

Understanding the Different Functions of Transitive Verbs and Intransitive Verbs and Related Problems from the Teachers' Point of View

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Abstract

The process of acquiring grammar requires distinguishing between parts of the sentence, including the verb and the subject, as well as the ability to form the verb and distinguish the best verb forms. This study aims to understand the different functions of transitive verbs and intransitive verbs and the problems related to them. The quantitative descriptive approach was used in this study by using a questionnaire (questionnaire) designed by the researcher to evaluate teachers' perceptions towards the different functions of transitive verbs, intransitive verbs, and related problems. This study concluded that the main function of transitive and intransitive verbs is to develop the communication process level by guaranteeing delivering the exact correct meaning of sentences. The study also clarified that several difficulties could be faced when distinguishing transitive and intransitive verbs, such as creating incomplete and dysfunctional sentences, making grammatical errors, and generating mistakes in the employment and formulation of these verb types.

Keywords: Function, Transitive, Intransitive, Problems, Verbs, Teachers, English

1. Introduction

The process of acquiring language requires the ability to assemble words to form sentences, and the process of acquiring grammar requires distinguishing between parts of the sentence, including the verb and the subject, as well as the ability to form the verb (Rispoli, 1987). Luk (2012) indicated that the semantic function of words is a factor affecting individuals' ability to distinguish verbs and their functions.

Given the complex and rich nature of the English language, Students may have problems with its learning and proficiency, and these problems are not limited to second language learners but also to native learners. Phonetics, morphology, and semantics are among the sciences that include certain difficulties when studying, and in which students may face many problems that require focus (Tsvetkova, 2014). Thus, since each language is based on a system that distinguishes it in terms of its form and standards; the English language also has a special system in it that characterizes the structure of the sentence in which the verb is an essential element.

Khan and Sarfraz (2009) pointed out that realizing the intransitive and transitive verbs in the sentence is not considered an easy task, but rather, it is considered one of the important issues when learning the English grammar language. The student's distinction between the intransitive and transitive verb requires his/her ability to realize the linguistic imperative of the sentence in terms of the structure and the structural function of its various elements. Fiktorius (2019) argued that the issue of distinguishing between an intransitive verb and a transitive verb is not considered particularly simple because there are no certain rules that can be followed for the formation of the intransitive verb or the formation of the transitive verb. Consequently, this research seeks to identify the different functions of both intransitive and transitive verbs to facilitate the student's ability to distinguish between them in the linguistic context of the English language.

1.1 Research Problem and Questions

Theoretical literature emphasizes that students have problems distinguishing between transitive and intransitive verbs in English (Rozakis, 2003; Leech, 2006; Complexivo, 2018). These problems are related to several factors, including; the weak level of students to distinguish between transitive and intransitive verbs, the limited ability of teachers to educate the transitive and intransitive verbs due to their weak educational abilities, and the low efficiency of the educational methods used by teachers in education (Williams, 2005), the poor level of students' discrimination between the elements of the sentence, including the object (De Wit & Brisard, 2014). In this regard, Rossi (2017) emphasized that the presence of problems that limit students' ability to distinguish between intransitive and transitive verbs increases the number of grammatical errors that they can commit, thus reducing their level of English language and their ability to acquire the language appropriately. Accordingly, the research problem is determined by the following questions:

- a) What are the different functions of transitive and intransitive verbs?
- b) What problems do students face in distinguishing between transitive and intransitive verbs from the teachers' point of view?

- c) What are the solutions and proposals through which it is possible to improve students' performance and enhance their knowledge to distinguish between transitive and intransitive verbs from the teachers' point of view?

1.2 Research Objectives

This study aims to understand the different functions of transitive verbs and intransitive verbs and related problems from the teachers' point of view.

The objectives that this study seeks to cover can be summarized as follows:

- a) To distinguish the different functions of transitive and intransitive verbs.
- b) To distinguish the problems that students face in distinguishing between transitive and intransitive verbs from the teachers' point of view.
- c) To distinguish the solutions and proposals through which it is possible to improve students' performance and enhance their knowledge to distinguish between transitive and intransitive verbs from the teachers' point of view.

1.3 Research Importance

A key component of learning English grammar is being aware of the differences between transitive and intransitive verbs. The results of this study will help students become more proficient in language by addressing particular difficulties they have in telling various verb kinds apart. Moreover, building grammatically sound sentences requires knowing the difference between transitive and intransitive verbs. The study intends to lessen grammatical errors and enhance general writing and communication abilities by identifying and addressing the difficulties students face in this area. Furthermore, the knowledge acquired from this study can help teachers in language classrooms develop their pedagogical strategies. Teachers will be able to adjust their teaching strategies to more effectively meet the issues students encounter while learning about transitive and intransitive verbs if they have a better understanding of the difficulties they confront. Additionally, effective communication in verbal and written contexts depends on grammatical proficiency, which includes the ability to discern between transitive and intransitive verbs. The study's ultimate goal is to increase students' confidence in their ability to communicate in English and their grasp of these ideas.

Middle school kids in particular who are learning English as a foreign language may find it difficult to comprehend transitive and intransitive verbs. This problem stems from the fact that these verbs' usage is highly dependent on the speakers' or writers' context and style in everyday settings. When teaching English for communication, it is crucial to take certain grammar notions into account.

Though it might appear that young students could converse well without a thorough comprehension of transitive and intransitive verbs, the situation is actually more complex. Students are better able to produce clear and precise sentences when they know whether a verb is transitive or intransitive. For example, intransitive verbs (like "He sleeps") do not require an object to fulfill their meaning, whereas transitive verbs (like "She reads a book") do. When these verbs are misused, it can result in grammatically incorrect or ambiguous phrases that hinder communication. Additionally, when children grasp these ideas, they are able to construct more intricate and varied sentence patterns. This skill helps students communicate more effectively both orally and in writing by enabling them to express their ideas and thoughts more clearly.

The importance of having a greater understanding of grammar increases as pupils advance in their schooling. More complex grammatical ideas and language proficiency are built on a foundation of mastery of transitive and intransitive verbs. According to the study, teaching young students the distinction between transitive and intransitive verbs improves their capacity for precise and coherent English communication. It also presumes that middle school pupils who are proficient with these verbs would be more adept at crafting intricate and accurate sentences than kids who are not. Long-term language skills increases are thought to result from mastering certain grammatical principles, which are thought to outweigh the initial difficulties in acquiring them.

In conclusion, even though it could be difficult for middle school pupils to understand the differences between transitive and intransitive verbs, it is essential for accurate and clear English communication. This study aims to illustrate the significance of teaching these grammatical ideas, emphasizing the long-term advantages for the language competency of young learners. The benefits and importance of this component of teaching English grammar are emphasized by the study.

By concentrating on the difficulties associated with learning transitive and intransitive verbs, this study expands the corpus of research on language acquisition. The research makes a significant contribution to the field of language education and pedagogy by offering empirical evidence and useful suggestions. Moreover, it is essential to identify and solve the difficulties pupils encounter when acquiring grammar, such as the inability to tell transitive verbs from intransitive verbs. The purpose of this study is to determine these demands and offer solutions to help students along their language learning path.

2. Literature Review

2.1 The Grammar of the English Language

English grammar is defined as the trends and elements that define different sentence structures (Tsvetkova, 2014). Grammar encompasses a range of levels of language structure, including phonology, syntax, and semantics. Grammar is related to the meaning denoted by the sentence and is an integral part of the mechanics of language (Mohammed, 2010). Learning English grammar improves learners' ability to use the language itself and their ability to form correct sentences that express the meanings they are trying to clarify (Leech, 2004). The

correct use of grammar enhances the effectiveness of communication between individuals and improves their level of awareness of issues and topics (Tsvetkova, 2010).

2.2 The Definition of Transitive and Intransitive Verbs

Transitive verbs are defined as verbs that have a direct or indirect object. On the other hand, an intransitive verb is represented by an action verb that does not have an object.

In more detail, the term “object” that identifies transitive verbs may be a noun, noun phrase, or pronoun that is influenced by the verb action in a sentence (Francez, 2017). It is also realized as an essential part of identifying the sentence meaning, as the sentence meaning is missed with a direct object. Therefore, what distinguishes the definition of transitive and intransitive verbs is the verb demand to have an object to sufficiently transfer the correct meaning (Fiktorius, 2013); a transitive verb is a verb that demands an object to transfer the correct meaning for readers, and vice versa, intransitive verbs are the verb that does not demand an object to fulfill reflecting the correct sentence meaning (Rahman & Abid, 2014).

2.3 The Functions of the Transitive and Intransitive Verbs

Students who can distinguish between imperative and transitive verbs will be better equipped to construct sentences correctly and avoid making mistakes when forming incomplete sentences (Greenbaum & Nelson, 2002).

As a result, the audience will be unable to comprehend what the speaker is saying (Downing, A. & Lockem 2006). Misunderstanding the difference between an intransitive and a transitive verb causes phrases to become incomplete, which impairs interpersonal communication and obscures the original meaning of the sentence. According to Altenberg and Vago (2010), teaching students to distinguish between transitive and intransitive verbs is crucial in EFL classes since it is a necessary step in developing their ability to construct solid English sentences and, consequently, become proficient speakers.

Giving students the ability to differentiate between the two forms of verbs aids in their avoidance of grammatical mistakes, such as the production of improperly structured sentences that could result in phrases that are difficult to understand or even that deviate greatly from the student's intended meaning (Rozakis, 2003). According to Complexivo (2018), students for whom English is not their first language find it more challenging to differentiate between the two forms of verbs and to recognize which verbs require an object. According to Fiktorius (2013), when students build sentences—whether orally or in writing—they create incomplete and dysfunctional sentences because they struggle to discriminate between transitive and intransitive verbs.

The student's inability to distinguish between transitive and intransitive verbs hinders their ability to compose both simple and complex sentences, particularly when it comes to verbs that may be used as both intransitive and a transitive verb in different phrases (Complexivo, 2018). Pupils who lack sufficient understanding of the distinction between transitive and intransitive verbs frequently make grammatical mistakes that entirely alter the meaning of the phrase.

In this regard, Fiktorius (2013) underlined that teaching grammar to pupils' aids in their comprehension of grammatical structures and advances their cognitive and perceptual abilities. According to Williams (2005), teachers may become aware of their students' deficiencies in specific grammatical areas of the English language, but they may also be unable to provide instruction that would enable them to grasp grammar with ease. According to Leech (2006), a teacher's approach to teaching grammar in English has a significant impact on the students' degree of language competency.

According to Tsvetkovam (2014), a common cause of pupils' inability to differentiate between intransitive and transitive verbs is their incapacity to recognize the object to which the verb is attached. Sometimes, especially in grammar sessions, the teacher finds it difficult to explain the right concept since the right learning environment is not created for them. In other situations, educators might not have the teaching expertise to help students discern between transitive and intransitive verbs; instead, they might force students to memorize these verbs without explaining the distinctions between them (De Wit and Brisard, 2014).

The most crucial element in helping students enhance their grammar abilities is communication between teachers and students in the classroom (Fiktorius, 2013; Albert, 2016). It is particularly challenging for students learning English as a second language to grasp English grammar because of the poor communication between the teacher and the learner as well as the teacher's limited capacity to recognize the learner's areas of difficulty. According to De Wit and Brisard (2014) and Rossi (2017), teachers must possess an in-depth understanding of instructional strategies that are appropriate for the students' levels to help students understand the material more quickly and simply. According to Tsvetkova (2010) and Agbesi (2016), determining the best teaching strategy is essential to helping students advance their knowledge and competencies.

2.4 The Problems Related to Distinguishing between Transitive and Imperative Verbs

Human languages vary in their linguistic systems, as each has a special system with specific formats and standards. This variation generates difficulties when learning language systems, especially for EFL learners (Fiktorius, 2013). The transitive word seems complex, and students could face problems while distinguishing objects that define transitive and intransitive verbs. According to (Gu,2018), the learner's error in defining transitive and intransitive verbs is considered a substantial error, according to its serious consequences. The misunderstanding and lack of knowledge of the transitive and intransitive verb rules could cause errors in the employment and formulation of these verb types (Khanna & Shluinsky, 2019). Furthermore, such errors could limit learners' abilities to formulate simple and compound sentences,

specifically in sentences that could employ the same verb as transitive and in other sentences as intransitive verbs (Complexivo, 2018). It also could cause several grammatical errors that could spoil the sentence's meaning. Teachers also find it difficult to differentiate between transitive and intransitive, especially for EFL learners (Complexivo, 2018).

Fiktorius (2013) clarified that weaknesses in defining transitive and intransitive verbs could make them create incomplete and dysfunctional sentences, either in writing or oral sentence formation. In summary, a lack of knowledge in distinguishing between transitive and intransitive verbs could cause several issues for learners, especially for EFL learners, when learning grammar and forming the English language.

2.5 Previous Related Studies

In a cross-linguistic study, Luk (2012) looked into the relationship between English and Japanese speakers' transitive and imperative constructs. The verb has two arguments in Japanese, but just one argument in English. There were two experiments in the study. Twenty English speakers and twenty Japanese speakers participated in the first experiment, which involved giving each group a pair of sentences. In the first experiment, the logicalness of sentence constructions is to be assessed according to the modernizers' degree of knowledge (either in English or Japanese). 42 English speakers and 46 Japanese speakers were instructed to read sentences and respond to each question on causation in the second trial. The amount of time needed to complete each question in this experiment was computed. According to the study, there were more agent-implying intransitive verbs than non-agent-implying intransitive verbs.

Al-Shujairi et al. (2015) carried out research to determine how verbs in Arabic and English differ from one another. There are significant grammatical distinctions and similarities between the Arabic and English languages. One of the most important problems that both languages have is the distinction between transitive and intransitive verbs. The comparison of the transitive and intransitive verb forms in Arabic and English was the main focus of the study. The descriptive technique was how the study's goals were met. The study concluded that the two languages utilize both transitive and intransitive verbs similarly and that depending on the sentence's context, some verbs can change from being intransitive to transitive or vice versa. The distinction is that by altering the primary verb's conjugations, a learner of Arabic can convert an intransitive verb to a transitive one. Another way it varies is that some Arabic transitive verbs can have up to three objects.

Yazdi and Rezai (2015) looked at how learnable English transitivity construction argument structures were for EFL students. The level of 130 Yazd University master's and bachelor's students was ascertained by the study using the Oxford Quick Placement Test. 99 pupils were chosen from among the 130 total, and they were split up into three equal groups: the elementary, intermediate, and advanced groups. According to the study, participants produced the transitive structure at a higher performance level. Additionally, the study discovered that ESL students favor transitive structures over other types of structures.

The foundation of the study by Akbarnezhad et al. (2019) was the idea that the primary factor that determines language learning is the ability to discern between a language's verb characteristics. The English verb tenses are a challenging concept for EFL learners to grasp. As a result, the study aimed to pinpoint the issues that ESL students encounter when picking up English verbs. 75 students with specialized training in the English language participated in the study, and the Oxford test was used to assess the student's proficiency at the elementary, lower intermediate, and upper intermediate levels. A grammar test was administered to evaluate the argument structures of English verbs, one week after the Oxford test. The study discovered that students' perceptions of the argumentative structure of English verbs are influenced by their respective degrees of education. Additionally, it was quite difficult for elementary school pupils to identify and differentiate between transitive verbs. The study found that by enhancing instruction strategies and using techniques in various situations that advance students' understanding of argument structures, it is possible to help ESL learners overcome their challenges with differentiating between transitive verbs.

3. Research Methodology

To achieve the aims and objectives of this research, the quantitative descriptive method will be adopted for this research. It will utilize the quantitative survey to provide a full background with the most knowledge that explains the phenomenon (perceptions of understanding the different functions of transitive verbs and intransitive verbs and related problems amongst teachers), and then it will be circulated after the confirmation of results to lead the researcher to obtain the targeted results (Creswell, 2008). A survey (questionnaire) that is designed by the researcher will be utilized to assess the perception of teachers towards the different functions of transitive verbs and intransitive verbs and related problems. This survey will be utilized to collect the primary data for this study and test the study's questions.

The population of the study consists of all English language teachers and middle school students from the government (public) schools in Oman will represent the primary data of this study. The survey will be distributed to a sample of 100 English language teachers and middle school students from the government (public) schools in Oman.

Various statistical analytical approaches will be used in the context of questionnaire design and data analysis purposes. Finally, for the analysis of the gathered data and testing questions, various analytical approaches will be used, such as the t-test approach and person's correlation to measure the relation's existence and its strength. These analytical approaches will be implemented using the Statistical Package for Social Science SPSS – software.

4. Results

Table 1. Descriptive analysis of demographic variables

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	6	6.0	6.0	6.0
	25	8	8.0	8.0	14.0
	26	3	3.0	3.0	17.0
	27	6	6.0	6.0	23.0
	28	7	7.0	7.0	30.0
	29	1	1.0	1.0	31.0
	30	7	7.0	7.0	38.0
	31	4	4.0	4.0	42.0
	33	7	7.0	7.0	49.0
	34	2	2.0	2.0	51.0
	35	6	6.0	6.0	57.0
	36	3	3.0	3.0	60.0
	37	7	7.0	7.0	67.0
	39	9	9.0	9.0	76.0
	43	5	5.0	5.0	81.0
	46	5	5.0	5.0	86.0
47	3	3.0	3.0	89.0	
50	8	8.0	8.0	97.0	
52	3	3.0	3.0	100.0	
Total		100	100.0	100.0	

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	58	58.0	58.0	58.0
	Female	42	42.0	42.0	100.0
	Total	100	100.0	100.0	

Experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	19	19.0	19.0	19.0
	1-5	16	16.0	16.0	35.0
	6-10	35	35.0	35.0	70.0
	More than 10 years	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

Table 1 presents a descriptive study of the demographic factors in the sample, with particular attention to the distribution of teachers' ages and genders. The teachers in the sample range in age from 24 to 52. In terms of gender, 42% of the sample is made up of females and 58% of the sample is made up of men. The analysis also looks at the experience levels of teachers, with those with less than a year making up 19% of the sample, those with one to five years making up 16%, those with six to ten years making up 35%, and those with more than ten years making up 30% of the sample. This breakdown offers a thorough insight of the age, gender, and experience distribution of the sample.

Table 2. Understanding the problems students face in distinguishing between transitive and intransitive verbs

Item No.	Statements	Means	Standard deviations	Practices degree
Q1	There are many problems that students face in distinguishing between transitive and intransitive verbs	3.66	0.945	High
Q2	The problems students face in learning transitive and intransitive verbs in English as a second language depend on classroom settings and communication situations.	3.86	0.792	High
Q3	When the students confuse transitive and intransitive verbs, their sentences may be incomplete.	3.92	0.961	High
Q4	Understanding transitive and intransitive verbs in a sentence is not an easy task, but rather an important issue when learning English grammar.	3.63	0.930	High
Q5	The big problem that learners face is the lack of adequate knowledge of the grammatical categories of these types of transitive and intransitive verbs in English.	3.59	0.889	High
Q6	The issue of distinguishing between a transitive verb and a transitive verb is not considered particularly simple because there are no specific rules that can be followed to form a transitive verb or form a transitive verb.	3.65	0.925	High
Q7	Regarding the semantic use of transitive and intransitive verbs in the classroom, the majority of students can use transitive and intransitive verbs accurately.	3.73	1.043	High
Q8	The confusion between transitive and intransitive verbs results in the construction of incomplete sentences, which robs the sentence of its precise meaning and weakens interpersonal communication.	3.73	0.983	High
Q9	A large number of students can understand the appropriate meanings of transitive and	3.84	0.849	High

	intransitive verbs in communicative contexts. However, most errors can be seen in choosing primary semantic functions rather than secondary meanings in certain situations.			
Q10	It is more difficult to distinguish between the two categories of verbs and to recognize those that require an object as the number of pupils for whom English is not their first language increases.	3.81	0.913	High
Q11	One of the problems that students face in learning transitive and intransitive verbs in English as a second language is due to the teacher's lack of use of different educational methods in teaching the English language.	3.88	0.808	High
Q12	One of the problems that students face is the family's lack of cooperation in helping their children learn transitive and intransitive verbs in the English language due to the family's low educational level, or their weak awareness of the importance of the English language.	3.93	1.075	High
Q13	Lack of educational aid and resources for teaching transitive and intransitive verbs in the English language.	3.87	0.981	High
Q14	Lack of use by some teachers of appropriate strategies for teaching transitive and intransitive verbs in the English language	3.73	0.897	High
Q15	Students care more about academic achievement than linguistic development.	3.87	0.960	High
Q16	The lack of time that the teacher devotes to students tired of transitive and intransitive verbs Understanding in English.	3.85	0.936	High
Q17	Students avoid using modern technologies to understand transitive and intransitive verbs.	3.91	0.830	High
Q18	Students struggle to distinguish between transitive and intransitive verbs in the English language due to the similarity between these two types of verbs in meaning.	3.66	0.924	High
Q19	Lack of motivation among students for excellence and creativity in transitive and intransitive verbs Understanding in the English language.	3.88	0.808	High
Q20	Students struggle to distinguish between transitive and intransitive verbs in the English language due to the similarity between these two types of verbs in sound and spelling.	3.58	0.966	High
Q21	The limited ability of teachers to teach transitive and intransitive verbs due to their weak teaching abilities, and the low efficiency of the educational methods that teachers use in teaching is one of the most important problems in distinguishing between transitive and intransitive verbs in the English language.	3.99	1.010	High
Q22	There are students who make errors regarding temporal reference, confusing the inference of the present and the past with certain meanings of transitive and intransitive verbs in certain situations.	3.65	0.957	High
Q23	One of the problems in distinguishing between transitive and intransitive verbs in the English language is the poor level of students in distinguishing between them	3.73	0.839	High
	Overall	3.78	0.801	High

Through the use of SPSS, the descriptive statistics (means and standard deviation) of the responses and their ranks, which were obtained using a five-point Likert scale, were calculated. Means between (1 and 1.80) were regarded as very low, between (1.81 and 2.60) as low, between (2.61-3.40) as a medium, between (3.41-4.20) as high, and between (4.21-5.00) as very high.

The findings displayed in Table 2 shed light on the difficulty's students face in differentiating between transitive and intransitive verbs. The results show that instructors generally agree about the difficulties posed by this language feature. Important observations include the recognition of the various challenge's students encounter when attempting to distinguish between these verb kinds, with the challenges frequently arising from classroom dynamics and communication circumstances. Moreover, the implications of mistaking transitive for intransitive verbs are emphasized, especially when incomplete sentences are formed, which can impair accurate meaning and impede successful interpersonal communication.

The findings highlight the significance of understanding transitive and intransitive verbs when studying English grammar and highlight the lack of particular rules governing their construction. Despite difficulties, most students employ these verbs correctly in communicative contexts; however, in some circumstances, mistakes likely to occur when primary semantic functions are chosen over subsidiary meanings. Notably, it gets harder to discern between these verb groups as the number of non-native English speakers rises.

Several variables are cited as contributing to the difficulties that kids encounter, such as instructors' poor use of instructional strategies, the absence of family support, a lack of educational resources, and restricted teacher effectiveness. The learning challenges are further compounded by student motivation, resistance to using contemporary technologies, and phonetic and spelling similarities between intransitive and transitive verbs.

In addition, students struggle with general skill levels in differentiating between these verb categories as well as temporal reference errors. The findings demonstrate the complex nature of the difficulties in learning transitive and intransitive verbs in the English language, pointing to the necessity of all-encompassing teaching methods and improved support systems to successfully handle these complications.

The study's conclusions are consistent with other research, supporting the serious implications of learner errors in the definition of transitive and intransitive verbs (Gu, 2018). Furthermore, the study supports the idea that learners' capacity to create grammatically correct sentences is hampered by misconceptions and a lack of understanding regarding the rules governing these verb types, which can result in errors in their employment and formulation (Khanna & Shluinsky, 2019; Complexivo, 2018). Additionally, the study emphasizes the difficulties teachers encounter, especially when it comes to helping EFL students distinguish between transitive and intransitive verbs (Complexivo, 2018).

Overall, the results highlight how crucial it is to address these issues in language learning in order to improve learners' communication and grammar competency (Fiktorius, 2013).

Table 3. Identify the solutions and proposals through which it is possible to improve students' performance and enhance their knowledge to distinguish between transitive and intransitive verbs

Item No.	Statements	Means	Standard deviations	Practices degree
Q1	Applying modern methods of teaching understanding of transitive and intransitive verbs in the English language helps to increase their level of knowledge to distinguish between these verbs.	3.82	0.809	High
Q2	Enabling students to understand the distinct functions of transitive and intransitive verbs, and the student's ability to distinguish between these two verbs enables him to avoid mistakes and thus increase their academic performance.	3.83	0.842	High
Q3	Teachers' use of appropriate strategies to teach transitive and intransitive verbs in the English language increases students' performance and academic achievement.	3.80	0.921	High
Q4	The use of modern technologies enhances students' knowledge of distinguishing between transitive and intransitive verbs.	3.80	0.921	High
Q5	The students' motivation to excel and be creative in understanding transitive and intransitive verbs in the English language helps improve their performance and academic achievement.	3.80	0.899	High
Q6	To increase the level of students' knowledge of transitive and intransitive verbs, it is recommended to distinguish between primary and secondary meanings among the set of semantic uses of verbs.	3.72	1.092	High
Q7	Allocate time for weaker students to improve their understanding of transitive and intransitive verbs	3.86	1.045	High
Q8	The teacher should always be prepared not only with knowledge about verb conjugations but also regarding the different methodologies that need to be applied in the classroom so that transitive and intransitive verbs are taught accurately.	3.73	0.815	High
Q9	Teachers provide demonstrations of games and audio-visual materials that reinforce the teaching of transitive and intransitive verbs in the classroom.	3.93	0.832	High
Q10	The teacher performs various activities with the help of technology to save time and arouse interest of students.	4.00	0.853	High
Q11	The grammatical properties of transitive and intransitive verbs must be taught and learned consciously.	4.00	0.841	High
Q12	Teachers and learners should use some activities such as discovery learning in order to complete the learning process of transitive and intransitive verbs	3.92	1.012	High
Q13	A straightforward explanation of the distinction between transitive and intransitive verbs can help pupils to develop a basic understanding of the distinction between the two verbs.	3.94	1.118	High
Q14	Designing and proposing a model for teaching transitive and intransitive verbs that can be integrated into English curricula to help increase understanding of these verbs.	3.97	0.915	High
Q15	Distinguishing between transitive and intransitive verb functions could help students avoid grammatical errors and forming incomplete, unclear sentences or sentences with missing meanings	3.99	0.835	High
	Overall	3.87	0.764	High

It is evident from the mean scores of the solutions that certain methods work better than others in aiding students in differentiating between transitive and intransitive verbs. With a mean score of 4.00, the highest-ranked solutions have an emphasis on deliberate and practical learning strategies. The most effective teaching strategies involve using technology to save time and engage students in a variety of activities, as well as intentionally teaching and understanding the grammatical characteristics of transitive and intransitive verbs. These methods guarantee that pupils have a thorough comprehension of the grammar rules while also actively engaging them.

Closely trailing are approaches that use interactive techniques to enhance learning and offer simple explanations. For example, providing students with concise explanations of the differences between transitive and intransitive verbs (mean score 3.94) can aid in the development of a foundational understanding. Similar to this, educators can increase student engagement and effectiveness by showcasing games and audio-visual resources in the classroom (mean score 3.93). Furthermore, a teaching approach that is both designed and suggested to be incorporated into English curriculum (mean score 3.97), guarantees consistency in instruction and strengthens comprehension. Another high-priority option is to distinguish between verb functions in order to prevent grammatical mistakes and incomplete sentences (mean score 3.99).

Solutions with somewhat high mean scores (around 3.92) highlight the value of inquiry-based learning and other activities that pique students' curiosity and encourage active engagement in the learning process. Engaging in such activities can greatly improve the comprehension of verb differences. The remedies that were scored marginally lower but still very helpful (mean scores between 3.83 and 3.86) include giving weaker students more time to comprehend the language and helping them recognize the various uses of these verbs so they may perform better academically and prevent errors.

Finally, solutions with mean scores ranging from 3.72 to 3.82 emphasize contemporary teaching techniques and approaches. Putting these strategies to use and utilizing contemporary technology can help kids learn more, but encouraging them to work hard and think creatively about how to grasp these verbs will help them perform better and achieve academic success. Along with identifying primary and secondary meanings within the collection of semantic uses of verbs, it is also critical to prepare teachers with knowledge about verb conjugations and techniques (mean score 3.73) (mean score 3.72).

The best ways to assist students distinguish between transitive and intransitive verbs are to prioritize solutions that combine conscious, practical learning strategies with clear, concise explanations. Even though each of the suggested solutions aids in the learning process, concentrating first on the tactics with the highest ratings will probably produce the ideal outcomes.

The information presented in Table 2 clarifies the many approaches and suggestions made by educators to raise student performance and increase their understanding of the differences between transitive and intransitive verbs. The recommendations received a high degree of agreement from the respondents, suggesting that they all agreed on how effective these tactics were. First, using contemporary teaching strategies designed to help students comprehend transitive and intransitive verbs in the English language stands out as an essential strategy. These kinds of instruction are thought to improve students' understanding and ability to differentiate between these verb forms. Furthermore, by highlighting the differences between transitive and intransitive verb functions, students can prevent mistakes and improve their academic performance. It is determined that one of the most important factors in improving students' performance and academic achievement in this area of grammar is teachers' use of proper teaching tactics. Furthermore, it is believed that incorporating contemporary technologies into instructional strategies will improve students' comprehension of transitive and intransitive verbs, in line with current educational trends.

Two important elements that are linked to better performance and academic achievement include encouraging students to strive for excellence and providing them with a creative grasp of transitive and intransitive verbs. Moreover, suggestions include setting aside time specifically for less proficient pupils to improve their comprehension and giving educators thorough training on verb conjugations and efficient teaching strategies. It is recommended to use technology to expedite teaching procedures and pique students' interest in addition to including interactive exercises, videos, and demonstrations in classroom training. The grammatical characteristics of transitive and intransitive verbs are deliberately taught and learned, and comprehension is reinforced via the use of activities like discovery learning. To aid comprehension, brief explanations of the differences between transitive and intransitive verbs are provided, and a coherent teaching approach that is incorporated into English curricula is proposed. In the end, it's thought that understanding the differences between these verb forms' purposes is crucial to assisting pupils in avoiding grammatical mistakes and creating sentences that make sense.

Numerous studies have emphasized the value of efficient teaching techniques in helping students understand grammar, particularly transitive and intransitive verbs (Rozakis, 2003; Leech, 2006; De Wit & Brisard, 2014; Rossi, 2017; Tsvetkova, 2010; Agbesi, 2016). Students' language proficiency is greatly impacted by how teachers teach grammar, underscoring the necessity for educators to have a thorough awareness of appropriate teaching methods that are adapted to the proficiency levels of their students. In language learning environments, identifying the most effective teaching tactics is crucial to improving students' knowledge and competencies.

5. Conclusion and Recommendation

Finally, the purpose of this study was to investigate, from the viewpoint of the teachers, the various roles that transitive and intransitive verbs play as well as the difficulties that accompany them. A researcher-designed questionnaire was used in a quantitative descriptive manner to gather important data on instructors' perceptions of these linguistic components. The results showed that pupils have a great deal of trouble telling the difference between transitive and intransitive verbs. This can cause several problems, including unfinished sentences, grammatical errors, and a barrier to clear communication. The study also emphasized how critical it is to comprehend these verb forms to improve communication and language competency.

The study's conclusions allow for the formulation of various recommendations aimed at resolving the noted issues and enhancing students' comprehension of transitive and intransitive verbs:

- a) It is recommended that educators use modern teaching strategies that are intended to assist students in understanding the distinctions between transitive and intransitive verbs. To engage pupils and promote comprehension, this involves implementing interactive exercises, films, demonstrations, and other cutting-edge methods.
- b) Students' understanding of transitive and intransitive verb comprehension can be improved by using contemporary technologies into teaching methodologies. To create a dynamic learning environment that meets the interests and learning styles of their students, teachers should make use of digital tools and resources.
- c) Positive learning environments can be created by pushing students to achieve excellence in grammar and giving them a creative grasp of transitive and intransitive verbs. Instructors ought to encourage their pupils to actively engage in grammatical exercises and give them chances to practice and apply what they have learned.
- d) Teachers should set aside specific time and resources to assist students who are less adept in grammar, acknowledging that certain children may struggle more than others to master grammar ideas. This can entail more practice problems, individualized tutoring, and training that is differentiated based on each student's needs.

- e) Teachers should be well-versed in verb conjugations, successful teaching techniques, and ways to help students comprehend transitive and intransitive verbs. The main goal of professional development programs should be to give teachers the information and abilities they need to successfully handle grammatical difficulties that arise from their students.

Educators and legislators must work together to create comprehensive solutions targeted at enhancing students' language and grammar competency in order to put these ideas into practice. Teachers can enable students to acquire strong grammar abilities and communicate effectively in English by addressing the obstacles that have been identified and utilizing efficient teaching approaches.

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Appendix

Questionnaire about

Understanding the different functions of transitive verbs and intransitive verbs and related problems from the teachers' point of view

The process of acquiring grammar requires distinguishing between parts of the sentence, including the verb and the subject, as well as the ability to form the verb and distinguish the best verb forms. Students have problems distinguishing between transitive and intransitive verbs in English. These problems are related to a number of factors. The presence of problems that limit students' ability to distinguish between intransitive and transitive verbs increases the number of grammatical errors that they can commit, and thus reduces their level of English and their ability to acquire it language appropriately. Because you are considered a teacher in one of the schools, we want to use you to answer all paragraphs of this questionnaire carefully and objectively and express your opinion, and there is no need to write your name or address. Please kindly return it to the researcher as soon as possible. The information in this questionnaire will be treated with strict confidentiality and it will be used for scientific research purposes only and will depend on the accuracy of the study results.

Thanks in advance for your precious time and cooperation in this research

Best Regards,

Section A: General Information

Kindly chose the answer that suits you from the followings:

- 1. Name (optional):
- 2. Age:
- 3. Gender: Male Female
- 4. 6. Experience: less than 1 1-5 6-10 more than 10 years

Section B: Questionnaire axes

Understanding the problems that students face in distinguishing between transitive and intransitive verbs in the English language and the solutions through which students' performance can be improved and their knowledge of distinguishing between transitive and intransitive verbs can be enhanced.

The following are several statements to understand the problems do students face in distinguishing between transitive and intransitive verbs in English language and solutions and proposals through which it is possible to improve students' performance and enhance their knowledge to distinguish between transitive and intransitive verbs from the teachers' point of view. Please put a tick mark (√) beside the answer that represent your point of view.

1. Understanding the problems do students face in distinguishing between transitive and intransitive verbs in English language

Understanding the problems do students face in distinguishing between transitive and intransitive verbs						
No.	Areas of measure	Strongly agree	agree	Neutral	disagree	Strongly disagree
1	There are many problems that students face in distinguishing between transitive and intransitive verbs					
2	The problems students face in learning transitive and intransitive verbs in English as a second language depend on classroom settings and communication situations.					
3	When the students confuse transitive and intransitive verbs, their sentences may be incomplete.					
4	Understanding transitive and intransitive verbs in a sentence is not an easy task, but rather an important issue when learning English grammar.					
5	The big problem that learners face is the lack of adequate knowledge of the grammatical categories of these types of transitive and intransitive verbs in English.					
6	The issue of distinguishing between a transitive verb and a transitive verb is not considered particularly simple because there are no specific rules that can be followed to form a transitive verb or form a transitive verb.					
7	Regarding the semantic use of transitive and intransitive verbs in the classroom, the majority of students can use transitive and intransitive verbs accurately.					
8	The confusion between transitive and intransitive verbs results in the construction of incomplete sentences, which robs the sentence of its precise meaning and weakens interpersonal communication.					
9	A large number of students can understand the appropriate meanings of transitive and intransitive verbs in communicative contexts. However,					

	most errors can be seen in choosing primary semantic functions rather than secondary meanings in certain situations.					
10	It is more difficult to distinguish between the two categories of verbs and to recognize those that require an object as the number of pupils for whom English is not their first language increases.					
11	One of the problems that students face in learning transitive and intransitive verbs in English as a second language is due to the teacher's lack of use of different educational methods in teaching the English language.					
12	One of the problems that students face is the family's lack of cooperation in helping their children learn transitive and intransitive verbs in the English language due to the family's low educational level, or their weak awareness of the importance of the English language.					
13	Lack of educational aid and resources for teaching transitive and intransitive verbs in the English language.					
14	Lack of use by some teachers of appropriate strategies for teaching transitive and intransitive verbs in the English language					
15	Students care more about academic achievement than linguistic development.					
16	The lack of time that the teacher devotes to students tired of transitive and intransitive verbs Understanding in English.					
17	Students avoid using modern technologies to understand transitive and intransitive verbs.					
18	Students struggle to distinguish between transitive and intransitive verbs in the English language due to the similarity between these two types of verbs in meaning.					
19	Lack of motivation among students for excellence and creativity in transitive and intransitive verbs Understanding in the English language.					
20	Students struggle to distinguish between transitive and intransitive verbs in the English language due to the similarity between these two types of verbs in sound and spelling.					
21	The limited ability of teachers to teach transitive and intransitive verbs due to their weak teaching abilities, and the low efficiency of the educational methods that teachers use in teaching is one of the most important problems in distinguishing between transitive and intransitive verbs in the English language.					
22	There are students who make errors regarding temporal reference, confusing the inference of the present and the past with certain meanings of transitive and intransitive verbs in certain situations.					
23	One of the problems in distinguishing between transitive and intransitive verbs in the English language is the poor level of students in distinguishing between them					

2. Identify the solutions and proposals through which it is possible to improve students' performance and enhance their knowledge to distinguish between transitive and intransitive verbs from the teachers' point of view.

Identify the solutions and proposals through which it is possible to improve students' performance and enhance their knowledge to distinguish between transitive and intransitive verbs

No.	Areas of measure	Strongly agree	agree	Neutral	disagree	Strongly disagree
1	Applying modern methods of teaching understanding of transitive and intransitive verbs in the English language helps to increase their level of knowledge to distinguish between these verbs.					
2	Enabling students to understand the distinct functions of transitive and intransitive verbs, and the student's ability to distinguish between these two verbs enables him to avoid mistakes and thus increase their academic performance.					
3	Teachers' use of appropriate strategies to teach transitive and intransitive verbs in the English language increases students' performance and academic achievement.					
4	The use of modern technologies enhances students' knowledge of distinguishing between transitive and intransitive verbs.					
5	The students' motivation to excel and be creative in understanding transitive and intransitive verbs in the English language helps improve their performance and academic achievement.					
6	To increase the level of students' knowledge of transitive and					

	intransitive verbs, it is recommended to distinguish between primary and secondary meanings among the set of semantic uses of verbs.					
7	Allocate time for weaker students to improve their understanding of transitive and intransitive verbs					
8	The teacher should always be prepared not only with knowledge about verb conjugations but also regarding the different methodologies that need to be applied in the classroom so that transitive and intransitive verbs are taught accurately.					
9	Teachers provide demonstrations of games and audio-visual materials that reinforce the teaching of transitive and intransitive verbs in the classroom.					
10	The teacher performs various activities with the help of technology to save time and arouse interest of students.					
11	The grammatical properties of transitive and intransitive verbs must be taught and learned consciously.					
12	Teachers and learners should use some activities such as discovery learning in order to complete the learning process of transitive and intransitive verbs					
13	A straightforward explanation of the distinction between transitive and intransitive verbs can help pupils to develop a basic understanding of the distinction between the two verbs.					
14	Designing and proposing a model for teaching transitive and intransitive verbs that can be integrated into English curricula to help increase understanding of these verbs.					
15	Distinguishing between transitive and intransitive verb functions could help students avoid grammatical errors and forming incomplete, unclear sentences or sentences with missing meanings					

Thanks for your cooperation!