

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY OF MOHAMED BOUDIAF



Faculty of Letters and Languages  
Department of English

Domain: Foreign Languages  
Stream: English Language

Option: Linguistics

**Investigating the Impact of the Integration of Error Analysis  
Instruction on Learners' Grammar Accuracy Performance.**

**The Case Study of Third Year Malek Bnou Anes High School  
Learners. Sidi Aissa .**

Dissertation submitted to the Department of English in Partial fulfillment of the  
Requirements for Master's Degree in Linguistics

**Candidates**

**Hafida DEGHIM**

**Farida BENADEL**

**Board of Examiners**

<b>Mr. Tayeb BOUAZID</b>	<b>University of M'sila</b>	<b>Chairperson</b>
<b>Mr. Mourad TOUATI</b>	<b>University of M'sila</b>	<b>Supervisor</b>
<b>Mrs. Fadhela Abbadou</b>	<b>University of M'sila</b>	<b>Examiner</b>

2018/2019

## **Dedication**

This work is dedicated to my parents  
To my husband Farid who has always been a source of support and help  
to my dear children: Bashir, Amine, and Khadija.  
To all my brothers and sisters.

Hafida

## **Dedication**

This work is dedicated

To my parents who always encouraged me and expected the best of me.

To my wonderful husband Bachir

To my lovely daughters:

Youssra, Hanine, Tasnim, Arwa , and Khitem

To my dear brother Mohamed Ali and sisters:

Ibtissem, Rabab and Marwa.

To my best friends and family members who have helped and encouraged me.

Farida

## **Acknowledgement**

We would like first to thank Allah for giving us strength and capacity to complete this work.

All our gratitude goes to our supervisor: Mr. Touati M. whose sound advice and intellectual guidance contributed to the elaboration and completion of this work.

We would like to express our deep appreciation to all the staff members at the Department of English at M'sila University especially our teachers.

We are awfully grateful to our colleague: Miss K. Lakhel for her careful help and kind support with Miss N. Bouradji

We would like to extend our sincere thanks to all the members of the jury for agreeing to read the manuscript and to participate in the defense of the thesis.

Thanks are due to my learners at Malak Bnou Anes Secondary School who participated in the practical aspect of the dissertation.

## **Abstract**

The issue of errors in SLA research has recently been a topic of interest . In an attempt to investigate the impact of the integration of error analysis instruction on EFL learners' grammatical accuracy achievement, a corpus of learners' writings was collected and analyzed to diagnose the causes behind learners' inaccurate structures. A field experiment had been carried with a sample of 30 pupils at Malek Bnou Anes Secondary School- Analysis of errors, corrective feedback and mini lessons were applied in classroom to check the effectiveness of remedial pedagogy on learners' grammatical accuracy. And for the purpose of extending the research scope, a questionnaire was delivered to both learners and teachers to investigate the different facts that may have affected learners' performance. The obtained results indicated that most errors were due to the mother tongue interference. Error analysis instruction had a positive effect on EFL learners' grammar achievement. And those factors such as motivation and attitudes towards studying English and error correction had an influential effect on EFL learners' grammar performance.

## List of Abbreviations and Acronyms

**%** : percentage

**ALM:** Audio Lingual Method

**CA:** Contrastive Analysis

**CAH:** Contrastive Analysis Hypothesis

**CBA:** Competency - Based Approach

**CLT:** Competency language teaching

**DM** :Direct Method

**GTM:** grammar Translation Method

**EA:** Error Analysis.

**EE:** Error Evaluation.

**EFL:** English as a Foreign Language.

**ESL:** English as a Second Language.

**L1:** Mother Tongue / First Language.

**L2:**Second language

**MT:**Mother Tongue

**NL:**Native Language

**NS:** Native Speakers

**NNS:** Non Native Speakers

**SLA:**Second Language Acquisition.

**TL:**Target Language.

## **List of figures and graphs**

➤ Figure 01: CA procedures (adapted from Al Khresheh, 2016).....	10
➤ Figure 02: Algorithm for error analysis (Corder, 1981, as cited in Carl, 2013, p.269) .....	15
➤ Figure 03:A surface strategy Taxonomy of Errors, Dulay Burt and Krashen, 1982, as cited in Ellis, 2008, p.56).....	16
➤ Figure 4:Pshycholinguistic sources of Errors, (Ellis, 1999p.58).....	17
➤ Figure 5:Codes for written errors (ibid).....	20
➤ Figure 06:Methods of error correction, based on Long 1996, as cited in Kawagushi, 2012) .....	21
➤ Figure 7 :A model of writing (White & Arndt, 1991, p. 4). .....	39
➤ Figure 8: An analyses Analysis of Grammatical Errors .....	51
➤ Figure 9: Morphological Categories .....	56
➤ Figure 10: Syntactic / Lexico-semantic categories .....	59
➤ Figure 11 : Grammatical categories .....	65
➤ Figure 12 : Morphological Categories .....	67
➤ Figure 13 : Syntactic /Lexico-semantic categories .....	68
➤ Figure 14 : Learners Different achievement Outcomes (Percentages) .....	70
➤ Figure 15: Outcomes of weak Level Learners (Raise in Learners Errors).....	71

## List of tables

➤ Table 1: Comparison between the Product and the Process Approaches.....	41
➤ Table 2: Types of grammatical errors in learners' writing .....	49
➤ Table 3: Types of morphological errors in learners' writing .....	55
➤ Table 4: Types of Syntactic /Lexico-Semantic errors in learners' writing .....	58
➤ Table 5: Sources of the Most Common Errors .....	61
➤ Table 6: Grammatical Categories .....	64
➤ Table 7: Types of morphological Categories .....	66
➤ Table 8 : Syntactic /Lexico-semantic categories .....	68
➤ Table 9 : Learners Different achievement Outcomes .....	70
➤ Table 10: Outcomes of weak Level Learners(Raise in Learners' Errors).....	71
➤ Table 11: Learners' Motivation to learn English .....	74
➤ Table 12: The Most Important Language Skill Students' Prefer .....	74
➤ Table13:The importance of exact grammar knowledge in developing the four skills.....	75
➤ Table 14: The importance of accuracy in writing .....	75
➤ Table15: The misuse of grammar rules .....	76
➤ Table16: Students Attitudes towards Grammar .....	76
➤ Table 17: The effect of error correction on learning.....	77
➤ Table18: Appreciation of Teacher's correction .....	77
➤ Table19: The effect of teacher's correction on writing skill.....	77
➤ Table 20: The effect of knowing the source of error on reducing them.....	78
➤ Table 21: Sources of errors .....	78
➤ Table 22: The focus of teachers on errors .....	79
➤ Table 23: The importance of speaking fluently and writing correctly .....	79
➤ Table 24: The Scholar Degrees of teachers .....	81
➤ Table 25: Teachers' Experience .....	81
➤ Table 26: The Most Important Language Skill Students' Prefer .....	81
➤ Table 27: Time Allocated for Written Expression.....	82
➤ Table 28: The Effectiveness of Written Expression Syllabus.....	82
➤ Table 29: Grammar as a writing difficulty .....	82
➤ Table 30: The importance of grammar instruction to acquire a foreign language ..	83

➤ Table 31: The existence of a new skill: Grammmaring.....	83
➤ Table 32: The importance of grammar instruction in all stages of learning.....	83
➤ Table 33: Students' Difficulties to Apply Grammar in Writing.....	84
➤ Table 34: Sources of Grammatical Errors.....	84
➤ Table 35: Learners commit mistakes or errors.....	85
➤ Table 36: Teachers' focus on error correction.....	85
➤ Table 37: The importance of providing feedback .....	85
➤ Table 38: The importance of committing errors in the learning process.....	86
➤ Table 39: Teachers' response to learners' errors .....	86
➤ Table 40: The most effective way to provide feedback.....	86
➤ Table 41: Providing complete feedback on learners' errors.....	87
➤ Table 42: The importance of discussion of errors' sources with learners.....	87
➤ Table 43: Application of error analysis technique in classrooms.....	87
➤ Table 44: Contrasting grammatical structures in L1 & L2.....	88
➤ Table45: The influence of contrastive teaching to help learners acquire new structures.....	88
➤ Table 46: The bad effect of error correction on learners.....	88

## Key Terms

**Error:** Errors are morphological, syntactic, and lexical forms that deviate from rules of the target language, violating the expectations of literate adult native speakers. (Ferris, D.2011, p.3)

**Error Analysis** is the analysis of learners' errors by comparing what the learners have learned with what they lack. It also deals with giving the explanation of the errors in order to accurately reduce them. ( James,1998, as cited in Sermsook K., Jiraporn L., & Rattaneekorn P. , 2017 )

**Interlanguage:**A term that refers to the separateness of a second language learner's system that has a structurally intermediate status between the native and the target languages. (Brown, D.H., 2000, p. 215.)

**L1 Transfer:** It refers to the influence that the learner's L1 exerts over the acquisition of L2. It can be either positive or negative (Ellis, R., 2003, P.51)

**Intralingual Transfer:** is one which results from faulty or partial learning of the target language rather than from language transfer (Richards, J.C and Schmidt, R., 2010, p.294)

**Feedback:**In teaching, feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from teacher or other person (Richards,J.C Schmidt, R.,2010, p.217)

**Error Correction:**Strategies used by a teacher or more advanced learners to correct errors in a learner's speech. Error correction may be direct (teacher supplies the correct form) or indirect (the teacher points out the problem and asks the learner to correct it if possible. (Richards,J.C Schmidt, R., 2010, p.202)

## Table of Contents

Dedication .....	I
Dedication .....	II
Acknowledgement .....	III
Abstract .....	IV
List of Abbreviations and Acronyms.....	V
List of figures and graphs.....	VI
List of Tables.....	VII
Operational Definitions .....	IX
Table of contents .....	X

## General Introduction

Background of the Study.....	2
Statement of the problem.....	4
Research Questions .....	4
Aims of the study.....	5
Hypothesis.....	5
Significance of the study.....	5
Research Methodology and Tools.....	6
Structure of the Study.....	7

## Chapter One : Error Analysis

Introduction.....	9
-------------------	---

1.1. Approaches to Errors.....	9
1.1.1. Contrastive Analysis.....	9
1.1.2. Error Analysis.....	11
1.1.3. Interlanguage.....	12
1.2. Error Analysis Procedures.....	13
1.2.1. Collection of a Sample of Learner language.....	13
1.2.2. Identification of Errors .....	14
1.2.3. Description of Errors .....	16
1.2.4. Explanation of Errors .....	17
1.2.4.1. Language Transfer /Interlingual Influence:.....	17
1.2.4.2. Intralingual Interference.....	18
1.2.4.3. Faulty Teaching.....	19
1.2.4.4. Error Evaluation :.....	19
1.3. Error Correction and Feedback .....	19
1.3.1. Methods of Error Correction.....	21
1.3.1.1. Implicit Error Correction.....	21
1.3.1.2. Explicit Error Correction.....	22
1.4. The Most Common Grammatical Errors in EFL .....	22

**Conclusion**

**Chapter Two: Grammar Accuracy and Writing**

**Part ONE: Grammar Accuracy**

Introduction.....	27
2.2.1. Definition of Grammar .....	27
2.1.2. The role of Teaching Grammar.....	28
2.1.3. Attitudes Towards Teaching Grammar.....	28
2.1.4. Methods of Teaching Grammar.....	29
2.1.4.1. The Grammar Translation Method.....	30
2.1.4.2. The direct Method.....	30
2.1.4.3 The Audio-lingual Method.....	31

2.1.4.4. The Communicative Method.....	32
2.1.5. Approaches to Teaching Grammar.....	33
2.1.5.1. The Deductive Approach.....	34
2.1.5.2. The Inductive Approach.....	34
2.1.6. Grammatical Accuracy Under CBA.....	34

**Part Two : Writing**

2.2.1. Definition of writing.....	36
2.2.2. Importance of writing.....	37
2.2.3. Approaches to Writing.....	37
2.2.3.1. The Product Approach.....	38
2.2.3.2. The Process Approach.....	39
2.2.3.3. The Genre Approach.....	41
2.2.4. Difficulties of Writing Skill.....	42
2.2.5. Grammar and Writing.....	34
2.2.6.Steps of Development in Writing.....	44
Conclusion.....	47

**Chapter Three: The Investigation Part**

Introduction :.....	48
3.1. Error Analysis of the Corpus.....	48
3.1.1. Description if the Corpus.....	49
3.1.2. Results of the Corpus Analysis.....	49
3.1.2.1. The Grammatical Categories Errors.....	49
3.1.2.2. The Morphological Categories Errors.....	55
3.1.2.3. The Syntactic/Lexico –Semantic Errors.....	58

3.1.3. Interlingual or Intralingual Transfer.....	60
3.2. Comparative Study.....	61
3.2.1. Population and Sampling.....	62
3.2.2. Procedures and Design.....	62
3.2.3. Results.....	63
3.2.4. Discussion of the Obtained Results.....	69
3.2.5. General Discussion.....	72
3.3. The Questionnaires.....	72
Introduction.....	72
3.3.1. Analysis of Students' Questionnaires.....	73
3.3.1.1. Administration of the Questionnaire.....	73
3.3.1.2 Description of the Questionnaire.....	73
3.3.1.3. Analysis and Discussion.....	74
3.3.2. Analysis of Teachers' Questionnaire .....	79
3.3.2.1. Administration of the Questionnaire.....	80
3.3.2.2. Description of the Questionnaire .....	80
3.3.4. Discussion and Summary .....	89
Limitations .....	90
Implications and Reconsiderations.....	91
General Conclusion .....	92
References	
Abstract	

## Intoduction

Teaching English as a foreign language in the Algerian context has witnessed many shifts and changes just as the field of second language acquisition. Then, a lot of reforms have been introduced. The most recent is the competency based approach where learners are expected to develop the three competencies of interaction, interpretation and production. Yet, the mastery of grammar is still regarded as the cornerstone of a good command of English. (Arab S.A., Bensemmane M., Riche B., 2006, p.9).

However, when it comes to production, learners mostly fail to produce accurate and appropriate expressions. Teachers feel unsatisfied when they observe the erroneous structures written by learners. They consider them as failures of the teaching/ learning process. Accordingly, the study of learners' errors has become an important aspect of second language acquisition research.

Corder (1967) states that errors made by learners are beneficial to teachers, learners, and researchers. Applied error analysis, on the other hand, concerns organizing remedial courses and devising appropriate materials and learning strategies based on the findings of theoretical error analysis (Erdogan, as cited in khansir 2012).

Despite all that, little information is provided to improve teaching methodology, syllabus design and teaching techniques in English language classroom. Corder (1967) defined error analysis as a procedure used by researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes and evaluating their seriousness. Previous research in this field has, basically, focused on the causes of errors rather than learners themselves or ways to minimize their occurrence.

Along this study we shall raise learners' awareness about the sources of their errors. We shall also check the efficiency of remedial pedagogy through the application of mini - lessons and error analysis instruction in third year level classroom to improve learners' grammatical accuracy.

## 1. Background of the Study

Grammar has always played a significant role in the teaching/ learning process of a foreign language. It is the study of what forms and structures are possible in a language and why these forms and structures are possible (Thornbury, 1999, p.2-3). Traditionally, grammar was the study of syntax and morphology of sentences, in other words, how words are joined together in a particular order and what kinds of words can fit into any one link in the chain. Radford states that grammar is traditionally subdivided into two different but interrelated areas of study: morphology and syntax. Morphology is the study of how words are formed out of smaller units..., syntax is the study of the way in which phrases and sentences are structured out of words (2004, p1). Moreover, learners need to learn not only what forms are possible, but what particular forms will express their particular meanings. That is to say, grammar is a tool for making meaning. ( Thornbury , 1999, p 4.)

However, the inevitability of error making by secondary school English language learners provides a productive framework for research. Sermsook (2017) defines Error Analysis as the study of language forms deviating from the standard of the target language which occurs during learners' learning language.

According to the defenders of the behaviourist approach, errors should be avoided since they are a symptom of ineffective teaching. They view them as being largely due to mother tongue interference. But since the publication of *The Significance of Learners' Errors* by Corder in 1967, a new concept of error in language teaching has emerged.

Corder believes that errors are manifestations of a transitional competence and called it as (idiosyncratic dialect). Strevens (1969) claimed that errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use.(Corder, as cited in Richards, 1974, p.19).

SLA researchers have indicated that learners' errors are either the result of interlingual, intralingual source or they may be the result of a faulty teaching. Interlanguage is a term coined by Selinker (1972). It tries to understand learner language on its own terms as a natural language with its own terms and with its own systematic rules. During the beginning of the acquisition of a second language, learners rely on the previous linguistic system of the mother tongue in producing the target language.

However, when gradual learning of language starts learners start committing errors which are caused by the incorrect and misuse of language rules which is called "Intralingual transfer" Gass & Selinker (2008) .Those are considered developmental errors often represent incomplete learning of language rules or overgeneralization of them (Troike,2006, p.39). According to Ellis, we can identify the various manners in which the learners' idiosyncratic sentences diverge from the reconstructed sentences in the target language. Much classification as the one that includes omission (errors by omitting an item which is necessary for the sentence to be grammatical), misformation (errors by replacing one grammatical structure in the place of another inappropriately), mis ordering (errors by putting the sentence in a wrong order), and addition errors by adding an item to the sentence which is grammatically inappropriate).

The most common grammatical errors observed in EFL learners are as follows: subject verb agreement, verb- tense-form, preposition, word order, plurality, articles, pronouns.

## 2. Statement of the problem

Despite the great efforts applied in the Algerian middle and secondary schools to teach English, learners still find difficulties in applying what they learn when they have to respond to teachers' instructions. Actually, teachers always complain about the inaccuracy and inappropriateness of learners's productions.

Accordingly, this study is conducted to identify and quantify third year learners' errors, to find out whether they are due to interlingual or intralingual transfer. Through error analysis we attempt to recognize EFL learners' errors, their sources and to provide remedies in order to minimize the occurrence of such grammatical errors.

## 3. Research questions

Based on what has been stated in the problematic, this investigation tries to answer the following questions:

- 1- What are the most common third year learners' grammatical errors?
- 2- What are the causes behind such errors?
- 3- Can corrective feedback in the form of mini lessons and error analysis prove efficiency in improving learners' writing accuracy with relation to third year EFL learner?
- 4- How can we better help learners' minimize errors?

## 4. Aims of the Study:

Our aims are as follow:

- 1- To identify the most common third year learners' grammatical errors.
- 2- To investigate the sources of these errors.

- 3- To find out the efficiency of E.A as a method in improving third year EFL learners' grammatical well formedness.
- 4- To suggest some solutions, recommendations to overcome the problem of error making.

## 5. Research Hypothesis:

Integrating EA instruction in English language teaching is likely to minimize error occurrence and foster learners' accurate performance.

## 6. Significance of the study

This study seeks to diagnose and explore the most frequent grammatical errors committed by EFL learners in MALEK BNOU ANES HIGH SCHOOL. Through E.A, we would bring reliable information from real classroom situation.

Corder (1967) indicates that "errors are significant in three different ways. First, for the teachers in that they tell how far towards the goal, the learners have advanced and consequently, what remains for them to learn .Second, they provide to the researcher's evidence of how language is learned, what strategies or procedures the learners are employing in their discovery of the language. Thirdly, they are indispensable to the learners themselves because we can regard the making of errors as a device the learners use in order to learn."

In another scheme, the field of error analysis, from its founding, has focused on exploring learners' errors in terms of sources and categories. Yet, the idea was tackled only from an applied linguistic research perspective. along this study, we shall apply the error analysis technique with an EFL classroom in order to investigate whether grammar performance can be promoted by raising learners' awareness about the sources of their errors.

## 7. Research Methodology:

The current study evaluates the impact of a remedial pedagogy in the form of corrective feedback and error analysis technique on learners' grammatical accuracy performance. The purpose is to understand to what extent error analysis can foster language acquisition.

A mixed quantitative qualitative study was conducted in an intensive course over a six months period at MALEK BNOU ANES HIGH SCHOOL since triangular techniques in the social sciences attempt to explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint (Campbell & Fiska 1959 as cited in Cohen, 1959, p. 141.)

### Participants:

The participants of the study were thirty third year scientific stream learners, males and females whose age ranked between 17-19 years old. All of them have studied English for at least seven years.

### Instruments:

Thirty pieces of learners' written works were collected to obtain information regarding the frequent errors made by the informants for the pre-test. And the same thing was done to obtain data for the post-test after experiencing the remedial pedagogy. Questionnaires and un-structured individual/group interviews were employed.

**The Experimental Design:** A three bottom leg experimental variable was designed

- Error analysis
- Corrective feedback

- Mini lessons

We have chosen to work with the one group procedure, since the same teacher and the same learners are involved.

## 8. Structure of the Study:

For the accomplishment of this research, three main chapters are included. The main concern of the two first chapters is to give background information about the essential elements: error analysis and grammar accuracy. The third chapter displays the field work results, their analysis and discussion about the obtained results.

- **The First Chapter**

This chapter sets the theoretical background to errors and the different approaches that tackled learners' errors. It focuses also on error analysis and feedback. Moreover, it states the major errors encountered by EFL learners.

- **The Second Chapter**

This chapter provides the background to teaching grammar, methods to teach it, and the importance of grammatical accuracy. Moreover, it addresses the major theoretical concepts and practical approaches to teach writing.

- **The Last Chapter**

Chapter three is based on the analysis of the data generated by the participants through three main sequences. It includes the description of learners' errors and their sources. It compares and contrasts the obtained results in the pre-and post-test. Moreover, it offers analysis and discussion of the teachers' and learners' questionnaires. By the end, it brings to light the hypothesis test result and some pedagogical implications. Further research suggestions are afforded too.

# **Chapter One**

## **Error Analysis**

## Chapter One: Error Analysis

### **Introduction:**

Interest in the study and analysis of learners' errors has tremendously increased in the past decades. Unlike mistakes, which refer to the faulty use of language at the level of performance, errors represent a faulty use of language that is due to some wrong arrangement at the level of competence. Brown (2000) defines an error as a noticeable deviation from the adult grammar of a native speaker reflecting the competence of the learner.

In this chapter, we attempt to introduce the key concepts related to our study: errors, different approaches to errors, procedures of error analysis, causes of errors and methods to error correction.

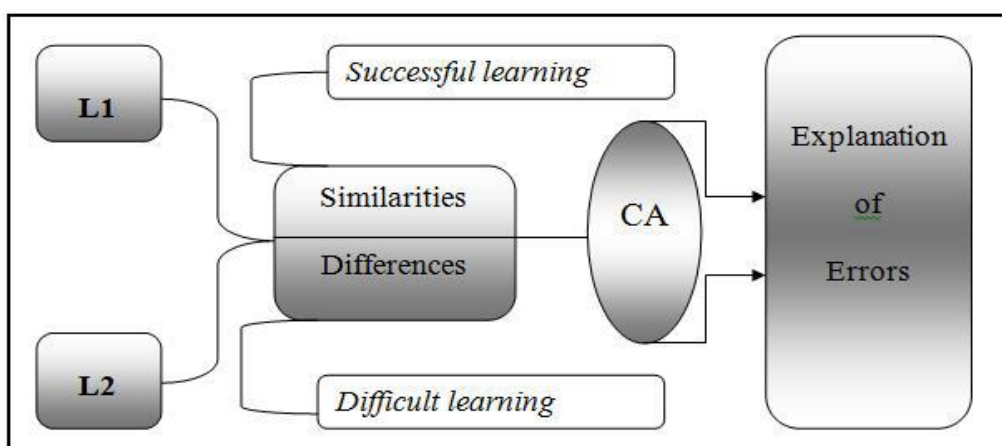
### **1.1.Approaches to errors**

#### **1.1.1. Contrastive Analysis Hypothesis**

Charles Fries (1945) and Robert Lado (1957), adopting notions from Structuralism in linguistics and behaviourism in psychology, developed contrastive analysis hypothesis. It involves the comparison of the native language and the target one. Based on demonstrated similarities and differences between the two languages, contrastive analysts asserted that they could predict the difficulties learners could encounter in trying to learn the target language.

Gass&Selinker (2008) illustrate that contrastive analysis is a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learnt and what not to be learnt in a second language learning situation.

Since even languages as closely related as German and English differ significantly in the form, meaning and distribution of their grammatical structures, and since the learner tends to transfer the habits of his native language structure to the foreign language, we have here the major source of difficulty or ease in learning the structure of a foreign language. Those structures that are similar will be easy to learn because they will be transferred and may function satisfactorily in the foreign language. Those structures that are different will be difficult because when transferred they will not function satisfactorily in the foreign language and will therefore have to be changed (Lado, 1957,p.59 as cited in Gass&Selinker,2008,p.96).



**Figure 01: CA procedures (adapted from Al Khresheh,2016).**

Wardhaugh (1970) differentiates between the strong version of CA which claims to be able to predict errors and the weak version which claims to be able to diagnose the errors after they have been made. However, he criticizes the strong version as being unrealistic and impracticable and states that prediction of difficulty by means of contrastive

procedures was not without glaring shortcomings. In fact, many errors could not be explained in terms of interlingual influence (Brown, 2000).

Al Khresheh (2017) states clearly that CA should rest on language universals; otherwise, there is only arbitrariness in the surface manifestation of the contrast. He highlights that the purpose of CA, then, is to show that universal deep structures manifest themselves in surface structures via transformational rules. Actually, the lack of empirical evidence contributed to the appearance of Error Analysis Hypothesis

### **1.1.2. Error Analysis**

For a long time, errors were regarded as a symptom of ineffective teaching methods. According to the defenders of the Behaviourist approach, they are largely due to the mother tongue interference. However, the publication of *The Significance of Learners' Errors* (1967) by Corder has changed all the views. Instead, the inevitability of error making by foreign/ second language learners turned to be a productive framework for research.

Corder (1982) asserts that learners' errors are evidence that learning is taking place. He considers error making as a strategy used by learners to master a second language and compares it to a child committing errors to acquire his mother tongue .

No one expects a child learning his mother tongue to produce from the earliest stages only forms which in adult terms are correct or non-deviant. We interpret his 'incorrect' utterances as being evidence that he is in the process of acquiring language and indeed, for those who attempt to describe his knowledge of the language at any point in its development, it is the 'errors' which provide the important evidence. As Brown and Frazer (1964) point out the best evidence that a child possesses construction rules is the occurrence of systematic errors, since, when the child speaks correctly, it is quite possible that he is only repeating

something that he has heard. since we do not know what the total input has been .We cannot rule out this possibility. It is by reducing the language to a simpler system than it is that the child reveals his tendency to induce rules. In the case of the second language learner it might be supposed. (Corder, 1982, p.8)

Infact, errors suggest that the learner is working according to L2 rules and this is evidence that the process of hypothesis formation and testing is in underway (Thornbury, 1997, p.115)

Brown (2000,p.215) affirms that it was by a gradual process of error and hypothesis testing learners slowly and tediously succeeded in establishing closer and closer approximations to the system used by native speakers of the language .

James, C. (2013) defines error analysis as the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance (p.62)

Furthermore, Corder (1982, p.1) clarifies that the study of learners' errors is part of the systematic study of the learner's language which is itself necessary to the understanding of the process of second language acquisition.

### **1.1.3. Interlanguage**

Selinker (1972) suggested the concept of interlanguage to refer to learner's language as a legitimate separate language variety with its own systematic characteristics. Neimser (1971) used the term « approximative system » for the same concept while Corder (1971) called it as *an idiosyncratic dialect*.

Interlanguage refers to the separatedness of a second language learner's system, a system that has a structurally intermediate status between the native and the target

languages (Brown, 2000, p.215). It is a new language system since it reflects neither the native language nor the target one.

Richards and Sampson (1974) sum up seven factors that characterize and influence the learner's language use:

- Language transfer.
- Intralingual interference.
- The effect of sociolinguistic situation.
- The modality of exposure to the target language and the modality of production.
- The age of the learner.
- The instability of the learner's linguistic system.
- The effect of the inherent difficulty of the particular item being learnt.

## **1.2.Error Analysis Procedures**

Despite the normality of error making, errors are still considered as 'unwanted forms' especially those produced by L2 learners (George, 1972, as cited in Ellis, 1999, p.47). Unlike CA, Error Analysis examines errors that are attributed to all sources.

Corder (1967) defined Error Analysis as a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the error, classifying them according to their nature and causes, and evaluating their seriousness.

### **1.2.1. Collection of a Sample of Learner language**

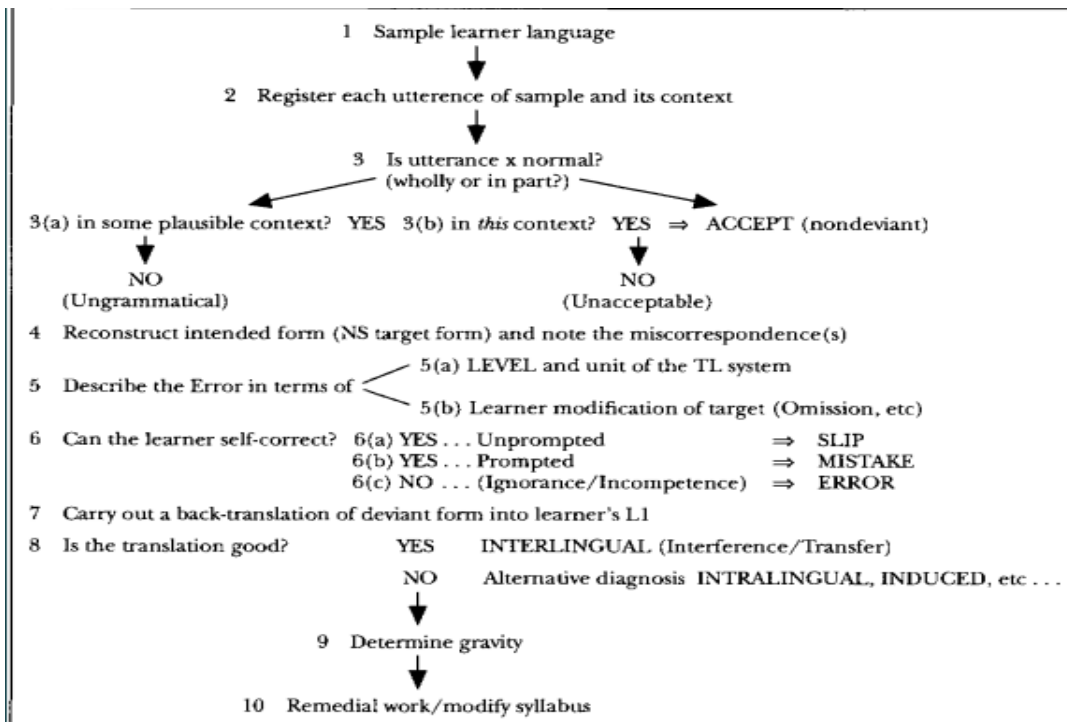
A researcher may collect a sample of learner language according to the purpose he has already identified. EA must include data collected from learners responding to the same kind of task.

According to the size of the sample, three broad types of EA are identified as follows:

- 1) A Massive Sample: It involves the collection of several samples of language use from a large number of learners to ensure representativeness.
- 2) A specific Sample: It consists of one sample of language use collected from a limited number of learners.
- 3) An Incidental Sample: This involves only one sample of language use produced by a single learner.

### **1.2.2. Identification of Errors**

First, any researcher must determine elements in learner language which deviate from the target language norms. Next, he must distinguish between mistakes (non-systematic deviations) and errors (systematic deviations). A comparison between learners' ungrammatical structures and correct English Grammar rules is also an obligation. That is a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language (Ellis, 2000, p.54).



**Figure 02: Algorithm for error analysis (Corder, 1981, as cited in Carl, 2013, p.269)**

Yet, it is pointed out that identifying errors is still a difficult task due to some problems that may arise:

- 1) **Problem One:** Which variety to consider serving as the norm (especially when dealing with oral errors)
- 2) **Problem Two:** How to distinguish between errors and mistakes (since mistakes should be eliminated)
- 3) **Problem Three:** distinguishing overt and non overt errors represents another issue. An overtly erroneous structure represents ill formedness ‘I goed to the supermarket yesterday’ while a covertly erroneous structure represents a superficial well formedness. Yet, it cannot serve the intended meaning.
- 4) **Problem Four:** Shall deviations in correctness only be considered or also deviations in appropriateness, i.e., (rules of use Vs rules of usage)?

### 1.2.3. Description of Errors:

According to Troike (2006) errors are usually categorized according to language level (whether an error is phonological, morphological, syntactic ...etc), general linguistic category (eg.auxiliary system, passive sentences, negative constructions)or more specific linguistic elements (eg.articles,prepositions,verb forms,...) .

Ellis (2000) identifies:

- 1) Errors of Omission (My sister happy)
- 2) Errors of Addition(I have eated)
- 3) Misformation or Substitution, when the learner uses the wrong form of a morpheme or structure instead of the correct one (itwas the hardest time in (of) my life).
- 4) Misordering :Incorrect arrangement of patterns( she fights all the time her brother
- 5) Blends :When the learner is uncertain of which word to use and mixes two different phrase (the only one thing I want)

Category	Description	Example
Omissions	The absence of an item that must appear in a well-formed utterance.	She sleeping.
Additions	The presence of an item that must not appear in well-formed utterances.	We didn't went there.
Misinformations	The use of the wrong form of the morpheme or structure.	The dog ated the chicken.
Misorderings	The incorrect placement of a morpheme or group of morphemes in an utterance.	What daddy is doing?

**Figure 03:A surface strategy Taxonomy of Errors, ( Dulay Burt and Krashen, 1982, as cited in Ellis, 2008, p.56)**

The type of the error depends on the researcher's reconstruction of the sentence (Ellis, 1999, p.57)

### 1.2.4. Explanation of Errors:

The first important step is to distinguish between errors and mistakes. Then, to provide a psycholinguistic explanation for the error, that is to say to determine the source of an error.

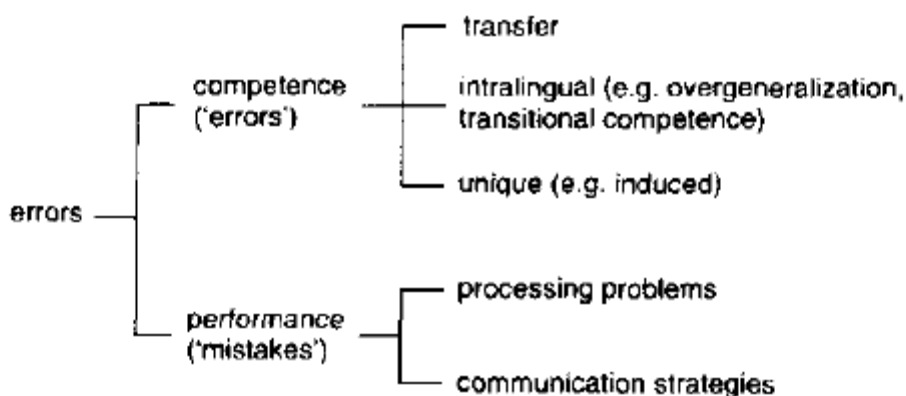


Figure 2.2: Psycholinguistic sources of errors

Figure 4: Psycholinguistic sources of Errors, (Ellis, 1999p.58)

Richards (1971) identifies three different sources of errors:

#### 1.2.4.1. Language Transfer /Interlingual Influence:

Transfer is the influence resulting from similarities and differences between **L1** and **L2**. Mother tongue interference is still considered one of the main reasons for committing errors in the target language. (Ellis, 1996, p.8) (E.g. I not know) (I a learner) from Arabic.

Richards (1974, p.182) highlights that interference from the mother tongue is clearly a major source of difficulty in second language learning, and contrastive analysis has proved valuable in locating areas of interlanguage interference.

Yet, while CA tends to predict errors by comparing the mother tongue with the target language, interference analysis starts work from the deviant structure back to the mother tongue where the learner uses elements from the **NL** while speaking or writing the target

language. However, the amount of erroneous structures cannot be evaluated in terms of language transfer only. Richards (1974,p.182)

### **Intralingual Interference**

Richards (1974), refers to items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language as intralingual errors. Learners attempt to build up hypotheses about the target language structures from limited knowledge.

Those are subdivided by researchers into:

- 1) Over generalization: A learner uses one form or construction in one context & extends its application to other context wrongly « He may comes. ».
- 2) Ignorance of Rule restriction: The learner applies rules in contexts where they should not be applied «He asked/wanted/invited me to go » « He made me to rest »  
Ellis (1999, p.59.)
- 3) Incomplete application of Rules: The learner fails to develop a fully correct structure in the target language « I writing »; you like to sing? « instead of « do you like to sing ? ».
- 4) False concepts hypothesized: learners do not fully understand a distinction in the target language the use of (to be) was as a marker of past tense « One day it was happened ».
- 5) Fossilization: Those are errors that persist last for long periods and are thus difficult to get rid of. Ellis illustrates that learners' grammar erroneous structures are apt to fossilize when they stop developing their TL competence.

#### **1.2.4.2.Unique Errors / Faulty teaching:**

Ellis (1999, p.60) explains the notion of Teacher Induced errors by saying that they occur when learners are led to make errors by nature of instruction by the teacher, teaching materials, or, order of presentation, they have received for instance.

#### **1.2.4.3.Error Evaluation:**

Troike (2006) points out that the researcher has to determine how serious is the error and what effect it has on the addressee “misinterpretation of meaning”. Three main questions were raised by previous studies for the same reason; Ellis cites: 1- Are some errors judged to be more problematic than others? 2- Are there differences made by NS and NNS? 3-What criteria do judges use in evaluating learners’ errors?

“Native speakers such as Burt ,1975 ; Tomyanma ,1980 ;Khalil,1985 judge lexical errors as being more serious than the grammatical ones.”(Ellis,1999,p.63)

### **1.3. Error Correction and Feedback**

Error correction is a valuable tool teachers use in EFL classes in order to enhance language acquisition and foster improvements .Harmer (1998, p.62) assumes that it helps students to clarify their understanding of the meaning and construction of language.Error correction may take the form of a teacher correction, peer-correction or self-correction.

Harmer.J.(2001) highlights that 1) *responding* is one of the most successful techniques in written feedback.He claims that one way of considering feedback is to think of it as ‘responding’ to students’ work rather than assessing or evaluating what they have done. When we respond, we say how the text appears to us and how successful we think it has been and some times how it could be improved (Harmer.J. P.110).He furthers by mentioning 2) *the coding technique* where the learners’ written errors are marked and symbols are used to indicate types of errors as cited in the following table to show what the problem is .( Harmer.J.p.112)

SYMBOL	MEANING	EXAMPLE
S	Incorrect spelling	I rec <sup>S</sup> ev <sup>S</sup> ed your letter.
W.O.	Wrong word order	We know <sup>W.O.</sup> well this city. <sup>W.O.</sup> Always I am happy here.
T	Wrong tense	If he <u>will come</u> , it will be too late.
C	Concord. Subject and verb do not agree	Two policemen <sup>C</sup> has come. The <u>news are</u> bad today.
WF	Wrong form	We want <sup>WF</sup> that you come. That table is <sup>WF</sup> our.
S/P	Singular or plural form wrong	We need more <sup>S</sup> informations.
∧	Something has been left out	They said <sup>∧</sup> was wrong. He hit me on <sup>∧</sup> shoulder.
[ ]	Something is not necessary	It was too much <sup>[ ]</sup> difficult
?M	Meaning is not clear	Come and <sup>?M</sup> rest with us for a week. The view from here is very <sup>?M</sup> suggestive.
NA	The usage is not appropriate	He <sup>NA</sup> request <sup>ed</sup> me to sit down.
P	Punctuation wrong	Wha <sup>P</sup> s your name <sup>P</sup> . He asked me what I wanted <sup>P</sup> ?

From *Teaching Writing Skills* by D Byrne (Pearson Education Ltd)

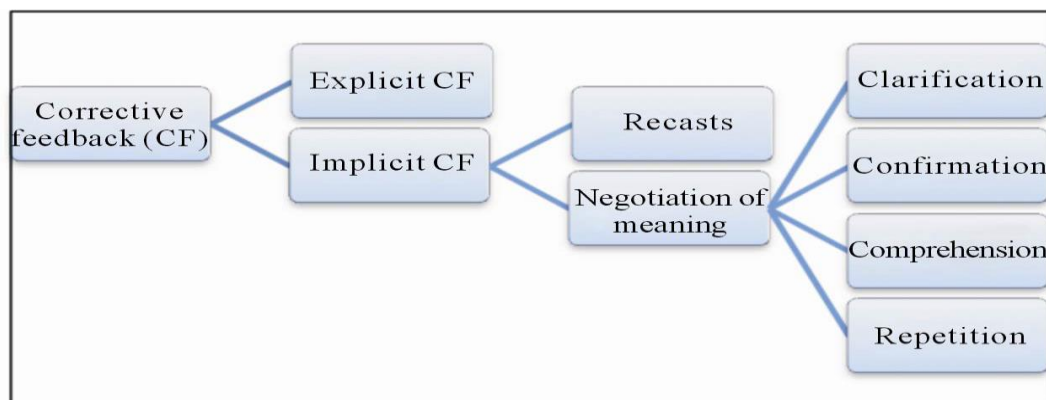
**Table 5: Codes for written errors ( Harmer.J.p 112)**

In the case of teacher-correction of learners' compositions, teachers can use standardized methods to show their students the type and place of errors. Many complex decisions teachers have to make when monitoring learner production (ibid.). They may use such symbols as **T**(for tense error), **WO** (for word order),**Sp**(spelling mistake), **P** (punctuation), **A** (article) and **WF** (for word form), **Pre** (preposition).Peer-correction may enhance critical thinking among the learners while self-correction raises awareness in the learner about his error and fosters acquisition.

Systematic errors rather than the random ones,that respond best to correction can provide feedback the learner needs to help confirm or reject a hypothesis ,or tighten the application of a rule that is being applied( Thornbury ,1999,p.115). However, current methodology is much more tolerant of error. But the tide may be turning again. Studies of learners whose language has fossilised ; that is, it has stopped at a point well short of the target language, suggest that lack of negative feedback (Thornbury,1999,p.116-117)

### 1.3.1. Methods of Error Correction

Feedback can be provided either implicitly or explicitly as illustrated in figure six



**Figure 06: Methods of error correction, based on Long 1966, as cited in Kawagushi,2012.**

#### 1.3.1.1. Implicit Error Correction

Learners are not told in a direct way that they made a mistake. The teacher first repeats a learner utterance with an error, highlighting the error through emphasis and then if this did not result in learner self correction, the teacher recasts the utterance using the correct form (Ellis, 2008, p.884).

#### 1.3.1.2. Explicit Error Correction

The teacher indicates overtly that the student has committed an error. The linguistic error is corrected explicitly through erasing irrelevant words or morphemes, inserting missing grammatical structures (word, phrase, morpheme, and/or supplying the correct form or structure directly).

Schmidt assumes that “people learn much about the things they attend to.” He advocates that ‘ if input is noticed it becomes intake in language acquisition.’ His hypothesis proposes that raising learners’ awareness through providing negative feedback

by noticing the gap between interlanguage forms and the target forms helps learners to develop interlanguage.(Schmidt,2001, as cited in Ebadi, et al. , 2014)

Erroneous structures can be corrected either through recasting or reformulating. Researchers adopt that “**Recasts** refer to utterances that reformulate the whole part of the learners.’ erroneous utterances into a correct form while manipulating the overall focus on meaning” (Nicholas,et al., 2001 as cited in Nassaji & Fotos, 2011, p.74). Moreover, they add“**the reformulation** not only provides the learner with the correct form but may also signal to the learner that his or her utterance is deviant in some way....” In other words, the feedback draws attention to mismatches between input and output (Nicholas,et al., 2001 as cited in Nassaji & Fotos, 2011, p.74)

#### **1.4. The Most Common Grammatical Errors in EFL Writings**

SLA research has identified common errors related to ESL/EFL learning. The most common are listed below:

##### **1.4.1 Subject-Verb Agreement:**

For many verbs and auxiliaries, number agreement between verb and subject raises a real problem for EFL learners, notably, in third person singular present. Learners tend to omit the third person inflection (The president propose a new anti-corrptionprogramme), or overuse it (He cans fight unethical practices), (They shows new advertisements).

Celce-Murcia and Larsen Freeman explain the causes behind such errors by stating that learners are associating the ‘s’ending as a plural marker on the verb to be used.

##### **1.4.2. Verb Tense Aspect:**

Cowan (2008) states that ESL/EFL learners find difficulties in trying to master the tense aspect. These difficulties can be refered to the lexical aspect of the verbs of

English, the influence of L1, and the instructions learners receive from their teachers with the materials used in class. He adds another factor, that is, the association of some verbs with specific tense forms.

Celce-Murcia and Larsen Freeman report that tense-aspect modality forms can be fully grasped only when we consider their discourse pragmatic and interactional features as well as their formal and semantic features (p.174.)

#### **1.4.3. Articles:**

The English article system is composed of the definite article '**the**', the indefinite articles '**a**' and '**an**' and a **zero article** while the Arabic system manifests a two parts distinction: the Arabic defined word is marked by the definite article '**al**', while the indefinite words are marked by the absence of "**al**".

As far as the article system is concerned, Hourani highlights that Arabic may have negative influence on the learners' production of English as a foreign language. Moreover, Celce-Murcia and Larsen Freeman claim that articles are understandably problematic from a cross linguistic perspective (1999, p.271).

#### **1.4.4. Auxiliaries:**

Celce-Murcia and Larsen Freeman (1999) state clearly that modal auxiliaries are among the more difficult structures ESL/EFL teachers deal with (p.137). They add 'The copula *be* causes ESL/EFL students trouble because it is the most irregular verb in the English language' (ibid, p.70).

#### **1.4.5 The Passive Voice:**

Learning to use the passive is a challenge, Celce-Murcia and Larsen Freeman explain that ESL/EFL learners fail to use the passive voice correctly since students are

misled by strategies which present the passive as if it were derived from the active voice (1999,p.355). So, the cause of this error may be also due to faulty teaching strategies.

#### **1.4.6. Pronouns:**

Richards and Schmidt (2010, p468) define the English pronoun as a word which may replace a noun or noun phrase such as *it, them, she, which*....Those can be: personal pronouns, possessive, demonstrative, interrogative, reflexive pronouns, indefinite pronouns, relative ones.

It is reported by Cowan (2008,p.283)that EFL learners face many problems with learning English pronouns;those problems generally result from the differences and similarities between the pronoun system of the learners' native language and that of English.The errors students usually make are: selecting incorrect pronoun, inserting unnecessary pronouns, misidentifying antecedents and omitting obligatory pronouns.

#### **1.4.7. Prepositions:**

Prepositions in English do not have clear sets of rules that is why the mastery of their use seems to be one of the most challenging tasks for English learners.Moreover, Celce-Murcia and Larsen Freeman clarify that one of the several pairs of prepositions that ESL/EFL learners confuse is (of/from) (p.420).

Students should be encouraged to learn about prepositions by learning about the company they keep (Kennedy, 1991, as cited in Celce-Murcia and Larsen Freeman, 1999, p.420).

#### **1.4.8. Plurality:**

In many studies plurality with article system have shown less systematic development than other structures (Dulay C. Marina and Krashen, 1982, p.216).Plurality errors can also be attributed to overgeneralization and simplification strategies.

#### **1.4.9. Word Order System:**

“The ability to arrange the words of a second language L2 into meaningful sentences is absolutely basic to communicating in that language”(Cowan,p.28)

The most serious areas of difficulties for Arab learners are connected to word order system. This can be mainly referred to the differences between the Arabic language and the English one. Al Buainain reported that the structure of Arabic sentences is divided into three main types:the nominal sentence which begins with a noun (SVO),secondly the verbal sentence which starts with (VSO) and finally,the equational sentence which is composed only of a subject and a predicate with no verb.In contrast, English is a grammatical subject-predicate language’. (ibid, p.22)

English is a language which has a fairly fixed word order compared with many other languages (ibid, p.21), It follows mainly the SVO word order pattern.

Dulay, Burt and Krashen (1982) explain that word order errors can be influenced either by interlingual effect or intralingual transfer (p.179).

#### **1.4.10. Comparative/Superlative forms:**

Celce and Freeman highlight that due to semantic and syntactic differences across languages, and due to faulty teaching methods, it seems difficult for EFL/ESL learners to master correctly the comparative/superlative English forms.Thus,they propose that it is important for learners to practice first the comparative, and then at some later time,

teachers can present the superlative in different context so that learners can properly learn to distinguish their uses.

### **Conclusion**

The concept of errors has always been a subject of considerable debate in second language learning. In this chapter, we attempted to provide an overview on the different trends of errors as dealt with by previous linguistic research: contrastive analysis, error analysis and interlanguage. We clarified the sources of errors: Interlingual /intralingual transfer and the faulty teaching strategies. Additionally, we introduced error analysis and its procedures.

We tried to review briefly the concept of error evaluation and error correction: overt or covert feedback and ways to respond to learners errors. Furthermore, we introduced the most common grammatical errors encountered in EFL/ESL productions by previous linguistic research.

# **Chapter Two**

## **Grammar Accuracy**

## **Introduction**

In the course of learning a second/foreign language, grammar plays a significant role. It is fundamental to language. “Without grammar, language does not exist,” Nassaji & Fotos (2011, p.1). However, this has not always been the case. One of the most heated topics in the field of language teaching has been the role of grammar so the ways of teaching it has varied significantly. During the time of the more traditional methods, the focus was clearly on form and accuracy, and learning a language basically meant learning its grammar. After some time, people questioned the importance of grammar when the aim of language teaching changed more towards enhancing learners’ communication skills: It was even suggested that teaching grammar was not only unhelpful but might actually be detrimental” (Nassaji&Fotos ,2004). Nowadays the general idea is that grammar really has its place in language learning and teaching, and research has demonstrated that focusing only on meaning is inadequate, hence one would not reach the highest level of competence without some focus on form.It thus appears to be a challenging task to EFL learners including the Algerians, who still find difficulties in producing an adequate piece of writing in spite of the implementation of the competency based approach that focuses on the development of competencies among which writing is an important one.

## **Part One: GRAMMAR ACCURACY**

### **2.1.1. Definition of grammar**

Although grammar is a central concern in writing classes, Teachers training in the subject does not receive many efforts. Moreover, our understanding of what constitutes grammar is clouded by the fact that there are various definitions of grammar. Thus, giving a comprehensive definition of what grammar is seen hard to accomplish.

Grammar is the study of what forms and structures are possible in a language, and why these forms and structures are acceptable (Thornbury, 1999). Traditionally, grammar is the study of syntax and morphology of sentences; in other words, how words are joined together in a particular order, and what kinds of words can fit into any one link in the chain.

To sum up, grammar describes how we combine, organize, and change words and parts of words and groups of words to make meaning and how we use rules for this description.

### **2.1.2. The Role of Teaching Grammar**

Grammar plays a significant role in learning a second/foreign language. The acquisition of a language cannot take place without knowledge of its grammar.

The role of grammar varies according to the situation and context. According to Greenbaum (1991, p.7), grammar is a necessary component of language teaching and this necessity is justified by several reasons. One of them is the grammatical knowledge which is referred to by Purpura (2004, p.85) as a set of internalized informational structures which they will help in the interpretation of discourse.

In addition, grammar plays an important role in the reading and writing processes. According to Lin (2008, p.3), the role of grammar is to help students learn the nature of language. Language consists of expected patterns that make what we say, read, hear and write comprehensible. Grammar is the heart of language because it gives orderly rules of structure and words order to create discourse.

### **2.1.3. Attitudes Towards Teaching Grammar**

Researchers don't agree about the importance of teaching grammar. This debate led to the emergence of new approaches, methods and theories.

On one side, some researchers negated the importance of grammar in language. Krashen (1982) stated that acquisition and learning are completely separate, and learning does not precede acquisition in the teaching of foreign language. He stated that the theoretical study of grammar as a subject is useless, and that teaching grammar can be useful only if the foreign language is used as a means of communication and not as the object of study.

On the other side, other researchers highlighted the role of grammar. Ellis (2006) argues that grammar is best taught to some ability to use the language rather than to complete beginners (102). Purpura (2004) points out that grammar influences the success of language learning.

Grammar is necessary in language processing as it shapes the order and organization of structure and information. Bade (2008) states that formal instruction is not only welcomed by students, but also demanded. Students show interest in learning grammar, they enjoy it because it helps developing their language proficiency. Grammar should not be removed from classroom foreign language teaching, but alternatives to traditional methods to teaching it should be found.

### **2.1.4. Methods to Teaching Grammar**

Grammar has always held a central role in EFL classrooms but its ways of teaching have varied significantly. Hall (2011) suggests that the changing teaching methods reflect the spirit of the time and contemporary idea such as social values and interests in linguistics, hence they are context dependent.

#### **2.1.4.1. The Grammar Translation Method**

For centuries, grammar was taught in a very traditional way and the main focus was on the written form of language and grammar was seen as a set of rules. This is because English was not accepted in the European syllabus before 1890s. So it was taught in the same way as Greek and Latin, it has been called the classical method because it was first used in Latin and Greek lessons, both of them regarded as classical languages. Drawing on the approaches used in the teaching of classical languages, this method focused exclusively on studying grammatical rules and structures.

In their textbook *Approaches and Methods in Language Teaching (2nd ed.)*, Richards and Rodgers (1986, P.5) argue the validity of the Grammar Translation Method, stating that “Though it may be true to say that the Grammar-Translation Method is still widely practiced, it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues ...”

This method has been criticized for the lack of developing learners’ communication abilities and focusing too much on the written form of language. The use of one’s imagination was very limited. Its emphasis on learning about L2 often leaves students quite ignorant of how to use the language in everyday conversation.

#### **2.1.4.2. The Direct Method**

This method was developed as a reaction of GTM. The biggest difference between these two methods in the DM, no translation is allowed at all. Richards and Rodgers (2001, p.11) stated that « a language could best be taught by using it actively in the classroom ». Dash (2007, p.55) says “The Direct Method is a method of teaching a foreign language through conversation, discussion and reading in the language itself, without using of pupils language, and she denies the method of translation and the use of grammar”.

Furthermore, contrary to the GTM, the DM emphasized the oral skills (listening and speaking) and uses the target language (L2) for all classes. Students should learn to speak and understand the target language in everyday situation. Dictation was another form of exercise.

Richards and Rodgers (2001, p.13) stated that DM “main focus was on the exclusive use of the target language in the classroom but it failed to address many issues. In large classes, this method cannot be properly applied. Reading, writing, and grammar are either ignored or not taught systematically. It completely ignores translation. This makes it difficult to explain the words and ideas.

#### **2.1.4.3. The Audio-lingual Method**

In the twentieth century, the focus started to shift even more from writing to speaking because the need for being able to speak foreign languages grew during the WWII.

The structuralist Fries (1945; 1952) denied the Direct Method. He argued that “the structure of the language was identified with its basic sentences pattern and grammatical structure” (Richards & Rodgers, 2001, p.52). The focus was on the differences between the target language and the L1. Another thing is that behaviourist psychology, stimulus response and reinforcement influenced the ALM.

The audio-lingual method was not accepted widespread because it depends fundamentally on memorization and drilling. Linguists have challenged its effectiveness in actual classroom experience and not all the books or teaching methods claimed to be based on the Audio-Lingual Approach apply its principles to the same degree (Woodswarth, 1965, p.iii).

All these methods mentioned are actually not that distinct from each other. Although they do have different opinions about the best ways that language can be learned, they are

all grammar based approaches where the focus is on learning the structure of the target language. Nassaji and Fotos(2011, p. 5)pointed out that “One of the major assumptions under-lying traditional grammar-based approaches is that language consists of a series of grammatical forms and structures that can be acquired successively. Grammar teaching is viewed as a deductive and linear presentation of these rules. It is believed that through such presentations of grammar forms, learners are able to develop the kind of knowledge they need for spontaneous language use.”

#### **2.1.4.4. The Communicative Method**

The recognition of the inadequacies of approaches that focused exclusively on presentation and manipulation of grammatical forms, and the realization that knowing a language is more than knowing its grammar, led to a shift away from an exclusive focus on language forms to a focus on meaning and language use in communicative contexts. This came to be known as the communicative approach. Nassaji&Fotos (2011, p. 6)

In the early 1970's, researchers started to question if it is enough to acquire solely linguistic competence because it seemed that students had great difficulties in using the language anywhere else than in their classroom. Even if the goal was successful communicating in the target language, the ways of meeting the goal were not that fruitful.

To view grammar as a skill is relatively new. Larsen-Freeman coined the term grammaring, which is similar to the concept of grammatical performance, in the early 1990s. Grammar is not syntax (form) only, semantics (meaning) and pragmatics (use) are equally important in order to speak English well. Grammaring is the ability to use grammar rules accurately, meaningfully, and appropriately (Larsen-Freeman, 2000).

This led to the rise of communication based approach. By the 1980's, Wallace (1982, p.9) has detailed that if one has vocabulary, s/he will be able to communicate easily.

CLT aims to develop the communicative abilities, so that the student will be able to use the language effectively outside the classroom. The other point is that CLT aims to develop the ability to analyse and solve problems in real situations and this is critical thinking (Richard & Rodgers, 2001, p.173).

The communicative approach focuses on fluency but not accuracy. It does not focus on error reduction; it directs students to use their own efforts and devices to solve their communication problems which may lead to the production of incoherent and incorrect sentences.

To sum it all up, there has been a move from the grammar based approaches towards the more communicative ways of teaching and on the current view of combining the two. Grammar lessons today are also no longer only about knowing about the language but about how to use it in the real life situations.

### **2.1.5. Approaches to Teaching Grammar**

Both the role of the language teacher and grammar teaching have been investigated in the field of second language acquisition (SLA) research quite a lot (as it comes to grammar, SLA concentrates on how and when second language learners acquire specific grammar systems). Students can be introduced to a grammar topic through two different routes, deductively or inductively.

#### **2.1.5.1. The Deductive Approach**

The deductive approach of teaching grammar focuses on instruction before practice. Thornbury (2001, p.29) stated that “deductive approach starts with the presentation of rules and is followed by examples in which the rules are applied”.The deductive pattern is very common in language lessons and especially the traditional

grammar translation method follows this pattern. It is also closely related to explicit teaching and the Presentation \_ Practice \_ Production (PPP) model.

#### **2.1.5.2. The Inductive Approach**

The inductive approach of teaching grammar involves presenting several examples that illustrate a specific concept and expecting students to notice how the concept works from these examples. Thornbury (2001, p .29) defined the inductive approach as “an induction approach starts with some examples in which a rule is inferred». This discovery process contains loads of examples without revealing the topic because the students are expected to find it out themselves.

The juxtaposition between inductive and deductive approaches has always been a heated topic in the field of grammar teaching and researchers of today still have not a consensus in this issue. These approaches are clearly linked to explicit and implicit teaching, which have also been widely studied.

#### **2.1.6. Grammatical Accuracy Under CBA**

Competency-Based approach to teaching EFL is established on functional and Interactional principles of language. It aims to teach language in connection with social contexts and situations in which it is used. CBA focuses on language as a medium of communication to achieve specific goals and purposes; consequently, it is employed as a language teaching model that covers particular needs and handles different roles of the learners in various real life situations. Accordingly, the language skills they need can be properly foreseen and deduced. For this reason, syllabus competencies and teaching learning units can be prepared and organized through predicting the possible structures and vocabulary that learners could face in real world cases.

Armstrong in Chelli (2013, p. 17) explains that competence as a completely human quality has been condensed to competencies which are a series of distinct activities possessed by individuals, the essential skills, knowledge and understanding to function and behave effectively.

As a functional approach, CBA emphasizes the semantic and communicative perspective rather than solely the grammatical characteristics of language which would entail a designation and arrangement of language teaching content based on categories of meaning and function instead of elements of structure and grammar (Richards & Rodgers, 1986).

According to Benadla (2012), CBA is designed to ameliorate EFL teaching through making the learners able to communicate together using their linguistic knowledge dynamically. From their first year of the middle school education, learners are disciplined and schooled to interact in oral and written form. According to CBA fundamentals, They must skilfully manage language functions where the used linguistic forms are contextualized, integrated and interpreted implicitly in EFL teaching courses. They are subjected to oral presentations as well as written texts in which they discover diverse functions and various linguistic forms which they would reproduce afterwards.

## **Part Two: WRITING**

### **2.2.1. Definition of writing :**

Writing in general is defined as a group of letters and symbols connected together to form a piece of communication (Collins 2003). Nunan (1989) pointed out that “writing is an extremely complex cognitive activity “.whereas, Crystal (2003) states that “writing is a way of communicating which uses a system of visual marks made on some kind of surface.

It is one kind of graphic expression”. Obviously, the graphic symbols should be combined following certain defined conventions, to create words, clauses sentences and texts.

Writing involves not only the graphic representation of speech, but also the expression and organization of ideas according to the conventions of the language. These conventions concern grammar, vocabulary, handwriting, spelling and punctuation.

### **2.2.2. Importance of writing :**

Writing plays an important role in our lives. It is a communicative tool to keep ties between people. Mourtaga (2004) says that writing is the vital means of communication within an organization. It is also a critical way of communication which is a necessary component of education. It has a number of uses and has an important functional role in our lives. The visible form of written language means that it provides ideas and thoughts with a degree of permanence and enables meaning to be conveyed to others or recorded. Thus, writing reflects a lifelong learning.

### **2.2.3. Approaches to Writing:**

A number of approaches have emerged after the 1960s to develop practice in writing skill. Applying one approach or another depends on what EFL learners are supposed to do. The teaching of writing has been significantly marked by the adaptation of three main approaches. The product approach, the process approach, and the genre approach.

#### **2.2.3.1. The Product Approach:**

Harmer (2007) sustains that the concentration on the product means that “the interest is on the aim of the task and in the end product”. In this view, writing is related to what the writer needs to write. It focuses on the final result of writing, as its name indicates, and considers linguistic knowledge, syntax, vocabulary, cohesive devices as

basic features of the writing product (Pincas, as cited in Badger & White, 2000). Hedge (1988, p.8) defines this approach as an approach to writing which examines the features of written texts. According to Hyland (2003), writing, in the product approach, is considered as a logical and well organized placement of words, clauses, and sentences according to rules of a language. He says that it is the product of writers control over grammar and vocabulary. Hence, the amount of information to write is much more important than the form of writing.

In this approach, learning has four stages as it is described by Hyland (2003, p.3-4):

1. Familiarization: Learners are taught certain grammar and vocabulary usually through a text.
2. Controlled writing: Learners manipulate fixed patterns, often from substitution tables.
3. Guided writing: Learners imitate model texts.
4. Free writing: Learners use the patterns they have developed to write an essay, letter, and so forth.

This approach has been criticized because it gives no chance for students' creativity so their abilities decreased. It is just a matter of imitation. The writer here only imitates the form but not the content. In addition, it does not give importance to writing steps which are the most important part in the writing process. The notions of audience and purpose were ignored because of the restriction of writing to the classroom environment.

**2.2.3.2. The Process Approach:** The teaching of writing has begun to move away from concentration on the product to an emphasis on the process of writing. Harmer (2007) argues that in using this approach, teachers are “spending time with learners on pre-writing phases, editing, redrafting, and finally publishing their work. The process approach aims to get to the heart of the various skills that should be employed when writing”. This means

that the focus is on how to write and not on what to write. Hence, constructing well-formed sentences is the main focus of writing as a process.

Thus, writing is a complex process which requires thinking, analysing, organizing constructed arguments. From the above definition process requires much time from activities. White & Arndt identify six non-linear procedures or processes when writing. Figure 7 shows these procedures and how they inter-relate (White & Arndt, 1991, p. 4).



Figure7: A **model of writing (White & Arndt, 1991, p. 4).**

The Process Approach evolved as a reaction to the shortcomings of the Product Approach. Rather, it enables learners to clearly decide about their own writing by means of discussion, tasks, drafting, feedback, and informed choices [thereby] encouraging students to be responsible for making improvement themselves (Jordan.1997).

The Process Approach makes the students more creative, imaginative, purposeful, interested in writing on different topics, and personal in their writing. That approach also focuses on the content rather than on the form. Process Approach to writing focuses more on the varied classroom activities which promote the development of language use: brainstorming, group discussion, re-writing. Within the task, students are given considerable freedom. Jordan(1997,p.168) claims that " by means of discussion, tasks, drafting, feedback, and informed choices [thereby] encouraging students to be responsible for making improvement themselves"

The stages of the process approach are claimed to be universal. It means that each writer should go through these stages. This approach considers writing as a complex individual activity. It is time consuming. The draft stage takes much time than required, especially if it is during exams Hedge (2000). In addition, Harmer (2007) stated that draft stage is time consuming for large classes. It would be impossible for each student to have opportunity to be followed by the reader.

Process-driven approaches show some similarities with task-based learning, in that students are given considerable freedom within the task. However, process approaches do not deny all interest in the product, (i.e. the final draft). The aim is to achieve the best product possible. What differentiates a process-focussed approach from a product-centred one is that the outcome of the writing, the product, is not preconceived.

Process writing	Product writing
<ul style="list-style-type: none"> <li>* Text as a resource for comparison</li> <li>* Ideas as starting point</li> <li>* More than one draft</li> <li>* More global, focus on purpose, theme, text type, i.e., reader is emphasised</li> <li>* Collaborative</li> <li>* Emphasis on creative process</li> </ul>	<ul style="list-style-type: none"> <li>* Imitate model text</li> <li>* Organization of ideas more important Than ideas themselves</li> <li>* One draft</li> <li>* Features highlighted including controlled practice of those features</li> <li>* Individual</li> <li>* Emphasis on end product</li> </ul>

**Table 1: Comparison between the Product and the Process Approaches**

(<http://www.teachingenglish.org.uk/think/articles/product-process-writing-a-comparison>)

### **2.2.3.3. Genre Approach**

The genre approach is considered as the latest approach in the teaching of writing; however, it is regarded as an extension of the product approach. Badger & White (2000,p,58) explained the genre approach as "... a class of communication events, the members of which share some set of communicative purposes". This notion means that writing varies with social context in which it is produced. Students in the genre approach are exposed with different types of writing and write for specific purposes. All 'real life' writing is embedded in a social situation: we write for a specific purpose and audience. Students study texts in the genre they are going to be writing before they embark in their own writing (Harmer, 2001).

Rachael Roberts( 2012) states that the genre approach to writing still places a lot of emphasis on the context and purpose for which the writing is produced. By genre we mean different types of writing such as narrative, report, informal letter and so on. Each of these has quite specific features in terms of organisation and language, and the genre approach usually takes a model and gets the students to analyse these features, before producing something similar.

### **2.2.4. Difficulties of Writing Skill:**

The complexity of the writing skill has led the majority of students to suffer when they write paragraphs and essays which lead to negative results in writing. Thus, investigating these issues seems to be crucial within our study. Pointing out to the problems of writing skill. Kroll (1990, p, 140) explains the difficulties of this mechanism and states that:

Writing is frequently a difficult skill for any language user, which is to say that writing presents a fairly challenging task for both native and non-native speakers. For English as a second language (ESL) students, it seems fair to

say that writing is particularly difficult. ESL students must learn to create written products that demonstrate mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language, a Herculean task given the possibilities for error. It is partially the multiplicity of skills involved which contributes to the overall difficulty of writing.

Writing and learning to write has always been one of the most complex language skills. Nunan ( 1999,p.271) argues that “ producing a coherent discourse is an effort for many English mother tongue speakers” He adds “ for second language learners the challenges are enormous” . That it is easier to learn to speak than to write no matter if it is a first or second language, it is not an easy task to achieve since it requires a hard work; lengthy steps, enough time and more practice. When learning the four language skills, learners usually follow a certain order beginning with listening, speaking, reading and writing. This last is placed at the end because it is thought to be considered as complex and difficult skill to master even for native speakers. White& Arndt (1991) agree with that “ proficiency in language does not, in itself , make writing easier” They add that “ people writing in their native language, though they may have a more extensive stock of language resources to call upon , frequently confront exactly the same kinds of writing problems as people writing in a foreign or second language”. Therefore, if writing coherently and clearly is a skill native-speakers find difficult, many foreign language users, who have less control of English and its conventions of register and collocation, will inevitably find it a chore that takes time and considerable effort.

#### **2.2.5. Grammar and Writing:**

Grammar has a major importance because it is a crucial aspect in the writing skill. In addition, a focus on grammar in a composition can help learners develop their language

proficiency. Thus, mastering the writing skill means to be able to use its grammatical rules in real-life purposes / situations. In this regard, Brown (2007) claims that “without grammatical structure, the use of language could easily become chaotic and might not be understandable”.

The new dominant practice for grammar instruction has been to integrate grammar into the practice of writing. As the method used to teach writing changed, the focus on error-free writing shifted as well. In the new pattern for writing, it was concluded that fluency could be achieved through multiple drafts of writing, leading to clarity, which would then be edited for correctness. This design is the common writing process approach used today: prewriting, drafting, revising, editing (Harmer, 2007). Using mini-lessons, writing conferences with small groups and individuals, and other methods, teachers have used practices from research on this method to integrate grammar into writing activities.

#### **2.2.6. Steps of the Writing Process**

Writing is not just a product, but it is also a complicated process that allows the writer to express certain ideas, feelings, points of views, or even writing a shopping list. As stated by Harmer (2007) that When students are writing for writing, we will want to involve them in the writing process of writing. In the “real world”, this typically involves planning what we are going to write, drafting it, reviewing and editing what we have written and then producing a final and satisfied version. Accordingly, the analysis of these elements will help learners work through them, and use this knowledge positively in their writing productions.

##### **2.2.6.1. The Pre-Writing Stage (planning)**

This is the first writing stage where the writer analyses the task and chooses a subject. S/he titles down all ideas that come across his mind. Hedge (2005) stated that before getting students to write, we can encourage them to think about what they are going

to write. In its simplest definition, the pre-writing stage is where the writer sits in front of a blank sheet of paper and generates ideas about the topic of interest; taking into consideration the purpose behind writing, the audience, and the content Structure. As cited in Hedge (ibid) that when planning, writers have to think about three main issues. First, the purpose of their writing, since this will influence the type of the text, the language they use, and the type of information they choose to include. Secondly, the audience they are writing to. And thirdly, the content structure, that is, the sequence of facts, ideas or the arguments included.

In this stage, the focus is more on gathering ideas than the quality of them. Lipson (2005, p.123) stated that the first important task is to devise a general plan for your writing. He believed that it is not even needed to write the plan down; it is enough to think of it in your mind. That plan, as he said, is not final, because when you write you may modify, add or shift items. Pre-writing activities may include thinking, reading, interviews, drawing, and analysing the audience. The purpose of this stage is to make the outline.

#### **2.2.6.2. Writing a Draft/ Drafting**

After the generation of the necessary information, the writer tends to write the first draft. As cited by Harmer (2004), that we can refer to the first version of a piece of writing as a draft. This first “go” at a text is often done on the assumption that it will be adjusted later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. On the other hand, Brown(2000, p.348) emphasizes the importance, and the complexity of this particular stage of writing as stated “Drafting is viewed as an important and complex set of strategies, the mastery of which takes time, practice, and trained instructions”.

Brown (1989, p.14) says that “the drafting stage is where you really begin writing. The most important thing here is to get words onto paper. It is not time to worry about

spelling, grammar, punctuation, or the best wording”. That is to say that the writer writes and organizes his/her ideas and thoughts that s/he set in the pre-writing stage. In writing the draft, students do not need to be careful about spelling or word choice. It is the stage where learners are allowed to make mistakes. Writing a draft may include three steps: choosing a title, writing a body paragraph, and writing an introduction and conclusion.

### **2.2.6.3. Revising Draft**

While the drafting stage is for the writer, the revising is for the reader, as stated by Hedge that reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Re-see or re-look at the writing production or add or change certain information focusing purely on making the content clearer, and the information organized. So, once the writers produce a draft, they usually read what they have written to see where it works, and where it does not. (Hedge, 2004) This stage is the first review of the piece of writing where the writer checks if there is anything missing, repeated, or any points are ambiguous or expressed inappropriately. The writer has also to focus on the purpose, content and paragraph structure. Galko (2001, p.73) advocates that in order to revise a final draft, learners should focus on three aspects: the content, the structure, and the mechanics. Effective writing is the result of thoughtful revision. Hedge (1988, p.23) stated that “good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later”. Here is when writers should concentrate on the quality of writing and improving it.

### **2.2.6.4. Editing**

Editing stage is considered as a final check to correct the draft. Learners try to check their spelling, grammar, punctuation and mechanics. Yellin (2017, p.235) mentioned that in editing stage students proofread and correct errors in punctuation, capitalization, spelling

and usage. Johnson (2008, p.180) states that this is the stage where grammar, spelling, and punctuation errors are corrected. He added that those last are used to help students communicate their ideas (p.197).Learners usually use editing and revising interchangeably when in fact they are not. Hedge (2005, p.23) states that: “Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later”, by getting the content right she means revision, while the rest is editing.

#### **2.2.6.5. Publishing**

Publishing is the final stage in the writing process; in this stage the students produce their final drafts to put it out for sharing their piece of writing to the publication .It is an appropriate way to help the students /writers for sharing and publishing their work. According to Harmer (2004), the publishing stage is the final version which “is different from all the previous drafts”. He means that the previous drafts are different from the final one because the writers make modifications when they use the revising and editing stages which they modify.

It is important for students to learn the writing process because it is a tool used to enable them to efficiently express their feelings, thoughts and knowledge.

### **Conclusion**

This chapter was primarily concerned with grammar teaching and developments over time. Despite all the efforts made by specialists and teachers, Algerian learners are unable to make use of grammar effectively and accurately.

The second part of this chapter shed light on the writing skill as an important part of language. From the review of literature, many educationalists deduce that writing is a sophisticated and a complex productive skill that is difficult to acquire. However, it must

be learned and practiced because of its considerable importance for language learning. For that reason, this type of skill should be carefully taught and learned with keeping a balance between accuracy and fluency.

# **Chapter Three**

## **The Investigation Part**

## **Introduction:**

This chapter is devoted to the practical side of the dissertation. It seeks to check the validity of the already stated hypothesis. We have chosen the quasi-experimental method, that is, working with the one group procedure-designing a pre and post-test with the same learners.

In order to give answers to the raised research questions, we have divided this chapter into three parts: The first part includes the analysis of the pre-test written paragraphs of the learners following the procedure of error analysis method: collection of data, identification and quantifying, description and finally analysis of error categories. The second part is devoted to the description of the experimental design and its results. Finally, the last part is consisted of the learners' and teachers' questionnaires since it was necessary to investigate also the perspectives of both the pupils and the teachers in order to have a better insight on the context of grammar teaching and error correction. The questionnaire is a relatively popular means of collecting data in field settings and the data themselves are more amenable to quantification than discursive data such as free-form field notes ,( Nunan, D. 1992,p.143 ).

By the end, a general conclusion is afforded to be followed by the limitations of the work, and some of the proposed implications and further research suggestions.

### **3.1. Error Analysis of the Corpus:**

One of the main objectives of this study is to analyse students' writings to investigate the reasons behind the occurrence of errors. Thus, throughout this part we intend to show the results which aim to give answers to the research questions:

1. What are the most common written grammatical errors made by Algerian third year school learners?
  
2. What are the possible causes of those errors?

### 3.1.1. Description of the Corpus:

The written corpus is consisted of those learners' copies of the third trimester exam of English language collected from the situation of integration part.

The errors are divided into three sub categories: 1) Grammatical,2)morphological and 3) syntactic /lexico semantic errors. Each type of error will receive a detailed analysis by displaying the learners 'examples and explaining the possible causes of these errors according to the literature(Corder,1982; Brown, 2000; & Ellis, 1999).Most of the data analysis of each sub category was described using the following description categories: omission, substitution, addition/overuse, and misordering.

### 3.1.2. Results:

#### 3.1.2.1. Grammatical Categories Errors:

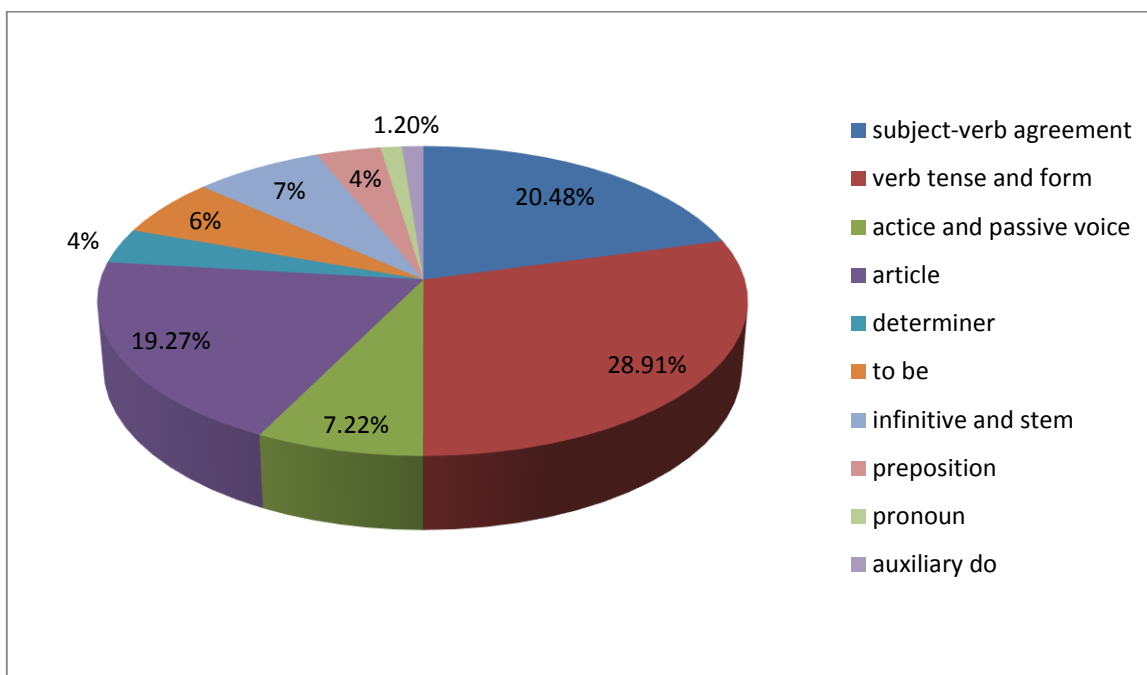
<b>Grammatical categories</b>	<b>frequency</b>	<b>percentage</b>
subject - verb agreement	17	20,48 %
The use of past simple instead of present simple The use of present simple instead of past simple The use of past continuous instead of past simple The use of past simple instead of present continuous		
Verb tense Incorrect / misuse use of past simple tense	24	28,91 %

and form	The use of gerund instead of present simple tense The use of present simple instead of gerund Incorrecct use of present simple tense The use of present simple instead of past continuous The use of past participle instead of past simple		
Misuse of active and passive voice		6	7,22 %
overuse /omission /misuse of article		16	19,27 %
Overuse / misuse/ omission of determiner « their »)		3	3,61 %
Omission/ overuse of to be		5	6,02 %
Incorrect/overuse use of the infinitive / incorrect use of to) /omission of stem		7	8,43 %
omission of preposition / the use of «of » instead of « from »		3	3,61 %
omission / misuse of pronoun		1	1,20 %
omission of auxiliary do		1	1,20 %
<b>Total number</b>		<b>83</b>	<b>100 %</b>

**Table 2: Types of grammatical errors in learners' writing**

For the purpose of obtaining the desired results and correct conclusion, the investigator has calculated the grammatical errors in the students' writing passages. These errors have been divided into ten (10) subcategories and summarized in table 1. So this table reveals that the most common grammatical errors the EFL learners' made were in verb tense and form (24) with percentage of (28,91%), subject - verb agreement (17) with percentage of (20,48 %) after it overuse /omission /misuse of article (16) with percentage of (19,27 %) then, incorrect/overuse use of the infinitive / incorrect use of to /omission of

stem (7) with percentage of (8.43 %), misuse of active and passive voice (6) with percentage of (7,22 %) next, omission/ overuse of to be (5) with percentage of (6,02 %), overuse / misuse/ omission of determiner « their » (3) with percentage of (3,61 %), omission of preposition / the use of «of » instead of « from » (3) with percentage of (3,61 %), finally omission / misuse of pronoun (1) with percentage of (1,20%) and omission of auxiliary do (1) with percentage of (1,20%). These findings are graphically interpreted in figure 8 :



**Figure 08: Analysis of Grammatical Errors**

**Discussion:**

❖ **Verb Tenses and Verb Form:**

Verb tense and form errors took the lead with the highest rates of errors by the number of 24 and a percentage of 28.91%. This explains that the use of English verbs is a main learning difficulty for Algerian learners of English since the English language system is so different from the Arabic native language system especially in conjugation. The

Arabic language has only three tenses :present ,past , future while the English has simple continuous and perfect tenses ,auxiliaries and modal forms.

\* They had to think twice.....instead of them had better think

Here the interference of Arabic language system led the learner to fail in applying the advice structure”had better + stem” correctly. The learner translates the expression from L1-kana 3aleihom an yofakiro- to L2 without respecting the target language exact structure.

\* Today the weather completely ‘changed’ instead of ‘is changing’ or ‘has changed’.

Use of past simple despite the presence of the time marker ‘today’due to interlingual influence ‘taghaiyara’ in thepast simple.

\*We can said..... instead of. we can say

Overuse of past simple with the modal “can”, the learner overuses the past simple incorrectly due to ignorance of rule restriction: modals are followed by the infinitive.

\*If there are any victims ...instead of if there were any victims.

Here the learner cannot distinguish the difference between the use of to be to express a real or an imaginary situation in the present (confusion between conditional type 1 and conditional type 2). In this case the error is intralingual.

#### ❖ **Subject –Verb Agreement**

Various errors were recorded in the subject- verb agreement sub-category with a total of 22 errors.It is ranked to second place after verb tenses and verb form with the percentage of 20.48%.Learners have a difficulty in applying the rule which states that the subject and verb phrase should agree in number and person eventhough it is the same rule for Arabic language.

Among the main examples of errors in subject and verb agreement, we found: 1) the omission of the third person singular inflection‘s’ in the present simple like:

- It make me feel (makes)
- An earthquake happen (happens)
- He pollute the environment (pollutes) and use (uses).....
- Every one know (knows)

This repeated error happened because the learners did not understand the rule of adding the verb inflection ‘s’ of the third person singular in the simple present tense general rule, they overgeneralized it on this case. This implies that this type of errors is intralingual

- Substitution of ‘were’ with ‘was’ and ‘is’ with ‘are’ as in :
- Things was (were) falling down.
- What is the safety measures ...instead of what are the safety measures

The error seems to be both interlingual and intralingual. Learners think of the NL interpretation of the word “measures” to be singular, as a result they use “is” instead of “are”. Yet they may associate the past simple of the verb to be only with is and was, ignoring the plural form “were” and “are”.

❖ **Misuse of determiner :**

- This measures ..... (These measures)

The singular/ plural distinction for the equivalent of English demonstrative pronoun is collapsed here. This results in an agreement error. For this learner, ‘**this**’ is the archi-demonstrative adjective representing the entire class of demonstrative adjectives.

Literal translation ‘hatihi’ in Arabic is used with both singular and plural nouns. Thus, due to **L1** interference and lack of rule restriction. Learners seem to ignore the rule that the demonstrative adjective must agree with nouns.

❖ **Articles Errors:**

In this study, the error in English articles is ranked third after verb tense and form and subject verb agreement with 19.27% and 16 errors :

➤ The overuse or omission of the indefinite article ‘a’

- Earthquake is natural disaster .....a natural disaster
- Pollution is serious problem ..... A serious problem
- You should make a plans..... a plan

In these examples the learners did not use the indefinite article ‘a’ correctly following the Arabic system because Arabic language does not employ an indefinite article system. Therefore, learners transfer the rule from Arabic and apply it to English, which led them to make this error. This would make these last interlingual errors.

➤ The over-use of definite article ‘the’

- The men.....
- The man .....
- The pollution .....
- The people.....

Those are either uncountable or abstract nouns where zero article should be applied. The students are surely not aware of the rule and they think in Arabic: eltalawoth, el inssan, el nass ..., which makes these errors interlingual too.

❖ **Mis -use of Active/Passive Voice /omission of to be:**

The fifth rank error was the misuse of active /passive voice with a frequency of six errors (7.22 %) and omission of to be with a frequency of 5 errors (6.02%).

- All of the buildings destroy ( were destroyed)
- The media said that more than 2000 people killed (were killed)
- The most buildings and streets destroyed (were destroyed)
- The increase of CO2 and global warming causeby men. (is caused)
- Safety measures should taken. (should be taken)

Since verb to be does not exist in Arabic passive voice statements, the learner appears to be negatively affected by L1 transfer.

❖ **Omission of “be”:**

- It a natural phenomenon..... (it is a natural phenomenon)
- The disaster which I will talk about earthquake..... (is earthquake)

The error appears to be interlingual due to the absence of “to be” in the Arabic version.

❖ **Prepositions Errors:**

Prepositions errors were found to be in the seventh rank .Those errors are as follows:

❖ **Substitution of ‘from ’with ‘of’:**

- Protect the environment of disasters ..... (Protect it from.....)
- Stay away of the buildings..... (Stay away from.....)

In the previous examples the learners tend to use one preposition instead of another that is close in meaning but is different in usage. Learners associate both prepositions with one equivalent preposition in Arabic ‘Min’ , and ‘3an’ which classifies the error as interlingual.

❖ **Omission of ‘of’**

\*They (men) are cause pollution ..... of pollution

In this example the learner has omitted the preposition ‘of, this is caused by the Arabic language transfer because the learner has literally translated the sentence from Arabic to English: ‘ElInssansabab el kawarith’

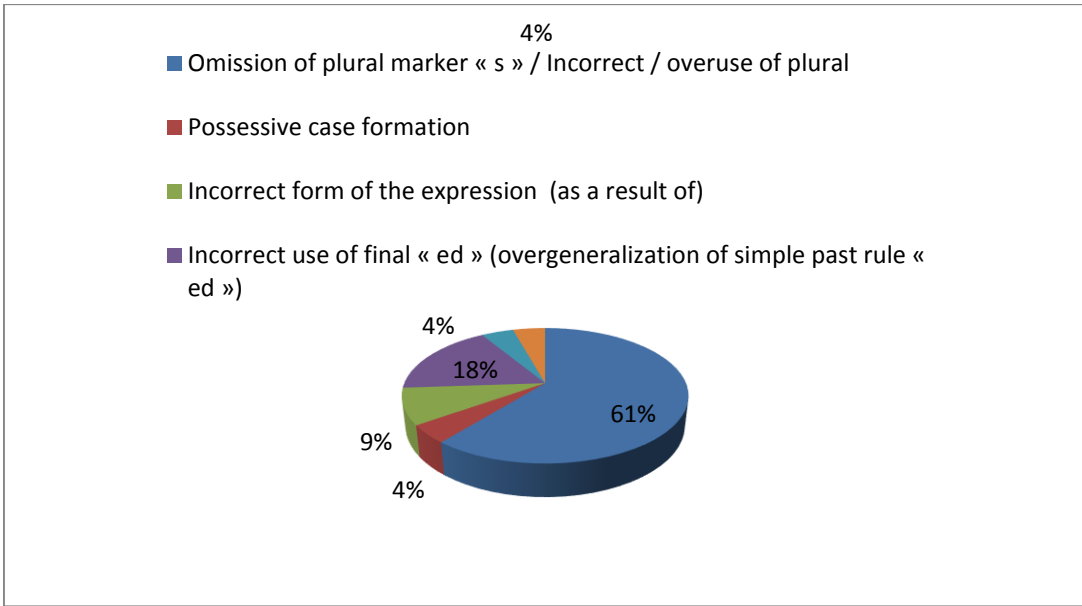
**3.1.2.2 The Morphological Categories Errors:**

<b>Morphologicalcategories</b>	<b>frequency</b>	<b>percentage</b>
Omission of plural marker « s » /Incorrect / overuseof plural	14	60,86 %
Possessive case formation	1	4,34 %
Incorrect form of the expression (as a result of)	2	8,69 %

Incorrect use of final « ed » (overgeneralization of simple past rule « ed »)	4	17,39 %
Omission of « est» (superlative of adjective)	1	4,34 %
Omission of « ing »	1	4,34 %
<b>Total number</b>	<b>23</b>	<b>100 %</b>

**Table 3: Types of morphological errors in learners' writing**

Table 3 shows that, out of 6 morphological subcategories, the morphology subcategory «omission of plural marker « s » / Incorrect / overuse of plural » received the maximum number of errors, which accounts for about (60.86 %) of all errors committed by learners. The second morphological error is « incorrect use of final « ed » (overgeneralization of simple past rule « ed ») (4) with percentage of (17.39 %). The other subcategory is « incorrect form of the expression (as a result of) » that received (8.69 %) of the total number of errors committed by the same group of students under investigation. Each of «possessive case formation » «omission of « est» (superlative of adjective)» and «omission of « ing » received the least number of errors, accounting for only about 4,34 % of the total number of errors committed by these learners. These results are represented in the following figure :



**Figure 09: Morphological Categories Errors**

**Discussion**

➤ **Plurality:**

In this study, the percentage of errors in plurality is quite high: 14 errors (60.86%)

➤ **Over use of plural inflection:**

- You should make a plans
- This videos (this video)
- peoples ....(people)
- Advices to help them

Learners seem to have a desire to add the ‘s’, in example one and two the learner confused singular or plural word due to the existence of the indefinite article ‘a’ and the determiner this. Due to literal translation the learner also adds ‘s’ to people and advice ignoring that they are uncountable nouns.

All the errors here appear to be interlingual since the learners are translating the sentences literally from Arabic to English.

➤ **Overuse of Final ‘ed’**

\*To killed ..... instead of to kill

Overuse of past simple with infinitive form because the learners are narrating a past event. Due to influence by the instruction, the learners overuse the past simple incorrectly. An ignorance of rule restriction (to is always followed by the infinitive stem) also contributed to the occurrence of such errors which makes the error appears as due to intralingual transfer.

- He spended.....instead of he spent
- He feeled.....instead of he spent
- Bad thoughts comed.....instead of came

Learners here overuse the ‘ed’’, overgeneralizing the past form,due to ignorance of past irregular correct form.Therefore,this error is mainly caused by intralingual transfer.

➤ **Omission of ‘est’ superlative form:**

It was the big natural catastrophe .....(the biggest....)

The learner ignores the rule to form the superlative form.So, the error appears to be the result of incomplete knowledge of the target language.

➤ **Overuse of ‘ing’**

\*causing..... (Cause)

Learners, affected by the instruction of the task, overused the ‘ing’ form

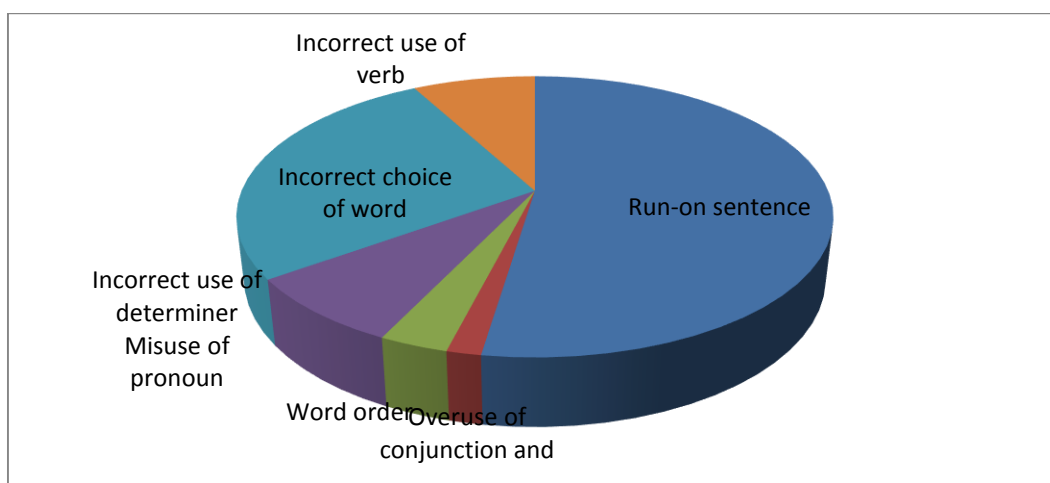
**3.1.2.3 . The Syntactic / Lexico-Semantic Errors:**

<b>Syntactic /Lexico-semanticcategories</b>	<b>frequency</b>	<b>percentage</b>
Incorrect sentence construction / Run-on sentence	33	52,38 %
Overuse of conjunction and	1	1,58 %
Word order	2	3,17 %
Incorrect use of determiner	5	7,93 %
Misuse of pronoun		

The use of verb instead of noun		
Incorrect choice of word		
The use of adjective instead of verb		
The use of noun instead of adjective	17	26,98 %
Incorrect use of verb	5	7,93 %
<b>Total number</b>	<b>63</b>	<b>100 %</b>

**Table 4: Types of Syntactic /Lexico-Semantic Errors in Learners' Writing**

Table 4 contains 6 subcategories as a combination of syntactic and semantic errors. It reveals that « incorrect sentence construction/ run-on sentence » subcategory received the highest percentage of errors (52, 38 %). Then, Incorrect choice of word subcategory (17) with percentage of (26, 98 %); incorrect use of verb (5) with percentage of (7, 93 %); incorrect use of determiner / misuse of pronoun (5) with percentage of (7, 93 %); word order (2) with percentage of (3, 17 %) and finally, overuse of conjunction and (1) with percentage of (1,58 %). These results are represented in the following figure:



**Figure 10: Syntactic/ lexico semantic categories.**

**Discussion:**

❖ **Words Order:**

The following statements are obvious examples about the misstructuring of the English adjective word order convention

\*The disaster is catastrophe natural .....(a natural catastrophe)

\*Resources natural.....(Natural resources)

The learner applies the Arabic grammatical rule which implies that adjectives follow their nouns by translating the sentence literally into English which makes the error interlingual.

### **Lexico/Semantic Errors:**

#### **❖ Runs on Sentences:**

High error rates were recorded within this error category with a frequency counted to 33(52.38%)

- When we do this safety measures to be taken ..... (When we can follow these safety measure)
- We'd better when we make ..... (We had better make....)
- We should better when we stay calm and stop panic .....(We should stay calm and not panic)
- Most people feel stress,fear,anger give it care ..... ( take care of the victims)
- I'll tell you how treat before during and after the earthquake .....(I'll tell you what to do before,during and after the earthquake).

Learners in the previous examples seem to translate literally the sentences from L1 to English.

#### **❖ Incorrect Use /Choice of Word:**

- People care from it and are afraid ( people aren't aware of the disasters and their risks –incorrect use of verb
- You be safe (you will be saved)-use of adjective instead of verb-
- More than 2000people killed (died)-incorrect use of verb-

- Don't use a lot of things (don't use a lot of things) –use of verb instead of noun

### 3.1.3 Interlingual or Intralingual Transfer:

Errors subcategories	Interlingual Transfer	Intralingual Transfer	Faulty Teaching Methods
Subject-verb agreement	*	*	
Tense-verb form	*	*	
Articles	*		
Prepositions	*	*	
Active /Passive Voice	*		*
Omission of to be	*		
Plurality	*		
Overuse of 'ed'		*	
Comparative/Superlative Form		*	*
Runs on sentences	*		
Word Order	*		
Determiners	*	*	

**Table 5: Sources of the Most Common Errors**

#### Analysis:

The above table recapitulates the most common errors and their sources as revealed by the detailed analysis of learners' erroneous structures. Results reveal that L1 interference is the major cause of deviations: (10) subcategories of learners inaccurate structures are caused by L1 interference. (07) Subcategories are due to intralingual transfer and only (2) subcategories are referred to faulty teaching strategies.

## **Discussion:**

The analysis of learners' errors revealed that the most common errors in learners' writings are due to interlingual transfer. In fact, the instability of learners' structures may be attributed to the fact that they are still novice/ intermediate learners, that is .studying general English in secondary school and /or to lack of sufficient exposure to English input: only three hours/week.

Therefore, **EFL** learners mostly fail to use tenses, the copula '**be**', the passive voice, articles, prepositions, properly. They also fail to compose accurate sentences with exact word order. Moreover, learners' ignorance of the importance of the syntactic / lexico semantic organizational patterns of the **TL**, of word order variation, and derivational processes that help them to choose the exact word lead them to be unconsciously affected by L1 transfer and thus to produce erroneous structures far from the conventions of **L2**.

## **3.2 Comparative Study**

### **Aim of the Test:**

As specified previously, this study is mainly conducted to confirm or disconfirm our hypothesis stipulating that integrating error analysis technique is likely to minimize errors' occurrence and that it can enhance grammatical accuracy .The tests investigate students' performance during school examination before and after the experiment.

### **3.2.1. Population and Sampling:**

The target population of this study is third year scientific stream learners *at MalekBnouAnes* Secondary School .The reason for choosing this group is that third year learners should have nearly acquired a sufficient command of the most grammatical and syntactic rules of the English linguistic system. A sample of written work was collected from 30 learners. The context of both the pre and the post test was the same,that is to say, the paragraphs were gathered from the learners exam papers.

### 3.2.2. Procedure and Design:

The empirical work took place during the first and second trimesters. It lasted six months during which learners have received teachers' responses to their errors in a form of error analysis as proposed by Corder (1982) and Ellis (1999).

During the experiment, a '*three bottom leg*' variable-feedback, error analysis and mini lessons- was implemented to foster the dependent variable: writing accurately. Learners were supposed to write paragraphs corresponding to the designed programme of the Ministry of the National Education (2006). This was done mainly during **the Think, Pair, Share** rubric where learners had to work either individually, in pairs or in a group to produce a piece of writing: a dialogue, a short article, a description, ... (Teacher's Book p.15). Moreover, it was done during **the Reading and Writing** sequence in which learners in **the Writing Development** rubric would have the opportunity to express opinions, give reasons, or present arguments, they would also have sufficient vocabulary and grammatical command as well as the required skills to do the writing tasks. Here, the learners would demonstrate their sense of organization, cohesion and coherence (ibid, p.18).

The teacher was supposed to provide feedback to learners' errors in a rational and efficient way. He responds to learners errors overtly providing analysis to their errors as proposed by Corder. After acquiring the technique, learners were supposed to identify each others' errors to the maximum and correct them at the same time.

Mini-lessons were provided in the form of review that focuses on form and accuracy including explicit morphological and syntactic rules during feedback since "in several studies in which grammar instruction was intentionally combined with error feedback, students showed progress in written accuracy" (Bitchenner & Knock, 2008; Frantzen & Kissel, 1987; Lalande, 1982; Sheen, 2007, as cited in Ferris, 2001, p.39-40) .

### 3.2..3. Results:

In the aim of detecting the effect of the integration of EA instruction on learners' grammatical accuracy performance, a comparison was purposefully conducted between learners' achievement in both the pre- and post-test. After analyzing each category apart, learners written performances revealed the same subcategories with different rates of occurrence:

<b>Grammatical categories</b>	<b>frequency 1</b>	<b>frequency 2</b>	<b>percentage</b>
subject - verb agreement	17	15	11.76%
Verb tense and form Incorrect use of present simple tense The use of past simple instead of present simple The use of present simple instead of past simple The use of past continuous instead of past simple The use of past simple instead of present continuous Incorrect / misuse use of past simple tense The use of gerund instead of present simple tense The use of present simple instead of gerund The use of present simple instead of past continuous The use of past participle instead of past simple	24	3	87.50%
Misuse of active and passive voice	06	00	100%
overuse /omission /misuse of article	16	11	31.25%
Overuse / misuse/ omission of determiner « their »)	3	00	100%
<b>Omission/ overuse of to be</b>	<b>5</b>	<b>8</b>	<b>260%</b>
Incorrect/overuse use of the infinitive / incorrect use of to) /omission of stem	7	00	100%
omission of preposition / the use of «of » instead of « from »	1	1	00%
omission / misuse of pronoun	1	1	00%

omission of auxiliary do	1	0	100%
<b>Total number</b>	<b>83</b>	<b>43</b>	<b>48.19%</b>

Table 06: Grammatical Categories Improvements

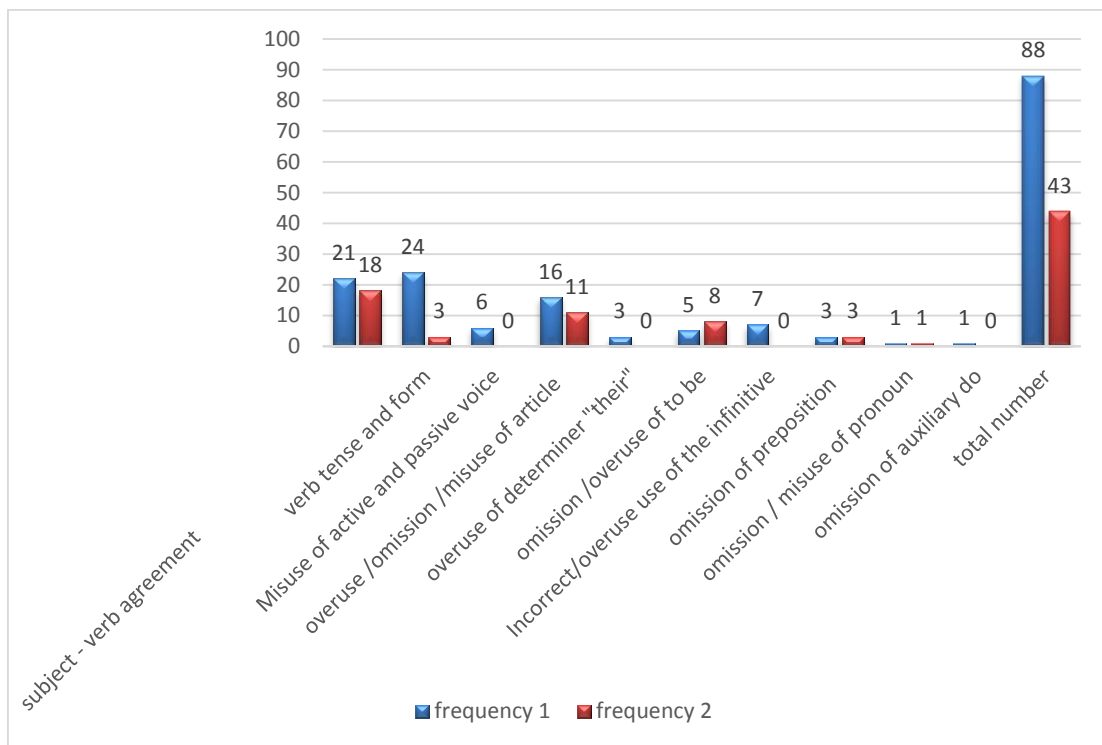


Figure 11 :Grammatical categories Improvements

**Analysis:**

Table 6 displays the frequencies of categories of error types in student’s essays before and after the experiment. Actually,the grammatical categories errors decreased from 83 errors to 43 with a percentage reduction of 48.19%. Results show that the first significant effect is highly related to the subcategories: active /passive voice, overuse/misuse omission of determiner, the omission of their ,incorrect/ overuse of stem-to and finally the omission of to do . The learners’ accuracy was also remarkably fostered under the tense- verb form subcategory where the percentage reduction rate reached 87.50%. As far as articles are concerned, errors decreased from a frequency of 16 errors to 11 with a percentage of

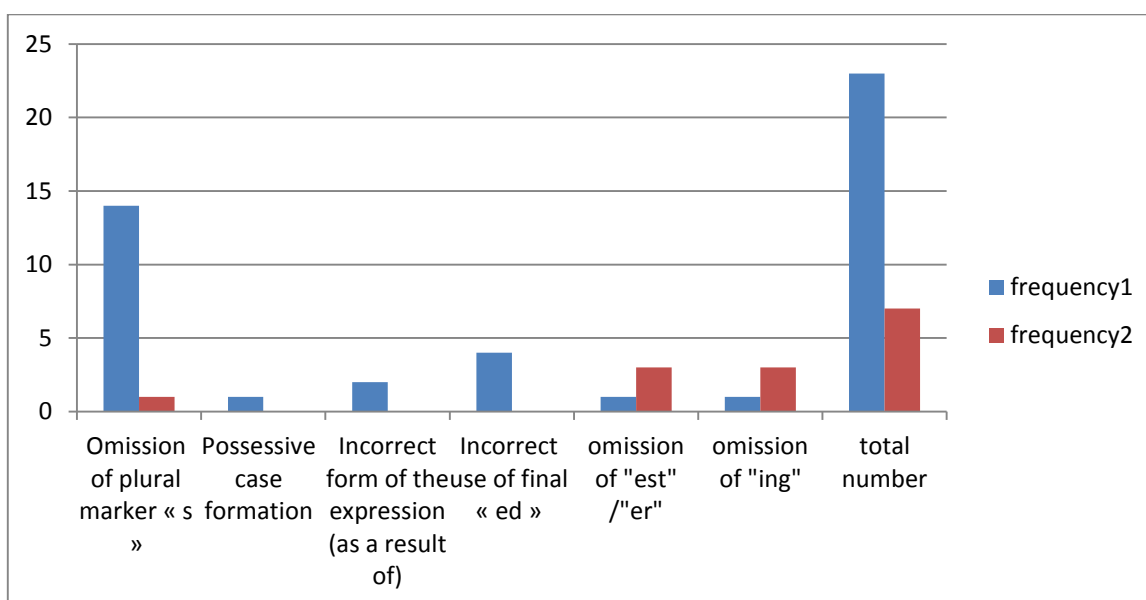
31.25%. A lesser effect was observed in the subject –verb agreement sub category where errors dropped with a percentage of only 11.76%. However, the misuse of pronouns did not show any effect. Moreover, the misuse and omission of auxiliary to be increased significantly from 5 to 8 errors with a percentage of increase reaching 260 %.

### **Discussion:**

The analysis of the findings in table6 showed that the learners were noticeably influenced by the applied EA instruction. The highest rates of reduction which were apparent in the use of ‘auxiliary to do’ , ‘the use of the infinitive /stem’ ,and ‘determiner their’ may indicate that students have become more aware about the exact use of these last structures. Moreover, the analysis of the written work reveals that most students did not use the passive construction in their written production. This entails may be a strategy of avoidance or unimportance of the passive structure ,that is, The proposed topics necessitate the use of comparative forms and conditional type two respectively. The results reveal an acceptable percentage of reduction as far as the article system is concerned. Yet, much more practice on the exact use of articles is still needed in order to minimize the gap between L1 and L2 article systems in learners’ minds. Although intensive feedback and mini-lessons were provided to enhance learners’ awareness about the use of ‘to be’, it still constitutes a major source of trouble in EFL writings.

Morphological categories	frequency1	frequency2	percentage
Omission of plural marker « s » /Incorrect / overuseof plural	14	1	92.84%
Possessive case formation	1	0	100%
Incorrect form of the expression (as a result of)	2	0	100%
Incorrect use of final « ed » (overgeneralization of simple past rule « ed »)	4	0	100%
Omission /over use of « est» /er	1	3	200%
Omission/overuse of « ing »	1	3	200%
<b>Total number</b>	23	7	70%

**Table 7: Morphological Categories Improvement.**



**Figure 12: Morphological Categories Improvement.**

**Analysis:**

The second category concerns the morphological errors. Table 7 shows learners accurate performance in using the plural marker ‘s’ , where error rates decreased from 14 errors to just one with 92.84% as a percentage of reduction. Moreover, the incorrect use of final ‘ed’, possessive case formation and the incorrect use of “as a result were lessened 100%. However, the omission /overuse of ‘ing’ and the omission of ‘est’ superlative form

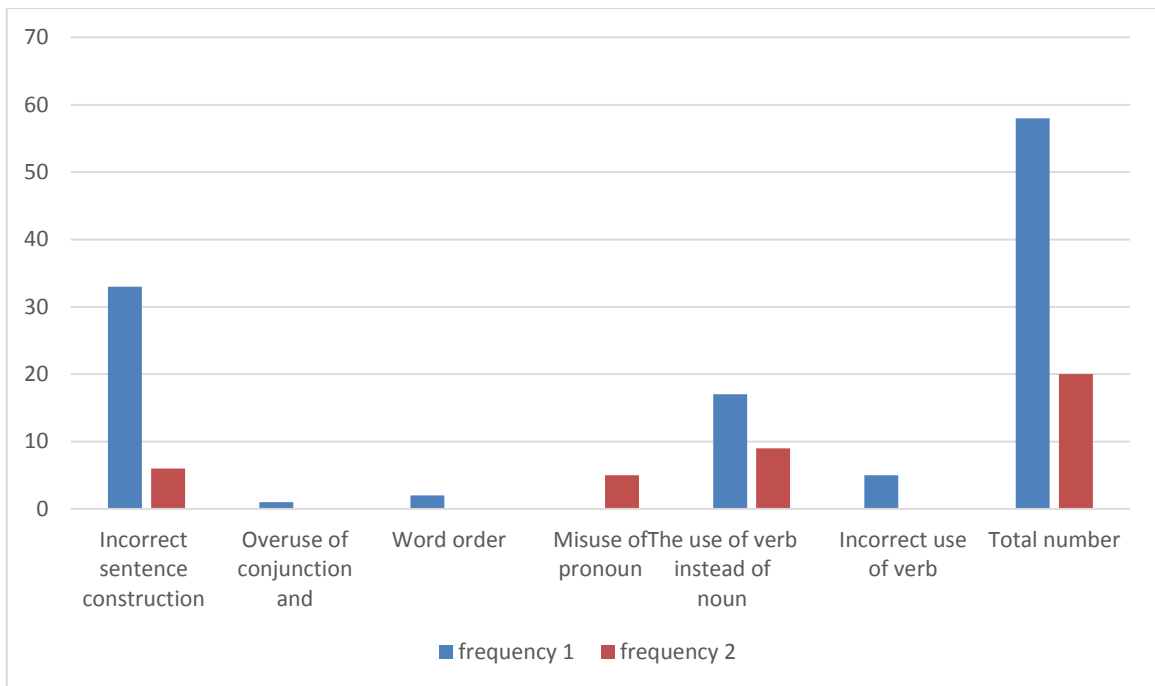
and ‘er’ comparative form increased respectively with 200%. Hence, the overall percentage of reduction is 70%.

**Disussion:**

The analysis of the above table representing leaners’ different achievements in the morphological category indicated that the subcategories: possessive case formation, “as a result”, final ‘ed’ errors were considerably lessened with plurality formation. The reason that may explain this finding is that learners tend to dismiss grammatical errors as much as possible. The increase in the comparative/ superlative morphemes errors can be explained by the fact that the new paragraph’s target structure instruction addresses mainly the use of the comparative and superlative structures.

<b>Syntactic /Lexico-semanticcategories</b>	<b>frequency</b>	<b>frequency</b>	<b>percentage</b>
Incorrect sentence construction / Run-on sentence	33	6	81.81%
Overuse of conjunction and	1	0	100%
Word order	2	0	100%
Incorrect use of determiner	<b>5</b>	<b>8</b>	<b>260%</b>
The use of verb instead of noun e use of noun instead of stem The use of adjective instead of verb The use of noun instead of adjective	17	9	47.05%
Incorrect use of verb	5	0	100%
<b>Total number</b>	<b>63</b>	<b>23</b>	63.49%

**Table 08 : Improvements in Syntactic /Lexicoc –semantic Categories.**



**Figure 13 :Improvements in Syntactic /Lexico –semantic Categories.**

**Analysis:**

The fourth set of syntactic/ lexico semantic subcategories is summed up in table 8 revealing a greater impact of the employed technique. Errors decreased significantly from 63 to 23 errors (63.49%). For instance, the overuse of conjunction, incorrect choice/misuse of verb-noun –adj, and word order error disappeared completely from learners’ writings. Learners’ mis-constructed sentences /runs on were lessened from 33 to 6 times only with a reduction percentage of 82%. Despite this, the misuse of determiner/ pronoun increased from 5 to 8 times revealing a percentage of increase reaching 260%.

**3.2.4. Discussion:**

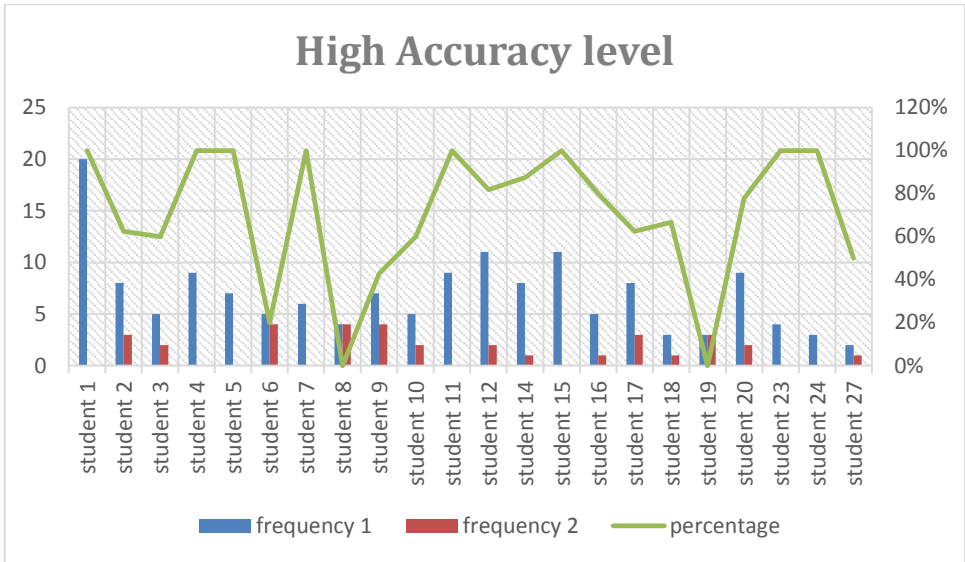
Raising learners awareness about the importance of syntactic /lexico semantic features may have boosted their sense of the importance of writing free-error paragraphs. Their motivation and competition to write accurately has significantly contributed in enhancing the accurate choice of words and construction of sentences.

This finding can also be referred to the association of error feedback with explicit grammar instruction. However, the increase of errors at the level of some other determiners and pronouns can be explained by the fact that some learners are still unaware about the exact use of these words (reference strategies in English). This may indicate that some forms are inherently difficult : fossilization.

Thus, a greater demand to work on structures appears at the level of discourse cohesion: reference, ellipsis, substitution, conjunctions and lexical cohesion.

students	frequency 1	frequency 2	percentage
student 1	20	0	100%
student 2	8	3	63%
student 3	5	2	60%
student 4	9	0	100%
student 5	7	0	100%
student 6	5	4	20%
student 7	6	0	100%
student 8	4	4	0%
student 9	7	4	43%
student 10	5	2	60%
student 11	9	0	100%
Student 12	11	2	82%
student 14	8	1	88%
student 15	11	0	100%
student 16	5	1	80%
student 17	8	3	63%
student 18	3	1	67%
student 19	3	3	0%
student 20	9	2	78%
student 23	4	0	100%
student 24	3	0	100%
student 27	2	1	50%

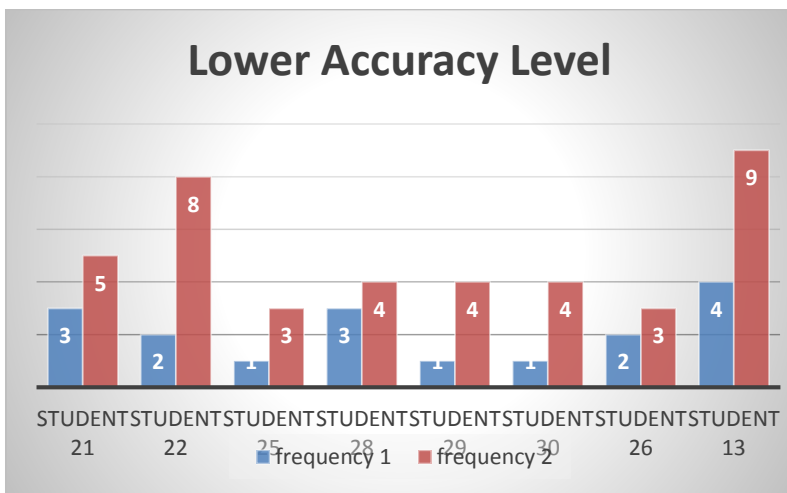
**Table 9: Learners Different Achievement Outcomes**



**Figure 14 :Learners Different achievement Outcomes (Percentages)**

students	frequency 1	frequency 2	percentage
student 21	3	5	66.66%
student 22	2	8	300%
student 25	1	3	200%
student 28	3	4	33,33%
student 29	1	4	300%
student 30	1	4	300%
student 26	2	3	50 %
student 13	4	9	125%

**Table10: Outcomes of weak Level Learners(Raise in Learners' Errors)**



**Figure 15: Outcomes of weak Level Learners (Raise in Learners Errors)**

## **Analysis and discussion**

Tables 9 and 10 show Learners' different proficiency accuracy level before and after the experiment. As far as the grammatical categories are concerned, the extent of accuracy was significantly promoted with the application of EA technique. Eight learners could write free error paragraphs successfully. Those learners were shown to be more grammatically sensitive. Three learners showed high successful uptaking rates (80%-88%). Nine learners again succeeded in keeping some accuracy with a percentage of reduction of errors reaching (20%-78%). While two learners kept the same amount of errors in their paragraphs. Nevertheless, eight learners showed an increase of errors in their paragraphs. This can be referred to the difficulties of the types of the structure used in the post test or to the weak level of some learners in this study.

### **3.2.5. General Discussion:**

The main purpose of the study was to investigate the impact of the integration of error analysis instruction in developing learners' grammatical accuracy. Thus, an analysis of learners' errors in terms of sources was conducted, during the pre-test phase in order to diagnose areas of difficulty in learners' writings.

Results revealed that the most common errors were mainly due to interlingual transfer. This indicates that the student's native language plays an important role in the acquisition of L2. However, intralingual transfer still constitutes an important source of learners errors.

After strengthening the experimental variable, some learners' writings showed higher levels of performance through writing free error paragraphs. yet, the failure of other learners to perform appropriately was still disappointing.

The variations in learners' achievements may address another interesting research question related to learner differences in second language acquisition.

### **3.3 . The Questionnaires:**

#### **Introduction**

This part includes the results, analysis, discussion, and interpretation of the data gathered from questionnaires. The data is presented in form of tables, graphics and written interpretations. It starts by pupils' questionnaire giving its analysis and interpretation, then teachers' questionnaire giving its analysis and interpretation.

#### **3.3.1. Analysis of Students' Questionnaire**

##### **Introduction**

Giving the students the opportunity to express their attitudes and ideas towards the research topic through the questionnaire is one of the most important basics in any research. Therefore, the questionnaire was designed and created in order to help us find learners 'interest in grammar accuracy in writing productions and the analyses of their errors.

##### **3.3.1.1 Administration of the Questionnaire**

This questionnaire is administered to 36 secondary school learners at Malek Bnou Anes Secondary School in SIDI AISSA. The choice of third year secondary school students was based on the consideration that they have been introduced to English as a foreign language for at least seven years.

##### **3.3.1.2 Description of the Questionnaire**

The questionnaire is composed of two sections of thirteen questions. It consists of open-ended questions, which contain yes/ no questions and multiple choice questions. The

questionnaire's objective is to give the chance to these English students to express their thoughts and views about learning English in general and errors made by them and how can they be corrected.

**Section One: Teaching Grammar** (Q1– Q6) contains six questions which are asked in order to know learners interest in learning English as a foreign language, and their involvement in different language skills. In addition, those questions are set also to see students' attitudes towards the importance of grammar in writing.

**Section Two: Error Analysis** (Q1 –Q6): contains six questions .Those questions are asked to know the students' opinions about their errors and the efficiency of teachers' correction to improve their writings.

**Section One: Teaching Grammar**

1. Motivation to learn English

-- I feel myself intrinsically motivated to learn English?

Options	frequency	percentage
Yes	33	91.67
No	3	8.33
Total	36	100

**Table 11. Learners' Motivation to learn English**

This question sought to identify learners 'interest to learn English. According to the results we can say that the majority of students feel intrinsically motivated to learn English (91.67%), only 8.33% answer that they are not interested with learning English.

2. The most important language skill I prefer is:

	Figures	Percentages
1-The listening skill	5	13.89
2-The speaking skill	4	11.11
3-The reading skill	5	13.89
4-The writing skill	6	16.67

5-The listening and speaking skill	2	5.56
6-The reading and the writing skill	4	11.11
7-The listening and the writing skill	2	5.56
8-The speaking and the reading skill	1	2.78
9-The speaking and writingskill	2	5.56
10-All of them	5	13.89
Total	36	100,00

**Table 12. The Most Important Language Skill Students' Prefer**

This question sought to identify students' opinions of the most important language skill.

The table above reveals that (13.89%) of the respondents we questioned chose listening skill, and the same number of five students preferred reading. However, four students, which is (11.11%), gave less importance to speaking. Moreover, six students (16.67%) claimed that writing is the most important skill.

Additionally, 2 respondents, which is (5,56%), considered that listening and speaking are the most important language skill. Besides, 11, 11% of students prefer the combination of the two skills reading and the writing. Two of the respondents chose listening and the writing skill, and the same percentage (5,56%) chose The speaking and writing skill. Only one learner chose the speaking and reading skill. Five learners said that the four skills are important and cannot be separated from one another.

3. Exact grammar knowledge is important in developing the four skills?

Options	Figures	Percentages
	0	0
Yes	30	83 .33
No	6	16 .67
Total	36	100

**Table13: The Importance of Exact Grammar Knowledge in Developing the Four Skills**

The table identifies whether or not respondents regard exact grammar knowledge is important in developing the four skills. In the response to this question, the majority

of students (83.33%) answers support the idea that exact grammar knowledge is necessary to master the four skills.

4. I think that writing accurately is

Options	Figures	Percentages
not important ?	0	0
quite important ?	15	41.67
very important ?	21	58.33
Total	36	100.00

**Table 14: The Importance of Accuracy in Writing**

Regarding the table above, 58.33% of learners claim that grammar is very important in writing. The rest of the sample (41.67%) considers it as quite important. No student neglects the importance of grammar in writing.

5. I understand grammatical rules in theory but I cannot use them in practice?

Options	Figures	Percentages
Yes	18	50
No	15	41.67
Sometimes	3	8.33
Total	36	100

**Table 15: The Misuse of Grammar Rules**

The table identifies whether or not respondents are able to use grammar rules, understood previously, in practice. Half of the chosen sample claimed that they could understand grammatical rules but they could not use them accurately. 41.67% said they had no problems in using grammatical rules if they understand them theoretically. Only 3% of informants claimed that they sometimes understand grammatical rules but cannot use them correctly.

6. Grammar activities and lessons are:

Column1	Figures	Percentages
Interesting	27	75
Boring	9	25
Total	36	100

**Table16: Students Attitudes towards Grammar**

Regarding the table above, 75% of respondents claim that grammar lessons and activities are interesting for them. Students agree that the activities help to write accurately. “You practice more you understand better”. Some students referred this to their teachers. They state that their teachers have a good way to introduce the lesson and the activities.

**Section Two: Error Analysis**

1. Error correction causes harm to me and demotivates me from learning?

Column1	Figures	Percentages
Yes	13	36.11
No	23	63.89
Total	36	100.00

**Table17: The Effect of Error Eorrection on Learning.**

This question sought to know if learners are influenced negatively by error correction and if this demotivates them and hinders them from learning. 36.11% of respondents claimed that error correction discouraged them from learning. By contrast, the majority of learners said that this correction ameliorated their level of learning English.

2. I appreciate teacher’s correction?

Options	Figures	Percentages
Yes	31	86.11
No	5	13.89
Total	36	100.00

**Table18: Appreciation of Teacher’s Correction**

The results in the table above show that the majority of students state that they appreciate teachers' correction to their errors. Only five of them (13.89%) didn't like this process.

3. Teacher's correction could help me improve my writing skill?

Options	Figures	Percentages
Yes	32	88.89
No	4	11.11
Total	36	100.00

**Table19: The Effect of Teacher's Correction on Writing Skill.**

Most of participants (88.89%) believe that teacher's correction help them improve their writing skill. Only four students stated that teacher's correction had no influence on their writings, and despite all remarks and rectifications they did not improve their writing skill.

4. Is knowledge of error source a crucial fact that helps me to avoid making errors?

Column1	Figures	Percentages
Yes	33	91.67
No	3	8.33
Total	36	100

**Table20: The Effect of Knowing the Source of Error on Reducing Them.**

The results obtained show that the majority of students (91.67%) agree that knowing the source of error is a very important factor that helps to avoid making errors. 8.33% of students state that this knowledge does not influence their error making; it does not improve their performance.

5. I think most errors are due to:

Column1	Figures	Percentages
Interlingual Transfer	7	19.44
Intralingual Transfer	9	25.00
Faulty Teaching	3	8.33
Inter and Intralingual Transfer	3	8.33
Interlingual and Faulty Teaching	7	19.44
Intralingual and Faulty Teaching	3	8.33
all the previous	4	11.11
Total	36	100.00

**Table 21: Sources of Errors**

This question sought to identify the sources of errors committed by third year learners. 19.44% of them state that the source of their errors is due to interlingual transfer, whereas 25.00% of them say that their errors are due to intralingual transfer. Three students claim that their errors are because of faulty teaching. The same number (3 students) claims that both interlingual and intralingual transfers are the source of their errors. 19.44% of respondents state that the source of their errors is due to interlingual transfer and faulty teaching. Moreover, 8.33% say that their errors are due to intralingual and faulty teaching. However, 11.11% of students say that all the previous factors influence their learning and cause their errors.

6. Previously teachers used to focus on my errors

Column1	Figures	Percentages
Yes	22	61.11
No	13	36.11
Not always	1	2.78
Total	36	100.00

**Table22: The Focus of Teachers on Errors**

The table identifies whether or not teachers used to focus on learners' errors. In the response to this question, the majority of students (61.11%) answers support the idea that teachers used to highlight their errors previously. However, 36.11% of students reject the idea of previous correction of errors. Only one student (2.78%) claims that teachers sometimes focus on their errors and sometimes not.

7. What is important for me is to:

Column1	Figures	Percentages
Speakfluently	8	22.22
Writeaccurately	8	22.22
Both	20	55.56
Total	36	100.00

**Table23: The Importance of Speaking Fluently and Writing Correctly**

From the results obtained from the above table, it is clear that 22.22% of respondents give more importance to speaking fluently, whereas the same number of students (8) claims that writing accurately is more important. 55.56% of respondents believe that both of writing accurately and speaking fluently are important to learn a language.

### **3.3.2. Analysis of Teachers' Questionnaire**

#### **Introduction**

The target population of this study is a group of eleven secondary school teachers from different schools. They were chosen randomly to respond to the questionnaire. The purpose behind the use of questionnaire as a data- gathering tool is that it has the power to provide useful information about teachers' views concerning teaching grammar and how do they respond to their students' errors.

#### **3.3.2.1. Administration of the Questionnaire**

This questionnaire is administered to eleven secondary school teachers from different schools. The purpose behind the use of questionnaire as a data- gathering tool is that it has the power to provide useful information about teachers' views concerning teaching of grammar and error correction.

#### **3.3.2.2 Description of the Questionnaire**

The teacher's questionnaire is composed of three sections in which the questions are varied. That is, both closed-ended and open-ended questions are used to collect data.

**Section One:** Background Information (Q1– Q2): Contains two questions. It tries to obtain personal information about participants such as: kind of degree obtained, and their experience in teaching English.

**Section Two:** Grammatical Accuracy (Q1- Q9): Contains 11 questions Those questions are asked to know the teachers ‘experience in teaching grammar and writing to secondary school students, and the challenges they face to do this.

**Section Three:** Error Analyses (Q1- Q12): This sections aims at exploring how teachers deal with learners errors and how do they explain them. Moreover, these questions are asked to discover the influence of error correction on learners learning.

**Section One: Background Information**

1. What kind of degree do you have?

Column1	Figures	Percentages
1-Licence	7	63.64
2-Master	4	36.36
Total	11	100.00

**Table 24: The Scholar Degrees of Teachers**

This question sought to know if all teachers have received the same graduation degrees.63.64% of informants obtained licence degree, whereas only 36.36% of respondents got their master degree. From the previous answers we may see that most of them are experienced teachers or studied the old system at university.

2. How long have you been teaching English?

Column1	Figures	Percentages
1-5 years	4	36.36
6-15 years	5	45.45
16 -20 years	1	9.09
More	1	9.09
Total	11	100.00

**Table 25: Teachers’ Experience**

This question aimed to identify the teaching experience of our teachers in teaching English. From the table above, the majority of teachers have been teaching English for more than six years. This shows that most of them are experienced teachers.

## Section Two: Grammatical Accuracy

1. I feel my learners are mostly involved in:

Column1	Figures	Percentages
1- The listening skill	1	9.09
2-The speaking skill	3	27.27
3-The reading skill	5	45.45
4-The writing skill	0	0.00
5-The listening/speaking/reading skills	2	18.18
Total	11	100.00

**Table26: The Most Important Language Skill Students' Prefer.**

This question sought to determine teachers' expectations about their students' preferable skills. The majority of teachers (45.45%) claimed that their students are mostly involved in the reading skill. However, they stated that no student is interested in the writing skill. 9.09% of teachers said their learners regard the listening skill as the most important one. Two teachers declared that their learners are involved in all skills except writing.

2. I usually devote.....to teach writing?

Column1	Figures	Percentages
1-01 hour	1	9.09
2-02 hours	9	81.82
3-03 hours	1	9.09
Total	11	100.00

**Table27: Time Allocated for Written Expression**

From the table above, the majority of teachers (81.82%) stated that the time devoted to the teaching of writing is two hours. They said that one hour is not sufficient for that. Only 9.09% of the respondents said they needed just one hour for writing, the same percentage of teachers said that two hours are not enough, three hours are deserved to teach writing.

3. I think that the written expression syllabus I am teaching is rich enough to improve 3<sup>rd</sup> year writing skill.

Column1	Figures	Percentages
1-Yes	7	63.64

2-No	4	36.36
Total	11	100.00

**Table28: The Effectiveness of Written Expression Syllabus**

The majority of teachers (63.64%) answered with “Yes”. It means that they adopt the current syllabus. Only 36.36% of teachers answered “No”. They see that the written expression syllabus is not rich enough to improve learners writing skill.

3. Grammar is among the difficulties learners encounter while writing.

Column1	Figures	Percentages
1-Yes	11	100
2-No	0	0
Total	11	100

**Table29: Grammar as a Writing Difficulty**

All the teachers answered with a “Yes”. This means that grammar is a serious problem for students of third year secondary school.

4. I believe that grammar instruction is the most important factor that helps foreign learners to acquire a foreign language

Column1	Figures	Percentages
1-Yes	9	81.82
2-No	2	18.18
Total	11	100.00

**Table30: The importance of Grammar Instruction to Acquire a Foreign Language.**

Referring to the results above, 81.82% of the respondents answered with “Yes”. Some of them commented. They stated that all foreign languages must be taught including all its aspects (grammar, meaning, ideas organization and mechanics).

5. I believe in fifth skill: Grammmaring.

Column1	Figures	Percentages
1-Yes	9	81.82
2-No	2	18.18
Total	11	100.00

**Table31: The Existence of a New Skill: Grammmaring.**

Most teachers (81.82%) claimed that a new skill is necessary to be added to the four skills of a language: Grammmaring. They said that grammar is a very important aspect of a

language which is necessary to master all the four skills. The rest of respondents said there is no need for this skill.

6. Grammar instruction is important during all stages of learning.

Column1	Figures	Percentages
1-Never	0	0.00
2-Sometimes	1	9.09
3-Always	10	90.91
Total	11	100.00

**Table32: The importance of grammar instruction in all stages of learning.**

The majority of teachers (90.91%) focus on the importance of grammar instruction during all stages of learning. They state that when the mistakes are serious, the teacher should devote sometime to explain them to students to avoid their repetition and improve their learning.

7. My students find difficulties when they come to apply Grammar rules in their writings

Column1	Figures	Percentages
1-Never	0	0
2-Sometimes	1	9.09
3-Always	10	90.91
Total	11	100.00

**Table33: Students' Difficulties to Apply Grammar in Writing**

90.91% of the teachers have answered that student have real difficulties to cope with grammar when writing. One teacher said students sometimes encounter grammar difficulties in their productions.

8. The grammatical inaccuracy in the writings of my learners is mostly due to :

Column1	Figures	Percentages
1-Interlingual transfer	3	27 .27
2-Intralingual transfer	1	9 .09
3-Both of them	2	18 .18

4-Faulty teaching	1	9.09
5-Interlanguage transfer and faulty teaching	1	9.09
6-All of them	3	27.27
Total	11	100

**Table34: Sources of Grammatical Errors.**

This question aimed to identify the main sources of the grammatical inaccuracy in student's writings. 27.27% of teachers stated that learners' errors are due to interlingual transfer. 9.09% of teachers explained their students' errors by problems of intralingual transfer. The same number said they are due to faulty teaching. 18.18% of informants said that the errors are due to both interlingual and intralingual transfer. Three teachers said errors are the result of all sources together.

**Section Three: Error Analysis (Q1- Q12):**

1. My learners mostly commit:

Column1	Figures	Percentages
1-Mistakes	2	18,18
2-Errors	9	81,82
Total	11	100,00

**Table35: Learners Commit Mistakes or Errors.**

This question sought to identify whether learners commit mistakes or errors. 81,82% of teachers classified their students' faults as errors. But 18.18% of teachers explained their students' faults as mistakes, that's to say the faulty use of language at the level of performance.

2. I focus on error correction?

Column1	Figures	Percentages
1-Never	0	0.00
2-Sometimes	6	54.55
3-Always	5	45.45
Total	11	100.00

**Table36: Teachers' focus on error correction.**

As far as the teachers' focus on error correction is concerned, 54.55% of asked teachers sometimes focus on it, whereas 45.45% of respondents always do it.

3. I think providing feedback is:

Column1	Figures	Percentages
1-Not important	0	0,00
2-Quite important	6	54,55
3-Very important	5	45,45
Total	11	100,00

**Table37: The Importance of Providing Feedback.**

From the results obtained from the above table, it is clear that six teachers claimed that providing feedback is quite important. The remaining ones insisted that providing it is very important and no teacher denied this importance.

4. I believe that committing errors is part of the learning process?

Column1	Figures	Percentages%
1-Yes	11	100
2-No	0	0
Total	11	100

**Table38: The importance of Committing Errors in the Learning Process.**

All the teachers, that are 100%, have answered that committing errors are an important part of the learning process.

5. I respond to my learners' errors?

Column1	Figures	Percentages
1-Positively	10	90.91
2-Negatively	1	9.09
Total	11	100.00

**Table39: Teachers' Response to Learners' Errors.**

The table shows that 90.91% of teachers respond to their learners' errors positively to encourage them improve their level in learning. Only one teacher said he responds negatively.

6. According to my experience, the most effective way to provide feedback is

Column1	Figures	Percentages%
1-Implicit correction	4	36.36
2-Explicit correction	7	63.64

Total	11	100.00
-------	----	--------

**Table 40: The Most Effective Way to Provide Feedback.**

This question investigates which effective way to provide feedback teachers adopt. Four teachers claim they use implicit correction. The other teachers (63.64%) state that they use explicit feedback.

7. I give accurate and complete feedback on learners' errors?

Column1	Figures	Percentages%
1-Never	6	54.55
3-Always	5	45.45
Total	11	100.00

**Table 41: Providing complete feedback on learners' errors.**

Teachers do not agree on the feedback they provide on learners' errors. 54.55% of them say they never give an accurate and complete feedback on learners' errors. 45.45% of respondents say that learners need to receive this corrective feedback to recognize and rectify their errors.

8. Discussion of errors' sources with learners is:

Column1	Figures	Percentages%
1-Not important	0	0.00
2-Quite important	6	54.55
3-Very important	5	45.45
Total	11	100.00

**Table 42: The Importance of Discussion of Errors' Sources with Learners.**

All teachers claim that discussion of errors' sources with learners is important, but they differ in the degree of importance. According to obtained results, 54.55% of teachers say that this discussion is quite important; 45.45% of participants insist that this discussion is very important to make learners aware of the sources of their errors to be able to reduce them and ameliorate their learning.

9. I apply error analysis technique in your classroom?

Column1	Figures	Percentages%
1-Never	9	81.82
2-Sometimes	2	18.18

3-Always	0	0.00
Total	11	100.00

**Table43: Application of error analysis technique in classrooms.**

This question sought to know the frequency of the application of error analysis technique in classrooms. The table shows that the majority of teachers (81.82%) assert that they never apply the error analyses in classroom. Two other teachers note that they sometimes use this technique to spot and correct students' errors.

10. I contrast the foreign language structure to the mother tongue structure when teaching grammar?

Column1	Figures	Percentages%
1-Never	1	9.09
2-Sometimes	2	18.18
3-Always	8	72.73
Total	11	100.00

**Table 44: Contrasting Grammatical Structures in L1 & L2.**

According to the table, the majority of teachers (72.73%) always compare the grammatical foreign language structure with its equivalent in mother language. 18.18% of participants sometimes contrast between the two languages. They note that they avoid doing this not to make learners dependent on mother tongue to learn the target language.

11. Contrastive teaching can better help learners acquire new structures?

Column1	Figures	Percentages%
1-Yes	11	100
2-NO	0	0
Total	11	100

**Table 45: The Influence of Contrastive Teaching to Help learners Acquire new structures.**

From the answers above it is clear that all participants have the same idea that contrastive teaching can better help learners acquire new structures. 100% of participants state that learners can benefit from mother tongue structures to acquire the new ones in the target language.

12. Does error correction annoy your learners and inhibit them from learning?

Column1	Figures	Percentages%
---------	---------	--------------

1-Never	6	54.55
2-Sometimes	2	18.18
3-Always	3	27.27
Total	11	100.00

**Table 46: The bad effect of error correction on learners.**

This question sought to know if teachers have noticed a bad influence to error correction on learners' performance and acquisition of the new language. Six teachers out of eleven announce the bad effect of error correction, they say it inhibits learners and frustrate them to learn the new language. Two participants state that error correction may have a bad influence as it may not. According to their experience, the three other teachers state that this technique always inhibits the learning process because students feel annoyed and hindered.

### **3.3.4. Discussion and Summary of the Findings**

The aim of this study was to investigate the errors committed by learners in writing, and the role of teaching grammar in this skill. The interpretation of results helped the researcher to gather valuable insights about learners' errors sources, and the effect of applying error analyses technique on both learners' improvement in learning and teachers' reactions findings and management to them. The findings from the analyses of the questionnaires revealed that most learners are intrinsically motivated to learn English and grammar. However, they do not agree what skill is most important to learn English, but most of them claimed that it is difficult to write grammatically correct productions though they recognize grammatical rules. The study shows that most learners explain their errors to be intralingual. They noted that teachers' corrective feedback is important but sometimes frustrating. However, teachers had different points of view. They claimed that learners are mostly involved in all skills more than writing which they consider as a complex one. They stated that the most difficult problem facing learners is applying

grammatical rules mainly in writing. Teachers referred their learners' errors to interlingual transfer and faulty teaching.

The analysis of teachers' questionnaire clarified the importance of committing errors by learners. Teachers affirmed that they responded to their learners' errors positively, and providing feedback is as important as committing errors; the fact that is considered as an important part of the learning process.

## **Limitations of the Study**

It is important to recognize that:

- 1) the number of the learner sample in this study was really small which would increase the variable errors of measurement, validity and sampling. Therefore, larger corpora -an international Arab corpora- with different sampling methods may provide different results.
- 2) the learners were native speakers of Arabic and spoke French as L2. Therefore, it was uncertain to what extent these findings on the influence of error analysis apply to learners from different contexts. Hence, further research is needed to investigate the impact of error analysis.
- 3) What works effectively with one teacher may not be equally successful with another. Thus, "Cooperative experiments –many experimental groups and many control groups are included from different backgrounds- ,undoubtedly, will reduce considerably the variable errors that exist for the individual pairs of groups" (Experimental research in Education, p.57)
- 4) Although the experiment lasted for six months, it is still considered a short term experiment providing a limited insight into the effectiveness of the applied technique. Therefore, longitudinal studies with regular series of checks in the field of error analysis must be supported.
- 5) It cannot be claimed precisely and categorically what causes a particular error. The researcher is, thus, compelled to use some guessing, speculation and inferring (Augustin Liach, Maria p. .2011, p.206).

Given all that, it is obvious that the reported findings in this research study cannot be generalized to learners from different backgrounds.

This research is just a preliminary attempt to untangle the effectiveness of EA on learners' grammatical achievement. It leaves many unanswered questions about, for example:

- To what extent can contrastive teaching minimize learners' interlingual errors?
- Can E.A. enhance cohesion and coherence in learners' writings?
- The effect of the integration of the pragmatic dimension –Grammar in use in grammar on learners' grammatical accuracy/ on minimizing the occurrence of grammatical errors.

## Implications and Recommendations

Current teaching methodology seems to be more tolerant with errors. This has created a kind of unsuccessful learners who produce erroneous structures at different linguistic categories without paying attention to their negative impact or to their seriousness. As a result, teachers have become unsatisfied with most learners' performances. The finding that EA may play a significant role in enhancing learners' grammatical accuracy is encouraging and promising especially for EFL learners.

Both teachers and learners should consider EA an effective method to diagnose the causes behind foreign language learners' inaccurate productions. Teachers should regularly check the development of learners' grammatical competency. They should respond in a motivating way to learners' errors in order to create a sense of motivation to self-correct and to produce free- error performances. Teachers had better give opportunities to learners to negotiate their errors.

Moreover, teachers should give more opportunities to study grammar in use and to apply different language structures in different contexts. Teachers have to raise learners' awareness that each written expression task has a different language form to be applied.

Similarities and differences between L1 and the target language should be clarified by teachers because difficulties arise from either one of them.

Programmed learning must be applied; a method of study in which a subject is divided into very small parts and the student must be successful in one part before he/she can go to the next.

Furthermore, Teachers should encourage learners to rely not only on school programs to develop their skills, but also on different authentic sources and materials. Extensive exposure to input can considerably enhance language acquisition. They have to help them become more autonomous, reflective, and proficient writers.

Writing accurately can make learners look more serious and professional. On the basis of the findings, we would recommend teachers to give more importance to the analysis of learners' grammatical errors in order to help them achieve optimal performance.

## General Conclusion

This study provided direct empirical support for the claim of error analysis approach: error analysis process did contribute to the development of learners' accurate grammar performance. Undoubtedly, learners' motivation to study English and their attitudes towards error correction and grammar learning proved to be important factors that may affect and may be affected during the experiment.

The current study aimed at identifying, quantifying, describing, and categorizing the types of errors committed by third year learners. It attempted also to identify their sources.

Furthermore, it aimed at investigating the impact of the integration of error analysis technique on learners' grammatical accuracy.

In order to approach the aims of the research, we intended to apply quantitative and qualitative methods; analysis and description of errors, quantifying the frequencies and percentages of errors before and after the experiment, a questionnaire was also delivered to both learners and teachers for further details.

The obtained findings from the analysis of the data gathered revealed different categories of errors: grammatical, morphological, syntactic and lexico-semantic. The most common errors were restricted to eight prominent errors: subject-verb agreement, verb tense form, articles, prepositions, auxiliaries, determiners and pronouns. Those errors occurred in the writings of the learners mainly because of the interlingual transfer. However, intralingual effects and faulty teaching procedures cannot be denied.

The experimental variable- error analysis, corrective feedback, and mini lessons- proved its efficiency in boosting learners' accurate productions. Learning through errors

was effective since learners were interested in identifying their errors' sources and ways to minimize them. As expected, learners' errors were minimized with a high proportion more than (56%). Thus, the stated hypothesis was confirmed and error analysis can be considered as a valuable tool that can enhance/foster language learning.

In a nutshell, accomplishing perfect grammatical performance is not an easy task. Therefore, teachers should help learners step by step to get the basics of grammar learning and to understand what is lacking in their performances. Additionally, Programme makers and syllabus designers should give more importance to learners' achievements and errors through providing additional sequences and enough time for both teachers and learners to foster L2 acquisition perfectly.

## References

**Al Khresheh, H.M.**(2016). *A Review Study of Contrastive Analysis*.Tap publishing.ISSSN

[https://www.academia.edu/36834938/Contrastive\\_Analysis\\_and\\_Error\\_Analysis\\_Limitations\\_and\\_Practical\\_Implications\\_for\\_Foreign\\_Language\\_Learners](https://www.academia.edu/36834938/Contrastive_Analysis_and_Error_Analysis_Limitations_and_Practical_Implications_for_Foreign_Language_Learners)

**Arab, S.A, Bensemmane, M, and Riche, B. (2008).** *New Prospects; Teacher's Book*.The National Authority for School Publications.

**Augustin Llach, Maria p.** (2011). *Lexical Errors and Accuracy in Foreign Language Writing*.206.

**BADE, M.(2008).** “*Grammar and good language learners*”. In GRIFFITHS, C. (ed.) *Lessons from Good language learners*. Cambridge: Cambridge University Press.

**Badger, R. and G. White. (2000).**A process genre approach to teaching writing’ in *ELT Journal*. Vol. 54/2. April 2000.

**Benadla, L. (2012).***The Competency Based Language Teaching in the Algerian Middle School: From EFL Acquisition Planning to its Practical Teaching/Learning*.  
[https://www.academia.edu/15575572/The\\_Competency\\_Based\\_Language\\_Teaching\\_in\\_the\\_Algerian\\_Middle\\_School\\_From\\_EFL\\_Acquisition\\_Planning\\_to\\_its\\_Practical\\_Teaching\\_Learning](https://www.academia.edu/15575572/The_Competency_Based_Language_Teaching_in_the_Algerian_Middle_School_From_EFL_Acquisition_Planning_to_its_Practical_Teaching_Learning)

**Brown, D.H. (2007).** *Principles of Language Learning and Teaching*. (3<sup>rd</sup> ed.) Pearson Education Inc. New York.

**Brown, D. H. (2000).** *Principles of language learning & teaching.* (4th ed.). New York: Longman.

**Brown, K. (1989).** *Writing Matters: Writing Skill and Strategies for Students of English.* UK:Cambridge University Press .

**Celce –Murcia, M. & Larsen-Freeman D. (1999).** *The Grammar Book –An ESL/EFL Teacher’s Course* .Second Edition.Boston: Henle and Heinle.

**Chelli, Saliha.** “*The Competency-Based Approach in Algeria: A Necessity in the Era of Globalization*”. *Revue de Faculté des Lettres et Sciences Sociales et Humaines Biskra Univ.* 06 (January 2010):1-34. Web. 02 May 2016.

[http://fl.univbiskra.dz/images/pdf\\_revue/pdf\\_revue\\_06/cheli%20saliha%20.pdf](http://fl.univbiskra.dz/images/pdf_revue/pdf_revue_06/cheli%20saliha%20.pdf)

81

- - -. The Effects of the Competency-Based Approach on Learner’s Writing Achievement: A Case Study of First-Year Students at Biskra University. Doctorat Es-Sciences Diss. University of Biskra, 2012. Print.

- - - , and **Warda Khouni.** “The Competency-Based Approach in High Education”.*Revue des Sciences Sociales et Humaines. Ouargla Univ.* 04: 91105. Web.02May2016. <http://revues.univouargla.dz/images/banners/ASTimages/Ssocialesimages/SOCN03/SSP0107.pdf>

**CohenL., Manion L. & Morrison, K.(2007).** *Research Methods in Education.*6<sup>th</sup>edition.The Taylor and Francis e-library-Routledge.

**Cowan –Ron (2008)** *The Teacher’s Grammar of English.*Cambridge University Press.

**Corder,S.P.(1981).** *Error Analysis and interlanguage.* Oxford: Oxford University Press.

**Corder,S.P.(1982)** .*Error Anaysis and Interlanguage* .Oxford University Ps (sd.

**CRYSTAL, D. (1995).***The Cambridge Encyclopedia of the English language*. Cambridge: CUP.

**Dash,D.N.,&Dash,M. (2007).**Teaching English as an additional language. New Delhi, India: Atlantic.

**Dulay H. C., Marina K. B.&Stephen K.(1982).***Language Two*.Oxford University Press.

**Ebadi, M., R., Mohd Saad, M. R., and Abdelaziz,N.(2014),** *Corrective Feedback and Second Language Acquisition:Differential Contributions of Expliciit and Explicit Knowledge*.

*The Malaysian Online Journal of Educational Science, Volume 2, Issue 2, PP 10-19, 2014*

<https://www.ssrn.com/abstract=2431129>

**Ellis, R. (2003).***The Study of Second Language Acquisition*.UK: Oxford University Press.

**Ellis, R. (2006).**“*Current Issues in the Teaching of Grammar: An SLA Perspective,*” in TESOL Quarterly, 40, 83-107.

**Ellis,R. (1997).***The Study of Second Language Aquisition*. Oxford University Press, USA, Year: ISBN: 019437212X, 9780194372121

**Ferris,D.R. (2011).***Treatment of Error in Second Language Student Writing*.2ed.the University of Michigan Press.

**Galko, G.F. (2001).***Better writing right now: Using words to your advantage* (1sted.). NewYork: Learning Express.

- Gass, S.M. & Selinker, L.** (2008). *Second Language Acquisition: An Introductory Course*, 3rd ed. Taylor and Francis eLibrary.
- Gass, S. & Selinker, L.** (1992, editors). *Language Transfer in Language Learning*. Amsterdam/Philadelphia: John Benjamins Publishing Co.
- Gass, S. & Selinker, L.** (2000) *Second Language Acquisition. An Introductory Course*. Lawrence Erlbaum Associates, Inc.
- Greenbaum, S.** (1988). *Good English and the Grammarian*. Harlow: Longman.
- Greenbaum** (1991). *An Introduction to English Grammar*. (1st Edition) by Prof Sidney Greenbaum.
- Hall, G.** (2011). *Exploring English language teaching: language in action*. Abingdon and New York: Routledge.
- Harmer, J.** (2001). *The Practice of English language teaching* (3<sup>rd</sup> Ed.). England. Pearson Education Limited.
- Harmer, J.** (2007). *The Practice of English language teaching* (4<sup>th</sup> Ed). London: Longman.
- Harmer, J.** (1998). *How to teach English*. Addison Wesley Longman Limited.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*, Oxford University Press. Oxford.
- Hedge, T.** (1988). *Writing*. Oxford: Oxford University Press.
- Hedge, T.** (2005). *Writing*. Oxford: Oxford University Press.
- Hendrickson, J.M.** (1998). 'The Treatment of Error in Written Work', *The Modern Language Journal*, p.64-2.
- Heydari, Pooneh, Bagheri, S. Mohammad** (2012). *Error Analysis: Sources of L2 Learners' Errors*. Academy Publisher Manufactured in Finland.

**Hourani, Taisseer Mohamed.***An Analysis of the Common Grammatical Errors in the English Writing made by 3<sup>rd</sup> Secondary male students in the Eastern Coast of UAE.*(2008).

**Huang, Joanna. (2002).** *Error Analysis in English Teaching: A Review of Studies.* Journal of Chung-San: 19-34. Web. 01May2016.

**Hyland, K. (2003).***Second language writing.* New York, Cambridge University Press.

**James, C.(2013).***Errors in Language Learning and use-Exploring Error Analysis.*Routledge Taylor and Francis Group.

**Johnson, A. P. (2008).***Teaching reading and writing: A guide book for tutoring and remediating students.* USA: Rowman& Littlefield Education.

**Jordan, R.R. (1997).***English for academic purposes: A Guide and resource book.* United Kingdom, UK: Cambridge University Press.

**Khansir, Ali Akbar(2013).** *Error Analysis and Second Language Writing.* Bushehr University of Medical Sciences and Health Services, Iran.

**KRASHEN, S. (1982).**Principles and practice in second language acquisition. Oxford: Pergamon Press.

**Krashen, S., D.(1989).***Language Acquisition and Language Teaching.*Prentice HallInternational.(415),LTD.<https://pdfs.semanticscholar.org/3c7d/898d1a216699069864abef4b8a7fd0f88f5f.pdf>

**Kroll, B. (1990).***In Second Language Writing: Research insights for the classroom.* B. Kroll. Cambridge: CUP. Cambridge University Press.

**Kucer, Stephen B. (2005).** *Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Settings.* 2<sup>nd</sup> Edition. Routledge.

- Larsen-Freeman, D. (2000).***Techniques and principles in language teaching* (2nd edition). Oxford: Oxford University Press.
- Lin, L. (2008).***The Role of Grammar Teaching in Writing in Second Language Acquisition*. Information analysis. Retrieved on March 20, 2012 from:  
<http://www.eric.ed.gov>
- Lipson, C. (2005).***How to Write an AB Thesis*. Chicago: The University of Chicago Press.
- Mourtaga, K. (2004).** Investigating Writing Problems among Palestinian Students. The United States of America, Indiana.
- Nassaji, H., & Fotos, S. (2011).***Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. New York: Routledge.
- Nassaji, H., & Fotos, S. (2004).***Current Developments in Research on the Teaching of Grammar*[Annual Review of Applied Linguistics](#) 24(1):126-145 · March 2004.
- Nunan, D. (1989).***Designing tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1992).** *Research Methods in Language Learning*- Cambridge University Press.
- Nunan, D. (1999).***Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers.
- Purpura, J. E. (2004).***Assessing Grammar*. Cambridge University Press.
- Radford, A. (2004).** *English syntax: An introduction*. Cambridge University Press.

**Richards, J.C.**(1974). *Error Analysis: Perspectives on Second Language Acquisition*.Longman.

**Richards, J.C.**(1997).*Error analysis, Perspectives on SLA*.London: Longman

**Richards, J.C., Dudeney. G. & T.S. Rodgers. (2001).** *Approaches and Methods in Language Teaching: A description and analysis*. Cambridge: Cambridge University Press.

**Richards,J.C.& Schmidt, R.**(2010), *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson Education Limited. Fourth Edition.

**Richards, J.C. & T.S. Rodgers. (1986).** *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.

**Roberts,Rachael ( 2012),**[Using a genre approach for writing](https://elt-resourceful.com/2012/12/12/using-a-genre-approach-for-writing/).<https://elt-resourceful.com/2012/12/12/using-a-genre-approach-for-writing/>

**Savill-Troike,M.** (2006).*IntroducingSecond Language Aquisition*.Cambridge University Press.

**Sermsook K., Jiraporn L.,& Rattaneekorn Pochakorn**(2017).*An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students*. English Language Teaching; Vol. 10, No. 3; 2017 ISSN 1916-4742 E-ISSN 1916-4750  
Published by Canadian Center of Science and Education

**Thornbury, S. (1999).***How to teach grammar*. Harlow: Pearson Education Limited.

**Tuffs, R. (1993).***A genre approach to Writing in the Second language Classroom* : The use of direct mail letters [Revue belge de Philologie et d'Histoire](#) .

**Wallace, C. (1982).***Teaching Vocabulary*. London: Heinemann.Articles of S.PIT  
corder: <https://doi.org/10.1093/applin/amy003>

**White, R., & Arndt, V. (1991).** *Process Writing*. Harlow: Longman.

## **Appendices**

Appendix 01:Pre-test

Appendix 02 : Post-test

Appendix 03:Teachers' Questionnaire

Appendix 04 : Learners' Questionnaire

Appendix 05 :Samples of mini-lessons

Appendix 08 : Sample of Error Analysis Task

Appendix 09: Pre-test Output

Appendix 10 :Post-test Outputp.19

Apprndix 11:Corrective Feedback

# Appendix 01

## Pre-test Writing Task

Learners were asked to write a composition after choosing one of the two proposed topics:

**TOPIC ONE** (free) Suppose /Imagine you were a member in a school magazine ,write a column about a disaster you have already experienced or seen on TV,talking about the safety measures to be taken in such incidents –What would people do before, during and after the disaster.

**TOPIC TWO** (Guided) Suppose you are head of an association concerned with the environment .Write a statement in which you explain that disasters are man-made .Use the notes below

- Pollution and the destruction of the environment
- The increase of CO<sub>2</sub> emissions and global warming.
- Climatic changes causing frequent disasters: floods, earthquakes, drought...
- The melting of the ice cap in the North and south poles /Coastal regions getting flooded

## Appendix 02

### Post-test Writing Task

**Topic One(Guided)** Using the information provided in the table ,write an essay comparing and contrasting the two presented planets

Planets	Moon	Rings	Rotation Period	Atmosphere Components	Diameeter	Distance from the sun( million km)
Jupiter	16	01	11.86 years	Hydrogen Helium	143.200	778.3
Earth	01	00	365.3 days	Oxygen Nitrogen	12.756	149.6

**Topic Two (Free)** Write a paragraph in which you imagine what would happen if life were possible on planet Mars.

## Appendix 03

# Teacher's Questionnaire

This questionnaire serves as a data gathering tool for a research study that aims at investigating the impact of the integration of error analysis instruction on learners' grammatical accuracy achievement.

This research will be done to get the master degree. We would appreciate your effort to answer the following questions. Your answers will give great help for the accomplishment of this study ( please, tick ) the choice that best represents your answer. And give full answer where necessary.

Thank you very much in advance.

- **Background Information**

1- what kind of degree you have

Licence

Master

2- how long have you been teaching English

1-5

6-15

16-20

More

## SECTION ONE :grammatical accuracy

1- I feel my learners are mostly involved in the:

listening  speaking  reading  writing  skill

2- I usually devote: 1hour  2hours  03 hours

To the writing skill.

3 - I think that the written expression syllabus I am teaching is rich enough to improve 3<sup>rd</sup>

year writing skill Yes  No

4-The difficulties my learners mostly face when they write are :

.....

.....

.....

5- Grammar is among these difficulties : Yes  No

6-I believe that grammar instruction is the most important factor that helps foreign

learners to acquire a foreign language Yes  No

7-If not ! What then.....

Justify:.....

.....

.....

8-I believe in a fifth skill "Grammaring" : Yes  No

9-- Grammar Instruction is important during all stages of learning :

Never  Sometimes  Always

10--My students find difficulties when they come to apply Grammar rules in their writings

Never  Sometimes  Always

11-The grammatical inaccuracy in the writings of my learners is mostly due to :

Interlanguage transfer  intralanguage transfer

faulty teaching  all the previous

## SECTION TWO :ERROR ANALYSIS

1-My learners mostly commit : mistakes  errors

2-I focus on error correction : never  sometimes  always

3- Providing feedback is : Not important  quite important   
very important

4-I believe that committing errors is part of the learning process Yes  No

Justify:.....

.....

.....

5-I respond : Positively  Negatively  to my learners  
'errors

6 -I think the most effective way to provide correction on learners' written errors is :

Implicit correction  Explicit correction

7-I give accurate and complete feedback on learners 'written errors :

Never  Sometimes  Always

8-Discussing errors with learners in terms of sources is : not important   
quite important  very important

9-I apply the error analysis technique in my classroom :

Never  Sometimes  Always

10-When I teach grammar I contrast the foreign structure to the mother tongue structure

Never  Sometimes  Always

11- Contrastive teaching can better help learners acquire new grammar: Yes  No

Justify;.....  
.....  
.....

12-Error Correction has always annoyed my learners and inhibited them from learning

never  some times  always

Please feel free to add any comments about the importance of grammar and error analysis in the teaching process to improve grammatical accuracy:

.....  
.....  
.....  
.....  
.....

.....

.....

.....

.....

.....

.....

## Appendix 04

# STUDENTS' Questionnaire

Dear students, you are kindly invited to fill in the following questionnaire as a part of a master degree entitled "The Impact of the Integration of Error Analysis Instruction on Learners' grammatical accuracy".

Your contribution is of great help for us. Please tick in the appropriate answer and give full answer where necessary.

## Background Information

Name:.....

Age:.....

I have been learning English for:.....

### SECTION ONE: GRAMMAR ACCURACY

1-I feel intrinsically motivated to learn English

Yes

No

2-I feel mostly involved in

The listening skill.

the speaking

the reading

the writing

All

3-Exact grammar knowledge is important in developing the four skills

Yes

No

Justify:.....

.....

4-Writing grammatically /correctly is :

Not important

Quite important

Very important

5-I understand grammatical rules in theory but I cannot use them in practice

Never

Some times

always

6-What hinders you from writing good paragraphs :

.....

7-Learning Grammar is

Interesting

Boring

SECTION TWO: ERROR ANALYSIS

1-Error correction causes harm to me and demotivates me from learning  
Yes  No

2-I appreciate teacher's correction  
Never  Sometimes  always

3-Teacher's correction could help me improve my writing skill  
Never

4-Knowledge of error source is a crucial fact that helps me to avoid making errors  
Never  Sometimes  always

5-I think most errors are due to:  
Interlanguage transfer  intralanguage transfer   
faulty teaching  all the previous

6-Previously teachers used to focus on my errors  
Never  Some times  Always

7- What is important for me is to:  
Speak fluently  to write accurately

8-Feel free to add any comments:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## Appendix 05

### Samples of review lessons

#### The use of articles: a /an /the/

##### I) The indefinite articles a and an

the indefinite articles a or an refer to one person or thing, but not a particular one egs:

1- give me a pen (anyone)

2- I am looking for a secretary (anyone)

We also use a or an:

1- Before jobs: I am a teacher. She is an architect

2- In expression of time, speed, price...etc:egs:

three times a week; the speed of 70 kms an hour, olive oil costs dzd 700 a liter .

3- With certain numbers eg

a hundred; a thousand

\* we use the article a before consonants and when the letter "u" is pronounced "you"

egs: a student; a book; a unit

\* we use the article an before vowel sounds and silent "h" egs: an orange; an old car;

an hour; an uncle

\* Never use a or an before plural nouns eg: a students --- students (p)

\* Never use a or an before uncountable nouns egs: water; oil; education;

development

##### II) The definite article the :

\* We use the definite article the before nouns that are specified (particular items

egs:

- give me the pen I lent you yesterday (not anyone))

- I am looking for the secretary I 've met in your office. (not anyone)

\* we use **the** before:

- nouns mentioned for the second time eg: I've bought a book. The book was about Algeria.

- names of rivers, oceans, group of islands, chains of mountains eg:

The Nile; The Atlantic; The Himalayas.

- adjective which represents a class of people eg:

The poor; The rich; The old; The handicapped.

- Objects that are unique eg: The sun; The moon; The equator...etc

- Individuals or institutions that have authority eg: The President; The government; The army; The police

III) - Never use **the** before proper names or names of most countries; cities; streets

eg: John lives in England. He has a house in London. His house is in Duke street.

but we say: The U.S.A; The U.K; The Sudan; The Arab Emirates; The Philipines...etc

Note: We don't use articles before nouns used in a general sense /abstract Nouns.

eg:

1- I love flowers (all flowers)

2- Honey is sweet ( all honey)

3- Doctors are well paid ( all doctors)

4-Corruption is an evil that must be fought

DEMONSTRATIVE DETERMINERS		
	Near	Far
Singular	<i>this</i> book	<i>that</i> book
Plural	<i>these</i> books	<i>those</i> books

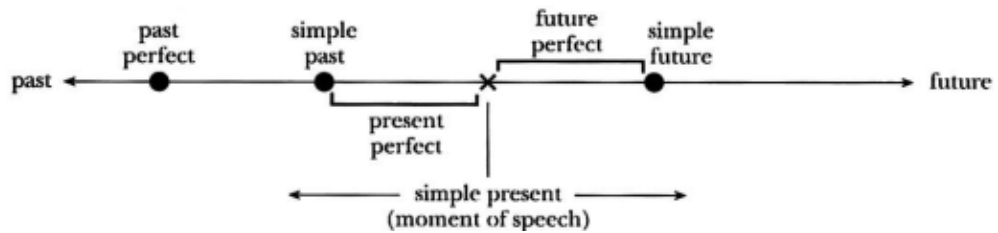
• **Demonstrative determiners** (*this/that, these/those*)

(2) a. I want *that* book not *this* one.

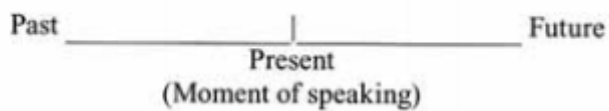
b. *These* sweaters are more expensive than *those* sweaters over there.

Adapted from Cowan p.17

Tense



Tense aspect forms by celce and freeman p.162



	<b>Simple</b>	<b>Perfect</b>	<b>Progressive</b>	<b>Perfect Progressive</b>
	<i>∅</i>	<i>have + -en</i>	<i>be + -ing</i>	<i>have + -en be + -ing</i>
<b>Present</b>	<i>write/writes walk/walks</i>	<i>has/have written has/have walked</i>	<i>am/is/are writing am/is/are walking</i>	<i>has/have been writing has/have been walking</i>
<b>Past</b>	<i>wrote walked</i>	<i>had written had walked</i>	<i>was/were writing was/were walking</i>	<i>had been writing had been walking</i>
<b>Future</b>	<i>will write will walk</i>	<i>will have written will have walked</i>	<i>will be writing will be walking</i>	<i>will have been writing will have been walking</i>

Adapted from Troublespots p. 25

## Appendix A sample Task

Task :Indicate the error and classify it in the right column

1-Advertising has negatives effects

2-They look at different type of food

3-I am writing to complain about your food advertisement which it really affect children's health

4-And this happen thanks to your advertisement

5-This types of food are healthy

omission	addition	substitution	misordering	Interlingual/intralingual
.....	.....	.....	.....	.....

## Pre-test Output

4- Classify the following words according to pronunciation of the final /ed/ ( 2 points )

Donated helped claimed burned

/t/	/d/	/id/	
<del>claimed - Burned</del>	<del>donated</del>	<del>helped</del>	

### Section Two :Written expression ( 5 points )

Choose one topic only

**Topic 1:**

Suppose / imagine that you were member in a school magazine .You are expected to write a column about a any disaster you've already seen on TV or you witnessed in your real life talking about the disaster and the safety measures to be taken in such incidents ; and what would people do before , during and just after the disaster .

**Topic two :** Suppose you are a head of an association concerned with the environment. Write a statement in which you explain that disasters are man-made. Use the notes below:

- Pollution and the destruction of the environment
- The increase of co2 emissions and global warming
- Climatic changes causing frequent disasters: floods, earthquakes, drought, ...
- The melting of the ice cap in the north and south poles/Coastal regions get flooded

has to appear

Earthquakes are one of the most dangerous disasters in the world. We are going to talk about it and what we should do when it happens. As you know, this disaster is natural and it happens in many countries around the world and it can cause a huge destruction in some countries like Japan. Earthquake is an unpredictable natural phenomenon that no one can know when or where it will happen and it will make people feel stress and fear and some can't stop thinking about what happened and this depends on the personality.

So, before and after the reactions and damage there is safety measure must be taken before and during and after the disaster.

First of all in order putting glasses in a high place cause they can fall down during the earthquake and you're better get the members of the assistance.

Second during the earthquake turn off the gas and electricity and get cover by sitting under table or doorway and stay away of buildings.

Finally after the earthquake, call the assistance and take safety and helping kit. Before entering any building, make it safe, fall down, search for any injured or victims. Find your family and help it together.

This is all the measures which can help you to avoid the damage of earthquake.

These are all the measures

4/1

4-Classify the following words according to pronunciation of the final /ed/ (2 points)

Donated helped claimed burned

/t/	/d/	/id/
helped	burned; claimed	Donated

22

**Section Two :Written expression (5 points)**

Choose one topic only

**Topic 1:**

Suppose / imagine that you were member in a school magazine. You are expected to write a column about a any disaster you've already seen on TV or you witnessed in your real life talking about the disaster and the safety measures to be taken in such incidents; and what would people do before, during and just after the disaster.

**Topic two:** Suppose you are a head of an association concerned with the environment. Write a statement in which you explain that disasters are man-made. Use the notes below:

- Pollution and the destruction of the environment
- The increase of co2 emissions and global warming
- Climatic changes causing frequent disasters: floods, earthquakes, drought, ...
- The melting of the ice cap in the north and south poles/Coastal regions get flooded

0,4,1

**Topic one:**

Our friend I write this column to talk about the earthquake and what can we do when this catastrophe happen. The earthquake is a natural disaster happen due to vibrations of the earth's surface = produces rather a lot of problems as cracks, fires, tsunamis, illness, etc. and brings the losses. This is why I'll tell you how to act before, during and after the earthquake.

First = before the earthquake; you'd better turn off gas, water and electricity; make plans to keep your family; take telephone emergency numbers as (hospital, association, ...).

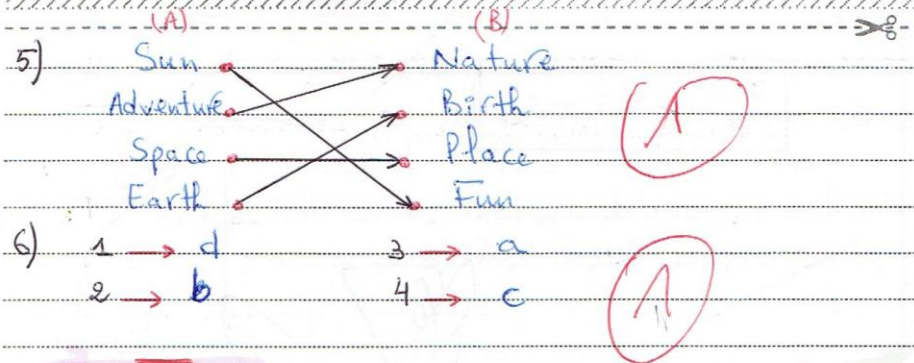
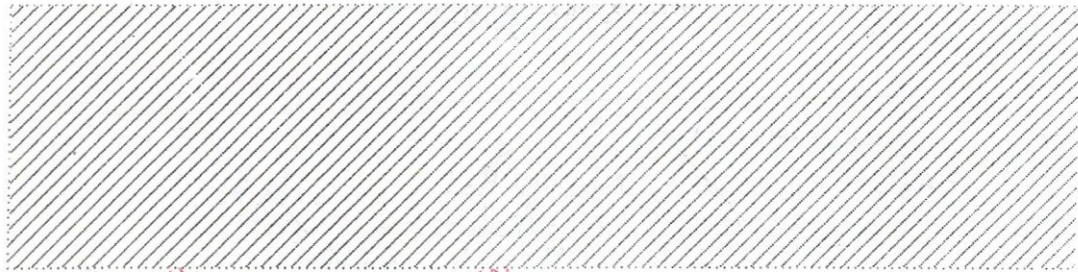
Second = during the earthquake = don't panic and stay calm. If you be inside you had better stand in tables and couches; and if you be outside you should stand away from buildings, street. If you be driving you must stop in place far to the buildings and don't move until the incident stop.

finally; after the earthquake what should we do? I'll tell you. If you had better check the injuries and give the aid, ... to who have a blessure? you should clean the earth and you ought not to use your phone only in emergency cases and the most important thing after the disaster is to help each other; we should be as phammers the brotherly spirit the humanity.

In the end I wish you live well; and don't to have a big pitces.

school magazine

## Post-test Output



### Part TWO:

In This perfect universe which Allah <sup>has</sup> created there are many Galaxies and the Milky way is our's, which involves our blue planet in which life exists unlike other Solar system planets. But what would happen if life were possible on planet Mars?

**First**, when this really happens every one on earth would be happy because we find an other planet to live since our planet is damaged. **Second**, The NASA would think a lot about strategies to move all the earth citizens. **Finally**, we would meet Aliens and Martians, and we would create a new cars to travel all over the space. Forthsmore, we could find a solution to earth disasters with Aliens.

In the end, As far as we know, this is <sup>just</sup> an imagination, but we can't say that because of it we know more about universe now. So it's a positive point to explore the space.

4. JF

## Part Two

Topic one

Our Solar System is very big and large and our planet (the earth) is one of the nine planets and jupiter is the biggest one. So lets see what are the differences between them.

First of all, the earth has one moon and zero rings, while jupiter <sup>has</sup> got 16 moons and one ring.

Secondly, the earth completes one rotation around the sun in 365.3 days (1 year), while jupiter make it in 11.86 year (earth's year). The earth's atmosphere is composed of Nitrogen and oxygen, where as jupiter's atmosphere is composed of Hydrogen and Helium.

Then when we talk about the Diameter, jupiter's Diameter is bigger than earth's one about 11 times cause earth's Diameter is 12756 Km while jupiter's Diameter is 143200 Km. Finally, the Distance from the sun is very long for jupiter compared to earth's one. So jupiter's distance from the sun is 778.3 M Km and the earth is 149.6 M Km far from the sun.

After this comparison we find that jupiter has more moons and rings than the earth, and it travel far more slowly cause of it long distant from the sun, unlike the earth and we see that the atmosphere components are different completely.



Jupiter which is 778,3 Millions km from the sun, In addition (the) the blue planet takes 365,3 days to make one revolution, whereas, Jupiter takes 11,86 years to make revolution.

Jupiter is a very special and beautiful, and we hope that someday we could know more about it. by the space researches

4

إمضاء الوالي:

ملاحظات الأستاذ (ة):

Part Two - written expression.

Our Galaxy the Milky Way Galaxy contained eight planets each of them has differences between the other. But we know that, unless we live in the Earth, we won't live in other planet because these planets are by less, there is no air, no water. So what would happen if life were possible on planet Mars.

Suppose ~~the~~ scientists explained that we could live in Mars we would travel to it without preparing. Suppose we put our feet at its soil, we would see the great of God in creation because there is no building made by man.

If we walked on Mars, we would see its rivers, seas, plants, flowers, farms and colors, mountains, rocks etc.

If we traveled to Mars we would do everything that we want and have a rest just in one day. Oh! it's so amazing. Suppose we were on Mars at night we would relax and enjoy because there is no pollution or industrial thing to make noise.

It's good thing that we can live in other planet just the imagination making me full of happiness. What about you?



Ladies and Gentlemen, I'm the Mayor of our town and a Citizen like all over you. Today, I'll speak about a very interesting issue which is the virus of corruption that destroy our society and menaces our business with all its kinds. +5

I think that it's high time we did something cause everything depends in our desire. So, we just have to move forward and be brave enough to say no more corruption and take a strict standards, No say no with pride, No to bad habits, No to unethical Practices, no to bad behaviours, no to wrong doing? what ever they say we will and truly be capable of living at a higher level, Providing that we will stand up us a man and as a strong woman, As whoever you are And declare that you are going to claim a bigger and better life for yourself. I dare you to do good for the sake of doing good, to be kind, honest, sincere, faithful. for no reason. I wish our citizens had heard our call for fighting sleaz earlier than now but also I wish our government would told us how public funds are spent but citizens should stop censure? the government they had better start the modulation by more discipline, Higher regulations, more self respect, more boundaries, less negative, more positive. Only those who fight for a great life, have the chance to live it. Certainly, it won't Fall from the sky, there's no magic wand no quick fix, the good news is, there are principles that lead us to success and exceed this pollution.

We ought to follow an Anti-corruption programme, this programme will be so rigid with everyone which there is no priority for someone So I advice you to fight with

me, I advise you to take responsibility, I advise you to work with integrity, I advise you to stop smuggling, stop tax evasion, stop lobbying, stop Embezzlement, stop imitation, stop fraud, stop child labour, Even you the children stop cheating in school. If only we hadn't done unethical behaviours we hadn't feel ~~quilt~~ <sup>quilt</sup> like now. ~~with integrity~~ we have nothing to fear, since we have nothing to hide, we will do the right things. We need honest servants and strict laws and a souls who feel about this. If I were you I would <sup>not</sup> chase money, I would do what is right, what helps others and more than enough money will come and rain to me

Finally, we should take this challenge and follow this Anti-corruption programme. And

Never forget that "Ill-Gotten Gains never

Prosper"

~~Never~~

# Pres-test learners' Errors

## The five major problematic areas

Full names	Grammatical categories	Morphological categories	Syntactic categories	Lexico-semantic categories	Spelling categories
Student 01	<p>1. Everyone know : <b>everyone knows</b> (subject - verb agreement)</p> <p>2. It make : <b>it makes</b> (subject - verb agreement)</p> <p>3. but they had to think twice cause if they didn't , the disasters will turn ... : <b>but they have to think twice because if they don't...</b> ( past simple instead of present simple)</p> <p>4. today the wather completly changed : <b>today the weather is completely changing</b> (past simple instead of present continuous)</p> <p>5. the regions get flooded : <b>the regions are flooded with water.</b> ( passive voice)</p>	<p>1. Our lives : <b>our life</b> ( incorrect use of plural)</p> <p>2. lives thief : <b>lives' thief</b> (possessive case formation)</p>	<p>1. Everyone in this <b>wrivers</b> know very well that .....in danger. (incorrect sentence construction) : <b>For the purpose of simplifying our way of living, people develop many things. This development was the main reason of disasters.</b></p> <p>2 . The increase of co2 that we have made with our cars gazs causing global warming which make the earth very hot, without forgetting all the types of pollution that cause a lot of suffering to us like cancer ..... : <b>both of global warming and pollution with its types are mainly caused by co2 emissions that come from our cars.</b> (incorrect sentence construction)</p>	<p>1. There : <b>their</b> (incorrect use of determiner)</p> <p>2. This activities : <b>these activities</b></p> <p>3. The majority of people : <b>many people</b></p> <p>4. There enovation : <b>their inventions</b> (incorrect use of word / incorrect choice of word)</p> <p>5. so like a result of all what we have done in the 100 years ago. ( <b>additional information / unmeaningful sentence</b>)</p>	<p>1. Simplest : <b>simplify</b></p> <p>2. Enovation : <b>innovation</b></p> <p>3. gazs : <b>gases</b></p> <p>4. today the wather.. : <b>today the weather..</b></p> <p>5. completly: <b>completely</b></p> <p>6. The numbers of earthquake.. : <b>the numbers...</b></p> <p>7. this beg dream : <b>this big dream</b></p>

	<p>6. the ice cap in the north and south are melting :  the ice cap melts.  (active voice)</p> <p>. to kill each other. :  to kill each other..  (incorrect use of past simple tense)</p>		<p>3. The numbers of earthquakes, drought, floods are increasing</p> <p>today. Various kinds of disasters occur</p> <p>4. the people think about weapons and destruction to kill each other while the earth is burning in damage and disasters : while people are thinking about weapons to kill each other with, the earth is being damaged and destroyed (incorrect sentence construction)</p> <p>5. So we have to be the best version of ourselves by being one person, who think about the humanity and use her science to protect the earth from any danger. :  We have to work together as one unity in thinking about humanity and protecting the earth by the use of science.</p> <p>6. So we have to take this big dream and break it into the simplest forms what we can do today to make the world</p>		
--	---	--	---	--	--

			better : furthermore, we ought to attain this big dream by working hard.		
Student 02	<p>1. we can said ..... : we can say ..... ( incorrect use of past simple)</p> <p>.... that the pollution : that pollution (overuse of article)</p> <p>... pollution and the distruction of the environment are because of the human..... : ... pollution and the destruction of the environment are caused by human ... ( passive voice / overuse of article the)</p> <p>... With we living : .... where we live (gerund instead of present simple)</p>	<p>1.that disaster's are... : that disasters the fact man-made disaster's : .... disasters (incorrect form of plural)</p>	<p>1. Most of people see that disaster's are natrull but in the fact man-made disaster's : most people think that disasters can be natural only but actually they can be man- made too (incorrect sentence construction)</p> <p>We can said that the pollution and the distruction of the environment are because of the human and he can cause cause the incrise of co2emissions and global warming and we don't forget the climatic changes which causing frequent disasters like floods, earthquake and drought.... : it can be said that human is responsible for pollution, destruction of the environment , co2 emissions, global warming as well as climatic change that cause frequent disasters.</p>		<p>1.Natrull : natural</p> <p>Distruction : destruction</p> <p>Incrise : increase</p> <p>Finlly : finally</p> <p>mast : must</p>

			(overuse of conjunction and)		
Student 03	<p>The man is the principle ... : human is ..... (overuse of article the)</p> <p>He pollute... and use : he pollutes... and uses (subject - verb agreement)</p> <p>Some man-made deasasters is : here are some of the man- made disasters (subject - verb agreement)</p>	.... all the product : all the products		<p>We must protage : we must protect</p> <p>..for good live : for a good life (use of verb instead of noun)</p>	<p>Deasasters : disasters</p> <p>Planete : planet</p>
Student 04	<p>Earthquake is natural disaster : earthquake is a natural disaster (omission of article)</p> <p>We should be to help : We should help them (misuse of passive voice)</p>		<p>When we do this safety measures to be taken : when we can follow these safety measures ( run-on sentence)</p> <p>We'd better when we make.. : we'd better make...</p> <p>we should better when we stay calm and stop panic : we should stay calm and don't panic (incorrect sentence construction)</p>	<p>We can safe our life : we can save our life (use of noun instead of stem)</p> <p>Make a plane : make a plan (misuse of word)</p> <p>Know who to turn off gaz .. : know how to turn off gas...</p>	<p>Befor : before</p> <p>Gaz : gas</p>

			Most people feel stress, fear , anger give it the care : <b>take care of the victims</b>		
Student 05	The disasters is..... : <b>disasters are....</b> (overuse of article)		<p>The disasters is catastrophe natural : <b>disasters are natural catastrophes ( adj + n)</b>  ...I explain that disasters are man-made : <b>for me they are man- made</b></p> <p>Man will stop this pollution and distraction because we will protect the environment : <b>to protect the environment , people should stop pollution and destruction</b></p> <p>All this problems is make disaster : <b>all these problems can cause disasters</b></p> <p>Climatic changes causing frequent disasters : <b>climatic changes cause frequent disasters</b></p>	<p>Man will stop this pollution and distraction because we will protect the environment (misuse of « because »)</p> <p>We will evite the cause of desasters : <b>we should avoid the causes of disasters ( incorrect verb)</b></p>	<p>Distraction : <b>destruction</b></p> <p>Desaster : <b>disaster</b></p>
Student 06	One day I was going to my doctor.. : <b>one day I went to my doctor..</b> (past continuous instead of past simple)				<p>Chambre : <b>chamber (room)</b></p> <p>Strart : <b>start</b></p> <p>Fraid : <b>afraid</b></p>

	<p>People run out and start :  <b>people ran out and started..</b> (present simple instead of past simple)</p> <p>.. if there are any victims : <b>if there were any ....</b> (present simple instead of past simple)</p>				<p>Catastrophy: <b>catastrophe</b></p> <p>Chek : <b>check</b></p> <p>Victimes : <b>victims</b></p> <p>Mum't : <b>mustn't</b></p> <p>Straissed : <b>stressed</b></p>
Student 07	<p>... about the earthquake  <b>(overuse of article the)</b></p> <p>.. when this catastrophe happen : <b>when it happens</b> (subject - verb agreement)</p>		<p>It is a natural disaster happen due to volcans : <b>it is a natural disaster that may happen due to volcanos</b></p> <p>I'll tell you how treat before , during and after the earthquake : <b>I'll tell you what to do before, during and after the earthquake</b></p> <p>If you be inside you had better stand ..... : <b>inside, you'd better stand ....</b> (run-on sentence)</p> <p>You'd better check the injuries and give the aide to who has a blessure. : <b>you'd better check for the injuries and help them</b></p>		<p>Volcans : <b>volcano</b></p> <p>Aide : <b>aid</b></p>
Student 08	<p>.. an earthquake happen : an earthquake</p>	<p>You should make a plans : <b>you should make</b></p>	<p>Today we will help you with some measures when an earthquake</p>	<p>People care from it and feel afraid... : <b>people aren't aware of the</b></p>	<p>Befor : <b>before</b></p> <p>Choes : <b>shoes</b></p>

	happens (subject - verb agreement)	a plan (overuse of plural)	happen : Today we will help you with some of the earthquake safety measures	disasters and their risks (incorrect use of verb)  This measures : these measures (incorrect use of determiner)	
Student 09	<p>The disaster which I will talk about an earthquake : The disaster which I will talk about is earthquake (omission of to be / overuse of article an) ... cause is the people.. : ... cause is that people .. (misuse of the article)</p> <p>You had better to cheke : you'd better check (incorrect use of the infinitive)</p> <p>You should off the gas.. : you should turn off the gas (omission of stem)</p> <p>You had better checkes : you had better check (incorrect use of present simple tense)</p>	<p>Advices to help they : pieces of advice to help them (overuse of plural)</p>			<p>Speacealy : specially</p> <p>Algerai : Algeria</p> <p>Victimes : victims</p> <p>Prensibale : principle</p> <p>Befor : before</p> <p>Dicide : decide</p> <p>Cheke : check</p> <p>Belding : buildings</p>
Student 10	<p>The most people .. : many people (overuse of article the)</p> <p>They hade better to know : they had better</p>		<p>They should see to it that safety measures are taken : some safety measures should be considered (run-on sentence)</p>	<p>I advice him : I advise them (use noun instead of verb)</p>	<p>Hade : had</p> <p>Underpasses : underpasses</p>

	know (misuse of the infinitive)			This safety measures : these safety measures (misuse of determiner)	
Student 11	<p>When it happen : <b>when it happens</b> (subject - verb agreement)</p> <p>This disaster is a natural : <b>this disaster is natural</b> (over use of article a)</p> <p>It happend in many... : <b>it may happen in</b> (misuse of past simple tense)</p> <p>This depend on ... : <b>this depends</b> (subject - verb agreement)</p> <p>There is safety measures : <b>there are safety measures</b></p> <p>.. a high places : <b>high places</b> (misuse of article)</p> <p>Stay away of building : <b>Stay away from buildings</b> (use of «of instead of from »)</p>	<p>Stay away of building</p> <p><b>Stay away from buildings</b> ( omission of plural marker « s »)</p>	<p>For avoid this reactions and damage.. : <b>to avoid this damage</b></p>		<p>Gaz : <b>gas</b></p>
Student 12	<p>What should to do....: <b>what we should do</b> (misuse of to (infinitive))</p>	<p>He spended ... : <b>he spent</b> (incorrect use of final ed)</p>	<p>Disasters happened in our life with no expectation .. : <b>disasters</b></p>	<p>I give him simple advises : <b>I give him some good advice</b> (use of verb instead of noun)</p>	<p>Gaz : <b>gas</b></p> <p>Glases : <b>glass</b></p>

	<p>Things was.. : <b>things were</b> (subject - verb agreement)</p> <p>is to not panic : <b>don't panic</b> (overuse of to be and to « infinitive »)</p> <p>This is was some safety measures : <b>these are some safety measures</b> (subject - verb agreement)</p> <p>Safety measures should taken .. : <b>safety measures should be taken</b> (omission of to be)</p> <p>He should to know : <b>he should know</b></p>	<p>(overgeneralization of simple past rule « ed »)</p> <p>He feeled.. : <b>he felt</b></p> <p>Bad thoughts comed .. : <b>bad thoughts came</b></p>	<p><b>suddenly occur</b> (run on sentence)</p>		
<p><b>Student13</b></p>	<p>One day, when I watch the TV, I find.. : <b>one day, I was watching the TV , I found</b> (use of present simple instead if past continuous and past simple)</p> <p>It a natural ... : <b>it is a natual...</b> (omission of to be)</p>			<p>You be safe : <b>you will be saved</b> (use of adjective instead of verb)</p>	<p>Shoese : <b>shoes</b></p> <p>Previade : <b>provide</b></p> <p>Thise : <b>these</b></p>

	You had better to know : you'better know (incorrect use of to)				
Student 14	<p>I seen : I saw (use of past participle instead of past simple)</p> <p>It make : it makes (subject - verb agreement)</p> <p>People shout : people were shouting ( use of present simple instead of past continuous)</p> <p>Shildren cray they resserch their parents : children were crying and searching for their parents (use of present simple instead of past continuous / omission of preposition for / overuse of determiner « their »)</p>	<p>This Vidèos : this video (overuse of s)</p> <p>Resserch : searching (omission of ing)</p>			<p>Catastrophy: catastrophe</p> <p>Becaus : because</p> <p>Distroy : destroy</p> <p>Shildren : children</p> <p>Cray : cry</p> <p>Resserch : search</p> <p>Ho : how</p> <p>Gaz : gas</p> <p>Shous : shoes</p>
Student 15	<p>That taking before..... : that should be taken before.... (omission of passive voice form)</p> <p>All house is good : all houses are good (subject - verb agreement)</p>	<p>It was the big natural... : it was the biggest natural (omission of « est» superlative of adjective)</p> <p>Histories : history (overuse of the plural)</p> <p>to keeoped : to keep (overuse of final ed)</p>	<p>We should that the people flow : people should follow (run- on sentence)</p>	<p>More than 2000 people killed : more than 2000 people died (incorrect use of verb)</p> <p>They halped together and the started to keeoped the contry: they co-operate together to protect their country (incorrect use of verb)</p>	<p>Plantes : plants</p> <p>Halped : helped</p> <p>Contry : country</p> <p>Siftly : safe</p> <p>flow : follow</p>

		peoples : <b>people</b> (misuse of plural)		<p>Don't keep a lot of thinks : <b>Don't keep a lot of things</b> ( use of verb instead of noun)</p> <p>This is the most precaution : <b>these are some of the precautions</b> ( incorrect use of lexeme)</p>	
Student 16	<p>The earth suffer : <b>our planet suffers</b> (subject - verb agreement)</p> <p>Which is disasters : <b>which are disasters</b> (subject - verb agreement)</p> <p>The disasters comes : <b>the disasters come</b> (subject - verb agreement)</p> <p>The pollution are become serious problem : <b>pollution becomes a serious problem</b> ( overuse of to be /misuse of the article)</p> <p>Some problems which causing disasters :<b>some problem which cause disasters</b> (use of gerund instead of present simple tense)</p>				Distruccion : <b>destruction</b>

<p>Student 17</p>	<p>What is the safety measures ? : <b>what are these safety measures ?</b> (subject - verb agreement)</p> <p>With this safety measures : <b>with these safety measures</b></p> <p>It will be occurred : <b>it may occur..</b> (misuse of passive)</p>	<p>This disasters : <b>this disaster</b> (overuse of plural)</p>	<p>It happend unpredictably it can to turn you world upside down in instant killing thousand people. There is no earthquake seasons : <b>earthquake is an unredictable phenomenon</b></p> <p>Many people be alive and forced to live with bad memories from earthquake : <b>many people will live with their bad memories due to earthquake</b></p>	<p>It supposed to be most stead fast and safe stuf in earth (misinterpretation of concepts)</p> <p>.. one of the biggest and dangers ... : <b>...one of the biggest and most dangerous ...</b> (use of noun instead of adjective)</p>	<p>Peopal : <b>people</b></p> <p>Thier : <b>their</b></p> <p>Erthquake : <b>earthquake</b></p>
<p>Student 18</p>	<p>It is natural disaster : <b>it is a natural disaster</b> (omission of article)</p>		<p>I have already seen the disaster of earthquake : <b>I have already seen an earthquake</b></p> <p>For people take many measures after and before an earthquake : <b>there are many safety measures should be taken before and after and earthquake.</b> (run-on sentence)</p>		<p>Ded : <b>died</b></p> <p>Procuderer : <b>procedures</b></p>
<p>Student 19</p>	<p>..causes explain that disasters : <b>..causes which explain that disasters</b> (omission of determiner which)</p>		<p>Humain is the first responsibel : <b>human being is the first responsible</b></p>		<p>Humain : <b>human</b></p> <p>Responsibel : <b>responsible</b></p>

			Resources natural : natural resources (word order)		
Student 20	<p>All of this tupe is : all of these types are (misuse of determiner)</p> <p>by plant trees and use bycuclse : by planting trees and using bicycles (use of present simple instead of gerund)</p>	four type of pollution : four types of pollution (omission of « s » of plural)	We have better to be together : we 'd better co-operate together (run-on sentence)	<p>a danger catastrophe : a dangerous catastrophe (use of noun instead of adjective)</p> <p>They are four type of pollution : there are four types of pollution (misuse of pronoun)</p> <p>All of this tupe is danger : all of these types are dangerous (use of noun instead of adjective)</p> <p>Our live : our life (use of verb instead of noun)</p> <p>That caused died of fish : that kill fish (incorrect use of verbs)</p>	Tupe : type bycuclse
Student 21	<p>There is a lot of problems : there are a lot of problems (subject - verb agreement)</p> <p>Climatic changes causing frequent.... : climatic changes cause frequent... (use of gerund instead of present simple)</p>			The protect of the environment : protection of the environment (use of verb instead of noun)	Peaple : people

Student 22	.. for save her.. : <b>for saving it</b> (use of present simple instead of gerund/)		He is the cause of all pollution with his type : <b>he is the responsible for pollution and its types</b> (run-on sentence)		Sufring : <b>suffering</b> Earthe : <b>earth</b> Triball : <b>terrible</b> Situation : <b>situation</b> Envirment : <b>environment</b> Feash : <b>fish</b>
Student 23	.. is natural phenomenon : <b>is a natural phenomenon</b> (omission of article)	The peoples : <b>people</b> (overuse of « s » of plural)  This catasrophes : <b>this catastrophe</b>		Big difrent : <b>a big difference</b> (use of adjective instead of noun)	Difrent : <b>different</b>  Erthequaks : <b>earthquake</b>  Table : <b>table</b>
Student 24	We polluted : <b>we pollute</b> (use of past simple instead of present simple)  Climatic changes causing : <b>climatic changes cause</b> ( use of gerund instead of present simple)	This catastrophes : <b>this catastrophe</b> (overuse of « s » of plural)			
Student 25	.. types of the pollution : <b>types of pollution</b> (overuse of article)				
Student 26	...type disaster : <b>... Type of disaster</b> (omission of preposition)  ...the people : <b>people</b> (overuse of article)				

Student 27	.... not to be afraid : don't be afraid (omission of auxiliary do/ overuse of infinitive « to »)				
Student 28	You must helped : you must help (incorrect use of past simple tense)		Problems natural : natural problems (word order)  She have big causes : they have many causes (incorrect sentence construction)		
Student 29	Climatic changes causing frequent disasters... : climatic changes cause frequent disasters (use of gerund instead of present simple)	00			
Student 30	Climatic changes causing frequent disasters... : climatic changes cause frequent disasters (use of gerund instead of present simple)				

# Post-test learners' Errors

## The five major problematic areas

Full names	Grammatical categories	Morphological categories	Syntactic categories	Lexico-semantic categories	Spelling categories
Student 1	//	//	//	//	//
Student 2	<p>*Jupiter <b>have</b>....(has).. (subject -verb agreement)</p> <p>*The earth <b>take</b> (takes ) the biggest period of rotation (subject -verb agreement)</p>	//		1*Jupiter is nearer to the sun and it is also <b>more</b> larger than the earth (addition of "more" comparative of superlative)	
Student 3	<p>*The solar system is very large and <b>have</b> many celestial bodies (has ) (subject -verb agreement)</p> <p>*<b>The</b> Jupiter is more larger than the earth(overuse of article "the")</p>				
Student 4	//	//	//	//	//
Student 5	//	//	//	//	//
Student 6	<p>*Each planet different than the other...(is different from ..) (omission of to be)</p> <p>*The atmosphere components in Jupiter <b>is</b>(are)Hydrogen and Helium while the earth is Nitrogen and oxygen (subject - verb agreement)</p>		*what is <b>the different</b> between the earth and Jupiter..(the difference) (the use of adjective instead of noun)	/	
Student 7	//	//	//	//	//

<p>Student 8</p>	<p>1*Just <b>the</b> imagination making me full of happiness( zero article) (overuse of article “the”)</p> <p>2*The Milky way Galaxy <b>contained</b>(contains) eight planets (The use of past simple instead of present simple)</p> <p>1*Just the imagination <b>making</b> (makes)me full of happiness (the use of gerund instead of present simple tense)</p>	<p>/</p>	<p>/</p>	<p>*we would see <b>the great</b> of God (Incorrect choice of word)</p>	
<p>Student 9</p>	<p>*The earth <b>faster</b> (is faster) than Jupiter. (omission of to be)</p> <p>**In our solar system ,there are many planets <b>orbit the sun</b>(that orbit the sun) (omission of determiner « that »)</p> <p>*Unlike <b>Jupiter has</b> 16moons,.....(which has) (omission of determiner « which »)</p>	<p>/</p>	<p>*It different from one to otheras Jupiter and the earth (those are different from each otherjust as the earth and Jupiter) (run-on sentence)</p>	<p>/</p>	
<p>Student 10</p>	<p>*<b>The</b> astronomy (zero article) is a cultural and useful science (overuse of article “the”)</p> <p>**It helps us <b>for</b> (to) discover the universe (the use of “for” instead of “to”)</p>				
<p>Student 11</p>	<p>//</p>	<p>//</p>	<p>//</p>	<p>//</p>	<p>//</p>

Student 12	*There are many planets in our solar system and each one has a special components (zero article) (overuse of article "a")		**In the end ,the different ( difference)between the planets makes them special (the use of adjective instead of noun)		
Student 13	*Each planet have(has) a(zero article) special components (subject –verb agreement) (overuse of article "a")  *Jupiter is rotate (rotates)fastly (overuse of to be)  *There is (are) a lot of differents (differences)between these(them) (subject –verb agreement)	*Jupiter rotates fastly( faster) (omission of "er " comparative form)	*There is a lot of differents (differences)between these(them) (the use of adj instead of noun)	*There is a lot of differents (differences)between these(them) (incorrect choice of word) ( these instead of them)	
Student 14		*We would see all people travels (travelling)... (omission of " ing")			
Student 15	//	//	//	//	//
Student 16		The earth takes 365 days to revolving (revolve)around the sun (overuse of "ing")			
Student 17	*The earth has one moon unlike Jupiter which have(has)16 moons (subject –verb agreement)  *Jupiter have.....(has) (subject – verb agreement)  *While the earth don't have...(doesn't have).... (subject –verb agreement)				
Student 18		1*All these planets revolving(revolve)			

		round the sun (overuse of "ing" )			
Student 19	1*When speaking for (about) life .... ( the use of "for" instead of "about")			1*If we found water in (on) Mars ;life it were possible in (on) this planet (Life would be possible... (Incorrect choice of word)	
Student 20	1*it (its) distance from the sun.... 178.3million km( is178.3million km) (omission of to be)		1*Jupiter is a planet..... rotates(which )rotates (omission of determiner « which »)	1*it (its) distance from the sun.... 178.3million km( is178.3million km) (incorrect choice of word) (it instead of its)	
Student 21	1*The (zero article)Jupiter planet consists of ..... (overuse of article "the")  2*The Jupiter..... There is (are)many differents (differences)between this (these) planets (subject -verb agreement)		1*There is a different(difference) between them (the use of adj instead of noun)  2*what are this differents (these differences) (the use of adj instead of noun)  3*There is many differents (differences)between this (these) planets (the use of adj instead of noun)	*what are this differents (these differences) (incorrect use of determiner ) (this instead of these)  *There is many differents (differences)between this (these) planets (incorrect use of determiner ) (this instead of these)	
Student 22	1* We have on the earth only one moon while Jupiter have (has)16moons . (subject -verb agreement)  2*Jupiter have one ring;... (subject -verb agreement)  3*Jupiter take (takes) 11.86 years for (to) rotate subject -		1*Our atmosphere is from nitrogen and oxygen that is from the cause which make life on Jupiter impossible (The absence of oxygen onJupiter makes life impossible on it (run-on sentence)	*All this differents (thesedifferences)created(are created ) by the power of our God. (incorrect use of determiner ) (this instead of these)	

	<p>verb agreement) / (the use of for instead of to)</p> <p>4*The earth take(takes)356 days ...(subject –verb agreement)</p> <p>*Besides he create(creates) many galaxies . (subject –verb agreement)</p> <p>All this differents (these differences)created(are created ) by the power of our God. ( omission of to be)</p>		<p>Besides he creates many galaxies we don't know it (many galaxies which we don't know (omission of determiner « which »)</p>		
Student 23	//	//	//	//	//
Student 24	//	//	//	//	//
Student 25	<p>1*In our solar system there are many planets rotating sun (rotating <u>round the</u> sun (omission of article "the")</p> <p>2*It is very far from .....sun (<u>the sun</u>) (omission of article "the")</p>			<p>1*In our solar system there are many planets rotating sun (rotating <u>round the</u> sun (omission of "round")</p>	
Student 26		<p>1*Jupiter is a planets (planet) (overuse of plural marker "s")</p>	<p>1*Jupiter is a planet its the moon16 and the earth is one (Jupiter is a planet which has 16 moons but the earth has only one) (run-on sentence)</p> <p>2*Jupiter atmosphere ....components of hydrogen</p>		

			and Helium but the Earth Nitrogen and Oxygen (Jupiter atmosphere is composed of Nitrogen and Helium while that of the Earth is composed of Nitrogen and Oxygen) (run-on sentence)		
Student 27	1* Lately, scientists <b>been thinking</b> (have been thinking) about the ability of living on Mars. (omission of "have")				
Student 28	1* rotation period ..... (is) 11.86 years.... and distance from the sun 178.3 million km (omission of to be)		1* The atmosphere ..... nitrogen and oxygen (run-on sentence)  2* <b>It is a small planet you have 16 moons</b> <b>The earth you have one moon</b> (Incorrect sentence construction)	1* <b>in the all</b> (all in all) it is a very nice and beautiful planet (incorrect choice of word)	
Student 29	1* The solar system ..... heavenly bodies (has/is composed of) (omission of verb) 2* <b>The</b> (zero article) Jupiter is smaller (overuse of article "the")  *3 <b>The</b> Jupiter..... (overuse of article "the")  4* <b>The</b> Jupiter..... (overuse of article "the")				
Student 30	1* Since all of the people <b>they</b> (No pronoun) live in the earth (overuse of pronoun "they")		1* If life were possible on Mars; it <b>would be leads</b> (would lead) to disappear life on Earth (it		

	1* If life were possible on Mars;it <b>would be leads</b> (would lead) to disappear life on Earth (it would lead to the disappearance of life on earth <b>(the use of present simple instead of past participle)</b> )		would lead to the disappearance of life on earth <b>(the use of verb instead of noun)</b>		
--	--	--	---	--	--

## Resumee

La question des erreurs dans la recherche de l'acquisition d'une seconde langue a été un sujet d'intérêt ces dernières années. Dans le but d'étudier l'impact de l'intégration de l'instruction d'analyse d'erreur sur la précision grammaticale des apprenants EFL, un corpus d'écrits d'apprenants a été rassemblé et analysé pour diagnostiquer les causes des structures inexacts des apprenants, une expérience sur le terrain avait été réalisée avec un échantillon de 30 élèves du lycée Malek Bnou Anes - Analyse des erreurs, feedback correctif et mini-leçons ont été appliqué en classe. Et dans le but d'élargir le champ de la recherche, un questionnaire a été envoyé aux apprenants et aux enseignants afin d'enquêter sur les différents faits qui ont pu affecter les performances des apprenants. Les résultats obtenus indiquent que la plupart des erreurs étaient dues à l'interférence de la langue maternelle, les instructions d'analyse d'erreur ont un effet positif sur les résultats en grammaire des apprenants EFL. Et que des facteurs tels que la motivation et les attitudes envers l'apprentissage de l'anglais et la correction des erreurs ont eu un effet déterminant sur les performances grammaticales des apprenants d'EFL.

# ملخص

لطالما كانت ظاهرة الأخطاء في مجال تعلم لغة ثانية محل اهتمام الباحثين في السنوات الأخيرة. في محاولة لاستقصاء مدى تأثير ادراج تعليمة تحليل الأخطاء في اقسام النهائي على تحقيق الدقة النحوية لمتعلمي اللغة الإنجليزية كلغة أجنبية ، تم جمع عدد من كتابات الدارسين وتحليلها لتشخيص الأسباب الكامنة وراء البنى غير الدقيقة للمتعلمين و تم إجراء تجربة ميدانية مع عينة من 30 تلميذاً في مدرسة مالك بن أنس الثانوية حيث تم تطبيق - تحليل الأخطاء والتعليقات التصحيحية والدروس المصغرة في الفصول الدراسية. ولغرض توسيع نطاق البحث، تم تسليم استبيان لكل من المتعلمين والمدرسين لاستقصاء الحقائق المختلفة التي قد تؤثر على أداء المتعلمين. أشارت النتائج التي تم الحصول عليها أن أغلب الأخطاء كانت ناتجة عن تدخل اللغة الأم كما أشارت النتائج الى أن تعليمات تحليل الأخطاء كان لها تأثير إيجابي على التحصيل النحوي لمتعلمي اللغة الإنجليزية كلغة أجنبية. وكان لتلك العوامل ، مثل الدافع والمواقف تجاه دراسة اللغة الإنجليزية وتصحيح الأخطاء ، تأثيراً ملحوظاً على أداء الطلبة.