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**Scrutinizing the Reasons of Formulating Grammatically
Incorrect Sentences by EFL Students**

Case Study of second year students at Ibn Khaldoun University of Tiaret

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Didactics**

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DEDICATION

After Allah's guidance and blessing, I dedicate this dissertation to my parents, my older sister Bouchra, my little brother Wail, and my friends. You have all been an integral part of my journey, your love and support have been invaluable. Thank you for your unwavering love, support, and sacrifices. Your belief in me, and constant encouragement have been the driving force behind my accomplishments. I am forever grateful for the foundation you have provided and the guidance you have given me.

BELARBI Yasmine Lamia

DEDICATION

As well as everything that I do, I would be honored to dedicate this compilation to my parents, my source of inspiration, who gave me the skills and values I needed to be where I am standing today. I will never be able to repay them for all the opportunities they have provided me with, for the strength that they gave me when I thought of giving up, for always being there for me when I needed them the most. I hope that I can make them proud, the same way that I am proud of having both of them as my parents and as the compass of my life. Also, this is dedicated to my close friend Yasmine who has always supported me throughout my years of studies, to our supervisor, brothers, sisters, friends, relatives, who shared their words of advice and encouragements to finish this dissertation.

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ABSTRACT

English grammar poses significant challenges for EFL students due to its complex rules, and exceptions, necessitating focused attention on addressing these difficulties to enhance language learning outcomes. This study scrutinizes the reasons for formulating grammatically incorrect sentences by EFL students, and it aims to highlight the grammatical difficulties faced by second year LMD students when writing in English, identify the reasons behind , and provide recommendations for both teachers and students to overcome the problem of formulating grammatically incorrect sentences. The research sample comprised 70 students , selected randomly from a general population of 340, who were administered a grammar test writing productions and a questionnaire. Additionally, four English teachers from the Department of English at Ibn Khaldoun University in Tiaret were interviewed to gather their insights. A mixed-method approach was adopted, combining quantitative and qualitative methods. The study employed three instruments: a writing composition section, a grammar test section, a student questionnaire, and teacher interviews. The quantitative approach facilitated the quantification of errors and their underlying reasons, while the qualitative method interpreted and explained the data within the theoretical framework. The findings of this study revealed that the reasons behind formulating grammatically incorrect sentences are multifaceted. Factors such as forgetting grammar rules, lack of knowledge, lack of attention, fatigue, and carelessness all contribute to such errors and mistakes. By addressing these factors, individuals can enhance their grammar skills and reduce the likelihood of making mistakes in their writing.

Keywords: EFL students, grammatically incorrect sentences, grammatical difficulties , grammatical errors and mistakes, syntax.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

L2: The Second Language.

L1: The First Language

LMD: Licence, Master, and Doctorate

PPP: Presentation, Practice, Production

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General Introduction

Learning a foreign language is a very complex and challenging task therefore the mastery of the four skills which are writing , speaking , listening and reading. In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by EFL students , It's a productive skill involving some language elements including grammar, vocabulary, spelling and punctuation.

One of the key aspects of learning English as a foreign language is understanding and using proper grammar. Grammar refers to the rules and principles that govern how words are organized and used in a language to convey meaning. However it is remarked that most of the teachers complain about the grammatical mistakes and errors. Although errors and mistakes can be seen as a normal and natural part of learning process, they show that learners are learn, but it is important to understand the reasons behind. Therefore , the current research aims first at highlighting the reasons of formulation grammatically incorrect sentences by second year students at Ibn khaldoun university, i.e determining the grammatical difficulties that the students face when writing in English . Second it aims also to find out what aspects of grammar mostly made by the students, and finally it aims at providing some solution and recommendations for both teachers and students in order to overcome the problem of formulating grammatically incorrect sentences by EFL students.

The current study raises three questions:

1. What are the common grammatical mistakes and errors committed by second year students?
2. What are the reasons behind their occurrence ?
3. What are the possible solutions to cope with the problem of formulating grammatically incorrect sentences ?

In the light of the problem stated and the research questions raised, the present research aims at testing the following hypothesis:

1. The common grammatical mistakes and errors made by second year students could be: articles, prepositions, verb use (including tenses, modal verbs, participles, infinitives and phrasal verbs), punctuation and spelling mistakes .
2. The reasons of formulating grammatically incorrect sentences by second year students are : the teaching techniques and strategies, lack of knowledge , lack of attention, fatigue, carelessness , forgetting the rules , also using the acquired information incorrectly, insufficient practice .

3. The possible solutions and recommendations to cope with the problem of formulating grammatically incorrect sentences are: use different cooperative work methods, encourage students to correct their mistakes by themselves, i.e promote student autonomy, and provide learners with different tasks and examples.

To meet our objectives , the present study opts for a mixed method that combines both quantitative and qualitative approaches . three instruments have been used for conducting this study , the first one consists of two sections: section (A) which is on writing composition , section (B) focuses on some grammatical aspects(grammar test). The second tool has been used is a questionnaire for students and the third one is teachers' interview .The quantitative method is used to quantify the numbers of errors and mistakes made by the students and the reasons behind .The qualitative method is used to interpret and explain the data in relation to the theoretical framework. The sample are collected randomly in order to check the common grammatical errors and mistakes made by them and the reasons behind.

The population of this study is second year LMD students of the department of English at the University of Ibn Khaldoun in Tiaret. This population consists of (05) groups, the equivalent of (340) students. The sample of this research consists of (70) students selected randomly from the general population (340) to answer the grammar test and the questionnaire , besides , (04) English teachers selected from the department of English at the University of Ibn Khaldoun in Tiaret in order to answer the interview.

The present study divided into three main parts . the theoretical part which is divided into two sections. The first section introduces the definition of grammar, the importance of teaching grammar and its elements, types of grammar ,the definition and the importance of writing and .The second section involves the role of grammar in writing ,the reasons of formulating grammatically incorrect sentences by EFL students also the main approaches of teaching grammar. The second part is the practical one , which is represented in the second chapter . It represents a description of the participants ,research method and data collection tools. The third part represents the discussion, the findings, and the pedagogical recommendations it encompasses in chapter three .

CHAPTER ONE

Theoretical Background

1.1. Introduction

In the field of English as a Foreign Language (EFL) teaching, one of the challenges that teachers often face is students' inability to produce grammatically correct sentences. This issue has prompted researchers to investigate the underlying reasons behind such errors and mistakes. In this study, we aim to scrutinize the reasons for formulating grammatically incorrect sentences by EFL students. To achieve this, we will employ various tools, including a test to assess students' grammatical proficiency, a questionnaire to gather data on students' attitudes towards grammar, writing compositions by students to analyze their language use, and interviews with teachers to gain insights into their teaching methods and strategies. Through these tools, we hope to uncover the factors contributing to students' difficulties in producing grammatically correct sentences and identify potential solutions to address this issue.

This chapter presents a theoretical background on grammar and its importance and the reasons of formulating grammatically incorrect sentences by EFL students . Therefore, the researcher divided this chapter into two main sections; the first one introduces grammar and its importance , as well as exploring the elements of grammar and introducing it as an important aspect in the writing skill. The second section attempts to demonstrate the common grammatical mistakes and errors made by EFL students , the distinction between mistakes and errors , the teaching approaches and method used to teach grammar and finally the reasons of formulating grammatically incorrect sentences by EFL students .

1.2. SECTION ONE : Grammar in EFL Context

1.2.1. Definition of Grammar

From a historical view, grammar in etymology comes from its Greek expression (*Grammatikē Technē*), which means "Art of Letters" and through time this definition has changed to what is known today. Many linguists have failed to provide the field of language teaching with an appropriate picture of what grammar is, grammar which has dominated the field of language teaching for decades and was once the most important point in English language teaching. As a result, it appears difficult to give a precise description of what grammar is because it is not fixed over times and many grammarians gave different points of view towards grammar.

James E. Purpura (2004) states:

"Grammar is defined as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language."

While Penny Ur (1996) says: "Grammar is sometimes defined as the way words are put together to make correct sentences".

Grammar is described in Longman Dictionary of Language Teaching and Applied Linguistics (2002, p,230) as: "A description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in language". Thus, Grammar is an important aspect in language; it helps us to combine words to have meaningful sentences, this refers to the grammatical rules which are fundamental part of any language . For Greenbaum and Nelson (2009) grammar is the central component of the English language, which refers to the set of rules that allows us to combine words into large units. Therefore, grammar refers to a collection of principles which determine how to put words together to build meaningful sentences. Grammar is also been defined as a process by which English language wordings are given meanings. The word "*grammar*" is undoubtedly prevalent. In addition to vocabulary, grammar is typically regarded as one of the language's constituent parts. Understanding the proper meaning of the text requires knowledge of grammar.

Thornbury (1999:2) defined grammar as the study of both how words are linked together, as well as what kinds of words can slot into any one link in the chain. Thus, the mastery of grammar is a serious undertaking which needs a considerable attention during

writing activities. Therefore, teachers might devote a special care and emphasis on grammatical structures in writing in order to raise the learners' awareness of the importance of correct rules in writing.

Moreover, Thorbury (1999) declared that grammar is conventionally seen as the study of syntax and morphology of sentences. That is, the study of the way words are formed and how they are combined in a particular order to convey meaningful sentences. For instance, grammar encompasses both the study of word formation (morphology), and the study of how words are ordered to construct sentences (syntax).

According to Burns grammar is a nourishing resource that helps students' language development . First of all, according to traditional grammar, language is governed by a set of rules, and students are required to recognize and categorize the words or phrases in a sentence according to their parts of speech. Second, formal grammar views language as a brain-based cognitive process that humans are predisposed to from birth. Lastly, functional grammar is descriptive and focuses on how speakers of a language really interact with one another in day-to-day activities.

1.2.2.The Importance of Teaching Grammar

Grammar refers to the set of rules that govern the structure of a language . it includes the way in which words are formed , how they are combined into phrases and sentences , and how those sentences are structured therefore grammar is an essential part of language that helps to ensure that communication is clear, precise and effective .Pacheler (1999, p.94) stated that grammar norms facilitate communicative economy , there is to say grammar is regarded as an important principle of that language since we require it to talk clearly and successfully communicate our thoughts as human beings because it is associated with everything in our lives. In addition , Nunan (1991, p. 297) says that grammar helps learners to perform in the target languages better , thus grammar helps students comprehend how sentences are put together. Also, it enables students to produce well-written essays and articles that even readers with less grammar knowledge can understand . He also states that students could not communicate well if they did not have a fundamental level of grammar.

Grammar provides the rules and structure for the language we use , so if we don't have a solid understanding of grammar we won't be able to communicate effectively and convey our intended message . Also it is necessary for effective writing , as it allows writers

to construct sentences that are clear , concise and grammatically correct .Thus , teaching grammar helps students to develop a greater understanding of how language works .

The purpose of grammar, according to Azar (2007, p.3), is to help students discover the nature of language, i.e., that language consists of regular patterns that make what we say, read, hear, and write intelligible , there is to say , great grammar will make someone a better listener, speaker, reader, writer and communicator ,we will learn to say what we mean and there will be less misunderstanding and better communication. As Azar said, without grammar, people could only convey meaning with specific words, noises, visuals, and body language. Overall , grammar is a fundamental aspect of language that plays a vital role in effective communication ,building credibility , and conveying meaning and tone .

1.2.3.Types of Grammar

Grammar is a set of rules that describe how language should be used correctly when written down and spoken, and it plays a key role in language. Grammar has three main types namely: descriptive, perspective, and pedagogical grammar.

1.2.3.1.Descriptive Grammar

According to Hinkel (2018) descriptive grammar refers to the description of the language, its structure and its rules as they are used by its native speakers. In addition, Yule (2006) states that it attempts to describe the regular structures of the native language as it was used by its speakers. Thus, this type of grammar is concerned with the examination and description of the grammatical rules and how people use their language which means there are no right or wrong words in a descriptive grammar. Also Yule (2006:79) explained descriptive grammar as the description of the regular structures of the language as it was utilized. As a result, it is concerned with the investigation of how speakers use language and how it function.

Example: a descriptive grammar might include ‘he goes...’ meaning ‘he said’..

1.2.3.2.Prescriptive Grammar

Prescriptive grammar is a conventional view of grammar instructs people on how to use the English language, what structures to employ, and what purposes to fulfill. Because it enables people to employ formal English speech and writing, prescriptive grammar is crucial.

For Bourke (2005) prescriptive grammar lays down the norms of correct usage and makes clear distinctions between good and bad grammar. In other words, it refers to how and when grammatical rules should be used, as well as good language usage. Additionally, according to Greenbaun and Nelson (2009), the descriptive rules serve as guidelines for which usages should be adopted and which should be avoided. Prescriptive grammar actually makes decisions about whether grammatical rules should be observed and is concerned with language usage.

1.2.3.3. Pedagogical Grammar

Pedagogical grammar is a nation of grammar explicitly considers the requirements of second-language learners. The term "pedagogical grammar usually refers to grammatical analysis and instruction that is tailored to the needs of students learning a second language and draws on research from a variety of disciplines, including linguistics, psychology, and second language acquisition theory. In its broadest sense, it involves the teacher making decisions, which necessitates meticulous and time-consuming interdisciplinary work. The teachers' cognition, assumptions, ideas, and attitudes regarding the instruction of grammar have an impact on this process. (Nagyné Foki Lvia, dissertation, University of Pannonia, 2006, From Theoretical to Pedagogical Grammar: Reinterpreting the Function of Grammar in English Language Education). Purpura (2004:22) states that "*pedagogical grammar offers relatively accessible ways of describing complex linguistic phenomena for pedagogical purposes*" in addition to providing information about how language is organized. Moreover, educational grammar, according to James (1998:96) aims at avoiding and repairing and that it does not explain a language but rather it exhibits and creates possibilities for practice.

1.2.4. Elements of Grammar

Grammar describes a set of rules that organize language; it also has a number of components that direct the construction of sentences. it has several elements among them are : subject, verb, object , noun, pronoun, adjectives, adverb, articles, preposition,

1.2.4.1. Subject

The subject of a sentence is the thing, place, or person performing the action. The subject of the sentence makes clear what or person is being discussed. The simple subject normally contains a noun or pronoun and may also include modifying words, phrases, or clauses.

It is the individual or thing that carries out the action suggested by the verb or is in the state suggested by the verb (Eurlish and Murphy 1991:1). As a result, the action is performed by the subject. Example: **The students** passed their exam.

1.2.4.2. Verb

One of the five different kinds of clause elements is the verb element. The others are adverbs, complements, subjects, and objects. The verb is the clause element that is most important. In other words, it doesn't typically come at the start or the conclusion of a clause. It is also employed to describe what a person is doing, or more specifically, what is taking place.

Example: Mark **plays** basketball every week.

Krapp (1908) asserts that a verb can express an action with respect to a noun or pronoun or it can express the state of an individual or an object. Specifically, the verb is a term that refers to the activity or status of the sentence's subject and can take on different forms with different tenses (present, past, future...).

1.2.4.3. Object

An object is a noun or pronoun that is affected by the action of the verb in a sentence (The Elements of Grammar , by Margaret Shertzer). There are two main types of objects: direct objects and indirect objects.

- A direct object is the noun or pronoun that directly receives the action of the verb. For example, in the sentence "She ate the sandwich," "sandwich" is the direct object.
- An indirect object is the noun or pronoun that is affected by the action of the verb, but not directly acted upon. It typically comes between the verb and the direct object and answers the question "to whom" or "for whom" the action is being done. For example, in the sentence "She gave him the book," "him" is the indirect object and "book" is the direct object.

1.2.4.4. Noun

Yule (2006) said that nouns are words that are used to refer to individuals, things, locations, traits, phenomena, and intangible concepts , thus nouns are the words used to describe people, places, and things are called nouns. As a noun is the sentence's subject, most sentences have one. A noun can be specific, such as "Rex," or it can be a noun is a term that

identifies an individual, location, thing, or concept. Nouns can function as the subject, the direct object, the indirect object, the subject complement, the object complement, the appositive, or the adjective in a sentence general, like "dog" the first is a proper noun, while the second is a common noun.

Example:

-Jack was very sad because he lost his cat;

-Water was very hot;

1.2.4.5.Pronouns

It is a term that is substituted for a noun or a person, typically to avoid redundancy. It is also a term that can be used in place of a noun; this word is referred to as the pronoun's antecedent. Find out how antecedents are used, what pronoun-antecedent agreement is, and what indefinite pronoun antecedents are. The main function of pronouns is to replace nouns. They are therefore employed in sentences in a manner that is comparable to how nouns are.

Pronouns frequently serve as the subject of a phrase just like nouns and are followed by a verb (a word expressing an action). According to Evans (1908). Eastwood (1994, p233) recognizes the pronouns as following:

- Personal pronouns (I, you, he...etc.)
- Interrogative pronouns (who, what...etc.)
- Possessive pronouns (mine, your...etc.)
- Demonstrative pronouns (this, that...etc.)
- Relative pronouns (who, which...etc.)
- Reflexive pronouns (myself, yourself...etc.)

1.2.4.6.Adjectives

An adjective is a term that changes the meaning of a noun or pronoun to give the subject of the reference more information (yule, 2006), i.e. an adjective can be used to describe or modify a noun or pronoun. Typically, it provides an answer to the query "which one," "what kind," or "how many." (A, an, and the are typically categorized as adjectives.). They might be predicative or attributive (appearing before the noun) (occurring after the noun).

1.2.4.7. Adverb

According to Sherman et al (2010) Adverbs, in addition to clauses, phrases, and sentences, describe verbs and alter adjectives and other adverbs. When, why, and how are three issues that adverbs address. Adverbs come in a variety of forms, including those describing method, time, place, degree, and frequency, i.e. every sentence element that modifies a verb, an adjective, another adverb, or even a full clause is considered an adverb. It is common to end an adjective with -ly to create an adverb. One word can serve as an adverb, as in "*He approached the bus slowly.*"

1.2.4.8. Articles

According to Brown (1851) an article is a word that we use before nouns or pronouns to restrict their meaning. English has three articles: 'a', 'an', and *the*. Those three articles join with nouns to make noun phrases in English. In many languages, articles also can carry other grammatical information such as gender, number, and case.

- **Definite articles:** "*the*" is used to refer to a specific noun that has already been introduced or is known to the speaker or the listener for example : "the dog barked loudly" refers to a specific dog that the speaker and listener are aware of
- **Indefinite articles:** it has two forms "*a*" and "*an*" , and it is used to refers to a general or unspecified noun. "A" is used before a noun that begins with a consonant sound while "an" is used before a noun that begins with vowel sound . For example : a cat ran across the street refers to any cat , not a specific one .

1.2.4.9. Preposition:

Prepositions are words that demonstrate how a noun or pronoun fits into the context of the rest of the sentence. They typically signify the direction, position, time, manner, or purpose of an action or event. (Oxford Languages). Prepositions include words like "in," "on," "at," "under," "above," "before," "after," "with," and "without." Prepositions can link many phrase components, including nouns, pronouns, verbs, and adjectives.

1.2.5. Definitions of Writing

Writing is the act of expressing ideas ,thoughts and emotions through the use of written language and it is a complex and difficult skill to be mastered by EFL students, Nunan (1999:36) said that writing is an extremely complex, cognitive activity for all ,which the

writer is needed to exhibit control of a number of factors concurrently. Thus , the writer must examine a variety of factors, including language, syntax, punctuation, and spelling in order to create cohesive and relevant paragraphs. And Widdowson (2001) defined writing as the process of creating accurate words and communicating them through one or more visual mediums as markings on paper, although the definition of writing goes beyond the confines and restrictions of these graphic symbols or visual marks.

Moreover , Andrea Lunsford said :“ *writing is a complex act of communication that involves both cognitive and affective processes. It is a means of expressing thoughts and emotions, of sharing experiences and ideas, of creating meaning and shaping understanding. Writing is both a product and a process, a form of art and a means of communication, a personal expression and a social activity*”. And Judith A. Langer defined writing as a tool for thinking and learning, a means of discovering and articulating ideas, a way of communicating with oneself and others. It is an essential skill for success in academic, professional, and personal contexts, and it requires practice, reflection, and revision. Writing is a powerful and transformative act that can change the writer and the world.

Another definition is expressed by Gelb(1963), who claims that writing is a device of expressing linguistics elements (words, phrases, sentences) through visual forms using symbols and signs. According to the above definitions, we can notice that writing is a process which allows us to explore one’s thoughts, ideas and feelings and makes them visible and concrete on paper. In addition it is a complex activity which requires the knowledge of various components including, grammatical rules, vocabulary and spelling, to arrive at producing well-constructed piece of writing.

1.2.6. The Importance of Writing

Writing, in Graham's opinion (2006-cited in Graham et al 2012, p3), is a very adaptable instrument that may be utilized for a wide range of purposes. Writing may really help students learn more efficiently because it enables them to properly communicate their thoughts using the right words and styles. This position is supported by Kellogg (2008-cited in Muhammad. J, 2013) who argues that writing is crucial for students' academic performance since it helps to improve vocabulary, reinforce grammatical structure, and promote other language abilities, such as reading, listening, and speaking.

According to Kane (1988:5), the importance of writing lies less in the content than on the way the content is to be transmitted . Furthermore, Raimes (1983- cited in Zawahreh 2012:281) highlights the importance of writing on the learners' learning process in which she states three main aspects: First, writing helps students remember the vocabulary and grammatical structures they have learned. To put it another way, writing keeps students up to date with vocabulary and grammar, exposing them to the language. Second, it gives the students a chance to experiment with the language. Hence, it encourages learning. She concludes by saying that writing helps students develop a genuine connection to the language.

1.3.Section Two : Navigating Errors, Mistakes and Teaching Strategies in EFL Classroom

1.3.1. The Role of Grammar in Writing

English language has principles on how words must be arranged to construct a sentence, this refers to the grammatical rules which are a fundamental part of any language. Grammar will give learners the competence how to combine words to form sentences, or to create fully-developed sentences. Emery, et al, (1978, as cited in Mart, 2013) stated that, the more learner knows about the form and function of the parts that make up the larger unit, the better equipped they are to recognize and to construct well-formed sentences. In this regard Unan (1989) states that writing is a very difficult activity which is required the learner to have control some factors. For example, an academic background and personal interest of learners to various psychological, linguistic and cognitive phenomena.

Many researchers agree on the fact that, one of the most beneficial manner of improving the writing skill is to focus on the grammatical rules. Fearn and Farnan (2007), claim that, grammar knowledge is the elemental foundation for writing; certainly we should teach grammar in writing, in order to permit the learners to understand better how the language works. Fearn and Fernan added that the aim of teaching grammar is to develop grammar knowledge that can be applied in scientific context , this context can be writing essays or IDD (identification , description , and definition). Brown (2007a – cited in Sharaf 2011:15) claims that “*without grammatical structure, the use of language could easily become chaotic and might not be understandable*”.

In this regard, Mart (2013) claims that without a focus on the grammatical structure, it will be difficult to make comprehensible and precise sentences. Besides, Brian Klems said that grammar is the foundation of good writing. Without it, ideas can be misunderstood, misinterpreted or lost altogether. That is to say grammar and writing are two interrelated components, since we cannot use the language in writing without knowing how it works. In this context, Septiani (2014, p, 21). states that grammar and writing are dependent each others. Thus, writers assume that, grammar is one of the language components which takes an important role in writing ability, because it allows writers to deliver their messages to their readers in understandable manner.

To sum up, grammar has a crucial importance in writing that is why both of teachers and learners have to take it into account.

1.3.2. The Distinction between Mistakes and Errors

When learning a language, learners should develop a complex system of rules. During this process, they produce various mistakes and errors. But it is important to view errors and mistakes as a normal and natural part of learning process they show that students are learning in this regard Council of Europe, (2001, p. 155) stated that errors and mistakes are evidence of the learner's willingness to communicate, despite risks. As Edge stated "*... people may say things that they know are not correct, because this is still their best chance of getting their message across*".

In order to describe the nature of learner production, a distinction has often been made between *errors* and *mistakes*. Corder (1967) was the first who differentiated between the two by defining errors as deviations caused by deficiency in the language knowledge, and mistakes as deviations caused by performance factors, such as memory lapses, a lack of attention, or tiredness. Thus, errors are systematic and persistent. Mistakes, on the other hand, are unsystematic and occasional and occur when learners are not able to use the knowledge they possess.

Since mistakes do not reflect a lack of knowledge, learners are often able to self-correct themselves if they pay attention to their production. Errors, however, cannot be self-corrected. An example of an error would be an overgeneralization error, in which a learner of English for instance, says "He goed home" instead of "He went home." Here, it is quite likely that the learner does not know that "go" is an irregular verb and therefore extends the rule of the past tense to this irregular verb. An example of a mistake would be when an advanced

learner of English says “He walk home every day” instead of “He walks home every day.” Here it is quite likely that the advanced learner knows the rule about the third person singular “s” but he or she may have missed it due to a lack of attention or other performance factors. If a native speaker produces ungrammatical utterances, it is highly likely that they are mistakes rather than errors because a native speaker already possesses the language competence. Since mistakes occur because of a lack of attention or other performance variables, they are also called slip of the tongue errors. Corder (1967) added that errors and mistakes are significant in three separate ways. The first is to the teachers, who are informed of the learners' progress in relation to the objective and what is still left for them to learn. Second, they give scholars proof of how language is learned and the methods that language learners use to learn a language. Lastly, they are vitally necessary to the students themselves, as mistakes may be a tool they employ to learn

James (1998:83) also tried to differentiate between them. Errors, in contrast to mistakes, can be self-corrected if the speaker is made aware of the departure, according to his definition of errors. Moreover, Richards and Schmidt (2002, p. 184), in *Dictionary of Language Teaching and Applied Linguistics*, distinguished errors from mistakes by defining an error as the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning, while a learner makes mistakes when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Hence, errors can be fixed by themselves when attention is drawn to them. Pawlak (2012) considered the words error and mistake as equivalent in his study, in contrast to the aforementioned studies. In Pawlak's view, such a distinction is insignificant in comparison to other problems involving errors and mistakes , such as the choice of whether or not to fix faults..

1.3.3. Common Grammatical Mistakes and Errors Made by EFL Students in Writing

Writing a great essay entails more than just creating sentences without grammatical mistakes and misspellings. But no matter how complex the structure is, grammar is the first step. Susan J. Behrens stated that “ *The most common grammar mistakes made by EFL students in writing include errors in verb tense, subject-verb agreement, and the use of articles and prepositions* ”

1.3.3.1. Verb Tense Errors/ Mistakes

Verb tense errors/mistakes occur when the tense or the verb used in the sentence is not appropriate for the intended meaning. EFL learners may have difficulty knowing which tense to use in different situations or using the wrong tense, or using a tense in the wrong context. For example, a learner might say "Yesterday, I am going to the store" instead of "Yesterday, I went to the store" Dorothy Zemach and Lisa A. Rumisek said that EFL students often struggle with the correct use of verb tenses, particularly the past tense and present perfect tense.

Mignon Fogarty said that verb tense errors can make your writing confusing and give the impression that you are not very familiar with English grammar. So if you are not careful with your verb tenses, you can end up with sentences that don't make sense

1.3.3.2. Subject-Verb Agreement

Subject-verb agreement is an important aspect of writing and speaking correctly, as errors/mistakes in this area can affect the clarity and accuracy of communication. It occurs when there is a disagreement between the subject and the verb in a sentence. In other words it can include using the wrong form of the verb based on the subject of the sentence. For example, a learner might say "The dogs barks" instead of "The dogs bark".

“correct subject-verb agreement helps readers understand the relationship between the subject and the verb, and makes the sentence clearer and easier to read” The Writing Center at The University Of North Carolina at Chapel Hill.

1.3.3.3. Article Errors/ Mistakes

Articles are small words but they carry big meaning. Misuse of articles can make a sentence confusing or even meaningless unknown. For example, a learner might say "I have cat" instead of "I have a cat", or "I like ice cream" instead of "I like the ice cream" Therefore it is important to use articles correctly in order to make your thoughts more understandable and clear. Ann Hogue, stated that one of the most common errors made by EFL students in writing is the misuse of articles, particularly in cases where articles are not used in the student's first language.

1.3.3.4. Pronoun Errors/ Mistakes

It is when pronouns are used incorrectly to refer to an antecedent or when pronouns are not matched with the appropriate grammatical gender or number, or using pronouns in the wrong context. A student can say "Her gave me a present" rather than "She gave me a

present," or "each student must bring their book" rather than "each student must bring his book." Tsoukala, C., Frank, S. L., & Broersma, M. (2017).

1.3.3.5. Misuse of Prepositions

It is a common mistake in English grammar . Prepositions are short words that show the relationship between a noun or pronoun and other words in a sentence. EFL students have difficulties to choose the right preposition for example a learner might say "I am in the train" instead of "I am on the train " .Or they might double prepositions where only one is needed . Sanjaya, A. A., & Bram, B. (2021).

1.3.3.6. Word Order Errors

Word order errors refer to mistakes in the placement of words in a sentence or phrase , resulting in an unclear or incorrect meaning (Klimova, B. F. 2013). It can be difficult to master for EFL students , especially when it comes to questions and negation. for example , they may say "you are going where ? " instead of " where are you going ? "

1.3.3.7. Punctuation and Spelling

Punctuation refers to marks or symbols used in writing to clarify meaning and structure sentences. Spelling mistakes are errors in correctly spelling words.

1.3.3.7.1. Punctuation

Punctuation is the set of marks used in writing to clarify meaning, indicate pauses, and help readers understand the intended tone of a written work. Punctuation includes symbols such as periods, commas, semicolons, colons, exclamation points, question marks, parentheses, quotation marks, and dashes Yakhontova, T. (2020).Punctuation can change the meaning of a sentence, even a minor punctuation mistake might cause confusion or lead to incorrect sentences. For example, consider the difference between these two sentences:

*Let's eat, grandma.

*Let's eat grandma.

The first sentence indicates that the speaker is inviting his grandmother to eat, while the second sentence suggests that the speaker wants to eat his grandmother!

Punctuation mistakes are common used by EFL students in writing , and they can significantly impact the clarity and meaning of a written work.

variety of reasons, such as lack of knowledge or familiarity with the correct spelling of a word, or simply not paying close enough attention while writing. These mistakes can lead to confusion .

1.3.3.7.2. Spelling Mistakes

Spelling mistakes are made in the written form of a language, where words are not spelled correctly according to the standard rules and conventions of that language. Spelling mistakes can occur due to misunderstandings, and can also affect the credibility of the writer.

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same, and some words in English do not sound exactly as they are spelled. In the word **definitely**, for example, the second 'i' sounds more like an 'a'. It is important that students of English learn these differences. (Carney, E. 2008)

1.3.4. Reasons of Formulating Grammatically Incorrect sentences by EFL Students

There are various reasons of formulating grammatically incorrect sentences depending on whether they are mistakes or errors, therefore the researcher focuses on both errors and mistakes

1.3.4.1. Causes of Errors

It is important to note that learning a new language can be challenging, especially when it comes to mastering the grammar rules. EFL students often struggle with the complexity of English grammar and may make errors. For that reason it is vital to recognize the reasons of writing incorrect sentences by EFL students. Rashidi & Tavakoli (2014) revealed that the main factor preventing EFL learners from producing sentences that are grammatically correct is lack of knowledge of the grammatical conventions of the target language, thus Students may make errors simply because they do not know the correct grammar rule or usage. This can be due to insufficient exposure to the language, lack of practice, like any skill language competency needs practice. It's possible that EFL students haven't used the language enough to become comfortable with its grammar norms.

Certainly, teachers can play a role in EFL students making grammar mistakes. Larsen-Freeman, (2018) said that teachers who are not well-versed in English grammar themselves may inadvertently teach incorrect rules, leading to confusion and mistakes for students. In addition, teaching and explaining the grammar rules isn't enough, learners should practice and use the target language to know how it really works, Nation & Macalister (2010) stated that students may memorize rules without comprehending their applicability or forming meaningful connections if grammar is taught in isolation without being

contextualized or connected to real-world language use. Hence , teachers should focus on both accuracy and fluency , and give opportunities for communication to use the target language. Indeed, as Carter (1997:35) notes: “*Knowing more about how grammar works is to understand more about how grammar is used and misused*”.

1.3.4.2. Causes of Mistakes

It is vital to understand that mistakes are natural part of the language learning process and should not be viewed as a sign of incompetence or lack of effort therefore students shouldn't be demotivated because they can learn from mistakes and develop their linguistic abilities., Nunan,(2015) said that EFL students may make mistakes due to carelessness or inattention when writing or speaking, such as failing to proofread their work or not fully focusing on the language.

1.3.4.2.1. Carelessness:

Students may make mistakes due to carelessness or lack of attention when writing or speaking. This can happen when they are rushing to complete a task or when they are not fully focused on the language, it also could be related to lack of motivation. Many teachers admit that if a student loses interest, it may not be always their fault, it could be the inappropriate materials and methods of the instruction used by the teachers . (Ellis, 2008)

1.3.4.2.2. Overgeneralization of grammar rules

It occurs when learners apply a grammatical rule too broadly or inappropriate i.e students apply a rule to all situations without considering exceptions or irregularities.(Ellis, 2008). For example a learner might say *goed* instead of *went* because he has applied the rule for regular past tense verbs (-ed ending) to the irregular verb *go*.

1.3.4.2.3. Over-reliance on translation:

Ellis, (2008) said that EFL learners tend to transfer the grammar rules and structures from their first language to English, resulting incorrect sentences, so this happens when a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of writing incorrect sentences ,because of the differences in grammar between the two languages. For example, they may use the wrong tense or word order because it is the correct form in their first language .

1.3.4.2.4. Ignorance of Rules Restrictions

Ignorance of grammar rules and restrictions is a common challenge for EFL students because grammar rules can be complex especially for non-native speakers that's why EFL students struggle with understanding and following the rules and restrictions therefore they apply rules to the contexts where they are not applicable. (Hendriwento, & Bambang Sugeng. 2013)

1.3.4.2.5. Incomplete Application of the Rule

Incomplete application of the rule occurs when students understand a grammar rule but do not apply it correctly or completely in their writing or speech , i.e the learners fail to use a fully developed structure. For example , an EFL student may have learned the rule for using articles in English but may still make mistakes such as omitting the article or using the wrong one in a sentence . This indicate an incomplete application of the grammar rule , as the student has not fully internalized the rule and is not applying it correctly . Phuket, P. R. N., & Othman, N. B. (2015).

1.3.4.2.6. False Concept Hypothesized

It refers to incorrect or inaccurate beliefs that they hold about the English language . These false concepts can result from a variety of factors , such as cultural or linguistic difference or lack of exposure to the language . For example some EFL students may believe that all English sentences must have a subject-verb-object (SVO) structure, similar to their native language. However, English allows for a variety of sentence structures, including subject-verb (SV), subject-verb-adverb (SVA), and subject-verb-complement (SVC) structures. This false concept can lead to students using only one sentence structure, regardless of the situation, which can result in awkward or unclear communication. It is important for EFL students to learn the different sentence structures in English and how they are used in different contexts. Phetdannuea, F., & Ngonkum, S. (2016)

1.3.5. The Main Approaches and methods of Teaching Grammar

Teaching grammar is an essential aspect of language instruction that involves teaching students the rules and principles of a language's grammatical structure. This involves teaching students how to correctly form sentences, use punctuation, and apply grammar rules to communicate effectively. Thus teachers should use the appropriate methods and approaches which vary depend on various factors such as the level of the learners , their learning styles , and the learning objectives . Deductive and inductive approaches are the two main approaches

of teaching grammar and they have common goal of teaching it, but they separate from each other in terms of way of teaching. Besides there is the PPP model which is an effective way to teach grammar.

1.3.5.1. Deductive Approach

It is a teacher- centered approach , Thornbury (1999) suggested three basic principles in the deductive approach .A deductive lesson starts with presentation of the rules by the teacher. Then the teacher gives examples by highlighting the grammar structures . And finally students are supposed to do some activities and produce their own examples at the end of the lesson. This will help the teacher to see whether the learners have understood the grammar structure or not and at the same time it will help him to see if he had used the right approach or not e.i if it is appropriate for them or not .

1.3.5.2. Inductive Approach

Nunan (1999) defines the inductive approach as a process where students figure out the rules by themselves by analyzing and processing the examples which are given by the teacher at the beginning of the session . It is more student-centered where students will be more involved in the lesson . Thornbury (1999) noted that in the inductive approach, learners are provided with examples which include the target grammar that they will learn. Then learners work on the examples and try to discover the rules by themselves. When students obtain the grammar rules, they practice the language by creating their own examples.

1.3.5.3. The PPP Model:

Harmer (2001, p. 86) said :

“a variation on Audiolingualism in British-based teaching and elsewhere is the procedure most often referred to as PPP which stands for presentation, practice, production”.

Presentation, Practice, Production (PPP)

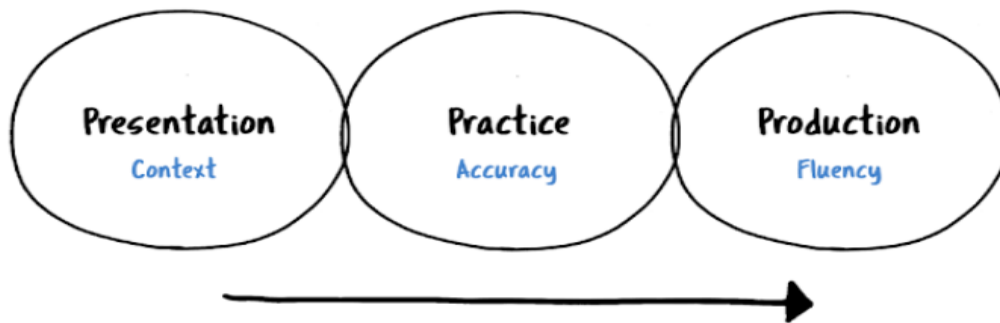


Figure 1: *The PPP Model (presentation, practice, production)*

Thus , the PPP model is divided into three stages (presentation, practice , production) , so that each stage flows smoothly into the next. The first stage '*The Presentation*' allows teachers to introduce and present a grammatical item in a way that is accessible to all learners, through using pictures , flashcards, stories, poems or any technique that could draw learners' attention , here is going to be about 70% of teaching talking time.

While in the second stage which is '*Practice*' there is going to be less of teaching talking time (TTT), here the teacher provides opportunities for students to practice the learnt item in a controlled way through restricted activities ,this is a chance for the students to use what they have learnt without making mistakes and the teacher can use different kinds of tasks ,for example sentences matching activities , gap-fill exercise ,or pair work asking and answering questions . *The production stage* is an opportunity to focus on fluency and to practice that grammar form until they become comfortable and confident in using it , that means students are encouraged to use the new language in a freer way ,good fluency activities could include role play , communication tasks , collaborative tasks , and discussion activities.

According to Scott Thornbury the PPP model is an effective way to teach grammar, because it gives students opportunity to study and use language structures in a systematic and organized way. And by following it , teachers can help students develop their language skills, which can lead to more confident and proficient language use.

Conclusion

All along this chapter, the researchers provide some background knowledge about the reasons of formulating grammatically incorrect sentences by EFL students . It is divided into two sections ; in the first section, they highlighted the different definitions of grammar in EFL context ,its importance ,its types and elements. Besides, in the second section, delved into the role of grammar in writing , also they introduce writing skill as an important activity which requires the mastery of grammar rules. The researcher has also reviewed in this chapter the common grammatical mistakes made by EFL students , the reasons behind , and the main approaches of teaching grammar .

CHAPTER TWO

METHODOLOGICAL PART

2.1.Introduction

In the field of English as a Foreign Language (EFL) teaching, one of the challenges that teachers often face is students' inability to produce grammatically correct sentences. The topic under research aims to scrutinize the reasons of formulating grammatically incorrect sentences by EFL students. In order to achieve the research's objectives, we have employed multiple research tools, as it has been demonstrated that utilizing a diverse range of reasoning tools enhances the investigation of the subject matter.

The second chapter presents to the readers the methodological part of the current research. The researcher provides a description of the participants as well as the procedure used for data collection , including a test to assess students' grammatical proficiency, a questionnaire to gather data on students' attitudes towards grammar, writing compositions by students to analyze their language use, and interviews with teachers to gain insights into their teaching methods and strategies.

2.2. Description of the Participants

In order to accomplish the results study, it requires two participants namely teachers and students. The teachers who responded to the interview were 4 teachers at Ibn Khaldoun University . The purpose behind was to know how they teach grammar , i.e to gain insights into their instructional ideas and methodologies.

The other participants are the students .The population of second year LMD students of the department of English at the University of Ibn Khaldoun consists of (5) groups, the equivalent of (340) students. 70 students were chosen randomly from the general population (340). Their ages are not taken into consideration in the present study. The purpose behind was to know their attitude towards grammar, the challenges faced by second year students and the reasons behind

2.3. Research Method and Data Collection Tools

In order to achieve our aims, multiple research tools were used to accomplish the research's objectives . The tools used to collect the needed data are teachers' interview , students questionnaire and a test .

2.3.1. Students' Questionnaire

The questionnaire involved 19 in general 18 close-ended questions and one open-ended question , it was distributed online to 70 second year students at Ibn Khaldoun

university . The objective of this questionnaire is to obtain data about students' awareness, attitudes towards learning grammar , and shed lights on the main grammatical difficulties that second year LMD students encounter when writing. At the same time we tried to reveal whether they are satisfied about the way they are taught grammar or not. In addition it provides the research with useful information as the students' level in English in general and in writing and grammar in particular.

Question (1) seeks to know the students' gender .

Question (2) and (3) were designed to know students' attitude about grammar .

Question (4) was designed to know the level of students in grammar .

Question (5) , (6) , (7) , (8) and (9) were designed to obtain data about their attitudes about writing skill .

Question (10) , (11) and (14) seek to determine the grammatical difficulties and problems faced by the students and the causes behind .

Question (12) and (13) were designed to know students' attitude towards grammar errors and mistakes in writing .

Question (15) and (16) attempt to see whether students are able to correct their mistakes by themselves or not.

Question (17) and (18) seek to obtain data about their attitudes towards their teachers' way of teaching, i.e the appropriate technique adopted for them to learn grammar.

Question (19) is an open-ended question , was designed to determine the solutions and recommendations that could motivate students to learn grammar.

2.3.2. The Test

More emphasis was given to the test because the investigation of their grammatical proficiency in English is the main objective of the present study. The test was carefully designed to assess the students' proficiency in English grammar, it involves 20 different questions . Thus, the questions are meant to cover the different levels of analysis of grammatical items such as tenses, sentence structures, propositions, articles and pronouns . The test was distributed online to 70 second year students at Ibn Khaldoun university, they were supposed to tick the correct answer from a variety of options .

Question (1), (2), (3), (4) , (5) (8) : where students are supposed to tick the correct form of verbs between brackets according to the sentences given.

Question (6). (7) : where students are supposed to tick the appropriate article according to the sentences .

Question (9) : where students are supposed to tick the sentence with the right word order .

Question (10): where students are supposed to tick the correct indirect form .

Question (11) , (13) : where students are supposed to tick the appropriate pronoun.

Question (12): where students are supposed to tick the appropriate adverb.

Question (14) , (16), (19)and (20) where students are supposed to tick the appropriate preposition (different preposition were given).

2.3.3.Students' Essays

Writing skill is an essential component in the learning process, and in academic context students are often required to produce essays as a mean of demonstrating their understanding. The students' writing productions are used as a second tool in our research; (10) copies were randomly selected from the general sample (70) in order to be analyzed and to determine the students' level in English writing and to gather the common grammatical mistakes made by second year students at Ibn Khaldoun university .

2.3.4.Teachers' Interview

In order to validate the research, an interview was sent to English teachers at Ibn Khaldoun University . The main purpose behind using this tool is to go deeper in the way grammar is taught, i.e, to collect data about teachers' attitudes and the effective teaching strategies that are used to teach grammar so that the investigation could support the study results. The interview involved 13 questions in general 8 close-ended questions and 7 open-ended questions, it was distributed to (4) English teachers at Ibn Khaldoun university.

Question (1) seeks to know the teachers' opinions about grammar .

Question (2)was designed to know if their students are more interested in learning grammar .

Question (3) seeks to know the common grammatical mistakes made by their students .

Question (4) attempt to see how can teachers evaluate their second year students .

Question (5) was intended to identify the effective strategies that could help learners understand well Grammar rules.

Question (6) was designed to classify the problems that teachers face when explaining the rules of grammar .

Question (7) was designed to mention the reasons that make students write incorrect sentences.

Question (8) was designed to know whether teachers concur that having strong grammatical skills is essential for writing an effective paragraph or essay.

Question (9) was designed to know if teachers prefer to use deductive or inductive approach.

Question (10), (11) were designed to find out the effective method used by the teacher to correct his students' grammar mistakes .

Question (12) , and (13) were about the cooperate work in the classroom .

2.4. Analysis of Data Tools

After data collection, the obtained results have been interpreted as the following.

2.4.1. The analysis of students' questionnaire

The questionnaire involved 19 in general 18 close-ended questions and one open-ended question . the following tables show the outcomes of these questions

Question 1 : Students' Gender

Table 01 *Students' Gender*

Gender	Frequency	Percentage
Female	52	74.3%
Male	18	25.7%
Total	70	100%

According to table 1 we can notice that the majority of the participants are females 74.3%. The remaining percentage 25.7% represents male. This suggests that females are more actively involved than males .

Question 2: How would you describe your personal opinion towards grammar ?

Table 02 Students' Opinions towards Grammar

Options	Frequency	Percentage
Interesting	22	23.2%
Challenging	24	25.3%
Essential	38	40%
Boring	11	11.5%
Total	95	100%

According to table 2, the majority of respondents (40%) believe that grammar is essential. This suggests that a large proportion of second year students recognize the importance of grammar in communication and language learning. The next highest percentage of respondents (25.3%) said that grammar is challenging. This finding indicates that a significant proportion of second year students find grammar difficult or confusing. However, some respondents (23.2%) also find grammar interesting, which suggests that there are individuals who enjoy learning about and studying grammar. On the other hand, a small minority of respondents (11.5%) find grammar boring, this indicate that not everyone finds grammar to be an engaging or stimulating topic. Overall, the data indicates that while the majority of second year students recognize the importance of grammar, many also find it challenging or difficult, and a minority find it either interesting or boring.

Question 3: How important do you consider grammar to be in the process of learning English ?

Table 03 Students' Opinions towards the Importance Of Grammar

Options	Frequency	percentage
Very important	39	55.71%
Important	24	34.3%
Not very important	7	10%
Not important at all	0	0%
Total	70	100%

Based on the data provided, the majority of respondents (55.71%) believe that grammar is very important. This indicates that a significant proportion of second year students recognize the crucial role that grammar plays in effective communication and language learning. A lower percentage of respondents (34.3%) believe that grammar is important, which suggests that many of them still consider grammar to be an essential aspect of language learning, albeit not quite as crucial as the majority view it. A small proportion of respondents (10%) believe that grammar is not very important and none of them said that grammar is not important at all. However, it is worth noting that the absence of a response indicating that grammar is not important does not necessarily mean that all respondents feel equally strongly about its importance.

Question 4: How do you evaluate your knowledge of the English grammar rules?

Table 04 Students' Evaluation of their English Level

Degree	Frequency	Percentage
Excellent	10	14.3%
Good	51	72.8%
Poor	8	11.4%
Very poor	1	1.4%
Total	70	100%

Based on the information provided in table 4, it can be inferred that the majority of respondents, 72.8%, believe that they have a good level of English grammar proficiency.

Meanwhile, 14.3% believe that they have an excellent level of English grammar proficiency, indicating a relatively high level of confidence in their language skills. On the other hand, 11.4% of respondents indicated that they have a poor level of English grammar proficiency, suggesting that they may struggle with some aspects of grammar. A small minority of respondents, 1.4%, said that they have a very poor level of English grammar proficiency.

Question 5: How often do you write in English ?

Table 05 *The Frequency of Students' Writing*

Options	Frequency	Percentage
Every day	37	52.8%
Several times a week	15	21.4%
Once a week	2	2.9%
Rarely , only when necessarily	16	22.9%
Never	0	0%
Total	70	100%

The data provided in table 5 indicates that a significant number of respondents write in English on a frequent basis. The majority of respondents, 52.8%, report writing in English every day, while 21.4% write several times a week. In contrast, only 2.9% write in English once a week. A small proportion, 22.9%, indicated that they write in English rarely, only when necessary. Notably, none of the respondents indicated that they never write in English. This data highlights the importance of English writing skills among the second year students and suggests that writing in English is a common activity.

Question 6: What types of writing do you do ?

Table 06 *Types of Writing*

Options	Frequency	Percentage
Email	48	21.05%
Text messages	75	32.8%
Social media posts	36	15.7%
Academic writing (e.g. essays , research paper)	48	21.05%
Personal journaling or diary entries	20	8.8%
Others	1	0.43%
Total	228	100%

According to table 6 , we can see that emails and text messages are the most common types of writing, with 21.05% and 32.8% used by the second year students . Social media posts were also fairly common, with 15.7% of people indicating that they write these types of messages. Academic writing like essays and research paper was also a common type of writing, with 21.05% . Personal journaling or diary writing was less common, with only 8.8%. This suggests that journaling is not a widely adopted habit. Finally, only 0.43% of people reported engaging in "other" types of writing, which could include things like creative writing, technical writing, or other forms of written communication.

Question 7 : Do you believe that writing can only be successful with the utilization of correct grammar principles?

Table 07 *The Importance of Grammar In Writing*

Options	Frequency	Percentage
Yes	50	71.4%
No	20	28.6%
Total	70	100%

According to table 7 , we can see 71.4% of second year students believe that grammar is an essential part in writing ,that means that the majority believe that correct grammar

principles are essential for successful writing , while 28.6% of them do not believe this to be true.

Question 8: Does your knowledge of grammar rules allow you to write essays and paragraphs at a professional level ?

Table 08 *Students' Capacities in Writing*

Options	Frequency	Percentage
Yes	50	71.4%
No	20	28.6%
Total	70	100%

The information suggested in table 8 show that the majority of second year students which consist of 71.4% believe that they have enough grammar knowledge to write essays and paragraphs at a professional level , while only 28.6% believe that they are not capable to write professional paragraphs and essays .

Question 9: When the teacher asks me to write a paragraph I feel comfortable and confident

Table 09 *Students' Attitude when Writing a Paragraph*

Options	Frequency	Percentage
Always	24	34.3%
Sometimes	35	50%
Rarely	7	10%
Never	4	5.7
Total	70	100%

Based on table 9, we can conclude that a majority of second year students (84.3%) feel at least sometimes comfortable and confident when the teacher asks them to write a paragraph, while a smaller minority (15.7%) feel rarely or never comfortable and confident. While few students (5.7%) never feel confident when the teacher asks them to write a paragraph .

Question 10: Are there any grammatical rules or concepts that you find particularly difficult to apply correctly when writing in English ?

Table 10 Students' Difficulties in Writing

Options	Frequency	Percentage
Yes	50	71.4%
No	20	28.6%
Total	70	100%

According to table 10 , we can conclude that the majority of second year students (71.4%) struggle with some aspect of English grammar when writing . On the other hand , 26.6% of students answered “No” , indicating that they do not find any particular grammatical rules or concepts difficult to apply when writing in English .

Question 11: If yes , what are those grammatical difficulties?

Table 11 Grammatical Difficulties Faced by Second Year Students

Options	Frequency	Percentage
Tenses	28	26.9%
Punctuation	21	20.2%
Spelling	13	12.5%
Prepositions	17	16.3%
Articles	7	6.8%
Others	18	17.30%
Total	104	100%

According to the given information, when asked about grammatical difficulties, the majority of second year students (26.9%) indicated tenses as the most challenging aspect. (20.2%) reported punctuation as a significant issue, while (12.5%) struggled with spelling. Prepositions were noted by (16.3%) of respondents, while (6.8%) mentioned articles. Additionally, (17.3%) of them reported other difficulties that were not specified. Overall, the results suggest that tenses, punctuation, spelling, prepositions, and articles are the most common sources of grammatical difficulties, while there are other unidentified issues that also pose challenges to language learners or users.

Question 12: Have you ever received feedback from a teacher on your written work , specifically regarding grammatical errors and mistakes ?

Table 12 Teachers' Feedback on Students' Written Work Specifically Regarding Grammatical Errors and Mistakes

Options	Frequency	Percentage
Yes	53	75.7%
No	17	24.2%
Total	70	100%

Based on the given information, 75.7% of second year students have received feedback from a teacher on their written work specifically related to grammatical errors and mistakes, while 24.2% have not received such feedback. This suggests that a significant majority of participants have had the opportunity to receive feedback on their written work in regards to grammar and mistakes, indicating that the importance of proper grammar and writing skills is emphasized in educational settings. The relatively low percentage of individuals who have not received feedback may be attributed to a variety of factors, such as a lack of opportunity for feedback or a lack of emphasis on grammar in certain educational settings. Overall, the data suggests that receiving feedback on written work related to grammar and mistakes is a common experience among students.

Question 13: How do you feel when you notice that you have made a grammatical error or mistake in writing

Table 13 The Emotional Impact of Grammatical Mistakes and Errors on Students: Exploring Feelings and Reactions

Options	Frequency	Percentage
Annoyed	17	17.3%
Embarrassed	22	22.4%
Nervous	12	12.24%
Motivated to improve	32	32.6%
Don't think it's a big deal	14	14.3%
Don't care	1	1.02%
Total	98	100%

Based on the data provided in table 13, it appears that a significant proportion of second year students have negative emotions when they make a grammatical error or mistake in writing. Specifically, (17.3%) of respondents said they feel annoyed, while (22.4%) feel embarrassed and (12.24%) feel nervous. However, it is interesting to note that a larger proportion (32.6%) said they feel motivated to improve their writing skills when they make such errors. On the other hand, (14.3%) of respondents do not think it's a big deal, while a very small minority (1.02%) do not care about making grammatical errors or mistakes. Overall, the data suggests that making errors in writing can have a range of emotional effects on individuals, but a significant proportion of people see it as an opportunity to learn and improve.

Question 14 : Do you think that writing grammatical incorrect sentences are due to :

Table 14 Reasons of Formulating Grammatically Incorrect Sentences by second year Students

Options	Frequency	Percentage
Lack of knowledge	32	25.2%
Lack of attention	23	18.1%
Fatigue	16	12.5%
Carelessness	15	12%
Rules are forgotten	41	32.3%
Total	127	100%

According to the information provided in table 14, when asked about the reasons for writing grammatically incorrect sentences, the majority of respondents (32.3%) believed that it was due to forgetting the rules of grammar. Lack of knowledge was also cited as a significant factor by (25.2%) of respondents, indicating that some students may not have a good understanding of grammar rules. Lack of attention was another commonly cited reason (18.1%), indicating that some students may make mistakes due to distractions or other factors that affect their focus. Fatigue was mentioned by (12.5%) of respondents, suggesting that tiredness or mental exhaustion may play a role. Carelessness was also cited as a factor by (12%) of respondents, indicating that some students may not take enough care or pay enough attention to their writing, leading to errors. Overall, the results suggest that there are multiple factors that can contribute to grammatical errors and mistakes.

Question 15: Do you focus on fixing grammar mistakes when you finish writing ?

Table 15 Fixing Grammar Mistakes by Second Year Students

Options	Frequency	Percentage
Yes , always	36	51.4%
Sometimes	25	35.7%
Rarely	8	11.4%
No never	1	1.4%
Total	70	100%

According to the information provided in table 15, a majority of respondents 51.4% said that they always focus on fixing grammar mistakes after finishing writing. A significant percentage of 35.7% said they sometimes focus on grammar mistakes, while 11.4% said they rarely do so. Only a small percentage of 1.4% said they never focus on grammar mistakes. These results suggest that the majority of people place a high value on correct grammar when writing, but there is still a sizable portion who do not prioritize it as much. It may also indicate a need for improved language education or tools to help with grammar checking.

Question 16: Which one of these methods are more effective to correct grammar mistakes and errors in the classroom ?

Table 16 The Effective Methods to Correct Grammar Mistakes

Options	Frequency	Percentage
Self-correction	30	42.9%
Peer-correction	11	15.7%
Teacher correction	29	41.4%
Total	70	100%

Based on the given information from table 16 , it appears that a significant majority of the second year students, i.e., 42.9%, believed that self-correction is the most effective method for correcting grammar mistakes and errors in the classroom. This preference may stem from the belief that self-correction helps learners take ownership of their language development and fosters a deeper understanding of the rules and structures of the language. However, it is worth noting that a sizable minority, i.e., 41.4%, favored teacher correction, possibly due to the perceived expertise and authority of the teacher, as well as the potential for

immediate feedback. Peer correction was the least favored option, with only 15.7% of respondents indicating it as their preferred method, possibly due to concerns about accuracy and the potential for social discomfort. It is important to consider these preferences and the underlying reasons behind them when designing effective grammar correction strategies in the classroom.

Question 17: You prefer learning grammar by:

- Looking at examples and figure out the rules by yourself .
- Learn grammar rules through teacher’s explanation .

Table 17 *Students’ teaching method preferences*

Options	Frequency	Percentage
Looking at examples and figure out the rules by yourself	39	55.7%
Learn grammar rules through teacher’s explanation .	31	44.3%
Total	70	100%

Based on the given information, it can be concluded that a majority of people (55.7%) prefer to learn grammar by looking at examples and figuring out the rules on their own. This suggests that they prefer a more hands-on approach to learning and may benefit from practical applications of grammar rules. On the other hand, (44.3%) of people prefer to learn grammar rules through a teacher's explanation. This implies that they may value structured learning and guidance from an expert, and may benefit from classroom-style instruction. It is worth noting that there may be some overlap between these two groups, as some individuals may prefer a combination of both methods. Overall, the data suggests that there is no one-size-fits-all approach to learning grammar and that different individuals may have unique preferences and learning styles.

Question 18: Do you believe that the teaching methods you have experienced have been effective in helping you improve your grammar skills ?

Table 18 *The effects of teaching method on the improvement of students’ grammar skills*

Options	Frequency	Percentage
Yes	50	71.4%
No	20	28.6%
Total	70	100%

Based on the provided information, it can be inferred that the majority of respondents, 71.4%, believe that the teaching methods they have experienced have been effective in helping them improve their grammar skills. This suggests that the majority of students are satisfied with the teaching methods used in their educational institutions, and that they feel that these methods have helped them improve their language skills. On the other hand, 28.6% of respondents indicated that they did not find the teaching methods effective in improving their grammar skills, which may indicate a need for change or improvement in teaching methods or individual learning styles. It is worth noting that the results may vary depending on factors such as the quality of instruction, the student's motivation and interest in learning, and the individual's learning style. Overall, the data suggests that a significant portion of students feel that the teaching methods they have experienced have been effective, but there is still room for improvement in the education system to better accommodate the needs of all students.

Question 19: What can a teacher do to attract your attention and to motivate you to learn grammar ?

Students' Answers:

Many students emphasized the importance of practical application and suggested that teachers should offer more exercises, tasks, and opportunities to practice grammar.

“By giving us lot of practice”.

“Provide less theory , do more practice”

Second year students expressed the need for teachers to make grammar lessons more interesting and fun. Suggestions included using visual tools, audio tools, music, podcasts, real-life examples, and gamification. And they appreciated teachers who provided relevant examples, including phrases, songs, and instances from the students' speech community.

“Being active in the classroom and provide us with more examples about the lesson”.

“Use more real life examples , don ’t just use jargon to explain”.

“A teacher can use different examples of how to apply one grammatical rule in order to help students visualize different way to apply one grammatical rule”.

“Provide interactive methods and techniques that are enjoyable and interesting to learn”

“Make teaching more interactive using gamification for example”

“I think that the teacher should avoid teach grammar in a boring way”

“Using audio visual materials and give good examples”

“Use some tools like visual tools: data show and pictures , audio tools : music and podcasts”

Some students valued teachers who acknowledged their individual mistakes, offered constructive feedback, and helped them correct errors. They emphasized the importance of interactive discussions and student participation during explanations.

“Be passionate and supportive”

“Rewards and good feedback”

“Engaging , interactive , motivating”

“Consider the mistakes I made and help me fix them”

Some others appreciated teachers who simplified grammar explanations, use Arabic language to clarify concepts, and highlighted the impact of grammatical errors on meaning.

“Teachers can attract my attention and motivate me to learn grammar by simplify the examples or explaining in Arabic to clarify more the lesson”

2.4.2.The Analysis of the Test

The test involves different kind of questions , it was designed to gather the common mistakes and errors made by EFL students. It contains lot of mistakes and errors , the following table reveals the classification of those error and mistakes made by second year students :

Table 19 The frequency and Percentages of the Morphological and Syntactic Errors/ Mistakes

Types of Errors /Mistakes	Frequency	Percentage
Tenses	95	40.4%
Articles	58	24.7%
Word order	12	5.10%
Pronouns	13	5.53%
Adverbs	4	1.7%
Prepositions	53	22.5%
Total	235	100%

The table above shows the frequent errors / mistakes committed by the second year students. It seems to show clearly that second year students face a real problem at the grammatical level. Hence, there is a higher frequency of verb-form errors / mistakes which contains (40.4%) . Followed by errors of articles usage (24.7%). Errors in prepositions consist of (22.5%) .Pronouns errors are (5.53%) , word order errors consist of (5.10%) ,and finally adverbs errors consist of (1.7%) .Indeed, the percentages mentioned in table 1 are obtained through dividing the total number of error by the total number of opportunities and then multiplied by one hundred.

2.4.2.1.Detailed Classification of errors / mistakes

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

1. Tenses Errors and Mistakes

According to table 19 , it has been noticed that second year students face difficulties in grammar, particularly with regard to tenses .The capacity of these students to accurately choose the appropriate form of verbs is lacking .The following table shows the challenging situation second year students encounter also its frequent and percentage :

Table 20 Frequency and Percentage of Tenses Errors and Mistake

Tenses	Frequency	Percentage
Present simple	42	28.4%
Past simple	27	18.2%
Present continuous	7	4.7%
Past continuous	16	10.8%
present perfect	11	7.4%
Present perfect continuous	19	12.8%
Past perfect continuous	26	17.6%
Total	148	100%

2. The Use of Articles

Another area that presents difficulties for second year students is the use of articles , which has (24.7)% errors /mistakes . These errors/mistakes are divided into categories as follows

Table 21 Misuse of Articles

Types of errors/ mistakes	Frequency	Percentage
Misuse of “the”	28	44.4%
Misuse of “a”	30	47.6%
Misuse of “an”	5	8%
Total	63	100%

According to table 21, it has been noticed that second year students encounter challenges when it comes to correctly utilizing articles , they seem to struggle with distinguishing the appropriate situations to use the definite article “the” versus the indefinite article “a” .

3. Prepositions Errors / Mistakes

Second year students face challenges with using prepositions effectively , as evidenced by the (22.5%) errors / mistakes rate. To provide a detailed overview of the specific errors and mistakes , the following table has been presented :

Table 22 Misuse of Pronouns

Types of errors / mistakes	Frequency	Percentage
Misuse of “on”	8	7.6%
Misuse of “at”	13	12.4%
Misuse of “in”	27	25.7%
Misuse of “into”	6	5.7%
Misuse of “with”	10	9.5%
Misuse of “of”	2	1.9%
Misuse of “to”	22	21%
Misuse of “from”	14	13.33%
Misuse of “About”	3	2.8%
Total	105	100%

Based on table 22, we deduce that second year students do not have enough knowledge about the prepositions rules, since they do not make difference between the various prepositions and they are confuse in the use of these prepositions. We observe that

students use the preposition “at” instead of the preposition “in” . And, they do not distinguish between the preposition “from” and the preposition “to” . Moreover, we observe that the participants use the preposition “with” instead of the preposition “to”.

2.4.3. The Analysis of The Students’ Writing Productions

The students’ writing productions are used as a second tool in our research; (10) copies were randomly selected from the general sample (70) in order to be analyzed and to gather the common grammatical mistakes made by second year students at Ibn Khaldoun university .The analysis of the students’ writing productions reveals the existence of a lot of mistakes at different levels; the following figure shows those mistakes found in the writing productions of the second year LMD student:

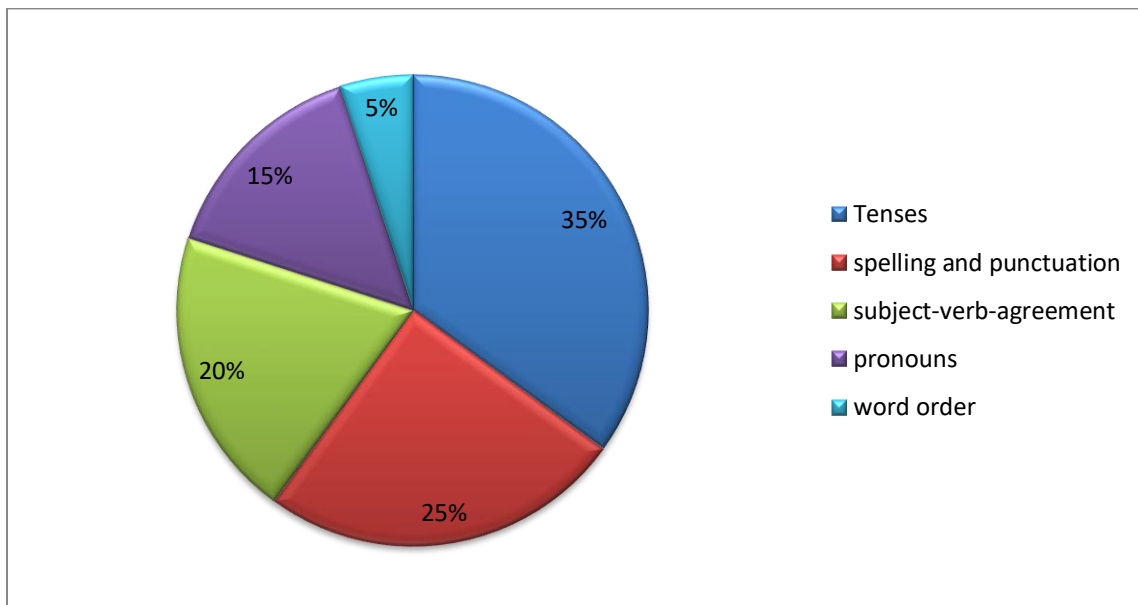


Figure2 Grammatical Errors and Mistakes Made by Second Year Students in Writing

From the results obtained, the five main common errors/ mistakes made by second year students are : first , tenses with the highest percentage (35%). Spelling and punctuation make up about (25%) . Subject-verb agreement with (20%) , pronouns with (15%) . The remaining percentage refers to word order (5%).

2.4.3.1 A Detailed Classification of Students' Grammatical Errors/ Mistakes

From the collected data we observe that second year students face difficulties in writing at different levels. The common grammatical mistakes/ errors are: tenses , punctuation, spelling, linking words

2.4.3.1.1. Classification the common mistakes made by second year students

Table 23 Classification of Grammatical Mistakes and Errors Made by Second Year Students

Mistakes	Correction
1- The last year, I didn't study for my exams	1- Last year , I didn't study for my exams
2- the first reason is, I was study for the baccaloriate exam	2- The first reason is that I was studying for the baccalaureate
3- I gave a big interest to the BAC exam and neglect my exams of my speciality in university	3- I gave a big interest to the BAC exam and neglected my exams in my specialty at university
4- for instance when I have time I revise mathematics or phisc	4- For instance, when I had time, I revised mathematics or physics
5- also I watch videos in Youtube of phisics when the teacher explain the lesson	5- I also watch physics videos on YouTube where the teacher explains the lessons
6- In addition when I didn't atend all my sessions	In addition when I didn't attend all my sessions
7- I didn't have a time to study	7- I didn't have time to study
8- My life have change a lot	8- My life has changed a lot
9- their is so much changes happen in my life	9- there have been many changes happening in my live
10- I become university student	10- I have become a students at university

According to the examples cited in the table above, we remarked that second year students have a lot of problems in grammar . Errors/ mistakes include incorrect article usage, examples 1 and 7, tense inconsistencies, for example the use of the present tense instead of the past tense examples 3 and 4 , the cancellation of the 's' of the third person in the present , example 5 and misuse of verbs such as past continuous , and present perfect. Misspelled words, examples (2, 3, 4,6, 9). Misuse of prepositions, examples 3, 5 and improper subject-

verb agreement, and word order in example 5 .Additionally, there are issues with sentence structure, such as the lack of commas.

2.4.4. The Analysis of Teacher' Interview

The interview involved 13 questions in general 8 close-ended questions and 7 open-ended question , it was distributed to (4) English teachers at Ibn Khaldoun university.

Question 1: what is the importance of teaching grammar ?

Teachers' answers :

“Teaching grammar is a basic language area that is very crucial for any language learning.”

“Grammar is very important to build your basic language skills appropriately.”

“Grammar is one of the most important aspects in language. You cannot learn a language without it, it would be vague”

“The main aim behind teaching grammar is to help students writing meaningful sentences when dealing with any piece of writing”

According to the teachers' answers we can notice that all teachers see grammar as the key to build a successful language skills.

Question 2: Do you think students are more interested in learning grammar?

Teachers' Answers :

“They must be because without grammar they cannot build a correct sentences”

“Yes, most of students like studying grammar”

“Yes, I think so”

“Some are interested, some put more focus on other aspects”

Based on the teachers' opinions cited above, we remarked that the first teacher saw that the students' are obliged to build a strong grammar skills to make correct sentences. The second and the third teacher stated that the students' like learning grammar. The last one saw that some of students' are interested in learning grammar while others prefer to focus on other aspects. Thus, all teachers see that second year students are interested in learning grammar.

Question 3: what are the common grammatical mistakes made by students in writing ?

Teachers' Answers:

“Most of the times, students make conjugating mistakes (tenses) and also spelling.

“Third person “s” of present and plural, past tense of irregular verbs, also the use of Prepositions, the use of linking words”

“The use of tenses, punctuations, the use of articles”

“What we noticed as teachers , that most of students’ mistakes are purely grammatical, and tenses take the big share in such issue”

According to teachers’ opinions, we observed that most of learners have a common problem which is “conjugation of verbs” especially with the irregular verbs in addition to some other mistakes like the misuse of prepositions, articles and spelling mistakes.

Question 4: How do you evaluate your second year students in grammar ?

Teachers' Answers :

“My students’ level in generally is good, but there is still some work to do to be even better”.

“Average”

Based on the evaluation of the teachers we can notice that the students’ overall proficiency in grammar is considered to be good , but there still need some wok to do to improve their level, and others said that their student’s levels is average . In evaluating the students’ grammar, the teacher acknowledges their current level but emphasizes the need for additional effort to reach a higher standard.

Question 5: what are the effective strategies that could help learners understand well grammar rules?

“One of these strategies is through teaching grammar through context and spotting model mistakes tasks”.

“I think exercises and surprising tests are good way to understand grammar rules”.

“Giving examples about different situations could be a good strategy, also asking them to give their own examples and discuss them together with their peers”.

“More practice, activities, learning from grammar books”.

The provided answers suggest several effective strategies to help students understand well the grammar rules. We can notice that all of them agree that practicing and showing more examples are the effective strategies to enhance students’ grammar level . And some others see that unexpected test are seen as beneficial , as they challenge students and provide opportunities for reinforcement . Also encouraging students to give their own examples and discussing them with their peers fosters active learning and deeper comprehension. Therefore, supporting their understanding by more practicing.

Question 6: What are the problems that you face when explaining the rules of grammar ?

“They think in L1, and they try to translate”

“The problem we face with students is that they know the grammatical form but they face difficulties in uses”.

“Exceptions in rules of grammar”

“Sometimes I find difficulties in finding the exact relevant word in Arabic to explain better”.

According to the opinions of teachers we can notice that teachers face different problems when explaining the grammar rules some of them find difficulties in translating words to Arabic (L1) , the others have problems to show or explain all the exceptions of grammar rules, some of them face a problem with that students who use translation from L2 to L1 .

Question 7: What are the reasons that make students write incorrect sentences?

Teachers’ Answers:

“May be because of lack of practice or because they follow the wrong way or method to learn”.

“Lack of being aware of most grammar rules and their exceptions”.

“They forget the grammatical rules or they do not know, or because they know the rule but they do not know how to use it, and they do not concentrate when writing”.

“Lack of practice and they do not make autonomous efforts to enhance their grammar”

According to the teacher’s opinions about the reasons that make students making mistakes in writing we remarked that the lack of practice is the main factor that make the students to write incorrect sentences. In addition, the lack of making autonomous efforts and being aware of grammar rules and their exceptions. Also, doing mistakes unconsciously , they may forget the rules or they do not even know it.

Question 8: Is it important to have a high level of grammatical knowledge in order to write an effective essay or a paragraph ?

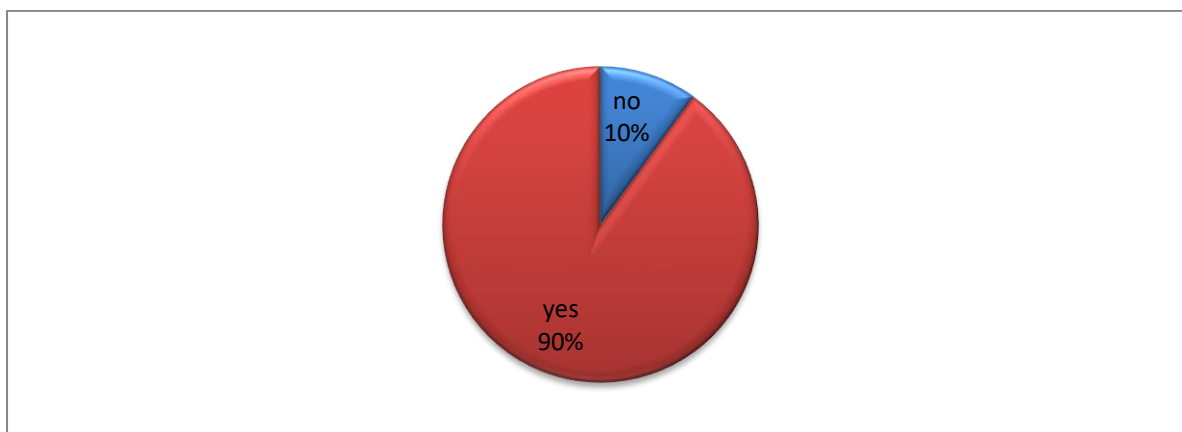


Figure3 Teachers’ Opinions towards Writing Proficiency

According to the teachers answers we remarked that some teachers agree on the requirement for possessing an advanced level of grammatical proficiency to write an effective essay or a paragraph .Unlike others think that it is not important.

Question 9: Do you prefer inductive or deductive approach?

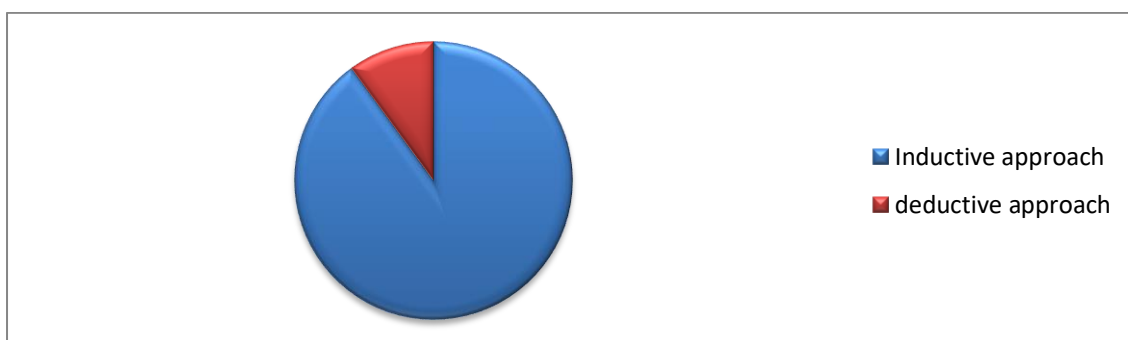


Figure4 The Use of Inductive or Deductive Approaches

According to graphic 4 , we can notice that the majority of teachers prefer to use inductive approach , which can be effective to analyze and figure out the rules by themselves , which means it can be an opportunity that is given to students to make effort, While deductive approach is used by some teachers, which help both teachers and students to go directly to the rules.

Question 10: which one of these methods is more effective: peer correction, self-correction or teacher correction .

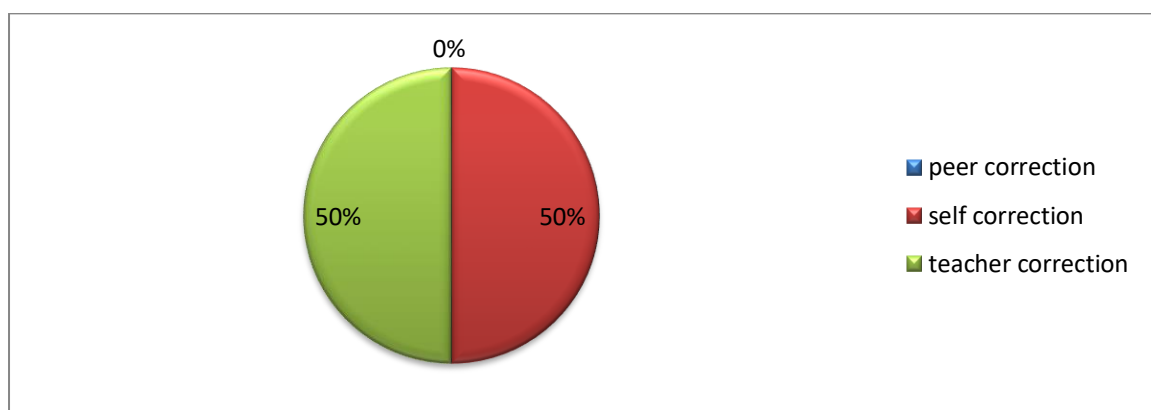


Figure5 The Effective Teaching Method Used by Teachers to Correct Grammatical Mistakes/ Errors

According to the data provided in figure (6,50%) of teachers believe that self-correction is the best approach emphasizing students' responsibility in identifying and correcting their mistakes by themselves .Conversely, the other (50%) prefer teachers' correction, suggesting that direct guidance from the teacher is crucial for effective language learning, while, none of the teachers considered peer correction as the most effective method .

Question 11: Do you ask your learners to work in small groups or in pairs when doing grammar activities ?

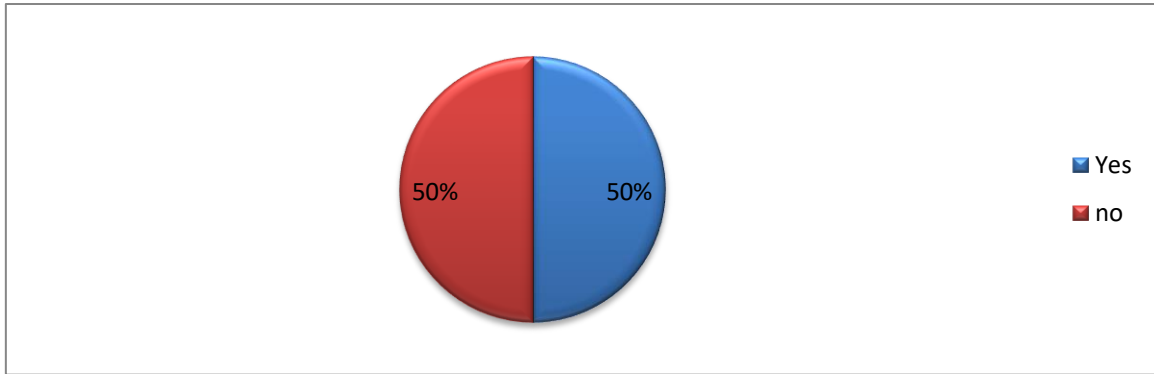


Figure6 Analysis of Responses on Group Size Preferences

According to the data provided in figure (7,50%) of teachers divide their students into small groups or peers when doing a grammar activity , which can be effective for learners to exchange ideas and information and work altogether. Conversely, the other 50% avoid doing it.

Question 12: do you think cooperative work are more effective to help learners understand and remember grammar rules ?

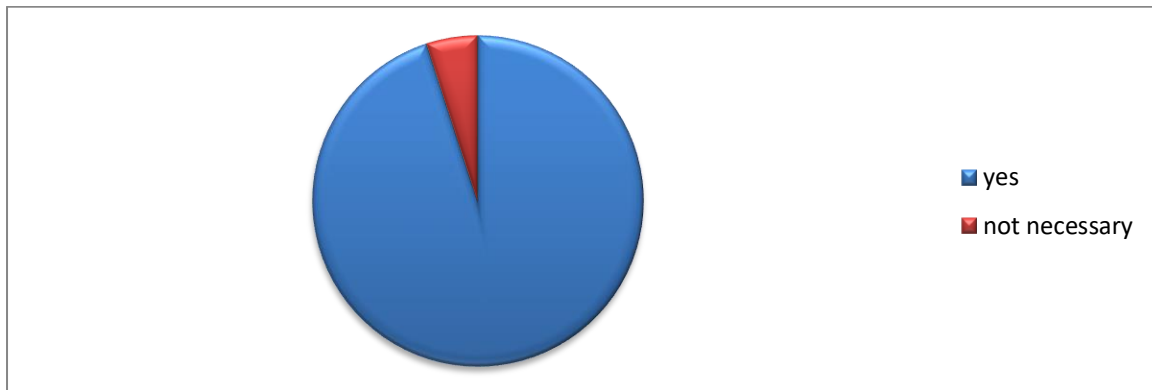


Figure7 Teachers' Opinions towards the Effectiveness of Cooperative Work

Based on the given information, we can notice that the majority of teachers (95%) believe that cooperative work are more effective to help students understand and remember grammar rules , while just few of them (5%) believe the they are not an effective method to use in the classroom .

Conclusion

All along this chapter, the researcher presents in details the discussion of the findings obtained from the test used in the present study, which was divided into two parts (writing productions and grammar test). Also a students' questionnaire and teachers' interview were used to collect the needed data. Hence, the results show that second year LMD students at the University of Tiaret commit a lot of grammatical errors/ mistakes. Thus, the results reveal that the most obvious frequent errors / mistakes are tenses , followed by article usage errors, and prepositions . Besides, punctuation and spelling mistakes. The researcher provides a description of the instruments and the data analysis .

CHAPTER THREE

Interpretation of the Results and Pedagogical
Recommendations

3.1. Introduction

In this chapter, we will interpret and discuss the analysis of students' questionnaire, and writing compositions , the grammar test and the teachers' interview. Moreover, the current research focuses on testing the presented hypotheses with an attempt to provide some effective suggestions and recommendations that may contribute to the improvement of the pupils' level in learning the grammatical rules and most importantly the ways of teaching grammar inside the classroom through data collection instruments to avoid making grammatical incorrect sentences in writing .

3.2. Interpretation of Results

After the results were analyzed, the findings obtained from students' questionnaire and writing compositions , the grammar test ,and teachers' questionnaire were interpreted.

3.2.1. Interpretation of Students' Questionnaire

According to the analysis of students' questionnaire, it appears that the majority of second year students recognize the importance of grammar in effective communication and language learning. While a significant proportion of respondents find grammar challenging or difficult, many also find it interesting or enjoyable. Additionally, the data suggests that a majority of respondents have a good level of English grammar proficiency, with only a small minority indicating that they struggle with grammar. The questionnaire data also indicates that writing in English is a common activity among second year students, with many reporting that they write in English on a daily or weekly basis. Emails, text messages, and social media posts were the most common types of writing mentioned, while personal journaling or diary writing was less common.

Overall, the data suggests that second year students have a solid understanding of the importance of grammar in language learning and communication, and are actively engaging in writing in English, particularly through digital communication channels. However, some students may still struggle with grammar, and there may be room for improvement in teaching and learning strategies to better support these students. Also the data suggests that the majority of second-year students believe that correct grammar principles are essential for successful writing. A significant proportion of individuals have received feedback on their written work related to grammar and mistakes, indicating that the importance of proper grammar and writing skills is emphasized in educational settings. However, a majority of

second-year students also reported struggling with some aspect of English grammar when writing, with tenses, punctuation, spelling, prepositions, and articles being the most common sources of grammatical difficulties. When making grammatical errors or mistakes in writing, a significant proportion of individuals have negative emotions such as feeling annoyed, embarrassed, and nervous. However, a larger proportion said they feel motivated to improve their writing skills when they made such errors. The majority of people place a high value on correct grammar when writing and they believe that self-correction is the most effective method for mastering grammar rules.

Students suggested several strategies and techniques for teachers aiming to attract students' attention and motivate them to learn grammar. Firstly, students crave practical application and hands-on learning experiences. Incorporating practice exercises can help them internalize grammar rules and concepts effectively. Secondly, creating engaging and interactive lessons is crucial. Utilizing various tools, real-life examples, and gamification techniques can make grammar lessons more enjoyable and increase student motivation. Thirdly, highlighting the relevance and importance of grammar in future language usage can help students understand its practical value and inspire them to learn. Fourthly, providing relatable examples and addressing common mistakes can enhance students' understanding and encourage self-correction. Fifthly, personalized feedback, interactive discussions, and student participation foster a supportive learning environment and promote active engagement. Teachers should strive to make grammar lessons creative and varied to prevent monotony and make learning more enjoyable. Incorporating activities and case studies from movies or other sources can captivate students' interest. While some students prefer self-directed learning, teachers can still encourage independent research and exploration of grammar concepts to foster depth of understanding and motivation. Lastly, simplifying explanations and using the students' native language can enhance comprehension and demonstrate the practical implications of grammatical accuracy. By considering these insights, teachers can effectively capture students' attention and foster their motivation to learn grammar.

3.2.1.1. The Reasons of Formulating Grammatically Incorrect Sentences by Second Year LMD Students

The question number 14 was designed to explore the reasons of formulating grammatically incorrect sentences by second year LMD students. The findings indicate that the reasons behind are multifaceted. Several factors contribute to these errors, highlighting the complexity of language learning. One prominent reason identified is the forgetting of

grammar rules. EFL students may struggle to remember and apply the various grammar rules they have learned, they may have a general understanding of grammar, but they may occasionally struggle to recall specific rules accurately, leading to mistakes in sentence formation. This forgetting can be attributed to the cognitive demands of language learning, and the need for consistent practice and reinforcement. Lack of knowledge is another significant factor contributing to grammatical errors. EFL students may have gaps in their understanding of grammar concepts, which can hinder their ability to construct sentences accurately. Insufficient exposure to English language input and limited access to quality language resources may contribute to this lack of knowledge.

Inattentiveness and carelessness are also found to be contributing factors. EFL students may not pay sufficient attention to grammar rules or sentence structure when composing their sentences. Fatigue, both mental and physical, can further exacerbate these issues, leading to more errors. Insufficient practice plays a crucial role in grammatical accuracy. EFL students may not have enough opportunities to practise using the language in meaningful contexts, resulting in limited mastery of grammar rules. The lack of autonomous learning and overreliance on teachers for language instruction can further hinder their progress in sentence formation.

Overall, writing grammatically incorrect sentences are due to : forgetting grammar rules, lack of knowledge, lack of attention, fatigue, and carelessness, lack of practice and lack of autonomous learning . All these factors can contribute to the occurrence of such errors/ mistakes. By addressing these factors, individuals can improve their grammar skills and reduce the likelihood of making mistakes in their writing.

3.2.2. Interpretation of Students' Test and Writing Productions

Based on the information provided, it is evident that second-year students struggle with several common grammatical mistakes. They frequently make mistakes related to verb forms. This includes errors/ mistakes in choosing the correct verb tense or conjugation. For example, they may incorrectly use the present tense instead of the past tense or omit the third-person "s" in the present tense. Another common mistake is the incorrect use of articles. Students often struggle to distinguish when to use the definite article "the" versus the indefinite article "a." This can result in articles being omitted or used inappropriately, leading to unclear or incorrect sentence constructions.

Second-year students face challenges in understanding and applying the rules of prepositions. They may confuse different prepositions or use them incorrectly. For instance, using "at" instead of "in" or using "with" instead of "to" can lead to grammatical errors and misunderstandings. In addition, mistakes involving pronouns are also prevalent among second-year students. They may misuse pronouns or struggle with pronoun agreement, leading to inconsistencies or errors in sentence structure. Clear references and proper pronoun usage are essential for effective communication. Also students may struggle with maintaining the correct word order in sentences. This can result in awkward or confusing constructions that hinder the clarity and coherence of their writing. Understanding and applying the appropriate word order is crucial for conveying meaning accurately.

Spelling and punctuation errors are common among second-year students. These mistakes can negatively impact the overall clarity and professionalism of their writing. Paying attention to spelling accuracy and using appropriate punctuation marks are important for effective written communication. Second-year students may encounter challenges with sentence structure. This can involve problems such as run-on sentences, sentence fragments, or lacking appropriate punctuation marks. Proper sentence structure ensures coherence and readability in written work.

Therefore, second-year students often struggle with a variety of common grammatical mistakes that hinder their writing accuracy and clarity. One significant area of difficulty is verb form errors, where students frequently make mistakes in selecting the appropriate verb tense or conjugation. Additionally, incorrect article usage poses a challenge, as students find it challenging to distinguish between when to use the definite article "the" and the indefinite article "a." Preposition errors are also common, as students may confuse or misuse different prepositions, leading to confusion in their writing. Pronoun errors further contribute to grammatical inaccuracies, with students often misusing pronouns or struggling with pronoun agreement. Word order errors can disrupt sentence structure and coherence, causing confusion for the reader. Spelling and punctuation mistakes are prevalent and can undermine the overall professionalism of the students' writing. Lastly, sentence structure issues, such as run-on sentences or sentence fragments, can hinder the clarity and effectiveness of their communication. By addressing these common grammatical mistakes through targeted instruction and practice, second-year students can enhance their language proficiency and improve the quality of their written work.

3.2.3. Interpretation of Teachers' Interview

Based on the information provided in the analysis, several key points can be derived from the teachers' interview regarding their opinions on grammar instruction and students' proficiency. All the teachers emphasized the importance of grammar in building successful language skills. They agreed that grammar serves as the foundation for constructing correct sentences. Teachers have mentioned that some students enjoy learning grammar, while some students prefer focusing on other aspects of language learning. However, all teachers agreed that second-year students show an interest in learning grammar. The majority of teachers identified common problem areas among students, including difficulties with verb conjugation, particularly irregular verbs, as well as issues with prepositions, articles, and spelling.

Teachers generally considered their students' overall proficiency in grammar to be good, although some mentioned that it was average. While acknowledging the students' current level, teachers emphasized the need for additional effort to reach a higher standard. Also they provided various effective strategies for enhancing students' grammar skills. They unanimously agreed on the benefits of practice and providing more examples. Some teachers also found unexpected tests to be beneficial, as they challenged students and offered opportunities for reinforcement. Encouraging students to provide their own examples and discussing them with peers was seen as fostering active learning and deeper comprehension.

Teachers faced different challenges when explaining grammar rules. Some encountered difficulties in translating words to Arabic (L1), while others struggled to demonstrate or explain all the exceptions to grammar rules. Additionally, some teachers mentioned that students who rely on translation from the second language to their native language (L1) posed a challenge. In addition, teachers identified several factors contributing to students making mistakes in writing. These included a lack of practice, students not making autonomous efforts or being aware of grammar rules, and their exceptions, and making mistakes unconsciously due to forgetfulness or lack of knowledge.

Teachers had differing opinions regarding the requirement for possessing advanced grammatical proficiency to write effectively. Some teachers believed it to be important, while others did not consider it a crucial factor. The majority of teachers preferred using an inductive approach, allowing students to analyze and discover grammar rules themselves. Some teachers also used a deductive approach, directly presenting the rules to students. Both approaches were seen as effective by different teachers. They also had varying preferences regarding correction methods for students' mistakes. Half of the teachers believed in self-

correction, emphasizing students' responsibility in identifying and correcting their mistakes. The other half preferred teachers' correction, suggesting that direct guidance from the teacher is crucial. Peer correction was not considered the most effective method by any of the teachers. Half of the teachers divided their students into small groups or pairs for grammar activities, as it facilitated idea exchange and collaborative work. The other half avoided this approach. The majority of teachers (95%) believed that cooperative work was more effective in helping students understand and remember grammar rules. However, a small portion (5%) did not find it to be an effective method in the classroom.

In summary, the teachers' interview highlighted the importance of grammar in language learning, common problem areas for students, strategies to enhance grammar skills, challenges faced by teachers, factors contributing to writing mistakes, and different approaches and correction methods preferred by teachers. The majority of teachers expressed positive views towards grammar instruction and the effectiveness of cooperative learning.

3.3.Verification of the Study Hypotheses

The purpose of this section is to see to what extent the study hypotheses are confirmed or rejected in the light of the results obtained from the statistical results as they pertain to the hypotheses.

3.3.1.Hypothesis (1)

The common grammatical mistakes and errors made by second year students could be :articles and other determiners, prepositions, verb use (including tenses, modal verbs, participles, infinitives and phrasal verbs), punctuation and spelling mistakes .

The purpose of this hypothesis is to identify the specific areas of grammar in which second year students commonly make mistakes. By understanding these areas, teachers can focus on addressing these specific issues during instruction. The findings from the data analysis support this hypothesis. The results indicate that second year students indeed struggle with various aspects of grammar, specifically tenses, punctuation, spelling mistakes, and the misuse of articles and prepositions. These findings suggest that these grammatical areas pose challenges for second year students.

3.3.2. Hypothesis (2)

The reasons of formulating grammatically incorrect sentences by second year students are : the teaching techniques and strategies, lack of knowledge , lack of attention, fatigue,

carelessness , forgetting the rules , also using the acquired information incorrectly, insufficient practice .

The purpose of this hypothesis is to identify the underlying reasons for the occurrence of grammatical mistakes among second year students. Understanding these reasons can help teachers develop targeted interventions and strategies to address the root causes of these errors and mistakes . The findings from the data analysis strongly support this hypothesis. The results indicate that students make grammatical mistakes due to a combination of these factors. The data analysis revealed that teaching techniques and strategies play a crucial role in students' understanding and application of grammar rules. Students who reported ineffective teaching approaches, such as limited interactive practice, were more likely to make grammatical mistakes. Furthermore, the analysis showed that students' lack of knowledge and attention, as well as fatigue and carelessness, contributed to the occurrence of grammatical errors. Students who reported gaps in their understanding of grammar concepts or who were inattentive during class activities were more prone to making mistakes. The findings also indicated that students occasionally forgot the grammar rules or used acquired information incorrectly, leading to errors in their written. Furthermore, insufficient practice in applying grammar rules was identified as a contributing factor to the occurrence of mistakes. These findings emphasize the importance of addressing these factors in language instruction to enhance students' grammar proficiency.

3.3.3. Hypothesis (3)

The possible solutions to cope with the problem of formulating grammatically incorrect sentences are: using different forms of group-works and monitor them, encourage students to correct their mistakes by themselves, provide learners with different tasks and examples.

The purpose of this hypothesis is to propose potential solutions to the problem of grammatically incorrect sentences. By implementing these solutions, educators can support students in improving their grammar skills and enhance their ability to formulate correct sentences. The findings from the data analysis support this hypothesis. The results indicate that students emphasized the importance of practical application and suggested that teachers should offer more exercises, tasks, and opportunities to practice grammar. Also students expressed the need for teachers to make grammar lessons more interesting and fun. Suggestions included using audio visual aids and games .Furthermore, some students valued teachers who acknowledged their individual mistakes, offered constructive feedback, and

helped them correct errors. They emphasized the importance of interactive discussions and student participation during explanations

3.4. Pedagogical Recommendations

Based on the finding of the present study , we can conclude that the mastery of the grammatical rules plays an important role in promoting the students' writing abilities. And students are required to do more efforts in order to avoid writing incorrect sentences. Therefore, recommendations for both teachers and students are provided.

3.4.1. Pedagogical Recommendations for Teachers

Teachers play a crucial role in the classroom , they are the source of information, therefore teachers should help learners develop their grammar knowledge which will help improve their writing proficiency . In this regard, there are some elements that the teacher should take into consideration which are classified as follow:

- It is recommended for teachers to offer clear and explicit instruction on grammar rules, focusing on the specific areas where students commonly make mistakes. Break down complex concepts into smaller, manageable parts to ensure understanding.
- According to the findings, the majority of students expressed the need for teachers to make grammar lessons more interesting and fun , therefore it is recommended for teachers to engage students into interactive activities, such as grammar games, group discussions, and pair work, to make learning grammar more enjoyable and memorable. Provide opportunities for students to practice using grammar rules in context. And integrate audio visual materials, such as pictures, podcasts, and videos, that showcase proper grammar usage in real-world contexts. This exposure to authentic language can enhance students' understanding and application of grammar rules.
- According to the findings , we noticed that students want more practice and examples , rather than just memorizing the grammar rules .Thus , teachers are required to offer a range of activities and examples to help students know how to use the different grammatical aspects appropriately
- Provide examples that students can relate to, reflecting their speech community and common grammar mistakes. Encourage students to analyze and correct their own errors, fostering self-awareness and autonomy.

- Offer individualized feedback to students, addressing their specific grammar needs and providing guidance for improvement. Create opportunities for one-on-one discussions to address questions and concerns.
- Encourage students to explore grammar concepts independently and conduct research to deepen their understanding. Provide guidance on reliable resources and strategies for self-directed learning.

3.4.2. Pedagogical Recommendations for Students

Students should not rely only on their teachers for their education. While teachers play a vital role in guiding and facilitating learning, students must take ownership of their own education. By actively seeking out additional resources, conducting independent research, and engaging in self-study.

- First of all, students should understand the relevance of grammar in effective communication and language usage. Recognize that mastering grammar will enhance their overall language skills and future prospects.
- According to the findings , both teachers and students see that practicing is an effective way to improve grammar knowledge and writing skill. Hence, students should take advantage of practice exercises and opportunities to apply grammar rules. Practice regularly to reinforce their understanding and improve their skills.
- Students are required to look for examples from their speech community and common mistakes made in grammar. Practice self-correction and learn from their errors/ mistakes to improve their grammar proficiency.
- Pay close attention to grammar when revising and editing written work. Proofread for common errors, such as verb form, article usage, prepositions, and pronouns. Seek feedback from peers or teachers to identify and correct grammar mistakes.

Overall, effective grammar instruction requires a combination of explicit teaching, interactive activities, targeted practice, and individualized support. By adopting these recommendations, teachers can help students overcome common grammatical mistakes and develop stronger language skills. Likewise, students can actively engage in their learning, seek additional resources, practice regularly, and apply grammar rules in authentic contexts to improve their grammatical accuracy.

3.5. Limitations of the Study

The present research is about scrutinizing the reasons of formulating grammatically incorrect sentences by second year LMD students at Ibn Khaldoun University. However, there are some limitations which are necessary to be mentioned.

The number of the participants was limited to (70) out of the population (340) students. That is why the findings cannot be generalized to all second year students and large population is needed to know whether the results are valid or invalid. In addition for more generalization and validity of the findings, diverse universities should take part in the research, since our study is conducted at Tiaret University, so the results cannot be generalized to other universities. Another area of concern that may limit the strength of our findings is the period of time devoted to gather the needed data. The data of this study were collected during a limited period of time (in the second semester of the academic year). Therefore the research should be conducted in a longer period of time in order to demonstrate the common grammatical mistakes made by second year LMD students and to identify the reasons behind

Conclusion

In this chapter, we have thoroughly interpreted the analysis of the findings by examining the outcomes of various data collection methods, including the students' questionnaire, grammar test, writing composition, and teachers' interviews. Through this interpretation, we have successfully confirmed our hypotheses based on the results obtained.

Subsequently, we have formulated pedagogical recommendations aimed at addressing the issue of formulating grammatically incorrect sentences among EFL students. These recommendations are designed to provide practical guidance for both teachers and students, offering effective strategies to overcome the identified challenges. By implementing these recommendations, it is expected that EFL students will be better equipped to improve their grammatical accuracy in sentence formation. Finally, we have acknowledged and discussed the limitations of this research paper, these limitations provide avenues for future research to further explore and address additional factors that may influence the formulation of grammatically incorrect sentences by EFL students.

General Conclusion

One of the key aspects of learning English as a foreign language is understanding and using proper grammar. Grammar refers to the rules and principles that govern how words are organized and used in a language to convey meaning. However, most of EFL students encounter difficulties in grammar. Thus, this study focused on scrutinizing the reasons for formulating grammatically incorrect sentences by EFL students, specifically targeting second-year LMD students at the University of Ibn Khaldoun in Tiaret. Hence, 70 students out of 340, were selected as sample to conduct our research, and 4 English teachers were selected from the department of English at the University of Ibn Khaldoun in Tiaret.

The aim of this study is to demonstrate the importance of grammar, explore the common grammatical mistakes made by EFL students, and identify the underlying causes for these errors/ mistakes. We answered the first question which aims at identifying the specific areas of grammar in which second year students commonly make mistakes/ errors. The results revealed that the main grammar problems encountered by the students are: tenses, misuse of prepositions and articles, punctuation and spelling mistakes. The second question aimed to identify the underlying reasons for the occurrence of grammatical mistakes among second year students, the findings revealed that students make grammatical incorrect sentences due to many factors such as: the teaching techniques and strategies, lack of knowledge, lack of attention, fatigue, carelessness, forgetting the rules, also using the acquired information incorrectly, and insufficient practice. Finally, the third questions aimed to propose potential solutions or recommendations for both teachers and students in order to overcome the problem of formulating grammatically incorrect sentences. The results revealed that students emphasized the importance of practical application and suggested that teachers should offer more exercises, tasks, and opportunities to practise grammar. Also students expressed the need for teachers to make grammar lessons more interesting and fun, and teachers believe that inductive approach is an effective method to teach grammar.

By gaining a better understanding of the reasons behind grammatical errors made by EFL students, teachers can develop more targeted and effective teaching strategies to foster language proficiency and accurate language use. Ultimately, this research contributes to the broader field of language learning and provides insights that can guide instructional practices and curriculum development for EFL students.

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Appendices

APPENDIX A

STUDENTS' QUESTIONNAIRE

Dear 2nd year students , we are about to give you some questions and we would like you to answer them . this will help us in our research which is about scrutinizing the reasons of formulating grammatically incorrect sentences by EFL students .

1. What is your gender

- Male
- Female

2. How would you describe your personal opinion towards grammar ? (It is possible to choose more than one answer)

- Interesting
- Challenging
- Essential
- Boring

3. How important do you consider grammar to be in the process of learning English ?

- Very important
- Important
- Not very important
- Not important at all

4. How do you evaluate your knowledge of the English grammar rules?

- Excellent
- Good
- Poor
- Very poor

5. How often do you write in English ?

- Every day
- Several times a week
- Once a week
- Rarely , only when necessary
- Never

6. What types of writing do you do ? (It is possible to choose more than one answer.)

- Email
- Text messages
- Social media posts
- Academic writing (e.g. essays , research paper)
- Personal journaling or diary entries
- Other

7. Do you believe that writing can only be successful with the utilization of correct grammar principles

- Yes
- No

8. Does your knowledge of grammar rules allow you to write essays and paragraphs at a professional level ?

- Yes
- No

9. When the teacher asks me to write a paragraph i feel comfortable and confident

- always
- sometimes
- rarely
- never

10. Are there any grammatical rules or concepts that you find particularly difficult to apply correctly when writing in English ?

- Yes
- No

11. If yes , what are those grammatical difficulties

- tenses
- punctuation
- spelling
- prepositions
- articles
- others

12. Have you ever received feedback from a teacher on your written work , specifically regarding grammatical errors and mistakes ?

- Yes
- No

13. How do you feel when you notice that you have made a grammatical error or mistake in writing

- Annoyed
- Embarrassed
- Nervous
- Motivated to improve
- Don't think it's a big deal
- Don't care

14. Do you think that writing grammatical incorrect sentences are due to

- Lack of knowledge
- Lack of intention
- Fatigue
- Carelessness
- Rules are forgotten

15. Do you focus on fixing grammar mistakes and errors when you finish writing ?

- Yes , always
- Sometimes
- Rarely
- No , never

16. Which one of these methods are more effective to correct grammar mistakes and errors in the classroom ?

- Self-correction
- Peer-correction
- Teacher correction

17. You prefer learning grammar by :

- Looking at examples and figure out the rules by yourself
- Learn grammar rules through teacher's explanation

18. Do you believe that the teaching methods you have experienced have been effective in helping you improve your grammar skills?

- Yes
- No

19. What can a teacher do to attract your attention and to motivate you to learn grammar ?

.....

.....

.....

APPENDIX B

GRAMMAR TEST

Dear 2nd year students , you are kindly invited to do the following exercises in order to answer questions concerning grammar . This will help us in our research which is about scrutinizing the reasons of formulating grammatically incorrect sentences by EFL students
good luck !

1. Tick the correct form of verbs that are between brackets:

*Of all the countries in that area of the world , perhaps Nigeria (**to have**) the most potential

- Have
- Has

* Houses built in Victoria (**to cost**) less than those in New South Wales.

- Cost
- Costs

* Of all the grammar points I have studied in my seven years of English, the most recent unit (**to confuse**) me the most for a variety of reasons.

- Confuse
- Confuses

*After I had eaten my lunch, I (**to talk**) to her while she was eating hers.

- was talking
- have talked
- talked

* She was late and he (**to stand**) on the corner long before she came

- has been standing
- had been standing
- is standing

2. Tick the right answer :

*Are you shopping for ___ health club to join so you can get in shape?

- A
- an
- the
- no article is needed

*Shop wisely! You could end up choosing ___ wrong club and losing more money than pounds.

- A
- an
- the
- no article is needed

3. Tick the appropriate answer in order to create a question that is structured correctly:

* (you/ have)a good time last weekend ?

- have you
- did you have
- have you been

4. Tick the sentence with right word order

- Martin a lot of people invited
- Martin invited a lot of people
- A lot of people Martin invited

5. Tick the right pronoun :

* Your father is so rude .i don't like

- he
- him
- his
- himself

6. Tick the appropriate adverb

* The train was moving

- slowly
- slow
- slowy
- slowful

7. Tick the appropriate pronoun :

* Maria is a personalways does her best

- whom
- whose
- who

8. Tick the correct preposition:

* I will wait for youthe car. it's raining heavily

- on
- at
- in
- into

9. Complete the following first conditional sentence with the correct verb tense:

* If youhard, youthe exam.

- will study / pass
- study / will pass
- will study /will pass
- study / pass

10. Tick the appropriate preposition

* Is Jones her brother ? No, but he relatedher

- with
- of
- to

11. Tick the appropriate answer for this sentence:

* I have no ideathe interview will take

- how long
- how often
- how far
- how fast

12. Tick the right answer:

* Your child is notyou thought he was

- as stupid so
- so stupid as
- more stupid as
- stupid like

13. Tick the appropriate preposition:

* His car is differentmine

- from
- about
- in
- to

14. Tick the appropriate preposition in this sentence

* I think it is a good idea to ban smokingpublic places

- at
- in
- on

APPENDIX D

TEACHERS' INTERVIEW

The purpose of this interview is to gather relevant information from experienced professionals about the main approaches and methods that are used to teach grammar. This will help us in our dissertation which is about scrutinizing the reasons of formulating grammatically incorrect sentences by EFL students . it would be greatly appreciated if you could answer the following questions .

Questions

1- What is the importance of teaching grammar ?

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2- Do you think students are more interested in learning Grammar?

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3- What are the common grammatical mistakes made by students in writing ?

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4- How do you evaluate your 2nd year students in Grammar ?

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5- What are the effective strategies that could help learners understand well Grammar rules ?

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.....

6- What are the problems that you face when explaining the rules of grammar ?

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.....

7- What are the reasons that make students write incorrect sentences ?

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

8- - Is it important to have a high level of grammatical knowledge in order to write an effective essay or a paragraph ?

.....

9- Do you prefer to present and explain the rules or to make your learners figure out the rules by themselves which means do you prefer to use deductive or inductive approaches?

.....
.....

10- Which one of these methods are more effective :

- Peer correction
- Self correction
- Teacher correction

11- Which one do you use it with your students ?.....

12- Do you ask your learners to work in small groups or in pairs when doing grammar activities ?

.....
.....

13- Do you think cooperative work are more effective to help learners understand and remember grammar rules?.....

الملخص

يواجه طلاب اللغة الإنجليزية كلغة أجنبية تحديات كبيرة في قواعد اللغة الإنجليزية بسبب تعقيدها واستثناءاتها والاختلافات اللغوية عن لغاتهم الأم، وهذا يستدعي التركيز على معالجة هذه الصعوبات لتحسين نتائج تعلم اللغة. يهدف هذا البحث إلى فحص أسباب صياغة الجمل غير الصحيحة نحويًا من قبل طلاب اللغة الإنجليزية كلغة أجنبية. يسعى البحث إلى تسليط الضوء على الصعوبات النحوية التي يواجهها طلاب السنة الثانية عند كتابتهم باللغة الإنجليزية، وتحديد أسباب هذه الصعوبات، وتقديم حلول وتوصيات للمعلمين والطلاب للتغلب على مشكلة صياغة الجمل غير الصحيحة نحويًا. تم اختيار عينة البحث من بين 70 طالبًا بشكل عشوائي من إجمالي عدد الطلاب البالغ 340، وتم تطبيق اختبار نحوي وإنتاج كتابي واستبيان على الطلاب. بالإضافة إلى ذلك، تم إجراء مقابلات مع أربعة معلمين لغة إنجليزية من قسم اللغة الإنجليزية في جامعة ابن خلدون بتيارات لجمع آرائهم وتوجهاتهم. تم تبني نهج مختلط يجمع بين الأساليب الكمية والنوعية في الدراسة. استخدمت الدراسة ثلاثة أدوات لجمع البيانات: قسم للكتابة، وقسم لاختبار النحو، واستبيان للطلاب، بالإضافة إلى المقابلات مع المعلمين. من خلال النهج الكمي، تم تحليل الأخطاء وتصنيف أسبابها، في حين قام النهج النوعي بتفسير التسجيل وشرح متعددة الجوانب. البيانات ضمن الإطار النظري. كشفت نتائج هذه الدراسة أن أسباب صياغة الجمل غير الصحيحة نحويًا تساهم عوامل مثل نسيان قواعد النحو، وعدم المعرفة، وقلة الانتباه، والتعب والتهاون في حدوث هذه الأخطاء النحوية.

الكلمات الرئيسية: طلاب اللغة الإنجليزية كلغة أجنبية، الجمل غير النحوية، الصعوبات النحوية، اختبار النحو، استبيان، أسباب الأخطاء

LE RÉSUMÉ

La grammaire anglaise pose d'importants défis aux étudiants en anglais langue étrangère en raison de ses règles complexes, de ses exceptions et des différences linguistiques par rapport à leur langue maternelle, nécessitant une attention soutenue pour résoudre ces difficultés et améliorer les résultats d'apprentissage de la langue. Cette étude examine les raisons de la formulation de phrases grammaticalement incorrectes par les étudiants en anglais langue étrangère. L'objectif de l'étude est de mettre en évidence les difficultés grammaticales auxquelles sont confrontés les étudiants de deuxième année du programme LMD lorsqu'ils écrivent en anglais, d'identifier les raisons de ces difficultés, et de fournir des solutions et des recommandations aux enseignants et aux étudiants pour surmonter le problème de la formulation de phrases grammaticalement incorrectes. L'échantillon de recherche était composé de 70 étudiants sélectionnés au hasard parmi une population générale de 340, à qui un test de grammaire, des productions écrites et un questionnaire ont été administrés. De plus, quatre enseignants d'anglais du département d'anglais de l'université Ibn Khaldoun à Tiaret ont été interviewés pour recueillir leurs points de vue. Une approche mixte combinant des méthodes quantitatives et qualitatives a été adoptée. L'étude a utilisé trois instruments : une section de composition écrite, une section de test de grammaire, un questionnaire pour les étudiants, et des entretiens avec les enseignants. L'approche quantitative a permis de quantifier les erreurs et leurs raisons sous-jacentes, tandis que la méthode qualitative a interprété et expliqué les données dans le cadre théorique. Les résultats de cette étude ont révélé que les raisons de la formulation de phrases grammaticalement incorrectes sont multiples. Des facteurs tels que l'oubli des règles de grammaire, le manque de connaissance, le manque d'attention, la fatigue et la négligence contribuent à ces erreurs. En abordant ces facteurs, les individus peuvent améliorer leurs compétences grammaticales et réduire la probabilité de commettre des erreurs dans leurs écrits.

Mots-clés : étudiants en anglais langue étrangère, phrases grammaticalement incorrectes, difficultés grammaticales, test de grammaire, raisons des erreurs.