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Faculty of Letters and Languages  
Department of Foreign Languages

# MASTER DISSERTATION

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Submitted and Defended by:  
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**The Role of Contrastive Analysis and Error Analysis in  
Developing EFL Learners 'Grammar .  
The Case of First Year English students at Mohamed Kheider  
University –Biskra .**

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## **DECLARATION**

I, **Asmaa BAA**, hereby solemnly declare that the work I am going to present in this thesis

**The Role of Contrastive Analysis and Error Analysis in Developing EFL Learners'**

**Grammar: The Case of First Year students at Mohamed Kheider University –Biskra**

is my own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that I have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at the University of at Biskra University.

**Date:**

**Signature**

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## **DEDICATION**

In the name of God, the most Merciful, the most Compassionate.

Every challenging work needs self-efforts as well as guidance especially from those who are close to our hearts. I dedicate this humble work to the most precious people to my heart, the ones who can never be thanked enough, for the overwhelming love and care they gave me. To the candles who always enlighten my path, The ones who were the source of motivation during moment's of despair and discouragement, my dearest mother and my beloved father

I want to express my heartfelt gratitude for my brother, sister and my men, whom have been my unwavering support and constant companion. Every step I have taken in my life has been with them by my side.

To my sincere friends;whom have been sharing all the moments with me, guiding, encouraging, and uplifting me, their strength, love. I am deeply thankful for their presence in my life.

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## ABSTRACT

This study explores the role of Contrastive Analysis and Error Analysis in enhancing the grammar proficiency of English as Foreign Language learners. The main aim of this research is to investigate how the integration of Contrastive Analysis and Error Analysis can improve students' understanding of English grammar, identify common grammatical errors, and assess the impact of these methods on learners' grammatical competence. A mixed-method approach was employed, combining both quantitative and qualitative data. The study included a questionnaire for first-year students and an interview with teachers at Mohamed Khider University of Biskra .The findings reveal that both Contrastive Analysis and Error Analysis significantly contribute to improving grammar proficiency, with Contrastive Analysis helping students recognize differences between their native language and English, thereby reducing native language interference. Error Analysis, on the other hand, enabled learners to identify and correct their own grammar mistakes, leading to better overall performance. The results support the idea that combining Contrastive Analysis and Error Analysis is more effective than using them separately.

**Keywords:** Contrastive Analysis, Error Analysis, grammar proficiency, language transfer, error correction.

## **LIST OF ABBREVIATIONS**

**CA:** Contrastive Analysis

**CAH:** The Contrastive Analysis Hypothesis

**CLT:** Communicative Language Teaching

**EA:** Error Analysis

**EFL:** English as a Foreign Language

**GTM:** Grammar-Translation Method

**IL :** Inter-Language

**LMD:** License Master Doctorate

**TL:**Target language

**L1:** First Language

**L2:** Second Language

## LIST OF FIGURES

<b>Figure 1.1:</b> Language Transfer Processes.....	22
<b>Figure 2.1:</b> Variables that Determine the Importance of Teaching Grammar .....	37
<b>Figure 2.2:</b> Blooms Taxonomy of Educational Objectives.....	51
<b>Figure 3.1:</b> Students' Gender .....	62
<b>Figure 3.2:</b> The Most Difficult Skill in Learning Foreign Language.....	63
<b>Figure 3.3:</b> The Necessary of Contrastive Analysis Activities.....	64
<b>Figure 3.4:</b> Error Analysis Enhance Students' Comprehension of Grammar Rules.....	64
<b>Figure 3.5:</b> The Most Helpful Kind of Techniques in Learning Grammar.....	65
<b>Figure 3.6:</b> Identifying Grammar Mistakes through Error Analysis.....	66
<b>Figure 3.7:</b> Contrastive Analysis Increases Students' Awareness of Grammar Patterns.....	66
<b>Figure 3.8:</b> The Improved Grammar Area due to Contrastive Analysis and Error Analysis...	67
<b>Figure 3.9:</b> Students Frequency of Making Grammar Mistakes while speaking or Writing...	68
<b>Figure 3.10:</b> The Importance of Mastering Grammar Rules for English Advancement.....	68
<b>Figure 3.11:</b> The Most Commonly Methods Used in the Grammar Lessons.....	69
<b>Figure 3.12:</b> Students' Opinion about the Effective Method of Learning Grammar.....	70

## TABLE OF CONTENTS

Declaration.....	I
Dedication .....	II
Acknowledgements.....	III
Abstract .....	IV
List of Abbreviations .....	V
List of Figure.....	VI
Table of Content.....	VII
General Introduction .....	01
1. Background of the Study.....	02
2. Statement of the Problem.....	03
3. Aims of the Study .....	05
4. Significance of the Study .....	05
5. Research Questions.....	05
6. Research hypothesis .....	06
7. Research Methodology.....	06
8. Structure of the Dissertation.....	07
 <b>Chapter One: Contrastive Analysis and Error Analysis in EFL Classes</b>	
Introduction .....	08
1.1 Errors in Second Language Learning.....	08
1.1.1 Definition of Errors .....	08
1.1.2 Errors Vs. Mistakes.....	09
1.1.3 Types of Errors in Language Learning (InterlingualVs. Intralingual Errors).....	11
1.1.3.1 Interlingual Errors.....	11
1.1.3.2 Intralingual Errors.....	12



1.2 An Overview of Contrastive Analysis .....	13
1.2.1 Definition and History .....	14
1.2.2 Theoretical Foundations .....	15
1.3 The Application of Contrastive Analysis in Language Teaching and Learning.....	17
1.4 The Strengths and Limitations of Contrastive Analysis in Predicting and Explaining Errors.....	19
1.5 Identification of Language Transfer .....	21
1.5.1 Negative Language Transfer.....	22
1.5.2 Positive Language Transfer .....	23
1.6 Error Analysis .....	25
1.6.1 Definition and History .....	25
1.6.2 Theoretical Foundations .....	26
1.7 Procedures of Error Analysis.....	28
1.8 The Role of Error Analysis and Contrastive Analysis in Reducing Grammar Learning Challenges .....	29
Conclusion.....	30

## **Chapter Tow: An Overview of Grammar Skills in EFL Classes**

Introduction .....	32
2.1 Overview of Grammar Teaching and Learning in EFL Classes .....	32
2.1.1 Definition of Grammar.....	33
2.1.2 The Significance of Grammar in the EFL Classroom .....	36
2.3 Approaches and Methods in Teaching Grammar in EFL Classes.....	38
2.3.1 The Communicative Language Teaching Approach.....	38
2.3.2 The Deductive Teaching Approach.....	38
2.3.3 The Inductive or Rule-Discovery Approach.....	39
2.4 Useful Techniques of Teaching Grammar.....	39
2.5 Grammar and the Four Skills .....	41

2.6 Grammar within Language Teaching Methodologies.....	44
2.6.1 Traditional Method / Grammar-Translation Method.....	44
2.6.2 The direct Method.....	46
2.6.3 The Audio-Lingual Method.....	46
2.6.4 The Audio-Visual Method .....	48
2.7 Teaching Grammar via Bloom’s Taxonomy .....	49
2.8 Grammar Assessment Framework.....	51
2.9 Teachers’ Roles in Teaching Grammar.....	52
Conclusion .....	54

### **Chapter Three: Research Methodology and Data Analysis**

Introduction .....	55
3.1 Research Design .....	55
3.2 Mixed Methods Research: qualitative and quantitative method .....	56
3.3 Setting and Sampling .....	58
3.4 Data Analysis Procedures.....	58
3.5 Data Collection Tools .....	59
3.5.1 The Students’ Questionnaire .....	59
3.5.2 Teachers’ Interview.....	60
3.6 Analysis of the Students’ Questionnaire.....	61
3.7 Analysis of the Teachers’ Interview .....	70
3.8 Discussion of the Results.....	77
Conclusion .....	79
Recommendations.....	80
General Conclusion .....	82
List of References .....	84

Appendices .....	94
Appendix One: Students' Questionnaire.....	
Appendix Two: Teachers' Interview .....	
الملخص .....	

## **GENERAL INTRODUCTION**

In the field of target language acquisition , understanding the sources of learners' grammatical errors is crucial for developing effective teaching strategies. Two prominent approaches that contribute to this understanding are Contrastive Analysis (CA) and Error Analysis (EA). Contrastive Analysis examines the structural differences and similarities between a learner's native language (L1) and the target language (L2), aiming to predict areas of potential difficulty. It is based on the assumption that linguistic interference from the L1 often leads to errors in the L2. Although CA has been criticized for its limited predictive power at certain linguistic levels, particularly syntax, it still plays a valuable role in identifying and addressing pronunciation and grammatical challenges. On the other hand, Error Analysis focuses on the actual errors learners make, offering insight into their developmental patterns and strategies in the process of language learning.

This study explores the complementary roles of Contrastive Analysis and Error Analysis in enhancing grammatical competence among first-year EFL students at Mohamed Kheider University – Biskra. By examining both transfer-induced and developmental errors, the research aims to identify the most common grammatical difficulties encountered by learners and propose instructional strategies to address them. The integration of CA and EA provides a comprehensive perspective that not only helps diagnose the roots of grammatical mistakes but also informs more targeted and effective teaching methods. The ongoing empirical interest in both approaches underscores their relevance in modern language pedagogy, particularly in contexts where learners' first language significantly influences their second language development.

## **1. Background of the Study**

CA has its roots in structuralism linguistics and was initially used to predict the difficulties learners might face when learning a second language. By comparing the learner's native language (L1) with the target language (L2), CA highlights areas where linguistic structures differ, helping educators predict errors that might occur in the L2. Although CA has been criticized for its overemphasis on errors due to L1 interference, it remains useful in highlighting areas that require more focused instruction. According to Arjumand (2021), contrastive analysis (CA) focuses on the impact of a learner's native language (NL) on acquiring a second language. This approach involves examining and comparing the learner's first language (L1) with the target language (TL) to identify likely errors. The main goal is to determine which aspects of the TL require more instructional emphasis and which areas can be deprioritized during second language learning (Gass et al., 2013). The contrastive analysis hypothesis (CAH) gained prominence through Lado's influential work, *Linguistics Across Cultures* (1957). However, the concept was initially introduced by Fries in 1945, who proposed that learners tend to make mistakes in TL areas that differ significantly from their NL. This suggests that educators can anticipate potential learning challenges by systematically comparing the two languages (as cited in Arjumand, 2021).

EA emerged as a reaction to CA in the 1970s, with a focus on studying the errors that learners make during language acquisition. Researchers such as Corder (1971) argued that errors are a natural part of language learning, offering insights into learners' cognitive processes and stages of language development. EA categorizes errors into various types (e.g., grammatical, lexical, syntactical) and attempts to identify their sources, such as interlanguage (the transitional stage between L1 and L2), or other factors like overgeneralization.

Furthermore, despite certain limitations, contrastive analysis (CA) should still be conducted, as not all of its hypotheses are flawed. To address its shortcomings, it is recommended that educators complement CA with error analysis (EA), which involves identifying the actual mistakes made by learners in the classroom. CA serves a valuable explanatory function, as it continues to account for specific errors and inaccuracies in second language use. However, error analysis, a branch of applied linguistics, does not replace CA but rather enhances it. CA tends to be more predictive at the phonological level and less so in terms of syntax. As an alternative perspective, error analysis emerged, viewing second language errors as similar to those found in first language acquisition—known as developmental errors. By the early 1970s, error analysis had partially replaced contrastive analysis by considering not only transfer-related errors but also those arising from internal processes within the target language, such as overgeneralization (Rustipa, 2011).

The significance of both CA and EA in identifying potential sources of error in second language acquisition (SLA) remains widely recognized, as evidenced by the ongoing empirical research involving CA. Contrastive analysis, in particular, has shown relevance in teaching pronunciation within SLA. Additionally, with advancements in information technology, further research using large language corpora is needed to provide empirical support for the influence of a learner's first language (L1) as a contributing factor to errors in acquiring a second language (L2)

## **2.Statement of the Problem**

Grammar is a crucial aspect of language learning and teaching. It is an essential foundation that helps learners develop basic language skills mainly speaking and writing. Moreover, learners will not be able to achieve communicative competence, unless they

construct strong grammatical knowledge. That is why; EFL teachers devote great efforts and time to design engaging grammar lessons to teach grammar rules and structures.

However, learners encounter difficulties in grammar in general, especially, the past forms of irregular verbs to form tenses, while rewriting sentences into the passive form and direct/indirect speech. In fact, many of them achieve poor scores in tests and exams despite the varied activities they do in class and at home. This is mainly due to several reasons which are the low-ability learners who have poor study skills, in addition to the lack of interest; confidence; concentration and memorisation of grammar rules. Regarding this problematic situation, some teachers may/ do feel troubled and frustrated after trying different strategy. To this end, it has become a necessity to use Contrastive Analysis (CA) and Error Analysis (EA) in facilitating grammar acquisition is not adequately explored, particularly their combined impact.

Contrastive Analysis (CA) compares the grammatical structures of L1 and L2 to predict points of difficulty, on the premise that differences between the two languages are the cause of errors. CA is restricted in explaining all types of errors, particularly those originating from other sources such as overgeneralization of rules or developmental stages in language acquisition. Error Analysis (EA), on the other hand, deals with the identification and categorization of errors that learners actually make in written and oral production. By analyzing these errors, EA offers a more precise explanation of why learners make errors and how these errors can be corrected. Therefore, both methods reinforce grammar skills and support and facilitate the teaching/learning situation, trigger learning autonomy, engagement, and motivation during grammar context.

### **3. Aims of the Study**

1. To examine the effectiveness of Contrastive Analysis in identifying common grammatical challenges EFL learners face based on their native language.
2. To investigate the role of Error Analysis in identifying and correcting grammatical errors in EFL learners' written and spoken language.
3. To explore how the integration of CA and EA can lead to improved grammar learning outcomes for EFL learners.
4. To analyze whether native language background influences the type and frequency of grammar errors observed in EFL learners.

### **5. Significance of the Study**

This study will contribute to the field of EFL teaching by providing a deeper understanding of how Contrastive Analysis and Error Analysis can be used to address common grammatical challenges faced by learners. The findings will offer valuable insights for language teachers, enabling them to design more effective grammar instruction strategies tailored to the specific needs of learners from diverse linguistic backgrounds. Furthermore, the research will highlight how the integration of CA and EA can be used to optimize grammar teaching and learning, benefiting both educators and learners in the EFL classroom.

### **5. Research Questions**

#### **The Main Question:**

**Q1.**What is the role of Contrastive Analysis and Error Analysis in improving the grammar proficiency of EFL learners?



**Sub-questions include:**

**RQ1:** How can CA help students better understand English grammar by comparing it with their native language?

**RQ2:** What are the most common grammatical errors made by EFL learners, and what are their causes?

**RQ3:** What is the impact of CA- and EA-based interventions on learners' grammatical competence?

**6. Research hypothesis**

1. An integration of both Contrastive Analysis (CA) and Error Analysis (EA) will lead to enhanced improvement in the grammar of EFL learners compared to use a single one of them individually.

2. Contrastive Analysis (CA) will make EFL learners realize the contrasts between their native language (L1) and English (L2) more effectively, and this will decrease the rate of errors committed because of L1 interference.

3. Error Analysis (EA) will allow for the identification and correction of errors that come from overuse or miscomprehension of the rules of English grammar, which will create improved grammar proficiency in the long term.

**7. Research Methodology**

This means that the research will be used both qualitative and quantitative research methods for the collection and analysis of data. To collect data and check out the validity of the hypotheses of our current work, we have to use a questionnaire to first year EFL students at Biskra University for the academic year 2024/2025. EFL students have been randomly chosen to answer the closed ended questions of the questionnaire to understand their views about the topic under investigation. In addition, an interview conducted with EFL teachers.

## **8. Structure of the Dissertation**

The current work will be divided into three main chapters. The first chapter will focus on the contrastive analysis and error analysis and the main elements included. The second section will provide a comprehensive overview of grammar skills in EFL classes which the important steps related to grammar teaching and learning is introduced. The third chapter will be devoted to the fieldwork and data analysis of the students' questionnaire and teachers' interview.

## **Chapter One: Contrastive Analysis and Error Analysis in EFL Classes**

### **Introduction**

Learning a second or foreign language is an art, yet skilled learners intend to master this art best. This entails learning a second or foreign language in non-native contexts under which teaching principles, strategies, and approaches to English instruction are applied to enhance students' diverse linguistic skills, including acquisition, learning, and comprehension and enriching their learning experiences. Since, they are the pillars on which the field is based. Thereon, contrastive analysis and error analysis has gained attention at educational setting. Through integrating those in teaching process it enable learners to promote learning of foreign languages within a classroom environment.

In the course of the current discussion, this chapter includes the main theoretical aspects of the current study. It began errors in second language learning, its definition, types, and how distinguished from mistakes, in addition it focuses on an overview of contrastive analysis, its definition, history and theoretical foundations. Then, it discusses the application of CA in language teaching and learning and the strengths and limitations. It also highlights the identification of language transfer. Moreover, it discusses error analysis, procedures of error analysis. The last point shed the light on the role of EA / CA in reducing grammar learning challenges followed by a conclusion.

### **1.1 Errors in Second Language Learning**

Errors can arise from various factors in the foreign language learning process, particularly in areas like grammar, pronunciation, or vocabulary. These errors are a natural part of the learning process and offer valuable insights into the learner's progress.

#### **1.1.1 Definition of Errors**

Errors are a natural aspect of learning a second language and often highlight the

difficulties learners encounter as they try to grasp the grammar and structure of the new language. These mistakes can occur for several reasons, including the influence of a learner's native language, misapplying rules across different contexts, or having only a partial grasp of the language being learned. An error represents a significant divergence from the grammatical norms of native speakers and reveals a learner's developing language knowledge. In contrast, what he calls a "failure" results from momentary lapses such as slips, guesses, or temporary missteps in applying already known rules. Essentially, errors stem from a lack of understanding, while failures are unintentional mistakes in performance (Brown , 2000).

Dwi Warry (2019) expands on this by pointing out that errors reflect a learner's competence level and are not easily corrected without deeper learning. In the context of second language acquisition, this means learners must engage further with the language to overcome these issues. Error can actually support the learning process when learners work through and learn from them. Rather than seeing errors as merely incorrect, they should be viewed as opportunities for growth and deeper comprehension.

In summary, errors play a fundamental role in the process of acquiring a second language. Rather than being seen signs of failure, they offer insight into a learner's developing linguistic competence. These recurring deviations highlight areas where further instruction or practice is needed and serve as valuable opportunities for growth. By recognizing the instructional value of errors, educators and learners alike can approach language learning with a more constructive and informed mindset.

### **1.1.2 Errors Vs. Mistakes**

The distinction between errors and mistakes is important, as these two terms are often used interchangeably, yet they refer to different phenomena. Mistakes are common in language learning, particularly among second language learners, and occur when learners

make incorrect utterances that deviate from their target language knowledge. However, errors are systematic deviations that reflect a lack of knowledge. Dulay (1982) explains that "the error is an imperfection of a student in learning the language, whether it is spoken or written, as part of a conversation and composition for deviations to occur."

Gass and Selinker (2001), in their book *Second Language Acquisition: An Introductory Course*, differentiate between errors and mistakes. They argue that mistakes are akin to slips of the tongue and occur as one-time events. Learners can typically recognize and correct these mistakes. In contrast, errors are systematic and repetitive, and learners usually fail to recognize them as errors (cited in Singh, 2017, p. 573).

James (1998, p. 78) highlights that, the key difference between a mistake and an error lies in the learner's ability to self-correct. A mistake is something the learner can and is willing to correct, whereas an error is a deviation the learner is unable or unwilling to rectify. Corder (1967, cited in Singh, 2017, p. 573) elaborates that mistakes are "errors in performance," but it is the study of systematic errors that allows us to reconstruct the learner's language knowledge or transitional competence. Errors, therefore, arise from a lack of knowledge.

Mistakes, conversely, are unpredictable and non-systematic. These are easily recognized by the learner and can be corrected without much difficulty. Corder (1967) further argues that establishing rules for mistakes is futile, as they do not reflect the learner's understanding of the language.

In summary, errors are systematic deviations that reflect a lack of knowledge, while mistakes are typically spontaneous and non-systematic. Therefore, the focus should be on addressing errors rather than merely identifying them. While the distinction between errors

and mistakes is important, in practical terms, both terms are often used interchangeably, especially in classroom settings.

### **1.1.3 Types of Errors in Language Learning (Interlingual Vs. Intralingual Errors)**

The first step in Error Analysis (EA) requires the determination of elements in the sample of learner language which deviate from the TL in some way. Errors are typically produced by learners who do not yet fully command some institutionalized language system; they arise due to the imperfect competence in the target language. In other words, errors are an inevitable part of the English language learning process. When students make errors, it is essential for teachers to identify their causes. Teachers often encounter unexpected errors made by students, particularly when learners have not fully understood the material presented. (Corder, 1981). Since language acquisition is a gradual process, teachers must adopt appropriate strategies to address and correct these errors, which can be categorized as follows:

#### **1.1.3.1 Interlingual Errors**

Interference, language transfer, and cross-linguistic interference are also known as interlingual errors. According to Corder (1981) states that these kinds of error occur when the learner's habits (patterns, systems or rules) interfere or prevent him or her, to some extent, from acquiring the patterns and rules of the second language. Similarly, Lado (1964) said Interference (negative transfer) is negative influence of the mother tongue (L1) on the performance of the target language (L2). Chelli (2013) defined that interlingual errors are the result of language transfer, which is caused by learner's first language.

In the same vein , Richard (1974,p.173) states if the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual. As stated by Brown (1980: 160), most of the learners' errors in the second

language result primarily from the learner's assumption that the second language forms are similar to the native language. Another researcher is Al-Khresheh (2010). He suggested that interlingual errors are committed by literal translation.

**1) Transfer Error:** error caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language.

**2) Mother tongue Interference:** errors are produced in the learners' attempt to discover the structure of the target language rather than transferring models of their first language.

**3) Literal Translation:** errors happen because a student translates his first language sentence or idiomatic expression in to the target language word by word. (Sari, 2016)

### **1.1.3.2 Intralingual Errors**

Intralingual errors are mistakes that occur within the same language, usually when a learner is trying to understand or use the rules of that language but misapplies them. that is negative transfer of items within the target language (Chelli ,2013 p.3) . Richard (1974 ,p.120) classifies the intralingual errors into four categories including overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors. ( As cited in Sari , 2016)

**a) Overgeneralization:** This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of comed and goed as the past tense forms of come and go and the omission of the third person singular s under the heavy pressure of all other endless forms as in he go. It should be noted that simplification and overgeneralization are used by

learners in order to reduce their linguistic burden (Touchine , 1986,p78).

**b)Ignorance of rule restrictions:** to apply a rule to the context where they do not apply.

These errors are explicable in terms of analogy or rote learning (Chelli , 2013,p.4) the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the rote learning of rules.(Sari, 2016)

**c) Incomplete application of rules:** “Failure to learn the more complex types of structure because the learner finds that he can achieve communication by using relatively simple rules simple rules”. (Chelli , 2013,p.4)

**d) False Concept Hypothesized:** learners’ faulty understanding of distinctions of target language items leads to false conceptualization. Learners’ faulty understanding of distinctions of target language items leads to false concept hypothesized.(Sari, 2016)

## **1.2 An Overview of Contrastive Analysis**

Until late sixties, the prominent theory that was used in the study of second language learning was the behaviouristic theory. It suggests that learning is a question of habit formation and thus errors were considered as being the result of the existence of the mother tongue habits in the new language. Because of this, many researches in that period gave most of their attention to the comparison between the learner's native language and the target language in order to predict and explain the errors made by learners. Contrastive Analysis is a linguistic approach that involves comparing two or more languages to identify similarities and differences, which can aid in language learning and teaching. This method highlights potential areas of difficulty, such as grammar and vocabulary differences, that learners might face.



Understanding these contrasts supports more language instruction, promoting efficient and effective learning outcomes.(Bennane, 2021)

### **1.2.1 Definition and History**

Students studying a foreign language often face various challenges related to its pronunciation, vocabulary, and grammatical structure. Linguists aim to uncover the roots of these difficulties to improve language instruction and reduce such issues. To address this, they have introduced methods such as contrastive analysis, error analysis, and interlanguage theory. Contrastive analysis refers to the organized comparison of two languages to highlight their structural similarities and differences particularly between a learner's native language and the target language. This approach is based on the idea that similarities ease the learning process, whereas differences create obstacles. By applying contrastive analysis, educators can anticipate potential learning difficulties and integrate them into the curriculum. However, not all difficulties predicted through this method necessarily present real challenges for learners (Rustipa, 2011).

That is to say , learners' errors stem from differences between their mother tongue and the foreign language. Therefore, supporters of contrastive analysis recommend that teachers conduct such comparisons to foresee and address student difficulties.

In the same direction, contrastive analysis (CA) involves a methodical evaluation of the learner's native language and the target language. In simple terms, it entails identifying both structural similarities and contrasts between the two languages. Gaining popularity during the 1950s and 1960s, CA became a key concept in teaching English as a foreign language. As noted by Richards, Platt, and Platt (1992), it was an extension of structural linguistics applied to language education. Over time, CA has proven significant due to both its

theoretical framework and practical application. It rests on the belief that learners tend to transfer existing linguistic habits from their first language to the second. Notably, CA exists in three forms: strong, weak, and moderate versions. As a result, learners often transfer not just structures, but also meanings and their usage patterns from their native linguistic and cultural background (as cited in Bennane, 2021, p.17). Thereon, contrastive analysis is a structured approach to studying two languages in order to identify both their similarities and differences.

It can be concluded that, contrastive analysis plays a crucial role in second language learning by offering insight into potential learning barriers. It helps teachers better predict and address student difficulties by comparing the native and target languages. While not all predicted issues become real challenges, CA remains a valuable tool in language education.

### **1.2.2 Theoretical Foundations**

Contrastive Analysis is the systematic study of a pair of languages with the aim of identifying their structural similarities and differences. It gained prominence in the 1960s and early 1970s as a means to explain the varying levels of difficulty learners face when acquiring features of a target language. Based on the behaviorist view that language learning is habit formation, Contrastive Analysis posits that learning difficulties stem from differences between the learner's native language and the target language. According to Rustipa, K (2011,p.17-18) mentioned in her study the theories and theorists that have talked about or contributed to Contrastive Analysis (CA)

Behaviorist learning theory played a foundational role in the development of Contrastive Analysis. It viewed language acquisition as a process of habit formation, where existing habits in the first language (L1) either support or interfere with learning a second language (L2). According to this theory, similarities between L1 and L2 would promote

positive transfer and ease learning, while differences would lead to negative transfer and errors

Robert Lado is a central figure in the formulation of the Contrastive Analysis Hypothesis. In his 1957 book *Linguistics Across Cultures*, Lado argued that "those elements which are similar to the learner's native language will be simple for him, and those elements that are different will be difficult." He was the first to present a systematic method for conducting contrastive analysis by describing, comparing, and predicting areas of difficulty using structuralist linguistics. His work laid the foundation for the structured use of CA in language teaching.

Fisiak (1981) acknowledged the limitations of Contrastive Analysis but defended its continued relevance. He argued that, despite its predictive shortcomings, CA still has an important explanatory role in understanding learner errors. To enhance its effectiveness, Fisiak proposed that CA should be supplemented with Error Analysis. He emphasized that while not all CA predictions are accurate, many still provide valuable insight into the language learning process.

Schackne (2002) evaluated the scope of CA's predictive power and found that it is most effective at the phonological level, but less reliable at the syntactic level. He highlighted the limitations of CA in accurately predicting learner errors and pointed out that many errors arise from internal language development processes rather than cross-linguistic interference. This view supports the argument for integrating CA with other approaches like developmental Error Analysis.

Larsen and colleagues (1992) provided empirical criticism of the Contrastive Analysis Hypothesis. They found that many of the errors predicted by CA did not materialize in real

learner output, while other frequent learner errors were not predicted at all. This over prediction and under prediction problem called into question the reliability of CA as a predictive model and contributed to its decline in favour of more evidence-based approaches.

### **1.3 The Application of CA in Language Teaching and Learning**

Contrastive Analysis (CA) plays a significant role in language teaching and learning by helping teachers to identify the potential challenges students may face due to differences between their native language and the target language. By systematically comparing both languages, CA allows teachers to anticipate errors, design effective teaching materials, and develop strategies to facilitate smoother language acquisition.

According to Ellis (2003) argues that second language can be defined as the way in which people learn a language other than their mother tongue which may happen inside or outside classroom. Similar, Christopherson (1973) predicting problems in second language learning can be realized through knowing the similarities and differences between the source language and the target language. This means that, providing insights into similarities and differences between the native language and the foreign language will help the linguist to discover the difficulties that can encounter the learner during his process of learning that foreign language.

Contrastive Analysis (CA) examines how a learner's native language (NL) affects their acquisition of a second language. By comparing the first language (L1) with the target language (TL), it aims to identify likely areas of difficulty, helping educators determine which aspects of the TL require greater instructional attention and which can be given less focus (Gass et al., 2013). Consequently, contrastive Analysis has several valuable applications mentioned by Gramley S, and V. Gramley (2008) as follow:

- Used to diagnose learner errors through comparison of native and target languages (weak

version of CA).

- Helps teachers understand why certain errors are made, supporting more effective feedback and remedial instruction
- Guides the development of language teaching materials by highlighting areas of potential difficulty
- Informs lesson planning by identifying structurally different areas between L1 and L2
- Supports curriculum design based on systematic language comparison (source vs. target language)
- Enables error analysis beyond L1 interference by incorporating both interlingual and intralingual factors
- Encourages avoidance and simplification strategies in learners, which teachers can anticipate and address
- Facilitates hypothesis testing and inference learners, helping teachers adapt instruction to learner strategies

Contrastive analysis is applied in language teaching to diagnose learner errors, guide feedback, and support the development of effective instructional materials. It also helps teachers anticipate learner strategies such as avoidance and simplification by highlighting structural differences between the native and target languages.

More specifically, contrastive analysis is considered as an approach that aims at diagnosing errors. CA enables the teacher to use his linguistic knowledge to account for some errors made by learners of a foreign language. James (1980, p. 148) claims that “An important ingredient of the teacher's role as monitor and assessor of the learner's performance is to know why certain errors are committed. It is on the basis of such diagnostic knowledge that the teacher organizes feedback to the learner and remedial work.”

Moreover, teachers can anticipate likely errors that learners will make by comparing

structures of the first language (L1) and the second language (L2).e.g., An Arabic speaker might say "He has 25 years" instead of "He is 25 years old" because of direct translation from Arabic . CA helps teachers to predict the problems and difficulties that can face learners as well as errors which can be made by them. Oller (1971, p.79) claims that contrastive analysis is "... a device for predicting points of difficulty and some of the errors that learners will make." And this may Helps language teachers become more aware of their students' linguistic backgrounds and how these affect learning. E.g, A teacher of English to Arabic speakers may learn about issues with English word stress or tense systems.

Eventually, contrastive Analysis aims to help learners and teachers learn or teach a target language more easily and beneficially.

#### **1.4 The Strengths and Limitations of CA in Predicting and Explaining Errors.**

In the idea that comparing a learner's first language (L1) with the target language (L2) can help predict and address learning difficulties. By identifying both the similarities and differences between languages, educators can develop more effective instructional materials and strategies.A standard approach to CA includes three main steps:

- Describing and comparing the structures of the source language (L1) and the target language (L2),
- Predicting potential areas of difficulty that may arise from linguistic differences,
- Applying the findings to enhance teaching practices and learning materials.

This method emerged in the United States in the 1940s and 1950s. Influential linguists Charles Fries and Robert Lado laid the groundwork for its use in language pedagogy. As Fries (1945, p. 9) asserted, "*The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of*

*the native language of the learner.*”Similarly, Lado (1957) emphasized that *“those elements that are similar to the learner’s native language will be simple for him, and those elements that are different will be difficult.”*

Contrastive Analysis gained prominence during the 1950s and 1960s and was seen as a practical tool for curriculum design, especially in English as a Foreign Language (EFL) contexts. However, enthusiasm waned as it became clear that CA could not account for all learning difficulties. As Al-Rickaby (2023) notes, *“the Contrastive Analysis Hypothesis (CAH) came under criticism for overgeneralizing errors and assuming too direct a link between structural differences and learner difficulties.”*The limitations of CA presented by As Khansir and Pakdel (2019) include:

- It can only predict some learning problems, as many issues are common across learners, regardless of their L1.
- Predictions are dependent on the linguistic model used for comparison.
- There is no straightforward relationship between difference and difficulty. Some differences may not cause problems, while similarities can sometimes be misleading.
- The “blinding-flash fallacy” suggests that comparing entire language systems assumes full linguistic transfer, whereas, in reality, the learner’s knowledge is partial and developmental. As Khansir and Pakdel (2019) explain, *“CA assumes that all parts of both languages interact simultaneously, ignoring the stages of language learning and internal processing of the learner.”*

Because of these shortcomings, many researchers and educators shifted toward alternative approaches such as Error Analysis, Interlanguage Theory, and Performance Analysis, which provide a more nuanced view of language development. According to

Richards, Platt, and Platt (1992), *“contrastive analysis was largely replaced by approaches that considered cognitive and developmental factors in second language acquisition.”*

In short, while Contrastive Analysis has its limitations, it remains a valuable tool for identifying potential cross-linguistic challenges in the early stages of language instruction. Its insights continue to inform modern language teaching, especially when combined with other approaches that account for individual learner variability and developmental factors.

### **1.5 Identification of Language Transfer**

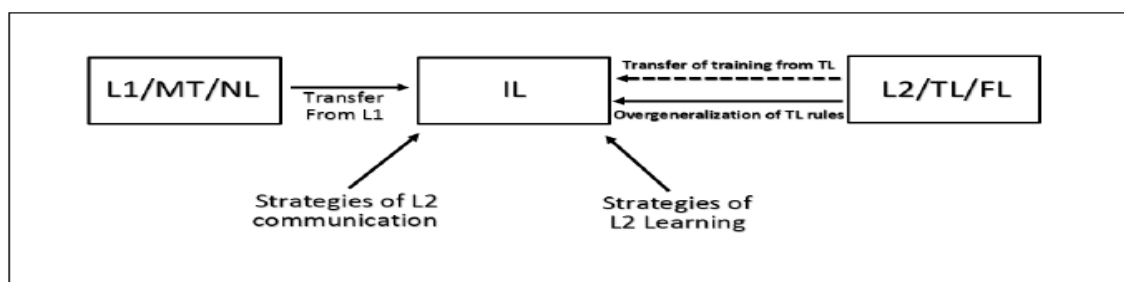
The study of language transfer originated from the 1940s and 1950s in the United States. Fries and Lado are two pioneers in language transfer study. In the preface to Lado's *Linguistics Across Cultures*, Fries said, “Learning a second language and a first language are different tasks, and the basic problems are not caused by the indispensable difficulties caused by the characteristics of the new language itself, but mainly due to the special ‘stereotype’ caused by the first language habits.” Lado has reckoned that in second language acquisition, the similarities with the mother tongue are easy to learn, while those different from the mother tongue are difficult to learn. The difficulties in second language acquisition can be determined by contrastive analysis of cross-language differences (Kang, 2021)

Further, transfer can be identified through Comparing the grammar, phonology, syntax, and vocabulary of L1 and L2 ( Arabic and English) . Then, predict likely areas of transfer then test if those areas lead to real-world errors or ease.

In the same direction, Jarvis (2000, p 252) gives the following definition: “L1 influence transfer refers to any instance of learner data where a statistically significant correlation (or probability-based relation) is shown to exist between some feature of learners’ inter language (IL) performance and their L1 background.” The following figure shows



language transfer process and the connection between the native language and target language according to what Jarvis indicates mentioned by Al-Khresheh(2015):



**Figure 1.1: Language Transfer Processes (Al-Khresheh,2015p.126)**

Learners can only use past information when it can assist them or when learners must become sufficiently adept in the target language for the transfer to be accessible. Linguists, scholars, and EFL teachers have been debating the issue of language interference for quite some time. Transfer is the influence resulting from similarities and differences between the target language and any other knowledge that has been previously acquired. So the most focus was on similarities and differences between L1's and L2's surface structures and the rules of target language as well as learners' implicit knowledge of target language. In other words, language transfer refers to the influence of a learner's native language (L1) on their second language (L2) acquisition. This influence can be both positive and negative. Positive transfer occurs when similarities between L1 and L2 promote correct usage, while negative transfer arises when differences between the languages lead to errors. For example, a learner may apply L1 grammatical structures or vocabulary incorrectly to L2, resulting in mistakes (Huang, 2016, p. 100). The two types of transfer are explained as follow:

### **1.5.1 Negative Language Transfer**

When the Algerian native language Arabic influence the learners aim language of second language in this case the negative transfer could happen, one of the significant challenges in foreign language teaching and learning is language interference. Negative transfer occurs when existing information interferes with fresh learning.

According to McGeoch, McKinney, and Peters (1937), the transfer is divided into two types: retroactive inhibition, which refers to present education obstructing previous knowledge, and proactive inhibition, which refers to last learning blocking current learning; for example, learning one language (French) may confuse pronunciation of previously known English words. It may have the exact spelling but distinct pronunciations; it may also cause the prior language's meaning or use to be forgotten due to learning the new language, and vice versa. To put it another way, it occurs when what we have learned interferes with our learning at a later time, (cited in the National Academic Press , 2019). Similarly, negative transfer happens when one language complicates another. On the other hand, negative transfer or interference occurs when the native language's impact causes mistakes in the learning or use of the target language (Harlig and Sprouse, 2018, p.1). Negative transfer is typically blamed for a slew of morphosyntax learner mistakes.

According to Harlig and Sprouse pointed out the inflection and word order “French speakers learning English as a second language sometimes wrongly position adverbs between the verb and its direct object (Marck frequently takes the bus) rather than between the subject and the verb (Marck frequently takes the bus), possibly due to the word order in French (Marckprendsouvent le bus)”. Furthermore, “The greater the degree of difference/distance, the larger the learning task; or to put it another way, the longer the learning path to be traversed between L1 and L2” Corder (1979, p.28) , it is clear that , he implies that the distance between languages is also responsible for negative transmission in this assumption.

### **1.5.2 Positive Language Transfer**

Indeed , when the native language has the same frame to the target language in this case the positive transfer could happen , thus , the capacity of one language to assist in developing abilities for the other is referred to as positive transfer. Many native speakers of one language find learning-related rather than unrelated second languages to be more

straightforward. Similarly, Littelwood (1994) said that positive transfer is beneficial in learning [third language] from a behaviourist perspective. For example, the future tense is used in the same way in English and French: "I am going to eat" and "Je (I) is (am going to) manger" (eat).

According to González B, (1992,p 163) presents several facts inherent in those students who have the foundation of their mother tongue promoting positive transfer:

1. Assimilation of the role of the language in everyday life.
2. Understanding of language as a social institution.
3. Knowledge of basic units conforming language: sounds, graphemes, syllables words, phrases, clauses, sentences and texts.
4. Knowledge of the different parts of speech.
5. Comprehension of different processes ruling sentences.
6. Knowledge of the existence of a skeleton supporting the use of language such as linkers and strategies to avoid repetitions.

The statement above demonstrate that, if two languages were similar or identical, positive transfer from the native language would promote SLA; whereas if they were different, negative transfer from the native language would hinder the acquisition of the target language.

Richard and Schmidt (2002) reported , “Positive transfer is a transfer that makes learning more accessible and may occur when both the native language and the target language have the same form, for example, both French and English have the word table, which can have the same meaning in both languages” (p.249).

Positive transfer is defined as learning in one context that aids or enhances learning in a later scenario. Experts also feel that if the languages involved are regarded typologically close, acquisition-promoting promoting effects will emerge. “If [L2] and [L3] have

comparable properties (e.g., marking plural on the endings of nouns), then the learner may be able to profit from the passive transfer of [L2] knowledge to the [L3]" (Yule ,2006, p.167).

According to Yule, when learners come across a language that can aid in the development of other language abilities, the transfer can serve as a facilitator for obtaining the target language. Also, Crystal (1998) agrees with Yule states, "The structural gap between languages was regarded to be an essential element for assisting second language learning".

## **1.6 Error Analysis**

Error analysis provides significant instructional benefits for educators, learners, and language researchers. It allows teachers to evaluate learners' current language performance and recognize specific problem areas, enabling them to modify their teaching strategies effectively. For learners, it increases their awareness of language use and highlights aspects that need further improvement. Researchers also gain valuable insights into the learning strategies and cognitive processes involved in second or foreign language acquisition (Amiri&Puteh, 2017).

### **1.6.1 Definition and Historical Background**

Error analysis delivers important pedagogical insights for teachers, students, and researchers. It supports instructors in diagnosing learners' linguistic abilities and detecting areas of weakness, helping them to tailor instruction to meet students' needs. Learners benefit through increased self-awareness of their language competencies, while researchers deepen their understanding of how students acquire a second or foreign language (Rustipa, 2011).

Furthermore, error analysis is regarded as one of the most effective approaches to describing and understanding the types and causes of errors made by those learning English as a second or foreign language. It first gained attention in the late 1960s as a response to the

shortcomings of contrastive analysis, which failed to explain many learner errors. Over the years, several scholars have offered definitions of error analysis. Ubol (1988) describes it as “a systematic description and explanation of errors made by learners or users in their oral or written production of the target language” (p. 8). James (1998) refers to it as “the process of determining the incidence, nature, causes and consequences of unsuccessful language” (p. 1). Likewise, Richards and Schmidt (2010) define it as “the study and analysis of the errors made by second language learners” (p. 201) (as cited in Muqbel, 2018).

Unlike contrastive analysis (CA), which attributes errors primarily to first language interference, error analysis acknowledges that errors in L2 learning arise from multiple sources, including universal learning strategies such as simplification.

### **1.6.2 Theoretical Foundations**

Error analysis emerged as an alternative to contrastive analysis. However, it has faced criticism for sometimes failing to detect learning problems when students avoid complex L2 forms. In the 1950s, behaviorist learning theory explained language learning as habit formation, suggesting that previous habits either support or interfere with the learning of new ones. According to the cognitive theory, however, making errors is both inevitable and vital in the learning process. Chomsky (1998) emphasized that errors are a natural part of learning and represent visible signs of language development.

Structuralist theorists, including Saussure, argued that language acquisition involves grasping underlying linguistic structures. Although error analysis aligns closely with cognitive theories, it also incorporates structuralist ideas by examining how learner errors deviate from expected patterns. These deviations help educators understand how learners mentally construct language rules. As Richards (1974) noted, “the analysis of errors is an essential part

of the language learning process, revealing both the learner's cognitive abilities and the stage of their development.”

The sociocultural theory, particularly that of Vygotsky, highlights the importance of social interaction and scaffolding in language acquisition. From this view, learner errors represent the zone of proximal development (ZPD), showing what a learner is close to mastering with support. According to Lantolf (2000), “errors are signs of learners being engaged in a process of moving from their current level of proficiency to a higher level, facilitated by social interaction and collaborative learning.” Errors, in this framework, are essential milestones in achieving greater language proficiency. Corder (2000) supports this perspective by stating, “Errors are not just mistakes but are crucial indicators of the language learning process and provide valuable insights into how languages are learned.”

Selinker (1972) introduced interlanguage theory, which describes the transitional linguistic system between the learner's native language and the target language. Errors in this phase are natural and reflect the learner's evolving understanding. He observed that “Errors made during the interlanguage phase reflect both the learner's native language influence and the ongoing process of rule formation in the target language.” This theory underlines the dynamic nature of second language development.

Corder (2000) also argued that errors in language production are not only inevitable but useful, providing insights into the language acquisition process. He noted that studying learners' errors helps teachers identify gaps in understanding and adjust their instruction accordingly. Error analysis serves as a diagnostic tool that reveals what the learner has yet to master, supporting both teaching and learning efforts (as cited in Sari, 2016).

## **1.7 Procedures of Error Analysis**

Corder (1974) noted that many scholars in the 1970s who engaged in error analysis were driven by the goal of enhancing language teaching. To guide this process, he proposed five key steps:

### **a) Collecting learner language samples**

In this phase, researchers must decide what kind of learner language samples to analyze and how to gather them. Masduqi (2023) outlines three types of sampling:

-*Massive sample*: includes multiple samples from a large number of learners.

-*Specific sample*: focuses on one sample from a limited group of learners.

-*Incidental sample*: uses a single sample from one learner.

### **b) Identifying errors**

Corder (1967, cited in Richards, 2015) made a distinction between *errors* (due to lack of knowledge) and *mistakes* (performance lapses). He further categorized errors into *overt* (visible deviations in form) and *covert* (errors based on meaning and intention).

### **c) Describing errors**

This step involves comparing learner utterances with the correct forms in the target language. No explanation is given at this stage; rather, errors are categorized using taxonomies like linguistic type or surface structure (Masduqi, 2023).

#### **d) Explaining errors**

Here, researchers identify the causes of the errors. According to Richards (1971, cited in Ellis, 2008), errors can stem from:

-Interference errors (*L1 transfer*)

-Intralingual errors (*overgeneralization, misapplying rules, etc.*)

-Developmental errors (resulting from learners forming incorrect hypotheses about the target language)

#### **e) Evaluating errors**

This involves considering how errors affect communication, either by disrupting understanding or evoking emotional responses from listeners (Masduqi, 2023).

### **1.8 The Role of Error Analysis and Contrastive Analysis in Addressing Grammar Challenges**

Contrastive Analysis (CA) is grounded in the idea that the first language (L1) strongly influences second language (L2) acquisition. This influence is often audible in foreign accents—for instance, an Arabic speaker of English may have a noticeably different pronunciation than a native English speaker. However, L1 influence isn't always negative. As Ajani (2023) notes, learning a related language may be easier due to linguistic similarities, which CA can help identify and leverage.

By comparing the grammar systems of L1 and L2, CA helps learners recognize both similarities and differences that affect language learning. For example, a Spanish-speaking learner might struggle with English question formation, which uses auxiliary verbs like



“do/does,” while Spanish relies on word order and intonation. As Erdoğan (2005) explains, recognizing these contrasts can reduce errors linked to language interference.

Error Analysis (EA), in contrast, emerged to highlight that not all errors stem from L1 interference. EA focuses on the learner’s mental processes and hypotheses about the language. Kazemian and Hashemi (2014) argue that “Error analysis shows that language learners create hypotheses about the target language based on their experiences, rather than merely relying on the influence of their native language.”

Richards (1971) classifies errors into interference, developmental, and intralingual types. According to Erdoğan (2005), understanding these sources is key for teachers to apply the right corrective strategies. Without knowing why an error occurred, correction may not lead to improved learning outcomes.

In conclusion, both Contrastive Analysis and Error Analysis offer valuable tools for enhancing grammar instruction. CA sheds light on how the learner’s first language affects L2 acquisition, while EA provides a broader, more learner-centered perspective. When used together, these approaches support a more nuanced understanding of language learning challenges and enable more effective teaching interventions.

## **Conclusion**

In short, this theoretical chapter has provided definitions of the most fundamental concepts that are essential to the present study. More specifically, contrastive analysis helps students systematically pair of languages with a view to identifying their differences and similarities with the assumption the different elements between the native and the target language. Additionally, error analysis criticized for misdiagnosing student learning problems due to their "avoidance" of certain difficult L2 elements. Grammar skills in EFL classroom are presented in the next chapter.

## **Chapter Two: An Overview of Grammar Skills in EFL Classes**

### **Introduction**

English as a Foreign Language (EFL) is a field with multiple components that are subject to change depending on new research and findings. Grammar is one of the pillars on which this field is based. In other words, grammar becomes a crucial aspect of language learning and teaching. Moreover, teaching specific grammatical structures, providing learners with a solid foundation for language learning. Thereon, learners can practice grammar through controlled exercises, which helps them improve their accuracy in communication. As a result, enhancing grammar rules aid learners in both understanding and expressing themselves more effectively and accurately in the target language.

This chapter provides a theoretical overview of grammar teaching and learning in EFL classes. It defines grammar and discusses its importance in language acquisition. The chapter explores various teaching methods, such as Communicative Language Teaching, Deductive and Inductive Approaches, And Grammar-Translation. It also covers useful teaching techniques, grammar integration with the four skills and Bloom's Taxonomy. The chapter highlights grammar assessment and concludes with teacher' roles in teaching grammar.

### **2.1 Overview of Grammar Teaching and Learning in EFL Classes**

In recent centuries, the study of foreign languages was not typically part of formal education. Language learners were scholars who independently studied grammar and vocabulary. However, in the 19th century, a significant shift in perspective towards language education took place, resulting in the integration of foreign language instruction into school curricula and the creation of initial teaching methodologies for languages (Kinet, 2018). In the context of English teaching and learning, grammar plays a crucial role by offering students the

necessary tools to construct sentences and organize their thoughts comprehensively.(Enesi et al , 2023)

Moreover, the processes of English grammar teaching and learning have changed over time, with traditional techniques such as the blackboard, textbooks, and grammar exercises being commonly used to enhance comprehension. Learning and teaching grammar were based on the communicative language teaching method, where students are expected to actively participate in reading and listening exercises to observe and understand the structure and function of grammar. After completing the activities, they should work together with their teacher to summarize the grammatical rules. This collaborative approach helps learners observe and comprehend sentence-level grammar concepts more easily (Li & Song, 2007).

It has been widely recognized that grammar is important in learning any language in the world. Furthermore, grammar creates a virtual space where learners can learn how to write or communicate both inside and outside the classroom. In addition, grammar is an ancient field of study, with its earliest concerns being how sentences are divided into subject and verb. Over time, it has expanded to study the structure of words and sentences.

### **2.1.1 Definition of Grammar**

Grammar is an essential element in the formation of any language. Many scholars and experts in linguistics provide different definitions and interpretations of the word “grammar” itself. “For many linguists, grammar is the study of two main disciplines: morphology and syntax” (Cummings, 2021, p.2). Academically, grammar refers to the system or rules of a language, as learning any language in the world is guided by rules for speaking or writing that language. Languages begin when people make sounds, which then develop into words, phrases, and sentences. Furthermore, all languages change over time; thus, grammar reflects

the language at a specific point in time. According to Harmer, grammar is “the depiction of the ways that language words could change their forms and may be combined into sentences in that language” (2002, p. 25).

Additionally, “grammar is a set of rules that describes how words and groups of words can be arranged to form sentences in a particular language” (Cowan, 2008, p.3). Moreover, grammar is the central element of language, bridging the systems of sounds or written symbols with the system of meaning (Greenbaum& Nelson, 2002). Another definition of grammar is “that level of linguistic form at which closed systems operate” (Halliday, 2015, p.246).

In the same context, Mahboob and AdwitRahma (2016, p.3) affirm that there are Three Meanings of Grammar. First, grammar can be seen as “the set of formal patterns in which the words of a language are arranged in order to convey larger meanings.” This means that teaching and learning grammar skills becomes an important subject of scientific studies because grammar is “the branch of linguistic science concerned with the description, analysis, and formulation of formal language patterns” .

That is to say, grammar is an internalized system that native speakers of a language share. In the same vein, Patterson (1999) highlights the difference between descriptive and prescriptive grammar, saying that “descriptive grammars attempt to describe the linguistic processes that a user employs. It does not judge but rather explains. Prescriptive grammars describe rules, present labels, and offer a correct way to speak and write” (Mahboob and AdwitRahma , 2016, p.3)

One can understand that grammar is the way in which language operates and combines terms to express specific types of meaning, some of which cannot be conveyed credibly by

vocabulary alone. These include how ideas or thoughts are related to each other and grouped in an organized way, in addition to the aims of the utterances, such as statements, questions, requests, and others

Similarly, Llantada and Freeman (2007, p. 158) emphasize the importance of teaching both the rules of grammar and its usage, changing the term “grammar” to “grammaring” and explaining it as the fifth skill to be taught dynamically, not as a fixed body of rules, so that students can “use grammatical structures accurately, meaningfully, and appropriately. Grammar may also serve to express time relations, singular/plural distinctions, and many other aspects of meaning.” In other words, grammar is a set of rules that govern and control how words are produced and organized in order to send and receive messages and express meanings. Therefore, any speaker of a language must apply these rules to convey their meanings in an effective and acceptable way.

Geeslin and Long (2014) also provide a similar explanation, stating that grammar is an understanding that includes variation or the appropriateness of forms that are context-dependent. As a result, today, those who favor teaching grammar to language learners give equal importance to teaching both the form and function of grammar (cited in Mahboob&Adwit Rahman, 2016, p.4).

To sum up, grammar has various characteristics, as seen from different individual perspectives by many scholars. Some researchers view grammar as a set of rules, while others define it as an incorporated structure, and another group sees it as conceptual awareness. All in all, grammar is a necessary step to convey the meaning of what a speaker says to others.

### **2.1.2 The Significance of Grammar in the EFL Classroom**

There has been considerable debate concerning the importance of teaching grammar in

the classroom, as it indicates several ways to teach it effectively. This is because learners need these grammar rules to perform the language and improve their cognitive abilities. Accordingly, grammar is crucial in developing students' critical thinking and the four language skills through explicit instruction to facilitate those abilities. According to Master (1994, as cited in Anh, 2013, p. 28), learners' accuracy in acquiring difficult grammar points can be increased by teaching grammar. In the same context, Llantada and Freeman (2007, p. 158) claim that "grammar is considered the fifth skill in teaching and learning a foreign language; thus, it is important to teach grammar rules for better performance."

It is clear that teachers should provide learners with opportunities to use grammar accurately by designing meaningful and engaging grammar tasks. This can be an effective step toward accurate, meaningful, and appropriate communication by using grammar as a resource for learning form, meaning, and use in communication. To support this point of view, Burgo affirms that "teaching grammar as a skill will enhance communicative accuracy, and as such, the consideration of grammar as a skill will lead to increased communicative competence" (Mahboob&Adwit Rahman, 2016, p. 9).

In the light of the importance of grammar skills for language practitioners, the following figure represents a model suggested by Murcia (1991, p. 471) for grammar teaching, which was also supported by Anh (2013, p. 38). The model explains the variables that show the importance of grammar:

<div> <div>Less Important</div> <div>←</div> <div>Focus on Form</div> <div>→</div> <div>More Important</div> </div>			
<b>Learner Variables</b>			
Age	Children	Adolescents	Adults
Proficiency Level	Beginning	Intermediate	Advanced
Educational Background	Preliterate	Semiliterate	Literate
	No formal education	Some formal education	Well educated
<b>Instructional Variables</b>			
Skill	Listening, Reading	Speaking	Writing
Register	Informal	Consultative	Formal
Need/Use	Survival	Vocational	Professional

**Figure 2.1: Variables that determine the importance of teaching grammar**

**Note:** Reprinted from Mahboob and Adwit Rahman , (2016, p 9)

Based on the figure above, Murcia (1991) suggests six variables, including three student-related variables: age, proficiency level, and educational background. She also mentions three instructional variables: skill, register, and need or use. She affirms that the focus on grammar forms should be minimal for children as beginners, but should gradually develop as the child advances to more advanced levels. Additionally, she claims that there are informal focuses on receptive skills (listening and reading) for children, on speaking skills for intermediate-level students, and on writing skills for advanced-level students with professional objectives (Mahboob&Adwit Rahman, 2016).

All in all, it can be concluded that grammar deals with language rules such as word formation and sentence structure. Since, every language has its own grammar. EFL students able to communicate using their language because they know the grammar system of their language that makes meaningful sentence in communication, as a branch of grammar, determiner has a crucial role in building sentences.



## **2.3 Approaches and Methods in Teaching Grammar in EFL Classes**

Teaching grammar is a sensitive stage in language teaching. This important step recommends following a variety of approaches, using suitable methods, and applying special techniques to deliver the information in an easy and clear manner. Importantly, relying on tools that are exciting, attractive, and stimulating for students while teaching grammar will yield effective results (Hong, 2021).

### **2.3.1 The Communicative Language Teaching Approach**

The communicative language teaching approach emerged in the 1970s as the most popular method of language teaching worldwide (Abrejo et al., 2019). It requires the use of contextualized and authentic materials with audiovisual components, which engage learners in the purposeful and meaningful use of language (Newby, 2015). An example of this is using games, which are “forms of play governed by rules” (Rixon, 1991, p.3). Games improve students' ability to use grammar effectively in communicative situations (Yolageldili&Arikan, 2011). The most popular methods used in the communicative teaching approach include puzzles, role-playing, narrating stories, and delivering presentations (Hong, 2021).

### **2.3.2 The Deductive Teaching Approach**

This approach is commonly used to teach grammar structures. It involves presenting information about the target language, including its rules and patterns, at the beginning of the class, followed by relevant examples to clarify the concepts (Benitez-Correa et al., 2018). This method is advantageous as it provides direct explanations of grammar rules, saves time, and allows more time for students to practice (Abdukarimova&Zubaydova, 2022).

### **2.3.3 The Inductive or Rule-Discovery Approach**

The inductive or rule-discovery approach to teaching grammar involves asking students to work with examples to infer the rules. This method highlights the significance of using text-based examples in context to enhance learners' understanding of grammar rules (Correa et al., 2019). Moreover, it offers several benefits by empowering students to take a more active role in their learning process, especially in discovering the rules and principles for themselves. This leads to a deeper understanding and more effective acquisition of the material (Abdukarimova&Zubaydova, 2022).

## **2.4 Useful Techniques of Teaching Grammar**

There are several techniques that can facilitate teaching and learning grammar skills in effective and meaningful ways. The first strategy focuses on teaching context-based grammar, which requires attention to three perspectives: linguistic units (form), meaning, and use, these dimensions should be taught differently in the language classroom, with the focus on students' individual learning challenges at any given time (Llantada& Freeman, 2007).Further, they (2007, p. 158) add the following example:

“...you could say that the form of the English word house is a common count noun, it’s singular, it’s spelt with the silent e, it contains a diphthong, etc. It has a meaning as well, of course. A house is a place where someone lives. However, we cannot stop there because there are many words in English that refer to a place where someone lives. For example, there are residence, dwelling, domicile, habitat, etc. So, students have to learn to pick the appropriate word for the meaning they want and for the context of use.”

Moreover, it is clear that context-based grammar teaching is important for teaching ESL/EFL learners. In this dimension of teaching grammar in context, Llantada and Freeman (2007) state that "...it can reveal information about the use of particular structures, and the patterns the grammar structures enter into in discourse, it is also important to use language corpora, which provide learners with the opportunity to engage in psychologically authentic activities" (pp. 159-160). Thus, EFL learners will have the opportunity to learn how to use grammar in context, which can facilitate learning English as a foreign language.

Further, Hartwell (1985, p. 109) also focused on teaching the usage of grammar along with the rules. He claimed that a sequential order should be followed: "...first grammar, then usage, then some absolute model of organization, all controlled by the teacher at the center of the learning process for implementation in language classrooms." However, there has been a misunderstanding about teaching grammar in relation to communicative approach-based language classrooms. CLT practitioners often overemphasize the usage/meaning of language, neglecting the importance of grammar when using language. According to Ellis (1997, p. 220), "Relying solely on communicative language teaching in the absence of grammatical instruction could be insufficient for achieving higher levels of accuracy." (Cited in Mahboob&Adwit Rahman, 2016, p. 11)

In other words, grammar instruction is important to understand and learn the form of the language, through learning structures, metalinguistic knowledge, and the acquisition of complex linguistic items. Anh (2013, p. 39) recommended "...integrating grammar teaching with the teaching of other skills since this integration leads to effective learning...."

In a different approach, Schwarz (2014, p. 2-3) suggests four important stages or ways to teach grammar knowledge and skills. These stages offer a variety of structure types for presentation, isolation and explanation, practice, and testing:

1. **Presentation:** The teacher introduces a text containing the target grammatical structure, helping students understand its form and meaning in both speech and writing. Students then practice by reading aloud, repeating, or copying instances of the structure from the text.
2. **Isolation and Explanation:** The focus shifts from context to the grammatical items themselves. Students explore the structure's form, meaning, function, and rules. The teacher may use the students' native language to clarify concepts.
3. **Practice:** A series of exercises, both in class and as homework, helps students internalize the structure and transfer it to long-term memory. Varied exercises are used to address different aspects of the structure, with an emphasis on manipulating written and spoken forms.
4. **Test:** Learners take tests to assess their mastery of the material, with feedback serving as a key component for improvement. While formal exams are one type of testing, ongoing feedback from class performance and practice exercises is more valuable for immediate learning progress.

## **2.5 Grammar and the Four Skills**

Grammar plays an important role in mastering the four skills: speaking, writing, reading, and listening. According to Rutherford (1987), one reason for this importance can be traced back to the Middle Ages, when grammar was highly valued in philosophy and science. During this period, there was a close relationship between the study of grammar and other medieval disciplines (such as law, theology, and medicine). It was believed that knowledge of grammar was essential for developing rhetorical skills. Furthermore, it was thought that the best way to learn a second language (L2) was by first studying the grammar of the first language (L1). This belief led to the idea that the grammar of Latin, based on the eight Greek grammatical

categories (nouns, verbs, pronouns, prepositions, adverbs, participles, articles, and conjunctions), served as the best model for studying other languages (As cited in Fotos&Nassaji, 2011, p. 2).

From this statement, it is clear that the study of grammar in a formal way became an essential component of the school system and curriculum. As a result, grammar skill continued to be used as a model for language learning in educational settings and was also seen as a means of improving cognitive abilities (Brown, 2000). Furthermore, the best way of learning the grammar of other foreign languages was believed to be by focusing on the grammar of Latin, as it was considered the model for studying the grammar of any language.

Learning grammar rules is often associated with improving and mastering the four skills. Grammar can be acquired through exposure to comprehensible input in listening or reading. It can also be learned through communicative tasks that involve all four skills: listening, reading, writing, and speaking. In other words, grammar should be taught both ‘reactively’ and ‘proactively,’ based on a grammatical syllabus (UR, 1991, p. 4).

As previously mentioned, grammar is supported by many teachers and learners in the development of competencies and the four skills. In the field of English language learning, students practice grammar rules to improve their listening, speaking, and communication abilities. “Grammar strongly affects the four skills. Listening, for example, is the process of understanding speech, including the sound or accent, pronunciation, grammar, vocabulary, and comprehension of meaning” (Saricoban, 1999).

Through listening, learners can acquire a significant amount of knowledge, information, ideas, and thoughts. Grammar rules help learners build a solid foundation in listening, as it also aids in word pronunciation during tasks. Grammar in teaching listening

provides learners with a wide range of vocabulary and pronunciation skills, enriching their abilities. This helps to reduce listening difficulties and meets learners' needs.

Moreover, “reading is the process of understanding written speech, text, or a paragraph” (Constantinescu, 2007). It enables learners to gain vocabulary and background knowledge in the second language. Grammar is vital for reading skills in English because it helps learners improve their vocabulary and sentence structures, enabling them to acquire new knowledge and ideas through the structure of sentences and phrases.

Furthermore, speaking skill, according to Brown (2000, p. 13), “is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.” Speaking involves expressing thoughts, ideas, or preparations. Grammar rules enable learners to produce correct utterances and pronunciation, thus enhancing their speaking skill. Grammar is also helpful in learning, improving, practicing, and assessing speaking. EFL learners engage in various grammar activities, such as practicing active and passive voice, tenses, stress, irregular verbs, and direct/indirect speech, to understand the structure of the language system. As a result, communication improves, and learners practice the language more effectively. Rupert (2008, p. 4) described this by stating, “...grammatical rules are introduced as the need arises in students' communication. Grammar then becomes more content-based, meaningful, and arises from the context.”

Grammar skills are also valuable for acquiring vocabulary and pronunciation abilities. Writing, as an important means of communication, is likely the most needed skill in academic research. A significant portion of academic work is done through writing. The variety of writing activities people engage in during the learning process leads different scholars to define writing skills from various perspectives. According to Weigle (2002, p. 19), “Writing is an act that takes place within a context, accomplishes a particular purpose, and is

appropriately shaped for its intended audience.”

It can be concluded that, grammar provides learners with the opportunity to improve their writing skills, it helps learners focus on specific aspects of their writing, such as spelling, vocabulary, and the structure or organization of their written texts. To sum up, grammar is crucial for enhancing the four skills, as it enables learners to express thoughts, transfer ideas, communicate effectively, write texts, and more.

## **2.6 Grammar within Language Teaching Methodologies**

The approaches of teaching grammar have undergone significant shifts, each focusing on different aspects of language learning. According to Anh (2013, p. 23-24), there are five major approaches to teaching grammar: the Traditional Method, Audio-lingual Method, Cognitive Code Method, Comprehension Method, Communicative Method, and Audio-Visual Method. The aim of presenting these methods is to highlight the importance given to grammar in each one and to provide a brief description of how grammar teaching has evolved over time.

### **2.6.1 Traditional Method / Grammar-Translation Method**

For over 2000 years, a strong emphasis was placed on analyzing grammatical rules and translating written texts. The traditional method, known as the Grammar-Translation Method (GTM), enabled students to read literature and develop their minds in the target language. During the nineteenth century, the Grammar-Translation Method was widely used to teach classical languages such as Greek and Latin. It also became a global method for teaching foreign languages. Cook (2003, p. 31) described Latin and ancient Greek as "dead classical languages." This method focused on mastering grammatical rules and translating sentences and texts from and to the target language (TL). In this context, Richards and Rodgers (1986,

p. 3) stated that “Grammar-Translation is a way of studying a language that approaches the language first through a detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language .”

The Grammar-Translation Method did not prioritize teaching speaking skills, which became one of its main criticisms. Richards and Rodgers (2001, p. 5-6) identified the main characteristics of this method as follows:

- Reading and writing are the major focus.
- Speaking the foreign language was not a goal, and oral practice was limited to students reading aloud the sentences they had translated.
- The sentence is the basic unit of language teaching and practice, with an emphasis on accuracy.
- Little or no attention is given to speaking and listening, while memorization of vocabulary through lists of isolated words was emphasized.
- Grammar is taught deductively, through the presentation and study of grammar rules, which are practiced through translation exercises.

Moreover, Richards and Rodgers (2001) noted that this method involves “language learning as the analysis of language (mental exercise of learning), memorization of grammar rules, and bilingual wordlists, followed by their application in translation exercises.” Similarly, Mahboob and Adwit Rahman (2016, p. 5) observed that the Grammar-Translation Method divided the target language into eight parts of speech, with the sentence as the primary unit of analysis, and the role of students was to recognize and classify words in sentences according to their parts of speech. This approach emphasized the importance of grammar rules in learning a foreign or second language.



### **2.6.2 The Direct Method**

The shortcomings of the Grammar-Translation Method led to the development of the Direct Method, which became widely known and practiced by the mid-twentieth century. According to this method, a second language should be learned without translation, focusing on direct use of the language. More specifically, it emphasized intensive oral interaction. Teaching and learning speaking began with systematic attention to pronunciation. Richards and Rodgers (2001, p. 12) outlined the following principles and procedures for the Direct Method:

- Oral communication skills are built up through question-and-answer exchanges.
- Only everyday vocabulary and sentences are taught.
- Pronunciation is emphasized.
- Classroom instruction is conducted exclusively in the target language.
- Grammar is taught inductively, that is, indirectly.
- Concrete vocabulary is taught through demonstration, objects, and pictures, while abstract vocabulary is taught through association of ideas.
- Both speech and listening comprehension are taught.

### **2.6.3 The Audio-lingual Method**

The Audio-lingual Method was based on spoken language. According to Hall, Haley, and Austin (2004, p. 39), this method follows a “natural” order for second language acquisition: listening, speaking, reading, and writing. In other words, it mirrored the order in which children acquire their first language: listening first, followed by speaking, then reading, and finally writing. The Audio-lingual Method also emphasized learning speaking skills in a bottom-up manner, starting with discourse before analyzing grammatical structures.

The main characteristics of the Audio-lingual Method, as presented by Richards and Rodgers (2001, p. 56-57), include:

- Foreign language learning is seen as a process of mechanical habit formation, with vocabulary learned in context.
- Reinforcement is a vital element in the learning process.
- Language skills are learned more effectively if the item being learned is first presented in spoken form before being written.
- Tape recorders and audiovisual equipment play central roles in an Audio-lingual course.

Additionally, with growing dissatisfaction with the traditional teaching methods, the Audio-lingual Method was introduced in the United States in the 1960s. It viewed language learning as mechanical habit formation (Murcia, 1991, p. 25, cited in Mahboob and Adwit Rahman, 2016, p. 6). In this method, specific key structures chosen from speech are used as the basis for students' pattern drills, such as repetition, backward build-up, substitution, transformation, and question-answer drills. These grammar items are sequenced and graded, from simple to complex (Richard & Rogers, 2003).

However, both teachers and researchers became aware of the shortcomings of this method, which led to the development of more practical and effective methods that aimed to make learners competent users of a second language. This shift gave rise to the following methods according to Anh, (2013):

- **Cognitive Code Method:** In the late 1960s, Noam Chomsky (1957) argued that language acquisition is a cognitive psychological process rather than a product of habit formation. In the Cognitive Code Method, grammar rules are first presented, and

learners are then exposed to examples from which they induce learning principles on their own. Grammatical errors are considered inevitable and are corrected through self-correction activities.

- **Comprehension Method:** During the 1970s and 1980s, the focus shifted from the formation of grammatical structures to the meaning of grammar. Practitioners presented grammar inductively, allowing learners to discover meaning from grammatical examples. During this period, the Communicative Language Teaching (CLT) approach emerged.
- **Communicative Method:** Starting in the late 1960s, Richard and Rodgers (2001) observed a boom in the European market for global professional cooperation and tourism. This increased need for language learning led to changes in teaching approaches. As a result, the Communicative Language Teaching (CLT) approach was introduced in the 1970s. CLT has since become one of the most widely appreciated second language teaching methodologies. According to the Canale and Swain Model (1980), the objective of CLT is to develop four components of competence: strategic competence, discourse competence, grammatical competence, and socio-cultural competence—collectively called Communicative Competence. In CLT, grammar is seen not as the ultimate learning objective but as a means to achieve communicative competence. Grammar is always put into context to serve social functions (Nunan, 1991, cited in Anh, 2013, p. 27).

#### **2.6.4 The Audio-Visual Method**

The Audio-Visual Method emphasizes the significant role of both the visual and auditory components in teaching listening and speaking skills. Rivers (1981, p. 175) claims

that the Audio-Visual Approach emphasizes the importance of adding the visual element to teaching both listening and speaking. The reasons for this include:

1. The elimination of interference from the mother tongue by using both pictures and the target language. Learners can understand the foreign language through both the meaning conveyed by the image and the spoken utterance.
2. The elimination of the script, as the spoken language can be understood using visual stimuli.
3. The increases in learners' motivation, as modern learners find it more engaging when well-drawn pictures are included.

## **2.7 Teaching Grammar via Bloom's Taxonomy**

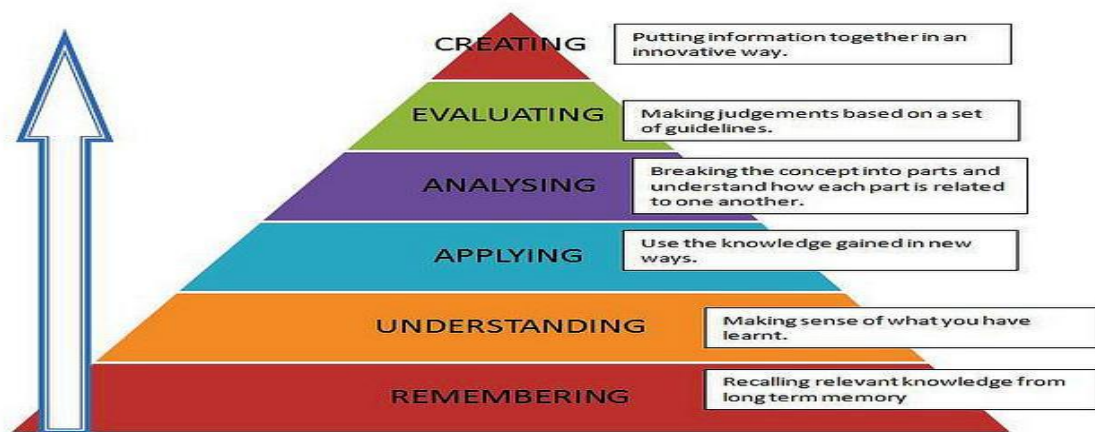
Teaching grammar through Bloom's Taxonomy is important because it helps learners practice their skills in a more engaging and structured way. Students can gain a deeper understanding of grammar through various activities that make grammar rules easier to learn and apply, particularly when viewed from different cognitive dimensions. Indeed, grammar is essential to language learning because, without grammar rules, learning any language would not be possible. In language pedagogy, the role of grammar is vital, and therefore, grammar should be taught either explicitly, through formal presentations of rules, or implicitly, through natural exposure to meaningful language use.

Furthermore, Bloom's Taxonomy of Educational Objectives is a classification system created by Benjamin Bloom in 1956. The primary goal of Bloom's Taxonomy is to help learners become more aware of what they are learning. It is based on six cognitive learning categories that focus on developing thinking abilities, ranging from simple information acquisition to more complex cognitive processes. According to Adams (2015), the six levels

of Bloom's Taxonomy of cognitive learning objectives are summarized as follows:

1. Knowledge: This level involves foundational cognitive skills, where students retain specific, discrete pieces of information, recall facts, and basic concepts.
2. Comprehension (Understand): At this stage, students are required to paraphrase the content in their own words, classify items into groups, compare and contrast similar items, or explain a principle to others.
3. Application: This requires students to apply knowledge, skills, or techniques in new situations.
4. Analysis: In this level, students distinguish between facts and opinions, identify the claims on which an argument is built, and use information gathered in new situations.
5. Synthesis (Create): Students need to create a novel product in a specific situation, producing new skills that are important at each level. It is helpful to maintain a list of verbs that signify actions students should take to match the corresponding level.
6. Evaluation: This stage requires students to critically assess the validity of a study, judge the relevance of its results for application, and justify opinions or decisions (as cited in Rahman and Manaf, 2017, p. 247).

Moreover, Bloom's Taxonomy is hierarchical. Each step in the taxonomy builds upon the previous one. For instance, someone at the analysis level can also engage in the remembering, understanding, and applying stages (Köksal and GökhanUlum, 2018, p. 77). The following figure by Robyn (2014) clarifies the classification of Bloom's Taxonomy, where the levels are arranged in ascending order from bottom to top.



**Figure 2.2. Blooms Taxonomy of Educational Objectives**

**Note:** Reprinted from Köksal and Gökhan Ulu (2018, p.7)

As shown in the figure above, Bloom's Taxonomy has long been regarded as an important tool for developing students' cognitive abilities, particularly in fostering higher-order thinking skills. It encourages learners to think beyond a given sequence, promoting deeper cognitive engagement. However, it is also sometimes used to justify lowered expectations of students' capacity for critical thinking.

## **2.8 Grammar Assessment Framework**

Assessment is the process of evaluating learners' progress, providing them with feedback, and using this information to determine the next steps in their teaching and learning journey (Sardareh & Saad, 2013). In the context of teaching English grammar, educators rely on various assessment techniques to evaluate students' understanding.

One useful technique is diagnostic testing, typically conducted at the beginning of a term or course. This test helps identify students' individual strengths, weaknesses, knowledge, skills, and specific requirements in a particular subject, which are then considered when planning lessons (Benamor & Benmostefa, 2022). In a diagnostic test, the teacher might give students multiple exercises related to grammar tenses, such as multiple-choice questions, fill-in-the-blank activities, and sentence correction tasks. Additionally, teachers can leverage AI tools to

deliver educational content, assess students' understanding, and offer personalized feedback (Fitria, 2021).

Another important technique is formative assessment, which involves evaluating the work students complete throughout the course. This type of assessment provides feedback that helps students improve their learning, regardless of whether the work is formally graded (Higgins et al., 2010). In this phase, a teacher may ask students to write a paragraph using the grammar tenses learned during a lesson or have them test each other on grammar concepts, collaborating to find correct answers.

The final step in the grammar assessment process is summative assessment, which evaluates students' learning, knowledge, proficiency, or success at the end of an instructional period, such as a unit or program. This assessment is formally graded and carries significant weight in the overall evaluation of a student's progress (Mogboh& Okoye, 2019). In summative assessment, the teacher might create a grammar exam at the end of the semester, featuring various types of exercises based on the material that has been covered.

## **2.9 Teachers' Role in Teaching Grammar**

Teachers have a great part of the learning process; in addition they are the gatekeepers to technology integration in the classroom. This means that, EFL teachers play a vital role in the success or failure of learning process , also teachers play different roles in the classroom to promote students learning process by encouraging them with hands on learning for the best conditions for learning successful, all those tasks related to teachers responsibility .

According to Harmer (2001, p.22) suggests that “teachers are responsible to transmit knowledge to the learners. So teachers are most responsible in giving decision about all the things that happen inside the classroom” Additionally, the integration of technologies in EFL classrooms by the teachers can facilitate learning, according to Hismanoglu’s research (2012),

highlights that, “in the classroom teachers duty is to increase learners motivation in learning process and make the class more student-centered through implementing a different educational technology tools into classroom”.

Moreover, teachers as a controller are to take the care about of their students and the classroom materials in teaching and learning process. In addition, teachers as an organizer have to guide learners about all the point that they are going to do in order to answer easily the activities. Hence , the teachers acts in the classroom where may things must be set up such as organizing pair- group work, in giving learners instruction about how will they interact in order to have desired success and involves students in the activity. Teachers as a resource should answer all the student’s questions and facilitate their ambiguity in order to rise hands on learning in the classroom for example in any activity students may not understand how to work , or answer , the teachers play the role of source to avoid misunderstanding (Harmer, 2001).

In the same context, Spelleri (2000 , p. 47), thinks that, the teacher should perform the following roles:

- Filter: Teachers present the grammar rule in suit ways, to meet learners’ level, needs, and interest.
- A grammar guide: teachers should provide learners with all information of grammar that is available in authentic materials.
- An objective chairperson: In many cases, the use of authentic material involves some discussion in some grammar issue; here the teacher should be leader listener.

Generally, the good selection of teaching foreign language grammar activities enables learners to improve the four language skills which serve their needs for learning effectively that language.



## **Conclusion**

Grammar is at the heart of the current theories of language teaching; it involves learners to develop different skills and improve their abilities in producing the language in the classroom. Grammar rules provides a basis for language learning in general; it gives the learners practice in community and negotiation of meanings through taking turns, in addition to learning other features that are crucial in any interactive discourse such as how to pronounce , initiate, respond structure sentences and close conversations. At the same time, it allows learners to know how they can understand and make themselves understood. The findings of the study are presented in the next chapter, which is practical in nature and deals with the methodology employed and the analysis of the selected questionnaire and interview.

## **Chapter Three: Research Methodology and Data Analysis**

### **Introduction**

Having presented the theoretical framework regarding the role of contrastive analysis and error analysis in developing EFL learners' grammar, the case of first year students at Mohamed Khider University of Biskra, this chapter focuses on the practical aspects of the research, including the research methodology, and data analysing. It outlines the methods and procedures used for data collection and analysis, describing the mixed research methods using both qualitative and quantitative methods, and provide information about the study population and sample. Furthermore, it sheds light on the two primary data collection instruments, namely the learners' questionnaire and teachers' interview. Finally, the chapter wraps up with the demonstration, analysis, and interpretation of the results obtained from both research tools.

### **3.1 The Research Design**

The methodology that is employed in the present research is the mixed method research, because it serves to a large extent the objectives of our study. To support this point, Selinger and Shohamy (1989 as cited in Khaldoun, 2008 ) affirmed that , “Research design is based on understanding a the steps within the interactive framework of the research , without isolating variables” (p.85) In addition, research design is an important component of the dissertation to answer the research questions. Then; the research design is the overall strategy for conducting research which defines a concise and reasonable plan to solve existing research problems by collecting, interpreting, analysing and discussing data.

Similarly, Cresswell (2009) expresses that “research designs are plans and the procedures for research that span the discussion from broad, Furthermore, a good research design is typically defined by adjectives such as adaptable, appropriate, effective and cost effective. Generally, research design is one that minimizes variance and maximizes the reliability of collected and analyzed data. In certain tests, the design with the smallest

experimental error is considered the best design. (p.51)

As a result, this research employs a mixed method research design that employs a case study research approach and involves both quantitative and qualitative data collection methods. According to Yin (2002) “the case study like other research strategies, is a way of investigation an empirical topic by following a set of pre-specified procedures” ( p. 20)

### **3.2 The Mixed Methods Research: qualitative and quantitative methods**

The main basic of methodology is that such integration permits a more complete usage of data than do separate quantitative data and qualitative data collection and analysis. For that, mixed methods research comes from the social sciences and has recently expanded into medical sciences including fields such as nursing, family medicine, social work, and others.

In addition, mixed methods approach is useful for such design and incentivized of type of some questions being raised and the objectives being designated. Since any investigation requires a certain set of tools for collection and analysis, it is necessary to shed light on the variant instruments, the sample, and the analysis procedures pertinent to each data gathering tool. (Creswell and Clark, 2011,p25) .The term “mixed methods” is the combination of quantitative and qualitative data within a single investigation, this approach allowed for a deeper understanding the role of contrastive analysis and error analysis in developing EFL learners’ grammar for first year students of the English department at Mohamed Khider University of Biskra.

A qualitative study is appropriate when the goal of research is to explain a phenomenon by relying on the perception of a person’s experience in a given situation (Stake, 2010,p.62). In the same context, Birks and Mills (2011) described qualitative approach used to gets views that comes from the human experience with complete objectivity, understanding a human’s perception is imperfect which influenced by society, culture, or other external influences.(p17)

Qualitative Approach involves collecting and analyzing non numerical data. Cresswell (2009, p.101) defined “is a means for exploring and understanding the meaning individuals or groups ascribe to social or human problem. On the other hand, Frankel and Wallen( 2009) argue that “qualitative researcher have a much greater flexibility in both the strategies and techniques they use and the overall research process itself”.

In view of what has just been mentioned, the basic principles for using two approaches are that the strengths of the two methods will complement and compensate for each other method wicks. Frankel and Wallen (2009,p.105 )express that “ it is advantage is that by using multiple methods , researchers are better able to gather and analyse considerably more and different kinds of data than they would be able to using just one approach”.

To conclude, Qualitative methods use descriptions and categories to study human experiences and realities from the subject’s perspective. Its primary goal is to understand the phenomenon from the viewpoint of the participants; with its particular institutional and social context intact. (Palmer & Bolderston, 2006).

However, quantitative approach is used to analyze the data. So through quantitative we can measure and analyze data gathering through statistical procedures .Blaxter et al (2006, p.09) stated that: “Quantitative research is characterized by deductive approaches to the research process aimed at proving, disproving, or lending credence to existing theories. This type of research involves measuring variables and testing relationships between variables in order to reveal patterns, correlations, or causal relationships”(p.128) . The quantitative research method deals with the numerical analysis of variables in order to obtain plausible results. It involves the use of numerical data to answer questions like “who”, “how”, “what”, etc. Aliaga and Gunderson (2002) describe quantitative research methods as the explanation of an issue or a phenomenon through collecting and analyzing data in a numerical form and mathematical methods. Furthermore, in order to pursue a quantitative research, one needs to

follows four main steps: establishing the statement of a problem, generating the hypothesis or the research question, reviewing related literature, and implementing a numerical analysis of data (cited in Apuke, 2017, p.21).

### **3.3 Setting and Sampling**

It is very important to identify the setting and the sample of the work in order to trace an organized path for collection of the required data; we have used a questionnaire for first year students of the English department at Mohamed Khider University of Biskra for the academic year 2024 /2025. It is important to mention that sample of this study was selected randomly. The second sample was English teachers at Biskra University too in order to obtain information about teachers' viewpoints and attitudes towards the investigation topic.

### **3.4 Data Analysis Procedures**

The quantitative analysis of the data collected from the students' questionnaire. The results are interpreted in terms of numerical data manually coded in a form of percentages which were demonstrated in the form of figures. The percentages are calculated by means of the Rule of three:  $x = \frac{z \times 100}{y}$ . X refers to the calculated percentage. Z refers the number of answers. Y is the total number of participants under investigation.

The data collected through the teachers' interview followed a qualitative approach in analyzing through thematic interpretation. Clarke and Braun (2013) define the qualitative approach as "the usage of words as data collected and analysed in all sorts of ways" (Clarke & Braun, 2013, p.3). In the same vein, Coles and McGrath (2010) add as well "Qualitative data is mainly concerned with words it's usually presented in a discursive manner. You can then use your own powers of logic, induction, and deduction to dig into the data". Additionally, Lee (2012) demonstrates:

Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations. The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue.(P.1)

By analyzing patterns and themes in teachers' responses, the goal was to gain deeper insights into the role of contrastive analysis and error analysis in developing EFL learners' grammar and identify qualitative factors that influence students' grammar skills.

### **3.5 Data Collection Tools**

It is necessary to select effective tools in order to present our study investigation, which includes information about the descriptive of the subjects involved in the study. It will also include information about the instruments used to collect data. There will be a discussion of the data collection that we choose it to collect the data analysis procedures will be given (questionnaire and interview) data collection.

As mentioned before, in order to obtain the required data of our research, we choose the mixed method because it is the suitable way that could enhance the validity. Due to that, triangulation approach of data collection was employed by using two data collection tools: An interview with EFL teachers and a questionnaire for first year LMD students at Mohamed Khider University of Biskra. These two tools will be described and analyzed in details in this chapter.

Furthermore, data collection is a method of collecting and analyzing data and knowledge about the study's subjects (people, artifacts, and phenomena) as well as the environment in which they occur. Then, data collection helps the researcher to obtain information from a variety of sources in order to answer pertinent questions, assess results, and make decisions.

### **3.5.1 The Students' Questionnaire**

The questionnaire is perhaps the most widely used for eliciting information from some target informants relative to their goals, attitudes and backgrounds. The use of this data collection tools in our research aims to investigate the students' attitudes towards the subject under investigation. According the importance of the questionnaire, it is said that: "the questionnaire was used as a main instrument to elicit data from the two omnipresent partners in the teaching/ learning process: students and teachers for the reason that it allows the analysis of a large number of informants in a relatively short period of time anonymously" (Wallace, 1998, p.41). The Questionnaire is one of the most frequent quantitative data gathering tools. It is a set of different types of questions asked to a large number of individuals to collect statistically useful information about a given topic. It is a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents (Roopa& Rani, 2012).

In designing the present self-completed questionnaire for research purposes, the items required answers with dichotomies (yes/no question), or picking up the most appropriate answer from a series of options, or asking the students to give their opinions or to explain their choices. This questionnaire is addressed to first year EFL students at Biskra University, the participants of this questionnaire are 40 students from different groups, and the questionnaire consists of thirteen (13) questions which are arranged in a logical way to gather insights about the students' attitudes towards the role of contrastive analysis and error analysis in developing EFL learners' grammar.

### **3.5.2 Teachers' Interview**

The interview is a useful data collection method, as it is known in social research. A structured interview (also known as a standardized interview or a researcher-administered survey) is a quantitative research method commonly employed in survey research. Thus ,the

use of the interview is conceived to be of great help to the investigator . Gillham (2000, p.01) viewed the interview as: A conversation usually between two people. But it is conversation where one person- the interviewer-is seeking responses for a particular purpose from the other persons: the Interviewee.

In this present study, the researcher adopted structured interview to collect teachers attitudes towards the topic under investigation, because of its greater flexibility and validity of reports the structured interview is a qualitative data collection strategy in which the interviewer does not strictly adhere to a predetermined list of questions, and they will instead pose more open-ended questions.

In this study, the researcher select this tool as a follow up to the questionnaire' response, and to test the stated hypothesis. In the same view , Gay(1992, p.232) explains that maximum interviews use established technique regarding the asking of established questions accompanied through way of means of clarifying unstructured or open-ended questions. Thus, an aggregate of objectivity and intensity may be obtained, and consequences can tabulate in addition to explain.

This interview is based on what was dealt within the theoretical part of this research. The interview is designed to English teachers at university of Biskra for the academic year 2024-2025. The interview was administered hand to hand with four (4) teachers, they collaborated through their answering the questions, commenting, and giving suggestions. The teachers' interview consists of twelve (12) questions which either directly or indirectly related to the research. This interview was accomplished on meeting with four teachers. Eventually, we collected several information which were most clear and complete data which serve this study.



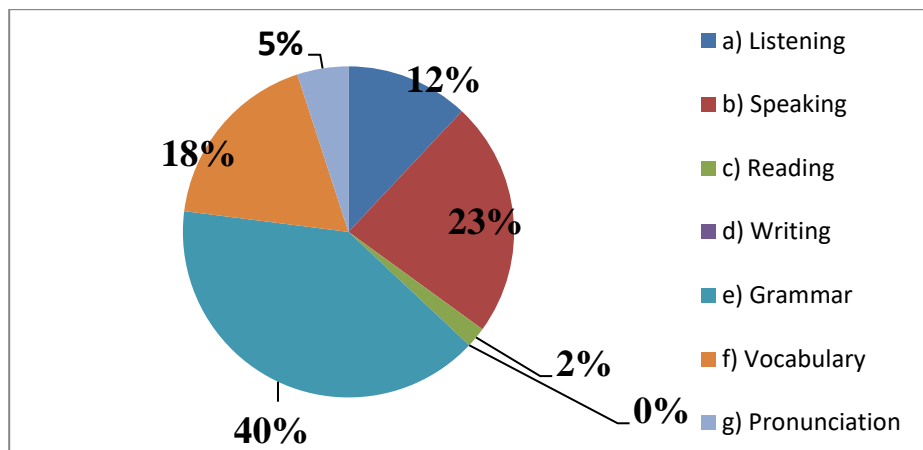
### **3.6 Analysis of students' questionnaire**

#### **Section One: General Information**

**Q1. Which skill do you think is the most important for learning a foreign language?**

**Why?**

The investigator asked the students about their opinion concerning the most difficult skill in learning English. According to the statistics offered in figure two, (40%) of students claimed that the most difficult skill in learning a foreign language is grammar, because it involves memorizing complex rules and structures, such as verb conjugation and sentence formation, which many find confusing and easy to forget when writing or speaking. However, (23%) given to speaking selected by students, because it combines grammar, vocabulary, pronunciation, and confidence; students often lack practice, fear judgment, or experience anxiety when speaking publicly, making fluency difficult. ; also, (18%) of students reported vocabulary, because they forget words, cannot recall the right term when needed, or mostly know passive vocabulary that they do not actively use, making communication harder across all skills. Just few parts of students (12%) said listening due to fast speech, unfamiliar accents, slang, and unclear context, which make it hard to catch and understand every word, especially in real-time conversations or media. Also a minatory part (5%) claimed pronunciation due to limited rules in phonetics and difficulty of some vowels and diphthongs sounds, and (2%) selected reading option.

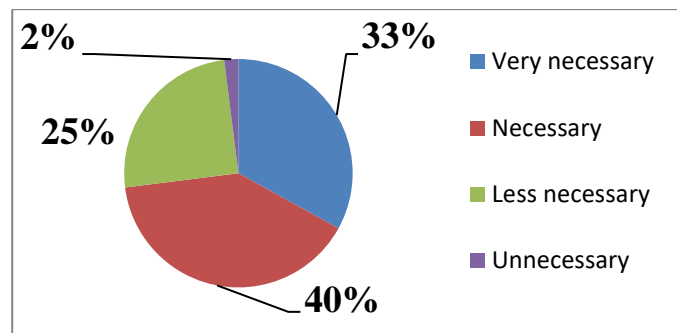


**Figure 3.2: The Most Difficult Skill in Learning Foreign Language**

**Section two: Students' Perception of the Effectiveness of Contrastive Analysis and Error Analysis in Developing EFL Learners' Grammar.**

**Q2. How necessary contrastive analysis activities (e.g., comparing English grammar to your native language) helped you to avoid using errors?**

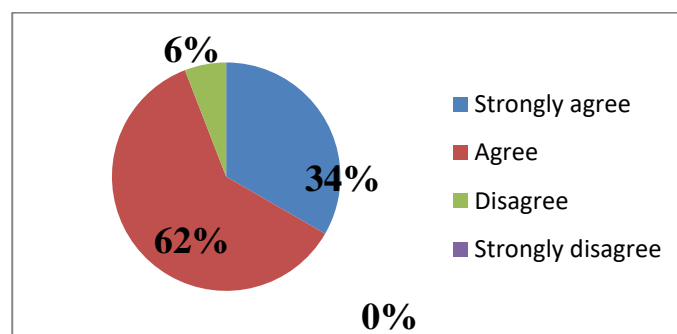
The researcher asked the same participants about the necessary of contrastive analysis activities (e.g., comparing English grammar to your native language) helped them to avoid using errors. According to what is shown in the figure below , the majority of first year students (40%) confessed that contrastive analysis activities is “necessary” to avoid using errors, others (33%) selected “very necessary” option. However, few parts (25%) said “less necessary”, and (2%) of first year students selected unnecessary. From the finding one can understand that student are not aware about the crucial role that contrastive analysis activities plays in learning process in EFL classes.



**Figure 3.3: The Necessary of Contrastive Analysis Activities.**

**Q3. Do you agree that error analysis (analyzing your grammar mistakes) has helped you enhance your comprehension of English grammar rules?**

The researcher asked the students if they are agree that error analysis (analyzing your grammar mistakes) has helped them to enhance their comprehension of English grammar rules. The data obtained from this question reveal that, the majority of students (60%) answered the question with agree that error analysis facilitate the comprehension of English grammar rules, others (37%) selected strongly agree. However, minatory students (3%) reported strongly disagree with the statement, none of students said disagree.

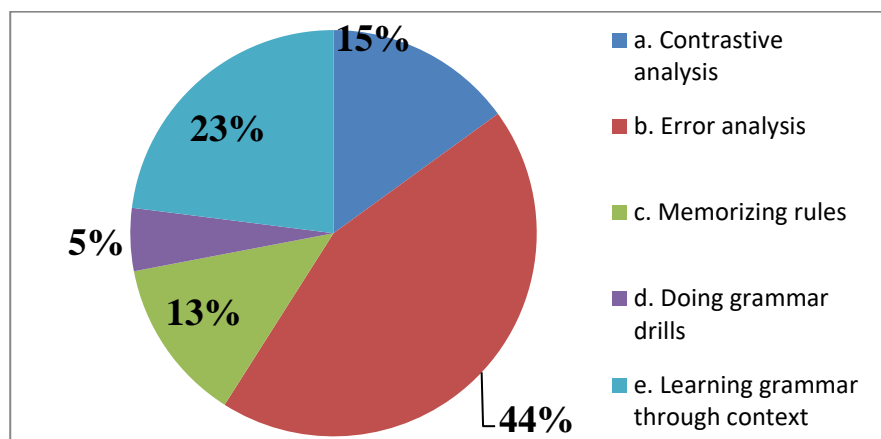


**Figure 3.4: Error Analysis Enhance Students' Comprehension of Grammar Rules**

**Q4. What kind of techniques is the most helpful in learning English grammar?**

The researcher questioned the informants about their opinion towards the most helpful kind of techniques in learning grammar lessons. From the quantitative evidence, one may notice that, the majority of the students (44%) claimed that error analysis is the most helpful

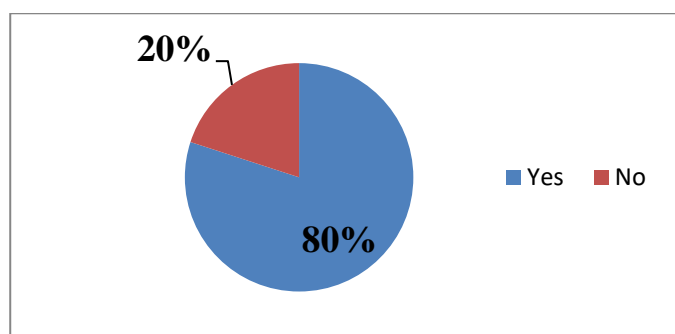
kind of techniques in learning grammar lessons. Also, some students (23%) selected learning grammar through context. However, others (15%) said, contrastive analysis. Some of them (13%) selected memorizing rules. Just few part (5%) saying doing grammar drills.



**Figure 3.5: The Most Helpful Kind of Techniques in Learning Grammar.**

**Q5. Does error analysis help you to feel more confident in identifying and correcting your own grammar mistakes?**

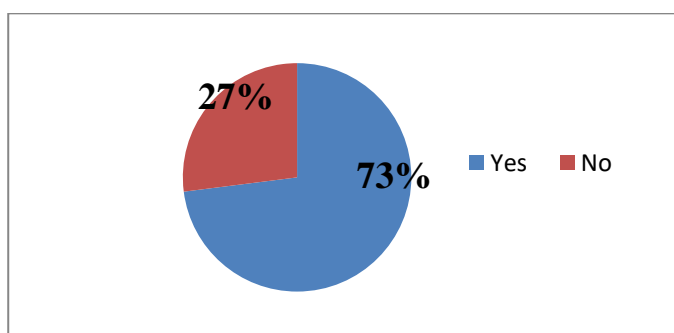
Again with error analysis, first year students were asked whether error analysis help them to feel more confident in identifying and correcting their own grammar mistakes. From the interpretation below, the research worker noticed that the majority (80%) of students reported yes with the statement. On the other hand, a few part (20%) of them answer negatively, according to them error analysis was not needed for identifying grammar mistakes.



**Figure 3.6: Identifying Grammar Mistakes through Error Analysis.**

**Q6. Do you think contrastive analysis increases your awareness of grammar patterns that are different in English from your source language?**

This question was designed to collect data about whether contrastive analysis increases students' awareness of grammar patterns that are different in English from their source language. The data obtained from this question reveal that the majority of students (73%) answered the question with "Yes", that is to say that EFL students claimed that contrastive analysis increases their awareness of grammar patterns that are different in English from their source language. However, the rest (27%) answered negatively with no. The students' responses reflect a positive attitude toward contrastive analysis among first-year students.

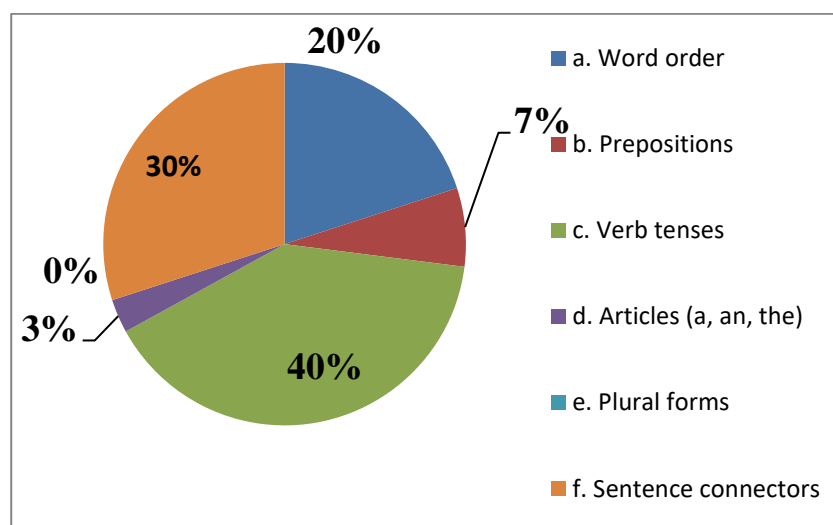


**Figure 3.7: Contrastive Analysis Increases Students' Awareness of Grammar Patterns.**

**Q7. Which area has improved the most due to contrastive analysis and error analysis?**

The researcher questioned the informants about their opinion towards the most area had been improved due to contrastive analysis and error analysis. From the figure below, one may notice that, the majority of the students (40 %) claimed that verb tenses is the most area had improved due to contrastive analysis and error analysis. Also, some students (30%) selected sentence connectors. However, others (20%) opted for word order. Some of them (7%) selected prepositions. Just few part (3%) mentioned articles. None of first year students

said plural forms.

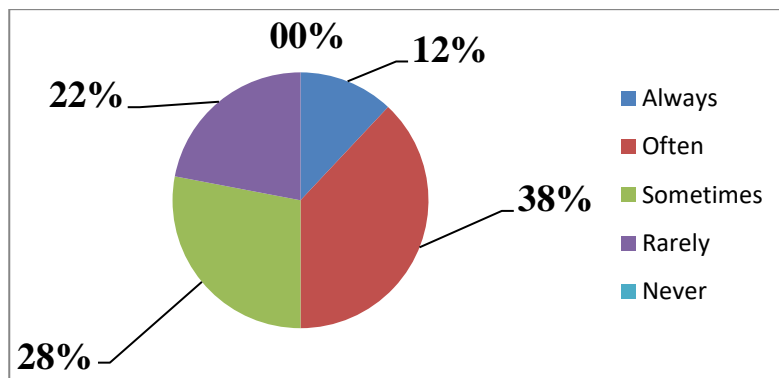


**Figure 3.8: The Improved Grammar Area due to Contrastive Analysis and Error Analysis.**

## **Section Two: Grammar Skills in Language Classes**

### **Q8. How often do you make grammar mistakes in both written and spoken language?**

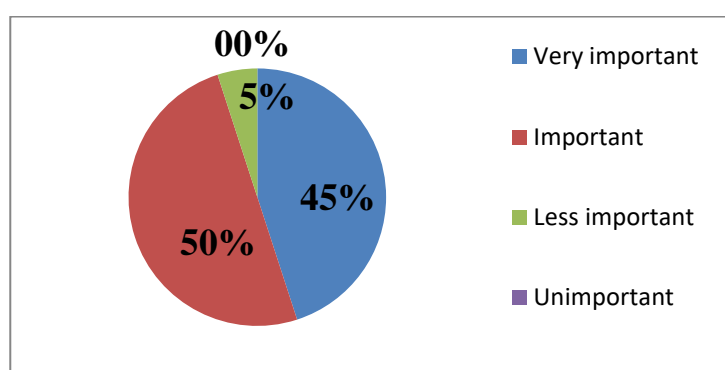
The researcher asked the informants about the frequency of make grammar mistakes when they speak or write in English. The results shown that near to half of first year students (38%) claimed that they often make grammar mistakes while speaking or writing in English, in addition, (28%) of the students selected sometimes. Others (22%) said rarely, however, just (12%) selected always. None of students said never. This indicated that the vast majority of first year students have paucity in learning grammar rules which is the main component for effective writing and speaking.



**Figure 3.9: Students Frequency of Making Grammar Mistakes while speaking or Writing.**

**Q9. How important is mastering grammar rules for English advancement?**

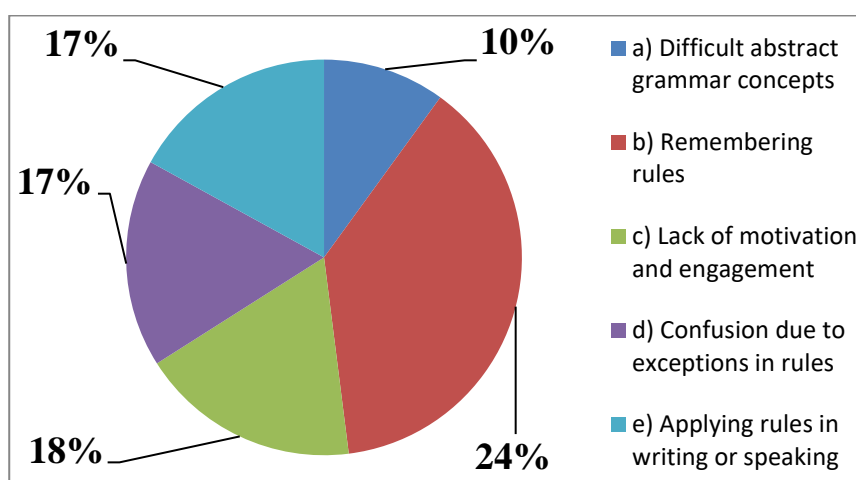
The researcher asked the students about the importance of mastering grammar rules for English advancement. According to the statistics offered in figure 10, the majority of the students' (50%) claimed that mastering grammar rules is important for English advancement. Also, near to half (45%) said important, highlighting the value of grammar for learning English. A minatory part (5%) selected less important, none of the students opted for unimportant.



**Figure 3.10: The Important of Mastering Grammar Rules for English Advancement.**

**Q10. What challenges do you face in comprehending grammatical rules?**

Another important question addressed to first year students at Biskra University was about the challenges they face in comprehending grammatical rules. From the analysis of the data collection, the majority of the students (38 %) claimed that remembering grammar rules is main challenge they face while learning grammar skills. Also, some students (18%) selected lack of motivation and engagement. However, others (17% for each option) said, confusion due to exceptions in rules and applying rules in writing or speaking. Just few part (10%) claimed difficult abstract grammar concepts. None of students mentioned others.

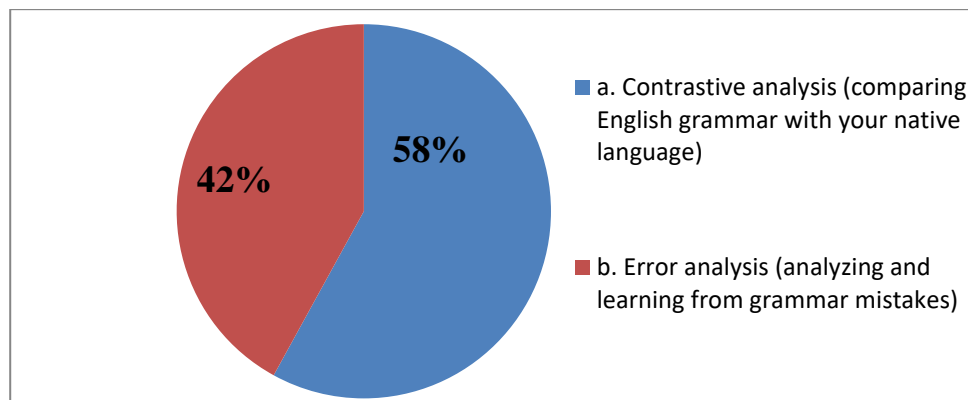


**Figure 3.11: The Most Commonly Methods Used in the Grammar Lessons.**

#### **Q11. Which method do you find more helpful for learning grammar?**

The researcher questioned the informants about the more helpful method for learning grammar rules effectively. From the figure above, one may notice that, the majority of the students (65%) claimed that they prefer grammar to be taught through error analysis by analyzing and learning from grammar mistakes , this indicate that error analysis has a crucial role in mastering English grammar. However, the rest (35%) said contrastive analysis by comparing English grammar with your native language. So both methods are important strategy for grammar advancement.





**Figure 3.12: Students' Opinion about the Effective Method of Learning Grammar.**

### **3.7 Analysis of the teachers' Interview**

#### **Q1.Degree (s) held:**

The purpose of this question was to identify the academic qualifications of the university English teachers. Teachers' responses show that all participants hold advanced academic degrees, with three explicitly stating they possess a PHD degree and one identified as an assistant teacher, possibly indicating a teaching position rather than a degree title. The repeated mention of "PHD degree" and "Dr" suggests that the majority of the participants have attained the highest level of academic qualification, indicating a strong academic foundation for teaching English at the university level. The inclusion of "Assistant Teacher (A)" likely refers to a professional rank rather than a specific degree, but still implies a formal role in higher education. The responses reveal a highly qualified group of teachers, which add depth and credibility to the subsequent responses in the interview.

*-PHD degree*

*-DR*

*-Assistant Teacher (A)*

*-PHD degree*

## **Q2. How long have you been teaching English at university?**

The purpose of this question was to discover the teachers experience in teaching English at university level through giving the number of the years. Teachers' responses indicate that their EFL teaching careers are different, ranging from 5 years to over 13 years of teaching. This variation provides a mix of both relatively experienced and highly seasoned teachers, allowing for diverse viewpoints grounded in different lengths of professional exposure. The first teacher reported having 17 years of experience, suggesting a well-established familiarity with university teaching environments. The second one said more than 10 years, indicating a strong level of professional maturity. The third teaching stating 17 years of teaching experience, making this participant the most experienced in the group. The last teachers noted having 5years of teaching experience, contributing a perspective from a mid-career educator. This variety of teachers' periods in teaching English will facilitate collecting data from experienced teachers.

*-Five (5) years*

*-More than ten years*

*-13 years*

*-I have been teaching English at the university level for seventeen years*

## **Q3. Do you teach grammar module at University?**

The goal of this question was to determine whether the teachers are currently teaching grammar modules at university level. Responses indicate mixed involvement: two teachers confirmed that they currently teach grammar, one stated they had taught it before but not presently, and one reported not teaching it at all. This diversity in teaching roles suggests that some teachers have direct experience with grammar instruction, while others may approach grammar from adjacent or past teaching contexts. These varied perspectives contribute a well-

rounded view on grammar teaching practices and attitudes in higher education EFL settings.

*-I taught it before*

*-Yes*

*-No*

*-Yes, I teach grammar*

#### **Q4. How would you evaluate your students' grammar level?**

This question aimed to assess teachers' perceptions of their students' grammar proficiency. Responses varied slightly but generally are an intermediate or average level. One teacher noted the level as "moderate," another said "below average," while two teachers gave more detailed responses emphasizing an average or intermediate level with specific issues, particularly related to writing and tense usage. These insights reflect a shared understanding that while students are not beginners, they still face consistent challenges, especially when grammar is applied in productive skills like writing.

*-Moderate*

*-Below the average*

*-Through the writing skill, I can say that students' grammar level is average*

*-Most students have an intermediate level with common issues in tense usage and sentence structure.*

#### **Q5. What challenges your students struggle with in learning grammar?**

The question aimed to explore the specific grammar difficulties students' face. All teachers reported challenges that revolve around complexity, lack of engagement, and inadequate practice. Responses pointed to a combination of cognitive difficulty with grammar rules and behavioural issues like lack of reading or practice. A common thread in the responses is the need for increased practice and application, particularly in writing, which

suggests a gap between theoretical understanding and practical use of grammar.

*-Complex grammar rules*

*-They don't read grammar books, don't practice*

*-They find it difficult and need more practice*

*-They struggle with applying grammar rules in writing and differentiating similar structures*

**Q6. How effective is contrastive analysis in helping EFL learners grasp English grammar rules?**

This question was designed to gauge the perceived effectiveness of contrastive analysis (CA) in grammar instruction. All responses acknowledged CA's usefulness, though one response emphasized its dependency on learners' native language and highlighted the potential benefit of direct teaching. Another teacher noted that CA simplifies learning when rules overlap between languages. Eventually, the responses reflect a positive view about CA as a helpful tool, especially when applied with awareness of linguistic differences and in combination with other strategies.

*-It is much easy when having similar rules and result from CA studies helping teaching it in an easy way*

*-It is very effective*

*-It depends on learners native language CA is about comparing three languages to identify their structural similarities and differences , exploring to learners that some mistakes happen due to native language interference may work however direct teaching of the target language may give better results.*

*-Contrastive analysis is quite effective as it highlights key differences between the native and target languages.*

**Q7. Do you agree that making grammar mistakes can be a valuable learning opportunity?**

The purpose of this question was to understand teachers' attitudes toward learning through mistakes. All participants strongly agreed that grammar mistakes are valuable, offering learning insights and the chance for correction. Responses consistently emphasized reflection, awareness, and growth, indicating that these teachers view mistakes not as setbacks but as key opportunities for development in grammar learning.

*-Yes of course, without any doubt*

*-Yes to know the weakness, and then correct them accordingly*

*-Yes we do learn because of mistakes a good learner is the one to benefit from mistake when it occur*

*-Yes, grammar mistakes provide insights into learners' thought processes and areas for improvement.*

**Q8. How do you balance the use of contrastive analysis and error analysis in your teaching practice?**

This question sought to uncover how teachers use both contrastive and error analysis. The responses ranged from informal or instinctive balancing to more structured integration. While one teacher said they don't consciously balance the two, others noted the importance of combining both to address learners' needs effectively. The more detailed responses showed awareness that error identification followed by structural comparison helps prevent repeated mistakes, suggesting that both methods complement each other in practice.

*-I don't make any balance, between language rules I need form both I use it.*

*-I focus on that is common*

*-CA should be balanced with error analysis to obtain better results learners need to identify the error , then learn how to avoid it without repeating it each time.*

*-I integrate both methods by comparing language structures and analyzing students' recurring errors.*

**Q9. How do students usually respond to learning grammar through the analysis of their errors?**

The aim here was to evaluate student reactions to grammar instruction about error analysis. All responses were positive, indicating that students respond well, especially when the process is interactive or reflective. Teachers noted improved engagement, self-awareness, and motivation when students are shown how and why errors occur. These responses reinforce the idea that error analysis not only corrects mistakes but also builds learner confidence and their language development.

*-For sure, they would welcome it*

*-Positively through intensive practice activities*

*-Positively I do not teach grammar, but I encourage learners to correct mistake when writing , error analysis make them aware of the fact that they need to know why the mistake occurs and how to fix it.*

*-Students are generally receptive and more engaged when they see how their mistakes can guide improvement.*

**Q10. Do you think that error analysis is effective /helpful in enhancing grammar rules?**

This question explored the perceived effectiveness of error analysis. All teachers

confirmed its usefulness, citing benefits such as memory reinforcement and targeted teaching. Responses indicate a consensus that error analysis is not just corrective but pedagogically strategic, helping learners internalize rules more deeply by linking them to real, personal mistakes.

*-Yes it is*

*-Yes*

*-Yes the same extent learners can remember better some of rules*

*-Yes, it is very helpful as it allows targeted instruction based on real learner needs*

**Q11. What are the benefits of using contrastive or error analysis when teaching grammar?**

This question aimed to identify the specific advantages of using contrastive and error analysis in grammar instruction. Teachers pointed out various benefits including diagnosis of learner difficulties, awareness-building, and personalization of instruction. Although one response was vague, the others showed that both methods offer diagnostic and corrective value, making them practical tools for grammar teaching, particularly in diverse multilingual classrooms.

*-They are many; they cannot be stated here, to different things which have a lot to say.*

*-To infer the weaknesses, assess the problem, compare between students' levels then act accordingly.*

*-EA is very beneficial awareness about mistakes is finish step to start correcting them some learners are not aware of their mistakes and do not do any effort to fix them when asked to proofread their draft.*

*-They help clarify difficult grammar points and personalize learning based on students' linguistic backgrounds.*

**Q12. Give any suggestions that can help EFL students to master English language grammar rules.**

The final question aimed to gather practical advice for EFL learners. All four teachers stressed the importance of practice, especially in context and through active use in writing or speech. Other suggestions included feedback, structured lesson planning, and comparison with the native language. These responses reflect a shared belief that repeated, contextualized, and reflective practice is essential for mastering English grammar.

*-Practice always is the key using grammar in context is the best way to use to learn them and use them easily.*

*-Intensive practice in context of paragraphs or texts not sentences*

*-Any teacher lesson is made of 3 pts presentation, practice , productivity , I do believe that practice should be given more time , learners need to practice grammar rules to master the English language either orally or in written way.*

*-Practice consistently, seek feedback, and compare English with your native language to spot key differences.*

### **3.8 Discussion of the Results**

In the subsequent chapter three, the focus is directed toward the discussion of the outcomes derived from both the analysis students' questionnaire and teachers' interview, initially the analysis encompassing both qualitative and quantitative method, aiming to understand students and teachers perceptions towards the role of contrastive analysis and error analysis in developing EFL learners' grammar.



The student questionnaire results show that most participants were female and first-year students at Biskra University, who seemed more willing to participate in the study. When asked about the most difficult language skill, many students pointed to grammar, followed by speaking and vocabulary. Grammar was seen as difficult because of its complex rules and the need to remember them while speaking or writing.

From the quantitative evidence, students also shared that contrastive analysis, which compares English to their native language, helped them to some extent in avoiding grammar errors, though not all students fully understood its importance. On the other hand, most students agreed that analyzing their grammar mistakes (error analysis) improved their understanding of English rules and made them more confident in correcting themselves.

The data displayed that, when asked about the most helpful grammar learning techniques, most students preferred error analysis, followed by learning grammar through context and contrastive analysis. Many students felt that contrastive analysis increased their awareness of the differences between English and their native language, especially in areas like verb tenses and sentence connectors. Students admitted they often or sometimes made grammar mistakes, showing that grammar remains a challenge. Most believed that mastering grammar is very important for improving their English. The main difficulties students face such as remembering rules, lack of motivation, and confusion caused by exceptions in grammar. Eventually, students showed a strong preference for learning grammar through practical methods like error analysis, supported by contrastive analysis for deeper understanding.

On the other hand, the interview results show that most teachers are experienced and highly qualified, with many holding PhD degrees and having taught English at university for several years. While some of them currently teach grammar, others have taught it in the past

or focus on different areas. They generally believe their students' grammar level is average or moderate, though many students face common challenges like understanding complex rules, not practicing enough, and struggling to apply grammar correctly in writing.

Moreover, teachers agree that contrastive analysis comparing students' native language with English can be helpful, especially when the languages share similar rules. They also see making grammar mistakes as a useful part of learning, since it helps students understand and fix their errors.

From the results reached, teachers reported using both contrastive analysis and error analysis in their teaching. Some use them together to compare grammar rules and help students avoid repeated mistakes. Students usually react positively when learning grammar through their errors, especially when the lessons involve practice and feedback. All teachers agreed that error analysis is effective because it helps learners understand grammar better and remember the rules. They also shared that using these methods can make teaching grammar clearer and more personal for students. Finally, the EFL teachers emphasized that regular and meaningful practice is key to mastering grammar, especially when done in context and supported by feedback and reflection.

## **Conclusion**

In short, this chapter presented the research methodology and analyzed the data collected from both teachers and students. It explained the research tools, participants, and procedures used to gather information about the role of contrastive analysis and error analysis in developing EFL learners' grammar. The results from the interviews and questionnaires revealed that both teachers and students recognize the importance of these methods in improving grammar understanding and performance. The findings highlight the effectiveness

of combining practical grammar teaching strategies, such as error analysis and contrastive analysis, to enhance students' language learning.

## **Recommendations**

Grammar plays a crucial role in the development of English language proficiency, especially for EFL learners. Therefore, both teachers and students have important responsibilities in the teaching and learning process. Teachers must adopt effective methods like contrastive analysis and error analysis to help students overcome grammar challenges, while students should actively engage in grammar practice and learning from their mistakes. Through this study, we recommend the following:

- Teachers should use both error analysis and contrastive analysis to help students identify and correct common grammar mistakes.
- Teachers need to provide grammar instruction in real-life contexts to make learning more meaningful and easier to remember.
- Teachers should create a supportive environment that encourages students to ask questions and reflect on their errors.
- Teachers should give constructive feedback and promote activities that make grammar learning interactive and engaging.
- Teachers must use varied techniques, such as games, group tasks, and visual aids, to explain complex grammar rules more effectively.
- Teachers are advised to monitor students' progress closely and adjust their teaching methods based on observed grammar difficulties.
- Students are encouraged to take responsibility for their learning by practicing grammar regularly inside and outside the classroom.
- Students should be motivated to compare English grammar with their native language to

increase awareness of differences and avoid interference.

- Students should develop the habit of reading English texts to see correct grammar structures in context and improve naturally.

- Students should be encouraged to work in pairs or small groups to analyze and correct grammar errors together, promoting collaborative learning.

## GENERAL CONCLUSION

This study investigated the role of Contrastive Analysis (CA) and Error Analysis (EA) in improving the grammar proficiency of EFL learners. Based on the analysis of data collected from both teachers and students at Mohamed Khider University of Biskra, the findings clearly indicate that integrating both CA and EA can be highly effective in enhancing students' understanding and use of English grammar.

The present study is composed of three chapters, the first one is an over view of contrastive analysis and error analysis and their main characteristics that built a good basic in learning a foreign language , and their vital role in developing grammar skill. Then, the second chapter investigates grammar skills, its definition, significant, approaches and methods. Finally the third chapter is devoted for the analysis of the data obtained from the students' questionnaire and teachers' interview.

Students showed a positive response to both methods, with many reporting that CA helped them recognize differences between English and their native language, reducing language transfer errors. Similarly, students confirmed that EA made them more aware of their common mistakes, allowing them to learn from errors and correct them over time.

To answer the first sub-question (RQ1), CA proved useful in helping students understand grammar patterns by comparing English to their L1, especially in areas like verb tenses, word order, and sentence structure. As for RQ2, the most common errors were related to tense usage, prepositions, and sentence structure, often caused by negative language transfer and misunderstanding of grammar rules. Regarding RQ3, the use of CA and EA in combination was shown to be more effective than using either method alone, as it allowed students to benefit from both contrastive understanding and reflective correction. Therefore, the results confirm all three research hypotheses: the combined use of CA and EA leads to

better grammar outcomes, CA helps reduce errors caused by L1 interference, and EA supports long-term grammar improvement through self-correction and awareness.

Despite the valuable findings of this study, there are a few limitations to consider. First, the research was limited to first-year university students from a single institution, which may not reflect the experiences of learners from other levels or regions. Second, the study mainly relied on self-reported data and teacher interviews, which, while insightful, may include subjectivity and lack in-depth analysis of classroom interventions or performance assessments. Lastly, time constraints limited the opportunity to observe long-term changes in students' grammar proficiency after applying CA and EA techniques.

For future research, it is recommended to conduct longitudinal studies that track the effects of CA and EA over time through practical classroom implementation and learner performance. Researchers could also explore the impact of these methods across different educational levels (middle schools, secondary schools) and in varied cultural or linguistic backgrounds. Additionally, using experimental could help measure grammar improvement more objectively and reveal deeper insights into how learners internalize grammar rules through these analytical strategies.

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## **Appendix one : “Students’ Questionnaire”**

**Dear Students,**

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It aims at Investigating “*The Role of Contrastive Analysis and Error Analysis in Developing EFL Learners’ Grammar: The Case of First Year Students at Mohamed Khider University of Biskra*” .Your answers are highly important for the validity of the research being undertaken. You are kindly requested to answer the following questionnaire carefully. Please ☒ tick the appropriate box and add suitable comments in full sentences whenever necessary.<sup>4</sup>

**Note:**

**Contrastive analysis:** is when you compare two languages to see what is different or the same, to help understand why learning one might be hard or easy for someone who speaks the other.

**Error analysis:** is the process of identifying, examining, and understanding mistakes usually in data, systems, or processes in order to improve accuracy and performance.

### **Section One: General Information**

**Q1. Which skill do you think is the most important for learning a foreign language?**

**Why?**

- a) Listening ☐ b) Speaking ☐ c) Reading ☐ d) Writing ☐  
e) Grammar ☐ f) Vocabulary ☐ g) Pronunciation ☐

**Explanation.....**

### **Section two: Students’ Perception of the Effectiveness of Contrastive Analysis and Error Analysis in Developing EFL Learners’ Grammar**

**Q2. How necessary contrastive analysis activities (e.g., comparing English grammar to your native language) helped you to avoid using errors?**

- a. Very necessary ☐ b. Necessary ☐ c. Less necessary ☐ d. Unnecessary ☐

**Q3. Do you agree that error analysis (analyzing your grammar mistakes) has helped you enhance your comprehension of English grammar rules?**

- a. Strongly agree ☐ b. Agree ☐ c. Disagree ☐ d. Strongly Disagree ☐

**Q4. What kind of techniques is the most helpful in learning English grammar?**

- a. Contrastive analysis ☐ b. Error analysis ☐ c. Memorizing rules ☐  
d. Doing grammar drills ☐ e. Learning grammar through context ☐

**Q5. Does error analysis help you to feel more confident in identifying and correcting your own grammar mistakes?**

- a. Yes ☐ b. No ☐

**Q6. Do you think contrastive analysis increases your awareness of grammar patterns that are different in English from your source language?**

- a. Yes ☐ b. No ☐

**Q7. Which area has improved the most due to contrastive analysis and error analysis?**

- a. Word order ☐ b. Prepositions ☐ c. Verb tenses ☐ d. Articles (a, an, the) ☐  
e. Plural forms ☐ f. Sentence connectors ☐

## **Section Two: Grammar Skills in Language Classes**

**Q8. How often do you make grammar mistakes in both written and spoken language?**

a. Always ☐ b. Often ☐ c. Sometimes ☐ d. Rarely ☐ e. Never ☐

**Q9. How important is mastering grammar rules for English advancement?**

a) Very important ☐ b) Important ☐ c) Less important ☐ d) Unimportant ☐

**Q10. What challenges do you face in comprehending grammatical rules?**

a) Difficult abstract grammar concepts ☐

b) Remembering rules ☐

c) Lack of motivation and engagement ☐

d) Confusion due to exceptions in rules ☐

e) Applying rules in writing or speaking ☐

**Other, please specify .....**

**Q11. Which method do you find more helpful for learning grammar?**

a. Contrastive analysis (comparing English grammar with your native language) ☐

b. Error analysis (analyzing and learning from grammar mistakes) ☐

**Thank you for your time, effort and collaboration**

## Appendix two: “Teachers’ interview”

**Dear teachers,**

This interview aims to collect data for the accomplishment of a master dissertation about. *“The Role of Contrastive Analysis and Error Analysis in Developing EFL Learners’ Grammar: The Case of First Year Students at Mohamed Khider University of Biskra”*. We would be grateful if you provided precise, clear, and complete responses. Be sure that your answers will be anonymous and will be used for research purposes only.

**Q1.** Degree (s) held:.....

**Q2.** How long have you been teaching English at university?

.....

**Q3.** Do you teach grammar module at University?

.....

**Q4.** How would you evaluate your students’ grammar level?

.....

**Q5.** What challenges your students struggle with in learning grammar?

.....

.....

**Q6.** How effective is contrastive analysis in helping EFL learners grasp English grammar rules?

.....

.....

**Q7.** Do you agree that making grammar mistakes can be a valuable learning opportunity?

.....

.....

**Q8.**How do you balance the use of contrastive analysis and error analysis in your teaching practice?

.....

.....

**Q9.**How do students usually respond to learning grammar through the analysis of their errors?

.....

.....

**Q10.** Do you think that error analysis is effective /helpful in enhancing grammar rules?

.....

.....

**Q11.**What are the benefits of using contrastive or error analysis when teaching grammar?

.....

.....

**Q12.** Give any suggestions that can help EFL students to master English language grammar rules.

.....

.....

**Thank you for your time, effort and collaboration**

## الملخص

تتناول هذه الدراسة دور التحليل التقابلي وتحليل الأخطاء في تعزيز الكفاءة النحوية لمتعلمي اللغة الإنجليزية كلغة أجنبية. الهدف الرئيسي من هذا البحث هو دراسة كيفية دمج التحليل التقابلي وتحليل الأخطاء لتحسين فهم الطلبة لقواعد اللغة الإنجليزية، وتحديد الأخطاء النحوية الشائعة، وتقييم أثر هاتين الطريقتين على الكفاءة النحوية للمتعلمين. تم اعتماد منهج البحث المختلط، والذي جمع بين البيانات الكمية والنوعية. شملت الدراسة استبياناً موجَّهاً لطلبة السنة الأولى، مقابلة مع أساتذة بجامعة محمد خيضر بسكرة . بالإضافة إلى أظهرت النتائج أن كلاً من التحليل التقابلي وتحليل الأخطاء يساهمان بشكل ملحوظ في تحسين الكفاءة النحوية، حيث يساعد التحليل التقابلي الطلبة على التعرف على الفروقات بين لغتهم الأم واللغة الإنجليزية، مما يقلل من تأثير التداخل اللغوي. أما تحليل الأخطاء، فقد مكّن المتعلمين من التعرف على أخطائهم النحوية وتصحيحها، مما أدى إلى أداء لغوي أفضل بشكل عام. تدعم النتائج الفكرة القائلة بأن دمج التحليل التقابلي وتحليل الأخطاء يعد أكثر فاعلية من استخدام كل منهما بشكل منفصل.

**الكلمات المفتاحية:** التحليل التقابلي، تحليل الأخطاء، الكفاءة النحوية، النقل اللغوي، تصحيح الأخطاء