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DEDICATION-1-

I dedicate this work to:

My lovely parents who support and raise me so perfectly. I do not always say how much I love both of them, but I can say I have a big place in my heart only for them two. Without my parents I am nothing, without them I might not be the person I am today.

God bless them.

My dear brothers: Zahreddine, Abd Elghafour and my little brother Haitham.

My only beloved sister Karima, I wish her success in the baccalaureate.

All my teachers who guided and helped me to go away.

My dear person, as he was a part of my life, he will be a part of my joy, thanks for all the beautiful moments we spent together.

All my relatives and my friends.

Miss. BOUBAAYA Fatima Zahra

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I dedicate this work to:

My loving parents who never left my side and who believe in me and surround me with their care.

My sister Anfal and my two brothers without forgetting my twins sisters.

All my family side of my father and my mother.

My closest friends, Bouthaina and Ilhem.

My dear students who made me feel how great is to be a teacher and to whom I wish success.

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Abstract

This study aims at investigating grammar errors in EFL writing (the case of third-year secondary school students). It adopted the descriptive analytical method of research. The data collection tools are a questionnaire and a writing test. The questionnaire aimed to explore the students' perceptions about their use of grammar in writing, while the writing test aimed to identify the grammatical errors that students make in writing. Participants in this study are 71 3rd year students selected randomly from a population of 160 students. The findings revealed negative perceptions about their use of grammar and low abilities in using them correctly in EFL writing. We concluded this study with some recommendations for further researches.

List of abbreviations

CA: Contrastive analysis

EA: Error analysis

SST: Surface strategy taxonomy

DG: Descriptive grammar

FG: Functional grammar

PG: Pedagogical grammar

UG: Universal grammar

EFL: English as a foreign language

DA: Deductive approach

IA: Inductive approach

NP: Noun phrase

VP: Verb phrase

Adj P: Adjective phrase

Adv P : Adverb phrase

PP : Preposition phrase

S : Subject

V : Verb

O : Object

ELT: English language teaching

IGCSE: International General Certificate of Secondary Education

LMD: License, master, doctorate

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General

Introduction

Background:

In Algeria, English is a foreign language compulsorily taught through primary schools, middle schools, secondary schools, and to university students as well. Teaching English in Algerian public institutions is intended to master four skills, namely: speaking, listening, reading, and writing. Therefore, grammar is an essential aspect of EFL learning, and learners' writings are generally inaccurate. Students, generally make errors especially in writing, such as in sentence structure, tenses, prepositions, and others.

The main purpose of learning English as a foreign language according to the Algerian official syllabuses for English, June 1999, states that the learner has to achieve communication in its various forms, aspects, and dimensions; four important categories of objectives may be mentioned: socio-cultural objectives, humanistic objectives, educational objectives, and academic objectives.

Algerian Students are interested in learning English, they need to understand the grammar rules of language to develop the understanding of the grammatical rules and the use of them in writing. To make writing clear to readers. Therefore, it would be impossible to write correctly without considering grammar.

Statement of the problem:

One of the most important aspects of the English language is grammar. It is essential in any educational program. Without accurate grammar, writing may lose its meaning, if students can understand the grammatical rules they will use them correctly in writing. Thus, this present research focuses on the students' grammatical errors they usually face while writing and sheds light on the learners' perceptions about their grammar use in EFL writing and on what types of errors they make.

Questions of the study:

Our research raises the following questions:

1. What are 3rd year secondary school students perceptions of their grammar use in EFL writing?

2. What are the different grammatical errors that 3rd year secondary school students make in writing?

Objectives of the Study:

Our research aims to:

1. Explore students' perceptions about their use of grammar in EFL writing.

2. Identify the grammatical errors students encounter in EFL writing.

Methodology of the study:

To achieve the objectives of the study, the study has opted for a descriptive- analytical method of research using two data collection tools

- A questionnaire as a first tool to explore the students' perceptions about their use of grammar in writing. It is divided into three sections: social background, difficulties in learning English, and students' grammar use in writing. It consists of fifteen questions which are a mixture of closed-ended and multiple choices questions where the students are asked to answer with "yes" or "no" or to tick up the answer from multiple choices.

- A writing test as a second tool to identify the grammatical errors that students make in writing. The students' writing test is used as a second tool in our research. 71 participants are asked to do a task about correcting errors in sentences. Moreover, the participants were asked to write a short paragraph from 7 to 12 lines about their dream career in the future to find and identify the different types of grammar errors students make in EFL writing.

Population and sample:

Students from 3rd-year secondary school participate in this study. They are 160 students, who are divided into 5 groups. The sample of our research is 71 students selected randomly from the whole population.

Chapter One:

Literature Review

Introduction:

Writing is one of the components of the English language, which requires the mastery of several elements, among them the grammatical rules that are conveying meaning through well-constructed texts. However, grammar helps to govern the way writing takes place, so it is important to keep in mind that right and accurate grammar is necessary for good writing. In this case, good writing requires a good working knowledge of grammar.

The first chapter reviews the related literature. It consists of two sections; the first section is entitled "Introduction to error analysis". It defines the term "error", then it discusses the differences between error and mistake, its classification, its sources, and errors correction. However, the second section is entitled "Introduction to grammar". It provides the definition of grammar, its types, approaches to teaching grammar, and its importance in writing, in addition to grammar errors in writing (definition of the term "writing" and grammar errors in writing). The researcher concludes this chapter with some previous studies that are related to the research theme.

Section One: Introduction to contrastive analysis and error analysis

Contrastive analysis:

Johanson (2008) said that contrastive analysis (CA) is the systematic comparison of more languages, intending to describe their similarities and differences. CA has regularly been done for practical/pedagogical purposes. The purpose has been to offer higher descriptions and higher teaching substances for language learners. The significance of CA extends beyond individual languages.

According to Gass and Selinker (2008), CA is a way of comparing languages to be able to determine potential errors for the last reason of isolating what needs to be learned in a second language-learning situation.

Error analysis:

Definition of error analysis:

Brown (2006) defined error analysis as the procedure of observing, analyzing, and classifying the deviations of the guidelines of the second language after which to show the

systems operated throughout the learner. In addition to that, Hollnagel (1998:17) pointed out "the study of error is directed toward finding the causes or explanations for something that has happened, i.e it is a retrospective rather than a predictive type of analysis". He added, "Since an error is an action gone wrong in the sense that the outcome was not the expected or desired one, and since all actions involve a modicum of cognition, all errors must also be cognitive".

According to Crystal (1987), EA is a method for identifying, classifying, and systematically interpreting the unacceptable forms produced by a person learning a foreign language, using any of the standards and strategies supplied by linguistics.

On the other hand, James (1998) defined error analysis as the cases that are hard enough to avoid. Error analysis is the process of stating the incidence, nature, causes, and effects of unsuccessful language.

Taylor (1997:3) cited that "Error analysis is the study and evaluation of uncertainty in measurement".

Differences between errors and mistakes:

To analyze the learners' errors, it needs to compare between error and mistake. Brown (2006) pointed out that it is important to differenntiate between mistakes and errors. A mistake refers to a performance error that is either a random or a slip, in that it is a failure to use a known system effectively. All people make mistakes, in both local and second language- situations. He claimed that error is a substantive deviation from the adult grammar of a local speaker and reflects the competence of the learner. Moreover, he stated that errors and mistakes are different in that errors are the regularity of a language to the inter-language of people's knowledge. It means that errors happen systematically. Then mistakes are a failure in producing a known system correctly. It means that mistakes happen in some conditions and they are not regular.

Gass and Selinker (2008) claimed that Corder was careful to differentiate between errors and mistakes. Mistakes are comparable to slips of the tongue; they are normally one time best events. On the other hand, an error is systematic. It is likely to occur repeatedly and is not recognized by the learner as an error.

Classification of error:

The classification of error categories is an important step in conducting error analysis and various classifications of error have been proposed by many linguists who have tried to classify error in different ways to facilitate the analysis based on a variety of linguistic aspects i.e, phonology, morphology, syntax, and semantics.

Errors are classified by Dulay et al (1982) into four categories: linguistic taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Errors can occur because of changes in surface structure in specific and systematic ways. Based on SST, Dulay et al (1982) divided errors into four different types:

a. **Omission:** Occurs when the linguistic item that is required in the sentence is omitted. Ex, Mary president new company. Here the morphemes "is", "the "and "of" are omitted, one could make a meaningful sentence.

b. Addition: Refers to the addition of any grammatical item. Ex, the sparrows is flying. Here is the addition of morpheme "s" is not required. Dulay et al (1982) suggested there are three sup types ,in addition, errors which are: double markings, regularization, and simple addition.

c. Mis-formation: Refers to the wrong form of the morpheme or structure.

d. Mis-ordering: Refers to the wrong order of the words in the sentence. Ex, He is a dear to me friend. Here the order of the sentence is incorrect and becomes the reason for the error.

On the other hand, Berendsen (2011) classified errors into three types: (accidental, stupid, or intended) mistakes, systematic deviations, and random errors or uncertainties.

a. **Accidental mistakes:** may be avoided through careful checking and double-checking. Stupid mistakes are accidental errors that have been overlooked. Intended mistakes purposely misinform the reader and belong to the class of scientific crimes.

b. **Systematic errors:** have a non-random character and distort the result of a measurement. They are the most dangerous kind of error; such errors are probable to show up when results are compared to those of other experimentalists at other laboratories.

c. **Random errors:** are unpredictable through their very nature. They may be caused by the limited precision of instrumental readings.

Sources of errors:

Brown(2006)claimed that there are four main sources of error namely; inter-lingual transfer, intra-lingual transfer, context of learning, and communication strategies.

a. Inter-lingual transfer:

The Inter-lingual transfer occurred because of the native language or mother language interference. In these early stages, before the machine of the second language is familiar, the native language is the only linguistic system in preceding upon which the learner can draw.

b. Intra-lingual transfer:

Researchers have found that the early levels of language learning are characterized by a predominance of interference, however, once learners have started to collect elements to the new system, more and more intra-lingual transfer generalization in the target language.

c. Context of learning:

Context refers for example to the classroom with its teacher and its substances in the case of the school learning or the social situation in the case of untutored second language learning.

d. Communication strategies:

Communication strategies have been described and associated with learning styles. Learners use production technique to enhance their message across, however at times these techniques can themselves become a source of error.

e. Error correction:

Pincas et al (1978) claimed that students must be responsible for their own mistakes and should always check and read their writing before handling it. He added that correction may also come from another source apart from the student himself and the teacher. The other members of the group can accurately each written and oral work. In addition to that, Mohamed (2013) stated that correction is a form of feedback given to students on their use of the language.

On the other hand, Harmer (2007:84) cited that "one way of avoiding the 'over-correction' problem is for teachers to tell their students that for a particular piece of work, they are only going to correct mistakes of punctuation, spelling, or grammar, etc. This has two advantages: it makes students concentrate on that particular aspect, and it cuts down on the

correction". He added that "correction helps students to clarify their understanding of the meaning and construction of language".

Section Two: Introduction to grammar

Grammar definition:

Grammar is an important part of language, and it is impossible to learn a language without knowing its grammar. It is agreed that grammar is a set of guidelines that assist in combining accurate sentences. Many language authorities have different attitudes to grammar and each one defined the term grammar according to his perspective.

Thornbury (1999:1) stated that "grammar is partly the study of what forms (or structure) are possible in a language". Crystal (2017), stated that "Grammar is the study of how sentences work". Harmer (2007) defined grammar as "Grammar can thus be partly seen as a knowledge of what words can go where and what form these words should take".

For many authors (Harmer,2001;Thornbury,1999;Ur,1988). Grammar is the study of syntax and morphology; for syntax, it is supposed the study of word order or how words are mixed in a sentence. However, for morphology, it is supposed the study of word formation.

Grammar can also be defined by Ur (1999) as " the way words are put together to make correct sentences". According to Brown (1994), grammar is a system of guidelines governing conversational association and relationship between words in a sentence.

AARTS et al (2014:185), definees Grammar as: "the system of a language traditionally encompassing 'syntax and morphology' in some cases(eg: the work of Jesperson) a description of the sounds of a language is also included". It means that grammar is the device of a language.

Types of grammar:

Grammar refers to a set of instructions about how language should be written accurately, and it occupies a central position in language. Grammar has four main types namely: descriptive, functional, pedagogical, and universal grammar.

a. Descriptive grammar (DG):

According to Hinkel (2018), descriptive grammar focuses on describing the structure of language and its rules as they are used in daily life by its speakers which includes standard and nonstandard varieties. In addition, this type of grammar examines the principles and patterns that underlie the use of words, phrases, clauses, and sentences of particular speakers of the users of the language.

b. Functional grammar (FG):

Droste and Joseph (1991:247) stated that "Functional Grammar (FG) is a general theory of the morpho-syntactic and semantic organization of natural languages, based on the following principles". He also claimed that "FG has been developed from a functional point of view about the nature of language: a language is considered in the first place as an instrument for communicative verbal interaction, and the basic assumption is that the various properties of natural languages should, wherever this is possible, be understood and explained in terms of the conditions imposed by their usage".

c. Pedagogical grammar (PG):

According to Davis (2007), pedagogical grammar (PG) can be designed as a helpful method to teach language because it is focused on the study of grammatical problems of learners and grammatical analysis that attempts to account formally and logically for the structure of language. Moreover, the term pedagogical grammar is used to refer to the description of language systems by using grammatical rules in to afford the students controlled practice in writing sentences and to locate the source of their writing errors.

d. Universal grammar (UG):

Chomsky (1998) defined universal grammar as the system of principles that characterizes grammatical rules by defining how particular rules are organized (what are the components and their relationships), how the different rules for these components are constructed, and how they interact.

Importance of grammar in writing:

One of the main important components of language is grammar which needs to be learned and taught by learners. Without correct grammar, communication, and writing production are impossible.

Brown (1994:367) claimed that grammar imposes its logical role in being One of the foundations of communication. Thornbury (1999) also added that grammar is a type of "sentence-making machine". It follows that the grammar teaching gives the learner the means for probably infinite creativity. Nelson (2001:1) confirmed that the study of grammar offers us with the terminology we want to talk approximately language in a knowledgeably. It enables us to examine and to describe our personal use of language, in addition to that, grammar allows us to assess the alternatives that are to be had to us throughout the composition. Richards et al (2002:151-152) stated that grammar has two reasons to be taught: comprehensibility and acceptability. They claimed that is difficult to create understandable sentences and they confirmed that deviation from the original speakers may lead to bias, and a weak people may be considered as stupid, so, students need a higher level of grammar correctness. Piercy (2014), claimed that the language needs vocabulary and grammar to work as a practical means of communication. He added that any written language in the world has a grammatical characteristics and rules that determine how to produce meaning. Dinsdale (2022), said that grammar is necessary for communication, it makes writing and texts easier and more enjoyable to read, and bad grammar can make simple sentences difficult to understand. Mart (2013:125) claimed that "language acquisition without grammar will be confusing. Learners will fail to use the language correctly without grammar skills". He added that "Grammar skills will enable learners to be aware of parts of a language such as a verb and nouns. Learners will understand and use the grammatical concepts better if they study grammar".

The main approaches of teaching grammar:

In the EFL classroom, they are two different teaching methods used in teaching grammar which are: inductive and deductive. According to Thornbury (1999), Two approaches are used in teaching grammar, the deductive and the inductive approaches:

a. The deductive Approach:

The deductive approach begins with the presentation of a rule and is observed by examples in which the rule is applied. It is easier to use the term rule-driven learning instead of DA.
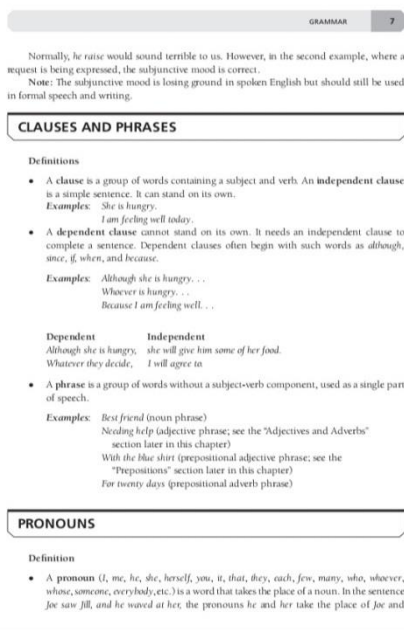
Figure 1: A sample lesson of the DA (Jane Straus. the blue book of grammar and punctuation 2014:7)

It has several advantages and disadvantages, including:

Table 1 : Advantages and disadvantages of the DA (Scott Thornbury. How to teach grammar 1999:30

Advantages	Disadvantages
• Saving time and this allows more time for practice and application. • It acknowledges the role of cognitive processes in acquiring language and respects the intelligence and maturity of students, especially adults among them. • It confirms many students 'expectations about classroom learning especially those learners who	• Starting the lesson with a grammar presentation may be off-putting for students. • Grammar explanation encourages a teacher-fronted, transmission-style classroom. • Explanation is seldom as memorable as other forms of presentation, such as demonstration. • It encourages the belief that learning

have an analytical learning style. • It allows the teacher to deal with language points as they come up.	a language is simply a case of knowing the rules.

b. The inductive approach:

The inductive approach begins with a few examples from which a rule is inferred. It is easier to use the term discovery learning instead of IA.

In an inductive approach, on the opposite hand, while not having met the rule, the learner studies examples and from those examples derives an understanding of the rule.

It is strongly diagnosed with techniques and methods of 2nd language instruction that version themselves of 1st language acquisition, which includes the direct method and the natural approach.

Figure 2: A sample lesson of the IA presented in the text book (English text book 3AS 2007:47

Grammar errors in writing:

Writing definition:

Writing has always played an important role in language learning. There is no particular definition of writing stated by an author or a linguist.

Oshima and Hogue (1998) said that " writing is not easy, it takes to study and practice to develop this skill for both natives and new learners of English, it is important to note that writing is a process, not a product".

Young (2006:8) cited that "one way to think about the classroom uses of writing is to consider writing as a valuable tool for learning as well as for communication".

Nunan (2015:78) stated that " writing is both a physical as well as a mental act. On the surface, writing is a manual process of committing symbols (letters of the alphabet, etc). On the other hand, writing is a mental process of generating ideas and thinking about how to present them effectively in the form of a written text".

Grammar errors in writing:

Harmer (2007) said that all students make mistakes at different stages of their language learning. It is a natural thing they are going through and it has many reasons.

In addition to that, Abdulkareem (2013) said that grammar is the main problem in student writing. All non-native students make grammar errors in writing. Ferris and Roberts (2001) pointed out that among the most common errors of these students include plural or possessive ending incorrect, relevant subject, verb agreement errors, and all errors in verb tense or form.

James (1998:154) stated that:

"Grammar has traditionally been discussed in terms of morphology and syntax, the former handling word structure the latter handling structures 'larger' than the word".

He classifies grammar errors as follows:

1. **Morphology errors:**

James (1998:155) cited that "these errors are basic but persistent, regularly resurfacing even in the EFL writing of Ph.D students. The most important are third singular –s, plural –s, past tense –ed, and progressive –ing".

2. Syntax errors:

There are errors that affect writing more than the word, namely: phrase, clause, sentence, and ultimately paragraphs.

a. Phrase structure errors:

Linguists believed that there were too many phrase types as there were lexical word types: Noun phrase (NP), verb phrase (VP), adjective phrase (Adj P), adverb phrase (Adv P), and preposition phrase (PP).

b. Clause errors:

These involve how phrases themselves are properly formed and operated in clauses. Once again deviance will rise up in which any one of five conditions.

c. Sentence errors:

A sentence need to be explicit a complete thought not just a part of an idea. It must include a topic and a verb. Anyone has to be capable of perceiving these factors in any sentence he writes or reads. The subject tells who or what is performing an action or what the sentence is about. The verb tells what the subject is doing. Sentences are described according to form and use.

d. Inter-sentence errors (cohesion):

James (1998) differentiates between value as text (cohesion) and value as message (coherence). The latter is described in terms of communicative function, related to the writer's aim and the reader's interpretation.

On the other hand, George (1980) gives a few fundamental examples of the grammatical errors which are observed in the students' writing:

e. Sentence pattern:

Subject is the word that tells who or what has done the action of the verb. Almost all English sentences include a subject (S) and a verb (V). In the verb may also or may not be

followed by an object (O). This means that the subject comes before the verb, which comes before the object.

f. Tense:

Tense in English identifies while an occasion takes place or describes a state. The simple past suggests that an activity or situation started out and ended at a particular time in the past. We use past tense to explain and narrate an event or situation that happened in the past. The simple present tense indicates that something is taking place now. The simple future tense indicates that something will happen in the future.

g. Pronouns:

A pronoun is a word which used in the place of a noun or noun phrase to avoid repletion of the same N or NP which has been used once.

1. First- person pronouns:

Singular pronouns: I, me, my, mine.
Plural pronouns: we, us, our, ours.

2. Second- person pronouns:

Singular pronouns: you, your, yours.
Plural pronouns: you, your, yours.

3. Third- person pronouns:

Singular pronouns: he, him, his, she, her, it, its.
Plural pronouns: They, them, their, theirs.

a. Prepositions:

Prepositions are always followed by nouns or pronouns. They are connective words that show the connection among the nouns following them and one of the fundamental sentence elements. They suggest relationships, like position, place, direction time, manner, agent, possession, and condition, among their objects and other parts of the sentence.

Previous studies:

Many researchers have conducted and investigated grammar errors that students encounter in EFL writing.

This study was conducted by Yahya Abd Allah Al Dow (Sudan university of science technology, department of English, January 2016). It aims at investigating grammatical errors encountered by secondary school English language students in writing composition. The researcher used the descriptive analytical method of research. He designed for his instrumentation a test on writing composition for the students. It aimed at measuring the students' abilities in dealing with the difficulties posed by grammar errors. A questionnaire for ELT teachers and it aimed at assessing the ELT teachers' perspectives and views on the relevance of writing composition and the learning and teaching of writing. The total sample of the study consists of 250 students and 40 ELT teachers at the secondary schools. The findings show low and poor abilities in using the grammatical rules in writing. The researcher recommended that students should learn grammar and teachers should make more efforts to develop students' abilities in writing.

This study was conducted by Omara-el-Imam Mohamed Ahmed (Sudan university of science and technology, college of post- graduate studies, college of languages, 2018). The study aims at investigating grammatical errors made by the students of the international general certificate of secondary education (IGCSE) in writing in Khartoum state. The researcher used the descriptive analytical method of research. As a tool for data collection, the researcher designed a test that consisted of a writing task and some grammatical items. It aimed at measuring the students' abilities in dealing with the difficulties posed by grammatical errors. It was administered to a total sample of 150 students. On the other hand, he used a questionnaire for ELT teachers. It aimed at assessing the ELT teachers' perspectives and views on the relevance of writing composition and to the learning and teaching of writing. It was administered to a total sample of 40 ELT teachers. The findings show low abilities in using the correct grammatical rules in writing skills.

This study was conducted by SAAD Donia (Mohamed KHEIDER university-BISKRA, Faculty of letters and foreign languages, department of foreign languages, section of English, 2020). This study attempted to investigate the current grammar learning in the Algerian middle school. However, the present study aimed at focusing on the pupils' difficulty to use their knowledge of grammar to write effectively. From this point. This research highlighted the common grammatical errors committed by pupils at "Bahri Djmouaai" middle school to look for appropriate strategies to remedy the situation with the

participation of 27 pupils from the same middle school and 13 teachers of English from all over the city of Zribet El-oued. For this purpose, a Mixed- method was carried out where the researcher used both quantitative and qualitative data collection tools to gather the required information that allowed the researcher to conduct this study and analyze the results to discover the grammatical errors. To fulfill the purpose of the study, a teacher's interview, a pupils' questionnaire, and a test were followed which are considered as the effective data gathering tools of the mixed methods approach. Thirteen interviews were done on the phone with the teachers to probe information regarding grammar teaching and perspectives of their pupils' writing performance on the learning situation, and 27 questionnaires were administered online to the pupils chosen to conduct this investigation to gain insights about their attitudes towards their learning writing and grammar situation, in general, their grammar learning difficulties, and mainly their awareness about using different learning strategies of how to write. The analysis of the obtained data highlighted a range of factors that have affected the usage of grammar rules in addition to the several types of grammatical errors pupils make. The latter indicated their attitudes toward writing difficulties, especially the grammatical ones. It was concluded that the lack of practice inside and outside the classroom setting has reduced the pupils' writing performance and has consequently prevented them from developing the correct application of grammar rules in their written productions.

This study was conducted by Nurhikmah student's registration (State Islamic university, Jakarta, department of English education, faculty of Tarbiyah and teachers' training, 2011). The study aims at analyzing grammatical errors in students' recount paragraph writing (A case study of the second years students of MTs N8 Jakarta Barat). It aims also to describe the most grammatical errors which the students made many in writing recount paragraph, and to find the reason why the most students made many grammatical errors in recount paragraph writing of MTs N8 Jakarta Barat in second grade. The researcher used the descriptive qualitative method of research. As a tool for data collection, the researcher designed an essay test to find out the errors that are commonly made by the students in writing recount paragraph, especially in grammatical errors, and to know the causes of those errors. It was administered to a total sample of 30 students' second year of MTs N8 Jakarta Barat. The results showed that the majority of the students' errors derived from usage, verb tense, and sentence pattern, and the reasons why they made errors are because of their mother tongue interference and their logical thinking. The researcher recommended that teachers should give feedback to students after correcting and analyzing

their errors and it is important for the students to do more exercises in English writing and they should accomplish the assignments given by teachers.

This study was conducted by BARKAT Imane (Biskra university, 2016). The study aims at making every EFL teacher provide as much as effective and powerful feedback to fit the students' needs to become better and effective writers and to increase their critical thinking (A case study of the second years students at Othman Ben Affane secondary school-M'sila). The researcher used a pre-test to collect data from the students, it was done on 12 students in the second year at Othman Ben Affane secondary school of M'sila. The post-test was done to see the effect of the treatment which revealed not only an improvement in the experiment groups' writing abilities and also grammatical errors in their written production reduced. The results provide pedagogical implications for a good explanation of students' grammatical errors and provide them with the correction and integration of other skills as reading in teaching writing leads to better writing productions.

This study was conducted by Hanane MAKHLOUFI and Katia HAMMAM (University Abd Errahmane Mira-Bejaia, faculty of letters and foreign languages, department of foreign languages, 2018). This study attempts to investigate the importance of grammatical rules in students' writing productions. The current master's dissertation aims at investigating the importance of grammar in the writing skill of first- year LMD students at the department of English university of Bejaia. The selected sample in this research is composed of 64 students selected randomly from the whole population (226). To carry out the research, the researcher opted for the descriptive method and to collect necessary data were lied on two research tools which are: students' questionnaire and corpus analysis of 40 students' writing production. The findings collected from the students' questionnaire show that most of the students recognize the importance of grammar in developing their writing. However, they encounter problems at the level of the application of the grammatical rules mainly tenses and this was confirmed by the corpus analysis of the students' writing production which revealed the existence of many errors, particularly in the use of tenses. Based on the results of this study, it concerned with the importance of the grammatical rules in promoting the writing skills. Hence, the future researchers have to deal with other important elements of writing such as vocabulary.

Summary of the chapter:

In this chapter, the researcher divides the literature review into two sections; the first one highlights the definition of the term "contrastive analysis" and "error analysis", and its issues. The second one is devoted to the definition of the term "grammar" and its aspects. At the end of this chapter, the researcher attempts to illustrate some previous researches that deal with the research theme.

Chapter Two:

Methodology

Introduction:

To conduct any research, it is important to determine the research method and how to plan for it. In this chapter, the researcher is going to analyze and conduct the research on third-year secondary school students at HERIZI El Bachir secondary school to achieve the research purpose which is to investigate grammar errors in EFL writing.

This chapter presents to the readers the methodological part of the current research which deals with the description of the selected sample and population. In addition, it includes the adopted method and the collection tools that are divided into questionnaire and writing test which are directed to 71 students of third-year secondary school, also the research covers a description and analysis of both of them. At the end of this chapter, the researcher provides the reader with some implications for students and some suggestions and recommendations for further researches.

Research design:

Population:

The population of this study is 3rd-year secondary school students in Bordj Bou Arreridj state, HERIZI EL Bachir secondary school, El Ach commune. It consists of five groups, the equivalent of 160 students.

Sample:

The study sample is chosen from an Algerian secondary school in Bordj Bou Arreridj state, HERIZI El Bachir secondary school students in El Ah commune. This sample consists of two groups the equivalent of 71 students who responded to the questionnaire and the writing test was chosen among the total number of the third-year secondary school students population (160) at HERIZI El Bachir, the selection of such sample was random.

Research method and tools of data collection:

To achieve the research aim and to answer to its question, the researcher opted for the descriptive analytical method of research. To collect data, a quantitative method was carried out where the researcher used a questionnaire in addition to a writing test for 3rd-year

secondary school students. These tools were followed are considered as the effective data gathering. The data was gathered during the second semester of the academic year 2022/2023.

Data analysis:

Aim of the students' questionnaire:

The questionnaire aims to explore 3rd-year secondary school students' perceptions about their use of grammatical rules in writing. It provides the researcher to collect data concerning the significance of grammatical rules and how students use them correctly in a piece of writing.

Description of the students' questionnaire

The recent questionnaire is divided into three sections: social background, difficulties in learning English, and students' grammar use in writing. It consists of fifteen questions which are a mixture of closed-ended and a multiple choices questions where the students are asked to answer with "yes" or "no" or to tick up the answer from a multiple choices.

Section One: Social background

The first section is divided into four closed-ended questions which are related to the students in the field of learning English. The first question is concerned with the students' gender, the second question is dealt with if they have private English courses, whereas the third question sought to collect data about someone who can help the students to learn English. In the fourth question, students were asked whether they want to study English at the university or not.

Section Two: Difficulties in learning English

The second section involves three questions that concern with English learning difficulties encountered 3rd-year secondary school students.

Section three: Students' grammar use in writing

This section contains eight questions (multiple-choice and closed-ended questions). It is designed to gather data about the students' grammar use in writing and their level of

grammar, and to know if they make grammatical errors in writing. The first question deals with the importance of grammar in writing. In the second and the third questions, students were asked about their level of English grammar rules and if they have grammar difficulties in writing. The last five questions seek with their use of the grammatical rules (sentence structure, singular and plural nouns, and tenses) in writing.

Analysis and discussion of the students' questionnaire

Section One : Social background

Question 01 : Gender

Table 2 : Gender

Gender	Frequency	Percentage
Male	24	33.80%
Female	47	66.19%
Total	71	100%
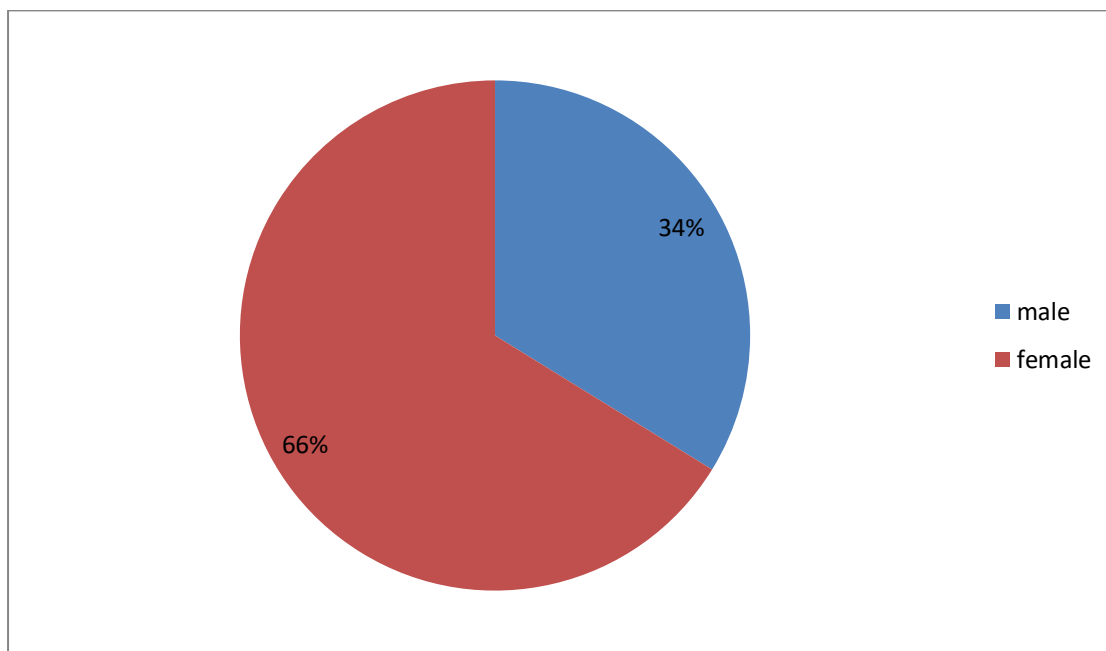
Figure 3: Gender

From table (01) we can notice that the majority of the participants are female 66,19%. The remaining percentage 33,80% represents male.

Question 02: Did you have private English courses?

Table 3 : Private English courses

Answer	Frequency	Percentage
Yes	9	12.67%
No	62	87.32%
Total	71	100%
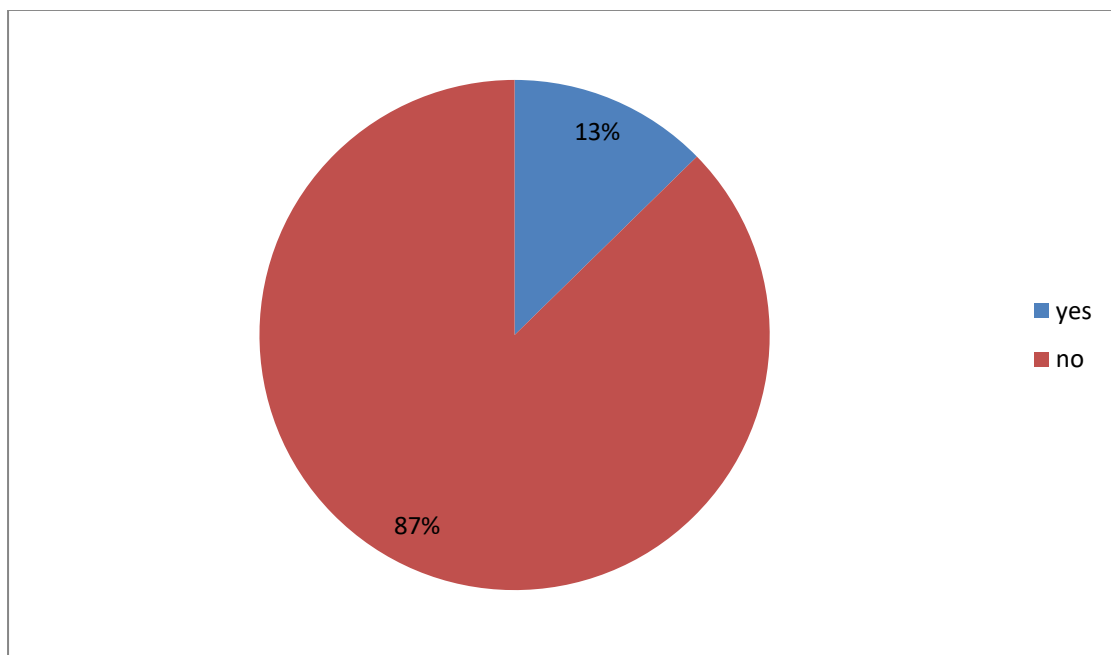
Figure 4: Private English courses

According to table (02), most of the participants do not have private English courses 87,32%. While 12,67% represents the remaining percentage of the other participants. We can deduce that most of the students do not have private English courses.

Question 03: Do you have someone who can help you to learn English in your family?

Table 4 :The family's help to learn English

Answer	Frequency	Percentage
Yes	17	23.94%
No	54	76.05%
Total	71	100%
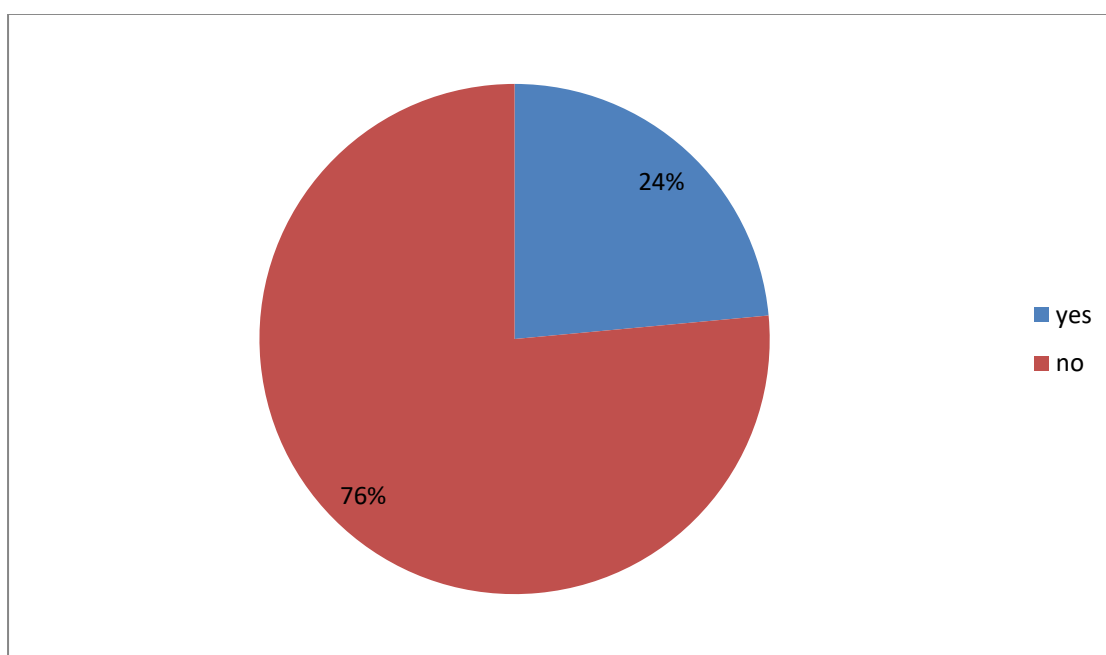
Figure 5: The family's help to learn English

The results collected above show that the majority of the participants do not have some who can help them to learn English in their families which represents 76,05% from the whole percentage and 23,94% claim that they have who can help them to learn English. The findings indicate that the majority of the students do not have who can help them to learn English.

Question 04: Do you want to study English at the university?

Table 5 : Studying English at the university

Answer	Frequency	Percentage
Yes	16	22.53%
No	55	77.46%
Total	71	100%
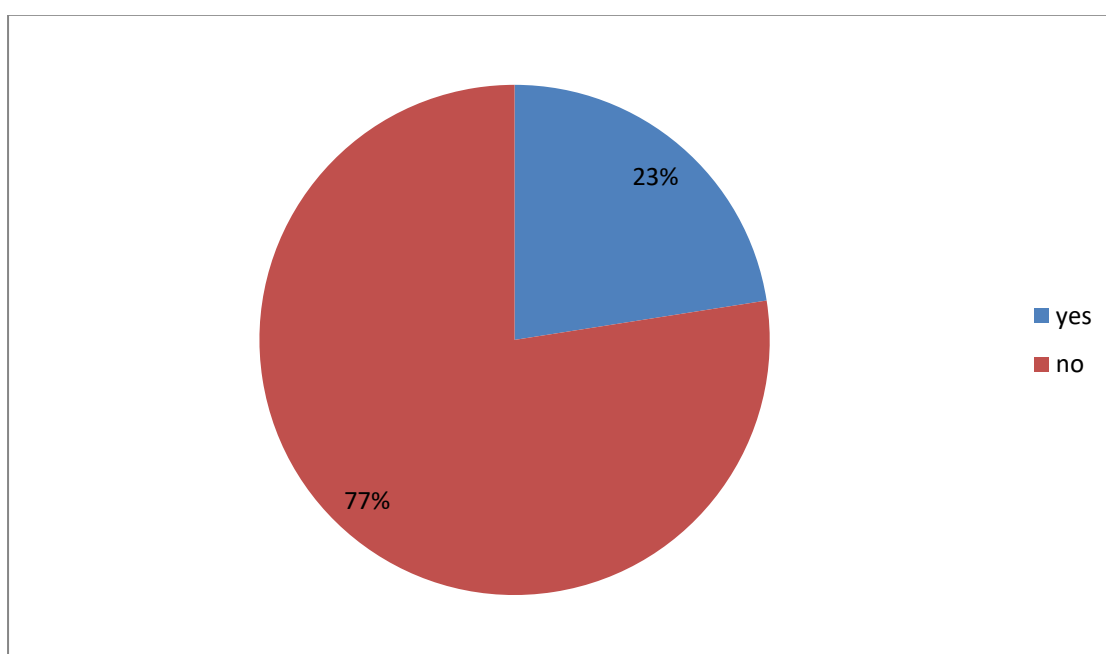
Figure 6: Studying English at the university

From the analysis of the students' answers to this question, we may deduce that most of the participants do not have the desire to study English at the university 77,46%. However, 22,53% declare that they want to study it. From this result, we understand that most of the students do not want to study English at the university.

Section Two: Difficulties in learning English

Question 01: Do you have difficulties in learning English?

Table 6: Difficulties in learning English

Answer	Frequency	Percentage
Yes	58	81.69%
No	13	18.30%
Total	71	100%
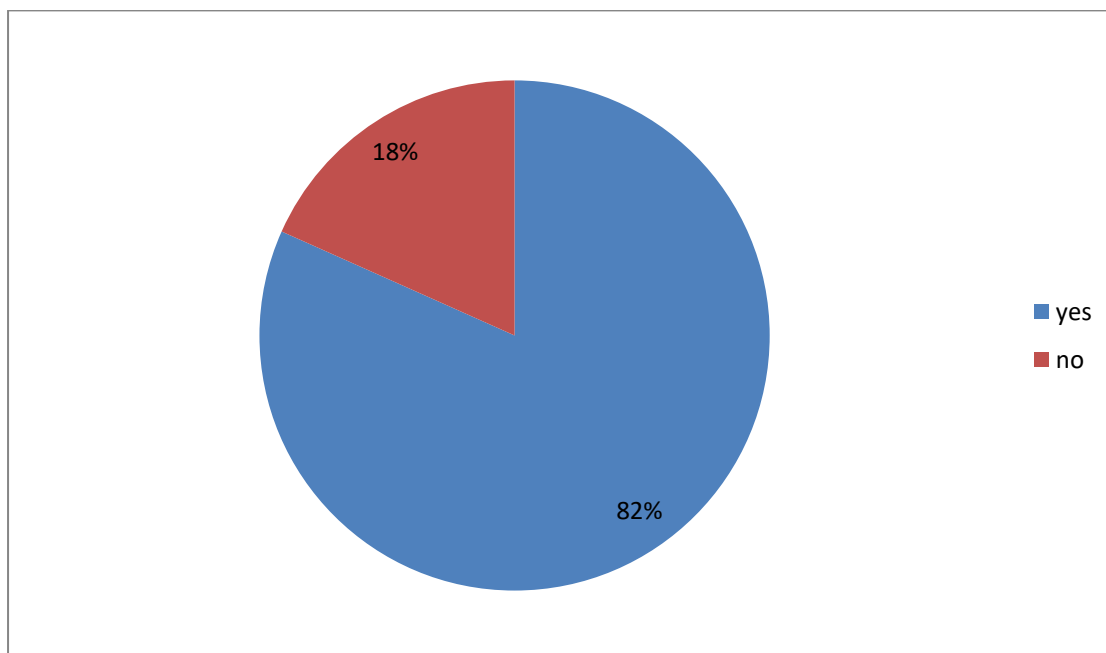
Figure 7: Difficulties in learning English

The results tabulated above show that the highest rate 81,69% of the participants face difficulties in learning English. In addition to that, 18,30% declare that they do not have difficulties in learning English.

Question 02: If you answer by yes, where these difficulties lie?

Table 7 : Kind of difficulties in learning English

Kind of difficulties	Frequency	Percentage
Grammar	46	79.31%
Vocabulary	10	17.24%
Spelling	02	3.44%
Total	58	100%
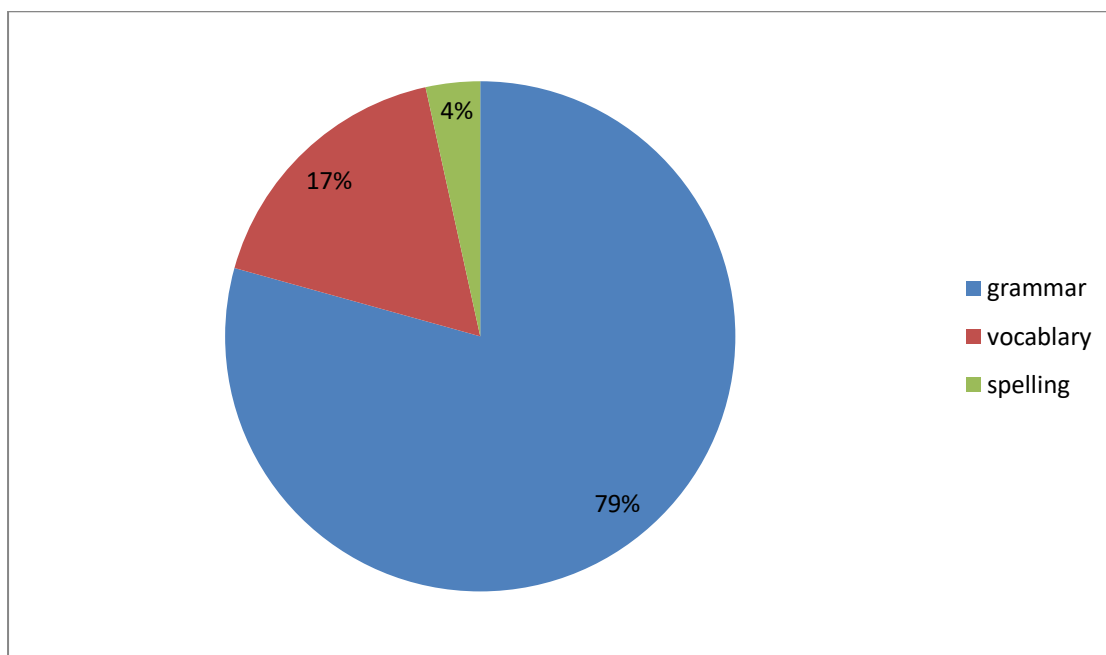
Figure 8: Kind of difficulties in learning English

As we have mentioned above, the highest rate of the participants recognize facing difficulties in learning English; consequently, the results obtained from this table represents that 79,31% of the participants encounter difficulties at the level of grammar, and 17,24% refer to the participants who have difficulties at the level of vocabulary. However two of the participants, the equivalent of only 3,44% considered themselves to have difficulties in spelling.

Question 03: If you have difficulties in grammar, where these difficulties lie?

Table 8 : Kind of grammar' difficulties

Kind of difficulties	Frequency	Percentage
Writing	43	93.47%
Speaking	03	6.52%
Total	46	100%
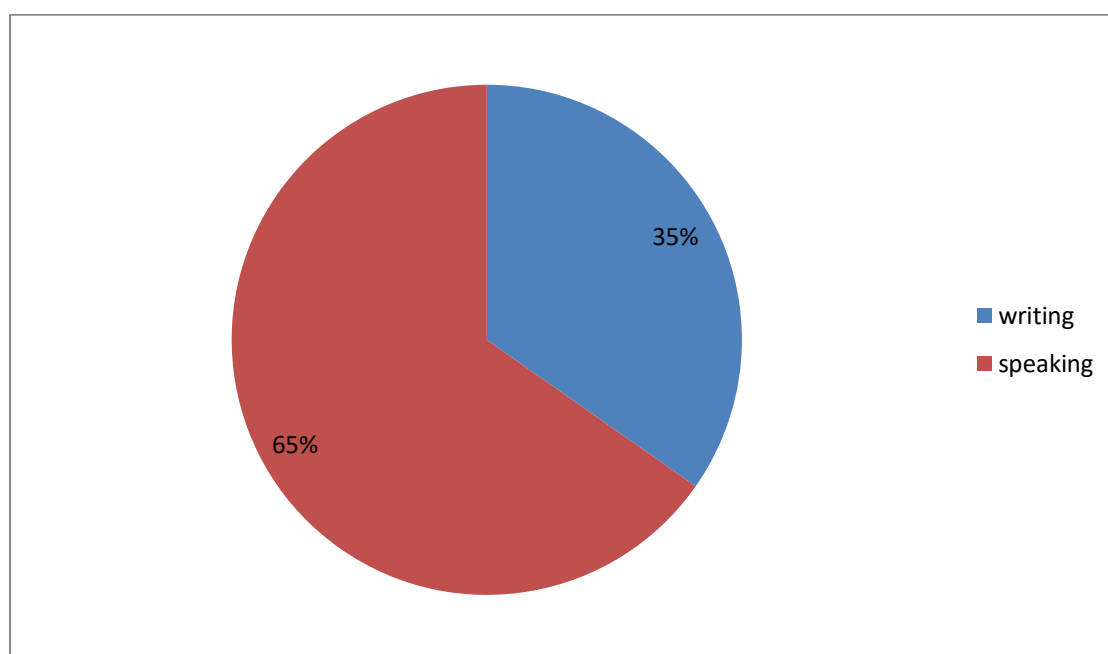
Figure 9: Kind of grammar difficulties

According to the previous statistics, the results show that the majority of the participants 93,47% face grammar difficulties at the level of writing, and the rest of the participants 6,52% have grammar difficulties at the level of speaking.

Section Three: Students' grammar use in writing

Question 01: Do you think that grammar is important in writing?

Table 9 : The importance of grammar in writing

Answer	Frequency	Percentage
Yes	63	88.73%
No	08	11.26%
Total	71	100%
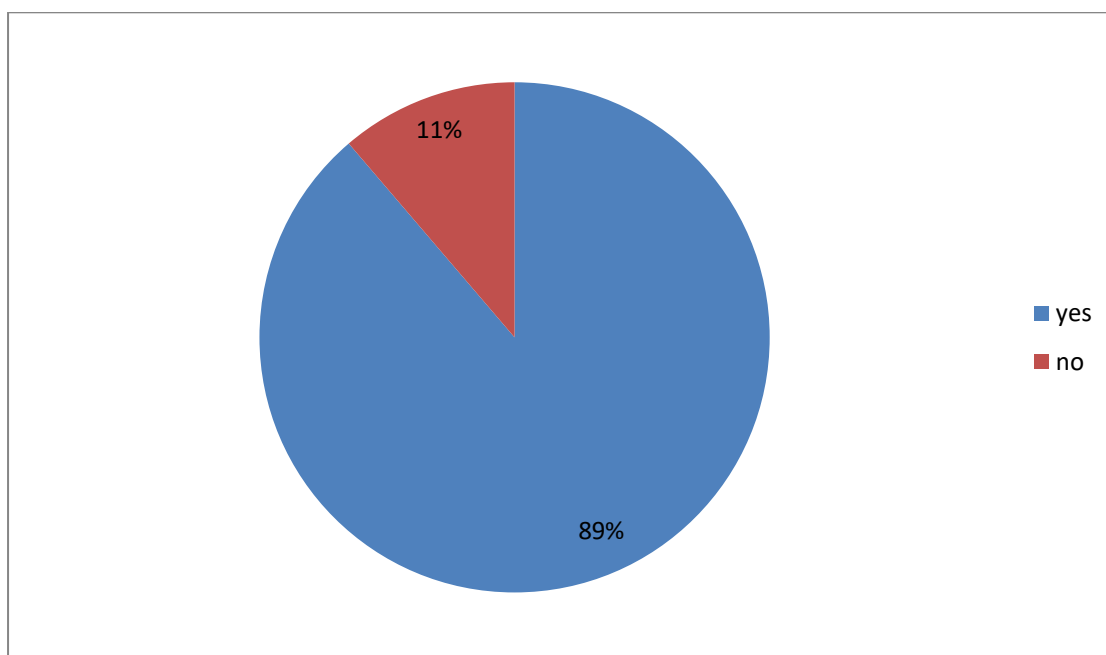
Figure 10: The importance of grammar in writing

On the basis of the highest percentage 88,73%, we can notice that the majority of the participants declare that grammar is important in writing, and others 11,26% think that grammar is unimportant in writing. From these results, we can deduce that 3rd-year secondary school students are aware of the importance of grammar in writing.

Question 02: How do you evaluate your knowledge of English grammar rules?

Table 10 : The student' level of English grammar rules

Degree	Frequency	Percentage
Good	07	9.85%
Average	41	66.19%
Low	17	23.94%
Total	71	100%
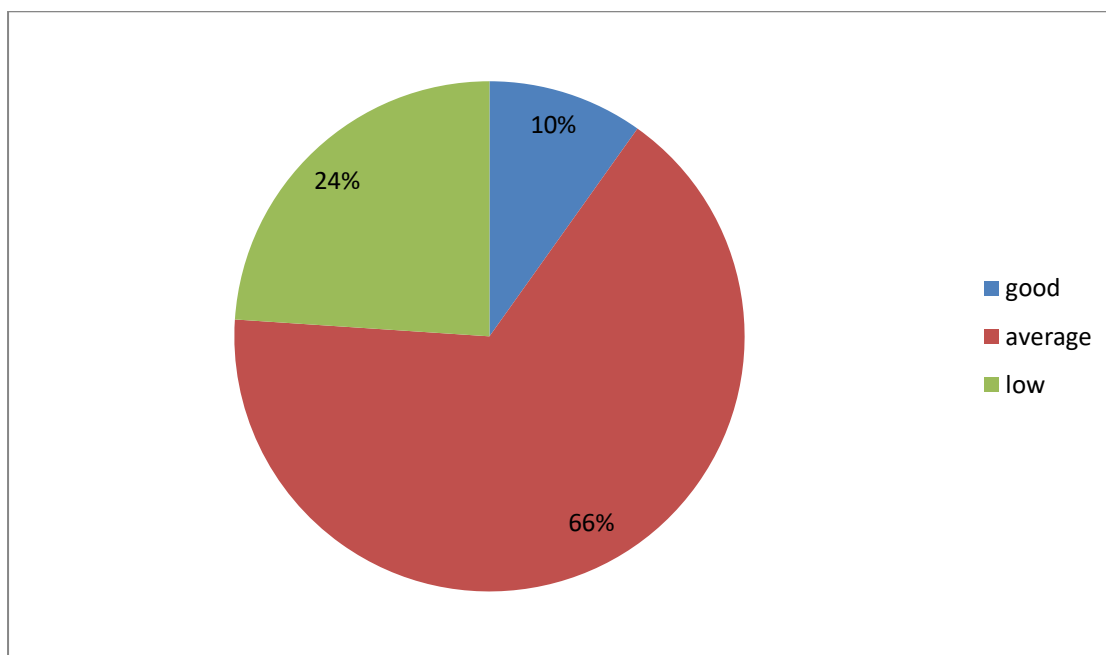
Figure 11: The students' level of English grammar rules

As the table denotes, 66,19% of the participants evaluate their level as average. Whereas 23,94% consider their level as low in grammar rules, and only 9,85% of them see their knowledge of English grammar rules as being good. It seems from these data that the majority of the students considered their level of English grammar as being average.

Question 03: Do you encounter grammatical difficulties when writing?

Table 11 : The encounter of grammatical difficulties when writing

Answer	Frequency	Percentage
Yes	50	70.42%
No	21	29.57%
Total	71	100%
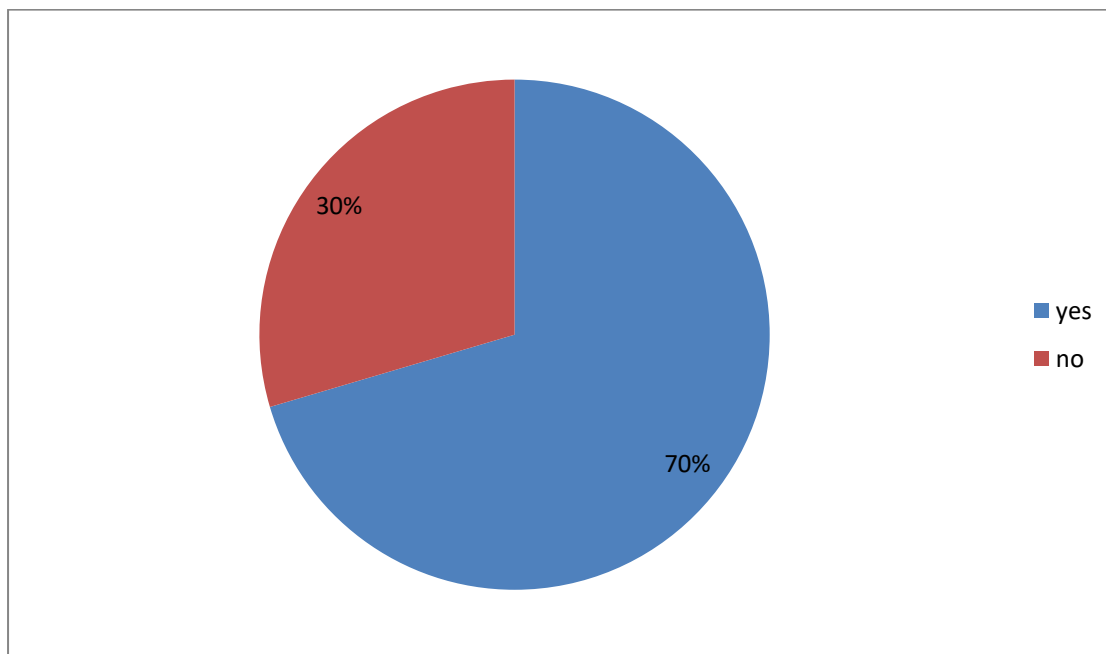
Figure 12: The encounter of grammatical difficulties when writing

Relying on the data illustrate in the table below, most of the participants answer "yes" 70,42% encounter grammatical difficulties when they write. Yet, 29,57% of the participants state that they do not encounter any difficulties related to grammar when writing.

Question 04: Do you look at your writing and notice how you use grammar?

Table 12 : The use of grammar in writing

Answer	Frequency	Percentage
Yes	23	32.39%
No	48	67.60%
Total	71	100%
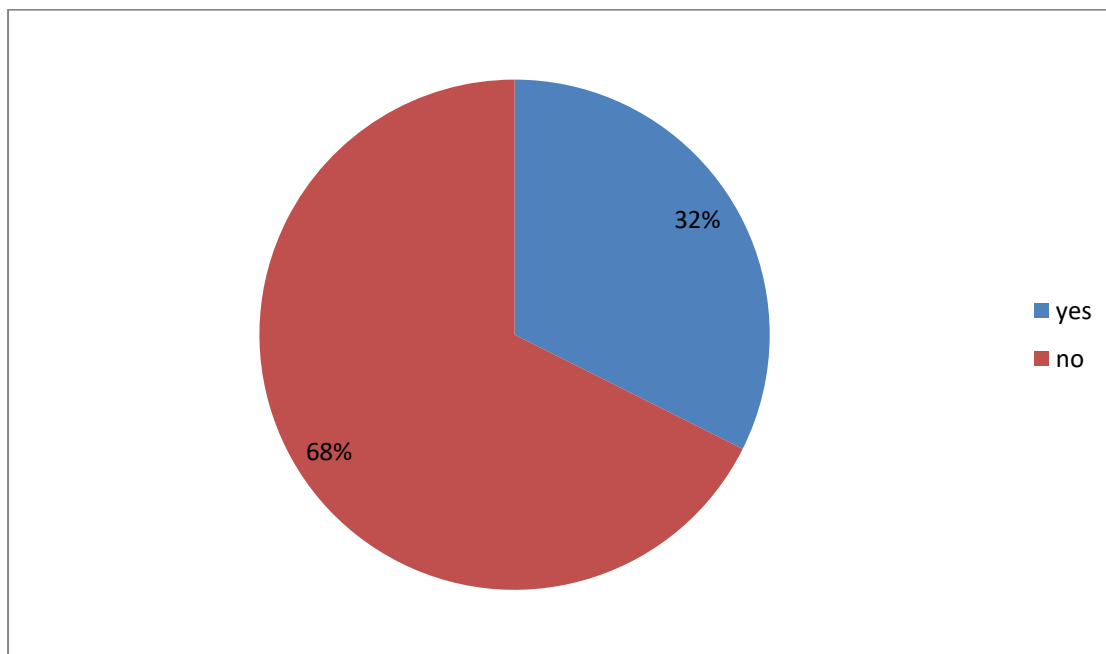
Figure 13: The use of grammar in writing

We observe from the answers of the participants that 67,60% affirm that they do not notice the use of grammar in writing. 32,39% of the whole participants say that they focus on their grammar use.

Question 05: Can you use grammatical rules correctly when you write?

Table 13 : The correct use of the grammatical rules in writing

Answer	Frequency	Percentage
Yes	43	60.56%
No	28	39.43%
Total	71	100%
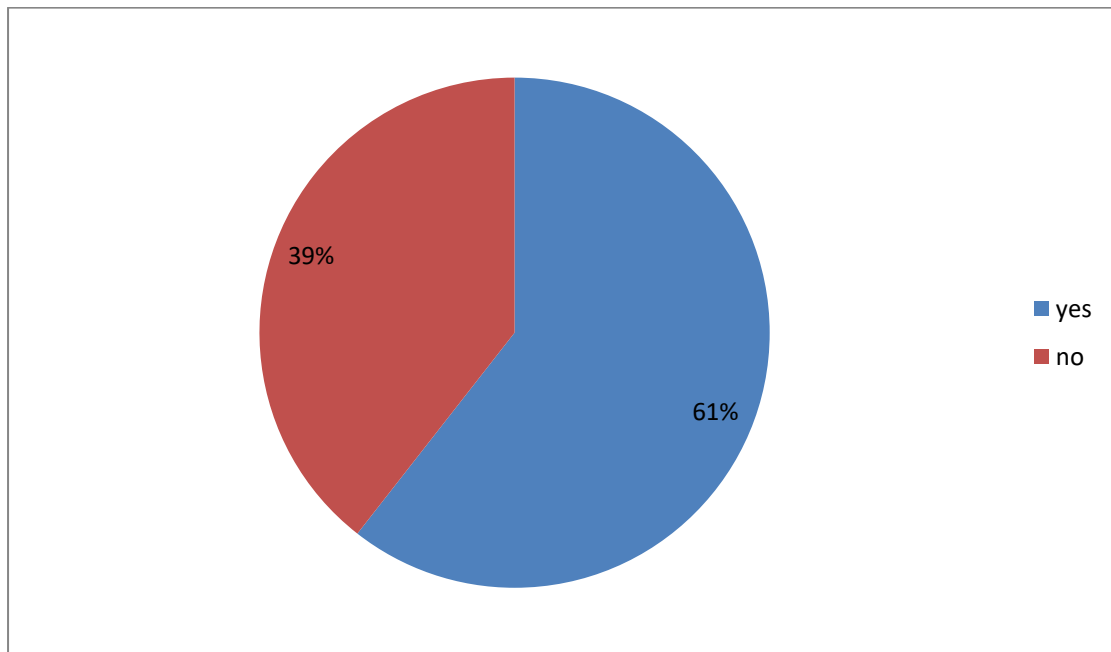
Figure 14: The correct use of the grammatical rules in writing

Based on the data indicated in the table above, we notice that the majority of the participants 60,56% use grammar rules correctly when they write. 39,43% of them use it in a wrong way.

Question 06: Can you use correct sentence structure when you write?

Table 14 :The correct use of sentence structure

Answer	Frequency	Percentage
Yes	31	43.66%
No	40	56.33%
Total	71	100%
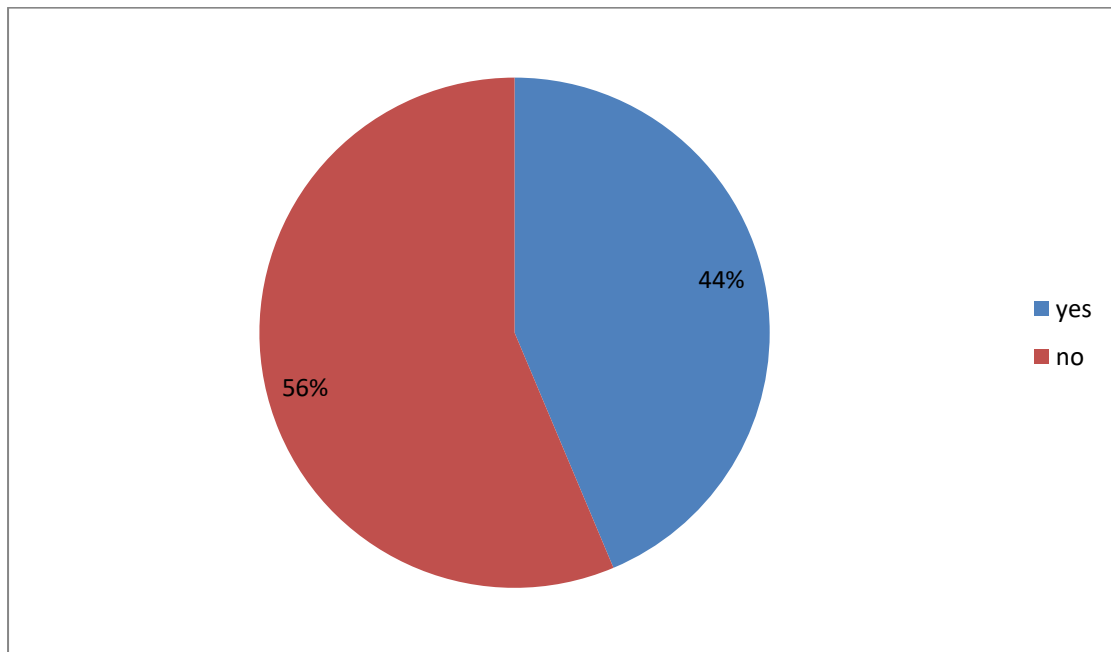
Figure 15: The correct use of sentence structure

The participants were asked this question whether they can use correct sentence structure or not, we find that 56,33% can not form a correct sentence structure but 43,66% can use it accurately.

Question 07: Can you use singular and plural nouns correctly when you write?

Table 15 : The correct use of singular and plural nouns

Answer	Frequency	Percentage
Yes	42	59.15%
No	29	40.84%
Total	71	100%
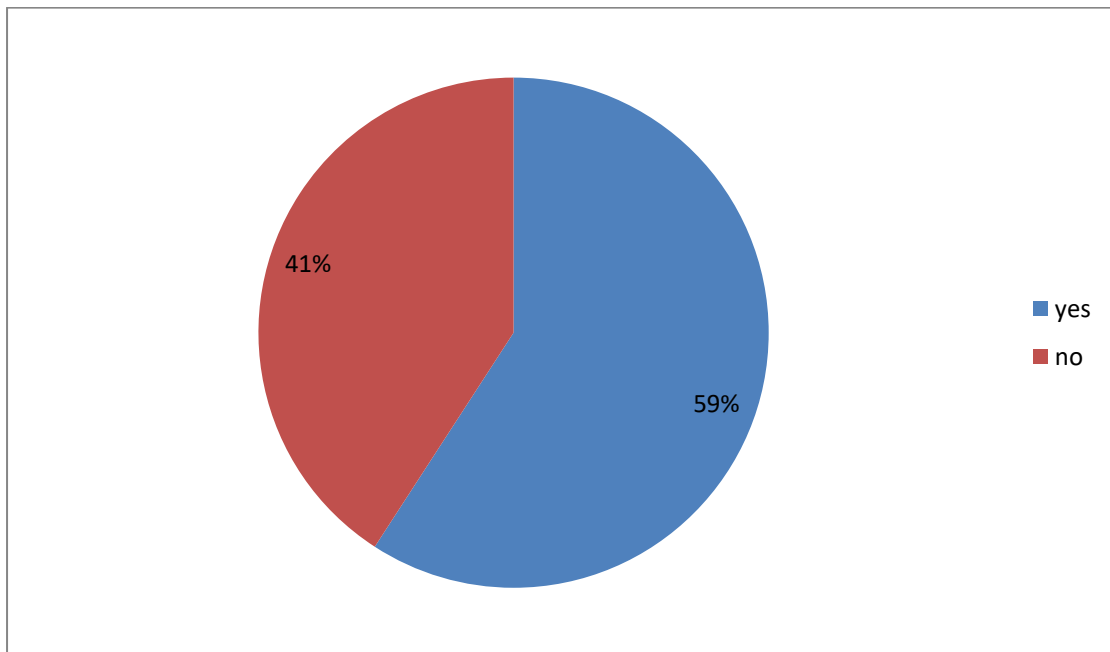
Figure 16: The correct use of singular and plural nouns

According to the answers of the majority of the participants, we notice that 59,15% can use singular and plural nouns correctly. However, 40,84% have difficulty using singular and plural nouns.

Question 08: Can you use tenses correctly when you write?

Table 16 : The correct use of tenses

Answer	Frequency	Percentage
Yes	22	30.98%
No	49	69.01%
Total	71	100%
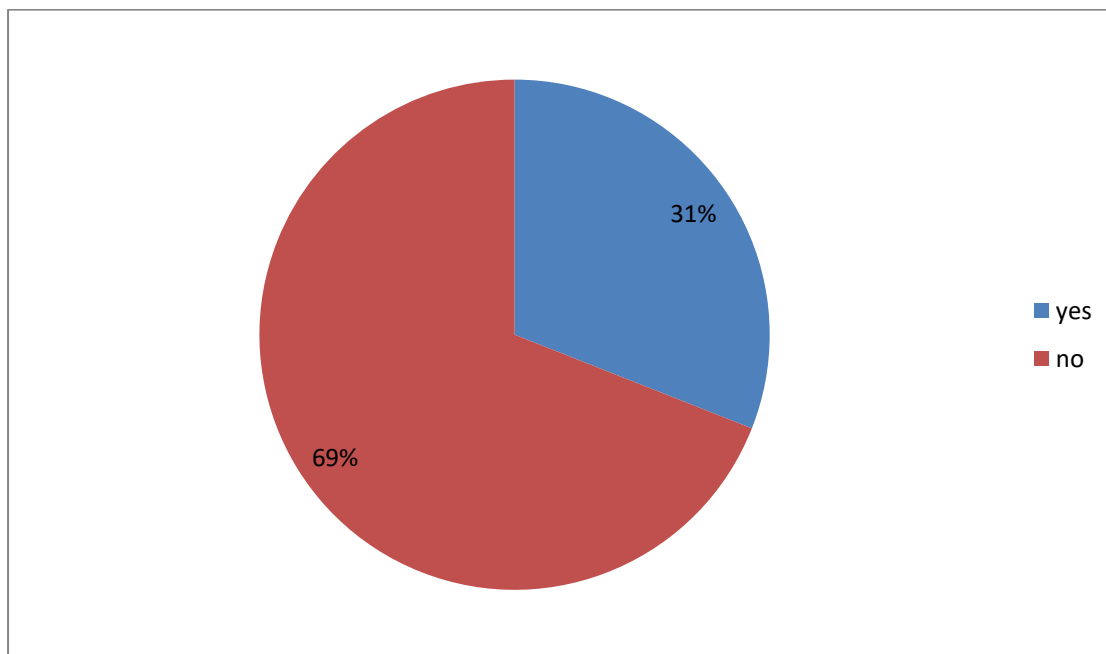
Figure 17: The correct use of tenses

As we observed in the previous table, most of the participants 69,01% cannot apply tenses correctly. On the other hand, 30,98% say that they can use it correctly.

Aim of the students' writing test:

This data collection tool aims to investigate the grammatical errors made by third-year secondary school students in writing in to describe and analyze the different types of grammar errors in English writing.

Description of the students' writing test:

The students' writing test is used as a second tool in our research. 71 participants are asked to do a task about correcting errors in sentences. Moreover, the participants were asked to write a short paragraph from 7 to 12 lines about their dream career in the future to be analyzed and gathered the necessary data and the time allowed for completing this test was one hour because the act of writing potentially elicits strong emotions from secondary school students.

Analysis and discussion of the students' writing test:

The analysis of the students' writing test reveals the existence of a variety of grammar errors at different levels; the following table classifies the grammatical errors found in the writing test of Third-year secondary school students:

Table 17 : Classification of the grammatical errors of third year secondary school students in the writing test

Grammar errors	Frequency	Percentage
Sentence pattern	160	43,71%
Tenses	124	33,87%
Prepositions	72	19,73%
Pronouns	10	2,73%
Total	366	100%
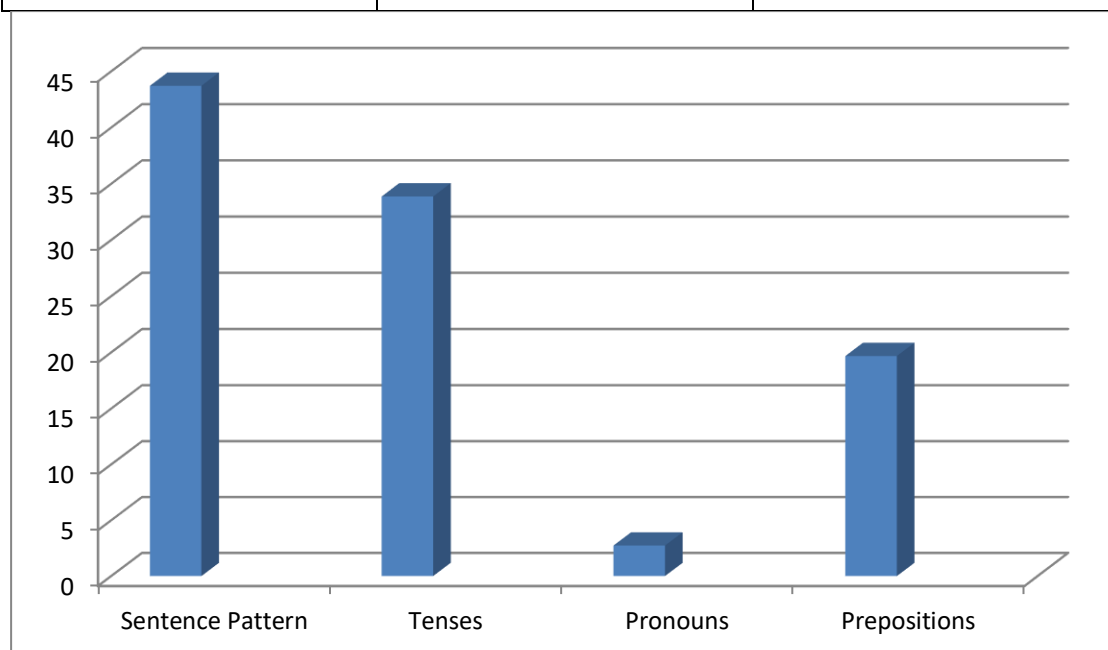
Figure 18: Classifications of the grammatical errors of third year secondary school students in the writing test

As shown in the results, the main common errors are sentence pattern with the highest percentage 43,71%, tenses with 33,87%, Prepositions with 19,67%, and the remaining frequency of errors refers to pronouns with 02,731%.

A detailed classification of the common grammatical errors:

1. **Sentence pattern:**

Table 18 : Errors at the level of sentence pattern

Errors	Correction
• I am 18 old • I want to be teacher Arabic • I want to be in the future a lawyer • He is a friend dear to me	• I am 18 years old • I want to be Arabic teacher • I want to be a lawyer in the future • He is a dear friend to me

According to the examples stated in the table above, we can notice that most of the students make many errors at the level of sentence pattern; for example the use of articles in a sentence (examples 1 and 2), they also make errors in words order (example 3 and 4).

2. **Tenses:**

Table 19 : Errors at the level of tenses

Errors	Correction
• The sparrow are flying • I helps people • He speak logically	• The sparrow is flying • I help people • He speaks logically

Based on the results shown in the table above, we can say that third-year students struggle with the use of English tenses; for example the wrong use of the auxiliary "to be" in the present simple (example 1), the addition of the morpheme "s" where it does not be required (example 2), and they omit the same morpheme "s" where it must be required (example 3).

3. Pronouns:

Table 20 : Errors at the level of pronouns

Errors	Correction
• Every body dreams of being something in him life • Achieve your dream • Your dream career	• Every body dreams of being something in his life • Achieve my dream • My dream career

The results above show the wrong use of pronouns, we observe that the students make errors in the use of possessive pronouns and they do not make a difference between "my" and "your" (examples 1, 2, and 3).

4. Prepositions:

Table 21 : Errors at the level of prepositions

Errors	Correction
• I want live happy • I want visit • I study on the university	• I want to live happy • I want to visit • I study at the university

From the results above, we can deduce that third-year students make a lot of errors at the level of prepositions; for example, they do not use it (examples 1 and 2), students also mix between the prepositions and they use "on" instead of "at" (example 3).

Interpretation of the findings

The students' questionnaire

The analysis found out that almost all of third-year secondary school students who answered to the questionnaire consider that grammar is the most important variable in writing.

The first section of the questionnaire aims at gathering the important data about the selected sample. The findings show that the majority of the participants are female, and most of them do not have private English courses. Furthermore, the highest percentage (76,05%) refers to the participants who do not have someone who can help them to learn English in their families. In addition, most of the participants (77,46%) do not want to study English at the university.

In the second section, the answers show that there are difficulties in learning English and the majority of the students (81,69%) face those difficulties. Dealing with the type of difficulties, the results indicate that (79,31%) of the participants have grammatical problems which the majority of the participants declare to face problems in writing (93,47%) and the rest of them have speaking problems with remaining the percentage (6,52%). Whereas (17,24%) of them face problems in vocabulary and (3,44%) have other problems such as spelling.

The results shown in the third section of the questionnaire indicate that most of the students (88,73%) recognize the importance of grammar in writing, and(66,19%) of the participants have an average level of English grammar rules. In addition, (70,42%) of them encounter grammatical difficulties when they write, and (67,60%) do not look at their writing and notice how they use grammar. Moreover, (60,56%°) can use grammar rules correctly when writing, whereas (56,33%) of the participants do not use sentence structure correctly, while (59,15%) of them can use singular and plural form correctly, and (69,01%) declare that they cannot use tenses correctly in writing.

The students' writing test

According to the analysis of the students' writing test, we notice that the majority of the participants have made errors in sentence pattern 43,71%, tenses 33,87%, Prepositions 19,67%, and pronouns with the remaining percentage of 2,73%.

the results show that the students do not apply the rules of sentence pattern (table 18), for example, the lack of articles (examples 1 and 2), and they also make errors in word order (examples 3 and 4). This problem is due to the lack of understanding of the grammatical rules and applying them correctly in writing.

The results in table (19) show that students make errors in using tenses, for example, the wrong use of the auxiliary "to be" in the present simple (example 1), the addition of the morpheme "s" where it does not be required (example 2), and they omit the same morpheme where it must be required (example 3).

The results in table (21) show the students' errors at the level of prepositions, for example, they do not use it (example 1 and 2), and they mix between them and use "on" instead of "at" (example 3).

According to the collected data from table (20), it seems that the students make errors in the use of possessive pronouns and they do not make a difference between "my" and "your" (examples 1, 2, and 3).

Recommendations and suggestions for further researches

Based on the results of the current study the following recommendations are suggested:

- The present study dealt with the effect of the grammatical errors in EFL writing. Hence, future researchers may deal with other skills such as speaking.

- This research is limited to 71 participants at HERIZI El Bachir secondary school. Whereas, the coming research can involve a large sample to get more reliable results.

- In the present study, the researcher used a questionnaire and a writing test both for students. Hence, future researchers may work with other methods as an interview or a questionnaire with teachers to know their perspectives on how students use the grammatical rules.

Limitations of the study:

The current research investigates grammatical errors in EFL writing. During the period of gathering data, the researcher faced some limitations as follows:

- The lack of references obliges the researcher to obtain references from other universities.
- The number of participants was limited because they do not write as much as they can.

Summary of the chapter:

This chapter has provided and mentioned the results of the questionnaire and the writing test. They were administered to the third-year students in HERIZI El Bachir secondary school in Bordj Bou Arreridj state. The questionnaire aims to explore the students' perceptions about their use of grammar in writing. The writing test, on the other hand, aims to find the grammatical errors that students make in writing.

The data obtained from the questionnaire and the writing test were analyzed and presented in tables and charts.

According to the findings of the students' questionnaire and the writing test, we can deduce that the students face difficulties in using grammar in their writing and make several grammatical errors. The results show that students have negative perceptions about their use of grammar and low abilities in using them correctly in EFL writing, they make more errors in sentence patterns, tenses, prepositions, and pronouns. This issue is due to the lack of practice of grammar activities.

At the end of this chapter, the researcher provides the reader with some recommendations and suggestions for further and future researches.

General Conclusion

This research is concerned with the investigation of the grammatical errors in EFL writing. This study aims to explore the students' perceptions about their use of grammar in writing, in addition to identifying the grammatical errors students encounter in writing.

Our dissertation answers two main questions; the first one refers to students' perceptions about their use of grammar. The second one seeks to find the grammatical errors students make in writing.

To conduct the research the quantitative method approach is adopted and the data are collected with two research tools: a questionnaire and a writing test are directed to EFL third-year secondary school students. This research is based on the descriptive analytical method of research.

The results indicate that third-year secondary school students face grammatical difficulties in writing. Moreover, they have negative perceptions about their use of grammar and low ability in using them correctly in EFL writing.

In the end, the researcher suggested some recommendations and suggestions for further studies.

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Appendices

Secondary school Students' questionnaire :

Dear students,

This questionnaire is part of a research aiming at investigating your grammar errors in EFL writing. Please respond to the following questions as honestly as possible. Your are kindly required to put a tick in the boxes to indicate your answers.

Thank you.

Section One: Social background

1-Gender

a-Male ☐   **b-**Female ☐

2-Did you have private English courses?

a-Yes ☐   **b-**No ☐

3-Do you have some who can help you to learn English in your family?

a-Yes ☐   **b-**No ☐

4-Do you want to study English at the university?

a-Yes ☐   **b-**No ☐

Section Two: Difficulties in learning English

1-Do you have difficulties in learning English?

a-Yes ☐   **b-**No ☐

2-If you answer by yes, where these difficulties lie?

a-Grammar ☐   **b-**Vocabulary ☐   **c-**Spelling ☐

3-If you have difficulties in grammar, where these difficulties lie?

a-Writing ☐   **b-**Speaking ☐

Section Three: Students' grammar use in writing

1-Do you think that grammar is important in writing?

a-Yes ☐   **b-**No ☐

2-How do you evaluate your knowledge of English grammar rules?

a-Good ☐   **b-**Average ☐   **c-**Low ☐

3- Do you encounter grammatical difficulties when writing?

a- Yes ☐   **b-** No ☐

 4- Do you look at your writing and notice how you use grammar?

a- Yes ☐   **b-** No ☐

5- Can you use grammatical rules correctly when you write?

a- Yes ☐   **b-** No ☐

6- Can you use correct sentence structure when you write?

a- Yes ☐   **b-** No ☐

7- Can you use singular and plural nouns correctly when you write?

a- Yes ☐   **b-** No ☐

8- Can you use tenses correctly when you write?

a- Yes ☐   **b-** No ☐

STUDENT'S WRITING PRODUCTION

Dear students

Please , write a paragraph (7 to 12 lines) about the following topic :

- 'Your dream career in the future''

....
....
....
....
....
....
....
....
....
....
....
....
....
....

Activity : correct the errors in the following sentences

    a- He go to school

    ……………………………….

    b- The sparrows is flying

    ……………………………….

    c- I am biggest than her

    ……………………………….

    d- He is a dear to me friend

    ……………………………….

Thank you

الملخص

تهدف هذه الدراسة إلى تقصي الأخطاء النحوية في كتابة اللغة الانجليزية كلغة أجنبية(حالة طلاب السنة الثالثة ثانوي). اعتمد المنهج الوصفي التحليلي في البحث. أدوات جمع البيانات عبارة عن استبيان واختبار كتابي. يهدف الاستبيان إلى استكشاف تصورات الطلاب حول استخدامهم للقواعد في الكتابة. بينما يهدف اختبار الكتابة إلى تحديد الأخطاء النحوية التي يرتكبها الطلاب في الكتابة. المشاركون في هذه الدراسة 71 طالبا في السنة الثالثة تم اختيارهم عشوائيا من بين 160 طالب في ثانوية حريزي البشير بولاية برج بوعريريج، بلدية العش. كشفت النتائج عن تصورات سلبية حول استخدامهم للقواعد وضعف القدرات في استخدامها بشكل صحيح في كتابة اللغة الانجليزية كلغة اجنبية. اختتم الباحث هذه الدراسة ببعض التوصيات لمزيد من الابحاث.