

**How Structures Are Represented in The Minimalist
Program In Contrast With How The Same Structures
Are Represented to Foreign Learners In The Action
Pack 12 In Jordan.**

كيف يتم تمثيل التراكيب النظرية بالمقارنه مع كيفية تمثيل التراكيب ذاتها
للمتعلم الاجنبي في كتاب اللغة الانجليزيه للصف الثاني الثانوي في الاردن

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Authorization

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This thesis was discussed on May 22nd, 2017 under the title

"How structures are represented in the minimalist program in contrast with how the same structures are represented to foreign learners *in the Action Pack 12* in Jordan."

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How a blessing I am, is from Allah who helped me to complete this work.

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Dedication

Lovingly, I dedicate this thesis to my beloved husband, Ibrahim, who has never failed to give me all the support and encouragement needed. The largest task could not be accomplished without his endless love and belief in my hidden strength and quest for research.

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Table of Contents

Content	Page
Cover Page.....	I
Authorization form.....	II
Thesis Committee Decision.....	III
Acknowledgment.....	IV
Dedication.....	V
Table of Contents.....	VI
English Abstract	IX
Arabic Abstract.....	XI
Chapter One	
Introduction	
1.0 Background of the study.....	1
1.1 Statement of the problem	3
1.2 Objectives of the study.....	4
1.3 Questions of the study.....	4
1.4 Significance of the study.....	4
1.5 Delimitation.....	5
1.6 Limitation	5
1.7 Definition of the terms.....	5

Chapter Two

Review of literature

2.0 Introduction.....	9
2.1 Background and the three types of grammar: Prescriptive, Descriptive, and Theoretical.....	9
2.2 Review of literature.....	11
2.2.0 Pedagogical grammar.....	11
2.2.1 Theoretical grammar.....	13
2.2.2 A brief overview of the history of the Generative Grammar	14
2.2.3 The background of the Minimalist Program	20
2.3 Conclusion.....	27

Chapter Three

Methodology and Procedures

3.0 Introduction.....	28
3.1 Sample of the Study.....	28
3.2 The steps of the Study.....	28
3.3 Procedures of the Study.....	29

Chapter Four

Findings of the Study

4.0 Introduction.....	31
4.1 The First Structure (Active Voice).....	32
4.2 The Second Structure (Passive Voice).....	35
4.3 The Third Structure (Cleft Sentences).....	38
4.4 The Fourth Structure (Wh- Question).....	41

4.5 The Fifth Structure (Yes/No Question).....	43
4.6 The Sixth Structure (Relative Clause).....	44
4.7 The Seventh Structure (Reported Speech).....	47
4.8 Conclusion.....	49

Chapter Five

Discussions, Conclusions and Recommendations

5.0 Introduction	50
5.1 Discussion of the First Structure (The Active Voice).....	50
5.2 Discussion of the Second Structure (The Passive Voice)	51
5.3 Discussion of the Third Structure (TheCleft Sentences)	52
5.4 Discussion of the Fourth and Fifth Structures (The Wh-Q and the Yes/No Q)....	52
5.5 Discussion of the Sixth Structure (The Relative Clauses).....	53
5.6 Discussion of the Seventh Structure (The Reported Speech).....	53
1.7 Conclusions	54
5.8 Recommendations.....	56
References.....	57

How structures are represented in the minimalist program in contrast with how the same structures are represented to foreign learners, the Action Pack 12 in Jordan.

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Abstract

This study aimed at investigating the difference between the Pedagogical grammar (*Action Pack 12*) and Theoretical grammar (Chomsky's Minimalist Program). The study attempted to portray the characteristics of the Pedagogical and Theoretical grammars through a sample textbook of the first type. In order to achieve the objectives of the study, the researcher chose all the new structures in *Action Pack 12* as the data to make the comparison with the representation of same structures in the Minimalist Program. The comparison shows that the structures in *Action Pack 12* are represented in the different ways from those in the Minimalist Program. These differences result from the differences in the target audience, goals, and methodology. The study suggests that theories of grammar have an extremely abstract bases aimed at an extremely limited

number of specialists. Foreign language textbook author may, however, benefit from some aspects of how theories are developed and how they change depending on the Generative Grammar theories development and how these theories started from and how they become in the recent years Minimalist Program.

Key words:- structures, Pedagogical Grammar, Theoretical Grammar, Minimalist Program, represented.

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الملخص

تهدف هذه الدراسة الى البحث في الاختلاف بين القواعد التعليمية والقواعد النظرية, وتوضيح صفات كل منهما, من اجل تحقيق اهداف الدراسة. حيث قدمت الباحثة التراكيب الاجبارية المدرجة في كتاب اللغة الانجليزية للصف الثاني الثانوي وذلك لمقارنتها مع التراكيب ذاتها في البرنامج (Minimalist Program) اخر تعديل على نظرية (generative syntax), كما واطهرت النتائج ان التراكيب المدرجة في كتاب الثاني الثانوي لمادة اللغة الانجليزية قدمت بطريقة تختلف عن طريقة تمثيل التراكيب ذاتها في النظرية. واطهرت النتائج اختلاف القواعد النظرية عن القواعد التعليمية نابع من الاختلاف في المستهدفين, الاهداف, وطرق العرض التي تتبع من الاختلافات المذكورة. وعليه فان الدراسة تؤكد على التوجه للمجموعة المستهدفة فهي امر مفصلي في طرق العرض. وتبين المقارنة بين نوعي النحو (التعليمي والنظري) ان مؤلفي كتب اللغات الاجنبية قد وجدوا في النواحي التجريدية في النحو النظري المتجدد اطارا لوضع التصور النحوي الذي يؤمل ان يتعلمه الطلاب الدارسين للغات الاجنبية.

الكلمات المفتاحية: تمثيل التراكيب النظرية، المتعلم الاجنبي ، كتاب اللغة الانجليزية.

Chapter One

Introduction

1.0 Background of the study

People use their language daily, but never think about the process of producing it because this knowledge is subconscious to them. The concept of grammar as proposed by (Avram) Noam Chomsky has three branches; phonetics and phonology, syntax, and semantics. All of these branches are the essential elements of the structure of any language. These branches are inter-related and happen naturally. The interaction between phonetics, phonology, syntax, and semantics in the human's minds looks similar to the computational process, or possibly the other way round.

Language is one of the features that distinguish us from other species. Chomsky's most recent book has the title "*Why Only Us?*". Humans express their ability to use productive combinatory linguistic units whereas other species do not. The dominant linguistic theory from the 1950s is Transformational Grammar (TG) .The founder of this theory is (Avram) Noam Chomsky. He revised the theory according to the results he had found during his investigation and in response to points raised by his critics. The Standard theory was presented in 1965. Then he revised it by the Extended Standard theory in 1968. The extended theory was also revised, and then Chomsky proposed what he called Government and Binding Theory (GB).After that, the Principle and Parameters approach was advanced as another revision of TG. At last the Minimalism Program (MP) was suggested by Chomsky (1993), which still survives. (Chomsky, 2006).

Carnie (2007) states that uses the basics of TG, a computer is an imitation of our brains. The sentence is generated by subconscious procedures which are part of our minds and our cognitive ability. The essential goal of syntactic theory is arriving at the basis of these subconscious processes. For example, in English, we put the subject of the sentence before the verb. The rules proposed in the theory are used to generate all and only the possible and grammatical sentences of the language. By using these rules, the sentence elements follow a certain order; which element comes first and which comes after in order to put them together, to make a sentence.

The general theories of linguistics are divided into three types. The first type is the Formal Theory which deals with the form of units. The second type is the Functional Theory which deals with the function of the element. The third type is the Typological Theory, which deals with the types of structures common in groups of language. These theories of grammar are the most common types in the field.

In order to study Grammar, there are so many types of grammar which are necessary to recognize the goals of each type. The first type is the prescriptive grammar which deals with how we should use the language correctly. The second type is descriptive grammar, which deals with how we actually write or how people actually speak. The third type is the mental grammar which attempts to indicate the capacity for the humans to speak and to understand what has been said. The main benefit of having so many types of grammar is to underline the variety in linguistic thought. So, each one of these approaches fit a desire by a group of linguists who view language from a particular perspective.

In this study, the structures which are presented in *Action pack 12* are used as the basic data of comparison with the Minimalist Program, the latest formulation in the Generative Grammar by Chomsky. These structures from the English structure are as a sample of the study. Each of these structures (found in the *Action Pack 12*) could be a phrase, a clause or a sentence. The school book represents the Pedagogical grammar and the minimalist syntax represents the theoretical grammar. Each has its goal and methodology. Because these goals and these methodologies are completely different, the receiver and the procedures are also not the same. Furthermore, the stylistic ways of pedagogy and theory are different too. The differences between them are analyzed and the MP trees are drawn their specific methodologies of representation.

1.1 Statement of the problem

This study shows the variation of dealing with the same set of data, structures, seem to be quite distant. To the teachers of foreign languages, the theoretical aspect may be viewed as removed from their job. However, by underlining the fact that both deal with the same data, this research attempts to show why they differ and the reason for that. The study shows the structures in the Action Pack 12 to be limited in representing the same structures in the Minimalist Program and to be shown how these structures are represented in the Minimalist Program. This representation is to show the differences between the theoretical and pedagogical theories.

1.2 Objectives of the study

This study aims at:

- Showing the structures which are presented in *Action Pack 12* as a first step and,
- Clarifying how these structures are presented in the minimalist program in generative grammar theory.

1.3 Questions of the study

In order to achieve the aforementioned objectives, this study attempts to answer the following questions:

1. How are new syntactic structures presented in the school textbook; *Action Pack 12*?
2. How are the same structures presented in the minimalist grammar of English?

1.4 Significance of the study

There are many studies on the syntactic theories. However, there are aspects in syntactic theories which need more research, and this study is an attempt at clarifying how theory can be helpful to the interested teacher. This study makes a comparison between the teaching and the theory method. It tries to show that theory may be abstract but it can be interestingly relevant to the teachers who can go into the theory to help them do the teaching or pedagogy.

1.5 Delimitation of the study

The findings of this study cannot be generalized to all theories but to that which is associated with the person considered to be the father of theorizing in linguistics since 1957. The structures taken as an English language sample are only those which are the new structures in *Action Pack 12*. Its findings come from one teaching textbook and one syntactic program.

1.6 Limitation of the study

This study has been done in MA thesis not for a PhD dissertation. Both the academic's time allowed for doing the study should place it there, neither lower nor higher.

1.7 Definition of terms

Minimalist Program: "A theory of grammar developed by Chomsky whose core assumption is that grammars are minimally complex, perfect system of optimal design." Radford (2009, p. 393).

Grammar: "The principles that underlay the regularities in the totality of the subsystems of a language. In a broader Chomsky a sense, grammar includes the study of phonology, morphology, syntax, and semantics." Radford (2009, p. 388)

Syntax: - "The level of linguistic organization that mediates between sounds and meaning, where words are organized into phrases and sentences." Carnie (2007, p. 26)

Language:- "(capital L) The psychological ability of humans to produce and understand a particular language. It is also called Human Language Capacity." Carnie (2007, p. 26)

language: " (lower –case l) A language like English , Arabic These are the particular instance of the human language." Carnie (2007, p. 26)

There are other terms which could be useful in understanding this research :-

Binary:-"A term relating to a two-way contrast. For example, grammatical number is a binary property in English, in that we have a two –way contrast between singular forms like *cat* and plural forms like *cats*. It is widely assumed that parameters have binary setting, that features have binary values, and that all branching in syntactic structure is binary." Radford (2009, p. 374).

Edge feature: " The edge of a given projection Head Phrase (HP) is that part of HP which excludes the complement of H (hence, that part of the structure which includes the Head (H) and any specifier/s adjuncts/s which it has)". Radford (2009, p.383).

EPP:" This was originally an abbreviation for Extended Projection Principle (EPP), which posited that every Tense (T) constituent must be extended into a Tense Phrase (TP) projection which has a modifier. In more recent work, the requirement for a T constituent like *will* to have a specifier is said to be a consequence of T carrying an [EPP] feature requiring it to project a specifier. The EPP Condition specifies that an uninterpretable EPP feature on a probe is deleted by movement of the closest active goal of the relevant type to become the specifier of the probe." Radford (2009, p.384).

Interpretable: " A feature is (semantically) interpretable if it has semantic content: so, for example, a feature such as [*Plural-Number*] on a pronoun like *they* is interpretable, but a phonological feature like [*+nasal*] is uninterpretable, and so too are many grammatical/formal feature." Radford (2009, p. 390)".

Matrix: - " In a sentence such as '*I think he lied*', the (italicized) *lied* clause is an embedded/ complement clause (by virtue of being embedded as the complement of the verb think), and the *think* clause is the matrix clause, in the sense that it is the clause immediately containing the *lied* clause." Radford (2009, p. 393)

Pedagogical Grammar:- " is a description of a given language which has been created with the intention of enabling a defined set of learners to learn language." Towell (2016, p.1)

Probe: - "When a head is merge with its complement, it serves as a probe which searches for a matching goal within its complement. The Probe Condition is a principle of grammar specifying that a head probes only as far as is needed in order to find a goal which can value any unvalued features (and delete any uninterpretable features) on the probe." Radford (2009, p. 400)

Thematic role: "The semantic role played by an argument a (a noun phrase) in relation to its predicate (e.g. AGENT (doer), THEME (action), GOAL (receive) etc.). For example, in a sentence like *William teased Harry*, the verb tease assigns the θ -role AGENT to its subject *William* and the theta-role THEME to its complement *Harry* (acted on)". Radford (2009, p. 406).

Null:- " A null constituents is one which is 'silent' or 'unpronounced' and so has no overt phonetic form" Radford (2009, p. 395)

Value: "In the relation to a feature such as [*singular-Number*], number is said to be an attribute (and represents the property being described) and a *singular* its value. To value a feature is to assign it a value. For example, a finite auxiliary enters the derivation with its person and number features unvalued (i.e. not assigned any value), and these are then valued via agreement with subject in the course of the derivation." Radford (2009, p.408)

Chapter Two

Review of Related Literature

2.0 Introduction

There are many types of grammar which may interact with each other. To illustrate, five main types of grammar are mentioned in this study. These five types are Descriptive grammar, Perspective grammar, Traditional grammar, Pedagogic grammar and Theoretical grammar. Furthermore, there are some features which distinguish these types from others especially the Pedagogical grammar and Theoretical grammar. In this chapter, the researcher talks briefly about the first three types and gives highlights on the last two types by giving illustrations and examples. This study focuses on the Pedagogic grammar and Theoretical grammar. The Pedagogical grammar is represented here by *Action Pack 12*, whereas, the Theoretical grammar is represented by the Minimalist Program. The study is focused on the contrasting points which make clear the difference between both of them (Pedagogical and Theoretical grammar).

2.1 Background of the three types of grammar :(Prescriptive, Descriptive, and Traditional grammar):

Cook (1993) states that prescriptive grammar deals with rules about how people must speak and write rather than with how they actually do. Most of these rules are matters of the social task and not linguistic issues. For example, it was considered not correct to say (*to kindly send*), but it is correct to say (*to send kindly*). Some grammar books focus on this type of these rules. Since learners of a language e.g English in Jordan start from almost no knowledge of that language, the goal is to describe the use

of the foreign language. From this perspective, the grammar adopted and used is prescriptive.

According to Carnie (1995) the Descriptive grammar attempts to make the precise systematic statement about the morphology and syntax of a particular language, as it is used by its community. There are three scopes of this type of grammar. The first one is to outline the rules governing the way a noun (inflects) to form plurals as (*cat, cats*), verbs to form the past tense as (*watch, watched*), and adjective to form comparative and superlative as (*tall, taller, tallest*). The second one is to show how each of the words categories behave in the language. For example where nouns can occur in the sentences and what determiners can accompany them, such as (*The red car is there*). The subject in this sentence is (*The red car*), *the* is a determiner, *red* is an adjective and the head word is *car*). The subject is a noun phrase and the verb in this sentence is (*is there*). The third scope is to specify the types of phrases and the kinds of dependent words that can modify the heads. These modifiers are either pre-modifies or post-modifies according to the position in relation to the Head Word (HW).

The third type is Traditional grammar. Carnie (1995) considers this to be the substance of school education in English. Much of the terminology of descriptive grammar has come from this type of grammar. It is concerned with analyzing the phrases and clauses.

2.2 Review of literature

2.2.0 Pedagogic grammar

Rutherford (1987) explains the influence of the linguistic theory as an element of Pedagogic grammar. The author of the textbook tells teachers how they should interpret and analyze the structures to the learners and how they could refer to other grammarian prior books in order to interpret and explain the information which is written in the textbook.

Odlin (1994) argues that a Pedagogic grammar aims to teach people how to speak and write a particular language by focusing on the descriptive approaches. This kind of grammar is designed for the second language learners.

Bygate, Tonkyn & Williams (1994) talk about the elements which affect the Pedagogic grammar. The three main elements which affect this type are the audience, linguistic theory, and learning theory. Pedagogic grammar is usually a written form guided into a specific grade. So each grade has linear goals and hierarchal goals. Linear goals are the goals which are designed to the specific grade as outcomes which are achieved at the end of the class. In contrast, hierarchal goals are those goals which are based on the prior grades to be achieved. The Pedagogic grammar has the first factor that is related to the audiences who express the ability to get the knowledge from different ways such as the textbook, the online lectures, and many others. The second factor which is related to the written matter is normally to have native authors who have to write the textbook. This textbook is a descriptive framework that has complementary exercises to support the assumption of the establishing descriptive framework. Finally, the learning theory is the third element. There are so many theories which are related to

the mechanism of learning depending on the teacher's techniques, students' background, equipment of teaching, and the atmosphere of the class.

Towell (2016) argues about the influence of the learners or the audience of the second language acquisition. There is some characteristic which are mentioned and affected the learners such as the existing knowledge of the mother tongue and the second language, the age of learners, and the knowledge of the language terminology. In the Pedagogy grammar, there are levels of the written textbook, started with the beginner's and ends with the advanced textbook. The assumption, which the author mentions on each level, should be based on the latter level which is mentioned above (hierarchical goals). The author should explain how the language works to achieve the objectives. It could be one author or it could be more than one author who published the pedagogical grammar as the second secondary class, the publishers are Cheryl Pelteret, Liz Kilbey, and Judith Greet. The textbook should be combined the explanation and the exercises to reinforce the assumption without mentioning any difficult terminology that the learners will not understand.

Towell (2016) points out the influence of the learning theory. The third element of Pedagogic grammar is related to the theories of how the teachers introduce the information to the audience to understand what is being illustrated in the textual explanation. This point has been investigated since the 1970s. The specialists of the second language learning took the view of the explicit learning theories. This leads to explain the difference between error lexical words and mistakes that the students have made. As a descriptive of the competence of the native speaker, English grammar is a descriptive work. Any derivation from that internalized knowledge is a mistake. The

evidence is saying "*I made a mistake*", implying it will be corrected drawing on the competence base.

Canning (2004) argues that the main goal of Pedagogic grammar is to help the foreign learners learn the four skills, listening, speaking, reading and writing as close to the native speakers use the language as possible. In the school, the term grammar is closely linked with grammatical content which the students have been taught at the school, in order to increase the ability, accuracy, and fluency of the speech. So all in all, Pedagogic grammar has a middle position between the Prescriptive grammar and Descriptive grammar. Pedagogical grammar has the concepts and features of the Descriptive and Prescriptive grammar which have already been explained at the beginning of this chapter.

2.2.1 Theoretical Grammar

Theoretical grammar is an essential part in studying the components of any human language. This type of grammar provides explanations and arguments on the explicit the formalism of the descriptive of a language. The dominant view is that called Generative Grammar (GG) or Transformational Grammar (TG). According to Frederick (2013) there are three goals of theoretical grammar the universality goal, particularistic goal and typological goal. GG practitioners consider the first two types universally accepted, whereas the third one is not accepted universally. The main goals of both the universality and particularist are to form and to provide formal grammars of individual languages. On the other hand, the main characteristic of typological goal is to explain the main feature for each individual language and to appear according to the main common linguistic feature for an individual language. Therefore, it is not considered a universal goal.

Such theoretical views are not new. They have been observed for a long time. The particularists collect this information and put them in the theories according to their own observations or others observations which are related to their topics.

Chomsky (1957) has published two books which are considered to be the pillars of his theory at that time; (Chomsky 1955, *The logical structure of linguistic theory*, Chomsky 1957, *Syntactic structures*). In these books, he has put the first theory which was called "Transformational Generative Grammar (TGG)". This theory was based on the Syntax Structure (SS).

2.2.2 A brief overview of the history of the Generative Grammar

Saussure (1916) called for focusing on language the structuralism which was concerned at a certain point (signifier and signified), not on how it reached that point (What is the language). In contrast with grammars written by linguists before Chomsky, the grammar proposed by Chomsky views language as a recursive system which reflects the ability of the native speaker to produce new sentences and also endless ones. Chomsky generated and categorized all of these features under the title Transformational Generative Theory (TGG) in the period between 1957 up to 1979.

Chomsky (1957) has argued that syntax is a natural system even the human beings are different in the psychology and biology which make his studies distinguish from the views that the behaviorism have. Chomsky delivered two main questions which are considered to be the fundamental stone in all his studies:

(1)" *What is the correct characteristic of someone who speaks a language? What kind of capacity is 'knowledge of language?'*",

(2)" How does this capacity arise in the individual? What aspects of it are acquired by exposure of relevant information('learned'), and what aspects are presented in advance

of any experience(wired in)?" Lasnik (2000, p 27)

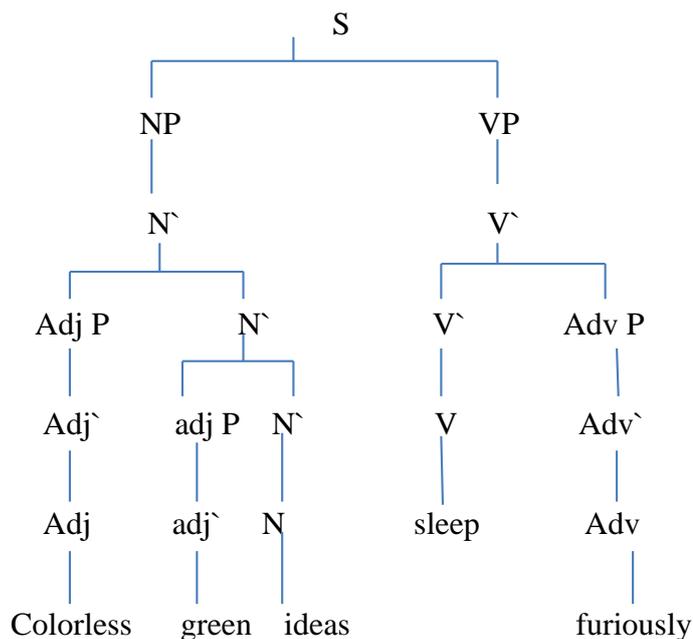
According to Chomsky (1957), Generative Syntax Structures were focused on the structures of the phrase patterns and how they could be manipulated (Transformations) which will be discussed later on. There are two main features which make this theory different from the other theories that Chomsky has developed later. Lasnik (2000) has discussed Deep structure and Surface structure that are the two main elements of this theory. These two components were paired with each other. Deep structure (D-structure) is concerned with the meaning of the sentence and Surface structure (S-structure) that is related to the order of complement and phrases in a sentence as example (1) below shows.

(1) "*Colorless green ideas sleep furiously.*"

Chomsky (1965, p.15)

This example shows that the sentence is grammatically correct, whereas the semantically nonsensical. This sentence has the NP (colorless green idea) how it could be green and idea and colorless, the VP is (sleep furiously), how the idea could be sleep and furiously. So it is correct in the elements of the sentence (NP then VP) which is called syntactic structure but the meaning is not correct and without any obvious understandable meaning (nonsense).

There is a way of combining the morphemes to form words, the words combine to form phrases and these phrases combine to form clauses. Finally, these clauses combine with others to form the sentence. In fact, there are elements related to the D-structure. The first element is called Transformation. The second element is lexicon which is related to the syntax and semantic features. The famous sentence that is usually used by Chomsky to explain this notion is: example (1) "*Colorless green ideas sleep furiously.*"



Chomsky (1965, p15)

Chomsky (1957) outlines the Syntactic Structures which has three components; the phrase- structure component, transformational component, and the morphophonemic component. All of these components have input and output. The phrase structure notion is dealt to be in large system incorporation. The standard symbols of the rule (SS) are (S) refers to Sentence, (NP) stands for Noun Phrase, (VP) Verb Phrase, (Det.) is Determiners, (Aux) for Auxiliary , (N) Noun, (V)Verb which are considered as stones or roots for the lexical insertion (Terminal String) see example(2)

(2) The girl will buy the dress.

1) $S \rightarrow NP + VP$

(2) $VP \rightarrow Verb + NP$

(3) $NP \rightarrow Det + N$

(4) $Verb \rightarrow Aux + V$

(5) $Det \rightarrow the$

(6) N → girl, dress...

(7) Aux → will

(8) V → buy

The Syntactic Structures (SS), in which symbols and single arrows are a kind of the constitutions structural analysis that related to the sentence itself. The symbols signify the specific items, and the singular arrow to represent Syntax Structure (SS) as a technical term in the (SS). These technical terms should be started from left to right according to the English language as a protocol style to express the grammatical rules. The tree diagram or Phrase maker can be used as the structural description of the sentence itself. These rules are the basic terms from which other terminological rules can be derived. The tree markers (T-Marker) or phrase markers (P-Marker) are derived from the basic rules which are mentioned in the example (2) above. This type of generating sentences is considered to be static rather than dynamic because any sentence should be generated from the rules which will be proposed below:

"(i) S

(ii) NP+ VP by rule (1)

(iii) np + Verb + NP by rule (2)

(iv) Det +N+ Verb + NP by rule (3)

(v) Det + N+ Verb +Det + N by rule (3)

(vi) Det + N+ Aux+ V+ Det+ N by rule (4)

(vii) the + N+ Aux+ V+ Det+ N by rule (5)

(viii) the+ N+ Aux+ V+ the+ N by rule(5)

(ix)the+ girl+ Aux+ V+ the+ by rule (6)

(x)the+ man+ Aux+ V+ the + dress by rule(6)

(xi)the+ man+ will+ V+ the+ dress by rule(7)

(xii) the + girl+ will+ buy+ the+ dress by rule(8)" Zwart (1998, P.32)

Postal and Katz (1964) argue that the explicitness is the feature of generative grammar which is supposed to be urgent rule systems that characterize the whole language without relying on any prior knowledge of the language (UG). Many generative grammarians identify explicitness with formalization of the describing the generative language.

Chomsky (1965) moved into a new theory which was called ' Aspect of the Theory of Syntax' based on a published book (Chomsky 1965 *Aspect of the theory of syntax*). In this book, he has illustrated the deep structure and the Surface structure, too. Furthermore, Chomsky mentioned the difference between competence and performance. Competence is a generative grammar which is based on the Transformational components of the syntax system which was also called Syntax Change (SC). SC has double arrows to be distinguished from SS in the form of representing the derivation of T-rules as example (3) below shows:

(3) Ali pushes the chair (Active voice). \Rightarrow *The chair is pushed.* (Passive voice)

[NP1 – Aux - V – NP2 \Rightarrow NP2- Aux+ be +en -V –by+NP1

The first part represents the Syntactic Structure (SS) , whereas the second part after double arrow represents the Syntactic Change (SC) which is called here passive transformation or (SC).

In short, Deep structures and its components go to reach the surface structure (S-structure) which has the phonetic interpretation introduced as a method of performance. The recursion rules represent all of these systems which happened pre and post of interpretations. The notion was proposed on more and more constraints. There was no simplicity in the proposing the notions.

There were some theoretical researchers who broke away from Chomsky's theory and established the semantic approach " Generative Semantics" in the middle of 1960s . This approach was focused on head-driven phrase structure grammar, construction grammar, and cognitive linguistics.

Chomsky (1973) has established a new theory according to the critical arguments that the critics mentioned in their arguments. In the period between the 1970s up to the beginning of 1990s, Chomsky proposed different theories. The first theory is ' Extended Theory'. D-structure is eliminated whereas the S-structure was enriched for a specific time. After that, the term Logical Form (LF) referring to the syntax representation was directly related to the meaning and the term Phonetic Form (PF) was related to the sound of the sentence. These two terms were called either T-model or Y-model. At the end of this period, (D-structure) and (S-structure) were eliminated from the Chomsky's theories. After the Extended Theory, the Principle and Parameters were established, Chomsky (1981). The Universal Grammar is the main point in the (P&P). It is related to the innate knowledge that all babies are born with. The last theory is Government and Binding (G&B). Chomsky used comparative style

between the syntax and data in order to give other theoretical definitions of these terms. Government and Binding has been worked with (LF) and (PL) used during the last theory; Minimalist Program. The Minimalist Program starts from the beginning of the 1990s up to now.

The interaction between the syntax derivation, semantic and phonological structure throughout the Generative Grammar were changeable. It started with D-structure and S-structure which were accompanied with the Syntax Structure Theory, Aspect Theory, and Extended Theory. Whereas, The Government and Binding Theory and early of Minimalist Theory have the (LF) and (PF) terms. There are so many features which distinguish the Pre-Minimalist theory from the Minimalist Program itself.

2.2.3 Background of the Minimalist Program

Radford (2009) explains the main features of the Minimalist theory. These features are descriptive adequacy and the explanatory adequacy. The descriptive adequacy is based on the observation adequacy to the strings of words and how they do, and how these strings combine with each other under a specific form of grammatical rules on a particular language. The explanatory adequacy is the explanations of why children could have this adequacy in a short time related to the innate oriented which is known as a Universal Grammar.

Lasnik & Lohndal (2013) show the aims of the Minimalist program. The first aim is showing that human beings have the computational system in the minds. It has the central part of the biological language faculty. In addition to this aim, the Minimalist program has incorporated properties of economy, simplicity, and efficiency. The

simplicity comes from reducing the transformations to be single elementary operation, and reducing to one eliminating Phrase Structural Rules (PSR). The case of this reducing is to unify a new operation that is called Simplest Combinational Operation.

Graffi (2015) mentions the pillars of the Minimalist Program. The first stone in this program is the features which are considered the indivisible information in the syntax and which can be presented by either the matrix or by using set. This feature could be multivalued, binary or privative. The first type of the feature is multivalued features which consist of attribute and value. The attribute is presented by using the set of pieces of grammatical information. This information constitute alternatives to each other such as [feminine], [masculine], or [neuter]. Whereas the value is the feature related to the individual case of each constitute. The example below shows the multivaluable feature which consists of brackets ([]) to represent the attribute and use the colon (:) to represent the value. [Gender: masculine]. The second type is the binary feature which used [attribute: value]. In this case, we use the symbols+ or – as a value to the new attributes. [Masculine: +] or if the attribute is not a masculine [masculine: -]. The last type which is related to the same feature is the privative feature which eliminates the value and mentions the attribute between brackets [masculine].

Graffi(2015) illustrates the other pillars of the Minimalist program. It is the lexicon feature which could easily mention large numbers of the matrices feature as the example below:

[Category: D]

[Number : 5]

[Person: plural]

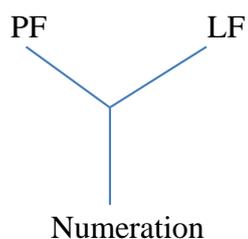
[Gender: feminine]

[Case : nominative]

Broekhuis & Ellen (2013) talk about the computational

Minimalist Program. The numeration that relates to the established lexicon or computation that relates to the established syntax started with unordered set of all the lexical elements that are eventually appeared in the mind. The required selecting lexical elements are built from the lexicon one by one to have the structure of the phrases, clause or a sentence.

Lasnik & Lohndal(2013) also argue that the interface is found in the Minimalist program. The interface is a result of mixing and combining between the Phonetic Form (PF) and the Logical Form (LF). The Photic Form (PF) is showing the interacting between the syntactic structures with the semantic structure. This process needs to have Phonetic Form (PF) which is represented by the spell out what has been produced from the (LF). It is a phonological system. The numeration is the speaker/ writer's store of vocabulary, with details concerning its syntactic and semantic properties. It is the starting point of utterances or writing.



(the lexicon of the speaker- writer)

(4) *She is speaking.*

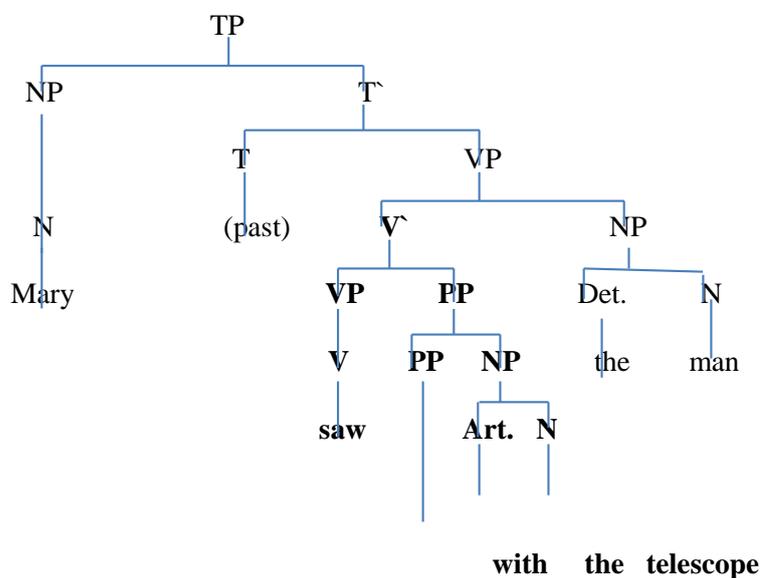
(5) *Is she speaking?*

The first sentence (4) is an affirmative which is converted to be a question in the second sentence (5).

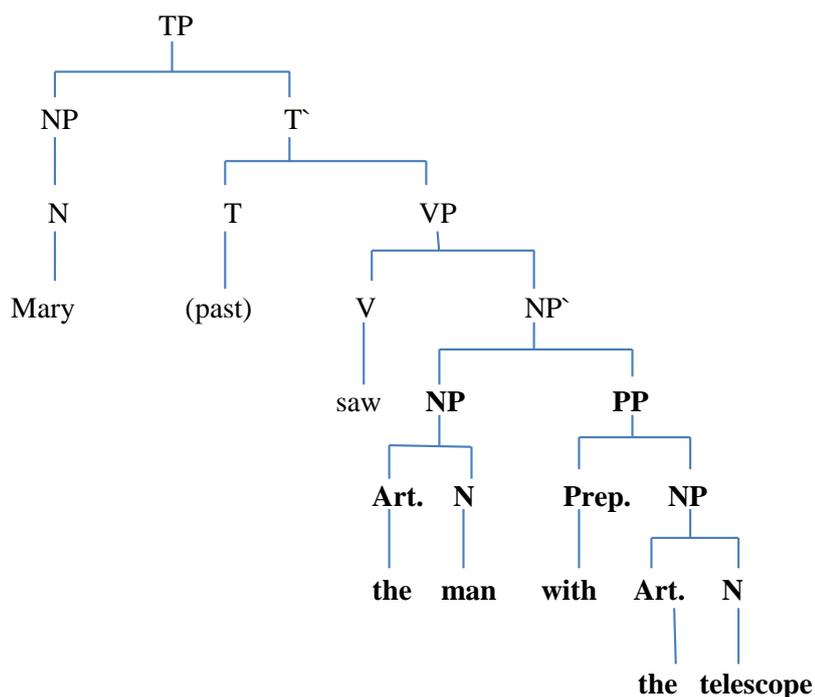
Chomsky (2006) represents the hierarchal tree in his explanations so that the hierarchal tree can eliminate the ambiguity in the sentence by showing the related merge to each component. In fact, there are two types of ambiguity. These are the lexical and the structural one. The hierarchal tree is used widely rather than the linear to reduce the ambiguity as example (6) below shows:

(6) *Mary saw the man with the telescope.*

Here in this example, the Preposition Phrase *with the telescope* identifies the Verb (V) *saw* or it describes the Noun Phrase (NP) *the man*. In the tree, this ambiguity will be eliminated.



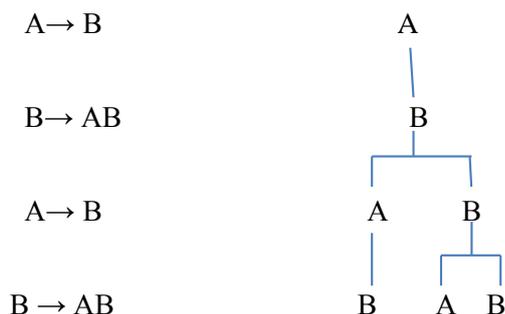
In the previous diagram, the merge occurs in the V' between the VP and PP, *with the telescope* modifies the (V) *saw*. Whereas, if the PP merge with the NP, as the following diagram the PP clarifies the NP not VP. By this way, the ambiguity of the projection is reduced. In short, if the PP *with the telescope* merges with (V), it describes the *saw* whereas if the PP merges with NP it describes the *man*.



Chomsky (1995) represents the principles by the binary merge between the phonetic Form (PF) and Logical Form (LF) to have the interface term. As a consequence, all the condition of the interface could be applicable. The new way to describe and derive is called syntactic operation. Syntax operations are responsible for any movement, Chomsky (1995).

Hornstein (2005) argues that the principles that are described a parameter as a value feature. These parameters, which have been set by acquisition of languages since childhood, were called values. The Principles and Parameters Theory (P&P) has been adapted the same previous view.

Hornstein (2005) describes the Minimalist Program which has taken its main issues from P&P Theory. This theory also based on the Universal Grammar (UG). What makes this theory differs from others is the simplicity, tasteful in its style of representing the projections, and occurs naturally as a set of recursion. This recursion is the responsible of infiniteness assumption in the syntax structure which means:



Zwart (1998) discusses the features of Minimalist program(MP) that there is a functional structure of the(MP) which makes this program different from other theories. The structure is input and output. So it is ruled based. The logical sequence appears when the input is well; the output will be well also. As a result of well input and output, the derivation is called converge. Whereas, when the input is not well organized, the output will also be that. Here in this stage the derivation fails and crashes. Before the MP, this rule was called constraints but now it is named rule-based.

Zwart (1998) discusses the numeration of the words which are introduced in a random order is described as X⁰ Theory to form the constituents which are described as input. These constituents of X⁰ merge with other constituents to form a sentence. The words, which are chosen by the speaker are put together to form a derivation. This system of derivation is called selecting. If this selection is not good, it will crash whereas; if this selection is good, it is called converge.

Conclusion

The main features of the Minimalist program are the merge, interface, the binary merge of the constituents, the hierarchical tree that will be presented from down to up, not as in the previous theories. In short, the structures which *Action Pack 12th* consist of is represented according to the pedagogical grammar conceptions. The representing of the Minimalist Program IS introduced according to the new mental view for Theoretical Grammar. Whether the tree is formed upward or downward (as it used to be), the difference concerns a theoretical visualization, not an actual speaking event.

Chapter Three

Methods and Procedures

3.0 Introduction

This section is concerned with methods and procedures which have been followed in this study. The methods and procedures consist of the sample, steps, and the analysis.

3.1 Sample of the study

The sample structures are based on those purposeful structures in the textbook *Action Pack 12* Grade in Jordan. The data in this study are the structures which are presented in the textbook for *12 Grade Action Pack* compared with the same structures in the theoretical work of the Minimalist Program of Chomsky.

3.2 Steps of the study

Firstly, the researcher identifies the new grammar points included in the *Action Pack 12* and described how they are presented. The same structures are analyzed according to the Minimalist program. Secondly, the two ways, the pedagogical and the theoretical, are compared. For example, the structure of the passive voice is just presented as how to change the sentence from active into passive by putting the object at the beginning of the passive sentence, then changing the verb by adding the auxiliary *be* and changing the verb into the past participle form. The agent is optional; so we

could put the agent or not. But if the agent is mentioned we should put the preposition *by* before the agent. Such as the example below shows:-

(7) *She cleaned the window.* It becomes, *The window was cleaned.*

(8) *The government built the hospital.* It becomes, *The hospital was built by the government.*

In comparison with the passive voice structure in *Action Pack 12*, Radford (2009) calls it passive predicates which have four features. The first feature is that the passive sentence requires the auxiliary *be*. The second feature is changing the form of the verb into the past participle form. The third feature is that the sentence may contain a by-phrase in which there is a complement of by-phrase, such as (*The hospital was built by the government*). The fourth feature is the subject of the active sentence becomes a verb complement whereas the object of the active sentence becomes the subject of the passive predicate which is called Alpha.

(Please see p.34 for further information)

3.3 Procedures of the study

To conduct this research, the researcher went through the following steps:

1. Read a number of previous studies which deal with the Minimalist theory .
2. Set the Grammar structures in *Action Pack 12* and defined them in the Minimalist Grammar
3. Established the Grammar profile in *Action Pack 12* grade.
4. Prepared the shared points in the textbook and the theory .

5. Selected an example from *Action Pack 12*.
6. Made a comparison between the structures in *Action Pack 12* according to the illustration in the Teacher's book *for 12 grade* and give the illustration to the same structures according to the Minimalist Program depending on the Radford`s illustration in his book *English Sentences Structure* about all structure which are chosen.
7. Interpreted the data and discussed the findings .
8. Made a set of conclusions .
9. Presented some recommendation for the future studies .
10. Listed references according to APA style .

Chapter Four

Findings of the study

4.0 Introduction

The way of representing the structure in *Action Pack 12* is completely different from representing the same structures in the Minimalist program. In this chapter, there is an illustration of these structures. In addition to this, a comparison is shown between the structures in *Action Pack 12* and the Minimalist Program. These structures are divided into phrases, clauses, and sentences. Below are the structures for analysis:-

- Active Voice

- Passive Voice

- Cleft Sentences

- Interrogative Sentences (Direct question/ Wh-Questions)

- Interrogative Sentences (Direct questions /Yes-No Questions)

- Reported Speech

- Relative clauses

These structures, which are explained as new grammar points in the *Action Pack 12th*, are discussed in a different way from the Minimalist program. The structures which have been used in the Minimalist Program are impossible to understand by the pupils who are foreign learners and who do not speak English as a first mother tongue

language. Even native speaking pupils of English world have difficulty also this representation is based on the structures which represented in the *Action Pack 12*. The first analysis is based on the *Action back 12* then the researcher made the comparison with the Minimalist program on the same structure one by one

4.1 The first structure

Active Voice

There is no specific target in the *Action Pack 12* called Active Voice. However, it is an embedded target because the teachers mention this target while they are explaining the tenses in the sentences which are in the active, focusing on the real doer of the action (Student's book p.7). The illustration of the tenses and the forms of the tenses in the negative, affirmative, or interrogative statement are explained as a first step in introducing grammar targets. Explaining the tenses and the functions of each tense are the most important elements of the grammar targets. In addition to this, The *Activity book 12* was designed to give more exercises on all targets which are written in the *Action Pack 12* (Students' book). Here in this type of point, the teachers emphasize the structure of the sentence and the agreement of the verb and the subject as an example below:-

(9) *The students do their homework .*

In example (9) *the students* is a subject and *do* is the main (primary) verb. The tense in this example is present simple so the verb *do* does not add either (s) or (es) for agreement of the plural subject.

(10) *The boy does his homework .*

In this example the subject is singular so the students should add (es) to the present simple tense because the verb ends with the letter (o).

The main function of this representation is to show the main function of using the present simple as a permanent action or daily routine. This way, the teachers represent the tenses as an initial target to teach the students how to write active voice sentences by showing the real agent in the sentences. In this target, it is very important to let the students know that the verbs have two forms: an active case and passive case.

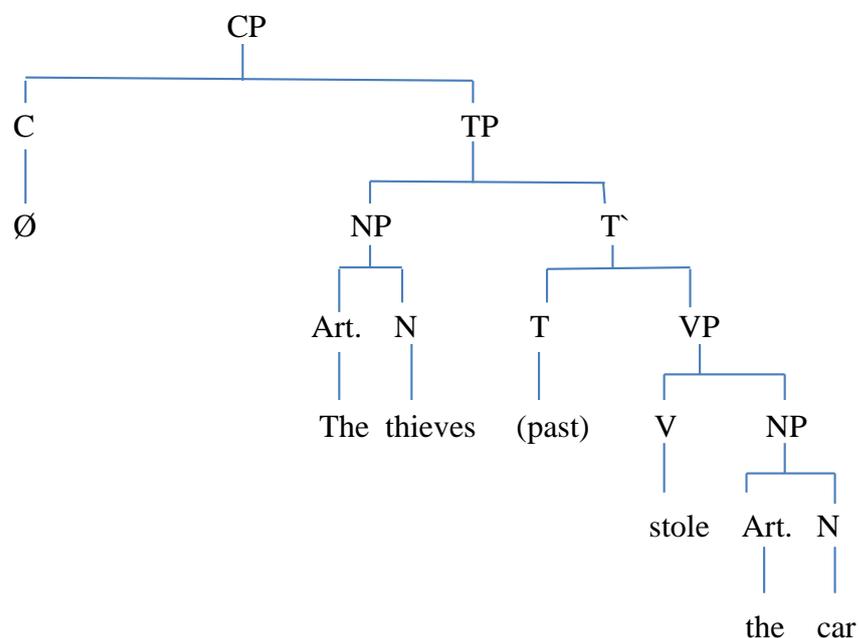
In contrast with representing the active voice in *Action Pack 12th*, the Minimalist program represents this target in different ways. In this program, it is necessary to distinguish between two main features in representing the active sentences. The first feature is valued or interpretable, and the second feature is unvalued or uninterpretable. There are specific elements in making the active sentences start with the agent or the doer which could be a noun, pronoun, or noun phrase, then the verb and the complement of the verb.

The pronouns in the active sentence, which occur either as a subject or as an object, are considered unvalued or uninterpretable because it does not mark a particular nominal. The noun and noun phrase are considered as valued or interpretable features because each is a particular nominative features. The tense in the active sentence is also considered as a valued because it describes a specific mark of either past or presents tense and the choice is between is /has an auxiliary or past perfect to determine the sentence in progress or completed. The mood is the future tense not present or past which must be interpretable features of the auxiliary.

The other feature, which makes this Minimalist program different in representing the structure, is the merge and starting the tree from the bottom and moving to the up of the tree. This merge of the constituents is under specific constraints as the example shows:

(11) *The thieves stole the car.*

The article *the* merges with the plural noun *car* to form NP as a complement to the verb. This NP merges with the verb *stole* to make the VP, and the VP merges with T of this sentence which represents past tense. The VP and T merge to form T'. This T' merges with NP which consists of the article *the* and noun *car*. T' and NP merge to form TP. This TP merge with complement C to form CP. This binary merge is clearly observed in the tree below:



4.2 The second structure

Passive Voice

The second structure that is explained is the passive voice (*Action Pack 12, Student's Book*, p63). This structure is given in *Action Pack 12* under the title passive voice. It is a very important one and the book is focused on how to rewrite the sentence from active into passive as a new structure. In this structure, the object is moved into the beginning of the sentence and then auxiliary *be* should be added as an evidence of the passive structure. Finally, the students could add the agent at the end of the sentence by putting the preposition *by* before the agent. Foreign learners deal with all tenses which have two forms (active and passive form). Examples (12) and (13) show the difference between these two structures:

(12) *The students had done the assignment.*

(13) *The assignment had been done by the students.*

In *Action Pack 12*, learners do not have to know when we have to add the agent at the end of the sentence (by adding the preposition *by*), and when we have to delete mentioning the agent.

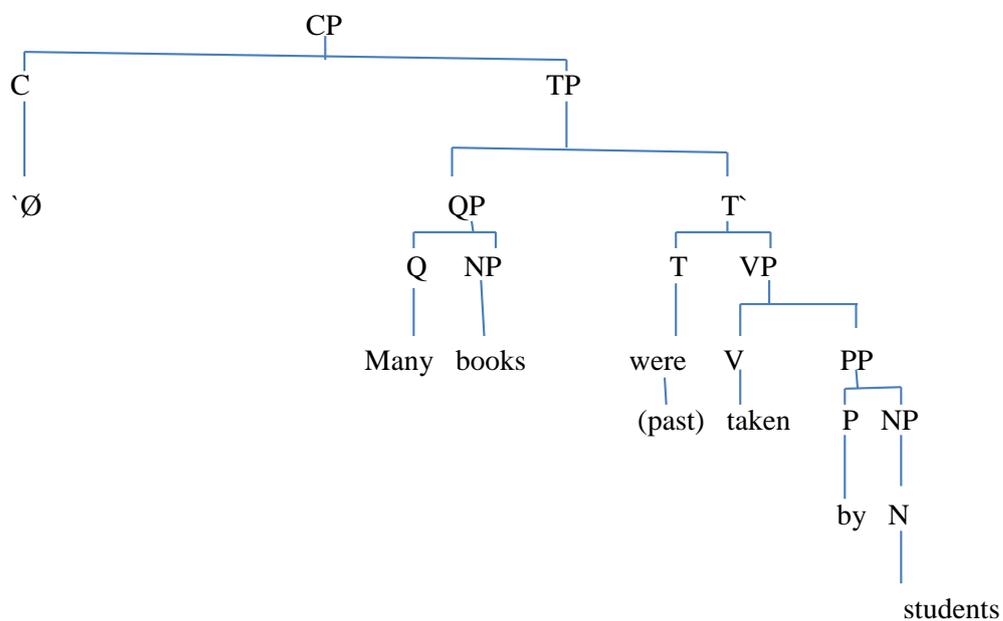
In comparison with this representation in *Action Pack 12*, this structure is explained in the Minimalist program in a different way which is also hard to understand it as the previous structure. In the Minimalist Program, it is called passive predicates, instead of passive voice. In this program, there are four main features which make the passive predicate a unique structure and could be easily recognized. The first feature is the use of the auxiliary *be*, and the second is changing the form of the passive to the past

participle. As a result of this movement, a trace is left behind the moved constituents. This movement is also named null copy which is known as a Trace theory. The third feature is that the agent could be added but within the preposition phrase by as a thematic rule which describes the semantic role played by an argument in relation to its predicate (that needs to know is the many books a real doer of the action take and who receive the action itself). The fourth feature is moving the object of the sentence which was a complement of the verb to the position before the auxiliary, as in example (14) below shows:-

(14) *Many books were taken.*

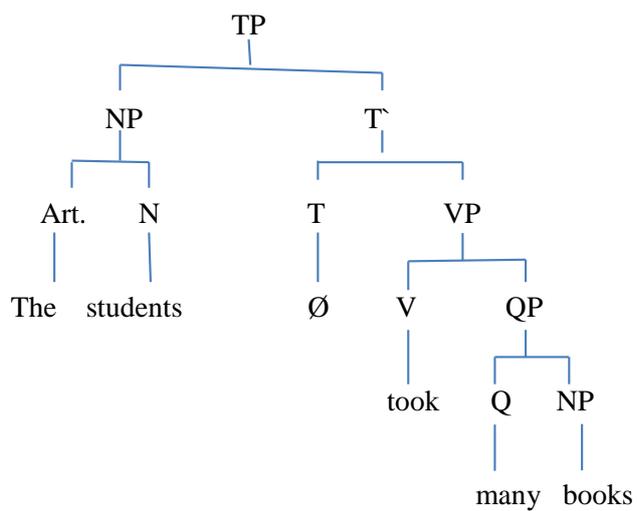
The rule which is used here is the thematic complement. It is introducing the merge of the binary trace (the two trees show this trace and the null copy). There is binary merge in making combination. The noun *books* merges with quantifiers *many* to make the noun phrase. Then Quantifiers Phrase (QP) merges with V *took* to make VP. After that, this VP merges with T tense past to make T'. The T' merges with NP which also consists of an article *the* with N *students* to have TP. Finally, the TP merges with complement to have CP. As we can see in the diagram below, the PP which consists of the P *by* and the NP *the students* that comes at the end of the sentences is optional to mention, depending on the stylistic reasons. The presence of the agent –PP depends on the style of the speaker- writer whether the agent is unknown by a specific reference (by someone) so we can omit or keep. The second reason is the agent is suppressed or it could be as a common sense (was arrested).

(15) *Many books were taken by the students.*



This diagram was actually like this diagram and the sentence was:-

(16) *"The students took many books."*



4.3 The third structure

Cleft sentences

This type of sentence is nearly a new structure to the students who study *Action Pack 12 (Student's Book, p29)*. In this type, the students learn how they could form different ways of forming sentences in order to stress different ideas. The teachers put the examples on the blackboard and start to explain this structure by raising different questions as in the example below:

(17) The headmaster took our class to the museum on Thursday.

The first question is where is the subject? (*The headmaster*). Where is the verb? (*took*). Where is the adverbial time? (*On Thursday*). Where is the prepositional phrase? (*to the museum*) . How many verbs do we have in this sentence? (*Only one*). So it is not a cleft sentence. The teachers explain what they can do if they want to make the cleft sentence by emphasizing one of these features. If they want to emphasis on the subject (*The headmaster*) the sentence will be: *The headmaster was the A person who took our class to the museum on Thursday*, or it could be: *The person who took our class to the museum was the headmaster*. Then teachers tell the students that the main function of using cleft sentences is to say it was not our class teacher or another teacher, it is t specifically the headmaster. Here there are two verbs in the cleft sentences which make cleft sentence differ from the simple sentences. The teachers ask the students to build new cleft sentences by emphasizing (*the museum*). Elicit *the place where the head teacher took our class on Thursday was the museum*, or *the museum was the place where our headmaster took us on Thursday*. Finally, the teachers mention that all these sentences could start with *it was*: *It was the head teacher who took us to the museum on*

Thursday. All of these sentences have to have two verbs which make cleft sentences especial sentences.

The Minimalist Program attempts to account for the theoretical framework by the agreement variation that appears in it-cleft sentences. There are two main issues which go around the information structures and syntactic derivation. According to the information structures, there is an agreement between the subject and the verbs, and there is an agreement between the subject and antecedent located in the same minimal clause, as the example (18) shows:-

(18) *It is me who is responsible.*

Reflexive pronoun, possessive pronoun and relative pronoun are the three types of pronouns which could occur in the cleft sentences. The reflexive pronoun receives the value for the person and number features and from the nominal phrase. The pronouns could be valued or unvalued (φ - feature set a bound DP unified with the φ -feature set of the verbal function.

(19) *We are the only people who take care of our children*

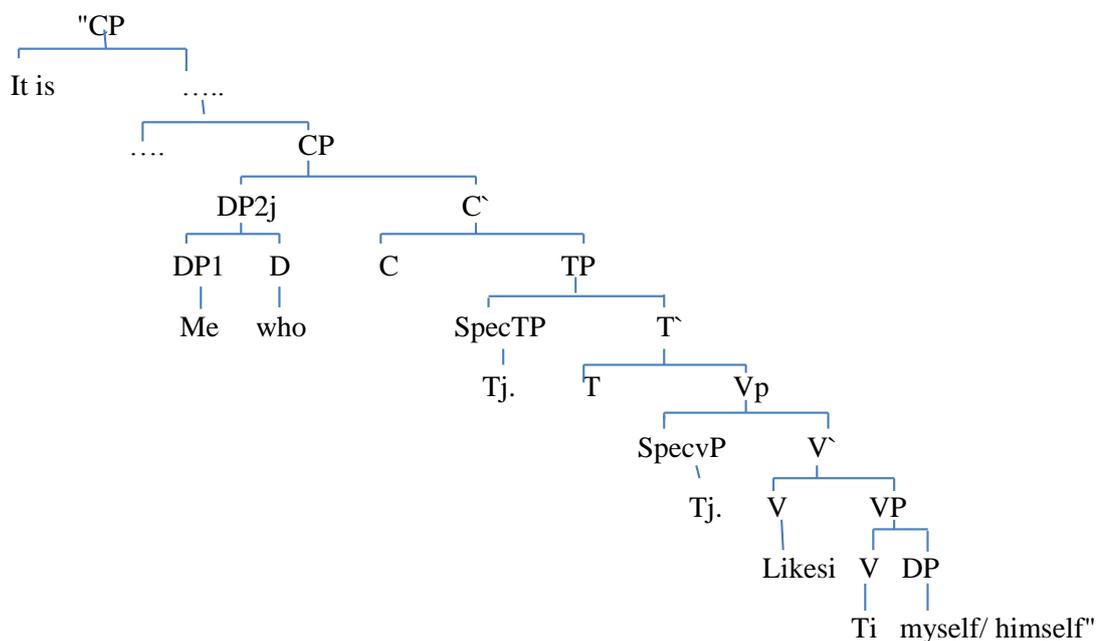
(20) *I am the only one who is brushing my teeth.*

The relative pronoun *who* is valued in the examples (19) and (20) because in (19) refers to the only people whereas in the second example (20) refers to the only one. The agreement between this relative pronoun and the verb is clearly shown in the previous examples. In example (19) the relative pronoun refers to people which is plural so the verb should be in base form for agreement of the plural subject (take, not takes) and the relative pronoun in example (20) refers to the only one which is singular subject, so the verb should be *is* not *are* to show the present tense in both of them.

Finally, the possessive pronoun in (19) *our* is the reflexive pronoun which is valued or marked (3rd person which is marked to the people) and *my teeth* refer to (1st person singular). The possessive pronouns show the dialect stylistic differences even both of them are correct.

(21) *It is me who likes myself/ himself* .

In the Minimalist Program the tree starts from the roots (C- command) or projection and goes up to the highest branches. The (It) and (is) merge to form CP. Then (me) and (who) merge to form DP2j which consist DP1(me) and D(who) . The verb (likes) and (myself/ himself) merge to form V^ˆ which consist of v (likes) and VP that consists of v and DP (myself).



Mokrosz (2014, p.70)

4.4 The fourth structure

Wh-question

This structure is an embedded structure. In *Action Pack 12 (Student's Book, p51)*, there is no specific target which is called interrogative structure, but teachers teach this structure while they are explaining the tenses and the form of the verbs in affirmative, negative, and interrogative. Teachers emphasize just the movement of the helping verb to be in front of the subject in order to form the interrogative structure. In Wh-Q, the structure will be as follows: Wh + helping verb + subject + main verb + Comp.....?

(22) *She is reading the story.*

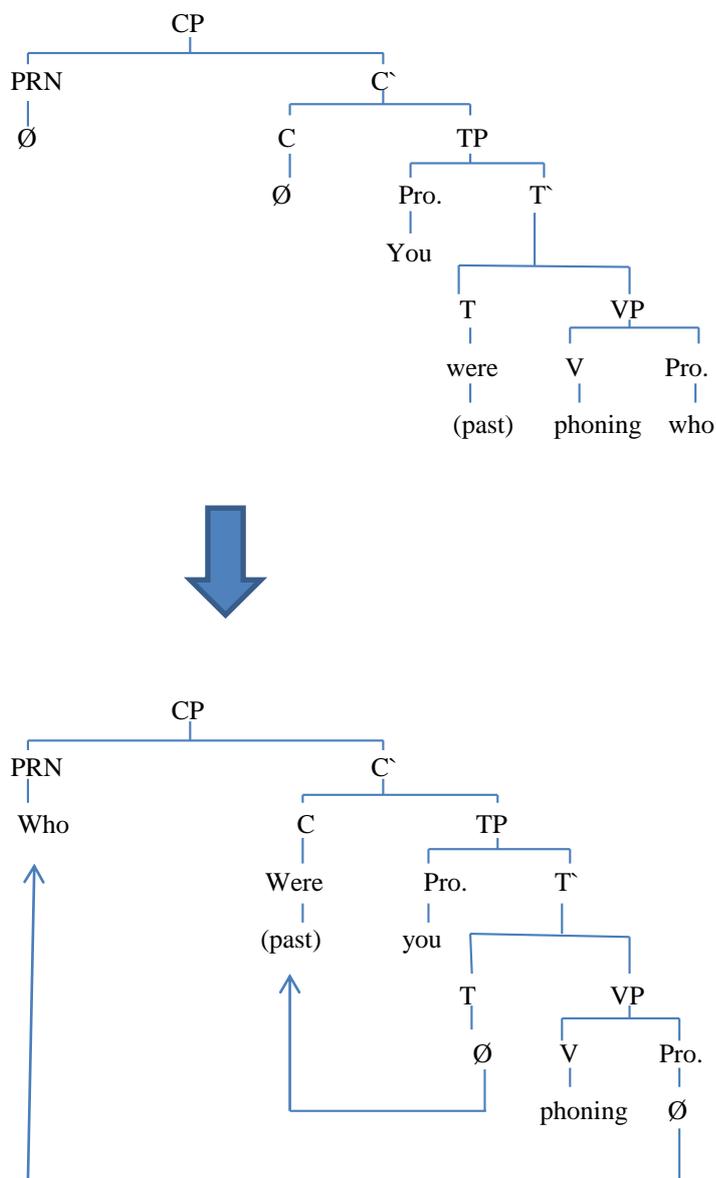
In example (22) *She is reading the story.* If we want to ask about the story, we start with (What) then add the helping verb (is) and complete the sentence ending with a question mark, (*What is she reading?*) without putting the story. Whereas in a Yes/ No question the structure is the same but without (wh-). (*Is she reading the story?*)

In the Minimalist Program, the interrogative structure is widely explained. There is an important feature which is called edge feature (EF). It is a mechanism which allows moving the Wh-expression to spec(C). The example below shows this mechanism of movement

(23) *Who were you phoning? ?*

In this sentence, there is a specific derivation starting with the Wh-pronoun (*Who*) merging with the verb (*phoning*). This merge forms the VP and these two constituents merge with the auxiliary past tense (*were*) to form the T (*were phoning*

who), and this VP and T merge to form T'. Finally, T' merges with the pronoun (*you*) to form TP. The TP merges with C, which is called tense edge feature (EF) or Null interrogative complementiser \emptyset , to form C'. The C' merges with the pronoun to form CP. The tree below shows the movement of T (*were*) to be part of C to make past tense and Null edge feature. In the second movement the pronoun (*who*) moves to be part of PRN which merges with the C' to form CP as the tree below:



4.5 The fifth structure

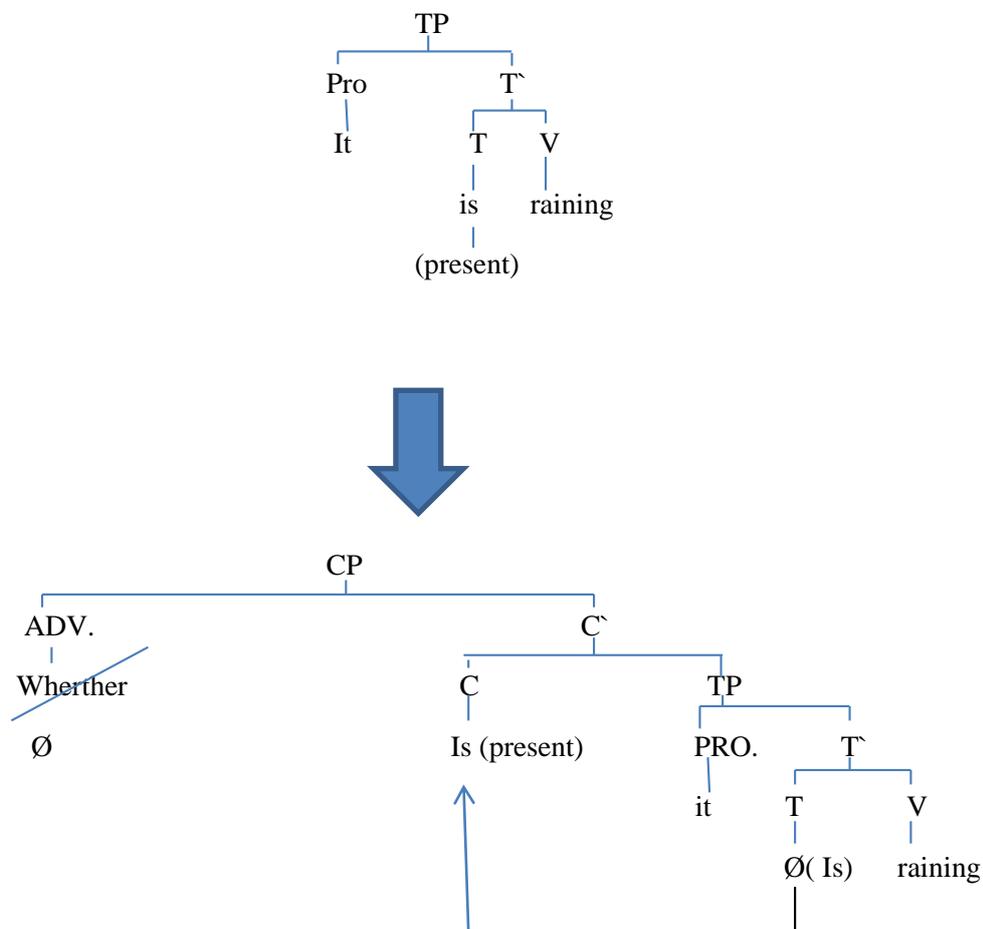
Yes/No questions:

This target is called Yes/ No question because the answer will be either Yes or No. Teachers teach this kind of sentences while they are illustrating the tenses targets and the forms of in the affirmative, interrogative and negative sentences. It is an embedded structure. Teachers explain this target within explaining all tenses (*Student's Book*, p. 9). Teachers emphasize the movement of the helping verb to be in front of the subject in order to form the interrogative structure of Yes/No question: Helping verb+ Subject+ Main verb+ CO.....?

The Minimalist program has this structure. In this type of question, there is a Null Yes/No question specifier. (In the Elizabethan age 16th century, Shakespeare's time) , this type of question was started by whether. Nowadays, it is not introduced by whether but it is introduced by the Null counterpart of whether in the spec (C). The below example (24) shows this type of interrogative sentence:

(24) *Is it raining?*

The derived Tense merges with the verb *raining* to form T[̄]. The T[̄] merges with the pronoun *it* to make TP. This TP merges with C which is Null and an edge feature (EF). In this stage, the movement of T *is* becomes a part of C as a present Tense movement in order to make the interrogative sentence. This movement which is a complement (C) merges with TP to form C[̄] and C[̄] merges with a null adverb (*whether*).



4.6 The sixth structure

Relative clauses

This target in *Action Pack 12 (Student's Book, p.29)* is focused on the sentences which have more than one clause and they are joined by using the suitable relative pronoun such as (when, who, where, which, that ...). Teachers focus on illustrating the two types of the relative clause. The first type is the defining relative clause and the second type is the non-definite relative clause. The defining relative clause is a clause which does not have commas before the relative pronoun and after the main verb such as the example (25)

(25) *The doctor who saved my life is my brother .*

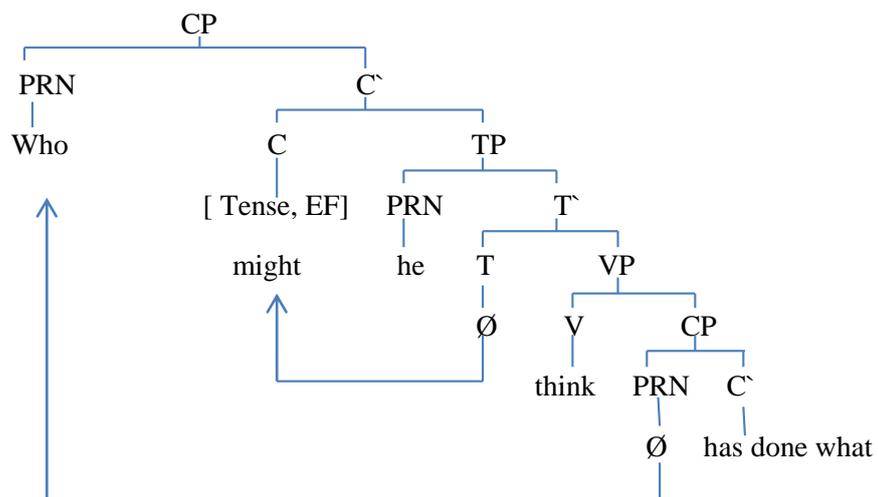
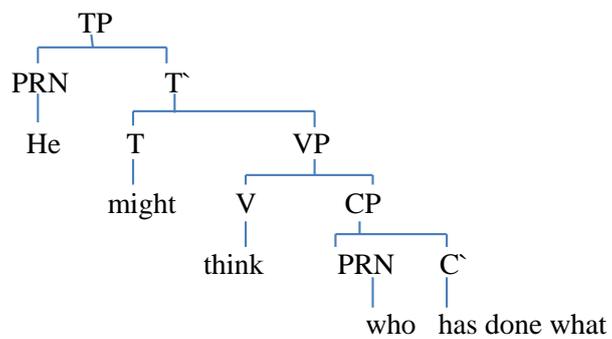
On the other hand, the non-defining clause is a clause which has commas before the relative pronoun and before the main verb as the example below:

(26) *The doctor, who saved my life, is my brother .*

In speech, the non-defining clause has a lower pitch than the rest of the sentences. The function of not using the commas around the relative clause is to mean that the information that is mentioned is very important to determine which person among two or more is meant. This type is called defining relative clause. On the other hand, the non-defining clause is used to add information that is not necessary and can be deleted.

This structure, which is illustrated in *Action Pack 12*, is an embedded structure. Wh- movement is concentrated on the making question (Wh- question) and making sentences by having relative clauses. The relative clause section 4.4 above in the thesis is related to the same structure that Radford (2009) explains about the movement as Move-a to be a part of Spec-C. This movement leaves behind a null copy. This null operation was analyzed as a trace of wh-movement and carried the edge feature (EF) to move from its projection to become as a Spec-C. Tense feature moves to be a part of the C and again build interrogative sentences by moving the relative clause as example (27) shows:-

(27) *He might think who has done what.*



5.7 The seventh structure

Reported speech:

This target has already been explained in the previous levels. Teachers teach this structure by writing a sentence within quotation marks at the beginning of the sentence and at the end to show that this sentence is Direct speech, the exact words, (*Action Pack12, Student's Book, p. 11*). Then they elicit the indirect sentence and notice that there are some changes in the pronouns, tenses, and the adverbs, as in example (28) below shows:-

(28) a. *"I ate an apple yesterday."*

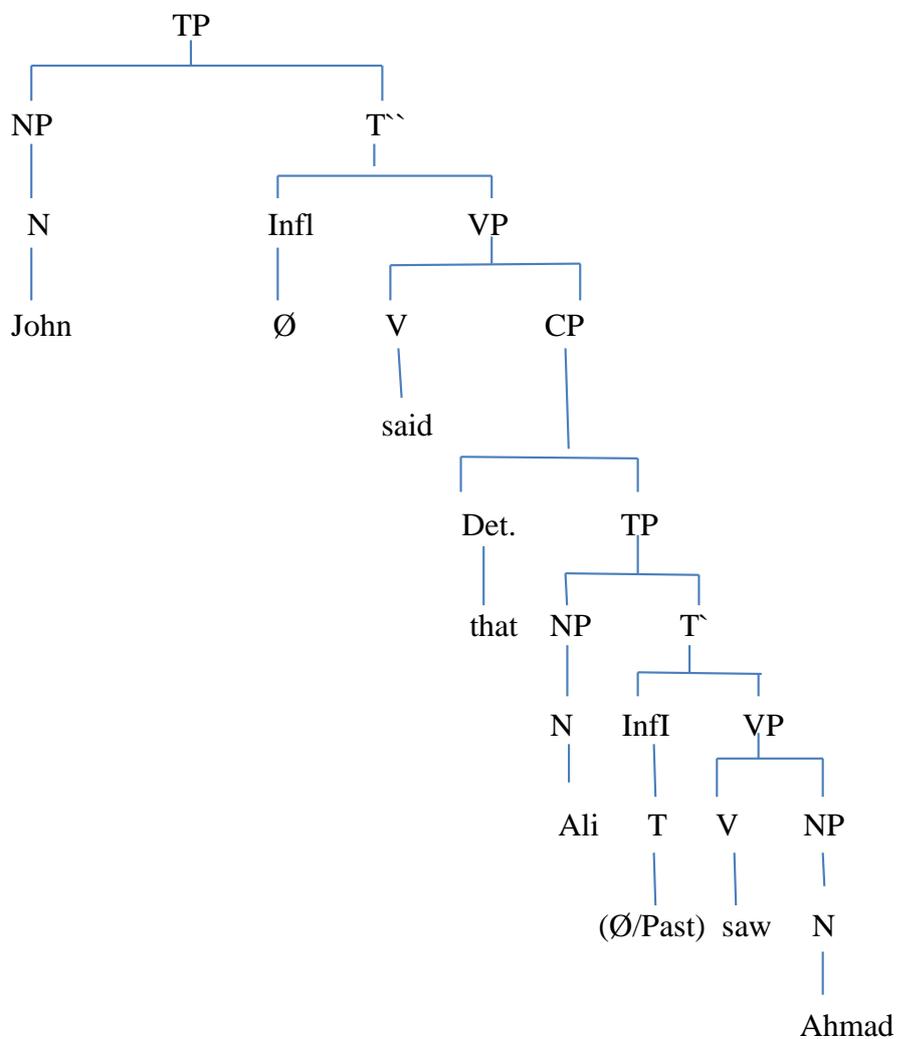
b. *She said that she had eaten an apple the day before*

When the sentence is changed from direct into indirect speech the quotation marks should be deleted and some changes are made according to the type of the sentence. If the sentence is a statement, an interrogative, or a command, all of these should be mentioned during the teaching of this target

Whereas, *Action Pack 12* makes this representation, this structure is represented in the different way in the Minimalist Program. In this program, the focus is on choosing the words from the lexicon, the numeration which is the starting point in the steps of the Minimalist program (see page 22 above).

(29) *John said that Ali saw Ahmad.*

The binary merges between the Phonetic Form (PF) and the Logical Form (LF) to make the interface level. The numeration for this example is [*John* (1), *Ali* (1), *Ahmad* (1), *saw* (1), *said* (1)]. Then these numerations merge are made to form the X⁰. This sentence is represented hieratically like this:



4.8 Conclusion

These structures, which have been illustrated in this chapter, are chosen because they are the structures represented in *Action Pack 12* (*Student's Book and Activity Book*). After choosing the specific structures, the comparison was made between the structures in the *Action Pack 12* and the Minimalist program (theoretical representation). The reason behind choosing the structures from the *Action Pack 12* as a first step is because this an already selected sample of structures and which I teach at school. The *Action Pack 12* is designed for foreign learners in the secondary level whereas the Minimalist program is designed to the professional. These differences are going to be discussed in chapter five, the next chapter.

Chapter Five

Discussion, Conclusion, and Recommendations

5.0 Introduction

This chapter discusses three main points. The first point is to put the differences between the same structures which are found in *Action Pack 12* as a first step then in the MP by highlighting on the differences between the pedagogy and the MP theory, depending on the review of literature which has been explained in chapter two. There is a conclusion to sum up the findings in the previous chapter. Finally, some recommendations emphasize the need for focusing on the two types of Grammar; pedagogical grammar and theoretical grammar (MP theory).

5.1 Discussion of the first structure (The Active Voice)

The first structure is the *Active voice* structure. In the previous chapter (chapter four), representing this structure was analyzed according to *Action Pack 12* and according to the MP. In the *Action Pack 12*, the active voice is a target which is explained during the illustration of the all tenses as an initial target which includes the present with the four forms; present simple, present continuous, present perfect, and present perfect continuous. The past tense is also mentioned with the four forms; past simple, past continuous, past perfect, and past perfect continuous. The future tense is mentioned with three forms; future simple, future continuous, and future perfect. As teachers explain this target, the focus is on the element of the sentence which starts with the subject. The subject is the real doer of the action whereas the tense in the active which states the subject is the actually the real agent in the sentence.

There are technical procedures in teaching the active voice structure as a target in *Action Pack 12*. The information is introduced to the student has so many supporting comprehension questions in the Activity book. The focus is on using correctly the given information, to be sure that the students understand the target well.

However, the MP has a completely different illustration because the terminology in the MP for the specialists. Moreover the MP is a theoretical structure for language. It is the pillar features of MP such as interface and the merge of the constitutes which are used to draw the tree. (Please see again p. 33-34)

5.2 Discussion of the second structure (The passive Voice)

This structure is the passive voice which is widely discussed in the *Action Pack 12* as a direct target to reinforce the use of the passive and how we could rewrite the sentences by shifting them from active into passive. To achieve certain goals in style, teachers follow the specific methodology in teaching this target by giving them so many sentences and ask the students to rewrite them by focusing on the tenses and how these tenses are formed in the passive voice. The agent of the sentence is either mentioned at the end of the sentences preceded by the preposition by or it could be deleted.

In contrast with that, MP does not deal with the passive voice structure as the educational methodology in teaching the foreign learners. It has been related to the theoreticians who deal with this structure according to the theoretical view. This structure is one pillar of the main feature of the MP which is called SC or Transformational Structure and how these thematic rules appear in the sentence and how the merge occurs among the constitutes. To represent this structure, the researcher also drew tree- markers or diagrams.

5.3 Discussion the third structure (The Cleft sentences)

The third structure, which is called cleft sentences, is a very important target to the students who learn English as a foreign learner. So, the cleft sentence is a sentence which should contain two verbs. We have a special technique to establish a sentence by emphasizing one component of the sentence. The complement of the sentence is placed on the beginning. All of these sentences are alternative constructs to the sentence. This structure highlights the especial terms such as reflexive, valued, unvalued, C-command projection and other terms. All of these features also need to be followed by the theoretician. After illustrating this terminological feature, the MP shows how these components merge with each other to construct the tree diagram to reduce any ambiguity.

5.4/5 Discussion of the fourth and fifth structures (The Wh-questions / Yes-No questions)

The illustration of the questions (Wh-q / Yes-No q) differs from the points of the pedagogical structures to the theoretical structure. In pedagogy, this target emphasizes how these structures are formed by following the specific rules in making the questions. The Pedagogical style uses a specific technique to design this type of questions by inverting the verb and the subject (Yes/No Q) and at the end of the sentence place the question mark. On the other hand, the suitable relative pronoun is placed at the beginning of the interrogative sentence.

The terminology of the MP also needs to be followed by the artistes is not as easy as the pedagogical structures. The Null counterpart, merge, and raising components are terms related to the MP. The tree diagrams in the thesis represent the structure before raising and after raising the constitutes (Move-a)

5.6The sixth structure (The relative Clauses)

The relative clause is represented in different ways. According to the *Action Pack 12*, the students learn to make the complex sentences by using the suitable relative pronoun. The especial teaching aids are used to illustrate this target to the students such as the blackboard, Students' Books , Activity Book, worksheet, Teachers' Books and the exam itself to be sure that the goals of learning are being achieved. The simple way of teaching is being chosen to achieve the goals. The logical sequence of linking two simple sentences to be one complex sentence has been chosen.

The MP represents this structure depending on the Move-a as the previous structures (Wh-q and Yes/No q). The means of achieving this structure is abstract. The assumptions have been put under the pressure of the human being's mind.

5.7 The seventh structure (The reported speech)

The sentence in this structure reports what others have said. Some changes take place when the sentence is reported from direct speech into indirect such as the pronouns, tense of the verb, and the adverbs.

In the MP. The reported speech differs from the pedagogy in the way of representing the information. The numeration merges are the essential idea in the MP and the move alpha is an imported issue to have null copy or not.

5.8 Conclusion

The Pedagogical grammar and the Theoretical grammar are two types of the grammars. These two types are different in many aspects, the audiences, the goals, the methodology, the style terminology, and symbols.

The theoreticians, grammarians and linguists are the audience of the Theoretical grammar. On the contrary, the Pedagogical grammar is concerned with the students and the teachers.

The goals which are reinforced in the Theoretical and Pedagogical grammars are different. The Pedagogical goals describe what the students can be able to do (capacity) after studying the targets not before or during. The capacity can be achieved by illustrating the data, because the students are not the same in their capacity. Students differ from one student to another in their abilities. On the other hand, the Theoretical grammar addresses issues relating to how humans, and only humans, can think, contemplate and present systems of description. The goals of the theoretical grammar are to answer these questions "What is language?", and "What properties must something (an organism or a machine) have in order for it to learn and use language?" Langendoen (1998, p. 235). There are no standard answers that the theoreticians provide to these questions up to now.

The Methodology of Pedagogical grammar is divided into two sections which are achieved either during a specific time or for a long time. The first section is horizontal integration which concerns with the relationship between the given materials in the second secondary grade and other grades which have been mentioned the same targets. The second section is vertical integration which focuses on the given materials

in the second secondary class with other subjects like Arabic, Math, Science and History. If these materials have the same or related material, there is a vertical integration with other subjects, (Anonymous, 2006). In contrast, The Theoretical grammar is used the especial methodology which starts with the observation. The syntacticians gather the data then make their generalizations. These generalizations are tested to evaluate the generalizations to make another hypothesis if it is not valued.

The term intuition is used in the Theoretical grammar (on Chomsky's view) because the data is abstract which depends on the mind's numeration, and computation. This numeration leads to a huge explosion in the producing theories, and hypothesizes in syntax structures. The data are the same but their uses are different.

The terminology in Pedagogy is chosen carefully in order to be understood easily without mentioning any difficult terms which are used in the Minimalist theory because of the student target group but in Theoretical grammar, the terminology is quite difficult to be understood easily without explanations as it has a specific target group as grammarians, theoreticians, and syntacticians.

The Pedagogical grammar may need special equipment from the curriculum learning material, place of getting the knowledge, teachers, and students. In Theoretical grammar, there is no need to have special equipment because this type of grammar depends on the observation, gathering data, and testing this data to form the hypothesis. Indeed, the theoreticians, professions, and grammarian are the pillars of this type of grammar.

5.9 Recommendations

Despite their different goals, audiences, ideologies, both the theoretical and the pedagogical can be beneficial sources for their specialists. After all, the concrete use of language is a necessity for both types (Pedagogical and Theoretical Grammar). Therefore, human advances in practical language, learning, draw on aspects which are discussed by theoreticians. This has been the case since Plato in ancient Greece.

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