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**Faculty of Letters and Languages**  
**Department of English & Literature**

# **MASTER DISSERTATION**

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Submitted and Defended by:

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## **Title**

**The Effect of Grammatical Errors on Students' Writing Performance**  
**A Case Study of Second Year LMD Students of English Language at Mohamed**  
**Khider University Biskra**

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Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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## **Declaration**

I am **Bordji Ikram**, a master two student at university of Mohamed Khider of Biskra. I declare that this research dissertation which is entitled “The Effect of Grammatical Errors on Students’ Writing Performance: A Case Study of Second Year Students LMD of English Language at Mohamed Khider University” is my own work which was under the supervision of **Dr. Saihi Hanane**, and I assure that all the data in this research study have been taken from valuable sources which are mentioned in the reference list.

Student, **Ikram Bordji**

## **Dedication**

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

*I would like to dedicate my dissertation work to my dear  
parents*

*I would like to thank my beloved brother “Islam” and my two  
dear sisters “Chaima” and “Mariem”*

*I would like to thank my dear and beloved friends who I  
spend the best five years with in my whole life and all my  
friends outside the university starting from my dear best friend  
“Amani”*

*To all beautiful people that I have met in Mohamed Khider from  
classmates and teachers; thank you all and I wish you a  
beautiful life full of happiness and success*

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## **Abstract**

Learners of the English language face many problems in their studies, and that may cause their failure to acquire and learn the English language correctly. That will affect their writing skills negatively and lead them to produce pieces of writing full of errors, especially grammatical ones. The purpose of this research study was to find out the types of grammatical errors that second-year students in the English department at the University of Biskra commit when they produce a piece of writing and the main reasons behind this obstacle. The study contained two main questions, which are: what are the types of grammar errors that students make when they write? And what are the reasons behind making grammatical errors in writing? This research study is qualitative, and its aim is to gather and analyse the errors found in the students' writings based on "document analysis." The data needed was collected from the students during their normal classes. The researcher gathered 15 paragraphs written by the students, and the students were chosen randomly from different groups of second year. The errors found in this study were classified based on Dulay's, Burt, and Krashen's Theory, "the Surface Strategy Taxonomy Theory". Following that, the researcher indicated the reasons behind the errors and gave some recommendations.

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**L1:** First Language

**L2:** Second Language

**EA:** Error analysis

**SLA:** Second language acquisition

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المخلص

## **General Introduction**

Nowadays, English is the most dominant language all over the world. It is important for all the students to learn this language and master it well, and that requires them to learn its structure and rules to understand this language easily and use it correctly when they communicate with others from different cultures around the world. In order to use this language well, the student need to master four important skills, which are speaking, reading, listening, and writing. Writing is very important in all fields of education; it helps the writer to transmit his ideas and communicate with the readers. However, it is considered as the most difficult skill. To master this skill, the student needs to make great efforts to study its rules and structures without forgetting that his mother language's rules are not the same as those of other languages. So, when EFL students want to write, they should learn the English language rules, especially grammar, and in order to be fluent writers using the English language, they need to practice as much as they can.

Writing cannot stand alone without grammar. Students should master grammar because it is the most important element of the language, and in order to master it, students need to practice producing a clear and understandable language. Grammar is the basis of writing because it makes the writing easily understandable. If the student fails to learn the grammatical rules, he will run into the issue of making errors in writing; therefore, his language will be weak, and that will make communication with others harder.

Grammatical errors have many types, and the main ones are: omission, which is the omission of an important element like articles, verbs, adjectives, and prepositions; addition, which is the opposite of omission; misformation, which means writing an element in the wrong way; and misordering, which is the failure to set an element in the correct place. The researcher in this research did an analysis of some students' writing in order to figure out the most common errors that EFL learners make when they write and explain the reasons behind this problem.

### **1. Background of the study**

Language is an important mean used by humans to transfer ideas and communicate with each other since a long time ago. There are many ways to express it such as speaking, using some specific moves or signs and writing, the most important one. The human relied more on writing because it was the best way to transmit the information and history of the ancients to

future generations. Furthermore, it is a way that helps people to acquire knowledge and education. English is one of the most widely spoken languages in the world, so everyone, especially EFL students at or outside of university, is encouraged to learn and master this important language. Unfortunately, learning a foreign language is not easy. This causes a lot of educational problems for students especially in their writing. Therefore, researchers try to distinguish what kind of problems are they and to find solutions to them.

## **2. Statement of the problem**

Learning English is not easy for many reasons for instance; the students' mother language is deferent comparing with English. Arabic has a particular language structure in grammar and syntax unlike English. As a result, students find it difficult to understand it, speak it and write it in a correct manner. As an EFL learner at Mohamed Khider University the researcher noticed that students make many mistakes and errors each time they use English although the teachers give them all the important lectures that help them to develop their language learning abilities and their performance when using the English language. The main issue is the luck of practice in classroom or at home. Difficulty in learning English leads to problems in students' writing like making grammatical error. This later has always been an important subject for researchers to study and analyse. Thus, teachers need to cognize their learners well and look for solutions to stop their problems or avoid it.

## **3. Significance of the study**

This study shows that the research is beneficial for EFL student because it gives them a clear vision about their problem (causes and solutions). Therefore, they will try to solve it. The researcher distinguishes the most common grammar errors used by EFL Mohamed khider university second year students.

## **4. Research questions**

Through this study, the researcher strives to find answers for the following questions:

- What are the types of grammar errors that students make when they write?
- What are the reasons behind making grammatical errors in writing?

## **5. Assumptions**

By the end of this research, the study shows the grammatical errors that students commit in their writings and the reasons behind this problem. Furthermore, this study shows that grammatical errors have a big impact on student's writing.

## **6. Aims of the study**

This study is meant to determine the effect of grammar errors on students' writing. Also, it aims to find out the main types of grammar errors and solutions of this issue.

## **7. Research methods**

### **7.1. Sample**

As a sample, the researcher opted to work with the students of second year LMD because in the level of second year at university they start to write more and study more about writing in general. Furthermore, they commit more errors in their writing more than third year and master students.

### **7.2. Research tools**

This research is qualitative research. In this study the researcher chosen to use "document analysis method". This later helped him to examine and analyse the grammatical errors in student's writing.

### **7.3. Data collection and analysis**

The researcher gathered a number of written works (paragraphs) of second year students, study them and analyse them to distinguish the grammatical errors made by the students.

## **8. Structure of the study**

This research is divided into two chapters as follows: The first chapter is theoretical, and it contains a review of literature on the topic of the research study. In this later, there is a detailed explanation about the two variables: grammatical errors and students writing performance. Furthermore, the researcher talks about other important elements such as error analysis and related information about the topic. The second chapter is practical in which I will observe, analyse and study the students' works in order to find solutions to the research problem and see if the study is effective or not.

## **Chapter one: Literature review**

### **Introduction**

English plays an important role today because it is the first language in the world. Arab students face many obstacles to learning and mastering this language, and to master it, they must master the four language skills: reading, listening, speaking, and writing. The latter is considered the most challenging element in learning a language, but it requires an in-depth study of the rules of the language that differ from one language to another. Without it, writing becomes lame and meaningless. Unfortunately, most English language students do not master the language's grammar. This problem led to their poor writing, which manifests in many grammatical errors.

### **I.1 Overview of writing skill**

#### **I.1.1 Definition**

Writing is an important element in learning the language. It is a delicate system that appeared and developed with the development and diversity of civilizations. Leonard Bloomfield said in his book 'Language (1933, p21)': "Writing is not a language, but merely a way of recording language by visible marks." That is to say, writing is the process of mixing and synthesizing special symbols that differ from one language to another, using special grammatical rules. It is considered a communication tool that facilitates sending and receiving information over short or long distances that expresses human thoughts and plans. Furthermore, for Nunan (2003), writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. (Nunan, 2003, p88)

Additionally, learning how to write has acquired huge importance during the last two decades due to two factors, which are its use as a tool for effective communication of ideas and the extensive research work carried out in this area to investigate different issues faced by L2 writers (Dar & Khan, 2015; Graham & Perin, 2007; Haider, 2012; Hyland, 2003). Writing is one of the language skills that will never be left in education. It is a very essential part of the lesson, not only in language class but also in other classes such as biology, mathematics, and history, etc. (Riswanto & Putra, 2012, p.60) It is important not only in a language class but also in other subjects. Writing is also one of the most difficult skills for

students to acquire as it demands various skills and agreements like arranging and enhancing ideas, thoughts, and information; choosing the correct vocabulary to get rid of meaning obscurity; as well as the practice of correct grammatical devices to focus and increase ideas and thoughts (Nik et al., 2010; Yunus et al., 2013). Writing is not a spontaneous skill or acquired easily; in fact, it is viewed as "probably the most difficult thing to do in a language" (Nunan, 1999, p271).

### **I.1.2 The purpose of writing**

Whenever the writer wants to write, he usually tends to communicate with the readers. Accordingly, he should know the purpose of his writing, choose the appropriate type of it, and research the right information to use. According to Penny Ur (1996, p163), "the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing."

There are many purposes for writing, but the four main ones are to inform, to explain, to persuade, and to express oneself.

#### **I.1.2.1 Write to inform**

This type of writing is simple and clear, and it is the most common type of writing. It means that the writer writes to give the readers the necessary and correct information about something they are interested in. It includes stating facts that already exist or have recently occurred. Usually, it takes the form of essays, research papers, books, or articles. Matt Copeland said: "Of course, some bias or point-of-view is always present, but the purpose of informational or reportorial writing is to convey information as accurately and objectively as possible."

#### **I.1.2.2 Write to explain**

This type of writing tends to give an explanation of topics that are not clear, complicated, and hard to understand. The purpose of the writer is to make the vague ideas clear and obvious to the reader. Explaining the whos, whats, hows, whys, and wherefores requires that the writer analyze the subject (divide it into its important parts) and show the relationship of those parts. Thus, writing to explain relies heavily on definition, process analysis, cause/effect, analysis, and synthesis. (Matt Copeland)

### **I.1.2.3 Write to persuade**

This type of writing is concerned with changing the opinions of the readers or convincing them about something, whether they are against it or they do not have a strong or fixed position about it. So, the purpose of the writer is to make the readers agree with and accept the ideas that he writes about. This type is usually related to argumentative paragraphs, essays, articles, or debates. According to Sarah Farah (2009) compared with argument, persuasion is more one-sided, personal and emotional. It is a well-argued plea for change that often succeeds by an appeal to emotion that is backed by reason; argument, at its clearest and best, is far less emotional and relies more obviously on appeals to logic and reason.

### **I.1.3 The principles of writing**

Good and clear writing requires important criteria like clarity, coherence, simplicity, and brevity.

#### **I.1.3.1 Clarity**

Clarity is the main element in writing, especially academic writing. It means making the writing clear and easy to read and understand because ambiguous writing misleads the reader and makes it hard to get the right and correct ideas.

According to Starkey (2004), to achieve clarity, the writer should:

- Avoid ambiguity by avoiding words or phrases that have more than one possible interpretation. The learner should focus on what he means and keep away from any language structure that could mislead the reader.
- Use powerful, precise adjectives and adverbs. One way to accomplish clarity is to use powerful and specific adjectives and adverbs. The right modifiers (adjectives and adverbs) help the learner to convey his message in fewer, more accurate words. For example, a Chihuahua can take the place of a little dog; an exhausted can take the place of a tired one; and a tardy can take the place of a somewhat behind-scheduled one.
- Be concise. This means getting right to the point without unnecessary spinning around, worthless repetition, or wordiness. Starkey (2004) sees that "wordiness is boring, and it takes up valuable time and space." There are two equally important approaches to more concise writing: eliminating unnecessary words and phrases and using an active (as opposed to passive) voice whenever possible.

Moreover, he provides two reasons for avoiding repetition of ideas and information in one's writing: The first is that unnecessary repetition is a sign of sloppy writing. It is easy to say the same thing several times, varying it slightly each time. It is harder to say something well once and continue writing about your next idea or example. Second, wordiness wastes valuable time and space. If you are writing while the clock is ticking, or are limited to several words or pages, say it right the first time and move on. Starkey (2004)

### **I.1.3.2 Coherence**

Coherence is an important element in writing. It means the ideas should be linked logically and consistently to make them clear and easily understandable for the readers. Coherence links the words, phrases, or paragraphs together and makes them well connected and talks about the same ideas. Coherence is generally accepted as a sine qua non in written discourse; writing that does not achieve coherence will certainly fail to communicate the intended message to the reader. (Bamberg, 1983)

For Murray and Hughes (2008): a good writer is the one “who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down.”

### **I.1.3.3 Simplicity**

Using simple language will help the writer write more easily and the ideas will be clear for the readers. Simple writing keeps language more understood without requiring a great effort from the reader. Furthermore, it keeps both writer and reader far away from confusion and complications. If the writer faces difficulty while writing, he should use the simplest approach available to make it easier.

Simplicity will increase the reader's interest in the writer's piece of writing because simple and well-chosen words may be the stimulus to read and write more. Likewise, to be a skilful writer does not mean the necessity of using hard, complicated, and complex language. The more simple the words used in writing, the easier and more relaxed the person works, and the better the results.

## **I.1.4 Importance of writing for EFL students**

Students must use writing in order to learn a new language and study its related culture and history. But this process is not used much by them because it is very difficult and

complex. Despite all that, they are required to master it for many reasons. First, writing is important in school and college because the students use it to write their lessons and all the information they want, as well as use it to answer exams and assignments. Second, writing facilitates the process of communication between people when they live far from each other. For example, a student could not communicate with his friend personally because he lives far away, so he writes a text message or e-mail. Another point is that there are some students who cannot express their ideas orally because of shyness or lack of confidence. Therefore, they use the writing process instead of talking. Furthermore, writing is an effective way to express the thoughts and feelings inside the human mind and soul. Therefore, when writing, the person expresses everything he feels and thinks without any restrictions or obstacles. Also, writing is very important because it relaxes the nerves and reduces anxiety and sadness, as well as disorganised and aimless thinking, like what MC Arther, et al. (2008) said: "The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system."

Harmer (2004) stated that the importance of writing is as follows:

- Writing is often not time-bound in the way conversation is. It means that when the student writes, she/he has a lot of time to think and choose what to write well, unlike in speaking.
- Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems that the writing puts into their minds.
- Writing has always been used as a means of reinforcing language that has been taught. Teachers often ask students to write sentences using recently learnt grammar.
- Writing is frequently useful as preparation for some other activities, in particular when students write sentences. The students are given the time to think, organise ideas, and write sentences.
- Writing can also be used as an integral part of a larger activity where the focus is on something else, such as language practice, acting out, or speaking. Teachers often ask students to write short dialogues, which they will then act out. (J. Harmer, 2004, pp. 31-33)

### **I.1.5 Factors enhancing the student's writing skills**

To be a good writer needs a lot of work, but it also needs some factors to promote the writer to produce a good piece of work. Reading, listening, and, most importantly, motivation are all factors that can help a student write well.

- **Reading**

Reading is one of the best ways to be proficient in English for many reasons, like the enrichment of language grammar and vocabulary. Reading many books and novels, especially those written by famous writers, gives strong foundations and fundamentals to build a good story using the combination of the appropriate words in different styles. According to Tuan (2012), the correlation between reading and writing helps EFL students improve their writing skills. The theory of reconnecting reading and writing by Alice S. Horning and Elizabeth W. Kraemer (2013) says that reading can and should be used as an effective method to teach or learn writing effectively in high schools and colleges.

- **Listening**

Listening, on the other hand, assists the student in acquiring new vocabulary by hearing audio recordings or viewing visual conversations, such as watching movies and listening to audio books. Listening can provide basic or beginning writers with an important aid to revision. Michelle Jaqua (2019) stated that being an active listener in a conversation can immensely improve your writing skills. When you engage with another person, they have knowledge, insight, and experience about things you may not know anything about. One conversation can trigger ideas for your writing, help you solve problems with your writing, and gather knowledge to make your writing more interesting.

- **Motivation**

Motivation is something that pushes any person to do what he want with confidence and determination without giving up. It is the same for EFL students who find difficulties in writing using English. Motivation is a great weapon that every writer needs; without it, there will be a nonsense piece of writing. Dörnyei and Otto (1998) claim "in a general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor

processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out." In a later work, Dörnyei (2001) sees motivation as a combination of three factors: the choice of a particular action, the persistence with it, and the effort expended on it.

There are simple tips to be a good writer. The following is what **Jeff Goins** recommends:

- Read. Good writers read. It's that simple. Words are the lifeblood of great writing. There's no way to get good without lots of valuable input.
- Get an editor. A good writer recognizes he needs help. He can't do this on his own (neither can you). You need to get someone to critique your writing, someone you trust. I suggest a peer editor for starters.
- Capture ideas. A good writer is constantly gathering creative input. Ideas are the inspiration for artists and writers. You need to have a system for collecting them.
- Write every day. This cannot be overlooked. It's essential. You can't get good without practice. Even if only for a few minutes, you need to write every single day.
- Rewrite. An essential part of writing is rewriting,
- Distilling the fluff down to some core content that will actually make a difference. This is hard, but important. Stephen King calls this "killing your darlings." And for good reason. It is not pretty. But it's necessary.
- Get inspired. Hard to explain, but there's a part of the writing process that is mysterious. You can't take full responsibility for what you create. A good writer knows how to avail herself to the Muse. She knows inspiration is like breathing for the creative spirit. ( Jeff Goins, 2022)

### **I.1.6 Reasons behind the EFL students' poor writing**

Many students consider writing the most difficult process they learn, and if they do not master it well, they may face many problems. Nunan (1989) stated that "it is easier to learn to speak than to write, no matter if it is a first or second language" (p. 12). One of the main issues that students fall into is poor writing, which is widespread in all educational places, from primary schools to universities, especially when it is related to a foreign language like English. There are many reasons behind poor writing. The strongest reason behind poor writing is a lack of motivation, which is very important in learning. Harmer (2006a) claimed that: "People involved in language teaching often say that students who really want to learn

will succeed whatever the circumstances in which they study." They succeed despite using methods which experts consider unsatisfactory in the phase of such a phenomenon. It seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success". (Harmer, 2006a, p. 3)

Therefore, if someone needs to write anything, he should want to do it whatever the circumstances and difficulties, even if no one is motivating him, because that is what makes writing fun and enjoyable. Another reason is poor reading and lack of reading.

Firstly, poor reading is low achievement in the reading process and it has many causes, such as the difficulty of texts, especially those written in English, which is considered a hard language for Arab students. Another cause is that many students suffer from dyslexia, which is "a learning disability in reading." People with dyslexia have trouble reading at a good pace without making mistakes. They may also have a hard time with reading comprehension, spelling, and writing. "Professor Guinevere Eden.

Secondly, lack of reading has appeared recently in the 21st century, and the main reason behind it is the new technology that makes everything easier, but it has also made many bad changes in people's mentality and thinking. One of the most common pieces of technology that almost everyone has and uses is the internet. Nowadays, most students prefer to watch movies rather than read the stories of those movies printed or even in the form of a pdf. As a result, even if they dislike reading, they will understand how the words they hear in videos and movies are written. As a result, because reading and writing are related, poor readers may be automatically poor writers. As Eisterhold (1997) stated, "better writers tend to be better readers; better writers read more than poorer writers, and finally, better readers tend to produce more syntactically sound writing than poorer readers."

The last reason behind poor writing is the use of L1 when writing in English like what Edelsky (1982) said that ESL writers transfer their writing skills, both weak and good, from their first language to the second language. Generally, most EFL students think using their mother language when they write in English and this makes them do many mistakes and grammatical errors because the two languages structures and rules differs. And if they do not know how to use their first language rules correctly when they write in that language, their writings in English could be a disaster. Therefore their pieces of writing become unreadable and weak. This difficult issue plays a big role in the students' failure in learning L2.

### **I.1.7 The relationship between writing and grammar**

The connection between grammar and writing is a very important one. The rules of grammar help to govern the way writing takes place and ensure that it can be easily understood by the people who read it. Every language in the world has different rules for grammar and writing. Grammar is the sound, structure, and meaning system of language. Writing without grammar leads to ambiguity and misunderstanding of phrases or paragraphs. It is like the writer is writing using broken language. Using grammar is very important in writing because it raises the clarity of the intended meaning. Furthermore, it makes it easy for the reader to understand the writer's point of view, communicate with him, and negotiate with him. The use of grammar in sentence structure is what makes it easy for us to comprehend and understand what someone means. When we have good grammar, the meaning usually becomes much more clear. It also has a certain degree of style that can make any writing feel more sophisticated and formal. (James Bellamy, (2021))

Most EFL students who understand English and speak it fluently think that they will do great when they write in English, but unfortunately, they cannot do great when they write because they lack grammar, which is the most important factor that every EFL student needs in university. They need it for good speaking, listening, reading, and writing skills because grammar helps them connect their oral knowledge with written language. That will give them more confidence to contact others easily. Learning how to use the right grammar in the right way and place really needs a good grammar teacher. Yet, it needs the student's efforts to learn by himself by using grammar apps, reading grammar lessons from books or websites, and doing a lot of practice. As a result, the student will be a great writer, and it will be easy for him to write anything clearly at anytime inside or outside the classroom and communicate with others easily and smoothly. William Bradshaw (2013) stated that: "The better the grammar, the clearer the message, the more likelihood of understanding the message's intent and meaning".

## **I.2 Overview of grammatical errors**

### **I.2.1 The Definition of Grammar**

Grammar has a great role in language. Without grammar, there will be weak language, so people will find it difficult to communicate and understand each other. Nunan (2000) stated that "grammar is an essential resource in using language communicatively." Mastering

grammar will assist students in conveying their message clearly to listeners when speaking or to readers when writing. Brown (2000) stated that "grammar is the system of rules governing the convectional arrangement relationship of a word in a sentence." That means grammar ensures the correct structure and clear meaning of the sentence.

Everyone understands that writing and grammar cannot be separated because a well-written text must be grammatically structured. Also, it is necessary to study the target language's grammar carefully because each language has its own grammar and if the learner does not master the grammar of the target language well, he will make errors when he writes and no one will be able to understand what he wrote. As a language component, grammar is related to word arrangement in a sentence structure, according to Djiwandono (1996) and Arifuddin (2007). That means, in the use of grammar when writing, word order plays the most important role.

Grammar is one of the hardest aspects to learn or teach. To master it, the learner needs to study it well and do a lot of activities, so he will not face any obstacles when he writes and his piece of writing will be clear and meaningful to everyone who reads it. According to Ur (1996), as cited in Chkotua (2012), grammar is the combination of words to be acceptable and have a meaning. Furthermore, Raimes (1985), stated, as quoted by Sattayatham (2008), that grammar is one component of producing clear and effective writing. As a result, good writing necessitates good grammar, and the two are inextricably linked. Effective ways to learn & improve English grammar

### **1.2.2 Definition of error**

Errors are an unavoidable thing in learning a language. It can be defined as a lack of competence, and usually it appears because of the weak information about the target language that learners have. According to Corder (1967 in Ellis 1994, p51), "an error takes place when the deviation arises as a result of a lack of knowledge." It represents a lack of competence. Ellis (1997), in Watcharapunyawong & Usaha (2013), defines errors as reflecting a lack of knowledge by a learner. In other words, errors occur because the learners are not able to identify what is correct or incorrect. Dulay, H, Burt, M, and Krashen, S (language two, 1982, p138) stated that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.

Furthermore, Norrish (1987) in Ridha (2012) defines error as a systematic deviation when a learner has not learned something and consistently gets it wrong. It is necessary to make a distinction between error and mistake. Corder (1967), as noted in Ridha, defines "error" as a noticeable deviation from the adult grammar of a native speaker and "reflects the competence of the learner". Thus, it can be concluded that errors occur because learners still lack information about the target language, and hence it cannot be self-corrected.

### **I.2.3 Types of errors**

There are many types of errors that learners commit when they write, and these errors are classified into many categories. According to Dulay et al. (1982), there are four types of errors based on the surface strategy taxonomy; omission, addition, mis-formation, and mis-ordering. Therefore, errors are classified into four categories:

#### **I.2.3.1 Omission**

Omission errors are characterised by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. (Dulay et al.(1982)). That means when someone writes something as a paragraph, for example, he omits a necessary word, article, verb, or conjunction...

#### **Example:**

My teacher good person (in this sentence the student omitted the verb to be and the article 'a' because he thought in Arabic and wrote in English)

The correct form is: my teacher is a good person.

#### **I.2.3.2 Addition**

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in well-formed utterances. Ibid

There are three types of addition:

##### **I.2.3.2.1 Double markings**

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.

**Example:**

He does not loves football. (We should say: he does not love football)

**I.2.3.2.2 Regularizations**

Regularization is a linguistic phenomenon observed in language acquisition, language development, and language change typified by the replacement of irregular forms in morphology or syntax by regular ones.(Wikipedia)

**Example:**

The student writed the lesson. (In this example there is a mix of present simple and simple past tense. We should say: the student wrote the lesson or the student writes the lesson)

**I.2.3.2.3 Simple additions**

Errors are the grab bag subcategory of additions. If an addition error is neither a double marking nor regularization, it is called a simple addition. There is no particular features characterize simple additions other than those that characterize all addition errors. Dulayet al, (1982)

**Example:**

The birds doesn't live in the water. (We should say: the birds don't live in the water.)

**I.2.3.3 Misformation**

Misformation is characterized by the use of the wrong form of morphemes or structure. While omission errors are not supplied at all, in misinformation errors the students supply something, although it is incorrect. (ibid.) The student here provides a sentence that is not correct in grammar. According to Dulay et al. (1982), there are three types of misformation, which are regularizations: When a learner uses regular and irregular types of words in the wrong place, for example: becommmed (became), archi-forms: The choice of a class form to represent or describe another class form in different situations, for example, that houses are theirs (here we should say: those houses are theirs) and alternating forms: In this case, the learner has mistakenly used some forms alternatively but it results in producing a wrong word. For example, the mother called him for dinner (here we should say: the mother called him for dinner).

#### **I.2.3.4 Mis-ordering**

It is characterized by the incorrect placement of one or more elements in a phrase or sentence. An error may be made by L1 and L2 learners when they have acquired certain simple patterns. This taxonomy is used because it is expected to give the researcher a means to identify the cognitive process that underlies the learner's construction of the language. Dulay et al. (1982).

#### **Example:**

I do like not this food. (Instead we should say i do not like this food)

#### **I.2.4 Source of Error**

Brown (2007: 262) divides error sources into four categories: interlingual transfer, intralingual transfer, context of learning, and communication strategies.

##### **I.2.4.1 Interlingual Transfer**

According to Brown (2007), interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. Interlingual transfer appears because of the negative influence of the mother language. During the early stages of learning a second language, the student constantly refers to and uses his first language whenever he wants to produce something in L2, which causes him to make errors without even realising it. For example, the teacher asks his students to give him a sentence in English (L2), so the student thinks in Arabic (L1). In Arabic, the sentence starts with the verb and then the subject, but in English it is the opposite. Therefore, the student writes, for example, "plays the kid football" (the right sentence is: the kid plays football).

##### **I.2.4.2 Intralingual Transfer**

Intralingual transfer happens within the target language itself. It is a major factor in second language acquisition. It manifests after the students start to acquire the new language; once they learn and know some rules, they over generalize them to all the language elements. That is because they learned the language in wrong way so they registered wrong information or maybe the teacher did not teach them well and did not correct their errors so they think that they are correct. An example of the negative intralingual transferor overgeneralization is the

end of the regular verb "ed." The first time the student studies English grammar, they find that teachers teach them regular verbs in simple past most of the time, so they think that all verbs have the same end in simple past. Instead of writing 'went', they write 'goed', or instead of writing 'drunk', they write 'drinked'.

#### **I.2.4.3 Context of learning**

Context refers to the classroom with its teacher and its materials, in this case, of school learning activities or the social situation in the case of untutored second language learning. Students make errors because of a misleading explanation provided by the teacher, faulty presentation in a textbook, or a memorized pattern that is not contextualized. (H. Douglas Brown, 2007).

#### **I.2.4.4 Communication strategies**

Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error. Once, an ESL learner said: "Let us work for the well-being of our country." While it exhibited a nice little twist of humor, the sentence had an incorrect approximation of the word welfare. Likewise, word coinage, circumlocution, false cognates (from Tarone, 1981), and prefabricated patterns can all be sources of error. (ibid)

#### **I.2.5 Causes of errors**

There are many causes that make the students commit errors as the following:

- The lack of competence and knowledge of the target language, especially grammar rules.
- The strong influence of the mother tongue causes students to think in their L1 when writing in L2. They make errors because their language structures differ.
- The use of common wrong words, which may be called loan words, is usually found or used on social media because people find it easier for them to write and memorize. For example, I want to go with the best... Another example is Ebonics, which was a

language developed by Africans in America to facilitate communication with others or between themselves.

- Another reason is the difficulty of the language structures and rules. That makes the students not give attention to the right use of the language, so they make errors without paying attention. For example, when they are asked to write irregular verbs in the past tense, they add "ed" to the end directly.
- The last reason is the environment at schools or outside. There is no place to think in peace when the student wants to practice English by writing or speaking. For example, at university, EFL students cannot speak English together with other students without the sarcasm of the others because they laugh at them when they hear them talking in English, so there is no encouragement from anyone. Therefore, students make errors.

According to Norrish (1983), three factors can be classified as the causes of errors. They are carelessness, first language interferences, and translation. They are explained as follows.

#### **I.2.5.1 Carelessness**

This is often closely related to a lack of motivation. Lack of motivation may be the result of the presentation style of the teacher, which does not suit the students, or maybe the materials are not interesting for the students (Norrish, 1983).

#### **I.2.5.2 First Language Interference**

First language interference is the result of language habits established in the native language of the student (Corded, 1987; Norrish, 1983). When the student uses English, he brings his native language habits into the target language being learned. Errors in this situation called the transfer errors. Richards (1971b in Ellis 1994:58) states that "Interference errors occur as a result of 'the use of elements from one language whilespeaking another.' An example might be when a German learner of L2 English says 'I go not' because the equivalent sentence in German is 'Ichgehenicht'"

#### **I.2.5.3 Translation**

This is the most common source of errors made by students, translating word for word; especially idiomatic expressions from the students' first language can produce errors of this type. This usually happens as the result of a situation when the learners are asked to

communicate something but do not know the appropriate expressions or structures in the L2 (Norrish, 1983).

### **I.2.6 Deferent between error and mistake**

The mistake is accidental and you know that you have written something wrong but you just did not pay attention to it or you did not focus while writing. On the other side, the error is something you do not know and you never studied before. So you write something in the wrong way but you think it is correct and acceptable while it is not. That is because of the weak grammatical knowledge.

In linguistics, it is considered important to distinguish errors from mistakes. A distinction is always made between errors and mistakes where the former is defined as resulting from a learner's lack of proper grammatical knowledge, whilst the latter is a failure to use a known system correctly. (Brown, H. Douglas (1994))

Errors cannot be self-corrected and the student needs the teacher's help. Mistakes can be corrected by the student himself without any help from the teacher. According to NikaPurwati; et al "mistakes (performance errors) can be self-corrected with or without being pointed out to the speaker but systematic errors cannot be self-corrected."

### **I.2.7 Error Analysis**

According to Brown (2000) errors is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Meanwhile, Spillner (1991) said errors in the second language are evidence of exiting language contrast and hence learning difficulties. It means that there is something wrong with norms of language performance; the making of errors is so unavoidable in the learning process. Besides, the making of errors is a part of learning and no one can learn without making errors. An error may happen in the teaching-learning process. It is partly because teachers lack grammar competencies As a result students have different understanding or wrong perceptions then they keep in their brain.

It is believed that Error Analysis (EA) is very essential in SLA since the error is unavoidable in the learning process. Error Analysis spread in the '60s and '70s of the previous century. Error analysis is a type of linguistic analysis that focuses on the errors committed by the learners. According to Richards and Schmidt (2010), Error Analysis is the study of second or foreign language learning to observe errors made by learners.

Moreover, Crystal (2008) defines error analysis as a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by a learner. In addition, Sercombe (2000) in Sawalmeh (2013) explains that EA serves three aims. Firstly, to find out the level of language proficiency reached by students. Secondly, to get information about the difficulties faced by a language learner. Thirdly, is to know how people learn a language. Therefore, by doing this activity (EA), it is supposed to give information to the teachers about their students' competence and to know what part the students do error more.

According to linguist Corder, the following are the steps in any typical EA research:

- Collecting samples of learner language
- Identifying the errors
- Describing the errors
- Explaining the errors
- Evaluating/correcting the errors. (Ellis, Rod (1994), p. 48)

### **I.2.8 How to avoid grammatical errors**

If the student makes a lot of grammar errors, it does not mean that he cannot improve his writing skills. So many grammar and spelling errors are easy to overlook as you write. But, this does not mean he cannot fix them with the right skills and tools. Many useful tips can help students avoid grammatical errors when they write.

- **Learn Basic Grammar Rules**

Learning the grammatical rules should always come before writing to avoid making errors. There are plenty of useful sources to learn grammar well, such as grammar classroom sessions, online courses, grammar applications, etc., without forgetting to read as much as possible, because without reading, the learner cannot figure out how to use those grammar rules.

- **Write as much as you can**

We learn grammar rules to learn how to use the language correctly by speaking to communicate with others. However, we also write to share our ideas and apply what we have learned from grammar rules. The more the students write, the more they master the use of

these rules in the correct way, especially when they write academic essays or research. However, students should start writing simple, concise, and clear pieces of writing till they learn the right way to use those rules.

- **Use grammar checking software**

This software is one of the best ways to make your pieces of writing correct and meaningful. It checks the language structure and word choice. Also, it provides the writer with the best word option that fits their subject. Some grammar checkers can even offer writing tips and suggestions to avoid word overuse or help so you can write more like a native speaker.

There are many grammar checkers online, but not all of them are trusted and reliable. The following two sites are the best.

- **Grammarly**

Grammarly is the top choice for grammar checking. It has two options: a free option and a paid option. With the free option, you'll get excellent grammar and spell-checking tools, as well as help with often confused words and punctuation problems. To use Grammarly, you can either upload your document to the online grammar checker website, or you can put a plug-in on your browser or word processor to check your grammar as you write. Grammar suggestions show up in a sidebar, making it easy to scroll through and make appropriate changes.

- **ProWritingAid**

ProWritingAid integrates with your word processor and has a desktop app and plugin you can use for other writing needs. You can also paste your text into a web editor to use this grammar checker. ProWritingAid has many different types of reports about your writing. It not only checks grammar but also provides tips that let you improve your writing skills, such as suggestions to remove clichés from your writing and improve overall sentence structure. It also offers the Flesch Reading Score readability metric, so you can see just how easy your piece is to read. When you put your piece into ProWritingAid, it pops up with suggestions on the sidebar. Click on the suggestion to automatically make the change and improve your writing. (Nicole. H)

## **Conclusion**

This chapter provides a literature review on grammatical errors and their effects on the writing processes of EFL students. It has been divided into two sections; the first section dealt with the writing process (its definition, its most common three principles, and its importance for EFL students) and some factors influencing the students' writing skills. Furthermore, it contains the writing process and the relationship between writing and grammar, while the second section of the same chapter contains grammatical errors. It talks about grammar (its definition) and effective ways to learn and improve English grammar. Then it tackles errors' definition, types, causes, and the difference between errors and mistakes at the end. Furthermore, it tackles error analysis using some previous theories and research. It also talks about tips to avoid grammatical errors.

## **Chapter Two: Results and Discussions**

### **Introduction**

The study of this research tends to figure out the most common grammatical errors that EFL students make and their effects on their writing performance. This chapter is devoted to explaining the method used to accomplish the study of this research; it defines the research design, the data collection tools, the population of the study, and the sample of the study. In this study, we make a detailed analysis of each sample and show and classify the different grammatical errors that second-year LMD students at Mohamed Khider University make when they write.

### **II.1 Research methodology**

#### **II.1.1 Research design**

According to this study, the appropriate research design that helps to answer the research questions is the document analysis design since the research is qualitative. This method provides you with the appropriate data collection tools. According to Bowen (2009), document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008).

#### **II.1.2 Data collection tools**

In this research, data collection tools are qualitative. To collect the necessary information for our research, we use the document analysis method. Therefore, we gather some documents written by students then analyse and examine them all in order to understand and discover insights relevant to the research problem and answer the research questions raised by this research. The grammatical errors made by EFL students in second year LMD writing are the data required for this study.

### **II.1.3 The purpose of the study**

The purpose of this study is to figure out the grammatical errors made by second-year EFL students, analyze them, classify them, and then determine the sources or causes behind them. The researcher analyzed the research according to the surface strategy taxonomy of Duley, Burt, and Krashen (1982) theory, which contains four types: omission, addition, misformation, and mis-ordering.

### **II.1.4 Population and setting of the study**

This research was managed based on the writings of second-year LMD EFL students at Mohamed Khider University of Biskra in 2021 and 2022. Although some of the chosen students are repeaters, all the gathered documents contain many errors.

### **II.1.5 The Sample of the Study**

The students' writings that had been randomly collected in this study were 15 paragraphs over three groups. The teacher asked these groups to write paragraphs about any topic that came to mind during her sessions. The researcher chose this category since they are still new students at the university and they are considered beginner writers. Although they had previously studied English in middle and high school, they did not focus on writing skills and rules as they do in second year at university. Also, the researcher chose them to help them figure out their errors earlier and correct them to be great writers.

### **II.1.6 Data analysis technique**

The procedure of error analysis proposed by Ellis and Barkhuizen (2005) comprises the following five steps: (1) collection of a sample of learner language, (2) identification of errors, (3) description of errors, (4) explanation of errors, and (5) error evaluation.

In this research, the researcher analyzed the data collected following many steps. First, he collected the students' works according to Dulay's theory and read them well. Second, he tried to classify the errors he found in the documents into four categories, following the surface strategy taxonomy. Third, the researcher calculated the percentage of each type of error to facilitate the analysis. Finally, he described the errors according to the types of errors and then explained the sources behind those errors.

The formula used to calculate the percentage is as follows:

$$\text{Error percentage} = (\text{Number of one type of error} / \text{Total number of all errors}) \times 100\%$$

### II.1.7 Document analysis' description

The document analysis is a qualitative tool that researchers use to collect data and analyze it. This method deals only with written works (documents) and it helps to answer the research questions. The three essential sorts of documents are:

- Public Records, such as understudy transcripts, statements of purpose, yearly reports, strategy manuals, understudy handbooks and vital arrangements
- Personal Documents, such as date-books, messages, scrapbooks, online journals, Facebook posts, obligation logs, occurrence reports, reflections/diaries and daily papers
- Physical Evidence, such as flyers, publications, plans, handbooks and training materials. (Wikipedia)

## II.2 Research findings

### II.2.1 Types of the students' grammatical errors

The researcher in this study used the surface strategy taxonomy theory. In this theory, the four types of grammatical errors are: omission, addition, misordering, and misformation. He collected the documents and applied the appropriate data analysis technique. Then he classified the errors found in the documents of the students into a table. The following table contains the number and the percentage of each type of grammatical error made by second-year EFL students at Mohammed Khider University of Biskra. The number of the students' documents used is 15, and all of them are full of errors for many of the reasons that the researcher mentioned after this step.

N°	TYPES OF ERRORS	FREQUENCY	PERCENTAGE(%)
1	Omission	66	45.83%
2	Addition	40	27.78%
3	Mis-formation	35	24.31%
4	Mis- ordering	3	2.08%
<b>Total</b>		<b>144</b>	<b>100%</b>

**Table 1: Errors based on Surface Strategy Taxonomy**

The table 01 shows that the percentages of the errors are as following: “omission” (45.83%), then “addition” (27.78%), after that came ”mis-formation” (24.31%), and “mis-ordering” in the last rank (2.08%).

From the data found, omission took the first place and the highest percentage of errors made by students in writing. The total of all errors made by EFL students of Biskra University were 144 (omission: 66, addition: 40, mis-formation: 35 and mis-ordering: 3)

### II.2.1.1 Omission

Omission is the act of omitting something important (such as verb, noun, article, adverb...) when writing a paragraph or an essay. Most students do this wrong process when they write, so their pieces of writing becomes hard to understand and incomprehensible for readers. In the following table there are some of errors of omission committed by the students, the correction and the linguistic description of them.

Students	Errors	The correction of the errors	The linguistic description of the omission errors
01	...that most students study ...	...that most <b>of</b> students study...	Missing preposition (of)
	...and use to communicate with people...	...and use <b>it</b> to communicate with people...	Missing pronoun (it)
	You may find 10% to 20% who really want to be ...	You may find 10% to 20% <b>of students</b> who really want to be ...	Missing preposition and object (of students)
	...if a teacher asked to write an email or simple paragraph, you find ...	...if a teacher asked <b>you</b> to write an email or simple paragraph, you find ...	Missing pronoun (you)
03	...surrounded yourself with it, loving a cultere...	...yourself with it <b>and</b> loving the cutler...	Missing of coordinating conjunction (and)
	The meaning of all this ; you need to do	The meaning of all this <b>is that</b> you need to do ...	Missing of verb (to be) and conjunction (that)
	...to do the thing you used to do...	...to do the things <b>that</b> you used to do...	Missing of “s” (plural) and conjunction (that)
04	...I have chosen English specialty...	I have chosen English <b>as a</b> specialty...	Missing of conjunction (as) and article (a)
	I kind of regret about because...	I kind of regret about <b>it</b> because...	Absence of pronoun (it)
	Being English teacher...	Being <b>an</b> English teacher...	Absence of article (an)

	I do love English and I enjoy studying but when it ...	I do love English and I enjoy studying it, but when it ...	Missing pronoun (it)
05	I want to choose literature as speciality...	I want to choose literature <b>asa</b> specialty...	Missing article (a)
	I was always fonde of bockespecialy...	I was always fond of booksespecially...	Missing "s" of plural form
	...was pride and prejudice, by Jane Austen...	...was "pride and prejudice" <b>written</b> by Jane Austen...	Absent verb (written)
	...they were all by Jane Austen...	...they were all <b>written</b> by Jane Austen...	Missing verb(written)
07	...human being grow in his mentality...	...human being grows in his mentality...	Missing "s" of simple present with 3 <sup>rd</sup> personal pronoun.
	...he take decision muy change his course of life...	...he takes decision <b>that</b> may change his course of life...	missing "s" of simple present with 3 <sup>rd</sup> personal pronoun and missing conjunction (that)
	...change the place where live.	...change the place where <b>he</b> lives.	missing pronoun (he) and missing "s" in the verb live
08	It another kind of ...	It <b>is</b> another kind of ...	missing verb (to be)
	...,...they will understand your pain through your eyes, you'll find them...	...,...they will understand your pain through your eyes <b>and</b> you'll find them...	missing conjunction (and)
	...in any situation, laughing, sesious, problems...	...in any situation <b>like</b> laughing, sesious, problems...	missing ... (like)
10	Depression is psychologie problem. It happen when the person...	Depression is <b>a</b> psychology problem. It happens when the person...	missing article (a) and final "s" of the verb in present simple
	I observed the teenagers ...	I observed <b>that</b> the teenagers ...	missing conjunction
14	...at an age deserves to play...	...at an age <b>where she</b> deserves to play...	missing adverb (where) and pronoun (she)
	talking with men older than her ...	talking with men <b>who are</b> older than her ...	missing of relative pronoun (who) and verb (to be)

**Table 2: The errors of omission**

### II.2.1.2 Addition

Addition is the opposite act of omission and in this study it took the second rank of percentage (27.78%).

Students	The errors	The correction of the errors	The linguistic description of the addition errors
01	I can see that...	I see that...	addition of modal verb (can)
	to be able to produce a good and academic English	to be able to produce good academic English	addition of article (a) and conjunction (and)
02	...this may affectsthem...	...this may affect them...	addition of "s" of 3 <sup>rd</sup> person
04	I kind of regret about ...	I regretted about ...	addition of adverb (kind of)
	...being English teacher it's not my dream...	...being English teacher is not my dream...	addition of pronoun (it)
05	Now that I think about it the reason that...	The reason that...	addition of unnecessary words (Now that I think about it)
	...is because that I was ...	...is because I was ...	addition of relative pronoun (that)
	...made me read even more novels...	...made me read more novels...	addition of adverb (even)
06	...the misuse of this platform became make danger on teenager category...	...the misuse of this platform became dangerous on teenagers...	addition of verb (make) and noun (category)
	This days normally I think....	These days I think...	addition of adverb (normally)
	...live my lifeasnormaly.	...live my life normally.	addition of preposition (as)
08	...tell them any	...tell them anything	addition of noun (thing)

	thingthing about ...	about ...	
<b>09</b>	to talk about the weather in Biskra it's something...	The weather in Biskra is something...	addition of unnecessary words (to talk about) and pronoun (it)
	I tried different weathers but ...	I tried different weather, but ...	addition of "s" of plural form
<b>11</b>	...to kill thetime ...	...to kill time ...	addition of article (the)
	...learn from taking anadvice from others...	...learn from taking advice from others...	addition of article(an)
<b>12</b>	...about what come'snext day.	...about what will come next day.	addition of possessive ('s)
<b>13</b>	...it is one of the hardest things that anyone might do itfor many reasons.	...it is one of the hardest things that anyone might do for many reasons.	addition of pronoun (it)
	Thirdly, we have alsoanother reason which is ....	Thirdly, another reason is ....	addition of unnecessary expression (we have also) and determiner (which)
	...the most changing aspects of learning English is pronunciation because it has a lot of words that it is hard to...	...the most challenging aspects of learning English because it has a lot of words that is hard to...	addition of verb(to be), noun (pronunciation) and pronoun (it)
<b>14</b>	It is illegal with the idea that they are...	It is illegal since they are...	addition of unnecessary expression ( the idea that)
<b>15</b>	finally, boredom, boredom is ...	finally, boredom is ...	addition of noun (boredom)
	...as a type of activity to them...	...as a type of activity ...	addition of preposition and pronoun (to them)

**Table 3: The errors of addition**

### II.2.1.3 Mis-formation

This type of errors means the use of wrong forms of words or group of words. The percentage of this error was 24.31%.

<b>Number of the students</b>	<b>The errors</b>	<b>The correction of the errors</b>	<b>The linguistic description of the mis-formation errors</b>
<b>02</b>	...may be abused by some pages or being bullyed...	...may be abused by some pages or be bullied ...	Wrong verb form (being bullyed)
<b>03</b>	This is notonlyworkingwith English...	This does not work only with English...	Wrong verb form (is not only working)
	...is actually related to loving this language, surrounded yourself with it, loving a culture related to it.	...is actually related to loving that language, surrounding yourself with it and loving the culture related to it.	Wrong demonstrative (this), wrong verb tense (surrounded) and wrong article (a)
<b>04</b>	After Ihavechosen English...	After I had chosen English...	Wrong tense (have)
	...regret about...	...regretted about...	Wrong tense (regret)
	I am satisfied when I went in this path...	I am satisfied that I went in this path...	Wrong choice of word (when)
<b>05</b>	The first novel that I ever red was ...	The first novel that I ever read was ...	Wrong verb form (red)
	...wich made me read ...	...what made me read more...	Wrong choice of word (which)

<b>06</b>	...became make danger on teenager...	...became dangerous on teenagers...	Wrong form of adjective (danger)
	...and reduce the use of this platform or, followingonly the ...	...and reduce the use of this platform or follow only the ...	Wrong verb form (following)
<b>08</b>	Friends will be there for you whenever you need it without even asking forit...	Friends will be there for you whenever you need them without even asking for them...	Wrong pronoun choice (it)
<b>10</b>	Depression is psychologie problem...	Depression is psychological problem...	Wrong form of adjective (psychologie)
	...to wake up and be a man.	...to wake up and grow up.	Wrong word choice (be a man)
<b>11</b>	...but I didn't find theadvice that ...	...but I didn't find any advice that ...	Wrong choice of article (the)
	Ilearnfrom the mistakes of people...	I learnt from the mistakes of people...	Wrong verb form (learn)
<b>12</b>	...who lived in best way without surfing without problems...	...who live in best way without suffering from problems...	Wrong verb form (live) and wrong word choice (without)
	...the grammar structure of an new language and it's rules	...the grammar structure of a new language and its rules	Wrong article (an) and wrong form of pronoun (it's)
<b>15</b>	...teenagers turn to drugs as a form to escape...	...teenagers turn to drugs as a solution to escape...	Wrong word choice (form)
	The main causes of teenagers consume drugs.	The main causes of teenagers' consuming drugs.	Wrong verb form (consume)

**Table 4: The errors of mis-formation**

### II.2.1.4 Mis-ordering

This type of errors is concerned with wrong placement of words, and there were few students who committed this error.

students	The errors	The correction of the errors
03	...only working with ...	... working only with ...
	You need to do the things you used to do it your mother language, do it in English instead.	You need to do the things you used to do in English instead of your mother language.
06	Teenagers nowadays are...	Nowadays, teenagers are...
10	It happens when the person goes through a lot of stress and thinking a lot or deep.	It happens when the person goes through a lot of stress and deep thinking.

**Table 5: The errors of mis-ordering**

### II.2.2 Discussion of results

Table 02 in pages 26 and 27 represents the most omission errors made by 15 students who are from deferent groups of second year. It shows that most errors are related to the deleting of grammatical morphemes such as auxiliary, prepositions, articles and conjunctions...more than content morphemes like verbs, adjectives, nouns and adverbs. For example concerning the absence of the articles, the student number 02 wrote "...are struggling with addiction to some..." he should have written "...are struggling with **the** addiction to some..."student 04 also wrote "being English teacher..." in this sentence, he should have said "being **an** English teacher". Student 13 in the other hand wrote "spelling also is big problem...) he rather said "spelling also is **a** big problem. Another common errors that most of students made is missing "s" in the plural form and in the end of regular verbs like in what student 03 wrote " to do the thing...", normally he should say "to do the things..." because the article "the" is related to words written in plural form. Student 05 wrote "I was always fond of book" and normally he had better write "books". Concerning the final "s" of 3<sup>rd</sup> person in simple present, the student 07 wrote "human being grow in his mentality..." and "... he take decision, change the place where he live" and normally he should write "human being grows in his mentality..."and "... he takes decision, change the

place where he lives”. Concerning the omission of content morphemes the researcher also found some of errors made by the students. For example student 01 wrote “You may find 10% to 20% who really want to be ...”instead of “You may find 10% to 20%**of students** who really want to be ...”which is the correct one. Also he wrote “...if a teacher asked to write an email or simple paragraph, you find ...” and normally he add the pronoun “you”, so the sentence becomes “...if a teacher asked **you**to write an email or simple paragraph, you find ...”. Student 09 omitted a verb and wrote “The thing ispeoplestartedto get used it...” instead of writing “The thing is **that** people **have** started to get used **to** it...” All these errors could be because of the impact of the mother language, so the students think in Arabic and write in English. They apply their mother tongue rules on the target language, and that what makes them commit errors.

Table 03 in pages 28 and 29 shows the most addition errors done by students in writing, and it shows that all of them did this kind of error in their writing. The most common errors were the addition of articles, conjunctions, adverbs, pronouns, prepositions, nouns, verbs, possessive (‘) and the rest were unnecessary words. The errors of adding articles were three and the errors of adding conjunctions were four errors. For example: student 01 wrote “to be able to produce a good and academic English” and normally he should not add the article “a” and the conjunction “and” because the phrase “academic English” does not need identification and the words “good” and “academic” are not the same type, so the word “good” is an adjective which describes the word “academic”. Concerning the addition of pronouns there were six errors for example: the error made by student 05; he wrote “...is because that I was...” normally two deferent pronouns cannot be written together in the same place; one pronoun is enough. Concerning the addition of prepositions there were five errors done by deferent students for example: student 07 wrote “...is because that I was ...” here he wrote that to explain more what he wants to do, but before “that” he wrote “because” and that is more than enough. So, he does not need to add a preposition. Furthermore, the errors of adding an adverb were four errors. For example student 05 wrote “...made me read even more novels...” and here the addition of the adverb “even” has no meaning. Another important error that some students did is the addition of the final “s” of both, plural form and regular verbs with third person in simple present, there were only two errors which are in the following example:

⇒ student 02 wrote “...this may affects them...” normally he writes “affect” because before the verb there is the modal verb “may”, and the rule says after any modal verb the verb should be written as it is with the omission of “to”.

⇒ Student 09 wrote “I tried different weathers but ...” normally he writes “weather” because this word has no plural form.

There was one uncommon errors made by just one student (student 12) which is the addition of “possessive (’)”.

Table 04 in pages 30 and 31 show the most mis-formation errors made by the students. Those errors were wrong writings and they include: wrong verb form, conjugation and tense, wrong article, wrong word choice, wrong demonstratives, wrong adjective and pronoun and wrong form of pronoun. The most committed error was wrong verb form with eight errors like what the student 02 wrote “...may be abused by some pages or being bullied...” he should write “being bullied” following the rule that says when a word ends with “y”, before adding “ed” we should look at the letter before “y”; if it was a consonant, we should change “y” to “I” and add “ed”. But, if the letter is a vowel, we just add “ed” without any change. The second most committed errors were wrong word choice with six errors. For example: student 12 wrote “ ...way without surfing without problems...” normally he writes “from” instead of without because he already wrote the word “without” before. The other errors were not used too much and each one of them was committed two times or one time like the wrong form of the pronoun; the student 13 wrote “it’s rules” instead of its rules.

Table 05 shows the less grammatical error committed by students which is “mis-ordering”. There were a small percentage of students who committed this error; they were just three students from fifteen ones. The reason behind these errors could be the weak knowledge about the writing rules or the carelessness of what should be written, so the student do not think too much, he directly writes what comes to his mind .

Additionally, there were many other types of errors made by the students and the researcher did not mention them in the tables above .those errors are capitalization, misuse of punctuation and wrong words writing. In the document of student 01 there is lack of possessive (’) in the first sentence. He wrote “...of learning English in Biskra university” the correct writing is: “Biskra’s university. The same student did a lot of error concerning punctuation for example: he wrote “...want to be able to produce good academic English, and

use it to communicate...” normally he do not put comma because there is the conjunction “and” and it relates the two verbs to produce and use. The student number 2 wrote hyphens in the beginning of each paragraph without the indentation, and normally he does not use hyphens. The same student did not use commas in many sentences and in the end of some sentences he replaced the full stop with comma for example: “social media offered people a lot of services,However it affected them negatively, many teenagers...” the correction is “social media offered people a lot of services. However, it affected them negatively. Many teenagers...”

Student 05 for example wrote “...ever since middle school the First novel that...” the correct form is “...ever since middle school. The first novel that...”. He also wrote “...by Jane Austen, I truly love it...” the correct form is “...by Jane Austen. I truly love it...”

Concerning capitalization there have been many errors made by students. For example student 01 wrote “english” instead of “English”. Also, student 06 wrote “Teenagers Nowadays are Getting influenced “instead of “Teenagers nowadays are getting...”.

The last kind of error is the wrong form of words; students write words as they hear, so they omit, change or add other letters to the original word form. An example is what the student 12 wrote in his/her document : “surfing” instead of “suffering”, “totely” instead of “totally”, “wither” instead of “whether”...etc. student 10 also did the same error for example: he wrote “Alg” instead of “Algeria”.

The reasons behind these kinds of errors are many. Students may commit such errors because they did not study the grammatical rules well, and in this situation, the teacher and the student himself play a big role behind this problem. Most teachers nowadays do not give the lectures in the best way according to many reasons such as the short period of time giving to them to do the lecture, so they cannot give all the information since there is not enough time. Furthermore, the educational system is totally wrong and useless especially when it comes to learning and teaching languages. Therefore, the teacher cannot be blamed if his students did not acquire the new language correctly. Also, the teachers before used to get much respect and estimation from their students, so when the teacher starts to explain the lecture, all the students listen and focus well with a great attention. That what makes them get the information correctly, store it and never forget it.

Students of old times used to make more efforts additional to the teachers efforts, so they do not feel satisfy about themselves till they understand the lectures well. Also, nowadays' students suffer from many problems and pressure, and that what leads them to psychological and self-issues such as stress, less confidence, shyness and anxiety. As a result, all these challenges make it hard for students to focus on their lessons, so they get no benefits from their attendance. Furthermore, they cannot even ask the teacher to explain the lessons one more time or to answer their questions, so they do not learn the language rules correctly.

Many scholars agree that the main causes of errors are: carelessness, first language interference and translation. Additionally, there other causes such as overgeneralization, the misuse of grammatical rules and lack of practice.

Carelessness means that the students do not give much importance to learning the new language, so they whether do not attend the lectures or they attend but do not focus on what is written in the board or on what the teacher is saying. Therefore they do not require the rules and the information they need in their writing, and that what makes them commit errors in a horrible way. For example: they do not know the conjugation of the verbs in the present simple, and specifically they do not know which pronouns they write final "s" with them or not like what student 07 wrote "...he take decision..." and normally the verb after the pronoun "he" in the simple present contains "s".

The most common cause behind errors is first language interference and the majority of students suffer from this problem. It means that students form sentences or paragraphs based on their mother tongue because they most of time use their mother language when they talk and think. Therefore, they apply its rules on the new language and that what causes errors. Most of students omit articles because in Arabic there are no articles for example: student 13 wrote "spelling also is big problem" instead of writing "spelling also is 'a' big problem".

Translation also plays a big role in committing errors. According to Norrish (1983) "first language can produce errors of this type. This usually happens as the result of a situation when the learners are asked to communicate something but do not know the appropriate expressions or structures in the L2" Arabic student translate the ideas from Arabic to English without changing anything. That is because of the lack of the vocabulary in their minds. For example student 14 wrote "...playing on the phone and talking with men older than her" this is a translation from Arabic; therefore, the student forgot to write "who are".

## **Conclusion**

Based on the results found in this study, the researcher found 144 errors in 15 documents. All the students made errors in their writing, and the errors were diverse. Based on Dulay et al.'s theory, the researcher found that most students commit errors of omission, addition, misformation, and misordering. Concerning omission, there have been 66 errors (45.83%) of omitting articles, pronouns, prepositions, verbs, etc., and this type of error was the most common. Addition errors were 40 (27.78%), while errors of misformation were 35 (24.31%), and the last type was misordering, which was the least used with 3 (2.08%) errors. Furthermore, the researcher found other grammatical errors, which were the misuse, the omission, or the addition of punctuation incorrectly; the wrong use of capitalization; and the wrong written form of words. According to many scholars and researchers, there are many causes of errors in writing. The researcher tried to mention the most common causes that lead students to commit errors, and they were carelessness, first language interference, and translation. Additionally, he mentioned other important causes such as overgeneralization, misuse of grammar rules, and lack of practice.

## **Recommendations**

This part of the research presents some suggestions that may reduce the errors in EFL learners' writing, and he proposes some ideas to the teachers to help the students be better.

### **a. Recommendations for students**

- Reading is the food of the soul and mind. Students should read as much as they can because it helps them to gather more vocabulary and to know the language structures well. For example, if they read one small paragraph or one page from a book written in English, they learn some new words, and with time passing, they get used to the way that language was written.
- Practice helps to store the information in the mind, so the students will never forget it. When a student learns a new rule of the writing process or grammar in class, he should practice it at home so that he does not forget. So he will use it correctly when he writes or speaks in English. Concerning writing, he should write at least one simple paragraph of three or four lines till he becomes fluent, so he will be able to write long paragraphs, essays, and research papers without error.
- When the teacher explains the lessons, the students must pay attention to him/her in order to get the information correctly. Some students lose their focus during the

session for various reasons, such as the noise that a bad classmate makes or coming from outside the classroom. If the student wants to master the language, he should focus well without caring about any conditions that make him lose attention.

**b. Recommendations for teachers**

- Since the teacher plays an important role in the classroom, he should pay attention to what he does carefully. When he gives new information to his students, he should not make mistakes because the students follow what their teacher does, so if he writes or says something wrong, they may think it is correct. Therefore, they will use that mistake many times till it becomes an error..
- Teacher should encourage his students to apply the rules that he gives them by asking them to write or by giving them some homework. And the most important point here is that when the students do what the teacher asks them to do, he must check their work one by one; even if he does not have much time, he can correct the works and give the students the corrections written in their papers to make them aware of the errors they made so that they correct them and never do them again.

## **General conclusion**

This study is meant to provide answers to the two questions provided by the researchers, which are: What are the types of grammar errors that students make when they write? And what are the reasons behind making grammatical errors in writing? The researcher produced two main chapters in order to find the answers to the previous questions; the first one is the theoretical part, and it is divided into two sections. The first one is related to the writing process, and it is a general overview of it in terms of its definition, its purpose, its principles, its importance for EFL students, factors that enhance it, what makes it poor and its relationship with grammar. The second section of the chapter talks about the second important element, which are the grammatical errors. It includes the definition of grammar and errors and subheads about them, which are: the effective way to learn grammar; types of errors and their causes and sources; the researcher also mentioned the difference between an error and a mistake because many people do not differentiate between them and thinks they are the same. Furthermore, this section includes the important method that deals with errors, which is "error analysis." The second chapter of this research study is the practical part, and it was titled "Results and Discussion." It deals with investigating the types of errors that most students make in writing and the common reasons behind them. The researcher divided this chapter into two parts. The first part is about the research methodology that the researcher used, and it contains many subtitling related to the research method. Those subtitles talk about the research design that the researcher followed, data collation tools that he used, and in this study the researcher used the "document analysis method," which required him to collect some documents that contained second-year LMD English students' writings. Also, the first part contains the purpose of the study, the population, the settings, and the sample of the study, where the researcher gave a detailed explanation of the important elements that helped to conduct this study. The second part is more detailed and it contains the analysis of the findings and the discussion of the results. In this part, the researcher identified the main errors made by students, classified them in tables, and corrected them.

The results of the study showed that the most common type of error committed by students is "omission." Also, the researcher explained the real reasons behind these errors, and he found that most students think in their L1 when they write in L2, which is English in this study. At the end, he gave some recommendations to reduce the issue of errors for both teachers and learners because both of them play an important role in making errors in writing.

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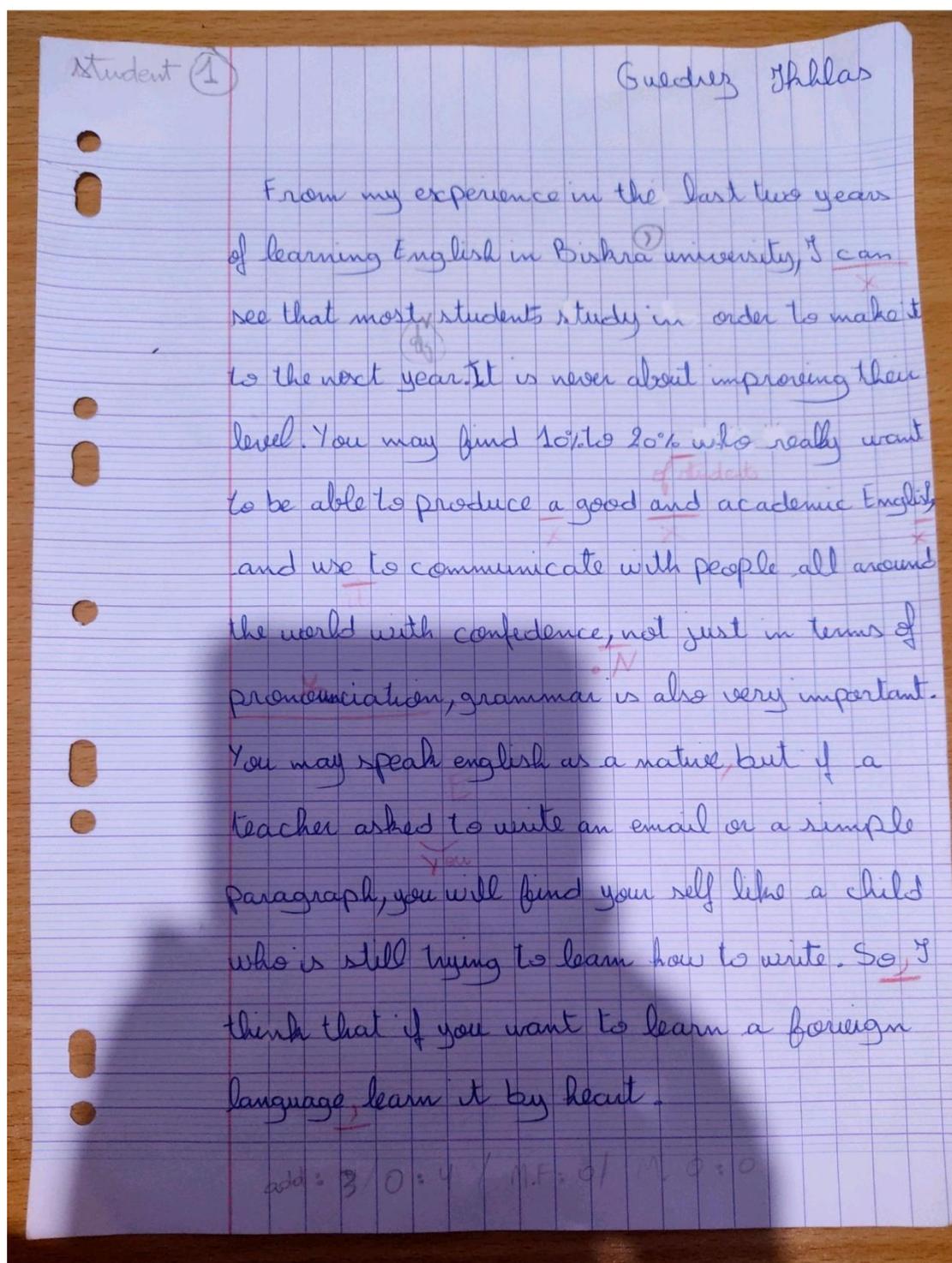
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# Appendices



This part of the research shows the collected paragraphs of the students that the researcher used to conduct his study.



Student (2)

Falliche Katre mada grp 05

Social media became one of the most wide topics nowadays, and because people use it too much, it

- Social media became one of the most widespread topics nowadays, and because people use it too

- Social media became one of the most widespread topics nowadays, and because people use it too much it has many effects on them.

- Social media offered people a lot of services, however, it affected them negatively, many teenagers are struggling with addiction to some websites on social media.

Also, in some platforms like Instagram, people are comparing their life with the influencers' and bloggers' life, and this may affect them mentally.

On some outlets, children may be abused by some pages or being bullied, and this may cause

be on: 2 ad: 1 M.F: 1 - No: 0

Student 2

embarrassment and mental problems

In conclusion, I would love to say social

media is a double edged sword, it never hurts

if we use it moderately.

student (3)

Improving your English language is related to surrounding yourself with it. This is not only working with English language; any language you ever want to learn is actually related to loving this language, surrounding yourself with it, loving a culture related to it. When you get to the level where you understand a certain language, you'll be obliged to start speaking this language and the best way to do that is not necessarily to speak with native speakers. This way is very effective if it's possible and available but personally, I really wanted to speak with people over the phone to see if my speaking skills are good enough to handle a whole conversation, but since it didn't work I ended up doing a different thing which is being surrounded with English; this only can work by watching movies (using English subtitles), listening to podcast, reading books and novels, watching interviews, watching the news, reading quotes and memes, watching a vlog or a youtuber, reading a recipe... etc the meaning of all this, you need to do the things you used to do in your mother language, do it in English instead.

does not work

the

M.F. 5  
M.D. 2  
Q. 5  
A. 3

2  
w.o

Student (4)

After I have chosen English <sup>speciality</sup> ~~speciality~~, I kind of regret about <sup>that</sup> ~~that~~ because I am in hard situation and extremely <sup>am</sup> ~~am~~ confused about my future job <sup>being</sup> ~~being~~ English teacher.

It's not my dream <sup>career</sup> ~~career~~ however, if you study English in Algerian university, you only have one choice which is <sup>of</sup> ~~of~~ teaching <sup>either</sup> ~~either~~ whether in high school or university.

I have always wanted to study in a <sup>Enterprise</sup> ~~Enterprise~~ company or anything related to <sup>marketing</sup> ~~marketing~~ or business. Yet it doesn't

mean I am not into English. I <sup>was</sup> ~~was~~ satisfied when I <sup>that</sup> ~~that~~ want to <sup>study</sup> ~~study~~ in this path because I do love English and I enjoy

studying <sup>but</sup> ~~but~~ when it comes to <sup>think</sup> ~~think~~ about my future job, it's a huge issue for me.

Om: 5  
Ad: 2  
M.F: 3  
M.O: 0

Student (5)

Farronson Dominic  
Group: 5a

Now that I think about it the reason that

I want to choose literature as a specialty is because

that I was always fond of books especially

novels ever since middle school. The first

novel that I ever read was Pride and

Prejudice by Jane Austen. I truly love it

and that which made me read even more novels and

they were all by Jane Austen and I loved

each one such as: Emma, Persuasion, Lady

Suzanne and Northanger Abbey. and this made

me fall in love with literature.

Ad: 5

DM: 5

M.F: 2

M.O: 0

Student (6)

Cracia Amira

Group = 05

on: 2/4  
ad: 2/4  
M.F: 2/4  
M.O: 1/4

The passage: Tik Tok.

- Tik Tok is considered as one of the social media outlets, in which you make and edit videos by showing your skills and hobbies. But recently the misuse of this platform become make danger on teenagers category. They spend hours and hours scrolling and watching their teenagers. Teenagers nowadays are getting influenced and admired by random and stranger people. Tik Tok platform was invented in China, aimed to give chance to teenagers to share their hobbies and talents, but now, it became a rubbish and a negative impact on the teenagers' mental health, we should to control our children and watch them attentively and reduce the use of this platform or following only the beneficial contents.

# Student 7

Day after day human being grows in his  
mentality and personality ~~more and more~~ <sup>on</sup> ~~in~~  
any domain <sup>in</sup> his thinking can change every  
period, and any situation passed for an, he  
~~takes~~ <sup>may</sup> change his course of life  
completely <sup>that may</sup> such as change the place where ~~live~~ <sup>he</sup>  
This days ~~that~~ <sup>change</sup> normally I ~~for~~ <sup>think</sup> to change  
the city to continue <sup>I'm thinking</sup> live my life ~~as~~  
~~normally~~ <sup>living</sup> I deserve to live it.

Ad: 3  
an: 5  
M.F: 4  
M.O: 0

# Student 8

## Friendship

Having a real friend feels like having a second family.

It's <sup>(15)</sup> another kind of love. I've always wondered how a real friendship would look like? <sup>(16)</sup> Real friends won't tell you that they love you by just words, <sup>(17)</sup> because if they really do <sup>(18)</sup> you'll see their love clearly through their actions. True friends will be there for you whenever you need it <sup>(19)</sup> without even asking for it, <sup>(20)</sup> they will understand your pain through your eyes, <sup>(21)</sup> you'll find <sup>(22)</sup> them in any situation, laughing, serious, problems — you can tell them any thing <sup>(23)</sup> thing about your life with no fear. Real friendship is rare to find and when you find it you'll never lose it.

om: 3  
ad: 1  
M.F: 2  
M.O:

## Student (9)

To talk about the weather  
in Bistrax it's something extraordinary  
I have tried different weather but  
Bistrax's weather is different at all. Cold  
in winter, hot summer. In the summer  
people can't even go outside because  
they can't walk or do anything  
because of the hot weather. but  
The thing is, people started to get  
used to it, which they have to.

om : 6  
ad : 4  
Mis F : 0  
M. o : 0

# Student (10)

Depression is a psychologic problem. it happen when the person go through a lot of stress and thinking a lot on "Deep"

I observed the teenagers in Alg recently started to be depressed for no reason and that's stupid.

and I advise the children of today to wake up and be a man.

Om = 3  
ad = 1  
M.F = 9  
M.O = 1

## Student (11)

Once, I was checking my Instagram to kill <sup>the</sup> time. <sup>So</sup> I found a status about "what did you learn from taking <sup>an</sup> advice from others?" It was a good question, <sup>actually</sup>. I thought about it so badly, but I didn't find <sup>that</sup> <sup>any</sup> advice that made me change, except the bitter fact. I was really keen to know what others commented, so I took a look and I found <sup>in</sup> someone wrote: "I learn from the mistakes <sup>learn</sup> of people who ~~took~~ <sup>took</sup> my advice." <sup>mistake</sup>

SM: 0  
AD: 2  
M.F: 2  
M.O: 0

student (12)

???

[we are two kinds of people]

As human we divided into two kind. The first  
(are) (the) (S)  
one who lives in best way without suffering without  
(are) (the) (S)  
problems. They are totally comfortable mentally and  
physically. On the other side we have the second  
kind who suffering from any thing in this life whether  
it be food, clothes, furniture or fortune. They live a depression  
life. They carry about what will come next day.  
hope live as the same way.  
(to)

om: 14  
ad: 1  
M.F: 3  
M.O: 0

Student (13)

Gatt Leila (Group 5)

Many people think that it is easy to learn a foreign language specially english language, but I think that it is one of the hardest things that anyone might do it for many reasons. Firstly, reading is the biggest difficulty for first time learners ~~for ex~~. Second, spelling also is big problem that face them because there are unrelatid and are spelled differently but it has the same sound when spoken. Thirdly, we have also another reason which is understanding the Grammar structure of a new language and it's rules. Finally, I'll say that learning a new foreign language is one of the most challenging aspects of learning english. Pronunciation because it has of a lot of words that are hard to pronounce even for the native speakers.

0:2  
Ms.030

1d:7  
Mis. Fe 6

Student (14)

## Illegal relationships

These days, the idea of getting into relationships is very popular. Although it is illegal with <sup>since</sup> the idea <sup>x</sup> that they are in the era of development. For example if you find a girl at an age <sup>development era (phase)</sup> deserves to play, you don't find her <sup>where she</sup> like this but the opposite now. You find her playing on the phone and talking with men older than her <sup>until</sup> even <sup>to point</sup> that she relates to them and <sup>verb</sup> addicted to something called an illegal <sup>becomes</sup> relationship despite her young age 😊

who are

Om = 3  
Mis. = 0  
Aish = 1  
Mis. F = 1

student (15)

The first factor is

many ← main factors. First, friends bad company they get involved in a drug group that they think is a solution to their problems and feel more confident about taking drugs.

second factor ← Secondly, depression (some) teenagers turn to drugs as a form of solution to escape when they are sad and depressed.

them → finally, boredom, boredom is one of the reasons why teenagers try drugs because they have as a type of activity to them. In short, friends bad company, depression, and boredom, are the main factors causes of teenagers consuming drugs.

Verb ???

- omission: 0
- Misorder: 0
- Agitation: 2
- Misformation: 2

## المخلص

يواجه متعلمي اللغة الإنجليزية العديد من المشكلات في دراستهم ، وقد يتسبب ذلك في فشلهم في اكتساب وتعلم اللغة الإنجليزية بشكل صحيح. و يؤثر ذلك على مهاراتهم الكتابية سلِّبًا ويقودهم إلى كتابة أجزاء كتابية مليئة بالأخطاء ، خاصةً الأخطاء النحوية. الغرض من هذه الدراسة البحثية هو معرفة أنواع الأخطاء النحوية التي يرتكبها طلاب السنة الثانية في قسم اللغة الإنجليزية بجامعة بسكرة عند إنتاجهم لمقطع كتابي والأسباب الرئيسية وراء هذه العقبة. اشتملت الدراسة على سؤالين رئيسيين هما: ما أنواع الأخطاء النحوية التي يرتكبها الطلاب عند الكتابة؟ وما أسباب ارتكاب الأخطاء النحوية في الكتابة؟ هذه الدراسة البحثية نوعية وهدفها جمع وتحليل الأخطاء الموجودة في كتابات الطلاب بناء على "تحليل الوثائق". تم جمع البيانات المطلوبة من الطلاب خلال فصولهم العادية. جمعت الباحثة 15 فقرة كتبها الطلاب ، وتم اختيار الطلاب عشوائياً من مجموعات مختلفة من السنة الثانية. تم تصنيف الأخطاء الموجودة في هذه الدراسة بناءً على نظرية Dulay و Burt و Krashen ، "نظرية تصنيف إستراتيجية السطح". وبعد ذلك بينت الباحثة أسباب الأخطاء وقدمت بعض التوصيات