Word order in EFL learners' written production

Pavić, Stana

Master's thesis / Diplomski rad

2013

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences / Sveučilište Josipa Jurja Strossmayera u Osijeku, Filozofski fakultet**

Permanent link / Trajna poveznica: https://urn.nsk.hr/urn:nbn:hr:142:035932

Rights / Prava: In copyright / Zaštićeno autorskim pravom.

Download date / Datum preuzimanja: **2024-03-28**

FILOZOFSKI FAKULTET
SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU

Repository / Repozitorij:

FFOS-repository - Repository of the Faculty of Humanities and Social Sciences Osijek

zir.nsk.hr

SVEUČILIŠTE JOSIPA JURJA STROSSMAYERA U OSIJEKU

dabar
DIGITALNI AKADEMSKI ARHIVI I REPOZITORIJI

Sveučilište J.J. Strossmayera u Osijeku
Filozofski fakultet

Diplomski studij engleskog jezika i književnosti i njemačkog jezika i književnosti

Stana Pavić

Word order in EFL learners' written production

Diplomski rad

izv. prof. dr. sc. Višnja Pavičić Takač

Osijek, 2013

Summary

This paper explores word order in EFL learners' written production. The purpose of this study is to gain insight into the word order errors Croatian EFL learners make in writing, to identify the types and sources of these errors, and to analyse their role in evaluation. The paper consists of two main parts: theoretical and empirical. The theoretical part is concerned with the explanation of importance of word order in language, and language acquisition, the differences between English and Croatian word order, treatment of word order in English Language Curriculum and error analysis. The second part of the paper describes the research on Croatian EFL learners' word order errors in their writings. The analysis includes 298 graded high school learners' essays.

Sažetak

Ovaj rad istražuje red riječi u pisanoj proizvodnji učenika engleskoga kao stranoga jezika. Svrha je ovoga istraživanja dobiti pregled grešaka u redu riječi koje su počinili hrvatski učenici engleskoga kao stranoga jezika pri pisanju te analizirati vrste i izvore tih grešaka kao i njihovu ulogu u vrednovanju. Sastoji se od dva dijela: teorijskoga i istraživačkoga. Teorijski se dio bavi objašnjenjem važnosti reda riječi u jeziku te usvajanju jezika, razlikama u hrvatskom i engleskom redu riječi, obradi reda riječi u nacionalon kurikulumu za engleski jezik te analizi grešaka. Drugi se dio rada bavi istraživanjem provedenim na analizi grešaka u redu riječi u esejima hrvatskih učenika engleskoga kao stranoga jezika. Analiza obuhvaća 298 ocijenjenih srednjoškolskih učeničkih eseja.

Key words: word order, error analysis, written production, Croatian EFL learners

1. Introduction 1
2. Importance of word order in language 2
2.1. Acquisition of word order in L1 and L2 2
3. English vs. Croatian word order 5
3.1. English word order 5
3.1.1. Basic word order 6
3.1.1.1.Position of adverbs 6
3.1.1.2.Position of adjectives 7
3.1.2. Changes in the basic SVO word order 8
3.1.2.1.Questions 8
3.1.2.2.Relative clauses 9
3.1.2.3.Infinitive, participial and gerund clauses 9
3.2.Croatian word order 10
3.2.1. Unmarked word order 10
3.2.1.1. Unmarked word order in declarative sentences 10
3.2.1.2.Unmarked word order in interrogative sentences 12
3.2.2. Marked word order 13
3.2.3. Fixed word order in Croatian 14
4. Word order and the English Language Curriculum in Croatia 15
4.1. Word order in primary school 15
4.2. Word order in grammar school 16
5. Errors in EFL learners' production 17
5.1.Ways of analysis: contrastive and error analysis 17
5.2.The classification of errors 18
5.3. Sources of errors 18
5.3.1. Interlingual (interference) errors 20
5.3.2. Intralingual (developmental) errors 20
5.4.Misordering as an EFL error 21
6. Analysis of word order in EFL learners' written production 24
6.1.Aim 24
6.2.Corpus 25
6.3. Procedure 26
6.3.1. Data collection 26
6.3.2. Data analysis 26

7. Results and discussion 27
7.1.Types of word order errors 27
7.2.Sources of word order errors 33
7.3.Word order errors and grades in grammar 38
8. Conclusion 43
9. Bibliography 45
10. Appendix 48

1. Introduction

This paper focuses on word order in English as a foreign language learners' written production. The study comprises both theoretical and empirical research of the phenomenon. The problem is theoretically investigated in 4 chapters.

In chapter one the role of word order in language is discussed. The importance of word order is illustrated by the fact that by changing the word order in a sentence the syntactic relationships between the elements are changed, and the sentence gets a whole new meaning. Word order acquisition is also one of the central aspects of second language acquisition (hereafter SLA), and it can be quite a problem for learners because word order features of their first (hereafter L1) and second language (hereafter L2) are often different. Some of the major theories to language acquisition are: behaviourist, innatist, cognitive and social interactionist theory. For the purpose of this study innatist theory is explained in more detail.

Chapter two deals with the differences between English and Croatian word order. The main difference is that English word order has been described as fixed, whereas Croatian has been described as relatively free. Word order of these two languages has been separately discussed and compared.

In chapter three the position of word order, as an important part of grammar, in the English Language Curriculum has been described whereas chapter four deals with errors in English as a foreign language (hereafter EFL) learners' production. Recent research in applied linguistics emphasizes the significance of learners' errors in second language learning. Major types of errors in second language learning are briefly mentioned in this paper, which is followed by tracing the sources of second language learning errors to both interlingual and intralingual or developmental factors. While interlingual errors are mainly caused by mother tongue interference, intralingual or developmental errors originate in the target language.

The purpose of the empirical part of this paper is to gain insight into the acquisition and usage of English word order in high (grammar) school EFL classrooms in Croatia. The analysis of 298 English learner essays provided a lot of information about the right and wrong usage of word order in EFL learners' written production, as well as its relationship to grades in grammar, i.e. learning success.

2. Importance of word order in language

For most people the essence of language lies in grammar. According to Celce-Murcia and Hilles (1988) language can be seen as a type of rule-governed behaviour, and grammar, then, is a subset of those rules which govern the configurations that the morphology and syntax of a language assume. For example the rules of English word order allow us to accept the following sentences as grammatically correct:

a) Where are you going?

b) The man kicked the ball.

However, those same rules force us to reject the following sentences, which contain typical EFL learner errors, as grammatically correct:

*a) *Where you are going?*

*b) *The ball kicked the man.*

By changing the word order in the sentence the syntactic relationships between the elements are changed. Of course, it is likely that the first sentence in the second pair of sentences would be understood even though it is grammatically incorrect. However, such sentences cannot be accepted as correct in EFL learners' production.

As illustrated in the examples, word order is a part of grammar which plays an important role in information structuring of a sentence because ''word order is one of the primary devices languages offer speakers to express who does what to whom'' (Gershko-Stowe & Goldin-Medow, 2002:377). For example, the sentence *A hates B* describes a very different situation from *B hates A*. Hudson (2000, as cited in Jiang, 2009) defines word order as one of the three essential aspects of syntax, which includes grouping, function and word order. Among the three components of syntax, word order has received the most attention from researchers.

2.1.Acquisition of word order in L1 and L2

According to Bloom (1970, as cited in Brown, 1973) word order plays one of the central roles in first language acquisition. It is one of the first linguistic devices that children use to encode semantic roles even if the language to which the child is exposed shows great flexibility in word order.

According to Dulay et al. (1982) the basic word order is also one of the first rules acquired by learners acquiring English as L2. However, this has been shown for simple declarative sentences only. It is well known that word order in questions (where an auxiliary inversion rule is required) or indirect questions is not controlled until later in the acquisition process, well after the basic word order of simple declarative sentences has been acquired and established. This shows that, as one of the central aspects of SLA, word order acquisition can also be challenging to L2 learners because the word order features of their L1 and L2 are often different. Moreover, problems remain in describing and explaining these word order differences. In other words:

> The new second language learner often is intrigued as much by word order differences in the new language as by any other feature except, perhaps, phonology. Word order, thus, represents the most overtly noticeable feature of cross-linguistic syntax, yet at the same time it remains a tantalizing problem, both to describe the pertinent facts of word order variability and to provide some explanation for the great diversity one can see cross-linguistically (Tomlin, 1986:1).

According to Trawinski (2005) innatist theory is among other SLA theories the one that highlights the importance of innate mechanisms which are responsible for language acquisition. Chomsky (1982, as cited in Trawinski, 2005) as the leader of this view, claims that infants universally possess an innate *grammar template*, or universal grammar (hereafter UG). UG allows them to select out the many grammatical rules of the language they hear spoken around them, as they gradually construct the grammar of that language. According to this theory children create sentences by using rules rather, and not by repeating what they have heard (as assumed by behaviourists).

This means that the input to which children are exposed is insufficient to enable them to discover the rules of language they are going to learn. For example, a child learning English needs to discover that a sentence like *Sam kicked fiercely his toy car* is grammatically incorrect because English does not permit an adverb between the verb and its direct object. This cannot be learned only on the basis of input because the input consists only of information about what is grammatically correct in the language. This is called positive evidence. In that way, learners can never be sure they will not hear a sentence where the adverb is between the verb and direct object. Input that provides direct evidence of what is grammatically incorrect in a language is called negative evidence and it would make it possible for children to find out that sentences like the one above are grammatically incorrect. However, children typically receive only positive evidence. This is why Chomsky claims that

children must have prior knowledge of what is grammatically possible and impossible. This knowledge is what comprises UG. It is claimed that some errors, such as the one involving adverb placement, simply do not occur in first language acquisition because they are prohibited by UG (Ellis, 1997).

According to Mitchell and Myles (2004: 53), this UG approach claims ”that all human beings inherit a universal set of principles and parameters that control the shape human languages can take, and which are what make human languages similar to one another“. One of the most important principles of UG, that languages are structure-dependent, is a crucial aspect of all human languages that has many implications. A good example for that is again the word order in English. When questions in English are asked, the basic word order of the sentence (Subject-Verb-Object) is changed:

Your cat is friendly.

Is your cat friendly?

The way in which this is done is not based on the linear order of the sentence, but it is structure-dependent. As Cook and Newson suggest: ”Movement in the sentence is not just a matter of recognising phrases and then of moving the *right* element in the *right* phrase: movement depends on the structure of the sentence” (Cook and Newson, 1996:8, as cited in Mitchell and Myles, 2004:57).

The above paragraphs illustrated what the appeal of the UG model has been in the field of first language acquisition, but it might not be so obvious at first sight what its usefulness might be in the field of SLA. However, as UG is a theory of natural languages, claiming it plays no part in SLA would mean claiming that second languages are not natural languages.

3. English vs. Croatian word order

The phenomenon of word order in English and Croatian will be investigated in this chapter in order to get a theoretical insight into the difference between word order of these two languages. Though most of the grammarians would say that Croatian word order is free, while the English one is fixed, word order in English and Croatian still share some properties. However, due to their different nature such as Croatian being a synthetic language and English being an analytic one, word order seems to have dissimilar functional values in these two languages. For instance subject (hereafter S)-verb (hereafter V)-object (hereafter O) is the basic word order in English (Quirk et al. 1985). By changing that word order the syntactic relationships between the elements can be changed as illustrated in the example below:

a) Tom will get a surprise.

b) A surprise will get Tom.

In a), the S is Tom, and O is the surprise. Tom is the one who will get something. In b), the S is the surprise, and the O is Tom. The surprise is the one which will get something. On the other hand, in Croatian by changing that same word order (the position of S and O) the syntactic relations between the elements are not changed as illustrated in the example below:

a) Tom će doživjeti iznenađenje.

b) Iznenađenje će doživjeti Tom.

3.1.English word order

English word order has often been described as fixed. The placement of the core elements of the clause is strictly regulated.

Carter and McCarthy (2006) claim that clauses have two parts in relation to how information is arranged within them: the theme (or topic) and the rheme (or comment). In English, the theme is placed in the beginning of the clause and is usually the starting point of the clause, who or what the clause is about. The rheme as the main part of the message gives the important information about the topic and is placed in the latter part of the clause after the subject.

There is also a distinction between unmarked and marked word order. Unmarked word order refers to the most typical sequence of elements. For example, the unmarked word order for a declarative clause with an object is SVO, where S is the subject, V is the verb and O is the object. In English the word order OSV is marked and may be used to emphasize particular

elements for a variety of purposes. However, marked word order should not be used in learners' writings (Carter and McCarthy, 2006).

3.1.1. Basic SVO word order

The following elements of clause structure need to be distinguished: subject (S), verb (V), object (0), complement (C), and adverbial (A).

These are exemplified in the following simple declarative sentence:

My mother (S) usually (A) enjoys (V) parties (0) very much (A).

English uses a strict word order for expressing the grammatical relations SVO in simple declarative sentences. The following generalizations about clause structures can be taken from the example above. The verb element is the most *central* element, and in the example above it is placed after the S which means that in English, the S precedes the V to perform the action expressed by the V. One or two O may follow the V (the indirect precedes the direct object), and complement may follow the O if one is present. This fact helps to explain why English is described as a "fixed word-order language". The most peripheral and movable element is the adverbial which can occur either initially or finally, however, many adverbials may also occur medially (Quirk et al., 1985).

3.1.1.1.Position of adverbs

According to Parrott (2000), the rules which govern the position of adverbs in sentences are complex and numerous because the meaning of adverb needs to be taken into account and what information the speaker or writer wishes to highlight. However, the rules are not difficult to understand. Some adverbs are an intrinsic part of phrases (e.g. adverbs of manner, of degree, of quantity), and their position is relatively inflexible. Other adverbs (e.g. adverbs of time and place, and adverbs of frequency) may refer to whole clauses or to large parts of clauses, and their position is more flexible.

For instance, an adverb of manner indicates how something is done therefore the most common place to use adverbs of manner is after the verb or indirect object if there is one:

*I like to drive **carefully**.*

However, the position can vary according to what is being emphasized. It is generally being avoided to place these adverbs between a verb and its object.

On the other hand adverbs of frequency are usually placed immediately before the main verb:

*She **never** speaks.*

*They don't **always** believe what I say.*

If there are two auxiliary verbs before a main verb the adverb of frequency is generally placed between the two auxiliary verbs:

*They would **often** have eaten before we arrived.*

For emphasis adverbs such as *usually, often, sometimes* and *occasionally* can also be placed at the beginning of a whole clause although it should be avoided in academic writing:

***Sometimes** her attitude is rather off-putting.*

Adverbs of degree are placed immediately before the word they qualify, e.g. *very old* (adjective), *terribly quickly* (adverb), *really like* (verb). When the verb phrase contains a modal verb (e.g. *can, may* etc.) we can use the adverb before the modal verb or before the main verb according to which word it qualifies:

*You **really** must look at the garden.*

*You must **really** look at the garden.*

Some adverbs can be preceded by *not (not once, not often, not ever,* etc.), and others are intrinsically negative or restrictive in meaning (e.g. *hardly (ever), never, rarely, scarcely (ever), seldom).* When these are placed at the front of a clause for emphasis, the word order of a question form, inversion, is used:

*Not **often** do you get all this neatness in one location.*

Adverbs of time and place go in various positions but are usually placed at the end of the sentence, after the direct object or the verb. For emphasis they can even be placed at the beginning of the whole clause (Parrott, 2000).

3.1.1.2.Position of adjectives

According to Wallawork (2011) most adjectives are placed before the noun they describe in English:

*He is an **old man.***

*This is an **old ticket.***

If more than one adjective is used they should be placed in the following order before the noun: opinion, size, shape, age, colour, ethnicity, material.

Adjectives cannot be placed after the noun they describe. The only exception are adjectives that describe the subject of a sentence and they appear after the verb. They can be placed at the end of a sentence:

*My English teacher is **excellent**.*

3.1.2. Changes in the basic SVO Word Order

According to Berent (http://www.rit.edu/ntid/rate/sea/processes/wordorder/grammatical/deviations), English sentence structures that reflect non-SVO word orders include questions, sentences containing relative clauses, and sentences with infinitives, participles, and gerunds.

3.1.2.1.Questions

Certain English questions alter the basic SVO word order pattern or introduce new elements into the sentence structure. In a Yes/No question, an auxiliary or modal verb such as *be, will, can, should***,** etc., precedes the subject as illustrated in the statement/question pair below:

Frank (S) is writing (V) a book (O).

Is (V) Frank (S) writing (V) a book (O)?

In the second case, a complex verb phrase (e.g. *is writing*) splits. The resulting word order becomes VSVO.

In the case of WH- questions, there are two operations that alter the basic SVO word order. An *auxiliary verb* or *do* moves to the left of the subject so it precedes the subject. Additionally, the questioned phrase, for example, an object, appears at the beginning of the sentence in the form of a WH-phrase as illustrated in the following statement/question pair:

He (S) had given (V) the girl (IO) an apple (DO).

What (DO) had (V) he (S) given (V) the girl (IO)?

This statement/question pair illustrates that the normal SVO order of the statement changes to the order OVSV in the related question. The same rules are applied for building alternative questions that resemble either Yes/No or WH-questions (Quirk et al., 1985).

3.1.2.2.Relative clauses

A relative clause is another English structure in which the basic SVO word order can be altered. In the example below relative clause, rather than a second independent sentence, is used to provide descriptive information. The relative clause, *which the student lost*, occurs immediately after the noun phrase *a book* and provides descriptive information about *a book*:

The teacher (S) found (V) a book (O) ***which (O) the student (S) lost (V).***

The main clause, *the teacher found a book,* contains the basic SVO pattern of sentence elements. However, the relative clause, *which the student lost*, exhibits OSV word order. As with English WH-questions, a WH-phrase in a relative clause must appear at the beginning of the clause. For this reason, relative clauses often exhibit non-SVO word order (Berent, http://www.rit.edu/ntid/rate/sea/processes/wordorder/grammatical/deviations).

3.1.2.3.Infinitive, participial and gerund clauses

Sentences containing infinitive clauses (*to study, to read,* etc.) are also different from the basic SVO word order. The sentence below illustrates this fact:

The professor (S) decided (V) ***to write (V) a book (O)***.

The infinitive generally does not have an explicit subject of its own as illustrated in the example above. The subject of the infinitive *to write* is missing but is understood to be *the professor*, which is the explicit subject of the main verb *decided*.

Sentences containing participial clauses deviate from basic SVO word order in various ways. One of the variations is illustrated in the example bellow:

Finishing (V) the book (O), *the student (S) completed (V) the assignment (O).*

The participle *finishing* begins the sentence and is followed by its object, *the book*. The main clause, *the student finished the assignment*, contains normal SVO order. The participle clause is interpreted to mean that *the student* finished the book and *the student* completed the assignment. But without an explicit subject, the non-SVO order of the participial clause creates a sentence exhibiting VOSVO order.

Although the gerund clause looks identical to a participle it has a different function. The gerund clause serves as a subject or object within a sentence. The following sentence contains the gerund clause *taking that course*:

The students (S) enjoyed (V) ***taking that course (O).***

Taking that course serves as the object of the verb *enjoyed*. Yet the gerund clause itself consists of a verb (gerund) with its own object, *that course*. So, despite the fact that this gerund clause is the O in an SVO structure, internally it has the structure VO (Berent, http://www.rit.edu/ntid/rate/sea/processes/wordorder/grammatical/deviations):

The students (S) enjoyed (V) ***taking (V) that course (O).***

3.2.Croatian word order

According to Barić et al. (2005) Croatian does have what seems to be *a very free word order*. This means that a sentence can be formed by putting the words in almost any order you may like. By doing so, the basic meaning of the sentence will, in most of the cases, stay the same. What will change is for example the intensity or highlight you are giving to a certain piece of the information. There is usually no possibility for confusion when shuffling words in Croatian sentences, since subject, direct and indirect object are in different cases:

Dala sam (V) nosaču (IO) prtljagu (DO). - I (S) gave (V) the porter(IO) the luggage (DO).

Prtljagu (DO) sam dala (V) nosaču (IO).

Nosaču (IO) sam dala (V) prtljagu (DO).

All of these sentences are equally acceptable. Their order is not random, because each sentence conveys a slightly different emphasis. First of all, it is important to make a distinction between unmarked (basic, grammatical) word order in Croatian and marked word order which is determined by context and which conveys meaning in itself. The basic word order, independent of context, is on the whole similar to English: SVO.

3.2.1. Unmarked word order

In unmarked word order the speaker or writer shows an objective attitude without emphasizing any word or group of words in the sentence.

3.2.1.1.Unmarked word order in declarative sentences

According to Barić et al. (2005), the subject is placed before the verb, and the verb precedes the object in unmarked, declarative sentences as the example below shows:

Katica (S) je zatvorila (V) oči (O). - Katica (S) closed (V) her eyes (DO).

If the subject of the sentence is a personal pronoun the pronoun is usually omitted, so the word order becomes (optional element)-VO-(optional element) as illustrated in the example below:

Danas (A) pišem (V) knjigu (O). - Today (A), (I) write (V) a book (O).

The reason why Croatian allows the subject pronoun to be omitted is because the suffixes on the verb, called the inflections, tell the information about the subject: whether it is the first, second or third person, whether it is singular or plural, etc. The inflective nature of some languages, such as Croatian, is important for the contextual word order, and seems not to play any important role as far as grammatical word order is concerned. Word order in Croatian is dependent on the aim of communication (cf. Kitić, 2002).

If there are two direct objects or one direct and one indirect object, both of them are placed after the verb:

Ana (S) daje (V) djevojčici (IO) instrukcije (DO). - Ana (S) gives (V) lessons (DO) to the girl (IO).

When the adverbial phrase is expressed with a single word adverbial, it is placed before the verb (if the verb is simple):

Prasci (S) mirno (A) jedu (V). - The pigs (S) are eating (V) quietly (A).

In general, in Croatian adverbs which qualify or quantify the action of the verb precede it:

Jako lijepo (A) svira (V) klavir (O). - She(S) plays (V) the piano (O) very well (A).

If the verb in the sentence is a complex one, the adverb is placed between the auxiliary and the main verb:

One (S) su (V) odjednom (A) popustile (V). - They (S) have (V) suddenly (A) given in (V).

Adverbs consisting of a prepositional phrase are usually placed after the verb (Barić et al., 2005):

Majstor (S) krene (V) u mrak (A). - The repairer (S) went (V) into the dark (A).

According to Barić et al. (2005) attribute is another syntactic unit, i.e. a word, phrase or clause and it modifies a noun. Attributive adjectives are placed before the word to which they relate in an "unmarked word order" sentence:

Ušli smo u staro (ADJ) savsko korito. - We entered the old (ADJ) Sava riverbed.

If more than one adjective is used as an attribute, the one with the wider meaning is placed prior to those with narrower meaning: *ambiciozan hrvatski dječak - ambitious Croatian boy.*

Apposition is another grammatical construction in Croatian in which two elements, normally noun phrases, are placed side by side, with one element serving to define or modify the other. If the meaning of the apposition is wider than the one of the noun the apposition is modifying, it is placed before that certain noun: *grad (APP) Zagreb- the city (APP) of Zagreb.* If the meaning of the noun is wider than the one of the apposition, the noun precedes the apposition:

Budite glasnici zemlje ljepotice (APP). - Be the messengers of the beautiful country (country beauty(APP)).

Another phenomenon are indirect questions which are basically declarative sentences, except that in the subordinate sentence, the question words *li (whether) or k-words* introduce the subordinate sentence as illustrated in the example bellow (Barić *et al.,* 2005).:

Ne znam je li Marko došao. - I don't know whether Marko came.

Pitam se kada će Marko doći. - I wonder when Marko will come.

As the examples show the word order in the two embedded sentences is the same as in questions in Croatian.

3.2.1.2. Unmarked word order in interrogative sentences

According to Težak and Babić (2003) the most common way to ask questions in Croatian is by inserting *li* immediately after the main verb as illustrated in the example bellow:

Je li ovo naša kuća? - Is this our house?

As these types of questions require either a *yes* or *no* for an answer they could be compared with Yes/No questions in English.

On the other hand, WH-questions are in English called 'wh-questions', since they start with a question word: *who, what, which,* etc. According to Težak and Babić (2003), interrogative pronouns and relative adverbs are used for building these types of questions in Croatian. They start with question words that generally start with '*k*', such as *koga (whom), koji (which/what), kada (when), kako (how), koliko (how much/how many),* but also, with *tko (who), što (what), gdje (when), zašto (why), čiji (whose).* The word order in these k-questions is: K-word-V-(S)-(O):

Kada ćeš se vratiti? - When are you coming back?

3.2.2. Marked word order

For the purposes of emphasis or contrast, the basic (unmarked) word order can easily be changed:

Knjigu (DO) pišem (V) ja (S). - The book write I. - It is I who is writing the book.

While the English language does not allow any change of the elements (SVO) at all, the Croatian language allows a few combinations of the elements. For instance, a sentence consisting of a transitive verb, and its subject and object, can be pronounced in six different ways as the following example shows (Mihaličeк, 2012):

a. Vesna voli Marka. - Vesna loves Marko.

b. Vesna Marka voli.

c. Voli Vesna Marka.

d. Voli Marka Vesna

e. Marka Vesna voli.

f. Marka voli Vesna.

According to Barić et al. (2005) the sequence of basic syntactic categories in a marked word order is, as it can be seen, very free. The speaker/writer emphasizes some words or groups of words that he/she finds more important than others. The verb can be placed before the subject in marked word order (VS), direct and indirect object before the subject and verb(OSV and OVS), attributes after the noun to which they relate, etc. However, it should be highlighted that marked word order is used only for purpose of emphasis.

For instance, in Croatian, as a rule, the less informative part of the sentence comes before the more informative part. The order of words in the example below emphasizes the fact that the speaker stayed at home:

Prošlog tjedna nismo uopće izašli. - We didn't go out at all last week.

On the other hand the sentence *nismo uopće izašli prošlog tjedna* stresses the fact that the speaker usually goes out a lot in any given week but did not this particular week. This means that in Croatian if the object is of less informational value it may be placed first in the sentence, which means that the more informative part of the sentence tends to follow other elements in the sentence and is emphasized in that way (http://maryati.tripod.com/myhome/croatia/wordorder.htm).

3.2.3. Fixed word order in Croatian

Although the word order in Croatian is relatively free, there are rules that are mandatory for all types of sentences. According to Barić et al. (2005) clitics or unaccented verbal or pronominal elements, like the short forms of the verb *biti (to be),* short forms of personal pronouns, the interrogative particle *li* and the reflexive particle *se,* are words which carry no stress and are pronounced as though they were part of the preceding word. Consequently they cannot be placed first in a sentence or clause and must appear after the first word or after the first phrase in a sentence. Thus, they always occur in the second position in the sentence as the following example illustrates:

*Ja **sam** umoran. - I am tired.*

Because of the short forms they must be placed immediately after the first stressed word in the sentence:

*Ja **sam** došla.*

*Mladić **je** stigao.*

Another constituent that demand a strict order are pronouns, where dative precedes accusative/genitive:

*Ovo je poklon, dajem **ti ga.** - This is a gift; I'm giving it **to you.***

Where short forms of pronouns occur in the same sentence as short forms of verbs, the verbal forms precede the pronouns*:*

*Dao **sam ti ga. -** I gave **it to you.***

It is shown that it is relatively easy to find some rules in English language word order, but it is rather difficult to establish any definite rules for that in Croatian. It is also shown that the Croatian word order is not absolutely free, but only in the sense that each sentence and each sentence element, except for some specific, defined cases, generally speaking, can occupy any position in the language unit: the beginning, the end or any other position within the unit.

It could be said that the grammatical word order is almost identical in both languages because both English and Croatian are SVO languages. However, the contextual word order differs greatly. According to Kitić (2002) the contextual word order in English is only slightly influenced by the informative structure of the sentence. On the other hand, the contextual word order in Croatian is mainly governed by both the informative structure of the sentence and the stylistic preference of the addresser.

4. Word order and the English Language Curriculum in Croatia

There are two criteria that need to be taken into consideration when the order of presentation of linguistic material is planned: functional criterion and marking criterion. According to the functional criterion, teaching should give priority to those elements that are more important for communication. Marking criterion includes grammatical, semantic and distributive nature of language elements. The third criterion that could be taken into consideration is the interference criterion. According to this criterion linguistic elements that are susceptible to interference would benefit in the given curriculum. According to all the criteria, word order, as a syntactic-semantic category in the English language, is a grammatical unit of primary importance and should be introduced during the first contact with a foreign language (cf. Kitić, 2000).

The fact is that students do not master all language units equally well in the same time interval, which is the result of positive or negative transfer. However, this does not mean that structures that are parallel (similar or same) in two languages should be introduced first. On the contrary, experimental studies confirm that the sequence of presentation that begins with the opposite, followed by different and then similar linguistic structures gave better results. This is the fact worth keeping in mind when planning the curriculum, especially if the L1 and L2 have different word order rules, such is the case with English and Croatian (cf. Kitić, 2000).

4.1.Word order in primary school curriculum

Croatian national curriculum for primary school describes what aspects of sentence structure and word order should be acquired by the end of each grade.

According to *Croatian national curriculum for primary school* (2006):

a) By the end of the first and second grade (second year of learning) learners should be able to recognize simple declarative English sentences.
b) By the end of the third grade (third year of learning) students should be able to build:
    - simple declarative sentences after the SVO model: *I like pizza.*
    - short declarative sentences containing *can*: *I can ride a bike.*
    - simple questions with the question word *who.*
    - short direct questions: *Is this your ball?*

c) By the end of the fourth grade (fourth year of learning) students should be able to:
   - use simple adverbials of place and time correctly in a simple sentence (*here, over there, always, every day, every week, now*)

d) By the end of the fifth grade (fifth year of learning) students should be able to:
   - use adverbials of place and time correctly in a sentence (*here, there, today, yesterday, now, usually, always, sometimes*)
   - build questions with *where*
   - build question with *how many*
   - build questions with *who, whose, what, when, which*

e) By the end of the sixth grade students should be able to:
   - use and put adverbials of frequency correctly in a sentence

f) By the end of the seventh grade (seventh year of learning) students should be able to:
   - build complex questions with *who* and *what*
   - recognize relative clauses

g) By the end of the eight grade (eight year of learning) students should be able to:
   - build sentences with passive construction of simple tenses (present, future and past)
   - build and use question tags
   - build direct and indirect statements/questions with a present tense verb in the main clause
   - build indirect requests/orders
   - recognize conditional (I. and II.) and relative clauses

4.2.Word order in grammar school curriculum

According to *Croatian national curriculum for grammar schools* by the end of the grammar school, where English is taught as the first foreign language, students should be able to:

- place direct and indirect object in the right position in a clause or sentence
- place all adverbials in the right position in a sentence
- build independent (relative, conditional, temporal) clauses
- build indirect and direct sentences (questions)

5. Errors in EFL learners' production

According to Ellis (1997) errors are studied in order to find out something about the learning process and about the strategies employed by human beings learning another language. The term *error* was defined differently by many experts. The difference of these definitions is only the way they are formulated. The meaning is basically the same. Two definitions are relevant for this paper. Norrish (1987:7, as cited in Ridha, 2012) defines errors as "a systematic deviation, when learner has not learnt something and consistently gets it wrong". A second definition is proposed by Cunningworth (1987:87, as cited in Ridha, 2012). He says that "errors are systematic deviations from the norms of the language being learned". It is clear from these two definitions that the words *systematic deviation* are the key words. This systematic deviation can be interpreted as the deviation which happens repeatedly.

Before studying errors, it is necessary to make a distinction between the two terms *errors* and *mistakes*. Errors occur because the learner does not know what is correct, whereas mistakes occur because the learner is unable to perform what he or she knows. Mistakes reflect occasional lapses in performance. Ellis (1997) suggests that a good way of checking whether a deviant form is a mistake or error is to check the consistency of learners' performance. If the deviant form is used consistently then it is an error, and if it occurs only sometimes then it is a mistake. Another way is to check whether students are able to correct their own deviant utterances. Where they are unable to do that, the deviations are errors.

5.1.Ways of analysis: contrastive and error analysis

According to Dulay et al. (1982) contrastive analysis (hereafter CA) suggests that a learner's L1 "interferes" with his or her acquisition of a SL, and that is therefore the major obstacle to successful mastery of the new language. Learner's mother tongue and target language are compared in the process of CA. According to CA, similarities and differences between those two languages help to predict errors that learners would be likely to make. However, CA lost its favour because of the inaccurate or uninformative predictions of learner errors. Being questioned about the reliability of the CA research, it yielded to Error Analysis (hereafter EA) in 1970. (Kim, 2001, as cited in Heydari and Baghery, 2012).

EA is a type of analysis that focuses on the errors learners make. This term is strongly associated with Corder who considered errors as very important *devices* that the learners use to learn (Corder, 1974). Therefore, researchers started to deal with errors as a key containing

valuable information to be used in the process of acquiring a language. EA does not only assist researchers to identify L1 interference in the target language but also helps L2 learners understand why they make such errors and start learning to correct them (Corder, 1974).

5.2.The classification of errors

By classifying the errors that learners made, researchers could learn a great deal about the SLA process. This motivated a number of error classification. Two classifications that include misordering will be mentioned.

In his analysis of Corder's model, Brown (2000) classified errors into four main categories: omission of some required element, addition of some unnecessary or incorrect element, selection of incorrect element, and misordering of elements. Misordering will be discussed in details later. Within each category, different levels of language can be considered: phonology, morphology, lexicon, grammar and discourse.

Another classification of errors is suggested by Burt and Kiparsky (1974, as cited in Dulay, 1982). They distinguished errors which significantly hinder communication from those that do not hinder communication. The former are called *global errors,* and a good example is wrong order of major constituents such as OVS word order as in *English language use many people*. Those errors prevent the message from being comprehended. Errors that do not hinder communication are called *local errors,* and they affect usually some minor or single elements in a sentence. The intended meaning can be guessed. These include errors in noun and verb inflections, articles, auxiliaries, etc.

5.3.Sources of errors

To analyse students' errors, it is necessary to determine the sources of errors. Richards (1974) first distinguished three types of errors dependent on their sources: interference errors, intralingual errors, and developmental errors. While interference errors are a result from mother tongue interference, intralingual errors reflect characteristics of the rule learning. Developmental errors occur when learners build up rules about the target language on the basis of their limited knowledge. However, Richards classified errors into two categories later, because the distinction between intralingual and developmental errors is rather fuzzy. The two categories are as follows: Interlingual errors (caused by mother tongue interference) and

intralingual or developmental errors (caused by the learning process of the SL when the learners have not really acquired the knowledge).

Intralingual errors are also subdivided into the following categories:

a) Overgeneralization errors: the learner creates a deviant structure on the basis of his experience of other structures in the target language. For instance, SV inversion usually appears in interrogative sentence, while SV order nearly always appears in declarative sentences. The learner then generalizes that only a sentence with the question word in the initial position has VS word order. The learner over-generalizes also the rule to indirect questions. The rule leads to errors of the following type:

**Now I see why did he behave like this.*

**We don't know why are we taught so many courses.*

b) Ignorance of rule restrictions: the learner applies rules to context where they are not applicable like for instance, *I made him to do it* ignores restrictions on the distribution of *make*.

c) Incomplete application of rules: the learner fails to use a fully developed structure. For instance, a learner may use a statement form as a question (the word order is the same as in questions) by simply adding a question word to the statement form as in *You like to sing?* in place of *Do you like to sing?*. A grammatical question and statement form (word order) may never become part of learner's competence in the second language. Despite that he or she can achieve efficient communication without the need for mastering more than the elementary rules of question usage. Motivation to achieve communication may exceed motivation to produce grammatically correct sentences.

d) False hypothesis: the learners has not fully acquired and does not understand a distinction in the target language (the use of *was* as a marker of past tense in *one day it was happened* or the confusion between *come* and *go*) (Richards, 1974).

Brown (2000) classified sources of errors into the following categories: interference transfer, intralingual transfer, context of learning, and communication strategies.

a) Interference transfer is, as already mentioned, the negative influence of the mother tongue of learner.

b) Intralingual transfer is, as already mentioned, the negative transfer of items within the target language.

c) Context of learning as the third one includes the classroom with the teacher and its materials or the social situation. Classroom and social context can lead the learner to make wrong generalization about the language.

d) Communication strategies as the last but not least category include some techniques that learners need in order to get the messages across, and those techniques can be sources of errors.

However, Brown (2000) mentions that the two main sources of errors are interference and intralingual transfer and as a result interligunal and intralingual errors can be distinguished.

5.3.1. Interlingual (interference) errors

Interlanguage can be thought of as an "internally structured linguistic system constructed by L2 learners, which draws partly on the learner's L1 and partly on the target language but is also different from them" (Ellis 1997: 33).

Errors found to be traceable to first language interference are termed interlingual or transfer errors. According to Dulay et al. (1982) the first language has long been considered the major cause of a learner's problem with the new language. The child learning his first language is exposed to one language only and can make his hypotheses about the rule structure on the basis of that language. When a learner is faced with the task of acquiring a SL, he or she also has to attempt to establish the rules of that language. Like the native learner he or she can use the evidence provided by the target language itself, and this will lead to errors of performance which may be very like those made by the mother-tongue learner. But, unlike the first language learner, he also has an alternative source of hypotheses, his or her first language. The individual's knowledge of his mother-tongue becomes part of the evidence to be considered in trying to determine what the rules of the new language are. In using this knowledge he or she may make errors which are the result of L1 interference.

5.3.2. Intralingual (developmental) errors

According to Richards and Sampson (1974) intralingual errors are the errors which result from faulty or partial learning of the target language rather than language transfer. These errors are common in the speech of SL learners and they are often analysed to see what sorts of strategies are being used by the learners. They are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to "derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language" (Richards and Sampson, 1974:6).

Intralingual errors are also called developmental errors, and they are represented by sentences such as *did he comed, what you are doing, he coming from Israel. Errors in the use of question* and *inversion retained in embedded sentences,* classified as word order errors, are also one of those errors because they are frequent, regardless of the learner's language background (although they may occur as a result of L1 interference). They reflect the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition. Their origins are found within the structure of English itself, and through reference to the strategy by which a second language is acquired and taught (Richards, 1974).

5.4.Misordering as an EFL error

As the label suggests, "misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance" (Dulay et al., 1982:162). Misordering errors occur systematically for both L1 and L2 in construction that have already been acquired, specifically simple (direct) and embedded (indirect) questions. In addition to these misordering errors, students also make written misordering errors that are word-for-word translations of native language surface structures. Examples include sentences like (Dulay et al., 1982):

I met there some Germans.

According to Ridha (2012) misordering is a common syntactic error that learners commit mostly as a result of L1 transfer. The following three categories are included in her analysis of the word order of Iraqi EFL students: subject/verb order, adjective/noun order and possessive adjective/noun order. Students often made word order errors by using constructions that are applicable in Arabic, which is their L1.

Hinkel (2003) made her own list of common EFL word order errors without specifying whether her ordering is based on frequency:

a) Word order in noun and adjective clauses;
b) Word order in *how*- noun clauses;
c) Word order with adverbs of manner, time, and frequency;
d) The placement of *even* and *also,* and *enough.*

According to Parrott (2000) some of the common word order problems in English are:

a) The position of subjects: learners sometimes reverse the order of subjects and no-object verbs. This is particularly common after conjunctions like *when* or *because:*

A: When did you move back to the city?

*B: *When began the war.*

A: Why were they laughing?

*B: *Because fell down his trousers.*

Speakers of other languages may also move the subject towards the end of a clause.

Chinese: **Here is everything OK.* (Here everything is OK.)

Swedish: **... and suddenly did they hear the doorbell.* (Suddenly they heard...)

b) The position of direct objects: learners sometimes place direct objects between auxiliary verbs and main verbs:

**I'm afraid l still haven't the book finished.*

**I don't know where she has the keys left.*

c) Problems within noun phrases: some learners may place adjectives (or adjective phrases) after the nouns they modify:

**We live in a house very big.*

d) Problems with question forms: it is very common for learners to ask questions without making the necessary changes (inversion or additions) to word order:

**When she came?*

**How you can say that?*

Learners sometimes also make questions by placing the subject after a whole verb phrase instead of after the first auxiliary verb.

**What is doing your sister?*

Hinkel (2004) claims, that the word order in embedded questions represents another problem for EFL learners. In a direct question, the verb comes before the subject, but in an indirect question, the subject comes before the verb. To convert direct questions into indirect questions, they need to be turned into statements with S (first) V (second) word order as is required in all statements in English. Also all wh- words must be retained, and the helping verbs *do, does,* and *did* should not be used:

Joe asked Phil who the 40th president of the U.S was.

**Joe asked Phil who was the 40th president of the U.S.*

A woman asked the senator why he supported a higher tax on the middle class.

**A woman asked the senator why did he support a higher tax on the middle class.*

Various things may be overlooked by learners' while building these questions. Learners may not have learned to exchange the places of the auxiliary and the subject, or may not have acquired some or any of the auxiliaries yet. Learners may also not insert *do* or ad the tense –carrying element, which is required in cases where no auxiliary is available etc. (Dulay et al., 1982).

Exactly the steps in the development of these higher level structures (embedded questions) have been the subject of recent investigation. This particular construction is of special interest because some learners attempt using embedded question construction very early, even before they have mastered the simple auxiliary inversion in questions. However, they also produce statements with retained inversion in embedded questions. This fact shows that they do not control the inversion rule at all. This "transitional embedded wh-constructions" (Dulay et al., 1982:132) that learners use shows how learners rely on previously acquired rules when they try out new related SL structures. Learners first begin by using the inversion rule from the simple questions, then they try it both ways at once, and finally, they stop using the inversion in embedded questions. If learners do not reach the final stage it may be possible that they have not required the rule at all or that they apply rules from L1 (Dulay et al., 1982).

When it comes to misordering in general, Darus and Subramaniam (2009, as cited in Boroomand and Rostami Abusaeedi, 2013) carried out an analysis on Malaysian students' errors in their essays which were written in English. The results of their study showed that six most common errors committed by the participants were singular/plural form, verb tense, word choice, preposition, subject-verb agreement and misordering. Wee (2009, as cited in Boroomand and Rostami Abusaeedi, 2013) analysed Malaysian ESL learners' written verb-form errors and found that errors of misformation were the highest, followed by those of omission, addition and again ordering.

6. Analysis of word order in EFL learners' written production

6.1.Aim

The main aim of this paper is to analyse word order in EFL learners' written production. The purpose of this study is to gain insight into the word order errors (hereafter WO errors) Croatian EFL learners make while writing, and to analyse the types and sources of these errors. The study, more specifically, attempts to answer the following questions:

1. Which types of WO errors are common in the production of Croatian EFL learners, and which WO error is the most frequent one?
2. What is the source of these word order errors? In other words, which of these errors can be attributed to the influence of learners' first language (interlingual errors)? Are there any developmental (intralingual) errors?
3. What is the relationship between learners' grades in grammar and frequency of WO errors? What is the relationship between grade in grammar and overall essay grade?

All of the research questions are, as it can be seen, related to word order in EFL learners' written production. The hypotheses are: 1) *inversion retained in embedded questions* is the most frequent WO error made by Croatian EFL learners, 2) L1 is the main source of WO errors in Croatian EFL learners' written production, and 3) the more WO errors there are in an essay, the lower is the grade in grammar of the essay. The issues in development of certain higher level sentence structures, such as embedded questions have been the subject of recent investigation. There are problems in development of such sentence structure for native speakers as well. However, they master this rule fully at an early age, whereas many EFL learners do not. It is commonly believed that the L1 has an effect on the L2 or foreign language. Since English has a fairly rigid SVO word order, and Croatian is a more flexible language which orders clause constituents pragmatically, it is assumed that Croatian EFL learners often use sentence constructions that are applicable in their mother tongue, but not in English. It is also assumed that learners make written WO errors that are word-for-word translations of their native language surface structures.

6.2.Corpus

To give an answer to the above-mentioned questions 300 essays written by Croatian EFL learners as part of their state school-leaving exam (*Matura*) have been analysed. One half of the Croatian EFL learners wrote the essays in year 2010 (academic year 2009/2010), and the other half in year 2011 (academic year 2010/2011). These 300 EFL learners come from ten different Croatian counties (30 learners from each). The ten counties listed are the same for both academic years: Bjelovarsko-bilogorska, Brodsko-posavska, Karlovačka, Krapinsko-zagorska, Osječko-baranjska, Požeško-slavonska, Sisačko-moslavačka, Varaždinska, Virovitičko-podravska, and Vukovarsko-srijemska. The analysed essays are related to two different topics, as shown in Table 1, but are all written under the same conditions and requirements. The learners were to write an essay of about 250 words including an introduction, main part and conclusion as shown in Appendix 1**.** These essays were handwritten by learners and graded by teachers according to the preset assessment and evaluation criteria of learner written production, which include the following four categories: task completion, coherence and cohesion, vocabulary and grammar.

2 out of these 300 essays are found to be irrelevant because the topics of these essays were irrelevant, and the essays weren't graded because of that. They are not taken into account.

Table 1: Number of essays and counties according to two different academic years and topics

Academic year	**Number of essays**	**Number of counties**	**Topic**
2009-2010	148	10	Some people say that international sports events bring countries closer. Others say they cause bad feelings between countries.
2010-2011	150	10	Some people say that there should be limits to what students can wear at school. Others say there should not.
Total: 2	**298**	**10**	**2**

6.3.Procedure

6.3.1. Data collection

The essays were written by Croatian EFL learners during their state school-leaving exam (*Matura*). They were graded by teachers selected for this task. The university professor made them available for the author of this paper for the purpose of this research. There was, therefore, no contact between the author of this paper and learners who wrote the essays.

The received material has already been categorized according to year and county. Each essay has its own code and was graded according to the four already mentioned categories: task completion, coherence and cohesion, vocabulary and grammar. The learners' grammar grade and complete essay grade was taken into account for this research.

6.3.2. Data analysis

Each essay was read and sentences with wrong word order were identified and noted together with the type of WO error (*retained inversion in embedded sentences, OVS word order, wrong placement of adverbial*, etc.) There were no criteria set in advance. The analysis started from the errors, which were then categorized according to WO errors mentioned in the theoretical part as well as some other WO errors that were specific for this analysis. Sentences containing marked word order, which is usually not used in English written production, were given to a native speaker of English in order to analyse them. The number of total WO errors in each essay together with the grammar and overall essay grade were noted down. Secondly, the source of errors was established, i.e. it was decided whether the errors were interlingual or intralingual. Finally, the correlation analysis was run to answer the question whether there was any relationship between grades in grammar, overall essay grade and number of WO errors. The SPSS software was used to conduct this test.

7. Results and discussion

In this part of the paper the results are presented and discussed following the order of research questions. The first part deals with different types of WO errors that are noted in the essays. The WO errors are identified and compared. The second part deals with sources of WO errors whereas the relationship between the number of WO errors in essays and grades in grammar of these essays is presented in the third part.

7.1.Types of word order errors

The first research question is related to the types of WO errors found in Croatian EFL learners' essays. This analysis also provides the answer to the question which of these errors is the most frequent one. The analysis discovered that there are 7 types of WO errors common in Croatian EFL learners' written production as shown in Table 2.

Table 2: Types and examples of WO errors found in the analysed essays

	Types of word order error	Examples of error	Correction of error
1	**Inversion retained in embedded questions**	*In this essay I will discuss what is the most fitting clothing for school.*	In this essay I will discuss what the most fitting clothing for school is.
2	**Errors in the form of questions**	*Why we can't just enjoy in sports and be nice?*	Why can't we just enjoy sports and be nice?
3	**VS word order**	*We are all equal and I think that shouldn't exist differences between the people.*	We are all equal and I think that differences between people shouldn't exist.
4	**OVS word order**	*International sports events like football, world cup or Olympic Games watches a lot of people.*	A lot of people watch international sports events like football, world cup or Olympic Games.
5	**Wrong placement of adverbials**	*Every day we can see on TV some sport events.*	We can see some sport events on TV every day.
6	**Other cases (wrong placement of negation *not/no* and wrong placement of adjectives)**	*In history in schools all students weared same uniforms, and there no was problems, all of them was the same and they with their clouse show respect to teachers.* *Although, events international sports has some imperfectionals, sport is very important.*	All students wore the same uniforms in history, and there were no problems. All of them were the same, and they showed respect to their teacher with their clothes. Although international sports events have some imperfections, sport is very important.
7	**Marginal cases (OSV word order, "wrong" placement of adverbials and linking words)**	*For every country winning on such events means glory and it is well known around the world.* *International sports can bring countries closer, in some people's opinion.*	Winning on such events means glory for every country, and this is well known around the world. In some people's opinion, international sports can bring countries closer.

As has been mentioned earlier in the paper, Ridha (2012) included three types of WO errors in her analysis of Iraqi EFL learners: *SV word order, adjective/noun word order* and *possessive adjective/noun word order*. Table 2 shows that Croatian EFL learners also display problems with *SV word order*, especially after conjunctions, which are followed by a verb instead of a subject. The second word order error category mentioned by Ridha (2012) is also identified in Croatian EFL learners' production. As Iraqi learners, Croatian learners put adjectives in a wrong place. However, no errors related to the *possessive adjective/noun order* are found in Croatian essays. Hinkel (2003) included in her list wrong word order in *noun and adjective clauses*, in ***how*** *noun clauses*, and *with adverbials*. *Wrong word order with adverbials* is a very common WO error found in this analysis as well. Dulay et al. (1982) claim that *errors in the form of questions* and *inversion retained in embedded questions* are one of the most frequent WO errors in EFL learners' production. These were found in the present analysis as well. The omission of *do/did* in questions where no auxiliary is present is also seen as a WO error under the category *errors in the form of questions* in the present study. However, the *OVS word order*, which was not found in the above mentioned studies, has been noted in these essays.

A special error category are *marginal cases*. *Marginal cases* include *OSV word order*, placement of big and several *adverbial phrases and linking words* at the beginning, as well as insertion in the middle of a sentence between two main constituents for purpose of emphasis. These types of word order belong to marked word order which is not used in English very often, especially in written production. Sentences containing such word order were given to a native speaker of English in order to analyse them. The native speaker concluded that these sentences would be marked as correct in spoken but as incorrect in written production because it is not common to use marked word order in writings such as school essays. However, as these types of word order are acceptable in spoken production they are categorized as *marginal cases.*

A part of the first research question is also which of these errors is the most frequent one. The results are shown in Figure 1. A total of 196 WO errors is noted in 298 essays, and 56 out of these 196 WO errors belong to *inversion retained in embedded questions* as illustrated in the example below:

> **Others disagree and claim that it is better to let students to decide freely what will they wear to school.*

The percentage of 28.57% makes it the most frequent WO error type. *Marginal cases* are the second most frequent WO errors (54 out of 196, 27.55%). The following example illustrates this error type:

> **But sometimes that bad feelings can be resolved with a sports matches, fortunately.*

OVS word order is one of the last but not least most frequent WO error with its 4.59% (9 out of 196) as shown in the example below:

> **Furthermore that fights cause drunk and angry people, mostly.*

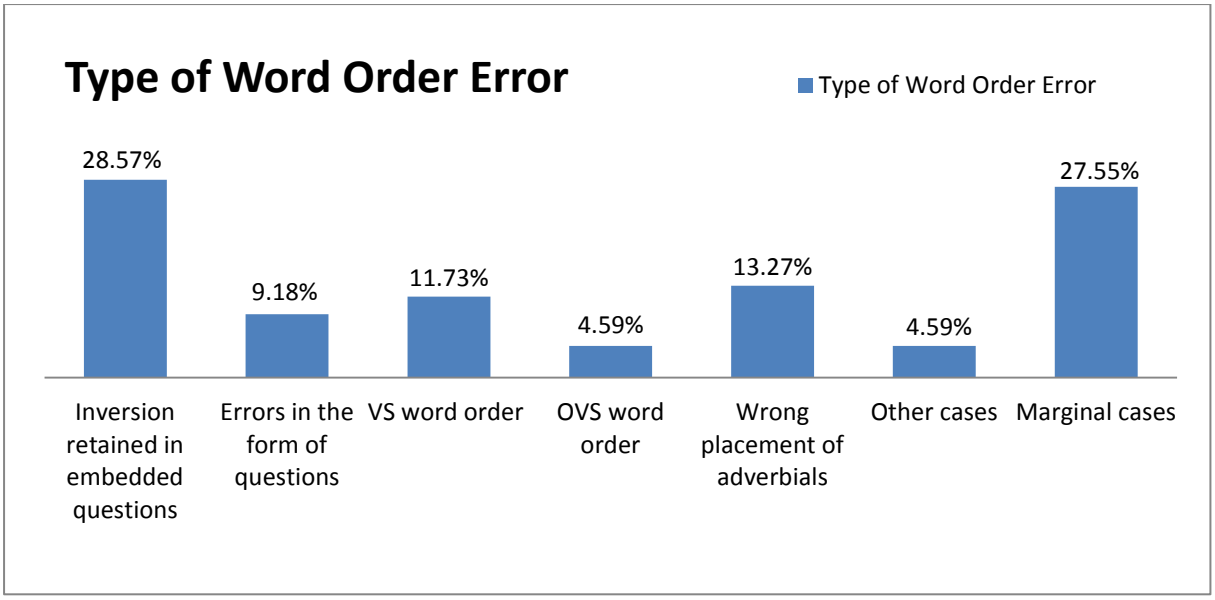


Figure 1: Different types of WO errors noted in learners' essays

The results show that that there are a few types of WO errors made by Croatian EFL learners. In this research they are divided into 7 different categories: *inversion retained in embedded questions, no SV inversion in questions, VS word order, OVS word order, wrong placement of adverbials, other cases, and marginal cases.* However, *inversion retained in embedded questions* is proven to be the most frequent WO error. This answers the first research question and confirms the first hypothesis. Embedded questions belong to a certain higher level sentence structures, and according to recent investigation, they cause a lot of problems to EFL learners: 56 out of 196 WO errors in Croatian EFL learners' essay written by 18 year old learners belong to this type of error. Furthermore, this WO error is noted mainly in essays that were given a grade 3 in grammar at least. The reason for that is that learners with lower grades do not use such constructions at all. As already mentioned, this particular

construction causes problems in development of sentence structure for native speakers as well. However, they master this rule for embedded questions fully at a relatively early age.

Marginal cases make 27.55% of all WO errors i.e. 54 out of 196 WO errors belong to this type. *Marginal cases* are a special type of WO errors. However, they are not separated from the other types and these errors are added to the total number of all WO errors. *Marginal cases* include *OSV word order*, and "wrong" *placement of adverbials and linking words* in these analysed essays. The problem with sentences containing such constructions is that these sentences would probably be marked as correct in spoken production. However, this is not a common way of expression in written production. This is why these errors belong to *marginal cases*. Croatian EFL learners should not use marked word order (OSV, big and several adverbial phrases at the beginning of the sentences, etc.) in their academic writing. If the indirect object or the adverbial phrase is too big and placed at the beginning of the sentence or inserted between two main constituents, the whole meaning of the sentence could be changed and the message of the learner may not be understood. *Marginal cases* are found in all essays regardless of the grade. However, they occurred more frequently in those essays which were given a grade 4, 4.5 or 5 in grammar. The teachers did probably not see these errors as cardinal ones and gave the learners a high grade in grammar.

The other five types of WO errors make the other 44% of all WO errors. 13.27% (26 out of 196) of these errors belong to *wrong placement of adverbials* as the example below illustrates:

**Also, it can keep closer relationship between people.*

This is the third most frequent WO error and it was expected to be found in these analysed essays. It has already been mentioned several times that Croatian has a relatively free order of adverbials within a sentence. It depends on what the writer wants to say. This is not the case in English. Despite that, Croatian EFL learners place them freely in a sentence, such as between a verb and its direct object which is not allowed in English. This WO error is mostly found in essays which were given the grades 2 or 3 which shows that learner who got higher grades have acquired the basic rules of English word order.

VS word order make 11.73% (23 out of 196 cases) which is a relatively higher percentage than expected. A good example of such an error is:

**Fact is that international sports events have some bad sides, but is more important friendship between each countries.*

This inversion of SV word order occurred mostly after *but, if,* and *that* but there are also other cases. Croatian EFL learners tend to write long, complex sentences in English with several

clauses as it is often the case in Croatian. During this process they reverse the word order of S and V or do not insert *it*. The source of these errors, as shown, is the L1. For instance, some Croatian EFL learners began their sentences with an adverbial of place which was followed by a V as it is often the case in Croatian. However, they were not found in any of the essays which were given a grade 5 in grammar.

Errors in the form of questions make 9.18% (18 out of 196 cases) as illustrated in the example below:

**But, what kind of interest these events have on countries?*

This is a very common WO error because it occurs by children who are learning English as L1 as well. However, as it is one of the basic rules in English concerning the structure of the sentence, it was expected to be found in a very low percentage. As already mentioned, some of the learners omit *do/did* when there is no auxiliary as it is not inserted in Croatian. Again, this type of WO error is found in essays with lower grades in grammar rather than the ones with higher grades.

OVS word order with its 4.59% was an expected WO error because it is a common error for EFL learners whose mother tongue is a language with cases and inflections. Although OVS is a marked word order in Croatian as well, learners use it to emphasize the object of the sentence and to highlight its importance. However, this is not possible in English especially if the object is a direct one. The whole sentence gets a new meaning and is usually not only grammatically but also semantically incorrect. The percentage of this error is pretty low and it was not found in essays which were given grades 4, 4.5, and 5.

Other cases share the percentage with *OVS word order*. 9 WO errors belong to *other cases* too, which include *wrong placement of the negation no/not*, and *wrong placement of adjectives*, as the examples below illustrate:

**Every school does not have air- conditioners and students only possibility is to drink lots of water (it is allowed not during the class) and wear short and comfortable clothes.*

** Some student male have a long hair, dark clothes and piercing in nose or mouth and they love look that, and some girls too.*

These errors are, as shown, very rare (wrong placement of adjectives was noted only three times and in the same essay) and are specific for the learner who wrote the essay.

A classification of errors according to Burt and Kiparsky (1974, as cited in Dulay, 1982) was mentioned in the theoretical part. They distinguished errors which significantly hinder communication, i.e. *global errors* from those that do not hinder communication, i.e.

local errors. A good example of a *global error* found in the present study is the wrong order of major constituents such as *OVS word order*. Those errors prevent the message from being comprehended. The rest of the WO errors are mostly *local errors*. However this depends on the size of the phrase that has been misplaced. Learners often used big adverbial phrases that were placed freely in the sentence and as a result the reader can get confused about the meaning of the sentence.

7.2.Sources of word order errors

Faulty word order is a common syntactic error that learners commit mostly as a result of L1 transfer. In the present study, participants often neglected the order which should be followed in English and came up with constructions that are applicable in Croatian. Croatian, as a syntactic language with inflections and cases, allows a relatively free word order, which is why Croatian EFL learners place constituencies relatively freely in English as well. Table 3 shows that L1 is the main source of WO errors which answers the second question and confirms the second hypothesis.

Table 3: Source and example of the WO errors found in the analysed essays

	Types of word order error	Examples of error	Correction of the error	Croatian equivalent of the sentence	Source of the error
1	**Inversion retained in embedded questions**	*In conclusion I think we should be free in choise of what are we wearing.*	*In conclusion I think we should be free to choose what we are going to wear.*	Sve u svemu, mislim da bismo trebali biti slobodni da odlučimo što ćemo (mi) obući.	L1 or L2 (over-generali-zation)
2	**Errors in the form of questions**	*Why students should have listened their teachers when they haven't get any authority at home?*	*Why should students listen to their teachers when there is no authority at home either?*	Zašto bi učenici slušali svoje učitelje kad nemaju nikakav autoritet ni doma?	L1 or L2 (over-generali-zation)
3	**VS word order**	*Other advantage is that at one place can be many people who can talk, get to know each other well or just become good friends.*	*Other advantage is that many people, who can talk, get to know each other well or just become good friends, can be at one place.*	Druga prednost je da se na jednom mjestu može nalaziti mnogo ljudi koji mogu pričati, upoznati se međusobno ili jednostavno postati prijatelji	L1
4	**OVS word order**	*Furthermore that fights cause drunk and angry people, mostly.*	*Furthermore, drunk and angry people mostly cause those fights.*	Štoviše, te tuče uzrokuju pijani i ljuti ljudi ponajviše.	L1
5	**Wrong placement of adverbials**	*Every day we can see on TV some sport events.*	*We can see some sport events on TV every day.*	Svaki dan možemo na televiziji pogledati neki sportski događaj.	L1
6	**Other cases (wrong placement of negation *not/no* and wrong placement of adjectives)**	*In first place, when everybody wear what say rules there no will be stearing people who never see unusual clothes like a punk or a hippy style.*	*Firstly (In the first place), if everybody would wear what the rules say, there would be no staring people, who have never seen unusual clothes like punk clothes or hippie style.*	Kao prvo, kad bi se svi oblačili po pravilima ne bi bilo ljudi koji bulje, koji nikad nisu vidjeli neobičnu odjeću kao punk ili hipi stajling.	unique error
		Also, our health is very important and this leads that we need work on events international sports.	*Our health is also very important and because of that we need to work on international sports events.*	Naše zdravlje je također vrlo važno i zbog toga moramo raditi na internacionalnim sportskim igrama.	L1
7	**Marginal cases**	*For some school is an institution in which should be limits to what students can wear at school.*	*School is an institution for some people, in which limits to what students can wear at school should exist.*	Za neke škola je institucija u kojoj bi trebala postojati pravila kako se oblačiti u školi.	L1

The first analysed and discussed WO error is the most frequent one, *inversion retrained in embedded questions.* As shown in Table 3, the word order in English and Croatian embedded question is different. In English there is no SV inversion, i.e. the word order is the same as in declarative sentences. However, word order remains the same as in questions in Croatian. The results of this research have shown that more than 25% of all word order errors belong to *inversion retained in embedded questions.* Croatian EFL learners apply rules for building questions (SV inversion) in embedded questions as well. Therefore, the first conclusion is that it is an interlingual error caused by L1 interference. However, it is possible that after acquiring the rule for building simple questions (SV inversion), Croatian EFL learners overgeneralize the rule and apply it in embedded questions as well. Learners may "overlearn" the rules for building questions. From this aspect it would be an intralingual error.

Marginal cases which include *OSV word order* together with *"wrong" placement of adverbials and linking words* are, again, a result of L1 interference (see Table 3). OSV word order is a marked one, and this type is related to topicalization. It is used to achieve communicative effectiveness which, among other advantages, ensures that the speaker and the hearer have the same topic in mind. Croatian usually topicalizes by using an OSV word order. The marked effect of this device in English is outstanding, whereas in Croatian the corresponding structures would not be at all unusual. In other words, by using examples like *this issue, we can divide in two parts* the Croatian EFL learner gives an unintended effect of markedness which the Croatian *ovaj problem možemo podijeltit na dva dijela* does not have. As already mentioned, Croatian EFL learners have the tendency to place adverbials and big adverbial phrases at the beginning of the sentence or between two constituents in order to emphasize certain information as it is common in Croatian. Such word order would be marked as correct in spoken production but as incorrect in written production, especially in cases with big and several adverbial phrases which almost hinder communication (message).

Wrong placement of adverbials is another interlingual WO error and it is the third most common WO error (13.27%). Adverbial phrases can usually be ordered freely in Croatian depending on what the speaker/writer wanted to emphasize. However, this is not always the case in English which has certain rules for placement of adverbials (see Chapter 3.1.1.1.).

VS word order (SV inversion) proved to be a very common word order error (11.73%). Basic English word order is SVO which should be used after conjunctions, as well as in *that* and *if* clauses. Croatian being a relatively free language allows both options and this is why Croatian EFL learners do the same thing in English. Another group of problems concerning

VS word order is related to *adverbial placement*, especially to the location of place and time adverbials within the clause. In Croatian, the fronting of these adverbials is a very common option causing sometimes SV inversion:

> *U mnogim zemljama je (V) zabranjeno nositi svoju odjeću u školi. - In many countries it (S) is forbidden (V) to wear your own clothes to school.*

In English, on the other hand, adverbials are fronted to give emphasis to the message, being thus marked, and they usually do not cause SV inversion. Due to this difference, the Croatian EFL learners again show a tendency to generalize the rule which applies in their native language.

Errors found in the form of questions make 9.18% of all WO errors. As already mentioned, questions (WH) require that a (obligatory) question word is placed before the rest of the question. If there is an auxiliary in the statement form of the sentence, it must exchange places with the subject, and precede the subject. If no auxiliary is present then *do/did* must be inserted in the spot where an auxiliary would go. However, some Croatian EFL learners did not exchange the places of the auxiliary and the subject, and did not insert *do* or added the tense–carrying element, which is required in cases where no auxiliary is available. Croatian word order requires SV inversion in questions. However, it is possible to put the S before the V if there is no auxiliary. This is the reason why Croatian EFL learners place the S before the V in certain questions. They probably wanted to emphasize the S as it is the case in Croatian. The omission of *do* as a part of this WO error is also common because in Croatian the verb itself is the tense carrying element and *do/did* does not have to be inserted. On the other hand, as it is a common error among children learning English as their L1, it is possible that after acquiring the rule for building simple declarative sentences (SV word order), Croatian EFL learners overgeneralize the rule and apply it in questions as well. Learners may "overlearn" the rules of building declarative sentences. This would make it an intralingual error. *Errors found in the form of questions* are, however, common among learners who got a low grade in grammar because this is one of the main word order rules in English and it should have been acquired in the early stages of learning.

OVS word order is a typical type of word order error made by Croatian EFL learners although in this research they make only 4.59%. The source of this error is again L1 (Croatian). Object can be placed at the beginning of the sentence in Croatian because the basic meaning of the sentence will stay the same. What will change is the intensity or highlight that is given to a certain piece of information. What makes this possible are, again, cases since

subject, direct or indirect object are in different cases. On the other side there are no cases in English and the sentence gets a whole new meaning if the word order is OVS (see Table 3).

Other cases, such as *wrong placement of negation not/no* and *wrong placement of adjectives* are the least frequent word order errors. In Croatian, the negation *not/no* is a proclitic which means that it is placed before the verb. This fact proves that it is clearly an interlingual error since learners placed *not* or *no* usually before the auxiliary. On the other hand, the wrong placement of adjectives is an error found in only one essay (three times) which makes it neither an inter- nor intralingual error because in Croatian, as in English, the adjective is placed before the noun it describes (see Table 3). This error could be labelled as a unique error specific for this learner.

Inversion retained in embedded questions and *errors found in the form of questions* have been classified in the present study as interlingual error (the basis for these errors is Croatian) although they may be considered developmental errors as well. In order to make a valid and a more reliable conclusion, essays written by EFL learners with other L1s (Spanish, German, Chinese, etc.) should be analysed. A comparison with the results of this research would help to identify the real source of errors. However, not many linguists have analysed the acquisition of word order and types of WO errors in EFL learners' production so it is still a pretty unexplored area.

7.3.Word order errors and grades in grammar

This part of the paper answers the following questions:

a) Is there a relationship between grades in grammar and number of WO errors?

b) Is there a relationship between the grade in grammar and overall essay grade?

As shown in Figure 2, most of the essays (92) got a grade 4 in grammar and they are followed by essays with a grade 5 (87). There is only one essay that was given a negative grade which shows that learners did pretty well concerning the grammar part.

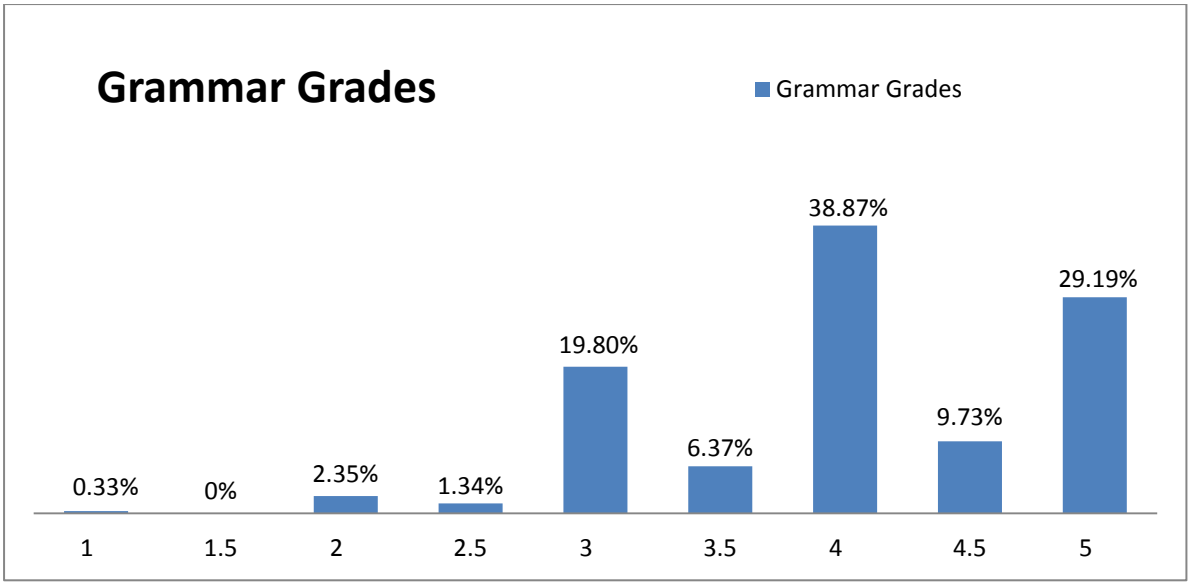


Figure 2: Distribution of grades in grammar

Figure 3 shows the distribution of errors across grades in grammar. The greatest number of errors was made by learners who got a grade 3 in grammar. These are followed by essays with a grade 4 and 5. There was only one essay which received a negative grade and it contained 3 WO errors. However, this one essay is insufficient to make any conclusions. It is interesting that even 19 WO errors were noted in essays which were given a grade 2. As there are only 7 essays with the grade 2, the average number of WO errors is 2.71 error per essay. It can be concluded that if there were more essays with a grade 2 or 2.5, most WO errors would be noted in these essays.

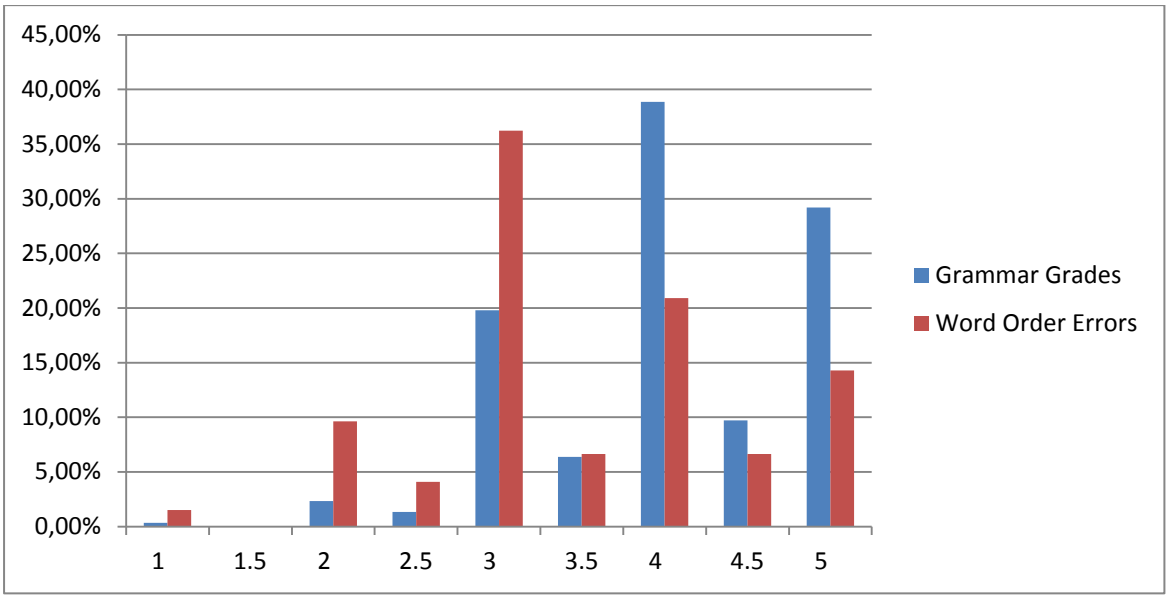


Figure 3: WO errors distributed among grammar grades

71 out of 196 learner WO errors are noted in essays with a grade 3, and there are 59 such essays. 3 is an average grade and it is mostly given to average learners. These learners have acquired certain higher level structures (embedded question, placement of adverbials, etc.) but not completely. They try to use such structures a lot but not correctly and as a result there is a great number of WO errors. However, as many as 16 essays which were given a grade 3 are without a WO error (see Table 4).

Almost 80% (208 out of 298) of essays were graded with grades 4, 4.5, and 5. 84 WO errors are noted in these essays; however, 142 essays are without a WO error (see Table 4). Most errors are either *marginal cases* or *inversion retained in embedded sentences*. It must be emphasized that most of the written essays (almost 90% of all essays) were given grades 3, 4 and 5 in grammar which leads to the conclusion that most of the errors will be noted in these essays. Nonetheless, it has been shown that the essays with higher grades contain fewer errors per essay than those with lower grades.

Table 4: The relationship between the number of WO errors per essay and the grades in grammar of these essays

Number of word order errors	**Grade 1**	**Grade 1.5**	**Grade 2**	**Grade 2.5**	**Grade 3**	**Grade 3.5**	**Grade 4**	**Grade 4.5**	**Grade 5**
0 errors	0	0	0	1	16	13	60	20	63
1 error	0	0	2	0	28	4	24	5	22
2 errors	0	0	1	1	7	0	7	4	0
3 errors	1	0	1	2	3	0	1	0	2
4 errors	0	0	3	0	5	1	0	0	0
5 errors	0	0	0	0	0	1	0	0	0
Total number of essays:	**1**	**0**	**7**	**4**	**59**	**19**	**92**	**29**	**87**

A correlation analysis was run to determine the relationship between number of WO errors and grades in grammar more closely. As shown in Table 5 there is a moderate, negative, and significant correlation between errors and grades. This means that as the number of WO errors increases, the grade in grammar decreases (see Figure 4).

Table 5: Correlation between number of WO errors and grades in grammar

		number of errors
grades in grammar	Pearson Correlation	-,443**
	Sig. (1-tailed)	,000
	N	298

**. Correlation is significant at the 0.01 level (1-tailed).

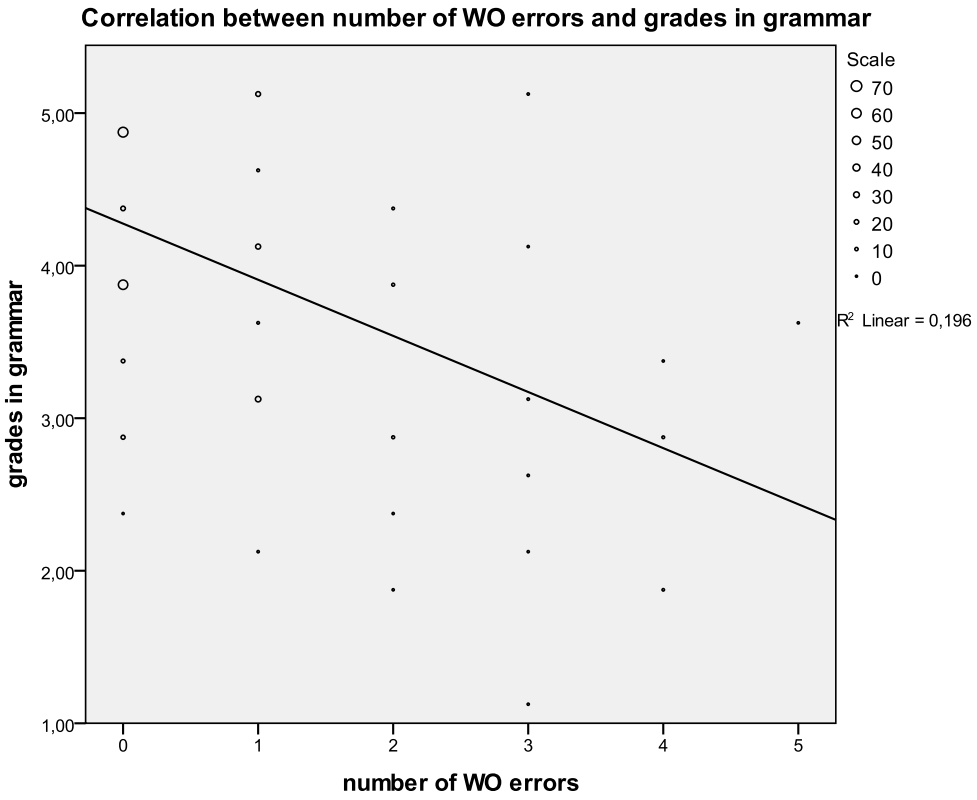


Figure 4: Correlation between number of WO errors and grammar grades

A correlation analysis was also run between the grades in grammar and the overall essay grades in order to determine how the former influenced the latter one. The results (see Table 6) show that there is a strong, positive, and significant correlation between grammar and overall essay grades. This means that as the grade in grammar increases, the overall essay grade increases as well (see Figure 5).

Table 6: Correlation between grades in grammar and overall essay grade

		overall essay grades
grades in grammar	Pearson Correlation	,879**
	Sig. (1-tailed)	,000
	N	298

**. Correlation is significant at the 0.01 level (1-tailed).

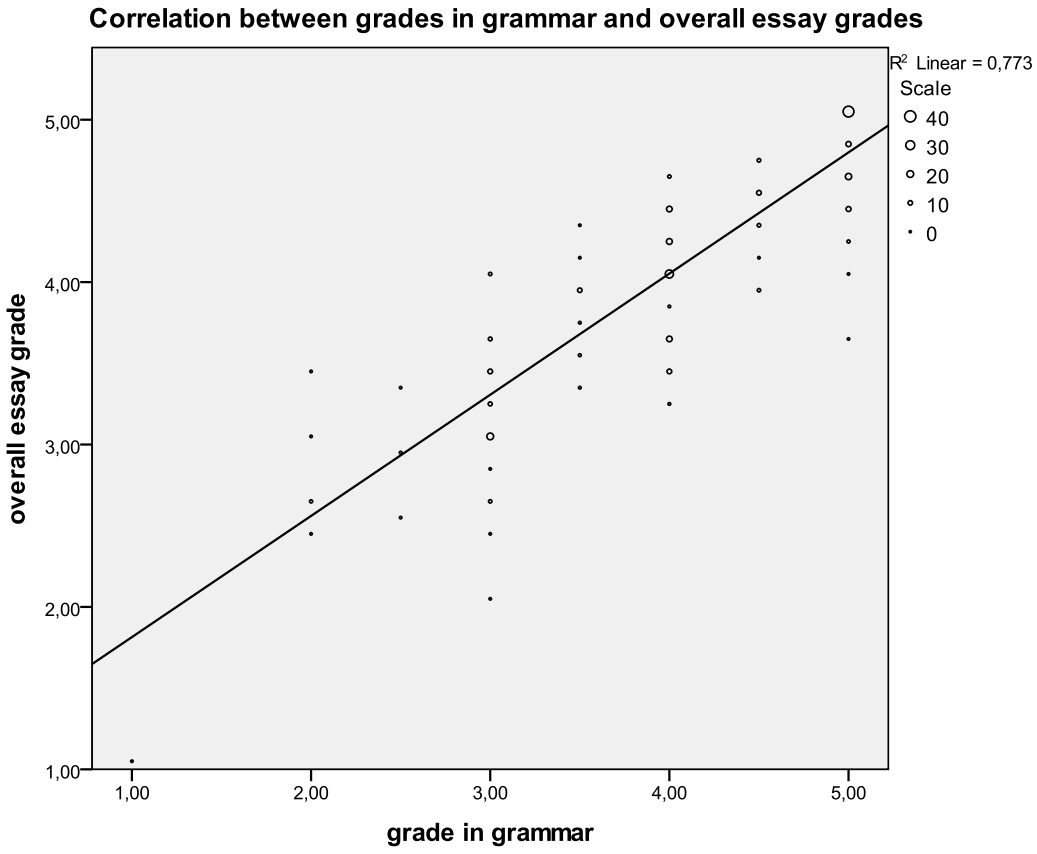


Figure 5: Correlation between grades in grammar and overall essay grades

8. Conclusion

Word order has a very important role in language and this is shown by the fact that by changing the word order in a sentence the syntactic relationships between the elements are changed, and the sentence gets a whole new meaning. Word order acquisition is known to be quite a problem for learners because word order features of their L1 and L2 are often very different as it has been shown in this research. The great difference between English being an analytic and Croatian being a syntactic language has proven to be the main reason why Croatian EFL learners make WO errors. Recent research in applied linguistics emphasizes the significance of learners' errors in general in second language learning and the source of these errors is traced to both interlingual and intralingual or developmental factors. Although a lot of research has been done in the area of EFL learners' errors, word order errors remained relatively unexplored, especially in Croatian EFL learners' production.

This research attempted to identify, describe, categorize and diagnose the WO errors in English essay writing of the Croatian EFL learners and it is noted that there are a few types of WO errors found in EFL learners' production. According to the results of the analysis, the most frequent WO order error is *inversion retained in embedded questions* which confirms the first hypothesis. *Wrong placement of adverbials* and *marginal cases* are also very frequent WO errors noted in the analysed essays. Regarding the source of WO errors, it can be concluded that learners' mother tongue is the basis for Croatian learners' WO errors. However, in order to get a completely reliable conclusion, word order in written production from other EFL learners should also be analysed and compared with this particular analysis (study) of Croatian EFL learners' production. The results relating to the third research question have shown that there is a negative and moderate correlation between number of WO errors and grades in grammar which means that most of the essays with a high number of WO errors got a lower grade. However, a certain amount of essays with more WO errors was given a higher grade than those with fewer WO errors. How much the WO error will or will not influence the grammar grade depends on the type of WO error as well. The correlation between these grammar grades and overall essay grades is positive and strong, which means that essays with a high grade in grammar got a high overall essay grade as well.

Important implications for the classroom were drawn. Teachers should include in their syllabus lots of activities and tasks that pay attention to word order. Learners are often not aware of the rules concerning English word order. Teachers should make lessons around the specific rules of word order and around the errors their learners are making. Sentences with

the incorrect word order could be written out, and students should be asked to correct them. Teachers could also write down (on the board) some of the word order errors in homework and writing and speaking activities without naming the students and ask students to correct them as a group. The overt influences of Croatian on the learners' word order indicate that language teachers need to take careful stock of the transfer and interference of the students' mother tongue in their production (spoken or written). Teachers could write model sentences for an essay learners should write. These model sentences should include many important features of word order, especially the kind that challenges Croatian EFL learners, and get them to notice these features. Students should write an essay using the given models. Some students need to be encouraged to copy. It provides a chance for them to think only in English and not to start from the word order of their own language.

By revealing the WO errors and the potential causes why learners rely on their native language it is suggested that further research can be conducted on how and when to correct these WO errors, as a great amount of these errors produced by negative syntactic transfer can be fossilized and affect the progressive mastery of the communicate skills in a second language. For this reason, research on continuous feedback and WO error treatment should be carried out in future studies.

Biography

Barić, Eugenija, Mijo Lončarić, Dragica Malić, Slavko Pavešić, Mirko Peti, Vesna Zečević, and Marija Znika (2005) *Hrvatska gramatika*. Zagreb: Školska knjiga.

Berent, Gerald P, SEA-Supporting English Acquisition: Word order Segler. Rochester Institute of Technology. Available at: http://www.rit.edu/ntid/rate/sea/processes/wordorder/grammatical/deviations (visited on 20th May 2013).

Biber, Douglas, Stig Johansson, Geoffrey Leech, Susan Conrad, and Edward Finegan (1999) *Longman Grammar of Spoken and Written English*. Harlow, UK: The British Council.

Boroomand, Faezeh and Ali Asghar Rostami Abusaeedi (2013) A gender-based analysis of Iranian EFL learners' types of written errors. *International Journal of Research Studies in Language Learning.* Consortia Academia Publishing, 1-14.

Brown, H. Douglas (2000) *Principles of Language Learning and Teaching*. White Plains, NY: Longman.

Brown, R. (1973) *A first language*: *The early stages.* Cambridge, MA: Harvard University Press.

Carter**,** Ronald and Michael McCarthy (2006) *Cambridge Grammar of English : A Comprehensive Guide*. Cambridge, UK: Cambridge University Press.

Celce-Murcia, Marianne and Sharon Hilles (1988) *Techniques and Resources in Teaching Grammar.* Oxford, UK: Oxford University Press.

Corder, S. P. (1974) The significance of learner's errors. In: Richards, Jack C. (ed.) *Error Analysis: Perspectives on Second Language Acquisition.* London: Longman, 19-27.

Dulay, Heidi, Marina Burt and Stephen Krashen (1982) *Langugae Two.* Oxford: Oxford Univerity Press.

Els,Theo, Theo Bongaerts, Guus Extra, Charles Van Os, and Anne-Mieke Janssen-Van Dieten (1984) *Language Behaviour*: *Applied Linguistics and the Learning and Teaching of Foreign Languages.* Maryland, USA: Edward Arnold (Publishers) Ltd.

Ellis, Rod (1997) *Second Language Acquisition*. Oxford, UK: Oxford University Press.

Gershko-Stowe, Lisa and Susan Goldin-Medow (2002) Is there a natural order for expressing semantic relations? *Cognitive Psychology 45*, 375–412.

Hinkel, Eli (2004) *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar.* London: Lawrence Erlbaum Associates, Inc.

Heydari, Pooneh and Mohammad Baghery (2012) Error Analysis: Sources of L2 Learners' Errors. *Theory and Practice in Language Studies*, 2, 8, 1583-1589.

Jiang, Wenying (2009) *Acquisition of Word Order in Chinese as a Foreign Language.* Berlin: Mouton de Gruyter.

Kitić, Slobodanka (2000) *Komparativna studija usvojenosti reda reči u engleskom jeziku kod srpskih i mađarskih učenika.* Prag: Research Support Scheme.

Kitić, Slobodanka (2002) On function of word order in English and Serbian. *Linguistics and Literature***,** 2, 9, 303 – 312.

Mihaliček, Vedrana (2012) *Serbo-Croatian Word Order: A Logical Approach.* The Ohio State University.

Mitchell, Rosamond and Florence Myles (2004) *Second Language Learning Theories*. Second Edition. UK: Hodder Arnold.

Parrott, Martin (2000) *Grammar for English Language Teachers.* Cambrigde, UK: Cambridge University Press.

Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik (1985) *A Comprehensive Grammar of the English Language*. New York: Longman.

Richards, Jack C. and Gloria P. Sampson (1974). The Study of Learner English. In Richards, Jack C. (ed.) *Error Analysis: Perspectives on Second Language Acquisition.* London: Longman, 3-18.

Richards, Jack C. (1974) A Non-Constrastive Approach to Error Analysis. In Richards, Jack C. (ed.) *Error Analysis: Perspectives on Second Language Acquisition.* London: Longman, 172-188.

Ridha, Nada Salih A. (2012) The Effect of EFL Learners' Mother Tongue on their Writings in English : An Error Analysis Study. *Journal of the College of Arts*, 60, 22-45.

Težak, Stjepko and Stjepan Babić (2003) *Gramatika hrvatskog jezika. Priručnik za osnovno jezično obrazovanje.* Zagreb: Školska knjiga.

Tomlin, Russell S. (1986) *Basic word order. Functional principles*. London: Croom Helm.

Trawinski, Marisuz (2005) *An Outline of Second Language Acquisition Theories.* Krakow: Wydawinctwo Naukowe Akademii Pedagicznej.

Wallawork, Adrian (2011) *English for Writing Research Papers.* London*:* Springer Science+ Business Media.

Nastavni plan i program za osnovnu školu (2006). Zagreb, RH: Ministarstvo znanosti, obrazovanja i športa.

Nastavni programi za gimnazije - I. strani jezici (1994). *Glasnik Ministarstva kulture i prosvjete.* Zagreb, RH: Ministarstvo kulture i prosvjete.

Word Order. <http://maryati.tripod.com/myhome/croatia/wordorder.htm> (visited on 20th May 2013).

Appendix 1: EFL Croatian learner's essay containing an introduction, main part and conclusion

Engleski jezik

200910-07-02-05

List za čistopis

International sports events

People have mixed feelings about international sports events. While some people think (~~about~~) that it bring countries closer, others believe that it cause bad feelings (~~bet~~)between countries.

The first good think about international sports events is that we can meet a lot of new people and we can learn something new about another country. Fans are having fun during the events and it seems they are enjoying in events. If some country is guest in another country, that country can learn something about home-country and guest country can wish to come again next time.

In the other hand, impolite fans makes crowd into the city and disturbs a local people. If some country does not like another because of some politics or religious views, it can be even worse. We all know how some prejudice can cause fights. „That country is better than us in football! Go and fight them!" This is because some people have bad feelings about international sports events.

To (some) sum up, for me, international sports events have definitely good sides. Going to the sports events can be only good, for normal people, of course. And impolite fans should not give us an any reason for not going to the international sports events. I think we can only learn something good in another country and take only a good experience.

ENG A IK-2 D-S002

03