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**Ministry of Higher Education and Scientific**  
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Dissertation submitted in partial fulfilment of the requirement for the Master's  
Degree in field of English Language and Literature

Specialty: **linguistics**

*Analyzing Grammatical Errors of EFL learners*

*Case study of 3<sup>rd</sup> year English students at Kasdi Merbah*

*University- Ouargla*

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Academic Year: 2021/2022

## *Dedication*

*In the name of Allah, the Most Merciful, the Most Compassionate,  
Prayers and peace be upon our Prophet Mohamed His servant and  
messenger*

*I dedicate this dissertation to:*

*The man who held my hand when I walked for the first time, my  
father MOHAMED SAID*

*The woman who held my hand when I wrote the first word, my  
mother EL GHALIA*

*My brothers ZINO and RESLAN, my sisters AMIRA and  
HIDAYA,*

*and my little angel MERIEM*

*The true friends that life gave me NOUR, AMIRA, and THE  
WHEEL MAN*

*My deepest gratitude for their support and encouragement.*

## Acknowledgement

First and foremost, I should be grateful to Allah the Almighty for providing me with the strength and patience to perform this simple task that would not have been achievable without Him.

My heartfelt thanks go to my supervisor, Dr. SAIGHI Sabrina, for her invaluable advice and assistance. My appreciation also goes to the jury members for their efforts in evaluating this work.

I would like to thank Dr. BADIDJA Amina for her encouragement, friendliness, counsel, and assistance, which gave me the energy and motivation to finish my assignment on time. Thank you again for everything.

My grateful appreciation and gratitude go to the third-year LMD English students at Kasdi Merbah University in Ouargla who took part in this research project. Thank you for your cooperation and support.

Finally, I really would like to convey my deep pride and appreciation to my beloved parents, as well as my lovely brothers and sisters. I will never be able to repay them for their unending love, sacrifice, encouragement, and support in my life.

## Abstract

Writing professionally in foreign languages in general and English in particular is a difficult challenge for most students of English at Ouargla University. Teaching writing is also a challenge for teachers. The current study examines the grammatical errors of third-year students of English at Ouargla University and the sources of them. The study sample consists of 10 students in third year of English at Ouargla University who were randomly selected. The researcher used an essay writing technique and analyzed it so that this technique can analyze the types of grammatical errors. The analyzes revealed that most students make grammatical errors during the writing of any article or text. Their errors were on the level of the structure of sentence and punctuation mechanisms. These errors are due to a number of reasons : **a)** ignorance of grammatical rules **b)** influence of mother tongue **c)** over generalization, as the analysis also revealed that most of their mistakes were related to the use of pronouns and the subject-verb agreement

### **Key words:**

EFL, Grammatical Errors, writing, argumentative essay .

## List of Abbreviations

**EFL:** English as a Foreign Language

**Et al.:** et alia (and others).

**Etc.:** et cetera (and so on, and so forth).

**i.e.** Id est

**TL:** Target Language.

**VS:** Versus

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# General Introduction

## 1. Introduction

EFL learners should focus on both productive and receptive abilities in order to become successful English users. Speaking and writing are examples of productive talents, while listening and reading are examples of non-productive skills. According to Harmer (2001), writing is a kind of communication in which feelings are delivered or expressed in writing. As a result, writing is regarded as the most important ability that should be acquired for earful owners at the university level.

Moreover, According to Harmar (2004), writing encourages pupils to focus on correct language use since they think as they write. Furthermore, Haynez and Zacarian (2010) state that learning to write is a developmental process that allows people to communicate meaningfully in written form.

## 2. Aim of study

The main objective of this study is to analyse the grammatical errors in argumentative essays for third year LMD students at Kasdi Merbah University, Ouargla

Also, this study has sub aims such as :

- i. Determine the nature of the most common grammatical errors made by third-year students in essays
- ii. Decoding the major causes that affect the learner's writing production
- iii. To identify whether they have grammatical problems in writing.

## 3. Rational

Error analysis is such an important subject for researchers and teachers because all students are facing a large number of problems in writing consequently occur errors in their writings, the researcher chooses this subject to present the main causes of these errors and their sources. to find out some solutions to these problems

## 4. Research Questions

This study seeks to answer the following research questions:

- A. What is the nature of writing difficulties the 3rd year LMD face?
- B. What are the most common grammatical errors occurred in essays produced by learners?
- C. What is the major cause of these errors?

## 5. Significance of the Study

This study attempts for the following contributions:

- It will make the students aware of the problems they may have in essay writing
- It will lead them to solve the problems accordingly
- It will raise the learner's awareness of the errors they made in writing essays

## 6. Structure of the Study

The present study is divided into three chapters. The first chapter is devoted to an overview about grammar and grammatical errors. The second chapter deals with EFL writing and essay production. The third chapter is concerned with methodology, which describes the researcher design along with the participants and collection of data. In addition, it includes an interpretation of the collected data, conclusion, and recommendations.

## 7. Methodology

This study aimed to investigate the errors that 3rd year LMD students face in writing essays. This was made by a diagnostic test given to 10 participants. The researcher asks students to write different topics on argumentative essays about 15-25 lines.

## 8. Limitations of the study

This study has some limitations that the researcher cannot be ignored. To begin with, the researcher does not pretend that this study has dealt with all the grammatical errors that 3rd-year LMD English students face in their written essays. As well, it cannot be determined for sure how much these errors affect students writing. In addition, this study was conducted on third year LMD students at Kasdi Merbah University – Ouargla. Consequently, the findings cannot be generalized. We cannot generalize and say that the same findings can be applied to third-year students at other universities using the same means of research. Finally, the researcher couldn't collect more than 10 (ten) candidates because of the short time.

# Chapter one

An overview about  
Grammar and  
grammatical Errors

## Introduction

As grammar is regarded as an important factor that can improve students' writing. This chapter is devoted to reviewing some literature on grammar's definition and teaching approaches. Also, it highlights its elements.

Moreover, it tackles the error and its types and the causes of them.

### 1.1. Definition of Grammar

Grammar is an essential component of learning English. When students do not understand grammar, they will struggle to put sentences together in English. These are some of the definitions in relation to grammar:

According to Hirai (2010), grammar is a method of organizing sentences and producing good language. Also, Gerot and Wignel (1994) defined grammar as a theory of language that demonstrates how language works.

However, Thornbury (1999), defines grammar as an examination of the form of sentences that have meaning. Grammar also discusses how language works by producing meaning from the combination of words (Ur, 1991). According to Crystal (2004), grammar is a technique to express our feelings through the structural form of language.

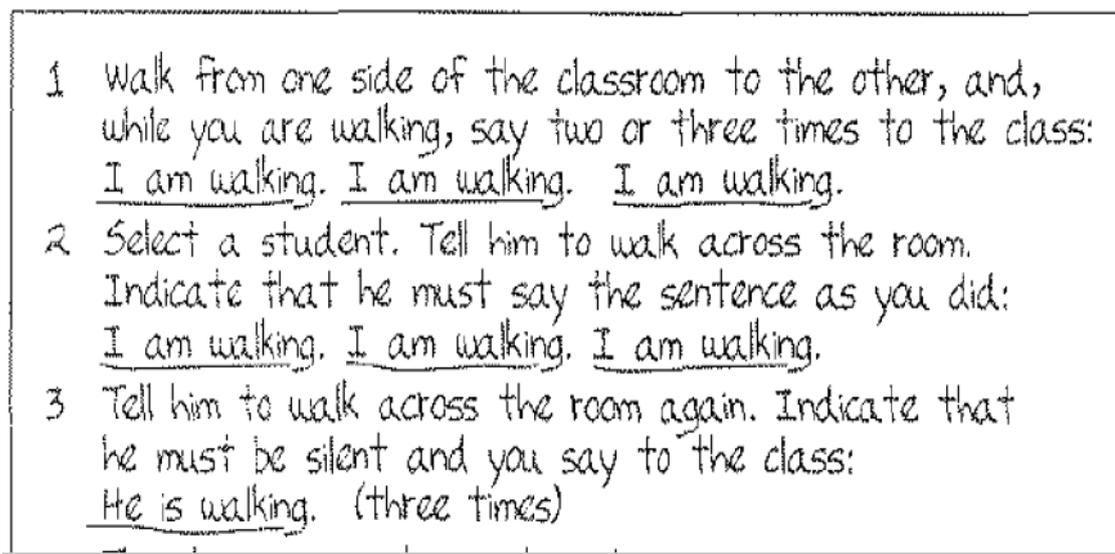
In short, Grammar is linked to the shape of words and sentences, according to the preceding explanation. It also demonstrates how the linguistic process can produce structural meaning.

### 1.2. Grammar Teaching

grammar instruction might include students finding grammatical rules on their own (i.e., no presentation and no practice). Also, it can be as simple as exposing students to input designed to provide several examples of the goal structure. There is no presentation and no practise here, at least not in the sense of eliciting structure production. Finally, EFL specialist discuss about two possible ways of teaching grammar to learners. One is called the inductive approach, while the other is called the deductive approach (Thornbury, 1999).

### 1.2.1. The Inductive Approach of Grammar Teaching:

Inductive approach begins with some examples from which a rule is inferred. In teaching grammar, teachers present examples first, then generalise rules from the given samples. Inductive grammar learning is common among native English speakers, who can produce grammatically correct utterances, but they are unaware of the rules underlying them. In English teaching, the inductive approach is frequently associated with the Direct Method and the Natural Approach. Grammar is presented in both methods in such a way that learners can experience it. "In the Direct method, therefore, language rules are supposedly acquired through the experience of understanding and repeating examples that have been systematically graded for difficulty and placed in a clear context." Thornburry16 (2002a). Therefore, below is an example of teaching present continuous tense by using the Direct Method. (Ibid,2002, p 16)



*Figure 1.1: an example of teaching present continues tense by using the direct method (ibid , 2002 , p 17)*

Another example of inductive approach in teaching perfect tense. (Thornburry17, 2002)

Study these two sets of sentences:

a Chris has lived in Cape Town for ten years.  
Andrew has been learning to drive for six months.

b Wendy has lived in Edinburgh since 1995.  
David has been out of work since January.

They are then invited to choose *for* or *since* to complete the following sentences:

1 Anna has been married \_\_\_\_ seven years.  
2 Jeff has been studying French \_\_\_\_ 1990.

This is fairly straightforward. The next three test items, however, challenge the learner to refine their initial hypotheses, since the clues are not so easy to interpret:

3 Chris and Jim have been together \_\_\_\_ a long time.  
4 I have been living here \_\_\_\_\_ last summer.  
5 They have been going out together \_\_\_\_\_ they met five weeks ago.

---

*Figure 1.2: an example of inductive approach in teaching perfect tense. (Thornburry17,2002)*

---

### 1.2.2. The Deductive Approach of Grammar Teaching

The deductive approach is based on deductive reasoning, in which the concept progresses from general to specific. The rules, patterns, and principles are presented first, followed by examples. The rule-driven approach is another name for the deductive approach. The Grammar Translation Method is the most suitable method for this deductive teaching, in which grammar instruction is commonly initiated by an explanation (basically in the learner's mother tongue) about the grammar points. This is followed by translation practise activities to/from the target language. This practise focuses solely on reading and writing, with little emphasis on speaking and pronunciation. A teacher must be fluent in both the learners' mother tongue and the target language to use this method. This is obviously inapplicable in multilingual classes. Below is an example of the deductive grammar approach in the next page:

## Nouns, adjectives and adverbs

**1** Subject and object pronouns

*Subject pronouns*

I	you	he	she	it	we	you	they
---	-----	----	-----	----	----	-----	------

*Object pronouns*

me	you	him	her	it	us	you	them
----	-----	-----	-----	----	----	-----	------

- The subject is the person or thing doing the action:  
*I left early.*  
*She went home.*  
*We said goodbye.*
- The object is the person or thing receiving the action:  
*She telephoned me.*  
*I hit him.*  
*We saw her.*

Write the correct pronouns for these sentences:

1 ..... telephoned yesterday. (she)



*Figure 1.3: Example of Instruction in Deductive Grammar Teaching (Thornbury14, 2002)*

The example of the instruction is below:

T: Right. The past perfect.	(cueing)
T: The past perfect is formed from the past of the auxiliary 'have', plus the past participle.	(rule of form)
T: For example, 'everyone had left', 'the film had started'.	(examples)
T: So, what's the past perfect of 'they go'?	(check)
ST: 'They had gone.'	
T: Good.	
T: It is used when you are talking about the past, and you want to refer to an earlier point in the past.	(rule of use)
T: For example, 'We were late. When we got to the cinema, the film had already started.'	(example)
T: Did the film start after we arrived, at the same time as we arrived, or before we arrived?	(check)
ST: Before.	
T: Right.	
T: So, it's like this. [draws]	
	(illustration)
T: We arrived at this point in time (a). But I need to refer to an earlier point in the past, when the film started, here (b).	

*Figure 1.4: example of instruction in deductive grammar teaching  
(thornbury14,2002)*

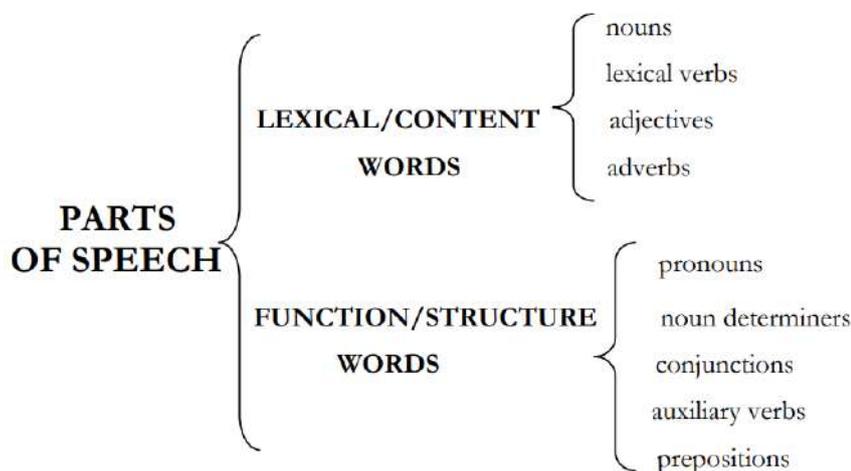
### 1.3. Necessity of Grammar Teaching

Zhang (2009) asserts that the foundation of the English language is grammar and vocabulary knowledge. He continues, "communicative competence entails knowing how to use the grammar and vocabulary of the language to achieve communicative goals in a socially appropriate way" (Zhang, *ibid*, p. 184). In this regard, Wang (2010) confirms that language is composed of three major components: sound, lexicon, and grammar. All of which influence one another. In other words, language can be expressed through sound, but sound must use both lexicon and grammar to do so. In this regards "The sound structure and meaning of language are defined by grammar" (Wang, as cited in Hu, 2001). Chomsky (1965) contends that grammar can be regarded as a theory of language

Furthermore, according to Bastone (1994), language would be confused without grammar. Thus, grammar is an essential component of language teaching for both foreign language teachers and learners.

### 1.4. Elements of Grammar (Parts of Speech)

Parts of speech are classified into several groups. Each part of speech describes not what the word is, but how it is used. The main parts of speech are verbs, nouns, adjectives, adverbs, determiners, conjunctions, prepositions, and pronouns. As shown in the following diagram:



*figure 1.5: parts of speech diagram adopted from (Oliva, Meehan  
and Colombres,2018, p 3)*

---

### 1.4.1. Pronouns

Pronouns are replacement of a noun or a whole noun phrase. They can be classified as:

**Subject pronouns:** I, you, he/she/it, we, you and them.

**Object Pronouns:** Me, you, him/her/it, us, you, them.

**Possessive Pronouns:** Mine, yours, his/hers/its, ours, yours, theirs.

**Reflexive Pronouns:** Myself, yourself, himself/herself/itself, ourselves, yourselves, themselves.

**Indefinite Pronouns:** Nobody, somebody, anybody, no one, everybody...

**Reciprocal Pronouns:** Each other, one another.

**Interrogative Pronouns:** Who, which...

(Oliva, Meehan and Colombres,2018, p 10)

### Examples

I won't tell **you** how it ended.

She never introduced **herself**.

**Ours** is better than **theirs**.

**He** introduced **himself**.

**Nobody** knows the answer.

**They** loved **each other**.

**Who's that?**

(Ibid ,2018, p 10)

It is worth noting that some determiners can also function as pronouns. For example, that, that, those, and these. When these determiners act as pronouns, they are known as the **demonstrative pronouns**.

### Example

I don't like **these** apples. Give me **those**

n. det + NOUN

dem. Pronoun

Pronouns can perform referential functions, which means they can refer to something that has already been mentioned or something that will be mentioned. The context typically clarifies the meaning of a pronoun.

### Example

My brother and I attended a boarding school. **We** had a hard time because **it** was a very strict **one**. Mr. Fox, the headmaster, was a cruel guy. **He** would beat **us** whenever

**We/Us:** My brother and I

**He:** Mr. Fox

**It/One:** the school

(Ibid, p 11)

### 1.4.2. Prepositions

Prepositions are linking words that introduce prepositional phrases, i.e., a preposition + noun/noun phrase. An example, about, after, by, down, from, into, towards, around, without, because of, due to, apart from, despite.

He'll go **with** one of the kids.

It is important for the learner to understand that a preposition is always followed by a noun or noun equivalent, such as an – ing form (gerund).

I'm looking forward **to my holidays**. / I'm looking forward to going **on holidays**.

I'm fond **of music**. / I'm fond **of playing music**.

(ibid, p 9)

### 1.4.3. Adjectives

The primary function of adjectives is to modify nouns or pronouns. They describe the characteristics of persons, things, and abstractions such as:

I'm carrying a **heavy** box.

I think he is **guilty**.

Adjectives in English cannot take **plural** or **singular** form. For instance:

He is a **tall** man. / She is a **tall** girl. (Ibid, p 4)

The student looked **interested**. / The students looked **interested**.

They can come before nouns (**attributive use**). They can come after verbs such as be, become, seem, look and other linking verbs (**predicative use**). Some adjectives can be found after the noun they modify (**postpositive use**).

I bought a **new** car. (Attributive use)

That car is/looks/seems **fast**. (Predicative use)

The students **present** will have to wait. (Postpositive use)

(Ibid, p 5)

### 1.5. Definition of Error

Many linguists have defined the term "error." James (1998, p. 1) defined the term as "an unsuccessful bit of language." In other words, an error is defined as any unsuccessful use of language, whether it is an error or a mistake. To be more specific, an error is a linguistic element misapplication that results in sporadic and incorrect learning, also known as intra-lingual transfer. "The concept of error is a function of the traditional practise of taking a teacher-centred view of learners' performance and judging it in terms of target language norms." John (as cited in Henry, n.d)

Errors, on the other hand, are systemic, persistent variations in the linguistic System of learners at a specific level of learning. "The learner's errors are evidence of this system and are themselves systematic," said Corder (1981). That means the error is one of the most common deviations made by students when writing. It has the potential to impact the outcome of a learner's written or spoken output. Brown (1994) defines an

error as "a natural and noticeable divergence that causes a fault in the learner's language, either in speech or writing." Lerner's error would indicate a lack of linguistic expertise or the inability of the learner to comprehend the structural pattern.

In short, error is made by second language students, and they don't aware about it. moreover, it can't be self-corrected.

### 1.5.1. Error Vs Mistake

An error occurs when a language learner unconsciously violates the rules of the target language as a result of faulty learning. These are frequently habitual and systematic in the context of a second language. When a learner violates language rules due to non-linguistic factors, he makes a mistake. Native speakers' ill-formed utterances are not the result of a lack of language knowledge. A native speaker can correct the error, whereas a non-native speaker may not be in the same position.

It further, again, is dependent on the learner's stage. The learner cannot see the mistake if he is in the pre-systematic stage because he is unaware of the existence of a specific rule in the target language. If his errors are consistent and he can give a coherent account of the rule he is following, he is following a rule, but it is the wrong one. As a result, he is now in the systematic stage. If he produces correct forms but inconsistently, he has learned the rules but fails to apply them consistently due to a lack of attention or lapse in memory. This is referred to as the post systematic stage.

### 1.5.2. Significance of an Error

Errors are significant to the teacher because they tell him how far the learner has progressed toward the goal and what he still needs to learn. They also advise the teacher on where to place emphasis when revising. The teacher should be able not to only describe the errors linguistically, but also to understand the psychological causes of their occurrence. As a result, she/he should be able to diagnose and treat them.

The study of errors should result in a better understanding of the processes by which languages are learned, leading to the development of improved methods, materials, syllabi, and so on. On a more mundane level, error analysis is viewed as a diagnostic testing activity, a means of determining the content of a learner's control of various features of a language. This is a device that the learner employs in order to learn. Making mistakes is part of human learning (Brown 1980,164).

### 1.5.3. Source of Error

There are two factors that cause students to make mistakes. They are interlingual and intralingual factors, respectively.

#### 1.5.3.1. Interlingual Errors (Influenced by mother tongue)

Interlingual errors occur when the learner's first language habits (patterns, systems, or rules) interfere with or prevent him/her from learning the patterns and rules of the second language. This type of transfer is also referred to as interference or negative transfer. Lado (cited in Troike 2006,35) categorises interference as follows:

- a) **Transfer Error:** A mistake induced by intervention from the mother tongue. A learner who is unfamiliar with the rules of the target language will use the same rules he learned in his native language.
- b) **Mother tongue interference:** errors occur when learners attempt to acquire the structure of the target language rather than transferring models from their first language.

#### **Examples:**

Ali in my chair sitting is

I is playing foot ball

I were sleepy

- c) **Literal Translation:** Errors occur when a learner translates a sentence or idiomatic expression from his first language into the target language word by word.

#### 1.5.3.2. Intralingual Errors (Causes of Target Language Errors)

This is a cognitive perspective on error sources. Aside from L1 transfer, learners can learn the required item, use their learning strategies, or try to apply using communication strategies (James, 1998, P 184-185).

For code breaking, learning strategies are used, whereas communication strategies are encoding and decoding strategies. Several learning strategy-based errors are explained by James (Ibid, P p. 185-186)

- a) **incomplete application of rules:** this error may occur when learner fails to apply the rules completely due to the stimulus sentence.
- b) **False Concept Hypothesized:** learners' faulty understanding of distinctions of TL items leads to false conceptualization. Learners' faulty understanding of distinctions of target language items leads to false concept hypothesized.
- c) **Ignoring co-occurrence constraints:** According to James (1998, p 63), ignorance is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the constraints of existing structures. Some rule restriction errors can be explained in terms of analogy and may result from rule learning.
- d) **Overgeneralization or oversimplification of systems:** It occurs when a learner creates a deviant structure based on his experience with other structures in the target language. Littlewood (1984) gives the example of forming plurals by adding "s" to even irregular plurals, as well as generalising the "-ed" past form.

## Conclusion

Because grammar is so important in developing good writing, the researcher included some theoretical underpinnings on both error and grammar in this chapter. Furthermore, according to some language experts, also, the chapter explained how both error and grammar are grouped into different forms, as well as their relationship to and functions in the writing process. In the end, it discussed how vital they are in improving the trainees' writing skills

# Chapter two

## EFL Writing and Essay Production

## CHAPTER 2 : EFL WRITING AND ESSAY PRODUCTION

### Introduction

Writing is a unique form of communication. It helps learners in achieving fluency in a foreign language by playing an important role in the teaching and learning processes. When compared to the other skills, writing is regarded as the most difficult, particularly during the educational journey. Additionally, learning to write is incredibly important in many facets of life. It is also the most difficult component of language to teach. As a result, in light of such an important function, the current chapter addresses a theoretical background related to the writing, its importance to language teaching and learning, the approaches to teaching writing, essay writing, and finally writing assessment.

### 2.1. Definition of writing

Writing is the process of transforming a message, thoughts, ideas, feeling etc into graphic symbols of language by using correct words and sentences pattern. as what Coelho said that:” writing means sharing. it’s part of human condition to want to share things, thoughts, opinions “. In addition, as Hall mentioned in his book “writing well” that writing is pretentious and wordy, but a message comes through

Furthermore, writing can be defined as a method of displaying language in a visual format by employing a collection of signs and symbols to represent speech sounds, tones, pitch, and punctuation.

### 2.2. Importance of writing

The ability to write effectively and clearly is a great talent, especially in foreign languages. On these basis writing is significant for the following reasons:

- It can assist learners in communicating, learning, and expressing themselves creatively. Furthermore, because writing is so important in a student's conceptual and linguistic growth, assisting them in becoming better writers is an important educational duty.
- It's also significant since writing skills are increasingly measured in standardized assessments for educational accountability purposes (White & Brunning, 2005, p166-169).
- Good writing skills are a must-have for anyone who wants to advance in their career (Pornpan, 2005,p76).

## CHAPTER 2 : EFL WRITING AND ESSAY PRODUCTION

- Writing aids non-native English speakers in learning because it improves the grammar, structure, idioms, and vocabulary that instructors have taught their students. Second, when kids write, they can experiment with language, to go beyond what they have just said, and to take chances. Finally, when they write, they are compelled to use the new language (Mohamed, 1993, p3,4). "Whatever our individual teaching preferences, it is possible that many pupils can and do internalize vocabulary and organization through writing," says Cross (1992, p268).
- The capacity of students to express information and ideas in writing is critical to their academic and professional success (Martion 1996 , p 85).
- Writing is an important aspect of thinking and learning in school, especially given the demands of the twenty-first century, and writing assignments are an important tool for intellectual and social development (Bruning and Horn, 2000, p30).

### 2.3. The writing Process

Writing as a process focuses on a set of phases that must be accomplished until the final report is ready (Baissa, 2020). Zamel (1983) states in a similar vague: "a non-linear, exploratory, and degenerative process by which authors find and develop new ideas as they try to approach meaning, they rephrase their ideas." Simply put, writing is a mental process that improves a person's ability to communicate. In this case, students must not only know their vocabulary and grammar, but also write clearly. This accuracy and mastery are the result of hard labour and perseverance, as well as mastery of other areas of knowledge Grammar, such as punctuation, spelling, and capitalization (Saad,2020) said that spelling, and capitalization are all aspects of the English language.

In the same way, According to Harmer (2007) writing is a process that a writer goes through to create something else in its final form. He also assumes that by spending time with them on pre-writing phrases, editing, re-drafting, and finally generating a polished version of their work. This procedure will get to the heart of the multiple abilities that most authors employ.

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### 2.4. Approaches to Teaching Writing

The three approaches to teaching writing, namely product-based, process-based, and genre-based, have been the focus of various studies (Rashtchi et al., 2019).

#### 2.4.1. process based approach

Process Approach is one of the ways for building language acquisition skills, along with Lexical Approach, Literature-Based Approach, Grammar-Based Approach, Situational Approach, Structural Approach, Genre Approach, Task-Based Approach, and Product Approach. Process Approach provides more advantages than other ways. Language learning skills development is more like the growing of a plant than the building of a wall, and it takes time. No skill can be learned in a single day. The Process Approach consists of eight steps of writing processes that allow students to write freely and produce high-quality writings.

##### 2.4.1.1. Stages of Writing

According to Steele (2004), Process Approach involves eight stages : brainstorming, planning/structuring, mind mapping, writing the first draft , peer feedback, editing, Final draft and evaluation and teachers' feedback. Which are seen in the following figure:

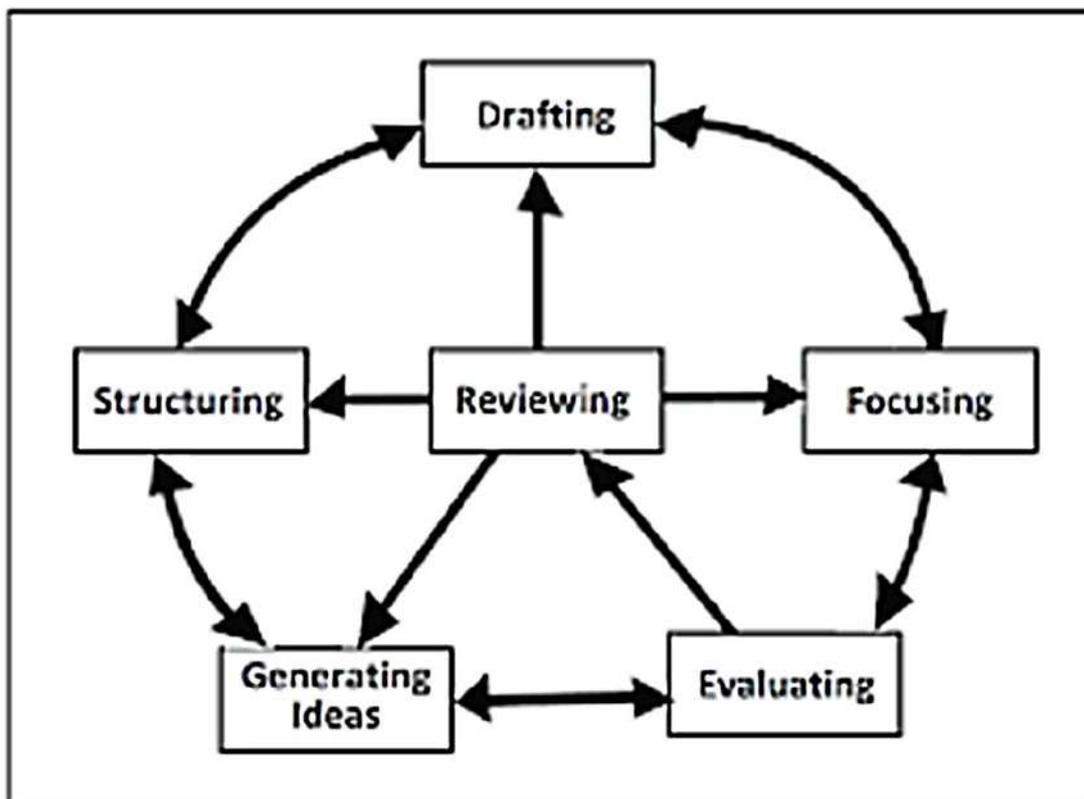
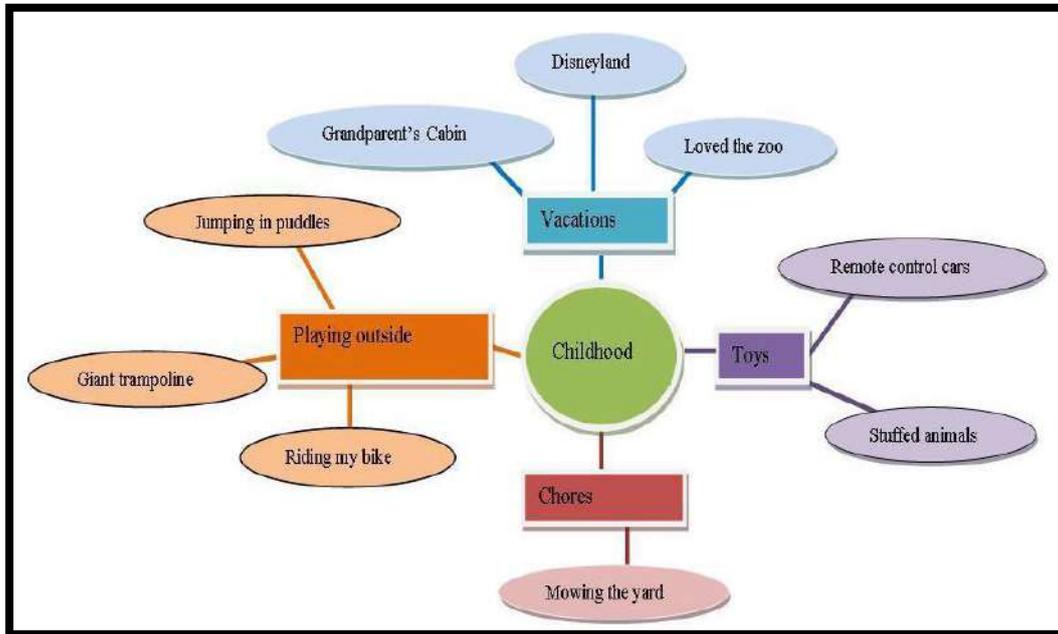


Figure 2.1: A model of writing (WHITE and ARNDT, 1991, p. 43)

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**(Brainstorming):** brainstorming is producing ideas. For example, students could be talking about childhood. The methods for brainstorming are as follows:



*Figure 2.2: a sample of a brainstorming of a student in EFL classroom (University of Minnesota Crookston)*

**(Planning/structuring):** Learners write down their ideas and evaluate the quality and utility of their ideas.

**(Mind mapping):** This stage assists learners in understanding the relationships between ideas by organising their thoughts into a mind map or linear format.

**(Writing the first draft):** In this step, students work in pairs or groups to create a first draft in the classroom.

**(Peer feedbacks):** After that, students trade drafts in order to read and reply to each other's work. Students gain awareness of the reality in this way.

**(Editing):** Drafts are enhanced by making appropriate modifications based on comments from other students.

**(Final draft):** Finally, students prepare the final draft with necessary changes.

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**(Evaluation and teachers' feedbacks):** The final paper is assessed by the teachers, who provide feedback. Students benefit from this process approach in the following ways:

The Process Approach is oriented toward the learners, and they can demonstrate their hidden abilities through the writing process, also, they improve their ability to think critically and creatively.

In addition, they recognize the significance of improving their writing abilities and focus on writing strategies and procedures based on their talents. And possibilities and achieve their goal and purpose.

### 2.4.2. Product-Based Approach

A product approach, according to Harmer (2015), focuses on how the result is built rather than the process. To elaborate, a writing instructor provides a text model, which students must use to construct their written goods. Correct and consistent spelling, as well as strong organisation, are viewed as proof of a student's ability to write in this method (Nunan, 2003). Steele (2015) describes a product approach to writing as a four-stage process.

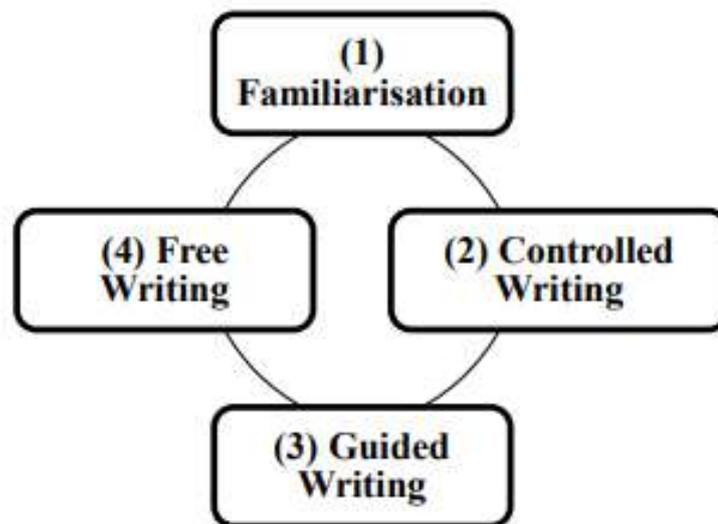
**(Familiarisation):** Students are encouraged to learn model texts, and a text is used to teach certain grammar and vocabulary. For example, students examine the paragraphing and language used in the model texts, as well as the approaches used in the model texts.

**(Controlled Writing):** Students are required to alter highlighted features or fixed patterns of model texts, such as substitution tables, at this stage. Students might be asked to make polite requests by practise the 'Would you mind if...?' framework, for example (Adapted from Steele, 2015).

**(Guided Writing):** The students copy the model texts. This is the most essential stage since it is considered that the organisation of ideas and the regulation of language are primarily focused on this approach (Badge & White, 2000).

**(Free writing):** Individually, students free-write the textual product utilising the patterns they've been taught.

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*Figure 2.3: A four-stage process (Adapted from Steele, 2015)*

### 2.4.3. Genre-Based Approach

The genre method has become increasingly popular in English language classrooms during the last decade. Genre approach is defined by Hasan and Akhand (2010) as a social and cultural practise. The setting in which this writing takes place, as well as the customs of the target discourse community, are important considerations. The genre approach clearly focuses on the language and discourse elements. However, according to Munice (2002), the genre approach focuses more on the readers. To elaborate, certain social standards for organising communications are observed since the writer wants the readers to understand his or her intent. The basic notion is that it is not just written, but that it is created for specific goals such as sending complaint letters, documenting a technical process, or telling a story.

Students must have a rhetorical comprehension of texts in order to focus on the readers, writing products, and how social aims are effectively represented (Munice, 2002).

Beyond subject material, techniques, and forms, the writing instructions see writing as an attempt to communicate with readers. A "genre approach emphasises that writing varies with the social context in which it is generated coupled with diverse situations," such as "product approach" (Flowerdew, 1993, p. 307). "There are similarities between product approach and genre approach," Badger and White (2000 ,p. 155).) write, "where

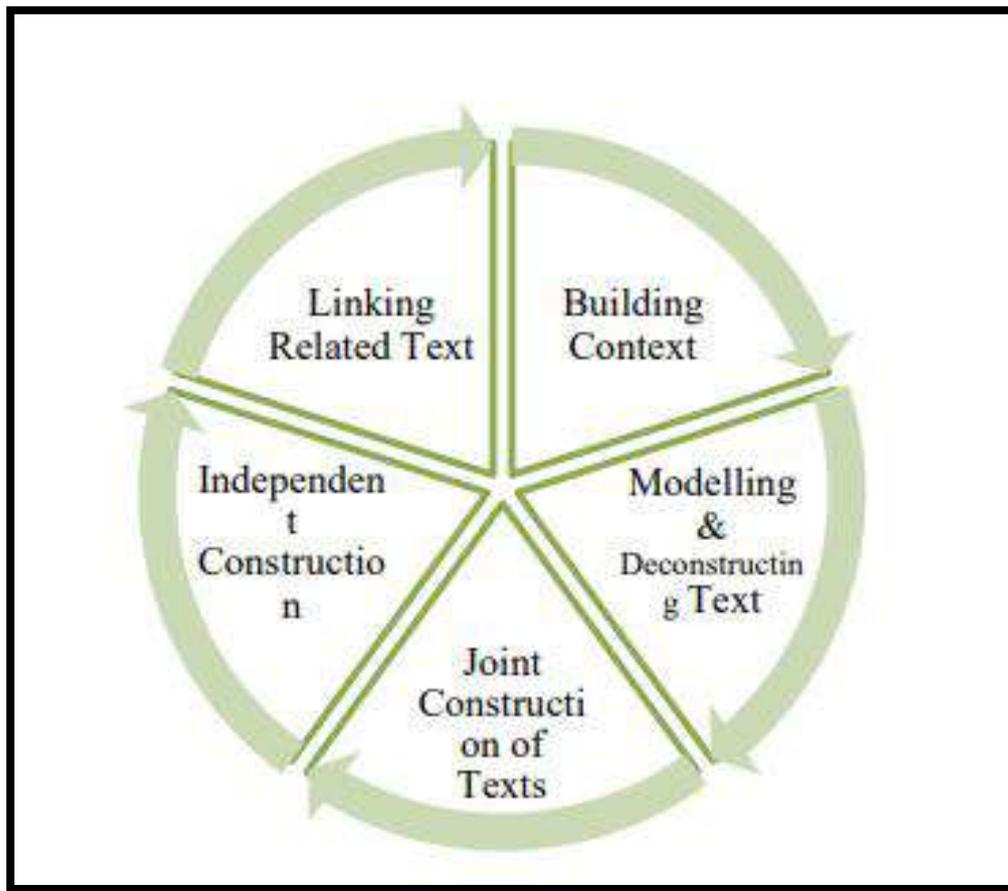
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genre approach can be understood as an extension of the product approach and can be considered largely linguistic". In addition, According to Hyland (2003), a teacher must take an authoritative position in scaffolding and supporting students by providing models for them to observe and then asking them to reflect on and analyse structure and language use.

### 2.4.3.1. Stages of Genre Approach

- 1) **Building Context:** showing the genre's aims and common locales. In this step, a teacher asks several questions regarding the topic to help pupils have a better understanding of it.
- 2) **Modelling and deconstructing text:** analysing typical samples of the genre to determine stages, significant traits, and possible variations. A teacher presents a model of the genre at this stage to help students grasp the text type they have chosen.
- 3) **Joint Construction of text:** guided, teacher-assisted practise in the genre by focusing on certain text functions. A teacher encourages and stimulates pupils to write the material connected to the social function at this level.
- 4) **Independent Construction:** children write independently under the supervision of the teacher. Students are asked to write the text on their own at this level.
- 5) **linking Related Texts:** Applying what you've studied to various genres and circumstances to better understand how genres are created to achieve specific societal goals. The Teaching-Learning Cycle (Feez, 1998, p. 28)

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*Figure 2.4 : The Teaching-Learning Cycle (Feez, 1998, p. 28)*

### 2.5. Essay Writing

Writing is one of the most important abilities for second language learners to master. Writing is a talent that is used in many aspects of daily life, such as taking notes and writing emails. Passive knowledge in students' minds can be converted into their own language through writing in the classroom.

#### 2.5.1. Essay Definition

Essay is derived from the French word *essayer*, which means "to try" or "to endeavour." An essay is a piece of writing that focuses on a single topic and typically displays the author's own views. "A literary strategy for stating nearly anything about almost everything," says Huxley, a well-known English essayist. The Oxford Dictionary characterises it as "a brief" (Literary Devices, n.d). Essays are written papers that contain a mix of facts and opinions, are rationally ordered, and employ suitable language styles. The substance (what is said) and the form (how it is expressed) of an

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essay are both important (the way in which it is said). These components are distinct, but they are linked (Eunson, 2012).

### 2.5.2. Argumentative Essay

An argumentative essay starts with a thesis and then backs it up with evidence and facts. The student can begin writing an argumentative essay by selecting a topic, such as a belief, an idea, or a difficult situation. Conduct research to collect specific facts. Statistics, stories, examples, occurrences, and other facts can all be used to convey information. Kathyleen (Kathleen, 2003)

#### 2.5.2.1. Argumentative Essay Structure

Writing an argumentative essay is the same as having an argument , but you don't need to listen to the other side the following steps explains how to write an argumentative essay :

**Step one (look for argumentative essay topics ):** Similarly to all other forms of essays, The following should be the primary criteria:

- coherency and relativity to your studied subject;
- importance;
- inherent values;
- potential for further research.

It is vital to keep in mind, however, that it must be presented in a discussion manner. In other words, justify why choice A is preferable to option B, or vice versa. Even with the Rogerian approach, you must be able to choose a side, but only with extreme caution.

**Step two (Conducting Research):** There are various steps to conducting research:

- Choosing which side to represent
- Choosing a persuasive argument for your audience.
- Investigating who else supports this point of view.
- Investigating potential concerns from your reader.
- Putting your proof together.

You should also verify the validity of your data using the following criteria:

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- Accuracy
- Sources' credibility
- Timeliness
- Objectivity or prejudice
- Reliability

**Step three (Writing an Argumentative Essay Outline):** The argumentative essay format usually consists of an introduction, 2-3 body paragraphs, and a conclusion. Each of those three sections will have its own structure, therefore knowing them individually will aid in the writing process.

**Step four (Editing):** When editing, make sure to do the following:

- Leave the first draft to lay for some time before picking it again.
- Double check grammar and punctuation while revising the draft.
- Double check the evidence you used in your arguments.
- If you have somebody to proofread your work, take advantage of it.

### 2.5.3. The Criteria of a Good Essay

The three aspects that determine a successful essay, according to Hurn (2009), are content, structure, and mechanics. If the writer effectively handles each of them, the essay will reflect the writer's opinions in an effective, fascinating, and logical manner.

#### 2.5.3.1. Content

The essay's content is the writer's message. Good essays develop the writer's primary issues through comprehensive discussion and the inclusion of exact details. General is less fascinating than specific. A good essay includes specific details that support the writer's claims.

#### 2.5.3.2. Structure

The organization of the essay is its structure. An orderly essay has an introduction, main body, and conclusion. The writer's thesis statement is a single line that expresses the writer's point of view, as well as what the writer will explain and justify in the essay; it should then lead the reader into the introduction in an engaging manner. The primary body should consist of several well-developed paragraphs. The conclusion should "tie

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everything together" by giving the reader a sense of closure. Finally, transition words and phrases should be utilized to move the reader from one topic to the next within a paragraph, as well as from one paragraph to the next.

### 2.5.3.3 Mechanics

"Mechanics" is the term for the use of language. An outstanding essay is well written and properly proofread in terms of grammar, punctuation, word usage, and spelling. (Hurn, 2019)

## 2.6. Writing Assessment

Writing assessment include not only judging a student's final work but also determining a student's understanding of the components of writing that the teacher has taught him. Assessment is an important aspect of the educational process and a student's development as a writer.

### 2.6.1. Definition of Assessment

To initiate, there are various of definitions of assessment based on the work of some researchers such as (e.g., Delclos, Vye, Burns, Bransford, &Hasselbring, 1992; Poehner, 2007), assessment is described as a method for documenting, in quantitative terms, the learner's knowledge, abilities, attitudes, and beliefs," Capraro et al. conclude. (Capraro and colleagues, 2011)

According to Gary (1997), current assessment literature has at least three definitions of assessment. To begin, some instructors associate assessment with new learning, achievement, and assessment mats used to collect data on students' accomplishments. To others, assessment suggests a different approach to data collection than standardised testing, one that is maybe kinder and gentler. Assessment has also come to represent a new mindset, one of empowerment, in which exams are devised and implemented primarily to fulfil the information needs of students and teachers.

### 2.6.2. Approaches to Assessment

Earl (2003) categorizes assessment aims into three categories: assessment of learning, assessment for learning, and assessment as learning.

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### 2.6.2.1. Assessment for learning

Assessment for Learning, according to Earl (2003), is an alternative approach to standard school assessment. Simply put, Assessment for Learning shifts the emphasis from assumptive to formative assessment, shifting the emphasis from making judgments to creating descriptions that may be used to support the next learning step. In this way, assessment for learning provides information on students' achievements that can be utilized to alter teaching and learning activities to match students' needs, as well as acknowledging the numerous benefits that feedback may have on the learning process.

### 1.6.2.2. Assessment of Learning

Assessment of learning is particularly significant because it is the location where students' learning is made public and accessible to others. It is also very "high stakes" for students, and it must be accurate and fair, based on evidence collected from various contexts and uses. Effective learning assessment necessitates:

- a justification for why a particular type of learning assessment is required at any given time
- Detailed descriptions of the learning objectives
- Processes that allow students to display their knowledge and abilities.
- a variety of different procedures for evaluating the same outcomes
- dependable and visible reference points for making decisions
- transparent ways to interpretation details of the assessment process techniques for recourse if the decisions are disputed

### 1.6.2.3. Assessment as Learning

When students are encouraged to reflect on their own learning and examine their learning experiences (what made sense and what didn't?), they learn more effectively. How does this relate to what I already know, or believe I know?), and to apply what they've learned to future learning. For this method, assessment serves as a feedback loop. Learning becomes more efficient when students (and teachers) become comfortable with a continuous cycle of feedback and adjustment, and students internalise the process of standing outside of their own learning and evaluating it against a variety of criteria, not just the teacher's judgement of quality or accuracy. Students can track their progress and adjust their learning when they participate in this continual metacognitive experience. Students can assess their learning along the way, make

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corrections, and build a habit of mind for constantly examining and testing what they know when they participate in this ongoing metacognitive process. Teachers can teach students to reflect on their own learning and adjust in a thoughtful, systematic, and rigorous manner so that their learning is more efficient and makes sense to them. - assessment for learning , assessment as learning , and assessment of learning (Earl,2003 ; Earl and Katz, 2005)

### Conclusion

This chapter gives a theoretical foundation for writing, and everything related to it. First, it discussed the definition of writing from many perspectives. Then the researcher discussed the importance of writing and its process, which is influenced by some of the phases and approaches the researcher took. After that, the researcher shed light on the methodologies used in the learning process as well as the most significant criteria for producing high-quality written output. We also discussed essay writing, demonstrating essay definition, essay types, and essay structure. Finally, the researcher explored the various forms of writing assessments used with students.

# Chapter 3

## Data Collection and Interpretation

## CHAPTER THREE DATA COLLECTION AND INTERPRITATION

### Introduction

This chapter is responsible for analysing and interpreting the information collected . The major aim of this research is to find answers to the research questions that have been posed as well as to evaluate the validity of the hypotheses that aim to detect prevalent grammatical errors in essays of Kasdi Merbah University's third year LMD English learners. In order to get sufficient data for this study, a questionnaire was given to 3rd year LMD English learners as a data collection instrument. Furthermore, to particularly detect common committed errors, a procedure of diagnosing and analysing common errors in written essays will be carried out.

### 3.1. Methodology

The current study was qualitative, with the goal of analyzing the common grammatical errors made by third year LMD English students at Ouargla University in their written essays. To meet the needs of the study, the researcher employs of the study qualitative method.

### 3.2. Sample

The current study focuses on ten (10) learners who were chosen at random from a group of more than 200 LMD English learners at Kasdi Merbah University, Ouargla .

### 3.3. Students' Essay

The essay is planned for English EFL 3rd year LMD students at Ouargla University. We will employ an essay writing test with four (4) random argumentative topics to get adequate data on the nature and types of grammatical errors.

### 3.4 Data Analysis

The purpose of this tool is to investigate the types and frequency of grammatical errors committed by ten (10) third year LMD English students at Kasdi Merbah University of Ouargla in their written essays, those essays were submitted as part of an assignment in which they were instructed to compose an argumentative essay in the format shown in the next page:

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### **Task:**

Dear students, choose one of the following topics and write a short essay about it

### **Topics:**

1. Discuss how social media has helped in creating world peace (accademiadeescrita.com)
2. Video games has no place in education. Argue this
3. Should schools require vaccination for students?
4. Do sports hurt academic performance in teenagers? (Indeed, edition team, june21 2021)

Based on the material examined in the second chapter, we decided to include the following categories and subcategories in the analysis of faults in the students' paragraphs: grammar elements (prepositions, pronouns, subject verb agreement, sentence structure, and mechanics (punctuation and capitalization)).

### **3.4.1. Discussion and Results**

This analysis presents the findings that are intended to validate the given study hypotheses and provide answers to the overall research objectives.

#### **3.4.1.1. Grammatical Errors**

About 60% of sentences contain grammatical errors. When writing English essays, students make grammatical mistakes, with the majority of errors occurring at the level of subject-verb agreement, followed by the usage of pronouns, and finally the plural form.

**a. SUBJECT-VERB AGREEMENT:** Subjects and verbs must agree in number (singular or plural). As a result, if a subject is singular, its verb must be singular as well; if a subject is plural, its verb must be plural as well. EFL students may make mistakes like these because to overgeneralization. For singular pronouns, the simple present tense, for example, necessitates a final's' (he, she, it). Learners use this rule when using plural pronouns like (you, we, or they). It turns out that subject-verb agreement accounts for roughly 20% of all committed errors. Some instances can be seen in the table below:

<b>Error</b>	<b>Error</b>	<b>Error Correction</b>
<b>classification</b>	<b>Identification</b>	
<b>Subject – verb agreement</b>	1. “... sometimes <b>student</b> see no ....”	“... Sometimes <b>students</b> see no .... “
	2. “ .... In class <b>present</b> the development ....”	“..... in class <b>presents</b> the development ....”
	3. “... as social media <b>show</b> us how ....”	“....as social media <b>shows</b> us how ....”
	4. “...it is interactive technologies that <b>facilitate</b> the creation....”	“.... It is interactive technologies that <b>facilitates</b> the creation....”

*Table 3.1 : A Sample of incorrect use of Subject-verb Agreement*

In the English language, there are some guidelines for agreeing the subject with its verb, including (1) recognising singular vs. plural subject, which is not always easy (an 's' at the end of a word is not the only sign of subject plurality), and (2) understanding the difference between singular and plural verb forms. As in the example above, some learners add an 's' to the verb with all pronouns instead of (he, she, it), as in "sometimes **student** see no...". others don't recognise the plural form of a subject

**b. Pronouns:** a pronoun is a word that can be employed alone as a noun phrase to refer to the participants in the discourse (e.g., I, you) or to someone or something mentioned elsewhere in the discourse (e.g. she, it, this). The findings suggest that 9 % of the errors committed are connected to different types of pronouns, including the use of relative and personal pronouns. Some examples are shown in the table in the next page:

<b>Error classification</b>	<b>Error identification</b>	<b>Error correction</b>
<b>Pronouns</b>	“.... but it has some bad sides we won’t mention <b>it</b> ...”	“.... but it has some bad sides we won’t mention <b>them</b> ...”
	“... nowadays are able to connect through devices ....”	“... nowadays <b>we</b> are able to connect through devices ....”

*Table 3.2: A Sample of incorrect use of pronouns*

When a pronoun does not agree with its antecedent, pronoun mistakes can occur. When a relative pronoun is required, another pronoun error is the absence of one.

### 3.4.1.2. Punctuation and Mechanics of Writing errors

Around 40% of writing errors are due to punctuation and mechanics. Learners make mistakes with punctuation and capitalization, with capitalization errors accounting for the majority of errors (30%), followed by punctuation problems (10%).

**a. Punctuation:** It refers to the punctuation marks used in writing to divide sentences and their constituents and to clarify meaning, such as full stop, comma, and brackets. There are some punctuation examples in the next page:

<b>Error classification</b>	<b>Error identification</b>	<b>Error correction</b>
<b>Punctuation</b>	1.“.... Certain skills . fore example they may help to train memory ....”	“.... Certain skills. for example, they may help to train memory ....”
	2. “.....like learning languages, culture and a lot of other things.....”	“.....like learning languages, culture, and a lot of other things.”
	3. ”...because an important thing in our life, we use it ...”	“... because an important thing in our life. we use it ...”
	4.“... biggest elements, we can get any information ...”	“... biggest elements we can get any information ...”

*Table 3.3: A Sample of incorrect use of punctuation*

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Learners may make punctuation errors when they use punctuation marks when they are not required to. In the English language, there is never a comma between a subject and a verb. When listing more than two components or items, commas must be used to separate them.

**b. capitalization:** The use of a capital letter at the beginning of a word is known as capitalization. Certain rules control capitalization, such as capitalising the initial word of a phrase, as well as names and proper nouns. It turns out that capitalization errors account for a half of all errors.

<b>Error classification</b>	<b>Error identification</b>	<b>Error correction</b>
<b>Capitalization</b>	1. “....some scientists think that video games ....”	“.....Some scientist think that video games .....”
	2. “....many teachers think that students ....”	“ Many teachers think that students ....”
	3. “..... the global political area. people who didn’t use....”	3. “..... the global political area. People who didn’t use....”
	4. “Nowadays , Social media becomes an important ....”	Nowadays, social media becomes an important .....”

*Table 3.4: A Sample of incorrect use of capitalization*

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Even professional writers make mistakes, but careless writers make capitalization errors, such as when the first word of a sentence is not capitalised, as in "... some scientists think that video games...," or when a word is capitalised when it is not necessary, as in, " Nowadays, Social media becomes an important....."

**c. Sentence Structures:** The subject and predicate are the two most basic parts of a sentence. The person, place, or thing executing the action of the sentence is the subject of the sentence, whereas the predicate communicates activity or being within the sentence. The verb is included in the simple predicate, which can also include modifying words, phrases, or clauses. The findings suggest that sentence structure is responsible for 20% of the errors made. In the table below, several cases are clarified:

<b>Error Classification</b>	<b>Error identification</b>	<b>Error correction</b>
<b>Sentence structures</b>	1. "...there are many negative impacts also enables cheating ...."	"...there are many negative impacts also <b>it</b> enables cheating ...."
	2. "... students also leads to addiction ...."	"... students also <b>it</b> leads to addiction ...."
	3. "... that can <b>brings</b> certain ...."	"... that can <b>bring</b> certain ...."
	4. "... students see no <b><u>different</u></b> between the ...."	"... students see no <b>difference</b> between the ...."

*Table3.5: A Sample of incorrect sentence structure*

Due to a lack of attention to the norms, EFL students make unstructured sentences. Some students write sentences without a subject. Other students compose sentences that do not contain a verb. Sentence structure is crucial because it provides a foundation for both writers and readers to communicate their ideas clearly in writing.

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**3. spelling errors:** an error in the conventionally accepted form of spelling a word (Collins English Dictionary) or making a change on the word level. some spelling errors are showed in the following table:

<b>Error classification</b>	<b>Error identification</b>	<b>Error correction</b>
<b>Spelling errors</b>	Secrat	Secret
	Fication	Fiction
	Preception	Perception
	Voluntier	Volunteer
	Certing	Creating
	influnce	Influence
	Live	Life

---

*Table 3.6: A sample of spelling errors*

---

Some of those errors are related to overgeneralization as in : “voluntier” some student make a relation between the sound /i:/ with the use of (ie) , and the ignorance of some grammatical rules like distinguishing between noun and verb like in “live” instead of using the noun the student used the verb.

As a result, the current study looked on the types and frequency of grammatical errors made by third year LMD English students at Ouargla University when writing essays. According to the findings of the current study, students make a variety of written errors, the majority of which are related to grammar. They display insufficient grasp of punctuation and writing mechanics in their writing performance. Learners also have trouble organising English sentences. As a result, we can conclude that students have difficulty learning and utilising English grammar in order to write a correct essay.

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### 3.5. Interpretation of Results

According to the collected data in the previous two chapters which are mentioned in the second chapter, the researcher have two main sources of errors: intralingual errors and interlingual ones.

In the students' written essays, we have got some errors related to grammar, punctuation and mechanics of writing, and spelling. we mentioned that intralingual errors are causes of target language errors and it caused by overgeneralization or oversimplification of systems such as in: "...as social media **show** us how ...." subject-verb agreement problem, the student here is not aware to the subject if it is singular or plural. in addition, ignoring co-occurrence constraints which the student ignores several rules or structures of L2 such as in "... like learning languages, cultures and a lot of other things ...." punctuation problem, the student here ignored the rule of adding comma when we are listing. Moreover, the interlingual errors which Influenced by mother tongue such as the spelling errors occurred in the essays such as( secrat,influnce,recieve....ect) this refers to transfer errors the use of mother tongue rules of other spoken language like French , also , the omission of some pronouns in some phrases is related to mother tongue interference or using mother tongue rules

### Conclusion

To sum up, this chapter addressed and explored the interpretation and analysis of the current research's data. The essays of the students were examined to see what grammatical errors they had made. All of the questions were examined, and the data was provided in the form of tables and graphs. To summarize, the outcomes described in this final chapter were positive.

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### General conclusion

To summarise, in an EFL context, writing allows students to explore new ways of expressing themselves in a foreign language, such as English. It also provides an excellent opportunity for teachers to identify and diagnose grammar and writing issues, as well as the growth of their students. As a result, this study was focused on the fact that the majority of third year LMD English learners had difficulty generating written essays. The purpose of this study was to acquire a full grasp of the problem of learners making grammatical errors in their writings. As a result, if third year LMD English learners are well-trained in using grammatical rules, their writing will improve in terms of grammaticality. They will also be able to write correct and relevant written works with ease.

There were three chapters in this dissertation. The first chapter covered EFL writing and essay creation, including their many definitions, characteristics, importance, and components in language learning, as well as the major steps of the writing process and some basic writing principles, as well as writing assessment. In chapter two, the researcher reviewed the literature on error definition, and importance in terms of language learning and teaching, as well as error detection. The researcher also offered a set of grammatical aspects in terms of teaching, necessity, and factors in language learning. The researcher also clarified the grammar relationship, its relevance, and the challenges encountered during the writing process.

## CHAPTER THREE DATA COLLECTION AND INTERPRITATION

### Suggestions

There are a lot of essential improvements that need to be made regarding the learners' grammatical faults. As a result, the findings imply the following:

- a) Teachers should conduct a diagnostic teaching session to identify the difficulties affecting students' abilities and prescribe the necessary learning activities to help them enhance their grammatical skills. Teachers can utilise direct instruction and personalised practise to teach grammar.
- b) After mastering the grammar abilities and principles, the students can use them in real-life situations rather than only learning them conceptually.

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# Appendices

CHAPTER THREE DATA COLLECTION AND INTERPRITATION

KASDI MERBAH UNIVERSITY-OUARGLA

Faculty of Letters and Languages

Department of Letters and English Language



**Master dissertation**

Domain: Letters and Foreign Languages

Field: English linguistics

**Prepared by:**

**Manal BEDDOUDA**

**Title:**

*Analyzing Grammatical Errors of EFL learners*

*Case study of 3<sup>rd</sup> year English students at Kasdi Merbah University-  
Ouargla*



## CHAPTER THREE DATA COLLECTION AND INTERPRITATION

Dear students choose one of the following topics and write a short essay about it

### Topics:

1. Discuss how social media has helped in creating world peace (accademiadeescrita.com)
2. Video games has no place in education. Argue this
3. Should schools require vaccination for students?
4. Do sports hurt academic performance in teenagers? (indeed edition team, june21 2021)

Topic : ..... 1 1

Nowadays, social media becomes an important thing in our life. We use it to communicate, including family, asking about information. But, it has some bad sides we want mention it. Social media ~~has~~ made the world more peacefully full of voluntary and such good ethics. Social media is spreading peace every where. For example sharing stories about peace, showing the world the peaceful side of the countries. And, making people volunteer to spread peace every where and work for having and live it.

*subject verb agreement*  
*life (spelling)*  
*information is uncountable*  
*peacefully*  
*such*  
*every where*  
*example*  
*showing the*  
*world the peaceful side of the countries*  
*And,*  
*making people*  
*volunteer*  
*to spread peace every where*  
*and work for having and live it*

Dear students choose one of the following topics and write a short essay about it

**Topics:**

1. Discuss how social media has helped in creating world peace (accademiadescrita.com)
2. Video games has no place in education. Argue this
3. Should schools require vaccination for students?
4. Do sports hurt academic performance in teenagers? (indeed edition team, june21 2021)

Topic: Video games has no place in education

It is not a secret that it is the dream of every college student to play video games in a classroom. It is much more fun than using text books. But not all teachers are fans of using video games in education. Some scientists think that video games may have a positive effect on certain skills. For example, they may help to train memory, attention, and logical skills. However, they can't improve your writing skills, oral speech, etc.

Many teachers think that student don't have a serious attitude to studying when they are allowed to play video games in classroom. Of course, there are some educational games that can bring a certain benefits. But most games focus only on competitions and include class. presently, the development of social values. modal verbs & verb's conjugation

Most students can not stop playing video games for hours. This has negative effect on their health. They want things simply the real world, as a result, student are not ready for problems and contact is that sometimes student see no difference between the virtual and the real world. they find it challenging to deal with real problems and act as the heroes of video games. being unable to understand what is right and what is wrong. we of adj. instead of

It would be unwise to say that video games should be banned in the age of information technologies. However, the increasing popularity of gamefication in class rooms what lead to anything of fiction (spelling)



# CHAPTER THREE DATA COLLECTION AND INTERPRITATION

... topics and write a short essay about

## Topics:

1. Discuss how social media has helped in creating world peace (accademiadeescrita.com)
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3. Should schools require vaccination for students?
4. Do sports hurt academic performance in teenagers? (indeed edition team, june21 2021)

Topic : ..... (1.) .....

Social media can help spread peace, encouraging dialogue among people from different ethnic backgrounds and nationalities. An ~~social~~ <sup>social</sup> media ~~showing~~ <sup>incorrect use</sup> how many people's lives are influenced by social media and online engagement. Social media is affecting <sup>Affecting (Spelling)</sup> ~~not only~~ <sup>private enterprises,</sup> but also governments and policy decision makers, ~~creating a stir~~ <sup>creating (Spelling)</sup> that has an impact on the global political arena. People who didn't use Internet to internet, including those who can't afford computers or laptops, <sup>nowadays</sup> are able to connect through devices such as cell phones. Social media can help spread peace, encouraging dialogue among people from different ethnic backgrounds and nationalities. It can affect <sup>perception</sup> ~~perception~~ on ethnicity, change attitudes, and promote tolerance and mutual ~~divide~~ <sup>divide (Spelling)</sup> between ethnic groups that wouldn't otherwise communicate with one another. Social media can also curb political violence, ~~with these~~

Dear students choose one of the following topics and write a short essay about it

**Topics:**

1. Discuss how social media has helped in creating world peace (accademiadeescrita.com)
2. Video games has no place in education. Argue this
3. Should schools require vaccination for students?
4. Do sports hurt academic performance in teenagers? (indeed edition team, june21 2021)

Topic : ..... 2

There are several approaches to accomplishing the education process, one of these approaches is to educate by using video games. This subject is a very controversial one. Therefore we are to talk about the different views of each side, the video games education supporters and the reluctant ones.

Some people, especially teenagers claim that video games have a lot of positives like learning languages, cultures, and a lot of other things. There are who claim that education with the help of some fun would be a great successful education.

On the opposite side, many people say that video games corrupt people's brains.

Corrupt? spelling mistake      appropriate

especially learners. In addition, they say education must be strict with no fragments in.

As a result of all these debates, this ~~is~~ matter is a hard one to be solved,

That's why, most of <sup>the</sup> education institutions must do their best to mix the both ways.

### المخلص

تعد الكتابة بطريقة احترافية في اللغات الاجنبية بصفة عامة و الانجليزية بصفة خاصة تحديا صعبا لمعظم طلبة اللغة الانجليزية بجامعة ورقلة , وكذلك تدريس الكتابة يعتبر تحديا للاساتذة . فحصدت الدراسة الحالية الاخطاء النحوية لطلبة سنة ثالثة ليسانس انجليزية بجامعة ورقلة ومصادرهما في مقالاتهم . بحيث تتكون عينة الدراسة من 10 طلبة سنة ثالثة ليسانس انجليزية بجامعة ورقلة اختيروا بصفة عشوائية , استخدمنا تقنية كتابة مقال من ثم قمنا بتحليله بحيث تسمح هذه التقنية بتحليل انواع الاخطاء النحوية . كشفت التحليل ان معظم الطلبة يرتكبون اخطاء نحوية خلال كتابة اي مقال او نص حيث اخطائهم كانت على مستوى بنية الجملة و علامات الترقيم و اليات الكتابة و هذه الاخطاء ترجع الى عدة اسباب نذكر منها : ( ا ) الجهب بالقواعد النحوية (ب)تأثير اللغة الام(ج)الافراط في التعميم , حيث كشفت التحليل ايضا ان اغلب اخطائهم لها علاقة باستخدام الضمائر و حروف الجر و توافق الفعل مع الفاعل .

### Résumé

La rédaction professionnelle dans les langues étrangères en général, et dans la langue anglaise en particulier est devenue un lourd fardeau pour les étudiants de langue anglaise de l'université de Ouargla. Son enseignement pose également de difficultés et représente un défi pour certains enseignants. Les études contemporaines qui ont été faites nous permettent de constater que les étudiants de 3<sup>ème</sup> année licence langue anglaise de l'université de Ouargla commettent énormément des fautes d'orthographe dans leurs écrits. L'étude menée sur un échantillon de dix (10) étudiants en troisième année préparatoire d'une licence en langue anglaise choisis d'une manière inadéquate, a montré après un exercice de rédaction d'une synthèse que la majorité de ces derniers ne maîtrisent pas parfaitement les techniques de grammaire, ne respectent pas la ponctuation autant plus qu'ils sont dépourvus des mécanismes de rédaction, et notamment en matière de structure de la phrase.

Toutes ces erreurs proviennent des causes suivantes : a) L'ignorance des règles de grammaire ; b) L'influence de la langue maternelle et c) sa généralisation sur la pensée et la manière de traduire dans une langue étrangère.

Cette étude a montré que les étudiants portent sur le mauvais usage des pronoms d'une manière générale, des prépositions, et l'accord du verbe avec son sujet.