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Investigating the Grammatical Errors in the Discipline Related Essays of EFL Learners:
The Case of Third Year LMD Learners of English at Mohamed Khider University of Biskra.

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

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Declaration

I, Najoua HAMED hereby declare that the work entitled, "Investigating The Grammatical Errors in the Discipline Related Essays of EFL Learners: The Case of Third Year LMD Learners of English at Mohamed Khider University of Biskra" and supervised by Dr. Ahmed BASHAR of Mohamed Khider University of Biskra is entirely my own work, and has not been submitted before to any other institution or university for a degree.

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Dedication

In the name of Allah, the Most Merciful, the Most Compassionate, Prayers and peace be

upon our Prophet Mohamed His servant and messenger

I dedicate this dissertation to:

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

The woman who held my hand when I wrote the first word, my mother SAMIRA

My brothers AHMED and ANES, my sisters DOUNIA and SELSABIL,

and my little angel AYA

The true friends that life gave me, RAHMA and RUKAYA

My deepest gratitude for their support and encouragement.

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Abstract

Teaching writing for third year LMD learners of English at Biskra University is a challenging task for most teachers. A big number of learners have difficulties in achieving satisfactory level in writing. The present study examined the students' grammatical errors and source of errors in their discipline related essays. The study targets third year classes of academic year 2020/2021. Teacher's sample consists of two teachers. They have from three to eight years experience in teaching written expression course for EFL learners. Learners' sample consists of sixty-one (61) learners (male=11, female=49). The researchers utilized a mixed method encompassing three data collection tools: an interview for teachers of written expression at the department of English, a questionnaire with sixty-one (61) third year LMD learners, and analysis of their written essays that is related to the discipline of linguistics. The aim of using the teachers' interview and the learners' questionnaire is to explore the major grammatical difficulties encountered by learners in writing and their causes. The aim of using analysis of written text is to identify the types of grammatical errors our sample of learners make along the writing process. The analysis of teachers' interview reveals that majority of their learners commit grammatical errors when they write. These errors are related to grammar rules, sentence structure and punctuation and mechanics of writing. Inadequate and inaccurate writing are due to: (a) Overgeneralization, (b) ignorance of grammatical rules, (c) mother tongue interference, and (d) demotivating feedback. The analysis of their written essays reveals that most of the learners' errors have to do with English subject-verb agreement, use of different types of pronouns, use of (articles, prepositions, conjunctions), punctuation marks and use of capitalizations.

Glossary

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

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

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

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

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

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

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

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

Et al.: et alia (and others).

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

i.e. Id est

L1: First Language, Native Language

L2: Second Language

SLA: Second Language Acquisition.

Q: Question

RQ: Research questions

RH: Research hypothesis

TL: Target Language.

VS: Versus

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General Introduction

Study Background

To become competent users of English, EFL learners must focus on both productive and receptive skills. Productive skills involve speaking and writing, productive skills include listening and reading. According to Harmer (2001), writing is a form of communication to deliver or to express feelings through written form. Hence, writing is considered as the most needed skill that should be developed for earful owners at the university level.

Moreover Harmar (2004) states that writing encourage students to focus on accurate language use because they think as they write. In addition, according to Haynez and Zacarian (2010); learning to write is a developmental process to communicate meaningfully through written form.

In the last fifteen years or so the rule of the writing within the disciplines has been the focus of plethora of studies in fields like business, engineering, health sciences and arts, among others. Every discipline has its own specific vocabulary, has also conventions for writing style and has its own style of citation.

In mastering writing, there are many aspects that must be considerate. One of the important aspect is grammar. It is inevitable that writing cannot be separated from grammar, and discipline related essays is not an exception. Grammar is the pattern that makes combined words can be understood. Nevertheless, every language has its own grammar which makes the students have to master the grammar of the target language before writing. Most of Algerian EFL Learners have problems regards writing discipline related essays. As there are the differences of two languages; Arabic and

English, it is evident that they produce errors in various aspects of writing such as in grammar and lexis.

1. Statement of the Problem

Writing is a crucial phase in teaching English as a foreign language in Algeria. During their educational career, the EFL learners are taught the writing skill gradually from middle school to university , although; third-year LMD learners at Biskra University still make grammatical errors. Accordingly, to produce a well-structured , coherent and correct essays , EFL Learners face difficulties and challenges. Those difficulties usually revolve grammatical aspects of the target language due to numerous reasons , for instance; mother tongue interference, overgeneralization and ignorance of the basic grammatical rules. To this extent, this study will explore the particular grammatical errors in written essays; namely " discipline related essays" as well as to provide the EFL learner with a clear image of what to be avoided in order to reach his/her academic purposes regarding writing.

2. Aims of the Study

Throughout this study, researchers aimed at: (a) determining the nature of the common grammatical errors that are committed by third-year learners endure discipline related essays; (b) decoding the major causes that affect the learner's writing productions; and (c) examining the teachers views about the grammatical errors of third-year learners in their discipline related essays and their possible suggestions to enhance their learners' writing.

3. Research Questions

The current study seeks to answer the following questions:

Q1: What is the nature of writing difficulties the third-year EFL Learners usually face?

Q2: What are the most common grammatical errors occurred in the discipline related essays that are produced by ear for learners?

Q3: What are the major causes of these errors?

4. Research Hypothesis

Throughout this study, we attempt to confirm or disconfirm the following hypothesis:

Hyp1: if third-year LMD learners of English make grammatical errors in the discipline related essays, such as inappropriate use of the various grammatical rules, incorrect application of punctuation markers and capitalization, tenses misuse and so on, bought would detract the value of their discipline related essays.

5. Research Methodology

The current study is descriptive in nature which aimed at investigating the common grammatical errors committed by third year LMD learners of English at Biskra University in their discipline related essays. In order to fulfil the needs of the study, the researchers use the mixing method that is defined by Leech (2008) as a research method that implicates gathering and interpreting quantitative and qualitative data in a particular study.

5.1 Population Sampling

The targeted population of this study consisted of both three hundred twenty-four (324) third-year LMD learners of English and and four (4) teachers of academic writing in the English section at Biskra University. Practically, it is difficult to involve all members of the population in a research assignment, so the researchers have to rely on

the data obtained from a sample of the population.

5.1.1 Teachers' Sample

This study deals with two male teachers who teach academic writing in the English section as Biskra University, they have from…to more than…. years of experience in teaching academic writing.

5.1.2 Learners' Sample

The present study deals with a sample of sixty-one (61) learners who are randomly chosen from the population of three hundred twenty-four (324) third-year LMD learners of English at Biskra University.

5.2 Data Collection Tools

In order to gather the necessary data, the researchers tended to select three main tools:

Interview: is designed for academic writing teachers at Biskra University to highlight each ones perspective towards their third year LMD learners' writing performance and to collect deeper insights and more information about our research work.

Questionnaire: is planned for EFL 3rd year LMD learners of English at Biskra University. We are going to use a semi-structured questionnaire, and it contains open-ended as well as closed-ended questions in order to gain enough data concerning the nature and types of grammatical difficulties.

Corpus analysis: another tool that is going to be used by researchers which is corpus analysis; in which involves the analysis of written essays based on committed errors. EFL learners are asked to submit an assignment in which they write an essay on a linguistics related topic. The analysis of those essays demonstrates the types and

frequency of grammatical errors committed by (61) 3rd year LMD learners in their

essays.

Chapter One:

EFL Writing and

Essay Production

Introduction

Writing is a distinct mode of communication. It aids learners to gain fluency in a foreign language by playing a key part in the teaching and learning processes. When writing is compared to the other skills: reading and listening it is regarded as the most challenging especially in the educational journey. Furthermore, learning to write is very essential in many aspects of life. It is also the most challenging aspect of language to teach. Hence, in light of such a crucial function, the present chapter tackles a theoretical background related to the writing skill , its significance to language teaching and learning , approaches to teach writing, essay writing and writing assessment.

1.1 Definition of Writing

Along with listening, writing, reading and speaking; writing is one of the four fundamental skills of language. A person with strong writing abilities is held in high respect and has more opportunities in competitive examinations, employment opportunities, promotions, and social services. The definition of writing is variously stated by language experts. According to Brown (2001), writing is a thinking process.

Moreover, he also claims that writing can be prepared and given limitless number of changes before publication. In addition. Brown (2001) states that writing is a two-steps process. The first step is to determine the meaning, and the second is putting the meaning into language. The reason for this is that the writing process reflects thoughts that have remained in the mind. (as cited in Elbow, 1973)

Rogers (2005) defines writing as: "the use of graphic marks to represent specific linguistic utterances." (p. 2) To put it another way, writing is language that uses symbols to describe the generation of sounds, but it also has rules that linked the

symbols that they represent language in an unambiguous form.

Moreover, Nalha (2020, cited in Saad 2002: 161) asserts: "language is a true representation of the correct forms of language and should be evaluated and practices." Particularly writing is presented as an attempt to put thoughts on paper while learning to master its laws.

It can be concluded from all the definitions presented above that writing is an intellectual task for gathering the ideas and finding a way to express and arrange them into sentences that are comprehensible by readers.

1.2 Importance of Writing

Written language has a significance that is socially and educationally present, and its standing is highly regarded (Urbanova and Oakland, 2002). It has its own set of rules, which is a unique structure. It was not always like this, however; written language was thought to be an inadequate substitute for spoken language. This mindset can be observed in De Saussure's lectures (1916) as well. After World War II, linguists like Pulgram (1981) and Berry (1985) began to study the written language, and that the situation eventually altered.

 Likewise, Walsh (2010) assumes that writing is significant since it is widely employed in both higher education and workplace. Learners will be unable to communicate effectively with instructors, peers, or just about anyone else if they do not know how to express themselves in writing.

Moreover, writing occupies a unique place in language instruction because it necessitates the practice and knowledge of three other language skills: listening, reading and speaking it also necessitates the mastery of other abilities such as metacognitive

abilities.

1.3 The Writing Process

Writing as a process focuses on a series of steps that must be followed until the final report is completed (Baissa, 2020). In the same vague, Zamel (1983) states that: "non-linear, exploratory, and degenerative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning." Simply put, writing is a cognitive process that improves learners capacities to express themselves. In this regard, learners must not only grasp vocabulary and grammar, but also write precisely and proficiently through the writing process. This precision and the proficiency come from a combination of hard work and perseverance, as well as Mastery of other areas of language including grammar, punctuation, spelling, and capitalization. (Saad,2020)

Furthermore, according to Harmer (2007), writing is a process that a writer goes to throw in order to create something in its final form. He also assumes that this process 6 to get the heart of the many abilities that's most authors apply by spending time with them on pre-writing phrases, editing, re-drafting, and finally producing a finalized it version of their work.

1.4 Approaches to Teach Writing

The writing skill has been researched from a variety of angles, and the three approaches to teaching writing, namely product-based, process-based, and genre-based, have been the subject of several research (Rashtchi et al., 2019).

1.4.1 Process Based Approach

Rashtchi and Ghandi (2011) assume that Process approach emerged out of the communicative theory focusing on thinking and creating ideas, writing, and revising,

which are the result of student-centered class. Kroll (2001) defines process approach as follows:

> The "process approach" serves today as an umbrella term for many types of writing courses …. What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts. (pp. 220-221).

As a result, a process approach focuses more on a variety of classroom activities that enhance language development, such as brainstorming, group discussion, and rewriting (Hasan and Akhand, 2010).

There are eight stages to the Process Approach Model, according to Steele (2004):

Stage one (brainstorming): This involves brainstorming and conversation to generate ideas. For instance; learners may be debating the sequences of global warming. Brainstorming can be done in the following ways:
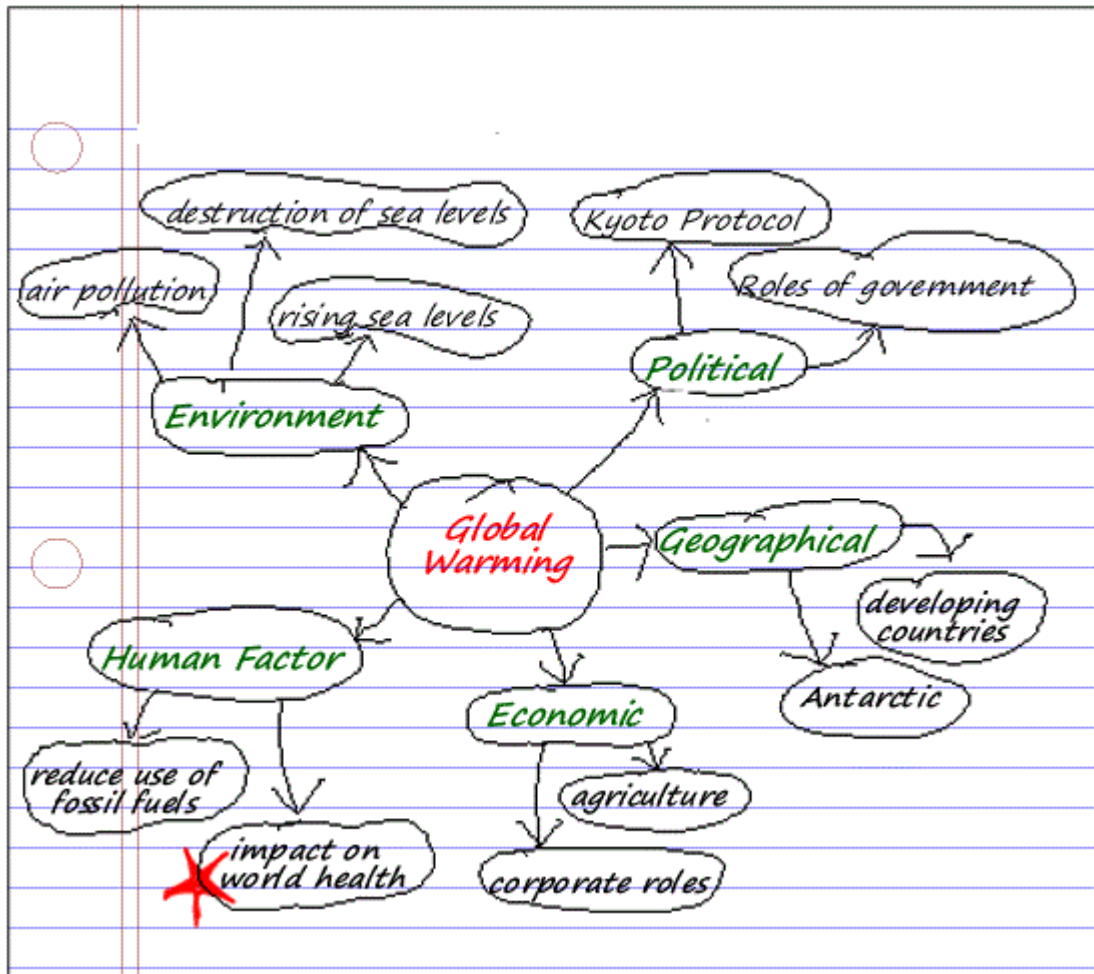
Figure1: A sample of Brainstorming of a student in an EFL classroom (Clark College)

Stage two (Planning/Structuring): Students share ideas in the form of notes and assess the quality and utility of the ideas.

Stage three (Mind mapping): Students create a mind map, spider gram, or linear shape to arrange their thoughts. This stage aids pupils in creating a hierarchical relationship of concepts, which aids in the structure of their texts.

Stage four (Writing the first draft): The first draft is written by students. This is often done in pairs or groups in class.

Stage five (Peer feedback): Students share drafts so that they might become readers for each other's work. Students grow awareness of the fact that a writer is generating something to be read by someone else by responding as readers, and as a result, they can

better their own drafts.

Stage six (Editing): On the basis of peer feedback, drafts are returned and revisions are made.

Stage seven (Final draft): A final draft is written.

Stage eight (Evaluation and teachers' feedback): Students' writings are evaluated and teachers provide a feedback on it.

The cyclical nature of the stages, as well as their interaction, are depicted in the diagram below:
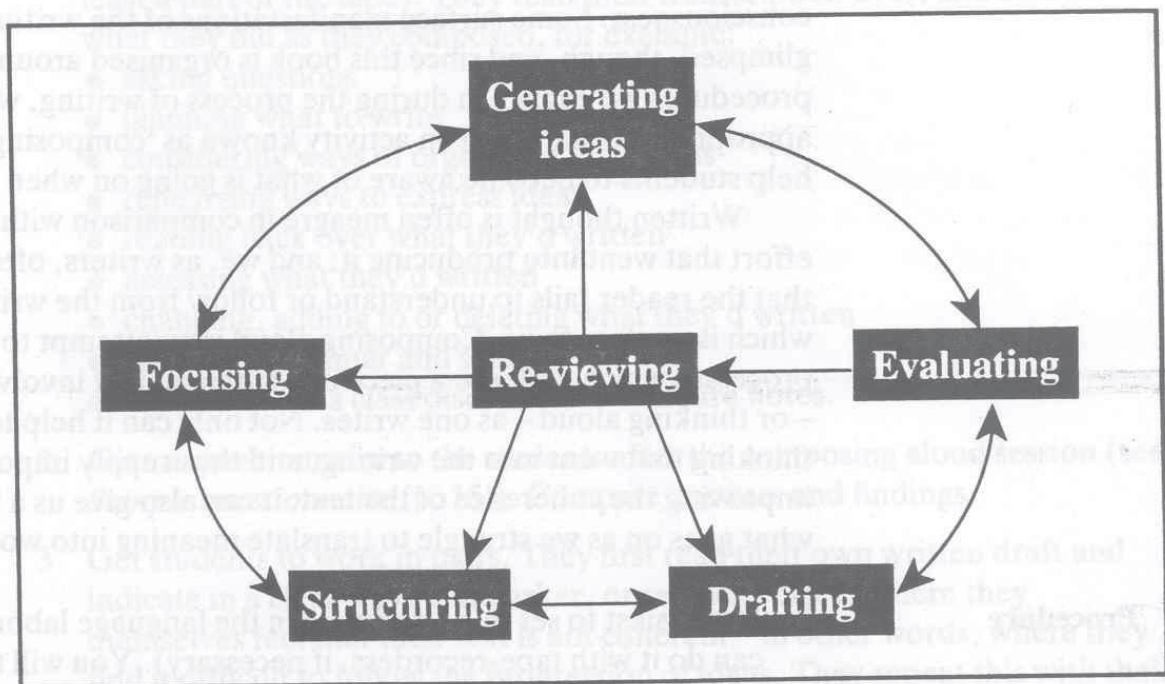
Figure 2: A model of writing. Rashtchiet al., as cited in (White and Arndt's (1991:43))

White and Arndt propose this framework in which there is a brief clarification about process writing main stages.

1.4.2 Product Based Approach

A product approach is "a traditional approach in which students are encouraged

to mimic a model text, usually is presented and analyzed at an early stage". Hasan and Akhand (as cited in Gabrielatos, 2002, p.5). In a normal product approach-oriented classroom, for example, learners are given a standard sample of text and are asked to produce a new piece of writing using the standard. Four stages make up the Product Approach Model(2004, Steele) :

Stage one: Learners examine model texts before learning about the genre's characteristics. Learners' attention may be directed to the importance of paragraphing and the language used to make formal demands when studying a formal letter, for example. When a student reads a tale, the focus may be on the tactics used to make the story engaging, with students concentrating on where and how the writer uses these techniques.

Stage two: This stage entails practicing the emphasized elements in a controlled environment, usually in isolation. So if learners are studying a formal letter, they may encounter the following issues; be required to practice the language utilized in the production of practicing formal requests, such as the 'I would be grateful if you could ...' structure.

Stage three: This is the most crucial step in the process, as it is here that the thoughts are organized. Those who support this method feel that organizing ideas is more important than the ideas themselves, and that language management is as vital.

Stage four: The end product of the learning process is this. Students select from a variety of comparable writing assignments. Students employ the skills, structures, and terminology they've been taught to create the product to show what they can do as fluent and competent language users.

1.4.3 Genre Based Approach

"Genre" refers not only to literary text forms, but also to the predictable and recurrent patterns of everyday, academic, and literary texts that occur within a culture. Tuan (2011), as cited in (Hammond and Derewianka, 2001). A genre-based approach placed great emphasis on the relationship between text-genres and their contexts (Hyon, 1996). In doing so, it aimed to help students become effective participants in their academic and professional environment as well as in their broader communities (Hammond and Derewianka, 2001).

1.5 Essay Writing

Writing is a challenging and fascinating task that necessitates much of the writer's c oncentrateon; it is a kind of communication that expresses thoughts and creates a link be tween the writer and his readers. As a result, it is unique, creative, and purposeful. Essays are one of the most importantforms of academic writing that writers learn and wr itestarting in college. They can develop an idea in four or five paragraphs or a complete book, but five paragraph essays or timed essays are the most prevalent because they can be written within class time.

1.5.1 Definition of Essay

The term essay comes from the French word essayer, which means "to try" or "to attempt." An essay is a type of literary piece that focuses on a particular topic and frequently expresses the author's personal viewpoint. Aldous Huxley, a well-known English essayist, describes essays as "a literary device for saying virtually anything about almost everything." "A short" is how the Oxford Dictionary describes it (Literary Devices, n.d).Essays are documents on specific themes that contain a combination of

fact and opinion, are organized logically, and use proper language styles. An essay has both substance (what is said) and form (how it is written) (the way in which it is said). These elements are distinct, but they are not unrelated (Eunson, 2012).

1.5.2 Discipline Related Essays

Based on the explanation provided by the Excelsior Online Writing Lab (2020), the teaching of writing in colleges and universities seeks to focus on academic essays and research papers. Writing in the disciplines, on the other hand, refers to writing assignments adapted to the genres of a certain discipline or field. For example, a science's course might require students to write a lab report, while a sociology course might assign a case study.

Writing in the disciplines is an efficient technique to integrate writing instruction into a discipline's or career's genres and norms. It connects writing assignments to real-life circumstances, making them more meaningful. It also helps career readiness by matching writing training with the types of writing that will be needed of students in the workplace.

1.5.3 Essay Structure

Hampton (2015) confirms that "an essay is a piece of continuous, flowing, paragraphed text that is (usually) uninterrupted by headings, so it can appear to be unstructured. In fact, good essays need to be very carefully structured indeed." An essay consists of three basic parts: an introduction, the body of the essay, and a conclusion.

1.5.3.1 Introduction

According to Hampton (2015), an essay's introduction usually serves two purposes:

• It 'sets the scene' by offering some background knowledge on the subject — in other

words, it contextualizes the subject.

•It informs the reader of the essay's purpose. This is referred to as signposting.

•Provides the reader with a logically organized "road map" of the essay

• At the end, there should be a thesis statement, which is likely the most significant part of the introduction.

•The thesis statement expresses the paper's purpose and may provide information about the author's examples and proof.

1.5.3.2 Body

The body of the essay is where the title is addressed. It has to be organized into p aragraphs. Each paragraph should address a separate part of the issue, but it should also connect to the paragraphs that come before and after it in some way. Hampton (2015) considers the following ways to successfully structure and use paragraphs in an essay:

1.The first sentence could include a reference to the previous paragraph (a type of retrospective signposting).

2. Another sentence introduces the paragraph's major concept (this is often called the topic sentence). This topic sentence might alternatively be placed at the beginning of the paragraph.

3. The next few phrases expand on the idea, maybe by providing further information, providing evidence, or highlighting differences or alternatives.

4.The final sentence summarizes the paragraph's major idea.

1.5.3.3 Conclusion

Hampton (2015) lists the three main things any conclusion does:

• It reminds your readers of the essay's purpose.

• It gives a response to the title.

• It reminds your readers how you arrived at your conclusion.

1.5.4 Types of Essay

1.5.4.1 Narrative Essay

Kathleen (2003) claims that a narrative essay accomplishes a goal through telling a story that engages the reader and conveys a message. The following are some of the goals of writing narratives: to establish a feeling of shared history, to entertain, to instruct, and to impart insight. A special person, event, or location are some examples of narrative essay topics. Kathleen (2003)

1.5.4.2 Descriptive Essay

Kathleen (2003) concludes that a descriptive essay uses details to appeal to the five senses to tell about a certain topic or story. It allows readers to clearly visualize the circumstance or scene and feel as if they are present at the time. Learners may create a descriptive essay about a person, place, event, object, or experience by describing it in great depth utilizing many sensory details.

1.5.4.3 Comparison and/or Contrast Essay

According to (Kathleen, 2003), a comparison and/or contrast essay compares and contrasts two or more key topics, highlighting similarities and differences. One technique to create this style of essay is to compare and/or contrast two or more items, people, locations, events, experiences, or ideas based on a few particular points.

1.5.4.4 Cause and Effect Essay (also called causal analysis)

Based on Kathleen's definition of that type of essays, a cause and effect essay investigates what causes certain events to occur or why certain things are the way they

are, as well as the consequences of those events. For instance, the learner may write an essay about a recent occurrence and how it affected his/her life. This would reveal both the cause (the occurrence) and the impact (the result) (how it affected his/her life).

1.5.4.5 Argumentative Essay

An argumentative essay makes a thesis and then supports it with examples and facts. The learner can start writing an argumentative essay by choosing a topic, such as a belief, an idea, or a problematic issue. Then, in order to gather precise information, conduct research. Statistics, tales, instances, observances, and other facts can all be used to provide information.(Kathleen, 2003)

1.5.4.6 Classification or Division Essay

A classification or division essay organizes a number of themes into a clearly recognized Pattern (Kathleen, 2003). A classification essay, on one hand, organizes or categorizes a number of linked topics into groups or categories based on particular qualities. Three items, people, or locations are some examples of this type of paper. They are each detailed separately, but they are also categorized and presented in such a way that the reader can see the relationship between them. A division essay, on the other hand, begins with a single topic and splits it into numerous pieces in order to examine it more closely and thoroughly. To write a division essay, choose a topic regarding a person, place, item, or event, and divide it into multiple elements that analyze the topic from several perspectives. (Kathleen, 2003)

1.5.5 The Criteria of a Good Essay

According to Hurn (2009), content, structure, and mechanics are the three factors that determines a successful essay. If the writer effectively addresses each of them, the

result will be an essay that effectively, interestingly, and logically reflects the writer's thoughts.

1.5.5.1 Content

The writer's message is the essay's content. Through detailed discussion and the inclusion of precise details, good essays develop the writer's major themes. Specific is more interesting than general. A good essay contains detailed information to validate the writer's claims.

1.5.5.2 Structure

The structure of the essay is its organization. An introduction, main body, and conclusion compose an organized essay. The writer's thesis statement: one sentence that states the writer's perspective, what the writer will explain and justify in the essay; it should then lead the reader into the introduction in an exciting style that grabs the reader's attention. Several well-developed paragraphs should constitute the primary body. The conclusion should "put it all together" by providing the reader with a sense of finality. Finally, transition words and phrases should be used to easily shift the reader from one topic to the next inside a paragraph and from one paragraph to the next.

1.5.5.3 Mechanics

The use of language is referred to as "mechanics." A good essay is well written and carefully edited in terms of grammar, punctuation, word usage, and spelling, an excellent essay is well written and well revised. (Hurn, 2019)

1.6 Assessment of writing

Writing assessment refers not only to evaluating a student's final paper and assigning it a grade, but also to measuring a learner's knowledge of the elements of writing the

teacher have taught him. Assessment is a crucial part of the instructional process and of a student's growth as a writer,

1.6.1 Definition of Assessment

To begin, educators need apractical definition of assessment. Capraro et al. assume that " based on the work of many scholars (e.g., Delclos, Vye, Burns, Bransford, &Hasselbring, 1992; Poehner, 2007), assessment is defined as a process for documenting, in measurable terms, the knowledge, skills, attitudes, and beliefs of the learner." (Capraro et al., 2011)

In the same vague, according to Gary (1997) there are at least three definitions of assessment may be found in current literature dealing with assessment. First, to some educators, assessment refers to new for learning, achievement, and assessment mats for gathering information about students' achievements. To others, assessment denotes a different approach to acquiring data, one that is possibly softer and gentler than that embodied by standardized testing. Assessment has also come to symbolize a new attitude, one of empowerment, in which tests are largely developed and implemented to meet the information needs of students and teachers.

1.6.2 Approaches to Assessment

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

1.6.2.1 Assessment of Learning

It describes how we might view assessment traditionally. It entails making summative judgments about students' achievement for the purposes of selection and certification, and it usually takes the form of tests or exams with questions selected from

the material covered during that period, "This is the kind of assessment that still dominates most classroom assessment activities, especially in secondary schools, with teachers firmly in charge of both creating and marking the test" (Earl, 2003, p.21).

1.6.2.2 Assessment for Learning

According to (Earl, 2003),Assessment for Learning is a different approach to traditional school assessment. Simply said, Assessment for Learning moves the focus from summative to formative assessment, from making judgments to producing descriptions that can be used to support the next learning step. In this way, assessment for learning gives information on students' successes, which can be used to adapt teaching and learning activities to meet the requirements of students, and it acknowledges the various benefits that feedback may have on the learning process.

1.6.2.3 Assessment as Learning

It is when students independently examine and monitor their own learning process. Earl (2003) emphasizes this "It occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand" (p.24).

The figure bellow sums up the previous approaches:

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

Figure 3: Features of Assessment of, for and as Learning, Saad (as cited in Earl, 2003)

The figure above summarises the key differences between the three types of assessment: of, for ,and as learning according to each one's purpose, reference points, and key assessor.

Conclusion

We have presented a theoretical framework on writing and everything concerned with it in this chapter. First, we presented the definition of writing from many angles. Then we talked about the significance of writing and its process, which is influenced by some of the stages and approaches we went through. Following that, we shed light on the approaches used in the learning process and on the most important criteria for obtaining good written productions. We also touched essay writing in which we illustrates; essay definition, essay types, essay structure. Finally, we discussed the writing assessment types applied with learners.

Chapter Two:

General Overview about

Errors and Grammar

Introduction

As grammar considered a vital factor that can enhance students' writing, in this chapter we will survey some literature about grammar's definition and its teaching approaches, mentioning its types, and highlighting its elements that are parts of speech. In addition ,we will present error various definitions, the difference between an error and a mistake as well as its significance to the language teaching and learning. Finally, we will shed light on the sources of those errors.

2.1 Definition of grammar

Grammar is a key concept in linguistics and a fundamental aspect of any language. "The word grammar comes from the Greek meaning craft of letters" (Richards,2020). Grammar term is understood in many ways; therefore, it has numerous definitions. Cambridge Dictionary defines grammar as the application of rules related to how words adapt their form and combined with all the words to make sentences.

Moreover, Caron (2004) suggest that grammar could mean a system of rules that allows to create meaning. The system of grammar and language comprises subdivisions of phonemes morphemes and syntax that is needed understand the properly what grammar is.

In the same vein, Patrick (1982) categorizes grammar into five definitions summarized as follows:

1. Group of formal patterns in which the words of language arranges to convey meaning.

2. The branch of linguistics science that is interested in the description, analysis, and formulation of formal language patterns.

3.Linguistic etiquette.

4.Grammatical terms used in the concern of teaching prose. (as cited in René, 2020)

2.2 Grammar teaching

Grammar teaching is defined into two categories by Ellis (2006) : narrow definition and broad definition. The narrow definition emphasizes that the grammar teaching is as the traditional grammar teaching (TGT) that involves "presentation and the practice of discrete grammatical structures" (2006, p. 84). Also, The author explains the broad definition of grammar teaching as the one that involves any instructional technique that gets the Learners attention to some particular grammatical form in a manner that helps them either to grasp it metalinguistically and/or process it in comprehension and or production.

The importance of grammar in language learning imposes ESL Learners to learn it. (Greenbaum and Nelso, 2002) argue that grammar occupies a central position in the learning process. Thus, it has been a debate whether grammar should be taught explicitly through the presentation of grammatical rules or through its use. EFL specialist discuss about two possible ways of teaching grammar to learners; one is inductive approach and the other is deductive approach (Thornbury, 1999).

2.2.1 Inductive approach of grammar teaching

The inductive approach is defined by as "an approach that starts with exposing students to examples of language use or even an immersing them in the use of the target language items and then prompt students to generalize the patterns of the language". in other words according to this approach, examples of a language pattern is presented to learners without having the rule, and from these examples they derive an understanding

of the rule. Suitably, (Azrmi and Hanna, 2008) view the inductive approach as an approach that refers to the style of introducing language context containing the target rules where learners can induce those rules throw context and the practical examples.

Simply put, the sequence in this approach goes from creating a situation and giving examples to the generalization of patterns which learners should discover by themselves or with the teacher's hints. In that sense, Mautone (2004) claims that through the inductive approach teachers present a series of examples and non-examples to their Learners, then guide them to notice a pattern and come up with the generalization of the rule.

Most language teaching experts argue that teaching grammar inductively is an important method to master grammatical rules (Fatma, 2015). They believe that the inductive approach can be also called "rule discovery learning" based on Harmer's recent theory and practice that included the introduction of discovery activities where the Learners are required to discover facts about Language by themselves rather than having it from the teacher are book (1998).

Accordingly, Rutherford (1978) and Sharwood (1988) also support the inductive approach which is known as "discovery learning " through presenting different models of grammar consciousness reasoning and the rule played in FL acquisition (as cited in Hedge, 2002). By way of illustration, Harmer demonstrates that instead of explicitly teach the present perfect tense it is better to expose Learners to related example and then allow them to induce the rule by themselves and know how to use them (Harmer, 2001).

2.2.2 The deductive approach of grammar teaching

Deductive teaching is a traditional method in which information about the language

pattern's rule is given at the beginning of a class and complimented with examples (Carmen et al., 2018). The principles of this approach are generally used in classes where the main target is to teach grammar rules. According to Thorbury's three basic principles; a deductive lesson starts with presentation of the rules by the teacher. Secondly, the teacher gives examples by highlighting the grammar structures. After that, learners practice, apply the rules and produce their own examples at the end of the lesson (Thorbury, 1999).

The deductive approach originates from deductive reasoning where the notion goes from general to specific. To clarify, the rules, patterns, and principles are presented first then moves to the examples (Arnis, n.d). Arnis (n.d) states that deductive approach is also known as driving teaching. The most considerable method for this deductive teaching is grammar translation method where the grammar instruction is commonly initiated by an explanation about the grammar points. Then, practice activities involving translation to/from the target language (Arnis, n.d).

Bellow is an example of a deductive grammar approach:
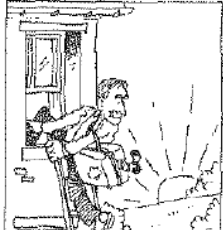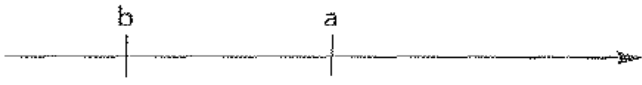
Figure 4: Example of deductive grammar approach (Walker and Elsworth,1986)

The example of the instruction is below.

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

           b   a

            | | →   (illustration)

T: We arrived at this point in time (a). But I
       need to refer to an earlier point in the past,
       when the film started, here (b).

Figure 5: Example of Instruction in Deductive Grammar Teaching (Thornbury, 2002)

2.3 Types of Grammar

Language is regarded to be the medium via which our ideas and thoughts flow. Grammar is the key organizing element of language, and it almost encompasses the construction of our entire knowledge and everything we do as human beings. The ability to construct well-formed and proper grammar is the most creative ability we have to be aware of when learning a language. Berry (2012) summarizes the major types of English grammar in the three following points:

2.3.1 Descriptive vs Prescriptive Grammar

A grammar that describes the conventions or agreements of a language is known as a descriptive grammar, whereas a grammar that attends feasibly to urge its rules upon the language Community is known as a prescriptive grammar (Hareendran, 2016).

Accordingly, Gordon (2018) suggests a difference between these two types of grammar as follows; the goal of descriptive grammar is to describe the usage of native speakers of a language, however; prescriptive grammar aims at controlling the usage of native speakers of a language. To clarify, descriptive grammar supposes that the only authority for what exists in a language is what its native speakers accept and understand as part of their language. A speaker who says," I ain't doing anything", intending to say only that, as producing a sentence which is grammatically structured in the dialect and register in which he is speaking, "grammatical" here means produced by the grammar of a natives speaker (Gordon, 2018).

Prescriptive grammar in the other hand, confirms providing better authorities than

the usage and judgment of native speakers (Fordo, 2015). Particularly, people who apply prescriptive grammar adduce better language users (educated speakers, high-class speakers, great writers) better languages and better information systems (mathematics or predictions of calculation) as authorities for preferring one usage over another (Gordon,2018)

Additionally, Hinkle (n.d) define prescriptive grammar as the type that underlines how a language should be used and what grammar rules should be applied. For instance; "him and me we are neighbours" would be classified ungrammatical since it violates some grammatical rules.

2.3.2 Primary (Operational) vs Secondary (Analytic) Grammar

Berry (2009) distinguishes between primary and secondary grammar as he says, "the primary and secondary grammars do not agree" (Berry, 2009, p. 5). Berry defines the primary grammar as it is knowing unconsciously the L1's the grammar whereas the secondary grammar acquires consciously L2's grammar. However; school children often have intuitions about the grammar. Those intuitions may contradict what they have read or been taught. He illustrates with an example as follows; "in the past it was common for schoolchildren to be taught something about the grammar of English as their L1, on the other hand; many people learn an L2 without studying it consciously and even those who do learn it in formal situation may acquire some primary knowledge as well as secondary." (Berry, 2012, p. 5)

2.3.3 Pedagogical vs scientific

Based on Berry's distinction between pedagogical and scientific grammar, pedagogical grammar is designed for teachers and Learners in the classroom and a

simplified grammar to be easily understood by language learners and teachers. It tends to focus on the difficulties they have within language, although; scientific grammar is much more complex and systematic (Berry, 2012)

In the same vein, Byram defines pedagogical grammar as a grammar that is developed for Learners of a foreign language (Byram 2002). In addition, Davies claims that a pedagogical grammar may be based on the following :

1. A grammatical analysis to describe the language

2. a specific grammatical Theory; and

3. the examination of the grammatical issues of Learners or on the combination approaches (Davies, 2007).

Berry (2012) shows the relationship between these different types of grammar in a diagram as follows:
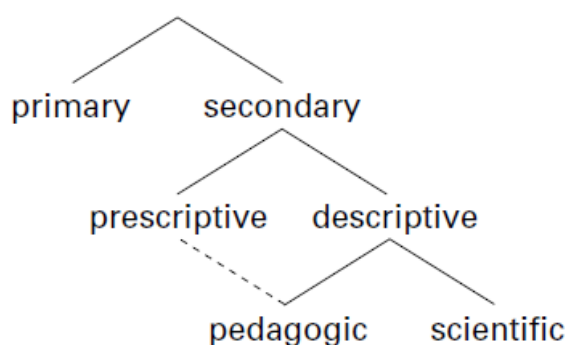
Figure 6: The relationship between different types of grammar (Berry, 2012)

The figure above illustrates that grammar can be primary or secondary. Secondary grammar can be descriptive or prescriptive. Prescriptive grammar can be pedagogic or scientific.

2.4 Necessity of Grammar Teaching

Zhang claims that the base of English language is the language knowledge of grammar and vocabulary(Zhang, 2009). He adds "communicative competence

involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals and knowing how to do this in a socially appropriate way" (Zhang, 2009, p. 184).

In that sense, Wang (2010) confirms that language consists of three main elements; sound, lexicon and grammar and these elements influence each other. In other words; language can be expressed through sound, when sound has to use lexicon as well as grammar to perform its function. "Grammar is the sound structure and meaning of Language" (Wang, as cited in Hu, 2001). Chomsky (1965) argues that the grammar can be viewed as a theory of a language. In addition, Bastone (1994) declares that language without grammar would be confused. Thus, grammar is a required section in language teaching for foreign language teachers and learners.

2.5 Elements of Grammar (Parts of speech)

Grammar is composed of certain elements which are the parts of speech. There are eight parts of speech in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence.

2.5.1 Nouns

The traditional notional definition of a noun as stated in Cambridge Dictionary is: " the word that refers to a person, place, thing, event, substance, or quality." (Cambridge dictionary online, 2021). Nouns are commonly defined as "naming" words, and especially as the names of people, places, or things. Nouns like Mohammed, Algeria and house certainly fits the definition, however; the class of nouns is much broader than that. Nouns also indicate abstract concepts such as; love, happiness, management,

development, and hope.

Nouns are generally classified as follows:

2.5.1.1 Proper nouns

Proper nouns are words that name specific person, place, or thing. proper noun begins with a capitalize letter; for example; Ahmed, Rome, Asia, Fatima, Eiffel Tower.

2.5.1.2 Common nouns

Common nouns are words that name people, places, things or ideas, but they are not the names of specific people, places, or things. A common noun does not begin with a capitalized letter. (n.a, 2011) states: "common nouns are nouns that discuss general things."

Examples: car, house, table, hospital, director.

To sum up, the list below shows both proper and common nouns:

Proper	Common
Mt. Everest	a mountain
Asia	a continent
Maxwell Secondary School	a high school
Lake Tahoe	a lake / a body of water
Hugh Jackman	an actor
Mike Bebee	a politician
Nigerians	a people group
Roman Catholic	a religion

Figure 7: Proper and Common nouns (Azar, 2002).

The proper noun is the name of a common noun. For instance; Mt. Everest is the name of the highest mountain, Asia is the name of a continent, Nigerians is the name of people who are from Nigeria … etc.

2.5.1.3 Countable and Uncountable Nouns

For the better comprehension of how to use nouns in English, the types of English nouns should be clearly defined EFL learners. A common noun can be

countable or uncountable. Greenbaum and Quirk (2006) suggests to categorize the English nouns into two main types: countable and uncountable nouns. Countable nouns are those that refer to something that can be counted; for example we can count cars, boys, houses.

According to Subramarian (2011), countable nouns or count nouns "can be counted separately as individual unit, whereas and uncountable or mass nouns cannot be counted by individual unit or separate entities." Countable nouns can be divided into two categories; singular and plural. To indicate plurality, most of English nouns are inflected (by adding 's'), however; there are few instances where these mountains are not infected but they do indicate plurality; for instance 'phenomena', 'criteria', and 'nuclei' Subramarian (as cited in Azar, 2002).

Also, Subramarian confirms that all nouns which are reflected by an -s- might not necessarily indicate plurality but they are actually uncountable nouns, for example; mathematics, physics, news, economics (Subramarian, 2002). Nevertheless countable or must know the not take any plural forms as they are referring to many referents which are a inseparable. Despite this, Harmer (2006) clearly illustrates a few examples such as follows which indicate the possibilities of making an uncountable noun countable ;

NON-COUNT NOUNS IN COUNTABLE FORM	
Non-count Noun	**Countable Form**
I'll have **tea**.	I'll have **a cup of tea**.
You need **advice**.	Let me give you **a piece of advice**.
Let's play **tennis**.	Let's play **a game of tennis**.
The stew needs more **spice**.	There are several **spices** in this stew.
Fruit is nutritious.	Many different **fruits** are grown in California.
USES OF NON-COUNT NOUNS	
Non-count Nouns in Uncountable Use	**Non-count Nouns in Countable Use**
I'd like some **coffee**.	Please bring us **two coffees**.
Cheese is produced in France.	Brie is **a** soft **cheese**.
The sun provides **light**.	I see **a light** in the window.

Figure 8: The Countable Form of Uncountable Nouns (Harmer, 2006)

2.5.2 Pronouns

A pronoun is a word that replaces a noun or a noun phrase. Using the correct pronoun eliminates and necessary noun repetition in written productions (pronouns, n.d). Pronouns can be subdivided into three main types which are: (a) personal pronouns which refer to people and things, singular or plural, and their form most of the time changes based on their grammatical function in a sentence. The figure below demonstrates what are the personal pronouns:

	Pronoun as Subject (Subjective)	Pronoun as Object (Objective)	Possessive
Singular	I you he she it	me you him her it	my/mine your/yours his her/hers its
Plural	we you they	us you them	our/ours your/yours their/theirs

Figure 9: Personal pronouns (pronouns, n.d)

(b)demonstrative pronouns: (this, that, these, those) identify or point to a noun, for example; "this homework is due tomorrow". (c) relative pronouns (who, whom, whose, which, that) begin adjective clauses and usually refer to the noun that comes right before them. For example; "Aya is the student who gets the best mark."

2.5.2 Verbs

Just as nouns, play a key role in a sentence, so do verbs. In addition, a verb is the part of sentence that gives an information about what the subject performs. Merriam Webster defines verbs as "words that show an action (sing), occurrence (develop) or state of being (exist). Almost every sentence requires a verb. The basic form of a verb is known as its infinitive" Merriam Webster (2021). In other words, the verb is a word used to describe an action, state, or occurrence, and taking an essential part of the predicate of a sentence.

2.5.3.1 Auxiliary Verbs

Grammarians like (Bamgbose, 1990), (Halliday, 1985) and (Gleason, 1965) define auxiliary verbs as words that appear along with the main verbs to form verbal group in a certain clause and work as helping verbs (as cited in Alobo, 2015). In other words, an auxiliary verb, as it is called a helping verb, is used with a main verb to help Express the main verb's tense, mood, or voice. The main auxiliary verbs are to be, to have, and to do.

2.5.3.2 Verb Tense

Slawson (2010) confirms that: "verb tenses are used to show time". To clarify, the tense of a verb indicates the time of the action or state of being that is expressed by the verb. All basic forms are derived from the principal parts: present (base), present participle (verb + ing), past (-ed), and past participial (-en plus have, has, had).

Applying the right sense of verbs while speaking or writing is crucial to fully understand in what time or period actions took place (Mond, 2010).

According to (Mond, 2010), there are four categories of verb tenses; simple, perfect, progressive, and perfect progressive with a version of the present, past, and future in each category. Each tense has its own meaning and way of using. The time in which an action takes place determines what tense is appropriate to use.

2.5.4 Adjectives and Adverbs

Furthermore, other parts of speech are adjectives and adverbs. an adjective is defined in grammarbook.com as word or set of words that modifies or describes noun or pronoun. Adjectives may come before the word they modify, for instance; "that is a beautiful girl". Adjectives may also follow the word they modify, for example; "this house is big". Adverb, on the other hand, is word or set of words that modifies verbs, adjectives, or other adverbs. Adverbs answer how, when, why, where or to what extent , how often or how match (grammarbook.com).

2.5.5 Prepositions, Conjunctions and Interjections

Prepositions are closed-class words (to, for, before) that combine two elements in a sentence, generally introducing verbal or nominal compliments as the beginning of prepositional phrases. Conjunctions, in the other hand, are closed-class words (that, if, when) relate to elements in a sentence generally linking two full clauses. Interjections are words that, by themselves, normally comprise utterances and convey speakers' current mental state, emotion, or attitudes towards language and extra-linguistic elements (Ameka and Willkins, 2006).

2.6 Definition of error

Many language experts have defined the term error. The first definition was given by James (1998, p. 1) as " an unsuccessful bit of language". In other words, the term error is described as unsuccessful use of language whether it is in fact an error or a mistake. To clarify, an error is the misapplication of linguistic elements that results in sporadic and incorrect learning, also known as intra-lingual transfer. "The notion of error is a function of the tradition practice to take a teacher centred viewpoint of learners' performance and to judge the latter's in terms of the norms of the target language." Jack (as cited in Henry, n.d)

Errors, on the other hand, systemic, persistence variations in learners' linguistic System during a certain level of learning. Corder (1981) said, "the learner's errors are evidence of this system and are themselves systematic." That signifies that the error is one of the most common deviations made by learners in writing. It has the potential to influence the final outcome of a learner's written or spoken productions.

According to the views presented by Brown (1994), an error is a natural and noticeable divergence that causes a fault in the learner's language either in speech or writing. Lerner's error would indicate the lack of linguistic expertise or learner's inability to comprehend the structural pattern.

2.6.1 Error vs Mistake

In order to distinguish between an error and a mistake, Aqsa (2015) attempts to identify the difference between them. He emphasizes that errors are the product of inadequate learning and learner's language incompetency, and they cannot be self-corrected. Whereas mistakes are the result of poor language performance owing to a

variety of circumstances such as exhaustion and learner's carelessness, among others.

The Longman dictionary distinguishes between errors and mistakes stating that

errors are the outcome of insufficient information. Mistakes, on the other hand, occur

when the learner is writing or speaking and are caused by a lack of attention, weariness,

carelessness or other characteristics of performance. James (1998) illustrates the

difference between an error and a mistake saying, "if one has neither acquired not learn

a TL from that one must know process, the result will be an error" and "you have

acquired the target language rules, and so you are not in a state of ignorance you will

not make errors but you might still make mistakes. He also adds that errors "cannot be

self-corrected" whereas mistakes "can be self-corrected."

2.6.2 Significance of errors

Language learning, like any other form of human learning, entails making errors.

Language teachers, in the past, used to view mistakes and errors made by their Learners

as something and pleasant which thy work hard to avoid. However, in the last fifteen

years, applied linguistics experts have come to see errors as indications of creative

process in language learning, in which learner's use hypothesis testing and other

strategies to learn a foreign language. (Hanna, 1986)

Precisely, errors are important in three ways, according to Selinker (1969): (a) they

are valuable for the language teacher as they indicate the learner's progress in language

learning, (b) errors are also important for the language researcher because they provide

insights into how language is learned, and (c) finally, as a language Learner in gauges in

hypothesis testing, errors are significant to him / her. (as cited in Hanna, 1986)

2.6.3 Sources of Errors

According to Richards, "the sources of errors in studying the language might be derived from the interference of the learner's mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intra-language errors, errors committed by the interference of the learner's mother tongue are called the inter-language errors." Richards (1969, p. 56)

2.6.3.1 Interlingual errors

Inter-lingual errors are generated by the interference of learners' native language. These errors occur when learners attempt to convert their native language system to English language system that they are currently studying. That is to say that when learners study a foreign language, they have already developed habits in their mother tongue. Hence, when individuals learn a new language and some systems, they are more prone to commit errors.

In the same path, interlingual transfer according to Brown (2000), is a significant source of all learners' errors. He explains this by arguing that; at the beginning when learning a second language, learners are unfamiliar with the target language's linguistic system, therefore; they rely on their native language, which is their only linguistic system.

2.6.3.1 Intralingual errors

Intralingual errors are errors that reflect target language standards, as well as learner's proficiency at a certain level; these errors are derived from the English language itself. According to Richards (1970), " intralingual errors are items produced

by the learners which reflect notes the structure of the mother tongue, but generalization based on partial exposure to the target language." (p. 6)

Richards (1970) classifieds intralingual errors into four categories including: overgeneralization rules, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized.

Overgeneralization; refers to how learners construct deviant structures based on other structures in the target language; that is, learners attempt to generalize the previously learned target language structures only situation which appears to them similar of the previous structure, resulting in incorrect structure. Examples: "he come from", "he can sings". Richard (1970)

Ignorance of rule restrictions; it is when the learner breaks the rule's limitations, or apply a rule incorrectly in a specific context.

Example: "He said to me is violated to he asked to me"; here the verb said takes the preposition "to", and since the two verbs are almost similar; thus, learners use the "to" for the verb "ask" too. Many other instances can be caused by the rote learning of the English rules. Richards (1974)

Incomplete rule application; This form of error, as mentioned by Richards (1974, p.177), when the "deviant structure represents the degree of the development of the rules required to produce acceptable utterances." To clarify that, the question statement is an appropriate example; according to Richards (1974) the statement of a question is a difficult item in terms of grammar that could never turn into a part of competence in the second language; This difficulty can be viewed in deleting one element in the series of transformations, or in adding a question word to the statement.

False concepts hypothesised; refers to errors which "derive from faulty comprehension

of distinctions in the target language." Richards (1974). He further says, "these are sometimes due to for graduation of teaching items" (p. 174). He also exemplifies the following; the farm "was" may be interpreted as a mark of the past tense and the form "is" may be interpreted as a mark of the prison simple as it is mentioned in this examples: "one day it was happened", "he is speaks French".

Conclusion

Due to the significance of correct grammar in producing good writings, in this chapter we displayed some theoretical backgrounds of both error and grammar. Besides, according to some language scholars, we presented how both error and grammar are classified into several types, we also stated their relation to and what roles they play in the writing process. We further explained how much they are necessary and important in enhancing the learners' writing skill.

Chapter Three:

Data Analysis and

Interpretation

Introduction

This chapter is assigned to analyse and interpret the gathered data. The main aim of this study is to extract answers to the research questions that have been posed, as well as to test the validity of our hypotheses that aim to identify the common grammatical errors in discipline related essays of 3rd year LMD learners of English at Mohamed Khider University. To provide sufficient data for this study, an interview was designed for the teachers of written expression. In addition, a questionnaire to 3rd year LMD learners of English was chosen as another data collection tool for this study in order to obtain further information. Besides, the process of diagnosing and analysing common errors in written essays will take place to specifically identify common committed errors.

3.1 The Teacher's Interview

The purpose of designing an interview for teachers is to obtain the different perspectives and attitudes of the written expression teachers of 3rd year LMD towards the written output of their learners.

3.1.1. Description of the Teachers' Interview

The interview is with (02) two male teachers of written expression who are currently teaching that course to 3rd year LMD learners of English at Mohamed Khider University of Biskra by using both forms; tape-recording and note taking in a form of prose. The type of the interview used is semi-structured interviews. According to Corpuz, conducting a semi-structured interview provides meaningful insights to supply perceived casual inferences towards a specific phenomenon. By using semi- structured

interview, teachers' thoughts mainly regarding the written grammatical errors in the essays of Third Year LMD learners of English and their possible causes, as well as their used methods to teach grammar and correct errors. Then, what they recommend for the improvement of EFL learners' grammar and writing performance.

The interview includes open-ended questions as well as close-ended questions in order to get the data needed for the research about the teachers perspectives. This interview (See appendix1, p. 87) contains fourteen (n=14) questions and is divided into three main sections.

The first section involves general information about the teaching background. The second section, on the other hand, is concerned with teaching writing to EFL classes writing. The last section attempts to fill in the gap of what types of grammatical errors that may occur in written essays.

3.1.1. Interview's Analysis and Interpretation

The current section deals with the analysis of the interview of teachers. The Interview have been conducted with two (02) third year EFL teachers of written expression. It includes fourteen (14) questions (see appendix 1, p. 87). This interview is designed to gather information about major types of errors committed by EFL learners in discipline related essays, main causes of those errors, and recommendations to enhance the EFL learners' grammar and writing performance. Moreover, the use of interview would add details to our study. Researchers use the symbol (Tx) that refers to each person interviewed.

Section One: General information

Question 01: Would you please specify the highest educational degree you have achieved in English studies?

T1: *I hold a Phd degree since 2015.*

T2: *Doctorate degree.*

This question is meant to elicit information about each teacher's educational background. An analysis of the results above indicates that both teachers have Phd degree on one of the English language studies branches. Therefore, holding a doctoral degree gives a teacher an advantage to teach better than others because they are involved in the academic process. He contributes in researches and studies related to the field of language teaching and learning.

Question 02: How long have you been teaching written expression at the university level?

T1: *I have been teaching it for eight (08) years now.*

T2*: Three years (03); I have taught before like a couple of years then I have taught for other couple of years without teaching written expression, and I got back to this course this year. So generally three years.*

The above results show that teachers have from three years (03) to eight years (08) experience teaching written expression to third year LMD level. This implies that there is a distinction between experienced and novice teachers. The latter is advantageous as it enables to collect information from teachers with varied levels of experience.

Section two: EFL writing and grammar

Question 03: Do you think that EFL learners give much importance to master the writing skill? why?

T1: *There is no doubt that they want to be good writers, but giving importance to writing differs from one student to another. In one class you find for example some*

students who are highly interested in writing, they do their best to write. And you find in the same class some students who are totally uninterested; I mean if you do not ask them to write, they do not write. So writing for them is not their priority. They might have a different priority; speaking for example. I don't know, but in one class there is this difference of giving attention to writing skill.

T2: *I think importance yes; they give importance, but I think they do actually sometimes we sense that they prefer oral expression because written expression for them is more challenging as a skill. And they do not practice a lot writing, may be speaking, they speak to their classmates and outside. For them it is easier. They give less importance to writing rather than speaking.*

This item is devoted to measure the importance given to writing by 3rd year LMD learners from the teachers' view. Based on the results shown above, EFL learners are two types in terms of giving importance to writing as a skill. Some are highly interested to produce written pieces, are motivated to develop their writing abilities without being asked to write, and produce excellent written productions. Others, on the other hand, are less motivated to write under any circumstance, consider less importance to writing rather than speaking, and might have other priority as speaking. Thus, they practice speaking more, and they do not write unless they are required to do so.

Question 05: To what extent is grammar important for EFL learners to produce well-constructed essays?

T1: *To a very far extent, I mean there is no doubt that one of the elements of a good writingis a good command over grammar. I mean you need to know the rules of grammar, you need to have a good knowledge about grammar, so that you can produce an accurate piece of writing. So writing without accurate grammar won't be considered*

effective. It's very important to have a grammatical knowledge.

T2*: It's crucial. I mean as far as the use of tenses and the word construction and the sentence construction. It's crucial. It's very important.*

According to the answers provided by the interviewees regarding the importance of grammar, they both precise stress that EFL learners must have a good knowledge of grammar to correctly produce written pieces.

Question 06: Do you think that the time devoted to teach written expression to 3rd year LMD learners to master the skill is enough? why?

T1: *For sure it's not sufficient because writing is a wide area of studying. It's a wide area of research, it's a wide area of interest. One session per week, you barely cover the essentials. You need other time to practice, to give modals, to give examples, to correct students, to give feedback.*

T2: *Well, I think It's difficult to say. I think it will never be sufficient for us. Why? because learners need to understand that the performance of the language and written expressionis not only inside of the classroom. It has to be outside the classroom. It has to be intentional. It has to be voluntarily for themselves to learn how to write? It means I cannot rely on learners to learn written expression only inside the classroom or through homework.*

This question tends to confirm whether the time devoted to teach the written expression course is sufficient or not. Third year LMD learners of English at Mohamed Khider University have generally one session of written expression per week. According to the teachers who have dealt with this course for years, this amount is never enough to learn how to write. Writing should be practiced heavily inside and

outside the classroom, because learners need to view examples, to practice, to get feedback, and other writing related activities.

Question 07: How do you evaluate the quality of third-year LMD Learners' essays?

T1: *Generally, some essays are excellent, others are very poor. Yet, my overall evaluation, I can consider them as acceptable essays.*

T2: *In terms of form, I don't think that they have a problem with the form; let's say the structure of the essay. So when it comes to the components of the introductory paragraph, body paragraphs , and even conclusion, they don't have problem. Most of them are the case, but when we talk about language here I think there are still some problems.*

This question aims at clarifying how teachers rate the general level of their learners' produced essays. Both teachers see the overall level of learners as tolerable. T1 emphasizes the different levels of learners between excellent and poor essays, Whereas T2 highlights, on the one hand, the acceptable results when it is related to the form of an essay. On the other hand, when it is related to the language used in essays, learners really encounter difficulties.

Question 08: What teaching method are you considered in your classes?

T1: *Generally, I go for the process approach where I start with students brainstorming the subject, generating ideas, drafting, revising, editing. I believe that process writing is more beneficial as the teacher goes hand in hand with students in writing till they rich the final product. I sometimes opt for the product approach; I mean I show the modals, and ask them to write something similar directly without the previous steps. I use both processes, but I often use the process approach.*

T2: *Well, usually, we don't rely on one single teaching method, but a variety of*

methods but in writing, we are bound to just practice it means we instruct to give

information then usually I give templates like to fill in or directly I give them free

writing means they either they choose or I give them the topic and they start writing. So,

the method basically, we do not have a very clearly one method.

This question aims at making a clear vision about what teaching methods do the teachers of written expression use within their classes. In this case, the interviewees has different ways. T1 considers both process and product approach. He believes that the process approach is more beneficial as the teacher goes hand in hand with students in writing till they rich the final product where learners start brainstorming the subject, generating ideas, drafting, revising, and editing. He also relies on the product approach where he show the modals, and ask learners to write something similar directly. T2, on the other hand, prefers to vary the methods when teaching writing.

Section three: Grammatical errors in EFL essays

Question 09: What types of error your learners commit when composing?

a- Grammar

 b- Lexis

c- Punctuation and mechanics of writing

d- Content

T1: *All of them, they come in all of them, but the most important one it could be related to the sentence structure. So, it could be related to grammar, yes, the sentence structure and comes the idea of the quality of vocabulary, then it could be the organisation of ideas as coherence, cohesion.*

T2: *When we talk about in general, I mean, include all my learners recently, just a*

couple of minutes ago, I have told you that as far as the forum and organisation we don't have any problems yet, like before, but still I have to consider those students who still make a permit mistakes. So here are all of the problems. All of them yeah. In an equal. I think just for the formal organisation, it's less but the rest, they are equally Yeah, they equally make mistakes equally.

This question is designed to identify, in general, what types of error that 3rd year LMD learners commit when composing. Both teachers emphasize the existence of all the mentioned types: grammar, lexis, content, and punctuation and mechanics of writing; i.e, EFL learners' errors in writing varies from grammatical structures to vocabulary and word choice, to the organization of ideas in terms of coherence to punctuation.

Question 10: On which aspects do you focus more when correcting your learners' written essays?

T1: *Yes. I tried to give similar attention to all aspects because for me a good writing is a combination of all these aspects so we cannot just correct grammar or I focus on vocabulary so he ignore there's no need to others, when correcting an essay or a piece of writing, all the elements should be given the same importance.*

T2: *Well, at first I need to focus more on language because written expression is concerned more with the language rather than the information or the topic I asked them to work, to discuss. So I always begin with the language itself. At first place, of course, I see the form, actually in the form of a paragraph or an essay, then I dig into grammatical mistakes, spelling mistakes, and finally when I finished, pointing, those mistakes I moved to the content which is the information I asked them to provide.*

This question was made to discover which aspects do teachers focus more when

correcting their learners' written essays. The answers vary in a point that T1, on one hand, focuses on all aspects of language equally. T2, on the other hand, emphasizes heavily the content. By content he means the ideas and how they are presented through language. He also highlights that teachers should not ignore any aspect because they are all important in writing.

Question 11: When correcting the learners' essays, which grammatical errors do they commit the most ?

a- Verbs (tense and form).

b- Nouns (plural form).

c- Adverbs (overuse of adverbs).

d- Conjunctions (problem of selection).

e- Prepositions and articles.

f- Sentence structure.

j- Subject-verb agreement.

h- Punctuation and capitalization.

T1: *I go with sentence structure, and then verb, the tense and before 's', probably these are all of them occur I mean, they come in all these areas, but the most recurring problems or errors are these ones related to sentence structure and errors related to the verb use.*

T2: *The most committed mistakes, I think, the most committed mistakes have to do with verbs. Here with adverbs, sometimes they have the misuse is they don't use them properly. they confuse between adverbs and adjectives. So here, I think is one of the problems, the overuse of conjunctions, even if they're not needed. And for punctuation,*

capitalization, yes. It's a huge problem.

This question was raise to clearly identify the grammatical errors that are most committed by learners while writing an essay. The results had shown that all teachers agree on verb use as the most accurate error.

Question12: When correcting your learners' essays, which method do you prefer to use?

a- Direct error correction method (**Explicitly**).

b- Indirect error correction method (**Implicitly**).

T1*: It depends if the assignment is given for a given class, then I will up for the indirect one. So, I do just remark for you, for instance, revise this okay. There is this sentence is irrelevant. This sentence is grammatically incorrect. Please consider this. Okay, this is in class, but if it's an assignment to be corrected, I prefer to signal the error. Whether I underline it whether I don't defy it so that the student knows exactly what type of error he committed or he made. Can I go with both of them? depends. According to the assignment. If it's for evaluation and feedback, then direct corrective feedback in the to just for practising class. Then he go just for comments and remarks.*

T2: *When we are inside of the classroom, I think it has to be explicitly corrected. I mean, I tend to give them time to write, then I go around the classroom to read their work, and explicitly, as you have mentioned, correct their mistakes. When it comes to the content, sometimes it's implicitly corrected because the idea sometimes if they have a wrong idea, I tried to evade that problem because I tried to focus on the language, their language performance. So I think mostly it's explicit.*

This question aims at highlighting what method that written expression's teachers

use while correcting the learners' essays. Each teacher has his own way. To illustrate, T1 prefers to apply the indirect error correction method (Implicitly) in class where he just points on the error. However, T2 usually goes with the explicit method to correct errors.

Question 13: According to you, what are the main reason(s) of your learners' grammatical errors in their written essays?

a- Mother tongue interference.

b- Overgeneralization.

c- Ignoring the basic rules of grammar.

d- Teachers' corrective feedback (when he is a source of demotivation)

T1*: I think the C which is ignoring the basic rules of grammar, in the sense that they know them, but they don't use the bit they don't apply them because most students relate the grammar to the grammar course. I mean, when you give them, let's say you decide to say grammar, they couldn't live right. But the one they write in writing, they do not consider grammar as an aspect of writing is a way so they think that they are two separate elements or two separate fields. However, grammar should be considered when writing, you see, so this is a matter of, I don't know how I can it's lack of implementing, ignoring the grammar, lack of practice, lack of attention. I don't know how to diagnose the problem Exactly. For sure there is some students will commit errors read to mother tongue from interference, grammar, overgeneralization, but the ignoring the rules, or the inability to implement the grammatical rules were writing is the most dominant one.*

T2*: I think all of them are actually, you know, are important, but for the last one,*

teachers corrective feedback, I think it is also a problem. But I don't know exactly how every single teacher actually teaches written expression. And I cannot, I speak for myself and for any other teacher, there is no perfect teacher, we always we have to commit mistakes to learn as well. So if we use a certain technique, for example, or a method, it doesn't work, it does not mean that we have committed a mistake, maybe we're not trying, but sometimes we are. Or we have to use certain methods. Like in written expression, the only method you can use is just to help learners be active writers it means they do just be passive, just receiving information they have to participate into to actually write. So I think all of them actually have a certain degree of interference when it comes to the negative or positive production of written materials.

This question aims to identify what cause the errors committed by learners in their essays. Both interviewees contributes that all mentioned reasons have a role. T1 emphasizes the ignorance the basic rules of grammar in the sense that they know them, but they don't apply them due to many reasons, such as, most students relate the grammar to the grammar course, as they do not relate grammar to writing.

Question 14: What would be your recommendations to enhance the EFL learners' grammar and writing performance?

T1: *It's all about the frequent practice they need to write again and again, with an assignment or without an assignment. So writing should be a part of their learning. And not only a part of their assessment to get marks, so from time to time, they have to develop an essay out of a free writing. So they need to write at home to express themselves. Another recommendation is to read because the more you read, the better your write. Reading exposes you to a variety of styles, variety of types of writing, okay, so read more, you will write better. Okay, so these two my two recommendations*

for better writing.

T2: *I think practice most of the teachers would say Practice, practice is very important. But this is for teachers to try to motivate learners to write. But it's a huge problem. Why? Because the counterparts means the learners themselves. They don't like to write means if I asked them why today, I was teaching with an expression and I have asked my learners to be exposed to the language, it means they need to be surrounded with a language, be it video, movie or song, reading through books, magazines, menus, anything that you can read. And in English, of course, just go ahead and do because our learners today they are not exposed to the language, the minute they get out of the classroom, their relationship with English language learners. So I think it's a shared responsibility between the teachers and learners.*

The last question tends to collect some recommendations to enhance the EFL learners' grammar and writing performance. Generally, to improve the level of learners in writing, both teachers and learners must go hand in hand with each other. i.e; learners have to practice a lot writing as well as reading, and teachers have a role to motivate them in the correct way.

3.1.2. Discussion of the results

By analyzing the data collected from the teachers' interview, we obtained valuable answers that have been found satisfactory to the teachers during the writing teaching process in the English language. First of all, the interview results are evidence that the majority of learners face difficulties while writing that prevent them from obtaining correct and accurate written essays, and this is embodied in their inability to construct sentences. These learners find it difficult utilize the basic rules of language,

such as the grammar rules (conjugation and structures), as these rules are responsible for giving the text the characteristic of unity and coherence. Finally, those errors are due to many reasons such as overgeneralization.

3.2 The Learners Questionnaire

The purpose of designing a questionnaire for learners is to obtain the different perspectives and attitudes towards writing and to clearly identify the major difficulties that third year LMD learners usually face when writing, as well as highlighting the possible sources of those errors.

3.2.1 Analysis of the Learners' Questionnaire

Item 1. Are you:

☐ Male   ☐ Female

Table 1. Learner's gender

Option	Participants	Percentage
Male	11	18%
Female	50	82%
Total	**61**	**100%**
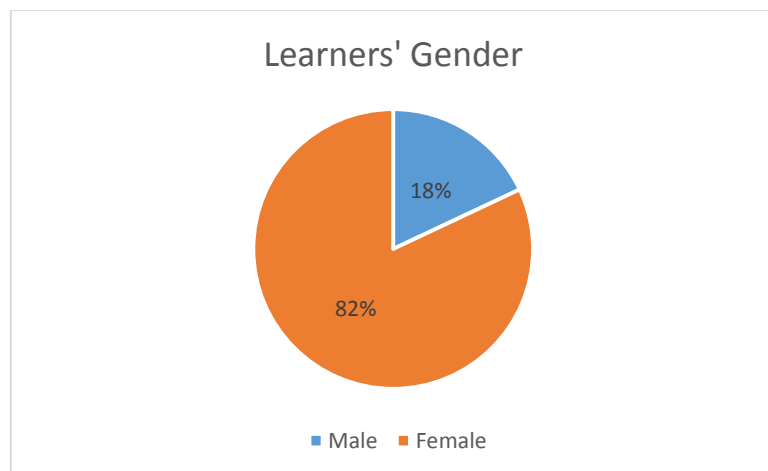
Figure 10. Learner's gender

This item describes the results of the participants' gender. The total number of learners is 61; 51 (82%) of them are females while 11 (18%) are males. Therefore, one may deduce that the female gender controls the biggest portion of the population.

Item 2. Age: ……

Table 2. Learner's age

Age	Participants	Percentage
20	19	31%
21	21	34%
22	9	15%
23	5	8%
24	5	8%
25	1	2%
26	0	0%
27	0	0%
28	1	2%
Total	**61**	**100%**
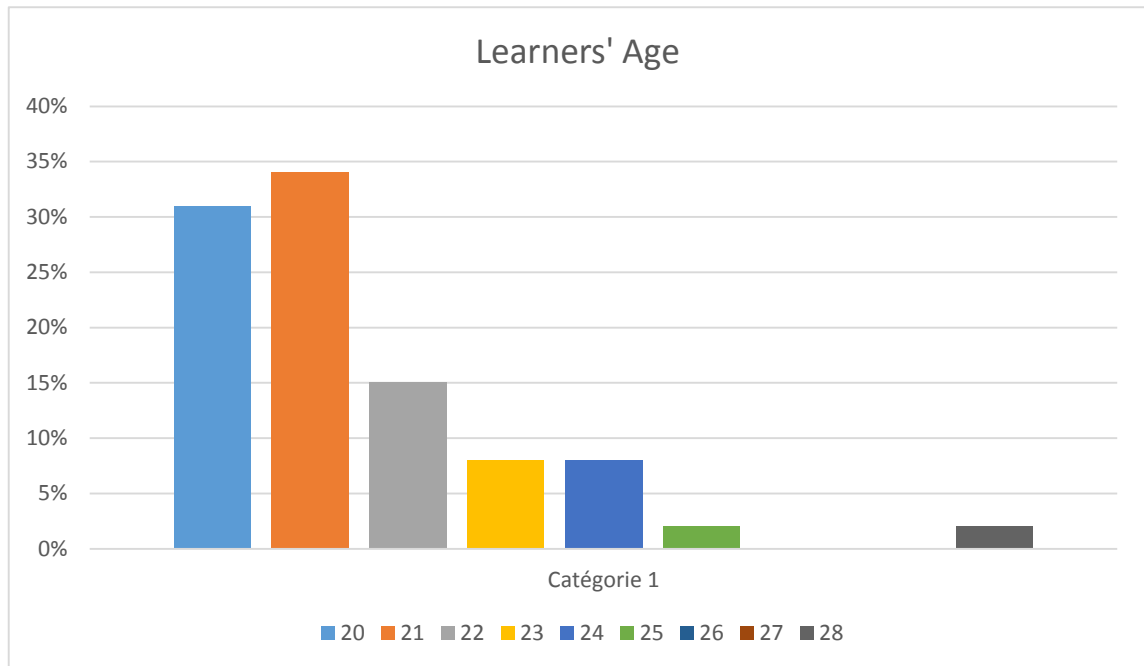
Figure 11. Learners' age

This item provides an insight about the average age of learners. The results show that learners are between 20 and 28 years old. Most of them (34%) are 21 years old. Also a percentage of (31%) are 20 years old while (15%) of them are 22 years old. The age 23 and 24 got the same percentage that is (8%). Finally, ages 25 and 28 got the less percentage of (2%). So, the study deals with 61 young learners between 20 and 28 years old.

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

a. Advanced ☐

b. Upper Intermediate ☐

c. Intermediate ☐

 d. Beginner ☐

Table 3. Learner's Level in English

Option	Participants	Percentage
Advanced	9	15%
Upper Intermediate	32	52%
Intermediate	19	31%
Beginner	1	2%
Total	**61**	**100%**
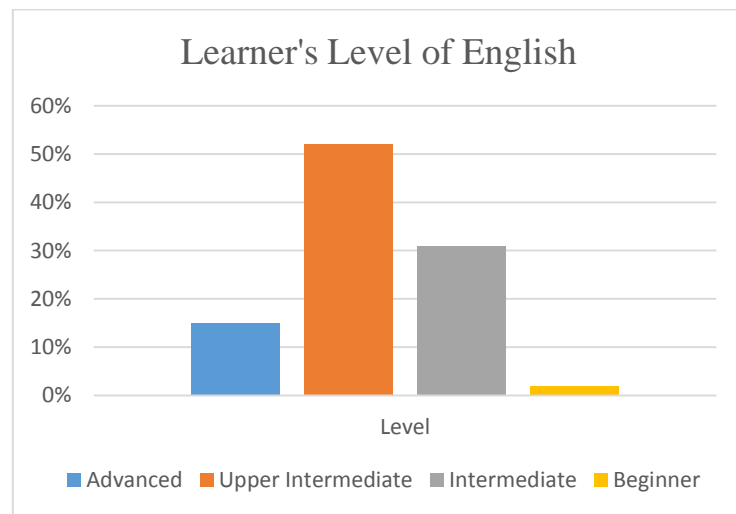
Figure 12. Learner's level of English

This item is about the learners' level in English language, as the table demonstrates that 9(15%) participants consider them selves as advanced learners ,32(52) as upper intermediate whereas 19 (31%) believe that they are intermediate language achievers and only 1(2%) went for the beginner option. As a result we can say that the majority of the participants are intermediate and upper intermediate learners.

Item 4. How do you find the course of written expression ?

a. Very interesting ☐

b. Interesting ☐

c. Normal ☐

d. Not interesting ☐

Table 4. Learner's attitudes towards the written expression course

Option	Participants	Percentage
Very Interesting	19	31%
Interesting	30	49%
Normal	12	20%
Not Interesting	0	0%
Total	**61**	**100%**
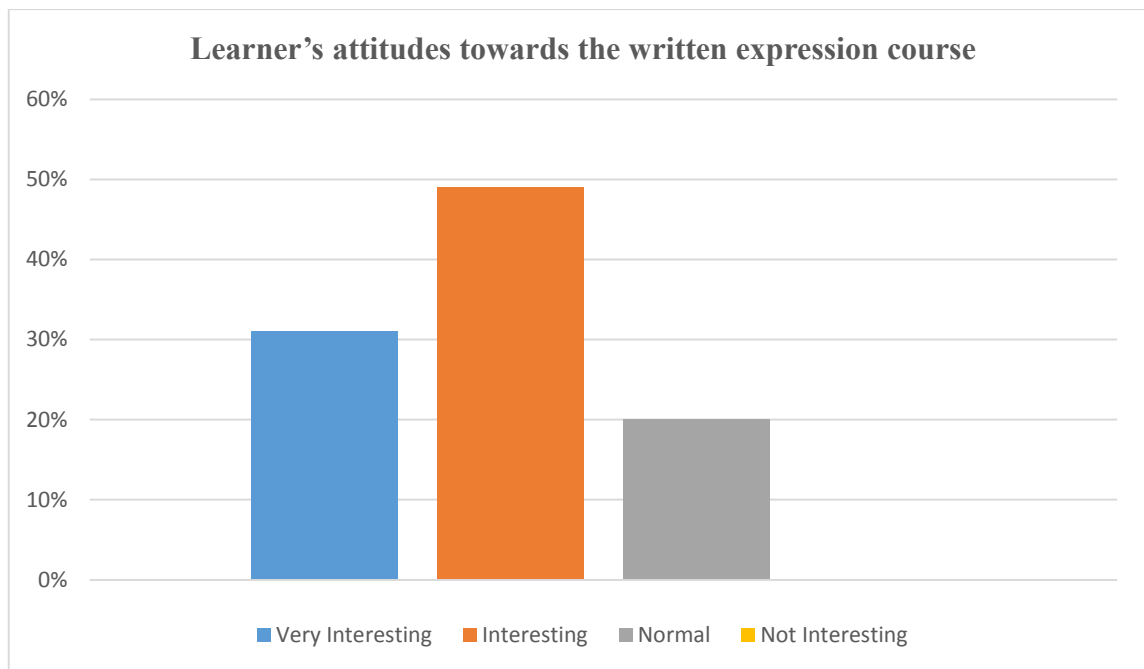
Figure 13. Learner's attitudes towards the written expression course

This item aims at exploring the participants attitudes towards the written expression module. As both table and figure show, 19(31%) said it is very interesting, 30(49%) went for the interesting option and 12(20%) claimed it is normal for them however none of the participants chose the not interesting option. One may infer that most of the respondents have a positive attitude towards the subject matter already mentioned.

Section Two: Writing and essay production

Item 5. Writing essays is an easy task

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

e. Strongly disagree ☐

Table 5. Writing is an easy task

Option	Participants	Percentage
Strongly Agree	2	3%
Agree	18	30%
Neutral	18	30%
Disagree	20	33%
Strongly Disagree	3	4%
Total	**61**	**100%**
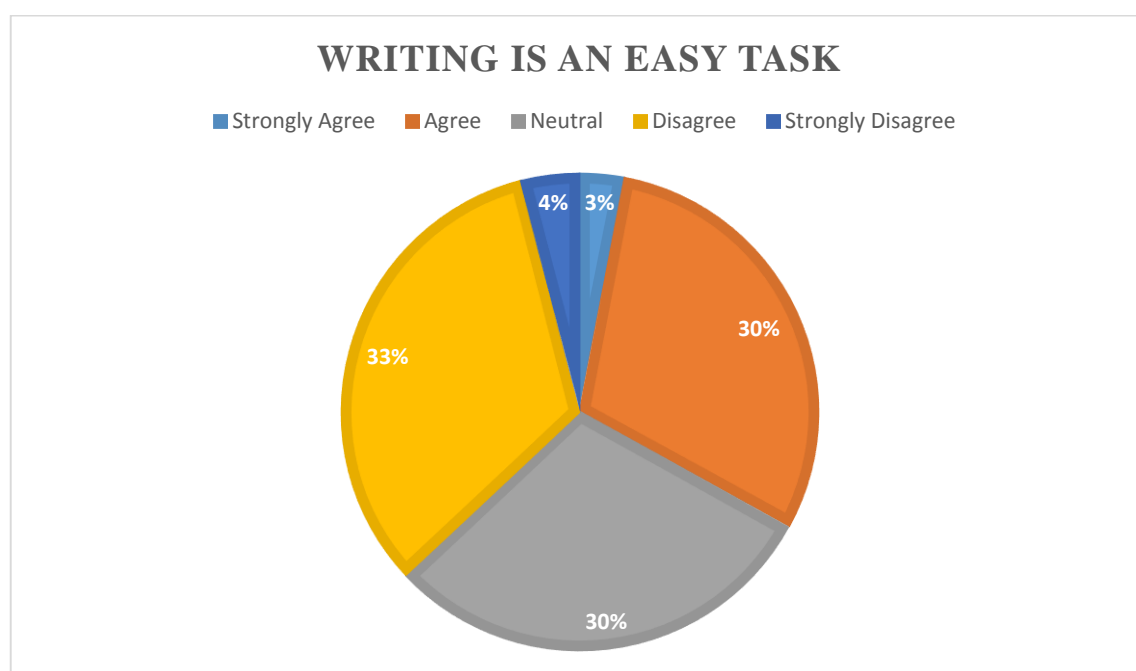
Figure 14. Writing is an easy task

The purpose behind including such question under such item is to have insights about to what extent the participants find writing skills an easy task, furthermore, 2(3%) strongly agreed ,18(30%) agreed, and 18(30%) remained neutral ,for the disagree option 20(33%) of the participants went for it however only 3(4%) of them were strongly agreed. Thus we may say that a great number of the respondents find writing a difficult task to perform and this can be an outcome of their poor performance.

Item 6. When writing an essay you pay attention more to:

a. Spelling

b. Vocabulary

c. Grammar

d. Punctuation and capitalization

Table 6. Aspects of Language

Option	Participants	Percentage
Spelling	9	11%
Vocabulary	33	41%
Grammar	24	29%
Punctuation and Mechanics of writing	15	19%
Total	**81**	**100%**
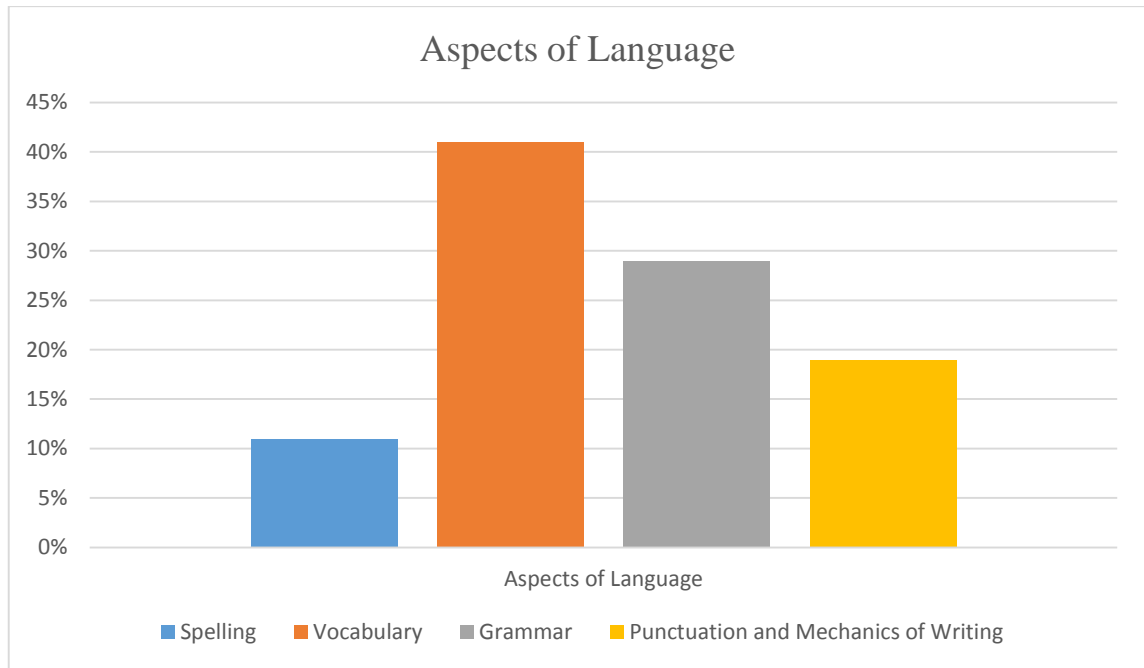
Figure 15. Aspects of language

This item is about the aspects of language ,more specifically, the participants were asked to reveal what areas in language they pay attention to ,as a result, 9 (11%) focus on spelling, 33(41%) on vocabulary, in addition to 24(29%) said they pay attention to grammar, however 15(19%) went for punctuation and mechanics aspect of language, therefore, it can be said that all deferent aspect of language were to some extent the focus of most of the participants.

Section Three: Grammatical errors in essay writing

7. While writing an essay, do you face any difficulties in grammar?

Yes ☐   No ☐

Table 7. Facing Grammar Difficulties

Option	Participants	Percentage
Yes	34	56%
No	27	44%
Total	**61**	**100%**
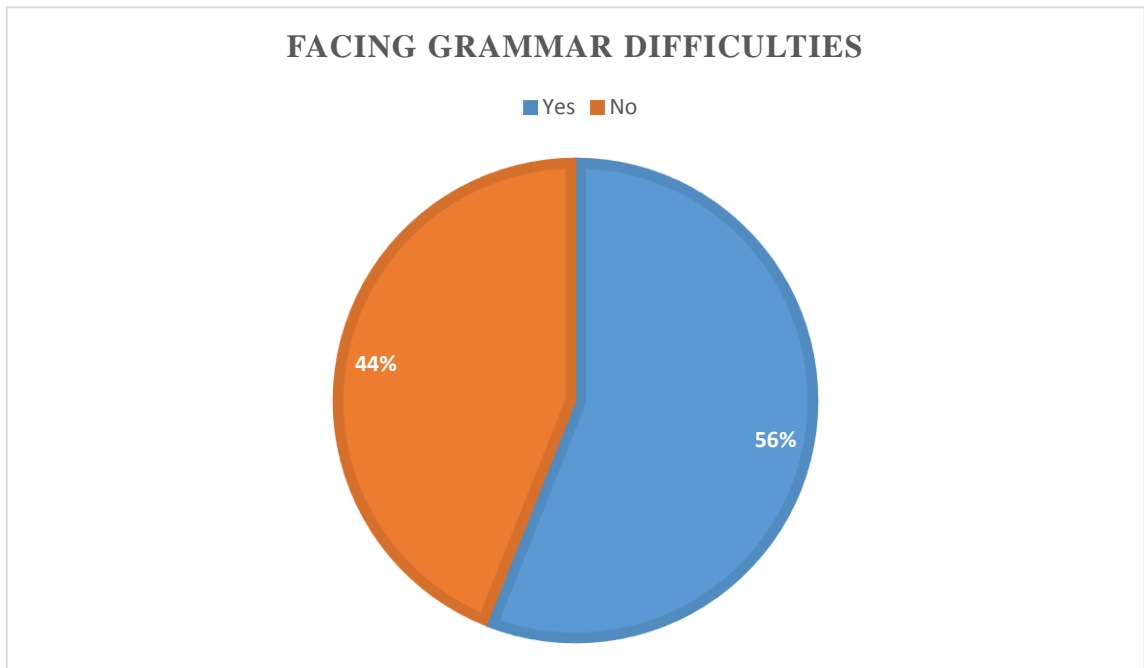
Figure 16. Facing Grammatical Difficulties

In this item, the participants were supposed to answer with yes or no to the idea that says "While writing an essay, do you face any difficulties in grammar?", and as the figure and table demonstrate, 34(56%) went for the yes option however 27(44%) chose the no answer, therefore, the greatest portion of the participants agreed that grammar aspect is one of the difficulties that they encounter when writing an essay .

Item 8. Which of the following grammatical aspects you consider difficult to use?(you can choose more than one answer).

a. Tenses

b. Nouns (plurality)

c. Adverbs

d. Conjunctions

e. Prepositions

f. Articles

g. Subject-verb agreement

h. Punctuation and mechanics of writing

Table 8. Grammar difficulties

Option	Participants	Percentage
Tenses	33	30%
Nouns	0	0%
Adverbs	4	4%
Conjunctions	21	19%
Prepositions	10	9%
Articles	7	4%
Subject-verb Agreement	10	9%
Punctuation and Mechanics of Writing	24	22%
Total	**109**	**100%**
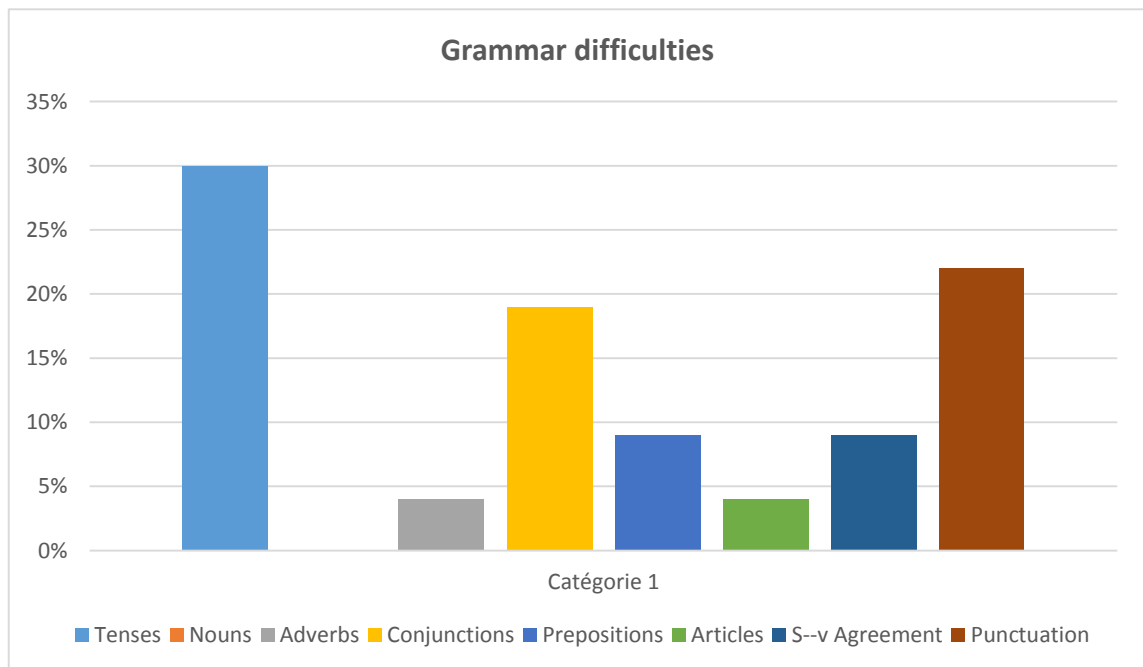
Figure 17. Grammatical Difficulties

This question aims at exploring the participants point of views about Which of the grammatical aspects they consider difficult to use. As the obtained data reveal, 33(30%)

chose tenses, and only 4(4%) went for the adverb choice, in addition to 21(19%) said

the difficulty lies in conjunctions, as for the preposition, 10(9%) participants selected it.

Concerning the articles option, only 7(4%) participants voted for it. In addition to

10(9%) of them chose the subject-verb agreement and 24(22%) confirmed that

punctuation and mechanics is the obstacle that they face when it comes to grammar

area.

Item 9. How does your teacher correct your grammatical errors?

a. Indicate where the error and how to correct it ☐

b. Indicate only the error ☐

c. rewrite the correct version of the sentence ☐

d. Others ☐

Specify: …………………………………………………………………………..

Table 9. Error correction method

Option	Participants	Percentage
a. Indicate where the error and how to correct it	36	59%
b. Indicate only the error	18	30%
c. rewrite the correct version of the sentence	7	11%
d. Others	0	0%
Total	**61**	**100%**
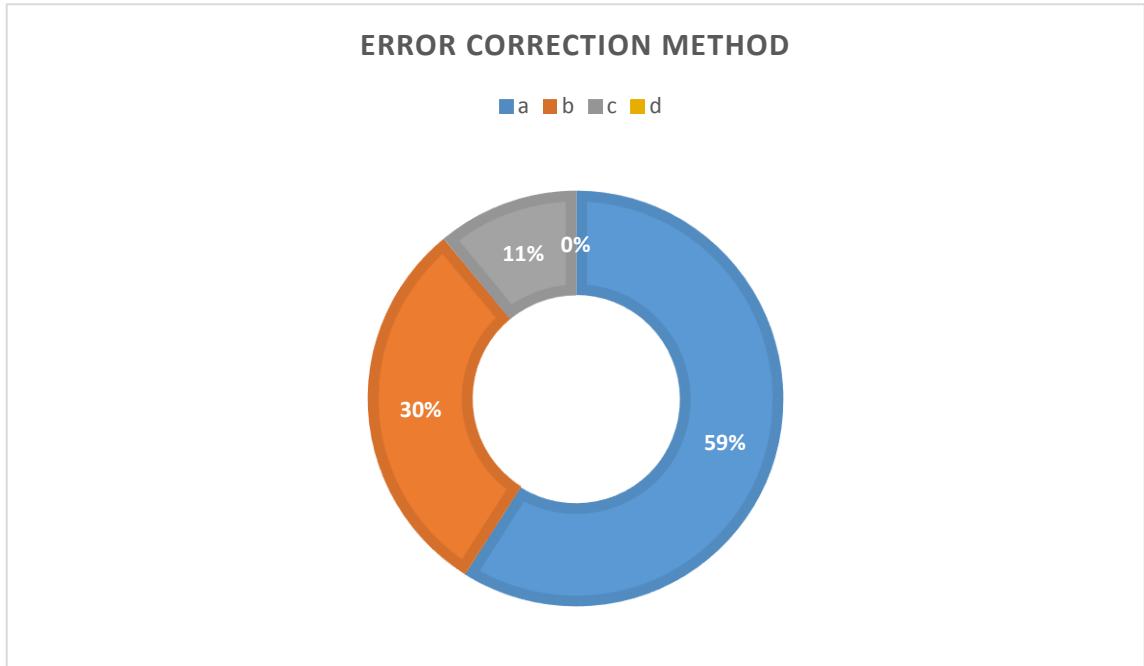
Figure 18. Error Correction Method

This question aims at having an idea about how the grammatical errors can be depicted by the teacher, as both table and figure display, 36(59%)answered that the teacher Indicates where the error and how to correct it however 18(30%) claimed that h\she indicates only errors, whereas 7(11%) claimed that the teacher asks them to rewrite the correct version of the sentence. One may deduce that the teacher varies in error correction method.

Item 10. When I write a discipline related essay:

a. I predict the rule based on another rule (overgeneralization)

Always ☐   Often ☐   Sometimes ☐   Never ☐

b. I do not really care about applying the grammatical rules.

Always ☐   Often ☐   Sometimes ☐   Never ☐

c. I transfer the grammatical rules from my mother-tongue (Arabic).

Always ☐   Often ☐   Sometimes ☐   Never ☐

d. I make grammatical errors due to the wrong presented feedback.

Always ☐   Often ☐   Sometimes ☐   Never ☐

Table 10. Sources of errors

Option		Participants	Percentage
a. I predict the rule based on another rule.	Always	2	3%
	Often	18	30%
	Sometimes	38	62%
	Never	3	5%
Total		**61**	**100%**
b. I do not really care about applying the grammatical rules.	Always	2	3%
	Often	5	8%
	Sometimes	15	25%
	Never	39	64%
Total		**61**	**100%**
c. I transfer the grammatical rules from my mother-tongue (Arabic).	Always	3	5%
	Often	4	7%
	Sometimes	27	44%
	Never	27	44%
Total		**61**	**100%**
d. I make grammatical errors due to the wrong presented feedback.	Always	2	3%
	Often	10	17%
	Sometimes	35	57%
	Never	14	23%
Total		**61**	**100%**
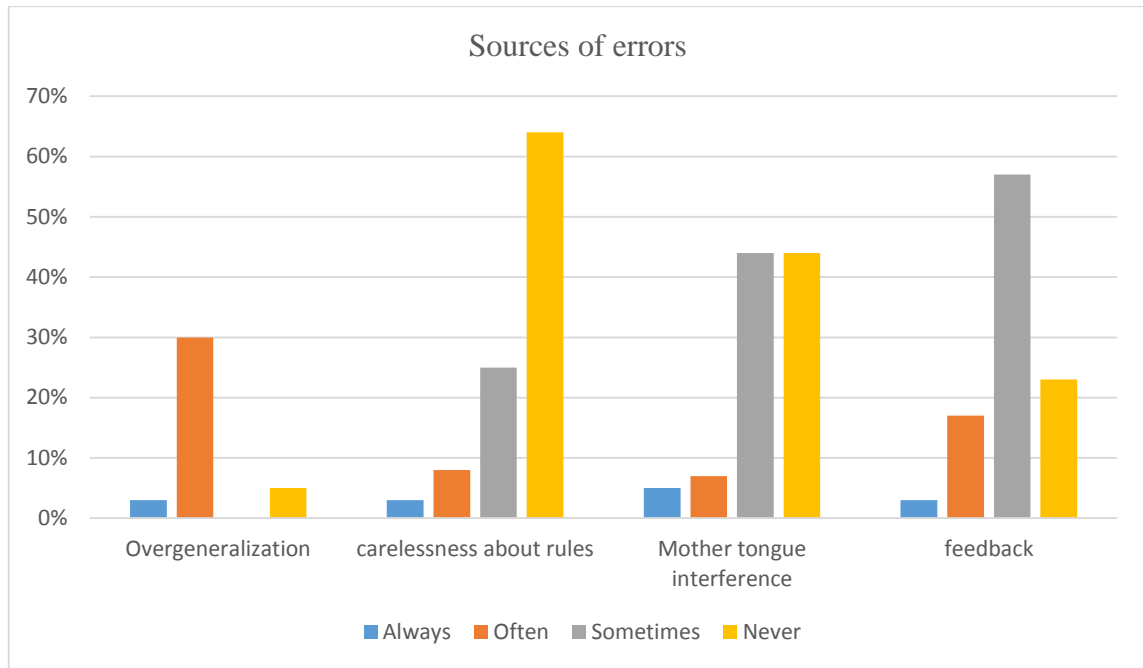
Figure 19. Sources of Error

As the data obtained show, within the option related to the idea that says". I predict the rule based on another rule (overgeneralization)", 2(3%) participants selected always, whereas 18(30%) chose often choice, 38(62%) claimed that they sometimes predict the rules based on another rule, and only 3(5%)said that they never do so. Concerning the second sentence" I do not really care about applying the grammatical rules.", 2 participants selected always, 5(8%) often do so, however 15(25%) they sometimes do so and 39(64%) selected never option.

Regarding the following sentence" I transfer the grammatical rules from my mother-tongue (Arabic).", 3(5%) selected the always choice, 4(7%) respondents often do so, and 27(44%) said that they sometimes do transfer the grammatical rules from their mother tongue, whereas27(44%) selected the never choice.

As for the last sentence that is "I make grammatical errors due to the wrong presented feedback. "and depending on the table and figure above, 2(3%) participants chose always, 10(17%) said often and 35(57%) of them went for the sometimes option

but never choice only 14(23%) respondents said so.

3.2.2. Discussion of the results

Through the analysis of the data collected from the learners' questionnaire, researchers obtained valuable answers. First of all, questionnaire results are evidence that the majority of learners face difficulties while writing that prevent them from obtaining correct and accurate written essays, and the most accurate difficulty id the use of tenses and punctuation. Those errors may occur due to overgeneralization, carelessness about applying the grammatical rules, mother tongue interference, or demotivating feedback. Therefore, according to the provided results, learners commit grammatical errors mainly due to overgeneralization.

3.3 Corpus Analysis (analysis of written text)

The use of this tool aims at investigating the types and frequency of grammatical errors committed by sixty-one pupils (50 female and 11 male participants) who are currently third year LMD learners of English at Mohamed Khider University of Biskra about their written essays. Those essays was submitted in a form of assignment in which they were asked to write a linguistics related essay as follows;

> **Task 01**: Read this statement and do the required task.
>
> "The behaviourist view to language acquisition is a matter of habit formation"..
>
> **Write an ESSAY in which you display the major principles that explain how humans come to acquire their first language based on the behaviourist view.**

Based on the literature reviewed in the second chapter, we decided to include in the analysis of errors in the pupils' paragraphs the following categories and subcategories:

grammar elements (prepositions, articles, plural form, pronouns, verb agreement, verb tenses, irregular verbs, auxiliaries, and conjunctions), sentence structure, and mechanics (punctuation and capitalization).

3.3.1 Frequency of writing errors committed by the learners

This section presents and discusses the obtained results from the learners' assignment sheets. First, learners' errors are categorized, they are identified with illustrative examples, then, the errors of learners accompany the correct form (s).

Table 11. Frequency of grammatical errors committed by 3rd EFL learners at Biskra University.

Types of Error		Frequency of the Errors		Percentage (%)	
Grammar Elements	Pronouns	25		9%	
	Use of Articles	14		5%	
	Plural Form	23		8%	
	Verb Tense	15	**132**	6%	**48%**
	Prepositions	13		5%	
	Subject-Verb Agreement	36		13%	
	Use of Conjunctions	6		2%	
Mechanics **of Writing**	Punctuation	50	**115**	18%	**42%**
	Capitalization	65		24%	
Sentence **Structure**	No Subject	7	**25**	3%	**10%**
	No Verb	18		7%	
Total		**272**		**100%**	

As it is demonstrated in this table, after analysing the learner's written essays, we find that most of them make several errors in the grammatical level (48%), the mechanical level (42%), then the level of sentence structure (10%) . As a result, the learners' answers obtained out of the conducted questionnaire are consistent with our analysis of their written essays, particularly the nature of errors. This means that learners answered correctly and honestly to question (08) in questionnaire. Below we show some learners' errors, the identification as well as the correction of these errors.

3.3.2 Discussion and results

This analysis displays the results intend to validate the proposed research hypotheses and offer answers to the overall research questions.

1. Grammatical errors

Grammatical errors are about 48%. Learners make grammatical errors when writing English essays, where most errors are at the level of subject-verb agreement followed by the use of pronouns, then it comes the plural form.

a. Subject-verb Agreement: Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject is singular its verb must also be singular; if a subject is plural, its verb must also be in plural. Due to overgeneralization, EFL learners may commit this kind of errors. For instance, using the simple present tense requires a final 's' for the singular pronouns (he, she, it). Learners apply this rule with plural pronouns such as (you, we, or they). It turns out that about 13% of the committed errors is at the level of subject-verb agreement. The table below gives some examples.

Table 12. Sample of incorrect use of Subject-verb Agreement

Error Classification	Error Identification	Error Correction
Subject-Verb Agreement	**1.** The first one was Cooing which **mean** that…	**1.** The first one was Cooing which **means** that…
	2. The theory members believe**s** that the…	**2.** The theory members **believe** that the…
	3. Thus, the praise and affection become**s** rewards.	**3.** Thus, the praise and affection **become** rewards.
	4. Language acquisition and its evolution **is** clearly …	**4.** Language acquisition and its evolution **are** clearly …

There are some guidelines for agreeing the subject with its verb in the English language which are: (1) to recognize singular v. plural subject, which is not always easy (an 's' at the end of a word is not the only sign of subject plurality), and (2) to know the difference between singular and plural verb forms. Some learners adds an 's' to the verb with all the pronouns rather than (he, she, it), as in the example above "the first one was Cooing which **mean** that…". Others do not recognize the plural form of a subject as in this example "language acquisition and its evolution **is** clearly …"; the subject here is plural (language acquisition and its evolution").

   b. Pronouns: a pronoun is a word that can function as a noun phrase used by itself and that refers either to the participants in the discourse (e.g. I, you) or to someone or something mentioned elsewhere in the discourse (e.g. she, it, this). The results shows that 9% of the committed errors are those related to the different types of pronouns; precisely, the use of relative and personal pronouns. The table bellow illustrates some examples.

Table 13. Sample of incorrect use of pronouns

Error Classification	Error Identification	Error Correction
Pronouns	**1.** While a **child** makes the correct utterance, **they** are rewarded.	**1.** While a **child** makes the correct utterance, **he** is rewarded.
	2. It is clear that language learning and **it's** development...	**2.** It is clear that language learning and **its** development...
	3. Habits are strengthened by reinforcement responses take place in …	**3.** Habits are strengthened by reinforcement responses **which** take place in …
	4. There are many basic theories describe how language is acquired.	**4.** There are many basic theories **that** describe how language is acquired.

Pronoun errors may happen when a pronoun does not agree with its antecedent, as in the example "while a **child** makes the correct utterance, **they** are rewarded". Another pronoun error is the absence of a relative pronoun when necessary, like in "there are many basic theories describe how language is acquired."

2. Punctuation and Mechanics of Writing errors

Punctuation and mechanics of writing errors are about 42%. Learners make errors while using punctuation and capitalization , where most errors are at the level of capitalization (24%) followed by punctuation (18%).

a. Punctuation: it refers to the marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning. Bellow there are some examples of punctuation.

Table 14. Sample of incorrect punctuation

Error Classification	Error Identification	Error Correction
Punctuation	**1.** However the behaviouristic theory suggests that…	**1.** However**,** the behaviouristic theory suggests that…
	2. According to their view children imitate adults...	**2.** According to their view**,** children imitate adults...
	3. The children learn language through imitation repetition and reinforcement.	**3.** The children learn language through imitation**,** repetition and reinforcement.
	4. Chomsky**,** argues that behaviourist theory…	**4.** Chomsky argues that behaviourist theory…
	5. …a person around them, because the babies are rewarded…	**5.** …a person around them because the babies are rewarded…

Punctuation errors may occur when learners use the punctuation marks when it is not necessary, as in the following example: "Chomsky**,** argues that behaviourist theory…" In the English language there is never a comma between a subject and a verb. Also, when listing more than two elements or things, they must be separated by commas.

b. Capitalization: is the use of a capital letter at the head of a word. Capitalization is governed by certain rules such as; the first word of a sentence as well as names and proper nouns are capitalized. It turns out that about 24% of the committed errors are those related to capitalization.

Table 15. Sample of incorrect capitalization

Error Classification	Error Identification	Error Correction
Capitalization	**1.** Behaviourism believes that **W**e learn language …	**1.** Behaviourism believes that **w**e learn language …
	2. … grammar. **t**he main tenet of this theory relates…	**2.** … grammar. **T**he main tenet of this theory relates…
	3. b.f skinner	**3.** B.F Skinner

There is no doubt that even professional writers make errors, but careless writers make these capitalization errors; when a proper noun is not capitalized as in "b.f skinner", the first word of a sentence is not capitalized as in "… grammar. **t**he main tenet of this theory relates…", or a word that is capitalized when it is not necessary as in, "Behaviourism believes that **W**e learn language …"

c. Sentence Structures: The two most basic parts of a sentence are the subject and predicate. The subject of a sentence is the person, place, or thing that is performing the action of the sentence while the predicate expresses action or being within the sentence. The simple predicate contains the verb and can also contain modifying words, phrases, or clauses. The results show that 10% of the committed errors are related to sentence structure. Some examples are clarified in the table bellow.

Table 16. Sample of incorrect sentence structure

Error Classification	Error Identification	Error Correction
	1. Thus is definitely true that language is controlled …	**1.** Thus, **it** is definitely true that language is controlled …

Sentence Structure	2. it means that we an action followed by a reaction.	2. it means that we **do** an action followed by a reaction.

EFL learners produce unstructured sentences due to carelessness about applying the rules. Some learners construct sentences without a subject as is, "thus is definitely true that language is controlled …". Other learners write sentences without a verb as in "it means that we an action followed by a reaction." Sentence structure is important because it provides both writers and readers with the framework for the clear written expression of our ideas.

So, the current analysis aimed at investigating the types and frequency of grammatical errors committed by third year LMD learners of English at Biskra University when writing discipline related essays. The results of current analysis reveal that learners commit several written errors mainly those related to grammar elements. Regarding their writing performance, they demonstrate insufficient knowledge of punctuation and rules of writing mechanics. Also, learners face difficulties in structuring English sentences. Therefore, we can conclude that learners have problems obtaining and applying the grammar of the English language to get a correct written discipline related essay.

Conclusion

To conclude, this chapter tackled and discussed the interpretation and analysis of the obtained data of the present research. Initially, this chapter first presented an analysis of the teachers' interview, then it involves the analysis of the learners' attitudes towards the writing skill and the grammatical errors in form of a questionnaire, and finally, the learners' essays were analysed to identify the grammatical errors committed. The

obtained data were presented in the form of tables and graphs and all the questions were

analyzed. To sum up, we can say that this final chapter reported supportive results.

General Conclusion

To conclude, in EFL context, writing gives learners a great opportunity to find ways of expressing their ideas in a foreign language, i.e. English. It also gives a great chance for teachers to identify and diagnose grammar and writing problems, and the learners' progress. On that account, this study was conducted based on this problem that most of the third year LMD learners of English face difficulties in producing written essays. This research was conducted to gain a thorough understanding of the problem of committing grammatical errors by the learners in their discipline related essays. So, if third year LMD learners of English are trained well to use the grammatical rules, their writing will be improved in terms of the grammatical aspect. In addition, they will be able to produce correct and appropriate written pieces easily.

This dissertation was divided into three chapters. The first chapter was about EFL writing and essay production which includes their varied definitions, characteristics, importance and their aspects in language learning, and we discussed the major steps of the writing process with some basic rules of this skill as well as the writing assessment. In chapter two, we surveyed literature about errors' definition, mentioning their types, and highlighting their importance in regards to language learning and teaching, error detection, also we presented a set of grammar aspects regarding its teaching, its necessity and its elements in language learning. Moreover, we clarified the grammar relation, importance and difficulties during the writing process. Thereafter, chapter three presented the results and findings obtained from using the three data gathering tools.

The findings of this research revealed that LMD learners of English do commit different types of errors due to several reasons, however; they had positive attitude

towards the process of learning/ teaching grammar. Furthermore, with regard to the obtained results, we believe that this study spotlight on the importance of the correct usage of grammar in enhancing the learners' writing skill. To sum up, this research study has provided answers to the research questions.

Suggestions

The sorts of grammatical errors, as well as their sources or causes, reveal information about the learners' learning processes when writing discipline related essays. Ultimately, this can contribute to the understanding and evaluation of discourse and language practices exhibited in learners' written works.

Regarding the grammatical errors made by the learners, there are a number of important changes which need to be made. Thus, the findings offer the following suggestions:

1. Teachers should do a diagnostic teaching to discover the issues impacting learners' skills and prescribe necessary learning activities to improve their grammar proficiency. In order to teach grammar, teachers can use direct instruction and tailored practice.

2. After the learners have mastered the grammar abilities and principles, they can use them in the context of actual writing, not just grasping them theoretically.

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Appendices

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH SECTION

Teachers' interview

Dear teachers

This interview is an attempt to gather information for the accomplishment of a Masters' dissertation titled **" Investigating the grammatical errors in the discipline related essays of EFL learners**. Case study: third-year LMD learners of English at Biskra University". Hence, you are kindly requested to held this interview and answer the following questions. Your contribution is significant to the advance of our research work. Certainly, your data is anonymously treated and will be used only for research purposes.

Thank you for your time and consideration.

Researcher's name: Supervised by:

Mrs. HAMED Najoua   Dr. BECHAR Ahmed

Section one: General information

Q1. Would you please specify the highest educational degree you have achieved in English studies?

Q2. How long have you been teaching academic writing at the University level?

Section two: EFL writing and grammar

Q3. Do you think that EFL learners consider much importance to master the writing skill? why?

Q4. To what extent is grammar important for EFL learners to produce a well-constructed essays?

Q5. Do you think that the time devoted to teach academic writing to EFL learners to master the skill is enough ? why?

Q6. How do you evaluate the quality of third-year LMD Learners' essays?

Q7. How do you rate your learners' awareness about essay classifications and each one's procedure?

Q8. What teaching method are you considered in your classes?

Section three: Grammatical errors in EFL essays

Q9. What types of error your learners commit when composing?

a- Grammar

 b- Lexis

c- Punctuation and mechanics of writing

d- Content

Q10. On which aspects do you focus more when correcting your learner's written essays?

Q11. When correcting the learners' essays, which grammatical errors do they commit the most ?

a- Verbs (tense and form).

b- Nouns (plural form).

c- Adverbs (overuse of adverbs).

d- Conjunctions (problem of selection).

e- Prepositions and articles.

f- Sentence structure.

j- Subject-verb agreement.

h- Punctuation and capitalization.

Q12. When correcting your learners' essays, which method do you prefer to use?

a- Direct error correction method (**Explicitly**).

b- Indirect error correction method (**Implicitly**).

Q13. According to you, what are the main reason(s) of your learners' grammatical errors in their written essays?

a- Mother tongue interference.

b- Overgeneralization.

c- Ignoring the basic rules of grammar.

d- Teachers' corrective feedback (when he is a source of demotivation)

Q14. What would be your recommendations to enhance the EFL learners' grammar and writing performance?

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

ENGLISH SECTION

Learners' Questionnaire

Dear Students

This questionnaire is an attempt to gather information for the accomplishment of a Masters' dissertation titled **" Investigating the grammatical errors in the discipline related essays of EFL learners**. Case study: third-year LMD learners of English at Biskra University". You are kindly requested to answer the following questions. Your contribution is significant to the advancement of our research work. Certainly, your data are anonymously treated and will be used only for research purposes.

Thank you for your time and consideration.

Section One: General information

1. Are you:

☐ Male ☐ Female

2. Age: ……

3. How do you evaluate your level in English?

a. Advanced ☐

b. Upper Intermediate ☐

c. Intermediate ☐

d. Beginner ☐

Section Two: Writing and essay production

4. How do you find the course of written expression?

a. Very interesting ☐

b. Interesting ☐

c. Normal ☐

d. Not interesting ☐

5. Writing essays is an easy task

a. Strongly agree ☐

b. Agree ☐

c. Neutral ☐

d. Disagree ☐

e. Strongly disagree ☐

6. When writing an essay you pay attention more to:

☐

a. Spelling

b. Vocabulary ☐

c. Grammar ☐

d. Punctuation and capitalization ☐

Section Three: Grammatical errors in essay writing

7. While writing an essay, do you face any difficulties in grammar?

Yes ☐   No ☐

8. Which of the following grammatical aspects you consider difficult to use?(you can

choose more than one answer).

a. Tenses ☐

b. Nouns (plurality) ☐

c. Adverbs ☐

d. Conjunctions ☐

e. Prepositions ☐

f. Articles ☐

g. Subject-verb agreement ☐

h. Punctuation and mechanics of writing ☐

9. How does your teacher correct your grammatical errors?

a. Indicate where the error and how to correct it ☐

b. Indicate only the error ☐

c. rewrite the correct version of the sentence ☐

d. Others ☐

   Specify: …………………………………………………………………………..

…………………………………………………………………………………………………

10. When I write a discipline related essay:

a. I predict the rule based on another rule (overgeneralization)

Always ☐   Often ☐   Sometimes ☐   Never ☐

b. I do not really care about applying the grammatical rules.

Always ☐   Often ☐   Sometimes ☐   Never ☐

c. I transfer the grammatical rules from my mother-tongue (Arabic).

Always ☐   Often ☐   Sometimes ☐   Never ☐

d. I make grammatical errors due to the wrong presented feedback.

Always ☐   Often ☐   Sometimes ☐   Never ☐

the behaviourist theory belives that "infants learn oral language from other human role models through a process involving imition, rewards, and practice ... when child attempts oral language or imitates the sounds or speech patterns they are usually praised and given affection for their efforts. Behaviourist theory, founded by J.B waston, is in fact a theory of first language acquisition, advanced partly as a reaction to traditional grammar . the main tenet of this theory relates to the analyses of human behaviour in terms of observable stimulus-response interaction and the association . on the whole," the behaviourist theory of stimulus-response learning", particularly as developed in the operant conditioning model of Skinner, considers All learning to be the establishment of habits as a result of reinforcement and reward" . therefore, Babies acquire mother tongue habits by the use of varied babblings which are similar to the words uttered by a person around them because the babies are rewarded for babbling and mutterings, more production of similar type into combination of syllables and words in the same cir circumstances will be reinforced, thus, babies continue producing sounds, clusters of sounds, and by passage of time . they merge the utterances by analogy and generalizations . then babblings and mutterings develop into socialized speech, and thus many of their sentences get close to the Adults, According to Rivers (1968), in the process of trial- and error, in which satisfactory utterances are rainforced by understanding and agreement and inaccurate utterances are rejected by the lack of reward, cHildren progressively discover to make better discriminations until their production approximates. the speech of the Adults. the behaviourst theory theory has the view that human learning is the same as animal learning in the process of habit formation, According to this view, an extremly complex learning task by being broken down into minute habites could aquired..

Introduction

There are some basic theories advanced to describe how language is acquired, learnt and taught. The behaviorist theory, Mentalist theory (Innatism), Rationalist theory (otherwise called Cognitive theory), and Interactionism are some of these theories. Behavioural theory and mentalist theory are mainly applicable to the acquisition of native languages while the rest can account for foreign language acquisition. So what are the principals of behaviourism and according to it how human being acquire language ?

S. Jagree

The major principle of the behaviorist theory rests on the analyses of human behavior in observable stimulus-response interaction and the association between them . First,Behavioral theory focused on the importance of the environment in learning, and what it is worth Its study on human learning is only observable, so the behaviorists did not touch upon it Mental states, thought processes, etc., etc. Contributed to this by most of the studies They are about how dogs learn to jump in showers, for example, or cross paths to get to Objective What are the attempts to reach the main goal of psychology, which is knowledge General characteristics of the behavior and identify the main variables that affect these Properties; Therefore, the study of the relationships between these variables and behavior is considered as a matter of study It is very important because it helps to know the main principles of learning.

↑ No relative Pro

Second, behaviourism shows the importance of another factor, in acquiring language .Behaviourists have another theory of learning which states all behaviors are learned *learning* through interaction with the environment through a process called conditioning. Thus, behavior is simply a response to environmental stimuli.For example, imagine that you are conditioning a dog to salivate in response to the sound of a bell. You repeatedly pair the presentation of food with the sound of the bell. You can say the response has been acquired as soon as the dog begins to salivate in response to the bell tone.

Finally, habit is significant when it comes to acquiring language . This idea became a staple part in behaviourism theory it's about how behaviour -through repetition-becames automatic what will → past form wrong absolutely increase automaticity in our actions .According to Skinner, the learning of a habit occurred

. There are many basic theories describe How language is acquired. One of these theories is the behaviourism theory which focuses on the study of observable behaviour. It emphasizes that behaviour is learned through conditioning and reinforcement, It does not give much attention to the mind. The behaviourism believes that, We learn language through imitation and practice, It focuses on how humans behave in a controlled environment, The behaviourist theory affected by many scientists are I van Pavlov, and B.F skinner are the 2 major components), they are clasical operant conditioning, Pavlov first showed How behaviour can be manipulated through classical conditioning which occurs when a naturally occuring stimulus is associated with another environmental stimulus, in this case, the response to the naturally occuring stimulus is carried over to the associated stimulus and pavlov's experiments on his dogs are the best example. Which he was researching salivation in dogs in response to being fed. He inserted a small test tube into the cheek of each dog to measure saliva when the dogs were fed = with a powder made from meat = While skinner believe that language acquisition and developement are learned behaviour, it contains operant conti. conditions for example when the child clean his room his mother gives him a gift, automatically He will do it alones. Behaviourist theory is "Operant process" ie. language is an activity for child learns from his environment, for instance the experiment on an animal =rat=. B.F Skinner kept a rat in a box, and he fixed the bar, then accidently the rat pushed the bar, then accidently and the food given to him. At the

Essay :

As a student of english department, we have seen many theories that try to clarify and explain how to learn first language.

These theories are disagree on many point and perspective. They have been developed to study how to acquire their first mother tongue. In this essay we are interested in presenting and identifying the behaviourist theory.

The behaviourist theory developed in 20 century, the founding father of these theory is John Waston. He was impressed in the American psychology. Than B.F. skinner develop this theory, he believes that learning is not innate and you can learn from the environment. The behaviourist theory shows that language is acquired through the principles of imitation and reinforcement. These means that children learn by imitating the adults. The reinforcement can be both negative or positive. The positive reinforcement is adding stimulus in order to increase a response (correct behaviour). The negative reinforcement is taking stimulus in order to decrease the likelihood behaviour (incorrect behaviour   ). Positive reinforcements are rewards whereas negative reinforcements are punishment.

The behaviourist theory is one of many theories that are concerned with the language acquisition and how children learn their mother tongue from the birth Intelthey become adults.

Behaviourism, also known as behavioral psychology, is a theory of learning studies the effect of the environement. There are many features that explain how humans come to acquire their first language. So, what are these major principles? For language acquisition, behaviorists hypothesized that children learned their first language through habit formation, Imitation, stimulus, response, reinforcement ....etc.

First, Behaviorist theory is the habit formation theory of language teaching and learning. Language learning is a mechanical process leading the learners to habit formation whose underlining scheme is the conditioned reflex. Thus, it is definetly true that language is controlled by the consequence of behavior. Learning will take place based on the reinforcement received for the response.

Second, children imitated what they heard around them; when a child imitates the soundes or speech patterns they are usually given affection for their efforts. Thus, praise and affection becomes the rewards. In addition, humans learn a language through (repeation) repeating the same form and text until it becomes a habit.

Third, The stimulus - response chain is a pure case of conditioning; clause and sentences are learned linearly as longer and longer stimulus - response chain for example if a child says "want milk" and and a parent gives this some milk, the response is reinforced and over repeated instances is conditioned. Also, correct utterances are

The behaviouristic view on the development of human behaviour.

Acquisition is the ability to acquire a language by perceiving, understanding, and producing it. Behaviourism attempts to explain how we develop our behaviour through the interaction of human body and the external world and; it has being seen from different views such as the behavioural approach that has some principles explain how humans come to acquire their first language based on their view and these principles are classical conditioning, operant conditioning, imitation and repetition.

Classical conditioning is the major idea in behaviourism and it contains two main points "stimulus and response" ; it means that we an action followed by a reaction, so learning for them is a change in behaviour. Furthermore, it focuses on observable behaviour. A good example that explains well this classical conditioning is the experiment that done by Pavlov, so food is the unconditional stimulus salivation is the unconditional response ("acquisition acquired no learning), and the bell is the conditional stimulus. Thus, conditioning leads to the development of behaviour.

Operant conditions is another idea that was produced in behaviourism and it includes reward (positive reinforcement) and punishment (negative reinforcement); it means how the learners receive knowledge, and how this knowledge reinforced it and if they give wrong answers they are punished, or if they give a good answer they are rewarded.

Imitation and repetition are from the main principles in behaviourism where children can acquire a language through imitation and repetition but in fact imitation is not always correct. For example, it is known that "ed" is the form of the past tense, yet if a child relies on this rule without knowing the irregular verbs he will face a problem such as "goed" which is a mistake.

In conclusion, psycholinguistics has two major approaches and one of them is behaviourism. The behaviourist view to language acquisition is a matter of habit formation, and according to them human behaviours are shaped in classical conditioning, operant conditioning, imitation and repetition. As an addition, the external environment helps human to acquire language. Nevertheless, it excludes the biological of the human and the role of the mind; they claimed that all human are born with Tabula Rasawhich means white sheet that should be filled from external world, repetition, memorization, stimulus and response, reward and punishment...etc.

* behaviorism, is a theory of learning which states all behaviors are learned through a process called interaction with the environment through a process called conditioning.

Thus, behavior is simply a response to environmental stimuli

* An example of behaviorism is when teachers reward their class or certain students with a party or special treat at the end of the week for good behavior throughout the week. the same concept is used with punishments. the teacher can take away certain privileges if the student misbehaves.

☆ The Principle of the Behaviorist Theory ☐

_ The behaviorist theory believes that · infants learn oral language from other human role modeles through a process involving imitation, rewards, and practice. Human role modeles in an infant's environment provide the stimuli and rewards when a child attempts oral language or imitation imitates the sounds or speech patterns they are usually praised and given affection for their efforts.

The behaviourism is a school of psychology based on the permise that behaviour can be scientifically studied without resorting to internal states, focusing on the physical aspect of these cases presented in behaviour, which is the inevitable result of specific stimuli. The traditional permise is based on the basic assumption that linguistic behaviour is primarily acquired behaviour, language for the child in ints early stages is acquired through the environment.

↳ pronoun

Behavioral theory generally assumes that you need to pay attention to behaviors that can be observed and measured and not focus their attention on mental structures or internal processes that generate linguistic structures. The primary problem with this perspective is that since mental activities cannot be seen, they cannot be known or measured. They do not deny the existence of this process, but argue that it is not possible to study what you cannot observe, and thus behavioral scientists look for the overt behaviors that occur with linguistic performance. Behavioral theory generally assumes that you should pay attention to behaviors that can be observed and measured and not focus their attention on mental structures or internal processes that generate linguistic structures. Verb (negative form)

The example through which Skinner strengthened his views on the theory is Pavlov's model through his experiment that his dog responds through salivation as soon as he hears the alarm (the bell), and the experiment is as follows:

1- Feed the dogs and measure the amount of saliva.

2- Dogs hear a specific bell every time before serving food.

3- The process is repeated for a certain period of time; The bell means: food.

3- The last stage of the experiment: "Pavlov" heard the bell sound for the dogs without offering food, and the natural result of that was the dogs drooling in anticipation of a meal.

Behaviorism based on the assumption that behavior can be studied scientifically without resorting to internal states, focusing on the physical aspects of circumstances. This is expressed in behavior, which is the inevitable result of specific stimuli and the imitation.

Language acquisition is the ability of acquiring language, it refers to how children develops their ability to speak and use language. It is not surprising that scholars gave so much attention to the language acquisition study. Theories have emerged in that field were : Behaviourism, Innateness, cognitivism and the interaction theory. One of the theories that gave a sufficient implication was the behaviouristic theory.

Behaviourist theory. supported by B.f. Skinner. This theory believes that children learn or acquire language from adults through a process involving immitation. Adults provide the stimuli and rewards, the utterances that the children immitate are reinforced negatively or positively. Behaviourists develop their theory by applying series of of experiments on animals -

The habit formation process (Pavlov), this simple but powerful theory said the learning / acquiring language is a mechanical process, and proceeds by means of frequent reinforcement of a stimulus - response sequence. Responses take place whe particular stimuli are provided by parents.

The Behaviourist point of view on language acquisition based on Conditionning which is matter of exposure, repetion and memorising. between these three elements there is trial and error and between these two, there is reward and punishement.

In conclusion, many evidences have proven this theory true, however it does not cover the whole of the study. thus thus, the other theories tried to cover the rest.

The behaviorist view to Language acquisition

The behaviorist theory believes that, infants learn oral Language from other human role models though process involving imitation, rewards, and practice. Human role models in infants environment provide the stimuli and rewards, which is basically a psychological theory in its essence, founded by J.B watson it is actually, invited to native Language learning advanced in part of a reation to traditional grammar.

The major principale of the behaviorist theory rests on the analyses of human behavior in observable stimulus response of interation and association between them. Basically the behaviorist particular process of behavior and consequences of that behavior theory of stimulus - response in Learning, particulary developement in the operant conditioning model of Skinner, consider all learning is the establishement of habit of as a result of vience forcement and reward. This is very reminiscent of Pavalov's exprement which indicates the stimulus and response work together. According to this approch category The babies obtained native language habits via varied babblings which resemble the mutterings, he is rewarded this ward rienforces further articulations of the same sort into group of sounds and as he grows up he combines the sentce via generalizations and analogy (as in goed for went, doed for did, so on) which in some complicated cases condition him to commit erros by articulating in permissible structures in speech. By Little they are internalized as implicit speech, and thus many of their utterances become industinguishable from the adults. This, Then obviosly means that behaviorist theory is a theory of stimulus responce psychology.

الملخص

يعد تدريس الكتابة لمتعلمي اللغة الإنجليزية كلغة أجنبية في جامعة بسكرة تحديا صعبا لمعظم الأساتذة. يواجه عدد كبير من الطلبة صعوبات في تحقيق مستوى مرضي في الكتابة. فحصت الدراسة الحالية الأخطاء النحوية للطلاب و مصدر هذه الأخطاء في مقالاتهم. و دراستنا هذه تستهدف فصول السنة الثالثة ليسانس للعام الدراسي 2020 2021/. عينة الدراسة تتكون من أستاذين لديهم خبرة من ثلاث إلى ثمانية سنوات في تدريس التعبير الكتابي لمتعلمي اللغة الإنجليزية كلغة أجنبية و واحد و ستون (61) طالبا (ذكور= 11، إناث). استخدم الباحثون طريقة مختلطة تشمل ثلاث أدوات لجمع المعطيات: مقابلة مع أساتذة التعبير الكتابي في قسم اللغة الإنجليزية، استبيان مع واحد و ستون(61) طالبا من طلاب السنة الثالثة ليسانس، بالإضافة إلى تحليل مقالاتهم المكتوبة. الهدف من الاستبيان و المقابلة هو اكتشاف الصعوبات النحوية التي يواجهها الطلبة في الكتابة و أسبابها. أما تحليل النص المكتوب يسمح لنا بتحديد أنواع الأخطاء النحوية. كشفت هذه التحليلات أن غالبية الطلبة يرتكبون أخطاء نحوية عند كتابة أي مقال، ترتبط هذه الأخطاء بقواعد النحو، بنية الجملة، و علامات الترقيم و آليات الكتابة. الكتابة غير السليمة و غير الدقيقة راجعة لعدة أسباب نذكر منها: (أ) الإفراط في التعميم، (ب) الجهل بالقواعد النحوية، (ج) تأثير اللغة الأم، أو (د) ردود فعل الأستاذ المثبطة. يكشف تحليل مقالاتهم أن معظم أخطاء الطلبة لها علاقة بتوافق الفعل و الفاعل، استخدام الضمائر، استخدام حروف الجر و حروف العطف، و علامات الترقيم.