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Investigating the Grammatical Difficulties

Faced in Academic Writing

Case study: Second Year EFL Learners at the Department of English,
University of Abbas Laghrou-Khenchela

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ABSTRACT

The aim of this study is to investigate the most common recurrent grammatical errors made by EFL Second Year Licence learners and their causes in their writing productions at the University of Abbes Laghrour University . This study follows the descriptive design with quantitative and qualitative method of data analysis A questionnaire was addressed to 46 second year students during their classes. Based on the overall results obtained from the research instrument, it was found that students believe that scoring higher in written expression is conditioned by mastering English grammar. Moreover, the findings of this research work demonstrate that the concerned participants are partially aware about their grammatical errors.

Key words : Sources , grammatical errors , learners of English as a language and academic writing

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DEDICATIONS

I pray and thank God Almighty for granting me the gift of knowledge and blessing me with his mercy.

I dedicate this work : To my dear parents (the first and the last love in my life) I hope god bless them. For their support which is often the only stable thing when everything else goes into chaos.

To my sisters and my brothers , and to my second half Nessrine Zdira , to my dear friends for standing with me all the time. Thank you so much , I do really appreciate that.

Ines NOUAR

DEDICATIONS

In the name of Allah, the most Gracious, the most Merciful , and to the hard times that taught me how to be a real human , and to my Mom and Dad who were and still are my first and last support , to my second half Rama , to those who acknowledge that I deserve succeeding , to those who love and believe in me , to my postponed happiness , to my future self , and to Mom again. I dedicate this work.

Meriem ANSER

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

P: Population

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General Introduction

General Introduction

1. Background of the Study

According to Christiansen (2015), English is a second language for most people worldwide. It is recognized as the language of communication, business, trade, and diplomacy as well as the teaching medium in higher education. The English language is the most widely used second language worldwide. Due to its extensive international use, English is now required for both education and employment in countries where it is spoken as a second or foreign language, according to Walsh (2010). Since writing is required in both professional and higher education settings, it is the most important of the four English language skills.

English language competency is necessary for writing assignments, reviews, research, and many other academic tasks that require highly developed writing abilities, according to Indrilla and Ciptaningrum (2018). Writing is one of the language skills that needs to be developed while learning English. It could serve as a vehicle for expressing thoughts, emotions, and opinions, with potentially beneficial results for both the writer and other readers. However, Tuan (2010) argued that academic writing is one of the hardest English skills to master and is usually taught as the last of the four language skills.

Tarigan et al. (2019) emphasized that mastering the art of writing is a challenging task. A good piece of writing needs to be backed by a large vocabulary, a solid command of grammar rules, and a mastery of the text's constituent parts. This is because the type of texts that are targeted make it difficult for readers to read and comprehend a piece of writing that lacks proper sentence structure. Pham (2018) verified that academic writing skills modules are commonly included in Vietnamese English training programs. There are currently a lot of studies being done in Vietnam to look into common grammar

mistakes made in academic writing. About where Suwastini and Yukti (2017) found the grammatical mistakes made by students in their writing texts.

After that, native language interference was found to be the primary cause of students' grammatical errors by Megantari and Budasi (2018). Budiarta, Suputra, and Widiasmara (2018) discovered that the primary reason for students' mistakes was the discrepancy between the grammatical rules of the target language and the native language. Suwastini and Yukti (2017) found that the most frequent reason for grammatical errors in students' brief biographical texts was interlingual transfer. While Ling and Stapa (2011) explained that errors are intrinsically linked to the learning process, Brown (2000) stated that errors may occur during the language learning and acquisition process.

2. Statement of the Problem

Relying on personal observations, for a learner to acquire a new language appropriately, he must acquire, develop and master its skills Writing, Speaking, Listening, Reading, some are considered as receptive like listening and reading, whereas speaking and writing are productive ones.

Besides, what is worthy to mention that writing is a productive skill, but also the hardest skill acquired and mastered by learners particularly EFL learners due to less opportunities and focus given to this challenging process. Many students suffer greatly from problems in writing meaningful paragraphs with well structured sentences, and plenty of grammatical mistakes, hence students must be aware of these mistakes and try their best to learn more about this matters. Thus an attempt in identifying learners grammatical difficulties in writing will be done

3 Aim of the Study

This research is driven by two objectives. First, it seeks to discover the grammatical difficulties faced by EFL students at Abbas Laghrour University. Second, it aims at

selecting the reasons behind committing grammatical mistakes by the target students in their academic writing . These objectives build into the general aim which is suggesting solutions to reduce the concerned grammatical difficulties .

4 .Research Items

Through the present research, we plan to discover authentic data about the grammatical difficulties committed by second year EFL students at Abbas Laghrour University in their academic writing through answering the following Items:

1-What are the grammatical difficulties faced by EFL students at Abbas Laghrour University ?

2- What are reasons behind committing grammatical mistakes in EFL students at Abbas Laghrour University their academic writing ?

3- What are the suggested solutions to reduce the grammatical difficulties in academic writing EFL students at Abbas Laghrour University ?

5. Research Hypotheses

The following hypotheses are suggested:

1. The most common grammatical errors committed by EFL students cover misusing verbs , nouns , gerund and voices .

2. Grammatical difficulties are influenced by various factors among which : lack of reading , lack of practice and inadequate time .

3.Treating these difficulties may take part by applying a set of strategies such as: using Marriam Webster.com, dictionary checking , book painless grammar and watching grammar videos on YouTube .

6. Methodology

In order to reach the objectives of the study mentioned previously, the present research follows a descriptive research design that helps to access answers for the research

Items. The approach followed for analyzing the data is quantitative and qualitative. The instrument used in this dissertation is a Itemnaire . The Itemnaire is designed for second year EFL students at Abbes Laghrour University and contains three sections. The first section is devoted to the students' demographic information, the second section targets the causes behind committing the grammatical errors in EFL academic writing, and the third section designed to spot the most common mistakes students make in their writing.

7. Population and Sampling

In order to limit the scope of working on all students at Abbes Laghrour University, we decided to take only the case of second year EFL students as our population of interest. The promotion consists of 142students, but the sample of our study is selected by applying a stratified random sampling through which 46 participants were chosen to gather the necessary data.

8. Structure of the Study

The present research is designed to discover the grammatical difficulties faced by EFL learners in their academic writing - case of second year EFL students at Abbes Laghrour University- It consists of two chapters. The first chapter is theoretical; it reviews the literature that covers all the research variables. The second chapter is practical, it presents the methodology and obtained data.

The first chapter is divided into two sections. The first section focuses on providing an overview about academic writing and grammatical errors, their definitions, causes of facing the grammatical difficulties .The second section is devoted to presenting the most common suggested strategies to overcome the concerned issue.

The second chapter is practical. The first section presents the research methodology, the second is devoted to the gathered data, and the last one provides the interpretation of data. This chapter deals with the analysis of the gathered data and the

discussion of the results. After that a conclusion is presented along with a list of references of all works used during the study.

CHAPTER ONE

The Grammatical Difficulties Facing EFL's Academic Writing and Solutions to Overcome them



Chapter One : The Grammatical Difficulties Facing EFL's Academic Writing and Solutions to Overcome them

Introduction

Even though English is a required language in Algerian schools, students in higher education find it difficult to become proficient writers in the language. The language of instruction is English, and one of the most important aspects of learning a language is being able to write in EFL/ESL. Students' success in higher education is dependent on their level of English language proficiency because both written and oral assessments call for a certain level of proficiency in the language.

Their capacity to access, evaluate, synthesize the words, ideas, and opinions of others in order to develop their own academic voice is a crucial component of their success in higher education, according to Al Fedda (2012) ,it is argued that writing is a cognitive activity that requires the writer to demonstrate control over multiple variables at once, rather than an activity that comes naturally to them (Nunan 1989). Thinking, pertinent knowledge, concepts, and vocabulary are examples of variables (Anwar & Ahmed, 2016). Ampa and Quraisy (2018) have identified the following components of writing: organization, vocabulary, content, mechanics, and structure. Apart from the numerous variables at play, students also need to adhere to the second language's writing conventions.

For students to compose correctly, they must thus overcome the complexity. Apart from the language skills required, students must adhere to certain steps in the writing process to ultimately produce a written piece. These steps include idea generation, organization, drafting, revising, and editing (Khattar, 2019).

From the standpoint of the teacher, selecting a single approach to teach English writing in a way that promotes learning is difficult. It has been suggested that group or

pair collaboration improves student writing and helps students learn more effectively (Donato, 1994; Al-Tai, 2015, Khatib & Meihami, 2015; McDonough et al, 2019, Aldossary 2021; Stroch 2005 and Abbas & Al-Bakri, 2018). Integrating reading and writing is an alternative strategy, whose proponents contend that reading widely improves writing (Alqouran & Smadi, 2016, Abu Ayyash & Khalaf, 2016 and Mudawy & Mousa, 2017). Academic writing instruction is thought to benefit greatly from receiving constructive criticism, according to researchers in the field (Al-Marwani, 2020; Hasan & Karim, 2019; Bitchener, Young & Cameron, 2005).

One crucial skill that students need to develop is writing because it fosters critical and in-depth thinking. Students who study writing will be able to articulate their ideas, write well, and share their ideas with others through written communication. Writing grammatically is therefore crucial. Grammar-checked sentences are crucial for students to use when expressing their ideas in academic writing, where they must show that they understand intricate concepts.

Writing academically can be extremely difficult for EFL students. According to Morgan (2012), academic writing follows certain rules, much like writing a newspaper article or a short story. Additionally, according to Al Fadda (2012), one of the fundamentals of academic writing is the students' capacity to locate pertinent references and assess them in order to synthesize various viewpoints and ideas and create their own unique voice. Therefore, a student should be able to utilize other people's ideas when writing, reword them, and then list the sources of those ideas (Dehkordi & Allami, 2012).

Additionally, students should carefully consider how to formulate a thesis statement, write strong supporting sentences, and then edit their writing to ensure that it is error-free (Alsamdani, 2010). As a result, Al Fadda (2012) noted that students

need to be conversant with punctuation symbols like the colon, dash, hyphen, semicolon, period, and capitalization.

When composing an academic paper, students might encounter various challenges. Some students may struggle with formal language usage, citing sources, locating evidence to back up their claims, and crafting coherent sentences. Observations show that when students write academic papers, they frequently struggle with knowing how to construct grammatically sound sentences. They may be aware of what needs to be written, but they lack the proper writing skills. Throughout this chapter, we will discuss important points about grammar and the grammatical errors in academic writing, the factors that lead EFL learners to commit them, along with highlighting the most common difficulties faced by the target students.

1.1 Section One: An Overview of EFL Academic Writing and the Grammatical Difficulties

1.1.1. Defining Academic Writing

Hartley (2008) defines academic writing as a mode of expression that researchers employ to delineate the specific areas of expertise and the intellectual boundaries of their disciplines. A formal tone, the use of the third-person perspective rather than the first-person perspective, a clear focus on the research problem under investigation, and exact word choice are other traits of academic writing, according to him. A thesis statement introduces an academic work. The goal of an academic paper writer is to convince readers of a concept or problem-solving approach through "evidence," not conjecture.

1.1.2 Defining Grammar and Grammatical Errors

Grammar refers to the rules that give language structure, and knowing these rules is necessary to write a coherent sentence or paragraph. In contrast to the sentences "Her

writes the lessons" or "Writes the lesson she," the sentence "She writes the lesson" has grammatical sense. The final two sentences violate several grammatical rules: the first violates the requirement that a pronoun be in the subjective case when it is the subject of a verb, and the second violates the standard English sentence structure of subject, verb, and object.

According to Harmer (2001), grammar rules are what structure language; they are not the opinions of editors, teachers, or other authorities. It only specifies how people write and speak; as soon as people begin to write and speak differently, the rules are altered.

1.1.3 Importance of Grammar in EFL Academic Writing

Grammar is important when writing, according to Saaristo (2015), is a fundamental idea in general linguistic theory. However, this article is not intended to provide a full explanation of how grammar has been and can be understood. He stated that students should be able to write grammatically and construct well-constructed sentences in academic writing. This means that when writing an academic essay or expressing their ideas, they must select the right words. For students to write well, they must therefore have a large vocabulary, use proper grammar, and have strong comprehension.

Grammar-correct writing is not simple. Learners may experience some difficulties when writing. According to Nation (2009, p. 119), when it comes to organizing ideas, some students are able to express what they want to write but struggle to put it into writing because they have trouble coming up with ideas and occasionally they are unsure of what they will write. Then he goes on to say that a lack of vocabulary can make it harder for students to articulate their thoughts, leading them to make poor word choices or even write sentences that aren't very communicative.

According to many academics, learning grammar is crucial if one hopes to succeed in school and in their career (Shaw & Liu, 1998). For example, Celce-Murcia (1991)

stressed the significance of a fair amount of grammatical accuracy in academic writing.

According to Emmaryana (2010), writing proficiency is the most challenging and complex language skill that students at all educational levels must acquire when learning English. Furthermore, according to Al-Mekhlafi (2011), students typically experience moments of discomfort, if not terror, whenever grammar is discussed in the classroom. Writing ability is therefore defined as the ability to produce "contextually" (Hyland, 2002, p. 6) correct forms of language at the sentence or discourse level by adhering to predetermined patterns. Additional research, According to Duques (1989, p. 310), writing is a language activity, and grammatical mistakes in writing are now a common issue. According to other research, "writing is a skill, and like most other skills, such as typing, driving, or cooking, it can be learned" (Langan, 2012, p. 9). In conclusion, with more practice and perseverance, anyone can become proficient at writing.

1.1.4 Causes of Committing Grammatical Errors in EFL Academic Writing

For a variety of reasons, most EFL students make grammatical mistakes in their writing. The reasons behind the difficulties that may be affecting the students' writing are explained in the paragraph that follows. It includes not reading enough, not being motivated enough, not having enough time, not practicing, and writing in the target language being influenced by the first language.

1.1.4.1 Lack of Reading: More writers than not agree that readers who read more fluently also write better, and that higher readers encounter more difficulties when exposed to foreign languages. "The more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language," notes Raimes (1994, p. 42),

emphasizing the value of reading into a foreign language. According to Kroll (1997, p. 48), "The writer gets the feel for the look and texture of reader-based prose through reading." One of the things that makes EFL learners' writing less enjoyable is their lack of reading. As a result, EFL teachers put a lot of effort into helping their students improve their reading comprehension so they can write clear sentences and paragraphs.

1.1.4.2 Lack of Motivation: According to Harmer, motivation is the driving force behind behavior (2007). Extrinsic and intrinsic motivation are its two primary categories. Intrinsic motivation comes from within the individual's enjoyment, interest, or pleasure. Extrinsic factors originate from outside sources, like the requirement to pass an exam. Furthermore, three distinct factors are listed by Harmer (2006) that prevent students from writing correctly. First, there is the fear of failing, or the fear that they won't be able to meet their objectives, particularly in situations where they must demonstrate their language proficiency and their ability to apply that proficiency within various frameworks.

Second, another thing that keeps students from writing is their fear of making mistakes. Because of the writing assignment's structure, EFL students find it awkward. Third, some students are afraid to present their work, hide their limitations, and persuade themselves to give up on writing because they are unable to produce any written work at all. In order to lessen this phenomenon, EFL teachers employ motivated topics that encourage their students to express their opinions. There are various sources of motivation. In addition, Harmer (2006) describes four motivational sources. The first source is the society in which the students are raised. Since this is where knowledge is initially discovered, students can bring ideas from this society to class in order to better understand the lessons being taught.

The assistance of others is mentioned in the second source. Teachers are the third source of information about how students' language learning is impacted by those who are closer to them, such as their parents or their neighborhoods. They play a variety of roles in the classroom, such as controlling the environment and making all of the decisions, and they are the primary factor in the students' motivation because they choose engaging topics to keep the students interested in the lessons. The method, which outlines a strategy for building learners' and teachers' confidence, is the fourth source. Their motivation will suffer if either of them loses confidence, but if they both feel confident in their approach, they will both succeed in their work.

1.1.4.3 Inadequate Time: According to Raimes, time is a crucial component of the writing process and what sets writing apart from speaking. Hedge (1988) adds that since writing tasks naturally involve a lot of steps and time, it is important to pay attention to the concept of time. Students require time to collect materials, arrange them, compose rough drafts, edit and revise them. .

1.1.4.4 Lack of Practice: According to Hedge (1988, p. 11), "my own experience tells me that in order to become a good writer, a student needs to write a lot." This is because the practice has a significant impact on the students' writing level. Likewise, Grabe and Kaplan (1996) believe that writing is a skill that must be consistently practiced and efforted upon rather than something that just happens to learners. Furthermore, whether or not there is to be meaningful learning, students must be accountable for their education.

1.1.4.5 The Influence of the First Language on Target Language Writing:

The statement "writing remains a difficult skill to acquire and each language has its own writing conventions that the writer needs to learn them without interfering with other language or languages" is made by Blanchard and Root (2004, p. 204). They

contend that there is no cross-linguistic interference and that, in order for learners to write well, they must learn the conventions of each language, which include grammar and punctuation. Furthermore, according to Kroll (1990), EFL learners do not have to be flawless in their first language in order to be flawless in a second or foreign language.

According to Nuruzzaman's (2018) study, certain errors found in the paragraphs written by the Saudi students fall into this category because they may have something to do with the students' first language, Arabic. The student made this mistake by applying L1 (Arabic) word-order knowledge rather than L2 word-order knowledge (English), since a noun in Arabic must come before an adjective. Similarly, Gass et al. (2013) believed that intralingual errors are those that originate in the language being learned rather than L1.

Promsupa (2016) and Pongsukvajchakul (2019) conducted a thorough analysis of the further classification of intralingual errors into four categories (first put forth by Richards, 1974): false concepts hypothesized, overgeneralization, ignorance of rule restrictions, and incomplete application of rules. Sari's research (2019) found that three factors account for the majority of students' grammatical errors: carelessness, using the language as a first language, and translation.

Additionally, the researcher found that poor grammar and vocabulary were factors in grammatical errors. To find out what makes L2 students make mistakes, a number of researchers conducted in-person interviews or Itemnaires with the students. Rattanadilok Na Phuket and Bidin (2016) found that learners' errors from five English majors from two institutions that participated in in-depth interviews were also caused by verbatim translation, the use of bilingual dictionaries, and inadequate knowledge.

1.1.5 Types of Grammatical Errors in EFL Academic Writing

Numerous earlier studies have examined the various kinds of grammatical errors. Similarly, Na-ngam (2005) classified grammatical errors using error taxonomy. There were twenty-three different kinds of grammatical errors presented as follows :

Incomplete Sentences: Na-ngam (2005) stated that sentences lacking a subject, verb, or a whole idea are considered incomplete. Two instances of incomplete sentences are as follows: "Until later, bye! " "Please, a coffee."

Comparisons: This grammatical difficulty is presented for instance, students would say tastier rather than more tastier. Double superlatives or double comparatives are terms used to describe this type of incorrect comparison. Erroneous: Daniel's resume lacks clarity compared to Brandon's. True: Daniel's resume lacks clarity compared to Brandon's (Na-ngam ,2005).

Word Order: When words are arranged awkwardly or incorrectly in a sentence, it's called a word-order error. For instance : After the game, the handball team was exhausted totally . However, the word totally should come before the adjective exhausted in this sentence (Na-ngam ,2005).

Formulating Wh Items: When attempting to create interrogative sentences, EFL learners consistently make mistakes. Na- ngam (2005) talked about common mistakes made by students when creating wh-Items . These common mistakes were :

- Subject coming after the main verb rather than the auxiliary verb such as writing when did travel you abroad ? instead of when did you travel abroad ?
- Missing Auxilliary Verbs like saying what she does ?
- Using an auxiliary verb after a special wh-Item „who/what“ (e.g., "Who does answer that Item?") when it is not necessary.

Tenses: The past perfect continuous, past perfect, present perfect continuous, future perfect continuous, future perfect, and future continuous tenses are the most frequently made verb tense mistakes in the writing of EFL students (Na-ngam ,2005).

Voices: Na-ngam (2005) added that EFL students commit voices errors either by using the wrong form of the verb making the incorrect form choice when switching from active to passive voice is a common mistake. When switching from active to passive voice, we always utilize the past participle forms of verbs (V3). Or by using the wrong subject .The sentence's object functions as the subject when switching from active to passive voice.

Agreements: When the subject and verb of a sentence disagree in number, this is known as a subject/verb agreement error. Agreement: Singular Subject plus Singular Verb. Plural Verb plus Plural Subject equals agreement (Na-ngam ,2005).

Infinitives: This error arises because it's simple to mistakenly believe that the verb "need" is a modal verb, similar to "must" and "should," which have bare infinitives after them. But that is not the case. Like "start," "admit," "consider," or "hope," "need" is a verb. "Need" in this instance needs to be followed by an infinitive (Na-ngam ,2005).

Gerunds: Using the incorrect form of gerunds and infinitives is one of the most frequent errors. For instance, a sentence's meaning can be altered by following a verb of influence or preference with the incorrect verb form. For instance, saying "I enjoyed to watch " is wrong; instead, it should say "I enjoyed watching." (Na-ngam ,2005).

Nouns: Switching between the singular and plural forms of the same noun in sentences and paragraphs is a common mistake in EFL writing. As a result, if a

sentence starts with a plural noun, make sure that the same noun appears again later in the sentence (Na-ngam ,2005).

Verbs: Na-ngam (2005) claimed that there are several forms of English verbs, including the past participle and present tense forms. Verb form (VF) errors happen when these forms are misused or not formed correctly: Jimbob said, "I seen Mercury transit across the sun yesterday." "I saw Mercury's transit across the sun yesterday," Jimbob remarked.

Adverbs: Adverbs of various types belong in different places within sentences. Sometimes the usage is also very different. It can be challenging for ESL students to use adverbs correctly. These are a few typical adverb usage errors. False: He plays piano good. True: He plays piano well (Na-ngam ,2005).

Adjectives: A descriptive word is an adjective. It provides additional details about a subject. In general, an adjective describes a noun. A noun can be an object, a place, or a person. One of the nine components of speech is an adjective. Examples of the errors committed by EFL learners when it comes to adjectives are saying : She is the tallest of the two instead of She is the taller of the two (Na-ngam ,2005).

Pronouns: When a pronoun's gender and/or number do not match the gender and/or number of the noun it refers to, this is known as a pronoun agreement error. This mistake most frequently happens when authors refer to a singular, collective noun like the group, using a plural pronoun like they (Na-ngam ,2005).

Modals: Four common mistakes made when using modals are as follows: after a modal, using a gerund instead of an infinitive or a base verb; after a modal, using two modals consecutively; and after a modal, leaving out the modal (Na-ngam ,2005).

Auxiliaries: Four categories of typical errors can be distinguished from the typical errors found on auxiliary verbs: to do, such as misuse of do, does and did, as well as mistakes made when adding these terms (Na-ngam ,2005).

Possessives: Always use an apostrophe and a "s" to indicate who owns something. It is always far quicker and easier to demonstrate ownership when the apostrophe is used. Take a look at what happens to my grandfather's truck when learners forget to apostrophe and s (Na-ngam ,2005).

Conjunctions: A conjunction error is the conclusion that one of the marginal events that make up the conjunction is less likely than the conjunctive event. Conjunction errors have been shown in the past in scenarios where marginal events originated from a shared generating process (Na-ngam ,2005).

Prepositions: One of the most frequent mistakes made by English language learners is the misuse of prepositions. The most frequent prepositional errors include misplacing prepositions, using prepositions incorrectly, and using prepositional phrases incorrectly. These errors should be recognized and avoided because they can cause misunderstandings or confusion in a sentence (Na-ngam ,2005).

Articles: Leaving articles out when they are expected is the most frequent mistake students make when it comes to articles (during winter, it is most important holiday). Articles with possessive forms of people's names (the John's house) and articles with uncountable nouns (I traveled last year) are also frequently used (Na-ngam ,2005).

Punctuations: Errors and mistakes in punctuation can take many different forms. Due to the vast array of punctuation that students are taught in the classroom, it is normal and easy for them to make mistakes as they are learning (Na-ngam ,2005).

Spelling: Spelling mistakes are a big problem for certain students, who find it difficult to overcome them. Among the errors are things like writing a single letter in words

that should have two letters written, and vice versa, or forgetting to include the alphabetic characters "a," "e," and "i" in the words (Na-ngam ,2005).

Capitalization: Lastly ,Na-ngam (2005) stated that errors in capitalization occur when a writer capitalizes a word that doesn't need to be capitalized or doesn't capitalize a word that does.Capitalization mistakes should be avoided at all costs as they detract from the reader's experience with the writing.

To sum up, grammar is an important subject studied in the field of didactics. It has its own importance in EFL academic writing . Being a serious part of EFL learning , the grammatical errors are affected by certain individual factors such as the lack of reading , lack of practice and the inadequate time . Besides, the concerned grammatical errors are categorised into 23 separate types including the misuse of verbs , gerunds, nouns, models and adverbs .The following account is particular the different academic solutions to face EFL grammatical difficulties .

1.2 Section Two: Solutions to Face the Grammatical Difficulties in EFL Academic Writing

Using correct grammar in EFL academic writing is a necessary key to succeed .The following section sheds the light on a deep explanation about the suggested fundamental strategies to fix any grammatical errors EFL learners may commit . *Jo Gore (2020) suggested a set of strategies that help EFL students to overcome the grammatical difficulties in academic writing. They are presented as follows :*

1.2.1. Doing Some Grammar Exercises

Jo Gore (2020) stated that there are those who enjoy working on grammar problems. It could even be enjoyable for them, similar to solving a sudoku or crossword puzzle. It's fantastic if that describes students. He advised to think about purchasing a book that includes answers, practice Items.

1.2.2 Looking it Up

Jo Gore (2020) added that having a grammar book with clear explanations and information is really helpful, even if students aren't planning on practicing. They can find assistance from the English Grammar reference section anytime students need to understand how a specific linguistic construct functions. Every uncertainty presents a chance for growth. Furthermore, studies reveal that they retain language more effectively when it's needed. *Jo Gore (2020)* suggested to look it up the next time they are writing an email in English and wonder.

1.2.3 Practicing Using the Grammar Learners Know

Jo Gore (2020) claimed that grammar rules are very useful to know. However, this does not guarantee that EFL learners will be able to recall and use those guidelines in a casual conversation. It's as if all of their grammar knowledge is stored in a separate area of their brain and is unavailable to them in the moment of speaking. Their brains become more adept at using a specific grammar pattern in natural speech every time students employ it in English. Similar to learning to drive a car, their knowledge of grammar becomes more automatic or natural with practice and ceases to be just theory.

Based on *Jo Gore (2020)* statements, practice applying the grammar they already know. He advised to discover the sensation in students' mouths and ears. That presents a challenge, they will soon be speaking proper English without even considering grammar rules if EFL learners can accomplish that on a regular basis.

1.2.4 Noticing Correct Grammar

Students can also do another extremely helpful thing to help their grammar. It is known as "noticing." Observing entails being aware of linguistic patterns when students come across them. It's also something they can do on a daily basis. According

to *Jo Gore (2020)*, assuming that they have been telling people, one day, though, they hear someone tell them not to worry about that. If they have good notice-taking skills, they will recognize that the version they just heard is correct and will mentally note that you should say it correctly the next time. The wonderful thing about noticing is that it takes place in a context of communication. This implies that there's a greater chance they will be able to use it in conversation as well.

1.2.5 Learning the Grammar of Words

Additionally, *Jo Gore (2020)* said that grammar and vocabulary are frequently seen as distinct concepts. Grammar refers to a phrase's structure, and vocabulary refers to words. However, words also possess grammar.

Although many students understand the definition of want, they may not be familiar with its associated grammar. Can they put the following ideas together to form a sentence? She wishes to learn entire phrases from them. Here's a hint: "wants that you" isn't accurate. They must be aware of the word want's grammatical usage. They want someone to take action. They understand it now, right? She wants you to learn entire phrases, which is the right response. Make a note of new words in longer phrases as students learn them. Observe how we employ those terms in sentences. In addition to learning grammar, learners are studying vocabulary.

1.2.6 Reading a Lot

Jo Gore (2020) stated that reading in English is excellent for learners' vocabulary, speaking, comprehension, and grammar.

Reading or seeing the proper grammar on a page aids in the retention and application of previously learned grammar. Students can also see new structures in their context. They are more likely to be able to use a specific grammar pattern themselves the more

they see it documented. It is helpful to read anything and everything in English. Additionally, that applies to their favorite series' subtitles, *Jo Gore (2020)*.

1.2.7 Reading Books that Pique Students' Interests

One of the best ways to naturally learn English grammar rules is to read well-written books. As students can imagine, when I was undergoing my proofreading training, mastering grammar was of utmost importance.

Searching actively for examples aided in the interesting and significant reinforcement of rules. Learners can write these sentences down in a grammar notebook or highlight them for future reference, if that helps. They will begin to mimic proper grammar and sentence structure more and more as they see examples of them, *Jo Gore (2020)*.

1.2.8 Writing in a Notebook to Improve Students' Grammar

Jo Gore (2020) asserted that students need to engage in productive, rather than merely receptive, grammar practice if they want to see a major improvement in their abilities. Since reading and listening entail the passive process of receiving information, they are referred to as receptive skills.

Writing in a grammar notebook also helps them learn more because it applies the generation effect. According to the theory known as the "generation effect," learning information is retained more effectively if it is produced .

Students could, for instance, read over a particular rule and then jot it down in their notebooks .They don't have to copy rules or concepts verbatim; instead, they should explain them in their own words. They will be able to think through what they are learning more thoroughly if they write it in their own terms. *Jo Gore (2020)* added that It's acceptable to write down sentences that are almost exactly the same as those students' see being used as examples to explain a rule if they find this difficult. They can begin to vary their sentences more as their confidence grows.

1.2.9 Learning English Grammar Rules at Grammar Book.com

Luckily, there are rules when studying English grammar. There are occasionally exceptions to these rules. However, they can quickly become more proficient with grammar by learning the fundamentals (*Jo Gore ,2020*).

Grammar Book.com is among the greatest resources for learning the fundamentals of English grammar.Learners start by going through the 50-Item grammar practice exam. If they still need assistance in any areas, they can consult the rules.

GrammarBook.com provides examples of English grammar rules, some of which are as follows:

- Subject-verb agreement
 - Irregular verbs
 - Pronouns
 - Who, that, which
 - Adjectives and adverbs
 - Prepositions
- Confusing words and homonyms

1.2.10 Taking Tests to Reveal the Grammatical Errors Students Often Make

An entertaining method to sharpen learners abilities and identify their strengths and shortcomings is to take tests and quizzes.One of the best websites for quizzes and games is Grammar Monster. Playing games like bubble pop and whack a word to hone learners' abilities and identifying areas that require work. Additionally, they can use this word choice test made to see if they have any trouble with homophones (*Jo Gore , 2020*).

1.2.11 Consulting a Trustworthy Grammar Manual

After students have grasped the fundamentals, they might want to delve deeper into English grammatical details. To learn more about these subtleties, they should refer to a thorough and trustworthy grammar guide.With a ten-page index and more than 500 pages, it's easy to find what students are looking for quickly. Additionally, *Jo Gore*

(2020) suggest William Sabin's The Gregg Reference Manual, 11th Edition, if they want to become a true grammar expert.

1.2.12 Seeing Examples of Grammatically Sound Sentences on Ludwig

Based on *Jo Gore (2020)*, a dependable resource for locating well-written English sentences is Ludwig.Guru. More than 200 million skillfully constructed sentences can be found on the website. Ludwig describes itself as follows:

When students use Ludwig, they enter a word into the search bar to find multiple excellent sentences that use it. They get clarity and ideas for creating powerful, statement-making sentences from this practice. Other clever manoeuvres Ludwig is capable of include the following: arrange a set of words in the right sequence, locate the missing word in a sentence, paraphrase it, and provide synonyms.

Ludwig lets EFL learners run a couple of free searches every day before asking to register for the premium edition. So begin by examining Ludwig's work to see a wealth of well-written sentences that will help them with their grammar and writing.

1.2.13 Peruse the Purdue OWL (Online Writing Lab)

Purdue University kindly offers a plethora of information to both the general public and its students. Students can practice the following topics with the Purdue OWL grammar exercises:

- Adjectives
- Adverbs
- Appositives
- Articles
- Count and noncount nouns
- Prepositions
- Tense Consistency

For ELLs, subject position and nominalization practice can be found in the multilingual exercises.

1.2.14 Going on a Grammar Meme Scavenger Hunt

Jo Gore (2020) believes that People's inventive and humorous grammar memes never fail to make me smile or even laugh. These are frequently quick, charming one-liners, but occasionally they can impart a lesson that's simple to understand and difficult to forget. These hilarious memes can at the very least add some spice to students' grammar lessons.

1.2.15 Referring to the Merriam-Webster.com Dictionary

If EFL learners want to practice good grammar, they will need a good dictionary. Jo Gore (2020) suggested his favorite is the Merriam-Webster.com Dictionary. Part of proper grammar involves using the right word in the right context. Phase and faze, for instance, are homophones. Naturally, a dictionary will dispel any confusion students may have regarding the meaning and spelling of a word. They will also see the term used in one or more example sentences in addition to its definition. If they need further clarification, they can also choose to scroll down to view more example sentences and synonyms.

1.2.16 Using Grammarly's Explanations to Learn More

Students can find writing errors by using Grammarly, they may access the explanations provided with each suggestion even if they only use Grammarly's free edition. To view Grammarly's explanation for a suggestion, ***Jo Gore (2020) recommends to*** click the three dots located in the recommendation box's lower right corner.

1.2.17 Heading Over to Grammar Girl's Site for Terrific Tips

The popular Grammar Girl podcast and website were made by Mignon Fogarty, better known online as Grammar Girl. To read or listen to any of Grammar Girl's podcasts or articles, visit the archive(***Jo Gore ,2020***).

1.2.18 Checking Out the Book Painless Grammar

Jo Gore (2020) read Painless Grammar and found so much value . It's a cheap book that provides a clear and concise explanation of English grammar rules. It provides many examples, many of which include a dash of the author's wonderful humor .The

book is appropriate for people who haven't attended a classroom in decades, even though it is written for middle and high school students.

1.2.19 Watching Khan Academy's Videos on YouTube

If students feel like watching videos, visit YouTube and use the search function to locate a video explaining that confusing grammar concept they are having trouble understanding (*Jo Gore , 2020*)

1.2.20 Proofreading Students' Writing to Identify Grammar Goofs

Jo Gore (2020) stated that if students proofread their work, they will notice the errors in grammar. After that, they can work out how to correct these errors. Being aware of the mistakes they frequently make is essential to raising their grammar game.

1.2.21 Enrolling in the Grammar Lion Course

Lastly, *Jo Gore (2020)* suggests Ellen Feld's Grammar Lion: A Grammar Refresher if learners need assistance improving their grammar. It's a thorough review that aids in the development of a solid foundation in English grammar. The instructor helps them one-on-one throughout the lesson.

Conclusion

Grammar errors in EFL academic writing is a serious challenge that face most of EFL students. The most common grammatical mistakes committed by them cover misusing verbs , nouns , gerund and voices . Additionally, the subject of interest of this study can be treated through applying a set of academic strategies related to EFL learners themselves and to their grammar teachers . Those strategies may include using Merriam-Webster.com Dictionary,checking Book Painless Grammar, and Watching Khan Academy's Videos on YouTube.

CHAPTER TWO

The Methodological Framework, Data analysis, and Discussion

Chapter Two: The Methodological Framework, Data Analysis, and Discussion

Introduction

This chapter is devoted to presenting the practical part of the study that puts the data found in the literature review into practice. It introduces a detailed explanation of the grammatical difficulties faced by EFL students at Abbas Laghrour University . and to investigate the reasons behind committing grammatical mistakes by the target students in their academic writing .

The chapter includes three sections; the first one begins with the research methodology under which the study design, the sample, the setting, and the research instruments are explained. In addition to the procedures followed during the data collection and analysis. The second section presents the analysis of gathered data, and the last section presents the discussion of the findings in light of the research Items and hypotheses. This chapter ends with a summary of the research results in addition to the limitations of the study, the implications, and recommendations for further research.

2.1 Section One: Research Methodology

The following is an account of the methodological frame that underlies the study.

2.1.1 Study Design

This study follows a descriptive research design with quantitative and qualitative method of data analysis. Accordingly, this research is designed to systematically describe the phenomenon of committing the grammatical difficulties and their reasons through following the patterns that are previously indicated in the literature.

Additionally, the mixed-method approach is used to provide reliable data about this phenomenon. Kemper et al. (2003) define the mixed methods approach as an approach that includes both qualitative and quantitative data collection and analysis in

parallel form. Similarly, O'Leary (2017) sees that the mixed-method approach has different advantages, such as offering a larger view through adding depth and insights to numerical data, then adding accuracy to words through the inclusion of numbers and statistics. These will help researchers in generalizing results. O'Leary (2017) further advocates that mixed method approach may prevent the bias and limitations of each single approach and it permits methodological multiplicity to various data collection instruments.

2.1.2 Sample and Setting

The sample of this research is second year EFL students at Abbes Larghrou University which consists of four groups in the academic year 2023/2024. The reason behind targeting this particular portion is that second year students were the only available participants during the data collection phase that were willing to help us achieve the aims of the study. For example, first year students are not totally familiar with the subject of research, thus they were reluctant to getting involved. In addition, second year students became more aware about the importance of filling in Itemnaires fully and honestly. The study was intended to cover the whole 142 students; however, the sample of the study included only 46 participants.

2.1.3 Research Instruments

This study is based on one data collection tool that is explained below in details.

2.1.3.1 The Questionnaire: Questionnaire are defined by the Online Oxford Dictionary (1984) a set of printed or written Items with a choice of answers which are used either in surveys or in statistical studies. According to O'Leary (2017), a Itemnaire involves asking individuals about their attitudes, characteristics, and opinions. Itemnaires are tough to get properly and frequently do not proceed as anticipated; he suggested the following strengths for this research tool. First,

administering a questionnaire allows the researchers to generate data which is specific to their own research and provides insights that might otherwise be unavailable. Second, O'Leary (2014) implies that this type of research tools may help researchers obtain a great number of responses, maintaining confidentiality, anonymity, and representing greater proportion of the population.

The aim of the questionnaire is to investigate the grammatical mistakes committed by the students at Abbes Laghrour University .We designed this data collection tool with English written parts .It contains three sections. The first section is devoted to students' information. The second section was devoted to the participants to know what are the exact grammatical difficulties that students face in their academic writing that have been tackled earlier in the literature review. The last section is the strategies to face grammatical difficulties in academic writing through which the participants are asked to respond as honest as possible as if the situations are actually lived. This section is excluded from the data analysis, because most of the respondents did not take the tasks seriously and responded randomly .

2.1.4 Data Collection Procedures

The data collection process was guided by the list of procedures from the Department of English at Abbes Laghrour University that helped effectively in the success of the administration of the Itemnaire . When the Itemnaire was first designed, the draft was piloted with 13 participants from the whole population. Then, we distributed the copies to 46 students selected randomly from the four classes. The respondents were asked to answer the Itemnaire immediately in their classrooms by providing them with individual written copies. They were given more than enough time of round 20 minutes to answer carefully the Items .The distribution of the Itemnaire took time in

our presence where we exposed the aim of our Itemnaire and raised their awareness about how important it is to honestly and carefully fill them in.

2.2 Section Two: Data Analysis

2.2.1 Data Analysis Procedures

All the Items of the Itemnaire are analyzed in terms of frequencies and percentages, which are presented in tables and figures.

2.2.2 The Analysis of the Itemnaire

The responses gathered from the students' Itemnaires are presented below. The analysis of both sections led to the identification of the participants' information and the exact grammatical difficulties . The data of this research instrument is analyzed quantitatively; the results are presented in what follows.

2.2.2.1. The Analysis of Section One: General Information

Item 1: What is your age in years?

Reading Results

This Item aims at testing whether the students' age relates to their grammatical mistakes. Based on , (n = 11, 23.91 %) students are 19 years old which is the youngest age group and the majority group in the whole sample. (n = 20, 43.47 %) are aged 20 years old , the rest of the respondents (n=15 , 32.6) are aged between 21 and 25

Item 2: How do you consider your Level in English Grammar ?

Table 01: The Respondents' Level in English Grammar

Option	Frequency	Percentage
Very Good	34	73.91%
Good	6	13.04 %
Average	2	4.34 %
Poor	4	8.69 %

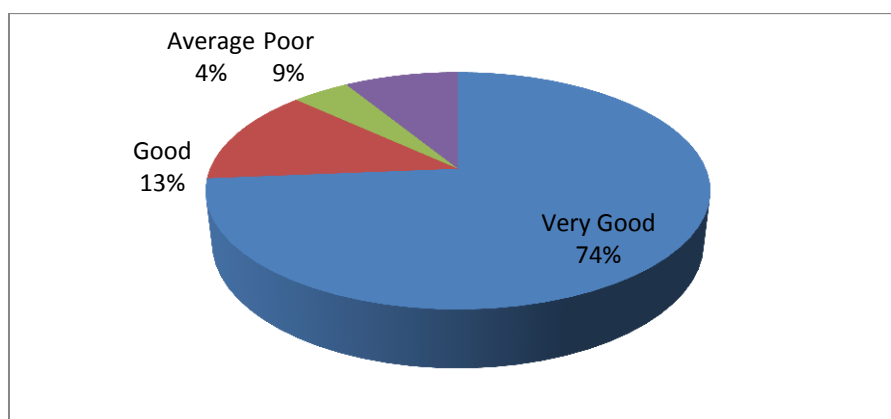


Figure 01: The Respondents' Level in English Grammar

Reading Results

The second Item is asked to investigate students' level in English grammar . As it was mentioned earlier, the sample of the study consists of (n= 46) . As shown in Table 1, most of the respondents affirm that they have a very good level (n= 34, 73.91%) , wherased (n= 6 ,13.04%) the rest believe they have good level. (n= 4, 8.69%) agree that their grammar is poor and only 4.43% of the respondents have an average level.

Item 3: How much do you usually score in written expression module ?

Table 02: The Respondents' Scores in Written Expression Module

Option	Frequency	Percentage
Less than the average	4	8.69%
The average	27	58.69%
More than the average	15	32.6%

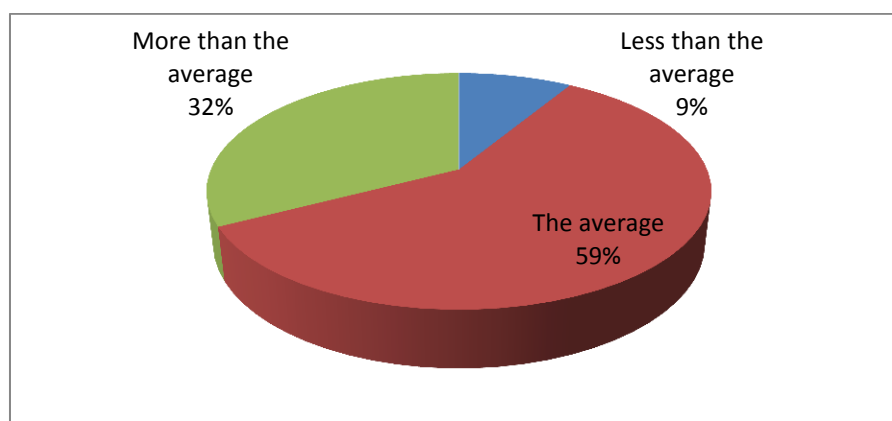


Figure 02: The Respondents' Scores in Written Expression Module

Reading Results

This Item is raised to explore the respondents' scores in written expression module to evaluate the effect of their grammar level in the concerned module. Table 2 shows that most of the respondents get average scores, and (n=15, 32.6 %) score more than the average, and only 8.69% students declare that they score less than the average .

Item 4: Do you believe that grammar is a condition to get high score in written expression module ?

Table 03: The Respondents' Opinions about the Conditions for Higher Scores

Option	Frequency	Percentage
Yes	40	86.95 %
No	6	13.04 %

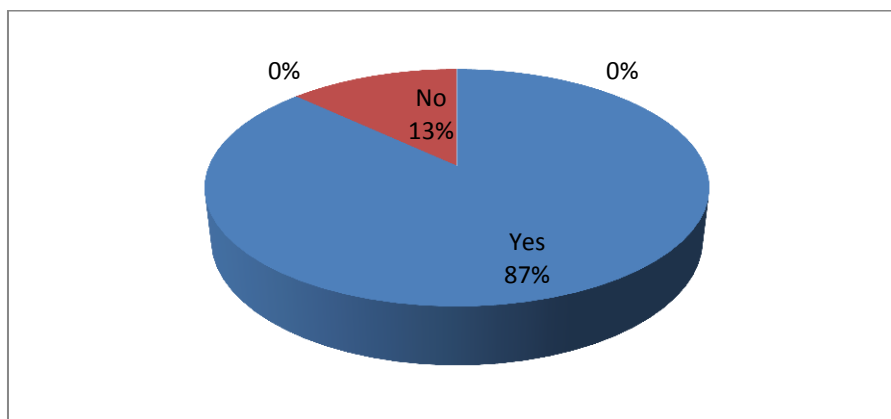


Figure 03: The Respondents' Opinions about the Conditions for Higher Scores

Reading Results

This Item seeks to identify the students' opinions about the relation of having a good level in grammar and scoring higher in written expression module. As shown in Table 3, (n = 40, 86.95%) of the participants agree that grammar has a direct relation with scoring higher in written expression , while (n= 6 , 13.04%) do not .

2.2.2.1. The Analysis of Section Two: The Grammatical Difficulties in Academic Writing

Item 5: What are the factors that contribute to grammar difficulties?

Table 04: The Factors Contributing in The Respondents' Grammar Difficulties

Option	Frequency	Percentage
Lack of excellent explanation	12	26.08 %
Lack of well concentration during lecture	17	36.95 %
Grammar rules are very difficult to understand	17	36.95 %
Others	0	00%

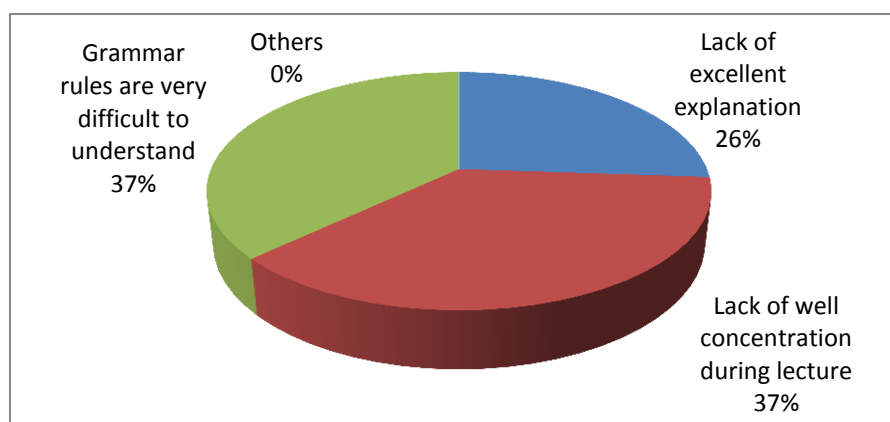


Figure 04: The Factors Contributing in The Respondents' Grammar Difficulties

Reading Results

As shown in Table 4, most of the respondents declare that grammar difficulties are strongly linked with the complexity of grammar rules and the well concentration during lecture. (n= 12, 26.08%) students assume that the lack of excellent explanation is the first cause of scoring lower in writing performance.

Item 6: Do you think that grammar errors are the main cause of weaknesses in writing ?

Table 05: The Views about the Effect of Grammar on Respondents' Writing

Option	Frequency	Percentage
Yes	44	95.65 %
No	2	4.34 %

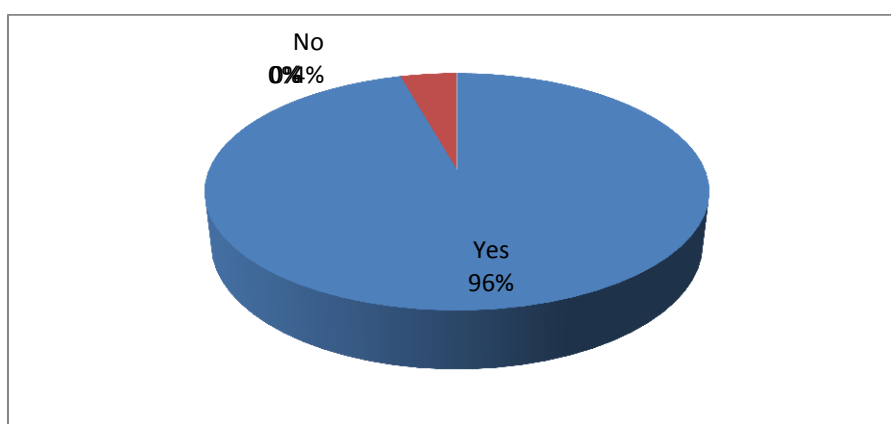


Figure 05: The Views about the Effect of Grammar on Respondents' Writing

Reading Results

This Item is asked to check whether weaknesses in writing is caused by students' grammar errors . Table 5 shows that (95.65%) of the respondents agree on the concerned effect while only (4.34 %) do not .

Item 7: Do you think your lack of experience with academic writing in English contributes to your grammatical difficulties ?

Table 06: The Effect of Writing Experience on Commtiing Grammatical Difficulties

Option	Frequency	Percentage
Yes	33	71.73 %
No	13	28.26 %

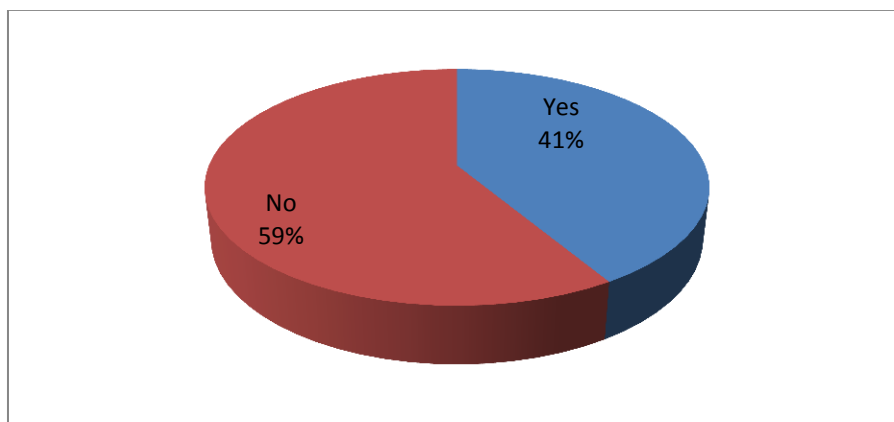


Figure 06: The Effect of Writing Experience on Commtiing Grammatical Difficulties

Reading Results

Based on Table 7, the majority of the respondents view that their lack of experience with academic writing in English contributes to their grammatical difficulties, (n=33, 71.73%) others frequently do not play them regularly. Almost thirteen (28.26 %) students ignore the concerned contribution.

Item 8: Are grammar mistakes done consciously or unconsciously by the learner?

Table 07: The Respondents Consciousness about Grammar Mistakes

Option	Frequency	Percentage
Consciously	29	63.04 %
Unconsciously	17	36.95 %

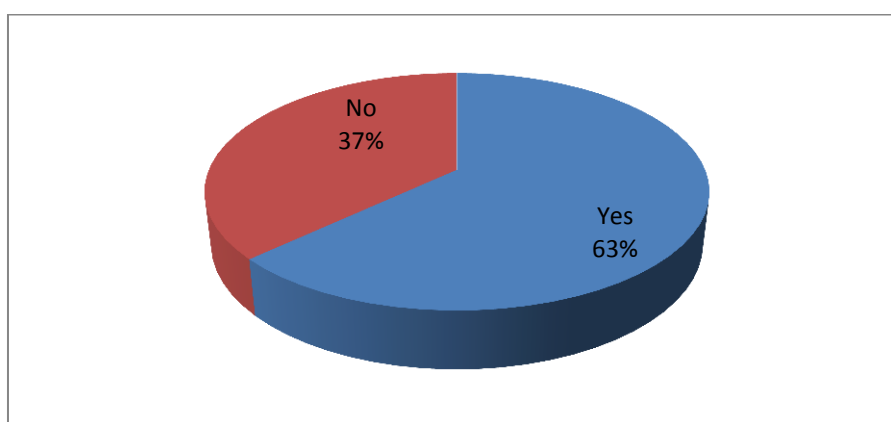


Figure 07: The Respondents Consciousness about Grammar Mistakes

Reading Results

The aim behind asking this Item is to know whether grammar mistakes done consciously or unconsciously by the target learners . Table 7 presents that most of them (n=29, 63.04 %) are conscious, and only (n=17, 36.95 %) are not .

Item 9: Do you know how to correct your grammar mistakes ?

Table 08: The Respondents' Knowledge about Correcting the Grammatical Mistakes

Option	Frequency	Percentage
Yes	38	82.6 %
No	8	17.39 %

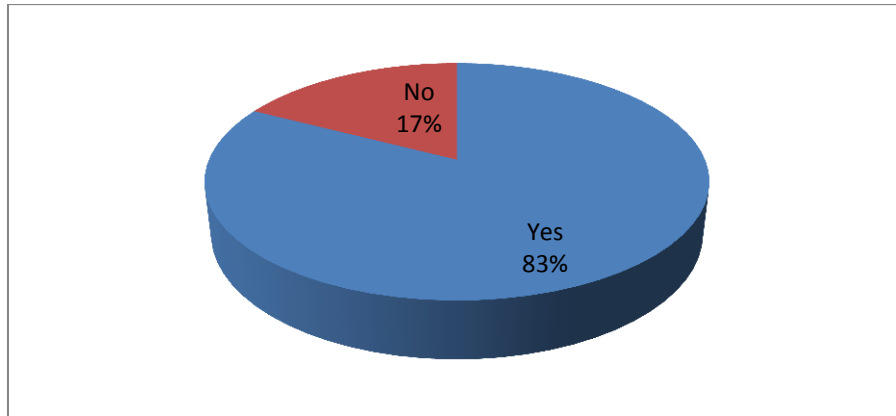


Figure 08: The Respondents' Knowledge about Correcting the Grammatical Mistakes

Reading Results

Table 08 shows that most of the respondents know how to correct their grammar mistakes and the rest (17.39%) do not.

Item 10: In your academic writing, how often do you use grammar resources ?

Table 09: The Frequency of Using Grammar Resources

Option	Frequency	Percentage
Never	2	4.34 %
Rarely	12	26.08 %
Occasionally	15	32.60 %
Frequently	10	21.73 %
Always	7	15.21 %

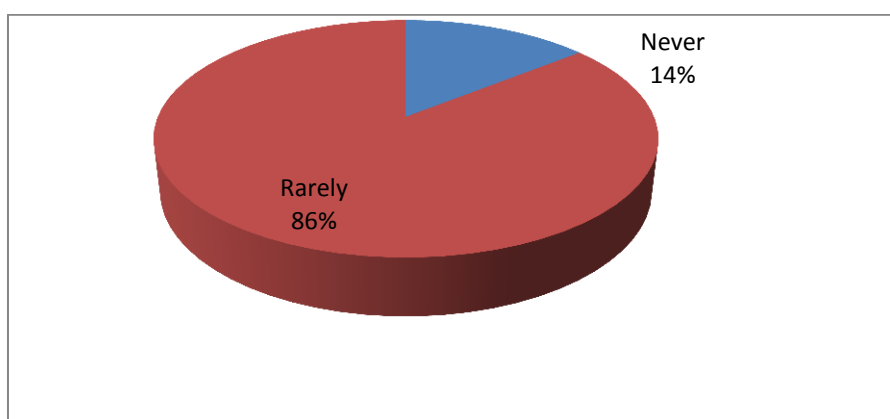


Figure 09 : The Frequency of Using Grammar Resources

Reading Results

This Item aims to know the frequency of using grammar resources . The collected answers revealed that (32.6%) of the students occasionally use them, (26.08%) declare that they rarely use them. The students who are frequently use the concerned resources are (21.73 %). Additionally, (15.21%) of them always use grammar resources for the sake of improving and practicing their academic writing .

2.2.2.2. The Analysis of Section Three: The Strategies to Face Grammatical Difficulties in Academic Writing

Item 11: What are the preventive ways to solve this problem?

Table 10: The Preventive Ways to Solve Students' Grammatical Errors

Option	Frequency	Percentage
Using appropriate strategy to study grammar rules	24	52.17 %
Students practice a lot to understand grammar lessons	22	47.82 %

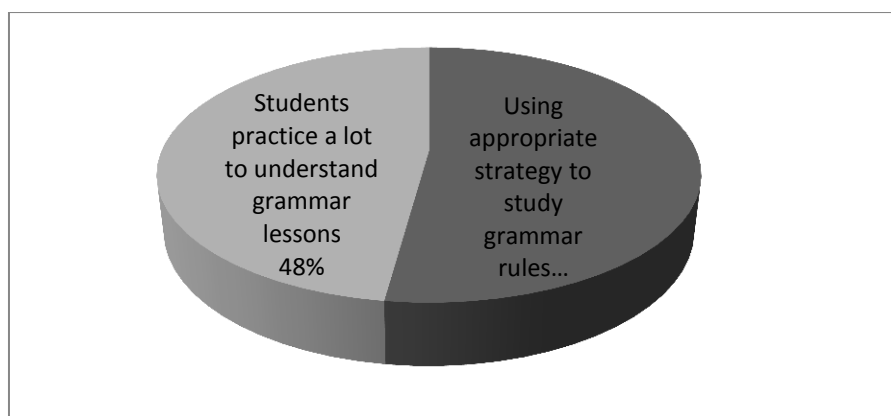


Figure 10: The Preventive Ways to Solve Students' Grammatical Errors

Reading Results

Table 10 shows that (n=24, 52.17%) participants suggest using appropriate strategy to study grammar rules to prevent committing grammatical errors in their academic writing, while (47.82 %) suggest their excessive practice to understand grammar lessons.

Item 12: How can teacher help his/her students to reduce grammar obstacles ?

Table 11: Teachers Roles in Reducing Grammar Obstacles

Option	Frequency	Percentage
Adopting classroom technique to explain grammar	18	39.13%
Providing more challenging tasks	28	60.86%

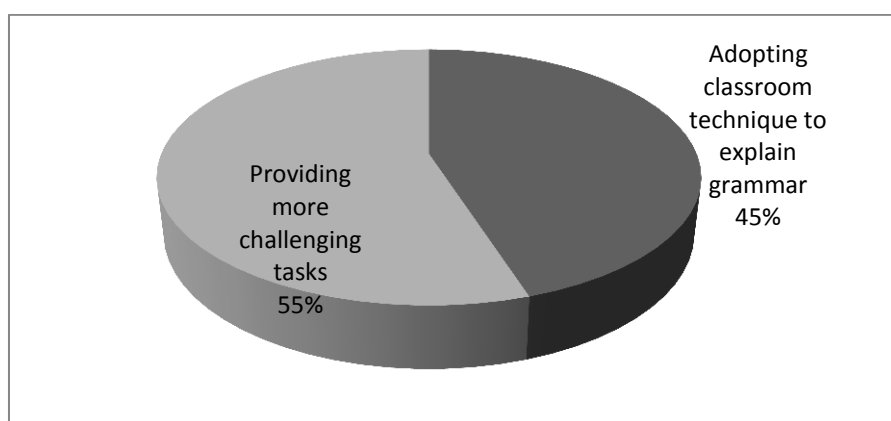


Figure 11: Teachers Roles in Reducing Grammar Obstacles

Reading Results

As can be noticed from Table 11, (60.86%) of the respondents think that teachers help his/her students to reduce grammar obstacles by providing more challenging tasks, adopting classroom technique to explain grammar; while (39.13 %) assert that teachers can help their learners through adopting classroom technique to explain grammar.

Item 13: Do you find it helpful when the teacher presents grammar lessons randomly?

Table 12: The Respondents' Views about Teachers' Role in Presenting Grammar Lessons

Option	Frequency	Percentage
Yes	22	47.82%
No	24	52.17 %

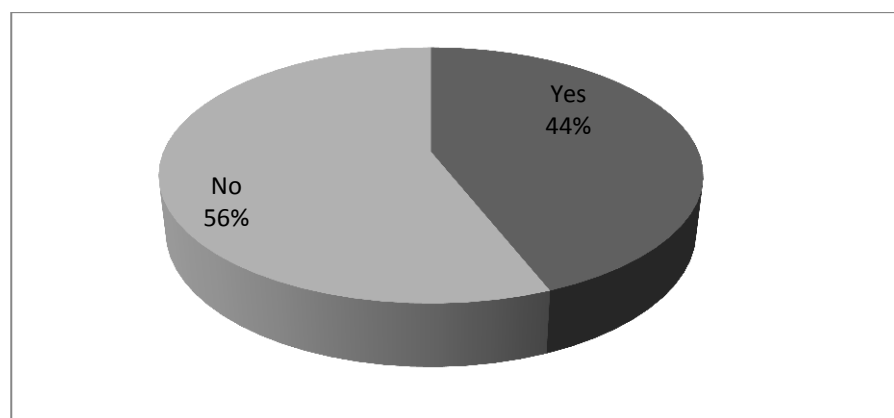


Figure 12 : The Respondents' Views about Teachers' Role in Presenting Grammar Lessons

Reading Results

The scores shown in Table 12 confirm that (n= 24, 52.17%) participants find it helpful when the teacher presents grammar lessons randomly .While (n= 22, 47.82 %) do not .

Item 14: Do you agree that teacher can prevent his learners from making grammatical errors by providing a lot of works to them?

Table 13: The Respondents' Attitudes about Teachers' Roles in Preventing Grammatical Errors

Option	Frequency	Percentage
Agree	30	65.21%
Disagree	10	21.73%
Strongly agree	6	13.04%
Strongly disagree	0	00%

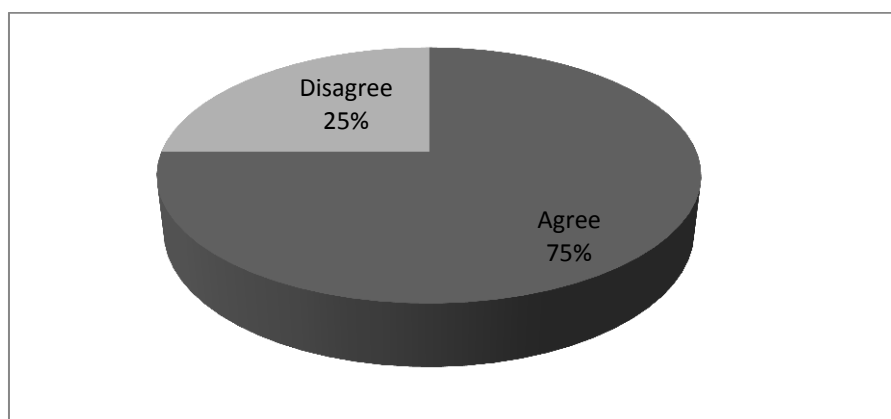


Figure 13: The Respondents' Attitudes about Teachers' Roles in Preventing Grammatical Errors

Reading Results

Table 13 presents that (n= 30, 65.21 %) students agree that the teacher can prevent his learners from making grammatical errors by providing a lot of works to them while, (n=10, 21.73%) others claim somehow, and (n= 6 , 13.04%) strongly agree with the concerned idea.

Item 15: In your experience, what are the most effective strategies for improving grammar in academic writing ?

The aim behind asking this Item is to investigate the participants' views about the tips to improve learning grammar in academic writing .The responses present that most of them suggest the following

- Practicing more grammar at home
- Reading contribute in improving students' grammar level
- Teachers' explanations
- Watching videos help in solving the grammatical problems they usually face in their writing performance

Section Three: Discussion of the Results

Under this title, the results obtained from the Itemnaire are discussed. The Itemnaire results answer the research Items. The findings of this study either confirm or reject our research hypotheses.

2.3.1 Discussion of the Itemnaire

The obtained answers to these Items show that grammar has a direct relationship with students' writing performance. Thus, the first research hypothesis is partially approved.

Our investigation concludes that the results do not contradict with the scholars who tackled the same topic in the literature.

The results of this study indicate additionally that learners' grammatical level is related to their writing performance. The current findings also show that the participants' way of learning English grammar differ from one to the other, they adopt a specific ways to master it whereas others are still face difficulties in their writing.

We concluded contextualized L1 grammar instruction, in which language structures are seen and examined in real-world texts and integrated into the teaching of reading and writing, improves students' writing abilities.

In short, the assumptions of the relationship between grammar and academic writing is approved. Thus, the complete answer for the first research Item is that grammar affects students' academic writing .

2.3.2 Conclusion

This research ends with a number of significant results which answer the research Items; they also approve most of the assumptions of our study. The findings of this study conclude that the more EFL learners practice the grammar rules in their writing , the more they produce rich pieces of writing .. The development of one's grammatical knowledge enhances one's writing proficiency. Students' writing ability is greatly influenced by their grammatical proficiency. Furthermore, there is a positive correlation between students' writing proficiency and their writing interest. Writing proficiency improves as grammatical proficiency and writing interest both rise. As a result, it's critical that educators offer clear instruction and writing exercises to support students in developing their grammatical and textual structures. The development of English writing skills in secondary school students has been found to be positively impacted by the use of multiple teaching techniques.

2.3.3 Findings of the Study

- Having a low level in EFL academic writing depends on a correct grammar
- Developing EFL writing is the mission of both EFL learners and their teachers
- Facing grammatical difficulties is caused by the lack of reading
- There is a positive correlation between student's writing proficiency and their writing interest.
- Writing proficiency improves as grammatical and writing interest both rise.

- The development of English writing skill has been found to be positively impacted by the use of multiple teaching technique.

2.3.4 Limitations of the Study

This study faced a variety of obstacles that affected negatively the results and the validity of data; we mention most of them in what follows:

- 1- There was lack of resources related to this topic, which made the step of writing the theoretical part time consuming.
- 2- The Itemnaire was planned to be administered to 60 second year students . However, only 46 participants were found to fill in the papers. Consequently, this may affect the generalization of the results.

2.3.5 Implications of the Study

Since the findings of this research give an important overview about the grammatical difficulties in academic writing , the literature of this research succeeded to present an attempted relationship between both grammatical level and developing writing skills. This work may become a starting point to explore and raise more attention about the importance of facing the grammatical difficulties by the EFL students in Algeria.

2.3.6 Recommendations for Further Research

The future propositions that stem from this research are the following:

- 1-This quantitative study can be re-conducted on a larger sample to get more reliable results and to have a high validity when generalizing them.
- 2- This research was conducted on academic writing. Therefore, future researchers may continue in working on same topic track through investigating the difficulties faced in academic writing and reading ability.

3- We recommend changing our population of interest by another taking the same research variables and study design. This may give new interesting data different from the ones of Abbes Laghrour University .

6- In order to have more accurate results, this study can be re-conducted through investigating both writing and reading skills separately under a causal comparative method of research. This will increase the validity and reliability and insures having more valid correlations between grammar, reading and writing .

GENERAL CONCLUSION



General Conclusion

Having a high level in English grammar played an important role in performing well in academic writing by forming well coherent sentences. It was a source of inspiration among EFL learners. Grammar was learnt through a large number of creative techniques to easily learn the academic writing through unconscious way of learning. Some of the EFL students were not always aware about their grammatical errors, others were aware about them and were able to correct their own errors without others' help. Many of the newly learned grammatical rules will not be forgotten due to the permanent practice of these rules during the writing of academic pieces in EFL classes.

This research discusses the grammatical errors as they were highly committed among EFL learners at Abbes Laghrour University Khenchela. The dissertation included two chapters. A theoretical chapter is devoted to reviewing the related literature to the central concepts of the study. Thus, it consisted of two sections. The first section covered the study of the definition, importance, causes and types of grammatical errors. The second section included the effective strategies that may support the learners to face all sorts of grammatical difficulties.

The practical chapter presents the field work of this research. It gave an account about the descriptive study conducted by the researchers on 46 second year learners of Abbes Laghrour University. The participants have been randomly assigned, since the researchers selected them using a simple stratified random sampling strategy. The data collection tool was a Itemnaire in English language. The gathered data from the instrument is analyzed quantitatively and qualitatively.

The analysis of the data showed that grammar plays a significant role in EFL academic pieces of writing. We hypothesed that the more EFL learners practice the

grammar rules in their writing , the more they produce rich pieces of writing .Thus , our hypothesis of this research was confirmed.

We hypothesis the most common grammatical errors committed by EFL students cover misusing verbs, nouns, gerund and voices . And grammatical difficulties are influenced by various factors among which: lack of reading , lack of practice and inadequate time. treating these difficulties may take part by applying a set of strategies such as: using Marriam Webster.com , dictionary checking , book painless grammar and watching grammar videos on YouTube .

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APPENDECIES



APPENDICES

Appendix 1: *Students' Itemnaire*

Students' Questionnaire

This Itemnaire is designed for the purpose of gathering information for a Master's degree dissertation that is entitled "Investigating the Grammatical Difficulties Faced in Academic Writing ". The case study of English Department, Abbes Laghrour University

Be assured that your answers will be used for this research only, also in anonymously manner.

Guideline: please, put a tick (√) in the corresponding oval to choose the option that describes your point of view the most for each Item, and provide a full answer when required.

Thank you in advance for your precious collaboration.

Section 1: General Information

1. What is your age in years?

.....Years old

2. How do you Consider your Level in English Grammar ?

◆ Very Good

◆ Good

◆ Average

◆ Poor

3. How much do you usually score in written expression module ?

- ◆ Less than the average
- ◆ The average
- ◆ More than the average

4. Do you believe that grammar is a condition to get high score in written expression module ?

- ◆ Yes
- ◆ No

Section 2: The Grammatical Difficulties in Academic Writing

5. What are the factors that contribute to grammar difficulties?

- a- Lack of excellent explanation
- b- Lack of well concentration during lecture
- c- Grammar rules are very difficult to understand
- d- Others :

6. Do you think that grammar errors are the main cause of weaknesses in writing ?

- a- Yes
- b- No

7. Do you think your lack of experience with academic writing in English contributes to your grammatical difficulties ?

- a- Yes
- b- No

8. Are grammar mistakes done consciously or unconsciously by the learner?

- a- Consciously
- b- Unconsciously

9. Do you know how to correct your mistakes ?

a- Yes

b- No

10. In your academic writing, how often do you use grammar resources ?

a- Never

b- Rarely

c- Occasionally

d- Frequently

e- Always

Section 3: The Strategies to Face Grammatical Difficulties in Academic Writing

11. What are the preventive ways to solve this problem?

a- Using appropriate strategy to study grammar rules

b- Students practice a lot to understand grammar lessons

12. How can teacher help his/her students to reduce grammar obstacles?

a- Adopting classroom technique to explain grammar

b- Providing more challenging tasks?

13. Do you find it helpful when the teacher presents grammar lessons randomly?

a- Yes

b- No

14. Do you agree that teacher can prevent his learners from making grammatical errors by providing a lot of works to them?

a- Agree

b- Disagree

c-Strongly agree

d-Strongly disagree

15. In your experience, what are the most effective strategies for improving grammar in academic writing ?

.....

.....

.....

.....

Thank you again

الملخص

يواجه متعلمو اللغة الإنجليزية كلغة أجنبية العديد من الصعوبات في تعلم اللغة الإنجليزية، خاصة فيما يتعلق بمهارة الكتابة. في الواقع، قد يرتكبون أخطاء عديدة في كتاباتهم. هذه الدراسة عبارة عن بحث في الأخطاء النحوية الكتابية الأكثر شيوعاً لدى متعلمي اللغة الإنجليزية كلغة أجنبية وأسبابها. تهدف هذه الدراسة إلى الكشف عن الأخطاء النحوية الأكثر تكراراً لدى طلبة السنة الثانية ليسانس وأسبابها في نتائجهم الكتابية بجامعة عباس لغرور. تم توجيه استبيان إلى 46 طالباً من طلبة السنة الثانية في فصولهم الدراسية. وبناء على النتائج الإجمالية التي تم الحصول عليها من أداة البحث، وجد أن الطلاب يعتقدون أن الحصول على درجات أعلى في التعبير الكتابي مشروط باتباع قواعد اللغة الإنجليزية. علاوة على ذلك، أظهرت نتائج هذا العمل البحثي أن المشاركين المعنيين على دراية جزئية بأخطائهم النحوية. بالإضافة إلى ذلك، يستخدم معظم المشاركين أحياناً الموارد النحوية مما يؤثر على أدائهم الكتابي.

الكلمات المفتاحية: المصادر، الأخطاء النحوية، متعلمي اللغة الإنجليزية كلغة أجنبية والكتابة الأكاديمية.