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**The Effect of English as a Foreign Language
Learners' Mother Tongue on Their Written
Productions:
Grammatical Error Analysis Study**

Case study of third year students of English Department
at Biskra University

Dissertation submitted in partial fulfillment of the requirement for the Master Degree in
science of language.

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DEDICATION

There is no way I can express how much I owe to my family for their love, generous spirit and support through the many years of my education. I

dedicate this modest research to:

My tender mother, Ismahane, for her prayers, her never ending- love, her moral support, and her patience during all the years I have been away from her.

I will be always grateful to my father, Nacer, for his confidence in me and for his financial support.

To my adorable brothers who have been a source of encouragement and inspiration throughout my life: Farid, Ismail, Hamza, Sami and Aissa. thank you for ignoring my faults and encouraging my merits.

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Abstract

The aim of this research is to shed some light on the first language interference issue, as well as identify and analyze some of the most recurrent errors made in grammar by third-year students of the English Language Department at Biskra University. In this respect, the focus is mainly on L1 transfer and the grammatical errors resulting from it when writing in English. It has hypothesized that Third-year students' mother tongue in Biskra University affects their writing compositions and that they commit many kinds of grammatical errors when writing because of L1 transfer(interference). For that purpose, thirteen(13) short paragraphs have been collected for an errors analysis. Students' and teachers' questionnaires have been used to confirm the results obtained in this study and to explore their attitudes on different aspects. This works consists of three main chapter: The first one is devoted to teaching writing and grammar. The second one deals with Contrastive Analysis, Error Analysis and the notion of language transfer and its types. The third part presents the practical work in which the data is gathered and analyzed. This part is ended up with the discussion of the results obtained in this study as well as some recommendations pedagogical implications. Results obtained from the analysis of the students' and the teachers' questionnaires and the analysis of the short paragraphs revealed the major points that have been conducted in this research and showed that have difficulty in writing, this is because of the difficulties they find in dealing with the different aspects grammar and the effect of the L1 interference.

List of Abbreviations

CAH: Contrastive Analysis Hypothesis

EA: Error Analysis

ESL: English as a Second Language

FL: English as a Foreign Language

FLL: Foreign Language Learning

FLT: Foreign Language Teaching

L 1: First Language

L 2: Second Language

MT: Mother tongue

TL: Target language

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General Introduction

In the recent years, there has been increasing interest in studies relate to writing and its significance in the academic contexts in which students are required to apply this skill as a main tool to show what they have learnt. Moreover, teaching writing is often about teaching grammar which have always been an important issue in second and foreign language learning and teaching. Since the third year students of the English language department at Biskra University face many difficulties in producing written productions and applying their knowledge of grammar, the majority of them are very weak in writing. Furthermore, there should be a need for purposeful study that helps us to identify their weaknesses in writing as well as grammar especially to identify and analyze their grammatical errors which are an aspect of their linguistic incompetence and main focus of our research, in addition to exploring teachers attitudes on teaching writing and grammar and the difficulties their students found when composing their paragraphs in term of grammar. Those learners commit errors in grammar when writing because they think in their native language (Arabic) and translate their thoughts into English and that they have not attained an adequate understanding of how to reduce errors in writing.

1.Statement of the problem

Despite the attention given to writing as an important skill in English language department classes at Biskra University the third year students still make errors in grammar when writing compositions. when they come to write, they usually have ideas in Arabic and when they try to translate to English unsuccessful translation occur specially in grammar. The first reason behind all those errors is the language transfer which occurs when the student introduces incorrect structures into English that they are not understood by him/her due to the differences in grammar between Arabic and English. This study is very important for both teachers and students of EFL because it help them for identifying

the most common grammatical errors that the students commit since Error Analysis in grammar may serve as an effective way to improve writing proficiency in order to make English Teaching more efficient in our department.

2.Aims of the study

The main objective of this research is to shed some light on the language transfer (interference) as cause of the common grammatical errors made by third year students at English in Biskra University and as a phenomenon that should be considered in learning English as a foreign language. This study also is intended the teachers' attention on the situation of their students, and attempts to find reasons for such a situation in order to determine the areas that need remedy. It shares the same view of S. P. Corder (1974) who claims that: “systematically analysing errors made by language learners makes it possible to determine areas that need reinforcement in teaching.”

3. Significance of the study

This study focuses mainly on the phenomenon of language transfer and error analysis. There is a need for the students to recognize the significance of the grammatical errors which they made in their compositions because they have not attained a linguistic level which allow them to manipulate language easily and to fully make the EFL teachers in our department aware of the difficulties students face with regard to grammar because identifying the students' errors would be helpful to teachers to adopt other strategies in teaching grammar in order to improve writing proficiency.

4. Research questions and hypotheses

●Research questions:

This study relies on the following questions:

- 1. Does third-year students' mother tongue affect their performance in writing compositions(short paragraphs)?**

2. Does the language transfer cause grammatical errors in the EFL learners' compositions?
3. What are the most common and recurrent grammatical errors made by third- year students at Biskra University?

●Research hypotheses:

It is hypothesized that:

1. Third year EFL students' mother tongue in Biskra University affects their writing compositions.
2. A large proportion of the grammatical errors made by learners is caused by first language negative transfer.

5. Research methodology

In order to test the hypotheses and build validity into this descriptive study, a qualitative research methods will be use. It will employ to have deep insight on the impact the third-year English students first language(Arabic) on their written compositions.

5.1. The population

The population of this study is the third year EFL students of Biskra University(372 students) in the academic year 2014/2015. the choice fell on this population on the grounds that their written teachers still suffer from their writings, especially one they correcting their exam sheets. Moreover, these learners are in a transitional phase in which they are exposed to be teachers in the next year and they still make different errors in grammar when they writin

5.2. Research instruments

This descriptive study employs qualitative research methods. For the purpose of obtaining data that will explore teachers' and learners' attitudes toward the English writing

skills and identifying the most common and recurrent grammatical errors in the third year students' short paragraphs we will conduct this research using:

- Two questionnaires: one for the third year students and the other for teachers of grammar and written. The first questionnaire will intent to explore the students' attitudes towards the writing skill, on the other hand, the second one will design to explore teachers' views and attitudes in teaching the writing skill and grammar. It attempted to reveal the recurrent errors in grammar which appeared in the learners' writings, and whether they were due to native language interference.
- Document focus: The corpuses on which this study will base include short paragraphs produced by the representative subjects. The purpose of collecting those written productions is to analyze the most grammatical errors made by those students which reflect their L1 effect on their writings.

5.3. Procedures and data collection

At the first stage of data collection, a permission will be asked from teachers of written expression to allow third-year students to respond to the questionnaire distributed to them. At the same time another questionnaire will give to teachers of written expression and grammar. After a period of time and after collecting and analyzing data gathered from the two questionnaires, one teacher will be asked for some paragraphs written by third-year students in order to analyze the grammatical errors in them, which may indicate their transfer from Arabic to English.

5.4. Data analysis

To analyze the students' and teachers' attitudes and views, to identify students' grammatical errors, to investigate the reasons behind their frequent occurrence and to find the remedy to minimize committing such errors are the main objectives of this descriptive study. In order to analyze the types of the various grammatical errors, they will be

identified, categorized in different types and divided into groups according to the kind of L1 interference.

6. Limitations

There are many limitations to this study, to identify, classify and to analyze the grammatical errors take a lot of time. The second limitation is the limit number of participants that might not enhance the generalization of the findings.

7. Structure of the dissertation

The present study comprises three chapters. The first one deals with teaching writing and grammar in the EFL context and some theoretical approaches to their teaching. The second one presents two related notions; language transfer and Error Analysis and how transfer between Arabic and English cause different written errors, especially in grammar. Finally, The third chapter, the main one tackles the research work done on the students' and teachers' questionnaires and the students' short paragraphs. The study is ended up with pedagogical implications to the topic in addition to some suggested recommendations.

Chapter One

Teaching writing and grammar in EFL classrooms

Introduction

Teaching English as a foreign language is now one of the most important subject in the English department at Biskra University as well as the other Algerian universities. It is clear that mastering English language require mastering the four skills and no one ignore that writing skill is the most complex skill to require and to master. Moreover, for many researchers, teaching writing is often about teaching grammar. Many teachers especially of written expression at Biskra University face a problem with their students, who have a good amount of English grammar rules but rarely use that knowledge to particular use. In fact, that is because most teachers consider grammatical accuracy as the basis of good writing performance. Thus, the first chapter highlights the potentials of teaching writing and grammar in EFL classrooms. It divided into two parts: the first one provide information about the writing process, its importance, how to teach this productive skill, the different approaches, techniques and methods teachers use to develop their students writing performance. The second part focuses on grammar as an essential aspect of teaching English language concerning its definition, importance, and the major approaches teachers use to make grammar lessons memorable and enjoyable for students.

1.1. Teaching writing skill

The teaching as well as learning who to write have always been serious problems for both teachers and learners in the Algerian higher education. In English department at Biskra, many teachers face a problem of low achievement of writing skill because such a productive skill often present the greatest challenge for their students at all stages. Windiyati, Tri (2010) state: "compared to the other three skills, writing is considered to be the most complex skill to master, therefore, is not an easy job because teachers might face

several problems in the process of teaching writing in classroom". This view means that writing is a difficult matter and students may struggle to write appropriately because academic writing demands conscious effort and practice from both teachers and students. Those later, should acquire proficiency in the use of English language, writing approaches, strategies and techniques in order to produce at least good piece of academic writing which meet their purposes of learning English as a foreign language.

1.1.1. The writing process and stages

For many researchers, writing in a foreign language is a difficult process. Learning to write is uniquely challenging because writing requires the mastery of complex language skills, from vocabulary, grammar and spelling to the ability to organize and convey ideas. The writing process includes several considerations to be regarding: higher level skills such as content, structure and organization and a lower level including: pronunciation, choice of appropriate vocabulary items and grammar structures, which are terms used by Richard and Renandya (2002).

Historically, researchers have struggled with the challenge of teaching students how to write well. Traditionally focusing on the finished product but since the 1970s, writing instruction has been changing and teachers no longer emphasize the finished product instead, they teach the "writing process." In 1972, for example, Donald M. Murray published a brief manifesto titled "Teach Writing as a Process Not Product". Writing process considered to be a series of sequential steps that a writer or researcher follows through a plan that begins with an idea and ends with a final product. There is a basic rule in writing says that you need to think about what you are going to write before you write. Moreover, for many years, it was assumed that the writing process generally consisted of three to five "stages": prewriting, drafting, revising, editing and publishing but according to Gardner and Johnson (1997) those stages are eight which are summarized as follows:

1. Prewriting (planning): Students generate ideas for writing through brainstorming and reading literature.
2. Rough Draft: Students get their ideas on paper. They write without concern for conventions.
3. Reread: Students proof their own work by reading aloud for example.
4. Share with a Peer Reviser: Students share and make suggestions for improvement, looking for better words and talking about how to make the work better.
5. Revise: write additions, imagery, and details. Use peer suggestions to improve and clarify.
6. Editing: work together on editing for mechanics and spelling.
7. Final Draft: Students produce their final copy .
8. Publishing: Students publish their written pieces.

From Gardner and Johnson (1997) stages, it is clear that those series steps may be difficult to apply from the part of students at the first time and They may take time for them to organize until the final product, but by practice they will be easier. Furthermore, Harmer(2007) summarized the specific rules of writing that learners tend to practice in this following citation:

“ Writing is a process, that is, the stages the writer goes through in order to produce something in its final form. This process may, of course, be affected by the content of the writing, the types of writing, and the medium it is written in...this process has four main elements: planning, drafting, editing, and the final draft.”(2007.P.1)

Thus, from Harmer's citation the writing process may also seem long and difficult, but it is a guaranteed path to success. The more students use it, the sooner they will realize how they could not do without it.

1.1.2. The importance of teaching writing skill in EFL classrooms

Academic writing plays an essential role in learning a foreign language. Non native speakers of the English language should be familiar with the writing process, elements, and features such as formality, objectivity, and complexity in order to use the language precisely and accurately. Moreover, writing is considered to be a basic skill in language learning, since it enable the learners to make considerable effort and practice many writing activities to reach an acceptable level of writing. In many Arab universities, writing in English is significant in students' academic course. They need writing for taking notes, describing objects, writing compositions and moreover to communicate thoughts, to convince, to judge or to provoke feelings.

Moreover, Abdulwahed. S(2010) pointed out that English writing gives students the opportunity to learn certain aspects of academic writing such as using effective words and strong vocabulary and to think critically. This view means that writing helps to develop the students' cognitive skills in acquiring the necessary strategies to write appropriately because it is a thinking process, when writers actually write, they think of things that they did not have in mind before they began writing.

1.1.3.How to teach writing skill?

The main reason for teaching writing is to help students express their thoughts in words and there is no greater gift the teacher can give to his/her students than strengthen their writing skill and to help them become self critical writers. Moreover, the teacher can help students understand the context and the purposes of their assignments and aids them to understand the process of writing by guiding them through the steps of generating ideas, drafting, reviewing, revising and editing. According to Nunan(1989) there are four main principles that the teacher consider:

1. Teachers should understand the students' needs for writing: It is important to understand the students' needs for writing to convey goals and purposes. This first principle clearly means that to get their students into writing, teachers begin with discussing with them their objectives for writing and make them know that their writing can speak for them when they are not there.

2. They should make arrangements for students to write: This implies that the teacher should provide the opportunities for students to try out different types of writing. Thus, the writing activities became more and more interesting.

3. Also they can provide constructive and meaningful feedback: but in this case, the term feedback should not necessitate the meaning of correcting the students' writing. Teachers should take time to discuss the students' written productions and ask them to check and correct them on their own.

4. Finally, teachers should explain to their students how their writing will be evaluated: here they can provide for example a description of writing criteria that are taking into consideration such as: content, organization, grammar and the qualities needed to distinguish good writing assignments from poor ones.

Furthermore, in order to help students to learn and access in writing, teachers also should follow the 6+1 traits writing model. When reviewing literature concerning this model, it is clearly appeared that it is a suggested way for many researchers to access and teach writing. It focuses on 6 qualities which are namely: ideas, organization, voice, word choice, sentence fluency, Conventions and presentation. They are summarized as follows:

1. Ideas: are the content of the piece and the main theme, together with all the supporting details that enrich and develop that theme. When students starting with an idea that interest him/her, s/he likely will produce a good piece of writing.

2. Organization: is the internal structure of a piece of writing. Good writing has a clear and consistent organization that suits the topic and when the organization is strong, the piece begins meaningfully and creates in the writer a sense of anticipation that is, ultimately, systematically fulfilled.
3. Voice: is the heart and soul of the writing. It refers to all the distinctive qualities of the students' writing, like the types of language used and the way of putting sentences and paragraphs together.
4. Word choice: is the key element of good writing. If students choose words that convey their meaning as precisely as possible, they will help to ensure that their readers understand their viewpoints. It is also clear that strong word choice is characterized not so much by an exceptional vocabulary chosen to impress the reader, but more by the skill to use everyday words well.
5. Sentence fluency: is the rhythm, the flow of the language and the sound of word patterns. It means that when students use variety of structures help to create a rhythm that engage the readers in addition to the role of transitions that make it clear how one sentence connects to the other.
6. Conventions: the Conventions trait is the mechanical correctness of the piece and includes five elements: spelling, punctuation, capitalization, grammar/usage, and paragraphing.
7. presentation: it combines both visual and textual elements and it is the way we exhibit or present our message on paper. These include: graphics, neatness, handwriting, font selection, borders, and overall appearance.

Finally, it can be said that good writing conveys a meaningful message. There are two writing strategies teachers may use them in their lessons are namely: free writing and revised writing. Free writing directs students to simply get their ideas onto paper without

worrying much about grammar, spelling, or other English mechanics. The main characteristic of free writing is that few (if any) errors are corrected by the teacher, which relieves students of the pressure to perform and allows them to express themselves more freely. Revised writing, also called extended or process writing, is a more formal activity in which students must write a first draft, then revise and edit it. Also Tactful correction of student writing is essential because written correction is potentially damaging to confidence because it's very visible and permanent on the page. Teachers should focus on helping the student clarify the meaning of the writing, especially at lower levels, choose selectively what to correct and what to ignore. Spelling should be a low priority as long as words are recognizable.

1.1.4. Features of effective writing

Academic writing can be characterized as the construction and development of techniques taught in universities such as organizing and generating students' ideas and critical thinking, and developing vocabulary and grammatical syntax. Additionally, students in English writing classes should receive more exposure to those features which offer strong vocabulary, good sentence structures, and the organization of paragraphs based on punctuation marks and conjunctions. It is necessary for teachers to identify and emphasize the process of academic writing for students. Thus, teachers need to establish and encourage students' attitudes towards the basic elements of academic writing such as definition, strategies, and difficulties. Moreover, effective writing focuses mainly on the topic and has an organizational patterns that enables the reader to follow the flow of ideas because it contains a beginning, middle, and an end , also it uses transitional devices. Moreover, effective writing contains supporting ideas that are developed through the use of details, examples, and a mature words choice and has variation in sentence structure.

Furthermore, focus, organization, support and elaboration, style, and conventions are features through which teachers can help students become more effective writers and make their own job easier. Those features are defined by many researchers as follows:

1. Focus: is the topic/subject established by the writer in response to the writing task. The writer must clearly establish a focus as he/she fulfills the assignment. This means that if the reader is confused about the subject matter, the writer has not effectively established a focus. If the reader is engaged and not confused, the writer probably has been effective in establishing a focus.

2. Organization: is the progression, relatedness, and completeness of ideas through the development of elements forming an effective beginning, middle, and end.

3. Support and Elaboration: is the extension and development of the topic/subject. The writer provides sufficient elaboration to present the ideas and/or events clearly.

4. Style: is the control of language that is appropriate to the purpose, audience, and context of the writing task. The writer's style is evident through word choice and sentence fluency. Also it can be added that the skillful use of precise and purposeful vocabulary enhances the effectiveness of the composition through the use of appropriate words, phrases and descriptions that engage the audience.

5. Conventions: conventions involve correctness in sentence formation, usage, and mechanics. The writer has control of grammatical conventions that are appropriate to the writing task. Errors, if present, do not impede the reader's understanding of the ideas conveyed.

These features not only provide teachers with a more objective set of criteria for assessing writing, they also provide students with a framework for reading and improving their own writing.

1.1.5. Approaches of teaching writing

Writing is a particularly highly-demanding and difficult skill for both native speaker and non-native speakers. Richards and Renandya (2002) claim that “There is no doubt that writing is the most difficult skill for L2 students to master”, and Nunan(2000. p.271) thinks that it is an enormous challenge to produce “a coherent, fluent, extended piece of writing” in a second language.

For many years, the teaching of writing, in any context, was largely ignored, forever tested but seldom taught. Thus, the focus was on what the students produce, not on how to do it. Raimes (1994) stressed the importance of how to teach writing not what to teach and drew attention to Controlled-to-Free Approach, the Free-Writing Approach, the Paragraph-Pattern Approach, the Communicative Approach, the Grammar Syntax-Organization Approach, and other approaches. He agreed that there is no one answer to the question of how to teach writing in EFL classes. There are as many answers as there are teachers and teaching styles, or learners and learning styles. Accordingly, these are the main approaches to teaching writing as reported by Raimes (1994):

1.1.5.1. Controlled-to-Free Approach

The Audio-lingual Approach dominated ESL and EFL in the 1950's and early 1960's. A focus was put on speech in that it was primarily and writing was only used to reinforce it. Also, the mastery of grammar and syntactic forms occupied a great importance, as stated by Raimes (1994,p.10): “speech was primary and writing served to reinforce speech in that it stressed mastery of grammatical and syntactic forms.” Here the students are not creators; they just write grammar exercises. “the writing is carefully controlled so that the students see only correct language and practice grammar structures that they have learned.” (Ieki, 1992. p. 8). Finally, it is a sequential approach, i.e., students deal with writing according to the following steps: sentence exercises, paragraphs to copy or manipulate grammatically,

and after these students are allowed to write controlled composition with the help of the of the teacher's intervention to correct the errors.

1.1.5.2.Free-Writing Approach

In this approach, teachers are expected to stress content and fluency. When the students are engaged in writing, they do not have to worry about form. Once the ideas are on paper, grammatical accuracy, organization and the rest will gradually follow. Contrary to the Controlled -to- Free Approach, the role of the teacher is limited to reading the students' productions and sometimes making comments on the expressed ideas. In other words, it means that the piece of writing should not be corrected, but possibly read aloud and the content commented upon.

1.1.5.3 Paragraph-Pattern Approach

Unlike the previous approaches, the Paragraph-Pattern Approach stresses another feature. It is organization of language rather than accuracy of grammar or fluency of content. The paragraphs, the sentences, the supporting ideas, cohesion, and unity are the most important points that are dealt with.

1.1.5.4 Grammar-Syntax-Organization Approach

Under this approach, teachers stress the need to work on more than one feature, mentioned in the diagram. According to Raimes (1994.p.13), "writing cannot be seen as composed of separate skills which are learned one by one." This means that students should pay attention to, simultaneously, organization and at the same time work on grammar and syntax which are necessary to carry out the writing tasks.

1.1.5.5. Communicative Approach

The main concerns of this approach when producing a piece of writing are its purpose and audience. "Thus, students are encouraged to ask themselves two main questions: Why am I writing this? And who will read it? So, the purpose, i.e., the

communicative function of the text can be grouped according to whether it is intended to entertain, inform, instruct, persuade, explain, argue a case, and so on.”(Harris,1993. p.18).

In this approach and according to Harris's view, students are encouraged to behave like writers in real life which means that teachers must devise situations that permit them to write purposefully. In other words, students can write to each other in the classroom or use writing in role play situations.

1.1.5.6. Product Approach

Generally speaking, the product approach to writing focuses on the end product. A particular feature of this approach is its attention to correctness. As it is reported by Nunan(1989. p.36) “the teacher who adopts a product- approach makes sure that the end product is grammatically correct.”. Moreover, the teacher becomes a judge of the finished product. Tribble (1997. p.20) also said that “teachers see errors as something that they must correct and eliminate given the importance accurate language has.” . Furthermore, according to Richards (1992, as cited in Sadek, 2007. p. 231), "the product approach leads to practice in the structure and organization of different kinds of paragraphs and texts". Accordingly, the main features of this approach are:

- Learners have specific writing needs, either for institutional writing or personal writing.
- The goals of a writing program are to teach students to be able to produce the kinds of written texts they will most frequently encounter in educational, institutional, and/or personal contexts.
- The grammatical patterns and grammatical rules used in different kinds of texts are presented in model composition, which are constructed to display the rules that learners should use in their own writing.
- Correct sentence structure is the main aspect of writing, grammatical skill receives considerable emphasis.

- Errors in writing are avoided by providing learners with models to follow by guiding and controlling what learners write to prevent them from making errors. Thus the primary emphasis is on providing practice in different kinds of texts.

1.1.5.7. Process Approach

Learning to write is a process which entails a series of steps writers go through to arrive at the product. More specifically, the process approach has emerged as a reaction against the product approach where Silva (1993, as cited in Sadek, 2007, p. 232) pointed out that “this approach calls for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing process”.

Moreover, among the characteristics of viewing writing as process, Grabe and Kaplan(1996.p.48) stated that the process approach encourages learners to:

1. Write on relevant topics or topic learners find interesting rather than having The teacher who assigning the topic.
2. Plan their writing having a purpose in mind and a context to base the written text on rather than write freely without having anything to say.
3. Be creative and imaginative using pre-writing activities, different drafts and feedback rather than immediately putting pen to paper without previous planning and revision.
4. Get feedback from real audience either from peers, small groups or the teacher through formative evaluation.
5. Focus on content and personal expression rather than the final copy, grammar and usage.
6. Look at writing as recursive rather than a linear process since repetition of activities and steps are relevant and necessary.
7. Be, aware of the writing process and the issues relevant to it such as audience, planning, etc.,1 rather than teach students to write without a suitable method. The writing processes

or stages are summarized in Table 1.1 according to many researchers' models gathered when reading the literature concerning the writing process :

Researchers	Stages
Krashen (1984, as cited in Richards& Renandya, 2003. p. 315)	1-Planning (prewriting) 2-Drafting (writing) 3-Revising (redrafting) 4-Editing
White and Arndt(1991. p. 5)	1-Drafting 2-Structuring 3-Reviewing 4-Focusing 5-Evaluating 6-Generating
Richards (1992, as cited in Sadek, 2007. p. 232)	1-Rehearsing (prewriting) 2-Drafting 3-Revising
Tribble (1997.p. 39)	1-Prewriting 2-Composing (Drafting) 3-Revising 4-Editing 5-Publishing
	1-Composing

Hedge (2000. p. 302-330)	2-Communicating 3-Improving
Blanchard and Root (2004,p.1)	1-Prewriting 2-Writing 3-Revising and Editing
Harmer (2007. p. 6)	1-Planning 2-Drafting 3-Editing 4-Final draft

Table1.1: Stages of the Process Writing "Different Models"

Previously, it has concluded that writing is a process. According to these models summarized in the table, this process is too complex and consists of a number of operations going on simultaneously. These operations or stages allow writers to get to the end product more successfully. Thus, the using of the process approach in writing by students(writers) must follow the different stages of this process.

1.1.5.8. The Modern Approach to Teaching Writing

The Modern Approach to the teaching of writing is based on both the Communicative Approach and the Process Approach. According to Chan (1986:56), it is based upon three assumptions which relate to cognitive and social strategies:

1. People write to communicate with readers
2. People write to accomplish certain purposes.
3. Writing is a complex process.

Thus, writing in this approach is seen as a communicative act where the students / writers consider two crucial questions: for whom? and why? They are asked to think of

their audience and the purpose behind their writing; meaning is stressed rather than form. Both learners and teachers need the necessary information and knowledge that would reinforce and make of the teaching / learning of the writing skill easier and important.

1.1.6. Writing problems

Writing in a second or foreign language seems to be the most difficult language skill for language learners to acquire in academic contexts. It is a complicated process which involves a number of cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting, and revising. "Differences in the language structures, the manner of expressing thoughts, writing styles and other culturally varying factors greatly affect the writing of foreign language learners." (Benson and Heidish, 1995).

Moreover, Hadifield (1992) note three areas of difficulty for the learner in relation to the productive skill of writing. First, the writer cannot consult the reader, for the audience is not immediately present as in the case with speaking. Second, learners suffer from linguistic difficulty in that language used in speech is not the same as writing. In some cases it is simpler-like a shopping list, in others it is more elaborate and formal like in an academic report. The difficulty is more evident for E.F.L learners who are unaware of the discourse patterns inherent in particular types of writing. The last difficulty is cognitive, this relates to the ability to organize ideas on the paper.

1.1.6.1. Causes of Writing Problems

- Al-Khsawneh (2010) indicated that the students identified that the teaching method and the environment are the main causes of their weaknesses in English. Their Weak qualification in English is either related to the lack of student motivation, or the teacher's interest. Moreover, many learners use their mother tongue because of the isolated culture.

- English language learners have limited vocabulary. Therefore, students end up repeating the same words which hinders creativity. Students couldn't give voice to their thoughts because lack the adequate stock of vocabulary.
- English language learners don't use invented spelling and their written texts are restricted to words which they know.
- The present tense is the only tense used in their writing.
- The students' writing is difficult to understand because of the ill-structured sentences in composition.
- Students are unwilling to share their work with other students and they do not get the suitable feedback.
- When the learners read their writing aloud, they couldn't distinguish whether what they read or write is right or wrong.

Moreover, many teachers indicated that students' first language affects learning the target language. This is why students make certain mistakes and repeat them. Because writing and learning how to write has been always one of the most complex and difficult skill to master, teaching Writing is not an easy task since this skill needs a comprehensible knowledge of grammar. Furthermore, teaching writing is often about teaching grammar which has always been an important issue in second and foreign language learning and teaching. The focus on grammar in teaching writing is very important in that there are grammatical structures that need to be taught in the context of particular methods of development for different topics. Raimes (1981) describes it in the following way: "Certain methods of development require certain structures, e.g., a comparison_ contrast task will make the use of comparative and superlative forms necessary, likewise in chronological narration, past tenses and in spatial order, prepositions of place will used." p.5).

1.2. Teaching Grammar

Teaching grammar has been regarded as crucial to the ability to use language, and it should ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. While in the context of English as a Foreign Language (EFL), teaching grammar has traditionally been dominated by the grammar-translation method where the use of the mother tongue and memorizations are clearly important to elicit the meaning of the target language and its rules. According to Richard and Rodgers (2001), in such a method, learners are provided with the grammar rules and examples and told to memorize them, then they are asked to apply the rule to other examples. But, in the recent years, with the emergence and widespread of the use of CLT and Competency-Based Approach, there has been a heated debate about the importance of teaching grammar, whether to teach explicit or implicit knowledge, which method (or methods) have to be adopted (inductive or deductive) and how to make natural connections between grammar and communication.

1.2.1. Definition of grammar

The word Grammar is derived from the Greek word "Grammatik". It is partly the study of what forms(or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of the rules that govern how a language's sentences are formed. Al-Moutawa and Kailani (1989. p. 69) has stated "all the theories agree on the fact that grammar is "the internal organization of language."

Moreover, There are many definitions for grammar. For Ur (1980. p. 4), grammar is "the way a language manipulates and combines words or bits of words in order to form

longer units of meaning. ”. In other words, it is the formation of words and the constructions of sentences and discourses in order to have a meaningful product. According to Harmer (2001), the grammar of a language can be defined as the descriptions of the rules through words that can be formed and that can change their meaning, in addition to the possible ways of their construction into sentences.

Furthermore, it is noticeable that most of the people hate grammar and think it is the most boring part of learning a new language. However, we cannot run away from it because grammar constitutes the rules and framework, changing the form of words and joining them into sentences. If there are no rules, or if everybody follows their own rules, it creates problems in communication for everyone. So, grammar is an important factor to learn a new language.

1.2.1.1. Descriptive rules and Perspective rules

The term "Rule" refers to the principle which guides behaviors or says how things are to be done. With regard to grammar, there are two types of rules. The first type of rules regulates the way words are put together and describes how words combination can be possible or impossible, these rules are what Greenbaum and Nelson (2002) name: "Descriptive rules". The second type of rules is related to the standard boundaries speakers of the standard language put. "These are the rules that state which "usage" should be employed and which usage should not be used." (Greenbaum & Nelson, 2005. p.5).

1.2.2. The role of grammar in English language teaching

One central aspect for using the language accurately is the grammar of that language. Hedge (2000) claims that many teachers give grammar teaching their great attention in their classroom methodology. Pacheler (1999. p. 94) state: "the rules of grammar facilitate communicative economy." That is to say that thanks to grammar we can produce unlimited number of utterances and sentences with a limited a number of words and sounds.

Moreover, the role of grammar is not limited to the level of the sentence but it affects other longer discourses. This is argued by Williams (2005) who emphasizes the fact that the effects of grammar is essential for writing since it provides information about forms and functions of the words. Also, it is clear that the roles of grammar go beyond the sentence and utterance level to affect the four skills: listening, speaking, reading and writing. In listening and reading, we cannot make the interrelationship between the parts of the discourse if we have not had a basis of grammatical knowledge whereas, in speaking and writing, producing comprehensible meaningful sentences and utterances, and relating them depend to a large extent on grammar.

1.2.3. How to Teaching grammar

Teaching grammar is an essential part of school education or adult learning. Without good grammar, spoken or written words lose much of their meaning and most of their value. Grammar is a very important thing to get right, and teachers should take extra care to impart proper grammar to all their students. However, grammar is often seen as a difficult and boring subject and one popular method of teaching is to just repeat the correct grammar for a certain situation over and over until it is memorized and able to be repeated, like a parrot. This is dull for both teachers and students, and often only results in the students being able to repeat what they have learned, rather than resulting in a complete understanding that can be applied to all situations.

Moreover, the important question that needs to be answered is: how do we teach grammar?. In other words, how do we help students to learn the grammar they need. This question is deceptively easy. At first look, you might think that teaching grammar is just a matter of explaining grammar rules to students. However, teaching grammar effectively is a much more complicated matter. There are a number of questions that first need to be addressed for each class:

- What are the objectives of this class?

The answer to this question is important as it will help you decide on how much grammar really needs to be taught.

- What type of learning background do the learners have?

Adults who have not been attending school for a number of years are likely to find grammar explanations confusing while as students who are currently studying will probably be much more adept at understanding grammar.

- What learning materials and resources are available?

The more learning resources you have the easier it will be for you to employ different strategies when teaching your students grammar.

Furthermore, Ellis (2006) defines grammar teaching as: "grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it ". He points out some key concepts in teaching grammar. First, some grammar lessons might consist of presentation by itself(i.e., without any practice), while other might entail only practice(i.e., no presentation).Second, grammar teaching can involve learners in discovering grammatical rules for themselves(no presentation and no practice). Third, grammar teaching can be conducted simply by exposing learners to input contrived to provide multiple exemplars of the target structure(no presentation and no practice). Finally, grammar teaching can be conducted by means of corrective feedback on learners' errors when these arise in the context of performing some communicative tasks.

1.2.3.1. Deductive versus Inductive Approach

Broadly speaking, in teaching grammar, there are two approaches that can be applied: deductive and inductive. A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. Dealing with the teaching of grammar, the deductive approach can also be called rule-driven learning.

Moreover, The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. Giving the grammatical rules means no more than directing learners' attention to the problem discussed. Eisenstein(1987) suggests that with the deductive approach, learners be in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning. To sum up, the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. In the case of the application of the deductive approach, therefore, Michael Swan(cited in Thornbury, 1999.p. 32) outlines some guidelines for when the rule is presented. Among them are:

- 1.** the rules should be true
- 2.** the rules should show clearly what limits are on the use of a given form
- 3.** the rules need to be clear
- 4.** the rules ought to be simple
- 5.** the rules needs to make use of concepts already familiar to the learners
- 6.** the rules ought to be relevant.

Furthermore, the deductive approach has its own advantages and disadvantages as shown in Table 1.2 below:

Advantages	1.The deductive approach goes straightforwardly to the point and can, therefore, be time-saving.
	2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples.
	3. A number of direct practice/application examples are immediately given.
	4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.
	5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.
Disadvantages	1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
	2. Younger learners may not be able to understand the concepts or encounter grammar terminology given.
	3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.
	4. The explanation is seldom as memorable as other forms of presentation(for example, demonstration).
	5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

Table 1.2. Advantages and disadvantages of the deductive approach to teaching grammar

The second approach which is the inductive one according to Felder & Henriques(1995):“ It comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories).” In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that a teacher teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples.

Moreover, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher. Similar to the deductive approach, the inductive approach offers advantages and disadvantages as seen in the Table1.3 below:

Advantages	1. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
	2. Learners’ greater degree of cognitive depth is “exploited”.
	3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
	4. The approach involves learners’ pattern-recognition and problem solving abilities in which particular learners are interested in this challenge.
	5. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.

Disadvantages	1. The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.
	2. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
	3. The approach can place emphasis on teachers in planning a lesson.
	4. It encourages the teacher to design data or materials taught carefully and systematically.
	5. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

Table1.3. Advantages and disadvantages of the inductive approach to teaching grammar

Furthermore, from the two tables, it can be conclude that the deductive approach is the way of teaching grammar where rules are presented first and then their applications through examples whereas, inductive approach is the way of teaching grammar through examples from which rules are understood.

1.2.4. Different ways to teach grammar?

1.2.4.1. Teaching grammar from explanations:

Once we have decided what to teach, how do we teach it? An enormous amount has been written about the methodology of teaching grammar. The purpose of grammar explanations is not simply to describe structural features; it is to build bridges from the learners' present knowledge to the knowledge we want them to have. If we are going to, so to speak, take learners from A to B in this way, we need to look carefully at both ends of

the bridge. Where is A? What do the learners know about a point already, by virtue of either its similarity with a mother-tongue structure or of their previous experience? Where is B? It cannot be too far away from A, or the bridge will collapse. Given too much information, learner will not assimilate it. Explanations do not have to give the whole truth: they must be true enough to be useful, but also short, simple, and clear enough to be taken in, remembered and acted on. It should also go without saying (but unfortunately does not always) that explanations should be in the mother tongue if possible.

1.2.4.2. Teaching grammar from examples:

Corpus examples are generally hard to interpret taken out of the context that gives them their authenticity, and are full of nuisance vocabulary that distracts attention from the relevant grammar point. What we need, surely, is not corpus authenticity but classroom authenticity: not 'real' examples, but realistic examples which serve our pedagogic purposes.

1.2.4.3. Teaching grammar from exercises:

The communicative approach has brought us a greatly enriched repertoire of exercise-types, enabling learners to practice grammar while saying real and interesting things to each other. Students often need to get used to building a structure, or to contextualizing it appropriately, before they are ready to use it more freely. In this respect, undemanding 'mechanical' exercises which enable students to think about one thing at a time have obvious value.

1.2.5. Principles for teaching grammar

Widodo, H (2004) proposed five procedures for teaching grammar in which the activities involve five steps:

1. Building up students' knowledge of the rule or rule initiation.
2. Eliciting functions of the rule or rule elicitation.
3. Familiarizing students with the rule in use through exercises or rule practice.
4. Checking students' comprehension or rule activation.
5. Expanding students' knowledge or rule enrichment.

Those steps are summarized as follows:

Step 1: Building up students' knowledge of the rule or rule initiation:

The proposed procedure starts with teaching grammar by some leading questions and providing model sentences in which the grammatical item to be taught is underlined. Such activities are geared to build up learners' knowledge of the grammatical items taught. It is clear that at this stage, the teacher is required to ask students to respond to the questions orally. This can stimulate students' self-confidence in using the grammatical item learned communicatively.

Step 2: Eliciting functions of the rule or rule elicitation:

It aims to elicit the functions of the grammatical item taught accompanied with examples. This step provide the students with clear descriptions of the language focus uses so that students can apply the language focus appropriately in communicative settings. In this step, the teacher explicitly tells the students some features of the sentence, such as the verb form, commonly used time signals, and functions of the present perfect tense, so that students are well prepared for the exercises following the presentation/explanation.

Step 3: Familiarizing students with the rule in use through exercises or rule practice:

This step focuses upon familiarizing the students with the grammatical item in use. The process followed in this step is that the teacher presents some exercises, checks for students' comprehension, and encourages active student involvement. The forms of the exercises used in Step 3 may vary according to the particular grammatical item being taught.

Step 4: Checking students' comprehension or rule activation:

This step is geared to check students' comprehension of the grammatical item being taught. At this stage, the teacher provides an assessment of student comprehension to gauge whether the students completely grasp what they have been taught. The form of the evaluation can be in the form of sentence construction. This means that this step is used in order to have the students apply the concept of the grammatical item learned productively, not receptively. In this case, the students are required to work individually. It is noticeable that this step can help the teacher redesign her or his further grammar teaching to facilitate the students' progress in applying the rule taught.

Step 5: Expanding students' knowledge or enrichment:

The last step is focused on expanding students' comprehension of the grammatical item being taught. In this phase, the teacher employs other activities to reinforce some concepts and even to relate new ones. S/he gives the students opportunities to do independent work and can set certain activities or tasks from the lesson as homework or an assignment. Moreover, from Widodo, H (2004) proposed five procedures appears the ultimate goal of teaching grammar, which is to provide the students with knowledge of the way language is constructed so that when they listen, speak, read and write, they have no trouble applying the language that they are learning. Language teachers are, therefore, challenged to use creative and innovative attempts to teach grammar so that such a goal can successfully be achieved. In other words, whatever exercises are given, the most

crucial thing is that the teacher provide the students with an opportunity to be able to produce the grammatical item making use of syntactically and semantically correct examples of sentences comprised of appropriate and relevant vocabulary.

Conclusion

This first chapter clarify the connection between grammar and writing, this connection is a very important. The rules of grammar help to govern the way writing takes place, and ensure that it can be easily understood by the people who read it. Every language in the world has different rules for grammar and writing. Moreover, It is important to keep in mind that though proper grammar is important for good writing, it is also very important for speaking the language properly as well. Someone may be a very talented writer with a lot of great ideas, but if they have poor grammar, they will have trouble communicating those ideas to other people. As a result, they may get poor grades in college or any academic context , or may never get anything published. Those learners/students commit errors in grammar when writing may be because they think in their native language and translate their thoughts into English and that they have not attained an adequate understanding of how to reduce errors in writing.

Chapter Two

Contrastive Analysis, Error Analysis and language interference

Introduction

The last thirty years have witnessed the development of research in linguistic analysis. Students learning a foreign language meet with many kinds of learning problems dealing with its sound system, vocabulary, structure and other features. Linguists try to find out the causes of the problems to be applied in language teaching, to minimize the problems. They propose contrastive analysis, error analysis and interlanguage theory (language interference). Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities between the first language and the target language based on the assumptions that: the similarities facilitate learning while differences cause problems.

Moreover, The second approach which is the Error Analysis involves collecting samples of learners' language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes and evaluating their seriousness. Furthermore, many researchers assured that the principal barrier to the L2 and/or FL system is the interference of the L1 system with the L2 and/or FL system. It is considered that interference is the result of CA and it causes errors. Thus, This chapter focuses on the three most influential error theories: Contrastive Analysis, Error Analysis and language interference. It is divided into two parts; the first one provides some information about CA and ER and their implications to language teaching. This part highlights the notion of Error Analysis theory, the significance, the classification and the types of errors especially grammatical errors. Lastly, the chapter will close with the interference or the transfer theory, the similarities and differences between English and Arabic language systems.

2.1. Contrastive Analysis and Error Analysis

2.1.1. Contrastive Analysis

2.1.1.1. Definition

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Contrastive Analysis was extensively used in the 1960s and early 1970s as a method of explaining why some features of a Target Language were more difficult to acquire than others. According to the behaviorists' theories, language learning was a question of habit formation, and this could be reinforced by existing habits. Therefore, the difficulty in mastering certain structures in a TL depended on the difference between the learners' mother language and the language they were trying to learn. The goals of Contrastive Analysis can be stated as follows: to make foreign language teaching more effective, to find out the differences between the first language and the target language based on the assumptions that:

1. Foreign language learning is based on the mother tongue.
2. Similarities facilitate learning (positive transfer) and differences cause problems (negative transfer/Interference)
3. via contrastive analysis, problems can be predicted and considered in the curriculum. However, not all problems predicted by contrastive analysis always appear to be difficult for the students. On the other hand, according to many researchers in the field, many errors that do turn up are not predicted by contrastive analysis.

Moreover, Proponents of the contrastive analysis believe that such a comparison would allow to develop a most effective teaching programs and teaching materials. Such a belief is based on the assumption that it is necessary to identify the points of difficulty which foreign language learners come across. According to the contrastive analysis

hypothesis(CAH), the learning problem and area of interference would occur at the points where two languages differ. They assume that it will be easier to learn similar features and that differences between the elements of the native and the target languages will be harder to acquire. In other words, the contrastive analysis hypothesis says that positive transfer would occur where two languages are similar; where they are different, negative transfer, or interference, would result. Furthermore, Lado (1957) and Fries (1945) are the names most closely associated with the CAH. The theoretical foundations for this Hypothesis were formulated in Lado's "Linguistics across Cultures" (1957). In this book, Lado claimed that " those elements which are similar to the learner's native language will be simple for him, and those elements that are different will be difficult."

2.1.1.2. Historical background for Contrastive Analysis approach

The American linguist C. C. Fries initiated the study of contrastive linguistics in 1945. Fries (1945), in his famous book: "Teaching and Learning English as a Foreign Language", states that the most useful materials are the ones that are entirely based on a methodical description of any language that is to be learned. It should also be cautiously compared with a parallel description of the native language spoken by the learner. This assumption was taken up by Robert Lado more than ten years later in his book: "Linguistic Across Cultures" (1957) in which the theoretical foundation of CA was laid down. The supporters of CA claimed that the similarities and differences between various languages was enough to deal with the problem of teaching these languages. Moreover, Lado(1957) claimed that for the students whose target language is second or foreign language, those elements of the target language that are similar to his/her native language will be simple for him/her and those elements that are different will be difficult. Its objectives are summarized in Van Els et al. (1984. p.38) as follows:

a. Providing insight into similarities and differences between languages

- b. Explaining and predicting problems in L2 learning
- c. Developing course materials for language teaching

Furthermore, according to Gass and Selinker (as cited in Huthaily, 2008. p. 26) the following are the points that are usually followed when doing a contrastive analysis (CA):

1. A brief description of the two languages.
2. Selection of specific areas/items of two languages for a detail-oriented comparison.
3. Comparison and identification of similarities and differences.
4. Prediction of areas likely to cause errors.
5. Testing the predictions.

2.1.1.3. Different Versions of Contrastive Analysis Hypothesis

Wardhaugh (1970) pointed out that the CA hypothesis can exist in two versions: a strong version, in which he claims that the difficulties of the learner can be predicated by a systematic contrastive analysis and teaching material can then be devised to meet those difficulties. A weak version claims that no more than an explanatory role for contrastive linguistics: Where difficulties are evident from the errors made by the learners. Comparison between the mother tongue and the target language of the learners may help to explain them.

Strong form:

“... the assumption that we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student. ”
Lado(1957. p. 209).

Weak form:

“...The starting point in the contrast is provided by actual evidence from ... learning difficulties ... and reference is made to the two systems only in order to explain actually

observed interference phenomenon.”. Wardhaugh (1983)

2.1.1.4. Criticisms of Contrastive Analysis

Contrastive Analysis hypothesis could not be sustained by empirical evidence. It was soon pointed out that many errors predicted by Contrastive Analysis were inexplicably not observed in learners' language. Even more confusingly, some uniform errors were made by learners irrespective of their L1. It thus became clear that Contrastive Analysis could not predict learning difficulties, and was only useful in the retrospective explanation of errors. To overcome the shortcoming of contrastive analysis, it is suggested that teachers accompany contrastive analysis with error analysis. It is carried out by identifying the errors actually made by the students in the classroom. Contrastive Analysis has a useful explanatory role. By the early 1970s, this contrastive analysis theory had been to an extent supplanted by error analysis, which examined not only the impact of transfer errors but also those related to the TL, including overgeneralization.

Moreover, Contrastive Analysis was criticized by the proponents of error analysis; they have argued that Contrastive Analysis focus on differences between L1 and L2 and ignore factors which may affect the second language learner's performance such as his learning and communication strategies, training- procedures, overgeneralization, etc. It shows certain difficulties which do not actually apparent in the learner's performance and conversely and does not predicts many problems which are apparent in learner's actual performance. Fisiak (1981. p.7) mentioned that: “...the value and importance of Contrastive Analysis lies in its ability to indicate potential areas of interference and errors. Not all errors are the result of interference. Psychological and pedagogical, as well as other extra linguistic factors contribute to the formation of errors.”

Furthermore, this shortcoming has inspired the appearance of error analysis which was pioneered by Corder in the 1960s. The key finding of error analysis is that many

learner errors are produced by the learners making faulty inferences about the rules of the target language. To overcome the shortcoming of contrastive analysis, it is suggested that teachers accompany contrastive analysis with error analysis. It is carried out by identifying the errors actually made by the students in the classroom.

2.1.2.Error and Error Analysis

2.1.2.1. Definition of "error"

Errors are studied in order to find out something about the learning process and about the strategies employed by human beings learning another language .The term "error" was defined differently by many experts . These definitions contain the same meaning while the differences lie only the ways they formulate. Norrish (1987. p.7) defines errors as “a systematic deviation , when learner has not learnt something and consistently gets its wrong. ” A second definition is put by Cunningsworth(1987. p.87). He says that:“ errors are systematic deviations from the norms of the language being learned. ” Thus it is clear from these two definitions that the key word is "systematic deviation" which can be interpreted as the deviation which happens repeatedly. In the cognitive approach, errors are seen as a clue to what is happening in the mind. They are seen as a natural phenomenon that must occur as learning a first, second or a foreign language. Moreover, errors are classified according to:

- Modality (level of proficiency in speaking, writing, reading, listening)

- Linguistic levels (pronunciation, grammar, vocabulary, style)

- Form (e.g. omission, insertion, substitution)

- type (systematic errors/errors in competence vs. occasional errors/errors in performance)

- cause (e.g. interference, interlanguage)

2.1.2.2. Errors and Mistakes

Before studying errors , it is necessary to make a distinction between the two terms "Errors" and "Mistakes". These two terms are strongly associated with Corder in various papers (e. g 1967). An error is “a noticeable deviation from grammar of a native speaker reflects the competence of the learner.”, while mistake refers to“ a performance error that is either random guess or a slip in that it is a failure to utilize a known system correctly.” Corder(1967. p.161). James (1998. p.83) also tried to differentiate between them. He defined the former as “ cannot be self corrected ” whereas the latter as “ can be self corrected if the deviation is pointed out to the speaker.” Errors are “systematic ”and they occur repeatedly and not recognized by the learner.

2.1.2.3. Significance of Errors

Many educators and theorists in the field of error analysis have focused on the importance of EFL learners' errors. Corder (1967) indicates that errors are significant in three different ways. First, to the teachers, in that they tell them how far towards the goal the learners have advanced and consequently, what remains for them to learn. Second, they provide to the researchers evidence of how language is learnt or acquired, what strategies or procedures the learners are employing in their discovery of the language. Thirdly, they are indispensable to the learners themselves, because we can regard the making of errors as a device the learners use in order to learn.

Moreover, research has provided empirical evidence pointing to emphasis on learners' errors as an effective means of improving grammatical accuracy (White et al, 1991; Carroll and Swain, 1993). Indeed, as Carter (1997. p.35) notes,“....Knowing more about how grammar works is to understand more about how grammar is used and misused.” This means that There is a need for students to recognize the significance of

errors which occur in their writing, to fully grasp and understand the nature of the errors made. This requires English language teachers to be better equipped, more sensitive and aware of the difficulties students face with regard to grammar.

2.1.2.4. Sources of Errors

In 1974 Corder (in Allen & Corder, p. 130) identified three sources of errors: Language transfer, overgeneralization or analogy, and methods or materials used in the Teaching (teaching-induced error). In the paper titled “The Study of Learner English” that Richards and Simpson wrote in 1974, they exposed some sources of errors:

- Language transfer, to which one third of the deviant sentences from second language learners could be attributed (George, 1971).

- Intralingual interference: In 1970, Richards exposed four types and causes for intralingual errors:

- a. Overgeneralization (p. 174): it is associated with redundancy reduction. It covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. It may be the result of the learner reducing his linguistic burden.

- b. Ignorance of rule restrictions: i.e. applying rules to contexts to which they do not apply.

- c. Incomplete application of rules semantic errors such as building false concepts/systems: i.e. faulty comprehension of distinctions in the TL.

- d. Semantic errors such as building false concepts/systems: i.e. faulty comprehension of distinctions in the Target language (TL).

- Sociolinguistic situation: motivation (instrumental or integrative) and settings for language learning (compound or co-ordinate bilingualism) may affect second language learning.

- Modality: modality of exposure to the TL and modality of production.
- Successions of approximative systems: since the circumstances of language learning vary from a person to another, so does the acquisition of new lexical, phonological, and syntactic items.
- Age: learning capacities vary with age.
- Universal hierarchy of difficulty: this factor has received little attention in the literature of 2nd language acquisition. It is concerned with the inherent difficulty for man of certain phonological, syntactic, or semantic items or structures. Some forms may be inherently difficult to learn no matter what the background of the learner.

2.1.2.5. Error categorization

It is possible to categorize learner errors on the basis of the linguistic levels testifying to their manifestation. Lee (1990), for instance, elaborates on the following classification of learner errors:

- Grammatical (morpho-syntactic) errors, which stress the need for grammatical accuracy in both speech and writing. "Errors at the sentence level often reflect performance "mistakes" for which immediate teacher correction is not necessarily appropriate." (Lee, 1990. p. 59).
- Discourse errors: are dependable upon the observance of the rules of speaking and writing and reflect learners' cultural and pragmatic knowledge of language use.
- Phonologically-induced errors: are manifested in wrong pronunciation and/or intonation; in the case of English studied as a foreign language such errors necessitate timely correction on the part of the teacher because vowel length, voiced and voiceless last consonants, word stress, etc. may have a meaning-differentiating function, as in live/leave, leave/leaf, exit (n)/exit (v.), and so on.

- Lexical errors: in combination with errors belonging to the other linguistic levels, may also hamper communication.

2.1.2.5.1. Grammatical Errors

Understanding of a language grammar is essential however, most Arab learners of English as a foreign language view the study of grammar as boring and there are frequent outcries about the difficulty of structures among the students (Qashao, 2006). Examples of the grammatical types of errors:

a. Passive Voice: According to Richards (1971), these errors could derive from “faulty comprehension of distinctions in the target language.” He added that these were sometimes due to poor gradation of teaching items.

b. Verb Tense and Form: Many research findings explain that the use of English verbs was a major learning difficulty for all Arab students. This could be traced to the fact that the Arabic tense system, in general, is rather simple and straightforward regarding the concept of time

c. Subject-Verb Agreement: In Arabic, the subject must agree with the verb that follows, that is to say if the subject is masculine, the verb should respond to it and the same applies to the feminine. Most Arab students confuse between the third person singular (s) and the plural (s). They tend to add (s) to the verb if the subject is plural and omit (s) if the subject is singular.

d. Word Order: there is evidence in studies related to word order, that the student uses his/her mother tongue in producing the English sentences since interlingual and intralingual transfer inhibited the students to produce correctly ordered sentences.

e. Prepositions: when we compare the prepositional uses in Arabic and English, we find prepositions in English that have equivalents in Arabic and others that do not. There are

structures that are equivalent in both languages and others that are not likewise.

f. Articles: One of the most difficult structural elements for EFL learners is the English article system (definite & indefinite). Articles are believed to be a source of difficulty for learners and teachers of English as a second/foreign language.

g. Plurality: Arab students in general confuse between regular and irregular plural nouns. Thus, the students' failure to mark plural countable nouns could probably be due to a subconscious learning strategy employed by them to lighten their memory load when managing new English data input.

h. Auxiliaries: for example, wrong use of "be", "have" and "do".

2.1.2.6. Dealing With Student Errors:

A common issue that teachers have to deal with is how to correct student errors. No one likes being corrected. However, students themselves will complain that a teacher does not correct them enough.

2.1.2.6.1. Developing Error Awareness:

This process of error awareness is one in which we draw the learners' attention to an error allowing them to eventually self-correct it. Getting to that stage can be time-consuming and frustrating for the learners and teacher because learners are, at first, unaware that they are making the same errors over and over. Nevertheless, it is a very necessary part of language pedagogy, and not one that should be dismissed or overlooked. Errors that are not corrected will, over time, become imbedded or "fossilized" in the learner's fluent use of English. Moreover, according to many researchers in the field of EA, to guide our learners toward fluency, there are three approaches to error awareness: Teacher modeling and correction; learner-to-learner comparison and self-correction, which leads to proficiency and fluency. These approaches are summarized as follows:

1. Teacher Modeling & Correction of Spoken Errors: it is concerns with spoken errors

When the teacher corrects a speaking error, what he or she is actually doing is providing a correct model for the learner to emulate.

2. Learner Comparison & Correcting Written Errors: in classrooms, the teacher can step out of the center by allowing the learners to develop error awareness amongst themselves. It is important that the learners are encouraged to compare errors, rather than actually employ a correction technique.

3. Self-Correction: When a learner can correct him or herself, you know that the learner has arrived at the most desirable level of error awareness.

2.1.2.7. Error Analysis:

“Systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching.” (Corder, 1974. p. 12)

Researchers began to suggest that learners' errors are , in fact, very important providing insight into how far a learner has progressed in acquiring a language , and showing how much more the learner needs to learn .Simply, “ It is the examination of those errors committed by students in both the spoken and written medium. ” (Ali,1996. p.1). Error Analysis spread in 60's and 70's of the previous century. It was also the era when foundations of communicative methodology were laid . It is a type of linguistic analysis that focuses on the errors learners make.

Moreover, this term is strongly associated with Corder(1967). He is regarded as the "father" of this field EA. He dealt with errors in a totally different point of view that they were dealt with before. According to him (1974), EA has two objects: one theoretical and another applied. The theoretical object serves to “elucidate what and how a learner learns when he studies a second language. ” And the applied object serves to enable the learner “to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes. ” Also he (1973. p. 277) classified errors into four main categories :omission of

some required element, addition of some unnecessary or incorrect element, selection of incorrect element, and miss-ordering of elements. Within each category, levels of language can be considered: phonology, morphology, lexicon, grammar and discourse. the following are the steps in any typical to EA research:

1. Identifying the errors
2. Describing the errors
3. Explaining the errors
4. Evaluating/correcting the errors

2.1.2.7.1.the place of Error Analysis in language teaching:

Corder (1967) highlighted the importance of considering errors in the language learning process and the understanding of the problems learners face in their study of a language. Errors are indispensable to learners since the making of errors can be regarded as “a device the learner uses in order to learn.” (Selinker 1992. p.150). Research has provided empirical evidence pointing to emphasis on learners' errors as an effective means of improving grammatical accuracy (White et al, 1991, Carroll and Swain, 1993, Trahey and White, 1993). Indeed, as Carter (1997. p. 35) notes, “ Knowing more about how grammar works is to understand more about how grammar is used and misused.” There is a need for students to recognize the significance of errors which occur in their writing, to fully grasp and understand the nature of the errors made. This requires English language teachers to be better equipped, more sensitive and aware of the difficulties students face with regard to grammar.

2.1.2.7.2. Models for Error Analysis:

Corder (1967 and 1974) identified a model for error analysis which included three stages: Data collection (recognition), description and then explanation (the ultimate object of error analysis). Moreover, Brown (1994) and Ellis (1995) elaborated on this model. Ellis (1997) and Hubbard et al (1996) gave practical advice and provided clear examples of how to identify and analyze learners' errors. The initial step requires the selection of a corpus of language followed by the identification of errors, the errors are then classified. The next step, after giving a grammatical analysis of each error, demands an explanation of different types of errors. Furthermore, Gass & Selinker (1994) identified 6 steps followed in conducting an error analysis: collecting data, identifying errors, classifying errors, quantifying errors, analyzing source of error, and remediating for errors.

2.1.2.7.3. Pedagogical Implications of Error Analysis

The studies regarding errors are carried out in order to, first, identify strategies which learners use in language teaching, second, to identify the causes of learner errors, and lastly, to obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials. In fact, the first two are also useful for the third aim, which includes the teaching-learning process. Thus, it can be inferred that language teaching cannot stand away from the findings of error analysis. Students' errors have always been of interest and significance to teachers, syllabus designers and test developers. This may lead educators to devise appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners. Hence, the implication of error analysis to language teaching can be viewed from the aspect of language teachers and syllabus designers.

2.1.2.7.3.1. Implications for Foreign Language Teachers:

EFL teachers can benefit from the findings of error analysis in many ways. Errors tell the teacher how far towards the goal the learner has progressed and what remains for him to learn (Corder, 1987). Following the student's progress, the teacher is able to carry on his studies in accordance with what the learner needs to know and what part of the teaching strategy to change or reconstruct. Errors are a means of feedback for the teacher reflecting how effective he is in his teaching style and what changes he has to make to get higher performance from his students. Furthermore, errors indicate the teacher the points that needs further attention. Additionally, errors show the way to be treated when their sources are identified correctly.

2.1.2.8. Difference between Error Analysis and Contrastive Analysis

Error analysis differs from contrastive analysis as follows:

- 1.** Contrastive analysis starts with a comparison of systems of two languages and predicts only the areas of difficulty or error for the second language learner, whereas error analysis starts with errors in second language learning and studies them in the broader framework of their sources and significance.
- 2.** EA unlike CA provides data on actual attested problems and so it forms a more efficient basis for designing pedagogical strategies.
- 3.** EA is not confronting with the complex theoretical problems like the problem of equivalence encountered by CA.
- 4.** EA provides a feedback value to the linguist, especially the psycho-linguist interested in the process of second language learning in ascertaining.
- 5.** EA provides evidence for a much more complex view of the learning process- one in which the learner is seen as an active participant in the formation of and revision of hypotheses regarding the rules of the target language.

6. CA studies Interlingual error (interference) whereas EA studies intralingual errors besides Interlingual.

2.2. language transfer(interference) between Arabic and English

Many studies indicate that for EFL students, there tends to be interference from their first language in the process of writing in English. Serious problematic issues go back to the interference of native language, particularly when the native language is completely different from the target language. With the complete difference between both Arabic and English language in many aspects, Arabic speaking learners of English as a foreign language find many serious difficulties in acquiring the skills required to master English. Interference of the native language occur when a foreign language learner use his/her native language as a reference for using the target language. In order to enhance their learning and production in English language, linguists should give more attention to the difference that arises because of the interference of Arabic language.

2.2.1. Definition

Language transfer (also known as L1 interference, linguistic interference, and cross meaning) refers to speakers or writers applying knowledge from their native language to a second or foreign language. It is most commonly discussed in the English language learning and teaching. "...Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact, will be referred to as interference phenomena." (Weinreich 1953. p. 1)

Moreover, one of the most technical definitions was stated by behaviorists who consider it as the unconscious and unaware use of a previous learned behavior in order to produce new "responses" (Carl, 1980). Odlin (1989.p. 7) refers to transfer as: "the influence resulting from similarities and differences between the target language and other

language that has been previously (and perhaps) imperfectly inquired. ” There are two main causes which can lead learners generally to transfer. The first one is concerned with the influence of the mother tongue(interlingual interference), while, the second one is related to the difficulty of L2 or the FL rules or to the false application of its rules(intralingual).

Furthermore, conscious and unconscious learning have been of great interest to many language researchers. Language transfers can occur at two levels: a conscious or an unconscious level. Odlin (1989) stated that linguistics knowledge can be either conscious or unconscious. Moreover, Kormos (2006. p. 25) reasons that “Conscious transfer is a subtype of communication strategies and is applied to compensate for lack of knowledge in L2, whereas unconscious transfer is the effect of L1 on L2 of which the speaker is not or is only partially aware.”

2.2.2. Types of Language Transfer: Positive and Negative

2.2.2.1. Positive Transfer (facilitation)

Positive transfer occurs when knowledge of the mother tongue does not lead to linguistic errors. Transfers from the learner’s native language that do not lead to misunderstanding or errors are called positive transfers. When L1 and TL have the same features, positive transfer will occur. Positive transfer accelerates the learning process, while negative transfer deters it.

2.2.2.2. Negative Transfer(interference)

Cortes (2006. p.4) defines negative transfer as “the negative influence that the knowledge of the first language has in the learning of the target language due to the differences existing between both languages.” Factors such as the influence of L1, culture, and way of learning are the main aspects that lead to negative transfer.

2.2.2.3. Avoidance

Behaviorists consider avoidance as a cognitive strategy that the L2 learner uses in order to avoid using some structures which are totally different from his MT.

2.2.2.4. Overgeneralization

It deals with the over use of some TL rules or forms where students apply the rules that are sure about, rather than using rules that are not sure about or do not master them. An example of that is the use of the past tense marker “ed” , where the learner overgeneralizes the use of “ed” in a situation that does not require the application of this rule.

2.2.3. Factors which lead to transfer:

2.2.3.1. Interlingual interference

Language transfer is the first factor where sentences in the target language lead to interference because of the mother tongue. Richards(1974. p. 05) states that interference “tends to be from the deviant sentence back to the mother tongue.”

2.2.3.2. Intralingual Interference

Richards (1974. p. 6) refer to intralingual interference that it is concerned with those “Items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on special exposure to the target language.”

2.2.4. Arabic Vs English

English and Arabic are related to different language families. Arabic belongs to the Semitic language family, while, English is a member of the Indo- European language family. For that reason, it would be logical that Arab students of English as a foreign language face difficulties in learning English in general. Actually, it is commonly known among researchers and linguists that the similarities and differences between the two languages decide the degree and nature of transfer (positive or negative transfer). The Arabic grammar is very different from English. There is a large potential for errors of

interference when Arab learners produce written English. For example, Arabic has no verb "to be" in the present tense, and no auxiliary "do". Moreover, there is a single present tense in Arabic, as compared to English, which has the simple and continuous forms. Also, The indefinite article does not exist in Arabic, leading to its omission when English requires it. There is a definite article but its use is not identical with the use of the definite article in English. In particular, Arab learners have problems with genitive constructions such as "the boy's dog". In Arabic this would be expressed as "Dog the boy", which is how such constructions may be conveyed into English.

Conclusion

To summarize, from what has been discussed above can be a positive learning experience in order to help the learners improve their language and use English flawlessly. All of the three theories can be considered as important factors in L2 and FL acquisition. From the previous discussion, some conclusions can be drawn as follows: contrastive analysis is the systematic study of a pair of languages with a view to identifying their differences and similarities with the assumption the different elements between the native and the target language will cause learning problems, while similar elements will not cause any problems. Contrastive analysis hypothesis is criticized for not all problems predicted by contrastive analysis always appear to be difficult for the students. On the other hand, many errors that do turn up are not predicted by contrastive analysis. Error analysis was an alternative to contrastive analysis. Error analysis was criticized for misdiagnosing student learning problems due to their "avoidance" of certain difficult L2 elements. Interlanguage is a continuum between the first language and the target language along which all learners traverse. It is dynamic (constantly adapting to new information) and influenced by the learners.

Chapter Three

Data Interpretation and Analysis

Introduction

Since the ultimate objective of this research is to shed some light on the language transfer as cause of the common grammatical errors made by third year students of English at Biskra University and as a phenomenon that should be considered in learning English as a foreign language. Also the present study aims to identify, describe and explain the students' difficulties in grammar, based on the fact of the number of errors which appeared in their written productions, this chapter serves as an empirical evidence to prove that the problem exists, and to corroborate or refute the hypothesis that these difficulties are due to the native language interference (Arabic), or to intralingual interference. It seems appropriate that this study concerned about giving students an opportunity to express their attitudes towards the difficulties they found in grammar while writing in English as a result of their L1 interference, not only by means of written productions(short paragraphs), but via questionnaires as well. Also The study is devoted on the teachers' views towards the teaching writing and grammar and the most common grammar errors their students commit. These views are well presented in teachers' questionnaires.

3.1. Data collection

3.1.1. The sample

The thirty (30) students who responded to the questionnaire were chosen among the total number of the third year LMD students' population (372) at The University of Biskra during the academic year 2014-2015. We randomly choose 30 students from two groups of students. The selection of sample was based on the consideration that the third year students will become teachers by the end of this year and the beginning of the next school year and they still have problems in grammar while composing.

3.1.2. Research instruments: this work is a descriptive study employs qualitative methods in Collecting data:

3.1.2.1. Two questionnaires:

3.1.2.1.1. Teachers' questionnaire: 5 teachers of grammar and written expression.

3.1.2.1.2. Students' questionnaire: 30 third-year students.

3.1.2.2. Documents focus(the corpus): students were requested to write short paragraphs which may reflect their L1 effect on their writing. A total number of 13 paragraphs was collected.

3.2. The analysis of the questionnaires

3.2.1. Students' questionnaire

3.2.1.1. Administration and description of the students' questionnaire

A total of 35 questionnaires were given to two different groups of third year English students from the Department of Languages at Biskra University. 30 answered questionnaires were handed back which constitutes our sample.

The questionnaire consists of 14 questions which are arranged in logical way. They are either closed questions requiring from the students to choose 'yes' or 'no' answers , or to pick up the appropriate answers from a number of choices or open questions requiring from them their own answers and justify them. It is also divided into two sections(see Appendix I) as follows:

3.2.1.1.1. Section One: General Information

It consists of three questions concerning the purpose behind the students' choice of English as a branch of study at the University , the number of years they have been studying English and their opinions on their level in mastering the English language.

3.2.1.1.2. Section two: the students' attitudes towards the effect of EFLs' L1 on their writings and the grammatical error they commit while writing in English.

This section seeks information about learning the writing skill, the difficulties the third year English students may find while composing, the reasons they think they are behind their weaknesses in writing, as well as their attitudes towards learning grammar and their level in mastering its rules.

3.2.1.2. The analysis of the students' questionnaires:

3.2.1.2.1. Section one: General Information

Item one: Your choice of English is:

Choice of English	Personal	Obliged	Total
N	25	5	30
%	83,7	16,3	100

Table 3.4: Students' choice of English

The table 3.4 shows that more than 3/4(83,7%) of the third year students' choice of English was personal. This is because of their desire to study this language according to the majority of them. Another reason is that for them English is the language of the world and its study is interesting, this is according to them because of its pronunciation, and simple grammar and structures in comparison with French language for example. For one student studying English nowadays is an easy way to get a job. In contrast, Just 5 from 30 students had been obliged to study English. Some of them argued that it was because of their parents' choice and others due too their low average in the Bacallaureate exam.

Item two: How long have you been studying English?

All of the representative population(30 students) have been studying English for 10 years, from the middle school to the third year in the University.

Item three: What do you about your level in English?, is it:

The level	Excellent	Good	Average	Poor	Total
N	0	14	16	0	30
%	0	53,3	46,7	0	100

Table 3.5: Students' level in English

From the table3.5, we consider that the third year English students level in mastering the English language is varied between "Good" and "average" according to their responses. Approximately, more than half(53,3) of them considered their level "Good" and the other half(46,7) are "Average". It is noticeable that no one considered his/ her level to be "Excellent" or "Poor".

Item four: What does writing mean to you?(you can choose more than one answer)

Answers	a	b	c	D
N	13	4	0	21
%	43,3	13,3	0	70

Table3.6: What does writing mean to?

For 13 students(43,3%), writing is a mean of communication which may help them in many communicative contexts, inside or outside the university. Some students(4) see that

writing is just a matter of getting marks on tests or exams, they do not care about such module, whereas, around 70% of the students considered as a skill that helps them. writing help to improve the other three skills, also too much practice and written assignments can help students to improve their level in grammar and prevent themselves from making error while writing.

Item five: Do you have difficulties in writing?

Answers	Yes	No
N	26	4
%	86,7	13,3

Table 3.7: Do you have difficulties in writing?

It is noticeable from the table that the majority of the students(86,7%) find difficulties in writing. Whereas, just around 4 students(13,3%) who declared that they are satisfied with their level in writing and have not find any difficulty when writing. This difficulties may occur due to many reasons depending also to many factors such as the inadequate mastery of certain feature of the English language like grammar for example.

Item six: If "yes", are those difficulties due to your inadequate mastery of(you can choose more than one answer)

Answers	a	b	c	d	e	f
N	12	15	4	7	7	3
%	46,1	57,7	15,4	26,9	26,9	11,5

Table3.8: Reasons behind the writing difficulties

In this question, students can choose more than one answer. Table 3.8 shows the answers of the 26 students who responded positively in the previous question. It reveals that in the writing, grammar causes a lot of difficulty to 15 students (57,7%). As for as vocabulary is concerned, we note that it causes a lot of difficulty to (46,1%) of the students. 26,9%of the students see that the aspect of content and organization of ideas(coherence and cohesion) are very much difficult for them whereas, 15,4 % of them declare that the style of writing is difficult for them. Finally, punctuation and spelling do not seem to be very difficult for them, it is respectively a little difficult aspects with a percentage of 11,5% of the 26 student who responded to this question.

Item seven: Which one of the following activities is difficult for you?(you can choose more than one answer)

Answers	Punctuation	Grammar	Spelling	Vocabularies	Ideas
N	3	14	4	8	12
%	10	46,7	13,3	26,7	40

Table3.9: The difficult activities according to the students

This question also can require more than one answer. The table shows that nearly half of the students(14) with the percentage of(46,7%) see that grammar activities are the more difficult for them. (40%) of views see that students commit problems while thinking and organizing ideas when writing, and it is also a high percentage. (26,7%) of students face difficulties concerning vocabulary and finding the appropriate words to write. Around(13,3) view spelling mistakes are another issue for them. Finally, just (10%) face

difficulties with punctuations when writing. Thos problems that students face concerning the writing skill are due to many reasons depending on the students' point of view.

Item eight: Your weaknesses in writing are due to the: (you can choose more than one answer)

Answers	N	%
Teachers	1	3.3
Learners	0	0
Lack of practice	24	80
Lack of motivation in writing	4	13.3
Lack of good approach to teaching writing	1	3.3
Lack of reading	13	43.3
Language transfer (Arabic/ English)	13	43.3

Table3.10: Reasons behind the students' weaknesses in writing

Many students' responses(28) show that the lack of practice the first factor behind the students' weaknesses in writing, and they give (80%) for this reason. The lack of reading and the L1transfer share the same percentage(43,3%) of the students' views. No more than 4 (13,3%) students who see that the lack of motivation in writing can cause writing problems for them. the cause of the teacher effects and the lack of good approach to teaching writing presented by only one response for each one(3,3%). Finally, no one see that the learner him/herself can be the cause of his/her weaknesses in writing, and they ignore completely this option.

Item nine: When reaching third year, how do you qualify your writing level?

Levels	N	%
Good	7	23,33
Average	13	43,33
Poor	2	6,66
Satisfactory	2	6,66
I do not knowing correctly	6	20

Table3.11: The students' level when reaching third year

The table show that the majority of the students(13) believe they have an average level in in writing when reaching third year is "average", this view presented with the percentage of (43,3%). (7) students from the sample see their level "good" whereas, (2) students(6,7%) see it "poor" and the same number and percentage for "satisfactory".

Finally, (6) students (20%) are not knowing their right level of writing and they choose the last option because they could not classify it.

Item ten: When leaning the English language, do you think that learning grammar is:

Answers	Very much important	Important	Little	Not important
N	21	9	0	0
%	70	30	0	0

Table 3.12: Students' attitudes towards learning grammar

Considering this question, (21)students (70%) think learning grammar is very much important, (9) think it is important (30%) and no one reported that it is a little important or that has no importance at all.

Item eleven: Do you think your level in grammar is:

Levels	Excellent	Good	Average	Poor
N	0	10	17	3
%	0	33,3	56,7	10

Table3.13: Students' level in grammar

The table shows that 17 students from 30 students believe they have an average level in grammar (56,7%), 10 students think they have a good level (33,3%) and only 3 inform they have a poor level in grammar (10%). Also, it is obvious that no one believe that s/he has an excellent level in grammar.

Item twelve: Do you often think that you know most of grammar rules, but you still make errors when using the language?

Answers	Yes	No
N	26	4
%	86,7	13,3

Table3.14: Students' attitudes towards making errors when using the language

Concerning the answers about this question, the majority of students, 26 students (86,7%), report that they face situations where they produce ungrammatical sentences (performance) though they know the rule (competence), so they make errors, and only 4 students(13,3) say that they do not face such problem.

Item thirteen: Do you think learning grammar can be?

Can you be more precise about your answer, please?

Answers	An interesting activity	An obligatory activity	A boring activity
N	8	22	1
%	26,7	73,3	3,3

Table 3.15: Students' attitudes towards learning grammar

When they are asked about their attitudes toward learning grammar in this question, the majority of the students 8 (26,7 %) report that it can be interesting activity. They explained their choice by loving grammar and enjoying doing its activities which they consider like games. Also discovering new rules and searching for others is very

interesting according to them. 22 students(73,3%) inform that it can be obligatory activities because for many of them grammar is important in communication and that knowing correct grammar rules help them in knowing correct structures of sentences and to write correctly. Also the rest of the participants explain their choice by the importance of grammar in language learning and in improving the other three skills. These explanations were supported by the answers of the tenth question where the majority of students, 21 students (70%), think that grammar is very important in language learning. But just one student(3,3%) from 30 students who consider learning grammar boring. S/he argue his/her opinion by studying the same things the same way and that it is difficult and complex in term of tenses for example.

Item fourteen: Do you learn grammar better?

- a. When the teacher does not give the rules, but guides the learners to get the rules by themselves through activities
- b. When the teacher gives the rules, explains them and then gives activities
- c. When the teacher combines the two methods

Please explain.

Answers	A	b	C
N	1	17	12
%	3,3	56,67	40

Table3.16: Students' attitudes towards how to teach grammar

The table shows that when asking student to express their attitude towards the prefer way for them to teach grammar, more than half(17) of them (56,7 %) inform that they prefer the case when the teacher does not give the rules, but guides the learners to get the rules by themselves through activities. Their explanations are because such way help to

involve students to participate in the class and when they discover rules by themselves they remains with them for the whole life.12 students(40%) report that they prefer the way when the teacher gives the rules, explains them and then gives activities. The reason behind this selection for all of them is that this manner is helpful for both students and teachers. For 10 of them teachers' explanation give the students the chance to understand and practice and also to evaluate themselves. For the rest students this is because those explanations facilitate doing tasks and activities. The rest student(1) remains from the 30 students see that the best way to learn grammar is When the teacher combines the two methods. S/he argued that varying methods avoid boring for both students and teachers and motivate them. this view means that when the teacher explains the rule to the students they recognize and understand them, and when they do their activities they turn back to the rule and try to correct the errors have been done in the activity.

3.2.1.3. Discussion of the students' questionnaire results:

Results from the analysis of the students questionnaire support the hypotheses stated at the beginning of the present thesis in that they confirm that writing is a skill that help them in improving their level in the other three language skills. Students showed clearly they have difficulty in dealing with the different aspects especially, grammar. They claimed that their weaknesses in writing and in grammar are due to the lack of practice as well as the Arabic interference in their writing. However, they reported that learning grammar is very much important in learning English. Moreover, They considered their level in grammar to be average, this is because they know some rules but they could not apply them correctly, thus, they think in Arabic and try to translate these rules. Furthermore, this fact of L1 interference make them commit many kinds of grammatical errors when writing their English productions.

3.2.2. Teachers' questionnaire

3.2.2.1. Administration and the description of the teachers' questionnaire

A total of 8 questionnaires were given to different teachers of grammar and written expression at Biskra University. 5 answered questionnaires were handed back. The aim behind these questionnaires is to explore the teachers' attitude toward teaching writing and grammar in EFL context, and their views about the most common grammatical errors that third year student made while writing, and what are the reasons according o them.

Moreover, the questionnaire consists of 27 questions. They are either closed questions requiring from the teacher to choose 'yes' or 'no' answers , or to pick up the appropriate answers from a number of choices or open questions requiring from them their own answers and justify them. It is also divided into three sections as follows:

The first two questions constitute the first section which is entitled: general information, are meant to gather information about teachers' degree held and work experience. The second section includes 17 questions which try to investigate the teachers attitude toward teaching writing and grammar in their classrooms, the level of third year students and their followed approaches to teach them. Also, this section focus on teachers' views about the most common writing problems they noticed in their students' compositions. The last section contains 8 questions related to teachers' attitudes and reactions to students' written errors in grammar , their preferred way of making feedback and their suggested kind of remedial work they think would prevent the frequency of students' errors in grammar.

3.2.2.2. Analysis of the students' questionnaires

3.2.2.2.1. Section one: General Information(Q1-Q2):

Item one: Degree(s) held:

Degrees	Licence	Master / Magister	PhD (Doctorate)
N	2	2	1
%	40	40	20

Table3.17: The teachers' degrees

The table3.17 shows that from 5 teachers participate in the questionnaire 2 teachers(40%) held BA (Licence) and the same number for MA (Magister/ Master) degrees. But only one teacher(20%) held a PhD (doctorate) degree.

Item two: Work Experience: (Number of years):.....

Years	1-10y	10-20y	20-30y
N	3	0	2
%	60	0	40

Table3.18: Teachers' work experience

It is noticeable from the table that around 2/3(60%) of teachers had from one to ten years of work experience. One teacher reported that s/he had approximately four years of teaching experience in the University, one declare that s/he had six years, and the last one had nine years. The rest two teachers(40%) had between twenty and thirty years of experience namely: 25 and 28 years.

Section two: Teachers' attitudes towards teaching writing and grammar in EFL classrooms

Item three: Is the writing level of third year students:

levels	Very good	Good	Average	Bad
N	0	0	4	1
%	0	0	80	20

Table3.19: Teachers' attitude toward third year students' level in writing

The data in Table 5.2 show that more than 3/4 of the respondents (80%) see that students' level in writing is "average" . The rest teacher(20%) is not satisfied at all with the students' level and classified it to be "bad". It is noticeable that no teacher considered their level to be neither "very good" nor "good", which means that they commit certain problems concerning writing.

Item four: Are you satisfied with your students' level of writing ?

Answers	Yes	No
N	1	4
%	20	80

Table 3.20: Teachers' satisfaction about students' level in grammar

The table shows that 4 teachers(80%) from 5 are not satisfied with their students' level of writing. They argued that this is because many reasons according to them. these reasons are:

- Lack of practice and complete neglect of reading by the student.
- Students are disinterested in reading, therefore, the product is weak.
- No much time allotted to practice writing

Just one teacher from the five(20%) who declare that s/he is satisfied with their students level in writing but, s/he means the interested and the motivated ones only.

Items five: To which of the following aspects do you attach great importance to in your writing instruction?

Answers	Grammar	Vocabulary	Content	Mechanics	All of them
N	1	0	1	1	4
%	20	0	20	20	80

Table 3.21: The great importance writing aspects for teachers

This question investigates the importance attached to major aspects of writing skills which also constitute the foci of instruction for teachers of writing. As can be grasped from table3.21 above, all the aspects of writing that constitutes the focus of instruction have been chosen by 4 of teachers(80%). Thus, all the four aspect considered to be important to them but for one teacher, the most important are: grammar, content and mechanism. S/he neglect the vocabulary option at all.

Item six: Do you feel there is evidence of lack of basic writing skill in your students?

Answers	Yes	No
N	3	2
%	60	40

Table 3.22: The evidence of lack of basic writing skill in students

The data in the table above shows that (60%) of teachers feel that there is an evidence of lack of basic writing skill in their students, and this may be because of many reasons. Teachers responses to this question support their answers in the third question, when they agree that their students have an average level in writing. 2 students(40%) see that there is no evidence for that and that mastering writing skill is necessary.

Item seven: When teaching the writing skill for your students, do you concentrate on

Answers	N	%
Capitalization	0	0
Punctuation	1	20
Spelling	1	20
Handwriting	0	0
Appropriateness of lexis	0	0
Grammar	3	60
The organization of writing	2	40
The process and product of writing	3	60
All of them	2	40

Table 3.23: Aspects that teachers concentrate on when teaching the writing skill

As can be grasped from the table, when teachers asked about the aspects they are concentrate on it When teaching the writing skill for their students, two teachers(40%) claim that all the mentioned aspect are necessary for them. the others are varied between Punctuation, Spelling, Grammar, The organization of writing and The process and product of writing. One response to both Punctuation and Spelling(20%). Two other answers to The organization of writing. Three to both grammar and The process and product of

writing. It means that teachers focus more on these two aspects when teaching the writing skill and give them more importance. This question also supports the fifth one, when grammar for example take 5 responses, which indicates its importance in teaching writing.

Item eight: What type of approach do you follow in teaching the writing skill?

Answers	Product	Process	Genre	Eclectic	All of them
N	1	2	0	2	1
%	20	40	0	40	20

Table 3.24: The writing approaches followed by teachers in teaching writing

In response to this question, none of the respondents chose the genre approach(option c). Only one respondent (20%) of them chose the product approach combined with the process one. Other response given to then process approach and two teachers favor the eclectic approach to be adopted for them. thus, the process and the eclectic approaches have the more support by teacher and they are followed by four teachers from five. This reveals that those teachers are aware of the different approaches to teach writing. But the question remains posed regarding the conditions of their use when, how, and to whom they are used.

Item nine: If it is the product-oriented, which of the following aspects requires more attention?

- a. Content
- b. Form

This question answered only by teachers who preferred the product approach(2 teachers). One of them reported that s/he focus on both form and content and the other claimed that s/he focus only on the form of writing and neglected the content because it is conveyed through the form.

Item ten: Do your students find difficulties when composing?

Answers	a	B
N	5	0
%	100	0

Table 3.25: Teachers' attitude towards students' difficulties in composing

The data in this table shows that 100% of the respondents declare the fact that their students find difficulties when writing in English. This view support the teachers views in question six when they asked about their opinion about if there is an evidence of lack of basic writing skill in their students. Thus, students commit problems in writing due to many reasons.

Item eleven: If yes, are these difficulties at the level of:

- a. Sentence
- b. Paragraph
- c. Essay
- d. Others, please specify

Answers	a	B	c	a+c	b+c
N	2	0	1	1	1
%	40	0	20	20	20

Table 3.26: Students' Difficulties in the Structural Aspects of Language

For the structural difficulties faced by the students, i.e., the sentence, the paragraph, and the essay, the majority of the teachers 60% (40%+20%) affirm that their students find obstacles at the level of sentence. This means that when the beginning is wrong what comes after will be wrong too. If the learner is not able to construct a correct sentence, this will negatively impact on what follows(paragraph/essay) for a paragraph is a combination of sentences, and an essay is a combination of a number of paragraphs. One teacher(20%) report that is in the level of both paragraph and essay and other one that the difficulties are in the sentence and essay levels.

Item twelve : What are the most common writing problems you noticed in your students' writings?

- a. Grammar errors
- b. Interference of the mother tongue
- c. Poor content/ideas
- d. Poor vocabulary
- e. Poor organization of ideas
- f. Mechanics
- g. all of them

Answers	a+b+c+f	G
N	1	4
%	20	80

Table 3.27: Reasons behind Students' Writing Problems

The table above shows that the majority of teachers(80) report that all the reason mentioned above are the most common writing problems they noticed in their students' writings. Whereas, one teacher claim that the most common reasons

for him/ her are namely: Grammar errors, Interference of the mother tongue, Poor content/ideas and Mechanics. Thus, those four aspects are shared by all the respondents, and this means that they have great importance to be take into consideration from students when writing and from teachers when teaching the writing skill and evaluating their students productions.

Item thirteen: What is your feedback usually about?

Answers	Feedback on grammar and mechanics	Feedback on content	Both
N	1	0	4
%	20	0	80

Table 3.28: kind of teachers feedback

This question item further investigates the foci of teachers' feedback. As displayed by the table the majority of teachers(80%) said that they focused on both aspects of grammar and mechanics and content when they gave feedback. One respondent(20%) report that his/her feedback usually about grammar and mechanism. Thus, as can grasped, feedback on grammar has much importance in improving the students' writing. From this question and the previous when, it is clearly indicates that teaching writing is a difficult and highly-demanding task since it requires teachers to deal with too many problems in order to help learners develop adequate composition skills. Such problems are influential factors in teachers' feedback since the latter is designed and oriented according to the former.

Item fourteen: Do your students make errors of different types in their compositions?

Answers	Yes	No
N	5	0
%	100	0

Table 3.29: Teachers' view about if students make errors of different types in their compositions

The table shows that all the respondents agree with the fact that all students make errors of different types in their written productions. Those errors are varied between students because each one has his/ her weaknesses in certain aspect, which can be different to the others'.

Item fifteen: How much importance do you give to grammar in your topic?

This question requires from teachers to express how much importance they to grammar in their topics. All the respondents said that grammar is the backbone of any language and that much emphasis is given to it in writing in different topics. Their justifications of that are surrounding the point that writing is consist of form and content. The content is conveyed through the form and grammar is a part of the form. Most of the teachers set different activities in order to make students correct the different types of activities and help them internalize the rules they failed to use, in communicative activities.

Item sixteen: Do you believe that grammar teaching aids EFLs' acquisition?

a. Yes

b. No

All the teachers answered positively. Most of them argued that we cannot produce correct and meaningful language without the mastery of its rules and the ability to use

them in meaningful contexts. Most of them insist on the necessity to teach grammar adequately because it is essential for the acquisition of the language.

Item seventeen: Which method(s) do you use to teach grammar?

Answers	Grammar- Translation	Audio-Lingual	Eclectic	Others
N	0	0	4	1
%	0	0	80	20

Table 3.30: Grammar teaching methods followed by teachers

Most of the teachers tend to be eclectic in teaching grammar(80%). According to them there is no one best method, but they have to select the most appropriate one according to the nature of the structure. One teacher(20%) said that he combined all of them together without forgetting to the use of the structure in communicative activities.

Question eighteen: Do you think that coordination between the teacher in charge of grammar, written and oral expression is necessary?

a. Yes

b. No

All the teachers questioned believe that coordination between the teachers in charge of grammar, and mainly those of written and oral expression is of great importance, in the sense that once a structure has been seen in a grammar course, it can be practiced in a written composition and orally. This will help the student internalize the rules because of being practiced enough. This will also give him/her the opportunity to use the grammatical structures in a communicative context allowing him/ to improve his/ language.

Coordination between teachers could be beneficial in that teachers could agree on a way of correcting certain recurrent errors among students.

Item nineteen: How do you usually comment on errors you spot in your students' writings?

- a. Indicate where the error is and correct it for the students
- b. Indicate where the error is, what type it is and let the student himself correct it
- c. Indicate where the error is using symbols and let the student discover its type and correct it
- d. Others: please, specify

Answers	a	b	c	d
N	0	4	1	0
%	0	80	20	0

Table 3.31: Teachers' way to comment on students' errors

This question aims to elicit information about the teachers' recurrent practices concerning written comments provision. There is agreement among the teachers concerning the way they comment on errors spotted in students' written work. The majority of them(80%) prefer to indicate where the error is, what type it is and let the student himself/herself to correct it. A smaller percentage(20%) was given to the option (c), this teacher prefer the way that s/he indicate where the error is using symbols and let the student discover its type and correct it.

Section three: Errors in grammar as a result of L1 interference

Item twenty: Do third year students make a lot of errors in grammar?

a. Yes

b. No

Concerning this question, all the teachers questioned answered positively, confirming that most third year students make numerous errors in writing. This constitutes a real problem for a large number of students, unable to produce a short paragraph free of all types of errors, including the grammatical ones.

Item twenty one: What types of errors do they make?

The teachers' answers are displayed in the following table:

Error Type	N	%
In morphology	0	0
Wrong use of tenses	3	60
In models	2	40
Misuse of articles	0	0
misuse of prepositions	1	20
Word-order errors	2	40
Misuse of connectors	3	60
All of them	2	40

Table 3.32: Types of errors in grammar

The teachers' answers show that students do find difficulty in different areas concerning grammar. 40% of them said that students make errors in all grammar aspects mentioned above. The rest teachers answered are varied between grammar aspect each one select the appropriate answer according to his/ her experience. No one of them mentioned the Misuse of articles, 60% of them reported that most of the students make errors in tense, and this is because the tense system is complex in English and also different from that of Arabic. Also, 60% of teachers noticed that students do not master the use of connectors. While 40% was given to both models use and word-order errors. This later may be because they believing that this is due to the native language interference, as well as French since the order of the different items in the sentence in these previously learned languages is not the same. Moreover, only 20% was given to the use of prepositions.

Item twenty two : Do you think that these errors are recurrent because of:

The different reasons suggested by teachers are displayed in the table above:

Answers	L1 interference	Wrong streaming	Wrong streaming	Lack of practice
N	5	2	0	3
%	100	40	0	60

Table 3.33: Reasons of making errors

All of teachers (100%) believe that one of the main causes of such a large number of errors made by students is due to their L1 interference . In the second position(60%) come the lack of practice of many grammatical structures. This may be because many grammatical points are not taught when teachers focus on the ones given in exams and neglect the others, on the other hand, they are more concerned with the completion of the

program than by the internalisation of the different grammatical rules essential for the correct use of the language. Finally, in the last position come Wrong streaming with a percentage of only 20%.

Item twenty three : Do you think that the fact of knowing the source of errors would facilitate remedial work for you?

a. Yes

b. No

Most of the respondents(80%) believe that knowing the source of errors is essential. In that error analysis would enable them to select the appropriate remedy, by setting different activities in order to make students avoid errors. Otherwise, the teacher tries to adopt a different approach to motivate students to learn the language more efficiently. But if the error is due to language interference, he could make it clear to students by explaining the difference which lies between the two languages. 20% of teachers see that the fact of knowing the source of errors would not facilitate remedial work for him/ her.

Item twenty four : Do you give much importance to error correction?

a. Yes

b. No

All of answers are positive in that error correction enables learners to avoid errors later on. In other words, this will help them improve their knowledge of the language by changing the hypotheses they built before with correct ones concerning the different rules of the language. But, if on the contrary, errors are left uncorrected, this will lead to their fossilization.

Item twenty five : Do you prefer the errors to be correct by:

a. The learner himself/ herself

b. His/ her classmate

c. The teacher

The teachers answers are shown in the table below:

Answers	a	a+b	a+c
N	1	2	2
%	20	40	40

Table 3.34: Teachers' attitude about who should correct error

100% of the teachers(20+40+40 %)prefer the learner's errors to be corrected by the learner himself because self correction would help him/herself internalizes the correct rule, this would increase his grammatical competence. Some teachers(20%) prefer errors to be corrected collectively by him/herself and by His/ her classmate. But students, in general, refuse to be corrected by their classmates and may develop a feeling of inferiority, which may be catastrophic. Another(20%) given to the fact that error should be corrected in a collective way between the student him/herself and the teacher. Thus, the teacher should develop a good knowledge of his/her students and at the same time try to make them comfortable and believe that error correction is done for the sake of improving their language, and not in order to show their weaknesses.

Item twenty six : What kind of remedial work do you think would prevent the frequency of errors in grammar?

Most of the respondents said that this depends on the nature of the error itself. According to them the better remedial work they think would prevent the frequency of errors in grammar are:

- It is better to vary the activities in order to increase the students' grammatical competence. Also, teachers should provide his/ her students with explicit grammar lessons on the most areas of weaknesses that they make errors in.
- Grammar should not be taught in isolation of reading and writing. Through reading and practicing writing students can prevent lots of errors.
- self/peer revision.

Item twenty seven : Do you provide your students with feedback concerning their errors?

a. Yes

b. No

- How they react?

All of the teachers answered positively, they believe that providing students with feedback is necessary and very helpful. This makes them aware of the degree of correctness of their language.

Also all the respondents noticed that a large number of the students show much interest and have a positive attitude towards receiving feedback. Most of them even express the need to improve their language and try to avoid the occurrence of their errors.

But , there are other students who others reject feedback and consider it as degrading. So, the teacher should be very careful while providing students with feedback in order not to frustrate them.

From this questionnaire teachers consider grammar as the skeleton of language, they believe that the fact of making so many errors would certainly hinder communication. This would also prevent our students, future teachers most of the time, from writing a composition properly.

3.2.2.3. Discussion of the teachers' questionnaire results

From the analysis and interpretation of the teachers' questionnaire, the results reveal many facts about the writing skill teaching as well as grammar teaching, and the difficulties that third-year students may find when writing with regard to grammar. The majority of teachers of written Expression and grammar are not satisfied by their students' levels of Writing and in grammar. As concerns the difficulties that hamper the students to write correctly, the majority of the teachers assume that it is true that students face real problem when writing in English. Concerning the students, the finding reveal that the majority of the teachers assume that the effects of grammar errors, L1(Arabic interference), lack practice result in students' poor performances in writing. The majority of them added that these difficulties occur at the level of sentence, This means that when the beginning is wrong(sentence) what comes after will be wrong too(paragraph or essay).

Moreover, they give much importance to grammar as well as content and mechanism when giving writing instructions. Also they concentrate much more on grammar and the process and product of writing when teaching this complex skill then other aspects. Thus, it is clear that teaching/ learning writing is about teaching/ learning grammar. In teaching written expression, teachers used the different approaches: The product(20%) , the process(40%) and the eclectic(40%) ones whereas, most of the teachers tend to be eclectic

in teaching grammar(80%). Furthermore, when asked about the types of errors that students make in grammar when writing, they give the highest percentage to the wrong use of tenses and Misuse of connectors(60%) followed by errors in models, word-order errors and the wrong use of prepositions. All of teachers (100%) believe that one of the main causes of such a large number of errors made by students is due to their L1 interference, and then come in the second position(60%) come the lack of practice of many grammatical structures.

However, the findings indicate also that it is possible to remedy or at least minimize these difficulties in writing concerning errors in grammar. This can happen only if the teachers adapt an appropriate approach and technique, good strategies, and most important by an extension of written expression teaching to the third- year. Also, Through varying the grammar activities in order to increase the students' grammatical competence, reading, practicing writing and providing students with feedback, students can prevent lots of errors

3.3. The analysis of the students' short paragraphs(The corpus):

In addition to the results recorded in analysis of the two questionnaires, they intend to be confirm with the analysis of the paragraphs collected from students. The corpus of this study is drawn from the short paragraphs of 30 third- year students of English at Biskra University during the academic year 2014-2015. Students were given the choice of writing short paragraphs on different topics such as: friendship, Internet and technology, the danger of smoking to health, live between the past and the present, studying in Great Britain and other topics. The common errors present, classify and tabulate, then comments and discussion follow each type of error. This section intends to show the results which aim to give answers to the third research question: What are the most common and recurrent grammatical errors made by third- year students at Biskra University when writing paragraphs?. Furthermore to test the second and the third hypotheses. Results

obtained from this study revealed that the students committed many writing errors when writing their paragraphs are summarized in the table below:

Type of grammatical Error	Frequency	Percentage
The passive voice	1	3
Verb tense and form	7	20,6
Subject-verb agreement	3	8,8
Word order	2	5,9
Prepositions	7	20,6
Articles	3	8,8
Plaurality	2	5,9
Auxilaries	6	17,6
Model verbs	3	8,8
Total	34	100%

Table 3.35: Type of grammatical Error

When correcting the students' short paragraphs, 34 errors were found in different types of grammatical errors. Data presented in the table shows that errors in tenses and prepositions are the most recurrent errors that students commit with a percentage of 20,6%. This is because the English tenses and preposition are difficult to Arabic students. In the second position come errors in auxiliaries, then error in Subject-verb agreement, Articles, and Model verbs in the third position with the percentage of 8,8%. errors in word order and plaurality presented by a percentage of 5,9%. Finally, errors in using the passive voice come with the lowest percentage.

3.3.1.Types of errors

3.3.1.1. Errors in the Passive Voice use

Few errors(just one error) have been recorded in the passive voice(3%). As noticed above, some errors have been recorded in the passive voice use. Some students sometimes use it instead of the present simple, the past simple or the active voice because they seem not to be really aware of the use of this form. This concept cannot describe as transfer since the passive voice exists similarly in the native language. It is a false concept that may be due to the lack of practice of the structure in context.

Example: *Smoking can be caused many serious diseases. (...can cause...)*

In this example, it can be said that the student confuses between active voice and passive voice. This might be due to the lack of sufficient training and drills on this rule lead to overgeneralization of the rule. The false concept may be due to the lack of practice of the structure in context.

3.3.1.2. Errors in Tenses

The analysis of the students' paragraphs revealed errors in tense, mainly in the use of the present and past tenses(7 errors). It is evident that this item had the highest percentage of errors (20,6%) in this study. It seems that most of the students use these tenses randomly, not really aware of when to use the present simple or the past simple. Moreover, English language tenses are considered one of the most difficult structural points facing the Arab students learning English. This thing might happen because Arabic has three tenses only.

Example: *Some people said that they smoking (say.....smoke)*

In this example, the student has confused between the use of simple past and simple present. There is a kind of language interference. In Arabic, time sequence in a sentence does not matter so much.

3.3.1.3. subject- verb agreement

Another common type of error made by students in this study is subject-verb agreement(3 errors). In this case the subject and the verb phrase in the English sentence should agree in number and person. Although the students still make errors, they do lack a basic understanding of subject-verb agreement.

Examples:

- a. *It encourage smokers to smoke (...encourages...)*
- b. *Technology make the world like a small town (...makes...)*

In Arabic, the subject must agree with the verb that follows, that is to say if the subject is masculine, the verb should respond to it and the same applies to the feminine. A possible explanation why students tend to add (-s) after plural, and omit (-s) after singular may due to overgeneralization of the rule. Students overgeneralize the plural by adding the plural (-s) to the verb that follows and omit the (-s) in the verb if the subject is singular. Most Arab students confuse between the third person singular (-s) and the plural (-s). They tend to add (-s) to the verb if the subject is plural and omit (-s) if the subject is singular.

3.3.1.4. word order

Once again, there is evidence of transfer in the study related to word order. This is because the order of the different constituents of the sentence in the NL and the TL is different. For instance, in English, adjectives usually precede the nouns they modify, however, in Arabic they generally follow them. As a result, our students produce sentences such as:

- a. *English is the best language international (...the best international language).*
- b. *How we can stop smoking? (... can we...)*

The first example shows that the student uses his mother tongue in producing the sentence since in Arabic the adjective follows the noun while in English the adjective

precedes the noun. Thus error in word order occurred. In the second example, the student's overgeneralization in forming the right question in English has made him/her commit such an error due to the incomprehensibility of the question word order.

3.3.1.5. Prepositions

According to the table above, prepositions pose a great difficulty for students. they constitute (20,6%) of the total rate of errors. students usually find themselves unable to choose the appropriate preposition because of the big number of prepositions that have the same function in English, like the prepositions “in”, “at” and “on”. therefore, they often refer to Arabic, giving a literal translation to that preposition. However, this is not always a success and leads to numerous errors. This may be mainly explained in terms of interference of the Arabic.

Examples:

- a. “...*far away the home*... ” (*...far from the home...*)
- b. “*In the other hand*,... ” (*On the other hand*,...)
- c. “*In generally*,... ” (*zero preposition*)

3.3.1.6. Articles

In this study, The total number of errors counted in articles is just (3). They constitute (8,8%) of the total rate of errors. Such errors occurred in the use of the definite article, and especially supplying it where not necessary. This can be explained in terms of the native language interference. The Arabic article system is similar to that of English in meaning, however, form is highly varied. The Arabic defined (marked by the definite article /**al**/) and the undefined (marked by the absence of /**al**/) correspond to the English defined (marked by the definite article /**the**/) and the undefined (marked by the indefinite articles **a** (**n**) and **zero**). It is possible that students may have forgotten sometimes to use articles due to the interference from their first language.

Examples:

a. Redundant use of the article "the" and the absence of indefinite article "a":

"the smoking is bad habit" (zero article) (*Smoking is a bad habit*)

b. Misuse of the article "a" before words with vowel sounds:

" Vacation is a extended period..." (*an extended...*)

c. omission of articles:

"...one of major problems..." (*the major problems*)

3.3.1.7. Plurality

In this study, the percentage of errors in plurality is low compared to other types of grammatical errors (5,88%). 2 errors were counted in the paragraphs.

Examples:

a. *"Smoking can cause many disease like cancer..."* (*many diseases*)

b. *In vacation, I should do some hobby...* (*some hobbies*)

3.3.1.8. Auxiliaries: Wrong use of be, have, do

The students displayed confusion in the use of English auxiliaries. Indeed, where the auxiliaries (be), (have) and (do) are concerned there is a possibility that the absence of such auxiliaries in Arabic is indirectly responsible for third- year students' errors. Such errors constitute (17,64)% of the total rate of errors(6 errors).

Examples:

a. *"...Are the internet have a good role?"* (*does the internet have ...*)

b. *"First of all smoking is have a nicotine"* (*has*)

3.3.1.9. Model verbs

The table show that the students' paragraphs contain 3 errors(8,82%) concerning model verbs. students seem to be confused, they sometimes use the past form with the

modal verb instead of the base, and sometimes the gerund or other forms. This shows that they have not internalized the form of modal verbs. These results, hence, confirm that errors in modal verbs cannot be related to the mother tongue interference because they do not exist in Arabic, but rather to overgeneralization for the sake of simplification of the TL.

Examples:

- a. *Can creates a difficulties* (*can create*)
- b. *We can said* (*can say*)
- c. *We must choosing our friends* (*must choose*)

This error analysis confirmed that some errors have been made by third- year students in different areas of grammar. The highest number of errors have been recorded in the verb tense and the wrong use of prepositions. Other errors have also been noticed in word-order, subject-verb agreement, articles, passive voice, and in other grammatical aspects, mainly because of negative interference of Arabic.

3.3.2. Discussion of results

Since the present study aimed at investigating the grammatical errors committed by third-year English students at Biskra University when writing English paragraphs. The results revealed that these students' paragraphs contain some errors in most areas of grammar such as: use of articles, use of prepositions, subject-verb agreement and word order. These results concur with the previous results mentioned in the theoretical part since many researchers claim that the reason of committing writing errors among non-native speakers of English is the L1 interference. Furthermore, the results of the present study showed that wrong use of prepositions and verb tense were among the most frequent errors committed by the students. Other errors have also been noticed in word-order, subject-verb agreement, articles, passive voice, and in other grammatical aspects. The reason for these

results might be related to Arabic interference and negative transfer of the mother tongue rules as well as the overgeneralization of rules.

Conclusion:

This third chapter confirmed that third-year students commit a number of errors in different areas of grammar. According to some researchers' views nearly half of them are caused by negative transfer such as errors in prepositions, articles, and pronouns and the others can be attributed to intralingual reasons. Most of the errors are due to overgeneralization and sometimes to false concepts because of lack of practice of certain structures as in the case of tense errors. Hence, it is needed to draw the students' attention on the difference between Arabic and English in the areas where the errors due to negative transfer are recurrent. Students need to be exposed more to the necessary grammatical structures, in other words, they need more practice in order to internalize them and to be able to use them in their writing.

Implications & Recommendations

1. Pedagogical Implications:

The findings in this study have suggested some implications and recommendations which are of significance to EFL teachers and syllabus designers as follows:

1. 1. Implications for EFL teachers:

The study of the students' errors helps teachers to identify the problematic areas of headline language at different levels of instruction. They will be able to infer the nature of the learner's knowledge of the headlines at a given stage in his learning career and discover what he has still to learn. Error Analysis is a clue for the teacher to pinpoint the learning problems which can hardly be predicted by contrastive analysis. Moreover, a course based on the frequency of errors will enable the teacher to teach the point of error and to emphasize more on those errors where the error frequency is higher. Errors provide feedback, they tell the teachers something about the effectiveness of their teaching techniques and show them what parts of the syllabus they have been following have been inadequately learned or taught and need further attention. Furthermore, Teachers should increase the number of assignments for the sake of which the students would have to do a lot of writing during their free time, hence they would be reading a lot of English material and thinking in English, especially if they have to make oral presentations for their work. In addition, if teachers implement Team Work in class and get the students to work in groups on their projects, students will have the chance to practice together to develop their writing skill, they will also have the chance to speak English with each other instead of Arabic. Finally, teachers can draw their students' attention to the differences between the native and foreign languages. In this case, second or foreign language learners' sensitivity and awareness of these differences will be raised, and that might help students reduce their interference errors

1.2. Implications for syllabus designers

Errors are significant to syllabus designers to see what items are important to be included in the syllabus and what items are redundant and should be excluded. The analysis of the participants' errors can help identify learners' linguistic difficulties and need at a particular stage of language learning.

2. Recommendations:

In the light of the findings, the present study presents some recommendations:

- Learners should be encouraged to think in the target language rather than in their native language when writing and should be encouraged to use the target language as often as possible. Generally speaking, L1(Arabic) use in the English writing does not necessarily have to be discouraged as we can have instances of positive transfer. Rather teachers should do their best to discourage negative transfer from Arabic to English by exposing their students to English authentic texts and by encouraging them to be involved in tasks that lead to the use of authentic language as it is used by native speakers.
- Students should be encouraged to read more in order to familiarize themselves with the correct usage of English especially, grammar rules.
- Contrastive analysis (CA) could be introduced as part of the teaching and learning process. It is also recommended that teachers should introduce their students to contrastive analysis, when needed, in the sense that the students become aware of the similarities and differences between the two languages. That way positive and desired Arabic transfer to English can be facilitated and negative transfer can be prevented to a large extent. Introducing CA to the students, as required, should be carried out at all language levels, i.e. linguistic forms.
- The eclectic approach is the most appropriate as the teacher has the freedom to select activities and to adapt them to the students' needs in both teaching writing and grammar.

Moreover, a needs analysis is always necessary along the teaching operation for the selection of the appropriate remediation as well as the appropriate methods and techniques to apply.

- Error correction should be given enough importance and that our students need to receive significant feedback. This feedback must be Immediate, Teachers should give feedback as soon as they have something meaningful to say, Frequent, feedback should be given regularly because students need to know how they are doing and finally, it should be appropriate because Too many comments or recommendations can overwhelm the learner.

However, we should insist that the teacher has to find the appropriate way to deal with error correction, in other words, he needs to develop his own strategies to error correction to make of it an efficient activity.

General Conclusion

The study aimed at determining the effect of the third-year English students mother tongue interference(Arabic) on their written paragraphs, as well as identifying, describing and categorizing the types of grammatical errors made in those paragraphs. It was hypothesized that third- year EFL students' mother tongue at Biskra University affects their written paragraphs, a large proportion of the grammatical errors made by them is caused by Arabic transfer and that they commit many kinds of errors concerning grammar when writing.

The research begins with an overview of literature about teaching writing and grammar in EFL contexts, all together with the Contrastive Analysis Hypothesis(CAH), Error Analysis Theory and the Language Transfer(interference). In order to test the hypotheses and build validity into this descriptive study, two types of research instruments were used; questionnaires for both thirty third-year students and five EFL teachers at Biskra University and a written corpus in form of short paragraphs written by the students. The current study came up with the following results: Most of the third- year students rely on their mother tongue, Arabic, in expressing their ideas. This is claimed by the participants written expression and grammar teachers. From this first result, the first question which states: Does third- year English students' mother tongue affect their performance in writing, is answered. Thus, the first hypothesis is totally accepted. From teachers questionnaire results, all the respondents teachers reported that Arabic interference cause grammatical errors in writing. This was also seen when analyzing the students' short paragraphs. As a result, a number of different grammatical errors were found in their paragraphs(34 errors). These were limited to nine major errors: passive voice, verb tense and form, subject-verb agreement, word order, prepositions, articles, plurality auxiliaries and modal verbs. Although the different errors showed in the

participants' paragraphs, the verb tense and form and the prepositions errors were the most serious and frequent ones.

It can thus be concluded that third- year English students at Biskra University still have a long way to go in writing satisfactory productions in English. Because it is clear that the errors in grammar require more attention than the others, it is noticeable that the way they composed their paragraphs clearly shows their weak grasp of the basic tenets of English grammar. On the other hand, teachers should vary their teaching methods in order to facilitate and enable their students to write competently , they should then be more aware of these types of errors and provide the necessary follow up work to check the problem areas as discussed earlier. However, EFL teachers and researchers can not ignore error analysis as an important tool by which they can learn more about the psycholinguistic processes involved in the learning of a foreign language. Finally, because this study dealt with a limited number of the linguistic aspects involved in writing due to the limitations of time and. Clearly, there is a great deal of work to be done in this area in the future, specifically focused on the grammatical error in EFL writers' written products and on the feedback strategies.

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Appendices

Appendix one: students' questionnaire

Questionnaire for Students

Dear Students,

We would be so grateful if you could answer the following questions about your opinions concerning the effect of the EFL learners' mother tongue on their written production, as well as the grammatical errors they commit while writing in English. Your answer will be very helpful for the research project we are undertaking. We hope that you will answer with full attention, honesty and interest. To answer the questions, you are required to put a tick (✓) in the box correspondent to your answer or give full answer(s) where the gaps provided.

Thank you, in advance, for your collaboration

Miss LABED Hayat

Section One: General Information

1. Your choice of English is:

a. Personal

b. Obligated

Please, explain

.....

2. How long have you been studying English?

.....

3. What do you about your level in English?, is it:

a. Excellent

b. Good

c. Average

d. Poor

Section two: students' attitudes towards the effect of EFLs' L1 on their writings and the grammatical error they commit while writing in English

1. What does writing mean to you?

a. Means of communication

b. A way to get marks

c. A way for entertaining

d. A skill that helps you

2. Do you have difficulties in writing?

a. Yes

b. No

3. If "yes", are those difficulties due to your inadequate mastery of:

a. Vocabulary

b. Grammar

c. Style

d. Content

e. Coherence/ cohesion

f. Punctuation/ spelling

g. Other, please specify

.....

4. Which one of the following activities is difficult for you?

a. Punctuation

b. Grammar

- c. Spelling
- d. Vocabularies
- e. Ideas

5. Your weaknesses in writing are due to the

- a. Teachers
- b. Learners
- c. Lack of practice
- d. Lack of motivation in writing
- e. Lack of good approach to teaching writing
- f. Lack of reading
- g. Language transfer (Arabic/ English)

Please add any obstacles that hinder you from writing correctly

.....

6. When reaching third year, how do you qualify your writing level?

- a. Good
- b. Average
- c. Poor
- d. Satisfactory
- e. I do not know correctly

7. When learning the English language, do you think that learning grammar is

- a. Very much important
- b. Important
- c. Little
- d. Not important

8. Do you think your level in grammar is

- a. Excellent
- b. Good
- c. Average
- d. Poor

9. Do you often think that you know most of grammar rules, but you still make errors when using the language?

a. Yes

b. No

10. Do you think learning grammar can be

- a. An interesting activity
- b. An obligatory activity
- c. A boring activity

Can you be more precise about your answer, please?

.....

11. Do you learn grammar better?

- a. When the teacher does not give the rules, but guides the learners to get the rules by themselves through activities?
- b. When the teacher gives the rules, explains them and then gives activities?
- c. When the her combines the two methods?

Please explain

.....

.....

Thank you for your collaboration

Appendix two: teachers' questionnaire

Questionnaire for teachers

Dear teachers,

You are kindly requested to answer the following questions. The data collected will be used for the sole purpose of my research in the effect of the EFL learners' mother tongue on their writings. This impact leads to commit grammatical errors in their written productions. Hence, the aim is to identify, classify and analyze them. Then we will suggest ways that may help to solve this problem and improve students' writing.

Thank you for cooperation

Miss. LABED Hayat

Please, mark (✓) the appropriate box (es) or give full answer(s) where the gaps provided.

Section one: general information

1. Degree(s) held:

a. Licence

b. Master / Magister

c. PhD (Doctorate)

2. Work Experience: (Number of years):.....

Section two: Teachers' attitudes towards teaching writing and grammar in EFL classrooms

1. Is the writing level of third year students:

a. Very good

b. Good

c. Average

d. Bad

2. Are you satisfied with your students' level of writing ?

a. Yes

b. No

Why?.....

3. To which of the following aspects do you attach great importance to in your writing instruction?

a. Grammar

b. Vocabulary

c. Content

d. Mechanics

4. Do you feel there is evidence of lack of basic writing skill in your students?

a. Yes

b. No

5. When teaching the writing skill for your students, do you concentrate on :

a. Capitalization

b. Punctuation

c. Spelling

d. Handwriting

e. Appropriateness of lexis

f. Grammar

g. The organization of writing

h. The process and product of writing

6. What type of approach do you follow in teaching the writing skill?

a. Product Approach

b. Process Approach

c. Genre Approach

d. Eclectic Approach

7. If it is the product-oriented, which of the following aspects requires more attention?

a. Content **b. Form**

8. Do your students find difficulties when composing?

a. Yes **b. No**

9. If yes, are these difficulties at the level of:

a. Sentence

b. Paragraph

c. Essay

d. Others, please specify

.....

10. What are the most common writing problems you noticed in your students' writings?

a. Grammar errors

b. Interference of the mother tongue

c. Poor content/ideas

d. Poor vocabulary

e. Poor organization of ideas

f. Mechanics

11. What is your feedback usually about?

a. Feedback on grammar and mechanics

b. Feedback on content

c. Others

.....

12. Do your students make errors of different types in their compositions?

- a. Yes b. No

13. How much importance do you give to grammar in your topic?

.....

14. Do you believe that grammar teaching aids EFLs' acquisition?

- a. Yes b. No

15. Which method(s) do you use to teach grammar

a. Grammar-Translation Method

b. Audio-Lingual Method

c. Eclectic Method

d. Others.....

16. Do you think that coordination between the teacher in charge of grammar, written and oral expression is necessary?

- a. Yes b. No

Please, explain why.

.....

17. How do you usually comment on errors you spot in your students' writings?

a. Indicate where the error is and correct it for the students

b. Indicate where the error is, what type it is and let the student himself correct it

c. Indicate where the error is using symbols and let the student discover its type and correct it

d. Others: please, specify.....

Section three: Errors in grammar as a result of L1 interference

1. Do third year students make a lot of errors in grammar?

a. Yes **b. No**

2. What type of errors do they make

a. In morphology

b. Wrong use of tenses

c. In models

d. Misuse of articles

e. Misuse of prepositions

f. Word-order errors

g. Misuse of connectors

h. All of them

3. Do you think that these errors are recurrent because of:

a. L1 interference

b. Wrong streaming

c. Lack of motivation

d. Lack of practice

e. Others.....

4. Do you think that the fact of knowing the source of errors would facilitate remedial

work for you?

a. Yes **b. No**

5. Do you give much importance to error correction?

a. Yes b. No

6. Do you prefer the errors to be correct by:

a. The learner himself/ herself

b. His/ her classmate

c. The teacher

7. What kind of remedial work do you think would prevent the frequency of errors in grammar?

.....

8. Do you provide your students with feedback concerning their errors?

a. Yes b. No

How they react?

.....

Please, add any suggestions you see relevant to the aim of the thesis

.....

Appendix three: samples of students' short paragraphs

Sample one:

Internet is a technology and development way in nowadays. Also is way of communication and help which has negative and positive manners. My question now is what opositive and negative manner of internet? or in other formulation: are the internet have a good or bad role?

Sample two:

Friendship is verry important thing between the boys and girls, which is contain respect and love, and not every relation considered as friendship because there is relation of business or benefit. There must be loyal between the ones you considered as friends. That's how I learn to make friendship.

Sample three:

The smoking is a habit harmful. It is cause a bad effect and can caused many serious disease like cancer. Smoking can harm your body. Also it can cause a bad breath from smoker's mouth. Moreover smoker's kids may smoke if they see their father smoke. A cigarette is very bad for your body. It is a slow suicide. How we can stop smoking?. I advice smoker's go away from smoking and to drink a lot of water and why don't do exsersis with all this advices can stop smoking.

المخلص

الهدف من هذا البحث هو تسليط الضوء على مشكلة تأثير اللغة الأولى في الكتابة ، إضافة إلى تحليل بعض الأخطاء الأكثر شيوعا في قواعد اللغة والتي يفترها طلبة السنة الثالثة في قسم اللغة الانجليزية بجامعة محمد خيضر-بسكرة- من هذا المنحى ، التركيز الأساسي لهذا البحث هو تأثير اللغة الأولى(العربية) للطلبة في التعبير الكتابي والأخطاء التي يرتكبونها أثناء كتابتهم باللغة الانجليزية. هذا البحث يقترح فرضية أن اللغة الأم لهؤلاء الطلبة تؤثر على تعابيرهم الكتابية وأنهم بذلك يرتكبون العديد من الأخطاء اللغوية بأنواع عدة أثناء الكتابة. من أجل التحقق من صحة هذه الفرضيات تم جمع 13 نص صغير لهؤلاء الطلبة من أجل التحليل، إضافة إلى نوعان من الاستبيانات موجهان للأساتذة والطلبة والذان يشكلان مصدرا للمعلومات بخصوص آراء ووجهات نظرهم. هذه الدراسة مقسمة إلى ثلاثة فصول: الفصل الأول، وهو مخصص للتحديث عن تدريس التعبير الكتابي وقواعد اللغة. الفصل الثاني، يتطرق للتحليل المقارن للأخطاء بين كل من اللغتين العربية والانجليزية وكذلك التأثير اللغوي وأنواعه. أما الفصل الأخير فهو عبارة عن العمل التطبيقي الذي يحتوي على مناقشة وتحليل النتائج التي انتهت إليها الدراسة ، واقتراح بعض التوصيات والاستراتيجيات الناجعة في تدريس التعبير الكتابي وقواعد اللغة الانجليزية وتحسين كفاءة الطلبة.