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THE IMPACT OF METALINGUISTIC CLUES OF GRAMMATICAL ERRORS CORRECTION ON LEARNERS' ACCURACY

A Case Study of Pupils of Second Year at Maajoudj El Amri Secondary School -Barika-

Thesis Submitted to the Department of English to Fulfill the Requirements for the Master's Degree in Applied Linguistics.

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Dedication

To my Mother and my Father for their understanding, their love, and their support.....

To my Brothers and Sisters........

To everyone who have ever helped me with something one day...........

I dedicate my work

Hadjer

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Abstract

Errors are a major issue in teaching English as foreign language and it should be given attention to develop our learners' achievement. Types of error correction are elicitation, clarification request, explicit correction, repetition, recast, and metalinguistic clues correction. This final type of correction is taken in this work to be studied. The metalinguistic clues correction was related to the grammatical errors. Grammatical errors were taken in specific because of its effect on delivering the correct meaning intended by the student or breaking the communication. The aim of this study is to test the effect of the metalinguistic clues correction on participants' accuracy. The study examined the hypothesis which states that if metalinguistic clues correction of grammatical errors are used, students' accuracy will develop. The method used to test this hypothesis is the experimental method. The chosen sample for this study was students of second year at Maajoudj El Amri secondary school. In this experiment two groups composed of twelve students were selected randomly. The treatment was applied on one group and the other remained control. Both groups were tested twice, before and after a teaching period of eight lessons. The results indicated that the metalinguistic clues correction was effective and it helped in developing students' achievement twenty six percent. The control group's achievement declined which indicated that the procedure of correction followed by the principle teacher was not effective. The results lead to recommend the use of the metalinguistic clues correction to correct grammatical errors.

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General Introduction

1. Aim of the Study

The aim of this work is to investigate whether metalinguistic clues correction of learners' errors as a teaching technique affects their general achievement. It is clear that learning is a process in which errors exist and must be corrected. On one hand, teachers correct these errors in order to improve the quality of learners' language. On the other hand, feedback from an error can be strongly negative to the extent that some learners might give up making new attempts to learn. The object is to discover the impact of this procedure on pupils' accuracy at Maajoudj El Amri Secondary School. The study will consider both, the way of correction and its influence on grammar accuracy.

2. Statement of the Problem

Each language is a set of linguistic structures used to build a comprehensible meaning. English, like any other language, bases on grammatical rules. As a matter of fact, learners of English as Foreing Language fall into errors. These errors are, normally, explained and corrected by teachers in order to refrain them in the future. In case of Algeria, English is taught in schools as a foreign language. This leads students to fall into errors. The correction of errors is a duty of the teacher. Daniel and Hwee (2011: 107) see that the correction of grammatical errors is becoming an attractive application of natural language processing in English Language Teaching.

Furthermore, errors are considered to be one of the main issues in teaching English as a Foreing Language. It might vary according to the level of each learner and its background knowledge. Approaches and techniques are geared to meet the needs of different learners and to progress the understanding and the use of the language. The effectiveness of error correction is essential to make this progress.

Moreover, the correction of errors depend on the degree to which the error is segnificant or to what extent it reflects a weakeness in learner's understanding. On one hand, some errors are so common to the extent that are made and repeated by a large number of learners. Common errors can be due to lack of explanation on the part of the teacher. in this case a repetition of explanation from the teacher will solve the problem. The error will be discovered and corrected and avoided in the futur.

On the other hand, some errors are made by a limited number of learners due to a misunderstanding or lack of attention. Here, not all students repeate the same error but each commit different errors. This case needs a direct and an appropriate action from the part of the teacher. Park and Lee (1998 : 651) stated that "*Individualized instruction should be adaptive, because instruction will be most powerful when it is adapted to the unique needs of each individual*".

Besides, error correction is devided into six types: explicit correction, recast, clarification request,elicitation, repetition and metalinguistic clues correction. Heift (2004: 418). The metalinguistic clues correction of grammatical errors was chosen specifically to prove that not any immediate correction affects negatively the learners' achievement. In such prucedure the teacher will help learners to discover their error and work -by themselves- to replace the wrong utterance by a correct one.

3. **Research Questions**

This study aims at answering the following questions:

1. what is the definition of 'error'?
2. what are the causes of errors in teaching English?
3. What are metalinguistic clues correction?
4. What is English grammar?
5. How does metalinguistic clues correction affect learners' grammatical accuracy?

4. Hypothesis

In this work the following hypothesis is going to be investigated:

"If teachers use a metaliguistic clues corrective feedback, learners' grammatical accuracy will develop".

5. Research Methodology
5.1.Research Methods and Tools

The method that used was the experimental method. It was chosen because it gave the opportunity to investigate and test the issue and to reach results that demonstrat whether the metalinguistic clues correction is effective or not. This result will not be final if another method is used because neither a questionnaire nor an observation will prove or neglect the hypothesis. The use of the experimental method was the best way to find methods to develop our learners' level.

The tool used in this research was the written test. The sample of this study will be devided into two groups. The hypothesis will be applied on the first group, while the second group will remaine controle group taught using the old method of the principle teacher. Before aplying the procedure, a pretest was done to evaluate the level of pupils. After that, both groups were taught for a period of time till finishing the unit. A post-test was done to see the effect of the procedure on the experimental group and the level reached by the control group. After that, results of the pretest and the post-test were compared and analyzed.

5.2.Sample

The sample of the study was pupils of the second year in literary stream at the secondary school Maajoudj El Amri. This stage was chosen because students were at sensitive stage since they will pass the final exam (BAC) next year. Succeeding in the final exam of English requires a good level in grammar to write a good essay and give correct answers to questions asked. Members of the sample were chosen at

random, with no regard of age, level, or pupils' previous background. The full number of pupils will be twelve pupils, which means that the control group will contain six pupils and the experimental group will contain six pupils.

5.3. Structure of the Disertation

This work is divided into two part. The first part is theoretical while the second is practical. Two chapters presented the theoratical part. Both chapters were a literature review of the two variables of the study. The first chapter was divoted to error correction. It consisted of elements such as the definition of the term error, its sources and its types. In addition, the term feedback was added in order to make a link between error and feedback.

The second chapter was about English grammar. In this chapter a definition of grammar was given, its types and its historical background. Besides, some issues in teaching grammar were discussed. The debat of the explicit teaching of grammar which is a major point in teaching any language was argued.

The third chapter was a data analysis. In the final chapter, steps of the experiment were mentioned and each procedure was explained in details. The finding before and after the experiment were analyzed and interpreted. Basing on the finding some recommendations were given.

Chapter One

Error Correction

Chapter One

Error Correction

Introduction

Error correction is a very important issue in teaching foreign languages. Over a long period, researchers worked hard in order to define, categorize, and determine the most effective methods of correction. In spite of all these efforts, students still making errors. The goal in teaching English has been always the production of correct language. In this chapter, definition of feedback and error, its types and all elements in relation to these two points are going to be explained.

1.1. Errors

Errors have been always a main issue in teaching the English language. Approaches of teaching viewed errors differently. Approaches such as the structural approach avoided carefully errors and considered them as forbidden. In teaching the language by the structural approach, errors were completely banned from the very beginning. While errors in other approaches such as the communicative approach were tolerated. It viewed errors as a sign that indicates students' development in the target language. It supported students' errors from which they can profit from a feedback and use it to make new attempts to learn.

Errors committed by of foreign language learners had a hard time until current studies that made them viewed acceptable. The correction of errors has emerged as an application in the teaching of languages. It has received much attention in the recent studies. It is a main concern of teachers and it is essential to make a progress in the English language teaching. The goal of most instructors and teachers is the achievement of their learners, which reflects to what extent they succeeded in transmitting and explaining the material. Students' errors vary from one to another. This variation demands different types of corrections. The correction of

errors in not one type or one procedure and the fact of choosing the most appropriate and the most adaptive the students' need is still a very confusing issue.

1.1.1. Definition of Errors

In order to help students to develop their level of proficiency and to help them master the language, they should be helped by providing corrections. If they do not have the level that enables them to self-correct, teachers should not leave them without correction. They need help in assessing their existing knowledge and competence. Expending their knowledge about the language will certainly focuses their learning. The feedback provided about their performance help them to benefit from the course.

Defining the term error is not an easy task to do since it depends on a norm of some kind (Van Els et al. 1984:496). While we find that Corder (Corder 1967, quoted by Allwright and Bailey 1991:91) has defined error as regular patterns that are repeated by the learner and which differs from that in the target language. In contrast, the term mistake refers to slips of the tongue, lapses of the memory, and other similar elements that the student can correct by himself. In addition, James (1998:78) states the difference between mistake which is faults that learner is able to correct by himself and error which he is not able to correct alone.

Moreover, Chaudron (Chaudron 1986, quoted by Allwright and Bailey 1991:86) presented a definition of error in which he combined two main elements that are the native speaker and the classroom situation. He stated that errors are *"linguistic forms or content that differed from native speaker norms or facts, and any other behavior signaled by the teacher as needing improvement."*

Gea and Mateu (2000:03) have stated that errors happen *"if a student cannot self-correct a mistake in his/her own English level, but the teacher thinks that the student should have in taken the rule"*. Here it is noticed that the error happens despite of teacher's effort to explain and facilitate the structure for the student. In

addition, the teacher can be surprised by the student's error since the structure is facilitated and adapted to the current level of the student.

Another important issue is the distinction between the error feedback and error correction. Many writers and researchers used these two terms interchangeably while others made a difference between these terms. One of the researchers who differentiated between the two terms is Long. Long (1996:455-467) made a distinction between the error correction and the error feedback. He illustrated that error feedback is error detection, and while it is designed to promote correction, it is not really correction. Error correction is considered the exact procedure of correcting the error.

1.1.2. Classification of Errors

It seems that errors of learners are one type but the truth is the opposite. Errors are divided into types basing on certain criterion. Burt (1975:55-57) has classified errors into two categories: global and local errors. The global errors refer to errors that hinders communication and that is related to sentence organization as wrong word order, misplaced, missing, or wrong connectors. The second part, local errors affect single element in the sentence but do not hinder communication, for example, errors in noun and verb inflections, auxiliaries, and articles.

Burt emphasized on the correction of global errors more than the local errors since it causes damage in meaning and breaks the communication. Furthermore, he insists on the necessity of the correction of the high frequency errors that should be first to be corrected. This means that errors repeated by learners are the ones that should be corrected and should be given attention. Here, it can be understood that errors repeated by students represent a major threat to the production of language.

Gea and Mateu (2000:03) have replaced the word error by mistake to guaranty development in learning and in order not to be too strict. They have differentiated mistakes of meaning and mistakes of form. Mistakes of meaning are grammatically correct utterances yet they do not interpret what the speaker wants to

say. They have a low effect since they do not let you get the general meaning of the conversation. Mistakes of form are due to mother tongue interference or the partial acquisition of syntactic rules. They can happen if the speaker is speaking fast.

James (1998: 154) divided errors into four main categories: substance errors, discourse errors, lexical errors, and grammatical errors. The substance errors include misspelling and mispronunciation at the productive level when speaking. Discourse errors include errors in production such as coherence, misunderstanding, and pragmatic errors. Grammatical errors have been divided into two main sub categories: errors in morphology and errors in syntax. On one hand, morphological error is a failure in supplying any part of the word classes. On the other hand, syntactic errors affect phrases, clauses, sentences, and paragraphs in form of structure or cohesion.

1.1.3. Sources of Errors

The interest and the attention given to correction of errors cannot be effective innless one element is well known. The missing element in many cases is the source of errors. If the teacher is not aware of his students' source of errors, he will never be able to solve these errors. Richards (2008: 2-3) argues that learners fall into mistakes when moving from the basic to intermediate to advanced levels in their language proficiency.

It is noticed by many teachers that their students tend to be receptive rather than being productive. In the first period of teaching, students remain silent. This phenomenon in called the silent period. Students take this time as a security period in which they receive with no production. Richards sees that the first source of errors is the gap between the receptive and the productive competence. In all levels, learners seem to have a good progress in listening and reading still insufficient control of speaking and writing.

Many students tend to use their existing vocabulary rather than acquiring new words. They choose the most secure way in which they feel comfortable. This can be

in vocabulary or in structures as well. This can be due to fear of making mistakes either in speaking or in writing. Richards' second source of errors is that fluency of using language can develop on the opposite to complexity. In other words, learners may use simple structures to convey meaning and communicate comprehensibly rather than acquiring complex patterns or building knowledge of more advanced language use.

In other cases, students make an effort in order to learn new vocabulary but when it comes to the use, they fail to use it. Some learners make errors in pronunciation or in spelling which can waist the meaning of the new term. Others may forget the new term completely when they recall it to use. This can be due to anxiety or the low self-confidence. Richards argues that the third source can be due to the lack of vocabulary. Here, learners will use their existing words since their vocabulary level fail to progress sufficiently.

Since students are learning English as foreign language, their speech cannot be phonetically correct all the time but this is not a great issue. The problem is related to students who make a great effort to be correct without noticing that they are far from normal. It means students speak correct but do not speak in normal manner. Any hearer of this language notices directly that it is not natural. Richards suggests that the fourth source is the quality of learners' speech. They can produce a correct speech grammatically but do not sound natural.

The final source of errors is not really related to students themselves. It can be said it is out of their control. Richard related the final source of errors to what is called the fossilized errors. It means there are some errors that reappear no matter what is the learners' level or effort done to avoid such errors. These errors are not easy either to pass or to correct since it existed in learners' mind before the correction and they considered it correct. This is why they become unable of correcting them.

1.2. Feedback

Feedback is a powerful tool that provides information for both teachers and learners about the learning process. It helps reducing the gap between the present level of the learner and the level they should achieve. Feedback can have a great positive effect depending on certain elements such as the nature and the way teachers deliver this feedback. A number of factors determine the efficiency of corrective feedback. The success of this procedure is affected by the format of the correction, the type of error and students' characteristics. Students' characteristics that teachers should take into consideration are the level of proficiency and the degree of acceptance of the corrective feedback.

1.2.1. Definition of Corrective Feedback

An assumption has been that students' errors should not be corrected immediately because it hinders the learning process. While the fact is that if these errors are left without correction, students will not be able to use the language correctly. However, despite of all corrections, teacher found that learners are repeating the same errors. Explaining this is not an easy task, yet defining feedback is a first step to understand the full procedure of correction.

Many definitions have been given to feedback. Lightbown and Spada (1999:95) have defined corrective feedback as any sign on the part of the teacher to the learner to show that there is a mistake in his utterance. In addition, Lyster and Ranta (1997: 40) have given a definition to feedback as the response to learner's utterance that contains an error. Furthermore, Ellie et al (2006: 368) argue that correction of errors is a response to learner's mistake by showing where the error has occurred, by providing the correction, by giving the metalinguistic information of this error, or by a combination of all these. On the other hand, Day et al (1984: 34) defined it as the reaction or the answer of a native speaker to a non-native speaker's mistake. This definition has limited the action of correcting errors to a native speaker only while the case in teaching English as foreign language is not the same. Teachers of English are not native speaker, yet they correct their learners' errors.

In earlier definitions, it is noticed that feedback appears only when students make errors. That is the traditional view of feedback but Mackey (2007) expended the definition to include all reactions of the teacher towards his students. He considered corrective feedback as the reactive information that learners receive from instructors to their success or failure of their use of the language. Therefore, it can be said that even a simple encouraging sentence from the part of the teacher is considered as corrective feedback.

1.2.2. Sources of Corrective Feedback

Learners can benefit from different sources of corrective feedback. They can profit from an internal feedback when they self-evaluate their current level and apply new techniques to develop. According to Butler and Winnie (1995:11), the internal corrective feedback is a *"cognitive process that assesses states of process relative to goal and generates feedback that can guide further action"*. The internal feedback is based on that part of knowledge that exists in the information and the learners already have. Butler and Winnie mean that to internally feedback, the learner bases on his previous knowledge and use it to determine the correction.

The second source of feedback is external. The external feedback is divided into two parts: external feedback from the teacher and external feedback from peers. On one hand, Ellis (1991:71) argues that teachers have a *"traditional right"* to correct their learners' errors with giving attention to the correctness and the appropriateness of their corrective feedback. This corrective feedback should be adaptive to enable learners to recognize their errors and fill the gap in their linguistic performance. On the other hand, Carnell (2000: 52) is defining teachers' feedback as the only that can state goals, direct learners, advise them, and show mistakes. In addition, Keh (1990) cited in Chiang (2004:99) considered teacher's feedback as any kind of input presented by the teacher to their students. Here, it is noticed that the correction of an error is not the essential point to take it as feedback.

Learners can also benefit from an external peer correction. This type of corrective feedback is found inside classroom and within an interaction between

learners. It can be in tasks inside the classroom and within the context of the lecture such as group work and workshops. In addition, it can be outside the context of the lecture such as speech between friends or discussions of points of view using the target language. Murphy (1986: 149) emphasizes that in the absence of the teacher learners can cooperate and give corrective feedback to each other.

1.2.3. Types of Corrective Feedback

Inside the classroom, students need frequent opportunities to perform so that they can receive suggestions from teachers to improve their level. They need chances to reflect what they have learned. They require establishing their current level, fulfilling what they need to know, and assess their performance. That is why they require different types of corrective feedback are metalinguistic clues, elicitation, clarification request, explicit correction, repetition, and recast.

1.2.3.1.   Metalinguistic Clues

The first type of corrective feedback is the metalinguistic clues correction that is the type examined in this study. It is the process of correcting the error made by the student without providing the correct form. In this type, the correction is left to the student. The role of the teacher is to help the student to determine the type of the error he made so that he can identify it and correct it.

On the one hand, Rassaei et al (2012: 60) has defined it as a little explicit in providing the learner with the type of error he made. This means; the teacher helps the learner, a little not completely, to determine the type of the error he made. In metalinguistic clues correction the learner is the only one who will work to detect and correct the error. The role of the teacher is a guide and information producer not a corrector of the error.

On the other hand, Lyster and Ranta (1997:46) stated that metalinguistic correction is *"comments, information, or questions related to the well-formedness of*

the learner's utterance". In other words, the teacher gives hints that are related to learners' error but never correct it directly. The teacher does not provide information that is not related to the error. The teacher can give clarifications related to the error. He can provide pieces of information to help the learner. He can also ask questions to guide the learner towards the correction of the error.

However, Rassai and Moinzadeh (2011: 99) have defined metalinguistic clues correction of errors as *"teachers' provision of grammatical explanations"*. This statement means that the researchers have related the metaliguistic clues correction only to grammatical errors that do not exist in other definitions. They define it as providing explanations only. They also emphasized on giving attention to the target structure. In addition, the correct form of the learner's ungrammatical utterance is pointed out.

Moreover, definitions of the metalinguistic clues correction share one point that is the correct form is not provided directly. The correction is delivered in form of helping to identify the type of the error. Tedick and de Gortari (1998:02) defined the metalinguistic clues correction of errors as the teacher's question, comment, or any other information that is in relation to student's utterance. They discussed also the direct delivery of the correct and that it is not in the metalinguistic clues correction.

1.2.3.2. Elicitation

In this type, the teacher draws out the correct form the student by asking questions about the utterance. For example, the teacher asks directly the learner to reformulate his utterance or gives incomplete utterance and makes a pause to give the student chance to complete the sentence.

For any reader it seems that elicitation is the same as metalinguistic clues correction but the two procedures have a slight difference. For more explanation, elicitation is a procedure in which questions asked by the teacher requires more than yes/no answer on the contrary to the metalinguistic correction which needs yes/no answer.

1.2.3.3.   Clarification Request

The third type of corrective feedback is the clarification request. In this type, the teacher uses words or expressions to inform the student, indirectly, that his sentence is wrong. This type of correction is defined as the situation where the teacher uses expressions to indicate that the utterance contains an error and the correction or the reformulation is necessary.

1.2.3.4.   Explicit Correction

The fourth type of corrective feedback is the explicit correction in which a direct correction is given to the learner preceded by a direct indication that the student made a mistake. This type is defined as the situation where the teacher indicates that the learner's utterance is incorrect and directly gives the correct form.

1.2.3.5.   Repetition

In this type, the teacher uses his intonation to indicate the error while repeating the same utterance of the student. When the teacher reaches the error, he either lowers or raises his voice to give the student the opportunity to recognize his error. The voice of the teacher is used to help the learner to discover his error.

1.2.3.6.   Recast

Recast is a type of corrective feedback that received a great attention by many researchers. Rassaei et al (2012: 60) explained that recast is an implicit correction of errors. In addition, Long (1996: 448) suggested that recast is the reformulation of the mistaken utterance by replacing one component or two and maintaining the same meaning.

Lyster (1998: 195) went beyond defining recast to differentiating its four types. The first type is isolated declarative recasts that are correcting the error

without giving additional explanation, and using a falling intonation. The second type is isolated interrogative recasts, in which the teacher provides a direct correction of the utterance with no additional clarification and a high intonation is used. The third type is incorporated declarative recasts where correction of the error and additional information are given and a low intonation is used. The last type is incorporated interrogative recasts that means the correction of the error and the extra information are given with high intonation.

1.2.4. To Correct or Not: An Issue in Second Language Teaching

One of the most important questions in teaching is whether to correct learners' error or not. Many points of view support the avoidance of the correction while others say if the error is not corrected it will fossilize. On one hand, Lee (1990: 60) supported the correction of error and considered it as the main tool to help learners to master the target language. He stated that without correcting learners' errors, they will remain repeating it. This can lead to producing a wrong or abnormal language.

On the other hand, some researchers emphasize on avoiding error correction since it slows down the learning process and increases anxiety. Truscott (1996: 102) argues that error correction has possible negative effects on learners and it causes *"embarrassment, anger, inhibition, and feeling of inferiority"*. The researcher means that the correction of the errors can cause a great embarrassment for the learner in front of his classmates. He added, the reaction of the learner could be anger which is the case with teenagers or students who answered with great self-confidence. The final point is the feeling of inferiority which many learners might feel if they were the only one to make that specific error. As final word, we can add to the researchers' speech that the way of delivering the correction is the major point. Learners can accept the feedback if the teacher correct them in a manner they consider appropriate.

1.2.5. Methods of Correction

An effective corrective feedback can never be done at random, on the opposite; it needs a highly organized procedure to guaranty the best result. Rahimi and Dastjerdi (2011:47) assume that for an effective corrective feedback, the teacher should follow a series of procedures as next:

1. Choose between an immediate and a delayed correction and treat errors basing on this choice.
2. Correct the learner's error or move the treatment to a sub-group or the entire class.
3. Return to the original error maker to see if he is aware of his error now.
4. The teacher or any other student provides the correct form.
5. Test the effectiveness of the treatment.

Moreover, techniques of correction can vary from instructions to activities. Some activities can help to correct and reduce errors. These activities can help as much as instructions or even more. Richards (2008:20) explained that to correct grammatical errors, classroom activities should include the following:

1. Incorporating more explicit treatment of the grammar within curriculum.
2. Building a focus on form into teaching with activities centering on raising consciousness or grammatical features of input or output.
3. Using activities that require stretched output. Expending learners' grammatical system through increased communicative demands and attention to linguistic form.

Thornbury (2006:49) suggests a certain procedure by which teachers can motivate students in all levels and develop their ability to identify the common errors. The activity suggested is done by preparing a worksheet in which the teacher lists a group of sentences, some of them are correct while others are wrong. These sentences should be based on learners' words; take from their homework, tests, or their exam sheets. Then the teacher sees if his students are able to identify the errors.

Conclusion

The correction of errors is not a secondary factor in teaching. It is a crucial point that cannot be jumped. After having exploring the field of errors and feedback, it should be related to one part of the language teaching to limit the study. One of the main issues in error correction is what is related to grammar of the language. The way and the effect of the procedure of the correction vary depending on certain circumstances. The teacher is the only one who can determine the best way of correction depending on many factors such as the personality of his learner and the size of the class. To make the study more specific and aimed to one point, elements related to grammar are going to be explored in the next chapter.

Chapter Two

English Grammar

Chapter Two

English Grammar

Introduction

In the process of communication, interlocutors send and receive messages. These messages contain meaning and to convey the correct meaning many factors collaborate. One of the major factors in delivering the meaning is the grammar. That is many curriculums focus on teaching grammar. In spite of all efforts, many traditional views towards grammar still dominate until now. Researchers over the time studied grammar from all angles and this point will be discussed in this chapter. In addition to its definition and its different types will be illustrated. Besides, some of the major issues in teaching grammar are going to be discussed. Moreover, the debate about the effectiveness of the explicit teaching of grammar is added in this chapter. This final point has a direct relation with the core of the study.

2.1. Definition of the Term Grammar

Defining grammar is the starting point from which the discussion can start. When pronouncing the word grammar the first thing that comes to mind is rules of structure. Radford (2004: 02) argued that grammar is divided into two inter-related areas that are syntax and morphology. Morphology studies how smaller units are combined to form words. Syntax studies how sentences are built out of words. In addition, according to Valeika and Buitkeine (2003: 07) the term grammar is derived from Greek word *grammatike* in which the part *gram* means something written and the part *tike* means art, so grammar means the art of writing. However, the term grammar did not remain the same since its appearance, it changed many times and through different ages. In ancient Greek and ancient Rome the term *grammatike* was used to describe the complete literary studies. In the middle ages, the term was linked only to the study of the Latin language and there was no grammar of English there

was only Latin grammar. It continued to be considered the same until 16th century. Valeika and Buitkeine see that the English grammar was viewed independent after publishing works like that of William Bullokar (1585) and R.Loth (1762). This gave the starting point for prescriptive grammar in which grammar was considered as *"rules for correct usage"*.

By the end of the nineteenth century, grammar started to be viewed from a different angle since the scientific approach dominated. Descriptive grammar appeared to give a systematic description to rules of the language.

On one hand, Andrews et al (2004: 02-04) referred the term grammar to written sentences and texts' grammar. It includes the study of syntax (word order), clause and phrase structure, the classification of parts of speech, and issues regarding the cohesion and coherence of the complete text. Grammar focuses on the internal dynamics and structure of the sentence or the text, not on the context of written production.

The traditional view towards grammar has been mostly the same. Grammar is taken as rules to be obeyed. In our educational system and all levels, students as well as teachers consider grammar as rules and exceptions. Savage et al (2010: 02) argue that at different times during the long history of second language instruction, grammar has been regarded as a set of rules to be memorized. They added that today, teachers teach grammar and test their students the same way in many parts of the world. However, over the last twenty or thirty years, there has been a shift in our view of grammar instruction. They argued also that users of English view grammar a skill practiced and developed rather than knowledge to be studied. This can reflect the awareness towards grammar that was regarded to be an obligatory of memorization. It started to be viewed as a skill needed to be developed.

2.2. Types of Grammar

Since grammar has been taught the same way, it was, mostly, regarded to be one grammar while the truth is different. Grammar has many types classified as descriptive, generative, prescriptive, traditional, pedagogic, functional, and applied.

2.2.1. Descriptive Grammar

The first type of grammar can be directly understood from its name. In descriptive grammar, the target language is described. Its description is based on elements of the language.

Bourke (2005:87) defined the descriptive grammar as the description of language as it is, not as it should be. It is objective based on a massive corpus of real English, whether it was spoken or written.

In this type, grammar of the language is described as it is. Patterns are explained not modified. Andrews (2005:71) suggests that the descriptive grammar is abstracted from the actual use of spoken or written language in that they tend to describe patterns of usage.

2.2.2. Generative Grammar

The second type of the English grammar is defined by Bourke (2005:89) as Chomsky's generative grammar. His definition of the generative grammar was based on Chomsky's definition. For him, language is an innate ability that is unique to the human species, and it is made in the mind; hence, grammar is mirror of the mind. Therefore, grammar is generated and used by the mind. That is to mean, grammar is used to express ideas build in the mind.

2.2.3. Prescriptive Grammar

The prescriptive grammar prescribes the main components of the grammar that are patterns. Andrews (2005: 71) stated that prescriptive grammar *"fossilizes the patterns into rules for the generation of meaningful communication"*. This describes the role of prescriptive grammar that aims at breaking down patterns of the language into rules in order to facilitate the use of these patterns. Some structures can be little difficult for students to understand, here the prescriptive grammar's goal is to make it easy for them to get the structure.

2.2.4. Traditional Grammar

Andrews et al (2004: 04) claimed that traditional grammar attempts to classify changes that take place between the deep structures in language pattering and surface structures in language. Its aim is to make structures of the language as organize as possible not random rules. In addition, Bourke (2005: 86) viewed that traditional grammar tends to be perspective. It lays down the norms of correct usage.

2.2.5. Pedagogic Grammar

From the name, it can be understood that pedagogical grammar is related directly to teaching and to classroom situation. Andrews et al (2004: 03) defined pedagogic grammar as *"the distillation (usually of a traditional grammar) as used in text books for first or second language teaching"*. Its aim is the way grammar is delivered to students. It is concerned with points such as the organization of grammar lecture from general to specific and from easy to difficult.

2.2.6. Functional Grammar

Bourke (2005: 86) related the functional grammar to Halliday since many of his works were about it. Moreover, Halliday (1994: 92-93) approached grammar from a social perspective. He was mainly interested in pragmatic competence, i.e., knowing how to use language appropriately in order to achieve certain communicative goals or intentions. Furthermore, grammar is used to fulfill certain functions.

According to Andrews et al (2004: 02), this type goes beyond the description, prescription, or generation of sentences or texts. It aims to relate text and sentence to meaning. The basic claim of the functional grammar is that every use of English determines the form of the language that is used for that particular purpose. Thus, grammar is a tool for making meaning.

2.2.7. Applied Grammar

Bourke (2005: 86-87) stated that applied grammar is also called structuralized applied grammar. It derives from the American structuralism that goes back to Bloomfield in 1933. The structural grammarians simply collect samples of the target language and classify them in the same way as a biologist classifies plants or animals. The pioneering work on applying applied grammar was carried out by Fries (1945) in the United States and by Hornby (1976) in the United Kingdom. In other words, patterns are classified into groups basing on their characteristics. (Bourke:2005).

2.3. History of Grammar

In order to understand the English grammar better, it is necessary to look back to its history. The current situation of grammar can never be understood without following the development which shaped the English grammar over the years.

2.3.1. Traditional Grammar

According to Valeika and Buitkeine (2003: 08-19) the traditional grammar is any kind of grammar rules which existed before the structural linguistics. They divided traditional grammar into two categories: the prescriptive that they considered the pre-scientific and the descriptive which they considered it to be the scientific.

2.3.1.1. Traditional Grammar in Ancient Greece

They stated that the origins of the traditional grammar go back to scholars like Dionysius Thrax (100 B.C) who was the first to present a grammar of the Greek which was comprehensible. Thrax's works remained standard and reliable source for more than thirteen centuries. He studied grammar basing on the description of two main elements that are the sentence and the word. He considered the sentence as the upper limit of the grammatical description and defined it as the full expression of the idea. The word was considered the minimal unit of grammatical description. Thrax differentiated the following parts of the sentence: *onoma* (noun), *rhèma* (verb), *metoche* (participle), *àrthron* (article), *antonymia* (pronoun), *prosthesis* (preposition), *epirrhema* (adverb), and *syndesmos* (conjunction). (Valeika and Buitkeine)

In addition, Phrax's dealt with parts of speech. His studies and finding are very much the same and still used today. The only missing part in Phrax's studies of grammar is the part of syntax that was dealt with later by Apollonius Dyscolus. Apollonius' study of syntax was mainly about the relation between the verb and the noun. (Valeika and Buitkeine)

Valeika and Buitkeine argue that the main reason of the great success of the Greek's studies of grammar is the systematic progress and the use of terminology. The two elements helped in leading the Greek grammar to be used until today.

2.3.1.2. Traditional Grammar in Ancient Rome

Mainly, the Roman's studies about grammar based on the Greeks findings. The similarity between the Latin and the Greek language facilitates the process of metalinguistic transfer. Varro was the first who wrote the grammar of Latin. He set four parts of Latin grammar which contained: nouns (including adjectives), verbs, participles, and adverbs. Priscian (A.D 500) came later and continued studying the Latin grammar but his works based, mainly, on the translation of works of Apollonius and Thrax. He used the same word class of Thrax without any change. (Valeika and Buitkeine)

2.3.2. Prescriptive Grammar

Until the end of the sixteenth century, Latin remained the lingua franca of the Western Europe. It was taught to Englishmen who were supposed to read, write, and even converse in this language.

William Lily was the first writer who wrote the Latin grammar in English. His book was an attempt to help and facilitate the learning of the Latin grammar. The book was published in the first half of the sixteenth century. He strictly followed the Latin grammar. At the time, Europe witnessed the Renaissance that changed the view of writers at that time. They turned their attention to languages in use in their societies. Since Latin was considered as the source of languages it was treated as the dominant language in England for centuries, it was never left aside. Scholars studied it in addition to languages of their societies.

The most influential grammarian at that time was R Lowth who wrote a book under the title *"Short Introduction to English Grammar"* (1762). In his book, Lowth aimed at helping learners to speak correct English and aid them to be able to build a judgment about a correct or a wrong structure. The most noticed in this book is that Lowth followed exactly the Latin structures. English grammar was described basing on Latin grammar.

One of the most noticed issues in the English grammar at that time was the final position of a preposition in the sentence. For example, "who are you walking with?" This topic remained a very controversial issue until the eighteenth century. Going back to Old English, which is found the final position of preposition was used. At the beginning of the nineteenth century, this structure was widely taught in schools.

At that time, prescriptive grammarians were much like conservative linguists. They disliked change and any writer who wrote without obeying these rules was considered to be wrong. Much attention was giving to English to sound like Latin rather than English itself.

2.3.3. Non-Structural Descriptive Grammar

At the second half of the nineteenth century (1900 to 1930), the development of the English grammar reached a new level. A scientific grammar has appeared or what is also called the descriptive grammar. Writers like C.P. Mason and A. Bain with their works prepared the path for a new type of grammar to emerge. There was a need for a grammar that attempts at explaining structures without assessing the correctness of the structure. Henry Sweet (1845-1912) was the father of the new approach of these linguistic studies. In his book *"New English Grammar, Logical and Historical"* (1891), he described himself as trying to be scientific and remaining objective basing only on facts without classifying what is correct and what is wrong.

In addition, the non-structural grammar focuses on works of earlier writers as well as present writers. Since it does not aim at stating what is correct and what is wrong, grammarians study the language without discrimination. Besides, it follows a scientific study that means there is no subjectivity and dealing with grammar is only basing on facts.

2.3.4. Structural Descriptive Grammar

The structural grammar replaced the non-structural grammar about the end of the year 1930. Its father is a well-known American structuralism called Leonard Bloomfield. The aim of this approach is, mainly, the study of structures of the language without referring to any other language and being as objective as possible. English was viewed to be an independent language from Latin and Greek and was studied basing on this idea. Since meaning is an individual interpretation, researchers tried to remain objective that is why they replaced meaning by form.

Structural grammarians differentiated four devices used to convey meaning in English; word form, function words, word order, intonation and accent patterns.

2.4. Issues in Grammar Teaching

It is known that there are many approaches of teaching and each approach viewed the teaching of grammar differently. Van Gelderen (1988) (cited in Locke 2010:111-112) argued that the first issue that should be regarded before the teaching of grammar is the *"validity of the approach"*. Some approaches regard the grammar teaching from a permanent educational point of view where learners do not need either the linguistic knowledge or the reflection of their knowledge in the classroom. This has a certain benefit since it serves the goal itself by helping students to be aware of elements of the language or by relating this knowledge to the cultural values. On the contrary, other approaches see that teaching grammar should go in straight line and take it as no more than structures of the language to achieve the correct use.

The second issue in teaching grammar is the explicitness of teaching. In explicit teaching of grammar rules are directly explained and clearly showing the exact use of the target structure. On the opposite, in the implicit approaches in teaching grammar, the target structure is not directly explained instead examples are given to students.

The third issue discussed by Van Gelderen is the process-oriented approach in comparison to the product-oriented approach. In product-oriented approach, the error correction is the only reflection of the teaching of grammar that appears in the production of correct written texts that progress over time. In the process-oriented approach, students are stimulated to put into consideration their grammatical knowledge while using their language.

The fourth issue is the pedagogical function of the grammar teaching. On one hand, we find the prescriptive/inductive way that uses the grammatical rules to determine the correctness of the produced language. On the other hand, there is the descriptive/inductive in which language is observed at first in order to determine its rules.

The fifth issue is the grammar teaching of the mother tongue. In many cases, the curriculum of the mother tongue grammar is put in isolation without any relation with other aspects of the language. However, in other approaches grammar is taught in a close relation to all aspects of the language.

The sixth issue is the variety of topics that are considered a part of grammar teaching can be a confusing topic. The proposition of topics in grammar teaching differs from macro (which refers to comparative language study) to micro (such as phonology and morphology). In addition there is a distinction made between the formal (which is related to structure of the sentence), the semantic (which is concerned with the meaning carried by the sentence), and the pragmatic perspective (which is related to the function of the language).

Finally, Gleason (1965: 10-15) argued that the placement of grammar within curriculum vary from school to another and even from classroom to another. In some schools, grammar remained strong and it is given priority over other subjects and even within components of the target language (as phonetics and literature for example). In other schools, teaching grammar is given less attention and the addition of grammar lectures in only for correcting learners' errors.

The major goal of teaching English as assumed by most teachers is to achieve correct or error-free language. In addition, grammar in many studies is connected

only to reducing errors. Mostly, schools' curriculum is built basing on scientific researches that examine and measure the phenomenon and grammar was also taken as and examined in scientific approach. Even in these studies, grammar was linked to errors and its correction. This classification of grammar can limit the benefit of teaching grammar.

2.5.   Does Explicit Teaching of Grammar Help Learners Become Better?

Van Gelderen (1988) (cited in Locke 2010:114) explains how the teaching of grammar is viewed from two angles; one which consider it to be an important element in teaching a language and another which consider it to be only as a helpful tool in teaching. On one side, frequent exposure to grammar rules can speed the acquisition of the language by defining and explaining structures to learners. On the other side, the teaching of grammar does not represent or replace the term teaching a language. Furthermore, the teaching of grammar can be considered a tool for a better mastery of the language.

Conclusion

After having exploring elements related to grammar, the image about grammar is much larger now. The theoretical explanation about grammar is not sufficient, that is why there is a need for soothing to clarify more. The next chapter is going to be a practical part in which the English grammar is going to be taught and examined to get a result.

Chapter Three

Data Analysis

Chapter Three: Data Analysis

Introduction

In the previous two chapters, a literature review was gathered and ordered about the two main elements of this study that are error correction and grammar. In this chapter, there will be an application of the hypothesis proposed for this work. Moving from the pretest to the post-test, there will be analysis and comparison of achievements of both the control group and the experimental group in the two tests.

3.1. The Pretest

3.1.1. The Aim of the Pretest

The aim of the pretest was to investigate the achievement of students before applying the hypothesis on the experimental group. The pretest was taken as a starting point to see, later, the impact of the metalinguistic clues correction on students' achievement. It gives the opportunity to see the current level of students in grammar that will be used and compared to later results in order to see the effectiveness of the procedure of correcting errors that is applied on students of the second year.

3.1.2. Description of the Pretest

The pretest was built basing on what students have studied before. The principle teacher gave the necessary data about earlier lessons of grammar. The pretest summarized what they learned in grammar before the application of the hypothesis. At the beginning of the written test, students were informed that their answers will be a part of a study for the Master degree. This statement was written at the upper part of the pretest's paper after mentioning some necessary data like the university and the department to which the test is related.

In the pretest, students were asked to give their full names at first. In the first activity, they were given sentences that contained a finite verb that they were asked to conjugate in the correct form. The second activity was related to the passive voice. Students were asked to complete the second sentence using the passive voice so that it means the same as the first sentence. The third activity was devoted to the reported speech. Students were given statements that they were supposed to rewrite following reported speech rules.

The principle teacher did the distribution of the pretest. She gave students the pretest and provided them with the necessary time to do all the activities. Both, the experimental group and the control group have done the pretest at the same time. After having finishing, the teacher gathered papers of the pretest.

3.2. The Post-Test

3.2.1. The Aim of the Post-Test

The aim of the post-test was to determine to what extent the procedure of correction was effective. The post-test gives the opportunity to see the impact of the metalinguistic clues correction on the experimental group. Results of the post-test reflect whether the correction of grammatical errors affects students' achievements positively or negatively. In addition, the post-test helps to compare between achievement of both groups, control and experimental, to see which one achieved batter than the other.

3.2.2. Description of the Post-Test

The post-test was written basing on what the learners studied in the fourth unit only 'the taught unit during the experiment'. At the top of the post-test, student were informed again that their answers will be a part of a Master study. The first activity was about the form of scientific definition. In this activity, students were asked to order given words that were in disorder. The ordered words are supposed to

give complete scientific definition. The second activity was about the conditional form. Students were given sentences that contained finite verbs then they were asked to conjugate them in correct form. The third activity was about forming adjectives. Students were given a table with two colons, in the left side verbs and the other side adjectives. They were asked to complete the table by forming adjectives one time and finding finite verbs another time.

3.3. Description of the Experiment

The chosen sample was twelve students of the second year studying the literary stream. The full number of students in the class is 33. The sample of the study covered 36, 36% of the population. Students were selected randomly, with no attempt to choose specific members as good students or average students.

The unit taught to students was unit number four, which was under the title "Budding Scientist". The first lesson was divided into three main parts; analyzing the title, practicing pronunciation and transcription of some scientific terms, and definition structure. The structure of the scientific definition was explained and exemplified with the participant of the students whose errors were metalinguistically corrected. At the end of the lesson, students were given a task for the next lesson; they have been given some scientific terms and asked to construct its scientific definition.

The second lesson started by the correction of the task given in the previous lecture. Students' grammatical errors remained correcting metalinguistically. After the correction of the task, a text was read, explained and examined. Difficult terms were explained and the students answered a number of questions related to the text. Students who made grammatical errors of any kind they were corrected using the metalinguistic clues correction.

The third lesson was devoted to grammar. A lesson about the conditional structure was explained; the structure and the tenses used in the conditional sentence. Then, students were divided into two groups in order to start a group work and each

group was composed of three students. The principle teacher used the same method with other students among who was the control group. A number of exercises in the textbook were done within a group work. In the first exercise, students were asked to conjugate the infinitive verb in the conditional sentence. The second exercise was about the different functions of the conditional sentence. The final work was an oral task in which students were asked to express future planes using the conditional form and still correcting their grammatical errors if any.

The fourth lesson was about phonetics. Students started by listening to several readings of a dialogue during which they tried to mark the intonation. A lesson about the intonation was given to students by their principle teacher in earlier units. Then, a pair work was done by students to act out the dialogue and modify its elements to express the conditional form. Some students made some errors while modifying the dialogue, their errors were corrected using the metalinguistic clues correction. Then, they were asked to transcribe some words from the dialogue and divide syllables of each word.

The fifth lesson was about forming adjective using suffixes. A list of suffixes was taken from the textbook with their meanings and followed by a number of examples. Then, the writing skill was the next to focus on. The form of the letter was explained and students were asked to write a similar letter following the same structure. Four students volunteered to read their letters; they made few grammatical errors that have been corrected metalinguistically. All students gave back their letter written in a piece of paper to be corrected. The written letters were given to the principle teacher to be corrected since it will be a part from their evaluation. At the end of the lesson, students were given a homework in which they were asked to write the report mentioned in the textbook and exactly at page number 92.

The sixth lesson was a reading and analysis of a text from the textbook. The title of the text was "A Bag of Tricks". The text was read several times and students answered some questions related to the text. In addition, students were given back the letters they wrote before after been corrected.

The seventh lesson contained a checking exercise in which they revise the lecture of conditional form. The exercise was in form of a table contained different functions of the conditional form. After that, a text from the textbook was read and analyzed. The text was under the title "Arab science".

The eighth lesson was also a reading lesson. The final text was entitled "The Property of Buoyancy". The same order followed; the text was read several times then few questions were answered by students. In addition, they hand the reports they wrote at home. These reports were also given to the principle teacher to be corrected and given back to students. In addition, during these reading lectures, students grammatical errors were corrected metalinguisticlly.

The ninth lesson was devoted only to the post-test. Both, the control group and the experimental group did the post-test at the same time and at the same classroom. The post-test was done with the presence of the principle teacher. After finishing the post-test, papers were gathered to be corrected.

3.4. Analysis of Results

In the analysis of results of students, they will remain unknown. Names of students are not going to be mentioned since the aim of this study is to examine the effectiveness of a procedure not to test specific individuals. Referring to students will be by using symbols S1, S2, S3…. Each symbol refers to specific student which remain the same during the entire analysis.

3.4.1. The Pretest

The pretest was done without any previous interaction with the students. The principle teacher was responsible of submitting the papers and gathering them. After finishing the pretest, students' papers were gathered and corrected. They have been given marks out of ten.

3.4.1.1. The Experimental Group

Results of the experimental group in the pretest were as the following:

Student	Mark of the pretest …/10
S1	07
S2	03
S3	07
S4	03,5
S5	04
S6	05

Table 01: Marks of the Experimental Group in the Pretest.

Results shown in the table were translated into the following diagram:
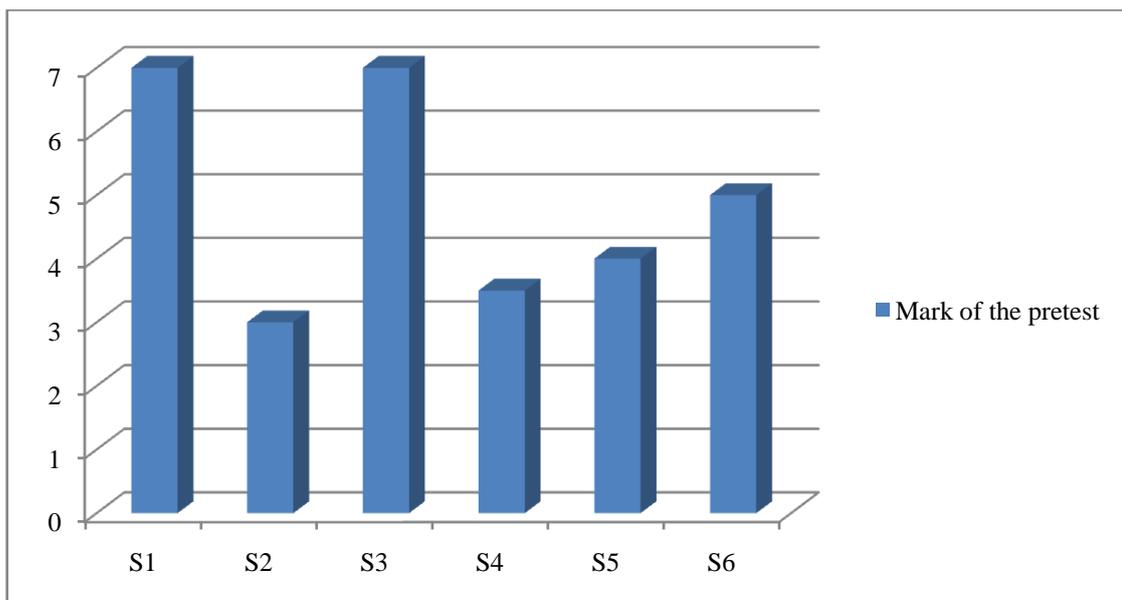
Figure 01: Marks of the Experimental Group in the Pretest.

In the pretest, the first and the third students got seven out of ten. The second student got three out of ten. The fourth student got three and a half out of ten. The fifth student got four out of ten. The sixth student got five out of ten.

From results of the pretest, it is noticed that students' level vary. This can be considered like a justification that the sample was chosen randomly. The random choice of students gave a group that contained good students, average students, and weak students. This variation can give the ability to examine the effectiveness of the procedure on students with different levels. This will help in detecting the result of the metalinguistic clues correction on students with different levels. This variation can give this study even a larger area from examining this procedure only to examining it on different levels to see if it is positive or negative.

The general average of the experimental group was found by gathering all marks of students in the pretest. The number found was divided on the number of students in the experimental group which is six.

General average of the experimental group = 29,5 / 6 = 4,9

The equation shows that the level of the experimental group is less than average, since the average is five. This indicates that the experimental group, as general, can be considered to be weak.

3.4.1.2. The Control Group

Moving to the control group, the same procedure was done with this group as the experimental group. Their papers were corrected and they have been given marks out of ten. The following table shows marks of all students.

Student	Mark of the pretest .../10
S7	03
S8	10
S9	06,5
S10	07
S11	06,5
S12	05,5

Table 02: Marks of Students of the Control Group in the Pretest.

From the pretest, the first student of the control group got three out of ten. The second student got complete mark which was ten out of ten. The third and the fifth student got six and a half out of ten. The fourth student got seven out of ten. The sixth student got five and a half out of ten.

These results were also formed in diagram for more clarifications.
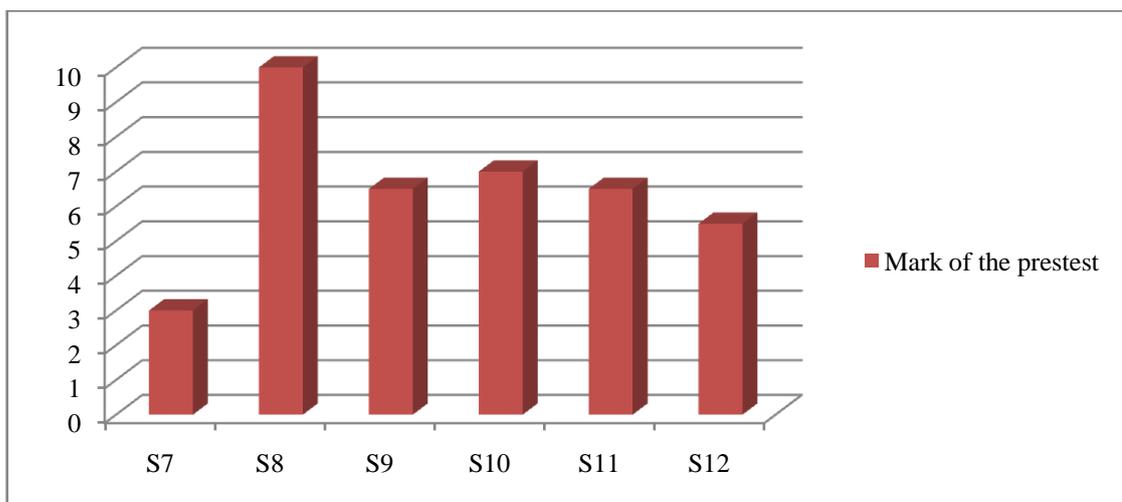
Figure 02: Marks of the Control Group in the Pretest.

Results of the pretest show that group's members, almost all, have a good level. Exception was for one student who got a mark which is under the average. The general average of the control group was found by gathering the marks of all students, and then the number found was divided on the number of students in the control group:

39, 5 /6 = 6,5

3.4.1.3. Comparison between the Two Groups

The group	Average of the pretest
Control group	6,5
Experimental group	4,9
Difference between the average of the two groups	1,6

Table 03: Averages of Both Groups in the Pretest.

The table above shows that the difference between the averages of the two groups is one point six. The higher average is achieved by the control group who got six point five (6,5). The experimental group remained under the average of the other group by achieving four point nine.

The general averages of both groups are going to be compared in the following graph:
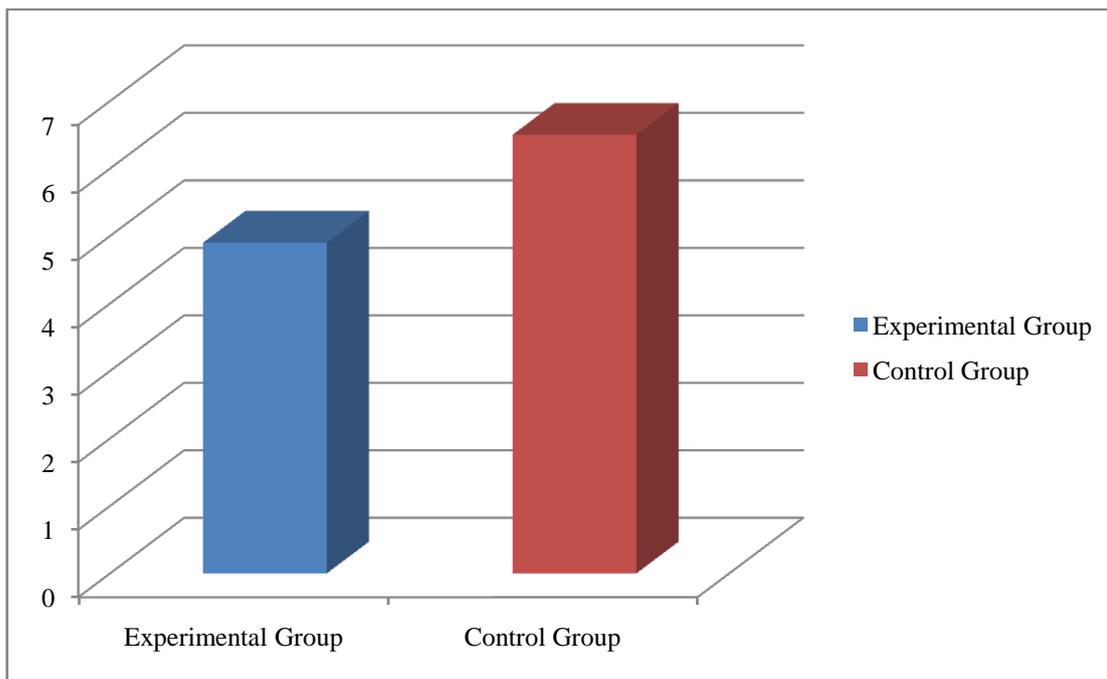
Figure 03: Comparison between Averages of Both Groups in the Pretest.

The comparison shows that the level of two groups is different. The level of the control group is higher than the experimental group. This can be explained by the random choice of participants. Therefore, there is no attempt to choose specific members for each group to make the experimental group achieve better than the control group.

3.4.2. The Post-Test

3.4.2.1. The Experimental Group

After teaching the experimental group using the metalinguistic clues correction as a procedure to correct their errors while teaching the fourth unit, a post-test was done.

Results of the post-test of the experimental group are shown in the following table:

Student	Mark in the post-test
S1	08
S2	05,5
S3	08,5
S4	06
S5	08
S6	09

Table 04: Marks of the Experimental Group in the Post-Test.

Results of students in the post-test are going to be analyzed in details. The first and the fifth student got eight out of ten. The second student got five and a half out of ten. The third student got eight and a half out of ten. The fourth student got six out of ten. The sixth student got nine out of ten. What is noticed in general is that the achievement of the experimental group in the post-test is better than the pretest. The following graph summarizes the previous table:
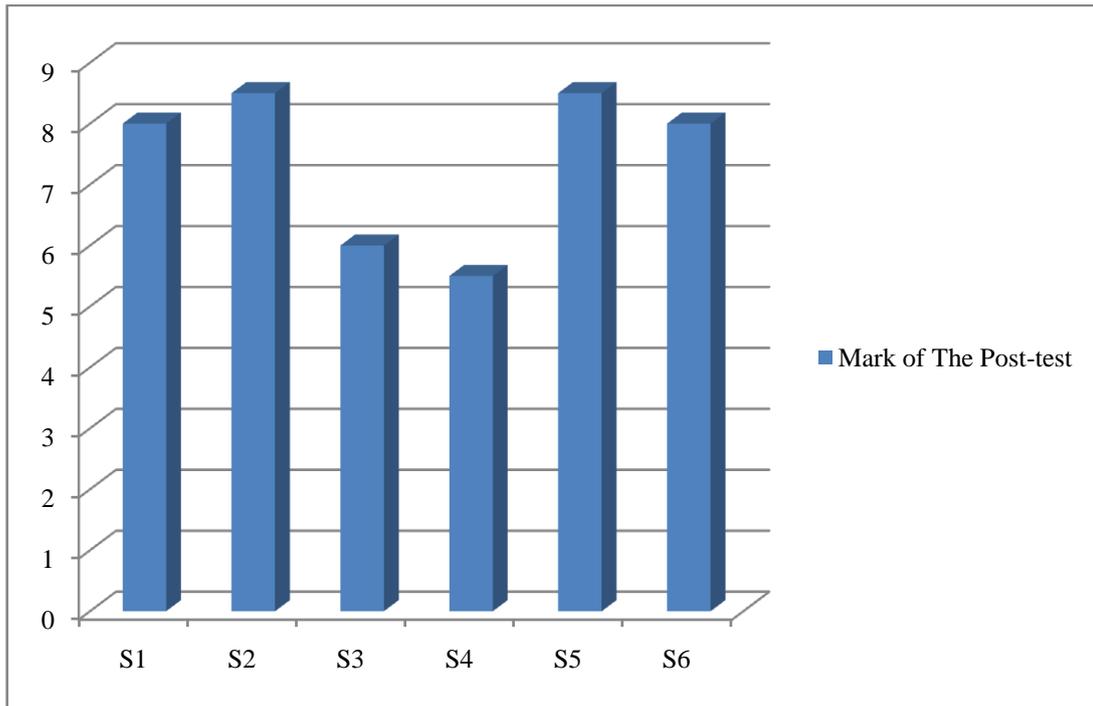
Figure 04: Marks of the Experimental Group in the Post-Test.

The results of the post-test justify that there is a development in students' level. This progress is obvious in each one's result.

Student	Mark of the pretest	Mark of the post-test
S1	07	08
S2	03	05,5
S3	07	08,5
S4	03,5	06
S5	04	08
S6	05	09

Table 05: Comparison between Marks of the Experimental Group.

It is noticed from the table that the first student got seven out of ten in the pretest while in the post-test he got eight out of ten. This gives a progress by one point. The second student got three out of ten in the pretest and in the post-test he got five and a half. The achievement developed two points and a half. The third student got seven out of ten in the pretest. In the post-test, he got eight and a half. His development reached one point and a half. The fourth student got in the pretest three and a half as a mark while in the post-test he got six out of ten. This means that his level developed two points and a half. The fifth student's mark in the pretest is four out of ten. In the post-test he got eight out of ten which is higher four points from the pretest. The sixth student got five out of ten in the pretest while in the post-test his mark is nine out of ten. This means he did better than the pretest by four points.
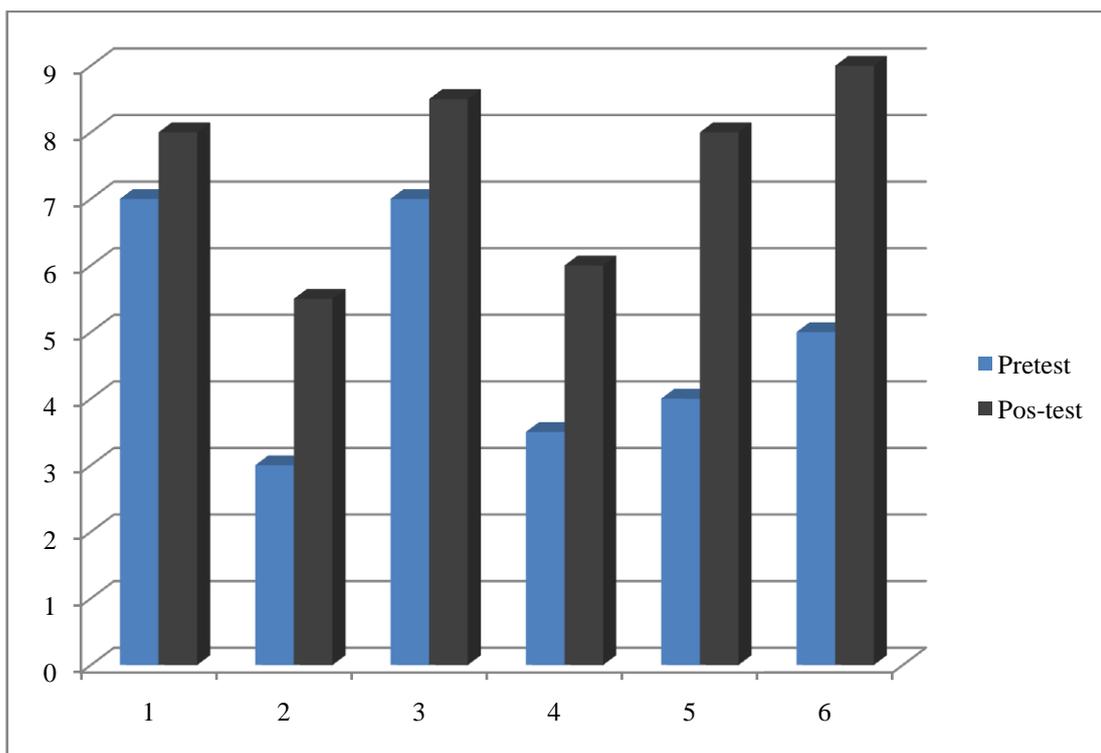
Figure 05: Comparison of Each Student's Mark in the Pretest and the Post-Test.

From the figure above it is clear that all students achieved a better result in the post-test. The achievement varied from one student to another. The level of

students was not a hindering factor that prevented the metalinguistic clues of correction form developing students' level. This indicates that this procedure of correction is affective no matter what the student's level is.

The next graph is a comparison between the level of the first student in the pretest and the post-test. The achievement of the student has developed from seven as a mark to eight. He has developed ten percent.

Mark of the first student in the pretest	Mark of the first student in the post-test
07	08

Table 06: Marks of the First Student in the Pretest and the Post-Test.
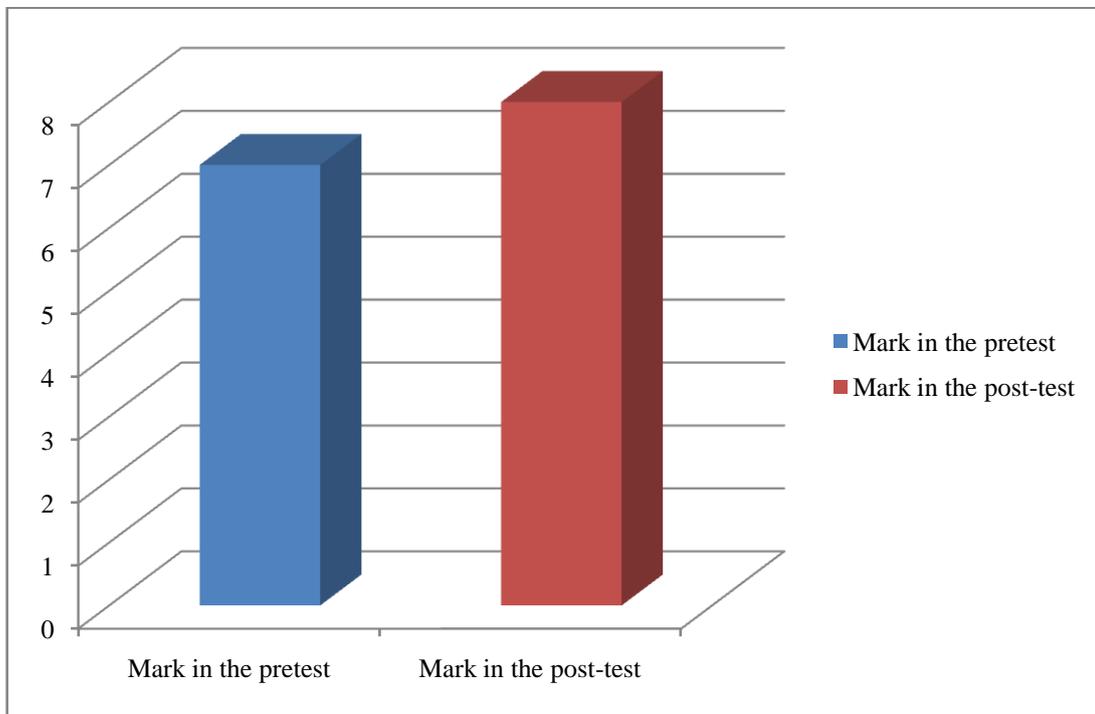
Figure 06: Comparison between Marks of the First Student in the Pretest and the Post-Test.

The second student has achieved three in the pretest and in the post-test he has achieved five and a half. The progress in his achievement was two and a half. Twenty five percent of progress enabled the student to move from a poor achievement to an average achievement. This can be considered as a major progress if linked to the time and the amount of knowledge presented in one unit.

Mark of the second student in the pretest ..../10	Mark of the student in the post-test ..../10
03	05,5

Table 07: Marks of the Second Student in the Pretest and the Post-Test
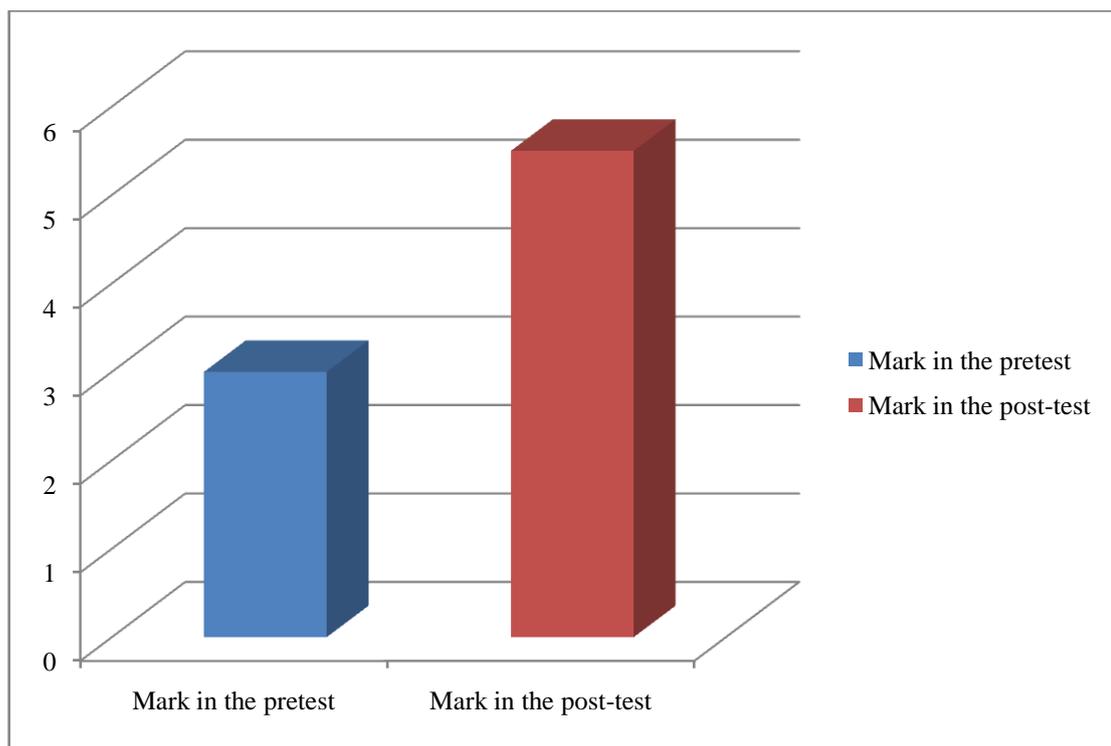
Figure 07: Comparison between Marks of the Second Student in the Pretest and the Post-Test.

The third student of the experimental group has achieved seven in the pretest and in the post-test he has achieved eight and a half. His progress is fifteen percent (15%) in a limited time of exposure to metalinguistic clues correction.

Mark of the third student in the pretest …/10	Mark of the third student in the post-test …./10
07	08,5

Table 08: Marks of the Third Student in the Pretest and the Post-Test.
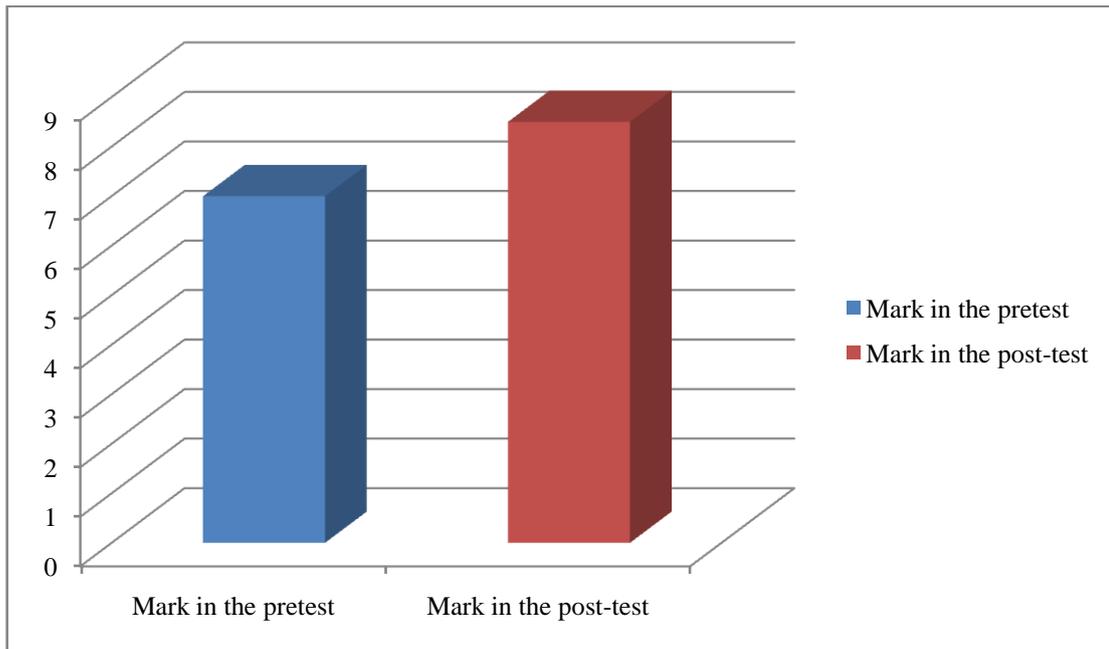
Figure 08: Comparison between Marks of the Third Student in the Pretest and the Post-Test.

The fourth student's development was twenty-five percent (25%). He has progressed from three and a half to six. This progress enabled the student to move to a good achievement.

Mark of the fourth student in the pretest ..../10	Mark of the fourth student in the post-test ..../10
03,5	06

Table 09: Marks of the Fourth Student in the Pretest and the Post-Test.
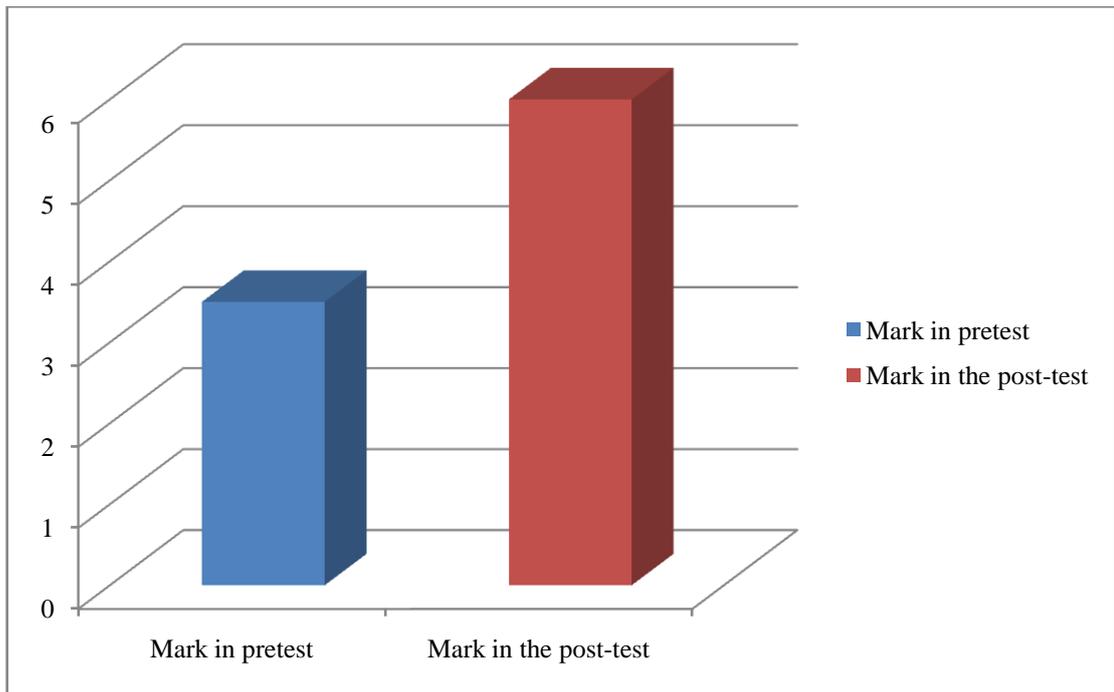
Figure 09: Comparison between Marks of the Fourth Student in the Pretest and the Post-Test.

The fifth student has progressed forty percent (40%). This progress is considered huge due to the time and the limited teaching material which was only one unit. He has progressed from achieving four, which is a poor mark to achieve an eight that is a very good mark.

Mark of the fifth student in the pretest …/10	Mark of the fifth student in the post-test …/10
04	08

Table 10: Marks of the Fifth Student in the Pretest and the Post-Test.
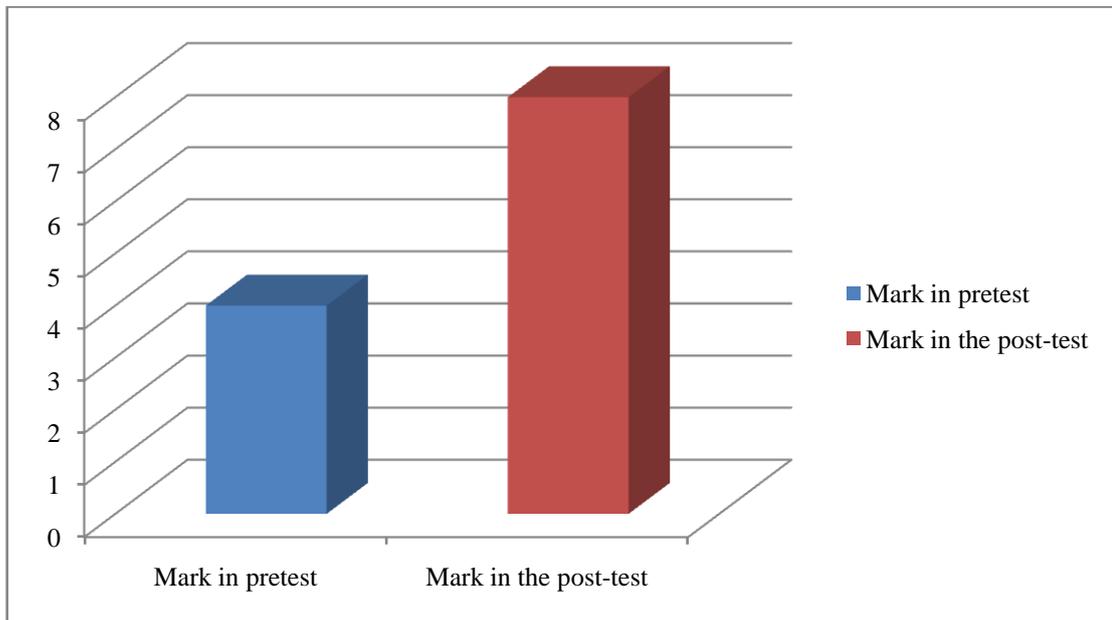
Figure 10: Comparison between Marks of the Fifth Student in the Pretest and the Post-Test.

The sixth student in the experimental group has progressed four points. He has got five in the pretest and nine in the post-test. His achievement progressed forty percent (40%).

Mark of the sixth student in the pretest …/10	Mark of the sixth student in the post-test …/10
05	09

Table 11: Marks of the Sixth Student in the Pretest and the Post-Test.
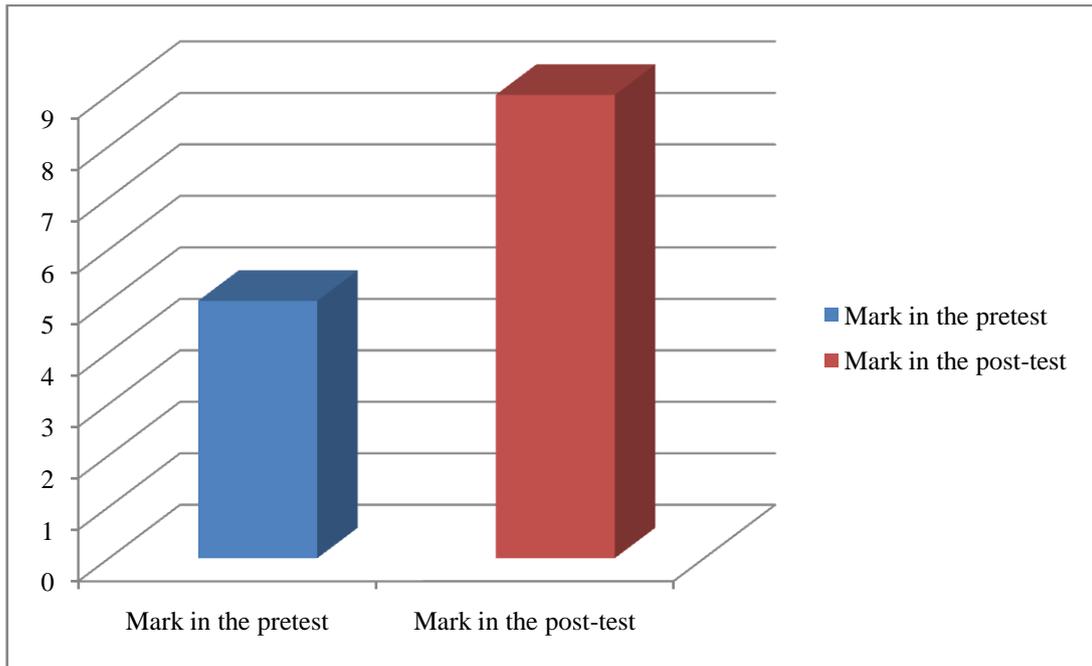
Figure 11: Comparison between Marks of the Sixth Student in the Pretest and the Post-Test.

The next table will summarize the percentage of the progress of all students of the experimental group:

Student	Percentage of progress in the post-test
S1	10%
S2	25%
S3	15%
S4	25%
S5	40%
S6	40%

Table 12: Percentage of the progress of Students of the Experimental Group.
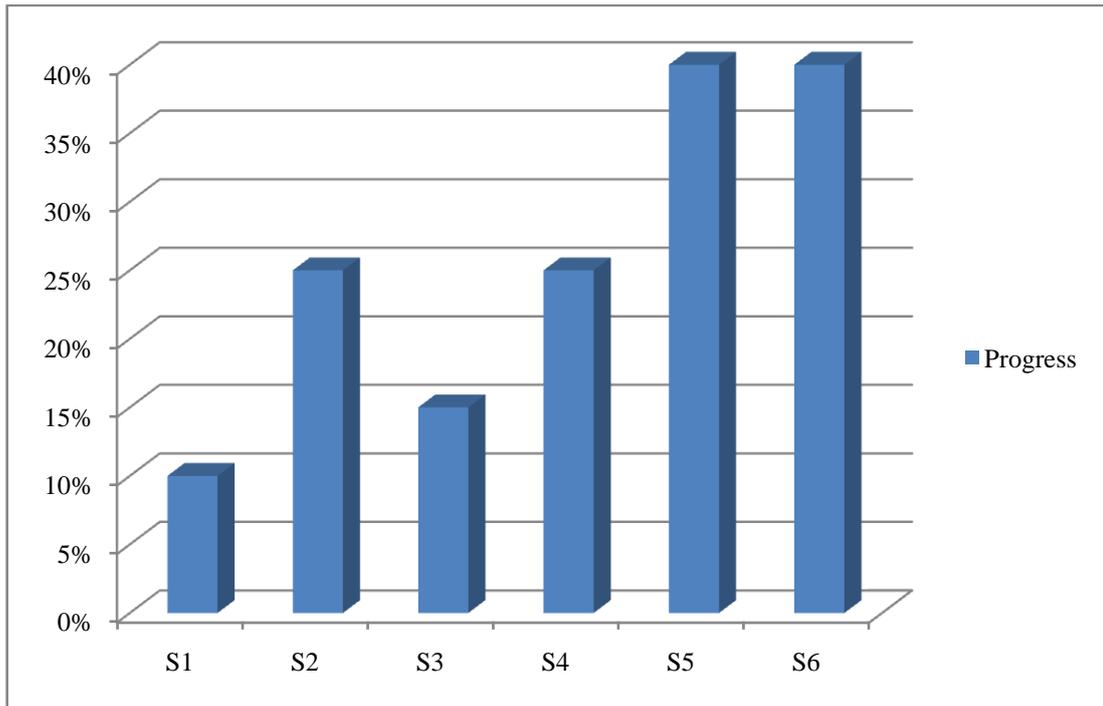
Figure 12: Progress of the Experimental Group in the Post-Test.

To analyze the results in more details, the first student has developed ten percent (10%). The second and the fourth student have achieved twenty five percent (25%) better than the pretest. The third student's progress was fifteen percent (15%). The fifth and the sixth student's advancement was forty percent (40%). This indicates that students reacted differently towards the metalinguistic clues correction of errors. This can be explained by the difference of level between students as mentioned earlier. The main point here is that the metalinguistic clues correction of their grammatical errors has improved the level of all students no matter what their basic level is.

The general average of the experimental group has developed. The following table and graph illustrates the results in numbers:

Average of the experimental group in the pretest …/10	Average of the experimental group in the post-test …/10
4,9	7,5

Table 13: Average of the Experimental Group in the Pretest and the Post-Test.

The achievement of the experimental group was four point nine in the pretest. In the post-test, the group was found to achieve seven point five. This progress is considered huge if compared to the number of lectures that was only eight lectures. The experimental group achieved this progress after studying only one unit.
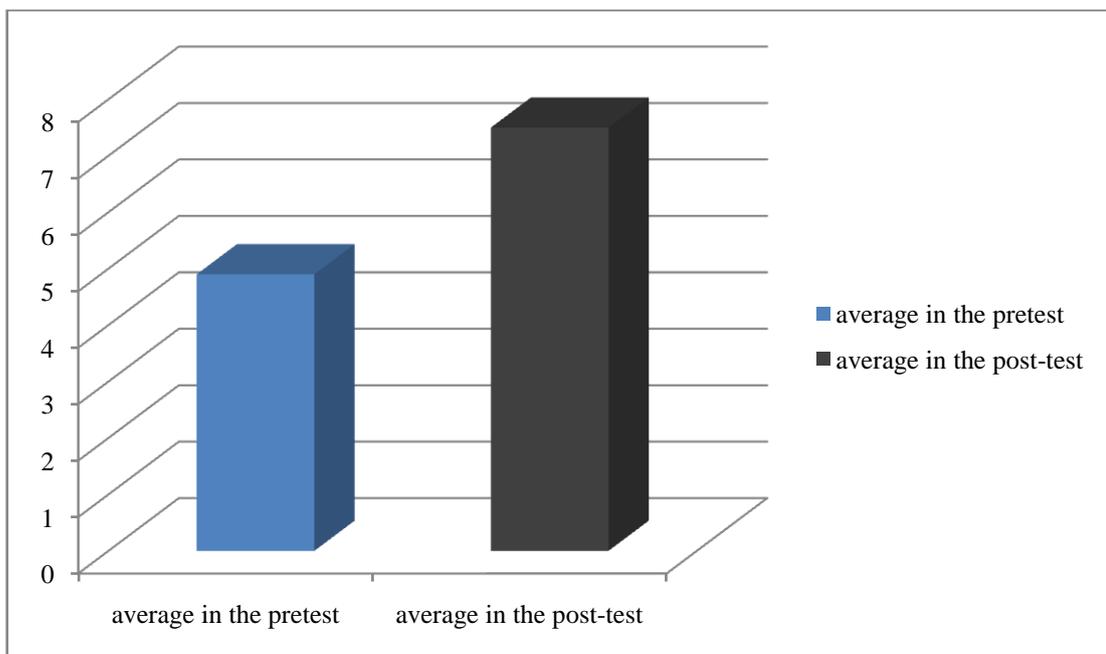
Figure 13: Comparison between Averages of the Experimental Group.

The progress of the experimental group after using the metalinguistic clues correction to correct their grammatical errors was good. The general group's level developed two point six.
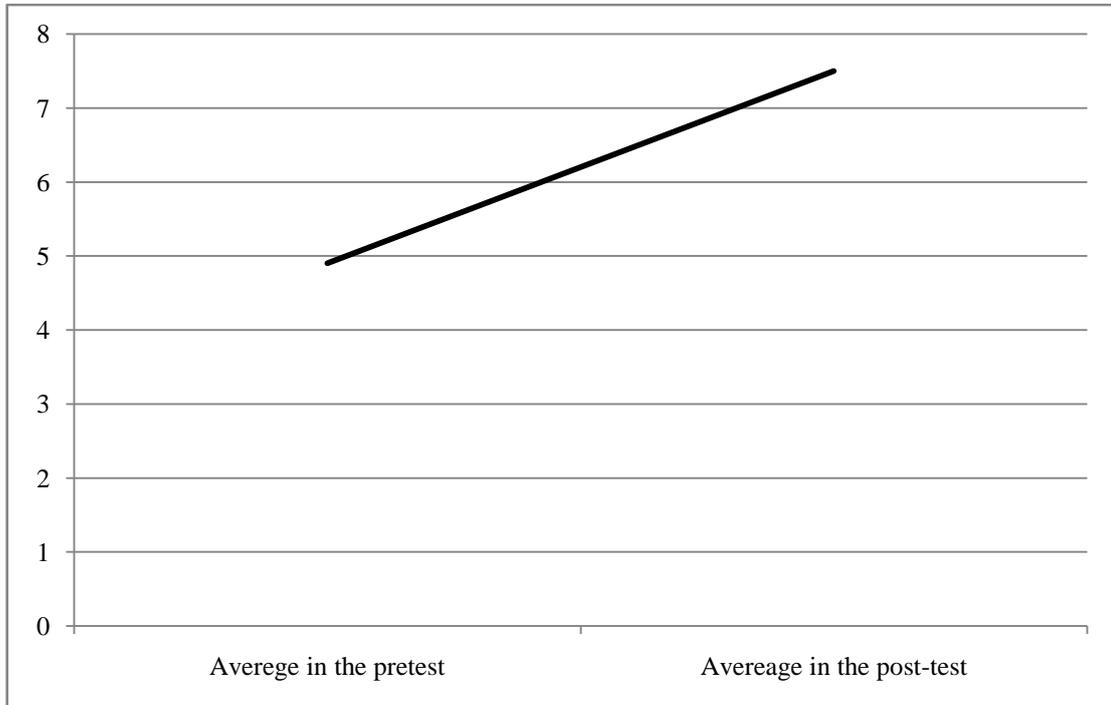
Figure 14: Progress of the Average of the Experimental Group.

The results show that students' average in the post-test has developed twenty-six (26%). The conclusion that could be deduced from this result is that the metalinguistic clues affected students' level positively.

3.4.2.2. The Control Group

On the other hand, the control group was not exposed to the metalinguistic clues correction of their grammatical errors. They remained attending their lectures with their usual classmates in the same classroom. They finished studying the unit at

the same time with the experimental group. They passed the post-test, and then their papers were corrected to get the following results.

Student	Mark in the post-test
S7	02
S8	05
S9	05
S10	05
S11	06
S12	04

Table 14: Marks of the Control Group in the Post-Test.

Achievement of students of the control group is in the previous table. The first student got two out of ten. The second, the third, and the fourth students got five out of ten. The fifth student got six out of ten. The seventh student got four out of ten.
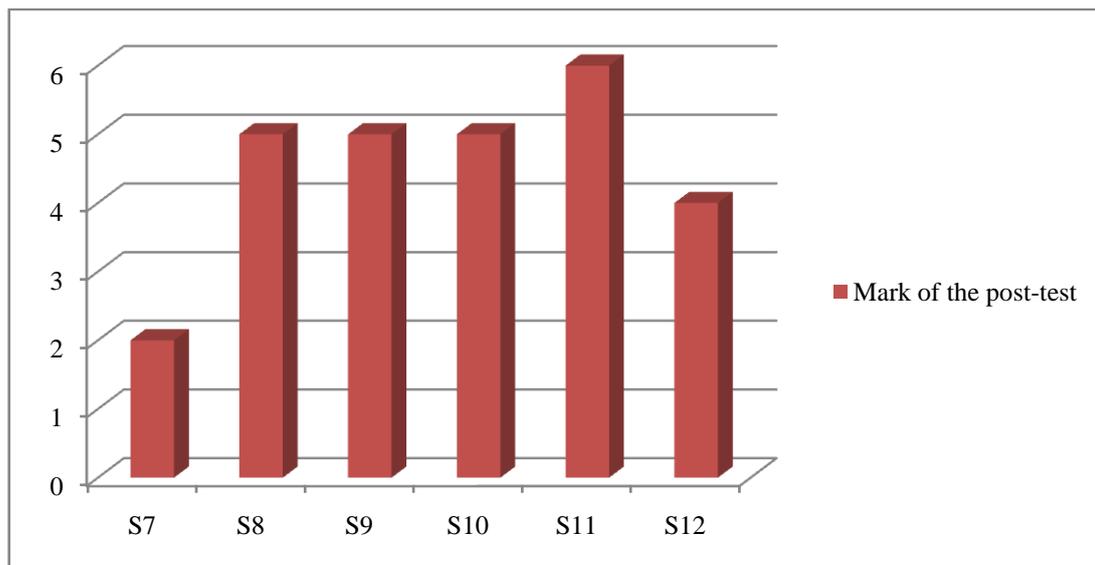
Figure 15: Marks of the Control Group in the Post-Test.

It is obvious from the results shown in the graph and the table that the level of the control group has declined. The results achieved by this group in the pretest were better. For more details, a comparison is going to be done between results of the pretest and results of the post-test of each student.

Student	Mark of the pretest	Mark of the post-test
S7	03	02
S8	10	05
S9	06,5	05
S10	07	05
S11	06,5	06
S12	05,5	04

Table 15: Comparison between Marks of the Control Group.

From the table above marks of students are going to be analyzed. The first student got three out of ten in the pretest but in the post-test he got two out of ten. The second student got ten out of ten in the pretest and in the post-test he got five out of ten. The third student got six and a half out of ten while in the post-test his mark is six. The fourth student got seven in the pretest and five out of ten in the post-test. The fifth student got six and a half out of ten in the pretest and in the post-test he got six out of ten. The sixth student got five and a half out of ten in the pretest while in the post-test he got four out of ten.
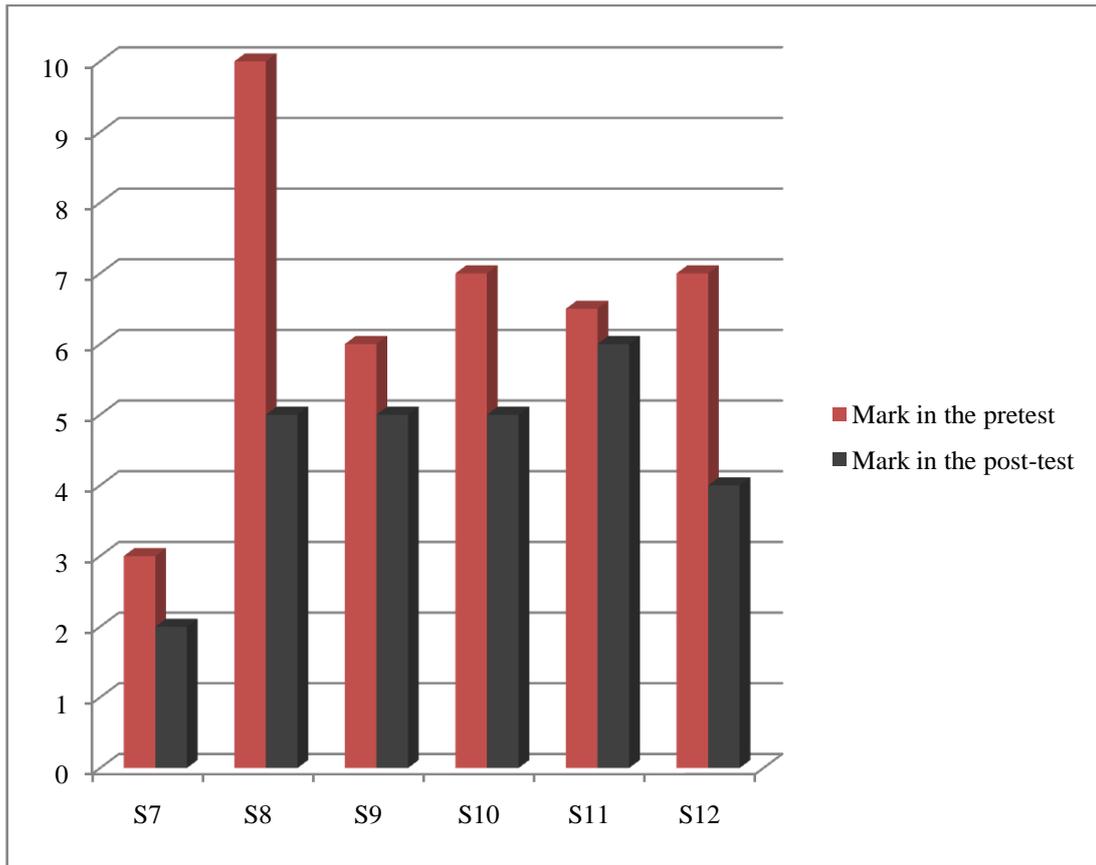
Figure 16: Comparison of Each Student's Mark in the Pretest and the Post-Test.

It is noticed here that the achievement of all students of the control group in the pretest is lower that their achievement in the post-test. The result of each student will be analyzed in details.

The first student in the control group has achieved three out of ten in the pretest and in the post-test he got two. His mark has reduced in the post-test. His mark in the pretest is 10% better than his mark in the post-test.

Mark of the seventh student in the pretest …/10	Mark of the seventh student in the post-test …/10
03	02

Table 16: Marks of the Seventh Student in the Pretest and the Post-Test.
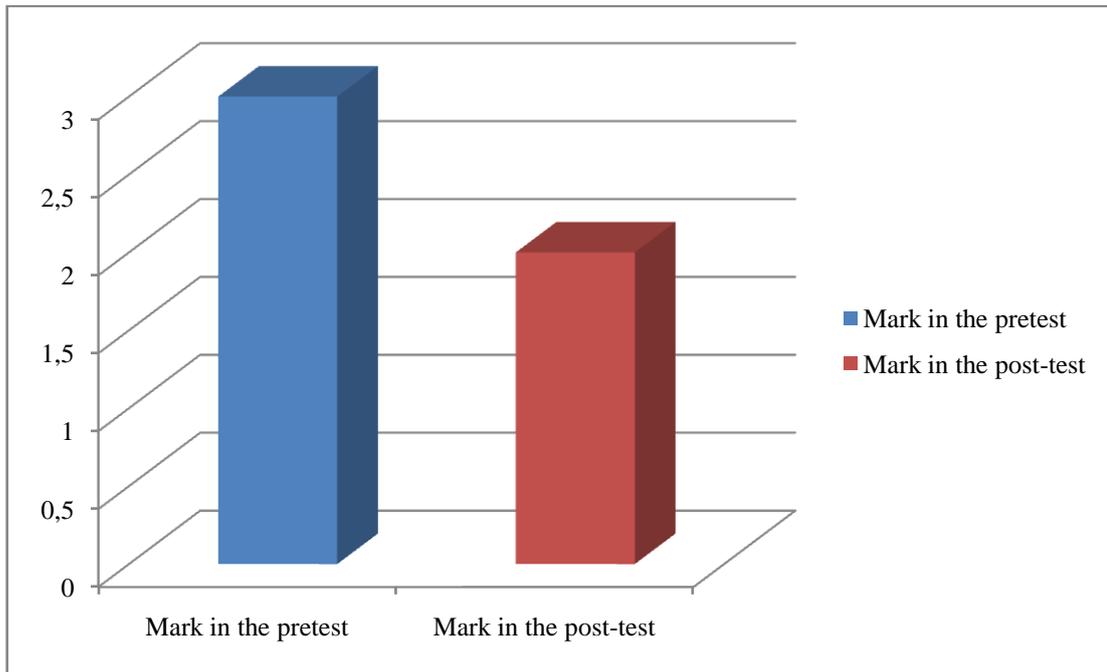
Figure 17: Comparison between Marks of the Seventh Student in the Pretest and the Post-Test.

The mark of the second student in the control group is also less than his mark in the post-test. He has got ten which is a complete mark in the pretest. In the post-test he got five. This can be considered a great loss for the student because he has moved from an excellent level to an average level

Mark of the eighth student in the pretest …/10	Mark of the eighth student in the post-test …/10
10	05

Table 17: Marks of the Eighth Student in the Pretest and the Post-Test.
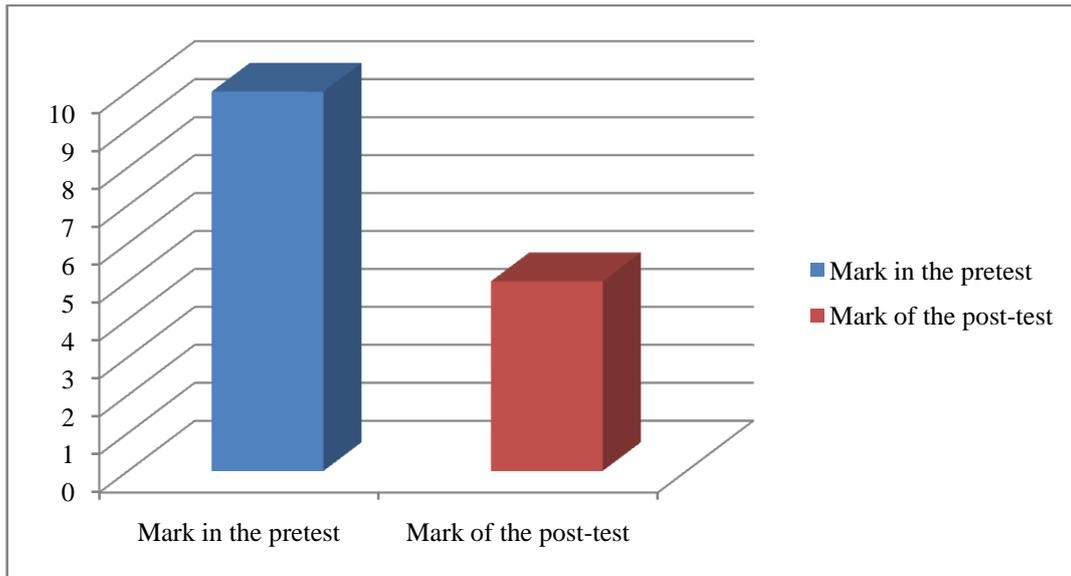
Figure 18: Comparison between Marks of the Eighth Student in the Pretest and the Post-Test.

The third student in the control group has achieved six and a half in the pretest. In the post-test, he got five out of ten. This result means he has declined 15% in the post-test.

Mark of the ninth student in the pretest …/10	Mark of the ninth student in the post-test ….../10
06,5	05

Table 18: Marks of the Ninth Student in the Pretest and the Post-Test.
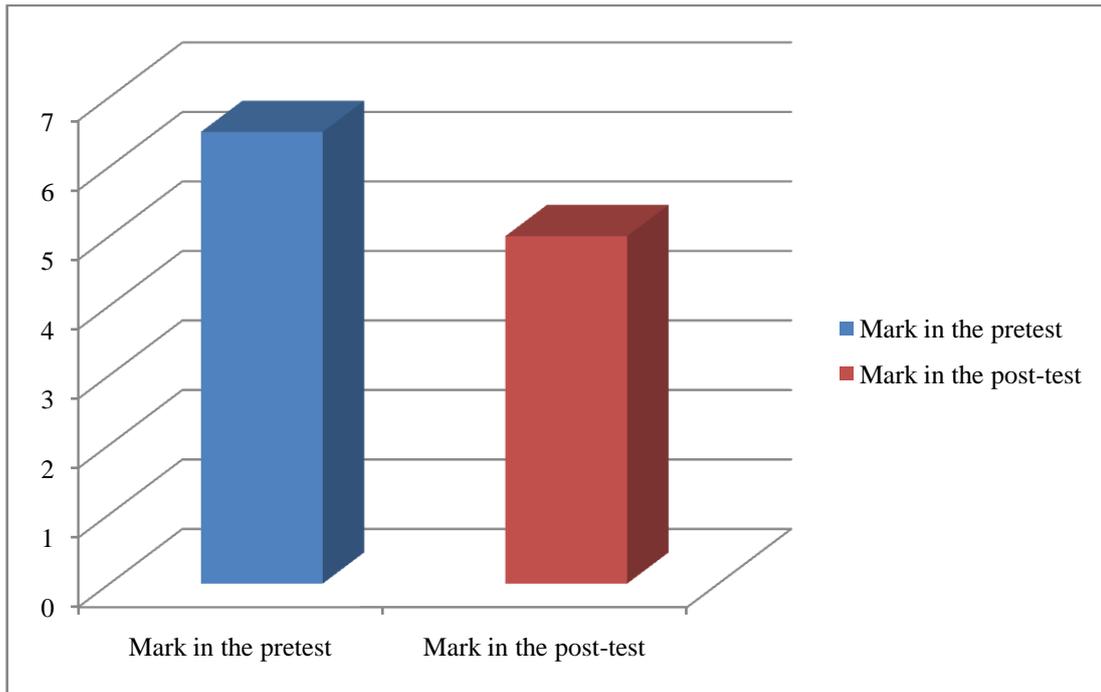
Figure 19: Comparison between Marks of the Ninth Student in the Pretest and the Post-Test.

The fourth student in the control group got seven out of ten in the pretest. In the post-test, he got five. This means his achievement in the post-test is less twenty percent (20%) from the pretest.

Mark of the tenth student in the pretest …/10	Mark of the tenth student in the post-test …/10
07	05

Table19: Marks of the Tenth Student in the Pretest and the Post-Test.
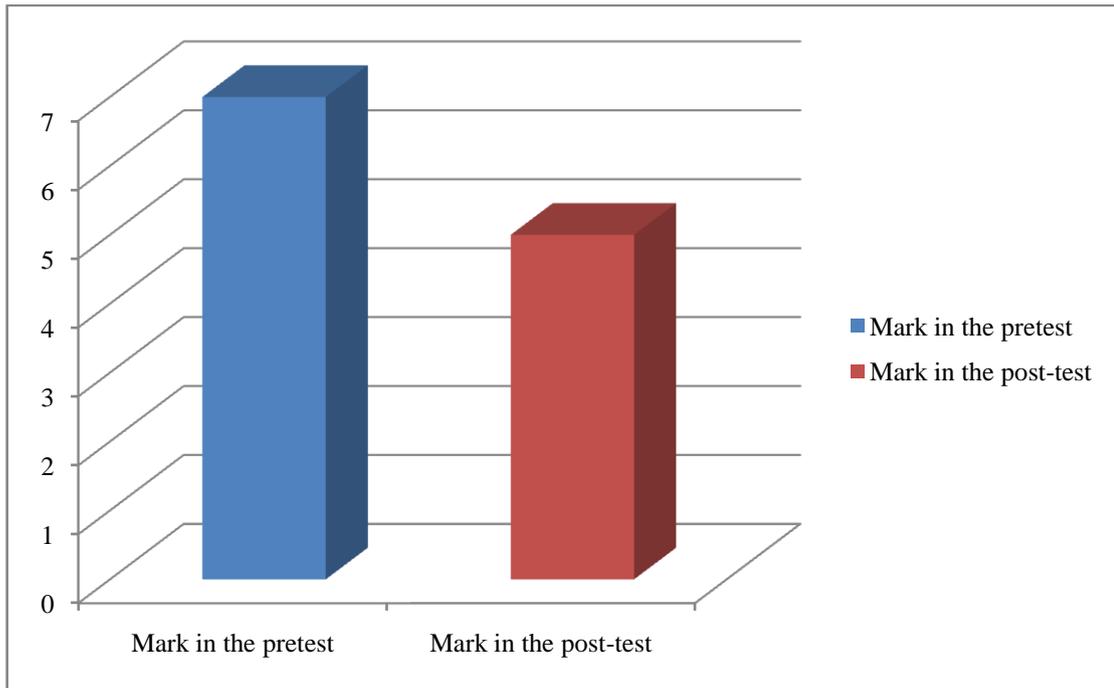
Figure 20: Comparison between Marks of the Tenth Student in the Pretest and the Post-Test.

The fifth student of the control group has declined less than other members of the control group. He has declined 5%. In the pretest he got six and half and in the post test he got six out of ten.

Mark of the eleventh student in the pretest …/10	Mark of the eleventh student in the post-test …/10
06,5	06

Table 20: Marks of the Eleventh Student in the Pretest and the Post-Test.
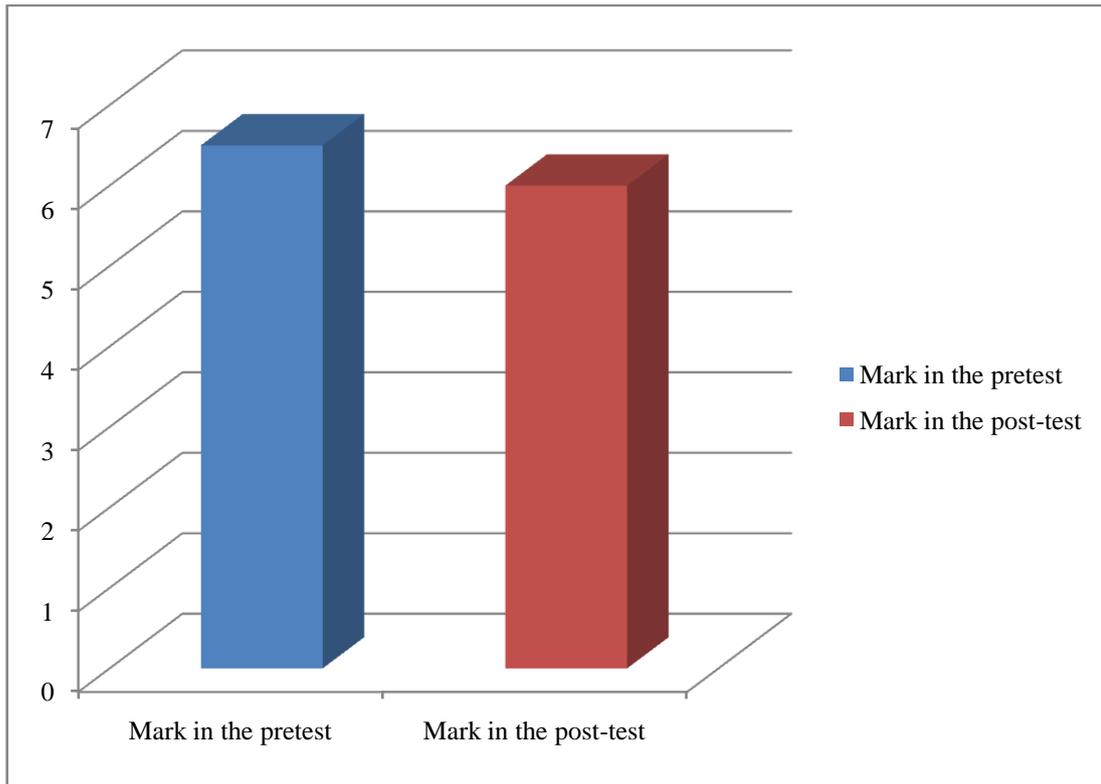
Figure 21: Comparison between Marks of the Eleventh Student in the Pretest and the Post-Test.

The sixth student of the control group has achieved five and a half in the pretest. In the post-test, he got four out of ten. His mark in the post-test is less 15% than his mark in the pretest.

Mark of the twelfth student in the pretest …/10	Mark of the twelfth student in the post-test …/10
05,5	04

Table 21: Marks of the Twelfth Student in the Pretest and the Post-Test.
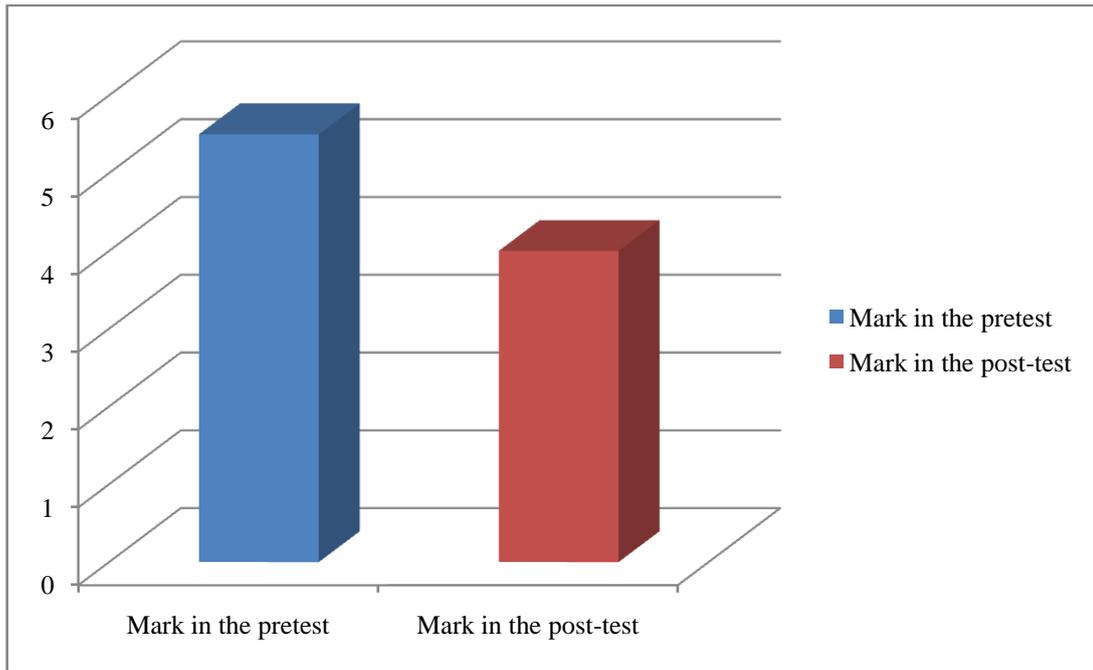
Figure 22: Comparison between Marks of the Twelfth Student in the Pretest and the Post-Test.

The results of the students and the percentage of their decline in the post-test were organized. The results show a decline in students' level which vary between five percent and fifty percent as summarized in the following table:

Student	Percentage of decline in the post-test
S7	10%
S8	50%
S9	15%
S10	20%
S11	5%
S12	15%

Table 22: Percentage of the Decline of Students of the Control Group.

The previous table is going to be presented in form of a graph as following:
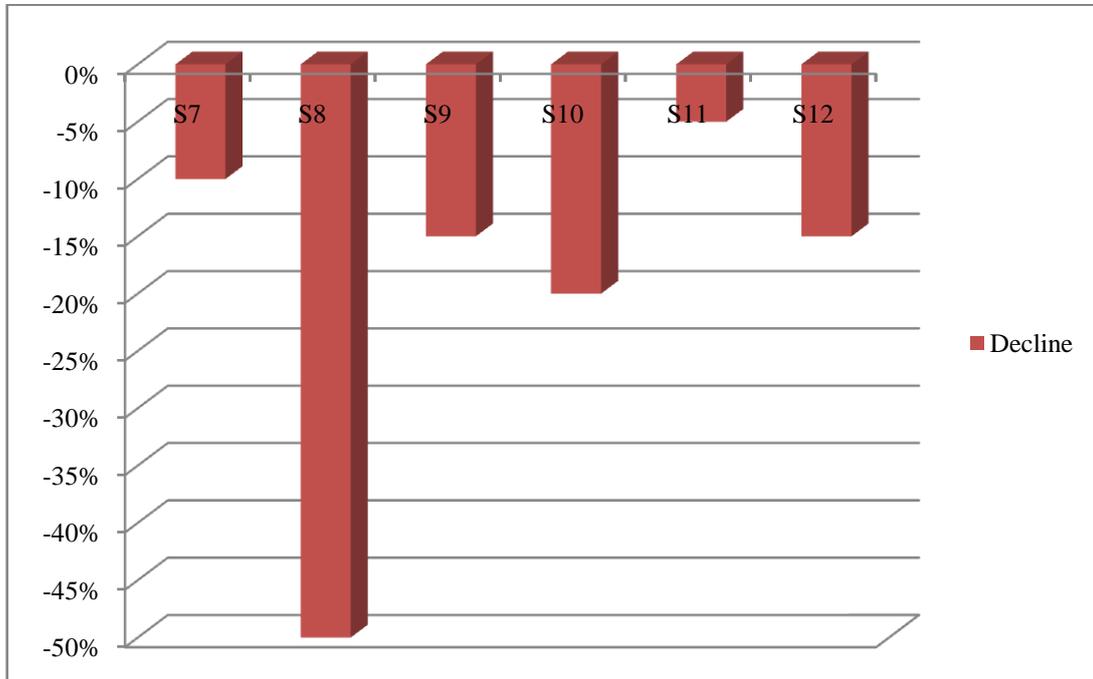
Figure 23: Decline of the Control Group in the Post-Test.

From the graph above, the result show that achievement of the control group achieved in the post-test is lower than the pretest. The first student's achievement had lowered ten percent of his original level in the pretest. The second student gap is fifty percent. The third student in the control group is lower ten percent of the mark of the pretest. The fourth student is twenty percent lower than the original level in the pretest. The fifth student achievement was lower five percent than the pretest. The sixth student result is lower thirty percent than the pretest.

The general average of the control group was found higher than the average in the post-test.

Average of the control group in the pretest …/10	Average of the control group in the post-test …/10
6,5	4,5

Table 23: Averages of the Control Group in the Pretest and the Post-Test.

From the analysis of the results, it is clear that the control group's average has declined. In the pretest, the control group has achieved an average of six point five while in the post-test the group has achieved an average of four point five.
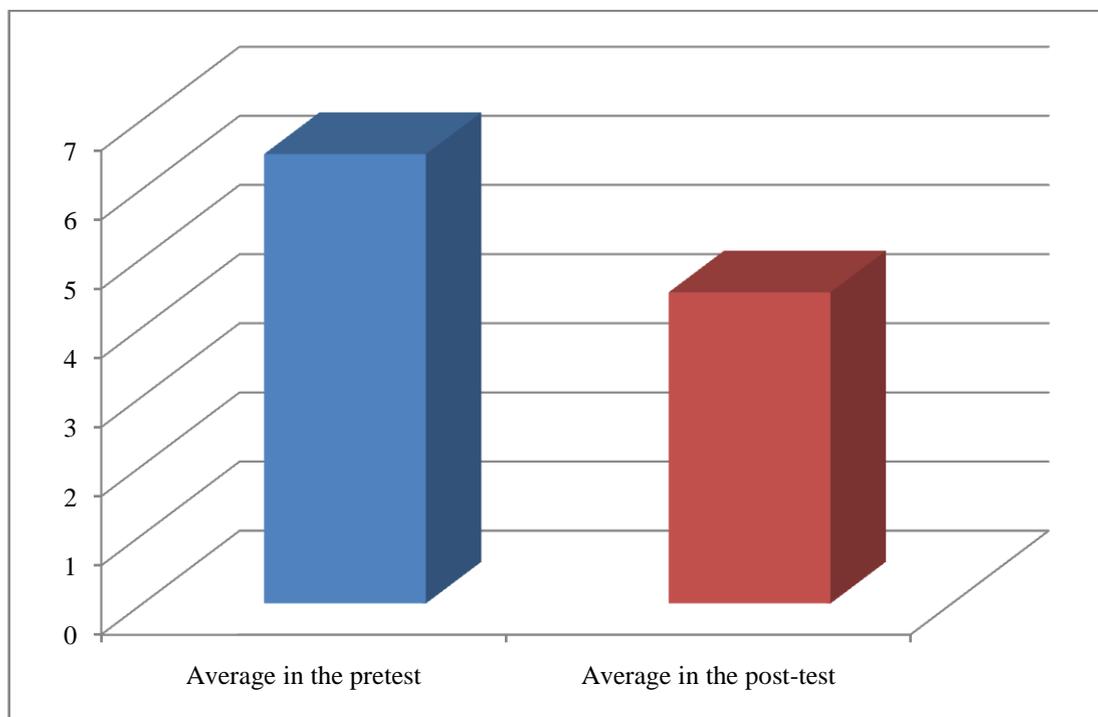
Figure 24: Comparison between Averages of the Control Group.

The achievement of the control group is less two of that in the pretest. The group was not exposed to the same procedure as the experimental group. Another explanation can be added is that the group's errors were not corrected in suitable manner to guaranty a progress in their achievement.
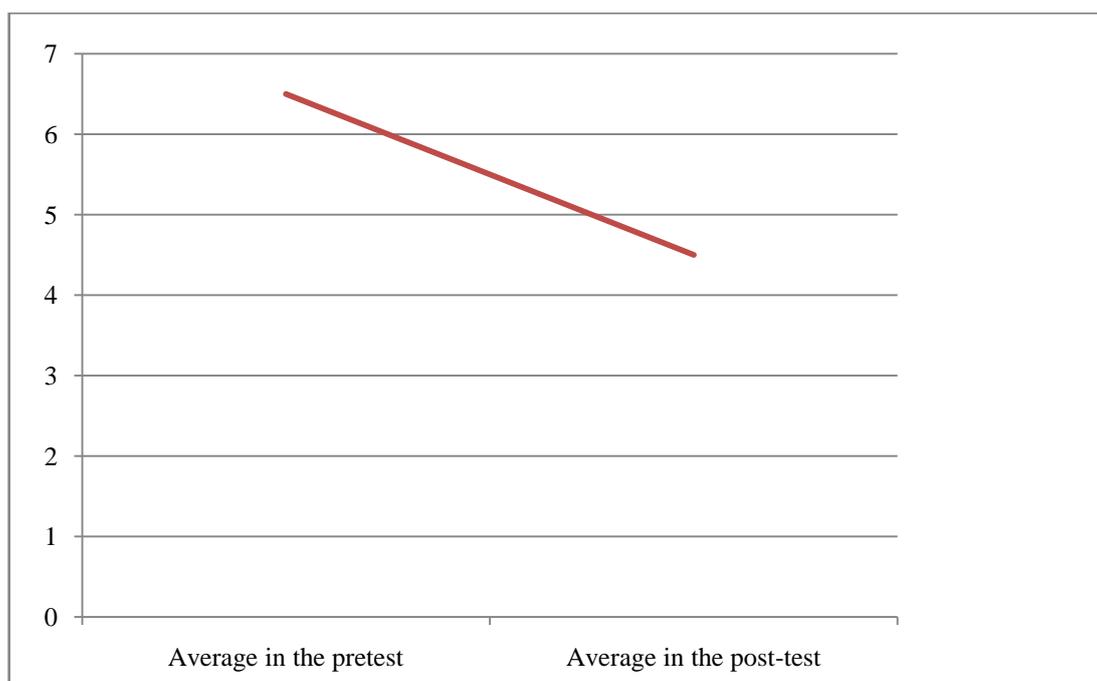
Figure 25: Decline of the Average of the Control Group.

When comparing the level of the control group in the pretest to its level in the post-test, it is found that it has declined twenty percent. This means that the used procedure in correction affected the achievement of learners negatively.

3.4.2.3. Comparison between the Two Groups

The comparison between the achievements of both groups in the post-test will help in building a judgment about the effectiveness of the metalinguistic clues correction of grammatical errors.

As a start, the comparison between the general achievements of two groups will be the starting point:

Average of the experimental group in the post-test	Average of the control group in the post-test
7,5	4,5

Table 24: Averages of both Groups in the Post-Test.
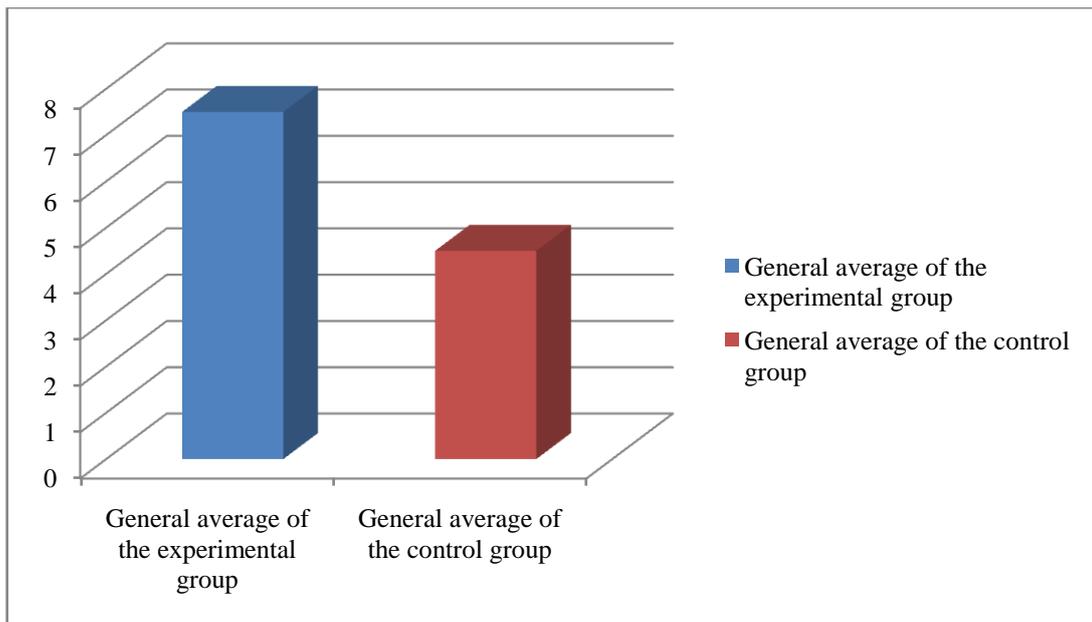
Figure 26: Comparison between Averages of both Groups in the Post-Test.

From the representation of results in the graph above, it is noticed that the averages of two groups are different. In the pretest, the control group achieved better but in the post-test it was the opposite. The experimental group's level has progressed to be higher than the control group.

Also, the control group's level declined in the post-test. The experimental group progressed while the control group declined. There is no comparison between the development and the decline achieved by each group.

3.5.   General Results

The causes of these results can be many. This can be due to the period of the experiment. The experiment was conducted before, during, and after the spring holidays. This period is taken as a time when students can take a rest and enjoy few days far from studying. The principle teacher did a number of extra lessons in this period to progress in teaching the curriculum.

The second reason is that the end of the year was approaching. In this specific period, teachers suffer with the absentees and the aggressive behavior of their students. Students become less motivated and give less attention to their studies. No matter what teachers do, they can fail in containing these behaviors.

The third reason can be due to the situation dominated lately in Algeria that is the kidnapping of children. Many on the students involved in the experiment live far from the institution where they study. Students feel less secure then before. Many of them fell that there is no security in streets. This situation increases their anxiety and destructs them from learning.

For the experimental group, it is noticed that the level has increased. The explanation that can be given is the effectiveness of the metalinguistic clues correction. The procedure followed in correcting errors is the factor that enabled students to develop.

Members of the experimental group achieved different levels in the pretest. In spite of this fact, all students in the experimental group had developed. This means that the effectiveness of the metalinguistic clues as a procedure for correction is effective no matter what is the level of the student.

Conclusion

After conducting the experiment, presenting the results, and analyzing the achievements of both groups, it is clear how the metalinguistic clues correction affects the achievement of learners. This procedure was proved by experiment to be a tool to develop the level of students of English. The results of the two groups are proves that the metalinguistic clues correction of grammatical errors is effective to develop the achievement of our students.

General Conclusion and Recommendations

This research was conducted in order to test the effect of the metalinguistic clues correction of grammatical errors on students' achievement. The study aimed at discovering if the metalinguistic correction is effective and helps in developing the achievement of students. This work gave the opportunity for other types of correction to involve so that results can be compared to see if another method of correction is more effective.

Grammar and its related errors were chosen because of the importance of grammar. It represents rules of the language. Without grammar, students cannot form correct language. Errors related to grammar can break the communication. If students commit grammatical errors, they can convey a wrong meaning without being aware. This is why it is crucial to give attention to these errors and search to find solutions for it.

In this study, an experimental method was used. Two groups were chosen randomly. Each group was composed of six students. One group was taught using the metalinguistic clues correction while the other remained control. A pretest was done before teaching the control group. The experimental group was taught one unit divided into eight lessons because of the limit of time. A post-test were conducted to find the effect of the procedure of correction.

The result of the post-test was compared to results of the pretest. The results of the experiment supported the hypothesis suggested at the beginning of the research. The metalinguistic clues correction was proved effective and it helped in developing students' achievement twenty-six percent.

The control group's achievement declined in the post-test. This result proved that the procedure of correction done by the principle teacher is not effective. The correction of the error varied from a direct correction without explanation to direct correction with clarifications. The principle teacher did not use the metalinguistic correction in any lecture.

The experimental group developed in the post-test that indicated that the procedure affected positively. Basing on the result of the experiment, it is recommended to use the metalinguistic clues correction to develop students' achievement.

The time of the experiment was limited. However, students progressed. The metalinguistic clues correction was applied while teaching one unit in specific number of lessons that were eight lectures. Perhaps students would achieved better, if they were given longer period to interact. The metalinguistic correction was proved to help learners to develop twenty-six percent in a limited time.

It is also noticed that the level of students in the experimental group varied. This did not prevent the procedure of correction from affecting positively the achievement of students. Results of the post-test show that all students developed in grammar no matter what is their previous achievement in the pretest. The progress differed from student to anther but all of them progressed.

Metalinguistic clues corrections are recommended as a procedure of correction since the level of the student does not affect their progress. The positivity of this procedure can be explained by the manner of correction itself. The metalinguistic clues correction does not stop or reject the answer of the student. The error done by the student is welcomed and then the teacher informs the student that he committed an error.

The procedure neither imposes nor provides the direct answer to the student and that is why it is recomended. This can reduce anxiety. The error is explained then the chance and the necessary time are given to the student to correct. So, the development of the student is continued since he is given the opportunity to correct by himself. This can help in building a self-confidence and self-esteem and in developing his knowledge.

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Appendices

Appendices

Appendix A: Pretest of the Experimental Group

The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

First name: *Abdessamad*

Family name: *Mairif*

$\frac{7}{10}$

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

if people donate organs will save thousands of lives

b) I (to ask) for help, if I (to be) you.

I will ask for help if were you

c) If she (to know) about your difficulties, she (to help) you.

if she will know about your difficulties will help she help.

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Activity Two: Re-write the sentence (b) so that it means the same as the sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.
b) A vaccine against rabies *was discovered a vaccine against by louis Pasteur and his team*

a) We must protect our human resources.
✗ b) Our human resources *will be protect by us*

a) Scientists will find cures to some cancers the next decades.
✗ b) Cures to some cancers *will be finded by Scientists in next decades*

Activity Three: Complete the sentence (b) so that it means the same as the sentence (a):

a) The teacher ordered:"Don't make noise."
b) The teacher ordered the pupil *not to mak noise*

a) She says:" I am not tired."
b) She says *that she is not tired*

a) She asked: "do they speak German?"
b) She asked *if they peak German*

Thank you

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The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

First name: *Bouthaina*

Family name: *Rouichi*

$\frac{3}{10}$

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

✗ If people donate organs, we ~~will~~ save thousands of lives

b) I (to ask) for help, if I (to be) you.

✗ I ~~will~~ ask for help, if I was you

c) If she (to know) about your difficulties, she (to help) you.

(0.5) If she know about your difficulties, she will help you.

Activity Two: Re-write the sentence (b) so that it means the same as the

sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.

(1) ✓ b) A vaccine against rabies ~~was disconered~~ discovered by louis pasteur and his team

a) We must protect our human resources.

✗ b) Our human resources must ~~be~~ protected by us ....

a) Scientists will find cures to some cancers the next decades.

✗ b) Cures to some cancers will finded by scientists in the next decades

Activity Three: Complete the sentence (b) so that it means the same as the

sentence (a):

a) The teacher ordered:"Don't make noise."

✗ b) The teacher ordered the pupil ~~Don't~~ make noise ....
not to

a) She says:" I am not tired."

(1) ✓ b) She says that she is not tired ....

a) She asked: "do they speak German?"

(0.5) b) She asked if they speak German ....

Thank you

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PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEITHER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTEMENT OF FOREING LANGUAGES

DEPARTEMENT OF ENGLISH

The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

First name: *Mad Farid*

Family name: *Boulahia*

7/10

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

① ✓ If people donate organs, we'll save thousands of lives.

b) I (to ask) for help, if I (to be) you.

(0.5) ✗ I'll ask for help if i was you.

c) If she (to know) about your difficulties, she (to help) you.

(0.5) ✗ If she knows about your difficulties she'll help you.

80

Activity Two: Re-write the sentence (b) so that it means the same as the sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.
b) A vaccine against rabies *was discovered by louis pastor and his team.*

a) We must protect our human resources.
b) Our human resources *must be protected by us.*

a) Scientists will find cures to some cancers the next decades.
b) Cures to some cancers *will be found by Scientists the next decades.*

Activity Three: Complete the sentence (b) so that it means the same as the sentence (a):

a) The teacher ordered:"Don't make noise."
b) The teacher ordered the pupil *to don't make noise.*

a) She says:" I am not tired."
b) She says *that she is not tired.*

a) She asked: "do they speak German?"
b) She asked *if they speak German.*

Thank you

The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

First name: ...H ayette...........

Family name: ...A Bzl............

$\frac{3.5}{10}$

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

Ⓞ✗ If people donates organs, We ~~will~~ save thousands of lives

b) I (to ask) for help, if I (to be) you.

Ⓞ✗ I ask for help, if It was you...................

c) If she (to know) about your difficulties, she (to help) you.

Ⓞ✗ If she know about your difficulties, she will help you

Activity Two: Re-write the sentence (b) so that it means the same as the

sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.

(1) ✓ b) A vaccine against rabies was discovered by Louis Pasteur and his team

a) We must protect our human resources.

(0) ✗ b) Our human resources must the protected by us.

a) Scientists will find cures to some cancers the next decades.

(1) ✓ b) Cures to some cancers will be found by the scientists in the next decade

Activity Three: Complete the sentence (b) so that it means the same as the

sentence (a):

a) The teacher ordered:"Don't make noise."

(0) ✗ b) The teacher ordered the pupil to not make noise ....

a) She says:" I am not tired."

(1) ✓ b) She says that she's not tired ....

a) She asked: "do they speak German?"

(0) ✗ b) She asked If they spoke German ....

Thank you

83

The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

First name: ..... *Eonhibha*

Family name: *Djezzan* .....

$\frac{4}{10}$

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

(1) ... if people donate organs, we will save thousands of lives.

b) I (to ask) for help, if I (to be) you.

(0.5) I will ask for help, if I am you ....

c) If she (to know) about your difficulties, she (to help) you.

(0.5) ... If she know about your difficulties, she will help you -

84

Activity Two: Re-write the sentence (b) so that it means the same as the sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.
✗ b) A vaccine against rabies .were .discovered .by .louis .paster .and .his team .

a) We must protect our human resources.
① b) Our human resources .must .be .protected .by .us .

a) Scientists will find cures to some cancers the next decades.
✗ b) Cures to some cancers .will .be .finded .the .next .decades .by .Scientists .

Activity Three: Complete the sentence (b) so that it means the same as the sentence (a):

a) The teacher ordered:"Don't make noise."
a b) The teacher ordered the pupil, .to .don't .make .noise .

a) She says:" I am not tired."
① b) She says, .she .says .is .not .tired .

a) She asked: "do they speak German?"
✗ b) She asked, .if .they .do .speak .German .?

Thank you

85

The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

First name: Abdelatif

Family name: Memocen

$\frac{5}{10}$

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

① If people donate organs, we will save......

b) I (to ask) for help, if I (to be) you.

① I will ask for help, if I were you............

c) If she (to know) about your difficulties, she (to help) you.

① If she know about your difficulties, she could help you.

86

Activity Two: Re-write the sentence (b) so that it means the same as the

sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.

b) A vaccine against rabies ~~discovered~~ by louis pasteur and his team

a) We must protect our human resources.

b) Our human resources If we must protect ....

a) Scientists will find cures to some cancers the next decades.

b) Cures to some cancers will be found by scientist the next
decades.

Activity Three: Complete the sentence (b) so that it means the same as the

sentence (a):

a) The teacher ordered:"Don't make noise."

b) The teacher ordered the pupil to don't make noise.......

a) She says:" I am not tired."

b) She says She's not tired.............................

a) She asked: "do they speak German?"

b) She asked If they speak German...........................

Thank you

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Appendix B: Pretest of the Control Group

The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

$\frac{5}{10}$

First name: Ahlame

Family name: BAKROU

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

(1) If people donate organs, we will save thousands of lives. ✓

b) I (to ask) for help, if I (to be) you.

(1) I will ask for help, if I am you. ✓

c) If she (to know) about your difficulties, she (to help) you.

(0.5) If she knew about your difficulties, she will help you ✗

Activity Two: Re-write the sentence (b) so that it means the same as the

sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.
b) A vaccine against rabies *was discovered by Louis Pasteur and his teans*

a) We must protect our human resources.
b) Our human resources *must be Protict by us* ✗

a) Scientists will find cures to some cancers the next decades.
b) Cures to some cancers *will be Finded by Scientists* ✗

Activity Three: Complete the sentence (b) so that it means the same as the

sentence (a):

a) The teacher ordered:"Don't make noise."
b) The teacher ordered the pupil *Don't make noise* ✗ ....

a) She says:" I am not tired."
b) She says *that she is not tired* ✓ ....

a) She asked: "do they speak German?"
b) She asked *that did they speaked German?* ✗ .....

Thank you

The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

First name: Fadi Quenas Ibrahim

Family name: Quenas

6,5/10

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

If people donate organs, we will save thousands of lives

b) I (to ask) for help, if I (to be) you.

I would ask for help, if I was you

c) If she (to know) about your difficulties, she (to help) you.

(0.5) If she knows about your difficulties, she will help you

Activity Two: Re-write the sentence (b) so that it means the same as the sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.
b) A vaccine against rabies *was were* *discovered by Louis Pastor & his team* (1)

a) We must protect our human resources.
b) Our human resources *must be protected by us .* (1)

a) Scientists will find cures to some cancers the next decades.
b) Cures to some cancers *will be found by scientists* (1)

Activity Three: Complete the sentence (b) so that it means the same as the sentence (a):

a) The teacher ordered:"Don't make noise."
b) The teacher ordered the pupil *to not make noise* ✗

a) She says:" I am not tired."
b) She says *that she isn't tired* (1)

a) She asked: "do they speak German?"
b) She asked *if they spoke German* (1)

Thank you

91

The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

First name: .... Souhila Djeradi

Family name: ....

$\frac{6.5}{10}$

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

① ✓ If people donate organs, we will save.

b) I (to ask) for help, if I (to be) you.

① ✓ I will ask for help if I were you.

c) If she (to know) about your difficulties, she (to help) you.

(0.5) If she know about your difficulties, she could help you.

92

**Activity Two**: Re-write the sentence (b) so that it means the same as the sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.
(1) b) A vaccine against rabies was discovered by louis pasteur

a) We must protect our human resources.
(1) b) Our human resources must be protected by us.

a) Scientists will find cures to some cancers the next decades.
(1) b) Cures to some cancers will be found by scientists the next decades.

**Activity Three:** Complete the sentence (b) so that it means the same as the sentence (a):

a) The teacher ordered:"Don't make noise."
(0) b) The teacher ordered the pupil to don't make noise

a) She says:" I am not tired."
(1) b) She says that she is not tired

a) She asked: "do they speak German?"
(0) b) She asked if they speak German

Thank you

93

The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

First name: ..El Seimaia......

Family name: Hilaidi.......

$\frac{7}{10}$

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

...If people donate organs, we will save thousands of lives

b) I (to ask) for help, if I (to be) you.

...I will ask for help, if I were you...............

c) If she (to know) about your difficulties, she (to help) you.

...If she know about your difficulties, she would help you.

94

Activity Two: Re-write the sentence (b) so that it means the same as the sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.
b) A vaccine against rabies _discovered by his pasteur and his team_

a) We must protect our human resources.
b) Our human resources _we must protect_

a) Scientists will find cures to some cancers the next decades.
b) Cures to some cancers _will be found by scientists the next decades._

Activity Three: Complete the sentence (b) so that it means the same as the sentence (a):

a) The teacher ordered:"Don't make noise."
b) The teacher ordered the pupils _to don't make noise_

a) She says:" I am not tired."
b) She says _that she is not tired._

a) She asked: "do they speak German?"
b) She asked _if they speak German_

Thank you

95

The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

First name: Rayan

Family name: Rekaba

$\frac{10}{10}$

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

① ✓ If people donate organs we will save thousands of lives

b) I (to ask) for help, if I (to be) you.

① ✓ I would ask for help If I were you

c) If she (to know) about your difficulties, she (to help) you.

① If she knew about your difficulties, she would have helped you

Activity Two: Re-write the sentence (b) so that it means the same as the

sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.

b) A vaccine against rabies _was discovered by Louis Pasteur and his team_

a) We must protect our human resources.

b) Our human resources _must be protected by us_

a) Scientists will find cures to some cancers the next decades.

b) Cures to some cancers _will be found in the next decades by scientists._

Activity Three: Complete the sentence (b) so that it means the same as the

sentence (a):

a) The teacher ordered:"Don't make noise."

b) The teacher ordered the pupil _to not make noise_
not to

a) She says:" I am not tired."

b) She says _that she's not tired_

a) She asked: "do they speak German?"

b) She asked _if they speak German_

Thank you

97

The Pre-test

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study for the level of Master degree in applied linguistics. Thank you in advance for your help.

First name: ...... *Imane* -

Family name: .... *Laâlaoui* -

$\frac{3}{10}$

Activity One: Write the correct form of the verb between brackets:

a) If people (to donate) organs, we (to save) thousands of lives.

If people donate organs, we will save thousands of lives

b) I (to ask) for help, if I (to be) you.

I will ask for help, if I'm you

c) If she (to know) about your difficulties, she (to help) you.

if she knows about your difficulties she will help you

Activity Two: Re-write the sentence (b) so that it means the same as the sentence (a):

a) Louis Pasteur and his team discovered a vaccine against rabies.
✗ b) A vaccine against rabies *were discovered by Louis and his team.*

a) We must protect our human resources.
✗ b) Our human resources *must be protect by us.*

a) Scientists will find cures to some cancers the next decades.
✗ b) Cures to some cancers *will be find by scientists the next decades.*

Activity Three: Complete the sentence (b) so that it means the same as the sentence (a):

a) The teacher ordered:"Don't make noise."
✗ b) The teacher ordered the pupil *to didn't make noise.*

a) She says:" I am not tired."
✓ b) She says *that she is not tired.*

a) She asked: "do they speak German?"
b) She asked ....

Thank you

Appendix C: Post-Test of the Experimental Group

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTER OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEITHER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTEMENT OF FOREING LANGUAGE

DEPARTEMENT OF ENGLISH

The posttest

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study submitted for the Master degree. Thank you in advance for your help.

First name: .. Abdessamad

Family name: Manif

$\frac{8}{10}$

Activity One: Order the following words to get a meaningful sentence:

1. an / blood / the / all / heart / which / is / The / pumps / organ / body / in.

the heart is an organ which pumps blood in all body.

2. and /, /science / planes / accruing /, /Geometry / in / lines/ which /points / is/ study / figures / a.

....

3. formed / which / liquid / Water / elements / is / two / from / a / is.

...water is liquid which is formed from two elements :......

Activity Two: Put the verb between brackets into the correct form:

1. She may (to get) sick if she (to refuse) eating.

She may (get)............ (refused)....................................

2. Water (to evaporate) if it boils.

........(will evaporate)..

100

3. He can (to be) angry if you (to come) late.

He can be angry if you'll come late. ....

Activity Three: Complete the following table:

Verb	Adjective
To count	....
To pastor.......	pastoral
To divide	....
to change.........	changeful ·

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTER OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEITHER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTEMENT OF FOREING LANGUAGE

DEPARTEMENT OF ENGLISH

The posttest

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study submitted for the Master degree. Thank you in advance for your help.

First name: ...Rouiha...........

Family name: Bouthaina......

5.5 / 10

Activity One: Order the following words to get a meaningful sentence:

1. an / blood / the / all / heart / which / is / The / pumps / organ / body / in.

⓪ α ...The heart which is an organ is pumps the blood in all the body

2. and /, /science / planes / accruing /, /Geometry / in / lines/ which /points / is/ study / figures / a.

....

3. formed / which / liquid / Water / elements / is / two / from / a / is.

① ✓ Water which is formed from two elements is a liquid

Activity Two: Put the verb between brackets into the correct form:

1. She may (to get) sick if she (to refuse) eating.

0.5 α She may get sick if she refuse eating.........

2. Water (to evaporate) if it boils.

① ✓ Water ~~boils~~ evaporates if it boils.......

3. He can (to be) angry if you (to come) late.

① ✓ He can be angry if you ~~will~~ came late ....

**Activity Three:** Complete the following table:

Verb	Adjective
⓪ ✗ To count	countful
① to pastoral	pastoral
② ✗ To divide	divideal
① to change	changeful

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

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FACULTY OF LETTERS AND LANGUAGES

DEPARTEMENT OF FOREING LANGUAGE

DEPARTEMENT OF ENGLISH

The posttest

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study submitted for the Master degree. Thank you in advance for your help.

First name: *Mou'Fouid*

Family name: *benfalhia*

8,5 / 10

Activity One: Order the following words to get a meaningful sentence:

1. an / blood / the / all / heart / which / is / The / pumps / organ / body / in.

The heart is an organ which pumps blood in all the body

2. and /, /science / planes / accruing /, /Geometry / in / lines/ which /points / is/ study / figures / a.

Geometry is a science study which accuring plans, points, lines and figures.

3. formed / which / liquid / Water / elements / is / two / from / a / is.

Water is a liquid which is formed from two elements.

Activity Two: Put the verb between brackets into the correct form:

1. She may (to get) sick if she (to refuse) eating.

She may get sick if she refuses eating.

2. Water (to evaporate) if it boils.

Water will evaporate if it boils.

3. He can (to be) angry if you (to come) late.

He can be angry if you come late.

Activity Three: Complete the following table:

Verb	Adjective
To count	counter
to paster	pastoral
To divide	divided
to change	changeful

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PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTER OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEITHER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTEMENT OF FOREING LANGUAGE

DEPARTEMENT OF ENGLISH

The posttest

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study submitted for the Master degree. Thank you in advance for your help.

First name: ..H.ayette..............

Family name: ..Afad..............

6/10

Activity One: Order the following words to get a meaningful sentence:

1. an / blood / the / all / heart / which / is / The / pumps / organ / body / in.

...The Reart Which is an organ is pumps the blood in all the body

2. and /, /science / planes / accruing /, /Geometry / in / lines/ which /points /
is/ study / figures / a.

....

3. formed / which / liquid / Water / elements / is / two / from / a / is.

Water Which is formed from two elements a liquid

Activity Two: Put the verb between brackets into the correct form:

1. She may (to get) sick if she (to refuse) eating.

She may get sick if she'll refute eating...................

2. Water (to evaporate) if it boils.

Water ellaporates if it bals...............................

106

3. He can (to be) angry if you (to come) late.

...He can be angry if you'll come late......................

Activity Three: Complete the following table:

Verb	Adjective
To count	..countable..
..To pastor...	pastoral
To divide	..division......
..To change..	changeful

Appendix D: Post-Test of the Control Group

The posttest

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study submitted for the Master degree. Thank you in advance for your help.

$\frac{5}{10}$

First name: ...Mihoubi....

Family name: .El.henina.

Activity One: Order the following words to get a meaningful sentence:

1. an / blood / the / all / heart / which / is / The / pumps / organ / body / in.

Ⓞ✗ The Pumpfos is blood all body in which The heart an organ.

2. and /, /science / planes / accruing /, /Geometry / in / lines/ which /points / is/ study / figures / a.

Ⓞ✗ Geometry is science planes lines and accruing in lines points study figures

3. formed / which / liquid / Water / elements / is / two / from / a / is.

Ⓞ✗ a Water is formed two liquid Which elements is from.

Activity Two: Put the verb between brackets into the correct form:

1. She may (to get) sick if she (to refuse) eating.

① ✓ She may get sick if she refused eating

2. Water (to evaporate) if it boils.

(0.5)✗ Water evaporated if it boils

3. He can (to be) angry if you (to come) late.

(0.5) ✗ ..He..can..be..angry..if..you..be..come..late..............

Activity Three: Complete the following table:

Verb	Adjective
To count	..Countral.. ✗
..To..pastor....	pastoral
To divide	..divided......
..To..change..	changeful

The posttest

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study submitted for the Master degree. Thank you in advance for your help.

First name: ...Rayan..........

Family name: ....Rebaiba....

$\frac{5}{10}$

Activity One: Order the following words to get a meaningful sentence:

1. an / blood / the / all / heart / which / is / The / pumps / organ / body / in.

① ✓ ...The heart is an organ which pumps blood in all body.

2. and /, /science / planes / accruing /, /Geometry / in / lines/ which /points / is/ study / figures / a.

① Geometry is a science which figures study of points, lines and figures accuring in planes

3. formed / which / liquid / Water / elements / is / two / from / a / is.

0 ✗ Water is two elements which is formed liquid.........

formed ↗

Activity Two: Put the verb between brackets into the correct form:

1. She may (to get) sick if she (to refuse) eating.

0.5 ✗ She may get sick if she refuse eating.........................

2. Water (to evaporate) if it boils.

① ✓ water evaporats if it boils..............................

110

3. He can (to be) angry if you (to come) late.

0,5 .He.can.be.angry.if.you.come.late.............................

Activity Three: Complete the following table:

Verb	Adjective
To count	..Counter.....x
.To.pastarise.	pastoral
To divide	.dividing.......
.To.change......	changeful

111

The posttest

Dear pupils, you are kindly asked to do the following activities. Your answers are going to be a part of a study submitted for the Master degree. Thank you in advance for your help.

First name: ...I mane........

Family name: ...Laalaoui

$\frac{2}{10}$

Activity One: Order the following words to get a meaningful sentence:

1. an / blood / the / all / heart / which / is / The / pumps / organ / body / in.

....

2. and /, /science / planes / accruing /, /Geometry / in / lines/ which /points / is/ study / figures / a.

....

3. formed / which / liquid / Water / elements / is / two / from / a / is.

....

Activity Two: Put the verb between brackets into the correct form:

1. She may (to get) sick if she (to refuse) eating.

(0.5) x she may get sick if she refuses eating..........

2. Water (to evaporate) if it boils.

(1) ✓ ...water will evaporate if it boils.....................

112

3. He can (to be) angry if you (to come) late.

He can be angry if you _____ late.

Activity Three: Complete the following table:

Verb	Adjective
To count	....
....	pastoral
To divide	....
....	changeful

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الملخص

ان الاخطاء هي من اهم المسائل في تدريس اللغة الانجليزية كلغة اجنبية و يجب ان تقدم لها العناية من اجل تطوير انجازات الطالب. انواع تصحيح الاخطاء هي الاستنباط , طلب التوضيح , التصحيح الواضح , التكرار , اعادة الصياغة , و التصحيح بالدليل اللغوي. و قد تم اخذ هذا النوع الاخير لتتم دراسته في هذا العمل. لقد تم اختيار الاخطاء النحوية لما لها من تأثير اما على ايصال المعنى الصحيح المقصود من طرف التلميذ او احداث فراغ في التواصل. ان الهدف هو اختبار تأثير هذا الاجراء التصحيحي على انجاز التلاميذ. ان الدراسة فحصت النظرية التي تقول انه اذا تم استخدام التصحيح بالدليل اللغوي لمعالجة الاخطاء النحوية فان انجاز التلاميذ في قواعد النحو سوف يتطور. ان المنهج المتبع في دراسة هذه النظرية هو المنهج التجريبي.العينة المختارة من اجل هذه الدراسة هي تلاميذ السنة الثانية القسم الادبي بثانوية معجوج العمري. مجموعتان من التلاميذ مكونتان من ستة تلاميذ لكل فوج تم اختيارها. في هذه الدراسة تم اختيار المجموعتين بطريقة عشوائية. لقد تم تطبيق النظرية على فوج بينما بقي الثاني مقياس شاهد. كلا الفوجين تم اختبارهما مرتين, قبل و بعد مدة تدريس قدرها ثمانية حصص. ان النتائج المتحصل عليها تبين ان التصحيح بالدليل اللغوي كان فعالا و ساعد في تطوير انجاز التلاميذ بنسبة ستة و عشرون بالمائة. انجاز الفوج الشاهد تراجع مما يعني ان الاجراء التصحيحي المتبع من طرف الاستاذة الرئيسية ليس فعال. ان النتائج المتحصل عليها تؤدي الى التوصية باستخدام التصحيح بالدليل اللغوي لتصويب الاخطاء النحوية.