

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHEIDER UNIVERSITY – BISKRA
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH



**An Analysis of Middle School Pupils' Grammatical Errors in
Written Productions:
The Case of Fourth-Year Pupils at “Bahri Djmouaai” Middle
School in Biskra**

**Dissertation submitted to the Department of Foreign Languages as a partial
fulfilment of the requirements for the degree of Master in Language Sciences**

SUBMITTED BY:

SAAD Donia

SUPERVISED BY:

Dr. HOADJLI Ahmed Chaouki

BOARD OF EXAMINERS:

Dr. Ahmed Chaouki Hoajli	MCA Biskra	Supervisor
Dr. Tarek ASSESSI	MCB Biskra	Examiner
Dr. Meriem ZAGHDOUD	MAB Biskra	President
Ms. Kenza MEREGHMI	MAB Biskra	Examiner

Academic Year: 2019 – 2020

Declaration

I, Donia SAAD hereby declare that the work entitled, “An Analysis of Middle School Learners' Grammatical Errors in Written Productions. The Case of Fourth-Year Pupils in Bahri Djmouaai Middle School in Biskra” and supervised by Dr. Ahmed Chaouki HOADJLI of Mohamed Kheider University of Biskra is entirely my own work, and has not been submitted before to any other institution or university for a degree.

Certified:

Miss: SAAD Donia

Master Student, Section of English.

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:

My beloved Parents Mohammed and Farida, Dear husband Zribi Mohamed,

My dear brothers and my closest friends

My deepest gratitude for their support and encouragement.

I also dedicate this work to the soul of a martyr of duty Zribi Okba

Acknowledgements

First and foremost, I should be so grateful and thankful for Allah the Almighty for giving me the strength and patience to accomplish this modest work which would have never been completed without Him.

Special gratitude would go to my supervisor Dr. HOADJLI Ahmed Chaouki for his valuable guidance and assistance. My thanks also go to the members of the jury for their efforts to evaluate this work.

I want to express my sincere appreciation to all the middle school teachers of Zribet El-Oeud who participated in this study especially Mr. Aissaoui Lazhar for having helped me to conduct this research and to have access to his pupils. I would like to thank Mm. Mridja Hada for her support, kindness, pieces of advice and guidance which gave me the energy and the desire to complete my work on time. Thank you very much for everything.

My sincere thanks and gratitude go to the fourth-year pupils of Bahri Djimouai Middle School who participated in this research study despite all the difficult circumstances and being on holiday. Thank you for your collaboration and solidarity.

Finally, I would like to express my great pride and my gratitude to my beloved parents, my dear husband and to my dear brothers and closest friends. I can never thank them enough for their endless love, sacrifice and support in my life.

Abstract

This study attempted to investigate the current grammar learning in the Algerian middle school. However, this research focused on the fact that the fourth-year pupils are taught grammar for three years, but they cannot apply the rules to their daily tasks successfully. Thus, many teachers are familiar with the phenomenon of that some of their pupils who do not get good marks on the *BEM* final English examination as well as on most of the grammar tasks and tests of a particular grammatical structure, and unfortunately these pupils also find difficulties to use this structure appropriately in other contexts. Therefore, the present study aimed at focusing light on the pupils' difficulty to use their knowledge of grammar to write effectively. From this point, we hypothesize that why are the fourth- year middle school pupils do not seem to be able to activate their knowledge of grammar appropriately while producing written productions. This research highlighted the common grammatical errors committed by pupils at "Bahri Djmouaai" middle school in order to look for appropriate strategies to remedy the situation with the participation of 27 pupils from the same middle school and 13 teachers of English from all over the city of Zribet El-oued. For this purpose, a Mixed- method was carried out where we used both quantitative and qualitative data collection tools to gather the required information that allowed us to conduct this study and analyzing the results to discover the grammatical errors. These errors need to be treated in order to enhance the pupils' written production since the latter is the core of learning English, and because it is programmed in their final BEM exam. To fulfil the purpose of the study, teacher's interview, pupils' questionnaire, and a test were followed which are considered as the effective data gathering tools of the mixed methods approach. Thirteen interviews were done on the phone with the teachers to probe information regarding grammar teaching and perspectives of their pupils writing performance on the learning situation, and 27 questionnaires were administered online to the pupils chosen to conduct this investigation to gain insights about their attitudes towards their learning writing and grammar situation, in general, their grammar learning difficulties, and mainly their awareness about using different learning strategies of how to write flawlessly. The analysis of the obtained data highlighted a range of factors that have affect the usage of grammar rules in addition to the several types of grammatical errors pupils make. The latter indicated their attitudes towards writing difficulties, especially the grammatical ones. It was concluded that the lack of practice inside and outside the classroom setting have reduced the pupils' writing performance and have consequently prevented them from developing the correct application of grammar rules in their written productions.

Glossary

Foreign Language Learning: it is the process of acquiring knowledge or skills of a language that is not spoken and used by people of specific country. This process can be done through study, experience or being taught. In our case study, the middle school pupils are exposed to English as a foreign language.

Grammatical Errors: is term used in our study to describe the imperfect use of the English linguistic rules.

Error Analysis: is the process of breaking errors made by foreign language learners into parts in order to investigate the aspects of the foreign language acquisition and to simplify their causes.

Mixed- Method Approach: it is a systematic and scientific methodology of mixing of both quantitative and qualitative data within a single investigation.

Test: it is a quantitative data collection tool and a designed task involves a question or a group of questions that should be answered to measure the learners' achievements when writing a production.

Questionnaire: it is a research instrument of qualitative approach. It involves a set of printed written questions with choice of answers or it can be made online. It is used for the sake of gathering information in order to survey statically our study.

Rubric: it is a scoring guide that the instructor or the researcher uses to assess accurately and fairly the learners written production achievements.

List of Abbreviations and Acronyms

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

L1: First Language, Native Language

L2: Second Language

SLA: Second Language Acquisition.

Q: Question

RQ: Research questions

RH: Research hypothesis

TL: Target Language.

List of Appendices

Appendix 1: طلب تربص

Appendix 2: The Preliminary teachers' interview

Appendix 3: The Preliminary pupils' questionnaire

Appendix 4: Pupils' written productions

List of Tables

Table 1. Examples of Receptive Errors Stacey (2003)	32
Table 2. Examples of Productive Errors Stacey (2003)	32
Table 3. Teachers' educational degree	65
Table 4. Period of teaching English in middle school	66
Table 5. Characteristics of effective writing according to the teachers	67
Table 6. The difficulty of teaching writing according to teachers	68
Table 7. Teachers' degree of satisfaction with the content being taught in middle school	69
Table 8. Teachers' evaluation of their pupils' writing performance	70
Table 9. Teachers' consideration of the role of grammar in producing any piece of writing	71
Table 10. Definition of grammar according to the teachers	73
Table 11. Middle school pupils' grammatical difficulties	74
Table 12. The method(s) used by teachers when correcting their pupils' written productions	75
Table 13. Teachers responses about whether their pupils take their remarks into consideration or not	76
Table 14. The usefulness of making pupils aware about their grammatical errors in improving their writing skill	77
Table 15. Pupils' gender	79
Table 16. Pupils' attitude towards studying English	79
Table 17. Pupils' level in English	80
Table 18. The most practiced skill	80
Table 19. Improvement of the writing skill at home	81
Table 20. Expressing ideas in English	81
Table 21. Pupils' consideration of the writing skill	82

Table 22. Difficulties encountered during writing	82
Table 23. The most difficult writing aspects for the pupils	83
Table 24. The use of the prior knowledge in writing	83
Table 25. The most elements focused on by the pupils	84
Table 26. The interference of Arabic when writing in English	84
Table 27. The effect of the time allotted for written expression on improving writing skill	84
Table 28. Pupils' preferred writing style	85
Table 29. The helpful way in detecting errors	85
Table 30. The teacher's main focus when correcting pupils' pieces of writing..	86
Table 31. The importance of leaning English grammar in developing the quality of writing	86
Table 32. Pupils' consideration of the grammar aspect during writing	86
Table 33. The aspect(s) pupils focus on when writing	87
Table 34. Pupils' attitude towards learning grammar	87
Table 35. Difficulties pupils encounter when learning grammar	88
Table 36. The way(s) used to teach English grammar	88
Table 37. Pupils' preferable method in learning grammar	89
Table 38. The ways used by pupils to find the suitable rules to learn	89
Table 39. Frequency and percentage of pupils' different writing errors	91
Table 40. Frequency and percentage of pupils' different grammatical errors...	92
Table 41. Samples from Students' Prepositions Errors	93
Table 42. Samples from pupils' Articles Errors	94
Table 43. Samples from Pupils' Errors in Singular/Plural Nouns Constructions	94

Table 44 .Samples of the Misuse of Pronouns in Pupils' Written Productions	95
Table 45 . Samples of Pupils' Errors in Subject Verb Agreement	95
Table 46 . Samples of Pupils' Errors in Verb Tense	96
Table 47 .Samples of Pupils' Errors in the Possessive Case	97
Table 48 .Samples of Pupils' Errors in Word Formation	97
Table 49 . Samples of Pupils' Errors in Sentence Structure	98
Table 50 .Samples of Pupils' Sentence Fragments	99
Table 51 . Samples of Pupils' word order	99
Table 52 .Samples of Pupils' Errors of Word Choice	100
Table 53 .Samples of Pupils' Errors in Capitalization.....	101
Table 54 . Samples of Pupils' Errors in Punctuation	101
Table 55 .Sample of Pupils' Spelling Errors	101
Table 56 .Sample of Pupils' Errors in Ideas	103

List of Figures

Figure 1. The Relationship of the Eight Different Vocabulary Terms	12
Figure 2. The Writing Process, Richards and Renandy (2002, p. 315)	15
Figure 3. The Difference between Revising and Editing, Pinterest (2019)	19
Figure 4. Features of Assessment of, for and as Learning, Earl (2003)	24
Figure 5. Difference between Formative and Summative Assessments	25
Figure 6. The Relationship between Different Types of Grammar, Berry (2012, p. 6)	41
Figure 7. Teachers' educational degree	65
Figure 8. Period of teaching English in middle school	66
Figure 9. Characteristics effective writing according to the teachers	67
Figure 10. The difficulty of teaching writing according to teachers	68
Figure 11. Teachers' degree of satisfaction with the content being taught in middle school	69
Figure 12. Teachers' evaluation of their pupils' writing performance	71
Figure 13. Teachers' consideration of the role of grammar in producing any piece of writing	72
Figure 14. Definition of grammar according to the teachers	73
Figure 15. Middle school pupils' grammatical difficulties	74
Figure 16. The method(s) used by teachers when correcting their pupils' written productions	76
Figure 17. Teachers responses about whether their pupils take their remarks into consideration or not	77
Figure 18. The usefulness of making pupils aware about their grammatical errors in improving their writing skill	78
Figure 19. Frequency and percentage of pupils' different writing errors	92
Figure 20. Frequency and percentage of pupils' different grammatical errors...	93

Content

Declaration.....	II
Dedication.....	III
Acknowledgements.....	IV
Abstract.....	V
Glossary.....	VI
List of abbreviations and Acronyms.....	VII
List of appendices.....	VIII
List of tables.....	IX
List of Figures.....	XII
Content.....	XIII

General Introduction

Introduction.....	01
1. Statement of the Problem.....	01
2. The Research Questions.....	02
3. The Research Hypotheses.....	02
4. The Research Aims.....	03
5. Rationale and Study Description.....	03
6. The Research Methodology for this Study.....	04
7. Significance of the Study.....	04
8. The Referencing Style for this Dissertation.....	05
9. A Provisional Structure of the Dissertation.....	05

Chapter One:

General Overview of the Writing Skill

Introductuion.....	07
1.1 Definition of Writing.....	07
1.1. 1Writing as a skill.....	07
1.1.2 Writing as a Process.....	08
1.2. Importance of Writing.....	09
1.3 Writing Aspects.....	10
1.3.1 Grammar.....	10
1.3.2 Vocabulary.....	11
1.3.2.1 Sense Relation.....	13

1.4 Approaches to Teach Writing	13
1.4.1 The Product Approach	13
1.4.2 The Process Approach.....	15
1.4.2.1 Pre-writing/ Planning.....	15
1.4.2.2 Drafting/ Writing Stage	16
1.4.2.3 Revising	16
1.4.2.4 Editing	18
1.4.2.5 Publishing	19
1.5. Factors that Affect Writing	19
1.6. Writing Assessment	22
1.6.1 Definition of Assessment.....	22
1.6.2 Approaches to Assessment.....	23
1.6.2.2 Assessment for Learning	23
1.6.2.3 Assessment as Learning.....	24
Conclusion.....	25

Chapter Two:

General Overview about Errors and Grammar

Introduction.....	28
2.1 History of errors.....	28
2.2 Definition of error.....	29
2.3 The difference between errors and mistakes.....	29
2.4 Importance of errors.....	30
2.5 Error Analysis	30
2.5.1 Definition of Error Analysis.....	30
2.5.2 The Emergence of Error Analysis	30
2.5.3 Aims of Error Analysis	31
2.6 Errors: Receptive or Productive:.....	32
2.7 Types of Error.....	32
2.8 Causes of Errors.....	33
2.8.1 The Interlingual Errors	33
2.8.2 Intralingual errors.	34
2.8.2.1 Over-generalisation.	34
2.8.2.2 Ignorance of rule restrictions.....	35
2.8.2.3 Incomplete rule application	35

2.8.2.4 False concepts hypothesised.....	35
2.8.3 Developmental Errors	36
2.9 Error detection	36
2.10 Error Correction	37
2.11 Grammar teaching.....	39
2.12 The Necessity of Grammar in Language Teaching/Learning.....	39
2.13 Types of Grammar in language Learning	40
2.13.1 Primary (Operational) vs Secondary (Analytic) Grammar	40
2.13.2 Descriptive vs prescriptive grammar.....	40
2.13.3 Pedagogic vs Scientific Grammar	41
2.14 Grammar and good writing.....	41
2.15 Grammar importance in relation to the writing skill	42
2.16 Learners' Grammar Difficulties during Writing Process	43
Conclusion.....	44

Chapter Three: Data Analysis and Interpretation

Introduction	46
3.1. Research Methodology: Theoretical Background	46
3.1.1 Research Paradigm.....	46
3.1.2 Research Approaches	49
3.1.2.1 Quantitative Approach.....	49
3.1.2.1 Qualitative Approach.....	50
3.1.2.3 Mixed-Methods Approach.....	51
3.1.3 Research Design / Strategy	52
3.1.3.1 Quantitative Strategies.....	53
3.1.3.2 Qualitative Strategies.....	52
3.1.3.3 A Mixed-Methods Strategy	55
3.1.4 Data Collection Methods.....	55
3.1.4.1 Quantitative Data Collection Methods	56
3.1.4.2 Qualitative Data Collection Methods	57
3.1.4.3 Mixed-Methods Data Collection Methods	58
3.1.5 Sampling.....	58
3.2 Research Methodology for this Dissertation: Procedures.....	58
3.2.1 The Research Approach	58
3.2.2 Research Design / Strategy	58

3.2.3 Sample of the Study	59
3.2.4 Data Cathering Methods.....	59
3.2.4.1 Teachers' interview:.....	59
3.2.4.2 Pupils' questionnaire	62
3.2.4.3 The pupils' test	62
3.2.4 The Study Population and Sample	62
3.2.5 Piloting and validation	63
3.3 Data collection analysis	64
3.3.1 Analysis of the Teachers' interview	64
3.3.2 Analysis of Pupils' Questionnaire.....	78
3.4. Error Analysis	89
conclusion.....	104
Discussion of the findings	103
General Conclusion	105
Recommendations	106
Limitation of the study	107
Liste of references	108
Appendices	114
المخلص.....	131
Résumé	132

General Introduction

Over the last decades, there has been an increasing interest in learning English language all over the world. The main reason behind this is that English language has been considered as the core of human communication and the most significant vehicle of the information in all domains of life. Since the main purpose of learning English language is communication, more attention has been given to learning the writing skill and is considered as the most important language skill that requires more considerations.

The ability to write in English language effectively and appropriately is now a priority for many foreign language learners. Hence, writing as one of the forms of the English language, it tends to be quite complex to grasp and make use of. Hereby, the majority of middle school pupils are always confronted with several writing challenges during their English language learning including the grammatical difficulties.

The middle school pupils most of the time find themselves forced into situations that need achieving effective written products, this makes them search for ways to produce their best written pieces in the easiest way. The misuse of grammar rules makes writing as a challenging task and put the teacher's teaching methods on the table of investigation to foster their pupils writing performance.

Consequently, many previous studies tackled different areas of writing difficulties and learners' performance in written production. The present study attempts to explore and analyse the different grammatical errors committed in written production by the middle school pupils at Bahri Dj mouaii in Biskra province in order to look for appropriate strategies to remedy the situation.

1. Statement of the Problem

The success of language learning process mainly needs the mastery of all language skills, especially the productive ones: speaking and writing. The latter is considered to be the most difficult skill for middle school pupils because it requires avoiding different linguistic errors. The linguistic errors are deemed to be one of the main obstacles that hinder the learner's performance. They are those unintended linguistic deviations occurred due to the learner's disability of producing correct sentences. Middle school pupils are struggling to overcome this issue which is very influential in their educational career.

During the researcher's learning career at middle school between 2008 and 2012. The researcher observed that the majority of fourth-year pupils faced difficulties in writing good

English compositions, which reflected negatively on their final results. These difficulties were mainly related to: grammar, vocabulary, spelling, and mechanics.

The researcher, as a master student, is still remembering this problem. That is why she decided to trace it in order not to put an end to it but at least to minimize it. Thus, the aims behind this study are to explore and analyses the different linguistic errors made by middle school pupils when producing a short piece of writing and to elicit EFL teachers' attitude towards those errors.

2. The Research Questions

The main variables that will be under study are:

- Grammatical errors.
- The writing skill.

4. The Research Questions

This research seeks to answer the following research questions:

RQ1: What are the different grammatical difficulties that hinder the pupils writing skill?

RQ2: Why are fourth-year middle school pupils unable to use their linguistic knowledge rules correctly when producing a short piece of writing?

RQ3: How do linguistic errors impact the pupils' writing skill?

RQ4: What strategies should be adopted to respond to the pupils' different linguistic errors?

3. The Research Hypotheses

Based on the above mentioned research questions, we propose the following research hypotheses:

RH1: The grammatical errors could be one of the significant errors that hinder the pupils writing skill.

RH2: The pupils' negative attitude towards learning affects negatively their linguistic knowledge.

RH3: Committing grammatical errors by the pupils may change the whole meaning of the message.

RH4: To respond to the pupils errors, their teacher may use error correction as a helping strategy.

4. The Research Aims

The general aim of this study is to highlight the common linguistic errors committed by pupils at "Bahri Djmouaai" middle school in order to look for appropriate strategies to remedy the situation.

More specifically, this research work aims to:

- explore the different linguistic errors committed by the middle school pupils when producing a short piece of writing;
- identify the different factors that affect the pupils' attitudes towards writing;
- show the teachers and the pupils attitudes towards committing these linguistic errors;
- Look for appropriate strategies to avoid this problem;

5. Rationale and Study Description

To carry out this research, a Mixed- Methods approach will be adopted. In other words, both quantitative and qualitative approaches will be used. As a quantitative approach, an in-class test will be provided to the participants in order to preview their writing performance to obtain the precise data about their linguistic errors committed by them when writing. This test will also be used to find out the weaknesses of the pupils' writings to get a clear insight about their writing level. Therefore, the participants will be asked to write one hundred words composition about a topic which is related to a certain unit of the fourth-year middle school English syllabus.

The test will last for 45 minutes. After the participants finish their writing, their papers will be taken to be corrected by the researcher according to the six-traits writing grid. Then, the scores that the participants will have, they will be scaled in the Excel file to create the necessary spreadsheets, lists and graphs. In the next written production session, the pupils will be handed correction sheets that highlight the most common errors they made. These correction sheets involve incorrect examples of the participants' errors and its correction so that they can identify the types of errors they committed. After that, the researcher will ask the participants to recorrect their own errors using the previous mentioned sheet. The self-correction process is very important, it deals with the pupils awareness to correct their own errors in order to make them pay a greater attention to the errors and to avoid committing them again.

Besides, as the qualitative approach, the pupils and the teacher's questionnaires will be used to gain more insights, perspectives and views regarding the subject of our research.

The questionnaires will be in a printed form and they will be administered to the participants after the pupils do the test. The questionnaire is a useful data collection tool that will provide us with more understanding that could contribute in answering the research questions and validating the research pre-stated hypothesis; also, it will strengthen the validity of the in-class test results.

6. The Research Methodology for this Study

For this research study, a mixed methods approach will be undertaken to collect and analyse the data of the different grammatical errors committed by the pupils in their written production. It will be used to draw the data on both textual and statistical analysis. This study will employ qualitative approach for the purpose of exploring the subject of the grammatical errors in support of quantitative approach for the presentation of data in the form of tables, lists, and graphs.

Population and Sampling Technique. As for the population, around 40 participants of "Bahri Djmouaai" middle school will be selected. And, the sample that will be used to conduct this study will be chosen purposely, because pupils in this primary level of learning the English language need to build a strong base of the correct use of grammar rules, vocabulary, spelling, and mechanics in order not to face difficulties in their advanced English learning in the future. The data collection methods that will be used by the researcher will be an in-class test in which the researcher will assign a topic relevant to the pupils' English syllabus on which they will write 100 words composition that will be corrected and evaluated by her. In addition, we will use both learners' and teachers' questionnaires to collect information that supports the results of the in-class test. Furthermore, the obtained data will be described and analysed focusing on its statically results of the test and the questionnaires to either confirm or disconfirm the hypotheses, then, giving them the appropriate classification.

7. Significance of the Study

This study will serve to gain several benefits for both teachers and students by reviewing quite various concepts that are relevant to the different writing skill aspects and to what linguistic difficulties the EFL learners encounter when producing a written production, in general, and the grammatical errors, in particular. Through this study, we will attempt to raise the learners and teachers' awareness about the causes and factors of committing errors in writing English compositions, and how they affect pupils' writing

performance. The outcomes of this research will deliver more insights about this linguistic phenomenon that affects pupils writing proficiency.

8. The Referencing Style for this Dissertation

We chose the APA (sixth edition) because this is what is recommended by research methodology regarding the nature of our study. Furthermore, concerning some conventions as the “Justify function”, we followed the supervisor’s instructions and therefore we used the “Justify function”.

9. A Provisional Structure of the Dissertation

This study will be divided into two main parts concerning our study: A theoretical part which includes two chapters and a practical part includes only one chapter.

Chapter one will provide a general overview of the writing skill through defining it, mentioning its importance, its reasons and its aspects including grammar and vocabulary. Then, we will state the approaches to teach writing and we will explain the factors that affect it. Furthermore, an overview of the writing assessment, its forms and its importance will be reported in this chapter.

Chapter two will involve a deeper insight into linguistic errors. Firstly, it will deal with an introduction to errors mentioning their types and causes. Then, we will explain the teachers' intervention to pupils' errors including their attitudes towards them in the past and present. Besides, we will highlight the importance of both error correction and error analysis methods by focusing more on their use by the teacher.

In Chapter three, we will strive hard to arrive at a more consistent grammatical error analysis of learners at the fourth-year middle school level. The researcher will seek to investigate real causes underlying learners' inability to use their grammar knowledge to produce an effective written production. It will focus on highlighting the range of difficulties concerning the learning of EFL grammar. Also, analysing the grammatical errors made by EFL learners using both qualitative and quantitative approaches would give the researcher the possibility to pave the way to a thorough diagnosis of the main aim of this investigation, and would serve as a ground work for alternative remedies that will be mentioned after this chapter.

Chapter One:
General Overview of the
Writing Skill

Introduction

Writing has always played an important role in the history of language learning. For centuries, learning another language, meant at first place learning its writing process and citing prescriptions for its use. It is central to the teaching and learning of any language. It is also one of the most difficult aspects of language to teach. Thus, in the light of such paramount role the present chapter will analytically address the pros of writing, present a brief over view of what writing is, critically states its importance and its aspects in language learning, briefly presents its teaching approaches, and theoretically discusses the close relationship between language teaching approaches. Also, it attributes respectfully a major attention to factors that affect it and writing assessment

1.1 Definition of Writing

Writing has come to play an important part in foreign language teaching and communication because of the many benefits it provides. Nalha (2002) asserts, "The written language is a true representation of the correct forms of language and should be evaluated and practiced" (p.161). That is to say, writing is considered as the attempt of placing thoughts on paper while developing the mastery over its rules.

1.1.1 Writing as a Skill

According to Heaton (1975), writing is considered as a productive skill; because not all people have the ability to use the right words to express ideas. Also, because writers have enough knowledge of the topic they are writing about and this topic should be specifically chosen and addressed to certain audience. Moreover, writers have an impact on each other. Also, Heaton (1975) sees writing as a very complex skill that is sometimes hard to be taught. He says "the writing skills are complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgmental elements" (1975, p. 135). He claims that in order to write, one needs only to own and develop

the sub-skills that will help him to produce a coherent and cohesive written composition. He grouped these skills into five general components:

- **Language use:** the ability to construct well-formed sentences.
- **Mechanical skills:** the ability to use correctly those conventions that are related to written language; e.g.: punctuation, spelling.
- **Treatment of content:** the ability to think creatively and develop thoughts, excluding all irrelative information.
- **Stylistic skills:** the ability to manipulate sentences, paragraphs, and use language effectively.
- **Judgment skills:** the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with the ability to select , order, organize all the relevant information. It allows learners to judge their progress in learning their foreign language.

When referring to those sub-skills, Heaton (1975) stresses more these two sub-skills, the mechanical skills and judgmental skills as the guide for the remaining ones. Having the judgmental skills will certainly manipulate the language style and possessing the mechanical skills will be helpful in the treatment of context. Those already presented sub-skills mentioned by Heaton may help teachers as well as the pupils to examine their weaknesses in their learning and to find some solutions of the writing difficulties.

Thus, we can conclude that writing as a skill is necessary to effectively communicate in a good written format that will enable writers to become successful in future.

1.1.2 Writing as a Process

Peter (2008) considered writing as a process because "Writing can be extremely demanding for students because it calls upon many experiential cognitive linguistic,

affective, and psycho-motor memories and abilities" (p.56). In this sense, in the process of writing, learners are not only required to master vocabulary and grammar, but also to write accurately and proficiently. This accuracy and proficiency manifest through a hard work and sustained efforts along with the mastery of the other aspects of language; for example, grammar, punctuation, spelling, and capitalization.

Longman Dictionary of Language Teaching and Applied Linguistics (1988) defines writing as "the result of complex processes of planning, drafting, reviewing, and revising and some approaches to the teaching of first and second language writing teach students to use these processes". In addition to that, Harmer (2007) declares that writing is a process where the writer goes through in order to produce something in its final form. He claims that "by spending time with learners on pre-writing phrases, editing, re-drafting and finally producing a finished version of their work, this process aims to get to the heart of the various skills that most writers employ" (p.326). In this case, this process is of course affected by the content of the writing, the type of writing, and the medium it is written in.

1.2 Importance of Writing

Generally speaking, there are two basic ways of communication with people, either with speaking or with writing. Concerning writing, it is very essential process because it is used in all fields. Robert (1990) highlights the importance of writing:

Without a doubt, the most important invention in human history is writing. It provides relatively permanent record of information, opinions, beliefs, feelings and arguments, explanations and theories, etc. writing allows us to share our communication not only with our contemporaries, but also with future generations (p.5).

For this sense, it is the ability to express oneself through the written words that provide one with the opportunity to share his knowledge in a meaningful and effective way.

Therefore, the capability to write successfully is becoming very important in our international community, and in both second and foreign language education. And, in our

case, if pupils do not know how to express themselves in writing in the middle school level, they will not be able to communicate appropriately with their teachers and peers; then, they will not only get bad marks but this will affect negatively their future English performance in higher education and work fields.

Moreover, writing correctly is considered as a predictor of academic success and as a necessary requirement specially to achieve an effective piece of writing. However, Steve and Michael (2010) claims that writing not only improves how well learners write, it also enhances learner's ability to read a text accurately, fluently, and with comprehension, "writing can be a vehicle for improving reading" (p. 6).

All in all, there is a significant need for writers at all levels not only to be good written communicators, but also to understand the importance of writing skills. When they spend more time writing improves their proficiency and has a positive impact on increasing how well they comprehend texts written by others.

1.3 Writing Aspects

An important element in enhancing the writing development of pupils who struggle with writing is to identify and address the different aspects that impede their success in learning to write. This mainly concerns with the use of the grammar rules, vocabulary and mechanics.

1.3.1 Grammar

For thousand years grammar was the center of human language learning. Many scholars like Close (1982, cited in Rita 2017) defines the English grammar as it "is chiefly a system of syntax that decides the order and patterns in which words are arranged in sentences". In the same sense Crystal (1995, p.190) said it is "... that branch of the description of language which accounts for the way in which words combine to form sentences." i.e. it is the rules that help in constructing well-formed sentences. Moreover, Ur (1988) defines grammar

roughly as "the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning" (p.4).

Grammar is traditionally referred to as some idealized set of principles to master (Hinkel and Fotos 2002). With regard to the previous definitions, Thornbury (1999, p.13) suggests that grammar is "a description of the rules for forming sentences, including an account of the meanings that these forms convey" and that it "adds meanings that are not easily inferable from the immediate context". This definition is probably the most representative description of what grammar is.

Grammatical study is intended to provide "a relatively complete catalogue of the forms in a language and a description of the rules for combining forms" (Biber, Conrad and Reppen, 1998, p.55); that is to say, grammar studies partly what forms and what combinations of words are possible or not. Thornbury (1999) provides that "the study of grammar consists, in part, of looking at the way forms are arranged and patterned" (p.1) i.e. grammatical study seeks to understand language structures. Harmer (2001, p.12) includes in this understanding morphology the structure of words or "the ways in which words can change their forms", and syntax how words are combined into sentences. It includes also "other properties of words, such their grammatical classes (eg. nouns, verbs, adjectives)".

1.3.2 Vocabulary

Writing is a complex process that needs mastery of vocabulary knowledge that facilitates the ability to write properly. Vocabulary, as a crucial part of a language, plays an important role in the language learning process. It began to be distinguished as a separated field in language teaching from 1970s' and early 1980s'. Some scholars had valued grammar at expense of vocabulary; in the other hand, (Wilkins, 1972, p.111 cited Walter, 1997, p.5) had another point of view "without grammar very little can be conveyed; without vocabulary nothing can be conveyed".

Vocabulary is defined in different ways, according to Oxford Dictionary (2008) "all the words that a person knows or uses". Furthermore, the American Heritage Dictionary defines it "the sum of words used by, understood by, or at the command of particular person or group".

Vocabulary is a main component for any language proficiency. And, reaching the writing competence in different aspects and for different purposes relies on enough vocabulary possession. This aspect poses a considerable challenge for pupils. Trioa (2003, p.77) explains that saying "they often fail to detect mismatches between what they intended and what they wrote". Hereby, these pupils generally fail on selecting the appropriate, correct vocabularies that concern with both the change and choice of word, and phrase selections which leads to disrupting the meaning of their written production.

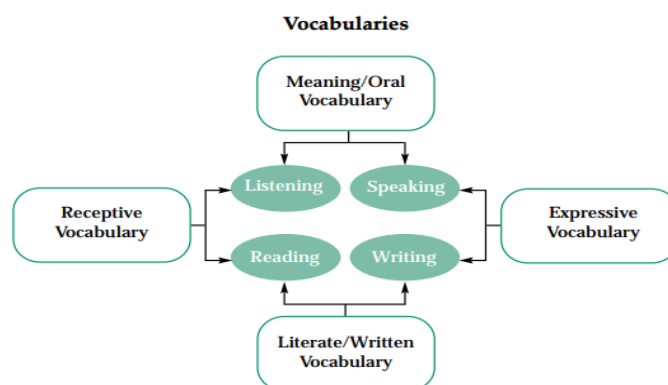


Figure 1 : The Relationship of the Eight Different Vocabulary Terms

This figure explains how pupils are involved in the process of acquiring a meaning/oral vocabulary that language learners understand when they hear them and that they can use in their speech. During this period, pupils have essentially no literate vocabularies. Most pupils acquire the English reading and writing skills upon entering the middle school. They need to acquire a basic knowledge of how graphic letters relate to the sounds of spoken words and how graphic words relate to spoken words. Being able to translate and to transfer those

graphics into speech allows pupils to use what they know about meaning/oral vocabulary for their taught vocabulary. So for the fourth-year pupils, their meaning vocabularies are much larger than their taught vocabularies. The acquisition of this decoding skills leads to accelerate the increase of taught vocabularies by permitting the pupils to transfer their meaning vocabularies into their taught vocabularies. Pupils tend to have a larger group of words that they use in reading and writing than they use in their speech. This is because written language is more formal, more complex, and more sophisticated than spoken language.

1.3.3 Sense Relation

The meaning of the written language is always interested to study, since language is always deals with its meaning. Every time learners intend to write what they think about the appropriate vocabulary to use, they often face difficulty of how they can relate vocabulary items to one another in terms of their meaning; how they can differentiate between the correct and wrong items in a specific context. Accordingly, the meaning of any language is often seen from relation of a word with other word "the meaning of a word can only be understood and learnt in terms of its relationship of with other words in the language" Ruth and Stuart (1986, p.22). The relations of meaning between words can be expressed in three types: synonymy, homonymy, and autonomy.

1.4. Approaches to Teach Writing

1.4.1 The Product Approach

The product approach is a traditional approach in which learners attempt to imitate a model text. Writing error-free coherent and relevant pieces is one of the main goals that the product approach focuses to make learners more competent in the language use. Also, this approach focuses on the end of the results of learners' productions which are the final products. Nunan (1991, p. 86) defines the product approach as "a product oriented approach, as the title indicates focuses on the end result of the learning process, what is expected from

the learner is to do as fluent and competent uses of the language". Thus, learners should focus on imitating their teachers' texts to know how language is well structured and used. Hyland (2003, p.3) asserts that the product approach "encourages a focus formal text units or grammatical features of texts". Furthermore, another definition was supposed by Brookes and Grundy (1998) whom states that "the final product in writing is important" and " ... by product is meant the final result that has about it an air of finality"(p.15). That is to say, the final product has involved certain aspects which are according to Hedge:

- Getting the grammar right.

Having a range of vocabulary.

- Punctuating meaningfully.

- Using the conventions of lay out correctly.

- Spelling accurately.

- Using a range of vocabulary.

- Linking ideas and information to develop a topic.

- Developing and organizing the content clearly and convincingly, (Hedge, 2000, p.8).

Furthermore, the product approach also focuses more on the model-based approach, i.e. once the teachers become aware of their pupils' need, and they promote their learning by providing them with model types' texts which are deemed to be as the main elements in the product approach. For that, Pincas (1984) summarizes the writing stages. The first one is attracting the students' attention towards the major elements making the model and manipulating the most significant ideas. The second stage is to ask the students to connect between sentences based on the model itself. However, this model-based approach was criticized because it prevents the students' creation to add or to remove sentences; also,

because it neglects the importance of the writing steps which is considered as the most important elements in writing. Yet, this approach has been more criticized in the concept of imitation; the teachers in product approach escape from the learner's writing problems. Besides, it encourages the writer to imitate the form ignoring the content as Hyland (2003) says. As a result, the learners' abilities decrease and learners are not given a chance to write with their own style.

1.4.2 The Process Approach

The process approach was a reaction to the product approach. It emphasizes the process of writing rather than the final product. In this approach, students are given enough time to write passing through. It has mainly five main elements: pre-writing, drafting, and revising, editing, publication.

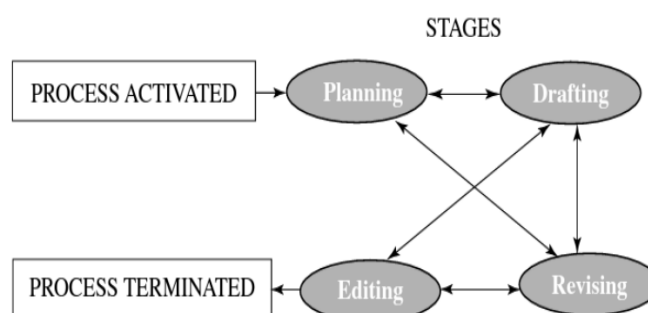


Figure 2 : The Writing Process, Richards and Renandy (2002, p. 315)

1.4.2.1 Pre-writing/ Planning

In this stage EFL students are required to think about their topic then to brainstorm and to gather all the information they already know about the topic. As starting point, it is convening to write notes, sub-headings and graphics as well. Michael and Elizabeth (2003, p.52) define pre-writing as it "is an opportunity to collect, organize and process information to be used in the writing". Also, Richards & Renandya (2002, p. 316) explain how this pre-writing technique helps students in their compositions. They assert that "pre-writing is an activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face blank page towards generating

tentative ideas and gathering information for writing". That is to say, learners use pre-writing to link between their background knowledge and their current knowledge regarding a particular topic for the sake of retrieving information and using them.

1.4.2.2 Drafting/ Writing Stage

After pupils' review, organize and evaluate their ideas and their information before starting the writing process, they will definitely write more than one draft which is called a rough draft. The more they write more their final written productions will be good. Therefore, drafting is the stage where learners are allowed to be. This stage is labeled differently; "composing" (Hedge 1988), "drafting" (White and Arndt 1991), or "creating and developing" (Harris, 1993). It is the second stage in the writing process, where the writer expresses his opinions and thoughts in a written form based up on the pre-writing stage that he has used. 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 the time to worry about spelling, grammar, punctuation, or the best wording" which means that drafting is considered to be a simplified task that the pupil moves from thinking about writing to practicing it without focusing more on fluency and accuracy.

1.4.2.3 Revising

Logically, when it comes to produce a short piece of writing, the pupil revises before he edits because revising will most certainly mean adding and deleting and rewriting sentences and often the entire paragraph. Therefore, the revising stage is where the pupil rereads his piece of writing; he may see weaknesses in his composed sentences and arguments that need strengthening. Or he may have **to** restructure his written composition somewhat to make his sentences and arguments more logical.

As a result, the pupils are ought to start writing early so they can have sufficient time for an appropriate revision, it allows them, either to cut or add their final draft to reach the

necessary adjustments. On the same hand, Galko (2001, p.73) says "One way to review your paper is to tackle different levels of problems at different times. He mentioned that in order to revise a final draft, learners should focus on three aspects: the content, the structure, and the mechanics. The first refers to "what the paper says", the second refers to "how the paper reads" i.e. the organization of the paper, and the third refers to "how the paper is written" in terms of spelling, grammar, punctuation and usage. Galko (2001, p.75) also offers a content revision checklist which involves a set of questions that will help learners to evaluate their writings' content when revising. These questions are:

- Does the introduction clearly explain what the paper is about?
- Does it prepare the reader for what comes next?
- Is the thesis statement clear?
- Does each paragraph relate to thesis statement?
- Do the paragraphs support the thesis statement? Is the support specific? Is it convincing?
- Does the conclusion logically end the paper?
- Overall, does the paper meet the goals of the assignment? Does it meet personal goals?

All in all, revising is "the heart of the writing process" Johnson (2008, p.179). It is the process which helps to improve the overall quality of writing making the right adjustments to the final draft in order to make it well structured, more convincing, and more accurate.

1.4.2.3 Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. Editing should not precede the previous explained stages because according to Johnson (2008) "If

writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers" (p, 180). Moreover, Galko (2001, p.97) asserts that: "When you write, your presentation (spelling, grammar, punctuation, and usage) affects how others perceive your message. If your presentation is hard to understand, others have problems reading what you write. That's why it's important to edit your paper for proper spelling, grammar, punctuation, and usage"

In this stage, the pupil makes a final check to correct his draft. He should take into consideration that all the mechanics of English writing are accurate in order to give clear understanding to readers.

However, in the writing process many pupils and teachers still remain confused about the difference between editing and revising which are used interchangeably when in fact they are not. As depicted in figure several points are displayed for distinguishing between these two writing stages Pinterest (2019):

BE AWARE: Revising and editing are not the same.
They are two different steps, and each one needs to be completed to make your writing the best it can be.

Revising	Editing
<ul style="list-style-type: none"> • CHANGES TO WRITING • Adding words and sentences <ul style="list-style-type: none"> ◦ Ex: orange → neon orange • Removing words or sentences • Trading boring, basic words for better words <ul style="list-style-type: none"> ◦ Ex: ate → scarfed ◦ Ex: ran → darted • Adding specific details <ul style="list-style-type: none"> ◦ Help your readers better understand your main ideas • Ask yourself, "Do my sentences flow and make sense?" • Focus is on the words and the writing. 	<ul style="list-style-type: none"> • CORRECTIONS TO WRITING • Capitalization <ul style="list-style-type: none"> ◦ Names: Bob, Shirley, Tom ◦ Proper nouns: Storytown • Usage of Words <ul style="list-style-type: none"> ◦ to, too, two ◦ there, their, they're • Punctuation <ul style="list-style-type: none"> ◦ Do I run out of breath while reading aloud before I get to the next punctuation mark? ◦ Commas, periods, question and explanation marks, quotation marks. • Spelling • Focus is on the mechanics.

Figure 3: The Difference between Revising and Editing, Pinterest (2019)

1.4.2.4 Publishing

Publishing is a writing process in which the writing is delivered to its intended audience.

Johnson (2008) additionally to other investigators finds that writers; in this case; pupils

produce better achievement and get much motivation when their work is published for a larger audience than the teacher.

Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting Johnson (2008, p.180).

However, one should put in mind that these stages do not occur in linear sequence but are frequent and dynamic.

1.5 Factors that Affect Writing

In general, writing is a complex and difficult skill either in first language or in second language because most of writers are not aware about the strategies, techniques, steps and stages of writing; this feeling of unawareness leads them to make mistakes in different linguistic items (grammatical and syntactic errors, lexical errors ,and semantic errors). Second language writers make these mistakes due to certain reasons and factors. The writing problems experienced are attributable, in part, to their difficulties that are resulted from bad time management, bad assessment, and some of unorganized teacher's instruction

1.5.1 First Language Interference

Most of the learners use their first language because of the isolated culture i.e. they are not familiar with the foreign language culture as when writing in English, they think in their mother tongue. Thus, Weigle (2002, p. 37) says that "In order to write good English, I know that I had to be myself, actually meant not to be my Chinese self, it meant that I had to create

an English self and be that self" here she explains the importance of using the English identity by the writer to compose a good piece in the target language.

The interference of the native language is one of crucial difficulties that can hinder the learners' writing because of the learners' needs to the foreign language information, Dualay (1982, p. 2) defines interference as "the automatic transfer, due to habit, of the surface structure of the first language into the surface of the target language". In addition, the problem as whole can be illustrated in that learners' especially middle school pupils use their linguistic knowledge, grammatical, lexical, and orthographical rules of their first language when they write in the target language. Lott (1983, p.3) also explains this interference "Errors in the learners' foreign language that can be traced back to the mother tongue."

To sum up, writing as a skill is important and not easy to grasp. It needs more attention for the effects of the first language interference on the learners writing performance, and this can be cured by a lot of practice in order to produce a coherent, correct, unified and extended piece of writing.

1.5.2 The Teacher's Role

Developing learners' writing skills in L2 has been of concern for a long time in the English learning process. Pupils of the middle school fourth-year grade have been found to face problems mainly in writing English compositions, making them unable receive satisfactory marks in their English final exam. However, these disadvantaged pupils may be able to develop writing skills significantly with positive instructions presented by the teachers towards the errors they make and awareness on the teachers' part of learner problems.

Without a doubt, skillful teachers make adaptations to their instructional teaching methods and materials for enhancing their pupils writing performance. ."Writing instruction

and composition became important aspects of education" Grabe & Kaplan (1996, p.11). Thus, the quality of instructions the pupils receive from their teacher plays a major role in their writing achievements. For example, according to Triola (2003) the overuse of the instructions that are exclusively based on learning the text transcription, neglecting the use of the other writing aspects reduce the pupils writing efficiency. Recent findings suggest that, with appropriate instruction, these learners can and do improve in their writing skills. Alison explains that "deliberate, planned and regular instruction of writing, with multiple and varied opportunities to write, is central to creating skilled and confident writers (p. 3).

However, some teachers follow methods of teaching English that include medium of instructions such as using Arabic as an important aid in English classes, writing done in Arabic as most of the teachers are not competent enough in English; their low proficiency and their lack of writing practice in educational institutions.

Moreover, due to the lack of some required conditions of teaching, it becomes a challenging task for teachers to offer good instructions for their pupils. Factors as class size, time constraint, and students' problems have a great impact in the teaching writing quality. Teachers in their classrooms play many roles to provide a comfortable atmosphere and a good teaching environment to facilitate the process of their pupils writing. Leki (1995) argues that teaching writing in EFL classes is almost an impossible task to be perfectly achieved by teachers because of these two reasons. First, the large number of students creates some problems that impede accomplishing the writing task and because of it correcting and giving written feedbacks for each student becomes hard mission to the teacher. Second, the insufficient time may not support teachers to fulfill their objectives or even presenting their tutorials.

To conclude, the purpose of teaching writing is to equip students with the knowledge and the skills to write effectively for a range purposes and in a variety of context. For this, the scholars have suggested that teaching writing under these conditions; problems of the first language interference, the lack of proficiency teachers, huge number of students, uncompleted lessons and programs due the insufficient time becomes very difficult task for both teachers and students.

1.6 Writing Assessment

1.6.1 Definition of Assessment

According to Gary (1997) there are:

At least three definitions of assessment can be seen in current literature dealing with assessment. To some educators, assessment refers to new for- I. Learning, Achievement, and Assessment mats for gathering information about students' achievements; for example, "portfolio assessment." To others, assessment refers to a new attitude toward gathering information, an attitude that is perhaps kinder and gentler than that represented by standardized testing. The term assessment has also come to represent a new ethos, one of empowerment, in which assessments are designed and implemented primarily to serve the information needs of students and teachers (p. 8).

All of these definitions contribute to give a clear idea about assessment that is a systematic evaluation process that occurs during teaching with the aim of helping the teacher and the student to improve the learning process and knowing the students' progress. In addition, this process is part of the structural trend in education and it is based on:

- Defining evaluation measures where the learner is aware of his progress and the remaining path to accomplish

- Recognizing the concept of error: since making a mistake is something that benefits the learner and is part of the educational process.

1.6.2 Approaches to Assessment

According to Earl (2003) assessment purposes have been categorized into three approaches: assessment of learning, assessment for learning and assessment as learning.

1.6.2.1 Assessment of Learning

It characterizes how we may traditionally view assessment. It involves making judgments about students' summative achievement for purposes of selection and certification, and it takes the form of tests or exams that include questions drawn from the material studied during that time, "This is the kind of assessment that still dominates most classroom assessment activities, especially in secondary schools, with teachers firmly in charge of both creating and marking the test" (Earl, 2003, p.21).

1.6.2.2 Assessment for Learning

According to Earl (2003), assessment for Learning offers an alternative perspective to traditional assessment in schools. Simply put, Assessment for Learning shifts the emphasis from summative to formative assessment, from making judgments to creating descriptions that can be used in the service of the next stage of learning (p. 23).

For this sense, assessment for learning provides information about students' achievements which could change the teaching and learning activities in response to the learners' needs and it admits the many benefits that feedback can realize on the learning process.

1.6.2.3 Assessment as Learning

It is where students assess and monitor their own learning process by themselves. Earl (2003) emphasizes this "It occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major

changes in what they understand" (p.24). In the same sense, students who are good self-assessors and have skills of self-monitoring can progress in their learning. They can use their personal knowledge to find out meaning reflecting on their works and make judgments on what they have done already, and they are able to decide what to do next.

Approach	Purpose	Reference Points	Key Assessor
Assessment of Learning	Judgments about placement, promotion, credentials, etc.	Other students	Teacher
Assessment for Learning	Information for teachers' instructional decisions	External standards or expectations	Teacher
Assessment as Learning	Self-monitoring and self-correction or adjustment	Personal goals and external standards	Student

Figure 4: Features of Assessment of, for and as Learning, Earl (2003)

- **Formative Writing Assessment**

Irons (2008) defines the formative assessment as it is "Any task or activity which creates feedback (or feed forward) for students about their learning. Formative assessment does not carry a grade which is subsequently used in a summative judgment". He also adds "Formative assessment and formative feedback are very powerful and potentially constructive learning tools" (p.7). For this sense, we can say that it is a set of procedures that are conducted by the teachers during the learning process in order to modify teaching and learning activities to improve the students writing attainment. Bloxham and Boyd (2007) explain the use of the formative assessment "we use the term to describe any activity during a module which provides information to students and tutors on their progress" (p.8)

- **Summative Writing Assessment**

Irons (2008) defines the summative assessment as it is "any assessment activity which results in a mark or grade which is subsequently used as a judgment on student performance. Ultimately, judgments using summative assessment marks will be used to determine the classification of a word at the end of a course or a programme" (p.7). That is to say, this type

of assessment is considered as an educational practice that the professor performs at the end of teaching something or issuing final judgments about the effectiveness of the educational process. It aims to manage the learners' cognitive gains to know the extent to which he has reached the target feature at the end of tany learning stage.

	Formative assessment	Summative assessment
Goal	To monitor student learning and provide ongoing feedback that can be used by students to improve their learning	To evaluate student learning and overall competencies at the end of an instructional module by comparing it to a benchmark
Characteristics	Assessment of learning Focuses on the process Provide information about the improvement of knowledge and skills Requires little time from students and lecturers Done in class	Assessment of learning Focuses on the outcome Provide information about attainment of knowledge and skills Requires more time from students and lecturers Done outside of class

Figure 5: Difference between Formative and Summative Assessments

Conclusion

In this chapter, we surveyed a range of theoretical perspectives about the writing skill. We can say although writing is not an easy task, the English language learners should master it going through much practice to get used to the writing rules and strategies, because it is not acquired in naturally; this is why it needs an intensive process of training to get used of it and its conventions. Since the writer is not writing for himself, he should be aware of how to write and what to say. This includes mastering the writing process as whole. We tried through this chapter to give an overview of the writing skill. We tried also to discuss its difficulty through outlining its definitions, importance, aspects, factors, and two of the common known approaches in teaching foreign language. Finally, we described the writing assessment in language learning.

Chapter Two:
General Overview about
Errors and Grammar

Introduction

In this chapter, we will survey some literature about errors' history and definition, mentioning their types, and highlighting their importance in regards to error analysis, error detection, and error correction. As grammar considered a vital factor that can enhance students' writing, we will present a set of its aspects regarding its teaching, its necessity and its types in language learning. We will also clarify the grammar relation, importance and difficulties during the writing process.

2.1. History of Errors

During the 1950s and 1960s, error was considered more negatively than it is today because it was seen as "a sin" (Brooks, 1960). So it should be prevented from occurring. According to the behaviorist approach errors should not be tolerated because they can be habit-forming and their existence will interfere with learning new habits. For this sense, it was believed that learning occurred when learners make the correct response to the stimuli they received. But, if the incorrect responses were made, learners should be given the corrective feedback. Thus, its main focus was more on error prevention than error treatment. Besides, besides, in order to help learners produce error-free writing, Brooks (1960) recommends that learners should be given the chance to "to observe and practice the right model a sufficient number of times" and "to shorten the time lapse between the incorrect response and the presentation once more of the correct model" (p.58). Therefore, to achieve these goals, teachers imposed their students to spend too much time in memorising and studying a large number of grammatical generalisations without questioning the validity and the effectiveness of the error prevention technique.

After that, Contrastive Analysis (CA) was recommended as another approach to help teachers in treating learners' errors. It is an approach to the study of second language acquisition. Its main goal was primarily pedagogical in nature to increase efficiency in L2 teaching. It focused on determining the similarities between L1 and L2 in order to predict and explain learners' problems. It was heavily influenced by structuralism and behaviorism (1940s, 1950s). Bitchener and ferris (2012) mentioned that "CA involved describing comparable elements of both languages, identifying differences between the two, and predicting which errors learners would be likely to make" (p.4). But in 1970s, CA lost its validity in different levels and it was criticized in that it focuses only on one type of error called "interference". Thus, numbers of researchers believed that this only emphasis of CA makes it infeasible to predict other errors that learners can make.

2.2 Definition of Error

The word error has been defined by many language scholars. It was James (1998, p.1) who gave an initial definition of an error as "an unsuccessful bit of language". It is to say that the term error is described as unsuccessful use of language whether it is in fact an error or a mistake. In other words, error is the misuse of linguistic elements that are resulting in the intermittent and wrong learning which referred technically as an intralingual transfer (Richards, 1974). One more definition of an error worth mentioning was provided by Lennon (1991, p.182) who said that an error is "a linguistic form or a combination of forms which, in the same context and under similar conditions of production would in all likelihood, not be produced by the speakers' native speaker counterpart". That is to say, error is a wrongly produced linguistic form, under the same circumstances, by non-native speakers comparing to the production of the native speakers.

2.3. The Difference Between Errors and Mistakes

Longman dictionary differentiates between errors and mistakes saying that:

Errors result from incomplete knowledge". Mistakes made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspects of performance. Errors are sometimes classified according to vocabulary (lexical error), pronunciation (phonological error), grammar (syntactic error), misunderstanding of speaker's intention or meaning (interpretive error), production of the wrong communicative effect, e.g. through the faulty use of a speech act or one of the rules of speaking (pragmatic error). In the study of second and foreign language learning, errors have been studied to discover the processes learners make use of in learning and using a language.

James (1998) simplifies the difference between errors and mistakes saying that "If one has neither acquired nor learnt a TL form that one must now process, the result will be error" and "You have acquired the TL rules, and so you are not in a state of ignorance. You will not make errors, but you might still make mistakes" he also adds error "cannot be self-corrected" whereas mistake "can be self-corrected if the deviation is pointed out to the speaker." (p.85). In the same sense, Dictionary of Language Teaching and Applied Linguistics (1992) and Richard and Schmidt (2010) mention that "a learner makes mistakes when writing or speaking because of a lack of attention, fatigue, carelessness, or some other aspects of performance. Thus, mistakes can be self-corrected when attention is called." Whereas an error is defined as "the use of linguistic items in a way that a fluent or native speaker of the language regards it a showing faulty or incomplete learning."

2.4 Importance of Errors

Errors, or unsuccessful bits of language, are important and must not be underestimated, because they are a vital and timely component to our ability to learn. They provide a high potential to facilitate the deep learning of learners; they provide an indicator of problems that these learners may have in their language learning process, in terms of all the writing aspects. Corder (1967, cited in Gass, 2001) argues that errors serve three important functions: first, they inform teachers about what has been learned, what has not been learned, and they indicate the learners' progress in language learning. Second, they provide insights for the researchers to understand how languages are learned, and finally they help learners to discover the rules of the language they are trying to master as they get involved in hypothesis testing, by means of feedback. Selinker (1972 cited in Bashman and Cohen, 1998) also says that errors can provide us with detailed information about a learner's Interlanguage.

2.5 Error Analysis

2.5.1 Definition of Error Analysis

Longman Dictionary of Language Teaching and Applied Linguistics defines it as "the study and analysis of errors made by second language learners". likewise, Crystal (2003) defines it "a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics" (p.165).

2.5.2. The Emergence of Error Analysis

As a result of the failure of CA to predict a great majority of errors, a new technique was developed in language learning research and language teaching which is namely Error Analysis (EA). EA was an alternative to CA which is seemed as a weak means in identifying the most errors that are made by learners. EA is one of the major and the most important topics in the field of Second Language Acquisition research. It has taken place during twenty years ago in the domains of both applied linguistics and foreign language teaching. EA was established in the 1960s by Stephen Pit Corder who was the first to support the importance of studying errors in students writing, "Error analysis is the study of erroneous utterances produced by groups of learners" (1975, p.207). He states that the usefulness of EA is in three aspects: to the linguist, to the language teacher, and to the learner himself. Whereas, the analysis of the learners' errors provides insights to the nature of language, they provide even more insights into the processes of both teaching and learning. James (1998) also proclaims

that error analysis was a new paradigm that came to replace contrastive analysis; it involves the learners "interlanguage and the target language itself". Therefore, recent researches in error analysis have emphasized errors as a source of knowledge of learners' interlanguage.

Furthermore, EA is viewed as an important aspect in improving teaching methods; it provides valuable data for the preparation of teaching material textbook and examinations, as well as practical applications for language teachers. Corder (1975) claims: "errors enable the teacher to decide whether he can move on to the next item on the syllabus or whether he must devote more time to the item he has been working on. This is the day-to-day value of errors. But in terms of broader planning and with a new group of learners they provide the informagramme of teaching" (p.16). Similarly, Keshavarz (2012) asserts, EA is "a procedure used by both researchers and teachers which involves collecting samples of learners' language, identifying errors, classifying them according to their nature and causes, and evaluating their seriousness" (p.168). For this, Both of Corder and Keshavarz agrees that there are five steps of EA which are namely:

- **Collection of data.** Either from free composition or from examination answers.
- **Identification of errors.** It depends on the linguistic feature of the errors.
- **Description of errors.** It refers to the categorization of the errors.
- **Explanation of errors.** It provides information of why do the errors occur.
- **Evaluation of errors.** It tests the errors and suggests strategies that help learners overcome their difficulties.

2.5.3. Aims of Error Analysis

According to Bitchner and ferris (2012). There are two aims of EA:

Theoretical aims:

It is connected to theories; error analysis provides insights into the validity of each theory; it is to understand what and how the learner learns when he studies a second language.

The applied aims:

It is connected to pedagogy; it is to enable the learners to learn more efficiently by using the knowledge of their dialect for pedagogical purposes. Moreover, it enables second

language teachers to find out different sources of errors and take some pedagogical precautions towards them.

2.6 Errors: Receptive or Productive

Errors can be classified as receptive and productive. According to "receptive errors are those which result in listener's misunderstanding of the speaker's intentions, and productive errors are those which occur in the language learners' utterances". That is to say, the first category occurs when learners do not properly understand what they are reading or listening to. While the second category occurs when learners write or say something that is wrong. However, if the learners' reactions or answers to certain question were incorrect or inappropriate, that is not necessarily evidence they have misunderstood the speaker's intentions.

Table 01. Examples of Receptive Errors Stacey (2003)

What Student Heard	What Was Said	Type of Phonological Error
Lounge	Lunge	Interior vowel substitution
Airhead	Bare head	Did not process initial consonant
Coats	Coax	Interior consonant substitution
Transylvania	Pennsylvania	Substituted most of first syllable in four-syllable word
Corn Huskies	Corn Huskers	Interior phoneme substitution
Bullets	Bulbs	Addition plus substitution of interior phonemes
Pebble	Rebel	Initial consonant substitution
Harvard	Interior	phoneme substitution plus addition of final phoneme

Table 02. Examples of Productive Errors Stacey (2003)

What Students Said	What Student Meant to Say	Type of Phonological Error
Shing Slot	Sling Shot	Transposition
Colorado	Colorado	Assimilation
Death	Deaf	Substitution
Servus	Versus	Transposition
Photograthree	Photography	Substitution plus insertion
Extercise	Exercise	Insertion
Pervered	Preserved	Reversals plus omission
Lopice station	Police station	Transposition

2.7 Types of Error

Researchers in the field of applied linguistics usually distinguished between two main types of errors: performance errors and competence errors. Performance errors are those errors made by learners when they are tired or hurried. Normally, this type of error is not serious and can be overcome with little effort by the learner. Competence errors, on the other hand, are more serious than performance errors since competence errors reflect inadequate learning. In this connection, classifying errors into their levels help us specify on what level of the language was the learner operating when he or she erred James (1998). Many scholars provided different categorisation of learners' errors; this classification is given by Lee (1990). According to him, errors are classified into these levels namely: grammatical errors, discourse errors, phonological-induced errors, and lexical errors.

Grammatical (Morphosyntactic) Errors: They are found at the sentence level. They are concentrated on the need for grammatical accuracy. Sentence level errors often reflect performance mistakes for which immediate correction is unnecessary.

Discourse errors: They reflect learners' cultural and pragmatic knowledge in the language use.

Phonological errors. They are apparent in wrong pronunciation and intonation including word stress, vowel length, voiced and voiceless sounds... etc.

Lexical errors: They belong to other linguistic levels which may hinder communication.

2.8 Causes of Errors

Many scholars sought to find why are certain errors made? According to Richards (1974) and Brown (2000) there are mainly three major sources of errors in second language learning. The first source is interference from the native language which called interlingual while the second source can be attributed to intralingual, and developmental errors.

2.8.1 The Interlingual Errors

They are also called transfer or interference errors. These errors drive from transfers from other languages or from the influence of the native language. The first reflects the inability of the learner to separate or distinguish between two different languages Richards (1974). While the second plays a significant role in learning a second language; this source of error is the result of the negative influence of the mother tongue on the target language learner's performance Lado (1957). In the same path, Brown (2000) says that interlingual transfer is a significant source for all learners' errors. He explained that saying that at the beginning of

learning a second language, learners are not familiar with the system of the target language; thus, they rely on their native language which provide them with the only linguistic system. Brown (2000, p.224) proclaims that all learners have committed errors such as: "sheep" instead of "ship" or "the book of jack" instead of "jack's book"; "these errors are attributable to negative interlingual transfer «. In other words, such errors are resulted from native language negative transfer.

2.8.2 Intralingual Errors

Are errors that reflect the target language rules, they reflect as well the learner's competence at a particular stage; these errors are originated from the English language itself Richards (1970). According to Richards (1974, p.6) intralingual errors are "items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language". That is to say, errors are not only resulted from the native language transfer but resulted also from the incorrect generalization of target language rules.

According to Brown (2000), intralingual errors resulted from interlingual transfer which is the main factor in second language learning. It is one type of interference which consists of language transfer of one language item upon another; this can be resulted from faulty or partial learning of the target language (Richards & Schmidt, 2002). Brown (2000) explained that while interlingual errors manifest at the early stage of second language learning, the intralingual errors also manifest when learners starts to acquire certain elements of the new system. That is to say, intralingual transfer appears within learners' progress in second language learning.

Richards (1970) classifies intralingual errors into four categories namely: over-generalisation rules, ignorance of rule restrictions, incomplete application of rules, false concepts hypothesised.

2.8.2.1 Over-generalisation

It refers to how learners create deviant structures based on other structures in the target language; that is to say, learners try to generalise the target language structure they have acquired before, on a situation which seems to them similar to the previous structure, resulting in incorrect structures which David (cited in Richards 1970) describes as "overlearning" of a structure. Richards illustrates this category giving the following examples: "he come from", "he can sings", "we are hope", "it is occurs". If we take the first

example "he come from", we can notice that since the English grammatical rule state that all the pronouns take the "s" at the end of the verb except for the third person singular, hence learners tend to generalize the ending forms for all the pronouns.

2.8.2.2 Ignorance of Rule Restrictions.

It is to infringe a certain rule limitation i.e. to inappropriately apply a given rule in a context. This can be mainly shown through analogy; for instance, learners tend to misuse the prepositions that are attached specifically to some verbs, they try to use the same preposition with similar verbs which results in an analogy as it is shown in the following example: "He said to me is violated to he asked to me"; here the verb said takes the preposition "to", and since the two verbs are almost similar; thus, learners use the "to" for the verb "ask" too. Many other instances can be caused by the rote learning of the English rules Richards (1974).

2.8.2.3 Incomplete Rule Application

Richards (1974, p.177) states that this type of errors occur when the "deviant structure represents the degree of the development of the rules required to produce acceptable utterances". To illustrate this, the question statement is an appropriate example; according to Richards (1974) the statement of a question is a difficult item in terms of grammar that could never turn into a part of competence in the second language; This difficulty can be viewed in deleting one element in the series of transformations, or in adding a question word to the statement. James (1998, p.185-186) states that incomplete rule application is contrary to overgeneralization; "one might call it under-generalisation", and he explained this deviancy in the order of subject and verb written in the sentence "nobody knew where was Barbie" instead of (Barbie was). This error is the result of the learner's use of incomplete rule of interrogative information. In fact learners have succeeded applying the rule of "Wh" form but failed to invert the subject and the verb.

2.8.2.4 False Concepts Hypothesised.

False concepts hypothesised refers to errors which "derive from faulty comprehension of distinctions in the target language" Richards (1974). He further adds, "these are sometimes due to poor gradation of teaching items" (p.178). This means that errors which are resulted from learners' incorrect assumptions of new concepts acts like others. Richards (1974) exemplifies this: the form "was" may be interpreted as a mark of the past tense and the form

"is" may be interpreted as a mark of the present simple as it is clarified in the following examples: "one day it was happened", "he is speaks French". Furthermore, according to Ellis (1997) incomplete application of rules is different from false concepts hypothesised in that the former refers to the learner's failure to develop a full and complete structure while the latter occurs when learners do not acquire the complete understanding of a distinction in the target language.

2.8.3 Developmental Errors

They are errors that are resulted from Learner's hypothesis about the target language rules based on a limited background Richards (1970). He includes developmental and intralingual errors in one category under the nomination of "intralingual errors". He also states that developmental and intralingual errors are those errors that occur when learners have not realized complete and significant knowledge about the target language Richards.

2.9. Error Detection

Making any piece of academic or professional writing needs clarity which can pose many challenges to novice writers. Although, most of them are familiar with basic grammar, they find difficult to produce correct grammar and usage because many types of writing errors can be difficult to detect. James (1998) explains, "Now error detection is not as simple as you might think. People find it harder to spot error in spoken, informal language than in written, formal texts. But error detection in written texts is not always easy either" (p.91). The following section will review the most common grammatical errors followed by examples in which the first sentence (A) will be incorrect and the sentence (B) will be the correct one.

1-wrong word

Writers may sometimes use words that have the wrong meaning

A- Smoking effects negatively our health.

B- Smoking affects negatively our health.

Here the first means to accomplish something; while the second means to influence.

2- Comma splices

Comma can be used to represent a pause that would be present.

A- After workout it is important to eat carbs and protein.

B- After workout, it is important to eat carbs and protein.

3- Vague pronoun reference

A vague pronoun reference might include words such as it, that, this, and which, and can leave the reader wondering what or to whom the pronoun refers.

A- Mary's exam paper showed little revision. This lowered her grade.

B- Mary's exam paper showed little revision, and this problem lowered her grade.

C- Although the bus hit the wall, it was not damaged.

D- Although the bus hit the wall, the wall was not damaged.

4- Spelling

It is the process of presenting speech sound into writing. There are many online dictionaries and phone application that can be helpful in correcting spelling of words.

A- I sent the package by mail.

B- I sent the package by mail.

5- Capitalization

It is often comes down to mechanics. In general, proper nouns, titles of works and abbreviations are capitalized. There are many guidelines and good dictionaries that help writers to know when to capetalize.

A- our Company netflix focuses on becoming the best global entertainment distribution service.

B- Our company Netflix focuses on becoming the best global entertainment distribution service.

C-

6- Sentence fragments

Fragments are sentences that are missing subject or a verb and have no complete meaning.

A- Thomas kicks the ball. Caught by the receiving team

B- Thomas kicks the ball; then it is caught by the receiving team

2.10 Error Correction

One of the main dilemmas for language teachers when responding to their students' written utterances is error correction. Error correction is the most important and successful technique used by those teachers to effectively correct their learners' wrong writings. According to James (1998), the term error correction has been used in three senses:

- 1- **Intervention feedback:** the learners should be informed that their utterance includes an error and it should be discovered and corrected by them.
- 2- **Product enhancement:** the teacher should provide a treatment for the committed error without intending to prevent the same error reoccurrence.
- 3- **Remediation:** the learners should understand how to reject the wrong rule they used when they produced the error in order not to remake it.

However, it is always hard to know when and how to go about the error correction. For this, language researchers have identified two types of feedback which are considered as methods of written error correction.

- **Explicit Written Error Correction:**

It is referred to a "direct error correction" in which the second language teachers directly give the correct structures in order to explicitly show the linguistic forms of errors in the learners' written productions (Ferris, 2002).

Example of this: we ~~climb~~ the mountain yesterday. (Climbed)

- **Implicit Written Error Correction:**

It is where the second language teachers show that errors are made through different means such as, simple underlining, marginal description, encircling, or correction codes. The following example shows the implicit written error correction technique.

Example of this: we ~~climb~~ the mountain yesterday. (Use the past tense)

- **Error Correction Codes**

It is a type of the implicit written error correction. Hyland (1990) states that "error correction codes help L2 teachers to provide implicit feedback and decrease the negative effects of writing errors" (p. 37). This type involves providing correction codes that are symbols such as, [] for missing words, () for extra words, and it also includes abbreviations

such as, "pl" or "sing" for plural or singular in order to inform the English language learners the types of errors they made.

2.11 Grammar Teaching

Teaching is considered as an organized fundamental activity of attending to the learners' needs and transferring knowledge in a coordinate manner based on the teacher's experience and skills so the learners can learn particular things and make the change they desire to achieve their goals. A general definition of teaching was provided by Corder who explained that: "the simple term teaching is too vague in its meaning. In its popular use it refers most often to the activity of the teacher in the classroom in his interaction with his students." Corder (1975, p.11). Hereby, teaching is not clearly identified and is only considered as the usual interaction of the teacher and his/her students in the classroom. Also it is too indistinct because demonstrating the suitability of methodology over another for all teachers and all students and all settings has not been reached yet by the science of language teaching.

However, a great attention is given to grammar teaching. Grammar is considered as the central component of the language system; without knowing how grammar should be taught. It is impossible to use that language. Grammar also represents the first principle around which most language teaching methods/approaches are developed. "The teaching of grammar is intricately bound up with the teaching of meaning. It is not sufficient merely to enable learning to produce grammatical sentences; he must know when and how to use them." Corder (1975, p.335). That is to say, teaching of grammar cannot be separated from the teaching of meaning; and understanding the meaning of grammar is required to be knowledgeable of their "how" and "when" use.

2.12 The Necessity of Grammar in Language Teaching/Learning

Grammar is a necessary element of language learning/teaching. According to Greenbaum (1991, p.7), this necessity is justified by several reasons. Grammatical knowledge is necessary for recognition of grammatical structures which is often essential for punctuation, and is helpful in the interpretation of literary and non-literary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis. A study of the grammatical resources of English is useful in composition, particularly in helping the writer to evaluate the choices available to him when he comes to revise an earlier written draft. Greenbaum (1991) noted that studying grammar is rather based on a practical consideration. He explained that learning how to use a dictionary (for the pronunciation of words, for example) is less difficult for students than to refer to a grammar book. The ability to use a

grammar book requires a certain amount of grammatical knowledge, which is provided by instruction; this instruction includes learning different word classes and 51 categories and acquaintance with grammar rules. However, Keh (1991) points out that "rules-based grammar handbooks and reference books specially designed to help student writers have been criticized because the rules in the texts are clear only if known" (p.17). Accordingly, if the students do not understand the rules, they may not be able to use them "to gain the grammatical accuracy required of final-product papers" (Keh, *ibid.*: 17) Other reasons will be given about the necessity of grammar in relation to teaching/learning of the writing skill, but before reaching this point, it is necessary to examine the place of grammar in the different approaches/methods in language teaching/learning.

2.13 Types of Grammar in language Learning

Language is considered as the vehicle of our ideas and thoughts. It almost includes constructing our whole knowledge and everything we do as human beings, and grammar is the important organizing principle of language. In the process of language learning, being able to produce well-formed and correct grammar is the most creative ability we have; because what we can say or write is unlimited and in the same time is governed by a finite number of rules. Berry (2012) summarizes the major types of English grammar in the three following points:

2.13.1 Primary (Operational) vs Secondary (Analytic) Grammar

According to Berry (2012, p. 5) primary grammar comes first before a secondary grammar "secondary grammar is usually an attempt to capture the rules of primary grammar". He defined the primary grammar as it is knowing unconsciously the first language grammar while the secondary is acquiring consciously the second language grammar; but with taking into consideration that the intuition may contradict with the both types. He gave an example for this "In the past it was common for school children to be taught something about the grammar of English as their L1. On the other hand, many people learn an L2 without studying it consciously and even those who do learn it in a formal situation may acquire some primary knowledge as well as secondary" (2012, p.5).

2.13.2 Descriptive vs Prescriptive Grammar

According to Berry (2012) the descriptive grammar is a set of rules that seek to describe how language is accurately and systematically being used by its writers and speakers. It refers to an objective nonjudgmental description of the grammatical structures in the English language. Whereas, the prescriptive grammar is a set of rules based on how people think

language ought to be used and for what should not be used. He explained that in an example "...for instance the rule that you should not say: If I was rich... but instead If I were rich" (p. 5). He added "prescriptive rules offer an illusion of correctness". Thus, he advised to take into an account the language change and the stylistic variation during the English grammar learning.

2.13.3 Pedagogic vs Scientific Grammar

According to Berry (2012) the pedagogical grammar is a simplified and easily understood grammar presented to EFL students and teachers. It tends to focus on the difficulties they have with language; while, scientific grammar is more complex and extensive grammar and it tends to focus on the language as a whole. Pedagogic and scientific grammar are both types of descriptive, and secondary grammar.

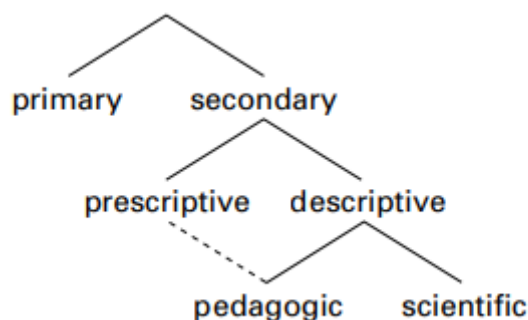


Figure 6 :The Relationship between Different Types of Grammar, Berry (2012, p. 6)

To sum up, it is very important for middle school pupils to increase the grammar knowledge to enhance their writing performance as well as for teachers to have a several strategies for teaching it.

2.14 Grammar and Good Writing

The question of whether grammar is necessary for good writing has been subject to many debates. The answer to this question depends partly on the context in which writing occurs. In an academic context, writing implies the use of Standard English and a high concern with accuracy, but from a general perspective, contrary to speaking, accuracy in writing is very important, and effective writing depends primarily on clarity and accuracy (Weigle 2002, Hyland 2003).

The role of grammar is probably one of the most controversial issues in learning to write effectively. Furthermore, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In writing grammar plays a crucial part in grasping

and expressing ideas and thoughts in a written language. For this, it is deemed to be very necessary to acquire the ability of producing an appropriate acceptable grammatical writing in the English language. Richards and Renandya (2002, p. 145) asserted that "People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained".

2.15 Grammar Importance in Relation to the Writing Skill

A piece of writing can be accepted when it respects the rules of the English linguistic system at the level of the structure in terms of coherence and cohesion, and at the level of content when interpreting this piece. Harris (1993, p.6) explained how a written piece should be organized and developed according to grammar and discourse needs: "in writing, the relationship between sentences operates at several levels. There needs to be thematic unity; there needs to be logical progression, often made clear by the use of conjunctions which express on the surface an underlying logic in preposition of the text, there needs also to be grammatical linkage between sentences called cohesive ties."

Isakson (1996) also shared the same intention of Harris. He stated that these needs effectively fulfill the communicative aspect of the written piece "a writing product fulfils its communicative intent if it is on appropriate length is logical and coherent and has a readable format. It is a pleasure to read if it is composed of well-constructed sentences and a rich variety of words that clearly conveys the author's meaning". That is to say, a good written production can be achieved by regarding these acceptance elements of grammar.

The importance of grammar depends also on the distance or closeness between the writer and the reader as "a feeling of distance will make the use of well-formed sentences in writing a priority" Harmer (2001, p.248). Therefore, the writer is obligated to try to write a clear, relevant, informative, interesting composition. The reader, on the other hand, will interpret the text with regard to the writer's supposed intention if the necessary clues are available in the text. Accordingly, the language accuracy, and the organization of ideas are all essential in the efficacy of the written text, since they involves the suitable clues for the reader interpretation Olshtain (1991).

For that reason, it is necessary to provide learners with helpful grammatical strategies that could vary their sentences in the written text. Harmer (2001) writes "The mind contains blueprints for grammatical rules"(p.69). Once these rules have been activated, the potential

for creativity in writing will be increased, giving the learners much more opportunities to increase their creativity when producing a piece of writing.

2.16 Learners' Grammar Difficulties during Writing Process

Grammar is one of the most difficult aspects of a foreign language to master. The variety in the grammar forms and usages of the English language confuses its learners. They learn new grammar rules every day but they have difficulties when applying them especially when they write. Thus, it is necessary for English learners to master grammar in order to be competent in the four language skills especially writing because incorrect use or lack of grammar understanding might hinder communication Savage (2010). Therefore, teachers should be able to identify the most common grammar problems and try to adapt their teaching. Employing the correct grammar helps English language learners to create clear, well-formed, unambiguous sentences.

Native language interference represents the major difficulty learners face in the area of learning grammar and writing. Scott and Tucker (1974 cited in Peck, 1991, p.368) consider that the most problematic areas of grammar for Arabic speaking students are verbs, prepositions, articles, and relative clauses because most students expect that the target language is similar to their mother tongue in terms of rules and structures. Richards (1981, p.401) explains that "contrary to what is often presented in popular grammar books, the progressive is not a tense (a grammatical form which depicts time) but an aspect (a grammatical form which depicts how an action unfolds)." Such distinction of the English grammatical system could not be understood easily by students because of the complexity of explaining it. Yorkey (1974 cited in Peck, 1991) gives the example of Arabic as L1 interference. He writes:

In Arabic, there is use of coordination, not subordination, in written paragraphs. A tightly organized English paragraph, with its topic sentence, controlling idea, and supporting ideas, is a manner of expression which is foreign to Arabic-speaking students, and one which they often interpret as cold and calculating. (p.367)

To overcome these difficulties, Yorkey suggests making students practice subordinate clauses (particularly adverb clauses of time and place, result, concession, cause, purpose, and condition) through writing, and identifying the various constituents of the paragraph like the topic sentence and other components Peck (1991, p.368).

To sum up, mastering grammar requires good grammatical competence and proficiency to determine appropriately when and how to use its components. Shanklin (1994, p.147) suggested that "grammatical proficiency is both an important pedagogical skill and an important part of target language proficiency". He means that the grammatical proficiency is being able to determine how acceptable and appropriate the produced writing is in regards to the grammatical elements.

Conclusion

Because of our belief that good writing would be improved through avoiding making errors and the correct use of grammar, in this chapter we displayed some theoretical backgrounds of both error and grammar. Besides, according to some language scholars, we presented how both error and grammar are classified into several types, we also stated their relation to and what roles they play in the writing process. We further explained how much they are necessary and important in enhancing the learners' writing skill.

All in all, we can say that the ultimate method to produce a good flawless writing is firstly to consider error commitment as a useful and a helpful means of improving the learners' writing, secondly, to provide learners with knowledge of the way language should be well-constructed so that when they produce short pieces of writing, they have no trouble in applying the language that they are learning.

**Chapter Three:
Data Analysis and
Interpretation**

Introduction

The present chapter is devoted to analyse the obtained data. The principle aim behind this study is to elicit answers for the raised research questions and to determine the validity of our hypotheses which aim to highlight the common grammatical errors committed by pupils at Bahri Djmouaai Middle School in order to look for appropriate strategies to remedy the situation. Therefore, we will start focusing some light on research methodology since it is the basic part of any research. Moreover, we have selected for the present work three data gathering tools that are a test, the teachers' interview, and the pupils' questionnaire. The first is to detect the different types of errors made by the pupils. The second was done with some middle school teachers of English language to get their different views and attitudes toward their pupils' errors during the writing process. The third was submitted online for the pupils to determine their attitudes towards the grammatical errors they make in their written productions.

3.1. Research Methodology: Theoretical Background

We believe that research methodology is a very important element in any study. It can be defined as specific procedures or techniques used to select, identify, and analyze information about a certain topic. "In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them" (Kumar, 2008, p. 5).

Therefore, the conceptual framework proposed by Hoadjli (2016) that is based on two other conceptual frameworks suggested by Creswell and Denscombe (2014) appears more appropriate to our research study. The major elements of this framework are research paradigm, research approach, research strategies, data collection methods, and research sampling and techniques.

3.1.1 Research Paradigm

Choosing the appropriate approach to conduct a particular research cannot be carried out randomly, yet it is based on specific assumptions and requirements. Expressly, research is considered as the cornerstone of every scientific progress. "It is the primary tool used in virtually all areas of science to expand the frontiers of knowledge" (Geofry et al., 2005, p.1) Also Fred and Perry (2005) defined the research as, "the process whereby questions are raised and answers are sought by carefully gathering, analyzing, and interpreting data" (p, 8). That is to say, research is considered as a systematic process used to answer questions seeking facts and to acquire new knowledge. (Geofry et al, 2005) also added that across all

the types of sciences, "Research can be used for the purposes of description, explanation, and prediction, all of which make important and valuable contributions to the expansion of what we know and how we live our lives" (p, 1). Besides, Khothari (2004) highlighted the main objectives of the research as follow:

1. To gain familiarity with a phenomenon or to achieve new insights into it.
2. To portray accurately the characteristics of a particular individual, situation or a group
3. To determine the frequency with which something occurs or with which it is associated with something else
4. To test a hypothesis of a causal relationship between variables (p, 2)

Moreover, research is a technique of scientific method that is based upon "one or more past scientific achievements, achievements that some particular community acknowledges for a time as supplying the foundation for its further practice" (Kuhn, 1962, as cited in William, 2015, p, 2). That is to say, scientific research is based on a set of beliefs and basic assumptions referred to as research paradigms in research methodology. The term "paradigm" is considered as a general feature that characterizes scientific research. According to Kuhn (1962, as cited in William, 2015) and Creswell (2009) there are four recurring and known research paradigms that are: post-positivism, constructivism, transformative, and pragmatic paradigms.

The post-positivism, also called as logical empirical science because it represents the thinking after positivism. Creswell (2009) provides four characteristics of this paradigm.

- 1- Determination, the post-positivism causes probably determine effects or outcomes.
- 2- Reductionism, this paradigm is intended to reduce the ideas into a small, discrete set of ideas to test the variables that comprise hypotheses and research questions.
- 3- Empirical observation, the knowledge of post-positivism is centered on careful observation and measurement of the objective reality that exists "out there" in the world.
- 4- Theory verification, in the scientific method, the accepted approach to research by post positivists, an individual begins with a theory, collects data that either supports or refutes the theory, and then makes necessary revisions before additional tests are made (p, 7).

In addition to this, the basic beliefs of the post-positivism can be sum up as it is informed, consent paradigm, it believes in justice, equal opportunities, and minimizing harm, also it respects privacy. (Donna, 2010, p.13)

The constructivist paradigm is a theory of education. The main assumptions of this paradigm are that researchers socially and individually construct knowledge for themselves by people who are active in the research process, and that the researchers should realize and comprehend consciously how does the sophisticated world works in terms of the standpoint of the people who live in it. Furthermore, the basic characteristics of the constructivist paradigm are that it is balanced, it provides presentation of views, raise participants' awareness, and combines the community rappers (Donna, 2010).

In the transformative paradigm, we need to recognize and understand the community through some sustained involvement in order to provide us with accurate information (Donna, 2009). According to Donna (2009), the main characteristics of this type of paradigm are as follow:

- 1- It places central importance on the lives and experiences of communities that are pushed to society's margins.
- 2- It analyzes asymmetric power relationships
- 3- It links results of social inquiry to action
- 4- It uses transformative theory to develop the program theory and the inquiry approach (p, 48)

That is to say, the transformative paradigm is a research framework that is established for the sake of centering the experiences of marginalized communities, encompasses the analysis of power differentials that gave rise to marginalization, and associates the research findings to actions that are proposed to reduce the differences.

With regards to the research methodology, pragmatic paradigm is considered as one of the paradigms that gives an underlying framework for mixed method researches. It is:

Part of the intent of the researchers that they will use whatever methodologies assist in obtaining the best outcome for their research hence their decision on methodological choice will stem from whatever qualitative or quantitative data and related methods of analysis (Ling and Ling, 2017, p, 32)

In this way, the pragmatic research study can be emergent and changeable, which requires more competent researchers who are able to make judgments about the whole study.

3.1.2 Research Approaches

Creswell (2009) asserted the importance of illustrating the research approaches as an effective procedures and strategies to increase the validity of academic research. He defined research approaches as they are “plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation” (Creswell, 2009, p. 3). According to him there are three research approaches which are quantitative approach, qualitative approach, and mixed method approach. In addition to that, Fred and Perry (2005) claimed that quantitative and qualitative approaches represent different ends on a continuum. Therefore, a Mixed-methods approach is created as a careful mixture to combine with the quantitative and qualitative components.

3.1.2.1 Quantitative Approach

According to Fred and Perry (2005) the quantitative approach is based on positivistic principles, they asserted that it is an empirical research where the data are in the form of numbers and it focuses on accurately measuring variables and testing hypothesis “Consequently, quantitative research is characterized by the use of numbers to represent data” (p, 75). They also added that it relies heavily on the use of statistics to make generalization from samples to populations “Quantitative research frequently uses sample strategies for generalizing findings to larger populations” (p, 75).

According to Hoadjli (2016) the main characteristics of the quantitative research are:

- 1- **Using numbers:** it is the most important feature of quantitative research. Naturally, all quantitative researches are centered on numbers.
- 2- **A prior categorization:** because the use of numbers already dominates the data collection phase, the work required to specify the categories and values needs to be done prior to the actual study
- 3- **Variables rather than cases:** quantitative researches are less interested in individuals than in the common features of groups of people. That is, quantitative research is centered on the study of variables that capture common features and which are quantified.
- 4- **Statistics and the language statistics:** this the most salient of quantitative research.
- 5- **Standardized procedures to assess objective reality:** quantitative researchers have sought to eliminate any individual-based subjectivity. The procedures were done through standardizing research to ensure that these procedures remain stable across researchers and subjects.

- 6- **Quest for generalizability and universal laws:** numbers, variables, standardized procedures, statistics and scientific reasoning are all parts of quantitative quest for fact that are generalizable (p, 32-33)

3.1.2.2 Qualitative Approach

A qualitative approach is thematic, less standardized and works with wide range of data including interviews, documents, and even images that are should be organized and analyzed. Nunan (1992) claimed that qualitative approach is characterized by verbal descriptions as its data, it works to uncover information from information-rich sample, and it involves frequencies of occurrence of participants' beliefs, opinions, attitudes and motivation and that are explored, analyzed, and interpreted by some statistical methods. Furthermore, Fred and Perry (2005) emphasize that the distinction between quantitative and qualitative research is in the general orientation underlying the study, the methods, of data collection used, the nature of the collected data, and the method of data analysis applied for data handling and getting results.

According to Creswell (2009) the characteristics of qualitative research are:

- 1- **Natural setting:** Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study.
- 2- **Researcher as key instrument:** Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants.
- 3- **Multiple sources of data:** Qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than rely on a single data source. Then the researchers review all of the data, make sense of it, and organize it into categories or themes that cut across all of the data sources.
- 4- **Inductive data analysis:** Qualitative researchers build their patterns, categories, and themes from the bottom up, by organizing the data into increasingly more abstract units of information.
- 5- **Participants' meanings:** In the entire qualitative research process, the researcher keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or writers express in the literature.
- 6- **Emergent design:** The research process for qualitative researchers is emergent. This means that the initial plan for research cannot be Designing Research tightly

prescribed, and all phases of the process may change or shift after the researcher enters the field and begins to collect data.

- 7- **Theoretical lens:** Qualitative researchers often use lens to view their studies, such as the concept of culture, central to ethnography, or gendered, racial, or class differences from the theoretical orientations.
- 8- **Interpretive qualitative research:** It is a form of interpretive inquiry in which researchers make an interpretation of what they see, hear, and understand. Their interpretations cannot be separated from their own backgrounds, history, contexts, and prior understandings. After a research report is issued, the readers make an interpretation as well as the participants, offering yet other interpretations of the study. (p, 175-176)

Thus the difference between the quantitative and qualitative approaches can be summarized as follow:

- 1- Quantitative research is associated with large-scale studies; qualitative research is associated with small-scale studies.
- 2- Quantitative research uses numbers to represent its data; qualitative research uses verbal descriptions and visual images to represent its data.
- 3- Quantitative research is related to the researcher objectivity; qualitative research is related to the researcher as he is the main measurement device.
- 4- Quantitative research involves analyzing specific variables; qualitative research involves holistic, systematic, encompassing, and integrated perspective.
- 5- Quantitative research tends to analyze data after collecting them; qualitative research tends to analyze data during collecting them with interpretations constrained by theoretical interests.

3.1.2.3 Mixed-Methods Approach

It refers to an emergent methodology of research mixing and combining the quantitative and qualitative data analysis within one maintained strategy of inquiry. The basic premise of this approach is to use the data in a complete and an integrated manner. Creswell (2009) defined mixed-method approach as “an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study” (p. 4). Researchers may use a mixed-methods approach because they believe that it the suitable research methodology and an ideal technique wherein quantitative and qualitative methods

are mixed since such combination can help to assess complex interventions to provide better understanding of the research problems.

According to Hoadjli (2016) the major characteristics of the mixed method approach are:

- 1- **Expanding the understanding of a complex issue:** A mixed-methods approach would broaden the scope of the investigation and enrich the researchers' ability to draw conclusions about the problem under study.
- 2- **Corroborating findings through “triangulation”:** The use of different data sources, investigators, theories, or research methods generates multiple perspectives on a phenomenon. Such an effective strategy ensures research validity.
- 3- **Reaching multiple audiences:** Because of the combination of the methods in mixed-methods research, the final results can be more palatable for certain audiences than outcomes of a monomethod study (p, 35)

3.1.3 Research Design / Strategy

The main purpose of the research study is to create reliable and useful knowledge based on logical arguments and evidences. Therefore, conducting a research study requires some strategies to present and to structure the arguments and the evidences in a clear organized way by the researcher so that he can review them and determine whether they raise the standards of academic research or not. According to Denscombe (2014) “A strategy is a plan of action designed to achieve a specific goal” (p, 3). In the same sense, Creswell (2009) said that the research strategies “are types of qualitative, quantitative, and mixed methods designs or models that provide specific direction for procedures in a research design.” (p, 11).

Hoadjli (2016, p, 37) argues that a researcher must consider three main questions when choosing the research strategy. First, “is it suitable?” This means that strategies can only be judged based on how useful and appropriate they are to help the researcher to find an answer to the research question under consideration. Second, “is it feasible?” Which means a researcher must also take into consideration certain practical standpoints of conducting research. The researcher needs to have access to data sources, deadlines or time constraints, and the audience for the research and the particular research community within which the researcher is working. Finally, “Is it ethical?” That is to say, a researcher must take into account the possible effects on the research participants by avoiding any strategy that can be harmful to them.

3.1.3.1 Quantitative Strategies

The main focus of quantitative research strategies is on two commonly used ones which are surveys and experiments, where it is recommended to answer the research questions and hypotheses through investigating the relationship between variables.

- **Surveys**

According to Creswell (2009), “a survey strategy provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” (p. 12). That is to say, a survey is a study frequently used by the researcher for gathering basic data about large groups of people including their attitudes, opinions, and motives. Then, the researcher generalizes results from a sample to a population.

- **Experiments**

An experiment is “to isolate individual factors and observe their effects in details. The purpose is to find out new relationships and properties associated with the subject being integrated, or to test the existing theories” (Denscombe as cited in Hoadjli, 2016). According to Creswell (2009), “experimental research seeks to determine if a specific treatment influences an outcome” (p, 12). Experiments include true experiments, with the random assignment of subjects to treatment conditions which is almost impossible to be applied for pupils, and quasi-experiments that use nonrandomized designs. In other words, the main focus of an experimental design is to test the impact of a treatment on an outcome by dividing people to two groups; then, separating one group from another to determine how both groups scored on an outcome.

3.1.3.2 Qualitative Strategies

Qualitative research involves wide range of interconnected strategies by which the researcher can study things in their natural settings and attempts to interpret phenomena in terms of the peoples' opinions, experiences, and feeling to produce subjective data. Creswell (2009) presents some of the commonly used qualitative research strategies which are ethnography, grounded theory, case studies, phenomenological research, and narrative research.

- **Ethnography**

Ethnography is a research strategy “in which the researcher studies an intact cultural group in a natural setting over a prolonged period of time by collecting, primarily, observational and interview data” (p, 13). Another definition was given by Bryman (2016) it is a strategy of inquiry “in which the researcher is immersed in a social setting for some

time in order to observe and listen with a view to gaining an appreciation of the culture of a social group" (p, 377). In other words, it provides detailed scientific descriptions of lives and cultures of people.

- **Grounded Theory**

Grounded theory is "a research strategy that emphasizes the importance of empirical fieldwork and the need to link any explanations very closely to what happens in practical situations in the real world" (Hoadjli, 2016, p, 41). That is to say, it is a systematic methodology which enables the researcher to develop a theory which offers an explanation about the main concern of the population of his fixed area and how that concern is processed. Creswell (2009) states two primary characteristics of this design which are "the constant comparison of data with emerging categories, and theoretical sampling of different groups to maximize the similarities and the differences of information" (p, 13).

- **Case Studies**

It is defined as "a strategy of inquiry of which the researcher explores in-depth one- or more individual programs, or processes, or event, or activity" (Creswell, 2009, p.20). Cohen (2007) claimed that case studies strategy "provides a unique example of actual people in actual situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles" (Cohen et al., 2007, p, 253). Thus, "The main benefit of a case study then is that the form is one or few instances that usually allow the researcher to deal with the subtleties and intricacies of complex, social situations (Hoadjli, 2015, cited in Hoadjli, 2016, p, 38)

- **Phenomenological Research**

Phenomenology is also a qualitative research strategy commonly used by researchers "in which the researcher identifies the essence of human experiences about a phenomenon as described by participants." (Creswell, 2009, p, 13). Its main concerns are explaining and describing human experiences. Hence, phenomenology deals with:

- People's perceptions of meaning;
- People's attitudes and beliefs; and
- People's feelings and emotions. (Hoadjli, 2016, p, 40).

- **Narrative Research**

Another qualitative approach research strategy is the narrative research. It is “a strategy of inquiry in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives.” (Creswell, 2009, p, 13). We can say that it is the representation of a series of combined views from the participant's life with those of the researcher's life in a collaborative narrative which are meaningfully connected.

3.1.3.3 A Mixed-Methods Strategy

Another emergent methodology strategy is called the mixed-methods. It “involves crossing the boundaries of conventional paradigms of research by deliberately combining methods drawn from different traditions with different underlying assumptions. At its simplest, a mixed-methods research strategy uses both qualitative and quantitative methods” (Hoadjli, 2016, p. 42). There are several typologies for classifying and identifying types of mixed-methods strategies. For instance, Creswell (2009) presented three basic mixed methods designs which are as follows:

- Convergent parallel mixed methods design;
- Explanatory sequential mixed methods design; and
- Exploratory sequential mixed methods design.

3.1.4 Data Collection Methods

No research can be undertaken without data; they help the researcher to answer the research questions to achieve the research objectives. Besides, the data's quality, quantity, efficiency, and appropriateness play great role in determining the quality of the research. (Manohar, 2004) Thus, the researcher needs to employ the most appropriate research methods that are essential instruments used to gather the needed data. The research methods are “a set of procedures that are intentional and planned for the purpose of collecting a certain type and number of data 54 sources that will be used to address a research question” (Watkins & Gioia, 2015, p, 46). In regards to social researcher, he allowed to use four main methods of data collection, which are questionnaires, interviews, observation and documents. According to Denscombe (2014), these instruments help the researcher to obtain:

- A clearer picture of things,
- an accurate measurement of things, and

- facts and evidence about the subject matter. (p, 163)

Manohar (2004) asserts that when selecting a specific research method, the researcher has to take into account several points such as “the nature of the research problem, cost in terms of time and money and availability of data and access to it” (p, 1).

3.1.4.1 Quantitative Data Collection Methods

The researcher can use two major data collection methods which are tests and structured questionnaires.

- **Tests**

According to Cohen (2007) tests are very effective data collection method which is used to collect numerical data rather than verbal ones. He stated that the main purposes of using tests are: “to diagnose a student’s strengths, weaknesses and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a programme” (p, 418). He also added that there are three types of tests: formative testing, diagnostic testing, and summative testing.

1- Formative testing: is undertaken during a programme, and is designed to monitor students’ progress during that programme, to measure achievement of sections of the programme, and to diagnose strengths and weaknesses.

2- Diagnostic testing: is an in-depth test to discover particular strengths, weaknesses and difficulties that a student is experiencing, and is designed to expose causes and specific areas of weakness or strength.

3- Summative testing: is the test given at the end of the programme, and is designed to measure achievement, outcomes, or mastery. (Cohen et al, 2007, p, 419).

- **Structured Questionnaires**

According to Manohar (2004) questionnaire is “a document consisting of closed and/ or open-structured questions covering research objectives, questions and variables” (p, 21). These structured questions are presented with the same wording and in the same order to all respondents. Broadly speaking, according to Dornyei (2007) questionnaires can insert three types of data about the respondent: factual, behavioral, and attitudinal.

1- Factual questions: are used to find out about who the respondents are. They typically cover demographic characteristics (e. g., age, gender, and race).

2- Behavioral questions: are used to find out what the respondents are doing or have done in the past. They typically ask about people's actions, life-styles, habits, and personal history

3- Attitudinal questions: are used to find out what people think. This is a broad category that concerns attitudes, opinions, beliefs, interests, and values (p, 8).

3.1.4.2 Qualitative Data Collection Methods

In qualitative studies, the researcher uses four major types of data collection methods that are observation, interviews, questionnaires, and focus group.

1- Observation: is that procedure that gives the researcher the opportunity to collect live data from naturally occurring social situations. "The researcher can look directly at what is taking place in situ rather than relying on second-hand accounts". (Cohen et al, 2007, p, 396)

2- Questionnaires: are one of the most common methods of data collection in second qualitative researches. The main strength of questionnaires is due to the fact that "they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable." (Dornyei, 2007, p, 3)

3- Interviews: Like questionnaire, interview is another very popular data collection method. "In interview method, two persons (the interviewer- the respondent) directly (face-to- face) or indirectly (over telephone) purposefully interact, the interviewer asks questions and the respondents provides responses" (Manohar, 2004, p, 29).

However we should be aware of the differences between the interview and the questionnaire. The questionnaire is self-administered and filled by the respondent, whereas the interview is filled by the interviewer by asking questions to and writing the responses of the respondent. Also, the questionnaire includes instructions that are all referred to the respondent, while in the interview, there are some instructions refer to the interviewer. (Cohen, 2007).

4- Focus group: Focus group is widely used data collection method which allows gathering information about the participants' insights about a certain topic. According to

Hoadjli (2016) a focus group “is a research method used to collect data through a group interaction on a topic determined in advance by a researcher” (p, 46). This data collection method is based on “the collective experience of group brainstorming, that is, participants thinking together, inspiring and challenging each other, and reacting to the emerging issues and points” (Dörnyei, 2007, p, 144). Therefore, to reach such effective interaction it depends on the valuable defined objectives and the preparation done prior to conducting the focus group.

3.1.4.3 Mixed-Methods Data Collection Methods

The mixed-methods research is centered on gathering both quantitative and qualitative data. This requires the use of both quantitative and qualitative data collection methods, such as: tests, questionnaires, observations, interviews, and focus groups. Creswell (2009) reports that there are several affecting aspects that the researcher should take into account after selecting the needed data collection methods in the mixed method research. These aspects are the size of the sample, the scope of the study, the support and participation of units, resources, time, and previous studies methods. This will enable the researcher to well choose the suitable data methods that will help him in effectively conducting his study.

3.1.5 Sampling

“The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted” (Cohen et al; 2007, p, 100). Due to the difficulty the researcher faces when obtaining information from the whole population, s/he needs to gather data from a finite part of the larger population. This part or rather this smaller group of population is called the sample.

According to Kothari (2004), sampling can be defined as “the selection of some part of an aggregate or totality on the basis of which a judgement or inference about the aggregate or totality is made” (p, 152). In other words, it is a procedure of gaining information about a whole population by dealing only with a part of it. Thus, “sampling consists of selecting some part of a population to observe so that one may estimate something about the whole population” (Thompson, 2012, p, 1).

There are two main methods of sampling which are probability and nonprobability sampling. The difference between them is this: in a probability sample every item of the population being chosen for the sample are known and has an equal chance of being included

in the sample, whereas in a nonprobability sample the items of the wider population are unknown and selected based on their availability because of the researcher personal judgment about the sample size, representativeness and parameters of the sample, access to the sample, and the sampling strategy to be used. As a result, some items of the population will be definitely excluded. (Cohen et al, 2007)

Kothari (2004) emphasizes the need for sampling as follow:

- 1- Sampling can save time and money.
- 2- Sampling may enable more accurate measurements for a sample study is generally conducted by trained and experienced investigators.
- 3- Sampling remains the only way when population contains infinitely many members.
- 4- Sampling remains the only choice when a test involves the destruction of the item under study.
- 5- Sampling usually enables to estimate the sampling errors and, thus, assists in obtaining information concerning some characteristic of the population (p.122)

3.2. Research Methodology for this Dissertation: Procedures

3.2.1 The Research Approach

In our research, we opted the qualitative approach to describe facts and observe real situation to detect and analyze grammatical errors made in the fourth year middle school pupils' written productions. It also seeks to explore the participants' attitudes towards the grammatical aspects in the writing performance. Besides, we used the qualitative approach because it is thought to be most appropriate to answer our research questions, and because it offers the appropriate data collection methods that serves the nature of our study.

3.2.2 Research Design / Strategy

As we mentioned before, the main purpose of the research study is to create reliable and useful knowledge based on logical arguments and evidences, and a strategy is a plan of action designed to achieve a specific goal. Therefore, in conducting this research we used the mixed methods strategies because we believe it will be successful in achieving the aims of our research as it will offer suitable kinds of data that will help us answering the present research questions. A case study is the strategy of inquiry that will enable us to study the group of participants in action and in a limited context.

3.2.3 Sample of the Study

In this study, the researcher selected the fourth year pupils (4AM) of Bahri Dj mouai Middle school to participate in this research; our sample involved 27 pupils. They were 13 males and 14 females. Both the questionnaire and the test were accomplished online. We have chosen these pupils because they learnt English for three years in Middle school, also because they are the only ones who the researcher could have been contacted due to the circumstances that our county passes through.

3.2.4 Data Gathering Methods

In any research, the data collections methods represent a very significant part. Thus, the principle aim behind our present research is to detect and analyze grammatical errors made by the pupils to look for strategies to enhance the quality of their written performance. Moreover, we selected three data collection tools which are an interview for the middle school teachers, a questionnaire for the fourth year pupils to collect the necessary information, and a test about writing 10 lines written production about a topic related to sequence two of the fourth year grammar syllabus.

In the interview, we obtained data from the participant teachers about the grammatical errors to get their different views and attitudes toward them. It was accomplished on messenger and on the phone with some of Zribet El- Oued teachers of English whom we could have been contacted. We used also an online questionnaire for fourth year pupils. The first version of the questionnaire was in a printed form and written in the English language and translated to Arabic to facilitate for the pupils the process of answering. But due to the earlier sudden holiday that was given to the pupils, we made the questionnaire online and written in the Arabic language. Furthermore, in order to accomplish our research, the pupils were asked to write 10 lines written production as a test which was supposed to be accomplished within the classroom to determine and to detect the types of the errors they made. By this way we could obtain sufficient data and information that help us complete our study. Also, we took into consideration the teachers' and the pupils' comments and suggestions about how to improve the writing performance and to find solutions for minimizing the number of grammar errors made in the written productions.

3.2.4.1 Teachers' Interview

The principal aim behind the use of this data collection tool is to get the different views and attitudes of middle school teachers of English language toward their pupils' writing performance.

- **Description of the Teachers' interview**

This interview is based on what was dealt within the theoretical part of this research. The interview is designed for middle school teachers precisely who teach fourth year classes. It was made with 13 teachers who were chosen randomly from different middle schools from Zribet El-Oued. They collaborated through their answering the questions, commenting, and giving suggestions. The questions in this interview are either closed questions for which teachers required to give "yes" or "no" answers ,or to choose the appropriate answer from different given options ; or the questions are closed-ended questions; furthermore, the closed-ended questions used to ask the teachers to choose from predetermined answers ; in addition to this type of questions, the questions which take the form of "justify your answer" or "justify please" are made by the researcher for the sake of obtaining much clear responses, also to prevent ambiguity. The teachers' interview consists of fifteen (15) questions which either directly or indirectly related to the research.

- **Administration and Aim of the Teachers' interview**

As mentioned previously, this interview was done with some middle school teachers who teach English language in Zribet El-Oued from different middle schools; precisely those who teach fourth year classes. This interview was accomplished on the phone with three teachers that taught researcher in the middle school, and on messenger with the remain ones. Eventually, we collected several information which were most clear and complete and which we thought that they may be valuable data and may serve our study. The general aim behind this interview is to use the teachers' answers to help us obtain the teachers' attitude toward their pupils' writing performance and toward the difficulties their pupils face in written productions, precisely in the grammatical aspects.

3.2.4.2 Pupils' questionnaire

- **Aims of pupils' questionnaire**

The principal aim behind the use of this data collection tool is to get the different views and attitudes of fourth-year middle school pupils towards the writing skill and the use of the grammar aspects; also it is aimed to find out which grammatical difficulties they encounter during their writing. It attempts also to investigate which strategies are used by their teacher in enhancing their writing performance and improving their use of grammar aspects.

- **Description of the pupils' questionnaire**

This questionnaire is designed for fourth year middle school pupils. It was made online with 27 pupils who were chosen randomly from a list given from the teacher who would have supervised me during my training at Bahri Djimouai Middle School in Zribet El-Oued. The pupils collaborated through answering the current questionnaire which contains 23 questions divided into three main sections. This questionnaire encompasses a mix of close-ended questions where the pupils just tick yes/no, or to choose the appropriate answer from different given options, and also open-ended questions to let pupils justify answers

Section one: Personal profile

This section contains five questions. Pupils were asked to specify their gender (male/female). The second question was about whether the pupils like studying English or not (from one year to four years). The third question was asked to the pupils to determine their level in English. Moreover, the fourth question and the fifth question were asked to them to have general view of which skill they practice more in the class and at home.

Section two: Learning writing

This section investigates the attitudes of the participant pupils toward learning the writing skill; it is composed of ten (10) questions. These questions are mixed between multiple choice questions and yes/no questions. Question (1) was about whether it is easy for them to express their ideas in English or not. Question (2) investigates how they consider the English writing skill. In addition, question (3) is about whether they do encounter any difficulties during writing or not. Moreover, question (4) is about whether they use what they have learned in terms of English proprieties during writing. Furthermore, question (5) is about what elements they focus on more during writing. The question (6) was asked to them to know whether they interfere Arabic whenever they write or not. Question (7) is to investigate their opinion towards the time devoted for the writing skill. Then, question (8) is about their preferred writing style. Also, question (9) is about the helpful way in detecting errors. Finally, question (10) was asked to the pupils to investigate their teacher's main focus when correcting their pieces of writing.

Section three: Learning Grammar

This section contains 8 questions to see the pupils' attitude towards learning grammar. These questions are varied between Yes/No and multiple choice questions. Also we spotlight on some grammatical difficulties of pupils when writing in the process of learning English. In question (5) they are required to answer grammar difficulties they encounter during their

writing. Later in question (6) pupils are asked to tell how have they been taught English grammar. The next question (7) was about their preferable method in learning grammar. In the last question in this section, participants are asked to tell how they prefer to improve their level in grammar and writing.

- **Administration of pupils' questionnaire**

This pupils' questionnaire was accomplished online with 27 fourth year pupils who study at Bahri Dj mouai Middle school in Zribet El-Oued (Biskra). We translated the questions to Arabic language to let the pupils answer all the questions. It took a week for us to get all of the 27 answers to the questionnaire. Finally, it was quite clear and all the pupils answered that questionnaire.

3.2.4.3 The pupils' test

- **Aims of pupils' test**

This data collection tool aims to investigate the errors made in 27 paragraphs written by 27 participants (fourth year middle school pupils) in order to find out the different types of errors in the English writings of fourth year middle school pupils at Bahri Dj mouai Middle School in Zribet El-Oued. We followed Corder (1967, cited in Peter, (2013) procedural analysis of errors in which the researcher selects a corpus of language followed by the description and then the analysis and the explanation of the errors. This study aims to describe and to analyze the errors made in written productions of 27 fourth year pupils of Bahri Dj mouai Middle School in Zribet El-Oued.

- **Description of the pupils' test**

The test is designed for fourth year middle school pupils. It was made online with 27 pupils who were chosen randomly from a list given from the teacher who would have supervised me during my training at Bahri Dj mouai Middle School in Zribet El-Oued. The pupils collaborated through writing short paragraphs. All the 27 participants were required to write about the following topic: you used to do many interesting things and maybe funny things when you were a kid. Write a short paragraph approximately in 100 words in which you speak about your childhood memories. The topic is related to sequence 2 of their second semester grammar syllabus. The participants sent to us their written productions in Messenger, we printed the copies and corrected them.

3.2.5 The Study Population and Sample

The population in this study comprised all males and females fourth year pupils for the academic year 2019/2020 in Bahri Dj mouai Middle School. Moreover, this sample consisted

of 27 fourth year pupils in Bahri Dj mouai Middle School during the second semester of the academic year 2019/2020. The selected participants are between 13 males and 14 females. The participants in the present study had experienced 3 years of English study. Because of the current bad situation that the whole world and our country pass through, we have accomplished this operation online. The participants had been contacted by the researcher in Messenger to give them instructions to accomplish the written task.

3.2.6 Piloting and validation

In order to develop and to test the adequacy and the feasibility of the research data collection tools, also to increase their reliability, validity and practicability, the piloting process should be undertaken. That is, piloting is a crucial element that can provide valuable insights for the researcher to make a good study. Collecting preliminary data and the needed sources for the study, developing and checking the comprehensibility of the questions and the content of the tools used, eliminating any ambiguities or difficulties in wording, and gaining feedback on the appearance of all the three data collections tools used are the main reasons for conducting the piloting process. Besides, the piloting process was carried out few days before administering the interview, questionnaire, and the test to the participants.

In the piloting stage, the preliminary interview was made on phone with two previous teachers of the researcher to discuss its questions. The questionnaire content was discussed on messenger with three pupils who were chosen randomly from our population. The test was discussed with four teachers about its reliability and its association with the second term grammar syllabus and with five pupils about the accessibility of the test. It took about one hour and a half with each teacher to discuss the interview and the test content. The pupils took about 15 to 20 minutes to answer all the questions of the questionnaire and to give their opinions about the test. They all agreed on the clarity of the questions, and some teachers provide us with valuable and worthy pieces of advice for an effective and attractive layout. It is important to note that all the three tools were made and administered online to the participants and to the supervisor.

3.3 Data collection analysis

3.3.1 Analysis of the Teachers' interview

Item 1. Would you specify your educational degree, please?

Table 3. Teachers' educational degree

Option	Participants	Percentage
a. BA (License)	10	76.92%
b. MA (Magister/Master)	3	23.08%
c. Doctorate	0	0%
d. Other	0	0%
Total	13	100%

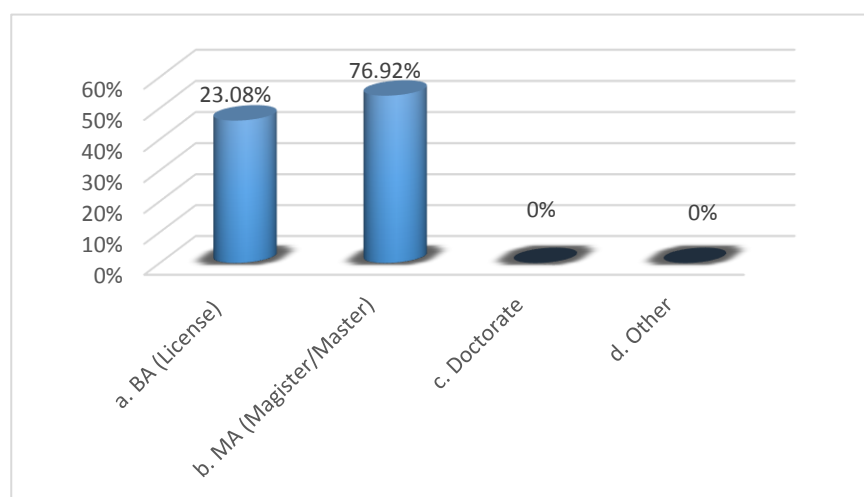


Figure7. Teachers' educational degree

This question is intended to seek information about what educational degree each teacher obtained. An analysis of the results above indicates that 76.92% of the teachers have only license diploma. While the rest 23.08% said that they are master graduates. The largest number of license graduates which is 10 (76.92%) is due to our country's ministerial instruction of 2011 that stated that master graduates are not allowed to participate in middle school educational competitions. Those 3 master graduates teachers stated that although they were allowed to teach in secondary school before issuing that ministerial instruction, they choose to teach in middle school, because they believe that the middle educational level is a critical transition for pupils, and in this level pupils need to build the correct basis of the English language in order to avoid future problems of English performance.

Item 2. How long have you been teaching in middle school?

Table 3. Period of teaching English in middle school

Period	Participants	Percentage
a. 1-5 years	8	61.54%
b. More than 5 years	5	38.46%
Total	13	100%

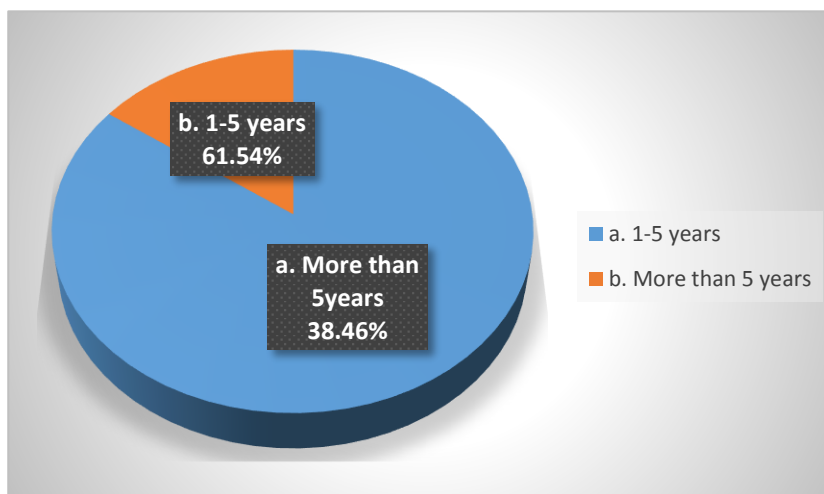


Figure 8. Period of teaching English in middle school

This item describes the results of the length of the participants teaching experience. The largest number of teachers which is 8 (61.54 %) have 5 or less than 5 years of teaching in middle school, while the rest 5 (38.46) teachers taught for more than 5 years; three of them are master graduates, when the rest two teachers are license graduates. So, this item helped in confirming the results of the previous one. The lack of the participants teaching experience may affect their pupils' learning English and precisely their pupils' written performance.

Item 3. According to you, effective writing:

Table 5. Characteristics of effective writing according to the teachers

Option	Participants	Percentage
a. Has a clearly defined purpose.	0	0%
b. Makes a definite point.	0	0%
c. Supports that point with specific information.	0	0%
d. Includes information that is clearly connected and arranged.	1	8%
e. Includes appropriate words	0	0%
f. Is composed of sentences that are concise, emphatic, and correct	0	0%
g. All of them	9	68%
a+c+e	1	8%
a+d+e	1	8%
a+d+f	1	8%
Total	13	100%

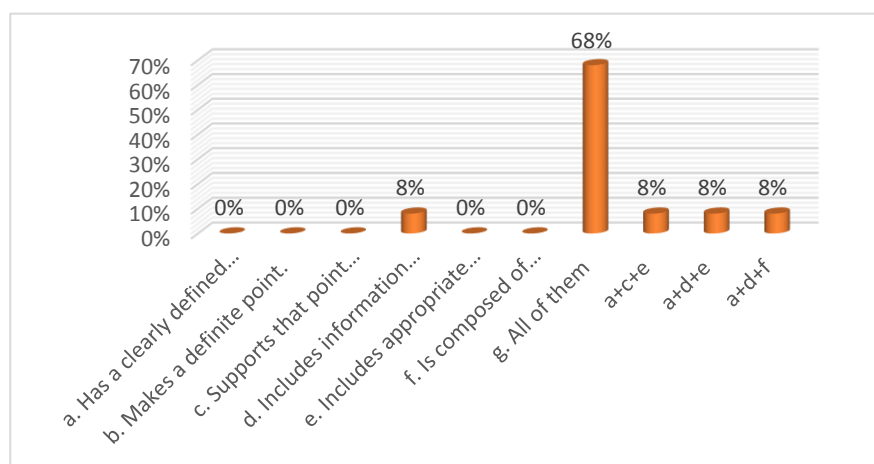


Figure 9. Characteristics effective writing according to the teachers

This item shows what characterizes effective writing according to the participant teachers. Our goal was to discover which feature the teachers see it necessary for writing. As it is showed above the highest percentage of teachers 68 % stated that effective writing has a clearly defined purpose, makes a definite point, supports that point with specific information, includes information that is clearly connected and arranged, includes appropriate words, and it is composed of sentences that are concise, emphatic, and correct. While other teachers stated that also respecting the logical order is an important feature of writing, and whenever they assign their pupils to write something they always give them a specific situation in which they show, through their written productions, that they are

able to apply all what have been learned in relation to that situation and this covers all the grammatical rules, vocabulary and the way of connecting their ideas.

Item 4. According to you, teaching writing is:

Table 6. The difficulty of teaching writing according to teachers

Option	Participants	Percentage
a. An easy task	0	0%
b. A hard task	13	100%
Total	13	100%



Figure 10. The difficulty of teaching writing according to teachers

Teachers were asked this question in order to identify the difficulty of teaching the writing skill. The findings indicate that 100% of teachers are assumed of the difficulty of teaching writing. They justified that saying: first, the teacher should have the appropriate method to teach his/her pupils good writing, and this latter requires time and practice to be improved. Also, it is a hard task because most of the learners have difficulties in English, eg: when they write they think in Arabic.

In addition to this, in writing, learners reinvest all the resources of the sequence (linguistic points and vocabulary items) and it is a matter of dealing with linguistic background, grammar, and the ability to think critically. Moreover, other teachers explained why teaching writing is a hard task. First, because writing is a productive skill which means it is a skill with which learners convey their ideas unlike the receptive skills in which learners are supposed to receive ideas. When learners listen to or read something,

they may be able to get the general idea of it even if they don't understand certain vocabularies or they don't know how certain grammatical rules was structured, however, when they want to shape their ideas into a writing piece this is a very challenging task for them because they need to use the appropriate vocabularies and the correct grammatical rules to appropriately communicate their ideas with whoever is going to read their written productions. Moreover, teaching writing is an extremely challenging task for teachers as well who are supposed to teach their learners not to focus on the structure only but also on the meaning of what they are writing. So, what makes teaching writing challenging is that it is both coherence and cohesion. Additionally, all teachers are completely aware that their learners are going to be tested based on what they write on tests and exams so this skill must be taught.

Item 5. Would you specify to what extent are you satisfied with the content is being taught to middle school pupils?

Table 7. Teachers' degree of satisfaction with the content being taught in middle school

Option	Participants	Percentage
a. Very satisfied	2	15%
b. Somehow satisfied	10	77%
c. Not satisfied at all	1	8%
Total	13	100%

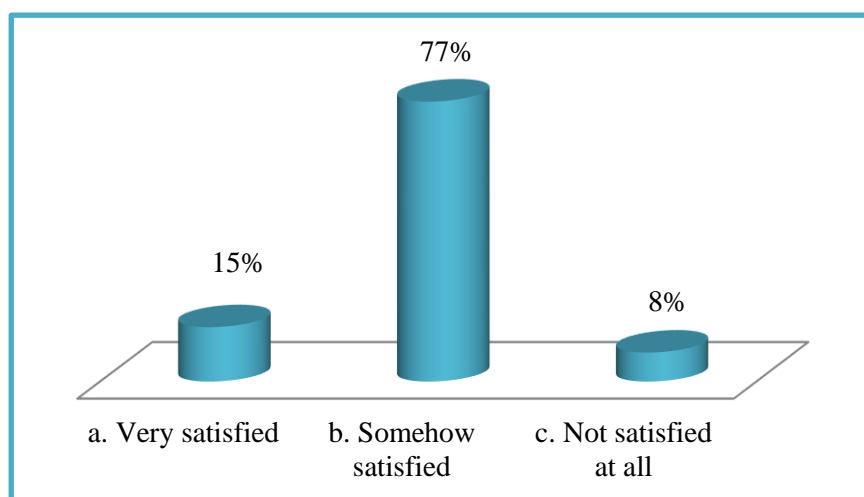


Figure 11. Teachers' degree of satisfaction with the content being taught in middle school

The results of the graphs demonstrate that 77% of the participant teachers are somehow satisfied, and 15% are very satisfied with the content being taught in middle school. They find it a clear and accurate system of knowledge, abilities and skills, convictions, attitudes, behaviors, etc that the pupils must acquire in the educational process. This is because pupils are able to reinvest the techniques of writing that they have gradually and sequentially taught to produce at least small paragraphs introducing themselves, their families, describe themselves and their environment. On the other hand, only 8% of teachers are not satisfied at all. They said that their pupils are going to pass the final Exam BEM and they aren't yet able to write a correct sentence; most of them are weak and have lack of vocabularies and they don't master or know about the grammar points. It's not their fault though it's an accumulation of many issues such as the ineffective content. They stated that it is not possible for the educational content being taught in middle school to fully adopt the knowledge necessary to achieve educational goals and taking into account the conditions affecting the educational process.

Item 7. How do you evaluate your pupils' writing performance?

Table 8. Teachers' evaluation of their pupils' writing performance

Option	Participants	Percentage
a. Poor - They definitely need some help	4	31%
b. Acceptable - but I know they could improve	7	54%
c. Good - They could improve with some advanced tips	2	15%
d. Excellent - I do not think they could improve much	0	0%
Total	13	100%

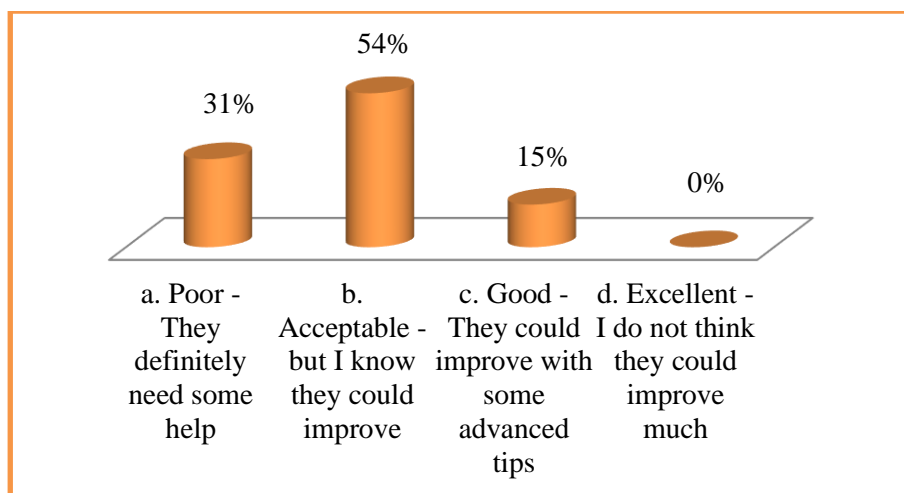


Figure 12. Teachers' evaluation of their pupils' writing performance

As we can see from the graphs above, there is a clear and noticeable different between how the participants see the level of their pupils' writing performance. We notice that the majority of the participants 57% agree that their pupils' writing performance is acceptable and can be improved. 31% of participants said that it is poor and it needs more effort to be improved; also, 15% stated that it is good and the pupils need some advanced tips so they can improve it. On the other hand, no participant mentions that the writing performance of their pupils is excellent.

Item 8. What are the most difficult writing aspects for your pupils?

Based on what did the teachers answer me, they all agree on that grammar with all its properties is considered as a challenging task for their pupils. They make errors in writing coherent organized sentences, the mix between tenses, connecting ideas, grammar rules, punctuations, the transfer of French and Arabic, vocabularies, spelling...etc

Item 9. How do you consider the role of grammar in producing any piece of writing?

Table 9. Teachers' consideration of the role of grammar in producing any piece of writing

Option	Participants	Percentage
a. Very important	10	77%
b. Somehow important	3	23%
c. Not important at all	0	0%
Total	13	100%

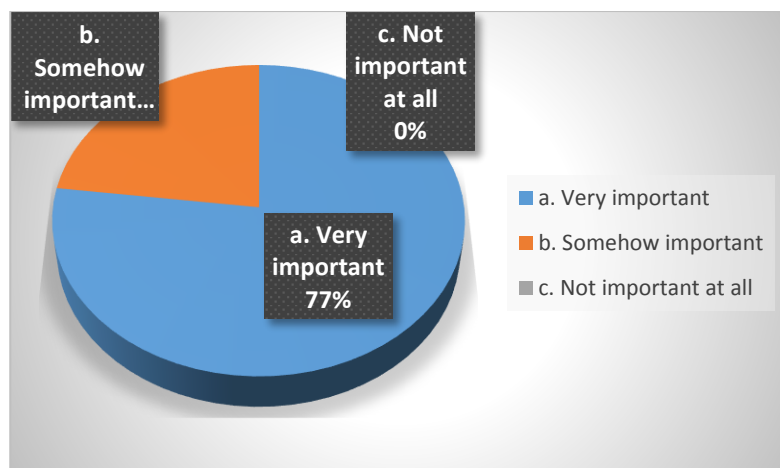


Figure 13. Teachers' consideration of the role of grammar in producing any piece of writing

Relying on the results shown in the graphs above, we can notice that no one of the participants finds grammar unimportant, 77% of them see it very important and they justified that saying because grammar is the mechanism of any language, it provides information that helps the pupils' comprehension, and it conveys precise meaning of what have been written. They said that obviously there are many contexts in which we can understand the meaning even if there are grammar mistakes, but there are certain grammar details, if they are wrong, they can change the whole meaning.

In addition to this, they believe that because the pupils are non-native speakers, grammar is important to them to facilitate their English learning. Moreover, they argue that grammar is vital in writing and it is as important as any other aspect. And above all, middle school learners' written productions are going to be scored/ valued based on certain criterion among which: relevance, organization and linguistic resources. So, middle school teachers should give importance to grammar when correcting their learners' written productions but at the same time they do not neglect the meaning. So, any effort from the part of the learners is not going to be in vain. The rest 23% of participant teachers see it somehow important, and they should not be too extreme about it because in their opinions, the main purpose of learning English is to communicate and they do not mind small grammar mistakes that do not hinder the understanding of the written piece.

Item 10. According to you, Grammar is

Table 10. Definition of grammar according to the teachers

Option	Participants	Percentage
a. A framework for the rest of the language – a basic system to build everything else on	0	0%
b. The building blocks of language which are combined to form a whole	1	8%
c. An equal pillar in supporting language proficiency. (Other pillars could be knowledge about vocabulary, pronunciation, appropriacy or culture etc.)	6	46%
d. All of them	6	46%
Total	13	100%

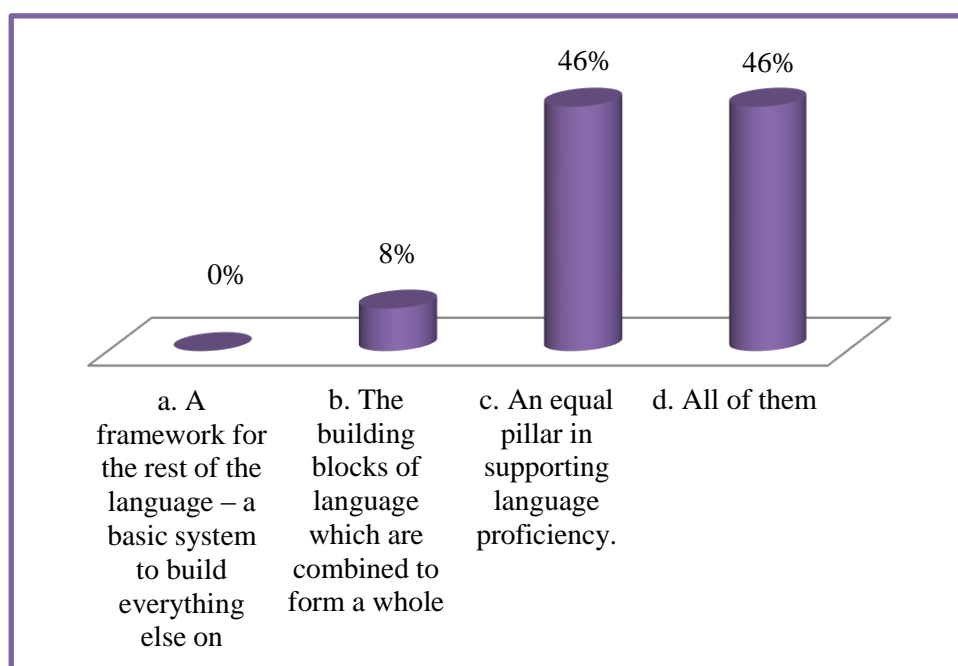


Figure 14. Definition of grammar according to the teachers

Based on the data stated above, 6 participants with the percentage of 46% agree that grammar is defined as all the definitions mentioned in the table above; besides, 46% agreed that grammar is just an equal pillar in supporting language proficiency. Moreover, 8% of

teachers said that grammar is just the building blocks of language which are combined to form a whole.

Item 11. Which of the following grammatical aspects your pupils are weak in and affect their written productions?

Table 11. Middle school pupils' grammatical difficulties

Option	Participants	Percentage
a. The use of tenses	0	0%
b. Sentence structure	0	0%
c. The use of different types of phrases and sentences	0	0%
d. The use of articles and prepositions	0	0%
e. The use of plural markers	0	0%
f. The use of adverbs instead of adjectives	0	0%
g. All of them	13	100%
h. More than one answer	0	0%
Total	13	100%

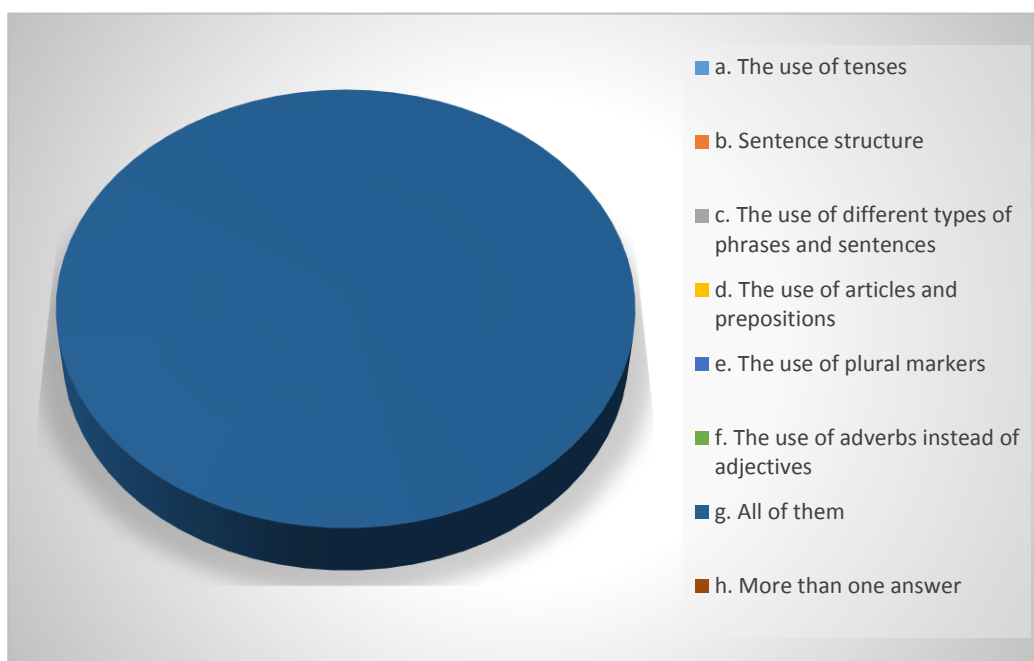


Figure 15. Middle school pupils' grammatical difficulties

As it is presented in the table above, all the respondents who present 100% agreed on that all the grammatical aspects mentioned above are considered as the main difficulties that their fourth-year pupils face when writing. The teachers said that the reasons behind these difficulties are due to the lack of the writing practices and the types of language teaching strategies.

Item 12. On which aspect(s) do you focus when correcting your pupils written productions? Justify your answer please.

This question aims to identify the important grammar aspects that the pupils should master. The participant teachers answered that in their pupils' written productions, they focus on correcting: first; relevance: pupils have to stick to the topic and they have to write the appropriate form i.e. Email, paragraph,...etc. The second aspect is organization: this covers the organization of ideas, using linking words, ...etc. The third aspect is linguistic resources: learners have to apply the necessary grammatical rules, use of vocabulary, conjunction, punctuation, capitalization correctly because pupils are obligated to make differences. Besides, some of them declared that there is a grid all teachers must follow in which accuracy and creativity are taken into consideration. Moreover, they claimed that when they correct, they rely on the correction code to take also into account the spelling mistakes, word order, wrong tense, capitalization, punctuation because each aspect affects the meaning of this piece of writing.

Item 13. When correcting your pupils' written productions, do you

Table 12. The method(s) used by teachers when correcting their pupils' written productions

Option	Participants	Percentage
a. Highlight the error only	0	0%
b. Use symbol codes to indicate the type of error	5	39%
c. Give the correct form directly	2	15%
d. Using Written comments	6	46%
e. Using oral comments	0	0%
Total	13	100%

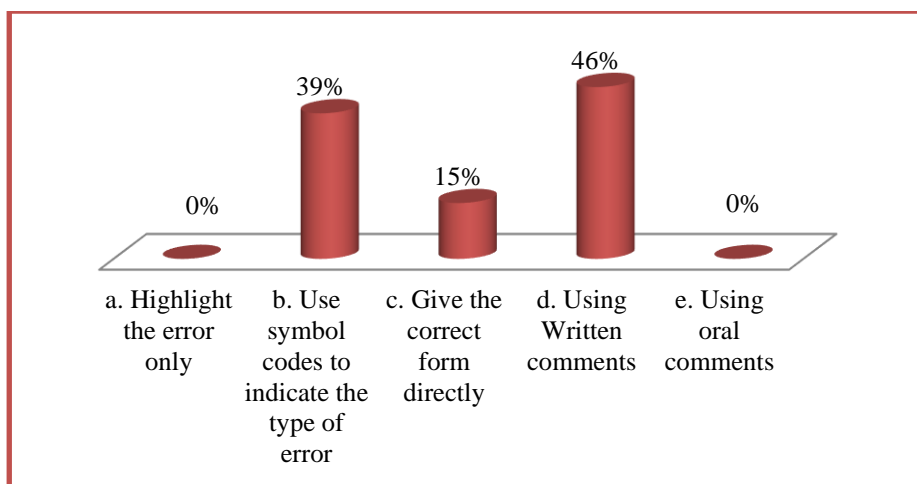


Figure 16. The method(s) used by teachers when correcting their pupils' written productions

The aim from this question is to know if the participants follow an agreed rule or code for correcting accurately their pupils' committed errors in their written productions. The majority with the percentage of 46% said that they use written comments. 39% of them stated that they use symbol codes to indicate the types of errors. As well, 15% of the participants find giving the correct form directly is the best method to effectively correct the committed errors. But, both of using the oral comments and highlighting the errors only are seen as useless codes of correcting errors.

Item 14. Do your pupils take your remarks into account?

Table13. Teachers responses about whether their pupils take their remarks into consideration or not

Option	Participants	Percentage
a. Yes	11	85%
b. No	2	15%
Total	13	100%

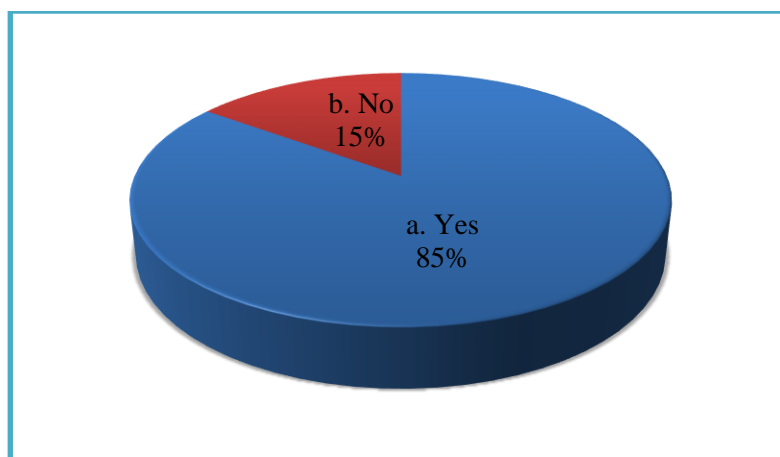


Figure 17. Teachers responses about whether their pupils take their remarks into consideration or not

As it is showed in the graphs above, the pupils of the majority of the respondent teachers (11) take into consideration the remarks given to them. While, the 2 remain teachers either find difficult to give an appropriate corrective feedback or their pupils see the remarks as a criticism so that they do not follow the instructions, or the remarks themselves are neither specified nor comprehensible.

Item 15. Do you think that making pupils aware of their grammatical error may help them improve their writing skill?

Table 14. The usefulness of making pupils aware about their grammatical errors in improving their writing skill

Option	Participants	Percentage
a. Yes	10	77%
b. No	3	23%
Total	13	100%

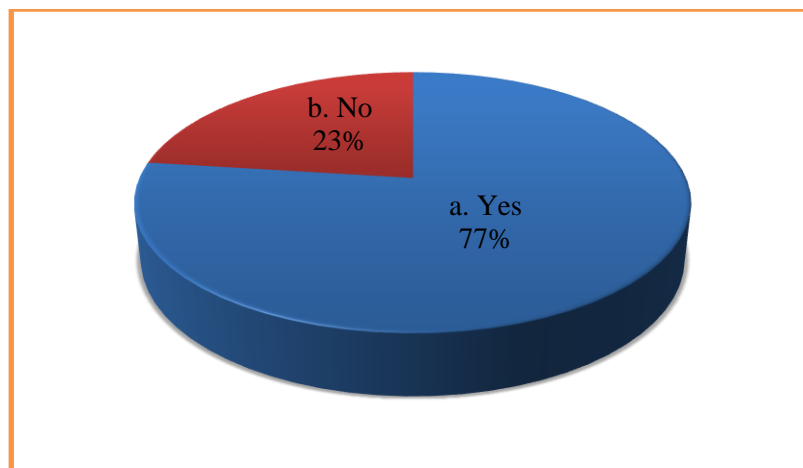


Figure 18. The usefulness of making pupils aware about their grammatical errors in improving their writing skill

The participants were requested to determine whether pupils' awareness of their grammatical error is helpful to improve their writing skill or not. As it is shown in the graphs 10 participants with percentage of 77% agree on the usefulness of making pupils aware about their grammatical errors. However, 3 participants with percentage of 23% do not agree that making pupils aware about their grammatical errors is an effective strategy to improve their writing skill.

For "Yes", the participants said that their pupils will make differences and if they could build sentences and use the right tense their writing will be effective. Also, because grammatical errors are most commonly referred to as the mistakes had done by the pupils in constructing a piece of writing, knowing that errors help the pupils to self-correcting their writings. In addition to this, some of the participants argue that making pupils aware about their grammatical errors gives them a good opportunity to correct and avoid the same error; when they make them aware of their grammatical error they will remember it and they won't repeat it again. Another participant stated that the use of grammatical rules correctly is important and it can enhance their writing and help them convey their ideas in an effective way. Furthermore, a learner who is sure about the grammatical rule is more likely to convey his ideas better than another who is struggling to know which form is correct because the former is going to focus on the meaning unlike the latter whose energy is going to be drained on thinking whether his writing is grammatically correct or not.

On the other hand, participants who said "No" declared that sometimes because even when they highlight the error they keep making it and that making pupils aware about their grammatical errors is not enough because they believe that grammar is related with

vocabulary, if they make the structure correct and the meaning of the sentence has no sense, so it cannot improve their writing skills.

3.3.2. Analysis of Pupils' Questionnaire

Section one: personal profile

Item 1. Please, specify your gender:

Table 15. Pupils' gender

Gender	Participants	Percentage
a. Male	13	48%
b. Female	14	52%
Total	27	100%

As it is demonstrated in table that is out of 27 participants, 13 with the percentage of 48% were males, 14 with the percentage of 52% were females. We notice that from the data offered above that the majority of the pupils are females and the minority of pupils is males. That indicates that there

Item 2. Do you like studying English?

Table 16. Pupils' attitude towards studying English

Option	Participants	Percentage
a. Yes	24	89%
b. No	3	11%
Total	27	100%

As the table denotes, 24 pupils with the percentages of 89% like learning English, and 3 pupils with percentages of 11% do not like learning English language. Moreover, most of pupils like English because they said that English is the language of the world and also they stated that it is an easy, vivid, and essential language of globalization and science. They said it helps them in the future when they will travel broad and speak with native speakers and foreigners without any difficulties, also they like learning it because all internet applications and video games are in English. Whereas, other pupils said that they dislike English because they find it difficult and it has complex rules and they face many problems in learning this language.

Item 3. How do you consider your level in English?

Table 17. Pupils' level in English

Option	Participants	Percentage
a. Very good	2	8%
b. Good	6	22%
c. Average	16	59%
d. Poor	2	8%
e. Very poor	1	3
Total	27	100%

As we notice in the table above, 16 pupils with the percentage of 59% consider their level in English as average, 6 pupils with the percentage of 22% said that their level is good, 2 pupils with the percentage of 8% said that their level is very good, and 2 pupils with the percentage of 8% stated that their level is poor. The findings indicate that the majority of the pupils in the class are average in the English level.

Item 4. Among the following skills, which one you are asked by your teacher to practice more?

Table 18. The most practiced skill

Option	Participants	Percentage
a. Writing	14	52%
b. Speaking	7	26%
c. Reading	6	22%
Total	27	100%

Based on the data stated above, the majority of pupils 14 with the percentage of 52% admitted that they are asked by their teachers to practice writing more, 7 pupils with the percentage of 26 % stated that it is the speaking skill, and 6 pupils with the percentage of 22% said that it is the reading skill. The findings indicate that the teacher of the class focuses more on mastering the writing skill. Giving the teacher great importance for the writing the skill is due to the fourth year pupils' need for this skill in their final exam when they are

asked to write about 10 lines written productions out of 8 points.

Item 5. Do you practice the writing skill at home to improve it?

Table 19. Improvement of the writing skill at home

Option	Participants	Percentage
a. Yes	14	52%
b. No	13	48%
Total	27	100%

The participants were requested to determine whether they practice to improve their writing skill at home or not. As it is shown in the table above, 14 pupils with the percentage of 52% answered yes, while 13 pupils with the percentage of 48% said no. As it is shown in the previous table of pupils' gender, the number of the participant females is 14 which is the same number of the participants who answered yes in the table above. That is to say that, females are more active and have higher levels of motivation compared to males to master their writing skill.

Section Two: Learning Writing

Item 1. Is it easy for you to express your ideas in English?

Table 20 .Expressing ideas in English

Option	Participants	Percentage
a. Yes	12	44%
b. No	15	56%
Total	27	100%

According to the table above, fifteen pupils 12 with the percentage of 44% showed their agreement that it is easy for them to express their ideas in English; while the rest 15 pupils with the percentage of 56 % showed their disagreement that it is not easy for them to express their ideas in English.

Item 2. How do you consider writing skill?

Table 21. Pupils' consideration of the writing skill

Option	Participants	Percentage
a. Important	22	82%
b. Not important	5	18%
Total	27	100%

Pupils were asked to answer this question in order to identify whether the writing skill is important or not. The majority of them 22 pupils with the percentage of 82% answered yes. They said that writing is very helpful way of communication with foreign people and to express their ideas and opinions in social media; in addition to this, they said it helps them to save and to organize their thoughts to not forgetting them. Moreover, some pupils said that writing is very useful to learn speaking correctly; while some said that good writing helps them to have good marks in the exam. The rest 5 pupils with the percentage of 18% answered that writing is not important. All of the five pupils said that writing is not more important than the speaking skill, and what is essential in learning English is speaking fluently.

Item 3. During writing, do you encounter any difficulties?

Table 22. Difficulties encountered during writing

Option	Participants	Percentage
a. Yes	24	89%
b. No	3	11%
Total	27	100%

Relying on the data in the table above, most of the participants (24) with the percentage of 89% face problems during writing. While only 3 participants with the percentage of 11% said that they do not find any difficulty when writing any written piece.

Item 3.1. If yes, which of the following writing aspects is more difficult for you?

Table 23 . The most difficult writing aspects for the pupils

Option	Participants	Percentage
a. Grammatical structures	11	41%
b. Vocabulary use	7	26%
c. Organization of the text	2	7%
d. Mechanics	2	7%
e. All of them	5	19%
Total	27	100%

The results in the table above demonstrate that 11 participants with the percentage of 41% find that the grammatical structures are the most difficult writing aspect, 7 participants with the percentage of 26% said that it is difficult for them to use vocabulary, 2 participants with the percentage of 7% said that they face problems when organizing the text, 2 participants with the percentage of 7% declared that it is difficult for them to use mechanics when writing, and 5 participants stated that they face difficulties in all the writing aspects mentioned above.

Item 4. When you write, do use what you have learned in terms of English proprieties (items and structures)

Table 24. The use of the prior knowledge in writing

Option	Participants	Percentage
a. Yes	26	96%
b. No	1	4%
Total	27	100%

As the table above represent, the majority of the participants (26) with the percentage of 96% use what they have learned in terms of English proprieties; while only one 1 participants with the percentage of 4% answered that she/he does not use the prior knowledge in writing.

Item 5. What are the elements you focus on more during writing?

Table 25. The most elements focused on by the pupils

Option	Participants	Percentage
a. Producing ideas	12	44%
b. Grammar	1	4%
c. Vocabulary	5	19%
d. Punctuation	9	33%
Total	27	100%

According to the results in the table above, 12 pupils with the percentage of 44% focus more on producing ideas during writing, one pupil 1 said that she/he focus on grammar, 5 pupils with the percentage of 19% declared that they focus on the use of vocabulary, and 9 pupils with the percentage of 33% stated that punctuation is their most important focus during writing.

Item 6. Do you find yourself thinking in Arabic when writing in English?

Table 26. The interference of Arabic when writing in English

Option	Participants	Percentage
a. Yes	25	93%
b. No	2	7%
Total	27	100%

The table above determines whether the participants think in Arabic when writing in English or not. Most of the pupils (25) with the percentage of 93% answered yes; while answers of two 2 pupils were no.

Item 7. Do you think that the time devoted for written expression is sufficient to improve your writing skill?

Table 27. The effect of the time allotted for written expression on improving writing skill

Option	Participants	Percentage
a. Yes	7	26%
b. No	20	74%
Total	27	100%

Based on the data indicated in the table above, we notice that the majority of participant pupils (20) with the percentage of 74% thought that the time devoted for written expression is not sufficient to improve their writing skill. Whilst, 7 participants with the percentage of 26% saw that time allotted for writing is not sufficient.

Item 8. Do you prefer your written product to be:?

Table 28. Pupils' preferred writing style

Option	Participants	Percentage
a. Simple and free of errors	7	26%
b. Linguistically accurate and various	6	22%
c. Both	14	52%
Total	27	100%

The results in the table above indicates that 7 participants with the percentage of 26% prefer their writing style to be flawless, 6 participants answered that their written product should be linguistically accurate and various. Whilst, 14 participants with the percentage of 52% said that they prefer to produce a written product with characteristics of both (a) and (b).

Item 9. Do you think that detecting errors is more helpful when it is done by:

Table 29. The helpful way in detecting errors

Option	Participants	Percentage
a. Yourself	13	48%
b. Your pair	1	4%
c. Your teacher	13	48%

Total	27	100%
--------------	-----------	-------------

This question was asked to the pupils to identify which way helps them in detecting their errors. 13 pupils with the percentage of 48% declared that they find detecting their errors by themselves is the helpful way for them, also another 13 pupils with the percentage of 48% stated that getting help from their teacher is their preferable tool to discover their own errors. Whereas, only one 1 pupil who said that she/he gets help from her/his classmate.

Item 10. What does your teacher's correction focus more on?

Table 30. The teacher's main focus when correcting pupils' pieces of writing

Option	Participants	Percentage
a. Language use and form	3	11%
b. The language content	2	7%
c. Both	22	82%
Total	27	100%

The teacher's correction plays an important role in learning good writing. In this way, it seems from the data of the table above that the teacher of the participants focuses more on both the language content, the language use and form, this result is shown clearly in the table above through the 22 participants' answers with the percentage of 82%. However, 3 participants with the percentage of 11% said that their teacher's correction focuses more on the language use and form; while the rest 2 participants with the percentage of 7% said it is on the language content.

Section Three: Learning Grammar

Item 1. Do you think that learning English grammar is important to develop the quality of your writing?

Table 31 .The importance of leaning English grammar in developing the quality of writing

Option	Participants	Percentage
a. Yes	27	100%
b. No	0	0%
Total	27	100%

Based on the data indicated in the table above, all of the pupils (27) with the percentage of 100% agreed that learning the English grammar plays great role in developing the quality of their writing.

Item 2. Do you take grammar aspect into consideration during writing?

Table 32 .Pupils' consideration of the grammar aspect during writing

Option	Participants	Percentage
a. Yes	22	82%
b. No	5	18%
Total	27	100%

As we know, grammar is very essential part to produce high quality of writing. And as it is shown in the table above 22 pupils with the percentage of 82% take into account the grammar aspects during their writing; whilst, 5 pupils with the percentage of 18% do not take into consideration the grammar aspects when producing their written productions.

Item 3. When you are writing, you focus more on:

Table 33. The aspect(s) pupils focus on when writing

Option	Participants	Percentage
a. Grammar only	0	0%
b. Ideas only	10	37%
c. Both	17	63%
Total	27	100%

As it is demonstrated in the table above, 17 participants with the percentage of 63% said that they focus on using both grammar and ideas during their writings. However, 10 participants see that focusing the ideas only when writing is more important than grammar.

Item 4. Do you find that learning grammar is difficult?

Table 34 .Pupils' attitude towards learning grammar

Option	Participants	Percentage
a. Yes	16	59%
b. No	11	41%
Total	27	100%

The pupils were asked this question to identify whether it is difficult for them to learn grammar or not. 16 pupils with the percentage of 59% answered yes; whereas, 11 pupils answered no.

Item 5. What are the difficulties you encounter when you learn grammar?

Table 35 .Difficulties pupils encounter when learning grammar

Option	Participants	Percentage
a. Complex sentence' structures	14	52%
b. Similarity of certain words	5	18%
c. Punctuation	0	0%
d. The use of pronouns	4	15%
e. Spelling	0	0%
f. Capitalization	0	0%
g. All of them	4	15%
Total	27	100%

The results in the table above demonstrated that the 14 participants with the percentage of 52% face difficulties in complex sentence' structures, 5 participants with the percentage of 18% do have problems with the similarity of certain words, 4 participants with the percentage of 15% declared that it is difficult for them to use the correct pronouns, and 4 participants with the percentage of 15% answered that they encounter difficulties in all the pre-stated grammar aspects even in punctuation, spelling, capitalization.

Item 6. How have you been taught English grammar?

Table 36. The way(s) used to teach English grammar

Option	Participants	Percentage
a. Memorization	4	15%
b. Learning rules through examples	20	74%
c. Other ways	3	11%
Total	27	100%

This question was asked to the pupils in order to know which strategy is used by their teacher that helps them to learn grammar well. The majority of the pupils' answers (20) with

the percentage of 74% were that their teacher taught them focusing on learning the grammatical rules through providing examples, the rest four 4 pupils admitted that their teacher use memorization as a helpful tool during their learning process. However, 3 pupils with the percentage of 11% stated that there are other strategies done and used by their teacher to help them improving their use of English grammar.

Item 7. In learning grammar, you prefer:

Table 37. Pupils' preferable method in learning grammar

Option	Participants	Percentage
a. To be given the rule directly by your teacher	14	52%
b. To figure the rule by yourself	13	48%
Total	27	100%

The results shown in the table above demonstrates that in order to learn grammar effectively, 14 pupils with the percentage of 52% prefer to be given the rule directly by their teacher, and 13 pupils with the percentage of 48% said that their preferable method during the process of learning grammar is to figure the grammatical rules by themselves.

Item 7.1 If you prefer to find the rules by yourself is it through:

Table 38 .The ways used by pupils to find the suitable rules to learn

Option	Participants	Percentage
a. Practice	9	69.23%
b. Knowing the rule explicitly	3	23.08%
c. Other ways	1	7.69%
Total	13	100%

The data demonstrated in the table above shows that 9 pupils with the percentage of 69.23% out of 13(100%) pupils whose answer was to figure the grammatical rules by themselves do more practices to find the suitable rules to learn, 3 pupils with the percentage of 23.08% stated that knowing the grammatical rules explicitly is the best strategy for them to learn grammar effectively, and 1 pupil with the percentage of 7.69% admitted that she/he uses other ways to find suitable rules to learn.

Item 8. How do you prefer to improve your level in grammar and writing?

This question was asked to the participant pupils to know what are the preferable strategies they do in order to improve their writing performance; particularly, their grammar level. Some of the participants stated that they practice more writing activities which are attached to the correct answers. Others said that they do not know how to do it by themselves, because they are usually rely on their teacher to strengthen their level of writing even if they come to take private support lessons from their teacher. Few participants still believe that writing is not that important skill compared to speaking, and in their opinions, they should master the speaking skill because they think it is the best way to communicate their ideas and thoughts neglecting that there are several situations when one finds himself bound to communicate in writing. However, the majority of the pupils agreed on the usefulness of reading in increasing the good quality of writing; writing flawlessly and grammatically correct.

3.4 Error Analysis

Based on the literature reviewed in the second chapter, we decided to include in the error analysis of the pupils' written productions the following categories and subcategories: **grammatical** (prepositions, articles, singular/plural, pronouns, word form, tenses, and possessive cases), **syntactic** (sentence structure, word order), **lexical** (word choice), and **substance** (mechanics: punctuation, capitalization and spelling), and **semantics** (ideas).

In this study, the researcher presents and discusses the results obtained. First, the errors made by the pupils are classified and then all errors are identified with illustrative examples and finally the errors made by the learners are accompanied with the the correct forms. Table 1 demonstrates the type, the number, and the percentages of the errors found in the pupils' written productions.

Table 39. Frequency and percentage of pupils' different writing errors

Type of error		Frequency of the errors		Percentage (%)	
Grammar	Prepositions	120	10	46.66%	3.89%
	Articles		05		1.95%
	Singular/plural		03		1.17%
	Pronouns		05		1.95%
	Subject/verb agreement		04		1.56%
	Verb tense		77		29.96%
	Possessive case		05		1.95%
	Word form		11		4.28%
Syntax	Sentence structure	11	06	4.26%	2.33 %
	Fragments		04		1.55%
	Word order		01		0.38%
Lexis	Word choice	16	16	6.22%	6.22%
Substance	Capitalization	82	23	31.89%	8.94%
	Punctuation		10		3.89%
	Spelling		49		19.06%
Semantics	Ideas	28	28	10.89%	10.89%
Total		257		100%	

Types of pupils writing errors	Frequency	Percentage
Grammar	120	46%
Syntax	11	4%
Lexis	16	7%
Substance	82	32%
Semantics	28	11%
Total	257	100%

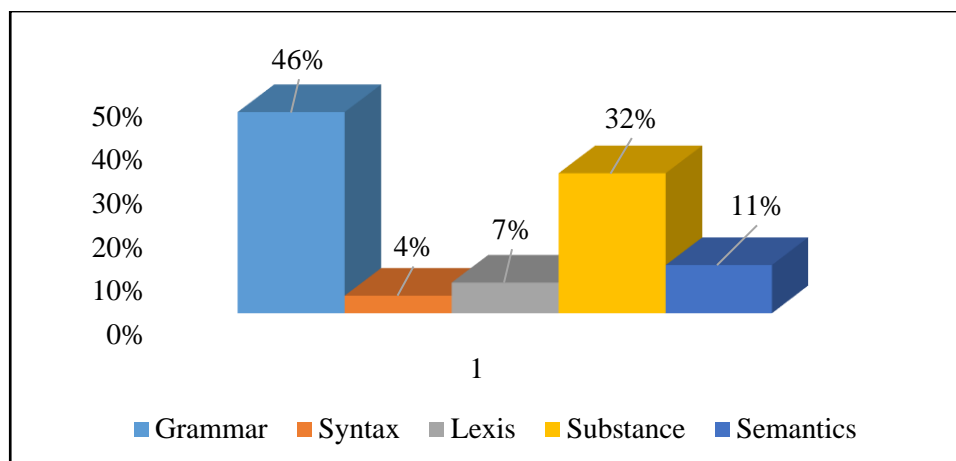


Figure 19. Frequency and percentage of pupils' different writing errors

The results shown in the graphs above demonstrated that the category that comprised the largest number of errors was grammar. 120 grammatical errors with the percentage of 46% was found and they included 10 prepositional errors, 5 errors of articles, 3 errors of singular and plural forms, 5 errors in pronouns, 4 subject/verb agreement errors, 77 errors of verbs tenses, 5 of possessive cases, and 11 word form errors.

1. Grammatical Errors

Table 40. Frequency and percentage of pupils' different grammatical errors

Grammatical errors	Frequency	Percentage
Prepositions	10	8%
Article	5	4%
Singular/plural	3	2%
Pronouns	5	4%
Subject/verb agreement	4	3%
Verb tense	77	65%
Possessive case	5	4%
Word form	11	10%
Total	120	100%

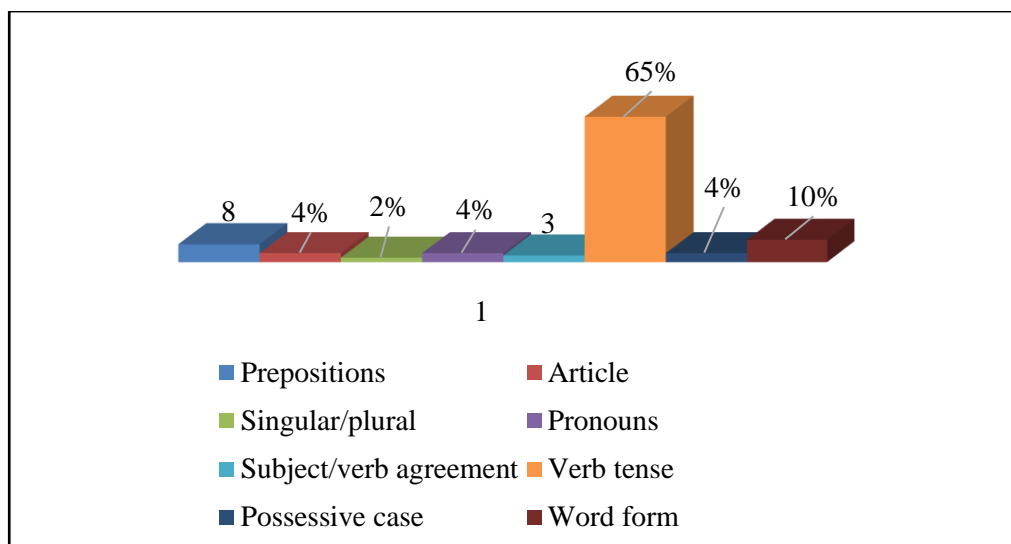


Figure 20. Frequency and percentage of pupils' different grammatical errors

1.1 prepositions

Middle school pupils face difficulties when it comes to choosing the appropriate prepositions in English as it is demonstrated in the examples below. In order to deal with this problem, pupils go directly to compare the sentence with its equivalent in their L1 (Arabic) and they translate the preposition literally in English.

Table 41. Samples from Students' Prepositions Errors

Type of Error	Example	Correction
Preposition	1- Near our house 2- My class mates laugh for me 3- I go outside from the school	1- Near to our house 2- My class mates laugh at me 3- I went out of school

The examples above show one of the grammatical errors made by a group of fourth year middle school pupils in their written pieces. Most of the pupils' preposition errors were due to L1 negative transfer in their written productions. For instance, in the third example, the pupil substituted the preposition 'of' by 'from' due to negative transfer of L1:

- I went out of school
- So, the preposition from is compared to the Arabic preposition ()

1.2 Articles

For middle school pupils, articles are considered as a source of many problems because their use is very complex. The majority of the participants in this study faced difficulties in the correct use of articles and the table below gives some examples.

Table 42 .Samples from pupils' Articles Errors

Type of Error	Example	Correction
Articles	1- I fell to the a road 2- To buy bicycle 3- I go from school to swing	1- I fell to the road 2- To buy a bicycle 3- I went from school to the swing

There are some rules that govern the use of articles in English, and it is very important for middle school pupils to know them. In this study most of the articles' errors can be referred to L1 interference (interlingual errors) and this means that the article system of Arabic is transferred negatively to the target language. In the second example above bicycle instead of a bicycle, the omission of the article indicates clearly the influence of L1.

1.3 Singular/ Plural form

Some of the pupils face difficulties to construct the plural and singular forms because they were not sure how and when they should apply them. The examples in table below show clearly their confusion.

Table 43. Samples from Pupils' Errors in Singular/Plural Nouns Constructions

Type of Error	Example	Correction
Singular/ Plural form	1- In scientific subject especially math 2- 20 bird 3- He used to give me informations	1- In scientific subjects especially math 2- 20 birds 3- He used to give me information

It is not easy for pupils to determine whether an English word is singular or plural based on its form because many words in English are either singular or plural in form but in meaning they are not, while others indicate both singular and plural in the same time like the word information in the third example in the table above.

1.4 Pronouns

In order to avoid repeating the noun already mentioned and to make sentences less ambiguous we use pronouns. Pupils in the present study committed many different types of pronouns errors used in their written productions.

Table 44 .Samples of the Misuse of Pronouns in Pupils' Written Productions

Type of Error	Example	Correction
Pronouns	1- Take her for me (the dole) 2- Giving her to the girl 3- She is amana	1- Take it for me 2- Giving it to the girl 3- It was

The table above sums up some of the pronouns errors. The misuse of many pronouns by pupils in this study can be referred to L1 negative transfer, or to the features of the pronouns in the Arabic language especially in the use of object pronouns which is considered as a challenge to pupils, like in the example 1 and 2.

1.5 Subject/Verb Agreement

The subject and the verb must agree in number, In the present study, the errors that the participants made in subject verb agreement were few, this shows that they do not have big problems in constructing concordance between the subject and its verb. The table below shows some examples of pupils' errors in subject verb agreement.

Table 45. Samples of Pupils' Errors in Subject Verb-Agreement

Type of Error	Example	Correction
Subject/Verb Agreement	1- Me and my father and sister was coming 2- My dad and my sister was shocked 3- It was very good days	1- Me my father and my sister were 2- My dad and my sister were shocked 3- They were very good days

This study highlights that the main errors made by pupils in subject verb agreement are that they do not apply correctly the rule of conjugating the auxiliary to be in the past in the plural form like in the examples 1 and 2 above in the table. And the example 3 demonstrates the influence of Arabic. Therefore, we believe that the errors in subject verb agreement are intralingual.

1.6 Verb Tense and Form

In this study, the errors that the pupils made in verb tense and form were the highest in the category of grammatical errors and this shows that they encounter big problems in using

the tenses appropriately in some sentences. The results of the present study shows that some of the pupils did not know when to apply the correct verb tense in certain sentences.

Table 46. Samples of Pupils' Errors in Verb Tense

Type of Error	Example	Correction
Verb Tense and Form	1- There is a swing we play with it I love it so much 2- I was played and I fall 3- I cry and walk 4- When I am a child, days are very beautiful 5- When I am 6 6- My brother is always play piano 7- When I am a kid I have pets 8- I will go to school and start primary school 9- I don't can plays the match 10- I remember I was put pepper 11- She go to home while dad stop a taxi 12- My grandfather is taking me 13- They invite me to their home 14- I eat cakes 15- I go out from home 16- I come back to it 17- I have dream 18- I go to school 19- I meet my new friends 20- We succeed together 21- We are so happy 22- When I am a kid I have pets	1- There was a swing we used to play with it I loved it so much 2- I was playing and I fell 3- I cried and walked 4- When I was a child days were very beautiful 5- When I was 6 6- My brother always played piano 7- When I was a kid I had pets 8- I will go to school and start primary school 9- I could not play the match 10- I remember that I used to put 11- She went to home while my dad stopped a taxi 12- My grandfather took me 13- They invited me to their home 14- I ate cakes 15- I went out from home 16- I came back to it 17- I had a dream 18- I went to school 19- I met my new friends 20- We succeeded together 21- We were so happy 22- When I was a kid I had pets

In the present study, errors in verb tense are the most committed in the pupils' writings. Pupils made many grammatical errors for different reasons. In the example 2, the pupil misused both the past and the past continuous tenses because in Arabic there are only the past tense not the past continuous; in addition, pupils lack the comprehensibility of the grammar rule which says that in the past continuous after the use of the auxiliary to be we

add the “ing” to the verb followed, and that in the past there are some irregular verbs which change their forms. In the example 12 “My grandfather is taking me”, the pupil did not distinguish between the use of present continuous and the simple past. Besides, the past simple tense was misused to replace the present simple tense in the majority of the examples, and this shows that the participants also face difficulties when it comes to choosing when and how to use the correct tense and this can be referred to the incomprehensibility of grammar rules on the correct usage of the verb tenses.

1.7 Possessive Case

The possessive case represents another grammatical difficulty to pupils. The table below shows some examples of these errors.

Table 47 .Samples of Pupils' Errors in the Possessive Case

Type of Error	Example	Correction
Possessive Case	1- My father and small sister 2- For my mom and sister 3- My dad and sister 4- One of friends almost died	1- My father and my young sister 2- For my mom and my sister 3- My dad and my sister 4- One of my friends...

The results indicates that the pupils face difficulty to use appropriately the possessive pronoun “my”. We observed the omission of “my” in the four examples mentioned above. They thought that they can use it only once with two nouns in the same sentence.

1.8 Word form

In the grammatical error category, the same word can take several different forms. In order to produce correct written productions and to express the ideas clearly, it is very necessary to be knowledgeable of the different word forms.

Table 48. Samples of Pupils' Errors in Word Formation

Type of Error	Example	Correction
Word form	1- Is to be a joueur 2- I décide to 3- They did jbira for my foot 4- Big and huge hajra 5- The girl of my neighbors 6- She is amana 7- We do mechwi	1- Football player 2- I decided to 3- They did a splint for my foot 4- Big and huge rock 5- My neighbor's daughter 6- It was a deposit 7- We did a barbeque

As the table above denotes, pupils made several different types of mistakes in selecting the appropriate forms of words they used in their written productions. As we notice in the examples 1 and 2 the pupils used French words *joueur* and *décide* instead of the use of the English words *football player* and the verb *decided*. This means that some pupils suffer from the French language interference because it is the second foreign language to be taught in Algeria's education system. Besides, in the examples 3,4,6, and 7 the pupils used Arabic words; *jbira*, *hajra*, *amana*, and *mechwi*, this is due to their lack of English vocabularies. In the example 5 also demonstrates that the pupil has lack of vocabulary, she/he choose to say the girl of instead of saying daughter. These errors can be referred to the lack of English vocabulary. Thus, they start to use Arabic and French words or they create new word forms with good ideas, so they often lose marks because of such errors.

2. Syntactic Errors

The findings of the table 39 above indicate that it has been detected 11 syntactic errors with the percentage of 4%. This category includes 6 errors in sentence structures, 4 fragments, and 1 error of word order.

2.1 Sentence Structure

The grammatical arrangement of words in a sentence varies from one language to another. The participant pupils of the present study committed many sentence structure errors. The results in the table below showed that fourth year pupils tends to think first in their L1 and then to produce sentence patterns in English which are very similar in their structure to Arabic sentence structures. The pupils in this study showed difficulties in producing parallel structures on sentence level, and this led them to write sentences which seems odd to English because they broke the rules of writing syntactically like in this

examples 1 and 3. Also, example 4 shows that the pupil lack practice of how to use the pattern of “used to”.

Table 49. Samples of Pupils' Errors in Sentence Structure

Type of Error	Example	Correction
Sentence Structure	1- My grandfather taking me to the garden to play with it always 2- Shut your mouth, go from here 3- I was not never going to school 4- My brother is always play piano	1- My grandfather always used to take me to garden to play with it 2- Be calm and stay away from here 3- I was not going to school ever 4- My brother used to play piano

2.2 Sentence Fragments

Fragments are considered as one of the most common syntactic errors committed by pupils. They are incomplete sentences because they lack certain principle elements like a subject, a verb, or both. In the pupils' written productions, we noticed that many pupils could not produce a complete sentence; they used run on sentences which result vague and confusing sentence like in example 1 in the table below. Example 2 and 3 “children happy”, and “life beautiful” are resulted from negative transfer; L1 interference, because in Arabic there are two types of sentences: nominal sentences and verbal sentences. In the nominal sentence there is no verb; in contrast, in the English language every sentence has at least one verb and one subject.

Children happy الأطفال سعداء

life beautiful الحياة جميلة

Table 50 . Samples of Pupils' Sentence Fragments

Type of Error	Example	Correction
Sentence Fragments	1- I always alone and my classmates laugh on me 2- Children happy because they will wear new clothes 3- Life beautiful	1- I was always alone because my classmates laugh at me 2- Children were happy because they will wear new clothes 3- Life is beautiful

2.3 Word order

It is the systematic order of words in a sentence and in the English language we follow the “subject, verb, object” order. As it is demonstrated in the example in the table below the

pupil did not respect the English word order, s/he started with the object which was supposed to come after the subject and the verb. We argue that this error in word order is due to word-for-word translation and due to the lack of practicing writing sentences.

Table 51. Samples of Pupils' word order

Type of Error	Example	Correction
Word order	- Weakness in scientific subjects I had not	- I had no weakness in scientific subjects

3. Lexical Errors

They are words and vocabulaires existed in a any language and learning the vocabulary of the target language is crucial process to develop the pupils' writing performance. Many fourth year puipls face difficulties in word or vocabulary choice. Based on the data indicated in the table 39, we notice that it has been found 16 lexcical word choice errors with the percentage of 7%.

We found out that these pupils use the interligual transfer to facilitate their English language learning and the result of using such strategy is replacing Arabic words with English ones and this is clear in the four examples below.

Table 52 .Samples of Pupils' Errors of Word Choice

Type of Error	Example	Correction
Word choice	1- I go outside from school 2- Another side there was a man 3- I was the first people 4- Mu neighbor did a party for their daughter	1- I went out of school 2- In the other side there was a man 3- I was the major 4- My neighbors prepared a party

4. Substance Errors

According to the table 39 above, it is shown that the substance category comprised 88 errors with the percentage of 32%. This category includes 23 capitalisation errors, 10 punctuation errors, and 49 spelling errors.

4.1 Capitalization

It is the practice of capitalizing the initial letter of the words. Because of the fact of capitalization does not exist in the Arabic language, pupils find themselves obliged to learn an entirely capital letters rules. They feel confused when it comes to use the upper and lower cases in the English language.

As the table below displays, some pupils did not use capitalization correctly. In English there is basic rules in writing which say that each sentence must begin with a capital letter, the pronoun "I", and names of the days and of the week must be always capitalized, but the examples below shows the contrary. Besides, in the second example, the pupil capitalized the initial letter of the word small where it should not be capitalizd because there is nothing that requires capitalizing.

Table 53 .Samples of Pupils' Errors in Capitalization.

Type of Errors	Example	Correction
Capitalization	1- when i was a kid 2- When i was Small children i was so happy 3- friday	1- When I was a kid 2- I 3- Friday

4.2 Punctuation

The correct use of punctuation makes writing in English much more clear and well-organized. The table below displays that in the present study the majority of the pupils did not use neither punctuations marks nor indentations and this is due to the pupils' ignorance of how important a necessary are the punctuation marks in clarifying and organizing the ideas included in their written productions.

Table 54. Samples of Pupils' Errors in Punctuation

Type of Error	Example	Correction
Punctuation	1- (No punctuation mark at all) 2- (No indentation)	

4.3 Spelling

It is the ability to write words with the correct order of letters and with accepted orthography. Fourth year pupils face challenges in writing the correct form of the English words because these latter are not always spelled as they are pronounced. The following examples show the most typical spelling errors made by fourth year pupils at Bahri djmouai middle school in Zribet El-Oued.

Table 55. .Sample of Pupils' Spelling Errors

Type of Error	Example	Correction
Spelling	1- Prracticing	1- Practicing
	2- I have a drim	2- A dream
	3- Betwine the classes	3- Between
	4-With my biskillete	4- Bicycle
	5- I study their	5- There
	6- My frends	6- Friends
	7- Lauf for me	7-Laugh
	8- My grend parrents	8- Grand parents
	9- My lovel	9- My level
	10- Stop a taksi	10- A taxi
	11- Their douter	11- Daughter
	12- I rememmerd	12- Remembered
	13- Should not stil	13- Should not steal
	14-I rily like	14- I really like
	15- I did everythings	15- Everything
	16- To kook	16- Cook
	17- Obstakles	17- Obstacles
	18- Witch is	18- Which is
	19- Very ridy	19- Very ready
	20- Day biffor	20- Day before

Most of the common spelling errors made by the pupils in this study can be explained as follow:

- Writing the words as they are pronounced by the participants:

Drim- betwine- frends- lauf- grend- taksi- douter- stil- rily- kook- witch- ridy- bifor

- Adding the same letter twice:

Prracticing- parrents- douter- rememmerd- ridy- biffor

- Replacing the c letter with the k one:

Obtakles- bisikillette

- The negative transfer of the French language:

Bisikillette instead of saying bycicle.

- Confusing the spelling of a word with other words because they have the same pronunciation but different spelling: their/ there.

Pupils are required to master all aspects of writing in English including its correct spelling system to avoid committing such spelling errors.

5. Semantics Errors

As the table 39 denotes, 28 semantics errors with the percentage of 11% have been found in the participant pupils written productions.

Ideas

In order to produce a clearly understood and effective written productions, the content should involve well organized and well developed ideas. Knowing what to say, how to make the reader move from an idea to another, and where to add information and details can make the writing powerful and the reader did not need to stop to figure out ideas. The table below displays examples of errors made by the pupils in making ideas.

Table 56 .Sample of Pupils' Errors in Ideas

Type of Error	Example	Correction
Ideas	1- For many reasons I will not tell you about it people look to little deformation 2- We was on the motorcycle and my sister behind me and on the first wheel and I was screaming and crying 3- I fell to the road from chock and with blood seing I thought I was dad and I say I was dad	1- I would like to not talk about this little deformation which people saw on me 2- We were on the motorcycle, my sister was behind me and I suddenly start screaming and crying 3- I fell to the road, I saw the blood and I thought I was dead from chock

To conclude, the present study is an attempt to diagnose, identify, describe, categorize, and analyse the errors made in the written productins of fourth year pupils of Bahri Djmouai Middle School in Zribet El-Oued. It was found that the pupils' writings are reffered to two main causes of errors which are interlingual (the interference from L1) and intralingual).

The pupils' written productions involved different types of errors: grammatical, syntactic, lexical, substance (mechanical), and semantic errors. To sum up, this study identified and analysed different errors produced by fourth year pupils of Bahri Djmouai Middle School in Zribet El-Oued. It presented different errors which were due to interlingual and intralingual transfer, so pupils seem to rely on both interlingual and intralingual strategies to develop their written productions.

Conclusion

To conclude, this chapter tackled and discussed the field work and data analysis of the present research. Initially, because of the significant role of the research methodology in any research, a theoretical background was provided to focus some light on the methodology adopted to conduct this study. Additionally, we used three data gathering tools that were a teacher interview, pupils' questionnaire, and a test. Besides, this chapter presented an analysis of fourth year middle school pupils' grammatical errors that are made in their written productions, also it involves the analysis of the teachers' and the pupils' attitudes towards the writing skill and the grammatical errors. The obtained data were presented in the form of tables and graphs and all the questions were analyzed. To sum up, we can say that this final chapter reported positive results.

Discussion of Findings

The main purpose of the present study is to analyse the grammatical errors of the pupils committed in their written productions to look for appropriate strategies to remedy the situation. Also, in this study, we attempted to explore the teachers and the pupils' different views attitudes and towards the writing skill and the grammatical errors.

The results drawn from the analysis of the data obtained using the three data collection methods were at the required level. First, the teachers' interview showed the importance of learning the English grammar that helps the learner understand and make sentences and paragraphs clear, interesting and precise. Also, it helps them to reach high quality of the writing performance. Moreover, the pupils' questionnaire displayed that the majority of the pupils face difficulties in writing. Pupils know that they should master the writing skill through enhancing the use of the English grammar rules. Besides, they declared that

speaking with foreigners is the main factor that motivates them to learn the English language.

With regard to the test, the findings and the error analysis showed that pupils face big problems in producing correct sentences and paragraphs. Their misuse of grammar rules leads them to produce non-organised ideas, incorrect spelling, and some wrong vocabularies. This latter involves both Arabic and French words, this is due to the interlanguage and the intralguage strategies the learners use to write. It can be also concluded from the results that the grammatical errors are not only resulted from the first language interference but also resulted from an inadequate acquisition of the English language. Also, it can be said that teachers do not give too much attention and time to teaching grammar and vocabulary and they focus mainly on developing the other language skills.

Furthermore, the present study showed that the majority of teachers and pupils agreed that the reading skill should be given more importance. They were convinced that reading and writing are two complementary skills, and that the writing performance can be improved through reading a lot.

Moreover, this study revealed the main problems that middle school pupils face when writing. First of all, the lack of vocabulary is a major problem among learners. This leads to produce incorrect sentences and to be unable to express their ideas. In addition, they have some punctuation and prepositions problems; they are not aware of their rules. Thus, some ideas cannot be clearly understood. Besides, first language and the second language interference have great impact on their writing.

Finally, in order to make the pupils succeed in their studies, they should focus on the four English language skill, especially the reading and the writing ones because they complete each other. Mastering the grammar use, creating a strong context with vocabularies, giving much time and efforts to practice writing, take advantages of errors and mistakes, and using advanced teaching materials and methods are all useful strategies that help in improving the pupils' writing performance.

General Conclusion

To conclude, since the writing skill is deemed as a hard task because it demands careful thoughts, disciplines, and concentration, this study was conducted based on this problem that most of the fourth-year middle school pupils face difficulties in producing written pieces. It just needs adequate and intensive practice from the pupils, so that they can express their ideas, feelings, or points of view towards a given topic easily and flawlessly. This research was conducted to gain a thorough understanding of the problem of committing grammatical errors by the pupils in their written productions. So, if fourth-year middle school pupils are trained well to use the grammatical rules, their writing will be improved in terms of the grammatical aspect. In addition, they will be able to produce correct and appropriate written pieces easily.

This dissertation was divided into three chapters. The first chapter was a general overview on writing which includes its varied definitions, characteristics of, importance and its aspects in language learning, and we discussed the major steps of the writing process with some basic rules of this skill. In chapter two, we surveyed literature about errors' history and definition, mentioning their types, and highlighting their importance in regards to error analysis, error detection, also we presented a set of grammar aspects regarding its teaching, its necessity and its types in language learning. Moreover, we clarified the grammar relation, importance and difficulties during the writing process. Chapter three was divided into two sections, the first part presented a theoretical background of the research methodology, the second part presented the results and findings obtained from using the three data gathering tools.

The findings of this research revealed that middle school pupils do make different types of errors, however they had positive attitude towards learning/ teaching grammar. They showed interest of how they can improve the quality of the writing performance. Furthermore, with regard to the obtained results, we believe that this study shed light on the importance of the good usage of grammar in enhancing the pupils' writing skill. To sum up, this research study has provided answers to the research questions.

Recommendations

Some recommendations can be drawn from this study. They are as follows:

• For teachers

- Teachers should give more attention to teaching the writing skill.
- During all the sessions, teachers are required to use different interaction patterns to develop pupils' writing performance using the formative evaluation.
- Teachers should regularly assign brief writing exercises in their classes and provide pupils with more opportunities to practice written productions at home.
- Teachers should use ICT materials making attractive activities that motivate the pupils to learn flawless writing, and provide guidance throughout the writing process.
- After correcting and evaluating the pupils written productions, teachers should intense activities of remediation in order to help the pupils to make both co-evaluation and auto-evaluation.
- Finally, teachers are required to be creative in order to provide motivating, and challenging learning environment.

• For pupils

- Pupils are advised to practice writing out of the classroom context in order to enhance and to promote their writing performance.
- Pupils are required to give more attention to the reading skill that is a useful vehicle of improving writing. They are required to expose more to authentic English language in order to develop using grammar and acquire writing proficiency.

• For administration

- The administration should provide teachers with the necessary materials that can support teachers' efforts to develop pupils' writing skills, such as computers, data show, and projectors.

• For future researchers

This research study raised a number of issues and questions that may provide a basis for future research. Therefore, future researchers may replicate the same study with other ways of achieving grammar proficiency in writing, they may carry some helpful strategies such

pair and group work for more effective written production in terms of the use of grammar. Furthermore, future researchers may also involve a larger sample to get more reliable results.

Limitation of the study

In order to accomplish the present study, the researcher faced some issues that delayed the completion of this research. They are as follows:

- Disruptions from both administrations of the faculty and the middle school regarding giving and approving the internship request.

- In the light of the international crisis of COVID-19, the researcher could not do the internship.

- Due to the crisis, the study interrupted and all teachers and pupils were given a holiday of more than four months; they did not make a second term. This problem hindered the process of making the field work of our dissertation.

- In the absence of the research sample, we encountered difficulties of applying the research data collection tools: "teachers' interview", "pupils' questionnaire", and "pupils' test". This leads the researcher to make the whole process of collecting data "online" facing difficulties in gathering, contacting, and controlling the needed research sample.

- Difficulty of accessing the faculty library for getting the needed scientific references which leads the researcher to use the electronic ones.

- The personal problems, the hard physical and psychological conditions that the researcher suffered from including: pregnancy, abortion, and the death of some of our closest relatives of the disease.

Liste of references

- Alison, D. (2013). Effective writing instruction: evidence-based classroom practices. Eleanor Curtain Publishing.
- Alastain, I. (2008). Enhancing learning through formative assessment and feedback. New York: Routledge, Taylor and Francis Group.
- Andrew, P. J. (2008). Teaching reading and writing: A guide book for tutoring and remediating students. New York: Rowan and Little Field Education.
- Bashman, L, F. Cohen, A, D. (1998). Interfaces between Second Language Acquisition and Language testing research. Cambridge University Press
https://books.google.dz/books?id=SA7y5kNw048C&printsec=frontcover&dq=Interfaces+Between+Second+Language+Acquisition+and+Language+Testing+Research&hl=en&sa=X&ved=2ahUKewir6_bq0eTrAhVIcBQKHTMgAvQQ6wEwAHoECAYQAQ#v=onepage&q=Interfaces%20Between%20Second%20Language%20Acquisition%20and%20Language%20Testing%20Research&f=false
- Belkrouf, F. (2007). The Grapes of success: Self-study and class use. Djelfa: Ossama House Publisher.
- Biber, D. Conrad, S. Reppen, R. (1998). Corpus Linguistics. Cambridge: Cambridge University Press
- Berry, R. (2012). English grammar: a resource book for students. British Library Catalogue. Routledge English Language Introduction.
- Bloxham, S. Boyd, P. (2007). Developing effective assessment in higher education: A practical guide. Open University Press.
- Brown, K. (1989). Writing matters: writing skill and strategies for students of English. Cambridge University Press.
- Brown, H.D. (2000). Principle of Language Learning and Teaching. San Francisco: Addison Wesley Longman

- Brooks, A. Grundy, P. *Begining to write: writing activities for elementary and intermediate learners*. Cambridge University Press.
- Bryman, A. (2016). *Social Research Methods* (5th Ed.).Oxford University Press
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches* (4th Ed.). USA: SAGE.
- Cohen, L. Manion, L. Morrison, K. (2007). *Research Methods in Education* (6th Ed). Routledge. London
- Corder, S.P. (1973). *Introducing Applied Linguistics*. Harmondsworth : Penguin
- Cruse, D. A. (1986).*Lexical semantics*.Cambridge University Press.
- Denscombes, M. (2014). *The Good Research Guide: For small-scale social research projects* (5th Ed.). Maidenhead: Open University Press.
- Donna, M, Martens. (2009). *Transformative Research and Evaluation*. New York, London: The Guilford Press.
<https://books.google.dz/books?id=q2fy6hriphYC&pg=PA48&dq=transformative+paradigm&hl=en&sa=X&ved=2ahUKEwidurHnxILrAhXLY4UKHTAJA1YQ6AEwAHoECAMQAQ#v=onepage&q=transformative%20paradigm&f=false>
- Donna, M, Martens. (2010). *Research and Evaluation in Education and Psychology: Integrating diversity with quantitative, qualitative, and mixed- method*. Gallaudet University. SAGE Publication Inc.
<https://books.google.dz/books?id=DVsI4dn2CUC&printsec=frontcover&dq=donna+2010+paradigm&hl=en&sa=X&ved=2ahUKEwiup96MsdrAhVzAWMBHRRpCO0Q6wEwAHoECAAQAQ#v=onepage&q=donna%202010%20paradigm&f=false>
- Dörnyei, Z. (2003). *Questionnaires in Second Language Research: Construction, administration, and processing*. University of Nottingham.
- Dörnyei, Z. (2003). (2007). *Reseach Methods in Applied Linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press
- Duralay, P. K. (1982). *Second language aquisition*. London: Mac Milla.
- Earl, L. M. (2003). *Assesment learning: using classroom assesment to minimize student learning*. Corwing Press.

Ellis, R. (1997). *Second Language Acquisition Research and Language Teaching*. Oxford: Oxford University Press.

Fred, L. Perry, Jr. (2005). *Research in Applied Linguistics: Becoming a Discerning Consumer*. American University in Cairo.

Gass, M, S. (2001). *Second Language Acquisition: An introductory course (2 nd Ed)*. Lawrence Elbaum Associates.

Galko, D. (2001). *Better writing right now: using words to your advantages*. New York: Learning Express.

<https://books.google.dz/books?id=fFwEp1wUPgC&pg=PA78&dq=corder+1967+significance+of+the+learners+errors&hl=en&sa=X&ved=2ahUKEwi8hO-OzeTrAhWK5OAKHfTRAZkQ6wEwAHoECAAQAQ#v=onepage&q=corder%201967%20significance%20of%20the%20learners%20errors&f=false>

Gary, D. Ph. (1997). *A handbook of classroom assessment: Learning, adjustment and achievement*. Iowa State University. Academic Press.

Geof, D. (2004). *Improving learning in secondary English*. London: the Cheswick Center. David Fulton Publishers Ltd.

Grab, W. Kaplan, R. (1996). *Theory and practice of writing: applied linguistic perspective*. Longman Press.

Grauberg, W. (1997). *Modern language in practice*. England: Library of Congress.

Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Ltd

Harmer, J. (2007). *The practice of English language teaching*. Longman press.

Harris, M. (1993). *Introducing writing: assessing and reading texts*. Penguin House.

Heaton, J. B. (1975). *Writing English language tests*. Longman handbooks for language teachers.

Hedge, T. (1988). *Writing*. Oxford University Press.

Hinkel, E. Fotos, S. (2002). *New Perspectives on Grammar Teaching in Second Language Classrooms*. Mahwah, New Jersey, Lawrence Erlbaum Associates

- Hoadjli, A. C. (2016). Master 1 research methodology syllabus. Biskra, Algeria: Mohamed Khider University of Biskra
- Hyland, K. (2003). Second language writing. Cambridge University Press.
- James, C. (1998). Errors in Language Learning and Use: Exploring Error Analysis. Malaysia: Addison Wesley Longman.
- Kothari, C. R. (2004). Research methodology: Methods and techniques (2nd Ed.). New Delhi: New Age International.
- Kumar, R. (2008). Research methodology. New Delhi: APH Publishing Corporation.
- Lado, R. (1957). Linguistics Across Culture. Ann Arbor: University of Michigan Press
- Leki, I. (1995). Coping strategies of ESL students in writing tasks across the curriculum. TESOL, Quarterly, a journal for teachers of English to speaker of other languages and of standard English as a second dialect. http://tesol.aau.am/TQD_2000/TQD_2000/Tq_d2000/Vol_29_2.pdf#page=10
- Lee, N., (1990). Notions of "Error" and Appropriate Corrective Treatment. Hong Kong, Papers in Linguistics and Language Teaching.
- Lennon, P. (1991). Error: Some Problems of Definition, Identification and Distinction. Applied Linguistics.
- Ling, P. Ling, L. (2017). Methods and Paradigms in Education Research. IGI Global Publication. DOI : [10.4018/978-1-5225-1738-2](https://doi.org/10.4018/978-1-5225-1738-2)
- Longman Dictionary of Language Teaching and Applied Linguistics (1988).
- Lott, T. (1983). Second language writing. London: Mac Millan.
- Manohar, S, P. (2004). Data Collecting Methods and Experiences: A guide for social researches. New Dawn Press Group.
- Marzuk, G. Dematteo, D. Festinger, D. (2005). Essentials of Research design and Methodology. John Wiley & Sons Hoboken, New Jersey Ink.
- Michael, H. Elizabeth, A. W. (2003). Assessing and teaching reading comprehension and pre-writing.

- Michael, M. (1990). *Vocabulary: language teaching, a scheme for teachers education*. Oxford University Press.
- Nunan, D. (1991). *Language teaching methodology*. London: Pentice Hall.
- (1992). *Research Methods in Language Learning*. Cambridge University Press.
- Olshatain, E. *Functional tasks for mastering the mechanics of writing and going just beyond*. Oxford dictionary (2008)
- Pincas, A. (1984). *Writing in English*. London: Mac Milla.
- Peck, S. (1991). *Recognizing and Meeting the Needs of ESL Students*. In Celce-Murcia, M. (ed.), *teaching English as a Second or Foreign Language*, 2nd edition. New York: Newbury House/Harper Collins
- Peter, R. (2013). *The Routledge Encyclopedia of Second Language Acquisition*. Taylor & Francis Group. Routledge.
- https://books.google.dz/books?id=tQXcKKugn3oC&printsec=frontcover&dq=The+Routledge+Encyclopedia+of+Second+Language+Acquisition&hl=en&sa=X&ved=2ahUKEwlrObUrd_rAhVFRBoKHTNuDmkQ6wEwAXoECAMQAQ#v=onepage&q&f=false
- Richards, J.C. (1970). *A Non-Contrastive Approach to Error Analysis*. San Francisco: TESOL Convention
- Richards, J.C. (1984). *Error Analysis: Perspectives on second language acquisition*. USA: Taylor & Francis Group.
- <https://books.google.dz/books?id=b00eCwAAQBAJ&printsec=frontcover&dq=Error+Analysis:+Perspectives+on+second+language+acquisition&hl=en&sa=X&ved=2ahUKEwjxqpv0yuTrAhWNzYUKHbAfDvkQ6wEwAHoECAUQAQ#v=onepage&q=Error%20Analysis%20%3A%20Perspectives%20on%20second%20language%20acquisition&f=false>
- Richards, J. C. Renandya, W. A. (2002). *Methodology in language teaching: an anthropology of current practice*. Cambridge University Press.
- Richards, J., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3rd Ed.). United Kingdom: Pearson Education Limited
- Rita, R. C. (2017). *The status of grammar within the process of teaching and testing*. Slovakia. Universty of Presov. <https://pdfs.semanticscholar.org/a68d/a958b12c6338cae087b9d9f4212882381e36.pdf>

Robert, T. C. (1990). Student success guide: Writing skills. The Skeptic's Dictionary at www.skeptic.com

Ruth, G. Stuart, R. (1986). Working with words: a guide to teaching and learning vocabulary. Cambridge University Press.

Stacey, R. (2003). Helping Students Say What They Mean and Mean What They Say: Thinking about Language a Landmark School Teaching Resource. Landmark School

Steve, G. Michael, H. (2010). Writing to read: evidence for how writing can improve Reading. Vanderbilt University.

The American Heritage Dictionary. (2000). Teaching and learning in the language classroom. Oxford University Press.

Thomas, S. K. (1988). The oxford: the essential guide to writing. New York: Berkley Books.

Thompson, S. K. (2002). Sampling (3rd Ed.). New Jersey.

Thornbury, S. (1999). How to Teach Grammar. Harlow: Pearson Education Limited.

Ur, P. (1988). Grammar Practice Activities. Cambridge: Cambridge University Press

Walter, G. (1997). The elements of foreign language teaching. Multilingual Matters publishing.

Watkins, D. C. & Gioia, D. (2015). Mixed Methods Research. Oxford University Press.

Westwood, P. (2008). What teachers need to know about reading and writing difficulties. Camberwell: ACER Press.

Weigle, S. C (2002). Assessing writing. Cambridge University Press.

White, R. Arnat, V. (1991). Process of writing. Longman press.

Appendices

الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي



كلية الآداب و اللغات
قسم الآداب و اللغات الأجنبية
رقم : 000.../ش.ا/ 2020
شعبة الانجليزية

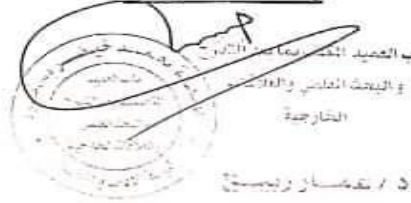
إلى السيد: مدير متوسطة بحري جموعي-زريعة الواد

الموضوع : طلب تصريح لإجراء تربيص

يشرفني أن ألتمس من سيادتكم تمكين الطالب (ة): ساعد دنيا صاحبة رقم التسجيل : 15/35047183 من إجراء تربيص مع التلاميذ والأساتذة في مؤسستكم .
أحيطكم علما سيدي أن هذه الطالبة تدرس لغة إنجليزية في السنة الثانية ماستر بجامعة محمد خيذر ببسكرة وهي بحاجة إلى هذا التربيص من أجل بحثها .
وفي إنتظار قبول هذا الطلب ، تقبلو منا سيدي فائق الإحترام وخالص الشكر و الإمتنان.

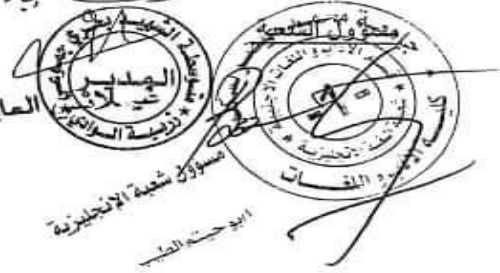
بسكرة في : 2020/02/23

نائب العميد المكلف بما بعد التدرج والبحث العلمي
والعلاقات الخارجية



مدير المؤسسة
مواثيق علاء الدين
المحمول : 0240211155

العايش





Mohamed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English



Teachers' Interview

Dear teachers

This Interview is an attempt to collect information for the accomplishment of a Master's dissertation about the middle school pupils' grammatical errors made in written productions. Therefore, you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time and cooperation

Researcher's name

Mrs. SAAD Donia

Supervised by

Dr. HOADJLI Ahmed Chaouki

2019-2020

Q1. Would you specify your educational degree please?

- a) BA (License) b) MA (Magister/Master) c) Doctorate

Other, would you specify please

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

Q2. How long have you been teaching in middle school?

.....

Q3. According to you, effective writing: (You may choose more than one answer).

- a) Has a clearly defined purpose.
b) Makes a definite point.
c) Supports that point with specific information.
d) Includes information that is clearly connected and arranged.
e) Includes appropriate words
f) Is composed of sentences that are concise, emphatic, and correct.
g) All of them

Other, please specify

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

Q4. According to you, teaching writing is:

- a) An easy task b) A hard task

Justify your answer please

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

Q5. Would you specify to what extent are you satisfied with the content is being taught to middle school pupils?

- a) Very satisfied b) Somehow satisfied c) Not satisfied at all

Q6. Do you think that your pupils' writing performance is satisfactory with regard to their current level? Justify your answer please.

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

Q7. How do you evaluate your pupils' writing performance?

- a) Poor - They definitely need some help
b) Acceptable - but I know they could improve
c) Good - They could improve with some advanced tips
d) Excellent - I do not think they could improve much

Q8. What are the most difficult writing aspects for your pupils?

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

Q9. How do you consider the role of grammar in producing any piece of writing?

- a) Very important
b) Somehow important
c) Not important at all

Justify your answer please

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

Q10. According to you, Grammar is

- a) A framework for the rest of the language – a basic system to build everything else on
- b) The building blocks of language which are combined to form a whole
- c) An equal pillar in supporting language proficiency. (Other pillars could be knowledge about vocabulary, pronunciation, appropriacy or culture etc.)
- d) All of them

Q10. Which of the following grammatical aspects your pupils are weak in and affect their written productions?

- a) The use of tenses
- b) Sentence structure
- c) The use of different types of phrases and sentences
- d) The use of articles and prepositions
- e) The use of plural markers
- f) The use of adverbs instead of adjectives
- g) All of them

Others, please specify

.....

.....

.....

Q11. On which aspect(s) do you focus when correcting your pupils written productions? Justify your answer please.

.....

.....

Q12. When correcting your pupils' written productions, do you

- a) Highlight the error only
- b) Use symbol codes to indicate the type of error
- c) Give the correct form directly
- d) Using Written comments
- e) Using oral comments

Others, please specify

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

Q13. Do your pupils take your remarks into account?

a) Yes

b) No

Q14. Do you think that making pupils aware of their grammatical error may help them improve their writing skill?

a) Yes

b) No

Justify your answer please

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

If you have any comments or suggestions, please feel free

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

Thank you for your time, effort and cooperation.

Mohamed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English

Questionnaire for Second Year Middle School Pupils
إستبيان لتلاميذ السنة رابعة متوسط

<p>Dear pupil, This questionnaire is an attempt to collect information for the accomplishment of a Master's dissertation about the grammatical errors made in written productions in order to look for appropriate strategies to remedy such issue and to develop middle school pupils' writing skill. Therefore, you are kindly requested to answer the following questions by putting a (√) in the appropriate box(s) and by giving full statements whenever it is necessary. Thank you for your time, effort and collaboration.</p>	<p>عزيزي التلميذ، هذا الإستبيان هو محاولة لجمع معلومات لإنجاز مذكرة ماستر حول الأخطاء النحوية المرتكبة في المردود الكتابي من أجل البحث عن الإستراتيجيات المناسبة لعلاج هذه المشكلة وتطوير مهارة الكتابة لدى تلاميذ المرحلة المتوسطة. لذلك، يرجى منك الإجابة على الأسئلة التالية عن طريق وضع علامة (√) في المربع المناسب وإعطاء إجابة كاملة كلما لزم الأمر. شكرا لك على وقتك وجهدك وتعاونك.</p>
---	--

Researcher's Name

Mrs. SAAD Donia

Supervised by

Dr. HOADJLI Ahmed Chaouki

2019-2020

Section one : General Information

Q1. Please, specify your gender:

- a) Male b) Female

Q2. Do you like studying English?

- a) Yes b) No

Please, explain why:

.....

Q3. How do you consider your level in English?

- a) Very good
 b) Good
 c) Average
 d) Poor
 e) Very poor

Q4. Among the following skills, which one you are asked by your teacher to practice more?

- a) Reading
 b) Speaking
 c) Writing

Q5. Do you practice to improve your writing skill?

- a) Yes b) No

Section Two: Learning Writing

Q1. Is it easy for you to express your ideas in English?

- a) Yes b) No

Q2. How do you consider writingskill?

- a) Important b) Not important

الجزء الأول: معلومات عامة

س1. يرجى تحديد الجنس:

- (ذكر) (ب) انتي

س2. هل تحب دراسة اللغة الإنجليزية؟

- (نعم) (ب) لا

فضلا، اشرح لماذا:

.....

س3. كيف تقيم مستواك في مادة الإنجليزية؟

1. جيد جدا
 2. جيد
 3. متوسط
 4. ضعيف
 5. ضعيف جدا

س4. أي من المهارات التالية يطلب منك الأستاذ ان تمارسها أكثر؟

1. القراءة
 2. الكلام
 3. الكتابة

س5. هل تتدرب على تحسين مهاراتك الكتابية؟

- (نعم) (ب) لا

الجزء الثاني: تعلم الكتابة

س1. هل من السهل عليك ان تعبر عن افكارك باللغة الإنجليزية؟

- (نعم) (ب) لا

س2. كيف تعتبر موهبة الكتابة؟

- (مهمة) (ب) غير مهمة

In both cases, justify your answer:

Q3. During writing, do you encounter any difficulties?

a) Yes No

If yes, which of the following writing aspects is more difficult for you?

- a) Grammatical structures
 b) Vocabulary use
 c) Organization of the text
 d) Mechanics
 e) All of them

Q4. When you write, do use what you have learned in terms of English proprieties (items and structures)

a) Yes b) No

Q5. What are the elements you focus on more during writing?

- a) Producing ideas
 b) Grammar
 c) Vocabulary
 d) Punctuation

Q6. Do you find yourself thinking in Arabic when writing in English?

a) Yes No

Q7. Do you think that the time devoted for written expression is sufficient to improve your writing skill?

a) Yes No

Q8. Do you prefer your written product to be:

- a) Simple and free of errors
 b) Linguistically accurate and various
 c) Both

في كلتا الحالتين، برر اجابتك:

س3. هل تواجه أي صعوبات أثناء الكتابة؟

ا) نعم ب) لا

إذا كانت اجابتك نعم، فأى من عناصر الكتابة التالية هي الأصعب بالنسبة لك؟

1. قواعد اللغة وهيكلها
 2. استخدام المصطلحات
 3. تنظيم النص
 4. آليات الكتابة
 5. كلهم

س4. أثناء الكتابة، هل تقوم باستخدام ما تعلمته من مكونات اللغة الإنجليزية (مفردات وهيكل)

ا) نعم ب) لا

س5. ما هي العناصر التي تركز عليها أكثر أثناء الكتابة؟

1. صب الأفكار
 2. النحو
 3. المصطلحات
 4. علامات التنقيط

س6. هل تجد نفسك تفكر باللغة العربية أثناء الكتابة باللغة الإنجليزية؟

ا) نعم ب) لا

س7. هل تظن أن الوقت المخصص لتدريس مادة التعبير الكتابي كافٍ لتطوير مهاراتك الكتابية؟

ا) نعم ب) لا

س8. هل تفضل أن يكون مردودك الكتابي:

1. بسيط وخالٍ من الأخطاء
 2. متنوع من ناحية التركيب واللغة
 3. الإثنان معاً

Q9. Do you think that detecting errors is more helpful when it is done by:

- a) Yourself
 b) Your pair
 c) Your teacher

2. بواسطة زميلك

3. بواسطة الأستاذ

Q10. Does your teacher's correction focuses more on?

- a) Language use and form
 b) The language content
 c) Both

س10. هل يركز تصحيح استاذك أكثر على:

1. استعمال اللغة والشكل
 2. المحتوى
 3. الإلتئان معا

الجزء الثالث: تعلم قواعد اللغة

Section Three: Learning Grammar

Q1. Do you think that learning English grammar is important to develop the quality of your writing?

- a) Yes b) No

س1. هل تظن ان تعلم قواعد اللغة مهم في تطوير نوعية كتابتك؟

- ا) نعم ب) لا

Q2. Do you take grammar aspect into consideration during writing?

- a) Yes b) No

س2. هل تعطي لعنصر القواعد اهمية اثناء الكتابة؟

- ا) نعم ب) لا

Q3. When you are writing, you focus more on:

- a) Grammar only
 b) Ideas only
 c) Both

س3. عندما تكتب، هل تركز أكثر على:

1. القواعد فقط
 2. الأفكار فقط
 3. الإلتئان معا

Q4. Do you find that learning grammar is difficult?

- a) Yes b) No

س4. هل تجد ان تعلم قواعد اللغة صعب؟

- ا) نعم ب) لا

Q5. What are the difficulties you encounter when you learn grammar?

- a) Complex sentence' structures
 b) Similarity of certain words
 c) Punctuation
 d) The use of pronouns
 e) Spelling
 f) Capitalization
 g) All of them

س5. ماهي الصعوبات التي تواجهها في تعلم قواعد اللغة؟

1. هياكل الجمل المعقدة
 2. إختيار الكلمات
 3. استعمال علامات التنقيط
 4. استعمال الضمائر
 5. الهجاء
 6. الكتابة بأحرف كبيرة
 7. جميعهم

س9. هل تظن ان اكتشاف الأخطاء يكون مفيدا أكثر عندما:

1. تقوم بذلك بنفسك

Q6. How have you been taught English grammar?

- a) Memorization
 b) Learning rules through examples



c) Other ways

.....

.....

Q7. In learning grammar, you prefer:

- a) To be given the rule directly by your teacher
- b) To figure the rule by yourself

If you prefer to find the rules by yourself is it through:

- a) Practice
- b) Knowing the rule explicitly
- c) Other ways

.....

Q8. How do you prefer to improve your level in grammar and writing?

.....

Thank you for your time, effort and collaboration.

س7. عند تعلم قواعد اللغة، تفضلان:

1. يتم إعطائك القاعدة مباشرة من طرف الأستاذ
2. تستنتج القاعدة بنفسك

إذا كنت تفضل ان تستنتج القاعدة بنفسك، اذكر من خلال:

1. التمرين
2. معرفة القاعدة بطريقة واضحة
3. طرق أخرى

.....

س8. كيف تفضل ان تطور مستواك في قواعد اللغة والكتابة؟

.....

شكرا لك على وقتك وجهدك وتعاونك.

س6. كيف تم تعليمك قواعد اللغة الإنجليزية؟

1. عن طريق الحفظ
2. تعلم القواعد من خلال الأمثلة
3. طرق أخرى



Fouad



When I was a kid I did everythings I go out from home at 9 morning and I come to it at night with my friends to catch birds to kill them and eat them. We do michwi. One day I caught 20 birds and gave them to mom to kook for us chorba frik. It was very delicious. We challenged too much obtakels among them finding scorpions and snakes. One of friends almost die because of a scorpion. It was very good days and memories



I have a bad memory on there was a man who wanted to kidnap me when I was 6 years old he asked me about my father and then my name and my age, he was doing a very strange behaviour, I was afraid of him and he paid attention to that when he said don't be afraid of me, he was telling me ridiculous words, fortunately my mother called me when he escaped. I was amazed but his behavior, and as far many questions resolve in my head, and I still have a knot in that periode, but thank God I passed it. ✓✓

every thing was different when I ~~was~~ ^{was} child. Days are very beautiful. When I ~~was~~ ^{was} 6, I go to the school for the first time, it was a great memory, I remember it like it was yesterday, that is there where I ~~met~~ ^{met} my new friends. We do together a lot of activities: we ~~do~~ ^{do} our (activities) exercises, practising sport, plant trees, play games, ~~we~~ ^{we} ~~used~~ ^{used} together and we are so happy. In the youth center, I was a member in a music group, I love singing and I love music so much. In my home, my brother is always ~~play~~ ^{play} piano, I love sitting with him when he ~~do~~ ^{do} his favourite hobby. I love animals. When I am a kid, I have pets: cat, dog, rabbit, ~~hen~~ ^{hen}. I love play and enjoy with animals.

When I was a kid my grandfather taking me
to garden to play. There is a swing we
play with it always. I love it so much.
I am good in playing and one day I was
played and I fall to the ground and the
swing hit me in my head and I was
bleeding and then he took me to hospital
than we didn't go anymore. One day I miss
the swing so I go outside from school to
swing and I did not find it. I am lost and
I want my dad to cry and walk then my
grandfather find me then he hit me then I
cry again then I go home and I don't go to
swing never.

One day on 2005, This day its the
Last ramadan. Children happy becaus.
They will wearing nice and new clothes
of Eid. What about me! I was
happy too until --- My dad was
been next the house waiting the car,
and I am jumping here and there.
Ooops! For a moment before we enter
home Dad kept his hand on my
front "Ave you okay!!" You listen to
me!!" I was choked and just
looking for my mom and sister
screaming because they heard my
falling when my head knock on the
big and huge Hasra << Yes I was
Falled a pain in my front >> For reasons
and causes i will not telling
you about it just I say even the
symptoms / people's looks and the
little deformation but am stay strong
wish to someday have normal front
Life beautiful, Allah loves beauty and
will be beautiful in the better insha

When I was a kid I
remember I was put
peper in the food of my
big brother because he
always beat me to crying.
The spicy taste of peper
burn his tongue. I also put
cold water on him while
we are in the winter
season. my mother
always punished me for
this irresponsible actions

When I was a kid, me and my family used to go out on picnics every Friday afternoon. One time we went to a garden near our house. It was really green and had beautiful flowers and trees. I tried to climb on the trees but I fell and hurt my leg. We played run and hide and when we got tired we sat down and ate sandwiches. It was a good day and I was so happy and I hope we will do this again soon.

when i was small children
i was very happy to by
bicycle but my mother
always told me to
complete my exam to by
one. so i decide to revize
my lesson, to have good
note. When i finish my
exam i was the first
people between my
friends so the school
decide to give me bicycle
in day of sience

المخلص

تهدف هذه الدراسة إلى إلقاء الضوء على صعوبات التعلم في التعبير الكتابي التي يواجهها تلاميذ السنة الرابعة المتوسطة في مادة اللغة الإنجليزية وإلى معرفة مدى استيعاب التلميذ قواعد هاته اللغة. وفي إطار هذا الهدف ركزنا على الأخطاء النحوية الشائعة ضمن عينة من تلاميذ متوسطة الشهيد بحري الجموعي بمدينة زريبة الوادي، سلطنا في دراستها منهجا تجريبيا تحليليا مختلطاً، قد تضمن الحقل التجريبي اختيار: عينة من سبع وعشرين تلميذاً ينتمون إلى قسم رابعة متوسط 3، استبيان يعرض أسئلة مفتوحة ومغلقة حول الموضوع، اختبار النشاط الكتابي للتلاميذ مقترح من طرف أستاذ المادة في إطار المنهاج المدرسي، ومقابلة مع ثلاثة عشر أستاذاً لمادة اللغة الانجليزية من متوسطات مختلفة. وأظهرت النتائج أسباب هذه الأخطاء وهي كالتالي: قلة ممارسة النشاط الكتابي، التداخل اللغوي من حيث تأثير اللغة الأم وتأثير اللغة الفرنسية، وقلة الكتب والمطالعة. ولقد سمحت لنا هذه الدراسة باكتشاف نقاط ضعف التلاميذ في هذه المادة، وهي خطوة أساسية تمهد لمعالجتها وتحسينها الذي يعد أحد أهداف العملية التربوية. كما أن هذه الدراسة تساعد واضعي المناهج على مراعاة حاجات التلاميذ وإيجاد طريقة مناسبة تساهم في إعداد المواد التعليمية.

Résumé

Cette étude de recherche tente de réaliser une enquête sur les difficultés d'apprentissage de la langue anglaise que rencontrent les élèves de la 4 AM 3 lors de la réalisation d'une production écrite. Pour cette raison nous sommes focalisés sur les erreurs grammaticales communes et commise par un échantillon des élèves scolarisés au CEM Bahri Djemoui ZEO, W. Biskra. Pour effectuer cette recherche nous avons opté pour une méthode expérimentale, analytique et mixte. Le champ d'expérimentation consiste à choisir: échantillon de 27 élèves appartenant à la classe de 4AM3 du CEM ci situé, questionnaire qui consiste à présenter des questions fermés et ouverte en relation avec le thème et le problème de la recherche, test : activité d'écriture à réaliser par les élèves, proposée par l'enseignant de la matière. Inscrites dans le cadre du 2ème projet pédagogique programmé dans le curriculum scolaire. Interview: entretien avec 13 enseignants de la matière des giclées moyen appartenant à des différents établissements de la ville. Les résultats obtenus nous ont révélé les cause et les origines de ces erreurs sont : le manque d'activité écrite, l'interférence linguistique en termes d'influence de la langue maternelle et de la langue française, et le manque de livres et de lecture. En effet cette découverte nous a permis d'identifier les point de défaillance des élèves afin d'y remédier et par conséquent améliorer leur production écrite, cette dernière est un objectif fondamental de tout apprentissage de langues notamment la langue anglaise.