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Investigating the Grammatical Errors in EFL Students Writing Process

The Case of Third-year LMD Students in English

Department at Abbes Laghrou University-Khenchela.

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
Master in Language and Culture**

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Dedication 1

I dedicate this work to:

To the one who always believed in me, and supported me so that I could always remain strong and ambitious in every breath, to my dear father Kamel

To the one who was patient with me through difficulties and harm until patience almost ran out, to my beloved mother Leila.

To my only brother and soulmate Achraf.

To my best friend, my princess Amira.

To the one who never gets tired of my questions Afraa.

To my fiancé Ali who never stopped encouraging me.

To my all family members: especially my cousins.

To my very special friend, my best cheerleader, and partner research Hind Amel.

To all my friends and classmates and even those who I met once and shared few moments.

Miss.Chaima Rahmani

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This work is dedicated to

My parents Laid and Saliha for their encouragement, prayers, kindness,

Emotional and financial support. Thank you very much.

To my sister Aya and my brothers Ayoub and Mohamed for giving me

Endless love

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Abstract

Considering the importance of grammatical knowledge in the writing process which needs to be mastered in the EFL classroom, this research attempts to investigate the grammatical errors in Students' writing production for third year LMD students, in English department at Abbas Laghror University- Khenchela. The selected sample in this research is a group of third year English students chosen randomly, to carry out the research we opted for the quantitative descriptive method .In order to collect necessary data, we relied on two research tools: an online questionnaire as a tool of gathering data in addition to a diagnostic test .The questionnaire was addressed to 49 third year students. In addition, 20 paragraphs of third year students were analyzed to find out the most frequent errors in their writing. Based on the results obtained from the two research instruments, namely the questionnaire and diagnostic test, it was found that students' most frequent grammatical errors are tenses, prepositions, capitalization, subject-verb, word order, articles, and punctuations. Moreover, the findings of this research showed the lack of grammar awareness and low level of proficiency are the main causes behind students' grammatical errors. Furthermore, there are other less influential causes to students' grammatical errors such as lack of reading and writing, poor teaching skills and finally intralingual transfer.

Keywords: English, EFL, grammar, writing, errors

.List of Abbreviations

EFL: English as a Foreign Language

LMD: License, Master, Doctorate

Q: Question

N: Number

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General Introduction

1. Introduction

The ability to write appropriately and effectively is something that eludes many of us, in our mother tongues or any other languages we may wish to learn. Among the four language skills of English, writing is considered the most complex Skill for foreign language learners to acquire because of its complexity in grammatical structure, vocabulary, spelling and pronunciation. As well, there is no one-to-one relationship between the spelling and pronunciation system, Widdowson (2001: 62) rightly says, “Writing is the use of the visual medium to manifest the graphical and grammatical system of the language.” Grammar errors rarely occur in native speakers’ writing (Kraichoke, 2017). The major problem in students’ writing is grammar. Grammar errors occur in the writing of almost all non-native students (Abdul Kareem, 2013). But very commonly in the work of less proficient ESL students, whose mother-tongue “interferes” with the production of correct English. Native language clearly affects learning the target language, especially at the beginning stages of acquiring it, while students rely on the grammar of their native languages to overcome any difficulties. However, this method does not always work because taking as an example English and Arabic have huge differences in grammar, as is the case with all languages that can interfere in second language acquisition.

2. Background of the Study

Each language has its own grammatical rules, which are shared by individuals who communicate in the same language. However, they can communicate effectively since they know the grammatical systems, which convey that language. Some students may be effective English speakers, but they need to become rather effective writers as well. They are in need to learn how they transform their oral background of grammatical concepts to written language. In the early 1960s, research conducted by Braddock and others showed that grammar instruction that is separate from writing instruction does not improve students’ writing

Competence. That is to say, teachers should include the grammatical rules within the writing tasks and make students apply those rules when they write. Besides, Shaughnessy (1977) advocates four important grammatical concepts which are: 1) sentence, 2) inflection, 3) tense, and 4) agreement. She recommends that instructors encourage students to examine grammatical errors in their writing. She also cautions teachers not to overemphasize grammatical terminology to determine students' ability to understand and apply these concepts and publish a final correct written composition. Grammatically correct texts include basic components such as grammar, spelling, and punctuation are easier to read, get published, and sell to readers, and vice versa a firm understanding of grammar also makes the writing process easier.

3. Statement of the problem

English language based on grammatical rules, most of the Algerian EFL learners make errors. Those grammatical errors have been a main obsession for learners and they still find difficulties in mastering the aspects of writing to produce an adequate piece of writing. For that reason, so many studies have been conducted regarding this subject as an attempt by researchers to analyze the different grammatical errors in students' writing.

The current study attempts to investigate the grammatical errors in students' writing production. Furthermore, the researchers of this study wish to examine the causes of those errors and provide some solutions for a good writing production.

4. Research questions

The current study was guided by the following questions:

1. What are the most common grammatical errors committed by EFL students?
2. What are the main causes behind the grammatical errors that are made by students?
3. What are the possible strategies to minimize the grammatical errors?

5. Research hypotheses

From the last questions researchers extract the following hypotheses:

1. There are different grammatical errors that students' face during writing.
2. There are different causes behind the grammatical errors that students make during the writing process.
3. There are suggested strategies to minimize the grammatical errors.

6. Objectives of the study

One of the most challenging things that encounter learners in writing is grammar. The current study aims:

1. To Identify and explore the grammatical errors made by students' writing production.
2. To Find out the source and causes behind grammatical errors in students' writing production.

7. Significance of the study

The current study is significant, because learning is a process in which errors exist and must be corrected; it focuses mainly on the effect of grammar errors on students' writing performance. The presented study is important for both teachers and students. For students, this study can be a helpful tool in order to uncover strategies for strengthening their grammar, and for teachers to be more aware about teaching grammatical structures correctly.

8. Methodology

8.1. Design

In order to explore the subject under the investigation and to test the previous hypothesis. Researchers have opted for a quantitative descriptive method, which is a method that attempts to collect quantifiable information for statistical analysis, it allows the researcher to collect and describe the demographic segment's nature. The researchers use this method because it

will be a better fit to attain the objectives of this study and it allows the researchers to experience problem solving and to model it by testing students themselves.

8.2. Population, sampling and setting

The sample of the study is represented by third year LMD students, in the department of English at Abbes Laghror University - Khenchela. This stage is chosen because they already have a background and they major in the language and they are able to write since they studied English language from secondary school.

8.3. Research tool

To attain the objectives, this study shall rely on two main tools. a diagnostic test and a questionnaire.

Firstly, a diagnostic test is a test that helps the researchers to identify the problems that the participants have the language; two suggested topics will be proposed for the sample, which is a group of third year English students selected randomly, they are required to develop one of the topics into a small paragraph to find out their grammatical errors .Secondly, questionnaire is a research instrument consisting of a series of a questions for the purpose of gathering information from respondents. In this case a questionnaire is necessary for the same sample to explore the sources and the causes of those grammatical errors.

9. Structure of the study

The current study consists of two main parts; the theoretical part and the practical part. On the one hand, the theoretical part which constitutes the literature review of the study including one chapter.

The first chapter is devoted to three sections. The first section is about the writing process that clarifies the definition of writing, its Nature, elements, function, teaching writing success, the Importance of writing in language teaching, Students' writing difficulties and grammar and effective writing. However, the second section is concerned with the definition of

grammar, Grammar Difficulties its importance in language teaching and the grammatical errors in writing.

The third section is about errors analysis. It consists of elements such as- the definition of error, its types, and its sources and significance.

On the other hand, the second part of the dissertation, which is the practical part, is devoted to the analysis of the students' written work and questionnaire and some strategies to be more aware about grammar structures.

Chapter One

Theoretical Perspectives on Writing Process, Grammar and Errors Analysis

SECTION ONE

WRITING PROCESS

Chapter One: Theoretical Perspectives on Writing process, Grammar, and Error

Section one: Writing process

1. Writing

One of the four skills of language that needs to be paid attention to and to become good at is writing, as stated above. Writing has been an essential part of language as it is also considered a means of communication. as is mentioned by Hismanoglu (2005) that it is an essential helping aspect for learners to learn a second language. Moreover, many components play a role in forming a well-written piece, especially in the academic setting. The product should be concise and coherent, with a good organization of ideas being put forward so that it is clear what is being conveyed by writers.

1.1. Definition of writing

‘Writing is the ability to express one’s idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement’ Celce-Murcia (2001: 94). It means that writing plays an important role in language learning. It takes a long time to master since it takes study and practice to develop this skill and to do so the one should arrange his idea into meaningful text to be understood and read clearly.

in fact, writing defined as the act of forming graphic symbols, In this sense, Yule (2010) said that it is “the symbolic representation of language through the use of graphic signs” (p. 212).in common, Byrne (1988) who claims that writing is the act of forming graphic symbols and making marks on flat surface. In this respect, writing goes beyond the representation and arrangement of graphic symbols in a particular order and linked together in a certain way to build a systematic construction of language.

Besides being a means of symbols and graphs. Other researchers regarded writing as a device of correspondence by which we share information and pass on messages. This is supported by Gelb (1963) who states that it is " method of communicating thoughts and turned into a device

of discourse, a vehicle through which accurate types of discourse could be recorded in lasting form." All In all, composing is a gadget for communicating etymology components (words, phrases, sentences) through visual structures utilizing images and signs.

1.2. The Nature of Writing

Following central linguists such as Hermann Paul, Ferdinand de Saussure, Leonard Bloomfield. Speech was recognized as the only valuable subject of linguistics and writing was neglected. In fact, eventually, the investigation of various facets of writing has become gradually more accepted. American structuralism or even functionalist enterprises such as usage-based approaches have seriously compelled themselves to include writing in their theories, giving the impression that writing is interpreted as a surplus that need not be included in theories of language. According to Brooks and Grundy (2001:01), "The study of language in the twentieth century has continued to focus on spoken language, with many linguists, from de Saussure to Chomsky, neglecting the written mode in favor of the spoken for what seemed like good reasons at the time. This, however, led to writing being a neglected field of language teaching for a long time "...

1.3. Elements of writing

Unlike the other fundamental skills, writing is considered as a complex intellectual interaction that expects students to have fundamental mindfulness and a great deal of lexical and grammatical information to deliver a decent piece of writing. According to Starkey (2004), a successful piece of writing should be well-organized, coherent, with an accurate language and an appropriate choice of words. Thus, to produce a good piece of writing, writers have to consider various elements of the writing skill.

1.3.1.The content: constitutes the various ideas expressed by the writer, and focuses mainly on the clarity and the relevance to the topic and purpose to transmit messages and the writer should avoid repetitions and unnecessary details.

1.3.2. The Purpose: refers to writers' reasons behind writing, and what he wants to accomplish and convey to the audience. The purpose for Taylor (2010) is the driving force behind the work, it determines the topic and how ideas are arranged to affect the readers

1.3.3. Grammar: grammar is a convention to improve communication. Writers need to master the grammatical rules of the language, in order to convey larger meaning. Wilcox (2004) defines grammar as a system of rules which allows the users of the language to create meaning by building both meaningful words and larger construction of sentences.

1.3.4. Organization: the purpose of the writing is to make sense, and help to communicate meaningful sentences or texts clearly. To that end, the writing should be organized as presenting, linking, and coordinating ideas. Starkey (2004) claims that Organization allows for input and direction during the writing process, as well as the ability to see how many developing concepts fit into a framework and simply sketches out the piece of writing.

1.3.5. Audience: the term audience refers to the readers; good writers keep their audience in mind before they start writing. Newkirk and Kittle (2013), reflecting on the legacy of Donald Graves, note that a successful writing classroom is one where students feel a sense of: audience Agency and purpose.

Without a doubt, the writer would understand the basic elements of fiction. Furthermore, the messages must be accurately delivered to the reader.

1.4. Functions of Writing

Writing has historically been classified as exposing, describing, narrating, and arguing; this classification is necessary for teaching purposes, although it may be defined on different grounds. Gannon (1985), for example, separated writing into roles such as documentation, educational, narrative, descriptive, and analytical when concerned with teaching writing to native speakers (elementary and secondary levels). Nonetheless, (Ibid) acknowledged that

other methods of classifying writing tasks, such as subject-oriented divisions, are possible. Britton (1975) suggests three additional types aligned with writing functions: expressive, transactional, and poetic. He linked those functions to what the writer wants to do for the piece of writing and how it affects the reader. This can be seen as follows:



Figure 1 function of writing language (Britton. the development of writing abilities (11-18) (London: Macmillan Education, 1975 p74-87)

The expressive stage refers to the writer's personal ideas he wants to express. These may either be transactional or poetic in nature. The first definition involves writing for a specific purpose, with the written form serving as a medium to that end; while in the literary type, the essential purpose is the writing itself.

According to Harmer (Ibid:32), the place of writing in the FL classroom is because he believes it can lead to learning because it reinforces language use, which means writing gives learners time and opportunity to think about language rules, and because they receive precise feedback. The majority of current writing modalities are concerned with the writing process. (Flower & Hayes, 1980, 1983; Hayes, 1996) on the development of writing proficiency (Bereiter & Scardamalia, 1987) more than on the characteristics of the cognitive and linguistic resources needed for writing. Process models do, however, acknowledge that writers need to have certain resources available. Flower & Hayes (1981:84) distinguish three levels in their description of the writing process: "A resource level, a process level, and a control level. The resource level consists of linguistic and general knowledge that is called upon by the processes at the process level, such as translating and revising. The control level includes a task schema consisting of the goal and a set of production that govern the interactions among

the processes. At the control level, other kinds of knowledge resources might be called upon, such as knowledge of writing strategies".

2. Teaching Writing Success

According to Hyland (2002: 78), "(...) fundamentally, writing is learned rather than taught, and the teacher's best methods are flexibility and support, which means responding to the specific instructional context, particularly the students' age, first language, and experience, their writing purposes, and their target writing communities, and providing extensive encouragement in the form of meaningful contexts, peer involvement, prior texts, useful feedback and guidance in the writing process."

The process of approach to teaching writing has four basic stages: planning, drafting, and editing final drafts.

According to Harmer (2004) these stages might be represented in the following way:

Planning —————> drafting —————> editing —————> final draft

Figure 2 The linear model of the writing process (Harmer 2004, p5)

2.1 Planning: Richards (2002:315) asserts that experienced writers plan what they are going to write. They try to determine what they are going to say before beginning to write or type. For certain artists, this may include taking detailed notes, while for others, a few pasted words may serve. Others may not take any preliminary notes at all because they do all of their planning in their heads. They will, however, have planned, just as the writer of the shopping list has thought-at some level of consciousness-about what food is required before writing it on the piece of paper.

2.2. Drafting: draft is the first edition of a piece of writing. This first 'go' at a text is always performed with the expectation that it will be amended later. A number of drafts may be produced on the way to the final version as the writing process progresses into editing. Mr. Richards (2002:317)

2.3. Editing (Reflecting and Revising): Flower and Hayes' (1980:18) first paradigm contained two different reviewing processes: "We distinguish between two types of behavior: reviewing and editing. On the one hand, editing is activated automatically and can occur in short bursts that disrupt other processes. Reviewing, on the other hand, is not a spur-of-the-moment task, but rather one in which the writer commits to a period of time dedicated to rigorous review and refinement of the text. It usually happens after the writer has completed a translation process, rather than as an interruption to the process "...

2.4. Final Version: Writers deliver their final version after editing their draft and making the modifications they believe are appropriate. Because of changes made during the editing process, this can vary significantly from both the initial proposal and the first draft. However, the author is now prepared to deliver the published text to its intended audience.

3. Importance of Writing in Language Teaching

According to Kellogg (2008-cited in Muhammad. J, 2013) who contends that writing is an important component of a student's academic achievement because it helps to improve grammatical structure, increase vocabulary, and aid other language skills such as reading, listening, and speaking .Writing's importance stems from the fact that it is a form of communication that is extremely important in today's society. To boot, writing is a highly adaptable instrument that can be used to achieve a wide range of objectives which can enhance students' skills during the learning process by allowing them to efficiently communicate their ideas using the right words and formats.

Besides that, Writing according to Saville-Troike (2006), makes learners pay attention to gaps in their skills when they are forced to encode concepts in second language formats, which can direct them to pay further attention to relevant details. He went on to say that writing would help to improve the process of second language learning by "allowing others to speak on issues and provide corrective feedback" (p. 146). Furthermore, Saville-Troike argued that

second language writing can help learners write informal letters and emails if they communicate with native speakers outside of an immediate interactional context; daily life in some highly literate societies.

Other experimenters, on the other hand, saw writing as an intellectual process. Krashen (1993) stated in this vein that “actual writing can help us solve problems and make us smarter” (p.27). Similarly, Harmer (2007) agreed that writing allows students to achieve more thinking time than they do while they are engaging in other activities. All in all, Writing is a device for language practice; it allows students to work in the language they have been learning. On the other hand, the latter helps students develop their writing skills. That is, the main goal of these exercises is for students to be excellent at learning, regardless of the form of writing. When learners are engaged in writing, their cognitive and mental abilities are involved in developing a final product.

4. Students’ writing difficulties

A big question that all of us ask at one point or another is: "what can I do to write?"and "why writing is difficult?"

Writing is a complex task in which variables must be developed to form a structured quality piece of writing. Alfaki (2015) argues about the linguistics difficulties that obstruct student's effective writing, which may include problems in grammar mechanical issues and sentence structure problems. Moreover, Raimes (1983) declares that, in EFL classrooms, when students complain about how difficult it is to write, they are not just talking about the linguistics problems Due to syntax, sentence form, and vocabulary issues, students have difficulty communicating and sharing their thoughts while using the target language.

In this context, Byrne (1988) identifies three reasons that make writing troublesome for both native and second language people. First, Linguistic issues which includes grammar, word use, sentence form, and coherent devices issues. Second, Cognitive issues, refers to

capitalization, pronunciation, punctuation, content, and organization. Third, Psychological issues ensure that the authors write without the possibility of interaction or the benefit of feedback as people do in speech.

5. Grammar and Effective Writing

Grammar and writing ability are complimentary as well as circular. On the one hand, consistent application of the writing ability leads to good mastering of grammar codes. As an example, Harmer (2004) agreed that writing is a "backup" for grammar instruction. That is to add, grammar rules can be learned by writing practice. Furthermore, writing plays an important part in the classroom because it offers a product that can be evaluated immediately, allowing teachers and students to provide feedback.

Greenbaum (1996) stated that learning about grammatical structures, word order, and objects for connecting sentences and paragraphs could help to enhance writing style. Importantly, this form of information can assist learners during the editing stages by improving the layout of previous drafts and correcting grammatical errors. Grammar positively influences the learner's writing style; it helps them to recognize their errors and correct them immediately on their own. Significantly, grammar can function as a factor to communicate written language meaningfully. Beverly (2008) stated in this account that "because writing is a complex process, teachers should concentrate on the grammatical structures that are important for the simple communication of meaning, since this is a difficult task for many students" (p. 2).

SECTION TWO

GRAMMAR

Grammar

Grammar is essential for teaching a foreign language. Learners find it easy to learn about other parts of the language once they have a clear understanding of grammar. As a result, a thorough comprehension of grammar principles is essential since it is regarded as the foundation of the language.

1. Definition of grammar

All languages have their own grammar. People who speak the same language are able to communicate because they know the grammar system of that language. Because the use of the language to communicate presupposes a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar.

According to Bates grammar in the subfield of linguistics is the study of how meaning is expressed through the combination of individual words and other sounds. Equally, Ur (1980) stated that grammar is “the way a language manipulates and combines words or bits of words in order to form longer units of meaning” (p. 4). Thus, grammar is defined as the combination of words to express meaning. Additionally, Thornbury (1999) suggested that grammar describes rules that form sentences with regard to meaning that these forms convey. In this regard, grammar includes phonology, morphology, and syntax to express meaning in a given language. Expressed differently, Chomsky (1972) viewed grammar of a natural language as a systematic description of linguistic abilities of its native speakers. These linguistic abilities would enable any native speaker to speak and understand his/her language fluently. In other words, a native speaker of a natural language is able to tell whether a given sentence in his/her native language is well formed or not, has a structure or not.

Grammar is the most important aspect in writing. In order to make a well structured writing, one should master grammar. It consists of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of

speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rules is extremely difficult. Swan (in Harmer, 2002: 15) states that good rule include 'simplicity' (it may cause problems), 'truth' (because clearly some rules are more 'true' than others), 'clarity' (because rules that are unclear help nobody) and 'relevance' (because there are some things which a teacher or student probably does not really need to know). Knowledge of good grammar will influence the coherence of the piece of writing. By using correct grammatical rules, writers will have good writing.

2. Grammar Difficulties

For decades, the role of grammar instruction in an EFL context has been a major concern for both students and teachers. Researchers have questioned if grammar should be learned in the classroom, and students, for the most part, see grammar teaching as a necessary evil at best and an avoidable burden at worst. Second language learners usually make mistakes in certain grammatical rules.

Krashen (1982) reported the idea that grammar has easy rules and hard rules; however, he did not make an explicit distinction between the two. Some other researchers described grammatical difficulty in relation to comprehension and production, such as Berent (1985). While others such as Celce-Murcia & Larsen-Freeman (1999), Larsen-Freeman (2003) described grammatical difficulty in relation to linguistic form, semantic meaning, and pragmatic use.

Hulstijn (1995) whose research is concerned with implicit and explicit grammar learning, in addition to learning incidental and intentional second language vocabulary, argued that grammatical difficulty can be characterized as psycholinguistic such as developmental sequences, or linguistic such as complexity of grammatical structures. The difficulty of learning grammar depends on the inherent complexity of rules and structures; the more

complex the rules and structures of grammar forms, the more difficult it is for second language students to learn (Hulstijn, 1995). This assumption is related to the Rationalist (Cognitive theory) of language acquisition.

Some research studies on learning and teaching English grammar for Arab speakers of English, such as those published by AlMekhlafi, have been conducted. Their study of grammar problems in the Omani sense included 20 survey questions adapted from Burgess and Etherington's questionnaire, which were completed by 90 teachers of English as a foreign language in Omani Basic Education schools. According to the findings of their study, both Omani English students and teachers find English grammar difficult to understand and teach, causing them severe problems. The use of grammatical vocabulary, the transition of grammatical information into communicative language use, and error correction were all problematic. In their research into EFL teaching, Al-Mekhlafi and Nagaratnam (2011) showed that students find it difficult to transfer their declarative knowledge into procedural knowledge (see 3.7) Also, They argued that even when there are some grammar structures which are easy to comprehend and produce, there are other grammar structures that may be easy to understand but difficult to produce, or easy to produce, but difficult to comprehend. For example the mix-up between form and function in English grammar such as the use of present continuous tense to describe actions in the future. These kinds of issues are common in English grammar for all learners, regardless of their native language (Harmer, 1995).

As per Celce-Murcia (2002), mastering grammar is a difficult task for students because it requires decision-making about when and why to use one form over another. Learners must make such decisions while speaking or writing in their L2, which necessitates grammatical proficiency in order to produce accurate grammar that conveys meaning appropriately (CelceMurcia, 2002). Furthermore, per the Al-Mekhlafi and Nagaratnam's (2011) study, the use of authentic texts for grammar instruction is commonly regarded as problematic for both

teachers and students. Authentic materials are not produced for the purpose of teaching but are found for other purposes in real life (Burgess and Etherington, 2002). While authentic materials are beneficial in terms of motivating students and making classrooms more involved and interesting, they are costly and time-consuming. The variety of structures in these materials can overwhelm students. Teachers have said that authentic texts are more difficult to use because they take more time for teachers to use and it can be difficult to produce suitable tasks from those texts (Al-Mekhlafi & Nagaratnam, 2011). It is beneficial for learners to learn the language in logical contexts based on context instruction, either through authentic discourse-length input or through authentic materials (Hadley, 2003). Celce-Murcia (2007) highlighted the importance of grammatical rules in a meaningful context, implemented in authentic (or semi authentic) communicative discourse, and inspired to make the student achieve a goal or perform a task.

3. The Importance of Grammar in language teaching

Grammar is one of the most important aspects of learning a second language. It is essential for learners of a foreign/second language to communicate their messages. In this respect, Pekka (2015) acknowledged that grammar contains the instruction of the correct use of language; it is important because it is a prerequisite for a better use of language. Mulroy (2003), by contrast, pointed out that learners who understand part of speech of grammar have a special advantage over others where they can use the language in different settings.

In parallel with this, Tabbert (1984) stated that “it is often pointed out that students confuse lie and lay, may not chose who and what right, say infer instead of imply, mismatch subjects and verbs, mess up pronoun relation, use double negative, and that these errors are proof of their need to learn grammar” (p. 39). That is, grammar should be taught to students in order to discourage them from making mistakes.

There are two successful options, according to Richards and Renandya (2002) Grammar is

taught for two reasons: comprehension and acceptability. On the one hand, comprehension is concerned with the understanding of how to build and implement specific constructs in order to interact meaningfully. These structures must be identified and taught correctly if comprehensible sentences are to be produced. On the other hand, in certain social contexts, divergence from standards of a native speaker may affect integration and excite bias in a target community. As a result, a learner who talks poorly may be considered uneducated or ignorant. As a result, greater comprehensibility necessitates a higher degree of grammatical correctness.

Accordingly, Azar (2007) pointed out that the importance of grammar is “to help students discover the nature of language, i.e. that language consists of predictable patterns that make what we say, read, hear, and write intelligible” (p.3). Grammar allows learners to understand the nature of language and makes them clearly interpret what is produced around them in a comprehensible way. Azar also supported the idea that in the presence of grammar people would use only individual words or sounds, pictures, and body language to convey meaning (as cited in Lin 2008. p. 03). Other advantages of grammar teaching have been suggested by some scholars. Schmidt and Froter (1986) claimed that grammar assists learners in noticing the difference between newly acquired features in a system and how they vary from their native language (as cited in Larsen-Freeman, 2009, p. 527). According to Spada and Lightbown (1993), “another contribution of grammar instruction might be to fill in the void in the input” (as cited in Larsen-Freeman, 2009, p.527). Overall, grammar is very important since it allows students to generalize their existing grammatical skills to newly acquired constructs. Moreover, According to

Wu (2007) neglecting grammar in teaching could lead students to think that sloppy English is tolerated which is an unpleasant mind-set for second language learners to have.

4. The Grammatical Errors in Writing

4. a. Sentence Pattern

Sentence Pattern Subject is the word that tells you who or what performed the action of the verb¹.

Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object².

Verb is a word or phrase that describes an action, condition or experience³. Verbs that are not followed by an object are called “intransitive verbs.” Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, and walk. Verbs that are followed by an object are called “transitive verbs.” Common transitive verbs: build, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; A student studied. Intransitive; A student studied books.

Subject or objects of verbs are nouns or pronouns. ex: person, place, thing, John, pen, information, appearance)⁴.

4. b. Tense

Tense in English indicates when an event occurs or a condition is described. The simple past shows that a certain event or condition in the past began to finish. We employ tense past times to explain and depict a previous occurrence or circumstance which has ended.

¹ Nancy M. Kreml, et al. *The User's Guide to College Writing: Reading, Analyzing, and Writing*, (United States: Pearson Education, Inc, 2004), 2nd ed, p. 361.

² <http://esl.fis.edu/grammar/rules/order.htm>

³ Cambridge Advanced Learner's Dictionary-3rd Edition,

⁴ Betty Schramper Azar, *Understanding and Using English Grammar*. (White Plains, New York: Longman, 1999), 3rd ed, p.

4. c. Pronoun

A pronoun is a term used instead of a substantive or substantive sentence. In general, a pronoun is employed to avoid the repeating of the same substance or noun sentence when a noun or noun phrase is used once.

Personal pronouns

Personal pronouns are words such as:

- First person pronouns, example words that represent or include the speaker or writer.

Singular: I, me, my, mine

Plural: we, us, our, ours –

-Second person pronouns, example words that represent the person or people who is/are being addressed.

Singular: you, your, yours

Plural: you, your, yours –

-Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

Singular: he, him, his, she, her, it, its

Plural: they, them, their, theirs ⁵

4. d. Preposition

Prepositions have been called the biggest little words in English. They are generally relatively brief and meaningful, yet their roles are quite vital. Substances will always be followed up by (or pronouns). These are connective words showing the link between the subsequent nouns and one of the fundamental phrase elements: subject, verb, object or complement. They frequently show relations between their objects and other sections of the sentence, such as location, place, time, direction, method, agency, ownership and condition.

⁵ Kam Chuan Aik, Longman, p.198-199.

The following list illustrates the use of prepositional phrases to convey specific kinds of information.

- a. Place, position: across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, to, under, underneath.
- b. Direction: across, at, by way of, down, into, out of, to through, toward, up upon.
- c. Time: about, after, around, at before, by, during, from ... to, from ... until, in.
- d. Purpose, reason: for e. Possession: of
- f. Manner, instrument: by, in, like, with.
- g. Identification: at, by, in, on, with.
- h. Distance: for
- i. Agent: by
- j. Material: with
- k. Quantity: by⁶

4. e. Punctuation and Spelling

4.e.1. Punctuation

Punctuation consists of the employment of specific markings that are added to the text to show that something is a matter.

Punctuation is not something you apply after you've written it out in a sentence. Commas, semicolons and the other signs provide an intimate element in language and style. To write well, you must punctuate well; but to punctuate well, you must also write well⁷

Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon,

⁶George E. Wishon and Julia M. Burks. Let's Write English. Revised edition. (New York: Litton Educational Publishing International, 1980). P. 288-29

⁷Thomas S. Kane, The Oxford ..., p. 379-380

question mark, apostrophe, capitalization, etc⁸

1) Full stops

is put at the end of a sentence, or at the end of a word that has been shortened.

2) Commas

Commas' purpose indicates to the reader that there should be a slight pause in the sentence. Sometimes commas separate items in a list. The last two items of a list should already be separated by the word 'and', so you don't need a comma there. E.g.: I took bread, milk, eggs and cheese.

3) Apostrophe

The punctuation mark (') shows possession, E.g.: you're (you are), '75 (1975).

For example: it's a funny dog. (Short for it is)

Capitalization

Capital is a letter in the size and form of the alphabet that is used in caps at the start of phrases and names. The use of capital letters is called capitalization.

Most readers have a special meaning in the use of capital letters in the initial letter of the word. It may be confusing to capitalize unless properly done, therefore only use capital letters if you do so. Some capitalization restrictions are here.

a) Capitalize proper names of people (including titles and honorifics), ethnic groups, places, countries and states, holidays, institutions, and religions.

b) Capitalize the first word in a sentence or a quoted word, phrase, or sentence of dialogue. Do not capitalize the first word of an indirect quote in paraphrase.

c) Do not capitalize words to emphasize them in academic writing⁹

⁸Cambridge Advanced Learner's Dictionary-3rd Edition

⁹Kate Grenville, Writing from Start . . . p. 210

4. e.2.Spelling

Spelling words in English may be hard for learners since a word in their own language, however, is sometimes quite close to a word but is not spelt in the same way. For instance, the words “made” and “maid” sound alike but have different spellings.

In addition, some words in English don't sound exactly as they are written, which makes spelling difficult. For example, the second ‘s’ in the term ‘dogs’ sounds more like a ‘z’ ‘dogz’. Example 2: ‘th’ can be pronounced as /ð/ as in ‘them’, or /θ/ as in ‘think’, these differences are essential for English students to master.

SECTION THREE

ERRORS ANALYSIS

Error Analysis

1. Definition of Error Analysis

According to James (1998), Errors in foreign language teaching, especially in English are the cases which are difficult enough to avoid. Error analysis is the process of pointing out the incidence, nature, causes, and consequences of unsuccessful language. Richards et.al state that:

"Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis."

Brown (1980) declare another concept of errors analysis, he defines error analysis as the process of observing, analyzing, and classifying the deviations of the rules of the second language and then to reveal the systems operated by learner. Also, Crystal (1987) defines Error analysis as a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. We can understand from the three definitions above that error analysis are a process to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. On the other hand, Webster (1990: 340) defines errors in two terms. First, in her Desk Dictionary of Language, she identifies that "Errors are a deviation from accuracy or correctness or belief in something untrue." Second, in Webster's School Dictionary (1980: 304) she defines errors as:

"Errors as a deviation from a code of behavior, an act involving an unintentional deviation from truth or accuracy, an act that through ignorance deficiency, or accident fails to achieve what should be done, the quality or state of erring, and the difference between an observed or calculated value and the true value, especially: variation in measurements, calculations or observations of quantity due to uncontrollable factors."

Lim (1976), claims that: "One of the main aims of error analysis is to help teachers assess more accurately what remedial work would be necessary for English as a Second Language (ESL) students preparing for an English Language test, so as to help these students avoid the most common errors." i.e., the primary aim of error analysis is to help teachers select remedial work for ESL learners in English language test to prevent the most common errors.

2.1. Level of errors

Student must master the skills of language (The receptive and the productive):

- 1- Receptive: the degree to which a student makes automatic responses to linguistic features.
- 2- Productive: the degree to which he makes automatic use of linguistic features.

Moreover, Students' experiences include activities at school, at home with their families and relatives, as well as sports. It is essential to teach vocabulary associated with these activities.

Many obstacles are hindering the performances of the four skills in the English language, the differences between Arabic script and English script, phonological differences, morphological differences, grammatical differences.

2.2. Significance of errors

Errors are important parts and aspects of the pros of learning a language .They may provide insights into the complex process of language development, as well as a systematic method for identifying, describing and explaining student's errors. Errors may also help better understand the second and foreign language acquisition processes.

Also, errors can show how far the learner has progressed towards the goal, and consequently what remains for him to learn. In a similar vein, Keshavarz (2012) approvingly stated that “from the study of the learner’s errors (error analysis) we can get some information about the nature of his/her knowledge of the target language at a given point in his/her learning career and discover that s/he still has to learn” (p. 58).

2.3. Difference between errors and mistakes

Jacobs (1988) made a clear difference between an error and a mistake by saying that if the learner is correcting a fault in his or her output, it is supposed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable to make the correct assumption that the form the learner used was the one intended and that it is an error. So he tries to say that intentions play an important role in this definition.

Brown (1987:170) meanwhile differentiates between errors and mistakes claiming that a mistake is a failure to develop a known system correctly while an error is a noticeable deviation: “A mistake refers to a performance error that is either a random guess or a slip. It is a failure to utilize a known system correctly. Errors “goofs” for which no blame is implied.”

In other words, grammatically, a mistake is something that can quickly be noticed for instance one could miss out on differentiating between things in the alphabet. While the error is something which is done in the wrong way due to lack of knowledge, for example, one may insert the word “there” in place of the word “their”.

To make a clear image to differentiate between error and mistake Both Corder (1967, 1973) and James (1999) put a standard that helps learners do so: it is the self-correct ability criterion. An error cannot be self-corrected, but a mistake can be. Errors are systematic i.e. the learner can make errors but he/she does not recognize them only the teacher or researcher would locate them. In addition, the focus is on the learner’s errors and not mistakes.

2.4. The causes of errors

Many researchers have been working on investigating the different causes behind second/foreign language learners committing errors. So, to analyze learner's errors, researchers must know the main causes and determine that error to minimize them.

2.4.1 Inter-lingual transfer

The inter-lingual transfer is considered as the main cause of learner errors. They are caused by first language interference. In this respect, Brown (2007) did not deny that inter-lingual errors result from the negative influence of a learner's mother tongue. In addition, He argued that "inter-lingual transfer is a significant source of errors for all learners; the beginning stages of learning a second language are especially vulnerable to inter-lingual transfer from the native language or interference" (p. 263). Also, an inter-lingual brain system in which EFL learners' attempts to use the structure or the system of the mother tongue language.

2.4.2. Intra-lingual transfer

It is widely believed that inner-lingual transfer is one of the main causes that lead EFL learners to commit errors while learning. Indeed, it is the negative influence that comes from the target language itself. In line with this, Brown (2007) acknowledged that "it is clear that intra-lingual transfer (within the target language itself) is a major factor in second language learning" (p. 264). That is to say, in this stage, the learner has not acquired the knowledge. In addition, errors are mainly caused by the difficulties of the language itself.

Richards (1974) declared four major types of intra-lingual errors, namely overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concepts or false hypothesis.

2.4.2.1. Overgeneralization

Overgeneralization is when the learner creates a deviant structure based on other structure in the target language. Brown (2007) further asserted that "once learners have begun to acquire

parts of the system, more and more intra-lingual transfer-generalization within the target language- is manifested” (p. 264).

2.4.2.2. Ignorance of Rules Restriction

Ignorance of rules restriction is a situation where the learner applies rules to the context where they are not applicable similarly, Keshavarz (2012) declared that the ignorance of rules Restriction results from learners’ ignorance of the restrictions and the exceptions of the Target language rules. In other words, the learner cannot deal with restrictions of the target Language”.

2.4.2.3. Incomplete Application of Rules

Incomplete application of rules occurs when the learner fails to develop a complex structure of the target language. That is to say, the learner applies relatively simple rules or structures. To conclude, the learner is unable to deal with the complete and correct structure of the target language.

2.4.2.4. False concepts or false hypothesis

False concept or hypothesis is considered a defect in understanding the differences between the second/foreign language and the target language, meaning that learners can form the wrong

Hypothesis about a certain grammatical rules .Touchie (1986) claimed that learners may Learn the present tense of the verb “to be” including “am, are, and is” and the past tense “Was and were”. However, they may falsely hypothesize that “am, is and, are” are markers, Of the present and “was and were” are markers of the past. Consequently, they say “he is third-person teacher”, “I am going to school”, and “It happened last night”.

2.5. Developmental errors

"Developmental errors are errors which do not derive from another language; they reflect the learner's competence at a particular stage and illustrate some of the general characteristics of language acquisition"

(Richards, 1974). In other words, developmental errors are similar to the errors made by children learning the language as their first language. The examples of developmental errors are the misuse of third-person -s (he work hard), a the-ed morpheme (she met us last year), of negation (they not like it) and of interrogatives (I wonder what is she writing). Richard (1973) classifies developmental errors as similar to intra-lingual errors. He explained that this error occurs during the learning process of second language learning at a stage when the learners have not mastered the knowledge.

2.6. The classification of errors

The classification of errors has also drawn a lot of attention from researchers. Burt and Kiparsky (1974: 3) distinguish between global errors and local errors "A global error involves the overall structure of a sentence 'and local error is one which affects a particular constituent "On the global level." There are three kinds of errors that are adapted by Selinker (1972:34): simplification, communication-based errors, and teaching-induced errors.

2.6.1. Simplification errors: they occur when the learners tend to reduce the target language to a simpler system.

2.6.2. Communication-based errors: they occur when the learner incorrectly labels the object, but successfully communicates the desired concept.

2.6.3. Teaching-induced errors: they occur because of inappropriate training, the overemphasizing of drilling technique on a certain linguistic item. Nicos (1990) distinguishes the students' errors as follows:

a. Error Performance is unsystematic and not very serious because the students themselves can correct them when their attention is drawn to them. These errors are ascribed to carelessness, the lapse of memory, ill-health, emotional problems, etc., and they should not worry us.

b. Error Competence is permanent and systematic and inconsequential, and their treatment needs careful analysis to reveal their cause. These errors represent the learners' traditional competence.

2.7. Attitudes towards errors

For all significant and practical purposes, Corder(1967: 32, as cited in Yahya, 2016) gave error analysis the priority of a valuable topic of research in applied linguistics. He suggests that errors were evidence of the learners' ways of acquiring the language rather than signs of inhibition or interference of persistent old habits. Corder's opinions opened the way for linguists to search for errors in a new perspective. For example, Strevens(1969:41) agreed with Corder: "in that errors are unwanted forms but as evidence of the learner's active contribution in second language learning." Corder(1974: 20) provides an account summary of how errors are viewed nowadays as he says: "We live in an imperfect world and consequently errors will always occur despite our best efforts"

In addition, Corder mentions how errors are viewed: errors will always occur despite our best efforts that mean learners at any time make errors. George (1972: 14) ads: "We may judge error making as a necessary part of learning". George agreed with Corder in judging error making as a necessary part of the process of learning. While Brown (1983: 168) seems to think that errors are a manifestation of a creative process adopted by the learner of a language to understand, analyze and then to master the system of the TL, as he declares: "Those who make errors are creative beings proceeding through logical and systematic stages of acquisition creativity acting upon their linguistic environment». Every one of this

perspective above is judging, making errors is a way a learner is attempting to test his hypotheses about the nature of the target language.

2.8. Attitudes towards errors correction

Current researchers have looked at different methods of error correction putting a variety of considerations, for example, the significance of error correction, its recurrence in the class, regardless of whether the student knows the right description. Every one of these considerations must be taken quickly so as not to interrupt the progression of the lesson.

James (1999: 236) argues about errors correction as he applies the term in three senses:

- 1) Informing the learners that there is an error, and leaving them to discover it (intervention feedback).
- 2) Providing treatment or information that leads to the revision and correction (correction proper).
- 3) Providing learners with information that allows them to revise or reject the wrong rule (remediation).

People's views about error correction are not always clear; some of them declare that the teacher is the fundamental cause of committing errors in a students' learning progress. Allwright (1975: 137) thinks that teachers may cause errors in learners without intending to do so. If they correct learners as he says: "A teacher is indicating that an error has been made. Researchers show that teachers tend to vary the amount of time allowed to different learners to answer correctly"

To be a good language learner, you are advised to adopt the following advice;

- a) To be able to respond to group dynamics of the learning situation in order not to develop negative anxiety and inhibitions.
- b) To seek out all opportunities to use the TL.

c) To make maximum use of the opportunities offered to practice listening, responding, reading and writing the L2 addressed to him and others.

2.9. Procedure of errors analysis

“A great deal of the work on error analysis was carried out within the context of the classroom.”Gass and Selinker (2001) .The goal was one of pedagogical remediation. There are several steps taken in conducting an error analysis:

- a. Identify errors, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc.)
- b. Classify errors. Is it an error of Tense? Is it an error in sentence pattern?
- c. Quantify errors. How many errors of tense occur?
- d. Analysis of source/causes.
- e. Remediation which is based on the kind and frequency of an error type, pedagogical intervention is carried out.

Conclusion

To sum up, this part has taken as its main concern a review of the related literature by discussing some key issues related to writing, grammar and errors. The first section in this chapter highlights the definitions of writing, its nature, elements, functions, teaching writing success, its importance in language teaching, students’ writing difficulties and grammar and effective writing. In addition, the second section clarifies the definition of grammar, grammar difficulties and grammar in effective writing. In another hand, the third section consists of the error analysis, its causes, sources, levels, classifications and its procedures of errors analysis for second language learners. Having done that, the researcher will proceed to previous studies that can benefit the present study

Chapter Two

Research Methodology

Data Analysis and Discussion

Chapter Two Research Methodology and Data Analysis and Discussion

Introduction

As mentioned earlier, this study aims to investigate the grammatical errors in EFL Students' writing production. Therefore, learners' points of view are of great importance in providing data about this research. The following chapter presents the collected data about the most common grammatical errors committed by EFL students and the causes behind them.

To achieve the aims of this study, the researchers have attempted to explore and Find out the problems and the sources of the grammatical errors that students make during the writing process. In order to conduct this investigation, answer the research questions, and test the hypotheses, the data was collected using a diagnostic test and an online questionnaire, namely addressed third year LMD learners of English language at Khenchela University.

Research Design

This section deals with the adopted approach, the sample, and the data gathering tools.

Research Approach

In order to fulfill the research objectives, an approach should be followed .Basically, the approach paves the way for researchers to proceed and to direct their research, it is used also to help them to collect the data needed. The choice of the approach is determined by the nature of the study. This work adapted the quantitative descriptive approach. Which is a method that attempts to collect quantifiable information for statistical analysis, it allows the researcher to collect and describe the demographic segment's nature.

The present study deals with the descriptive approach because it will be a better fit to attain the objectives of this study and it allows the researchers to experience problem solving and to model it by testing students themselves.

The sample

Dornyei (2007) stated that a sample is “the group of participants whom the researcher actually examines in an empirical investigation” (p. 96).

The students’ diagnostic test was administered to a random sample of 20 students. And on the questionnaire, a sample of 49 subjects is randomly selected from third year LMD students, in the department of English at Abbes Laghror University- Khenchela. There are many reasons lying behind choosing to work with third year students, yet most importantly is that because they already have a background and they major in the language. Therefore, they are expected not to make many grammatical errors while writing.

Data gathering tools

In order to elicit students’ perceptions about the most committed grammatical errors in students’ writing and their causes, two research tools are implemented, namely diagnostic test and questionnaire.

The diagnostic test

The diagnostic test was designed to assess the students’ proficiency in English grammar. Thus, the question is meant to cover the different levels of analysis of grammatical items such as Verb Form articles, subject verb agreement, word Order, propositions, punctuations and singularity and plurality.

Description of the diagnostic test

Students were asked to develop in no more than four lines, one of the two suggested topics. The first topic was about risk and what risks that they have taken in their lives. And the second one was to write about how they plan to achieve their goals.

Administration of the diagnostic test

The diagnostic test was administered to a total of 20 students. The participants were randomly selected from third year LMD students, in the department of English at Abbes

Laghror University- Khenchela. And they received a 15 minutes orientation in which they were informed about the subject and the purpose of the test.

Analysis of the diagnostic test

Table 1 *Analysis of student's most recurrent grammatical written errors*

Grammatical errors	Examples
Prepositions	*I mean in this goal Instead of: By this goal I mean.
Articles	*But on first way. Instead of: In a first way. *I use it in right way Instead of: In the right way. *Our goal are be real Instead of: Our goals are to be *I went to hospital Instead of: I went to the hospital
Punctuation	*In my life I have different ways of risk. Instead of: In my life, I have different ways of risk. * For example when I was a young girl. Instead of: for example, when I was a young girl.

<p>Verb form</p>	<p>*One have. Instead of: one has.</p> <p>*don't innate yourself with courage which make you. Instead of: don't innate yourself with courage which makes you.</p> <p>*Most people have never been gave a chance to express their expectations. Instead of: most people have never been given a chance to express their expectations.</p> <p>*Planning for a goal has been teach at school. Instead of: Planning for a goal has been taught at school.</p> <p>*My coach usually gave me instructions to avoid risk. Instead of: My coach usually gives me instructions to avoid risk.</p>
<p>Subject-verb agreement</p>	<p>*planning play an important role in reaching any goal. Instead of: Planning plays an important role in reaching any goal.</p> <p>*Many people around the world uses imagination. Instead of : Many people around the world use imagination.</p> <p>*It indicate that most of people are into risk. Instead of : It indicates that most of people are into risk.</p>

Word form	<p>*It means that thinking is very important in human live.</p> <p>Instead of: It means that thinking is very important in human life.</p> <p>*we feel boring without doing danger things.</p> <p>Instead of: We feel bored without doing danger things.</p> <p>* There is too much difficult that will face you to reach your goal.</p> <p>Instead of: There is too much difficulties that will face you to reach your goal.</p>
Singular \ plural	<p>*To avoid risk in king Fu , you should learn many technique</p> <p>Instead of: To avoid risk in King Fu, you should learn many techniques.</p> <p>*In planning for a goal this sections may be helpful</p> <p>Instead of: In planning for a goal this section may be helpful.</p> <p>*All the mistake were in our minds.</p> <p>Instead of: All the mistakes were in our minds.</p> <p>*King Fu risks will cause different problem.</p> <p>Instead of: King Fu risks will cause different problems.</p>
Word order	<p>*How we can take a risk.</p> <p>Instead of: how can we take a risk.</p> <p>*Be a person nice</p> <p>Instead of: be a nice person</p>

Verb form

High error rates in this study occurred within the error category of verbs. This finding may explain that the use of English verbs was a major learning difficulty for the third-year students, they still find difficulty when and how to use the tense and the form of the verb. In the student's paper, it seems that they do not fully understand the function of the verb tense in the sentence. They focus more on the content than on the right tense that must be used to convey meaning. It can be justified by the incomprehensibility of the correct form and use and usage of the verb. Moreover, The Tense systems of the target language are extremely different from the first language (Arabic) in that, 14 tenses in the English language are considered one of the most difficult structural points facing the Arab students learning English. Whereas the Arabic language has only a few limited tenses in its system. Based on the findings, it can be concluded that third-year learners lack the fundamental grammatical knowledge of the target language.

Articles

One of the most difficult structural elements for EFL learners is the definite and indefinite articles. In this study, students insert the definite article "the" and the addition of the indefinite 'a' and 'an' articles in a place where it is not supposed to be added. It is quite clear that there is a problem with the student's linguistic competence in this regard. The Arabic language system of the definite and indefinite articles might negatively affect the students' wrong use of these articles in the target language, which needs to be investigated by researchers. The Arabic article system is similar to that of English in meaning; however, the form is highly varied. While the Arabic system manifests a binary distinction between the defined and the undefined, the English system exhibits a tripartite distinction. Participants may have forgotten sometimes to use articles due to the interference from their first language and this explains the occurrence of interlingual errors.

Singular /Plural

The most common type of errors made by students in the study group is Singular /Plural. A possible explanation for this is that students try to over-generalize the rule where (s) is added to all plurals.

Some researchers such as Jain (1974) and Tan (1978) have attributed morphological errors like the above to over-generalization and a simplification strategy on the learners' part. This means that to simplify things, learners often sub-categorize certain countable nouns as uncountable nouns and vice versa. Thus, the student's failure to mark subject-venerable nouns could probably be due to a subconscious learning strategy employed by them to lighten their memory load when managing new English data input. While some respondents are inclined to leave out the (s) morpheme in plural countable nouns, others have an affinity for inserting the (s) morpheme in singular countable nouns as well as uncountable nouns.

Subject-verb agreement

Taking into account the data obtained from students' diagnostic test it is also found that subject-verb agreement is another frequent error in students' writing. The participants do not apply the rules; they do lack a basic understanding of the subject-verb agreement

In Arabic, the subject must agree with the verb that follows: if the subject is masculine, the verb should respond to it and the same applies to the feminine. A possible explanation why students tend to add -s after plural and omit -s after singular may be due to the overgeneralization of the rule. Students overgeneralize the plural by adding the plural -s to the verb that follows and omit the -s in the verb if the subject is singular. Most Arab students confuse the third person singular (-s) and the plural (-s). They tend to add --s to the verb if the subject is plural and omit -s if the subject is singular. Hendrickson (1979) in his study found out that the most common errors resulted from subject-verb agreement.

Word order

There is evidence and counter-evidence of transfer in studies related to word order. . It is the sixth-highest error occurrence in the participants' paper of this study was primarily based on the intralingual transfer.

*Be a person nice

Instead of: be a nice person

This example shows that the student uses his mother tongue in producing the sentence since in Arabic the adjective follows the noun while in English the adjective precedes the noun. Thus error in word order occurred.

*How we can take a risk?

Instead of: how can we take a risk?

In this example, the student's overgeneralization in forming the right question in English has made him commit such an error due to the incomprehensibility of the question word order. In the above two examples, interlingual transfer and intralingual transfer inhibited students from producing correctly ordered sentences.

Punctuation

The results from students' writing reveal that punctuation is also one of the most frequent grammatical errors. In addition, the results gathered from analyzing students' copies indicate that students frequently make such kinds of errors.

Students in some cases ignore the use of a comma where necessary, whereas in other cases they use a comma instead of a period. This type of punctuation is widely used in students' mother tongue punctuation systems. Thus, it can be suggested that this kind of punctuation errors might be due to the influence of students' native language.

Prepositions

Errors of Prepositions are found to be the last most common type of errors. Most of the errors were caused by interference from Arabic. The most closely related studies have emphasized the difficulty of English prepositions for Arab learners. In Scott's study, preposition errors ranked second only to verbs, although Mukattash (1981) found out that they ranked fourth among general grammatical errors.

When we compare the prepositional uses in Arabic and English, we find prepositions in English that have equivalents in Arabic and others that do not. Some structures are equivalent in both languages and others that are not likewise. Another possible explanation for the occurrence of the errors above is ignorance of rule restrictions. Emirati learners tend to make the analogy of what they have learnt and apply it in new situations. Lakkis and Malak (2000) agree with Henning (1978). With this study, simple prepositions were incorrectly used very frequently by Arab learners of English due to the transfer of Arabic prepositional knowledge to English.

Questionnaire

According to Nunan (1992) "the questionnaire is a relatively popular means of collecting data. It enables the researcher to collect data in field setting, and the data themselves are more amenable to quantification than discursive data" (p. 142).

The questionnaire is acknowledged as an important source of information; it provides the researcher with the necessary data in a short period of time.

Students' questionnaire in this study is divided into two distinct sections. The first section is about the writing process; then, the second section is entitled grammatical errors causes.

It aims to identify the problems that the participants have with the language .Second, to gather the necessary information about the most grammatical written errors made by students and the causes behind them.

Description of the questionnaire

Part one: writing process

In this part, students were asked about their language proficiency (question 1). Then, they were asked to answer a yes or no question, which represents if they enjoy writing as an activity. Next, they were asked about how they perceive academic writing tasks (paragraphs, essays and academic writing production overall): Very challenging, A little challenging, Easy, Very easy (question 3). In question four, was a scale about the writing process where they put a tick (✓) in the appropriate option according to what applies to them. And in the fifth

Question students were asked about what they face as language challenges in the writing production: Grammar, Ideas and words, Structure or All of them.

Part two: Grammatical aspects

Second part opens by asking about students' views of the English Grammar (question 6) Is it easy to learn, depending on the subject, fairly difficult, difficult. Question 7 was about students' opinion for mastering target language grammatical rules before writing. The options were like: agree, strongly agree, disagree, and strongly disagree. Next question (8) was how often they commit grammatical errors is it: always, often, sometimes, rarely or never

Then, they were asked about their most Frequent Grammatical Errors (question 9) is it in tenses, subject-verb, articles, word order, capitalization or prepositions. Question (10) students asked if they strongly agree, agree, disagree, strongly disagree that teaching Grammar through writing is likely to improve their writing .and if teaching grammatical rules should not be separated from the teaching of writing (question 11) .Question (12) was like: Do you translate from your mother tongue to the target language when you write? Yes or no are the options. Question thirteen was a yes or no question to determine whether there are similarities in the grammar between the mother tongue and the English language. The next question (14) was how those similarities affect their application of English grammar rules

positively or negatively. In Question fifteen they were asked to justify if there are differences in grammar between the mother tongue and the English language that lead to making grammatical errors in writing. Finally, the last question (16) aimed at suggesting some solutions to avoid grammatical errors in writing

Administration of the questionnaire:

The questionnaire was administered online to students of English at Abbes Laghror University -Khenchela. The students’ questionnaire was administered to a random sample of 49 students.

Analysis of the learners’ Responses

Part one: writing process

Q1 How do you consider your language proficiency?

Table 2 *Students’ language proficiency*

Options	Percentage%
Very good	18.4%
Good	65.3%
Average	16.3%
Below average	0%
Total	100%

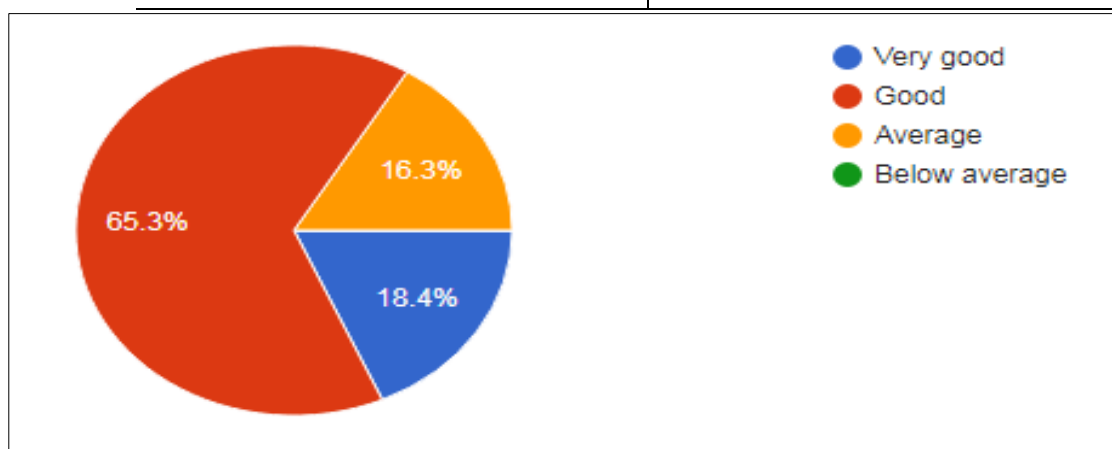


Figure 3 *Students’ language proficiency*

Based on the results from the Table 2 and figure 3, majority of the students of 65.3% evaluated their language ability as ‘good’. While 18.4% declare to be ‘very good’ and master the English language. However 16.3% of the participants considered themselves to have an ‘average’ level in English.

Q2 Do you enjoy writing as an activity?

Table 3 Students’ views of writing as an enjoyable activity

Options	Percentage %
Yes	64.6%
No	35.4%
Total	100%

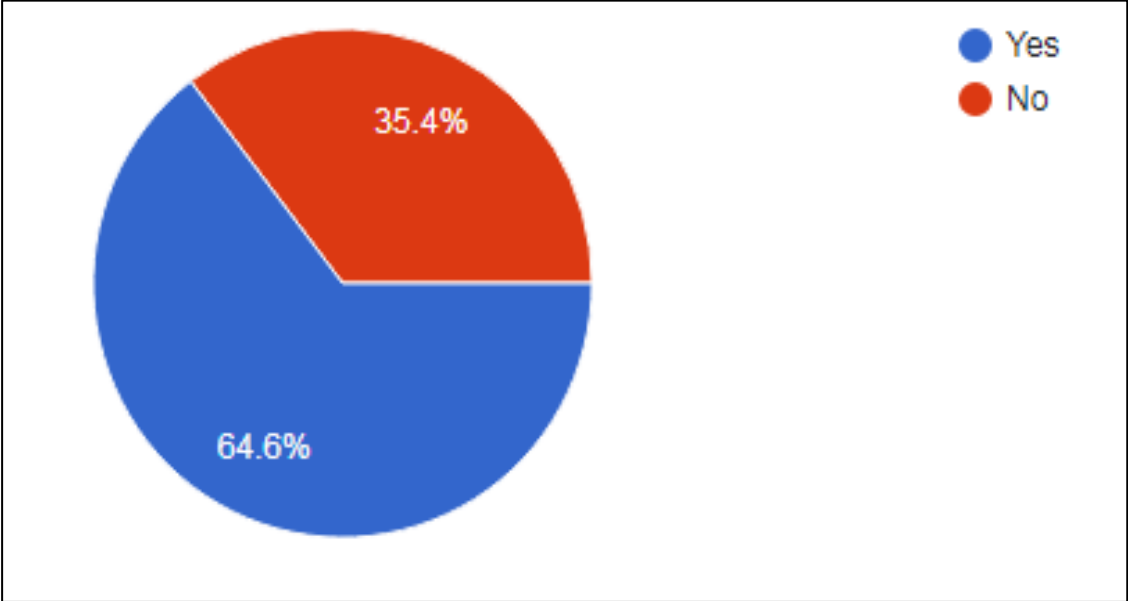


Figure 4 Students’ Views of writing as an enjoyable activity

From the Table and the pie chart above, it’s clear that the majority of participants 64.6% enjoy writing as an activity, while 35.4% of them have an opposite opinion.

Q3 What do you perceive as academic writing tasks (paragraphs, essays and academic writing production overall)?

Table 4 Students’ Views of the academic writing tasks

Options	Percentage%
Very challenging	30.6%
A little challenging	49%
Easy	18.4%
Very easy Be	2%
Total	100%

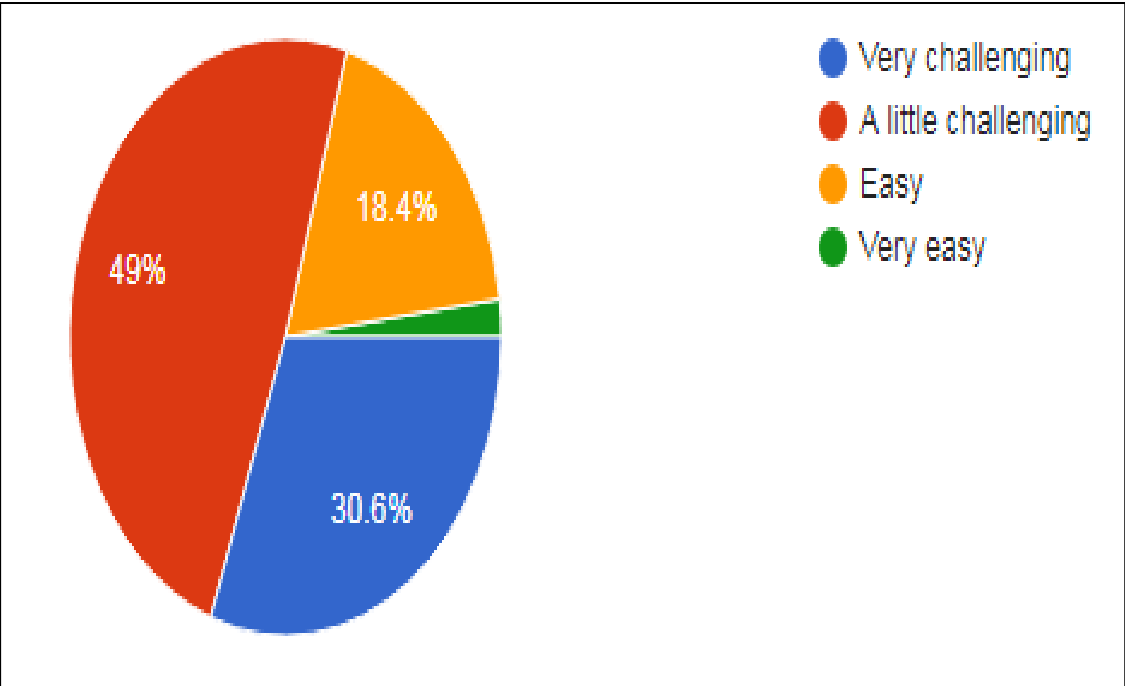


Figure 5 Students’ Views of the academic writing tasks

As shown in the Table 4 and Figure 5, 49% of the evidence finds that the academic writing tasks are a ‘little challenging’, nearly 30.6% of them find it ‘very challenging’, and however 18.4% of the students stated that the tasks are ‘easy’. With 2% for ‘very easy’.

Q4 In the table below put a tick (✓) in the appropriate option according to what applies To You

Table 5 *Students' views about writing process*

Options	Never	rarely	Sometimes	Most often	Always	Number
I write in my native language	5	18	19	4	3	49
I write in English	0	10	20	11	8	49
I write notes, messages, letters, or reports in English	5	4	26	4	10	49
I use a bilingual dictionary	9	13	17	5	5	49
I use English-English dictionary	8	4	23	6	8	49
I use an English grammar book or handbook	18	11	11	8	1	49
Before writing the first draft, I do extra study outside the classroom to improve my writing	10	12	16	4	7	49
I like to write in my native language first then translate it into English	23	10	13	3	0	49

This question attempts to find out third year students' views about writing in general. As shown in table 5, 'sometimes' was the highest students' answer for the majority of the options .I write in my native language 19 member .I write in English 20, I write notes, messages,

letters, or reports in English 26 , I use a bilingual dictionary 17, I use English-English dictionary 23, Before writing the first draft, I do extra study outside the classroom to improve my writing 16, while ‘never’ was the highest answer for both those questions, I use an English grammar book or handbook 18 and I like to write in my native language first then translate it into English with 23 member.

Q5 Among the following language aspects, what do you think you face as language challenges in the writing production?

Table 6 *Language aspects that students face in the writing production*

Options	Percentage%
ideas and words	34%
Grammar	31.9%
Structure	19.1%
All of the above	14.9%
Total	99.9%

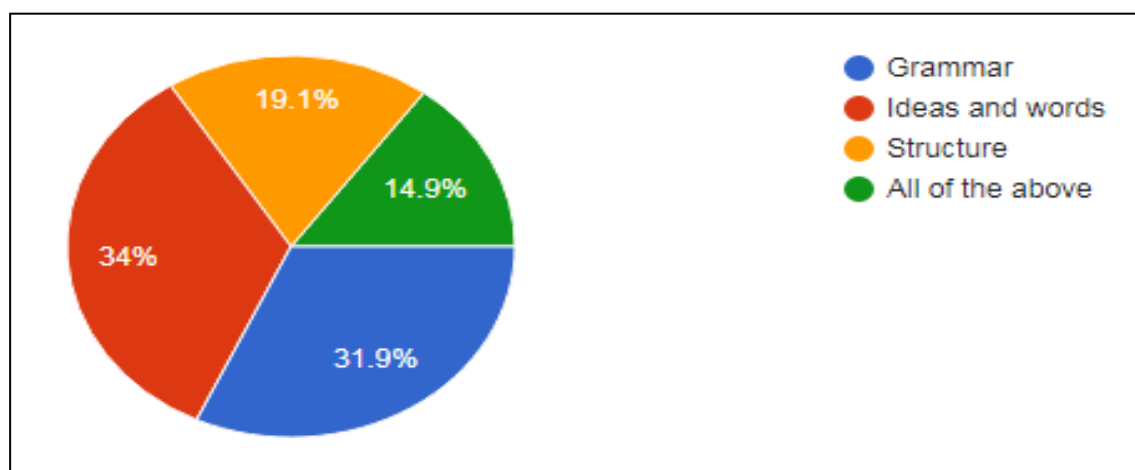


Figure 6 *Language aspects that students face in the writing production*

The results obtained from the above Table 6 and figure 6 shows that ‘ideas and words’ received the highest percentage by participants 34%, while ‘grammar’ had a percentage of 31.9%. That is, the most language challenges students face in the writing production.

Part two: Grammatical aspects

Q 6 What do you think of English grammar?

Table 7 *Students' Views of the English Grammar*

Options	Percentage%
Easy to learn	30.6%
Depending on the subject	34.7%
Fairly difficult	30.6%
Difficult	4.1%
Total	100%

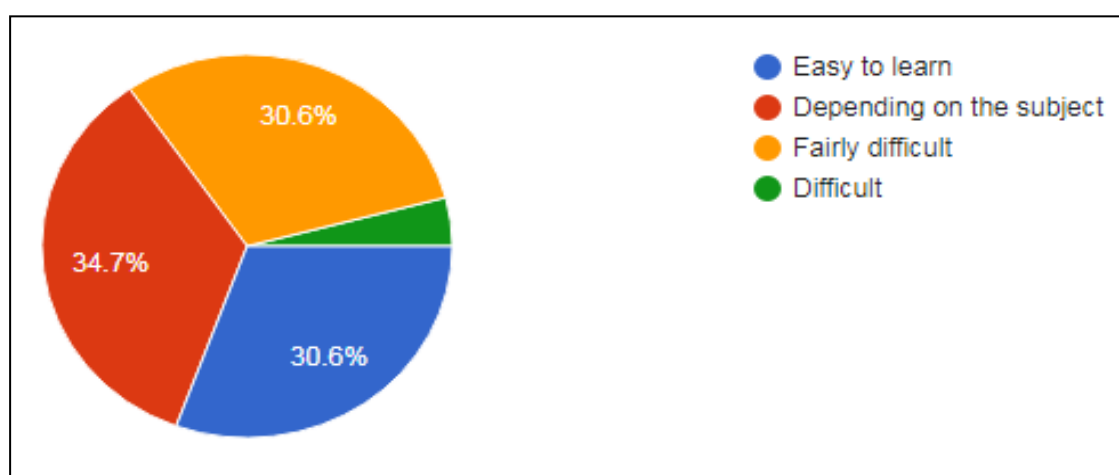


Figure 7 *Students' Views of the English Grammar*

In response to this question, the results from the above figure revealed that 34.7% of the Students' Views about English Grammar was dependent on the subject. While 30.6% goes for both its easy to learn and fairly difficult, difficult was the answer for the 4.1% of the students. This leads us to conclude that the type of the subject is what determines the difficulty or ease of our use of English grammar.

Q 7 Do you think that you should master the grammatical rules of the target language before writing?

Table 8 Students' opinion about mastering target language grammatical rules before writing

Options	Percentage%
Agree	47.9%
Strongly agree	37.5%
Disagree	10.4%
Strongly disagree	4.2%
Total	100%

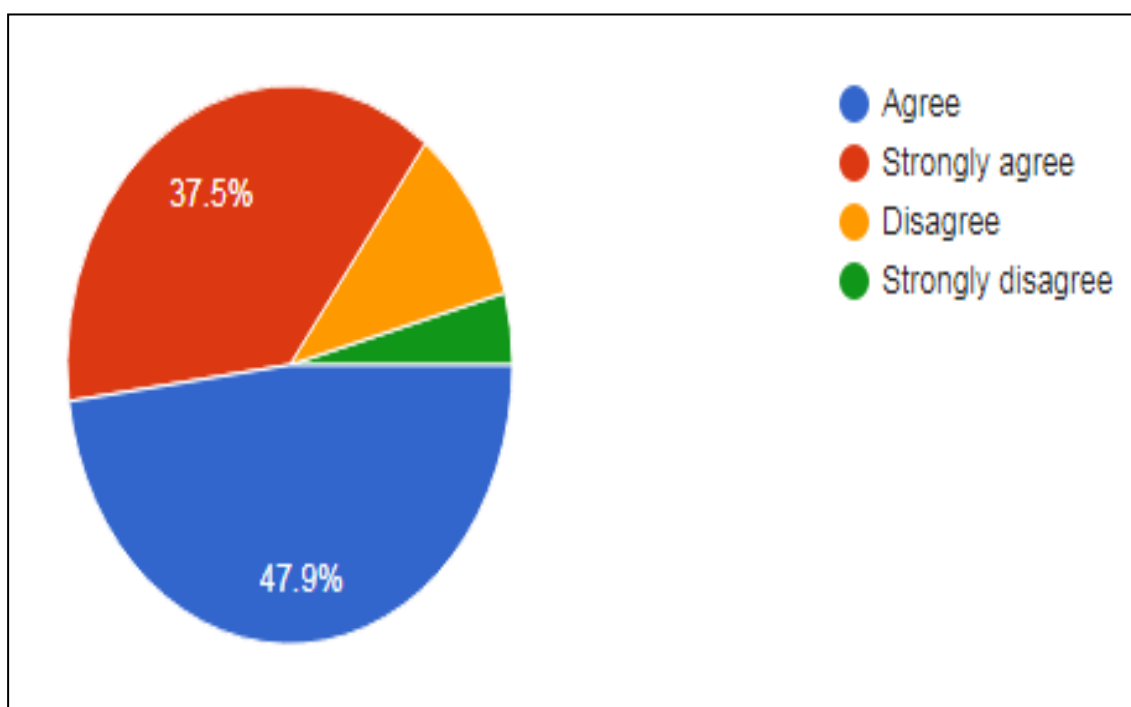


Figure 8 Students' opinion about mastering target language grammatical rules before writing
The results reported from the above Table and figure clearly indicated that 47.9% of the participants 'agree' with 37.5% 'strongly agree' to the fact that students should master the grammatical rules of the target language before writing.

Q 8 How often do you commit grammatical errors?

Table 9 *The Frequency of Students' Grammatical Errors in Writing*

Options	Percentage%
Always	12.2%
Often	20.4%
Sometimes	36.7%
Rarely	30.6%
Never	0%
Total	99.9%

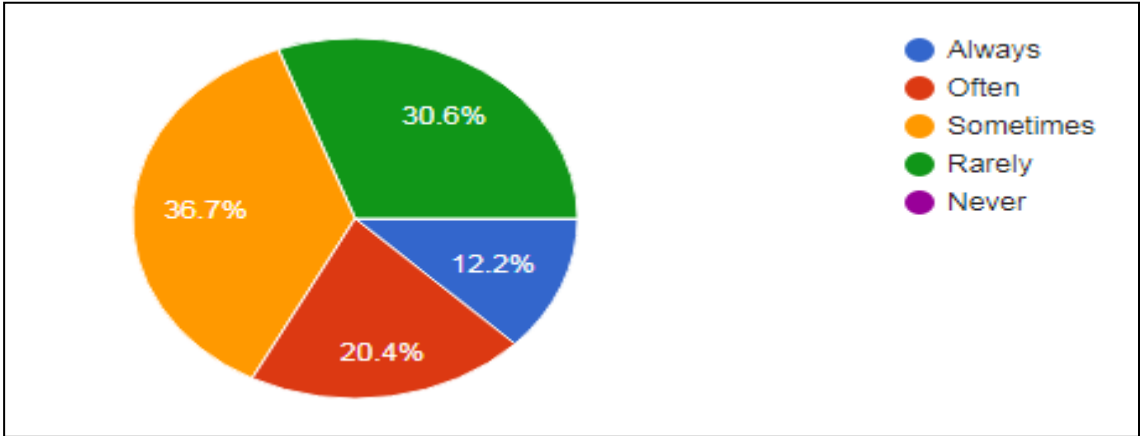


Figure 9 *The Frequency of Students' Grammatical Errors in Writing*

As it is shown in the Table 9 and figure9, 36.7% of the students 'sometimes' commit grammatical errors, while they 'rarely' do that with 30.6%. 20.4% said that they 'often' commit grammatical errors. Only a small minority 12.2% 'always' do that while no one has an answer with 'never'. This means that grammatical errors are still common among the participants in the study.

Q 9 Which grammatical errors do you mostly make?

Table 10 *Students' most Frequent Grammatical Errors*

Options	Percentage%
Tenses	46.7%
Subject-verb	11.1%
Articles	6.7%
Word order	6.7%
Capitalization	11.1%
Prepositions	17.8%
Total	100.1%

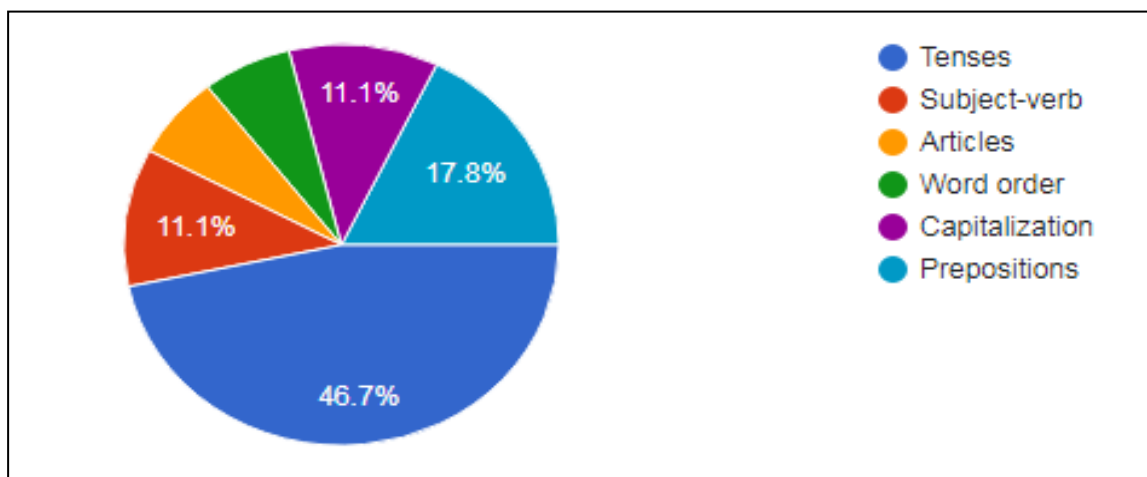


Figure 10 *Students' most Frequent Grammatical Errors*

Based on the results from the Table 10 and figure 10. 'Tenses' received the highest percentage by participants 46.7%, while 'prepositions' had 17.8%. That is to say that the most common grammatical errors are mainly tenses and prepositions.

Q 10 Teaching Grammar through writing is likely to improve students writing?

Table 11 *Students’ Views about teaching grammar through writing as a good way to improve their writing*

Options	Percentage%
Agree	53.1%
Strongly agree	36.7%
Disagree	8.2%
Strongly disagree	2%
Total	100%

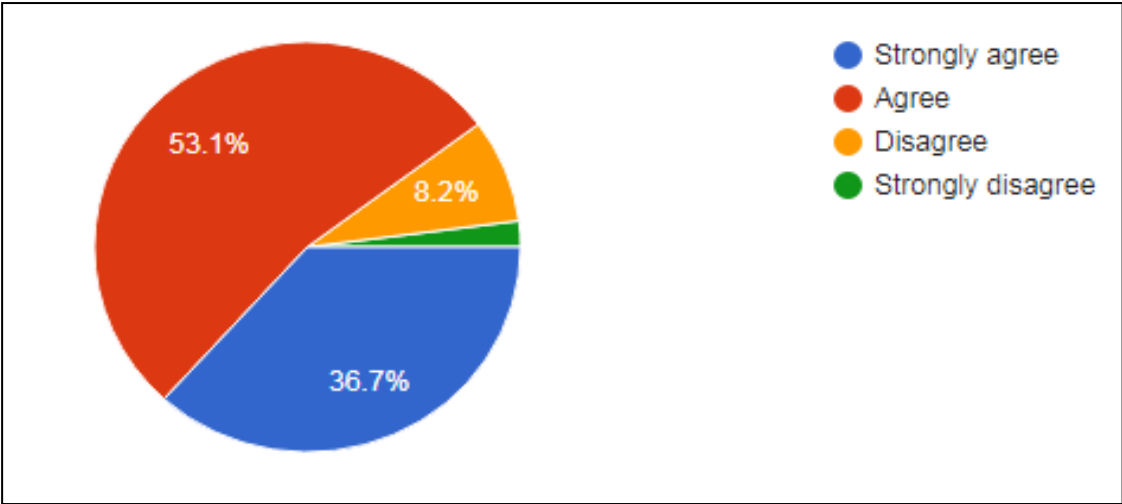


Figure 11 *Students’ Views about teaching grammar through writing as a good way to improve their writing.*

The evidence from the Table 11 and Figure 11 shows that 53.1% of the students ‘agree’ that teaching Grammar through writing is likely to improve their writing with 36.7% ‘strongly agree’. While just a few members of students ‘disagree’ about that with 8.2%.

Q 11 Teaching grammatical rules should not be separated from the teaching of writing?

Table 12 Students' opinion about including teaching grammatical rules with teaching of English

Options	Percentage%
Agree	30.6%
Strongly agree	44.9%
Disagree	20.4%
Strongly disagree	4.1%
Total	100%

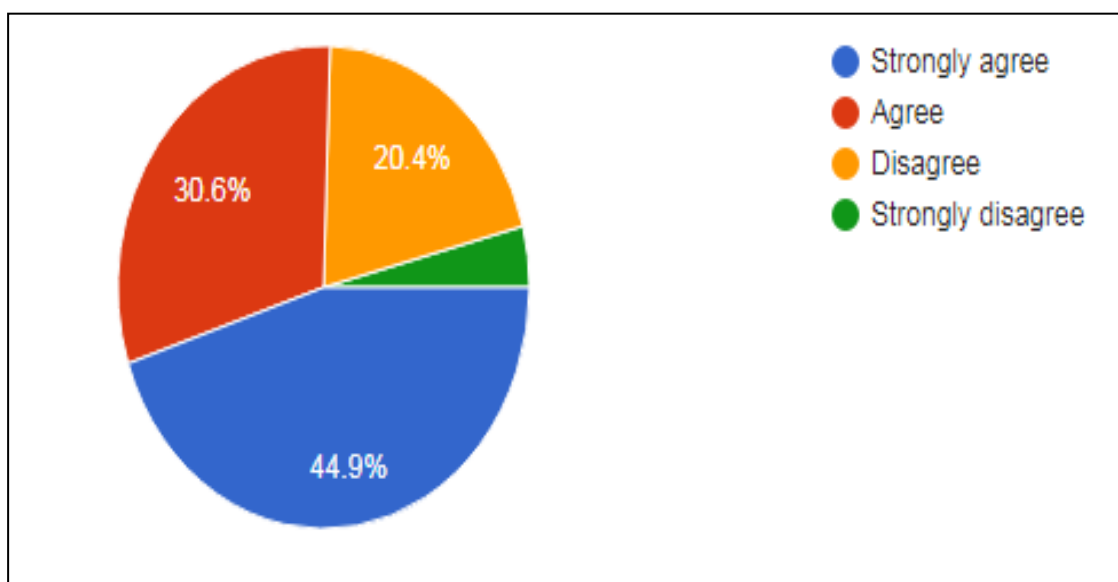


Figure 12 Students' opinion about including teaching grammatical rules with teaching of English.

It is observed that most of the students 75.5% 'agree' and 'strongly agree' to the fact that teaching grammatical rules should not be separated from the teaching of writing.

Q 12 Do you translate from your mother tongue to the target language when you write?

Table 13 Students Use of Translation from the Mother Tongue to the Target Language

Options	Percentage %
Yes	61.2%
No	38.8%
Total	100%

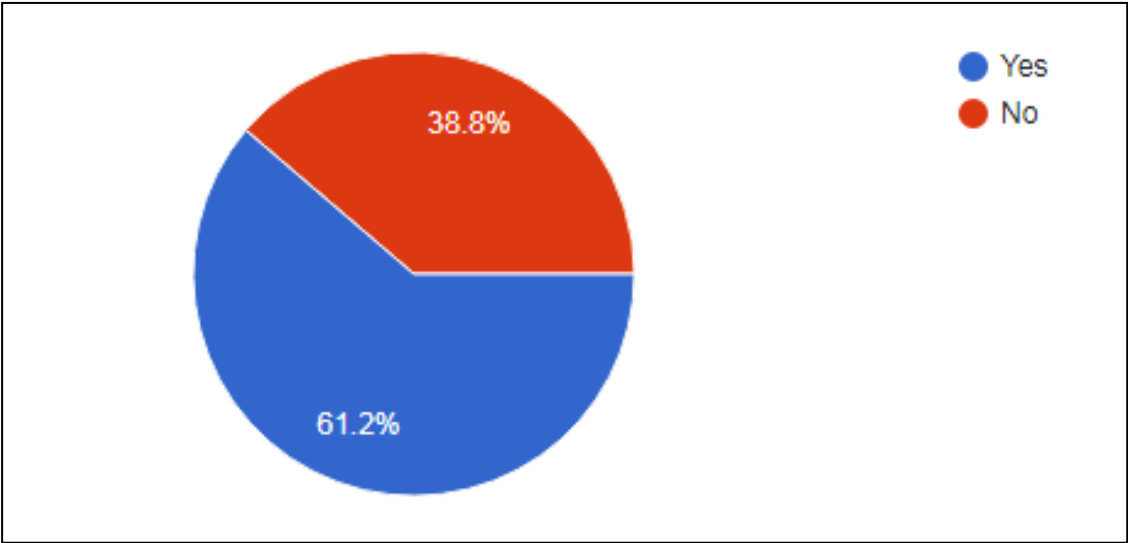


Figure 13 Students Use of Translation from the Mother Tongue to the Target Language

In response to this question, the results from the above Table 13 and Figure 13 revealed that more than half of the participants 61.2% translate from their mother tongue to the target language, while about half of them 38.8% do not do that. On this basis, it can be deduced that interference of the mother tongue can be a cause of students' errors.

Q 13 Do you think that there are similarities in the grammar between your mother tongue and the English language?

Table 14 *Students’ Perceptions of Similarities of Grammar between Students’ Mother Tongue and English*

Options	Percentage %
Yes	34%
No	66%
Total	100%

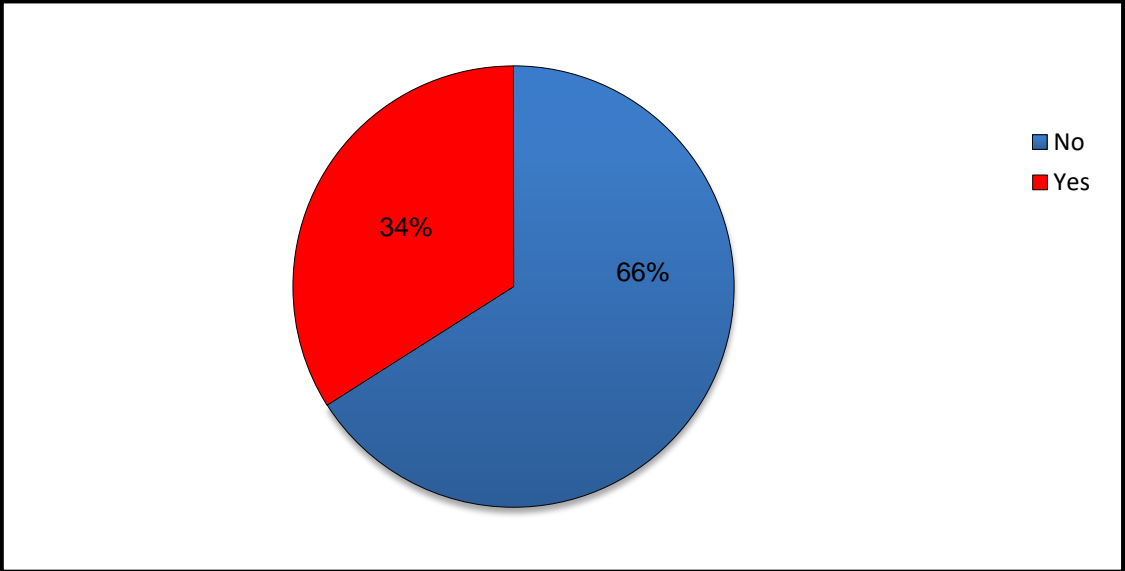


Figure 14 *Students’ Perceptions of Similarities of Grammar between Students’ Mother Tongue and English*

The results reported from the Table 14 and Figure 14 clearly indicated that 66% of the participants denied the fact that there are similarities of grammar between students’ mother tongue and the English language. While just 34% of students answered with ‘yes’, this result as a whole from students’ answers to this question gave me a good understanding that students’ grammatical errors are not due to similarities between their mother tongue and the English language.

Q 14 How do similarities affect your application of English grammar rules?

Table 15 Perceptions of students on how similarities affect their use of English grammar

Options	Percentage %
Positively	62.5%
Negatively	37.5%
Total	100%

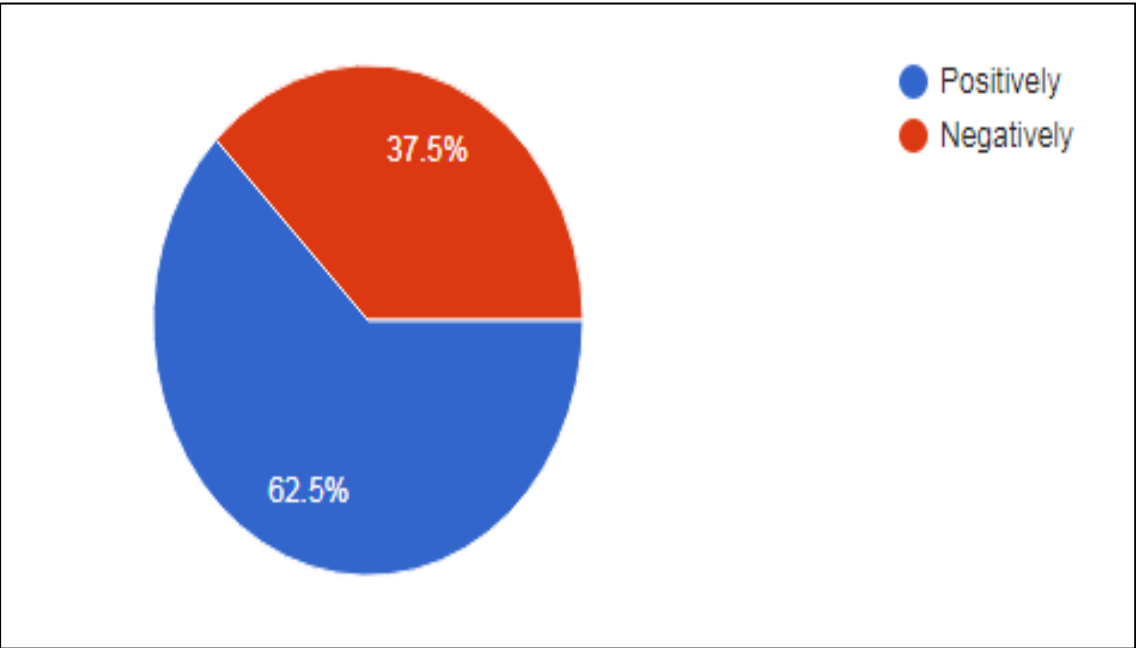


Figure 15 Perceptions of students on how similarities affect their use of English grammar.

The results obtained from students’ answers to this question highlight that the majority of students who said ‘yes’ admitted that similarities between the mother tongue and the English language ‘positively’ affect their application of English grammar 62.5%. Means that similarities are not the main reason behind the grammatical errors but it may lead to difficulties (errors).

Q 15 Do you think that differences in grammar between the mother tongue and the English language lead to making grammatical errors in writing?

Table 16 *Justifications given by students for disparities between their mother tongue and the English language.*

Yes	No
<p>-Because they have Different grammar rules, sentence structure (10 answers)</p> <p>-It Cause problems (negative transfer/ interference) .(19 answers)</p>	<p>-Each language is independent by its own grammar (10 answers)</p> <p>-Awareness of the grammar rules of the mother tongue and English lead to avoid those errors (10 answers)</p>

Most of the students face difficulties while trying to learn the correct use of grammar. The source of such difficulties as it is shown in the above Table 16 is the degree of difference between the mother tongue and English grammatical systems. In addition to that, differences cause problems (negative transfer/ interference). Nevertheless; the other learners stated that differences do not lead to grammatical errors. They provided such justifications as each language is independent by its own grammar and the Awareness of the grammar rules of the mother tongue and English lead to avoid those errors.

Q 16 What do you suggest to avoid grammatical errors in writing?

Table 17 *Students' Suggestions for Avoiding Grammatical Errors in Writing*

Students' suggestions	Number
Knowing and mastering the grammatical rules, students have to exercise themselves by doing a lot of activities where they can apply the several rules.	16
Teachers should encourage students to apply the grammatical rules learnt in the grammar session instead of only memories them, they must lie to different ways in teaching grammar to make it enjoyable, renewable, so that learners can understand and retain easily.	5
Students must avoid translating ideas from mother tongue to English.	3
Practice writing.	14
I strongly suggest that students start focusing on reading a bit more seriously (books, novels, short stories, articles...) and it is a good solution for such a problem since you meet new words and learn them correctly.	11

The results obtained from the Table17 indicate that practicing reading and writing exercising by doing a lot of activities, motivating and changing the traditional way of teaching grammar with enjoyable one and finally avoiding translating directly from mother tongue to the foreign language have been suggested by students to avoid grammatical errors in writing.

Data Discussion and Interpretation

The purpose of this study was to investigate the grammatical errors that encounter the EFL learners during writing production, it attempted to explore tenses, preposition, Punctuation, articles, verb form, subject form, word form, subject -verb agreement and Singular-plural errors in students' writing.

The findings of the students' diagnostic test and the questionnaire revealed that Grammatical errors effect on EFL students' writing. The questionnaire results and the Diagnostic test finding have also revealed that the majority of the students find that the Academic writing tasks are a little challenging. In the fact of 34% of respondents face Difficulties of getting ideas and words, and 31,9% face problems with grammar itself Meaning that, learners face more difficulties in organizing their ideas and terms, also Recognizing the grammatical items. The causes of this result are due to the lack of Grammatical knowledge .This results support the scholar Ur (2006) who declares that “a Knowledge – implicit or explicit- of grammatical rules is essential for the mastery of a Language ‘(p.4).

Likewise, a big majority of students agree or strongly agree that teaching grammar Through writing is likely to improve their writing. Also, 44,9% of respondents vote to Strongly agree that teaching grammatical rules should not be separated from the teaching of Writing. This what Jossiejck (2007:66) confirmed saying that:”Learners' ability to write Grammatical correct sentences is put in to much concern especially in an education system Which relies on written examination to measure the learners' academic performance”. Also , According to Swain, Lapkin(1989,p153) :”we have learned grammar should not to be taught In isolation from the content, but then , neither should content be taught without regard to The language involved.”In fact, teaching grammar in context will help learners to remember The tenses and the rules, also to express different communicative meanings.

Some results of this study enable us to know that the majority of EFL learners sometimes Commit errors, this assume their grammatical errors found in the diagnostic .Also, student

Were asked about the type of grammatical errors they mostly make, and the finding Revealed that the majorities have difficulties with grammar tenses, this refers to the lack of Knowledge about grammar rules, less practicing. Furthermore, reading also is important. Digging deeper in this issue, third year LMD students were asked if they think that Differences in grammar between their mother tongue and English language lead to making Grammatical errors during the writing process, the majority of them said yes. And learners must think in English to write correctly in English. That is to say, if an EFL Learner think with his mother tongue the transmit those ideas and words into English Language this leads to committing grammatical errors in writing production and this what Was noticeable in their answers on the diagnostic test.

The last part of the questionnaire ends with an open question proposed for third year LMD students trying to know what is in their minds, their opinion and suggestions to avoid Grammatical errors in writing production; can be summarized that practicing more writing Activities are the solution to avoid grammatical errors.

Conclusion

This chapter is concerned with the main results obtained from third year students' Diagnostic test and the reported findings of the questionnaire .The results of these two Research instruments can be summarized as followed:-

Third year students at Khenchela university face different grammatical errors when they Practice writing skill, this is the view of the first hypothesis.

Regarding the second hypothesis about the causes behind the grammatical errors that Made by students during writing process, the finding showed that lack of knowledge, and Less practicing are the main factors which increase the grammatical errors rate in students' Writing production.

General Conclusion

Over the course of time, grammar has attained a prominent position in language learning which has led many linguists and others to seek to study it. When it comes to second language acquisition, grammar raises consciousness of the rules, and also accelerates the learning process.

This current study is an attempt to figure out the effect of grammar on learners writing Process. The main aim of this research is to investigate the grammatical errors in EFL Students writing production .This research work consists of two main chapters. The first chapter is devoted to literature review; it is divided into three sections: the first section focused on an Overview about writing .The second one is about grammar, and the third section talked about the concept of errors and mainly the grammatical errors.

While the second chapter was devoted for detailing the different stages of the gathered Data; from data tools, design, and collection to analysis and discussing the findings and the Results. To gather data two research instruments were used in conjunction, a diagnostic test And a questionnaire for all groups of third year students' of Khenchela University.

The findings of this research revealed that third year students encounter grammar Difficulties .They merely face difficulties in using tenses, preposition and subject-verb Agreement. It should noticed that few of the students face difficulties with articles and Prepositions, this is what the hypothesis talked about.

The results concluded from this current research confirmed that most f EFL learners face Grammatical difficulties not because of their mother tongue interference, but because of the Lack of grammar awareness and low level of proficiency.

Pedagogical Implication to reduce grammatical errors

In the light of the findings and conclusions of this study, the following

Recommendations have been suggested to minimize the grammatical errors done by EFL

Learner during writing production:

1. The curriculum should impose extra writing activities.
2. Teachers must closely follow up their students' writing.
3. Grammar should be taught in context.
4. Learners should focus on reading (books, short stories, articles and novels) to be familiar With the language.

5. Learners should try to think in English to avoid translating their ideas from their mother tongue.

Limitation of the study

The current study comes across some difficulties that limit the estimated achievements

Such as:

The inability to collect a sufficient number of answers on the diagnostic test, perhaps this is due to the students' lack of interest in writing or the presence of other circumstances.

The inability to administer the questionnaire at the University of Khenchela and opting for an online administration due to the beginning of the exams, and then the seasonal holiday followed and which coincided squarely with the practical time span.

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An Analysis of the Common Grammatical Errors in the English Writing made by 3rd Secondary Male Students in the Eastern Coast of the UAE By Taiseer Mohammed Y. Hourani

INVESTIGATING THE IMPORTANCE OF GRAMMAR RULES IN STUDENTS' WRITING PRODUCTIONS

Grammar Errors in the Writing of Iraqi English Language Learners Yasir Bdaiwi Jasim Al-Shujairi*, Helen Tan Faculty of Modern Languages and Communication, University Putra Malaysia, 43400 Serdang, Selangor, Malaysia

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Appendix A

The Diagnostic test

Dear students,

This diagnostic test is designed for serving a master's degree and it aims at gathering data about your grammatical errors during writing process. Please read the suggested topics and choose one of them and develop it in no more than four lines.

Thank you for your help and for your time.

Topic 1:

Everyone feels a certain way about risk. Some are risk-oriented, others are risk-averse. Talking about risks seems to generate some good conversation. In four lines try to develop a paragraph including the definition of risk and what risks that you have taken in your life.

Topic 2:

We all have goals and talking about them actually gets us more encouraged to do something About it. Sharing goals is also a good thing to help get them done. . In four lines try to develop a paragraph talking about your goals in life, how do you plan to achieve them and how do you feel Once you reach your goal.

Appendix B

Students' Questionnaire

Dear students

It would be great if you cooperate and answer the following questions, which are carefully designed for serving a master's degree dissertation; it aims at investigating the grammatical errors during writing production. Responses you provide are completely private and confidential so do not hesitate to answer, please.

Thank you for your help and your time.

Section 1: writing

Q1: How do you consider your language ability?

- Very good
- Good
- Average
- Below average

Q2: Do you enjoy writing as an activity?

- Yes
- No

Q3: What do you think of the writing process (paragraphs, essays and academic writing production overall)?

- Very challenging
- A little challenging
- Easy
- Very easy

Q4: Please rate your use of each learning language strategy below on a scale between 1-5.

1: never. 2: rarely. 3: sometimes. 4: most often. 5: always.

I often write in my native language	1	2	3	4	5
I often write in English	1	2	3	4	5
I write notes, messages, letters, or reports in English	1	2	3	4	5
I use a bilingue dictionary	1	2	3	4	5
I use English-English dictionary	1	2	3	4	5
I use an English grammar book or handbook	1	2	3	4	5
Before writing the first draft , I do extra study outside the classroom to improve my writing	1	2	3	4	5
I like to write in my native language first then translate it into English	1	2	3	4	5

Q5: Do trust yourself as a person who can find good words and ideas during the writing production?

- Yes
- No

Q6: among the following language aspects, which do you think you are facing as language challenges in the writing production?

- Grammar
- Ideas and words
- Structure
- All of the above

Section 2: Grammar

Q1: What do you think of English grammar?

- Easy to learn

- Difficult to learn

Q2: Do you think that you should master the grammatical rules of the target language before writing?

- Agree
- Disagree

Q3: How often do you commit grammatical errors?

- Always
- Often
- Sometimes
- Rarely
- Never

Q4: Which grammatical errors do you mostly make?

- Tenses
- Subject-verb
- Articles
- Word order
- Capitalization
- Prepositions
- Punctuation

Q5: Teaching Grammar through writing is likely to improve students writing?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Q11: Teaching grammatical rules should not be separated from the teaching of writing?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Q12: Do you translate from your mother tongue to the target language when you write?

- Yes
- No

Q13: Do you think that there are similarities in the grammar between your mother tongue and the English language?

- Yes
- No

Q14: If your answer is yes, how do similarities affect your application of English grammar rules?

- Positively
- Negatively

Q15: Do you think that differences in grammar between the mother tongue and the English language lead to making grammatical errors in writing?

- Yes (justify).....
- No (justify).....

Q16: What method do you find easier to learn grammar?

- Writing
- Reading
- Listening
- Speaking

Q17: what do you suggest to avoid grammatical errors in writing?

.....

.....

ملخص

بالنظر إلى أهمية المعرفة النحوية في عملية الكتابة والتي يجب إتقانها كلغة أجنبية ، هذا البحث يهدف إلى التحقيق في الأخطاء النحوية المكتوبة لدى طلاب السنة الثالثة في قسم اللغة الإنجليزية في جامعة عباس لغرور- خنشلة. العينة المختارة في هذا البحث هي عبارة عن مجموعة من طلاب السنة الثالثة للغة الإنجليزية تم اختيارهم عشوائياً. من أجل جمع البيانات اللازمة اعتمدنا على أداتي بحث: الاستبيان عبر الإنترنت بالإضافة إلى اختبار تشخيصي. تم توجيه الاستبيانين إلى 49 من طلاب السنة الثالثة. بالإضافة إلى ذلك ، تم تحليل 20 فقرة لطلبة السنة الثالثة لمعرفة الأخطاء الأكثر شيوعاً في كتاباتهم. بناءً على النتائج التي تم الحصول عليها من أداتي البحث وجد أن الأخطاء النحوية الأكثر شيوعاً لدى الطلاب هي الأزمنة، حروف الجر، كتابة الأحرف الأولى بالأحرف الكبيرة، توافق الاسم و الفعل، وعلامات الترقيم. علاوة على ذلك أظهرت نتائج هذا البحث أن الافتقار إلى الوعي النحوي وانخفاض مستوى الكفاءة هما السببان الرئيسيان وراء الأخطاء النحوية للطلاب. أيضاً هناك أسباب أخرى أقل تأثيراً لأخطاء الطلاب النحوية مثل نقص القراءة والكتابة، ضعف مهارات التدريس، وأخيراً الترجمة والنقل السلبي من اللغة الأم للطلبة إلى اللغة الأجنبية .