

But inversion is less common with certain modal auxiliaries (notably may , might , ought) , and alternative substitute expressions with normal order are preferred :

112. She might be ill and he might (be) too.

Initial So in elliptical clauses may be followed normal order where focus is required on the operator rather than the subject , though so is liable to be mistaken for a conjunct.

113. (You asked me to leave) and |so I DID| .

[undoubtedly conjunct in ':' and so I |DID|].

Also the subjunct *so* in (ibid)

114. (He wanted to leave) and |so did it |

more formally (He wanted to leave,)and as did I

B- secondly , we have S –op inversion where a phrase of negative form or meaning is fronted.

115. Least of all is it in our interest to open negotiations now.

116. At no time must this door be left unlooked.

Contrast

117. At certain times this door may be left unlooked.

118. *At certain times may this door be left unlooked

C- Thirdly , we have S – op inversion in comparative clauses when the S not a personal pronoun:

119. Oil costs less than would atomic energy.

120. I spend more than do my friends.

121. She looks forward , as does her secretary , to the completion of the building .

With *as* , inversion is possible with a pronoun subject , especially if there is no correlative as:

122. ? She was as delighted with the suggestion as was he .

123. They go to concerts frequently , so do I

D- Finally, S –op inversion occurs in subordinate clauses of condition and concession , especially in rather formal usage .

124. were she a live today , she would grieve at the changes.

125. were we to withdraw our support , they would be justifiably indignant.

126. Had I know , I would have gone to her.

127. Should you change your please let me know.

128. Even had the building been open ,we would not have entered.

It is to be noted that with negative clauses of this form we don't find contraction.

129. Were she not so handicapped , we would take her to the Alps.

Quirk et al (1985: 1384)

4 The Test

The present test has been designed primarily to discover the ability of Iraqi EFL learners' in using Fronting Constructions.

Through the results of the test, the causes of the students' errors will be clear to enable us to suggest appropriate remedial for such errors.

The test is constructed to measure the students' ability in changing the normal sentences into fronting sentences and fronted the various elements of the sentence. The first question measures the students' responses in changing the normal sentences into fronting sentences while the second question measures their ability in fronting the underlined elements or the various element of the sentence and making the suitable changing on the sentences.

The items of the test have been chosen from A Comprehensive Grammar Of The English Language by Quirk *et al* (1985:1111 - 1383).

5 The Subjects

The sample of the study consists of 50 subjects of the fourth academic year (2008-2009) of the Departments of English on the College of Basic Education University of Babylon.

6 Item Analysis

Item analysis is another technique which can be used with the performance-referenced test through the unidimensional trait assumptions underlying their use (Baker, 1989:98). Indices of difficulty or discrimination can point to items which are too difficult or too easy or fail to discriminate because of some reasons.

The purpose of such analysis is to provide information about the items of the test in terms of ease or difficulty and to investigate whether they discriminate between good and weak students.

Item analysis is a statistical device which enables us to monitor the behaviour of the whole test in its interaction with the populations. This device depends on the facility value and the discrimination index to calculate the result of each item.

Heaton (1988:178) remarks that the facility value of an item is concerned with how easy or difficult that a particular item proves in the test.

It is calculated by using the formula:

$$FV = \frac{R}{N}$$

where

FV = facility value

R = the number of correct answers

N = the number of the students taking the test

(ibid)

Another formula which has been used to find out the item discrimination power is the following:

$$D = \frac{CorrectU - CorrectL}{n}$$

where

D = discrimination index

U = upper half

L = lower half

N = the number of the students taking the test in one group

(Heaton, 1988:180)

7 Results and Conclusions

7-1 Subjects' Performance of Question (1)

The first question, is constructed to measure the subjects' responses on production level in making fronting sentences. The results obtained after analyzing the subjects' performance on each item in this question are presented in the following table

Table (1)
Subjects' Performance in Question (1)

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%
1	15	30	35	70
2	3	6	47	94
3	8	16	42	84
4	10	20	40	80
5	12	24	38	76
6	6	12	46	92
7	9	18	41	82
8	10	20	40	80
9	5	10	45	90
10	9	18	41	82
11	11	22	39	78
12	18	36	32	64
13	17	34	33	66
14	15	30	35	70
15	7	14	46	92
Total	155	20	600	80

As shown in table (1) the total number of correct response is (155 ,20%), whereas the incorrect response is (600, 80%).The number of incorrect responses reveals the subjects' incompetence in making fronting sentences.

7-2 Subjects' Performance of Question(2)

The second question is concerned with the production level also, i.e., it measures the subjects' ability in fronting the underlined elements

Table (2) shows the subjects' responses to each item in Q 2

Table (2)
Subjects' Performance in Question (2)

No. of Item	No. of Correct Responses	%	No. of Incorrect Responses	%
1	8	16	42	84
2	6	12	44	88
3	7	14	47	94
4	10	20	40	80
5	15	30	35	70
6	14	28	36	72
7	9	18	41	82
8	20	40	30	60
9	5	10	45	90
10	3	6	47	94
11	7	14	43	86
12	6	12	44	88
13	4	8	46	92
14	7	14	43	86
15	11	22	39	78
Total	132	17.6	622	82.93

It is clear from Table (2) that most of the subjects have failed to give the correct responses to this question and still there is a big difference between the rate of the correct responses and that of the incorrect ones, for that the number of correct responses is (132, 17.6%) and the number of incorrect ones is (622, 82.93%). This indicates that the subjects have faced difficulties in fronting the underlined elements or in other words the various elements of the sentences. , but they seem to encounter more difficulties in subject verb inversion especially the clause patterns SVC and SVA and in subject _operator inversion . The total number of correct responses to the sentences of subject – operator inversion sentences (15, 8.5%) which is lower than SVC sentences (20,12.6%) SVA sentences and the total number of correct responses(30 , 20%).

7-3 Subjects' Total Performance in Question (1 and 2)

Table (3) shows the subjects' responses in both questions

Table (3)
Subjects' Total Performance in
Question (1 and 2)

No. of Questions	No. of Correct Responses	%	No. of Incorrect Responses	%
Q1	155	20	600	80
Q2	132	17.6	622	82.93
Total	287	18,8	1222	81.46

It has become obvious that the subjects' productive knowledge is low since most of subjects' responses are incorrect (1222,81.46%) as compared with their correct ones (287,18.8%). This is an indication that such learners face difficulties in forming fronting sentences

The high number of incorrect responses as shown in table (3) means that Iraqi EFL learners face difficulty in mastering fronting constructions and they failed in making the correct inversion whether to the subject – verb or subject – operator.

8 Sources of Errors

Interlanguage

Interlanguage is the type of language produced by second- and foreign-language learners who are in the process of learning a language. In language learning, learner's errors are caused by several different processes. These include:

- borrowing patterns from the mother tongue
- extending patterns from the target language.
- Expressing meanings using the words and grammar which are already known.

(Richards, Jack C et al. 1992. p:186)

As in the following errors which committed by the students

- * Faith that is you need.
- * very good lesson we had yesterday.
- *Faith need you.
- * Wilson is his name.
- *It called relaxation.
- *A distant grave is lies his beloved body.
- *A very good lesson was had yesterday.

Interlanguage refers to the separateness of a second language learner's system, a system that has a structurally intermediate status between the native and target language

Interlanguage is neither the system of the native language nor the system of the target language, but instead falls between the two; it is a system based upon the best attempt of learners to provide order and structure to the linguistic stimuli surrounding them. By a gradual process of trial and error and hypothesis testing, learners slowly

and tediously succeed in establishing closer and closer approximations to the system used by native speakers of the language.

(Brown 1994: p.203-204)

Selinker(1972 :106-8) coined the term 'interlanguage' to refer to the systematic knowledge of an L2 which is independent of both these learner's L1 and the target language. The term has come to be used with different but related meanings:

(1) to refer to the series of interlocking systems which characterize acquisition.

(2) to refer to the system that is observed at a single stage of development ('an interlanguage').

(3) to refer to particular L1/L2 combinations(for example, L1 Arabic/L2 English v. L1 French/L2 English). Other terms that refer to the same basic idea are 'approximative system' and 'transitional competence' (Corder 1967)

Teachers can give appropriate feedback after checking out learner's interlanguage. Learners need not worry so much about making mistakes. They can assume that making mistakes is a procedure of development from mother tongue to Second Language.

The idea of interlanguage is founded upon the assumption that an L2 learner, at any particular moment in his learning sequence, is using a language system which is neither the L1, nor the L2. It is a third language, with its own grammar, its own lexicon and so on. The rules used by the learner are to be found in neither his own mother tongue, nor in the Target Language.

How does the learner create her interlanguage? According to Selinker, there are a number of basic processes - but, particularly in his later work, he insists upon learning strategies - that is, activities that the learner adopts in order to help her acquire the language.

Language transfer - the learner uses her own L1 as a resource. This used to be looked upon as a mistake, but it is now recognized that all learners fall back on their mother tongues, particularly in the early stages of language acquisition, and that this is a necessary process

Overgeneralization - the learner uses an L2 rule in situations in which a native speaker would not. This can occur at a number of levels

- at the grammatical level, a learner in the early stages may use nothing but the present tense. Later, there may be extensive, non-native use of 'be - ing' forms of the verb.

- at the lexical level - learners tend to use base terms and to stretch them - thus a 'goose' might be referred to as a 'chicken', or a teaspoon may be a 'little spoon'.

(Roderick. 1994 p:170-4)

Here are some of the students errors according to the previous explanation :

(the sentences are found in the appendix "the test"

*A very good lesson we took yesterday

Other students response to this sentences

*We are taking very good lesson yesterday.

*We had took very good lesson yesterday

*I am calling for relaxation.

And other wrong sentences that fall in this sources of error

That is to say the students understand the concept of fronting is putting "ing" (present continuous tense or past tense sentences)

Let us look more closely at transfer. It can have several different effects :

a) Negative Transfer

Until the morpheme studies of Dulay and Burt (1995:203-6), it was often assumed that most errors were derived from transfer of the L1 to the L2 - this was referred to as interference. It is now no longer clear where errors derive from. As we have seen, Dulay and Burt believe that the majority of errors are not based on transfer. However, it is not always a simple matter to decide whether an error is L1 based or not.

For example ,when we ask the students to "front" specific elements they have fallen into the hole of translation from English to Arabic language and answer them according to the interference of mother – tongue language.

Here are some of the wrong answers according to the Interference

*the stifling smoke into we plunged.

*never you do other thing .

b) Positive Transfer

Not all effects of language transfer are negative - indeed, we may consider that without some language transfer, there would be no second language learning. We have seen that, in the cases of Genie and Chelsea, it is very difficult to master a language after the age of 11 or 12 years of age, unless one already has a mother-tongue to fall back on. It may be that our learners are able to pick up an L2 without reference to their L1, but for adolescents and adults, the mother tongue is a major resource for language learning.

Where languages are historically and linguistically related to each other, the positive effects of transfer may be obvious. We can do that if we stress on the similar highlighting devices such fronting which is found in Arabic language if we stress on the structure of it will be easier to learn it in English

9 Conclusions

Fronting as one of English highlighting device means in general moving a clause element that is usually placed after the verb to the first position in the clause (i.e. before the subject and the verb). The effect of fronting is usually that the fronted element receives special emphasis, often because it contrasts with something mentioned earlier

The main discourse functions of "fronting" are:

1. organizing information flow to achieve cohesion (i.e. linking directly back to something that was said before)
2. expression of contrast
3. enabling particular elements to gain emphasis.

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Test of Fronting Constructions

Q.1\\ Change the following sentence making them fronting sentence , with suitable change

- 1- You need faith .
- 2- I always watch that program .
- 3- We had very good lesson yesterday .
- 4- I just don't know what I am going to do next .
- 5- You call it relaxation .
- 6- Her oval face was especially remarkable .
- 7- His beloved body lies in a distant grave .
- 8- Whom did he call on ?
- 9- His name is Wilson .
- 10- They are strange people

Q.2\\ Make the underlined elements fronting elements:

- 1- I always watch that program .
- 2- You never do other thing .
- 3- We have already discovered this question at some length .
- 4- She simply couldn't open the Jar as she might try .
- 5- He called on the dean .
- 6- She made me feel an utter fool
- 7- The Jury had thoroughly appreciate that much .
- 8- He has become traitor and we shall call him traitor .
- 9- They have spoken defiantly but they will submissively except my terms .
- 10- We plunged into the stifling smoke .

11- They had arrived scarcely when the phone rang .