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Title

Investigating the Factors behind EFL learners' grammatical errors in writing correctness.

Case of study : Fourth year pupils at Khamla Ibrahim Middle school in Biskra.

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, **Melala Saoussen**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

I dedicate this work to:

To the pillar of my life, the one who loved me the most, supported me, believed in me and always sought to encourage and strengthen me to my **Dad** .

My beloved and lovely **mum** i would not have reached this stage without her prayers.

To my dear Brother **Fares** , to my sister **Sabrina** who has a cheerful spirit.

To My beautiful **Meriem** who used to make stressful days look nicer with her smile .

I dedicate this work and give special thanks to **Mr.Chenini Abdelhak** who advised me that i can hold out and continue until the day i Graduate.

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In the name of **ALLAH** the most Gracious, the most Merciful

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ABSTRACT

The title of this study is Investigating the factors Behind EFL Learners' Grammatical Errors in Writing Performance. The current study aims to highlight the common grammatical errors produced by fourth-year pupils and to find the factors behind the grammatical errors in the writing performance. The researcher used quantitative method in order to analyze the written production of 25 pupils and pick out their errors, and a qualitative method as a statistical form in the teachers' questionnaire. Five teachers answered the questionnaire. The hypothesis is that pupils are not familiar enough with grammar rules, so they make errors. So they need to conquer their grammatical difficulties so they can improve their writing performance. The results show that fourth-year pupils face difficulties in three main aspects of the rules: the verb form, the use of articles, and prepositions. Finally, excessive generalization, poor rule implementation, and disregard for rule limitations are key factors in those pupils' errors. Therefore, the research concludes with recommendations and suggestions for those who want to dig deeper and conduct more research on the topic.

Key words : Grammar rules, Errors, writing performance

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GENERAL INTRODUCTION

Introduction

Linguists point out that learning any foreign language effectively depends on learning two types of skills: the receptive skills (reading and listening), which are acquired naturally, and productive skills (speaking and writing), which are gained through the educational environment, i.e., the school.

The student faces one of the most difficult skills because they do not have enough vocabulary and sufficient knowledge of grammar and pure rules. They also have limited exposure to the language. This is due to the scarcity of their exposure to and use of language.

Teachers have a big role in this weakness because they do not ask the students to write sentences or short paragraphs in order to give them the motivation and the constant step to learn this skill and abide by its rules. "grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey" Thornbury (1999,p.13), because still there are teachers who ignore the importance of teaching grammar rules and making their students interested in it, as it is a major reason for improving their written level.

Writing is an important part of learning and a necessary skill for academic achievement. It's not an unrestricted activity; it is constrained by grammatical rules that must be respected and understood within the curriculum in order to achieve a satisfying and intelligible writing performance.

According to (Brown, 2004, p.335), writing is merely a visual representation of spoken language, and its written performance is very similar to oral performance, with the main difference being that graphic signals are used instead of auditory signals.

"Grammar is a very important aspect of language learning. One of the dimensions of communicative competence is grammatical competence. This refers to what Chomsky calls

linguistic competence.” (Jack & Theodore, 1992) . It is a component of the language that pupils must acquire. The pupils must write grammatically acceptable phrases so that their writing is easily understood by the audience. We cannot ignore or deny that it is normal for students who are learning English as a second or foreign language to make errors in grammatical rules while writing at such a level.

1.Statement of the problem

Middle school students are considered to be at a stage of learning English as a foreign language. As we mentioned earlier, writing is one of the most important skills that must be addressed and taken into account in the educational stages of students. Therefore, teachers are supposed to be keen on teaching them all the grammar rules and factors that can help them avoid grammatical errors in written performance in order to master this skill, and to make the middle school an effective first step in learning how to write correctly.

The problem to be stated here is to investigate the factors behind grammatical errors and the common ones among fourth year pupils at Khamla Ibrahim Middle School.

2.Significance of the study

Although a lot of research has been done on grammatical errors and their effect on writing performance of students, “If you understand the grammar of a sentence and can consciously manipulate that grammar, your writing will gain in style, precision, and effectiveness.” (Walpole, 1984, p.15), it still needs some subtraction and investigation in a different way and a different educational phase to produce more accurate and useful results.

In an effort to make this research sufficient to help teachers shed more light on grammar rules when teaching students.

3.Purpose of the Study

The Aims of the current study are to:

- Highlighting the common grammatical errors produced by fourth year pupils at khamla Ibrahim middle school.
- Finding the factors behind the grammatical errors in the writing performance of fourth year pupils.

4.Research Questions

Our research is guided by the following questions:

- What are the common grammatical errors made by fourth year pupils?
- What are the reasons behind their errors ?

5.Research Hypothesis

The purpose of this study is to test the following hypothesis:

HP1 : Pupils are not familiar enough with grammar rules, so they make errors.

HP2 : If fourth year pupils conquer their grammatical difficulties, then their writing performance will be improved.

6.Methodology of the study

Population

The population of the present study is limited to 125 fourth year pupils at” Khamla Ibrahim” middle school of Biska, in addition to 5 teacher at that school.

Sampling

The sample includes 25 fourth year pupils . This sample is randomly selected, and teachers of English at “Khamla Ibrahim” middle school of Biskra.

Data Gathering Tools

To test the hypothesis, we rely on both quantitative and qualitative research in order to achieve our objective. We based it on some written expressions, and a questionnaire for the teacher.

Data Analysis

In order to analyze the data collected from the students and teachers , we used both methods quantitative and qualitative. when it comes to analyzing statistical information (Quantitative data), also a descriptive method for qualitative data to analyze teachers’ questionnaire .

Chapter One

Literature Review

Introduction:

Learning a foreign language is not at the reach of every one because it demands concentration, thinking and combining elements into meaningful pieces. Hence, writing is one of the foreign language skills that interest many researchers in recent years. It is a productive skill through which we use words to generate ideas and opinions. Indeed, words are significant but only by mastering grammar that we combine those words into meaningful sentences. However, mastering grammar is bound by committing errors. This latter should be regarded as an essential feature of learning as cited Stevens (1969- cited in Richards and Sampson 1974,p.4) states: "...errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners' use".

This chapter presents a theoretical background on the writing skill and the importance of error analysis in the foreign language classroom. Therefore, the researcher divides this chapter into two main sections; the first one introduces the writing skill and writing competence as well as exploring the elements of writing and introducing grammar as an important aspect in the writing skill. The second section attempts to demonstrate the significance of analyzing errors in the writing skill.

Section One: Introducing the Writing Skill.

1.1 Definitions of Writing:

Writing is a talent that must be learnt and developed, just like any other skill, because it allows us to convey thoughts, offer instructions, share, and retain information. In addition, it is a method of expressing language and meaning through the use of words and symbols. According to Byrne (1988, p.1), “the nature of writing is the combination of graphic symbols according to certain conventions”. In another way, writing is the process of merging, choosing, and structuring our thoughts into a collection of graphic symbols via the use of grammar and punctuation.

Furthermore, writing is a form of human communication based on the use of visible signs. In other words, writing is the visual representation of linguistic components (words, phrases, and sentences) using symbols and signs. Writing is an important talent that allows individuals to freely express themselves without necessarily knowing who authored it. Such aspects cannot be performed orally due to a variety of reasons that may make it difficult for the person to do so. Another definition is expressed by Widdowson (1978) writing is the act of making up correct sentences and transmitting them through a visual medium such as writing mark on paper. Writing helps you to investigate and explain ideas, and to evaluate other people's claims. You develop power by conceiving, arranging, and finding the perfect words to communicate it.

According to the aforementioned definitions, writing is a skill that must be acquired, because it allows us to explore our thoughts, ideas, and feelings. This can be accomplished by teaching students how to write and how to be creative in their writing.

1.2 Approaches to Writing:

In the teaching of writing, a number of approaches are used, but the two most common are the product and process approaches.

1.2.1 Writing as a Product

This approach includes teaching students how to write logically, how to use good grammar and choosing acceptable spelling, i.e., focusing on the correct language structures. Hence, the product approach focuses on the final version of the work by emphasizing the precision of forms and lexical patterns. (Harmer, 2001, p.257) conveys that "when concentrating on the product we are only interested in the aim of a task and in the end product".

1.2.2 Writing as a Process

To clarify, the process approach is primarily concerned with how ideas are formed, presented, and structured in a clear and efficient manner during the writing process.

Those who advocate a process approach to writing, however, pay attention to the various stages that many pieces of writing go through. According to Harmer (2007), Writing as a process refers to the several steps that students go through while creating any piece of writing, and Harmer lists them as follows: prewriting, editing, redrafting, and eventually generating a final draft. This means that the emphasis is on how to write rather than what to write.

1.3 Elements of Writing:

In order for the writer to produce a good piece of writing, s/he needs to consider different components of writing skills and among them are the following:

1.3.1 Grammar

Writing properly requires students to learn the rules of the English language's grammar in order for their writing to be more comprehensible and understandable. The study of language structures and the representation of how rules are governed to generate sentences or utterances (Harmer, 1999).

1.3.2 Mechanics

Are rules that regulate the technical components of writing, such as spelling, punctuation, capitalization, and abbreviations. This is heavily backed up by Starkey (2004), who sustained that your writing will be much better if you learn mechanical rules such as spelling, punctuation, and capitalization.

1.3.3 Word Choice

As part of the writing process, one's word choice involves choosing clear and efficient language, which not only transmits information, but also educates. "one of the best ways to accurately convey your ideas in your essay is to choose the right words. Doing so ensures that your audience understands what you are writing" (Starkey, 2004, p.21).

1.3.4 The Content

A writer's thoughts, based on clarity and relevance to the issue, must be original and clear in their work, utilizing personal ideas and language, remaining brief, and avoiding plagiarism.

1.3.5 Organization of Ideas

Organization is defined as the presentation of ideas, as well as the ability to connect these concepts in a logical manner and to clearly explain significant statements or

paragraphs. The notion is that the author evaluates the text's consistency and cohesiveness. According to Bowen and (Cali, 2003, p.2) “organization is the progression, relatedness, and completeness of ideas”. Additionally, Starkey (2004) believes that having guidance and direction during the writing process is possible because of the organization.

1.3.6 The Purpose

This term refers to the writer's purpose in writing, as well as what they hope to achieve and convey to the audience, i.e., to better grasp what the topic's purpose is. According to Taylor (2010), it affects the topic and how thoughts are organized to affect the readers, as well as the intended outcome.

1.3.7 The Audience

The term "audience" refers to all of the individuals who may be touched by a message, a medium, a communication medium, or an advertising.. Also refers to the readers who read a certain piece of writing.

I.4 Learners' Writing Problems

learners encounter a variety of problems in order to write in a clear, simple, straightforward language, correct grammar is expected. Grammatical accuracy can influence the readers' impression on the thesis. grammatical accuracy can influence the readers' impression of the thesis. In other words, Blaxter et al. (2006) mention that one of the easiest ways of making a good initial impression on the readers is to ensure, as far as possible, that the writing is error free in terms of grammar.

1.4.1 Grammatical Problems

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1.4.2 Problems of sentence structure

Students have difficulty using linking devices while writing in English. Kharma (1986) states that students who struggle with sentence structure cannot construct longer sentences that require coordination and subordination.

1.4.3 Problem of Word Choice

The good piece of writing or composition should also contain a variety of vocabulary, excellent syntax, and a variety of sentence patterns. However, writing in a second language with the right words in the right places without trying to impress can be a challenge for students. White (1980) states that students usually use 'big words' in their essays to impress the reader, their teacher.

1.4.4 Cognitive Problems

Among the cognitive issues that students struggle with are punctuation, capitalization, spelling, substance, and organization.

1.4.4.1 Punctuation Problems

According to Rahman (2005), punctuation is a method employed by writers to help their readers grasp the meaning of their words. Adeloka (2017) states that punctuation mark are the use of conventional signs and certain typographical devices as aids to the

understanding of handwritten and printed texts. This, as well as the wrong use of punctuation marks, leads to confusion.

1.5.4.2 Capitalization Problems

When writing initials, key words, headings, and so on, capital letters are useful. However, there are a number of reasons why students struggle with accurate capitalization. Capitalization standards aren't uniform, and pupils have a hard time distinguishing between proper and common nouns (Gowere et al., 1995).

1.4.4.3 Spelling Problems

The English spelling system, which has grown uneven due to the impact of other languages, variable pronunciations, and other historical causes, is complicated for pupils (Gowere et al., 1995).

1.4.4.4 Content Problems

Learners of English as a second or foreign language have similar challenges when it comes to exploring ideas and thoughts in order to interact with others. This might be due to the conventional techniques used by schools to teach spelling, punctuation, and grammatical mastery in writing. In this context Rury (1996) states that it is a difficult assignment for teachers to teach English creatively so that students may become autonomous learners and benefit much from the teacher's unique teaching techniques.

1.4.4.5 Organization problems

Generally, students have problems with writing when they do not limit the paragraph to a single topic or when the single topic is not adequately developed or explained. Raimes (1983) states that there is a problem of differentiating a topic and supporting ideas or generalizations and specific details from student writing.

1.5 Causes of learners' problems in writing

1.5.1 The Nature of Writing Process

As a complex skill, writing does not come naturally, but rather is acquired through practice and continuous effort. (Norish, 1993,p.65) asserts “ In written medium, information has to be transmitted without any aid from sources other than the language itself. It seems to follow from this that more attention is needs to be paid to the language as a code in short to the grammatical, and lexical system, than is the case with speech.”

1.5.2.Lack Learners' Motivation

Students can develop writing tasks more quickly when their interests and concerns are recognized, numerous writing opportunities are provided, and when they are encouraged to participate. According to Byrne (1988), most writers do not write well if they are forced to write about something they aren't passionate about.

1.5.3.Inadequate Time

Learning how to write is primarily a reflective activity that requires enough time. Raimes (1983) thinks that the passage of time is an important factor in the writing process, as well as one that distinguishes writing from speaking..Learners need time to collect ideas, organize their ideas, write drafts, and rewrite them . Additionally, time may be crucial to producing a text that is well-organized and coherent. Similarly, Hedge (1988) states that it's important to pay attention to the concept of time. Because writing activities involve many stages that need a lot of time.

1.5.4.Lack of Practice

The process of learning how to write does not come naturally, but rather can be acquired through continuous effort and much practice. Furthermore, learners must take responsibility for their own learning, as practice is the most effective way of learning any skill. (Davies 1998, p.25) states, "writing is essentially a creative process, and good writers must learn to

communicate their ideas clearly to an unseen audience.” This takes a lot of practice. "

I.5.5. Teachers' Feedback

Byrne (1988) states that regardless of what learners fail to accomplish, if we want to be readers rather than judges, perhaps it would be more productive to focus on what they actually succeed at rather than what they fail to achieve. Thus, students might be more likely to appreciate receiving comments and apply them during revisions.

1.6 The Characteristic of Writing

I.6.1. Unity

Unity involves the relatedness of ideas to one another.

I.6.2. Support

Sentences that support, or clarify the main sentence of a paragraph. Support accomplishes this by employing relative clauses, adjectives, and adverbs to convey more information to the reader. According to (Richard and Schmidt, 2002, p.350), “sentences in a paragraph which support, illustrate or explain the topic sentence.” Each paragraph should support or extend the major notion of the subject. The idea of each paragraph should be clarified and shown with examples, facts, and descriptions.

I.6.3. Coherence

To be cohesive, a paragraph must be relevant, which implies that each concept must be linked to the topic. Ideas must also be organized in a way that makes their logic or significance clear. (Harmer, 2004, p.24) states that “coherence is how phrases and sentences are related to each other”.

I.6.4. Sentence skills

It refers to the capacity to understand sentences. In writing, sentences need to be clear, concise, correct, and coherent. Cali (2015) asserts that good writers are concise and precise; they try to avoid using unnecessary words and choose the exact

words to convey the meaning.

Section Two : Grammatical errors

2.1 Definition of grammar

The grammatical rules, which are a basic aspect of every language, dictate how words must be organized to produce a sentence in the English language. As a result, numerous linguists have debated and defined the area of grammar in various ways. The study of how words are linked together as well as what sorts of words may fit into each link in the chain. Francis (1954) described this field as a branch of linguistics that focuses on describing, analyzing, and formulating formal language patterns.

It is claimed by (Thornbury,1999,p.2) as: “the study of both the way words are chained together, and also of what kinds of words can slot into any one link in the chain”. Mastering grammar is a significant effort that demands a great deal of attention throughout writing activities. As a result, teachers may place a greater focus on grammatical structures in writing in order to improve students' understanding of the need of follow proper writing norms.

2.2 Types of grammar

2.2.1. Descriptive grammar

The term "descriptive grammar" refers to the description of a language's structure and rules as utilized by native speakers. This branch of grammar is concerned with the analysis and explanation of grammatical rules as well as how individuals communicate. According to descriptive grammar, “Is the description of the regular structures of the language as it was used.”

2.2.2. Prescriptive grammar

It is the classic grammar technique that instructs individuals on how to use the English language, what forms to employ, and what tasks to perform. That is, it is concerned with the right use of language and the application of grammatical rules. Prescriptive grammar is

necessary because it enables individuals to communicate in formal English (Yule, 2006, p.77) states that prescriptive grammar is “the view of grammar as a set of rules for the proper use of language”.

2.2.3. Pedagogical grammar

The term “pedagogical grammar” refers to the description of a language system employing a variety of grammatical rules, sources, and references with the goal of facilitating language development in students. According to (Purpura, 2004, p.22) “pedagogical grammar provides information about how language is organized and offers relatively accessible ways of describing complex linguistic phenomena for pedagogical purposes”.

2.3. Element of grammar

2.3.1. Subject

The subject of a sentence is the person, thing, or issue that the statement is about. Before the verb, ask who or what to find the subject (Tulloch, 1990).

2.3.2. Object

Tulloch (1990) states the person, thing, or topic on which the subject performs the verb's action is called the object. After the verb, ask who or what to find the object.

2.3.3. Verb

Is a word used to describe an action, such as doing something, a state of being, or a situation. As well as expressing action, the verb can also express the state of being of a noun or pronoun (Krapp, 1908). It can take on different forms depending on the tenses (present, past, future...).

2.3.4. Noun

Nouns are names for people, places, things, activities, concepts, or conditions (Yulle, 2006).

2.3.5. Pronoun

" A pronoun is a word used in place of a noun or another pronoun. Pronouns help you avoid unnecessary repetition in your writing and speech. A pronoun gets its meaning from the noun it stands for " (Rozakis, 2003, p.9).

2.3.6. Objectives

"Adjectives are words that describe nouns and pronouns. Adjectives answer the questions: What kind? How much? Which one? How many?" (Rozakis , 2003, p.4).

2.3.7. Adverbs

An adverb is a word that adds more detail to a verb, adjective, or another adverb. Some adverbs can change the meaning of a phrase or a complete sentence. Most adverbs are easy to recognize since they end in "ly," but some might be more difficult to find.

As well as clauses, phrases, and sentences, adverbs describe verbs and modify adjectives and other adverbs(Sherman et al, 2010).

2.3.8. Articles

An article is a word that modifies a noun (a person, place, thing, or concept) (Brown, 1851).

2.3.9. Prepositions

"A preposition connects a noun (with or without an article) or a pronoun to some other word. Prepositions are the "little words of English" (Tulloch, 1990, p.3).

2.3.10. Conjunction

"Conjunctions connect words or groups of words and show how the words are related. There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions" (Rozakis, 2003, p.7).

2.4 Role of grammar in writing

Grammar is extremely important since it is such a crucial component of writing ability. Grammar in a work can help learners improve their language competence. Without grammatical structure, language usage can quickly become chaotic and difficult to comprehend. Grammar skills are necessary to effectively use the language as without them, language acquisition becomes confusing, and writers will not be able to use the language correctly (Mart, 2013).

A concentration on form in writing can assist authors in developing the rich language resources required to effectively articulate ideas. An emphasis on form in any piece of writing aids the writer in improving his style and, as a result, his grammatical competence.

2.5 Relationship between grammar and writing

The relationship between grammar and writing is critical. The rules of grammar assist in controlling the way writing is done and guarantee that the people who read it can understand it. Every language has its own set of grammar and writing rules. They all follow certain rules for syntax, or the order in which words are placed in a phrase, as well as punctuation, verb conjugation, and other crucial components of written and spoken language. It's crucial to remember that while appropriate grammar is essential for effective writing, it's also essential for speaking the language correctly. Developing good grammar habits while writing, enriches the experience of everyone involved-from the writer to the editor to the reader (Donovan, 2016).

The relationship between grammar and writing is important because the rules of grammar assist in guiding the mechanics of writing. These enable others to read and comprehend people's writing. Septiani (2014) claims that by tying the knowledge of grammatical principles to the writing approach, we may enhance awareness of the implications for the capacity to write successfully. Fearn and Farnan (2007), claim that grammar knowledge is the fundamental basis for writing; therefore, we should teach grammar in writing so that learners may better comprehend how the language functions.

We can see that knowing the grammatical rules is essential for successful writing. That is, readers will find it simpler to read and comprehend grammatically accurate content. Furthermore, seeing grammar as an element of writing, we cannot deny that there is a tight link between grammar and writing.

2.6. Definition of errors

Many scholars were and continue to be interested in defining the term "errors". According to (Richard, 2002, p.184) "in the speech or writing of a second or foreign language learner the use of a linguistic item example: a word ,a grammatical item, a speech act....in a way which a fluent or native speaker of the language regards it as showing faulty or incomplete learning". Errors are language forms or content that deviate from native speaker norms or facts, as well as any other conduct identified by the teacher as requiring improvement. Moreover, Thornbury (2006) states that a language learner's error refers to behavior that is not in accordance with accepted usage norms, leading to improper or incomplete learning.

2.7. The Distinction between an Error and a Mistake

Errors indicate gaps in a student's knowledge; they arise because the learner is unaware of the language norms . Instead, mistakes happen due to the difficulty of digesting forms that have not yet been fully understood. I.e., learners usually make mistakes because they have

forgotten the rules. James (1998) states the difference between mistake which is a fault that a learner is able to correct by himself, and error which s/he is not able to correct alone. It is crucial to make a different definition between mistakes and errors. In other hand, a mistake refers to a performance error that is either a random guess or a “slip,” in that it is a failure to utilize a known system correctly, on the other hand, an error refers to idiosyncrasies in the interlanguage of the learner that is operating at the time in the second language speech” (Brown, 1994, p. 205).

2.8. Levels of errors

2.8.1. Substance errors

Are errors that appear at the spelling and pronunciation levels (James, 1998).

2.8.2. Lexical errors

They are errors from different linguistic levels that might obstruct communication. When a lexical item in a sentence doesn't fit or collocate with another element of the sentence (James, 1998).

2.8.3. Discourse errors

They are linguistic errors that indicate a learner's cultural and pragmatic understanding in the use of language. Coherence, misunderstanding, and pragmatic errors are examples of discourse errors (James, 1998).

2.8.4. Grammatical errors

They are grammatical errors discovered at the writing level; they emphasize the importance of grammatical precision. Most foreign language learners (FLL) commit it (James, 1998).

2.9. Sources of errors

2.9.1. Interlingual transfer

In terms of interference (negative transfer), it refers to a negative impact of the mother tongue (L1) on the target language (L2). According to Johnson (1987- cited in James 1998:179), interlingual errors are “those errors that happen when an item or a structure in the second language manifests some degree of difference from, and some degree of similarity with the equivalent item or structure in the learners’ first language”.

2.9.2. Intralingual errors

They refer to errors caused by the target language itself for various reasons. Is the negative transfer of items within the target language. According to Richards (1971), intralingual errors are subdivided into four main types:

2.9.2.1 Excessive generalization: On the basis of other structures in the target language, the learner creates a deviant structure.

2.9.2.2 The defective of rule implement: When rules aren't applicable, the learner applies them to the context.

2.9.2.3 Discard of rule limitations: Despite having a fully developed structure, learners fail to use it.

Previous Studies

Many research has been done on the grammatical errors in writing. Research was conducted by Sönmez and Griffiths (2015) investigating the grammatical errors in written work performed by 30 freshmen students in the English Language Teaching Department at a Turkish university. The students were separated into two groups, each consisting of 15 students). The students’ written work was marked and the grammatical problems were noted. A study of the errors indicated the following error categories were: plurality, articles, subject-verb agreement, word order, and pronouns.

A research by Nonkukhetkhong (2013) studied grammatical errors caused by first-year English major students at Udon Thani Rajabhat University. The errors found were verbs, nouns, possessive case, articles, prepositions, adjectives, adverbs, sentence structure, and ordering. Similar research was undertaken by Ghabool, Edwina, and Kashef (2012) and indicated that Malaysian ESL students experience issues in writing, notably in language usage (grammar) and punctuation.

Another study by Abushihab, El-Omari, and Tobat (2011) found that the majority of the students' errors were related to prepositions (26 percent), followed by morphological errors, articles, verbs, use of active and passive voice, and tenses during an investigation into the written grammatical errors of Arabic students of English as a foreign language at a university in Jordan.

Fageeh (2004) used interviews, observations, and text analysis to investigate the perceptions of 34 male Saudi English major college students about their English writing challenges. According to the study's findings, Arab students used Arabic to develop their ideas and practice their English texts, as well as compose the text in Arabic and then translate it into English, resulting in spelling, vocabulary, and grammar problems in their works.

In the same context, Alnofal (2004) used an online survey and Rose's writers' block test narrative task inspired recollection interviews to compare Arabic first language writing and English second language writing processes in a sample of 161 male and 42 female college students. The findings revealed that Arab students seem to be impacted by their original language (Arabic), and as a consequence, they make more formal grammar and spelling mistakes while writing in English than when writing in Arabic.

Elhami and Altaha (2000) conducted research to examine the errors made by Saudi students in both producing and recognising grammatical structures in English. The findings revealed that pupils made more errors in production than in recognition. This suggests that kids are

less skilled at grammatical output than they are at recognizing it.

A number of ESL instructors conducted research on their ESL students in which they encouraged them to write in journals since journals have been shown to benefit ESL students on a variety of levels. Teachers have done this to assist students in improving their writing skills since they often make spelling and grammatical errors. It is typically simpler for students to attempt to explain themselves in writing rather than in person. As a result, journals may assist them in correcting their errors (Spack & Sadow, 1983).

Conclusion

This chapter has studied two key variables: writing and grammar. It is separated into two sections, the first of which includes some definitions of the writing skill, as well as its importance, elements, and approaches. The second section covers the concept of grammar, as well as its types, elements, and relevance in writing, as well as the link between them. In truth, grammar is an important aspect of writing, and good grammar is essential for good writing. Researchers consider writing to be a complicated activity through which we convey our thoughts; it is also a critical skill that allows us to attain academic or personal goals. In truth, grammar is an important aspect of writing, and good grammar is essential for good writing

Chapter Two

Research Methods

Introduction

The second chapter is concerned with the concrete implications of this research. It aims at collecting data about the factors behind EFL learners' grammatical errors in writing performance through a specific research methodology. To fulfil this purpose, the researcher has tried to identify grammatical errors that fourth-year pupils do not deliberately make but that exist in their writing. Furthermore, the researcher has investigated how teachers consider the role of grammar rules and to what extent they can help in improving pupils' writing abilities. Therefore, this part presents the research design and method. It also deals with the participants' instruments used to gather the necessary information. In addition, the second chapter clarifies all about the procedures used to analyze data.

2 Research Design

The term "research design" refers to the overall approach taken to do research that establishes a clear and logical plan to address a predetermined research topic through the gathering, interpreting, analyzing, and presenting of data. It is also defined as a set of guidelines for data collection and analysis (Vaus, 2006).

2. Sample and population

Any research study, needs a sample of a given population. A sample, in research terminology, is a group of individuals, things, or products selected for assessment from a wider population. A sample should have a set of properties such as comparability, predictive validity, and uniformity, according to the prior description. This research is based on the writing products of a sample of fourth-year pupils at Khamla Ibrahim Middle School. Five teachers answered a question.

2. 1. Teachers' profile

Five qualified teachers were questioned. There were four ladies and a man. All of the

respondents have doctorates or master's degrees and have a lot of information regarding the topic at hand. However, in terms of teaching experience and various points of view, each of the teachers has a unique background.

2.2. Students' profile

Twenty-five fourth-grade pupils were asked to write a small paragraph to describe their first day of school. They were mixed between boys and girls. Their ages range from 14 to 17 to 27 years old. The language backgrounds of the individuals are practically identical.

3. Data collection

In order to achieve our aim, we opted for both the quantitative and qualitative methods. The tools used to collect the needed data are the teachers' questionnaire and the students' writing productions.

The first tool is a questionnaire, which was distributed to a sample of four English teachers, and a quantitative method (frequency, percentages) will be used to analyze the collected data. The second tool consists of a number of students' writing products of a sample of thirty students of the same population, and a qualitative method (classification of errors) was used to analyze the gathered data.

3.1 Students' writing productions

The students' written compositions contain numerous problems at several levels, including grammar, spelling, and lexis, but the subject under examination is solely concerned with grammatical errors. As a result, after gathering data and assessing grammatical faults, they were attributed to intralingual causes. The researcher is particularly interested in the following grammatical errors: the usage of articles, verb-form, and the preposition.

3.2 Teachers' questionnaire

A questionnaire is a series of pre-written questions intended to gather a large quantity of information from responders. In this study, the teachers' questionnaire contains several

closed-ended questions as well as three open-ended questions that ask participants to express their diverse points of view.

4. Data analysis procedures

Data analysis is one of the most crucial phases of any research, which starts immediately after gathering the relevant data. It is the process of reviewing and arranging data in order to make judgments regarding the study's objective. This study combines quantitative and qualitative methodologies in order to analyze the information gathered from the teachers'.

4.1 Quantitative analysis

Researchers that adhere to the scientific paradigm frequently employ this method. This approach aims to quantify data and generalize findings from a sample of a target population. It follows a standardized data collection method with a numerical data output. Quantitative research also involves objective statistical analysis. (Macdonald et al., 2008).

4.2 Qualitative analysis

Unlike the quantitative technique, which tries to measure things in order to clarify what is seen, qualitative research aims to create a thorough and detailed explanation of your study findings (Macdonald et al., 2008). The qualitative technique contextualizes and interprets the data obtained rather than making predictions or delivering causal explanations. This form of study is subjective and involves a limited number of respondents who have been carefully chosen.

Because using more than one form of study offers more accurate results, this research employs both qualitative and quantitative methodologies. When qualitative and quantitative research methods are combined, the weaknesses of one kind are counterbalanced by the strengths of the other, leading to a more accurate evaluation. They can be very powerful when used together. According to Haq (2014), this allows researchers to offer several conclusions regarding the same occurrence by combining components of quantitative and

qualitative methodologies in one study.

5. Validity and dependability

To make sure of the validity of the tools used, "questionnaire and writing production of the pupils". The questionnaire was given to a number of teachers in Khamla Ibrahim Middle School. None of the teachers gave any comments on adding or deleting anything in the questionnaire. Since the questionnaire was not rejected, it was distributed to the teachers, and this led to the use of the answers to prove to achieve the goal of the study.

The same thing happened with the written productions that were collected and used in the analysis of the data.

Conclusions

The study begins by outlining the original study's design and methods, along with its participants and equipment. Additionally, this chapter included a detailed overview of the methods utilized to analyze the data that had been gathered. The data gathered from the sample population was analyzed by the researcher using the previously described method.

Chapter Three

Result and discussion

Introduction

The current study is based on an error analysis technique that focuses on the intralingual elements that contribute to grammatical errors of fourth-year pupils' writing performance at Khamla Ibrahim Middle School. The researcher has chosen the following grammatical errors: the usage of articles, verb-form, and preposition.

In this chapter, the researcher delivers the results of the current study's manual analysis and findings. As a result, she offers a description of the participants as well as the data gathering technique. Furthermore, the researcher adheres to her research steps, which are divided into three categories: 1- Error identification, 2- Error description, and 3- Error explanation.

Furthermore, the researcher is interested in determining the reasons for the grammatical errors in the writing performance. Indeed, the researcher highlights a statistical analysis of teachers' questionnaire citing their answers of the open ended questions

Section one: analysing pupils' written productions.

Writing is one of the most important skills that a student must learn and master, taking into account all of the rules and foundations that make this writing easy and simple to understand. In this study, we will focus only on some types of errors that students always make regarding grammar rules. These errors are verb-form, articles, and prepositions.

Table 1

The Number and Percentages of the Morphological and Syntactic Errors

Types of errors	Number of errors	Percentage
Verb-form	37	41.44%
Articles	32	35.84%
preposition	43	48.16%
Total	112	100%

The quantity and percentages of intralingual errors made by fourth-year students are shown in Table 1. It appears to demonstrate that those students have serious grammatical difficulties. Indeed, the percentages in table 1 are calculated by dividing the number of error types by the total number of errors and multiplying by 100.

A Detailed Classification of errors

The grammatical errors stated above are classified and presented with more details as follows:

1. Verb-Form Errors:

The total number of verb form errors, as indicated in table 1, consists of 37 which comprises 41.44% and they are divided into three main categories:

Table 2

Types of errors related to Verb-Form Errors

Types of errors	Number of Occurrence	Percentage
Inappropriate verb Construction	21	56.75%
Lack of agreement between subject and verb	7	18.91%
Word order	9	24.32%
Total	37	100%

As shown in Table 2, the most common type of verb-form errors are inappropriate verb construction errors, which account for 56.75 percent of all errors, followed by subject-verb agreement errors (18.91 percent) and word order errors (24.32 percent).

The following tables clearly depict a representative sampling of these errors:

Table 3

Inappropriate Verb Construction/ Tense

The Error	The Correction
1-My first day at school was so cool and amazing that i did not wanted to go home.	1- My first day at school was so cool and amazing that i did not want to go home.
2-I have not played with my colleagues .	2- I did not play with my colleagues.
3-They asked my parents to came.	3- They asked my parents to come.
4-When i leaved the school i was tired	4-When i left the school i was tired

Example 1 shows that the informants commit errors by using the wrong form after the verb “to do”. They use “did not wanted” instead of “did not want”. Hence, they apply the past simple after the past simple of the negative form “didn’t” instead of the infinitive “do.” These instances are evidence of the discard of rule limitations on the use of forms of verbs after the auxiliary “to do”.

Example 2 shows how participants do not follow the rules of the language. Instead of using the past simple "did not play," they use the present perfect "have not play." As a result, such errors are caused due to the defective of rule implement , which occurs when participants lack appropriate knowledge on how to use tenses.

The informants in example 3 make an error by using the past simple form after "to," which is "to came," rather than the "bare infinitive," which is "to com." This demonstrates that the participant disregards the norms for using the infinitive following "to." This type of blunder is caused due to the discard of rule limitations.

Reveals that the participants apply the past forms of the regular verbs which end with “ed” to irregular verbs. And they use the verb “leaved” instead of “left”.These errors are attributed to excessive generalization. That is to say, the participants over generalize the “ed” form of the regular verbs to the irregular ones because they do not know their conjugations.

Table 4

The Lack of Agreement between Subject and Verb

Another category of verb-form errors is the lack of agreement between subject and verb. The Fundamentals. In NUMBER, subjects and verbs must agree with one another. If a subject is singular, the verb must be singular as well; if the subject is plural, the verb must be plural as well.

The following table contains those errors committed by the participants:

The Error	Correction
1-There is a lot of pupil.	1- There are a lot of pupil.
2-I were ready and exited because I metnew friend.	2- I was ready and exited because I met newfriend.
3-So i was crying all the days, but the teachers was helpful and friendly.	3- So i was crying all the days, but the teachers were helpful and friendly.

The errors made by participants in the subject-verb agreement are shown in Table 4. It is evident that the participants do not understand the norms of subject-verb agreement, which state that a verb must agree in person and number with its subject. To put it another way, if the subject is numerous, the verb must also be plural; and if the subject is singular, the verb must also be singular. As can be seen in example 1, the participants use "is" rather than "are," which is the right form; in example 3 and 4 use "was" rather than "were". So, these errors are attributed to the defective of rule implementations.

Table 5

Errors at the Level of Word Order

This kind of error includes the wrong order or arrangement of words in a phrase, clause, or sentence.

The written compositions of the participants reveal another issue at the level of word order, with major faults. They are clearly displayed in the table below:

The Error	Correction
1-I did know not anybody, so I feltworried and shy.	1-I did not know anybody, so I felt worriedand shy.
2-I enjoy really going to school.	2- I really enjoy going to school.
3-I close always to my parents.	3- Iam always close to my parents.

Table 5 shows that participants face a problem at the level of word order. It reveals clearly that they do not capture the rules of syntax. Hence, the first example represents that the participants used the wrong form of the negative form. It is shown in “i did know not” instead of “i did not know” because the usual way to express negation is with “not” after the auxiliary. In the second and third examples, the participants use “close always” instead of “always close ” and “enjoy really ” instead of “really enjoy ” where indeed adverbs of frequency go before the main verb. These errors are attributed to the defective knowledge of the rule implement.

2-The Use of Articles:

Articles can be classified as unique. modifiers that appear before nouns or noun phrases. They, like other adjectives, aid in the clarification of the noun in your phrase. The English language has only two articles: the and a. (and its variant a., used before a word that starts with a vowel sound).

Another troublesome area for the participants is the use of articles, which accounts for 33.62 percent of the overall faults were detected in the participants' writing works. The following are the different types of errors:

Table 6

Types Errors in Articles

Types of errors	Number of errors	Percentage
Omission of “the”	15	34.09%
Addition of “the”	01	02.63%
Omission of “a, an”	17	38.63%
Addition of “a, an”	05	11.63%
Misuse of articles	06	13.63%
Total	44	100%

The first thing to observe from the preceding table is that the errors do not occur with equal frequency in each group. As previously stated, there are a total of 44 errors in the use of articles. Thus, errors involving the omission of the article "the" account for 34.09% of all errors, followed by errors involving the omission of "a" and "an" at 38.63 percent. Then there's the misuse of articles, which accounts for 13.63 percent of the total.

Finally, a 02.63 percent addition of "the" and a 11.36 percent addition of "a" and "an".

Table 7

Omission of “the”

All the examples shown in the above table are comprised mainly of incorrect use of the article "the," where the participants omit it.

Omission of “the” Correction	Correction
1-When I was a student <u>in first year.</u>	1-When I was a student in the first year.
2-It was my first year <u>in school.</u>	2-It was my first year in the school.
3-When I was <u>in primary school.</u>	3-When I was in the primary school.

The examples shown in the above table are comprised mainly of incorrect use of the article "the," where the participants omit it. So, the errors are shown in "in first year," "in school," and "in primary school." The correct forms are: "in the first year," "in the university," "in the school," and "in the primary school." In all these examples, the participants have omitted "the" before nouns or noun phrases made particular in context. In this context, (Raimes, 1998.p,59) claims that the definite article "the" is used "when a noun or a noun phrase makes a specific reference for your reader, the reader will know from information contained in the text what actual person, thing, or concept you are referring to." As a result, these errors are attributed to a lack of application knowledge because it is obvious that the participants misunderstand the scenarios in which the article "the" is used before nouns that are made distinctive in context.

Table 8

Addition of “the”

The participants in the preceding example used the article "the" instead of no

article before abstract nouns when they should not have been used, which is due to their lack of awareness of the article's use.

Addition of “the”	Correction
1- The respect is an important trait between teachers and students.	1- Respect is an important trait between teachers and students.

In this example, the participant adds the article "The." Hence, these errors are attributed to the defective knowledge of rule implement .

Table 9

Omission of “a” and “an”:

As a simple explanation of the meaning of those articles, we can say that a/an is used to modify non-specific or non-particular nouns.

Table 9 shows that the participants confuse the use of articles. This is clear in the omission of both the articles "a" and "an" in the examples

Omission of “a” and “an”	Correction
1-My father went and left me at school <u>in bad situation.</u>	1-my fayher went and left me at school in a bad situation.
2-I thought i would <u>have lot of colleagues.</u>	2-I thought i would have a lot of colleagues.
3- one the first day, i thought the class was going to be difficult, but it <u>was easy one.</u>	3- one the first day, i thought the class was going to be difficult, but it was an easy one.

Table 9 shows that the participants confuse the use of articles. This is clear in the omission of both the articles "a" and "an" in the examples. This is obvious in "bad situation," where "have a lot of colleagues," instead of "a bad situation," "a lot of colleagues." Hence, in

these examples, the participants omit the articles "a." In the third example, participants write "was easy one" instead of "was an easy one" before class nouns defined by adjectives, which is an error.

The participants appear to be unaware of certain basic principles for using both the articles "a" and "an." As a result, these errors are attributed to a lack of rule limitation.

Table 10

Addition of “a “and “an”

Addition of “a” and “an”	Correction
1-I had a bad days until i get friends.	1-I had bad days until i get friends.

From the above table, it is noticed that participant commit an error in which he add the article “a” in the example “a bad days” instead of “bad days”. The informants add “a” instead of “no article” before a plural noun qualified by an adjective. This process is attributed to the defective of rule implement.

Table 11

Misuse of Article

Misuse of articles means replacing an articles with a wrong one .

Misuse of Articles	Correction
1-the teacher was treat us with an bad behavior.	1-The teacher was treating us with a bad behavior.
2-It is the way the teachers greeted us.	2-It is a way the teachers greeted us.
3-My mother kissed me with the smile that made me feel happy.	3- My mother kissed me with a Smile that made me feel happy.

The first example we notice is the misuse of the article "an". The participant used "an bad" instead of "a bad". Furthermore, in Example 2, the participants lack sufficient knowledge of both the articles "a" and "the." That is why they used "the way" instead of "a way". In the third example, the participants replace "a" with "the." Such cases are due to the defective of rule implement.

3. preposition

A preposition used to indicates that a word will follow, so ending a sentence with a preposition will sounds awkward and wrong.

Table 12

Missplaced of the preposition

Statement	Correction
1- My parents ask me wich clothes do clothes i want to wear to go <u>to the school in.</u> <u>school</u> .	1-My parents ask me in wich i want to wear to go <u>to the</u>

Some claim that in casual writing, in which they think ending a phrase with a preposition is acceptable. The rules of grammar are subject to change, so it's best to stay up to date on the most recent acknowledged rules. In the example.

In this example, the student made an error in the correct place to write the preposition. He thought that the expression would be correct where it is not the case. The discarding of rule limitations is attributed to these errors.

Section Two: Teachers Questionnaire.

2.1 Aim of the questionnaire

The aim of the questionnaire is to know the teachers' points of view about grammar rules and their effect on writing skills, and to shed light on the main grammatical difficulties teachers encounter when teaching writing. Besides, it allows us to gather data concerning the importance of effectiveness and how much grammar improves writing; in addition, it provides the research with useful information as the students' level in English in general and in writing and grammar in particular. Furthermore, it reveals teachers' perception concerning

the importance of the grammatical rules in improving their writing abilities.

These statements were designed for quantitative analysis, and Likert scale formatting was used to range their responses from strongly agree, agree, disagree, and strongly disagree. In addition, three open-ended questions were designed to obtain responses from teachers' opinions regarding to what extent grammar teaching hinders pupils' abilities and the difficulties they find when teaching grammar. One of the open-ended questions also aimed to improve how correcting grammar errors will be useful in improving pupils' grammar acquisition.

2.2 Teachers' Attitudes toward the Role of Grammar Instruction

“For pupils, the formal study of grammar is essential to the eventual mastery of a foreign or second language, when language learning is limited to the classroom.” Regarding statement one, 50 % of the teachers strongly agree with statement while 50 agree.while one of the teachers did not answer the question,it is likely that he did not pay attention .

The second statement, which tried to determine whether teachers believed pupils' writing abilities increased most quickly if they studied and exercised the language's grammar, revealed mixed results. That assertion was strongly agreed with by 60% of the teachers. The remaining percentage less than half of the teachers 40% were agreed.

Only 40% of the teachers agreed with the third statement and 60% of them strongly disagree. In terms of the lack of interest in grammar in which it considered as a common factors why pupils fail to write , 60% strongly agreed and 40% agreed.

all the teachers shared the same opinion on the statement number 5 (100%) in wich they strongly agreed with the idea that grammar rules are inseparable when teaching the foundations of writing.

Moreover, the results demonstrated that 60% strongly agreed and 40% agreed with statement 6, “Grammar teaching based on writing is likely to help middle school students

towrite.”

The results for statement 7 revealed that 40% strongly agreed and 60% agreed that the grammatical items in middle schools curriculum help to practice the writing skill effectively .

We can notice that all the question were not answered with strongly disagree or disagree.

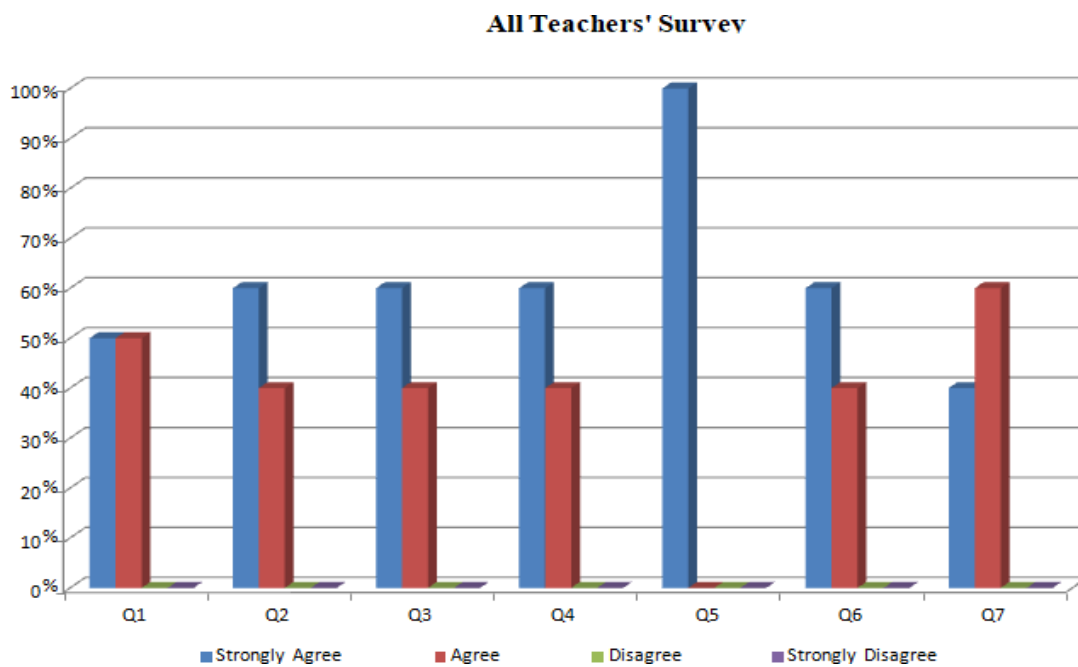


Figure 1: Teachers' Responses to the Questionnaire

Teachers' responses to the open-ended question # 1 supported this positive attitude toward grammar. The majority of the teachers expressed their opinions about the importance of formal grammar instruction in second language learning and teaching. They gave many reasons as to why they thought grammar instruction hindered or improved english learning. Almost all the teachers articulated positive reasons for grammar instruction.

The first reason many teachers gave is that knowing more about grammar will enable learners to build better sentences in their speaking and writing performances; also, that

grammar is an undeniable component of language, which helps students to improve their English. One teacher gave the following response: good knowledge of grammar facilitates the learning process for the learner; so knowing grammar helps learners in sentence construction, i.e., meaningful writing.

Grammar is an essential part of any language. When a student masters the grammatical rules of the language, he/she will be able to understand, speak, and write correctly. In this context, another teacher said, "In my opinion, teaching grammar rules is important because it enables students to carry out their communication purposes in writing." It helps them use what they have already acquired.

One teacher wrote, "Teaching grammar through context will help learners perceive the structures of the language effectively." If learners use the grammatical structures in context, they will be able to master the writing skill better, which means that teaching grammar implicitly will help learners achieve their goal of mastering writing.

The second question was about the difficulties of teaching grammar. All the teachers answered with "yes I did" or "I do" with different explanations. A teacher mentioned that the main challenges they face as teachers of foreign languages are the lack of experience, lack of facilities, and the expectations of the students. Almost all the teachers answer with the same words.

To what extent do you find correcting grammar errors useful in improving your pupils' grammar acquisition and retention? This was the third question to improve the pupils' grammar acquisition and retention. We should, as teachers, teach grammar rules implicitly, not explicitly. Correcting grammar errors is useful when it is done by pupils themselves. We should give our learners the opportunity to identify and detect them. In this case, we can say that correcting grammar errors is motivating and, at the same time, it helps pupils fix the grammar rules in their long-term memories. In other words, the majority of teachers

welcomed and used the method of the correction of grammar rules because they thought that grammar was never thought rule to rule or rule by rule, so teaching grammar in context helps learners enjoy their language and memorize grammar rules easily, especially when identifying and detecting errors to motivate learners.

We can note that the answers were, despite the difference in the method of explanation, the same result: correcting errors is very effective for students in developing their writing abilities and their understanding of the importance of rules. One teacher commented on that issue by saying, "Error correction has a big impact on learners' learning processes, and the right timing will help them retain new information effectively; it is also a way to develop the competence of language learners and learn the language rules."

The results showed that, whereas all the teachers agreed on the importance of students knowing about grammar to learn how to write correctly, they all shared the same opinion as to the usefulness of grammar in composition, even if students did not always keep in mind the grammar rules while writing. The majority of the teachers mentioned this in the first open-ended question of the questionnaire. One teacher said that grammar is "well, grammar and writing are intermingled, but one doesn't improve or hinder the other." If teaching grammar in the writing context, the pupils could make better corrections of grammatical errors and, therefore, improve their writing grammatically. All the teachers were supportive of the idea that grammar is important in a way that makes students more creative when writing. This is what made them assert that teaching writing can never be separated from teaching grammar, despite the difficulties that the teacher faces.

Summary of the finding.

According to the findings, fourth year pupils have a low level of grammar. That is, the higher percentage of errors lies in preposition errors, which consist of 48.16% of the total errors, followed by verb form (41.44%). Finally, errors in the articles consist of 35.87% of the total errors. Moreover, the errors are attributed to their factors, and they can be summarized as the following:

Table 13

Summary of the Errors According to their Sources

Types of errors	The defective of rules implement	Excessive generalization	Discard of Rule limitations
Verb-form	19	15	03
Articles	17	08	07
Preposition	05	12	26

The above table shows that the majority of errors at the level of preposition are due to both the discard of rule limitation and the minority to excessive generalization and the defective of rule implement .Followed by verb form in which the majority of errors are due to the defective of rule implement of and the minority is attributed to excessive generalization and discard of rule limitation.Indeed, the major verb-form error is in the use of the past simple, as it was shown in the results (see table 03) in addition to the errors of subject-verb agreement (see table 04). At the level of article (mis) use, defective of rule implement is the factor behind the majority of errors. Moreover, other errors are ascribed to discard of rule limitation and excessive generalization.

Furthermore, the researcher's findings corroborate the cognitive theory since the intralingual grammatical errors made by fourth-year students reflect the usage of several methods, including overgeneralization, omission, addition, and many others, as shown in the findings.

The results of the questionnaires revealed that teachers strongly believe that rigorous grammar education improves writing proficiency. Teachers believe that formal grammar training is essential for learning to write since it is an integral component of an integrated approach to writing instruction. The majority of them thought that grammar was a necessary component of any language. Grammar instruction aided students in enhancing their English compositions, even if they did not always follow grammatical rules when writing.

General Conclusion

The current study investigates the factors behind EFL learners' grammatical errors in the writing performance of fourth-year pupils at Khamla Ibrahim Middle School. Hence, the researcher has selected 25 fourth-grade pupils and five teachers as a sample for her investigation. And in order to explore the research problem, she hypothesizes Pupils are not familiar enough with grammar rules, so they make errors, and if fourth-year pupils conquer their grammatical difficulties, then their writing performance will be improved.

The ultimate aim of the study is to highlight the common grammatical errors produced by fourth-year pupils at Khamla Ibrahim middle school, also Finding the factors behind the grammatical errors in the writing performance of fourth-year pupils.

In this research, the researcher administers both quantitative and qualitative methods, through which she obtains some data about the types of grammatical errors among fourth-year pupils, which are: errors at the level of verb-form, articles, and preposition. Besides, the researcher discusses the factors behind those errors, and a teachers' questionnaire in order to know the teachers' point of view about how to improve students' writing abilities through grammar.

More practice of the grammar rules is necessary, and raising the students' awareness of the importance of grammar and writing is another criterion to take into consideration.

The results of the present investigation show that fourth-year pupils are not familiar enough with the grammar rules of the English language, and according to teachers, if pupils conquer their grammatical difficulties, then their writing performance will be improved, which is the researcher's hypothesis. Hence, it is fair to say that the hypothesis of the current study is confirmed. However, the topic can be extended on a wider scale and with a variety of pupils at different levels.

Limitation of the study

The current study investigates the factors that contribute to grammatical errors in fourth-year pupils' writing. It is vital to point out its limitations:

First and foremost, this study is primarily concerned with writing performance. As the findings are limited to intralingual grammatical errors, they cannot be generalized to other language skills, as is clear.

Second, only 25 pupils and teachers from middle school were included in the current study. One reason for this limitation was the difficulty of understanding pupils' handwriting. There are only 5 teachers in the middle school I have chosen. The very small sample size was the first constraint of this investigation. It could be replicated on a wider scale and with a variety of pupils and teaching methods. So, the results aren't applicable to all pupils at all levels.

Recommendations for Further Research:

The current study shows the factors that contribute to intralingual grammatical errors in fourth year pupils' writing performance. Based on the results of the present study, the researcher suggests the following recommendations for further research:

- Other studies can be done with different levels.
- More research into interlingual grammatical errors and a comparison of intralingual grammatical errors and interlingual errors is possible.
- This study is concerned only in three types of errors other studies can be required for other types, lexis or spelling.
- The present study focuses on the factors behind grammatical errors in the writing performance. So, future studies may focus on the effect of error correction on the students' writing.
- As data collection tools, we used the students' written productions and teachers' questionnaire; hence future researches could add a students' questionnaire too for more clarification concerning the topic it will permit us to shed light on students' view about grammar in writing and its important.
- Finally, Solutions that could help teachers to teach grammar rules without any difficulties.

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Appendix 01

Teachers' questionnaire

Dear teachers ,

The present questionnaire serves as a data collection tool to gather information required for the fulfilment of our Master Degree. Your answers will be very helpful for my research study entitled "Investigating the Factors behind EFL learners' grammatical errors in writing correctness ". Please tick the appropriate box(es) or make complete statements whenever necessary. Be sure that your responses will be used for research purposes only.

. For pupils, the formal study of grammar is essential to the eventual mastery of a foreign language, when language learning is limited to the classroom.

-Strongly Agree

-Agree

-Strongly Disagree

-Disagree

- Neutral

. Generally speaking, pupils' writing ability improves most quickly if they study and practice the grammar of the language.

-Strongly Agree

-Agree

-Strongly Disagree

-Disagree

- Neutral

. pupils' usually keep grammar rules in mind when they write or read what they have written.

-Strongly Agree

-Agree

-Strongly Disagree

-Disagree

- Neutral

. lack of interest in grammar is one of the most common factors why students fail to write in foreign languages.

-Strongly Agree

-Agree

-Strongly Disagree

-Disagree

- Neutral

. Teaching grammatical rules should not be separated from the teaching of writing.

-Strongly Agree

-Agree

-Strongly Disagree

-Disagree

- Neutral

. Grammar teaching based on writing is likely to help middle school pupils to write.

-Strongly Agree

-Agree

-Strongly Disagree

-Disagree

- Neutral

. Grammatical items in middle schools' curriculum help students to practice the writing skill effectively.

-Strongly Agree

-Agree

-Strongly Disagree

-Disagree

- Neutral

Please answer the following questions

. Why do you think that grammar teaching improves or hinders pupils' writing abilities ?

.....
.....

. Do/ Did you find difficulties when teaching grammar ?

.....
.....

. To what extent do you find correcting grammar errors useful in improving your pupils' grammar acquiring and retention ?

.....

.....

Appendix 2

Students writing production

Students are required to write a small paragraph describing their first day in school .

.....

.....

.....

.....

المخلص

لطالما اعتبر تحليل الأخطاء جانبًا مهمًا في قطاع التعليم. لهذا تهدف الدراسة الحالية إلى تسليط الضوء على العوامل التي تجعل طلاب السنة الرابعة متوسط من متوسطة خملة ابراهيم بسكرة يرتكبون أخطاء نحوية في الإنتاج الكتابي أثناء تعلم لغة أجنبية. الهدف من هذا البحث هو تحديد أخطاء الصرف والنحو لطلاب السنة الرابعة في اللغة الإنجليزية والعتور على العوامل التي تسبب هذه الأخطاء. لتحليل هذا الموضوع استخدم الباحث اختبار تشخيصي. كشف الأخير أن طلاب اللغة الإنجليزية في السنة الثانية يرتكبون أخطاء بسبب التعميم وحذف أجزاء معينة من الجملة ، والعديد من العوامل الأخرى. تظهر النتائج أن طلاب السنة الرابعة يواجهون صعوبات في ثلاثة جوانب أساسية من القواعد: شكل الفعل ، واستخدام المقالات وحروف الجر . أخيرًا ، يعد تعميم القواعد والتطبيق غير الكامل للقواعد والجهل بالقيود المفروضة على القواعد من العوامل الرئيسية لهذه الأخطاء التي ارتكبتها طلاب السنة الرابعة متوسط. لذلك ، يستنتج البحث بعض الاقتراحات التربوية و بعض التوصيات بمن سيقومون مستقبلًا بالتعمق في البحث في نفس سياق هذا الموضوع.

الكلمات المفتاحية قواعد النحو، الأخطاء، الإنتاج الكتابي

المخلص

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في الإنتاج الكتابي أثناء تعلم لغة أجنبية. الهدف من هذا البحث هو تحديد أخطاء الصرف والنحو لطلاب السنة الرابعة في اللغة الإنجليزية والعثور على العوامل التي تسبب هذه الأخطاء. لتحليل هذا الموضوع استخدم الباحث اختبار تشخيصي. كشف الأخير أن طلاب اللغة الإنجليزية في السنة الثانية يرتكبون أخطاء بسبب التعميم وحذف أجزاء معينة من الجملة ، والعديد من العوامل الأخرى. تظهر النتائج أن طلاب السنة الرابعة يواجهون صعوبات في ثلاثة جوانب أساسية من القواعد: شكل الفعل ، واستخدام المقالات وحروف الجر . أخيرًا ، يعد تعميم القواعد والتطبيق غير الكامل للقواعد والجهل بالقيود المفروضة على القواعد من العوامل الرئيسية لهذه الأخطاء التي ارتكبتها طلاب السنة الرابعة متوسط. لذلك ، يستنتج البحث بعض الاقتراحات التربوية و بعض التوصيات بمن سيقومون مستقبلا بالتعمق في البحث في نفس سياق هذا الموضوع.

الكلمات المفتاحية قواعد النحو، الأخطاء، الإنتاج الكتابي

